CHAPTER III
METHOD AND MATERIAL
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Research Design

Present endeavour aimed to investigate Alienation of Urban Youth: A study in relation to Personality, Achievement Motivation and Academic Achievement.

This study is concerned with the influence of three variables i.e. Personality, Achievement Motivation and Academic Achievement on the Alienation. The basic design adopted is factorial. The main design will be 3 x 2 x 2 factorial. The first factor refers to three types of colleges (Co-education College, Girls College and Boys College) whereas the last two factors are two levels (high and low) of the experimental variables. Only two of the three experimental variables are taken as the design 3 x 2 x 2 x 2 may not provide adequate number of subjects in each group.

Sample

Four hundred and eighty subjects were included in the present study.

The sample of the study has been drawn from among P - University, T.C I, II and III students studying in Chandigarh colleges and between the ages of 16-23 years. These were taken randomly from various colleges.

The details of the sample are as follows:
Forty boys were taken from each class of the college of boys and 40 girls were taken from each class of girls college. In the case of Co-educational college, 20 boys and 20 girls were taken in each class, keeping in view the proportion of the number of boys and girls in the colleges of boys and girls and co-educational as shown in Figure 1.

Rationale for the Sample

The present study was conducted on the college-going students (both male and female) of Chandigarh, a Union Territory of India.

This city has been chosen as it is urbanised and very few studies have been done in this particular field so far. It is, however, pertinent to mention here that the colleges of the city of Chandigarh can be easily categorised into three types, i.e., Co-educational, Girls and Boys colleges. Although the curriculum followed in these colleges is same, yet one can find differences in certain psychological aspects of the students studying in these institutions. These may be in terms of their alienation, personality, accomplishment, proficiency of performance, aspirations, and others.

The present study therefore has focussed attention on the factors of personality, academic achievement and achievement motivation in relation to alienation of urban youth.
SAMPLE DIAGRAM

COLEGES

GOVT. COLLEGE
FOR MEN

CO-EDUCATIONAL
COLLEGE

GOVT. COLLEGE
FOR WOMEN

PRE-UNIV

TDCI

TDCII

TDCIII

40

40

40

40

PRE-UNIV

TDCI

TDCII

TDCIII

40

40

40

40

40

40

20

20

20

20

20

20

Boys

Girls

Boys

Girls

Boys

Girls

Boys

Girls

Fig. I
The following tools have been used in this study for the purpose of data collection:

1. **Eysenck's Personality Inventory (EPI)** (Eysenck and Eysenck, 1964) was used to measure extraversion and neuroticism.

2. **Achievement motivation questionnaire (Lynn, 1969)** was used for measuring the achievement motivation.

3. **Alienation Scale**
   Leo Srole's (1956) scale of Anomie was used to measure alienation.

4. **Academic Achievement**
   Scores of the last annual examination were taken as the index of academic achievement of the subjects.

**Eysenck's Personality Inventory (Eysenck and Eysenck, 1964)**

The test consists of 57 questions in all. This test has 24 items each for extraversion/introversion and neuroticism and 9 items for a Lie scale.

EPI is a descriptive instrument of the behavioural manifestation of personality. It consists of two parallel forms and Lie scale unlike Maudslay Personality Inventory (MPI), (Eysenck, 1959; Knopf 1962). It is thus modification of MPI for use with normal adult population.
BPI is a reliable and valid measure of the two most important dimensions of Personality via Extraversion/Introversion (E/I) and Neuroticism (N).

The test-retest reliability for BPI on two groups of normal subjects was between .80 and .94 for one group, and .84 and .97 for the other group. For the combined scale of Extraversion/Introversion and Neuroticism, split-half reliability was found by Spearman Brown's Prophecy formula, which studied by Carter (1958), Vatcher (1965), Thompson (1966), Kline (1967) and Orpen (1972).

The mean scores and SD found by Eysenck (1959) do not differ much from those found by Nae (1961), Jelota (1974) and Kline (1967).

Generally any subject scoring 5 or more on Lie Scale (also known as social desirability scale) (Eysenck and Eysenck, 1964) is rejected. In the present investigation, however, subjects scoring 6 or more on Lie Scale were not rejected but included in the sample. This was done, because of the following reasons:

1. Studies have indicated that the Lie Scale of BPI (Eysenck Personality Inventory, Eysenck and Eysenck, 1968) is useful in detecting Faking. Gorman (1968) reported that most subjects could either "Fake Good" or "Fake Bad" on this inventory upon demand. The Lie Scale, therefore, has been said to be valid in detecting social desirability (Eysenck and Eysenck, 1968; Gorman, 1968).
(II) Knowles and Kreitman (1965) and Orpan (1971) pointed out the only available norms for the extraversion and Neuroticism Scale did not exclude higher lie scores; 'Rejection of Liars' would necessitate re-establishing standardization norms, since, presumably, both honest and dishonest subjects contributed to the norms. Further it shows that even invalid records are useful, because they reflect a certain personality type.

