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ABSTRACT

This is a report of the first phase of a three-phase project to determine the extent to which values of parents, pupils, and teachers are congruent and to determine relationships across ethnic, socioeconomic, occupational, and related variables. The purpose of Phase 1 was to conceptualize the values domain, preliminary to instrumentation and measurement to be accomplished in Phases 2 and 3. Three judges analyzed 432 value statements taken from articles in the social and behavioral sciences. Interviews were conducted with a sample of 404 subjects to derive value categories which could check against the values domain established through literature analysis and also serve as a data pool for instrument development. Fourteen judges categorized sets of 290 statements into value and non-value categories, and reported decision rules governing their choices. The interviews conducted in the course of establishing a values domain concomitantly produced data which will be utilized in instrument development, and yielded corollary results suggesting differences across ethnic, socioeconomic, and occupational variables. (Author/CJ)

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U. S. DEPARTMENT OF
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SUMMARY

Purpose

This is a report of the first phase of a three-phase project, concerned with influence of values on the educational process. The project seeks to determine the extent to which values of parents, pupils, and teachers are congruent and to determine relationships across ethnic, socio-economic, occupational, and related variables. The purpose of Phase 1 was to conceptualize the values domain, preliminary to instrumentation and measurement to be accomplished in Phases 2 and 3.

Methods

Three judges analyzed 432 value statements taken from an initial literature pool consisting of 1,348 articles from anthropology, sociology, education, and psychology. An index of reliability (80 percent) was derived by comparing results of categorization of Judge A with results obtained by three independent raters. Interviews were conducted with a sample of 404 Ss, drawn from a population of parents, teachers, and pupils on the islands of Oahu, Maui, and Hawaii to derive value categories which could check against the values domain established through literature analysis and also serve as a data pool for instrument development. Fourteen judges categorized sets of 290 statements into value and non-value categories, and reported decision rules governing their choices. Analysis of judges' reports was made to establish criteria for categorizing value statements.

Results

The three analyses of value statements derived from the literature resulted in reducing the 432 units to twenty-one categories, of which four were selected by one judge only; six were selected by two judges; and eleven were selected by all three judges. Of the eleven selected by three judges, five were values represented in the basic core value structure of American society defined in the social, historical, and social-anthropological-psychological research. Classification of statements by fourteen judges into value and non-value categories resulted in derivation of a set of criteria for identifying value statements, as opposed to non-value statements. The interviews conducted in the course of establishing a values domain concomitantly produced data which will be utilized in instrument development, and yielded corollary results suggesting differences across ethnic, socio-economic, and occupation variables.

I. Introduction

A. Problem

This study of home and school values was concerned with the influence of values on the educational process. The research implements a basic assumption that understanding the nature of values and awareness of dominant values in home and school environments are prerequisites to achievement of more effective education in the nation's schools.

The purposes of the study were to (1) determine extent to which values of school and home environments are congruent; and (2) identify relationships between value preferences and socio-economic, ethnic, and occupational class variables.

B. Background

The study of home and school values was envisaged at the outset as an attempt to assess the validity of a generally presumed conflict between values espoused in the homes from which children come to school and the values around which policies and practices of schools are developed. It was intended that the study would produce data to indicate the extent to which presumed value conflicts within and between groups concerned with the educational process are real. The study was planned as a three-phase undertaking, with Phase 1 focusing on identifying values relevant to the educational process; Phase 2, developing instruments and techniques for measuring these values; and Phase 3, determining values of pupils, parents, teachers and identifying relationships of congruence and/or conflict. This is a report of Phase 1, June 1, 1969 to May 31, 1970, and includes discussion of rationale and related literature for the three-phase project, followed by description of methods and findings for Phase 1.

The need for research on home and school values was expressed in terms of the generally accepted importance of values to the educational process on one hand, while at the same time the literature produces a paucity of empirically derived information on the nature of values and the ways in which values operate as facilitaters or deterrents to learning.

There is consensus that values direct the way of life of a group of people or determine behavior of a single individual; yet, there is little empirical evidence about the nature of home and school values. The importance of values in education has been recognized for three decades (Henry, 1960; Mead, 1951; Allport, 1961; Brameld, 1957; Getzels, 1968; Katz, 1963; Spindler, 1955; May, 1940). However, attempts to elucidate the school-value relationship have not been entirely successful. There is agreement that the school operates within a context of values. Yet, it is difficult to say with any

degree of certainty how values influence and in turn are implemented in the educational process.

Values are norms for behavior. Thus, education, which is concerned with changing behaviors of individuals, is concerned at least implicitly with values. Educational goals and the curricula for achieving these goals are determined in large measure by the values operating in the school setting and the larger community. If the influence of values on learning is to be understood and this understanding is to be used in optimizing educational achievement, and in turn, if the school is to implement its responsibilities with regard to transmission, inculcation, and/or modification of values, then it is essential to work from a synthesized model of home and school values. Synthesis of such a model must follow from analysis of four issues: (1) conceptualizing home and school values; (2) determining commonality of values across school settings; and (3) determining congruence of values between and within home, school, and community groups.

C. Rationale

This study of home and school values was designed to implement a rationale built around assumptions supported in results and limitations of earlier research. The project started with a minimum of assumptions, concerning relationships between values and school variables. This was in contrast to studies which started with assumed differences between groups. The study started with the assumption that there is a universe of values, each of which can be operationalized, and that value profiles of individuals and patterns of values for groups can be derived. It was not assumed that patterns differ on dimensions of class, culture, or occupation. This would be determined in the course of the study.

It was assumed that effectiveness of a study of education related values would depend on the extent to which the domain of values was defined with precision, related to education, and generalizable across ethnic and class dimensions.

It was assumed that effectiveness of a study of education related values would depend on extent to which techniques and instruments of measurement were sound.

1. Definition of value. A major difficulty arising in connection with understanding values in the educational process is the lack of clarity in defining the concept. There is little agreement among authors on the definition of value, and little agreement on what constitute values of American society. Singer and Steffire (1954) defined value as satisfaction in work. Rosenberg (1957) considered value as that in which people are interested. Williams (1951) considered values as meaningful and affectively charged modes of

organizing behavior, establishing the criteria which influence choices and goals. Henry (1960) construed value to mean any normative idea of sentiment that serves as an organizer of cultural standardized behavior, referring not to what is but what should be. Spindler (1955) [illegible]ined values as either general or specific constructs, con[illegible]red as norms for behavior, internalized by people, and directly involved with controlling the mechanics of personalities. Allport, Vernon, and Lindzey (1931, 1951) conceptualized value in terms of the six-value typology devised by Spranger (1928). Glaser and Maller (1940) approached values from the standpoint of interest, using value types defined by Thurstone. Studies of values in relation to occupational choice typically have equated value with interest. Other approaches have seen value as related to needs (Albert, 1956; Dukes, 1955; Goldschmidt, 1961).

The definition of value which was accepted at the outset for purposes of this study implemented a modification of the conceptualization expressed by Brameld (1957). Values were defined as constructs with cognitive and cathectic aspects, which could be potentially verbalized, were organizers of behavior, and equated with what is desirable. Values were seen as attachable to goals, forming criteria for selection from among available alternatives.

It was recognized from the start that the definition of value accepted for purposes of the study would serve only to define the concept, leaving unmet the need for conceptualizing the value domain. This was seen as a major goal to be reached in Phase 1 of the study.

2. Measurement of values. It was assumed from the outset that a key factor in realizing objectives of the study was instrumentation. It was conceded that an instrument for assessing values, one sufficiently broad in scope and capable of reflecting any value system that might be encountered, was essential. The need for established reliability and validity in instrumentation was a foregone conclusion.

In view of the uncertainty about constitution of the values domain, and the lack of knowledge about what kinds of value systems influence different kinds of policy and operation in schools throughout the country, it was deemed desirable to start from scratch, to limit premises insofar as possible in conduct of the research, and to develop an instrument, or a set of comparable instruments, that may be suitable for use in assessing the values of persons of different ages, representing different cultural backgrounds and different educational levels, operating in different kinds of situations in which values may exert potent influence upon behavior. The broad goal with respect to instrumentation would seem a more desirable alternative than limitation of assessment, either on a priori or empirical basis, to selected value systems presumed or observed to be identifiable with

some particular class of homes or schools. If the project is successful in achieving its goal, such instrumentation may possess sufficient generality to be applicable to a wide range of value questions, particularly education-related values, in a variety of situations.

