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Alienation and the Associate Degree Student within the College of Business and Public Affairs of Western Kentucky University

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ALIENATION AND THE ASSOCIATE DEGREE STUDENT WITHIN THE COLLEGE OF BUSINESS AND PUBLIC AFFAIRS OF WESTERN KENTUCKY UNIVERSITY

Specialist Project
Presented to
The Faculty of the Department of Educational Leadership
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

by
Leonard T. Schira
July, 1979
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ALIENATION AND THE ASSOCIATE DEGREE STUDENT WITHIN THE COLLEGE OF BUSINESS AND PUBLIC AFFAIRS OF WESTERN KENTUCKY UNIVERSITY

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ALIENATION AND THE ASSOCIATE DEGREE STUDENT
WITHIN THE COLLEGE OF BUSINESS AND PUBLIC
AFFAIRS OF WESTERN KENTUCKY UNIVERSITY

Leonard T. Schira           July 1979           77 pages
Directed by: Dr. E. D. Burkeen, Dr. C. Riley, and Dr. W. Ashley

Department of Educational Leadership Western Kentucky University

A questionnaire - made up of a portion of the Shepard-Crawford Social Referent Scale, the Willoughby Schedule, and a student information form - was developed to ascertain whether or not the level of alienation differed in students seeking associate degrees from those students seeking baccalaureate degrees in the College of Business and Public Affairs at Western Kentucky University. The instrument was administered to 453 students enrolled in classes required to complete an associate degree program in the College of Business and Public Affairs at Western Kentucky University. The statistical results for this study were computed by resources available at Western Kentucky through Academic Computing and Research Services and the use of the Kentucky Educational Computer Network. The program package accessed was the Statistical Package for the Social Sciences (SPSS) using the t-test and frequency procedure. The variables
utilized to investigate the relationships that exist between the feelings of alienation by associate degree students and the associate-baccalaureate student mix in the classroom were: the first year associate degree student and the second year associate degree student; the first year associate degree student and the first year baccalaureate degree student; the second year associate degree student and the second year baccalaureate degree student. The study developed no significant differences in feelings of alienation in associate degree students although mean scores did indicate a slight trend toward a higher level of alienation developing in associate degree students.
CHAPTER I
INTRODUCTION

Higher education in the United States was established primarily for the general education of young men who were preparing themselves for the ministry. In later years, these same institutions evolved into centers around which professional schools developed to train professors, physicians, and lawyers (Mays, 1948). This educational emphasis was carried through until the enactment of the Morrill Act of 1862 which established the "Land Grant" colleges and universities. These schools were funded specifically to further industrial and agricultural studies (Gutek, 1970).

Presently higher education reflects a blend of occupational and liberal education at both the baccalaureate and the associate degree level. Although state colleges and universities are known primarily as four year and transfer degree granting institutions, they are increasingly offering more occupational degree programs at the less than baccalaureate degree level (Martin, 1968). In Kentucky, as an example, all state colleges and universities offer a variety of associate degree programs (Council of Higher Education, 1978). As a result, students in Kentucky today have a choice of an associate degree program or a baccalaureate degree program.
Western Kentucky University in its College of Business and Public Affairs incorporates the basic core courses leading to an associate degree in Retailing, Small Business Management, Banking, Real Estate, Data Processing, Secretarial Science, Secretarial Administration, and Medical Secretary into its classes in the regular baccalaureate program. Presently, there is no separation of students within classes according to degree program.

However, the introduction of occupational education into institutions of higher education has met with some degree of resistance from some faculty members, thus resulting in a personal conflict of values within the colleges and universities trying to meet occupational program demands and at the same time remain intellectually pure (Kennon, 1977).

Since the major thrust of a university has traditionally been the baccalaureate program, the professors who counsel and advise the baccalaureate students have a tendency to gear their instruction and their advising to the baccalaureate degree student. As a result, they may be slighting, or even discriminating against, the associate degree program student.

There is, however, considerable concern expressed by some faculty members in institutions of higher education regarding the caliber of students that are enrolled in the occupational associate degree programs. There is often some doubt expressed as to whether or not the associate degree student can intellectually handle courses that are offered in
the baccalaureate degree curriculum since students seeking both the associate and baccalaureate degrees must enroll in the same courses. "In many instances associate degree students are singled out by institutions and suffer embarrassment in the informal prestige hierarchies that exist within the educational setting" (Gilli, 1976).

The Kentucky Council on Higher Education in 1977 issued a revised mission statement for all the colleges and universities. This revised statement reemphasized the role of each state institution to offer both the occupational associate degree and the baccalaureate degree programs.

As a result, students in Kentucky who are enrolled in associate degree programs may work and study in either of two settings: (1) the community college located on a self-contained campus where the maximum educational opportunity leads to an associate degree; and, (2) the state university where the associate degree programs are offered in conjunction with baccalaureate degree programs.

Therefore, the question arises, "Would these associate degree students feel less alienated if they studied in a situation where the associate degree program identity is more evident such as might be expected in a community college?" This study was undertaken to seek answers to this basic question.
Purpose and Rational

The Council on Higher Education in Kentucky, in its mission statement to the colleges and universities in 1977, placed heavy emphasis on associate degree programs.

In her report preceding issuance of the revised mission statements to colleges and universities in Kentucky, Marnia F. Kennon wrote:

The past ten years of upheaval, boom, and bust in colleges have been disquieting. There seems to be a difference between the value placed on education by the educators and the students (and parents). The current controversy over unemployed graduates and "overeducation" points out, to the chagrin of many professors, that for most people the measure of the success of higher education is in the jobs graduates can get.

The demand for vocational training in higher education is presently high. People feel that colleges should be turning out graduates with marketable skills, and many institutions are expanding their vocational offerings. The problem in meeting these demands is to achieve a balance between requirements of job training and the need for centers of research and knowledge. The clash between a population which wants jobs and upward mobility, and institutions which desire to be inviolate centers of truth and wisdom ... (1977, p. 10).

As a result of the revised mission statement issued by the Kentucky Council on Higher Education, increased emphasis will be placed on programs at the associate degree level. This emphasis by the leadership in higher education in Kentucky dictates the necessity for some action on the part of the state colleges and universities in order to execute this mission. There are indications of a need to determine how associate degree students will be affected, if at all,
when placed in an environment where primary emphasis is given to baccalaureate degree programs.

Many vocational educators have the feeling that the total educational system in higher education is largely in the hands of people who try to ignore programs that are practical and establish a hierarchy of values that neglects a major portion of the developing youth (Rhodes, 1968). Since it is the duty of the leader in institutions of higher education to meet the educational needs of all its students, the faculty and staff must ascertain whether or not students feel alienated and if so determine the source of that alienation and seek to eliminate it or minimize its effect.

