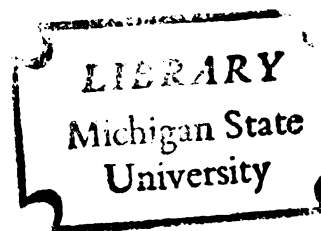


ALIENATION AND ATTITUDES  
TOWARD RADIO

Thesis for the Degree of Ph. D.  
MICHIGAN STATE UNIVERSITY  
ROGER ALAN SKOLNIK  
1970



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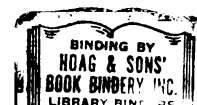
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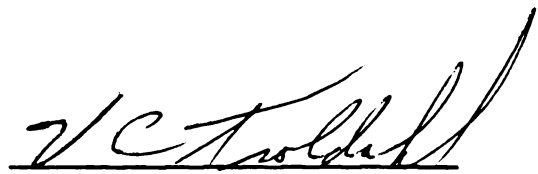
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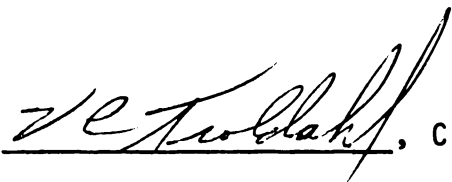
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Director of Thesis

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## ABSTRACT

### ALIENATION AND ATTITUDES TOWARD RADIO

By

Roger Alan Skolnik

This study was designed to test the relationship between psychological alienation and attitudes people hold toward the mass medium of radio. "Alienation" as used in this research refers to an individual feeling or dissociation from self, from others, or from the world at large.

A five-item scale devised by Leo Srole was used to measure alienation. This scale asks respondents to indicate the amount of their agreement with five statements expressing distrust of public officials and others, desire to live only for today, the worsening condition of the average man, and a lack of interest in what happens to the next fellow. Scores were summed for all five statements, such that the greater the agreement with these statements, the greater was a person's total alienation score.

Earlier research by Troidahl and Skolnik was the basis for defining attitudes toward the radio medium.

Their study yielded six dimensions of attitudes: Companionship; Programming Evaluation; Worldly Awareness; Portability; Pleasant Environment; and Abrasiveness.

Data collection for the present study consisted of the administration of a questionnaire which elicited scores for each individual for alienation, radio attitudes, and certain control variables. A heterogeneous group of adults in two metropolitan areas was the sample. The first step of the analysis consisted of a factor analysis of the radio attitude dimension in order to assign each subject a score on each dimension. Later statistical tests included Pearson product-moment correlations and partial correlations designed to test the major hypotheses.

Only three of the original Troidahl-Skolnik attitudinal dimensions appeared in this extension. They were Companionship; Music Evaluation; and Abrasiveness. For each of these dimensions an hypothesis between it and alienation had been made.

The first hypothesis predicted a relationship between alienation and Companionship. It suggested that the more alienated a person is, the greater will be his score on the Companionship dimension of radio attitudes. This hypothesis was at first confirmed by a zero-order correlation of  $r = .20$ . When the effects of respondent age and educational level were removed from the

relationship, however, its significance was reduced below the minimum acceptable standard ( $r_{\text{partial}} = .07$ ).

The next hypothesis which could be tested dealt with how alienated individuals perceive music programming on radio. It was felt, and the data supported this contention, that the more alienated a person is, the stronger will be his negative criticism of the music on radio. This hypothesis was confirmed only for women and was independent of the effects of age and educational level.

In the last hypothesis a relationship was suggested between how alienated a person felt and his score on the Abrasiveness dimension of radio attitudes. Abrasiveness is concerned with the annoying talk and advertising aspects of the medium. Like the previous one, this hypothesis was confirmed only for women and held up even when the effects of age and education were controlled.

ALIENATION AND ATTITUDES TOWARD RADIO

By

Roger Alan Skolnik

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This research project was conducted under the supervision of Professor Verling Troidahl, to whom I owe a debt of gratitude. I have also received strong support and encouragement from other members of my guidance committee, Professors Thomas Baldwin, Charles Blackman, Bradley Greenberg and Leo Martin. Two prior members of my committee who aided in this research are Professors Walter Emery and Gordon Gray.

Financial assistance for this project was provided in the form of a research grant from the National Association of Broadcasters. Additional help and material was furnished by Westinghouse Broadcasting Company. I am grateful to both organizations for their interest in this research.

I would like to thank my parents, without whose help this might never have been completed. And finally, many of my friends, without whose help this might have been finished sooner.

## TABLE OF CONTENTS

	PAGE
INTRODUCTION . . . . .	1
CHAPTER	
I. ALIENATION AND ATTITUDES TOWARD RADIO . . . . .	3
Background to the Study of Alienation . . . . .	3
Alienation Defined . . . . .	5
Background to the Study of Radio Attitudes . . . . .	8
Presentation of Major Hypotheses . . . . .	15
Alienation and the Companionship Dimension . . . . .	16
Alienation and the Worldly Awareness Dimension . . . . .	21
Alienation and the Pleasant Environment Dimension . . . . .	26
Alienation and the Portability Dimension . . . . .	29
Alienation and the Programming Evaluation and Abrasiveness Dimensions . . . . .	31
Summary of Major Hypotheses . . . . .	35
II. DESIGN AND METHODOLOGY OF THE STUDY . . . . .	36
Questionnaire Design and Scoring . . . . .	42
Use of Control Variables . . . . .	48
III. ANALYSIS OF THE DATA . . . . .	54
Description of the Sample . . . . .	54
The Independent Variable--Alienation . . . . .	58
The Dependent Variable--Radio Attitudes . . . . .	62
Results of Major Hypotheses . . . . .	76
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .	82
Summary . . . . .	82
Dimensions of Radio Attitudes . . . . .	85
Discussion of Major Hypotheses . . . . .	89
Possible Limitations of the Study . . . . .	96
Conclusions . . . . .	107

	PAGE
Recommendations for Further Study . . . . .	108
Implications for Further Research . . . . .	110
BIBLIOGRAPHY . . . . .	116
APPENDICES	
A    STATEMENTS COMPRISING THE TROLD AHL-SKOLNIK SCALE OF RADIO ATTITUDES . . . . .	122
B    SURVEY QUESTIONNAIRE . . . . .	124
C    OCCUPATIONAL PRESTIGE SCALE . . . . .	137
D    GROUP CLASSIFICATIONS . . . . .	140
E    MEANS AND STANDARD DEVIATIONS OF RADIO ATTITUDE STATEMENTS . . . . .	142

## LIST OF TABLES

TABLE	PAGE
1 Occupational Prestige of Respondents . . . . .	47
2 Sample Characteristics . . . . .	57
3 Frequency of Response to Alienation Statements .	59
4 Correlations Between Alienation Statements . . .	60
5 Distribution of Total Alienation Scores . . . .	61
6 Total Sample Rotated Factor Matrix . . . . .	64
7 Dimensions of Radio Attitudes . . . . .	70
8 Description of Major Radio Attitudes . . . . .	75
9 Relationship of Major Variables . . . . .	76
10 Percent of Total Variance . . . . .	85
11 Zero-Order Alienation Correlations of Both Studies . . . . .	96
12 Selected Partial Correlations for Time Order Comparisons . . . . .	101



## INTRODUCTION

This research project will focus upon the psychological concept of "Alienation" and its hypothesized relationship to attitudes people hold about the mass medium of radio.

It is nowadays fashionable to refer to the "alienation" of this group or that group from the mainstream of society. Perhaps the concept has been overextended, its generality becoming a hindrance to scientific attempts at understanding its dimensions and applicability.

With this problem in mind, the first chapter will try to define the parameters of "alienation" as used in this study. Later, in the second chapter, the concept will be more completely operationalized.

Attitudes about a mass medium can, of course, take on many dimensions. A more detailed description of various conceptualizations of radio attitudes will be found in the second chapter.

The hypotheses for this study will be built around six major, independent attitudes or "meanings" people have for radio. These are set forth in a previously reported

study by Troidahl and Skolnik.<sup>1</sup> The titles of these dimensions are: Companionship, Programming Evaluation, Worldly Awareness, Portability, Pleasant Environment, and Abrasiveness.

Radio is a powerful communication tool which may be of prime importance in solidifying our society and bringing back some of those who feel they have been cut apart from its values. This study, then, is designed to explore the perceptions alienated individuals have of radio as a first step in discovering how that medium can best be used for reunification.

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<sup>1</sup>Verling C. Troidahl and Roger Skolnik, "The Meanings People Have for Radio Today," Journal of Broadcasting, Vol. 11 No. 1 (Winter, 1967-68) pp. 57-67.

## CHAPTER I

### ALIENATION AND ATTITUDES TOWARD RADIO

#### Background to the Study of Alienation

The concept of "alienation" has been loosely identified with a large number of social and psychological phenomena. As Gerson points out, the term "alienation"

has been used by psychologists and sociologists to refer to an extraordinary variety of psychosocial disorders, including loss of self, anxiety states, anomie, despair, depersonalization, rootlessness, apathy, social disorganization, loneliness, atomization, powerlessness, isolation, pessimism, and the loss of beliefs or values. Among social groups that have been described as alienated . . . are women, migrant workers, immigrants, suicides, addicts, consumers, sex deviates, the prejudiced, bureaucrats, exiles, and recluses. . . . Obviously, we are dealing with a word that lends itself to many different meanings.<sup>1</sup>

Blauner notes that the idea of alienation has been included in psychological, philosophical, sociological and political orientations:

In the literature on the theory of alienation, one finds statements of the desired state of human experience, assertions about the actual quality of personal experience, propositions which link attitudes and

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<sup>1</sup>Walter Gerson, "Alienation in Mass Society: Some Causes and Responses," Sociology and Social Research, Vol. 49, No. 2 (January, 1965), p. 144.

experience to social situations and social structures, and programs for the amelioration of the human condition.<sup>2</sup>

Lewis Feuer has provided extensive documentation on the career of the concept of "alienation" as a condition of man, tracing its lineage "right back to Calvin, who saw man alienated through all time from God by his original sin."<sup>3</sup> Hegel and later Marx incorporated the idea of man's alienation into their philosophies, the latter stressing economic capitalism as a cause for this condition.

In contemporary social sciences Emil Durkheim is credited with the sociological focus upon what he called "anomie" as a means of exploring the attitudes and behavior leading up to suicide.<sup>4</sup> Robert Merton clarifies the new approach:

As initially developed by Durkheim, the concept of anomie referred to a condition of relative normlessness in a society or group. Durkheim made it clear that this concept referred to a property of the social and cultural structure, not to a property of individuals confronting that structure. Nevertheless, as the utility of the concept for understanding diverse forms of deviant behavior became evident, it was extended to refer to a condition of individuals rather than of their environment.<sup>5</sup>

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<sup>2</sup>Robert Blauner, Alienation and Freedom (Chicago: The University of Chicago Press, 1964), p. 15.

<sup>3</sup>Lewis Feuer, "What Is Alienation? The Career of a Concept," in: Maurice Stein and Arthur Vidich (eds.), Sociology on Trial (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 128.

<sup>4</sup>Emil Durkheim, Le Suicide (Paris: F. Alcan, 1930).

<sup>5</sup>Robert K. Merton, Social Theory and Social Structure (New York: The Free Press, 1957), p. 161.

Merton himself was a prime mover in this re-orientation from the sociological to the psychological study of anomie. Within Durkheim's original framework he shifted attention to individuals and their struggle within a potentially anomic situation. To Merton it is the "conflict between cultural goals and the availability of using institutional means--whatever the character of the goals--which produces a strain toward anomie."<sup>6</sup>

The term "alienation" has come to mean the psychological state of individuals while the older term "anomie" is more often associated with the traditional description of a society whose goals and means of attaining them are apart. Both words have, however, been freely interchanged by various researchers over the years. Their usage will be duly noted in the remainder of this section, although in all cases the particular word choice still refers to a psychological state of individuals. Gerson calls anomie "an important social condition for alienation."<sup>7</sup>

#### Alienation Defined

Meier and Bell reflect that "Although there is no precise agreement about the psychological or socio-psychological concept of anomie (anomia), there are

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<sup>6</sup>Ibid., p. 166.

<sup>7</sup>Gerson, loc. cit.

encouraging convergences and partial agreements."<sup>8</sup> As Clark puts it, alienation "seems to have been assigned to the rank of 'extremely-useful but loosely-defined' higher constructs. . . ."<sup>9</sup>

Several people have used the psychological "self" as a means of more explicitly defining alienation. Leo Srole, whose five-item scale has been the most widely used measure of alienation, has conceived the variable which his scale measures "as referring to the individual's generalized, pervasive sense of 'self-to-others belongingness' at one extreme and 'self-to-others distance' and 'self-to-others alienation' at the other pole of the continuum."<sup>10</sup> Olsen likewise sees this personality variable as "an attitude of separation or estrangement between oneself and some salient aspect of the social environment."<sup>11</sup>

In a similar manner Gerson concludes that "it seems appropriate to limit the term alienation to mean an individual feeling or dissociation from self, from others, or

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<sup>8</sup>Dorothy L. Meier and Wendell Bell, "Anomia and Differential Access to the Achievement of Life Goals," American Sociological Review, Vol. 24, No. 2 (1959), p. 191.

<sup>9</sup>John P. Clark, "Measuring Alienation Within a Social System," American Sociological Review, Vol. 24 (December, 1959), p. 849.

<sup>10</sup>Leo Srole, "Social Integration and Certain Corollaries: An Exploratory Study," American Sociological Review, Vol. 21, No. 6 (December, 1956), p. 711.

<sup>11</sup>Marvin Olsen, "Alienation and Political Opinions," Public Opinion Quarterly, Vol. 29 (1965), p. 202.

from the world at large."<sup>12</sup> He explains further:

But if one acquires a self by communicating with others especially through language, then anxiety about or loss of selfhood is a personal problem. For this means that the person who experiences self-alienation is thereby also cut off from groups of which he would otherwise be a part; in not achieving a meaningful relationship with others, the individual is deprived of realizing some part of his self. Alienation is thus defined as the loss of identity. The alienated person is not only out of touch with other persons but also out of touch with himself.<sup>13</sup>

Several variations in definitions of alienation may add some insight into the nature of this concept. Clark, for example, finds that "Alienation is the degree to which man feels powerless to achieve the role he has determined to be rightfully his in specific situations."<sup>14</sup> From a communication standpoint, McClosky and Schaar see this variable as one which "in part reflects patterns of communication and interaction that reduce opportunities to see and understand how the society works, and what its goals and values are."<sup>15</sup>

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<sup>12</sup>Gerson, loc. cit.

<sup>13</sup>Ibid., p. 145.

<sup>14</sup>Clark, loc. cit.

<sup>15</sup>Herbert McClosky and John H. Schaar, "Psychological Dimensions of Anomy," American Sociological Review, Vol. 30, No. 1 (1965A), p. 19.

Background to the Study  
of Radio Attitudes

Background Studies:  
Connotative Dimensions

One major research tradition for assessing attitudes toward the medium of radio has followed the approach for the measurement of meaning devised by Osgood, Suci and Tannenbaum.<sup>16</sup> This approach involves use of the semantic differential for individual audience judgments to series of adjective polar-opposite word pairs. Researchers then look for parsimonious patterns or "clusters" of similar behavior toward certain word pairs, using factor analytic techniques to insure the independence of the attitudinal dimensions formed by each cluster.

Tannenbaum and McLeod have summarized a great deal of research done using this technique, including the work done by Paul Deutschmann for the Inland Press Association and their own research for several mass media organizations.<sup>17</sup> The latter includes at least one study of attitudes toward Pittsburgh radio stations sponsored by the Westinghouse Broadcasting Co.<sup>18</sup>

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<sup>16</sup>Charles E. Osgood, George Suci and Percy H. Tannenbaum, The Measurement of Meaning (Urbana, Illinois: The University of Illinois Press, 1957).

<sup>17</sup>Percy H. Tannenbaum and Jack M. McLeod, "Public Images of Mass Media Institutions," in: Paul J. Deutschmann Memorial Papers in Mass Communications Research (December, 1963), pp. 51-60.

<sup>18</sup>Ibid., p. 52.



In their summary report Tannenbaum and McLeod suggest that, regardless of the mass medium under consideration, five general patterns or "dimensions" of judgments are consistently used by individuals in their assessment of the connotative dimensions of the media. These dimensions are:

1. General Evaluative
2. Ethical
3. Stylistic
4. Potency
5. Activity

As Troidahl and Skolnik note, this approach "is useful, but provides only part of the information usually desired. It does not tell which attributes of the mass medium may have produced these different feelings about the medium. For example, it may indicate that people think radio is generally 'ethical,' but it does not identify the attributes of radio that lead people to consider it ethical."<sup>19</sup>

#### Background Studies: Denotative Dimensions

A second major research tradition might be called the "denotative" or "functional approach" to measuring individual attitudes toward the radio medium. Mendelsohn sets a framework for this approach by pointing out that such research should

uncover the more subtle and oftentimes unacknowledged functions that listening to the radio serves the individual. That is to say, the proper study of the

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<sup>19</sup>Troidahl and Skolnik, op. cit., p. 58.

functions of radio today . . . necessitates examination of its manifest as well as latent properties and attributes within the context of given situations.<sup>20</sup>

From a methodological as well as theoretical standpoint, Trolldahl and Skolnik have outlined a procedure by which this functional approach may be realized:

First, the meanings people have for 'radio' must be discerned. At this point, the meanings of interest . . . are the primarily denotative ones. This is similar to the task of developing a dictionary meaning for the word 'radio.'