D. Literature Review

1. Survey of literature. Although a wealth of research on values has been conducted over the years, questions concerning values and educational process have remained largely unanswered, partly because of the changing role and nature of the school, and partly because of the dynamic nature of culture and values. The problem has been complicated by many definitions given to values, weaknesses inherent in techniques of measurement of values, and the diversity of attacks made on the problems concerning school-related values. These factors have contributed to make synthesis of extant research on education-related values a difficult, if not impossible, task. Little agreement exists regarding the universe of values or their classification. This probably is due in part to predilections of writers and researchers for different personality theories or quasi-theories, to dictation of a special value framework by the conditions or setting of a particular investigation, to adoption of a value framework due to availability of a measuring instrument and certainly to similarities among the domains of values, opinions, attitudes, needs, interests, preferences, and personal characteristics relating to temperament and character which lead to intermixture in discussions of values.

Survey of the literature reveals that in general studies on values in relation to the school have tended to emanate from four considerations: (a) domain of values; (b) stability of values; (c) differences in values across sex, culture, class, and occupations; and (d) influence of values on occupational choice, aspirations, and achievement. References are listed in Appendix C.

a. Domain of values. Research relating to definition of a domain of values has produced widely varying conceptualizations. Allport and Vernon (1931) devised a framework adopted from Spranger (1928), focusing on six values: aesthetic; theoretical; economic; political; religious, and social. Gordon (1969) developed two instruments, one for surveying personal values (practical mindedness; achievement; variety; decisiveness; orderliness; goal orientation) and another for interpersonal values (support; conformity; recognition; independence; benevolence; leadership.) Scott (1965) dealt with twelve values: intellectualism; kindness; social skills, loyalty; academic achievement; physical development; status; honesty; religiousness; self-control; creativity (originality); and independence. Kohn (1969) factor analyzed self-conception and social orientation items

to which fathers had responded and found eleven value-like factors: authoritarian conservatism (authoritarian/nonauthoritarian); anxiety (anxious/collected); self-confidence (self-confident/diffident); idea-conformity (conforming/independent); attribution of responsibility (fatalistic accountable); criteria of morality (moral/amoral); self-deprecation (self deprecating/self endorsing); generalized disenchantment (disenchanted/contented); compulsiveness (noncompulsive/compulsive); trustfulness (distrustful/trustful); stance toward change (receptive/resistant). Bales and Couch (1969) factor analyzed value statements generated by members of small discussion groups and identified four factors: acceptance of authority; need-determined expression vs. value-determined restraint; equalitarianism; individualism. In an empirical approach employing factor analysis, Gorlow and Noll (1967) named the eight factors that emerged from their work: affiliative-romantics; status-security valuers; intellectual humanist; family valuers; rugged individualist; undemanding-passive; boy scout; Don Juan.

Studies of American value patterns and cultural themes, including the social-historical research (Gabriel, 1956, 1960; Curti, 1936; Lerner, 1957; Williams, 1951; and Myrdal, 1944) and the social-psychological research (Whiting, 1959, 1953, 1960; Warner, Meeker, and Eels, 1949; Kluckhohn, 1950; Spindler, 1955) document existence of a national culture and a set of basic core values.

The studies generally suggest that American society is governed by premises of equality, sociality, success, change, individuality, and freedom, that principles of Puritan-pioneer morality undergird the American value system, and that the evidence supports the assumption of an American culture (Inkeles, 1959).

The basic core values constituting the premises which give direction to the American way of life derive from a combination of Christian-Judaic ethic, democratic idealism, and classical economics. These core values, held to be indigenuous to the American way of life consist of:

(1) individual worth, the recognition of unique worth and dignity of every individual, consideration of the person as an end rather than a means;

(2) equal opportunity, the belief in affording every individual equality of opportunity for the good life, happiness, success, education;

(3) individual rights and liberties, the freedom of the individual to make choices, be secure from persecution to speak and assemble;

(4) cooperation, the team approach to solution of problems and promotion of common concerns.

(5) rational thinking, the use of reason to solve problems and promote the common good;

(6) faith in the future, belief in the better life, looking to the future, acceptance of change, realization of the American dream.

Studies of contemporary society within contexts of sociology, anthropology and psychology continue to support the assumption of a set of basic core values reflected in premises of equality, individuality, freedom, sociality, success, change, pivotal points around which American life evolves.

In the works of Williams (1951), Kluckhohn (1949), and Curti (1936) the worth of the individual is seen as a guiding value in contemporary American culture, deriving from a heritage of pioneer morality. Williams (1951) observes that Americans set high value on developing individual personality, concluding that a dominant American belief is that to be a person means being independent, worthy of concern and respect in one's own right. Kluckhohn (1949) traces the value placed on romantic individualism to agrarian roots of American culture.

Kluckhohn (1949), Spindler (1955), Williams (1951) point to the value placed on egalitarianism. Ruesch (1951) identifies equality of opportunity as a dominant theme stemming from Puritan morality and pioneer experiences. Williams (1951), Kluckhohn (1949), and Spindler (1955) hold that equality means equality of opportunity, rather than equality of man. Spindler emphasizes the belief in equality of opportunity, not equality of man, concluding that many of the values held dear in mainstream of American culture can exist only under a status system.

The idea of sociality and sociability has tended to be a governing principle of American way of life. De Toqueville observed on his visit to the United States in 1835 that Americans feel the best way to solve a problem is have a meeting and elect a chairman. Spindler (1955) and Ruesch (1951) concur in the observation that Americans tend to be uneasy when alone, looking instead to the forming of social groups and interacting with others.

The belief in freedom has been pointed up by Williams (1951) who observes that individuals have the right to make choices.

Belief in rational thinking as a way to success derives from the Greeks, and is the essence of the American educational system. Ruesch (1951) observes that success is the yardstick with which the worth of the individual is measured, and results from initiative, work, and reason. Warner, Meeker, and Eels (1949) note the success principle is predicted on a society assumed to be

stratified, whereas Mead (1951) concludes that social class in America is part of the success ethic, that the middle class perceives success as a step upward and a reward for virtue.

The value of a future-oriented society has been held to be the only constant of western culture (Lerner, 1957). Faith in the future implies faith in a better future wrought by change. Ruesch (1951) identifies change with social and material progress. Mead (1951) observes that Americans are always moving up, expecting the child to surpass the parents. Becker (1952) sums up the American conceptualization of a change-oriented future in observing that by locating perfection in the future and identifying it with successive achievements of mankind, the doctrine of progress makes a virtue of novelty and disposes man to welcome change as in itself a sufficient validation for activities.

In 1940 Teachers College Columbia embarked on a major study of values. The democratic creed was devised, consisting of 60 items in a framework of democracy as a way of life. The Creed represented 60 beliefs on which faculty agreed and was considered as a set of hypotheses conceptualizing the American Creed.

The Stanford Ideals Project attempted to identify a common body of democratic principles so teachers would avoid difficulties that faced many of them wanting to teach a practical application of democracy. Statements were collected about democracy. Three schedules of social belief were constructed with 92 items each. Schedules were sent to graduate students, business executives, essay contestants, democracy patrons, midwest cooperative members and farmers. Results showed there was a large body of democratic tenets to which people gave allegiance, but noted differences across groups. The Stanford Ideals Project conducted at the end of World War II concluded that a core of basic democratic ideals does exist with the central concept being respect for the individual. The extensive literature on values document existence of a set of value constructs which undergird the American way of life.

The proposed project does not presume to accept as real the existence of these core values in the school context today. Rather, it will be a major purpose of the study to determine just which values are operative and under what conditions in relation to the educational process.

Review of the studies concerned with defining the value domain suggests a variety of current value classifications and the need to devote a great deal of care to the designation of values to be assessed in this study and to the development of an instrument that will make possible the desired comparisons.

b. Stability of values. The findings of studies concerned with stability of values are not conclusive, but there is some suggestion that values are subject to change, both for children and adults. Perrone (1965, 1967) studied stability of values of junior high school pupils and parents over two years, finding more agreement after two years than initially between daughters and parents, with parents changing as much as daughters. Boys and parents continued to disagree. Spindler (1959) studied the American military character, concluding that there was a stability to values which held over time, as revealed by the value pattern which was revealed when American males and females from all social classes, all walks of life, and all parts of the United States were studied in the military situation afforded by World War II. Getzels (1968) distinguished between sacred and secular values, holding that sacred values were part of the American creed and constituted a stable system of undivorceable beliefs, whereas secular values were down-to-earth, dynamic beliefs subject to change and influence by time, geographical differences, and social strata.

