

3-1977

# A Descriptive Survey of Values of Selected Groups of Seventh, Tenth and Twelfth Grade Students in Kentucky & Michigan

Rachel Schmitz  
*Western Kentucky University*

Follow this and additional works at: <https://digitalcommons.wku.edu/theses>



Part of the [Student Counseling and Personnel Services Commons](#)

---

## Recommended Citation

Schmitz, Rachel, "A Descriptive Survey of Values of Selected Groups of Seventh, Tenth and Twelfth Grade Students in Kentucky & Michigan" (1977). *Masters Theses & Specialist Projects*. Paper 2836.  
<https://digitalcommons.wku.edu/theses/2836>

This Thesis is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Masters Theses & Specialist Projects by an authorized administrator of TopSCHOLAR®. For more information, please contact [topscholar@wku.edu](mailto:topscholar@wku.edu).

Schmitz,

Rachel A.

1977

A DESCRIPTIVE SURVEY OF VALUES  
OF SELECTED GROUPS  
OF SEVENTH, TENTH, AND TWELFTH GRADE STUDENTS  
IN KENTUCKY AND MICHIGAN

A Thesis

Presented to

the Faculty of the Department of Counselor Education  
Western Kentucky University  
Bowling Green, Kentucky

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

by

Rachel A. Schmitz

April 1977

A DESCRIPTIVE SURVEY OF VALUES  
OF SELECTED GROUPS  
OF SEVENTH, TENTH, AND TWELFTH GRADE STUDENTS  
IN KENTUCKY AND MICHIGAN

Vernon Lee Sheely  
Director of Specialist  
Project

Rich M. Juen  
Royal Hedges

Approved April 15, 1977

Edna Gray  
Dean of the Graduate College

Approved 4-20-77



TABLE OF CONTENTS

Title Page . . . . .	i
Signature Page . . . . .	ii
Table of Contents . . . . .	iii
List of Illustrations . . . . .	v
List of Tables . . . . .	vi
Abstract . . . . .	vii
CHAPTER I. INTRODUCTION . . . . .	1
Background and Rationale	
Statement of the Problem	
Purpose	
Definition of Terms	
Limitations of the Study	
Summary	
CHAPTER II. REVIEW OF THE LITERATURE . . . . .	7
Theoretical Constructs and Values Scales	
Techniques for the Classroom	
Summary	
CHAPTER III. METHODS AND PROCEDURES . . . . .	15
Design of the Study	
Sample	
Procedure	
Development of the Instrument	
Analysis of Data	
Summary	
CHAPTER IV. PRESENTATION AND DISCUSSION OF DATA . . . . .	19
Sex Differences Within Grade Levels	
Sex Differences Between Grade Levels	
Differences Between Grade Levels	
Summary	
CHAPTER V. SUMMARY AND CONCLUSIONS . . . . .	39
Summary of the Study	
Implications of the Study	
Implications of Further Research	
Summary	

APPENDIX A. PILOT STUDY SURVEY AND RESULTS . . . . .	48
Low Vocabulary Values Survey (First Draft)	
Low Vocabulary Values Survey - Pilot Study	
Frequency Table	
APPENDIX B. LOW VOCABULARY VALUES SURVEY . . . . .	51
APPENDIX C. SEVENTH GRADE FREQUENCY DISTRIBUTIONS . . . . .	53
Frequency Distribution of Seventh Grade Females	
Frequency Distribution of Seventh Grade Males	
Frequency Distribution of Seventh Grade	
APPENDIX D. TENTH GRADE FREQUENCY DISTRIBUTIONS . . . . .	57
Frequency Distribution of Tenth Grade Females	
Frequency Distribution of Tenth Grade Males	
Frequency Distribution of Tenth Grade	
APPENDIX E. TWELFTH GRADE FREQUENCY DISTRIBUTIONS . . . . .	61
Frequency Distribution of Twelfth Grade Females	
Frequency Distribution of Twelfth Grade Males	
Frequency Distribution of Twelfth Grade	
SELECTED REFERENCES . . . . .	65