The purpose of this study is to ascertain whether or not the associate degree program student should be mixed in classrooms with the baccalaureate degree student. Is this procedure in the best interest of the associate degree student, or does it lead to the alienation of this student? This is very important since student alienation has for many years been a popular topic for authors in the social science field. The majority of this writing, however, has been highly speculative and non-scientific and has led to subjective conclusions because there has been very little basic research undertaken in this area to provide more objective evidence. More current writings by social scientists, however, have shown an increasing interest in the problem of alienation as an empirically measurable concept. The data gathered in this study relative to the students' self-concepts and
feelings of alienation should provide university and community college personnel with information which they can better understand and use as they carry out their responsibilities to the students.

**Statement of the Problem**

A search of the literature reveals little information regarding alienation and the Associate Degree student.

The purpose of this study is to ascertain the relationships between the associate degree students' feelings of alienation and selected student characteristics. The specific problem statement of this study is:

"Do Associate Degree students enrolled in programs in the Western Kentucky University College of Business and Public Affairs have, or develop, feelings of alienation as a result of attending classes with the Baccalaureate Degree students?"

**Hypothesis and Variables of the Study**

This study will investigate the relationships that exist between the feelings of alienation by a classroom mix of associate degree students and baccalaureate degree students in the College of Business and Public Affairs at Western Kentucky University. The hypotheses tested, stated in null form, were:

\[ H_1: \text{There is no significant difference in feelings of alienation between first year associate degree students and second year associate degree students.} \]
$H_2$: There is no significant difference in feelings of alienation between first year associate degree students and first year baccalaureate degree students.

$H_3$: There is no significant difference in feelings of alienation between second year associate degree students and second year baccalaureate degree students.

$H_4$: There is no significant difference in self-concept between first year associate degree students and second year associate degree students.

$H_5$: There is no significant difference in self-concept between first year associate degree students and first year baccalaureate degree students.

$H_6$: There is no significant difference in self-concept between second year associate degree students and second year baccalaureate degree students.

It was the intention of this study to investigate and ascertain whether or not there were any differences in the alienation and self-concept scores of college students who were seeking associate degrees and those who were seeking baccalaureate degrees within the College of Business and Public Affairs at Western Kentucky University. Dependent variables examined in the study were the levels of Alienation
from the social referents and school as measured by the Shepard-Crawford Schedule and self-concept as measured by the Willoughby Schedule.

Within the environment of higher education, there exist two distinct types of separation which make students particularly susceptible to alienation. First is the separation inherent in a procedure which is social by nature rather than familial (Johnson, 1973). This study examined alienation from family and alienation from friends relative to social separation. The second type of alienation is the alienation which is promoted by the large numbers of students in classes and the different philosophies involved in higher education and the character of the institution itself (Johnson, 1973).

**Alienation from School**

Much of the literature concerning alienation is centered around institutional relationships. These relationships describe those associations between individuals and various organizations with which they are involved or belong, that is, their relations to the school (Johnson, 1973). As long as the student's identity is recognized within the institution of higher education, the experience of alienation is minimized. If the students' status is felt to be insignificant, or conflict exists concerning their goals relative to the goals of the institution, the sense of alienation will be high (Johnson, 1973).

School, therefore, was considered as a variable in this study due to the alienative tendencies of the institution
itself. The upward drift of decision making, the bureaucratization of higher education, conflicts between students and the institutional philosophies, and the students' status within the organization are all factors which have combined to make institutions of higher education resistant to change (Johnson, 1973). This resistance to change tends to create feelings of frustration and helplessness resulting in student alienation.

Self-Concept

The other dependent variable considered for investigation in this study was self-concept. It is difficult to discuss behavior in terms of alienation without involving some aspect of self or the concept of self. Student unrest is a somewhat rare, overt result of student alienation. A more probable result would surface in the form of a negative self-concept, low grades, high anxiety, and premature withdrawal from school (Keniston, 1965). The influence of education may have a positive, negative, or neutral effect on the student's self-concept.

Student Characteristics

Certain student characteristics were considered to provide a description of the population in the study. The student characteristics considered as independent variables in the study included:

1. Age of the student
2. Extent to which the student is certain of his career objective
3. Previous enrollment in other degree programs
4. Socio-economic status of the family
5. Student's grade-point-average during the previous semester of work
6. Overall grade-point-average
7. Involvement in extra curricular activities
8. Method used to finance their education
9. Course of study followed in high school

These descriptive data were collected and presented for the purpose of describing the population under investigation.

**Review of Literature**

The history of man reveals that alienation in various forms has existed since Adam and Eve were separated from the security of Eden (Jarrett, 1972). The concept of alienation has been used throughout time to further individual, political, social, and educational causes.

Although the concept of alienation may have many meanings and may be used in many situations, Seeman (1959) has synthesized the many variants of alienation found in the literature into five types: Powerlessness, Meaninglessness, Normlessness, Isolation, and Self-estrangement. Faunce (1968) has shown that industrial man's alienation results from loneliness and powerlessness he feels within the complex social, economic, and political systems he has created.

Merton (1957) utilizes cultural goals and institutional means to classify modes of individual adaption to social pressure. This category of innovation in which cultural
goals are desirable and the means of achieving them are rejected is typical of alienation in the lower class, according to Miaruchi (1964), while alienation in the middle class is due to boundlessness or striving for that which is unattainable.

**Alienation as a Concept**

Faunce (1968) views alienation as isolation and self-estrangement produced by powerlessness, meaninglessness, and normlessness. Shepard (1972), using Faunce's framework, gathered empirical data and built a strong argument for viewing alienation as a process.

**Alienation as a scientifically investigatable term** refers to the perceptions and feelings a person has about himself as separated or isolated from those around him resulting in his efforts having no meaning and a powerless feeling to do anything to control his own destiny.

Alienation, since it is comprised of feelings and perceptions, is best thought of as a combination of degree and direction. In other words, a person may be referred to as somewhat alienated or very alienated toward some aspect of his environment (Urick, 1970). A person may possess feelings of alienation toward one aspect of his environment and not toward many others.

**Self-Concept**

The concept of self in most instances shapes human behavior, and alienation has much to do with self-concept; therefore, to discuss self-concept makes it necessary to
discuss alienation.

When examining various definitions and components of student alienation, self-concept is generally viewed as a significant factor contributing to the alienative process (Johnson, 1973). The influence of the educational process may have a positive, negative, or neutral effect on the self-concept. When a negative result is obtained, alienation will surface in the form of low grades, high anxiety levels, and premature withdrawal from school (Keniston, 1965).

One of the more prominent conceptions of alienation was Sullivan's theory (Schlamberg, 1973) that alienation is isolation from significant persons, e.g., family and friends. The major disruptive force in interpersonal relations, according to Sullivan, is anxiety. Expectations of performance from these significant persons contribute to anxieties which result in the student becoming alienated.

Faunce's (1968) operational definition of alienation emphasizes the importance of the conjunction of alienation and self-theory. The self-concept is developed through accumulated contacts with others in the social environment (Cooley, 1927). Evaluative interactions are important in the development of the self-concept. Cooley's "looking-glass" analogy (1927) and Sullivan (1947), for example, refer to this as learning about self from the mirror of other people. What a person believes about himself is partly a function of his interpretation of how others see him. He infers this from the behavior they exhibit toward him. Therefore, his
concept of self results in part from what he thinks others think of him.