Second, people must be asked to judge whether radio is good or bad on each of the attributes identified in the first phase of the study. Is radio news generally good or bad? How about its music? How about its 'companionship' qualities?

Third, are there patterns to the pro and con responses audience members make to these many radio attributes.

Fourth, if several patterns of responses are identified, is there some general thing which all attributes within a pattern have that could be used to characterize the whole pattern? These general characteristics could be used as titles for each pattern.<sup>21</sup>

Using this approach, the authors first collected a sample of twenty-seven different statements representative of individual's attitudes toward radio. These statements were obtained by non-directive interviews in which respondents were encouraged to "talk about" radio and the ways in which that medium was used in their daily life patterns. The list of statements is presented later as Appendix A.

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<sup>20</sup>Harold Mendelsohn. "Listening to Radio," in: Lewis Dexter and David Whites (eds.) People, Society and Mass Communication (New York: The Free Press, 1964) pp. 240-241.

<sup>21</sup>Trolldahl and Skolnik, op. cit., pp. 59-60.

A second sample of respondents was asked to respond to every one of the twenty-seven statements in a positive or negative way. Their reactions were subjected to factor analysis in order to identify the patterns or "clusters" of statements which were present. The six patterns of response, and the amount of variance accounted for by each, are:

1. Companionship--12%
2. Programming Evaluation--10%
3. Worldly Awareness--7%
4. Portability--8%
5. Pleasant Environment--7%
6. Abrasiveness--7%

Troldahl and Skolnik note that

These general patterns of response could be considered attitudes toward different aspects of radio (i.e. sub-attitudes toward radio), or they could be considered the different general meanings that people have for radio today. The latter interpretation seems intuitively more useful. These meanings are tied to relatively concrete attributes of radio, as contrasted with the very connotative meanings evoked in the 'semantic differential' studies of Deutschmann, Tannenbaum, and McLeod.<sup>22</sup>

In a 1962 study, commissioned by radio station WMCA in New York, Mendelsohn found four principal "functions" performed by radio for listeners in that area:<sup>23</sup>

1. A utilitarian information and news function
2. An active mood accompaniment function
3. A psychological release function
4. A friendly companionship function

The first and fourth functions seem to correspond respectively to the Worldly Awareness and Companionship dimensions

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<sup>22</sup>Troldahl and Skolnik, op. cit., p. 66.

<sup>23</sup>Mendelsohn, op. cit., pp. 246-247.

found in the Trolldahl and Skolnik study. In line with Mendelsohn's description of "active mood accompaniment," it would seem that this function corresponds to both the Programming Evaluation and Pleasant Environment dimensions of Trolldahl and Skolnik, since it is generally concerned with how individuals use radio to complement their changing moods. Finally, one might speculate that Mendelsohn's "psychological release" function of radio is closely related to his "active mood accompaniment" function.

The Mendelsohn study pointed out that these functions were for the most part listener-oriented, and that efforts by station programmers to mold their station "image" to fit certain kinds of needs had little to do with how individual listeners actually "used" a station. The study also indicated that none of the ten AM radio stations studied in New York were able to fulfill more than two of the four functions successfully. Mendelsohn concludes that radio listeners engage in purposive "dial-twisting" to satisfy specific needs as they arise.

A third study has used a different methodological approach in order to assess radio attitudes. A functional analysis of the role of radio in the lives of 300 adults and teenagers was the result of a series of group discussions held by Daniel Yankelovich, Inc. as part of a larger

study commissioned by the ABC radio network.<sup>24</sup> Six major uses were reported: Companionship, Information, Alternate Environment, "Mood-setter," Background for Social Occasions, and Entertainment and Relaxation.

#### Limitations of the Trolldahl-Skolnik Study

Since the Trolldahl-Skolnik study was used as the base-line study for hypothesizing radio attitudes, it is necessary to note here some of the limitations of that study as they might affect the present research.

In the first phase of their research Trolldahl and Skolnik completed 106 interviews with a random sample of Lansing, Michigan residents. These were the interviews which generated the statements people made about radio. Telephone rather than in-home interviews were made, and the interviewers were college students not experienced in this technique. Thus it is not possible to specify the degree of competency of the interviewers, their thoroughness, or the depth to which they probed the respondents.

Another limitation revolves around the choice of the twenty-seven statements which comprised the scale to which a second set of respondents replied. Trolldahl and Skolnik note that it is a heterogeneous, not a random list

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<sup>24</sup>Daniel Yankelovich, The Yankelovich Report: A Media Research Program, Part I (n.d.).

of statements. Because the second stage of interviewing was again conducted by telephone, it was desirable to use as short a list of statements as possible. Limiting the list to twenty-seven statements may have been arbitrary in terms of adequately reflecting the universe of possible statements about radio. This limitation might have been overcome if in-home, personal interviews had been used.

A third limitation concerns the structure of the final six dimensions of radio attitudes according to Trolldahl and Skolnik. A total of ninety-six interviews was completed in the second phase of their study. Respondent reactions to the radio attitude statements were factor analyzed into the six factors. The variability accounted for by each of the general patterns of response ranges from twelve and ten percent for Companionship and Programming Evaluation to seven or eight percent for the other four factors.

There were only three statements each loading strongly on the Worldly Awareness, Portability and Abrasiveness dimensions. Only four items loaded strongly on the Pleasant Environment dimension. Thus the low number of items on each of these factors, plus the low amount of variability each accounted for, might be seen as limitations of the first Trolldahl-Skolnik study.

In sum, the base-line study used for this present research may have limitations due to sample size,

inexperience of the interviewers, methodology for interviewing, and interpretation of the six factors Trolldahl and Skolnik selected as major dimensions of radio attitudes. These possible limitations should be taken into account as that original study is extended to the present research.

### Presentation of Major Hypotheses

The remainder of this chapter will be devoted to a presentation of the six major hypotheses this dissertation will test. Each of these hypotheses seeks to link psychological alienation with one of the radio attitudes reported by Trolldahl and Skolnik. As earlier noted, these six radio attitude dimensions are Companionship, Worldly Awareness, Pleasant Environment, Portability, Programming Evaluation, and Abrasiveness.

The format for the presentation of these hypotheses is as follows: First, the hypothesis itself appears. It will predict a relationship between two scores--that for alienation and that for the score on a radio attitude dimension. Chapter Two discusses the operationalization of these scores for each variable.

Following each hypothesis, the theoretical rationale behind it will be presented.

Alienation and the Companionship Dimension

Hypothesis One: The greater a person's alienation score, the greater will be his score on the Companionship dimension of radio attitudes.

A number of statements either directly or secondarily related to the Troidahl and Skolnik "Companionship" factor suggest that radio may be the vicarious interactor in what Horton and Wohl call the "para-social interaction" between media personalities and some members of the audience.<sup>25</sup> Some of these statements are:

"Radio cheers me up . . . I forget my problems."

"Radio makes the time go faster for me."

"I like the chatter on radio . . . it makes my day brighter."

"Radio music makes me feel like someone is home with me."

"Radio is a good companion when you are alone."

"The music on the radio lessens the tensions of the day."

"I listen to radio while I work."

The Troidahl and Skolnik study suggests that "it seems very possible that this view is strongest among women, who must spend more time alone during the day than men."<sup>26</sup>

Support for this first hypothesis will rest upon the logical extension of two relationships for which

<sup>25</sup> Donald Horton and Richard Wohl, "Mass Communication and Para-Social Interaction," Psychiatry, Vol. 19 (1956), pp. 215-229.

<sup>26</sup> Troidahl and Skolnik, op. cit., p. 64.



empirical evidence has been gathered: First, there is a relationship between "alienation" and the phenomenon of "social isolation"; and second, there is a relationship between "social isolation" and the seeking of companionship.

Alienation and Social Isolation--Some researchers have attempted to empirically link the variable of "alienation" to an individual's social isolation within his surrounding environmental world. They have used, at least in part, the Srole Scale as a measure of individual alienation. In a 1956 study, Wendell Bell tested the hypothesis that "those persons who are relatively isolated are more likely to be anomic than persons who are less isolated."<sup>27</sup> He measured activities in informal groups, such as neighborhood groups, kin, work and friendship groups. Membership in formal or professional groups was also measured. Bell's hypothesis was supported only for those men living in low economic status neighborhoods, which he attributes to the difference between the formal-informal classification scheme; this is, he reports that high economic status men are more likely to belong to formal groups whose members take the place of informal participants.

In a further analysis of his earlier data, Bell and Meier found that the relationship between social isolation and alienation was independent of the additive effects of

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<sup>27</sup>Wendell Bell, "Anomie, Social Isolation, and the Class Structure," Sociometry, Vol. 20, No. 2 (1957), p. 105.

measures of socio-economic status, class identification and age.<sup>28</sup> A major study of alienation and uses of the mass media was reported by McLeod et al.<sup>29</sup> Of interest here is their finding that "alienation . . . was also shown to be negatively correlated with almost all of our measures of participation."<sup>30</sup>

Two other studies lend final support to the relationship between alienation and social isolation or its opposite, social participation. Mizruchi's study of social structure and anomia in a small city indicated a significant association of anomia and lack of social participation.<sup>31</sup> In a study of newcomers to the city of Minneapolis, Arnold Rose found confirmation of his hypothesis that "a person's degree of anomie--as reflected by Srole's questions--is positively related to the extent to which his social participation has been limited."<sup>32</sup>

Social Isolation and Companionship--Evidence for this relationship is scarce, possibly because it has been one of those "assumed" relationships (that people alone

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<sup>28</sup>Meier and Bell, op. cit.

<sup>29</sup>Jack McLeod, Scott Ward and Karen Tancill, "Alienation and Uses of the Mass Media," Public Opinion Quarterly, Vol. 29, No. 4 (Winter, 1965-66), pp. 583-594.

<sup>30</sup>Ibid., p. 592.

<sup>31</sup>Ephraim H. Mizruchi, Success and Opportunity: A Study of Anomie (New York: The Free Press, 1964).

<sup>32</sup>Arnold M. Rose, "Attitudinal Correlates of Social Participation," Social Forces, Vol. 37 (1959), p. 204.

seek companionship) for all relevant social isolates except those who purposely choose non-interaction as a way of life.

In broadcast research, Mendelsohn talks about radio functioning as a "companion" to fill voids created by "feelings of social isolation and loneliness."<sup>33</sup> Katz and Lazarsfeld, in their classic study, found that less gregarious women reported greater exposure to popular fiction (true story and movie magazines, radio serials, etc.) than did those who were more highly gregarious, and presumably less socially isolated.<sup>34</sup> These authors suggest that this content may "serve to some extent as a substitute for socializing activity," that is, may provide some kind of vicarious companionship these women seek.<sup>35</sup>

In another study, Klapper reports that McPhee and Meyersohn:

. . . found that radio programs involving social interaction were more commonly heard by persons who were, at the time, in solitude. Such shows provided them with both a vicarious sense of participation and a feeling of kinship and concern.<sup>36</sup>

Finally, Steiner finds some evidence that people who are

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<sup>33</sup>Harold Mendelsohn, op. cit., p. 242.

<sup>34</sup>Elihu Katz and Paul F. Lazarsfeld, Personal Influence (Glencoe, Illinois: The Free Press, 1955).

<sup>35</sup>Ibid., p. 378.

<sup>36</sup>Joseph T. Klapper, The Effects of Mass Communication (New York: The Free Press, 1960).

alone turn to a mass medium (in this case television) for companionship.<sup>37</sup> He asked his respondents how often they themselves "turn on the set just 'to keep me company' when (I'm) alone." Twenty percent replied "usually," twenty-five percent said "occasionally," while the remainder answered "rarely" or "never."

Direct Evidence--Thus far there has been little direct evidence for the proposition that the alienated in society seek companionship, or that they seek this companionship through the mass media. There has been speculation, like the hypothesis by Katz and Foulkes "that the mass media behavior of the alienated also contains an element of striving to re-establish effective interpersonal contacts."<sup>38</sup>

McLeod et al. may also provide some direct support for this first hypothesis. For example, the statement on their "vicarious reasons list" for newspaper reading which says "To feel as though I am taking part in others' lives without actually being there" correlated positively although not quite significantly with alienation, and thus might be interpreted as showing a hint of a relationship between alienation and a statement of the "need for companionship" type.

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<sup>37</sup>Gary A. Steiner, The People Look at Television (New York: Alfred A. Knopf, 1963), p. 73.

<sup>38</sup>Elihu Katz and David Foulkes, "On the Use of the Mass Media as 'Escape': Clarification of a Concept," Public Opinion Quarterly, Vol. 26 (1962), p. 382.

Alienation and the Worldly  
Awareness Dimension

Hypothesis Two: The greater a person's alienation score,  
the lower will be his score on the Worldly  
Awareness dimension of radio attitudes.

This hypothesis is based upon the treatment of the "Worldly Awareness" dimension as an information-seeking dimension in connection with radio listening activities. It is reflected in the interpretation of two of the four statements comprising this factor, including its highest-loading statement:

"Radio is a good way to learn what's going on."

"Without radio, a person wouldn't know what is happening in the world."

In Streuning and Richardson's factor analytic exploration of alienation and other personality traits, several items which may be related to worldly awareness loaded highly on their main alienation factor, one which also included all five Srole Anomia scale items.<sup>39</sup> The essentially negative approaches to worldly awareness include these items:

"Things are changing so fast these days that one doesn't know what to expect from day to day."

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<sup>39</sup>Elmer L. Struening and Arthur H. Richardson, "A Factor Analytic Exploration of the Alienation, Anomia and Authoritarianism Domain," American Sociological Review, Vol. 30, No. 4 (1965), pp. 768-776.

"In this fast-changing world, with so much different information available, it is difficult to think clearly about many issues."

"Most people don't realize how much their lives are controlled by plots hatched in secret by others."

Major support for this hypothesis is given by McLeod, Ward and Tancill, who studied alienation and newspaper reading habits. Respondents were given the Srole alienation items and, in one part of the study, were asked to what extent each of nine possible "uses" of newspapers applied to them. The authors explain:

Three of the reasons (information, interpretation and keeping up) appeared to deal with information for its own sake, and we classified these as 'information reasons.' Three others (escape from daily worries, bringing excitement, and taking part in the lives of others) seemed to deal only indirectly with information and instead to serve as a substitute for more direct personal interaction. These we called 'vicarious reasons.' The motivation of the last three reasons (solving problems, providing controversial items, and the pleasure of reading) was somewhat unclear, and these were examined separately.<sup>40</sup>

It was found "that the more alienated the respondent, the less likely he was to think informational reasons applied to him ( $r = -.282$ ) and the more likely was his acceptance of vicarious reasons ( $r = +.261$ ) as gratifications connected with his newspaper reading. No significant correlations are shown between alienation and the final three reasons."<sup>41</sup>

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<sup>40</sup>McLeod, Ward and Tancill, op. cit., p. 590.

<sup>41</sup>Ibid.

The authors indicate that a person's educational level is positively linked to educational claims and negatively linked to vicarious reasons.

Recently reported research by Seeman adds further support.<sup>42</sup> In a comparative study of powerlessness and knowledge level he related the performance of Swedish college students on a Powerlessness Scale (very similar to the Srole Anomie Scale) to their level of knowledge in several areas. His results associated high powerlessness with both low political awareness and low nuclear knowledge; but this was not the case with powerlessness and general cultural awareness.

Seeman's discussion about the nature of the variables in his study may bear some relevance:

It would seem that these data reinforce the observation that when we speak of powerlessness and mastery we are dealing with expectancies for control which govern the individual's learning in determinate, yet discriminating, ways. People who believe that the environment is one that they can have an effect upon show that they are sensitive to potentially helpful cues about that environment whether those cues concern matters of health, of parole, or of politics.

In short, alienation in the sense used here emerges as a feature of the person that can be understood only as a problem-solving situation-bound characteristic.<sup>43</sup>

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<sup>42</sup>Melvin Seeman, "Powerlessness and Knowledge: A Comparative Study of Alienation and Learning," Sociometry, Vol. 30, No. 2 (June, 1967), pp. 105-123.

<sup>43</sup>Ibid., p. 121.

This interpretation is supported in the work of Chu and Lingwood, who found that individuals scoring high on alienation tended to know little about world events, even when the effect of educational level was removed.<sup>44</sup> This negative relationship was, however, later removed when more salient variables such as having foreign friends, foreign travel or opinion-seeking about foreign events were taken into consideration.