LIST OF ILLUSTRATIONS

1. Ten Values Ranked by Median as Most Important by Seventh Grade Females and Males . . . . .	21
2. Ten Values Ranked by Median as Most Important by Tenth Grade Females and Males . . . . .	24
3. Ten Values Ranked by Median as Most Important by Twelfth Grade Females and Males . . . . .	26
4. Ten Values Ranked by Median as Most Important by Seventh, Tenth, and Twelfth Grade Students . . . . .	30



LIST OF TABLES

1.	Ten Values Ranked by Median as Most Important by Seventh Grade Females and Males . . . . .	20
2.	Ten Values Ranked by Median as Most Important by Tenth Grade Females and Males . . . . .	23
3.	Ten Values Ranked by Median as Most Important by Twelfth Grade Females and Males . . . . .	25
4.	Ten Values Ranked by Median as Most Important by Seventh, Tenth, and Twelfth Grade Students . . . . .	29
5.	Quartile Variability of Seventh Grade Females .	32
6.	Quartile Variability of Seventh Grade Males . .	33
7.	Quartile Variability of Tenth Grade Females . .	34
8.	Quartile Variability of Tenth Grade Males . . .	35
9.	Quartile Variability of Twelfth Grade Females .	36
10.	Quartile Variability of Twelfth Grade Males . .	37



A DESCRIPTIVE SURVEY OF VALUES OF SELECTED GROUPS OF SEVENTH,  
TENTH, AND TWELFTH GRADE STUDENTS IN KENTUCKY AND MICHIGAN

Rachel Anne Schmitz

April 1977

68 pages

Directed by: Vernon Lee Sheeley, Richard Greer, and  
Roy D. Hedges

Counselor Education Department Western Kentucky University

This project was a study of values of selected seventh, tenth, and twelfth grade students in Kentucky and Michigan. Students were instructed to rank order ten of the twenty values listed on the Low Vocabulary Values Survey. Descriptive comparisons were made within groups and between groups relative to sex and grade level differences. "I believe in God" and "I enjoy life" were ranked highest by each of the groups. "I get an allowance" was ranked least frequently. Twelfth grade students ranked "I make my own decisions" and "I express myself" higher than did the seventh grade students. Seventh grade students ranked "my family stays together" higher than did the tenth and twelfth grade students. Implications for additional research have been identified in this study.

## CHAPTER I

### INTRODUCTION

This study was concerned with value differences among selected seventh, tenth, and twelfth grade students in Michigan and Kentucky. Chapter I presented the background and rationale of the study, statement of the problem, objectives of the study, and limitations of the study. The purpose of this chapter was two-fold: first, to present the need for this values survey; and second, to present the need for values study in the classroom.

#### Background and Rationale

Just as there is no average person, there is no individual that personifies societal values. There exists continual conflict between individual values and societal values. Daily technological advances raise questions concerning social and personal values among thinking young people.

Inglis (1975) saw values learning through the education process as a means of stabilizing society, a political bent of education. On the other hand, change in societal values comes from the youth of the culture. Stout (1972) contended that we can see cultural transitions reflected in student values. Change begins with conflict within the minds of

youth. Yankelovich and Clark (1974) pointed out a change brought about by the students' social cause protests. Now the students' interests have shifted to furtherance of the self. Traditional careers are now being pursued. Baier and Resher (1969), Barr (1971), Etzioni (1968), and Glasser (1972), wrote of the contemporary problems that have developed in our schools because of the changing values. Wrenn (1973) wrote that new ideas concerning authority, patriotism, new roles for women, sexual freedom, and drugs have provoked thinking individuals to re-arrange their hierarchy of values.

The Education Policies Commission Report of 1963 was an attempt, in part, to promote a balance between shaping the child to be a socially healthy individual and yet allowing enough freedom for the emotional health of the child. We need to strive in our classrooms and counseling offices for this healthy balance. Kelman (1968) pointed out that social change research may be the means to find a desired end-state of mental health that could allow constructive social change.