Although much of the literature reviewed either implied or directly suggested that isolation from self or a negative self-concept was a central characteristic of alienation, the effect on the self is really a symptom of a more basic problem—the inability to regulate one's life in terms of the future (Schlamber, 1973).

Student Alienation

The specific variables involved in classroom success and failure and general satisfaction with the school were identified and tested by D. C. Epperson (1963). Relationships were demonstrated between some cognitive aspects of alienation and certain output behaviors. Although these correlates were found to exist, Epperson did not deal with the causal relationships demonstrating whether alienation was the result of school experiences or were brought into the classroom.

Recent studies by Desta (1977) and Lessard (1977) indicate factors over which the student has no control, e.g., parents' status, parents' educational level, and parental socio-economic status, seem to have no significant predictability in terms of student alienation. Both studies also indicate institutional factors of the educational system over which the student has a greater degree of control, e.g., academic achievement, future occupational plans, and involvement in extra curricular activities, show a significant relationship to alienation. Additional studies by Pulvino (1972) and
Mickelson (1972) also found significance between academic achievement and subcomponents of alienation.

Wade (1969) not only found alienation to be a factor affecting academic performance in college, but also compared data from high school achievement. Findings from these comparisons indicated students tend to view the two as different psychological experiences since intelligence scores and grade averages from high school correlated negatively.

Summary

The literature available shows considerable research on both alienation as a measurable concept and student alienation. However, no record of research was found concerning the associate degree student attending a traditional four year institution.

Definition of Terms

1. **Alienation** -- the social-psychological separation of an individual from social referent.

2. **Associate Degree** -- a degree awarded by an institution of higher education to a student who has completed the requirements of a prescribed two year program.

3. **Associate Degree Student** -- someone who is enrolled as a student in a course of study leading to an associate degree.

4. **Baccalaureate Degree** -- a degree awarded by an institution of higher education to a student who has completed the four year prescribed program.
5. **Baccalaureate Degree Student** -- someone who is enrolled as a student in a course of study leading to a baccalaureate degree.

6. **Career Objective** -- the specific occupation which a student has intention of entering at a given point in time.

7. **College** -- an independent institution of higher learning offering a course in general studies leading to a bachelor's degree or a part of a university offering a specialized group of courses.

8. **Community College** -- an institution of higher education which offers two years of college work leading to an associate degree as the maximum education opportunity.

9. **Council on Higher Education** -- a coordinating agency of the Commonwealth of Kentucky in matters concerning higher education.

10. **Occupational Associate Degree** -- a planned sequence of course work in an institution of higher education which is primarily vocational in nature and terminated with an associate degree.

11. **Self-concept** -- the internalized view one has of his own personality through how he feels he is perceived by others.

12. **State University** -- an institution of higher education which primarily offers programs at the baccalaureate degree level but may also offer programs
Limitations of the Study

The study is limited in the following aspects.

1. The students involved were enrolled in courses which were required in the Associate Degree Programs in the College of Business and Public Affairs at Western Kentucky University and scores may not be reflective of other colleges within Western Kentucky University or other institutions.

2. The population of 453 students was surveyed between April 1, 1979 and May 1, 1979 and answers to the questionnaire may be slightly different if the survey were conducted in the fall semester.

3. The classes selected for the survey were limited by the associate degree program offerings in the spring semester of 1979.

4. The students surveyed were selected from classes in which students seeking occupational associate or baccalaureate degrees were enrolled.

5. Students seeking degrees in other fields were not included in the study.
CHAPTER II
DESIGN OF THE STUDY

This chapter describes the design of the study and the procedures utilized in conducting the survey. The study required the design of a questionnaire to determine whether or not the level of alienation differed in students seeking associate degrees from those students seeking baccalaureate degrees in the College of Business and Public Affairs at Western Kentucky University. The procedure used in developing the questionnaire included the review and use of materials developed by authorities in the field who design instruments to determine the degree of alienation in individuals. Also, an examination of current literature on the subject of alienation was made and personal discussions with the members of the Specialists Project Committee were held. The information used to measure alienation levels in students was consolidated into the questionnaire that was administered to the selected students. No oral questions or experimental treatments were administered to support or repudiate the developed data.

Sampling

The population of this study included all students enrolled in the required classes as outlined for the associate degree curriculums in the College of Business and Public
Affairs at Western Kentucky University. This population was the total number of students attending class the day the survey questionnaire was administered.

The classes to be surveyed were identified by degree programs listed in the Bowling Green Community College Bulletin which identifies the associate degree programs available through Western Kentucky University and the subjects required to complete the curriculums.

Procedure

The initial step in conducting the survey involved a personal visit with each instructor in the College of Business and Public Affairs whose classes were to be included in the population of the study. The purpose of the visit was to solicit their cooperation and to explain the procedures for administering the questionnaire to the students in their classes and for returning the completed answer sheets to the surveyor.

The personal visit to the participating instructors was followed up by a memo outlining the instructions for administering the survey and copies of the questionnaires (See Appendix A). The instruction sheet that was to be read by the instructor to the participating students is as follows:

Instruction to Students

The purpose of this study is to collect information which will assist instructors, advisors, counselors, and the administrative staff of Western Kentucky University to better understand students and their needs. Your participation or lack of participation in this study will in no way reflect upon your
grade in this class. If you do not wish to participate, you may withdraw at any time without prejudice to you or your class. If you have any questions concerning the study, you may contact the researcher and/or your instructor.

This class is one of several in the College of Business and Public Affairs at Western Kentucky University which has been selected to participate in a study of students' opinions about themselves and their school. You were selected as part of a representative group of students. Your individual responses will not be reported or your responses used in any way to identify you as an individual. Only the total data from all of the classes will be counted. Once the total data from all the classes are tabulated, all responses will be destroyed. If there are any questions in the survey which you do not wish to answer, do not mark them on the answer sheet and only the responses you make will be utilized. The form contains several pages held together by a paper-clip. You may remove the paper-clip but keep it so you can fasten the forms together when you finish.

The first form, called the "Shepard-Crawford Social Referent Schedule," has twenty statements about your school. You are asked to agree or disagree and to indicate to what extent you agree or disagree as indicated by the scale at the top of the page. Mark your answers on the answer sheet according to the scale at the top of the page.

The next form you will come to is called the "Willoughby Schedule" and it asks you to indicate how you feel in various situations. Mark your answer according to the scale at the top of that page.

The last forms contain several items which ask you to provide some information about yourself. Please respond to these items as honestly as you can.

Please complete the forms in the order they are clipped together. Do not write your name or the name of your school on any form or on the answer sheet.
Does any one have any questions at this time . . . ?

(PAUSE AND ANSWER QUESTIONS)

Work through the forms giving your first response, do not take time to study over any item. When you finish, clip the forms back together and turn them in when requested. Your answer sheet is the last form in the packet -- remove it and begin.

Packets were distributed to participating instructors by April 1, 1979, and all completed answer sheets were returned by April 16, 1979. Total population in the survey was 453.

Reliability and Validity of the Instrument

Various authorities were interviewed, and ideas were also gleaned from a review of the available literature (on alienation reviewed by the investigator.)