Gribbon and Lohnes (1965) reported a five-year study of values for boys and girls initially in Grades 8, 10, and 11, concluding that values at Grade 8 already had crystallized and were free from fantasy.

The studies of stability of values do not yield conclusive evidence to support either a change or constancy over time. The major problem in generalizing from these studies is that populations differed widely, and techniques and instruments of measurement varied greatly. The proposed study will not make any assumptions concerning stability of values. Rather, the study will be designed to sample the middle school age group. Specifically, the population will be limited to fifth-grade level.

c. Differences in values across sex, culture, class, and occupation. Studies concerned with value differences by sex in the school setting have been reported by Wagman (1966) and Singer and Steffire (1954, 1954a). Differences between sexes were reported across age categories in both studies. The studies equated value with interest and thus differences in sex would be expected. These differences of values between sexes do not tell us about value conflict between school and home.

Studies of literate and nonliterate cultures have supported the assumption that cultures have identifiable sets of values (Lee, 1951; Vogt, 1953, 1956; Weisskopf, 1951). Studies of Plainsville, U. S. A. (West, 1945), Middletown (Lynd and Lynd, 1937), and Yankee City (Warner and Lunt, 1941, 1942) pointed to cultural differences in values as well as class differences. Mead (1951) documents the existence of cultural differences in values. The studies date back two decades, and much change has taken place in the educational scene since World War II. The conceptualization of value

differs from study to study, and in many instances it seems questionable if the universe of values were defined in such a way as to include value premises which could be expected to be held across groups. Thus, we do not know to what extent differing cultural backgrounds contribute to manifestation of value conflict between school and home.

Studies of social class differences consistently have yielded results indicating differences in values across classes. Centers (1949) found social class differences, with middle classment preferring self-expression while working men preferred security. Kluckhohn (1950) identified three orientations of values by social class. Havinghurst and Taba (1949) concluded that lower middle and upper lower classes were alike in their values, stressing respectability, thrift, loyalty, responsibility, and fidelity. Getzels (1957) differentiated values of upper, middle, and lower class in terms of meanings attached to family, property, law, education, aggression, industry, cleanliness, and sex. In a study of social character and social values (Kassarjian, 1965), differences were found in values of inner dirrected versus outer directed individuals, using the Allport, Vernon, Lindzey Scale of Values (Reisman, 1950).

Studies of social class differences in values are not conclusive, due to questions of instrumentation, conceptualization of values, and research designs employed. Some of the studies suffered from sampling, basing findings on small Ns with little attempt at randomization.

Studies have been reported of the values held by education-related occupational groups. Wagman (1966) differentiated career and homemaking women. Smith and Collins (1967) examined values of school counselors, finding them high on altruism and self-realization while low on money and prestige. Super and Kaplan (1967) compared school counselors with Peace Corps trainees, machinist students, and business school students, finding differences among groups in value orientations. Counselors resembled Peace Corps trainees more than business school and machinist students, valuing independence, achievement, prestige and management. They were like non-helping groups in valuing creativity, economic returns and surroundings. The obvious discrepancy between these two sets of findings typifies the results from studies of values and occupation. A major difficulty in generalizing from these studies derives from lack of replication, failure to use the same instrufments, and differences in population.

d. <u>Influence of values on educational and occupational choices and aspirations</u>. The literature is replete with studies of relation between educational choice, occupational choice, achievement, aspirations, and values. Ginzberg, et.al.(1951) concluded that values constituted the foundation for occupational choice, as

they enabled the individual to order activities in terms of the future. Harrod (1960) studied values as related to counseling. Rosenberg (1957) concluded that the range of occupational alternatives is limited by the values of the individual. Hyman (1953) concluded that an intervening variable mediating the relationship between low position and lack of upward mobility is a system of values in the lower classes. Ginzberg (1951) observed that there are differences in the way people value work. Rosen (1956) suggested that whether or not a person would elect to strive for success in situations which facilitated mobility was determined in part by his values. Dubin (1958) writes that values guide the future aspirations of the individual. Schwarzweller (1959, 1960) concluded occupational values of high school students were related to family status and intelligence. Singer and Stefflre (1954) found a correlation between aspiration level and values for adolescent boys but not girls. Stefflre (1959) found differences in values for senior boys aspiring to different occupational and educational levels across social class background and achievement. Perrone (1965) concludes that values are sources of motivation for junior high girls.

In general, the studies of relation of values to occupational choice, achievement, and aspiration have little generalizability to the proposed study. It would be expected that this area of research would yield information pertinent to the question of value differences among students; however, due to the wide variation found in instruments and techniques of measurement and the tendency to equate value with "interest" or limit the concept to work-related aspects of choice, the studies have not yielded data which can be used in the proposed study.

2. Relation of reported literature to the proposed study. Studies of value domains suggest the need for conceptualizing a value domain for home and school settings.

Studies of stability of values suggest that values may change over time, and the proposed study will take this into account in sampling and data analysis aspects of the investigation. The studies of the relation of values to occupational and educational choice, aspirations, and achievement have failed to yield data generalizable to the proposed study, because of the ambiguity in conceptualizing values and differences in instrumentation among studies.

Studies of sex, class, culture, and occupation suggest differences on these dimensions. Because of the wide disparity found in instrumentation it is difficult to draw any firm conclusions about the nature of these differences. Many of these studies date to an earlier period of American life when it might have been expected that wide value differences would be encountered.

The proposed study is aimed directly at investigating this area of possible differences, and seeks to answer questions concerned with the nature of home and school values and the ways these values

operate across different ethnic, socio-economic, and occupational groups.

E. Objectives

The primary purpose of this study was to determine the extent to which generally presumed value conflicts within and between groups concerned with the educational process are real. The purpose is implemented in three aims:

1. Conceptualization of a values domain;

2. Determination of school values, by identifying the values held by teachers, administrators, and pupils; and determination of home values, by identifying values held by parents;

3. Determination of relationships of congruence and/or conflict of values within and between school and home contexts, across ethnic, socio-economic, and occupational class variables.

Phase 1 was concerned with Objective 1, the conceptualization of a values domain.

II. Method, Phase 1

A. Design

The primary goal in Phase 1 was to conceptualize a values domain. This goal was seen as involving accomplishment of two aims: identifying value categories, and defining criteria for value statements. Aim 1, identifying values was implemented in three objectives: (1) derivation of value categories from analysis of literature; (2) derivation of value categories from analysis of interview protocols; and (3) synthesis of value categories derived from literature and those derived from interviews. Aim 2, definition of value statement criteria was implemented in two objectives: (1) analysis of selected statements; and (2) synthesis of criteria.

B. Procedures to Identify Value Categories

1. Derivation of value categories from analysis of literature. A literature search revealed four sources for identification of values: (a) personal views or discussions of educational, political, or sociological positions, policies and problems; (b) analyses of philosophical; logical positions; (c) empirical studies implementing a priori definitions of values; and (d) empirical studies defining or classifying value systems by subjecting item responses to correlation and factor analytic techniques.

A total of 1,348 articles from education, sociology, psychology and anthropology comprised the material for analysis of literature on values. Content analysis of 75 articles yielded 432 value statements which satisfied criteria for defining values as "objects, states, or behaviors with cognitive or affective aspects, equated with what is important or desirable, attachable to goals and expressible as desired ends or means to an end." The 75 value statements were subjected to analysis by three judges for the purpose of reducing to the lowest common denominators. One of the judges was a junior member of the project staff; two of the judges were behavioral scientists not associated with the project.

2. Derivation of value categories from interview data. The derivation of value categories from interview data involved initial selection of a population and development of a sampling design, followed by development of interview guide, training of interviewers, conduct of interviews, and content analysis of protocols.

a. Selection of population and development of sampling design. The population was described as parents, teachers, and pupils of the islands of Oahu, Maui, and Hawaii. The sample design called for purposive sampling by areas in which there were population concentrations of groups hypothesized to represent individuals likely to hold different values. The sample plan was set up to draw 450 Ss, to include 150 teachers, 150 parents, and 150 children, with distribution by geographic location to provide for 300 Ss from Oahu; 75 from Maui; and 75 from Hawaii. Two-thirds of the sample was to be from rural areas, with one-third from urban. To achieve the rural-urban mix and at the same time provide for a cross section of socio-economic levels, twenty-seven interview areas were designated: Maui, Hawaii, and 25 on Oahu. Selection of interviewees in each area was a function of interviewer-choice.

b. Development of interview guide. Two instruments were developed for use in the study. An Interview Guide was developed initially to elicit responses relating to the value categories identified in the project. This instrument went through four revisions, the last of which resulted in an instrument implementing the critical incidents approach. This critical incident instrument is shown in Appendix B-1.