With the students' rights movement, each person is allowed to speak his or her own opinion. With such diversity we allow ambiguity to rule. Students directly or indirectly are influenced from their own value orientation, but seldom does the teacher discuss relationships between behavior and values so that students may better understand themselves.



Research studies that have been made in the area of values study have been scattered. Effort is needed to pull together the work that has been done. Each teacher approaches the subject from his or her own point of view. There is a need for value clarification. There is a need for students to consider their desired end-states and to evaluate them. Gray (1972) pointed out the need for value inquiry to be grounded upon sound rationale from which we can teach. Dickens (1974) discussed the need for teachers to deal with questions about values. She found that too frequently teachers do not approach the subject because they are unsettled in their own values.

Values are formed not only through peers (Munns, 1972), family (Calonico and Thomas, 1973), and society as external forces, but also through private interpretation as internal force. Lyell (1973) referred to the adolescent psyche in relation to values. He said that adolescents are not accepted for what they are and what they value. They are keenly aware of this lack of acceptance from adults. Adolescents tend to dislike themselves, feel inferior, and are frequently dissatisfied with themselves. Finally, Glasser (1972) has written about the individual's search for acceptance amidst the social and traditional demands.



### Statement of the Problem

There exists a need to know the values of those young people with whom counselors and teachers work. A counselor must be concerned with the value structure of his or her counselee if he or she hopes to understand the student's problem. A teacher must be concerned with the future well-being of his or her students to include values study in the curriculum. This study was an attempt to identify selected values of selected junior high and senior high school students.

### Purpose

The purpose of this study was to conduct a descriptive survey of selected values of seventh, tenth, and twelfth grade students for use by teachers and counselors in the public schools. Specifically the purposes are:

1. to describe the values of seventh, tenth, and twelfth grade boys through survey.
2. to describe the values of seventh, tenth, and twelfth grade girls through survey.
3. to obtain data upon which one could draw conclusions concerning secondary education counseling and classroom teaching.

### Definition of Terms

The following are definitions of terms used in this study:

Values: "either individual or commonly held conceptions of the desirable," (Morris, 1956).

Seventh grade: those students in the public school categorized by educational structure and averaging twelve years of age.

Tenth grade: those students in the public school categorized by educational structure and averaging fifteen years of age.

Twelfth grade: those students in the public school categorized by educational structure and averaging seventeen years of age.

LWVS: the researcher's instrument, Low Vocabulary Values Survey.

### Limitations of the Study

Limitations of this study were recognized. The values found to be important to seventh, tenth, and twelfth grade students were not representative of the total society since the population of this study was a select group of students from Michigan and Kentucky.

### Summary

Chapter I presented the need for the study of values. Values are not stagnant. The youth of the American culture has been the source of reappraisal and reorganization of

societal values. An ongoing survey of values of contemporary youth is needed. There is a need for values study in the classroom. Input from peers, family, and the media has been a source of confusion for young people of the seventies.

Values motivate and give purpose to life. This study was an attempt to identify various selected values and to propose means of applying them within the curriculum and counseling program.



## CHAPTER II

### REVIEW OF THE LITERATURE

The purpose of Chapter II was to review the literature related to this study. This section includes a review of 1) the theoretical bases upon which value scales have been developed and 2) techniques for values study in the classroom.

#### Theoretical Constructs and Value Scales

Rokeach (1974) devised the Rokeach Value Survey, (RVS). It was made up of eighteen terminal values and eighteen instrumental values. Terminal values were ideal end-states of existence and instrumental values were ideal or general modes of behavior.

Terminal Values: a comfortable life, an exciting life, a sense of accomplishment, a world at peace, a world of beauty, equality, family security, pleasure, salvation, self respect, social recognition, true friendship, wisdom, freedom, happiness, inner harmony, mature love, national security.