All available alienation and other psychological attitude scales were examined. One scale designed to measure alienation from specific social referents was the Shepard-Crawford Social Referent Scale (See Appendix A). As designed, this scale was utilized to measure student alienation from family, friends, school, and country. Presented in this scale is a series of statements designed to reflect the students' feelings of alienation toward the specified social referents.

Validity for the Shepard-Crawford Social Referent Scale was established by the use of the "expert evaluator's opinion methods" of instrument validation (Crawford, 1973). Predictive validity was established by utilizing the "known groups"
method. All correlations indicated that the scale differentiated between alienated and non-alienated respondents in each category (Crawford, 1973).

After a review of existing self-concept scales, the Willoughby Schedule was selected as the best available instrument for measuring self-concept (See Appendix A). This scale presented twenty-five questions which asked the respondent to indicate how often he has certain feelings. The five-option forced answers range from "no, never, not at all," to "practically always, entirely." A negative response indicated a positive self-concept and was assigned a score value of zero. A positive response indicated a negative feeling of self and was assigned a score value of up to four (Wolpe, 1969). The most recent validation of the Willoughby Schedule was a replication by Hestant (1971).

A student information form was also provided to each student participating in the study. This form contained the items which were identified as the independent variables relevant to the study.

Each area of the questionnaire was approved by at least one member of the Specialist Project Committee.

Student Characteristics

Certain student characteristics were considered as independent variables in this study for the purpose of describing the associate degree students under investigation. The variables, as identified in Chapter One, were:

1. Age of the student
2. Extent to which the student is certain of his career objective
3. Previous enrollment in other degree programs
4. Socio-economic status of the family
5. Student's grade-point-average during the previous semester of work
6. Overall grade-point-average
7. Involvement in extra curricular activities
8. Method used to finance education
9. Course of study followed in high school

A descriptive profile of the associate degree student considered in the study is an individual between the ages of 19 - 20, from a family where the head of the household earns between 10 and 20 thousand dollars yearly in their occupation as a skilled craftsman or in a management position. In high school the students followed a general education curriculum. They selected their own specific college curriculum based upon their own specific career objectives, and were sure to very sure that their choice of curriculum is preparing them for their chosen career objective. The student is still pursuing the curriculum that was originally chosen, had a G.P.A. of between 2.0 and 4.0 last semester, and an overall G.P.A. of 2.0 to 4.0. The survey indicated that the associate degree student has little interest in extra curricular activities in college (See Appendix B).
Data Analysis

A questionnaire was utilized to collect the data for the study. The names of individual students and classes involved have been kept anonymous in regard to the specific data reported by these sources. Students involved were informed that the information given on the questionnaires would not be linked to the source. The data were recorded on keypunch answer sheets and data cards. All data were validated, and the statistical results for this study were computed by the resources available at the Western Kentucky University through Academic Computing and Research services and the use of the Kentucky Educational Computing Network.

The program package accessed was the Statistical Package for the Social Sciences (SPSS) using the t-test and frequency procedure. Both descriptive and inferential statistics were utilized in the data analysis. Cross tabulations were prepared for each degree program involved in the study and each of the independent variables.

This particular statistical technique was selected since it could be applied to data collected from multiple samples. As suggested by Glass and Stanley (1970), the t-test of differences between two means was utilized to test the significance of changes in attitudes concerning alienation and self-concept.
CHAPTER III
ANALYSIS OF DATA-RESULTS

In the preceding chapters, the procedures used to conduct the study were discussed. The construction of an instrument: the contact and recruitment of instructors to administer the instrument; the procedures used for administering the questionnaire; and the method used for analysis of the data were discussed.

The principle purpose of this study was to ascertain whether or not significant differences existed in levels of alienation from specified referents between associate degree students and baccalaureate degree students in the College of Business and Public Affairs at Western Kentucky University.

On the assumption that alienation might exist, data were collected from a questionnaire that was completed by 453 students enrolled in classes required to complete an associate degree program in the College of Business and Public Affairs at Western Kentucky University and were statistically analyzed to test the hypothesis outlined in chapter one.

A descriptive profile of the associate degree student considered in the study is an individual between the ages of 19 - 20, from a family where the head of the household earns his livelihood as a skilled craftsman or in a management position, earns between 10 and 20 thousand dollars yearly.
and is paying for the student’s education. The student
followed in high school a general education curriculum,
selected his own specific college curriculum based upon his
own specific career objectives, was sure (to very sure) that
his choice of curriculum would prepare him for his chosen
career objective. The students surveyed are still pursuing
the curriculum that they originally chose, had in the fall
of 1978 a G.P.A. of between 2.0 and 4.0, and, in the spring
of 1979, had an overall G.P.A. of 2.0 to 4.0. The survey
indicated that the associate degree student has little
interest in extra curricular activities in college (See
Appendix B for complete tables on associate degree student
characteristics).

The existing instruments for measuring the degree of
alienation and self-concept were reviewed. Since no one
instrument was available, subgroups for measuring alienation
and self-concept were established. A portion of the Shepard-
Crawford Social Referent Schedule was used to measure the de-
gree of alienation from school and the Willoughby Schedule to
measure the degree of self-concept.

Subgroup on Alienation

1. The difference in feelings of alienation be-
tween first year associate degree students and
second year associate degree students.

2. The difference in feelings of alienation be-
tween first year associate degree students and
first year baccalaureate degree students.
3. The difference in feelings of alienation between second year associate degree students and second year baccalaureate degree students.

**Subgroup on Self-Concept**

4. The difference in self-concept between first year associate degree students and second year associate degree students.

5. The difference in self-concept between first year associate degree students and first year baccalaureate degree students.

6. The difference in self-concept between second year associate degree students and second year baccalaureate degree students.

The t-test of difference between two means was utilized to test the significance of attitude change between associate degree students in the College of Business and Public Affairs at Western Kentucky University. The null hypotheses were tested to the .05 level of significance.

The purpose of this chapter is to present the analysis and the interpretations of the findings.

**Alienation**

Hypothesis \( H_1 \): "there is no significant difference in feelings of alienation between first year associate degree students and second year associate degree students."

This hypothesis was tested by a t-test comparing the mean scores of the first year and the second year associate degree students' degree of alienation.
Analysis of the mean scores presented in Table 1 (58.71 for first year students and 59.97 for second year students) indicated no significant differences between first year and second year students enrolled in the associate degree programs in the College of Business and Public Affairs at Western Kentucky University, as indicated by the non-significant t-value of -0.95. Based on the lack of significant difference between the groups, the study failed to reject the null hypothesis of no significant difference in alienation between first year associate degree students and second year associate degree students.

**TABLE 1**

Analysis of Variance, Shepard-Crawford Social Referent Scale, Alienation Scores of First Year Associate Degree and Second Year Associate Degree Students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Cases</th>
<th>Mean</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Associate Degree Student</td>
<td>64</td>
<td>58.71</td>
<td>-0.95</td>
</tr>
<tr>
<td>Second Year Associate Degree Student</td>
<td>96</td>
<td>59.97</td>
<td>-0.95</td>
</tr>
</tbody>
</table>

Hypothesis H₂ stated: "there is no significant difference in feelings of alienation between first year associate degree students and first year baccalaureate degree students".
A t-test was used to compare the mean scores of the first year associate degree students' and the first year baccalaureate degree students' degree of alienation.