Radio as an information medium is likewise, in this project, seen as a medium whose information is directed along political, social and environmental lines. To the extent that this is true, those people who feel themselves alienated should be less sensitive to the informational dimensions of the medium.

As part of their larger study of the psychological dimensions of what they call "anomy," McClosky and Schaar explored the relationship between anomic tendencies and a syndrome of traits centered around a kind of "inflexibility" vis-a-vis incoming stimuli from the world. These authors feel that "Faced by complex stimuli from the social world, inflexible persons are easily overwhelmed. Their anxiety

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<sup>44</sup>Godwin C. Chu and David Lingwood, "Some Psychological and Sociological Predictors of Foreign News Event Knowledge," Paper Presented at the Annual Convention of the Association for Education in Journalism, Boulder, Colorado, August 28, 1967.



is aroused, they become confused, and they register intense feelings of anomy."<sup>45</sup>

A broad interpretation of their results suggests that people who are highly anomic cannot tolerate messages which are ambiguous or are in any other way threatening to their system. By extension, these people must turn to trusted, reliable, predictable sources for a pre-screened version of what is going on in the world. Because the news radio brings is relatively unpredictable, highly anomic individuals would turn to other sources for worldly awareness. Elsewhere McClosky and Schaar summarize this position when they suggest that "by a large number of scientifically accepted standards, the anomics simply are less reality-oriented, less clear about what goes on 'out there,' than non-anomics."<sup>46</sup>

In summary, the hypothesis of a negative relationship between alienation and worldly awareness follows this line of support: Individuals who are highly alienated do not see the mass media as informational or problem-solving sources, they are by nature less oriented to reality, and they may become confused from information on a relatively unpredictable source of what is happening in the world.

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<sup>45</sup>McClosky and Schaar, op. cit., p. 29.

<sup>46</sup>Herbert McClosky, and John H. Schaar, "Reply to Srole and Nettler," American Sociological Review, Vol. 30, No. 4 (1965B), p. 767.

Alienation and the Pleasant  
Environment Dimension

Hypothesis Three: The greater a person's alienation score,  
the greater will be his score on the  
Pleasant Environment dimension of radio  
attitudes.

This hypothesis extends the earlier relationships and suggests that alienated individuals seeking companionship through radio will perceive their goal as one containing a basically comfortable, pleasant environment. In a larger sense, these alienated persons may be using radio as a means of escape, as a soft background sound which "neutralizes the more harsh stimuli that pervade one's day-to-day activities."<sup>47</sup>

A number of early studies on the effects of escapist material are cited by Klapper.<sup>48</sup> Although none directly tests Srole's operationalized "alienation," each at some point links alienation-type or alienation-related personality characteristics with heavier use of mass media for escape:

Katz and Lazarsfeld (1955), for example, found that women with high anxiety tendencies exposed themselves more than did other women to 'true story' and movie type magazines and to radio serials. Ricutti (1951) found that fifth through eighth grade children who

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<sup>47</sup>Troldahl and Skolnik, op. cit., p. 67.

<sup>48</sup>Klapper, op. cit.

listened particularly often to radio serials or adventure stories scored slightly lower than non-listeners on tests of happiness, personal social adjustment, imagination, and general school achievement.

. . . the Rileys found that escapist material is likely to be more popular among the children who seem likely to be more frustrated, and is more likely to be used by them as a mode of escape by identification and as a source of advice.<sup>49</sup>

Other early child studies cited by Klapper include the 1949 research of Wolf and Fiske, in which comic book fans "were found more commonly among 'neurotic' children than among 'normal' or 'psychotic' children. . . ." <sup>50</sup> Klapper concludes that "at least seven studies . . . attest relationships between heavy use of escapist media material and various socio-economic, socio-structural, and personality characteristics of audience members."<sup>51</sup>

Recent studies illustrate the hypothesized relationships and their suggested generalization to use of radio for an escapist's environment.

Leonard Pearlin had his respondents classify themselves into what he called "escape" and "reality" television viewers.<sup>52</sup> In addition, these viewers were given questions to determine their "personal stress," as Pearlin called it.

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<sup>49</sup> Ibid., pp. 190-191.

<sup>50</sup> Ibid., p. 193.

<sup>51</sup> Ibid., p. 196.

<sup>52</sup> Leonard Pearlin, "Social and Personal Stress and Escape Television Viewing," Public Opinion Quarterly, Vol. 23, No. 2 (Summer, 1959), pp. 255-259.

Although the Srole Scale items were not themselves directly used, the questions asked by Pearlin bear a remarkable similarity. For example:

"It doesn't pay to get too friendly with people because they usually take advantage of you."

"The world is in such a muddle that there is really not much that can be done about it, so why try?"

The results showed the predicted difference between "escape" and "reality" viewers and their agreement or disagreement with the "personal stress" statements, as well as similar results for measures of frustrated and satisfied occupational aspirations.

Viewer preferences along a fact-fantasy continuum were also measured in Hazard's study of this variable and its relationship to personal anxiety as measured by the Taylor Manifest Anxiety Scale.<sup>53</sup> His results uncovered a "four-variable chain or developmental sequence . . . which suggests that fantasy television has a primary audience of persons who are anxious, who avoid cultural contact, and who are of low social status."<sup>54</sup> In this chain, personal anxiety was identified as the antecedent variable in a process leading to low cultural participation, and also to choice of fantasy rather than "fact programming" as TV fare.

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<sup>53</sup>William R. Hazard, "Anxiety and Preference for Television Fantasy," Journalism Quarterly, Vol. 44, No. 3 (Autumn, 1967), pp. 461-469.

<sup>54</sup>Ibid., p. 469.

Johnstone's study of mass media patterns of high school students supports the use of fantasy-oriented fare among persons located in unfavorable positions within their social structure, that is, the kinds of people most likely to feel alienated from their environment.<sup>55</sup> His research underscores the need to evaluate the individual's salience to his own value structure regardless of the sociological classificatory level of that system.

#### Alienation and the Portability Dimension

Hypothesis Four: The greater a person's alienation score, the lower will be his score on the Portability dimension of radio attitudes.

The rationale for this hypothesis is derived from the earlier-cited association of anomia and a lack of social participation. Alienated individuals have consistently been more socially isolated and less frequent participants in community activities. It was earlier noted that mass media consumption may be a substitute for this lack of social contact. McLeod, Ward and Tancill found a positive, although not quite statistically significant relationship between alienation and agreement with this vicarious reason

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<sup>55</sup> John W. C. Johnstone, "Social Structure and Patterns of Mass Media Consumption," (Unpublished Ph.D. Dissertation, University of Chicago, 1961).

for newspaper readership: "To feel as though I am taking part in others' lives without actually being there."<sup>56</sup>

Troldahl and Skolnik found that one of the functions of radio

is that of travelling companion (Portability) suggested by the awareness among many audience members, and attention to the fact, that radio has Portability. This function seems to be performed for somewhat different persons than those who use radio for Companionship. Apparently the first function of Companionship is tied primarily to home or office.<sup>57</sup>

Thus this hypothesis, along with Hypothesis One, suggests that high alienation both leads an individual to see radio as a vicarious companion and, concurrently, to have less of a need for the "portable" features of the medium. A person who has low social participation will be less disposed to "like radio because you can take it with you anywhere."<sup>58</sup>

Specification of the conditions under which this hypothesis is confirmed will include a set of scales designed to measure each individual's social participation. Questions will measure the amount of interaction with relatives, the amount of interaction with social contacts and friends outside the family, and an indication of the subject's contact and participation in church and community groups.

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<sup>56</sup>McLeod, Ward and Tancill, op. cit., p. 591.

<sup>57</sup>Troldahl and Skolnik, op. cit., p. 66.

<sup>58</sup>Ibid., p. 63.

Alienation and the Programming Evaluation  
and Abrasiveness Dimensions

Hypothesis Five: The greater a person's alienation score, the greater will be his score on the Programming Evaluation dimension of radio attitudes.

Hypothesis Six: The greater a person's alienation score, the greater will be his score on the Abrasiveness dimension of radio attitudes.

Unlike some other dimensions of radio attitudes, the Programming Evaluation factor concentrates upon a critical look at the medium itself and for the most part excludes an individual's functional relationship to that medium. In this respect it resembles the "general evaluative" attitudinal dimension found in studies measuring connotative approaches to the media. A closer look at this problem centering upon the work of Tannenbaum and McLeod is presented in the chapter which follows.<sup>59</sup>

The Abrasiveness dimension may similarly be viewed as another essentially negative evaluation of the medium and of radio advertising in particular. Persons loading high on this factor object to "the millions of little ads"

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<sup>59</sup> Percy H. Tannenbaum and Jack M. McLeod, "Public Images of Mass Media Institutions," in: Paul J. Deutschmann Memorial Papers in Mass Communication Research (December, 1963) pp. 51-60.

that are on radio and are annoyed when radio commercials break into news and other programs.

Thus both the Programming Evaluation and Abrasiveness dimensions represent ways in which people perceive the radio medium apart from the ways in which they "use" radio. Troldahl and Skolnik suggest that persons scoring high on the Programming Evaluation dimension are "careful listeners" to the medium. Since statements loading high on this factor "are critical evaluations of the content, they suggest a critical, attentive listening pattern. . . ."60

Within the framework of the previously presented hypotheses it is argued that an individual may positively view radio as a source of companionship and pleasant environment while still retaining a critical outlook toward the medium. This position rests upon the argument, presented below, that psychological alienation from his society leads an individual to a negative appraisal of a great many institutions in that society over which he feels he has no control, including radio. Since the statements in both Programming Evaluation and Abrasiveness are written in negative form, it is expected that alienated individuals will score highly along these dimensions.

Previous research suggests that alienated persons carry an essentially negative disposition when it comes to

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<sup>60</sup>Troldahl and Skolnik, op. cit., p. 66.



areas of concept evaluation. Templeton, for example, found that alienation was "related to the rejection of the prevailing distribution of power and influence within the community."<sup>61</sup> In a similar study Thompson and Horton found support for "the hypothesis that political alienation leads to an attitude on a given issue which represents a protest against the existing power structure in the community."<sup>62</sup> There is evidence that alienation leads to a wider syndrome of negative evaluation predispositions. Olsen reports that

Feelings of alienation from society also seem to have varying degrees of influence in several other areas, including intolerance of racial integration in schools and housing, willingness to place limitations on the exercise of free speech, and disapproval of United States participation in international political organizations. Although education also clearly affects opinions in these latter areas, holding this factor constant does not eliminate the influences of alienation in most cases.<sup>63</sup>

Additional evidence of a negative attitude by the alienated toward certain aspects of society includes Gould's data showing a relationship between alienation and a composite of personality and attitude dimensions. Among these are a

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<sup>61</sup>Frederic Templeton, "Alienation and Political Participation: Some Research Findings," Public Opinion Quarterly, Vol. 30, No. 2 (Summer, 1966), p. 259.

<sup>62</sup>Wayne E. Thompson and John E. Horton, "Political Alienation as a Force in Political Action," Social Forces, Vol. 38, No. 3 (March, 1960), p. 195.

<sup>63</sup>Olsen, op. cit., p. 212.

devaluation of peers, a generalized distrust of others and a rejection of socially approved "rules."<sup>64</sup>

Final support is offered by Mueller, whose study of anxiety level and inferred identification suggests that those with a higher anxiety level produce lower end responses on the evaluative dimension and wider variance in use of the semantic differential scale.<sup>65</sup>

Perhaps this hypothesized negative approach is derived from the fear and uncertainty arising from difficulties in determining appropriate communication behavior. Marsh et al. provide some evidence for their contention that "the more anomic an individual is, the greater his uncertainty as to what behavior is appropriate."<sup>66</sup> They point out that this uncertainty reflects a major communication problem for the anomic and may well lead him "to avoid or minimize contact with sources of communication."<sup>67</sup>

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<sup>64</sup>Laurence J. Gould, "The Alienation Syndrome: Psycho-Social Correlates and Behavioral Consequences," (Unpublished Ph.D. Dissertation, The University of Connecticut, 1965).

<sup>65</sup>William J. Mueller, "Anxiety Level, Inferred Identification and Response Tendencies on a Semantic Differential," Journal of Counseling Psychology, Vol. 13, No. 2 (Summer, 1966), pp. 144-152.

<sup>66</sup>Paul C. Marsh, Robert J. Dolan and William L. Riddick, "Anomia and Communication Behavior: The Relationship Between Anomia and Utilization of Public Bureaucracies," Rural Sociology, Vol. 32, No. 4 (December, 1967), p. 437.

<sup>67</sup>Ibid.

### Summary of Major Hypotheses

1. The greater a person's alienation score, the greater will be his score on the Companionship dimension of radio attitudes.

2. The greater a person's alienation score, the lower will be his score on the Worldly Awareness dimension of radio attitudes.

3. The greater a person's alienation score, the greater will be his score on the Pleasant Environment dimension of radio attitudes.

4. The greater a person's alienation score, the lower will be his score on the Portability dimension of radio attitudes.

5. The greater a person's alienation score, the greater will be his score on the Programming Evaluation dimension of radio attitudes.

6. The greater a person's alienation score, the greater will be his score on the Abrasiveness dimension of radio attitudes.

## CHAPTER II

### DESIGN AND METHODOLOGY OF THE STUDY

This chapter is mainly devoted to a discussion of the ways in which the independent, dependent and control variables were defined and operationalized. It also contains a background on the theory of time order relationships.

The basic design of this research is what Hyman would call a theoretical or experimental survey, one which "takes the form of a test of some specific hypothesis growing out of some larger theory as to a particular determinant of the phenomenon."<sup>1</sup> Its goal, in general terms, is

establishing reliably the nature of the relationship between one or more phenomena, or dependent variables, and one or more causes or independent variables.<sup>2</sup>

The actual study was a one-time-only administration of a paper-and-pencil attitude questionnaire used to elicit individual scores on the independent, dependent and control variables. In addition, social and demographic data were collected for later use in specification and elaboration of the main hypotheses.

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<sup>1</sup>Herbert Hyman. Survey Design and Analysis (New York: The Free Press, 1955). p. 66.

<sup>2</sup>Ibid.

The Dependent Variable:  
Radio Attitudes

The present research used the twenty-seven radio attitude statements reported by Trolldahl and Skolnik as the dependent variable. These are listed in full in Appendix A. The statements were thought to be closely tied in their meaning to relatively concrete attributes of radio. In addition, the earlier Trolldahl and Skolnik study provided information on how these statements clustered together into factorial dimensions, about which predictions were made. This was not the case with the data reported by both Mendelsohn and Yankelovich.

The decision was made to present the same twenty-seven statements that were used in the base-line Trolldahl-Skolnik study. This was done, in part, to determine if the results of that first study could be extended a second time. It was hoped that the twenty-seven statements would factor into approximately the same six dimensions for which hypotheses had been made.

Although the twenty-seven statements were used in toto from the original study, there were two important methodological differences in this extension. In the first study, the statements were read to respondents by interviewers over the telephone. In the present research respondents were given a printed questionnaire and asked to read each statement and make an appropriate scale

response. It is not known if this new form of administration in any way affected the behavior of respondents.

Another major difference between both studies is in the design of the response scale. In their earlier telephone study, Trolldahl and Skolnik asked respondents to agree or disagree with each statement. There was also a middle marking for "don't know" responses. In the present study a five-step scale was used, with responses ranging from "strongly agree" at one end of the scale to "strongly disagree" at the other end. This change was made since pre-testing had indicated that subjects had sufficient time to consider a larger range of choices in a pencil-and-paper response situation. Thus the change in scales might have affected any differences found between the original study and this present extension.

Both the methodological differences cited above and the limitations of the original Trolldahl-Skolnik study outlined in Chapter I may play an important part in interpreting differences between the previous and present research. Taking these into account, it was nevertheless felt that use of the twenty-seven Trolldahl-Skolnik statements about radio would provide an important opportunity to extend their research and to link it with alienation research.

The Independent Variable:  
Alienation

In order to better understand the influence of individual alienation upon behavioral patterns, a large number of researchers have attempted to operationalize this concept. Olsen finds that "most social scientists today prefer to treat alienation as a subjective attitude, rather than a strictly objective situation."<sup>3</sup> McClosky and Schaar explain further:

Virtually all of this work has employed a single explanatory model for the analysis of anomie: a specified social-cultural condition gives rise to specified feelings in individuals which in turn result in specific behaviors. Different writers have worked variations on this scheme, but nobody has challenged the scheme itself or attempted a fundamental revision of it.<sup>4</sup>

Neal and Rettig point out that very little has been done to empirically delineate multidimensional structures of alienation.<sup>5</sup> On a theoretical level, a useful and well-documented attempt has been made by Melvin Seeman. He has identified five basic ways in which the concept of alienation has been employed in the literature. These are

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<sup>3</sup>Olsen, loc. cit.

<sup>4</sup>McClosky and Schaar, "Psychological Dimensions of Anomy," p. 14.