A second instrument was developed which combined critical incident and twenty-question approaches. This Incident-Question Interview Guide is shown in Appendix B-2. The procedures employed in development of both interview guides called for initial collection of cues to elicit value-related responses and organization of cues to form an interview guide, followed by iterations of tryout, evaluation, and revision until concurrence was reached that the instrument would yield the data required.

c. Training of interviewers. Pre-service and in-service training of interviewers was conducted. Pre-service training consisted of reading, lecture, and role-playing, in addition to evaluation of one taped interview. In-service training consisted of supervisor-interviewer conference with evaluation of protocols.

d. Conduct of interviews. Twenty-three interviewers conducted 426 interviews, of which 22 were eliminated from the study because of incomplete data, leaving a total of 404 protocols included in data analysis. The Incident Interview Guide (Appendix B-1) was used in conducting 159 interviews of which 18 were eliminated, and the Incident-Question Guide (Appendix B-2) was used in conducting 275 interviews of which four were eliminated. The interviewee sample is described in Appendix C.

e. Content analysis of protocols. The procedure for analysis of protocols follows the methodology for content analysis of narrative material, in which coding is employed to transform and aggregate raw data into units permitting precise description of content characteristics. The categories of analysis were defined as value-related and non-value related. The thought or theme constitutes the recording unit. The criteria for category definition were established, implementing Aim 2 for Phase 1 of this study. Content analysis of protocols has not been completed; however, first stage analysis has been carried out to enumerate code units by interviewer and interviewee variables. The data, reported in Appendix D-1, D-2, D-3, and D-4, indicate that there were fewer value statements from children than from parents or teachers, and fewer value statements from Ss in middle and upper socio-economic levels compared to lower levels. The data reported in Appendix D-5 indicate that there was little variance among number of code units per interview protocol by interviewer for each instrument, but wide discrepancy between the number of code units per interview by instrument. Of the twenty-three interviewers, fourteen conducted ten or more interviews. Of these fourteen interviews, ten interviewers used the Incident Question Guide (Appendix B-2), and four interviewers used the Critical Incident Guide (Appendix B-1). The range of code units per interview for the ten interviewers using Incident-Question Guide was 8.4 to 11.5 (Md = 10.10), compared to a range of .9 to 3.4 (Md = 2.35) for those using the Critical Incident Guide. The range for code units per interview from Incident-Question Guide was 3.1, compared to a range of 2.5 for the Critical Incident Guide. A significant difference (7.75) obtains between the medians for the code units per interview for the two instruments.

3. Definition of criteria for value statement. A systematic effort was made to generate acceptable criteria for the identification of a value statement; that is, any statement

referring to any kind of value object or value behavior. Approximately 1,200 statements were assembled and each statement was recorded on a separate card. Some of the statements were selected to represent hypothesized value statements, whereas others were found in inventories developed to assess temperamental traits, personal adjustment, interests, needs, opinions and attitudes, and belief.

A set of 290 cards, representing a sample of the pool of statements was sent to fourteen judges, experienced in value materials and values research, together with simple instructions designed to be free from bias and without revealing preconceptions or theoretical positions of the project staff. Judges were asked (1) to sort the statements into two or more piles, one pile representing statements that might be readily classified as value-related statements and other piles that might represent statements relating to individual interests, opinions, attitudes, needs, self concepts, or other related concepts and (2) to introspect about the decision-making process operative in distinguishing between value-related and non-value-related statements and formulate in writing the criteria that guided the decisions.

The decision statements of the fourteen judges were analyzed to produce a set of criteria for defining value statements. Agreement among judges on the criteria for defining value constructs was found to be high. There was consensus across judges concerning the salient characteristics which influenced the classification of a statement as value as opposed to attitude, interest, need, belief, or other non-value construct. Phi coefficients computed between each judge and each of his fellow judges for statements received in common were statistically significant (.05 level) 83% of the time. Coefficients of a magnitude >.50 were obtained in 32% of the comparisons. Thirty-two statements were classified as value statements by 100% of judges receiving them; 77 statements were classified as value statements 80% of the time; 94 statements 70% of the time, and 150 statements 60% of the time.

III. Results

A. Derivation of Value Categories

Three judges analyzed 432 value statements from the literature to derive value categories. The three analyses resulted in reducing the 432 value statements from the literature to twenty-one categories, of which four were selected by one judge only; six were selected by two of the three judges; and eleven were selected by all three judges. The value categories derived from analysis of literature are reported in Appendix E. An index of reliability was derived by comparing the results of categorization of Judge A with results obtained by three independent raters. An index of agreement, obtained by dividing the number of agreements by the total number of possible agreements, was eighty percent.

The eleven value categories on which there was 100 percent agreement among the three judges are as follows:

1. autonomy, independence, individualism
2. creativity, imaginativeness, experimentalism
3. egalitarianism, social concern
4. goal-directedness
5. group centeredness
6. materialism
7. hedonism, personal pleasure, comfort
8. religionism
9. self-centeredness
10. social potency
11. social stability

These eleven value categories include five of the six basic core values of American culture documented by social-historical research (Gabriel, 1956, 1960; Curti, 1936; Lerner, 1957; Williams, 1951; and Myrdal, 1944) and social-psychological-anthropological research (Whiting, 1959, 1953, 1960; Warner, Meeker and Eels, 1949); Kluckhohn, 1950, Spindler, 1955). The five basic core values reflected in the eleven value categories derived from analysis of literature are individual worth, or autonomy; egalitarianism, or equal opportunity; self-centeredness or individual right to make choices; group-centeredness or cooperation; goal-directedness or faith in the future. The value for rational thinking, which constituted one of the basic core values of America was selected by two out of three judges as one of the eleven value categories derived from literature analysis.

B. Synthesis of Criteria for Defining Value Statements

Fourteen judges were asked to categorize sets of 290 statements as value or non-value, and to state in writing the decision rules governing their classifications. Task instructions are given in Appendix F-1. From these data, a synthesized set of criteria for defining value statement was generated. These criteria for defining value statements are given in Appendix F-2. The principal criterion calls for the statement to be a judgment concerning desirability, importance, worth of an object, state of affairs, or behavior, with applicability to a broad range of situations, conditions, places, or persons. Ancillary criteria prescribe stability of judgment over time, and guidance of behavior in a context. The criteria for defining values distinguish value from opinion, belief, preference, need, temperament, feeling, and self concept.

IV. CONCLUSIONS AND RECOMMENDATIONS

This is a report of the first phase of a three-phase project, concerned with influence of values on the educational process. The major purpose of this initial phase was to conceptualize the values domain. This was seen as prerequisite to development of instruments and subsequent measurement of home and school values held by teachers, parents, and pupils and analysis of these data across ethnic, socio-economic, and occupational class variables.

Phase 1 resulted in identification of twenty-one value categories, on eleven of which there was consensus across three judges; and definition of criteria for categorizing value statements. Concomitant with accomplishment of the major aims of Phase 1 relating to identification of value categories and definition of value statement criteria, a pool of data was accumulated for subsequent utilization in Phase 2 as instrument development gets under way.

Content anaylsis of interview protocols is approaching completion, and these data will be checked against the values domain. The value statements derived through content analysis will be utilized in construction of instruments to be administered to samples of different populations, with resulting data to be factor analyzed. Preliminary analyses will be made of similarities and differences among respondents across socio-economic, ethnic, sex, age, and position variables. It is anticipated that a number of methodological studies will need to be conducted in the process of generating an instrument that will satisfy the requirements of the Home and School Values Project. Statements comprising the value statement reservoir will be subjected to "equal appearing intervals" analysis to permit selection of statements with respect to which there is high agreement among judges regarding their value-relatedness. Q-sorts and subsequent factor analyses will be undertaken with differing groups of respondents. Latent partition analyses will be undertaken, large scale factor analyses of responses will be carried out, and pattern analyses will be attempted. It is hoped that utilization of several different approaches, and comparisons of the results may provide a sound base for the determination of major clusters of values and for the development of the value survey instruments capable of reflecting values of individuals and groups. Reliability studies, cross validation, and external valication analyses will be completed before production of the final forms to be used in analyzing the Home and School Value profiles of various groups of respondents.