Analysis of the mean scores presented in Table 2 (58.71 for first year associate degree students and 60.81 for first year baccalaureate degree students) indicated no significant differences between first year students enrolled in the associate degree programs and first year students enrolled in the baccalaureate degree programs in the College of Business and Public Affairs at Western Kentucky University, as indicated by the non-significant t-value of 1.23.

Based on the lack of significant difference between the groups, the study failed to reject the null hypothesis of no significant differences in alienation between first year associate degree students and first year baccalaureate degree students in the College of Business and Public Affairs at Western Kentucky University.

**TABLE 2**

Analysis of Variance, Shepard-Crawford Social Reference Schedule, Alienation Scores of First Year Associate Degree Students and First Year Baccalaureate Degree Students
<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Cases</th>
<th>Mean</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Associate Degree Student</td>
<td>64</td>
<td>58.71</td>
<td>1.23</td>
</tr>
<tr>
<td>First Year Baccalaureate Degree Student</td>
<td>44</td>
<td>60.81</td>
<td>1.23</td>
</tr>
</tbody>
</table>

Hypothesis $H_3$ stated: "there is no significant difference in feelings of alienation between second year associate degree students and second year baccalaureate degree students."

This hypothesis was tested by a $t$-test comparing the mean scores of the second year associate degree students' and the second year baccalaureate degree students' degree of alienation.

Analysis of the mean scores presented in Table 3 (59.97 for second year associate degree students and 61.00 for second year baccalaureate degree students) indicated no significant differences between students enrolled in the second year of an associate degree program and students enrolled in the second year of a baccalaureate program in the College of Business and Public Affairs at Western Kentucky University, as indicated by the non-significant $t$-value of 0.97. Based on the lack of significant difference between the groups, the study failed to reject the null hypothesis of no significant differences in alienation between second year associate degree students and second year baccalaureate degree students.
in the College of Business and Public Affairs at Western Kentucky University.

**TABLE 3**

Analysis of Variance, Shepard-Crawford Social Referent Scale, Alienation Scores of Second Year Associate Degree Students and Second Year Baccalaureate Degree Students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Cases</th>
<th>Mean</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year Associate Degree</td>
<td>96</td>
<td>59.97</td>
<td>0.97</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year Baccalaureate Degree</td>
<td>190</td>
<td>61.00</td>
<td>0.97</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Self-Concept**

Hypothesis $H_4$ stated: "there is no significant difference in self-concept between first year associate degree students and second year associate degree students."

A t-test was used to compare the mean self-concept scores of the first year associate degree students and the second year associate degree students. Analysis of the mean scores presented in Table 4 (33.67 for first year associate degree students) indicates no significant differences between first year associate degree students and second year associate degree students enrolled in the College of Business and Public Affairs at Western Kentucky University, as indicated by the non-significant t-value of -0.81. Based on the lack of significant difference between the groups, the study
failed to reject the null hypothesis of no significant differences in self-concept between first and second year students enrolled in associate degree programs in the College of Business and Public Affairs at Western Kentucky University.

**TABLE 4**

Analysis of Variance, Willoughby Schedule, of Self-Concept Scores of First Year Associate Degree Students and Second Year Associate Degree Students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Cases</th>
<th>Mean</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Associate Degree Student</td>
<td>64</td>
<td>33.67</td>
<td>-0.81</td>
</tr>
<tr>
<td>Second Year Associate Degree Student</td>
<td>96</td>
<td>35.62</td>
<td>-0.81</td>
</tr>
</tbody>
</table>

Hypothesis 

Hypothesis $H_0$ stated: "there is no significant difference in self-concept between first year associate degree students and first year baccalaureate degree students."

A t-test was used to compare the mean self-concept scores of the first year associate degree students and the first year baccalaureate degree students. Analysis of the mean scores presented in Table 5 (33.67 for first year associate degree students and 36.52 for first year baccalaureate degree students) indicates no significant difference in self-concept between first year associate degree students and first year baccalaureate degree students enrolled in the
College of Business and Public Affairs at Western Kentucky University as indicated by the non-significant t-value of 0.99. Based on the lack of significant difference between the groups, the study failed to reject the null hypothesis of no significant difference in self-concept between first year associate degree students and first year baccalaureate degree students in the College of Business and Public Affairs at Western Kentucky University.

**TABLE 5**

Analysis of Variance, Willoughby Schedule, of Self-Concept Scores of First Year Associate Degree Students and First Year Baccalaureate Degree Students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Cases</th>
<th>Mean</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Associate Degree Student</td>
<td>64</td>
<td>33.67</td>
<td>0.99</td>
</tr>
<tr>
<td>First Year Baccalaureate Degree Student</td>
<td>44</td>
<td>36.52</td>
<td>0.99</td>
</tr>
</tbody>
</table>

Hypothesis $H_0$ stated: "there is no significant difference in self-concept between second year associate degree students and second year baccalaureate degree students."

This hypothesis was tested by a t-test comparing the mean self-concept scores of the second year associate degree student and the second year baccalaureate degree students. Analysis of the mean scores presented in Table 6 (35.62 for
Second year associate degree students and 34.48 for second year baccalaureate degree students) indicates no significant difference in self-concept between second year associate degree students and second year baccalaureate degree students enrolled in the College of Business and Public Affairs at Western Kentucky University as indicated by the non-significant t-value of -0.59. Based on the lack of significant difference between groups, the study failed to reject the null hypothesis of no significant differences in self-concept between second year associate degree students and second year baccalaureate degree students in the College of Business and Public Affairs at Western Kentucky University.

TABLE 6
Analysis of Variance, Willoughby Schedule, of Self-Concept Scores of Second Year Associate Degree Students and Second Year Baccalaureate Degree Students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Cases</th>
<th>Mean</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year Associate Degree Student</td>
<td>96</td>
<td>35.62</td>
<td>-0.59</td>
</tr>
<tr>
<td>Second Year Baccalaureate Degree Student</td>
<td>190</td>
<td>34.48</td>
<td>-0.59</td>
</tr>
</tbody>
</table>

Summary

The principle purpose of this study was to ascertain whether or not there were any differences in the alienation
and self-concept scores of college students who were seeking associate degrees and those who were seeking baccalaureate degrees within the College of Business and Public Affairs at Western Kentucky University. Dependent variables examined in the study were the levels of alienation from the social referents and school as measured by the Shepard-Crawford Scale and self-concept as measured by the Willoughby Schedule.

Certain student characteristics were considered to provide a description of the population in the study. The student characteristics considered as independent variables in the study included:

1. Age of the student
2. Extent to which the student is certain of his career objective
3. Previous enrollment in other degree programs
4. Socio-economic status of the family
5. Student's grade-point-average during the previous semester of work
6. Overall grade-point-average
7. Involvement in extra curricular activities
8. Method used to finance education
9. Course of study followed in high school

These descriptive data were collected and presented for the purpose of describing the population under investigation.