<sup>5</sup>Arthur G. Neal and Salomon Rettig, "On the Multidimensionality of Alienation," American Sociological Review, Vol. 32, No. 1 (February, 1967), p. 55.

identified as powerlessness, meaninglessness, normlessness, isolation, and self-estrangement.<sup>6</sup>

The most widely used indicator of alienation has been what essentially is a unidimensional measure of this concept. Leo Srole's "Anomia Scale" asks for agreement with five statements:

1. In spite of what some people say, the lot of the average man is getting worse.
2. It's hardly fair to bring children into the world with the way things look for the future.
3. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.
4. These days a person doesn't really know who he can count on.
5. There's little use writing to public officials because often they aren't really interested in the problems of the average man.<sup>7</sup>

Although not every study has reported the coefficient of reproducibility associated with use of the Srole Scale, there is enough evidence to suggest that the scale is a unidimensional one. There is further indication that alienation, as measured by the Srole Scale, has been found in a fairly continuous distribution throughout the population. With regard to the question of what the Srole scale does indeed measure, most researchers agree with Meier and Bell that it is essentially a measure of despair:

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<sup>6</sup>Melvin Seeman, "On the Meaning of Alienation," American Sociological Review, Vol. 24 (December, 1959), p.783.

<sup>7</sup>Srole, op. cit.



We are convinced that these questions for the most part measure despair, that is, utter hopelessness and discouragement. A person agreeing strongly with each of these questions is beyond simple apathy; his is a condition of sadness and distress in which he is unable to exercise any confidence or trust that his desires or wishes may be realized, and in the extreme may reach the point described by MacIver as 'unquiet introspection and self-torture.' At the very least, despondency, and, at worst, adject despair characterizes such a person.<sup>8</sup>

Attempts at operationalization of alienation have not yet satisfactorily explored either the unidimensionality or the multidimensionality of the variable. Perhaps the best comment on the problem comes from Neal and Rettig, two who have tried to unravel it:

Results indicating both uni- and multidimensionality are not logically inconsistent with one another if they derive from variant orders of abstraction. In operational terms, alienation in toto is an abstract concept tying together common elements derivable from the lower-order structure.

For this reason, a basic conceptual alternative confronting those doing research of correlates of alienation consists of the common scientific dilemma of choosing between parsimony and more precise description.<sup>9</sup>

The dimensionality dilemma posed by Neal and Rettig will be met by choosing parsimony and considering what Srole measures as the major focal point of what we call "alienation." It would have been extraneous for the purposes of this study to attempt a greater delineation of the various and subtle sub-dimensions of the alienation concept.

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<sup>8</sup>Meier and Bell, op. cit., p. 191.

<sup>9</sup>Neal and Rettig, op. cit., p. 60.

This study used a slight modification of the original role Alienation Scale as the measure of the main independent variable. Ephriam Mizruchi, apparently in consultation with Srole, has devised a simplified set of five questions which he and others have used in place of the original set.<sup>10</sup> The statements which comprise this scale are as follows:

1. Most public officials (people in public office) are not really interested in the problems of the average man.
2. These days a person doesn't really know whom he can count on.
3. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.
4. In spite of what some people say, the condition of the average man is getting worse, not better.
5. Most people don't really care what happens to the next fellow.

#### Questionnaire Design and Scoring

Subjects were asked to complete an eleven-page questionnaire and return it to the survey administrator when finished. The first part consisted of 27 statements dealing with the topic of radio, followed by 9 more statements of a more general nature. Finally, respondents were instructed to answer some items of a demographic nature.

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<sup>10</sup>Ephriam H. Mizruchi. "Social Structure and Anomia in a Small City," American Sociological Review, Vol. 25 (1960) p. 647.

A complete version of the survey questionnaire is included as Appendix B.

Instructions for the first 27 questions were presented to the subjects in the following manner:

I'd like you to read several statements people have made about radio in general. After you read each statement, please tell me how much you agree or disagree with it. For each statement put an "x" by the one choice which best expresses your opinion. Remember, the statements are only about radio in general. I want to know what you personally think.

After each radio attitude statement the subject could check one of the following five responses:

\_\_\_\_\_ strongly agree  
\_\_\_\_\_ agree  
\_\_\_\_\_ undecided  
\_\_\_\_\_ disagree  
\_\_\_\_\_ strongly disagree

The order of these 27 radio attitude statements was exactly the same as that used in the earlier Troidahl and Skolnik study. This was purposely done in order to increase the chances for comparability between the latter research and the current survey. A complete list of these attitude questions is included as Appendix A.

When they had finished responding to the first set of statements, the subjects were confronted with this set of instructions:

Here are several statements which are not about radio, but concern other things which may be of interest to you. After you read each statement, again please tell me how much you agree or disagree with it.

It was felt that a new set of instructions was needed in order to "warn" the respondents that the topic was no longer radio and hopefully to re-set their reference frame to the broader questions in mind.

Again, the same five-step response scale was used, to minimize the differences between sections in form, if not content. As a partial protection against response set and the seemingly sameness of the Srole alienation questions, four additional neutral attitude questions were alternatively interspersed with those of prime interest. These four "masking" questions called for agreement or disagreement with the propositions that:

"I ought to go to church more than I do."

"Children should not get married until they finish college or technical school."

"I prefer to travel on trains for long trips because I'm afraid of airplane travel."

"Teachers should be allowed to hold public office."

All thirty-six attitude questions were scored on a five-point scale, with a score of 5 awarded to the "strongly agree" response and a score of 1 given to "strongly disagree." If a subject did not respond to a question he was scored with a 3 for "undecided." Those subjects who failed to complete more than four of the thirty-six attitude questions were removed from subsequent analysis.

### Demographic Questions

When they had completed the attitude statements respondents were asked to "finish with just a few questions about yourself." There followed a series of demographic questions with which each individual could specify his age, sex, marital status, and educational level, as well as the educational level and occupational prestige of the household's main wage earner. Measures of social interaction were also included. In answering these questions the respondents were forced to check one reply in each fixed set of response categories.

Occupational Prestige--To determine the occupational prestige level of each subject a two part open-ended question was used. The first instruction asked: "What kind of work does the main wage earner in your household do? Please tell me in a few words." Following that, a second question probed further by inquiring "What type of business or industry does he work for?" It was hoped that a combined reading of the two answers would lead to a meaningful estimation of the respondent's prestige level.

Three coders independently read each reply and assigned each respondent to a level on the 13-point scale developed by Trol Dahl and Van Dam.<sup>11</sup> This scale provides

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<sup>11</sup>Robert Van Dam, (Unpublished M.A. Thesis, Department of Communication, Michigan State University, 1964).

sample occupational categories at each of the 13 levels, the highest having "more prestige than a lawyer" and the lowest identifying individuals with "less prestige than a bean and berry picker." The complete scale and its instructions to coders is included as Appendix C. Twenty-two of the 245 respondents failed to provide sufficient information for classification and were arbitrarily awarded an occupational prestige level of seven, the mid-point of the scale.

There was generally close agreement among the coders. Two showed a Pearson product-moment correlation of .82 with one another, and each of them correlated .69 with the third coder. The scores of all coders were summed and divided by three (the number of coders) in order to determine the final occupational prestige assignment for each subject. Table 1, page 47, shows the frequency distribution for this variable.

Social Interaction--Two questions attempted to measure the degree to which each respondent interacts socially with both relatives and friends or neighbors. Subjects were asked whether, on the average, they got together several times a week, once or twice a week, once or twice a month, or less often.

Neither measure of social interaction correlated significantly with any radio attitude dimension, and neither measure was used in subsequent analysis.

TABLE 1  
OCCUPATIONAL PRESTIGE OF RESPONDENTS

Mean Occupational Prestige Score	Percent of Total Respondents
1.00-1.99	0
2.00-2.99	0
3.00-3.99	3
4.00-4.99	4
5.00-5.99	15
6.00-6.99	14
7.00-7.99	33
8.00-8.99	13
9.00-9.99	8
10.00-10.99	7
11.00-11.99	1
12.00-12.99	2

Group Participation--Respondents were asked to list the organizations in which they are active participants, such as civic groups, clubs, lodges, PTA, church groups and veterans organizations. There was an opportunity to indicate whether the respondent is an officer with each organization he listed, as well as the number of meetings he attended out of the last four.

Answers to questions of group participation were coded according to the 11-category system devised by

Backstrom and Hursh.<sup>12</sup> A complete listing of their classifications is given as Appendix D.

No measure of group participation and activity correlated significantly with any radio attitude dimension, and none was used in subsequent analysis.

### Use of Control Variables

#### Controlling for Social Status

Previous research suggested controls for the effects of socio-economic status upon the independent variable, psychological alienation. Studies by Meier and Bell, Thompson and Horton, Mizruchi, Dean and Olsen have all established some sort of relationship. Only the work of Roberts and Rokeach failed to yield the expected results. These authors used, however, a relatively simple index for this variable, one based only upon income and education. Olsen found the same problem until he added a measure of occupation to his index.<sup>13</sup> Mizruchi replicated the Roberts and Rokeach non-significant relationship until he used Hollingshead's two-factor Index of Social Position as a measure of social class.<sup>14</sup>

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<sup>12</sup>Charles H. Backstrom and Gerald D. Hursh. Survey Research (Evanston: Northwestern University Press, 1963) p. 102.

<sup>13</sup>Olsen, op. cit., p. 211.

<sup>14</sup>Mizruchi, "Social Structure and Anomia in a Small City," p. 647.



His comments on the difference in measurement are appropriate:

Our findings suggest that income alone does not determine whether or not persons become anomic, but the expectation regarding income--the principal means of achieving success--play a significant role in the process.<sup>15</sup>

### Controlling for Causality and Time Order

The problem of time order relationships and "causality" has been elusive in survey research, especially in those facets dealing with the relationships between attitudes.

Bell and Meier, for example, took full cognizance of the post factum nature of their research with alienation and individual achievement of life goals. They inferred that such variables as socio-economic status, class, age, social isolation, etc. preceded in time and cause anomia. They note:

Yet all these variables, except age, conceivably could be a consequence of anomia. An individual who despairs might become socially isolated, move down the social and economic scale, identify himself with the working or lower classes, get divorced or separated, and reject religion. The possible ordering of these variables in 'reasonable' ways is manifold. Nonetheless the consistency of our findings should not be discounted.<sup>16</sup>

Several communication researchers have tended to treat alienation as an antecedent variable leading to

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<sup>15</sup>Ibid., p. 648.

<sup>16</sup>Meier and Bell, op. cit., p. 201.

behavioral outcomes. For example, after a review of the literature plus reference to the work of Klapper, Katz and Foulkes find "impressive evidence that alienation or deprivation are associated with increased exposure to particular media or particular kinds of media content [and] tend to drive people to seek refuge in the mass media. . . ." <sup>17</sup>

McLeod et al. likewise approached their exploration of alienation "as an explanatory factor in the use of the newspaper [emphasis supplied]." <sup>18</sup> Thompson and Horton projected political alienation, shown to be related to general alienation, as a mediating factor between socioeconomic status and political participation. <sup>19</sup> Their results were, however, criticized by Gold. <sup>20</sup>

Use of a manipulative variable such as age of the respondents may lead to a greater understanding of this time order relationship between degree of alienation and attitudes toward radio. We can measure the age of respondents, and this suggests a partial analysis procedure through which some information separating the effects of age,

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<sup>17</sup> Katz and Foulkes, op. cit., p. 381.

<sup>18</sup> McLeod, Ward and Tancill, op. cit., p. 593.

<sup>19</sup> Wayne E. Thompson and John E. Horton, "Political Alienation as a Force in Political Action," Social Forces, Vol. 38, No. 3 (March, 1960), pp. 190-195.

<sup>20</sup> David Gold, "Independent Causation in Multivariate Analysis: The Case of Political Alienation and Attitude Toward a School Bond Issue," American Sociological Review, Vol. 27, No. 1 (February, 1962), pp. 85-87.

alienation and radio attitudes can be obtained. Gold has presented one such paradigm in his analysis of the Thompson and Horton study:

Among three variables, all of which are related to each other at the zero-order level, the only non-trivial sense in which the association between one independent and one dependent variable can be independent of the second independent variable is that of independent causation. Demonstration of independent causation requires that the association between the two independent variables tends to disappear when the dependent variable is held constant.<sup>21</sup>

Peter Blau gives another example of how chronological age can be used as a control for determining the time-order relationship between two other variables.<sup>22</sup> To him,

The general principle is that the dependent variable in a correlation can be determined by establishing that the partial relations between it and a common antecedent factor disappear when the other variable in the original correlation is held constant. In attitude surveys and other studies where it is impossible to date crucial variables, it is often possible to obtain information about common antecedents.<sup>23</sup>

Under Blau's paradigm, a comparison of the partial relationships with one another may "make the direction of influence of the two original variables evident, and thereby indicate the time sequence of their development, about which no direct data existed."<sup>24</sup>

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<sup>21</sup>Ibid., p. 87.

<sup>22</sup>Peter M. Blau, "Determining the Dependent Variable in Certain Correlations," Public Opinion Quarterly, Vol. 19, No. 2 (Spring, 1955), pp. 100-105.

<sup>23</sup>Ibid., p. 105.

<sup>24</sup>Ibid.

Background factors used as an aid to determining causal sequences will not themselves be thought of as "causes". Gordon Allport's observation, set forth in his review of The American Soldier, warns that

Nothing ever causes behavior excepting mental sets (including habits, attitudes, motives) . . . . Background factors never directly cause behavior; they cause attitudes; and attitudes in turn determine behavior. I am not, of course, arguing against the use of breakdowns or matched groups. They should, however, be used to show where attitudes come from, and not to imply that social causation acts automatically apart from attitudes.<sup>25</sup>

Hyman likewise urges special caution when using background factors as controls.<sup>26</sup> Blalock, however, notes that frequently they are so used, often with good reason.<sup>27</sup> Both men admit the difficulty of determining whether the background variable is truly part of a developmental sequence or spurious. Blalock suggests the use of further safeguards in making these interpretations:

Since Hyman's caution against controlling in the case of a developmental sequence will be exceedingly difficult to apply in practice, we would recommend that controls for background variables be made as a safeguard against spuriousness, provided that slopes rather than correlations are examined and provided

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<sup>25</sup>Gordon W. Allport, "Review of 'The American Soldier,'" Journal of Abnormal and Social Psychology, Vol. 45 No. 1 (January, 1950) p. 172.

<sup>26</sup>Hyman, op. cit., pp. 254-263.

<sup>27</sup>Hubert Blalock. "Controlling for Background Factors: Spurious Versus Developmental Sequences," Sociological Inquiry, Vol. 34 No. 1 (Winter, 1964) p. 29.

that one can be reasonably certain that he is not controlling for an intervening variable.<sup>28</sup>

Following Blalock's suggestion, the behavior of both correlation coefficients and that of slopes were examined and interpreted.

In summary, support for alienation as a variable preceding in time an individual's attitudes toward radio comes from what appears to be the logical relationship between the variables and from the several indirect tests which were performed.

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<sup>28</sup>Ibid., pp. 39-40.

## CHAPTER III

### ANALYSIS OF THE DATA

#### Description of the Sample

Data were collected from a heterogenous sample of adults, using a self-administered questionnaire. The process of determining the final sample for this study may have imposed certain limitations upon the overall results.

Due to a lack of extensive financial support it was not possible to follow the necessary procedures to assure a random sample, either of the entire United States population or of any single large metropolitan area. Use of such a sample would have required extensive personal contact and interviewing.

The sample for this study was constructed by attempting to simulate a sample of the general adult population. Intact groups of adults were used whenever possible in the attempt to obtain a heterogenous sample approximating population parameters.

In an attempt to overcome intentional biases, the study purposely excluded college faculty and students, and mass media employees. It was felt that college individuals are not by themselves representative of the general

population and, additionally, may have come into previous contact with the alienation scales. To include a proportionately high number of mass media employees might have overly weighted the sample with persons having professional criteria for radio.

There were two waves of data collection used to derive a sufficiently large sample of respondents for the study.

#### Philadelphia Sample

Through the cooperation of the Westinghouse Broadcasting Company it was possible to administer the questionnaire to a group of Philadelphia residents attending the videotaping of The Mike Douglas Show. These members of the "studio audience" are assembled for approximately one hour before being admitted to the television studio.

Respondents were asked to participate in a study about radio in general. When they agreed they received a questionnaire which contained both the complete instructions and the actual questions. The survey administrators were cautioned not to provide extraneous information about the nature of the study or the hypotheses under investigation. Each audience member took as long a time period as he or she needed to complete the survey.

A total of 164 completed questionnaires was received from the Philadelphia sample on September 18 and 19, 1968. Of these, 143 were from women and 13 came from men. Eight respondents who failed to indicate their sex were removed from the analysis.

### Chicago Sample

Because the first sample contained an overrepresentation of women, a second attempt was made in October and November of 1968 and directed specifically toward male respondents living in the Chicago area.

Arrangements were made to administer the questionnaire to five varied intact groups. These included 17 IBM office machine salesmen; 13 technical writers for the Automatic Electric Company; 17 union officials participating in a "short course" on public speaking; 12 individuals with varying occupations in a business publications company; and 30 members of a suburban church choir.