(III) An exhaustive review of literature on the lie Scale (Weiss, 1977) seems to support the view that this is a powerful independent factor of personality which needs to be studied in its own right and not as a mere response bias to be corrected.


(2) Achievement Motivation Questionnaire (Lynn, 1969)

This test has 8-item scale derived by factor analysis. Its components are loaded on a single factor. Test items, like consciousness of time, dislike for waste, etc., are related to the basic components of McClelland's MACh concepts.

This test is used for measuring the achievement motivation. McClelland and his associates initiated in locating the motives associated with entrepreneurial behaviour.
The Lynn's Achievement Motivation Questionnaire (Lynn, 1969) is modelled to measure McClelland's (1961) concept of achievement motivation. It is basically designed, for use on people in executive, professional and managerial occupation.

Correlates of the Test

Correlations of the achievement motivation scale with Neuroticism was +0.097 and with Extraversion -0.003. Thus the scale is uncorrelated and independent of both Neuroticism and Extraversion/Introversion. It does not also correlate, with any of the factors in Cattell's 16 PF (Personality Factors) with the exception of Super-ego strength and Surgency, thus establishing independence of Achievement Motivation as measured by AQ.

Lynn (1969) has developed a questionnaire for the measurement of Achievement Motivation in which entrepreneurs, professors, managers and navy officers all scored significantly high. The Lynn's Achievement Motivation Questionnaire (Lynn, 1969) was derived by the factor analysis. 63 questions designed to top achievement motivation were assembled in questionnaire. It was then given to 983 male subjects consisting of 303 managers, 800 students and 800 junior naval officers. The factors were then factor analysed in three steps - the principal components of correlation matrix were extracted; the first two factors rotated to the normal varimax (orthogonal simple structure) and the varimax solution then rotated to oblique.
Simple structure using the Hendrickson and Whyte Promax technique. This analysis yielded a factor which had the appearance of Achievement Motivation. The eight questions with the highest loading were used in this achievement motivation scale. Its components were loaded in a single factor. Test items, like consciousness of the dislike for waste etc., were related to the basic component of McClelland's Achievement Motivation concept.

The criterion groups of successful people scored significantly high on the scale namely entrepreneurs, professors and managers (Lynn and Butler 1962, Lynn 1969).

O'Gorman (1973) "on the validity of Lynn's Achievement Motivation questionnaire reported following conclusions:

(a) High scores were more productive and more efficient. Speed and accuracy tests were used for the performance measured in controlled time limit. Klinger (1966) also found performance measure to be related to high scores on Achievement Motivation.

(b) High scores preferred choosing a difficult route for self advancement. The executives had a difficult and a longer duration course but a gradual increase in pay, status and responsibility. Klinger (1966) also found similar results.
(c) Achievement Motivation scores and Social Desirability Scale (Crown and Marlowe, 1960) were related with need for approval.

(d) Emotional adjustment was also associated with Achievement Motivation.

This list has also been used by Mohan (1979, 1980a, b), on foreign students, creative writers, police and administrative executives undergoing in-service training programmes and rural urban students, Chillon (1979) on participants and non-participants secondary school children in physical activities, and Cherate (1980) on army executives and their wives.

(3) **Alienation Scale**

Leo Srole's (1956) Scale of Anomie

Srole distinguished 5 theoretical components of anomie and developed a five item scale designed to tap each. The scale incorporated items referring to the individual's perception of his social environment, in part to his perceptions of his own place within that environment. Srole expressed the items as five questions to identify anomie persons. In his five statements, he has postulated certain facts. The anomie items are as follows:

(1) There is little use in writing to public officials because they are often uninterested in the problems of the average man.
(2) Nowadays a person has to live very much for today and let tomorrow take care of itself.

(3) It is hardly fair to bring children into this world, the way things look for the future.

(4) In spite of what some people say, the lot of the average man is getting worse, not better.

(5) These days a person does not really know as to whom he can really count on.

The first item refers to the individual's sense that community leaders are detached from the indifferent to his needs.

The second item is the individual's perception of the social order as essentially fickle and unpredictable, i.e., orderless, feeling that under such conditions and circumstances he can accomplish a little towards realising further life goals.

The third item is the individual's view, that the life goals are receding rather than being realised. Rather it indicates that they are retrogressing from the goals that they have already reached.