The null hypothesis of no significant differences were rejected:

1. Alienation between first year associate degree
students and second year associate degree
students.

2. Alienation between first year associate degree
students and first year baccalaureate degree
students.

3. Alienation between second year associate degree
students and second year baccalaureate degree
students.

4. Self-concept between first year associate
degree students and second year associate
degree students.

5. Self-concept between first year associate
degree students and first year baccalaureate
degree students.

6. Self-concept between second year associate
degree students and second year baccalaureate
degree students.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize, to draw conclusions, and to make recommendations for further studies. In the preceding chapters the problem was defined, the organization was outlined, and the methods used for collection and analysis of data were presented.

The purpose of this study was to investigate comparative alienation levels and the degree of self-concept of first year and second year associate degree students enrolled in the College of Business and Public Affairs at Western Kentucky University and to identify and describe these students in terms of certain referent characteristics.

More specifically, the researcher was interested in ascertaining the alienation levels and degree of self-concept measured between:

1. First year associate degree students and second year associate degree students.
2. First year associate degree students and first year baccalaureate degree students.
3. Second year associate degree students and second year baccalaureate degree students.

The methods used in organizing the study involved a review of literature and a computerized E.F.I.C. search by
the Western Kentucky University Educational Resources Center. A search was made for existing instruments that collected data for measuring alienation levels and degrees of self-concept, and for an instrument that would gather specific student information to develop a profile of the students that participated in the study. A portion of the Shepard-Crawford Social Referent Schedule (to measure the degree of alienation from school) and of the Willoughby Schedule (to measure the degree of self-concept) was selected. A student information sheet was developed to identify an associate degree student profile. A decision was made to limit the study to students currently enrolled in core classes required to complete an associate degree in the College of Business and Public Affairs at Western Kentucky University. The Academic Computing and Research Services helped in the design of a questionnaire and the administration of the instrument was accomplished by the individual class instructors.

The hypotheses were tested using a frequency value and a t-test of differences between two means using the .05 level to determine whether or not significant differences in each hypothesis were present. The student profile variables were cross tabulated and the t-test of difference between means was also used to determine any significant differences.

**Summary and Conclusion of the Findings**

A summary of the findings of the study are as follows:

**Hypothesis 1**

There was no significant difference in feelings of
alienation between first year associate degree students and second year associate degree students. However, a trend to more feelings of alienation by second year associate degree students was shown by the higher mean score of 59.97 as compared to the first year associate degree students mean score of 58.71. The higher the mean score, the stronger the feeling of alienation.

There was no significant difference in feelings of alienation between first year associate degree students and first year baccalaureate degree students. However, a trend to more feelings of alienation by first year baccalaureate students was shown by the higher mean score of 60.81 as compared to the first year associate degree students' mean score of 58.71.

Hypothesis 3

There was no significant difference in feelings of alienation between second year associate degree students and second year baccalaureate degree students. However, a trend to more feelings of alienation by baccalaureate degree students was shown by the higher mean score of 61.00 as compared to the second year associate degree students' mean score of 59.97

Hypothesis 4

There was no significant difference in self-concept between first year associate degree students and second year associate degree students. However, a trend to a lower self-concept developing among second year associate degree students
...was shown by the higher mean score of 35.62 as compared to the first year associate degree students' mean score of 33.67. The lower the mean score, the better the self-concept.

Hypothesis 3

There was no significant difference in self-concept between first year associate degree students and first year baccalaureate degree students. However, a trend to a lower self-concept developing among first year baccalaureate degree students was shown by the higher mean score of 36.52 as compared to the first year associate degree students' mean score of 33.67.

Hypothesis 6

There was no significant difference in self-concept between second year associate degree students and second year baccalaureate degree students. However, a trend to a lower self-concept developing among second year associate degree students was shown by the higher mean score of 35.62 as compared to the second year baccalaureate degree students' mean score of 34.48.

The associate degree student profile (See Appendix B) that emerged from the data collected from the student information section of the questionnaire indicated that:

94.3 percent of the students enrolled in the associate degree programs offered through the College of Business and Public Affairs at Western Kentucky University
were between the ages of 16 and 22.

62.1 percent of the students enrolled in the associate degree programs came from families whose earnings were between 10 and 30 thousand dollars per year.

60.9 percent of the students enrolled in the associate degree programs came from homes where the head was a skilled worker or a member of a management team.

48.0 percent of the students enrolled in the associate degree programs were having their education financed by their parents.

41.0 percent, the greatest percentage of students enrolled in the associate degree program, followed a general course of study in high school.

51.6 percent of the students enrolled in the associate degree programs chose their own course of study or curriculum based on their own specific career objectives.

72.9 percent of the students enrolled in the associate degree programs were sure to very sure that their curriculum choice was doing the job in preparing them for the career job they wished to find.

55.6 percent of the students enrolled in the associate degree programs were follow-
ing the original degree program they had first applied for at the College.

85 percent of the students enrolled in the associate degree programs had a Fall, 1978, and a cumulative point average of 2.0 or better.

57.3 percent of the students enrolled in the associate degree programs had never failed a college class.

51.7 percent of the students enrolled in the associate degree programs were not active in extra curricular activities at College.

53.9 percent of the students surveyed were enrolled in baccalaureate programs.

Conclusions

To the degree that the alienation scores and self-concept ratings were indicative of the respondents, the following general conclusions concerning the effects of mixing associate and baccalaureate degree students in the same classes are presented according to the hypothesis outlined in this study:

1. There is no significant difference in feelings of alienation or self-concept between first year and second year associate degree and first and second year baccalaureate degree students enrolled in the College of Business and Public Affairs.
2. Although there was no significant difference between mean scores at the .05 level, the second year associate degree students have a higher level of alienation scores and lower self-concept scores than first year associate degree students or baccalaureate degree students.

3. 53 percent of the students surveyed in the study were committed to a baccalaureate degree program; they were, however, enrolled in classes required for the associate degree and not accepted in the baccalaureate degree programs.

4. The study revealed that 85 percent of the students surveyed had a G.P.A. of 2.0 or better and that 55 percent had never failed a college class.

5. The study indicated that students enrolled in associate degree programs were influenced to enter these programs more by career opportunities than by counseling or family influence.

6. The study also found that associate degree students have little or no involvement in extra curricular activities.

Recommendations

The following recommendations are made based on the results of the study and the conclusions presented.
1. A similar study should be conducted and the questionnaire administered within the first weeks of the fall semester. Administering a questionnaire to second semester freshmen students may have been too late to measure feelings of alienation and self-concept between specific referents. Because of the length of exposure to the social and school environment alienation and self-concept levels may have been affected.

2. A replication of this study should give consideration to administering the survey instrument to all associate degree core course classes at Western Kentucky University. Limiting the study to the College of Business and Public Affairs may not have given a representative picture of alienation from school and self-concept levels of all associate degree students.