A total of 89 completed questionnaires was received from the various Chicago groups. Eighty-two of these came from men and seven from women.

### Total Sample

The combined sample of 245 adults includes 150 women and 95 men. A demographic analysis of the sample, including separate listings for men and women, is presented in Table 2.



TABLE 2  
SAMPLE CHARACTERISTICS

	% Male (N=95)	% Female (N=150)	% Total (N=245)
<u>Marital Status</u>			
Single	20	9	13
Married	77	83	80
Other	3	8	6
Chi Square=8.668, d.f.=2, p=<.02			
<u>Last Grade Completed by Respondent</u>			
0 to 11 years	4	18	13
12 years (high school diploma)	21	55	43
1 to 3 years college	31	17	22
4 years college	20	7	12
More than 4 years college	24	2	10
Chi Square=66.796, d.f.=4, p=<.001			
<u>Education of Main Wage Earner</u>			
0 to 11 years	2	17	11
12 years (high school diploma)	24	40	34
1 to 3 years college	32	25	27
4 years college	18	12	14
More than 4 years college	24	6	13
Chi Square=32.983, d.f.=4, p=<.001			
<u>Age of Respondent</u>			
Under 24	14	13	13
25-29	17	11	13
30-34	19	13	15
35-39	21	10	14
40-44	15	18	17
45-49	4	13	9
50-54	2	15	10
55 and over	8	7	7
Chi Square=22.375, d.f.=7, p=<.01			

There was a higher proportion of married women than men, but not much. Over three-fourths of the respondents of both sexes were married. The men in the sample tended to be somewhat younger, on the average, than the women. Two measures in the educational realm helped distinguish between the demographic profiles of men and women. The last grade completed in school by the respondent and by the main wage earner of the household was higher for men than for women in the sample.

#### The Independent Variable--Alienation

Five attitude statements were included as those items to be combined to generate the main independent variable. These five sentences comprise the Alienation scale. Subjects could indicate their degree of agreement with each item. As mentioned earlier, the Alienation scale questions were "masked" to some extent by four additional neutral attitude questions. Table 3 shows the frequency of response to each of the five statements.

The distributions of each statement appear to be bimodal in character. By far the largest percentages of respondents fall into the "agree" or "disagree" categories. The percentage of those who express either mild or strong agreement with a statement ranges from a low of 32 to a high of 54 percent. Similarly, those claiming mild or strong disagreement range from 32 to 58 percent, depending

TABLE 3

## FREQUENCY OF RESPONSE TO ALIENATION STATEMENTS

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean s.d.
1. Most public officials (people in public office) are not really interested in the problems of the average man.	5%	36%	11%	32%	16%	3.16 1.22
2. These days a person really doesn't know whom he can count on.	3%	29%	14%	40%	14%	3.32 1.12
3. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.	13%	45%	5%	25%	12%	2.73 1.28
4. In spite of what some people say, the condi- tion of the average man is getting worse, not better.	11%	44%	13%	22%	10%	2.73 1.18
5. Most people don't really care what happens to the next fellow.	6%	42%	12%	31%	9%	2.94 1.16

upon the statement. Respondents who felt "undecided" about an alienation statement were between five and fourteen percent of the sample. The mean scores ranged from 2.73 to 3.32, where 3.0 would be the predicted mid-point. Standard deviations for all five statements were remarkably similar.

Pearson product-moment correlations were computed for all five alienation statements, and these are presented in Table 4. The correlations are all significant beyond

TABLE 4  
CORRELATIONS BETWEEN ALIENATION STATEMENTS

	Statement Number				
	1	2	3	4	5
1. Most public officials people in public office) are not really interested in the problems of the average man.	---	.41	.30	.41	.28
2. These days a person really doesn't know whom he can count on.	.41	---	.44	.38	.41
3. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.	.30	.44	---	.38	.30
4. In spite of what some people say, the condi- tion of the average man is getting worse, not better.	.41	.38	.38	---	.36
5. Most people don't really care what happens to the next fellow.	.28	.41	.30	.36	---

the .001 level, and range from a low of .28 to a high of .44, with a median of .38.

The scores of each individual on each of the five statements were combined to produce a total alienation score for that person. Scores of between 5 and 25 were possible, resulting in the distribution shown in Table 5.

TABLE 5  
DISTRIBUTION OF TOTAL ALIENATION SCORES

Alienation Score	% of Respondents
5	0.4
6	0.4
7	1
8	3
9	6
10	7
11	5
12	8
13	7
14	9
15	5
16	15
17	7
18	7
19	4
20	6
21	3
22	1
23	2
24	2
25	1

Table 5 shows a bell-shaped distribution of scores with a mean of 14.89 (15.0 would be expected) and a standard deviation of 4.20.

The relationships between this final measure of alienation and other demographic characteristics paralleled those found in earlier literature. A negative association between it and an individual's educational level ( $r = -.36$ ) and the educational level of the household's main wage earner ( $r = -.39$ ) was found. Similar results were obtained when the related variable was occupational prestige ( $r = -.29$ ). The expectation that increased alienation would be found among older respondents was not supported.

#### The Dependent Variable--Radio Attitudes

The first part of the questionnaire contained the 27 radio attitude statements used as the basis for generating the dependent variable of this study. They were the same statements, and presented in the same order, as those of the earlier Trolldahl and Skolnik study.<sup>1</sup> Respondent reactions to the statements were scored on the 5-point scale and subjected to factor analysis to determine the major attitudinal dimensions for this extension. The factor analysis solution was a principal factor solution, using a varimax rotation, with 1.00 in the diagonals of the correlation matrix. Factoring was extended to six factors, although more stringent criteria might have suggested termination at five.

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<sup>1</sup>Trolldahl and Skolnik, op. cit.

The attempt at extension of the six dimensions found earlier met with only partial success. Table 6 presents the rotated factor matrix for all 27 statements. The interpretation of each factor, and the percentage of total variance accounted for, are given below for both this and the earlier study:

	<u>Present Per- cent of Total Variance</u>	<u>Earlier Per- cent of Total Variance</u>
Companionship	23%	12%
Music Evaluation	13%	10%
Abrasiveness	6%	7%
(undefined)	5%	-
(undefined)	4%	-
(undefined)	4%	-

### Patterns of Response

Of the patterns or "clusters" of variables found, the following were selected as meaningful:

Companionship--This again emerges as the strongest dimension of attitudes toward the medium of radio. Several statements of a "companionship" nature in the previous Troldahl and Skolnik study now come through with more positive force. Use of radio for companionship appears to be a personal feeling for a medium which "makes the time go faster for me" or "makes me feel like someone is home with me." Other companionship attributes include listening to radio while a person works, and perceiving radio as a "good companion when you are alone." Radio is also seen as a

TABLE 6  
TOTAL SAMPLE ROTATED FACTOR MATRIX

Statement	Program				
	Companion	Evaluate	Abrasive	Undefined	Undefined
1. Without radio, a person wouldn't know what is happening in the world.	-.63	-.05	-.21	-.20	.30
2. There is too much talk and not enough good music on radio.	-.20	-.31	.25	-.32	.52
3. I like to listen to radio while I work.	-.75	.02	-.04	.02	.01
4. I like the chatter on radio ... it makes my day brighter.	-.37	-.17	-.22	.06	.58
5. I don't like the silly slogans in radio commercials.	-.05	-.09	.26	.01	.82
6. Radio is a good companion when you are alone.	-.60	.08	.06	-.34	.04
					-.18



TABLE 6--Continued

Statement	Program				
	Companion	Evaluate	Abrasive	Undefined	Undefined
7. The music on radio nowadays is rotten.	.03	-.81	.14	-.09	.15 .09
8. Radio is a good way to learn what is going on.	-.38	.22	-.05	-.42	-.33 .30
9. There is no good talent left on radio ... it all went to television.	-.14	-.58	.18	.25	-.14 -.20
10. Radio cheers me up ... I forget my problems.	-.69	-.07	-.11	-.03	-.36 -.02
11. Radio advertisements are helpful.	-.24	-.05	-.46	-.27	-.48 .01
12. There is too much silly stuff on radio ... like the contests.	.00	-.33	.57	.05	.11 .18
13. It is important to have a portable radio in case of emergencies.	-.18	.05	.17	-.74	-.04 -.03

TABLE 6--Continued

Statement	Program				
	Companion	Evaluate	Abrasive	Undefined	Undefined
14. Radio has better weather coverage than television does.	-.13	-.22	-.28	-.48	-.07
15. I don't listen to radio much because of its poor music.	.11	-.68	.09	.03	.22
16. You can enjoy radio without too much concentration on it.	-.43	-.03	-.04	-.31	-.14
17. I don't like when radio commercials break into the news....	.02	-.09	.65	-.22	.06
18. I enjoy listening to radio in my car.	-.15	.22	.25	-.35	-.23
19. The disc jockeys on radio talk too much and say too little.	.05	-.35	.54	.04	.30
20. The music on radio lessens the tension of the day.	-.68	.27	-.00	-.04	-.25

TABLE 6--Continued

Statement	Program			Abrasive			Undefined			Undefined		
	Companion	Evaluate	Program	Evaluate	Program	Program	Evaluate	Program	Program	Evaluate	Program	Program
21. Most of the time I find radio whole-some.	-.30	.22		-.02	-.19	-.66				.09		
22. I like radio because you can take it with you anywhere.	-.48	.09		.23	-.28	-.38				-.06		
23. Radio is only half as good as it could be ... too much rock and roll.	.13	-.80		.19	-.12	.01				.14		
24. Radio makes me feel like someone is home with me.	-.73	-.06		-.02	-.10	-.16				-.11		
25. Radio makes the time go faster for me.	-.82	.11		.05	-.09	-.17				.00		
26. I don't like the millions of ads that are now on radio.	.03	-.18		.73	.05	-.01				.21		
27. I like the entertainment on radio.	-.25	.23		-.07	-.17	-.56				-.19		

medium "which cheers me up" and one whose music "lessens the tension of the day."

Music Evaluation--The second strongest attitudinal dimension is an essentially negative appraisal of a major ingredient of contemporary radio programming, its music. Appearing with almost equal strength are the feelings that "the music on radio nowadays is rotten" and more specifically that "radio is only half as good as it could be . . . too much rock and roll." Another statement expressing views on music evaluation suggests there "is too much talk and not enough good music on radio."

Abrasiveness--An attitudinal dimension quite similar in outlook to Music Evaluation is that of Abrasiveness. Whereas the former centered around criticisms of the music on radio, Abrasiveness seems to be concerned with harsh talk in general and advertising in particular. Almost identical in structure to the earlier Troidahl-Skolnik dimension, Abrasiveness refers to "the millions of little ads that are now on radio" and to people who "don't like when radio commercials break into news and other programs." This concept spreads also to the disc jockeys who "talk too much and say very little." Correlating in a strong but opposite direction to the main thrust of Abrasiveness is a statement of praise for radio commercials, the notion that "radio advertisements are helpful."

### Analysis of Replication Results

It was felt that, for the sample as a whole, the three major dimensions cited above represented the only clear-cut dimensions consistent with the earlier Troidahl and Skolnik research. The final three factors as indicated in Table 6 accounted for fairly small amounts of the total variance. The fourth dimension accounted for 5% of the total variance, and appears to be the beginning of a Portability factor. The remaining two factors each accounted for only 4% of the total variance. Factor Five bears some resemblance to the Companionship dimension, but its major defining statements are not very clear and appear to be heavily mixed with other factors. The sixth extracted factor has but one high-loading statement reacting negatively to the "silly slogans in radio commercials."

Table 7 summarizes the dimensions of radio attitudes delineated in the present study and compares them with those in the earlier Troidahl-Skolnik research. Since only three dimensions appeared, it was decided to utilize the extant data as the dependent variable and thus to eliminate 3 hypotheses from further consideration within the framework of this study. The dimensions which failed to appear concerned radio as a means of portability and worldly awareness and the radio medium as one providing a

TABLE 7--Continued

Factor for Current Study	Primary Loading	Original Trolldahl and Skolnik Primary Factor	Original Trolldahl and Skolnik Secondary Factor
<u>FACTOR 2 - MUSIC EVALUATION</u>			
The music on radio nowadays is rotten.	.80	Prog. Eval.	Pleasant Environ.
Radio is only half as good as it could be ... too much rock and roll.	.80	Prog. Eval.	Abrasiveness
I don't listen to radio much because of its poor music.	.68	(not listed)	(not listed)
<u>FACTOR 3 - ABRASIVENESS</u>			
I don't like the millions of ads that are now on radio.	.73	Abrasiveness	Prog. Eval.
I don't like when the radio commercials break into the news....	.65	Abrasiveness	Portability
The disc jockeys on radio talk too much and say too little.	.53	Abrasiveness	Prog. Eval.
Radio advertisements are helpful.	-.46	Pleasant Envir.	Worldly Awareness

TABLE 7--Continued

Factor for Current Study	Primary Loading	Original Troidahl and Skolnik Primary Factor	Original Troidahl and Skolnik Secondary Factor
<u>UNDEFINED STATEMENTS</u>			
It is important to have a portable radio in case of emergencies.		Portability	Companionship
Radio has better weather coverage than television does.		Prog. Eval.	Portability
Most of the time I find radio wholesome.		Companionship	Prog. Eval.
I like the entertainment on radio.		Companionship	Prog. Eval.
There is too much talk and not enough good music on radio.		Prog. Eval.	Abrasiveness
There is too much silly stuff on radio ... like the contests.		Prog. Eval.	Companionship
I enjoy listening to radio in my car.		Prog. Eval.	Portability
I like radio because you can take it with you anywhere.		Portability	Pleasant Envir.

TABLE 7--Continued

Factor for Current Study	Primary Loading	Original Trol Dahl and Skolnik Primary Factor	Original Trol Dahl and Skolnik Secondary Factor
<u>UNDEFINED STATEMENTS (cont'd)</u>			
Without radio a person wouldn't know what is happening in the world.		Worldly Aware.	Companionship
I don't like the silly slogans in radio commercials.		Worldly Aware.	Prog. Eval.
Radio is a good way to learn what is going on.		Worldly Aware.	Abrasiveness
There is no good talent left on radio ... it all went to television.		Pleasant Envir.	Abrasiveness
You can enjoy radio without too much concentration on it.		Pleasant Envir.	Abrasiveness



pleasant environment. A portion of Chapter 4 deals with the problem of extension and its implications for further research.

To some extent the processes of extracting and naming factors is a subjective one. Different methods of rotation yield slightly different factor structures, depending upon the criteria a researcher has established.

Decisions also need to be made concerning what level of magnitude is meaningful vis-a-vis the percentage of total variance accounted for by a given factor. In the present study the first three factors accounted for twenty-three, thirteen and six percent of the total variance. The three remaining undefined factors accounted respectively for five, four and four percent.

A second criterion in the process of properly identifying useable factors is the number of items which belong on a given factor and how much "sense" they seem to make. In the present extension there are four items comprising the Abrasiveness dimension, all of which seem related to one another. Although the Abrasiveness dimension accounts for only six percent of the total variance, the relatedness of the four items on it suggests the need to accept Abrasiveness for further study. The same cannot be said for the remaining three undefined factors, with equally low variance, yet all containing low numbers of unexplainable clustering items.

A third criterion concerns the choosing of names for all the definable factors. While Companionship and Abrasiveness strongly mirrored their Troidahl-Skolnik study counterparts, it was felt that in this extension the former "Programming Evaluation" factor now only really concerned Music Evaluation, and therefore was renamed accordingly.

#### Method of Scoring

Scores for each individual on each of the three major dimensions were obtained by summing the scores for each statement assigned to an attitude dimension. That sum became the respondent's total score for a dimension. Table 8 lists the means and standard deviation for each of the three major attitude dimensions, while means and standard deviations for each of the twenty-seven statements are contained in Appendix E. The relationships of

TABLE 8  
DESCRIPTION OF MAJOR RADIO ATTITUDES

Dimension Title	Number of Statements	Mean	Standard Deviation
Companionship	7	26.25	4.90
Music Evaluation	3	7.93	2.80
Abrasiveness	4	14.29	2.18

the radio dimensions to the other major social and demographic variables is detailed in Table 9, which will be referred to during the subsequent analysis of each hypothesis.

TABLE 9  
RELATIONSHIP OF MAJOR VARIABLES

Variable	<u>Variable Number</u>						
	1	2	3	4	5	6	7
1. Companionship							
2. Music Evaluation	-.15						
3. Abrasiveness	.01	.35					
4. Respondent Education	-.37	-.08	-.12				
5. Age	.16	.36	.02	-.17			
6. Main Education	-.36	-.11	-.12	.64	-.19		
7. Occupational Prestige	-.28	-.02	-.01	.48	-.09	.57	
8. Alienation	.20	.26	.22	-.36	.07	-.39	-.29

### Results of Major Hypotheses

#### Hypothesis One

It was suggested that the more alienated a person is, the more likely he will think of radio as a companion. For purposes of testing this hypothesis a person's score on the Companionship dimension of radio attitudes was

related to his total score on the Srole alienation scale. In the total sample, the zero-order correlation between Companionship and Alienation is .20 (N=245).