The fourth item is closely related to Durkheim's particular definition of anomie, a love of social norms and values more clearly a sense of meaninglessness.

The final item is the individual's framework that one cannot count on personal associates for social and psychological support.
Taking all the statements one by one, Bhatti (1979) analysed that all these five statements are fully applicable to the student community and because of their subjective experience regarding these statements, they fully understand the conditions and perceive greater anomie in the society than another section of society. Another study done by Sandhu (1970) on 'Alienation Among Teachers', showed the mean scale score 9.58, which is lower than 11.1 the mean of Bhatti's study.

This scale is not standardised on the Indian population. However, Bhatti and Channabasavanna (1979) have already used this scale extensively on different populations both in the Northern and Southern India. Sandhu (1970) used this scale to know about the alienation among the University teachers.

From the above facts it appears that this scale can be safely used on Indian subjects for measuring alienation.

Srole (1956) devised an anomie scale referring to an individual's eunomie-anomie continuum representing the individual's generalized pervasive sense of self-to-others, belongingness at one extreme, compared with self-to-other distance at other pole.

The present investigator was studying exactly the above given concept as applied to the college going student population. Other scales on Alienation were not fully meeting the objectives of the present study.

Srole does not suggest that the scale measures anomie,
which is a social phenomena and Misruchi (1960) emphasized that he used the scale as an index to social structural strain and as a means for the understanding of personality dynamics. Actually Srole's scale appears to be associated with class differences, and, if it means anything, seems to show that there is more general discontent as one goes down the class scale, (Robert & Hochsch, 1956; Srole, 1956a, 1956b; Bell, 1957; Neir & Bell, 1959). Whether this has any relation to anomie is unclear. It may be more closely related to the distribution of some types of abnormal personality in the population.

In the study of Kinski and Ligett (1960), only one item of the Srole scale was repeated in obverse form and given at a different place in the interview with the original Srole items. This of course, did not allow an analysis of the complete set of items.

The technique used here was to instruct the interviewer to alternate questionnaire forms in each successive interview. One form had the original Srole items and the other had the obverse item. Analysis was conducted in the two groups, i.e. those who receive the Srole item; and those who received the obverse item, for occupation, income, age, education and sex. These are independent variables known to affect scores on the Srole item.

Gordon (1966) in his paper discussed Srole's (1956) 'Anomie Scale' which is supposed to measure the individual's feeling state which is associated with anomie. It comprises
of four main components: feelings that authority no longer cares for the individual's needs; seeing the social order as futile and unpredictable; feelings that everything is getting worse; and an alienation from norms making life seem meaningless. It has most recently been used in an altered form by Misruchi (1964, pp. 161-2) and previously by Bell (1957) but the original testing of the scale seems to have been sketchy and it is difficult to believe that 5 agree/disagree statements are likely to describe anything but the vaguest of feelings.

The purpose of Carr (1971) study was to show that the 'anomie' items (Srole, 1959) were, in large part, a measure of acquiescence when the items were administered to the respondents with socially subordinate racial and class characteristics. In that study the Srole items were included in a cross-sectional survey along with an additional item which was the obverse form of the original Srole item. The obverse form of it were as under:

(1) It's hardly fair to bring children into the world, the way things look for the future (Srole, 1956).

(2) Children born today have a wonderful future to look forward to Lenski and Leggett (1960).

The findings of the study were interpreted to mean that norms governing interclass and interrace relationships caused the respondents to agree with the items out of deference or acquiescence to the superior position of the
interviewer. More specifically the researchers called into question the identification, common in the literature of the lower class as 'anomie'. When they controlled for acquiescence in the interview, they found no relationship between class and 'anomie' scores. This, they noticed was a case very similar to the characterization of the lower class as 'authoritarian' (Adcens et al., 1950).

Carr (1971) clarified that the Srole scale has three characteristics. It has unlimited positive wording, it expresses opinions about social issues that are practically cliches and the items are quite ambiguous. He further added that if Srole scores are partially a function of class and race - based acquiescence, 'anomie' may have been seriously correlated with other attitudinal variables for the same reason. That is, acquiescent respondents who will agree to almost any statement, will necessarily be high on anomie and any other positively worded scale. Srole items for Negro communities are significantly lower where racial activism has been higher, - holding class and education constant. He added that to use the items in this way, one should maximize the social distance between respondents and interviewer and use the positively scored form. In this case, scale score need not be interpreted in terms of the inference of some attitude (projected through responses to the item). Rather agreement with the items can be considered
as an act of acquiescent behaviour and the respondent scored according to the frequency with which he exhibits such behaviour.