There is every reason to believe that the assessment of value orientations with an instrument developed from an empirical base and with employment of sound analysis techniques will be accomplished as efforts of Phase 1 are extended into 1970-71.

With an instrument or sets of comparable instruments geared to individuals with different levels of language and educational development, research into a broad spectrum of school related problems will be possible--research that may have important implications for many aspects of education, including curriculum and instruction.

Not only may the area of congruence of home and school values be explored, but collateral studies can provide cues to and test hypotheses about conditions and interventions to permit more effective adaptations of instruction not only to curriculum content and pupil needs, but also to motivational influences related to value orientation of the individual.

A long range program of values research will be possible with the instrument to be developed. Many educationally significant studies now are envisaged with the anticipated instrumentation including

Determination of the value climate of different schools, classes, school personnel, and individuals or groups within the community;

Determination of relationships of values held to emotional maturity and change in value structure with increase in emotional maturity;

Conduct of cross-sectional comparisons of values of students in different grades and subject matters;

Conduct of longitudinal studies of value orientations as students progress through elementary and secondary schools;

Conduct of scaling studies for refined scoring of value orientations, and derivation value profiles;

Determination of relationships of dominant value orientations to individual needs; that is, do individuals who have been successful materially, in terms of achievement, etc. show higher, equal or lower value orientation toward acquisition of material goods, attainment, than persons who have not achieved with such success;

Determination of relationships between values held and drop-out proneness, delinquency, etc. of youth--also, research with regard to interventions suggested by studies of value structures of different groups that may be hypothesized to alter drop-out proneness.

APPENDICES

APPENDIX A

PROJECT PERSONNEL

APPENDIX A-1

Ad Hoc Advisory Committee

Dr. Robert H. Beezer, Program Director
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Division of Elementary and Secondary
Education Research
U.S. Office of Education

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Professor of Psychology
Northwestern University

Dr. Leonard V. Gordon, Director
Program for Behavioral Research
State University of New York at Albany

Dr. Richard L. Gorsuch
Assistant Professor of Psychology
George Peabody College for Teachers

Dr. Irvin J. Lehmann
Professor of Evaluation Services
Michigan State University

Dr. Ian E. Reid, Chairman
Department of Educational Psychology
University of Hawaii

Dr. David G. Ryans, Director
Education Research and Development Center
University of Hawaii

Miss Laurel Tom
Graduate Student in Educational Psychology
Stanford University

APPENDIX A-2

Consultants

Dr. Maurice Balson, Visiting Researcher, Education Research and Development Center, University of Hawaii

Dr. Oliver Bown, Co-Director, The Research and Development Center for Teacher Education, The University of Texas at Austin

Dr. Peter Dunn-Rankin, Post Graduate Fellow, Bell Telephone Laboratories, New Jersey

Dr. Nathaniel L. Gage, Professor of Education and Psychology Stanford University

Dr. Leonard V. Gordon, Director, Program for Behavioral Research, State University of New York at Albany

Dr. Richard L. Gorsuch, Assistant Professor of Psychology George Peabody College for Teachers

Dr. Rollo Handy, Provost, Faculty of Educational Studies State University of New York at Buffalo

Dr. Paul Horst, Professor Emeritus, University of Washington

Dr. Fred N. Kerlinger, Head, Division of Behavioral Sciences New York University

Dr. Irvin J. Lehmann, Professor of Evaluation Services Michigan State University

Dr. Agnes Niyekawa-Howard, Senior Specialist, East-West Center, University of Hawaii

Dr. Robert F. Peck, Professor, Department of Educational Psychology, & Director, Personality Research Center The University of Texas at Austin

Dr. Ian E. Reid, Chairman, Department of Educational Psychology, University of Hawaii

Dr. Milton Rokeach, Professor of Psychology Michigan State University

Miss Laurel Tom, Graduate Student in Educational Psychology Stanford University

APPENDIX A-3

Staff

Mr. Patrick Ahana, Interviewer
Mrs. Hazel Akim, Interviewer
Mrs. Christina Anderson, Assistant in Education Research
Miss Patricia Andrus, Clerk
Mrs. Alice Beechert, Assistant in Education Research
Mrs. Lois T. Campbell, Interviewer
Mr. Joseph Castro, Interviewer
Dr. Paul Dixon, Interviewer
Mrs. Betty Elrod, Assistant in Education Research
Miss Linda Gager, Interviewer
Mrs. Gayle Geiger, Assistant in Education Research
Mr. John Griffith, Interviewer
Mrs. Carole Hodges, Jr. Researcher
Mrs. Joanne Ing, Interviewer
Mr. Walter Kinoshita, Clerk
Mrs. Nancy Knight, Assistant in Education Research/Interviewer
Mrs. Harriet Lai, Clerk
Miss Evelyn Lee, Clerk
Mrs. Virginia Lerner, Assistant in Education Research
Miss Joanne Little, Interviewer
Miss Winifred Ohama, Project Secretary
Dr. T. A. Ryan, Project Director
Dr. David G. Ryans, Researcher and Director,
Education Research and Development Center
Mr. George Shapiro, Jr. Researcher
Mrs. Laurel Shapiro, Interviewer
Mr. James Skeel, Assistant in Education Research
Mrs. Lynne Solem, Assistant in Education Research
Miss Linda Tanaka, Interviewer
Mr. Donald Taylor, Clerk
Miss Mary Uyesugi, Clerk
Mrs. Melinda Willing, Interviewer
Mr. Gregory Wong, Interviewer
Miss Shirley Yagi, Interviewer

APPENDIX B

INTERVIEW GUIDE

HOME AND SCHOOL VALUES PROJECT

UNIVERSITY OF HAWAII — Honolulu, Hawaii 96822
EDUCATION RESEARCH AND DEVELOPMENT CENTER — 1776 University Avenue

APPENDIX B-1

Critical Incident Guide

The staff of the University of Hawaii College of Education is cooperating with the U.S. Office of Education in exploring the views of educators, parents and school children regarding the purposes and values that guide the lives of the people and the programs of our country.

The current activity is part of the first step toward a more complete surveying.

We are using several approaches, one of which (that has been successful in related kinds of efforts) is generally known as a "critical incidents" approach. In this approach, descriptions of behavior (incidents) are sought from the parents, school children, and educators you will interview. The respondent who is interviewed is asked to describe some incident he has actually observed, that he believes reflects a "value" held by some student, a student's parent, or an educator. Critical incidents and other kinds of questions comprise one instrument. A more open-ended approach will be taken on a second instrument.

This "Interview Guide" is intended to provide a standard framework for the interviews you will conduct. Some of the questions are intended to elicit critical incidents. Others are directed at what respondent feels is of great worth for himself, for children, and for school programs.

I. General Instructions to Interviewers [Applies to both instruments]

1. Use the words in this guide as a general format. However, it will be necessary to adjust the wording to the individual respondent and situation. Changes are left up to each interviewer's judgment. It is most important for the respondent to know what you are asking of him.

2. In answering questions give only the amount of information requested.

3. Instruct the respondent that he should not use anyone's name in answering the questions.

4. Make as complete notes as possible on what is said.

5. Encouragement and probing should continue until the respondent has nothing more to add about a topic.

6. Your goal in the interview is to determine what values a respondent thinks are important.

7. Your recording should be complete, accurate, objective, and non-evaluative.

II. What we are interested in

A. I S

1) an accurate description of a specific act or behavior;

2) an objective, unbiased description of behavior;

3) a description of behavior observed in a specific situation;

4) a description of behavior which the respondent believes to be illustrative of something of great worth, something desired and felt important by some parent, child, or educator.

B. I S N O T

1) a list of generalized traits, abstractions, inferences, or interpretations of behavior;

2) a report of behavior that is substantially influenced by aspects that are personally irritating or annoying to the respondent;

3) a report based on stereotyped ideas of what is desirable or undesirable rather than what the respondent really believes to be illustrative in reflecting something important to some child, parent, or educator;

4) an act selected only because of its dramatic qualities. (This does not exclude unusual or dramatic incidents when they are in fact the most significant incidents the respondent has observed, as specified in the questions.)

C. Illustrations

The most helpful information will be descriptions of what an individual does in a specific situation at a specific time; some act that the respondent believes reflects something desired and felt important by some person. In order to help you understand just what is meant several brief illustrations are given below.

The examples are intended only to show how accurate, specific, and objective the descriptions might be.