As Table 9 indicated, the demographic variables of age and the main wage earner's educational level are also related to scores on the Companionship dimension. Partial correlations are suggested as the means of determining the effects of both of these variables upon the simple correlation above. These social-demographic variables may have produced a spurious correlation between Alienation and Companionship.

Both respondent age and the educational level of the main household wage earner were simultaneously partialled out of the relationship between the main dependent and independent variables. The educational level of the main household wage earner was chosen as representative of the overall socio-economic background of the respondent. This conforms with the data in Table 9 showing a correlation between main wage earner education level and respondent education level of .64, and the correlation between main wage earner education level and occupational prestige of .57 for the total sample.

The relationship between Alienation and Companionship drops below the minimum acceptable standard for statistical significance ( $r_{\text{partial}} = .07$ ) when the combined effects of age and main wage earner education are removed.

This seems to be due almost entirely to the effect of education, since the removal of only age from the Alienation-Companionship relationship leaves that correlation almost unchanged.

Troldahl and Skolnik suggested that the Companionship relationship might be "strongest among women, who must spend more time alone during the day than men."<sup>2</sup> Additional analyses for each sex indicated that the first hypothesis held up neither for men nor women by themselves.

Hypothesis one therefore fails to win confirmation when examined in respect to what apparently are more overriding influences of age and educational level.

#### Hypotheses Two, Three and Four

As previously indicated, the factor analysis failed to yield a clear measure of the Worldly Awareness, Portability and Pleasant Environment dimensions found in the earlier study. Thus these hypotheses could not be tested in the present research.

#### Hypothesis Five

Here it was thought that the more alienated a person was, the more positive would be his score on the former Programming Evaluation, now Music Evaluation dimension. Support for this hypothesis suggested that alienated

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<sup>2</sup>Troldahl and Skolnik, op. cit., p. 64.

individuals have an essentially negative disposition when it comes to areas of concept evaluation. Since both the Music Evaluation and Abrasiveness dimensions are cast in the form of negative criticisms, it was felt that alienated respondents would agree with these factors, and the resulting correlations would be positive.

In the total sample the zero-order correlation between Music Evaluation and Alienation was .25 (N=245). Table 9 seems to indicate that a person's age is related to his score on the Music Evaluation dimension; the older a person, the more likely he will have a negative viewpoint toward the music programming offered on radio. Controlling for age by itself still fails to diminish the hypothesized relationship. The partial correlation is .25 when age is removed. Likewise, holding constant a person's educational level left the relationship unchanged ( $r_{\text{partial}} = .25$ ).

A subsequent analysis revealed that the sex of the respondent is important for understanding this hypothesis. For women alone the zero-order correlation between Music Evaluation and Alienation is quite high ( $r = .39$ ), while at the same time it almost disappears for men alone ( $r = .01$ ). Men and women were examined separately to see if the relationship between Alienation and Music Evaluation would change when the effects of age and main wage earner's educational level were simultaneously controlled. For men

the partial correlation still fails to yield statistical significance ( $r_{\text{partial}}=.07$ ) while its strength remains almost as strong for women ( $r_{\text{partial}}=.37$ ).

### Hypothesis Six

The relationship between Alienation and Abrasiveness was conceived structurally in a manner parallel with the Music Evaluation dimension. Abrasiveness is more concerned with the annoying talk and advertising aspects of the medium. Four statements comprised the scale used to define the Abrasiveness dimension.

Results for the total sample confirmed the expected relationship between Alienation and Abrasiveness at the zero-order level with a correlation significant beyond the .001 level ( $r=.22$ ). This held with almost the same strength when the effects of main wage earner education level and respondent age were partialled together from the relationship ( $r_{\text{partial}}=.19$ ).

Sex of the respondent again appears to be important for understanding this hypothesis. For men the relationship is negligible ( $r=.004$ ) at first, and remains so when the chosen measure of educational level and age are removed ( $r_{\text{partial}}=-.03$ ). The strength of the hypothesis increases when women by themselves are considered ( $r=.32$ ). Removing the effects of age and main wage earner education

simultaneously only slightly diminishes the female relationship between Alienation and the Abrasiveness dimension of radio attitudes ( $r_{\text{partial}}=.31$ ).



## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This study was designed to test the relationship between psychological alienation and attitudes people hold toward the mass medium of radio. "Alienation" as used in this research refers to "an individual feeling or dissociation from self, from others, or from the world at large."<sup>1</sup>

A five-item scale devised by Leo Srole was used to measure alienation. This scale asks respondents to indicate the amount of their agreement with five statements expressing distrust of public officials and others, desire to live only for today, the worsening condition of the average man, and a lack of interest in what happens to the next fellow. Scores were summed for all five statements, such that the greater the agreement with these statements, the greater was a person's total alienation score.

Earlier research by Troidahl and Skolnik was the basis for defining attitudes toward the radio medium. Their study yielded six dimensions of attitudes: Companionship;

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<sup>1</sup>Gerson, op. cit., p. 144.

Programming Evaluation; Worldly Awareness; Portability; Pleasant Environment; and Abrasiveness.

Data collection for the present study consisted of the administration of a questionnaire which elicited scores for each individual for alienation, radio attitudes, and certain control variables. A heterogeneous group of adults in two metropolitan areas was the sample. The first step of the analysis consisted of a factor analysis of the radio attitude dimensions in order to assign each subject a score on each dimension. Later statistical tests included Pearson product-moment correlations and partial correlations designed to test the major hypotheses.

Only three of the original Troidahl-Skolnik attitudinal dimensions appeared in this extension. They were Companionship; Music Evaluation; and Abrasiveness. For each of these dimensions an hypothesis between it and alienation had been made.

The first hypothesis predicted a relationship between alienation and Companionship. It suggested that the more alienated a person is, the greater will be his score on the Companionship dimension of radio attitudes. This hypothesis was at first confirmed by a zero-order correlation of  $r=.20$ . When the effects of respondent age and educational level were removed from the relationship, however, its significance was reduced below the minimum acceptable standard ( $r_{\text{partial}}=.07$ ).

The next hypothesis which could be tested dealt with how alienated individuals perceive music programming on radio. It was felt, and the data supported this contention, that the more alienated a person is, the stronger will be his negative criticism of the music on radio. This hypothesis was confirmed only for women and was independent of the effects of age and educational level.

In the last hypothesis a relationship was suggested between how alienated a person felt and his score on the Abrasiveness dimension of radio attitudes. Abrasiveness is concerned with the annoying talk and advertising aspects of the medium. Like the previous one, this hypothesis was confirmed only for women and held up even when the effects of age and education were controlled.

The remainder of this chapter will be devoted to a closer examination of selected aspects of the study. It will first discuss the implications of the attempt to extend the earlier Troidahl-Skolnik attitude dimensions, and then suggest some possible future directions in this area. Next will follow a deeper examination of each of the hypotheses, together with some alternate approaches to understanding the data. The chapter concludes by discussing some of the limitations of the study and implications for future research.

### Dimensions of Radio Attitudes

#### Implications of Extension

The original Trolldahl and Skolnik research had suggested six independent ways in which people might assess the radio medium. In their study about half (51%) of the respondent's total variability could be accounted for by these six dimensions. The present research could justify the naming of only 3 different ways of thinking about radio, which taken together account for forty-two percent of the total variability in responses. Table 10 compares the strength of factor structures for both studies.

TABLE 10  
PERCENT OF TOTAL VARIANCE

Factor Title	Trolldahl and Skolnik	Present Study
Companionship	12%	23%
Programming/Music Evaluation	10%	13%
Abrasiveness	7%	6%
Portability	8%	-
Worldly Awareness	7%	-
Pleasant Environment	7%	-
Total Variance Accounted For	51%	42%

Both times the use of radio as a source of companionship emerged as the strongest factor; in the present research it is almost twice as strong as the Programming/Music Evaluation factor, which remains the second dimension in both studies. The Abrasiveness factor is about equal strength in both instances, while the perception of radio as a means of Portability did not materialize in this extension.

Worldly Awareness as a dimension of people's attitudes toward radio failed to materialize in this study. This factor earlier had described radio as a good means of learning what's going on in the world. Despite the emphasis by media practitioners upon its news advantages, radio as a window to the world's happenings was not described as such in this study.

The Roper studies of media credibility may help explain why this is so. They indicate radio ranks third behind television and newspapers as a source of news, and lowest of the mass media Roper subjects were inclined to believe in the case of conflicting news reports.<sup>2</sup> It is possible that future research may pinpoint this function. Intuitively, however, the possibility of a separate news

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<sup>2</sup>Burns W. Roper, Emerging Profiles of Television and Other Mass Media: Public Attitudes 1959-1967 (New York: Television Information Office, 1967), pp. 7-11.

of Worldly Awareness factor to describe one function served by radio remains valid.

The earlier-discovered Pleasant Environment factor also failed to materialize in the extension for this study. Originally the factor contained a cluster of statements indicating that there is no good talent left on radio, that you can enjoy radio without too much concentration and can listen while you work. A final statement asserted that radio advertisements are helpful.

In this extension the statement about "listening to radio while I work" appeared with the Companionship factor, while the feeling that radio ads are helpful became part of the Abrasiveness dimension. The other statements failed to appear on a major factor.

Here again it would seem intuitively valid that radio serves as a background medium and provides a pleasant environment for its listeners. One suspects that the proposition, if presented in stronger language using additional attitude statements, might emerge in a more easily recognizable form.

### Directions in Radio Attitudes

What seems clear is the confirmation of three major dimensions of people's attitudes toward the radio medium: Companionship, Music Evaluation, and the Abrasiveness dimension. The original Troidahl-Skolnik research

suggested the existence of other possible dimensions. The nature and extent of additional attitudinal factors will have to be determined by further studies.

A first step appears to lie in a more exhaustive search for attitude statements upon which the factors are ultimately based. The list of 27 statements used in the present research may not adequately reflect the true population of possible statements. For example, the great strength of the Companionship factor may just be an artificial inflation due to an abnormally high number of similarly-phrased statements.

Perhaps the entire process for generating statements should be repeated once again. This time personal interviews rather than telephone interviews might be used, since this technique could allow an experienced interviewer to more carefully probe respondent radio attitudes. Also, matched positive and negative statements might be included in the final measuring instrument. These would help guard against response sets.

The result would be a measuring instrument hopefully more sensitive to the ways in which people think about radio. Such an instrument might contain within it statements designed to better interpret the role of such variables as educational background upon the development of media attitudes.

Chapter One lists in some detail the major methodological limitations of the original Troidahl and Skolnik study. And in Chapter Two are found some differences between the original and this present study which might account for different sets of factors. These include the use of two different response scales and the earlier use of telephone rather than self-administered interviews. Thus there would appear to be enough differences between both studies to suggest that the present one did not sufficiently replicate the first one, and more research is needed.

### Discussion of Major Hypotheses

This study was designed to link certain approaches people take toward radio with the personality trait called "alienation." The hypotheses centered around both "uses" people associated with the medium as well as more general ways in which they expressed evaluations of radio's program fare. In all, six major hypotheses were presented, along with the results of a questionnaire designed to test them. The section which follows focuses more tightly on each hypothesis and its implications in light of the overall study. Alternate ways of approaching these research questions will also be discussed.



### Alienation and Companionship (Hypothesis One)

The first hypothesis set forth a relationship between how alienated a person feels from his environment and a communication activity in which he perceives a mass medium as providing a sense of companionship. It rested on the logical extension of two statements: First, there is a relationship between alienation and the phenomenon of "social isolation"; and second, there is a relationship between "social isolation" and the seeking of companionship.

At first a moderately strong correlation ( $r=.20$ ) between a person's alienation and Companionship scores appeared. A more detailed analysis showed, however, that the relationship almost disappeared when the effects of a person's educational level were controlled.

It would thus appear that the relationship between alienation and the Companionship score is spurious, due to the effects of a person's educational level. Further support for this was found when removing the effects of Alienation from the significantly negative relationship between educational level and the score on the Companionship dimension only slightly diminished that relationship.

In sum, a person's education remains strongly related to how alienated he feels, and also to how much he feels radio is a companion. It is this educational

background rather than his alienation which plays a strong part in his notion of radio as a companion.

The great strength of the Companionship factor itself may have emerged as the most important finding for this first hypothesis. Earlier it was noted that the large number of similar-sounding statements may have artificially inflated the factor. Yet it holds together remarkably well in this and the original Troldahl-Skolnik study, giving evidence that there is indeed an element of striving for companionship through this mass medium. People do have this predisposition.

The rationale for this hypothesis made it clear that there was no direct evidence that alienated or even socially isolated people seek companionship more than others, especially from the mass media. This present research has reinforced the complex relationship which must exist between all these variables, and it has shown that the additional impact of such elements as educational background must also be taken into account. Perhaps there are additional elements which need to be considered in this not-so-simple set of relationships.

#### Alienation and Music Evaluation (Hypothesis Five)

This hypothesis dealt with the way alienated individuals perceive the music on radio. Its rationale noted

that alienated people carry an essentially negative viewpoint toward a great many societal institutions over which they have no control. Therefore it was felt that this approach would carry over into an evaluation of music on radio. The hypothesis predicted that the greater a person's alienation score was, the greater would be his score on the Music Evaluation dimension.

For the total sample this hypothesis was confirmed by a relatively strong correlation ( $r=.26$ ). The greater a person's alienation was, the greater his score on this dimension. Even when the effects of age and main wage earner's educational level were simultaneously removed the strength of the relationship remained. It was noted that major support for this hypothesis came from women, for whom the zero-order correlation of  $r=.39$  was quite high. Male-only correlations never attained statistical significance.

The three statements which comprised the Music Evaluation factor all had to do with the music on radio today:

"The music on radio nowadays is rotten."

"Radio is only half as good as it could be ... too much rock and roll."

"I don't listen to radio much because of its poor music."

It would at first appear that this factor is essentially an anti-music one. The author has received informal

evidence that the statements which loaded highly on Music Evaluation were confusing to many respondents. For example, some people commented that radio was not as good as it could be, but for reasons other than the alleged rock and roll music. So although radio is predominantly a music medium, it is possible that the Music Evaluation dimension is broader than these findings presently indicate.

While educational level greatly affected the relationship between Alienation and Companionship, it apparently does not work similarly when the dependent variable is Music Evaluation. Indeed, whatever low relationship there is between education and Music Evaluation ( $r = -.08$ ) is itself erased when Alienation is partialled out of the correlation ( $r_{\text{partial}} = .01$ ). Perhaps the Music Evaluation variate is too gross a measure of reaction to really be affected by differences in the educational backgrounds of people who apply it. It may amount to a "general uneasiness" about some aspects of the programming, rather than criticism for which formal education is useful.

The differences between men and women on this dimension remain unclear. It seems highly unusual that a strong relationship between alienation and Music Evaluation should exist for women, while for men it fails to appear. Perhaps normative work environments hold the answer: Women who feel alienated may be more likely to spend a great deal of time in situations where radio is a major alternative

for their alienated feelings; whereas men who may be just as alienated are in work environments where radio is not as convenient an alternative.

Alienation and Abrasiveness  
(Hypothesis Six)

In many ways this hypothesis parallels the previous one. Abrasiveness was presented as an approach focusing on radio advertising and talk. When tested, the findings for this hypothesis behaved similarly to those for Music Evaluation. A significant relationship was found between alienation and Abrasiveness, such that the greater a person's alienation was, the greater was his score on this dimension. This held when the effects of main wage earner educational level and respondent age were simultaneously controlled. The same pattern of differences between men and women also appeared.

In its present form the Abrasiveness dimension represents a reaction to the non-music ingredients of the medium. People who score highly on it "Don't like the millions of ads that are now on radio," nor do they approve "when the radio commercials break into the news." And the statement "Radio advertisements are helpful" is negatively correlated with the dimension.

But also appearing on the Abrasiveness dimension is the statement that "The disc jockeys on radio talk too much and say too little." This supports the notion that

Abrasiveness could be an anti-talk feeling, mainly manifested in the commercials which interrupt radio music.

#### Comparison of Original and Current Dimensions

In a special analysis the original Troidahl and Skolnik factors were reconstructed from the present data. This was done so that they might be compared with the current dimensions vis-a-vis similarities and differences in Alienation correlations.

The method for reconstructing comparable scores first involved looking at the statements which loaded highly on the original Troidahl-Skolnik factors. Using the old cluster of statements as the basis for an attitude dimension, scores for each statement assigned to a cluster were then summed for each subject. That sum became the respondent's total score for the attitude dimension. The results of this analysis are presented in Table 11.

Reference to Table 7 in the previous chapter shows some differences in factor structure make-up between the two studies, particularly for the thirteen statements which did not load on any of the major factors in the present study.

Given these differences, the similarities are most encouraging. The Companionship and Abrasiveness dimensions correlate about the same with Alienation under both indices.