Carr (1971) in his study discussed Pettigrew (1964) who reported in the responses of Negroes to Negro and white interviewers with Negro Interviewers. 2190 more Negro respondents agreed to the statement that the trouble with most white people is that they think they are better than other people.

The finding that negroes are more likely white to have high 'anomie'. Scores on the Srole Scale (McClosky and Schaar, 1965; and Grigg, 1962) may, in part be explained in terms of racially based acquiescence. The same explanation may account for a significant part of the variation in Srole Scale. Scores between social classes. He puts forth that numerous studies have shown that the various indices of class position are inversely related to 'anomie'. High 'anomie' has been associated with (1) Low socio-economic status (Heir and Bell, 1959; Kornhauser et al., 1956); (2) Low occupational status and low education (Bell, 1957; Simpson and Miller, 1968); Lower class identification (Mizruchi, 1960); and (4) Low Income (McClosky and Schaar, 1965; Bell, 1957).

Anthony (1973) compared students of vocational technical school with other schools with Srole Scale and found that former group showed positive attitude towards the present and the future. Its education was more job-oriented and they experienced
success. They usually utilized and reflected traditional and social norms whereas control group was still in transition, attending college, looking for job.

Featherman (1975), suggested that sociogenic model may be incomplete and therefore theoretical specifications were advanced by Srole (1956) who speculated on the possibility that the causes of alienation (anomia) might include psychogenic personality factors. However, finding that alienation was associated with only several mental disturbances and was inversely related to socio-economic statuses. Srole concluded that social structural variables are the key antecedents and — like Durkheim, Marx and Merton — rested his enquiry by postulating that social conditions (by which he meant low socio-economic status) were the independent variables of interest and importance. Almost without exception, past research has explored the sociogenesis of alienation but not the psychogenesis.

**Procedure for Collection of Data**

The subjects of the study were contacted personally, requested to cooperate in the testing schedules. The subjects were assured that all information pertaining to them would be kept confidential. Tests were administered to the pupils in small groups of 10-15.
The subjects were first asked to complete the columns regarding their identifying data, i.e., name, age, sex, class, name of college, and percentage of marks obtained in last class and then to take the test of Alienation Scale, Eysenck's Personality Inventory, and Lynn's Achievement Motivation Questionnaire.

The following instructions were given for Eysenck Personality Inventory:

"Here are some questions regarding the way you behave, feel and act. After each question there is a space for answering 'Yes' or 'No'. Try to decide whether 'Yes' or 'No'. It represents your usual way of acting or feeling. Put a circle around 'Yes' or 'No'. Work quickly and do not spend time over any question. We want your first reaction - not a long drawn out thought process. The whole questionnaire should not take more than a few minutes. Be sure not to omit any question. Work quickly and remember to answer every question. There are no right or wrong answers and it is not a test of intelligence or ability, but simply a measure of the way you behave."

The following instructions given for Lynn's Achievement Motivation Questionnaire:
"Here is a list of 8 questions. Please circle either the 'Yes' or 'No'. Following each question and decide one way or another, even if it is hard to make a decision.

The following instructions were given for Anomie Scale used by Grolle (1956).

"Here is a list of 5 questions, after each question there is a space for answering Agree, Disagree and Undecided. Decide one of them according to the way you feel and mark tick (✓)."

These instructions were explained verbally to the subjects and were also printed in the beginning of the questionnaire form in order to enable the subjects to read and understand carefully.

**Statistical Procedures**

The following statistical procedures were used:

(a) Descriptive statistics in terms of M, Min., Max., were worked out to study the nature of distribution of scores for the variables included here.

(b) The sample was administered psychological tests to assess (a) Academic Achievement, (b) Neuroticism, (c) Extraversion, (d) Achievement Motivation with reference to Alienation. Therefore the sample was distributed into three levels of the variables; the top 27% scores were termed as high scores on the
variable and the lower 27 % scores were termed as low scores on the variable. This was worked out on the universally accepted formula. On the basis of thus calculated high scorers and low scorers the F and t-tests were applied on the sample.

To find out the significance difference between 3 types of colleges for the above given variables with reference to Alienation, Factorial Design (3x2x2=12) yielding 12 conditions of Analysis of Variance was employed. The number of subjects in each of these conditions was unequal, because the total number of subjects was small.

(c) Correlations were worked out for establishment of relationships between Personality, Achievement Motivation and Academic Achievement on the one hand and Alienation on the other.

(d) Regression Equations were set up, by stepping one variable at a time to know the percentage contribution to the criterion variance by each variable and prediction of maximum possible 'r' by the combination of these variables.

(e) Factor Analysis was also applied to look into the pattern of factor structure underlying Personality, Achievement Motivation, Academic Achievement and Alienation.