3. A study of why associate degree students are not involved in extra curricular activities should be conducted.

4. A study should be conducted to ascertain if involvement in extra curricular activities would have an effect on students' feelings of alienation or self-concept.

5. A study should be conducted to ascertain why
such a large percentage of baccalaureate
degree students are enrolling in associate
degree classes.
MEMORANDUM TO: Mr. Jerry E. Boles

FROM: Leonard T. Schira

SUBJECT: Survey of associate degree classes for alienation

Thank you for agreeing to participate in the survey. It was a pleasure visiting with you and I hope to visit with you again soon.

I have taken the liberty of sending you the questionnaires and the instruction sheet that you are to read to your class before asking the students to complete the forms. A pre-addressed brown envelope is included with the questionnaires for your convenience in returning the answer sheets to me. Upon completion of the survey in your class, if you will detach the answer sheets from the questionnaire, place them in the brown envelope and put the envelope in the campus mail I would be most appreciative.

If, by chance, you would be interested in the results of this survey, contact me at my office, in person, or by phone, I will be most happy to share the information with you.
INSTRUCTIONS TO STUDENTS

This class is one of several at Western Kentucky University to be selected to participate in a survey concerning student's opinions about themselves, their schools, friends, families, and country. You were selected as part of a representative group of students from your school. Your individual responses will not be reported or your responses used in any way as an individual. Only totals from all participating classes will be counted.

The forms, following these instructions, contains several pages held together by a paper clip. You may remove the paper clip, for easier handling, but keep the clip so you can fasten the forms together again when you have finished.

The first form, taken from the "Shepard-Crawford Social Referent Scale" offers twenty statements about school. You are to agree or disagree with the statement, the extent of your agreement or disagreement indicated by the scale number selection. Follow the scale as indicated and make all answers on the answer sheet provided with a pencil.

The second form you will come to is called the "Willoughby Schedule" and asks you to indicate how you feel in various situations. Mark the answer sheet according to the scale provided at the top of the page.

The last form contains several items which asks you to provide some information about yourself. Please respond to these items as honestly as you can. Mark the answer sheet according to the most representative number.
Please complete the forms in the order they are clipped together. Do not write your name on any form or answer sheet.

When you have finished, clip the forms back together and turn them in to the instructor.

Please Begin
SHEPARD-CRAWFORD------SOCIAL REFERENT SCALE

Answer with one of the following:
1) Strongly Agree
2) Agree
3) Undecided
4) Disagree
5) Strongly Disagree

School
1. The best description of who I am would not be based on my school.
2. To me, my school is a big part of who I am.
3. My personal feeling of worth is in no way gained from my school.
4. I would much prefer that others judge me by the kind of school I'm from, rather than by what I do.
5. I should always share the blame for anything my school does.
6. I try to accomplish things that will make my school think I am a success.
7. My school doesn't really care what I think of it.
8. I would never share the praise for anything my school does.
9. I don't really care what my school thinks of me.
10. I want very much to make my school proud of me.
11. The reputation of my school in the community is not at all important to me.
12. My school has exactly the right idea about how I should act.
13. I want to help my school have great security and stability.
14. My school's financial security is important to me only because it affects the amount of services the school can give me.
15. My school does not have the right idea about what I should do in life.
16. My school should not be in any way responsible for my reputation.
17. Helping my school financially is very important to me.
18. I should always be responsible for my school's reputation.
19. I have absolutely no control over what my school does.
20. My school should have great control over what I do.

WILLOUGHBY SCALE

Answer with one of the following:
1) Means: No, never, not at all, etc.
2) Means: Somewhat, sometimes, a little, etc.
3) Means: About as often as not, an average amount, etc.
4) Means: Usually, a good deal, rather often, etc.
5) Means: Practically always, entirely, etc.

21. Do you get stage fright?
22. Do you worry about humiliating experiences?
23. Are you afraid of falling when you are on a high place?
24. Are your feelings easily hurt?
25. Do you keep in the background on social occasions?
26. Are you happy and sad by turns without knowing why?
27. Are you shy?
28. Do you daydream frequently?
29. Do you get discouraged easily?
30. Do you say things on the spur of the moment and then regret them?
31. Do you like to be alone?
32. Do you cry easily?
33. Does it bother you to have people watch you work even when you do it well?
34. Does criticism hurt you badly?
35. Do you cross the street to avoid meeting someone?
36. At a reception or tea do you avoid meeting the important person present?
37. Do you often feel just miserable?
38. Do you hesitate to volunteer in a class discussion or debate?
39. Are you often lonely?
40. Are you self-conscious before superiors?
41. Do you lack self-confidence?
42. Are you self-conscious about your appearance?
43. If you see an accident does something keep you from giving help?
44. Do you feel inferior?
45. Is it hard to make up your mind until the time for action is past?
STUDENT INFORMATION FORM

46. Your approximate total number of college credit hours earned through the present semester:
   1) 0-15
   2) 16-30
   3) 31-45
   4) 46-60
   5) 60+

47. What degree are you pursuing:
   1) Master Degree
   2) Bachelor Degree
   3) Associate Degree
   4) Certificate Program
   5) None

48. What is your major area or area of concentration:
   1) Banking or Real Estate
   2) Retailing or Small Business Management
   3) Information Systems or Secretarial Science
   4) Secretarial Administration or Medical Secretary
   5) Other

49. Your age is:
   1) 16-18
   2) 19-20
   3) 21-22
   4) 23-25
   5) 26+

50. What was your approximate grade point average last semester:
   1) 3.0-4.0
   2) 2.5-2.9
   3) 2.0-2.4
   4) 0.0-1.9
   5) No grade point average

51. What is your cumulative grade point average:
   1) 3.0-4.0
   2) 2.5-2.9
   3) 2.0-2.4
   4) 0.0-1.9
   5) No grade point average

52. Have you ever failed a college course? If No, go on to question #53.
   1) Yes
   2) No

53. Have you failed subjects in the course area of the Organization and Communications of Ideas? (English, Speech, etc.)
   1) Yes
   2) No
54. Have you failed subjects in the course area of the Humanities? (Art, Philosophy, Religion, etc.) Social and Behavioral Sciences? (Economics, History, Psychology, etc.) Physical Development? (Health, Physical Education, etc.)
   1) Yes
   2) No

55. Have you failed subjects in the Natural Sciences? (Mathematics, Chemistry, Physics, etc.)
   1) Yes
   2) No

56. Have you failed subjects in Business Administration? (BS Accountancy, Marketing, Finance, etc.) Accounting? (Elementary Cost, etc.)
   1) Yes
   2) No

   Business Education and Office Administration? (Word Processing, Typing, Short-hand, Business Communications, etc.)
   1) Yes
   2) No

58. Have you previously been enrolled in a degree program other than the one you are currently pursuing
   1) Yes
      4 year switched to 2 year program
   2) Yes
      2 year switched to 4 year program
   3) Yes
      4 year switched to another 4 year program
   4) Yes
      2 year switched to another 2 year program

59. I am involved in the following number of extracurricular activities at school:
   1) 1
   2) 2
   3) 3
   4) 4
   5) 5