TABLE 11  
ZERO-ORDER ALIENATION CORRELATIONS OF BOTH STUDIES

Attitude Dimension	Troldahl and Skolnik Statements	Present Study Statements
Companionship	.18	.20
Worldly Awareness	.19	-
Pleasant Environment	.26	-
Portability	.09	-
Programming/Music Evaluation	.34	.26
Abrasiveness	.19	.22

The strength of the correlation grows when the Programming Evaluation dimension is reconstructed to the original Troldahl-Skolnik statements. No direct comparison is possible for the Worldly Awareness, Portability and Pleasant Environment dimensions.

#### Possible Limitations of the Study

##### Response Set Control

A variable thought to be important in an attitudinal investigation of this kind is response set, in general the tendency of individuals to respond in a particular way. Various researchers have studied such behavioral characteristics as the tendency to respond in a positive way to

attitude statements, the affinity toward socially desirable traits, and the tendency to specifically deviate from normal response patterns.

Response set is particularly interesting in personality assessment. It is felt that an individual's "set" may interact with the "content" of such measures as the alienation or authoritarianism scales and thus invalidate them as true measures of a particular variable. Several techniques have been established as partial attempts to control the influences of various kinds of response sets. These range from pre-experimental design of suitable scales to post hoc statistical manipulations of data. The former approach seems preferable, for as Jackson points out, "statistical techniques may be considered largely salvage operations that attempt to isolate a source of error that might better have been controlled at the stage of test construction."<sup>3</sup>

The present study made no attempt to account for possible response biases of the respondents. Where such a phenomenon might be critical is with the Srole Alienation Scale used to measure the independent variable. In that scale Srole appears not to be concerned with the response set problem. All five sentences which comprise it are cast

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<sup>3</sup>Douglas N. Jackson, "Acquiescence Response Styles: Problems of Identification and Control," in: Irwin A. Berg (ed.) Response Set in Personality Assessment (Chicago: Aldine Publishing Co., 1967), p. 113.



in the same negative direction. None of the subsequent studies using this scale and reviewed by this author have considered the Srole Scale in light of response sets.

A similar situation is found with the Troidahl and Skolnik scale for measuring attitudes toward radio. Their original study did not take this problem into account. As a result, these authors did not use sets of matching positive and negative statements which might have provided the means for measuring response set bias. Since their scale was transferred in toto for purposes of extension, the present research is marked with the same constraint.

In sum, there is no direct evidence in the present study which might indicate how individual response bias is operating. Neither statistical controls nor questionnaire design safeguards were provided. It is suggested that further studies in this area take the response set variable into account.

#### Limitations from the Original Study

Since a portion of this study consisted of an extension of the original Troidahl and Skolnik research, some of the limitations of that original study must be considered while reviewing the present research.

The first chapter noted a number of decisions which concerned the final choice of twenty-seven statements that

comprised the radio attitudes scale. These statements were generated by telephone interviews conducted by relatively inexperienced interviewers. In addition, the number of statements used was limited to only twenty-seven because the second phase of the Troidahl-Skolnik study was again conducted by telephone.

It was also earlier noted that not all six factorial dimensions in the original study were of equal strength. Although hypotheses were made for all six in this present research, only three of the six dimensions appeared with sufficient strength in extension. That a different scaling system for responding to the radio attitude statements was used in this present study may also contribute to the realization of different results.

In sum, there were a number of limitations of the original base-line Troidahl and Skolnik study which became limitations of this one. These limitations were inherently carried over when the decision was made to build hypotheses upon the foundations of the first study. Perhaps future research will avoid carrying over these limitations by striving for more precise definitions of radio attitudes.

#### Time Order Relationship

The question to be answered here is simply which comes first, a person's general feeling of alienation or his attitude toward the mass media. Although the hypotheses

are built around the premise that alienation leads to certain radio attitudinal predispositions, it is nevertheless tenable that patterns of exposure to the radio medium might lead to an increase in the amount of alienation a person feels.

A controlled experiment carried out over a long period of time might provide information with which this time order relationship could be solved. But a one-time-only survey can only yield approximate answers based upon inferential evidence. This is usually done by using a "background" variable such as education or age as a control. The sections which follow will look at different aspects of time order relationships. It is necessary first to determine which variable is the dependent one, after which one can talk about causal relationships.

Determining the Dependent Variable--The approach taken by Peter Blau uses the three-variate elimination technique in order to determine which variable is the dependent one. Again citing his rationale,

The general principle is that the dependent variable in a correlation can be determined by establishing that the partial relations between it and a common antecedent factor disappear when the other variable is held constant.<sup>4</sup>

In our comparison we will use an individual's educational background measure as our "common antecedent factor."

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<sup>4</sup>Blau, loc. cit.

TABLE 12  
SELECTED PARTIAL CORRELATIONS FOR TIME ORDER COMPARISONS

Variable Relationship	Correlation Coefficient	Regression Coefficient
Education and Alienation	-.36	-1.12
Education and Alienation holding Companionship	-.31	-1.05
Education and Companionship	-.37	-1.35
Education and Companionship holding Alienation	-.33	-1.25
Education and Alienation	-.36	-1.12
Education and Alienation holding Music Evaluation	-.35	-1.07
Education and Music Evaluation	-.08	-.17
Education and Music Evaluation holding Alienation	.01	.03
Education and Alienation	-.36	-1.12
Education and Alienation holding Abrasiveness	-.34	-1.06
Education and Abrasiveness	-.12	-.19
Education and Abrasiveness holding Alienation	-.04	-.09
Alienation and Companionship	.20	.23
Alienation and Music Evaluation	.26	.17
Alienation and Abrasiveness	.22	.11

Blau's paradigm translates into the following expectations: If a person's radio attitude score is the dependent variable, we would expect the correlation between it and educational level to disappear when alienation is held constant. If, however, alienation is the dependent variable, we would expect the correlation between educational level and alienation to disappear when a person's radio attitude score is held constant.

Table 12 presents selected comparisons between educational level and the three radio attitude dimensions whose zero-order correlations with alienation were significantly positive. The discussion in the remainder of this section will be based upon the data in Table 12, although portions of this table are additionally set forth below.

The first set of necessary comparisons is between radio attitude score and educational level, with alienation held constant. If Companionship, Music Evaluation and Abrasiveness are the dependent variables we expect the partial correlations to "disappear," subject to sampling errors. The actual relationships are as follows:

	<u>Correlation of Education and Attitude</u>	
	<u>Zero-order</u>	<u>Alienation Partialled</u>
Companionship	-.37	-.33
Music Evaluation	-.08	.01
Abrasiveness	-.12	-.04

None of the three lends complete support to the notion of radio attitudes as the dependent variable. Companionship does not "disappear" as expected, and the zero-order correlations for Music Evaluation and Abrasiveness are too low at the outset. Were they initially significant, then the direction of the partials would encourage the naming of Music Evaluation and Abrasiveness as the dependent variables.

The second set of necessary comparisons is between educational level and alienation, with the radio attitude score held constant. If alienation is the dependent variable, we expect the partial correlations to "disappear," subject to sampling errors. The actual relationships are as follows:

	<u>Correlation of Education and Alienation</u>	
	<u>Zero-order</u>	<u>Attitude Partialled</u>
Companionship	-.36	-.31
Music Evaluation	-.36	-.35
Abrasiveness	-.36	-.34

Here it is quite clear that, under Blau's paradigm, alienation could not be the dependent variable.

Comparing both alternatives, it would seem that the three attitude dimensions are the "best choice" as dependent variables, although support is weak.

Time Order as a Developmental Sequence--The question arises as to whether or not a person's educational background is part of a developmental sequence linking educational level to alienation and from there to a radio attitude score. If this were the case the correlation between alienation and radio attitude score should be decreased when educational level is removed. Our results have already indicated that this is not always the case. In two of the three hypotheses which are significant at the zero-order level the removal of educational background leaves the basic correlation untouched. Only in the case of Companionship does educational level seriously lower the Alienation-Companionship correlation. Thus in two of three instances a person's educational background level does not precede both alienation and a radio attitude.

If educational level is not part of an ordered developmental sequence, then does it affect both alienation and radio attitude scores? Again the data show that although educational level is always strongly linked to alienation, at the zero-order level it is related only to one of the three radio attitude dimensions, that of Companionship.

Determining Independent Causation--David Gold has provided an analysis scheme for indirectly determining whether alienation leads to certain radio attitudes. This

scheme makes use of a third interrelated variable, in this case educational level. According to Gold,

Among three variables, all of which are related to each other at the zero-order level, the only non-trivial sense in which the association between one independent and one dependent variable can be independent of the second independent variable is that of independent causation. Demonstration of independent causation requires that the association between the two independent variables tends to disappear when the dependent variable is held constant.<sup>5</sup>

This scheme can only be applied to Companionship. When it is applied, the association between the two independent variables (educational level and alienation) does not disappear. Unfortunately neither the Music Evaluation nor the Abrasiveness dimensions can be tested under this scheme, since their zero-order correlations with educational level are non-significant.

Blalock warns that our inferences with regard to causality could be affected by the inappropriate use of correlation coefficients rather than regression coefficients. His position is that "As a general rule, we might rather dogmatically assert that whenever one's attention is to be focused on the nature of causal laws, he will be on safer grounds comparing the behavior of regression coefficients rather than correlation coefficients."<sup>6</sup> This

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<sup>5</sup>Gold, loc. cit.

<sup>6</sup>Hubert M. Blalock, Jr., Causal Inferences in Non-experimental Research (Chapel Hill: University of North Carolina Press, 1964), p. 87.



is especially true with regard to the use of "background" variables such as educational level.

A glance at the data in Table 12 indicates that changes in regression coefficients usually followed changes in correlation coefficients for this study. Thus Blalock's warning is largely accounted for in the comparisons made throughout this section.

Summary--No clear-cut evidence supported the supposition that the radio attitudes of Companionship, Music Evaluation and Abrasiveness are the dependent variables in this study. By the same token, the evidence indicates that alienation clearly is not the dependent variable.

Only in the case of the Companionship dimension could a person's educational background be part of a developmental sequence. In that instance the question of whether alienation and education are linked together as part of the same configuration or indeed part of a developmental sequence is left unanswered.

The scheme for indirectly determining "causality" could be applied only to the Companionship dimension. It appears that neither educational level nor alienation "causes" a person's score on Companionship.

It should be noted, however, that failure to adequately describe this time order phenomenon only slightly diminishes the import or usefulness of the hypothesized relationships. It might intuitively be said that

post factum research with hypotheses is at least better than the same research with no hypotheses at all: We are not capitalizing upon just any chance relationships which occur.

### Conclusions

On the basis of the data presented, the following conclusions concerning this study seem appropriate:

1. Three attitudinal dimensions toward the radio medium were extended in this research. These are the Companionship, Music Evaluation and Abrasiveness dimensions.

2. A person's educational background is related to how alienated he feels toward society, and also to how he feels about radio as a companion. The greater his education, the smaller his score on the Companionship dimension of radio attitudes. The overriding effects of education have precluded any direct relationship between alienation and use of radio for companionship.

3. The more alienated a person is, the stronger will be his score on a dimension critical of the programming on radio, specifically its music. This relationship holds primarily for women.

4. The more alienated a person is, the stronger will be his score on a dimension critical of various talk elements on radio, particularly the commercials. This relationship also holds primarily for women.

### Recommendations for Further Study

The following kinds of studies should be of value in further attempts to extend and improve the methods and findings of the present research.

1. As indicated throughout this study, a more precise definition of the dimensions of radio attitudes is needed. It is perhaps necessary to start this effort anew, by once again generating a very long list of statements that people have spontaneously made about the radio medium. This list would be carefully tested so that possible minor dimensions would not be eliminated because of seeming unimportance.

The present radio attitudes scale was generated through telephone interviews. It is possible that the personal interview technique with an extended interview might be used to develop some attitude statements of greater depth than those in the present scale.

In order to guard against future response set limitations an alternative measure to the present Srole Alienation Scale might be developed. This alternative would contain positive as well as negative statements.

2. Once a better radio attitudes scale has been devised, it would of course be desirable to replicate the present study, with psychological alienation as the main independent variable. But future research using additional

personality variables is also quite appropriate. It would be useful to assess the impact of such variables as Dogmatism, Sociability, or perhaps Inner-Other Directedness upon the ways in which people use radio.

3. The present study was limited to a heterogeneous sample of adults living in large metropolitan areas. The method of obtaining subjects for the present research was admittedly not one designed to guarantee maximum representativeness. Further replication should therefore consider a more careful selection of adult samples.

Beyond that, there remain important sub-groupings within the population for whom the uses of radio might be quite different from those of city adults. For example, teenagers are heavy consumers of radio with potentially different needs and uses for radio. Perhaps also a sampling of farmers might yield some minor attitudinal dimensions helpful in understanding all the ramifications of this medium. Thus a combination of several major sub-groups might prove useful in accurately assessing the full impact of radio in contemporary society.

4. Future replications will want to allow for several control mechanisms not present in the current research. An important variable is that of time spent with the media, and of course with radio in particular. The possibilities that time spent with radio yield

differing attitudes by which people assess that medium need further exploration.

5. As a means of adding further insight into the time order problem, a future study might well look at the phenomenon of self-selection as it applies to radio attitudes. Hyman suggests looking for two factors which might be present in the self-selection process:

First, an assumption that there is motivation to engage in selective behavior . . . and second, a set of conditions insuring or permitting the individual's engagement in the particular act of self-selection. (emphasis author's)<sup>7</sup>

Each of these factors might well be incorporated into an extended questionnaire. If we call psychological alienation the motivation to engage in radio listening behavior, then such variables as available time, home environment or automobile travel time become sets of conditions leading to the use of radio in certain specified ways.

#### Implications for Further Research

This is a study of the effects of one mass medium's normative communication upon its audience. Early findings in the field came when researchers from other disciplines studied communication phenomenae as part of their broader designs. By contrast, the present study is a communication study, delving into psychological alienation only

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<sup>7</sup>Hyman, op. cit., p. 211.

to the extent that it helps explain a broader pattern of communication behavior.

If the focus of this research is an individual's behavior amidst competing stimuli, then several kinds of communication are taking place. First, the individual receives messages from and about the world around him, including information about the mass media. His processing of these messages leads to a predisposition manifested in what we have called "degree of alienation." The amount of alienation a person feels affects, in turn, the way he communicates. It helps determine, among other things, the way he uses the media to try to influence forces leading to his alienation. How he "uses" the mass media is thus related to how he feels the mass media use him.

This illustrates what Richard F. Carter calls "the problem of the context of audience reaction, or as it may be called, the process of audience reaction."<sup>8</sup> Carter speaks of audience behavior toward media programming going beyond interest arousal and approval to the reinforcement stage:

The impact of the content on the audience, that is, the extent of the audience reaction, must consider the applicability of the content to the usual modes of audience member behavior.<sup>9</sup>

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<sup>8</sup>Richard F. Carter, "On Reactions to Mass Media Content," Audio-Visual Communication Review, Vol. 8 No. 4 (July-August, 1960), p. 210.

<sup>9</sup>Ibid., p. 211.

The process Carter describes is a communication process, into which the relationship between audience member alienation and media offerings fits. As he explains,

The circle is never ending, but it does expand and shrink, including new media content and rejecting the old, representing the selective biases of the audience and the congruence of the content to its needs.<sup>10</sup>

From a broader viewpoint this process involves the total impact popular culture has on individuals. Ernest van den Haag speculates on why psychological alienation feeds upon, and is fed by the way one approaches media offerings:

All mass media in the end alienate people from personal experience and, though appearing to offset it, intensify their moral isolation from each other, from reality and from themselves. One may turn to the mass media when lonely or bored. But mass media, once they become a habit, impair the capacity for meaningful experience. Though more diffuse and not as gripping, the habit feeds on itself, establishing a vicious circle as addictions do.<sup>11</sup>

This hypothesized relationship of man to his media world suggests to others a further reaction. Gunther Anders feels it deceptive "that the radio listener or television viewer, although living in an alienated world, is made to believe that he is on a footing of the greatest intimacy with everything and everybody."<sup>12</sup>

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<sup>10</sup> Ibid., p. 212.

<sup>11</sup> Ernest van den Haag, "Of Happiness and Despair We Have No Measure," in: Bernard Rosenberg and David M. White (eds.) Mass Culture, (Glencoe: The Free Press, 1957), p. 529.

<sup>12</sup> Gunther Anders, "The Phantom World of TV," in: Bernard Rosenberg and David M. White (eds.) Mass Culture, (Glencoe: The Free Press, 1957), p. 365.

Horton and Wohl have termed this phenomenon "para-social interaction" and have suggested it as "of the same order as, and related to the network of actual social relations."<sup>13</sup> Recent research by Perrow confirms the dimension of this characteristic in terms of the similarity between television viewer personality traits and attraction to television characters with perceived parallel traits.<sup>14</sup>

#### Implications for Radio Programming

A study such as this may hold several implications for professional radio programmers and others involved with decision-making within the broadcast industry. Both this and the original Troidahl and Skolnik studies confirmed several "hunches" professionals have had about why people use radio. Among these has been the need for Companionship, which emerged as the strongest factor in both studies. The six dimensions of the original study and the three re-confirmed by this present extension would all appear to make sense to the professional broadcaster within the context of his daily contact with the community.