A student asked the principal for permission to do an extra school project and said he would come to school early to do it.

A parent refuses to let his son participate on the school swimming team because the majority of the team members are of a different race than his child.

A parent will persuade his child to save some of his money whenever he receives any.

Instead of studying for a test, a student watches TV all evening.

As he left school for the day, the vice-principal stopped and sang a few songs with five pupils out on the lawn singing after school.

A child will set aside a certain time for study each night even though he has no assignment.

III. Additional Instructions for the 20 Statements Response Sheet

Another approach that we are using simply asks the interviewee to make 20 statements about children, school, family, and friends.

The interviewer asks the respondent, "Would you (tell me; make; or say) 20 statements about children, schools, friends, and the home and family?" After the respondent has supplied 2 statements under one of the above headings, the interviewer is to channel responses to another category by asking the respondent, "Would you say some things about the (fill in category) now?" Besides recording the responses into appropriate categories, the interviewer's responsibility is to prevent concentration of statements in any one category by prompting the respondent to give statements about other areas.

IV. Suggested Introductory Remarks

Hello, I'm _____. I'm from the College of Education at the University of Hawaii and we're interested in some of your views and some of your ideas about what purposes you think should guide education and school programs in the United States. Talking with people is the only way we can find out what people want and how schools can plan their programs. We'd like you to help us with this by telling us what you think. Would you be willing to talk to us? (Pause for response.) Thank you (for listening).

APPENDIX B-1
Continued

V. Critical Incident Questions

1. Would you give me a specific example of something that happened that shows what you expect a school to do for children?

2. Would you give me a specific example of something you like that happened at a school?

3. Would you give me a specific example of something you don't like that happened at a school?

4. Would you give me a specific example of something that happened that you would change about a school if you had the chance?

5. Would you give me a specific example of something that happened, that you expect a home to do for children?

APPENDIX B-1
Continued

6. Would you give me a specific example of something you like that happened at a home?

7. Would you give me a specific example of something you don't like that happened at a home?

8. Would you give me a specific example of something that you would change about a home if you had the chance?

9. Would you give me a specific example of something that happened that shows what you like about a school's location, facilities, or resources?

10. Would you give me a specific example of something that happened that shows what you don't like about a school's location, facilities, or resources?

APPENDIX B-1
Continued

11. Would you give me a specific example of something that happened that shows what you like about a home's location, facilities, or resources?

12. Would you give me a specific example of something that happened that shows what you don't like about a home's location, facilities, or resources?

13. Would you give me a specific example of something that happened that shows what you like about a subject offered in school?

14. Would you give me a specific example of something that shows what you don't like about a subject offered in school?

15. Would you give me a specific example of something that happened that shows what you like about a school rule?

APPENDIX B-1
Continued

16. Would you give me a specific example of something that happened that shows what you don't like about a school rule?

17. Would you give me a specific example of something that happened that shows what should happen when someone breaks a school rule?

18. Would you give me a specific example of something that happened that shows what you like about a home rule?

19. Would you give me a specific example of something that happened that shows what you don't like about a home rule?

20. Would you give me a specific example of something that happened that shows what should happen when someone breaks a home rule?

APPENDIX B-1
Continued

21. Would you give me a specific example of something that happened that shows what you like about a pupil's behavior?

22. Would you give me a specific example of something that happened that shows what you don't like about a pupil's behavior?

23. Would you give me a specific example of something that happened that shows what you like about a parent's behavior?

24. Would you give me a specific example of something that happened that shows what you don't like about a parent's behavior?

25. Would you give me a specific example of something that happened that shows what you like about an educator's behavior?

APPENDIX B-1
Continued

26. Would you give me a specific example of something that happened that shows what you don't like about an educator's behavior?

VI. Concluding Remarks

1) Are there any more specific examples of things that happened at school you would like to tell me before I go?

2) Are there many more specific examples of things that happened at home you would like to tell me before I go?

VII. Respondent Identification

Respondent's approximate age:

☐ 7-9 ☐ 10-12 ☐ 13-15 ☐ 16-18 ☐ 19-22 ☐ 23-30 ☐ 31-40 ☐ 41-50 ☐ 51+

Respondent's sex:

☐ M ☐ F

Approximate education of respondent:

☐ <2 yrs ☐ 2-6 yrs ☐ 7-9 yrs ☐ 10-12 yrs ☐ 13-15 yrs ☐ Col. grad.

☐ Adv. deg.

Estimated socio-economic level of respondent:

☐ poverty ☐ poor ☐ low average ☐ average ☐ above average

☐ well-off ☐ wealthy

Estimated level of U.S. cultural assimilation of respondent:

☐ not assimilated ☐ partially assimilated ☐ functionally assim.

☐ fully assim.

Community:

☐ urban Oahu ☐ rural Oahu ☐ urban Hawaii ☐ rural Hawaii

☐ urban Maui ☐ rural Maui

Ethnic background of respondent:

☐ Hawaiian/part Hawaiian ☐ Samoan ☐ Portuguese ☐ other Caucasian

☐ Cosmopolitan ☐ Filipino ☐ Chinese ☐ Japanese ☐ Korean ☐ Negro

☐ Other

HOME AND SCHOOL VALUES PROJECT

UNIVERSITY OF HAWAII — Honolulu, Hawaii 96822
EDUCATION RESEARCH AND DEVELOPMENT CENTER — 1776 University Avenue

APPENDIX B-2

Question-Incident Guide

The staff of the University of Hawaii College of Education is cooperating with the U.S. Office of Education in exploring the views of educators, parents and school children regarding the purposes and values that guide the lives of the people and the programs of our country.

The current activity is part of the first step toward a more complete surveying.

We are using several approaches, one of which (that has been successful in related kinds of efforts) is generally known as a "critical incidents" approach. In this approach, descriptions of behavior (incidents) are sought from the parents, school children, and educators you will interview. The respondent who is interviewed is asked to describe some incident he has actually observed, that he believes reflects a "value" held by some student, a student's parent, or an educator. Critical incidents and other kinds of questions comprise one instrument. A more open-ended approach will be taken on a second instrument.

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2. In answering questions give only the amount of information requested.

3. Instruct the respondent that he should not use anyone's name in answering the questions.

HSVP-009

4. Make as complete notes as possible on what is said.

5. Encouragement and probing should continue until the respondent has nothing more to add about a topic.

6. Your goal in the interview is to determine what values a respondent thinks are important.

7. Your recording should be complete, accurate, objective, and non-evaluative.

II. What we are interested in

A. I S

1) an accurate description of a specific act or behavior;

2) an objective, unbiased description of behavior;

3) a description of behavior observed in a specific situation;

4) a description of behavior which the respondent believes to be illustrative of something of great worth, something desired and felt important by some parent, child, or educator.

B. I S N O T

1) a list of generalized traits, abstractions, inferences, or interpretations of behavior;

2) a report of behavior that is substantially influenced by aspects that are personally irritating or annoying to the respondent;

3) a report based on stereotyped ideas of what is desirable or undesirable rather than what the respondent really believes to be illustrative in reflecting something important to some child, parent, or educator;

4) an act selected only because of its dramatic qualities. (This does not exclude unusual or dramatic incidents when they are in fact the most significant incidents the respondent has observed, as specified in the questions.)

C. Illustrations

The most helpful information will be descriptions of what an individual does in a specific situation at a specific time; some act that the respondent believes reflects something desired and felt important by some person. In order to help you understand just what is meant several brief illustrations are given below.

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The interviewer asks the respondent, "Would you (tell me; make; or say) 20 statements about children, schools, friends, and the home and family?" After the respondent has supplied 2 statements under one of the above headings, the interviewer is to channel responses to another category by asking the respondent, "Would you say some things about the (fill in category) now?" Besides recording the responses into appropriate categories, the interviewer's responsibility is to prevent concentration of statements in any one category by prompting the respondent to give statements about other areas.

IV. Suggested Introductory Remarks

Hello, I'm _____. I'm from the College of Education at the University of Hawaii and we're interested in some of your views and some of your ideas about what purposes you think should guide education and school programs in the United States. Talking with people is the only way we can find out what people want and how schools can plan their programs. We'd like you to help us with this by telling us what you think. Would you be willing to talk to us? (Pause for response.) Thank you (for listening).

APPENDIX B-2
Continued

Interview Number: _____
Interviewer: _____
Interviewee Code: _____
Area: _____
Date: _____

I. What do you want a child of yours to be like when he grows up? (What kind of person do you want him or her to be?)

II. What in life do you feel is most important for you? [What (things) do you feel is (are) most important for your happiness?] Which is most important? Which is next (in importance)?