60. Please indicate the extent to which you feel the degree program you are enrolled in will prepare you for your planned career:
   1) Very sure
   2) Sure
   3) Undecided
   4) Unsure
   5) Very unsure

61. Which of the following courses of study did you follow in high school?
   1) College Preparatory
   2) General Education
   3) Vocational Education
   4) None of the above
62. Which of the following statements best describe the reasons why you enrolled in your present program of study?
   1) Influenced by high school teacher or counselor
   2) Influenced by college teacher or advisor
   3) Influenced by parent or guardian
   4) Career opportunities in the field
   5) None of the above

63. What was the approximate income last year of your head of household?
   1) Below $10,000
   2) $10,000 to $20,000
   3) $20,000 to $30,000
   4) $30,000 to $50,000
   5) Over $50,000

64. Occupation of the head of household?
   1) Unskilled worker
   2) Skilled worker
   3) Professional
   4) Management
   5) Farmer

65. How education is financed primarily by:
   1) Parent or guardian
   2) Scholarship and grants
   3) Full-time employment
   4) Part-time employment
   5) Other
DIRECTIONS: Please write clearly your answer to each question. All answers should be within the range of 1 through 5. There should be only one answer per question. If there is more than one answer provided, the question will be left blank by the keypunch staff.

NOTE: The answers are to be recorded down each column rather than across the page.

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<td>[      ]</td>
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<td>[      ]</td>
<td>45.</td>
<td>[      ]</td>
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<td>63.</td>
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<td>28.</td>
<td>[      ]</td>
<td>36.</td>
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<td>46.</td>
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APPENDIX: B
TABLE 1
Tabulation of Age of Associate Degree Students

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of Cases</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>16-18</td>
<td>36</td>
<td>22.5</td>
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<tr>
<td>19-20</td>
<td>82</td>
<td>51.5</td>
</tr>
<tr>
<td>21-22</td>
<td>33</td>
<td>20.6</td>
</tr>
<tr>
<td>23-25</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>26+</td>
<td>7</td>
<td>4.4</td>
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<tr>
<td></td>
<td>160</td>
<td>100.00</td>
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</table>

TABLE 2
Tabulations of the Family Income Level of Associate Degree Students

<table>
<thead>
<tr>
<th>Income</th>
<th>Number of Cases</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Below $10</td>
<td>22</td>
<td>14.4</td>
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<tr>
<td>$10-$20</td>
<td>49</td>
<td>32.0</td>
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<td>$20-$30</td>
<td>46</td>
<td>30.1</td>
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<td>$30-$50</td>
<td>26</td>
<td>17.0</td>
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<tr>
<td>$50+</td>
<td>10</td>
<td>6.5</td>
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### Table 3

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Cases</th>
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<tbody>
<tr>
<td>Unskilled</td>
<td>18</td>
<td>11.5</td>
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<tr>
<td>Skilled</td>
<td>51</td>
<td>32.7</td>
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<tr>
<td>Professional</td>
<td>28</td>
<td>17.9</td>
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<tr>
<td>Management</td>
<td>44</td>
<td>28.2</td>
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<tr>
<td>Farmer</td>
<td>15</td>
<td>9.6</td>
</tr>
<tr>
<td>Missing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100.00</strong></td>
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### Table 4

<table>
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<th>Financial Education</th>
<th>Number of Cases</th>
<th>Percentage</th>
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<tr>
<td>Parent</td>
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<td>Scholarship</td>
<td>40</td>
<td>26.7</td>
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<tr>
<td>Fully Employed</td>
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<td>6.0</td>
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<td>Part-time Employment</td>
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<tr>
<td>Other</td>
<td>13</td>
<td>8.7</td>
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<tr>
<td>Missing</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100.00</strong></td>
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### TABLE 5
Tabulation of the Type of High School Curriculum Followed by Associate Degree Students

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Number of Cases</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>College Prep.</td>
<td>62</td>
<td>39.7</td>
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<tr>
<td>General</td>
<td>64</td>
<td>41.0</td>
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<tr>
<td>Vocational Ed.</td>
<td>23</td>
<td>14.7</td>
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<tr>
<td>None</td>
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<td>4.5</td>
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<td><strong>Total</strong></td>
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### TABLE 6
Tabulation of Major Influence on Associate Degree Students Decision to Enroll in a Specific Program

<table>
<thead>
<tr>
<th>Influence</th>
<th>Number of Cases</th>
<th>Percentage</th>
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<tr>
<td>High School Counselor or Teacher</td>
<td>7</td>
<td>4.5</td>
</tr>
<tr>
<td>College Advisor or Instructor</td>
<td>7</td>
<td>4.5</td>
</tr>
<tr>
<td>Parent or Guardian</td>
<td>12</td>
<td>7.6</td>
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<tr>
<td>Career Openings</td>
<td>81</td>
<td>51.6</td>
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<tr>
<td>None of the Above</td>
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<td>31.6</td>
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<td><strong>Total</strong></td>
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<td><strong>100.00</strong></td>
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### TABLE 7

Tabulation of Confidence Level by Associate Degree Students in Their Degree Programs Ability to Prepare Them for Their Planned Career

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<thead>
<tr>
<th>Confidence Level</th>
<th>Number of Cases</th>
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<tr>
<td>Very Sure</td>
<td>46</td>
<td>28.9</td>
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<tr>
<td>Sure</td>
<td>70</td>
<td>44.0</td>
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<tr>
<td>Undecided</td>
<td>32</td>
<td>20.1</td>
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<tr>
<td>Unsure</td>
<td>8</td>
<td>5.0</td>
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<tr>
<td>Very Unsure</td>
<td>3</td>
<td>1.9</td>
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<td><strong>Total</strong></td>
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### TABLE 8

Tabulation of Associate Degree Students who have Changed Degree Programs Since Entering College

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<th>Switched</th>
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<td>55.6</td>
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<td>Yes</td>
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### TABLE 9
**Tabulation of the GPA of Associate Degree Students, Fall Semester 1978**

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<th>G.P.A.</th>
<th>Number of Cases</th>
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<td>3.0-4.0</td>
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<td>2.5-2.9</td>
<td>39</td>
<td>24.4</td>
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<td>2.0-2.4</td>
<td>52</td>
<td>32.5</td>
</tr>
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<td>0.0-1.9</td>
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<td>10.6</td>
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<td>None</td>
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### TABLE 10
**Tabulation of the Cumulative GPA of Associate Degree Students, Spring 1979**

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<th>G.P.A.</th>
<th>Number of Cases</th>
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<td>3.0-4.0</td>
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<td>0.0-1.9</td>
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<td>11.9</td>
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### TABLE 11

Tabulation of the Students who have Failed a College Course

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### TABLE 12

Tabulation of the Participation in Extra Curricular Activities by Associate Degree Students

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<td>1</td>
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<td>4 +</td>
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Schiamberg, Lawrence B., Adolescent Alienation. (Columbus, Ohio: Charles E. Merrill, 1973).


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Griego, Alfred A. "The Relationship of Students' Perceptions of School Bureaucracy to Student Alienation." DA, 33 (1973), 1380A (University of New Mexico).