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<sup>13</sup>Horton and Wohl, op. cit., p. 565.

<sup>14</sup>Maxwell V. Perrow, "A Description of Similarity of Personality Between Selected Groups of Television Viewers and Certain Television Roles Regularly Viewed By Them," (Unpublished Ph.D. Dissertation, University of Southern California, 1968).



As the radio attitude scales are more clearly defined, it may be possible to use them to objectively measure differences between radio station formats. In this way broadcasters might begin to have psychological feedback about their product framed in the language they are somewhat familiar with. Thus a radio programmer might learn his station provides more "Companionship" than another when both are used as referents rather than "radio in general." In a similar manner the manager of an "all news" radio station might learn what other functions besides "Worldly Awareness" his station fulfills.

From a broader standpoint this study has provided additional information about how alienated individuals use radio. There is evidence to suggest that how alienated a person is, can be related to the role of radio in his life.

The professional broadcaster can better understand his audience if he has some knowledge about the relationships confirmed in this study. For example, radio broadcasters regularly receive complaints about music programming similar to statements found on the Music Evaluation dimension of radio attitudes. Knowledge that individuals making these statements may be somewhat more alienated from society than others can be helpful toward understanding the context in which such statements were

made. In a similar way, this research has provided broadcasters with information about what specific attributes of radio make it a companion for many people.

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## APPENDICES

**APPENDIX A**  
**STATEMENTS COMPRISING THE TROLDAHL-SKOLNIK**  
**SCALE OF RADIO ATTITUDES**

APPENDIX A  
STATEMENTS COMPRISING THE TROLDAHL-SKOLNIK  
SCALE OF RADIO ATTITUDES

1. Without radio, a person wouldn't know what is happening in the world.
2. There is too much talk and not enough good music on radio.
3. I like to listen to radio while I work.
4. I like the chatter on radio . . . it makes my day brighter.
5. I don't like the silly slogans in radio commercials.
6. Radio is a good companion when you are alone.
7. The music on radio nowadays is rotten.
8. Radio is a good way to learn what's going on.
9. There is no good talent left on radio nowadays . . . it all went to television.
10. Radio cheers me up . . . I forget my problems.
11. Radio advertisements are helpful.
12. There is too much silly stuff on radio now . . . like the contests they run.
13. It is important to have a portable radio in case of emergencies.
14. Radio has better weather coverage than television does.

15. I don't listen to radio much anymore because of its poor music.
16. You can enjoy radio without too much concentration on it.
17. I don't like when radio commercials break into the news and other programs.
18. I enjoy listening to radio in my car.
19. The disc jockeys on radio talk too much and say very little.
20. The music on radio lessens the tensions of the day.
21. Most of the time I find radio wholesome.
22. I like radio because you can take it with you anywhere.
23. Radio is only half as good as it could be . . . too much rock and roll.
24. Radio makes me feel like someone is home with me.
25. Radio makes the time go faster for me.
26. I don't like the millions of little ads that are now on radio.
27. I like the entertainment on radio.

**APPENDIX B**  
**SURVEY QUESTIONNAIRE**

APPENDIX B  
SURVEY QUESTIONNAIRE

INSTRUCTIONS: I'd like you to read several statements people have made about radio in general. After you read each statement, please tell me how much you agree or disagree with it. For each statement put an "X" by the one choice which best expresses your opinion. Remember, the statements are only about radio in general. I want to know what you personally think.

1. Without radio, a person wouldn't know what is happening in the world.

\_\_\_\_\_strongly agree

\_\_\_\_\_agree

\_\_\_\_\_undecided

\_\_\_\_\_disagree

\_\_\_\_\_strongly disagree

2. There is too much talk and not enough good music on radio.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

3. I like to listen to radio while I work.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

4. I like the chatter on radio . . . it makes my day brighter.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

5. I don't like the silly slogans in radio commercials.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree



6. Radio is a good companion when you are alone.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

7. The music on radio nowadays is rotten.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

8. Radio is a good way to learn what's going on.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

9. There is no good talent left on radio nowadays . . . it  
all went to television.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

10. Radio cheers me up . . . I forget my problems.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

11. Radio advertisements are helpful.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

12. There is too much silly stuff on radio now . . . like  
the contests they run.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

13. It is important to have a portable radio in case of  
emergencies.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

14. Radio has better weather coverage than television does.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

15. I don't listen to radio much anymore because of its poor music.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

16. You can enjoy radio without too much concentration on it.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

17. I don't like when radio commercials break into the news and other programs.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

18. I enjoy listening to radio in my car.

\_\_\_\_\_strongly agree

\_\_\_\_\_agree

\_\_\_\_\_undecided

\_\_\_\_\_disagree

\_\_\_\_\_strongly disagree

19. The disc jockeys on radio talk too much and say very little.

\_\_\_\_\_strongly agree

\_\_\_\_\_agree

\_\_\_\_\_undecided

\_\_\_\_\_disagree

\_\_\_\_\_strongly disagree

20. The music on radio lessens the tensions of the day.

\_\_\_\_\_strongly agree

\_\_\_\_\_agree

\_\_\_\_\_undecided

\_\_\_\_\_disagree

\_\_\_\_\_strongly disagree

21. Most of the time I find radio wholesome.

\_\_\_\_\_strongly agree

\_\_\_\_\_agree

\_\_\_\_\_undecided

\_\_\_\_\_disagree

\_\_\_\_\_strongly disagree

22. I like radio because you can take it with you anywhere.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

23. Radio is only half as good as it could be . . . too much rock and roll.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

24. Radio makes me feel like someone is home with me.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

25. Radio makes the time go faster for me.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

26. I don't like the millions of little ads that are now on radio.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

27. I like the entertainment on radio.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

INSTRUCTIONS: Here are several statements which are not about radio, but concern other things which may be of interest to you. After you read each statement, again please tell me how much you agree or disagree with it.

28. Most public officials (people in public office) are not really interested in the problems of the average man.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

29. I ought to go to church more than I do.

\_\_\_\_\_strongly agree  
 \_\_\_\_\_agree  
 \_\_\_\_\_undecided  
 \_\_\_\_\_disagree  
 \_\_\_\_\_strongly disagree

30. These days a person really doesn't know whom he can count on.

\_\_\_\_\_strongly agree  
 \_\_\_\_\_agree  
 \_\_\_\_\_undecided  
 \_\_\_\_\_disagree  
 \_\_\_\_\_strongly disagree

31. Children should not get married until they finish college or technical school.

\_\_\_\_\_strongly agree  
 \_\_\_\_\_agree  
 \_\_\_\_\_undecided  
 \_\_\_\_\_disagree  
 \_\_\_\_\_strongly disagree

32. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

33. I prefer to travel on trains for long trips because I'm afraid of airplane travel.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree

34. In spite of what some people say, the condition of the average man is getting worse, not better.

\_\_\_\_\_strongly agree  
\_\_\_\_\_agree  
\_\_\_\_\_undecided  
\_\_\_\_\_disagree  
\_\_\_\_\_strongly disagree



35. Teachers should be allowed to hold public office.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

36. Most people don't really care what happens to the next fellow.

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

\* \* \* \* \*

1. Now I'd like to finish with just a few questions about yourself. First, What is your marital status? Please check one of the answers below:

- ☐ Single
- ☐ Married and living with spouse
- ☐ Separated
- ☐ Widowed
- ☐ Divorced

2. What was the last grade you completed in school or college?

- ☐ 0 to 4 years
- ☐ 5 to 8 years
- ☐ 9 to 11 years
- ☐ 12 years (High School Diploma)
- ☐ 1 to 3 years of college
- ☐ 4 years of college
- ☐ More than 4 years of college

3. And what is your age?

- ☐ Under 20
- ☐ 20-24
- ☐ 25-29
- ☐ 30-34
- ☐ 35-39
- ☐ 40-44
- ☐ 45-49
- ☐ 50-54
- ☐ 55-59
- ☐ 60 and over

4. What kind of work does the main wage earner in your household do?

Please tell me in a few words: \_\_\_\_\_

What type of business or industry does he work for? \_\_\_\_\_

5. And what was the last grade in school or college completed by the main wage earner in your household?

- ☐ 0 to 4 years
- ☐ 5 to 8 years
- ☐ 9 to 11 years
- ☐ 12 years (High School Diploma)
- ☐ 1 to 3 years of college
- ☐ 4 years of college
- ☐ More than 4 years of college

6. About how often . . . on the average . . . do you get together with your relatives? Would it be several times a week, once or twice a week, once or twice a month, or less often?

- ☐ several times a week
- ☐ once or twice a week
- ☐ once or twice a month
- ☐ less often

7. About how often do you get together socially with friends or neighbors or people you work with?

☐ several times a week  
☐ once or twice a week  
☐ once or twice a month  
☐ less often

8. What is your sex?

☐ male  
☐ female

9. Now I'd like to know what organizations you are active in . . . that is . . . organizations such as civic groups, clubs or lodges, PTA, church groups, veterans' organizations, and the like?

Name of Organization:	Are you an		How many meetings				
	officer?		have you attended				
			out of the last four				
_____	Yes	No	0	1	2	3	4
_____	Yes	No	0	1	2	3	4
_____	Yes	No	0	1	2	3	4
_____	Yes	No	0	1	2	3	4

**APPENDIX C**  
**OCCUPATIONAL PRESTIGE SCALE**

APPENDIX C  
OCCUPATIONAL PRESTIGE SCALE

High  
Prestige

- 13 MORE PRESTIGE THAN A LAWYER
- 12 LAWYER  
(Sociology professor)
- 11 ASSISTANT PUBLIC SCHOOL SUPERINTENDENT  
(Aircraft instructor for air force)
- 10 CONSULTING CHEMICAL ENGINEER  
(Grade school teacher)
- 9 SALES ENGINEER FOR ELECTRONICS PARTS COMPANY  
(Purchasing agent for electric company)
- 8 SOIL CONSERVATION WORKER  
(Automotive cost accountant manager)
- 7 CREDIT MANAGER FOR ADVERTISING SERVICE  
(Cost estimator for a glass company)
- 6 RATE CLERK FOR TRANSPORTATION COMPANY  
(Offset photographer)
- 5 AUTO MECHANIC  
(Salesman for thread corporation)
- 4 BOILER OPERATOR FOR PICKLE FACTORY  
(Service station operator)
- 3 WAITRESS  
(Newsstand operator)
- 2 BEAN AND BERRY PICKER  
(Garbage collector)
- 1 LESS PRESTIGE THAN A BEAN AND BERRY PICKER

low  
Prestige

## Coding Instructions

### OCCUPATIONAL PRESTIGE SCALE

We want to know how much prestige different people have. One way to estimate how much prestige a person has is by obtaining a description of his occupation. This information is useful because, for most people, certain jobs carry more prestige than other jobs do. For example, say that you meet two people for the first time. You find out that they have different types of jobs. Even if you know nothing about them but their jobs, you often get a feeling that one of these persons has more prestige than the other one. Another way to put it is that people tend to show more respect for persons in some jobs than for persons in other jobs.

We want you to read some descriptions of the occupations held by several persons we studied recently. We need your estimate of how much prestige each occupation has. To assist you, we have already had some people rank several occupations from high prestige to low prestige. From this, we have prepared an "Occupational Prestige" scale, which varies from 1 (very low prestige) to 13 (very high prestige). At each point on the scale, an occupation is shown in capital letters to tell you one type of job which has that amount of prestige. For additional information, a second example is shown in parentheses at every point on the scale. An extra category is provided at the top and bottom of the scale in case you find some occupation that has either higher prestige or lower prestige than any of the occupations shown on the scale.

Before you begin your coding of the occupational descriptions I give you, read over the master Occupational Prestige Scale very carefully. Notice that a LAWYER has more prestige than an ASSISTANT PUBLIC SCHOOL SUPERINTENDENT, who has more prestige than a CONSULTING CHEMICAL ENGINEER, who has more prestige than a SALES ENGINEER FOR AN ELECTRONICS PARTS COMPANY, and so forth down the scale.

Coding each occupational description we give you will take a little time. Make each decision carefully, because your decisions will have an important influence on our study. Code each occupation in this way: Say that the first occupational description you are asked to code is a GLASS INSTRUMENT MAKER. Starting at the bottom of the scale, say to yourself that a glass instrument maker is higher in prestige than a berry picker, higher than a

waitress, higher than a boiler operator, higher than....., until you find that you don't agree with the statement you just made. For example, you may believe that a glass instrument maker is higher in prestige than an auto mechanic, but not be sure he is higher than a rate clerk for a transportation company. As soon as you get this unsure feeling, you are nearing the prestige level of the occupation you are coding. When you get this unsure feeling, assume for the moment that you have found the prestige level of a glass instrument maker. Before you make a final decision, however, check whether you believe a glass instrument maker has less prestige than the occupation mentioned in the prestige category above the one you are about to place him in. If this is not so, you may want to make your rating of the occupation higher than the prestige level you first considered as appropriate. When more than one level seems to fit, pick the one you think fits best. When you have made your final decision, place the number of the prestige level, from 1 to 13, on the recording sheet provided.

**APPENDIX D**  
**GROUP CLASSIFICATIONS**



APPENDIX D  
GROUP CLASSIFICATIONS<sup>1</sup>

1. Fraternal/Social - Masons, Elks, Moose, Rotary, Optimists, Shriners, Toastmasters, Eastern Star, alumni associations, country clubs, and fraternities and sororities.
2. Professional - American Medical Association, American Association of University Professors, National Office-Manager Association, Radio-TV News Directors Association, American Institute of Banking.
3. Public Affairs - League of Women Voters, Citizens Leagues, American Civil Liberties Union, Parent-Teachers Association, White Citizens Councils, NAACP.
4. Public Service - Red Cross, Alcoholics Anonymous, Civil Defense, Scout Leaders.
5. Business - Chamber of Commerce, Goodwill Industries, Development Associations.
6. Farm Associations - Farm Bureau Federation, Farmers Union.
7. Church or Religious - (apart from simple church affiliation) - Knights of Columbus, Ladies Aids and Guilds, Choir.
8. Veteran/Patriotic - American Legion, Veterans of Foreign Wars, National Guard, Reserve Officers Association.
9. Cultural/Esthetic - Great Books Club, Theatre Group, Symphony Orchestral Association.
10. Hobby/Sports - Garden Clubs, bridge clubs, dance groups, Classic Car club, golf clubs, bowling leagues.

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<sup>1</sup>Charles H. Cackstrom and Gerald D. Hursh, Survey Research (Evanston: Northwestern University Press, 1963), p. 102.

11. Miscellaneous - Credit union.

Note: Political parties, trade-unions, and religion are obtained separately in the model.

**APPENDIX E**  
**MEANS AND STANDARD DEVIATIONS**  
**OF RADIO ATTITUDE STATEMENTS**

APPENDIX E  
MEANS AND STANDARD DEVIATIONS  
OF RADIO ATTITUDE STATEMENTS

<u>Statement</u>	<u>Mean</u>	<u>S.D.</u>
Without radio, a person wouldn't know what is happening in the world.	3.3	1.3
There is too much talk and not enough good music on radio.	3.3	1.2
I like to listen to radio while I work.	4.0	1.0
I like the chatter on radio ... it makes my day brighter.	3.0	1.2
I don't like the silly slogans in radio commercials.	3.4	1.2
Radio is a good companion when you are alone.	4.3	0.7
The music on radio nowadays is rotten.	2.5	1.1
Radio is a good way to learn what's going on.	4.0	0.8
There is no good talent left on radio nowadays ... it all went to television.	2.4	1.0
Radio cheers me up . . . I forget my problems.	3.5	1.0
Radio advertisements are helpful.	3.3	1.0
There is too much silly stuff on radio now ... like the contests they run.	3.0	1.1
It is important to have a portable radio in case of emergencies.	4.4	0.8

<u>Statement</u>	<u>Mean</u>	<u>S.D.</u>
Radio has better weather coverage than television does.	3.0	1.1
I don't listen to radio much anymore because of its poor music.	2.2	1.0
You can enjoy radio without too much concentration on it.	4.1	0.6
I don't like when radio commercials break into the news and other programs.	3.9	1.0
I enjoy listening to radio in my car.	4.2	0.9
The disc jockeys on radio talk too much and say very little.	3.3	1.2
The music on radio lessens the tensions of the day.	3.8	0.9
Most of the time I find radio wholesome.	3.9	0.8
I like radio because you can take it with you anywhere.	4.1	0.7
Radio is only half as good as it could be ... too much rock and roll.	3.2	1.2
Radio makes me feel like someone is home with me.	3.6	1.1
Radio makes the time go faster for me.	3.8	0.9
I don't like the millions of little ads that are now on radio.	3.7	1.0
I like the entertainment on radio.	3.8	0.9

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