III. The most important things that the home and parents can teach a child _____

IV. The most important things a school can teach a child _____

V. Would you give a specific example of something you either like or didn't like that happened at school? (Would you give a specific example of something that happened that shows what you either like or didn't like that someone who works at schools did?)

APPENDIX B-2
Continued

VI. Would you give a specific example of something you either liked or didn't like that happened in a family? (Would you give a specific example of something that happened that shows what you either liked or didn't like that some grown-up (adult) did in a home?)

VII. Would you give a specific example of something that happened that shows something you either liked or didn't like that a child did?

VIII. Schools should spend more time_____

_____

_____

Schools should spend less time_____

_____

_____

Interview Recording Form (B)

HOME AND SCHOOL VALUES PROJECT

UNIVERSITY OF HAWAII
EDUCATION RESEARCH AND DEVELOPMENT CENTER

Honolulu, Hawaii 96822
1776 University Avenue

TWENTY STATEMENTS RESPONSE SHEET

Question: "Would you (tell me; make; say) twenty statements about children, schools, friends, and the home and family?"

Interview No._____Code_____
Interviewer_____
Area_____Date_____

CHILDREN	SCHOOLS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
FRIENDS	**HOME AND FAMILY**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

HSVP-009 (B)

Respondent Identification

Respondent's approximate age:

☐ 7-9 ☐ 10-12 ☐ 13-15 ☐ 16-18 ☐ 19-22 ☐ 23-30 ☐ 31-40 ☐ 41-50 ☐ 51+

Respondent's sex:

☐ M ☐ F

Approximate education of respondent:

☐ <2 yrs ☐ 2-6 yrs ☐ 7-9 yrs ☐ 10-12 yrs ☐ 13-15 yrs ☐ Col. grad.

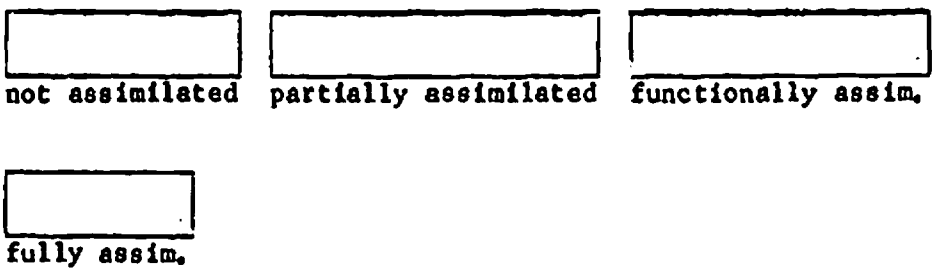
☐ Adv. deg.

Estimated socio-economic level of respondent:

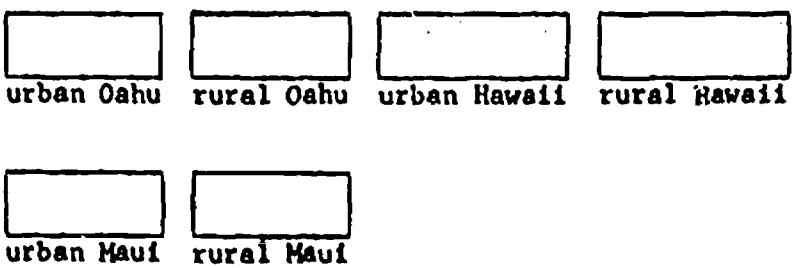
☐ poverty ☐ poor ☐ low average ☐ average ☐ above average

☐ well-off ☐ wealthy

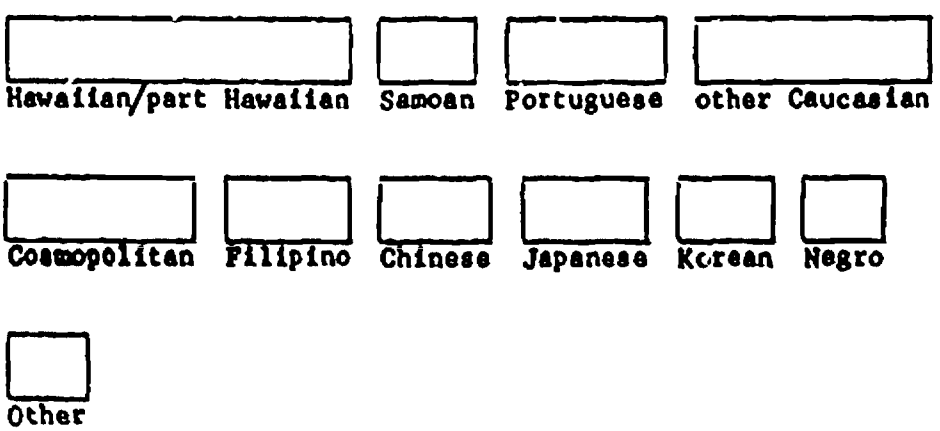
Estimated level of U.S. cultural assimilation of respondent:



Community:



Ethnic background of respondent:



APPENDIX C

CHARACTERISTICS OF INTERVIEWEE SAMPLE

APPENDIX C-1

Characteristics of Interviewees*

Characteristics	Interviewees			Total
	Teacher	Parent	Pupil	
Age				
7-9 years			52	52
10-12			82	82
13-15			17	17
16-18				
<31	46	49		95
31-40	43	67		110
41-50	12	23		35
51+	3	10		13
Total	104	149	151	404
Sex				
Male	16	55	80	151
Female	88	94	71	253
Total	104	149	151	404
Education				
< 2 years		2	16	18
2-6		4	105	109
7-9		16	27	43
10-12		56	3	59
13-15	2	36		38
16	88	28		116
>16	14	7		21
Total	104	149	151	404

*Of 426 interviews conducted, 22 were eliminated, leaving a total of 404 interviewees.

APPENDIX C-1

Characteristics of Interviewees*

Characteristics	Interviewees			Total
	Teacher	Parent	Pupil	
Socio-Economic Status				
Low	1	47	62	110
Middle	78	55	59	192
Upper	25	47	30	102
Total	104	149	151	404
Place of Residence				
Urban Oahu	62	79	69	210
Rural Oahu	15	23	22	60
Urban Hawaii	21	22	23	66
Rural Hawaii	6	2	4	12
Urban Maui		6	12	18
Rural Maui		17	21	38
Total	104	149	151	404
Ethnic Background				
Hawaiian	4	22	20	46
Samoan		4	3	7
Portuguese	1	2	7	10
Caucasian**	21	50	28	99
Cosmopolitan	8	24	53	85
Filipino	1	3	9	13
Chinese	15	6	7	28
Japanese	51	34	22	107
Korean	1	1		2
Negro		1	1	2
Other	2	2	1	5
Total	104	149	151	404

* Of 426 interviews conducted, 22 were eliminated, leaving a total of 404 interviewees.

**Excluding Portuguese.

APPENDIX D

ANALYSIS OF INTERVIEW PROTOCOLS BY INTERVIEWEE CLASSIFICATION

APPENDIX D-1

Number of Interviewees in Three Groups for Four Levels of Code Unit Response

Number of Code Units Per Interview	Interviewee Classification			Total
	Teacher	Parent	Pupil	
0-6	23	51	112	186
7-13	58	58	37	153
14-20	22	31	2	55
21-27	1	9	--	10
Total	104	149	151	404

APPENDIX D-2

Percent of Interviewees in Three Groups for Four Levels of Code Unit Response

Number of Code Units Per Interview	Interviewee Classification			Total
	Teacher	Parent	Pupil	
0-6	22	34	74	46
7-13	56	39	25	38
14-20	21	21	1	14
21-27	1	6	--	2
Total	100	100	100	100

APPENDIX D-3

Number of Interviewees in Three Groups for Four Levels of Code Unit Response

Number of Code Units Per Interview	Interviewee Classification by Socio-Economic Level			Total
	Low	Middle	Upper	
0-6	71	81	34	186
7-13	29	78	46	153
14-20	9	30	16	55
21-27	1	3	6	10
Total	110	192	102	404

APPENDIX D-4

Percent of Interviewees in Three Groups for Four Levels of Code Unit Response

Number of Code Units Per Interview	Interviewee Classification by Socio-Economic Level			Total
	Low	Middle	Upper	
0-6	65	42	33	46
7-13	26	41	45	38
14-20	8	16	16	14
21-27	1	1	6	2
Total	100	100	100	100

APPENDIX D-5

Analysis of Interview Protocol by Interviewer Variable

Interviewer	Average Number of Value Statements Per Interview	Instrument
1	11.6	Incident-Question
10	11.5	Incident-Question
8	10.6	Incident-Question
4	10.5	Incident-Question
2	10.2	Incident-Question
5	10.0	Incident-Question
9	9.9	Incident-Question
7	9.6	Incident-Question
3	9.0	Incident-Question
6	8.4	Incident-Question
13	3.4	Critical Incident
11	3.0	Critical Incident
12	1.7	Critical Incident
14	.9	Critical Incident

APPENDIX B

VALUE CATEGORIES

APPENDIX B-1

Value Categories Derived from Content Analyses of 432 Statements in the Literature

Value Categories	Selection of Categories by Three Judges* A	B	C
affectivity, subjectivity (as opposed to rationality objectivity, in judgment, belief, decision)			x
autonomy, independence, individualism, self-determination, self-direction	x	x	x
competition (rivalry)		x	
creativity/imaginativeness/experimentalism (original, innovative, tolerant and open re ideas)	x	x	x
education (schooling, education per se)			x
egalitarianism social concern (tolerant of others respect for others, fair, unselfish)	x	x	x
ethics/morality (some code)		x	x
goal-directedness	x	x	x
group centeredness--including family, ethnic, other social groups (team-oriented, loyal, "helping," service to others, benevolent)	x	x	x
health/physical well-being and development	x	x	
materialism	x	x	x
hedonism, personal pleasure/comfort	x	x	x
rationality, objectivity, reasoned judgments	x		x
wisdom/intellectualism (intellectual)	x	x	
religionism	x	x	x
responsibility	x		
self-centeredness (self-concern, self-advancement self-security)	x	x	x
self-disciplined productivity (productive, thoroughgoing, satisfaction from craftmanship, satisfaction from "job well-done," orderliness)		x	x
social potency (power, leadership, responsibility persuasiveness)	x	x	x
social stability (conservative, conventionality, respect for authority, conforming)	x	x	x
success/achievement/recognition (economic, social, academic)			x

*Judge A = junior staff on project
Judges B and C = behavioral scientists, not associated with project

APPENDIX B

VALUE CRITERIA IDENTIFICATION

HOME AND SCHOOL VALUES PROJECT

UNIVERSITY OF HAWAII Honolulu, Hawaii 96822
EDUCATION RESEARCH AND DEVELOPMENT CENTER 1776 University Avenue

APPENDIX F-1

Value Criteria Identification Task Instruction

Instructions

1. Enclosed is a sample of statements. Some of the statements may reflect "values" in the sense you view that construct. Some probably do not.

2. The sample of statements was randomly drawn from some 1200 similar statements. Some were based on selected responses from interviews with parents, children, and teachers; some were "invented" as hypothesized value-type statements; some were intentionally adapted from inventories as statements presumably representative of interests, attitudes, beliefs, temperamental traits, adjustment patterns (i.e., identified as such by an author in labeling his inventory).

Procedure

1. Please sort the statements into two or more piles.

   One pile should contain only those statements you think definitely would qualify as "value statements," in the context in which you think of values.

   If you choose, you may have another pile of statements that you think perhaps are value-related, but less clearly identifiable than the first pile.

   You may make as many other piles as you choose. If you wish, you may lump all "other than value statements" together in one pile. Or, you may decide to try to distinguish between attitudes, beliefs, needs, wants, temperamental traits, interests, appreciations, adjustments, etc. Or there may be some other classification scheme you prefer. So sort the statements you have not placed in the "value-type" pile in any way you wish.

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APPENDIX F-1
Continued

2. After the sorting is completed, please try to introspect and try to identify the characteristics of statements that guided your decision to classify them as value-related statements. What were the criteria you employed in identifying value-related statements?

   In the same way, please try to identify the characteristics of statements that prompted you to classify them as some other kind of a statement. What were the criteria you employed in identifying a statement as a "other than value-type" statement?

   Please write your criteria on the blank 5 x 8 cards enclosed.

3. If you care to make any comments on the criteria, or on the definition of the value construct as you view it, or on operations or behaviors that may reflect particular value systems and value judgments, please do.

4. When the "sorting" and "criteria identification" steps are completed, please:

   a. place a rubber band around each pile of cards that resulted from your sorting.

   b. attach a rubric or label to identify each pile (e.g., "clearly identifiable value-type statements").

   c. put the cards in the return envelope, together with the 5 x 8 cards on which you have listed the criteria you believe may have influenced your sorting.

   d. return the enclosed envelope and contents to the Education Research and Development Center.

UNIVERSITY OF HAWAII — Honolulu, Hawaii 96822
EDUCATION RESEARCH AND DEVELOPMENT CENTER — 1776 University Avenue

APPENDIX F-2

Criteria for Identifying Value Statements

1. To be considered a "value statement" in this study, a statement must either denote, or connote (imply):

   1.1 (Principal Criteria)

   1.11 A judgment (in positive or in negative form) about an object, state of affairs, or behavior.

   1.12 A judgment about an object, state of affairs, or behavior which is addressed to what "ought" to be, "should" be, is "right," is "good," is "desirable," is "important," is of "great worth."

   1.13 (a) A judgment about an object, state of affairs, or behavior that is regarded as important, desirable, etc. in a very general or generic sense--i.e., applicable to a broad range of situacions, conditions, places, persons; non-specific

   or

   (b) A judgment about an object, state of affairs, or behavior that is regarded as important, desirable, etc. for others as well as self

   or

   (c) A judgment about an object, state of affairs, or behavior regarded as important, desirable, etc. that is concerned with a broad outlook on life--i.e., that has to do with some "large issue."

   1.2 (Ancillary Criteria--corollary criteria)

   1.21 A judgment about an object, state of affairs, or behavior regarded as important, that prescribes or guides behavior in a context (e.g., "2.1 Locus").

   1.22 A strongly-held position or view, i.e., a judgment about an object, state of affairs, or behavior considered important, that is relatively stable over some period of time.

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1.3 A statement will not be considered a value statement if it denotes, connotes or implies simply:

- an opinion or belief about what an individual person considers to be true or false.
- a feeling of like or dislike or preference for something highly specific or isolated, e.g., spinach, the color red, a particular person.
- a want or need required from the standpoint of the individual person for personality adjustment, for immediate satisfaction, etc.
- an expression of compliance of the individual with the wishes, preferences, etc. of others.
- a behavior or characteristic of the person that is associated with a temperamental trait, e.g., introversion, cheerfulness.
- a characteristic of the person associated with his mental or physical health, e.g., strength, feeling sad much of the time, etc.
- a characteristic of the person associated with his self-concept.

2. Each statement that meets the stated criteria shall, insofar as possible, be identified and classified with respect to context, i.e., locus, referent, assertor, end-means, polarity:

2.1 Locus

2.11 home related
2.12 school related
2.13 employment (occupation, profession) related
2.14 nation related
2.15 race related
2.16 religion (in general or particular) related
2.17 politics (in general, or in particular) related
2.18 peer group (e.g., friends) related
2.19 "everybody," "world at large" (other people in general; all persons) related
2.10 "locus free" (related to no particular place, situation, group, organizational/institutional setting; may be related to any particular setting, group, etc.)

Appendix F-2
Continued

2.2 Referent

2.21 school personnel related (e.g., teacher in school setting)
2.22 parent/family related
2.23 child related
2.24 self related
2.25 "other" related

2.3 Assertor

2.31 school personnel

2.311 teacher
2.312 supervisor
2.313 curriculum or program specialist
2.314 principal
2.315 policy level administrator
2.316 school board member

2.32 parent
2.33 child

2.4 End-Means

A desired object, state of affairs, terminal behavior or condition, or behavior must be identifiable as:

2.41 a <u>desired object</u>, <u>state of affairs</u>, <u>condition</u>, or <u>terminal behavior</u>

2.42 an <u>instrumental value-oriented behavior</u>, directed at the attainment of a desired object, state of affairs, terminal behavior or condition

2.43 an <u>instrumental value-oriented behavior</u> that has <u>itself become</u> a desired terminal behavior (e.g., impressing people, scholarly study).

2.5 Polarity

2.51 a positive statement
2.52 a negative statement

APPENDIX G

REFERENCES

APPENDIX G-1

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