Instrumental Values: ambitious, broadminded, capable, cheerful, clean, courageous, forgiving, helpful, honest, imaginative, independent, intellectual, logical, loving, obedient, polite, responsible, self-control.

This instrument was primarily designed for late adolescent and adult subjects. It involved the rank ordering of two sets of eighteen abstract concepts. This survey was used in 1968 and 1971 as an indicator of American social change.



Values found to be significantly more important in 1971 than in 1968 were "a world at peace," "a world of beauty," "equality," "mature love," "being logical," and "loving." Values found to be significantly less important in 1971 than in 1968 were "a comfortable life," "a sense of accomplishment," "family security," "social recognition," and "being clean."

Beech and Schoeppe (1974) have administered the RVS to adolescents in grades five, seven, nine, and eleven. For males, the values "honest" and "loving" were ranked most important. Ranked least important were "logical" and "imaginative." For females, the value "a world at peace" was ranked number one. The value "salvation" was ranked least important.

The Differential Values Inventory (DVI) was developed by Prince (1957) from the values construct of George D. Spindler (1955). Spindler espoused a shift in societal values from traditional to emergent values.

Traditional Values: puritan morality, work-success ethic, individualism, achievement orientation, future time orientation.

Emergent Values: sociability, relativistic moral attitude, consideration for others, hedonistic, present-time orientation, conformity to the group.

From this construct, Prince developed a forced-choice inventory. The student picked one of the given alternative value statements to finish the sentence "I ought to ...."

Quist (1972) used the DVI with sixth, eighth, and eleventh grade students. He found that traditional values

decline from grades six to eleven. He also found no significant increase or decrease in emergent value scores.

Dyer (1972) used the DVI for a correlation check with her own instrument, a Rubric of Expressed Values (REV). Dyer based her REV on Spindler's theoretical framework. Open-ended compositions were analyzed for expressed values. Younger urban and rural groups expressed emergent values while twelfth grade urban Nevada students expressed strong traditional values. The later was an unexpected outcome.

Vernon and Allport (1931) developed a forced-choice scale, The Study of Values (SOV), based upon the theoretical model of Spranger. Spranger (1966 reprint) discussed in his Types of Men the component factors of values structures. He listed economic, theoretic, aesthetic, social, political, and religious values. Spranger purported that the hierarchy of these values has changed with social/cultural change. The SOV with revisions (1946, 1951, 1960) continues to be popular. However, the items involved terminology too sophisticated for many high school students.

The Poe Inventory of Values was used by Warnath and Fordyce (1961) to show relationships between the inventoried values of entering college freshmen and their choice of a major field of study. Values inventoried were aesthetic, intellectual, material, power, social contact, religious, prestige, and humanitarian.

Perrone (1967) measured the stability of values of junior high school students and their parents over a two-year period. He looked for values change in pupils and parents in the following areas:

- Good income
- Use of special abilities
- Helpfulness to others
- Exercise leadership
- Social status and prestige
- Work with people
- Secure future
- Creative work
- Free from supervision
- Time for family
- Interests and hobbies

Perrone found that the parents remained consistent in their value ratings over the two years. Children changed their ratings in the direction of the values their parents held for them. After two years, girls were more concerned with what they could give of themselves, while boys were concerned with utilizing their capabilities.

Moss (1960) used Paul L. Dressel's Inventory of Beliefs and Critical Reasoning scales to measure carry-over from the ability to reason critically to the making of value judgments. Values measured were social responsibility, health, effective communication, cultural heritage, critical thinking, and preparation for a chosen profession. Both tests were given to entering freshmen and then later to the same students in May of their sophomore year. Those who scored in the top twenty-five percent on Critical Thinking also had high scores



on the Inventory of Beliefs test.

Dennis (1966) formulated a measure for social values as reflected in the content of children's drawings.

Hamblin (1973) expounded a mathematical theory of social change.

Philosophical views of values have been discussed at length over the centuries. Maslow (1959) saw values in terms of self-actualization. He said that healthy personal growth is in agreement with healthy values. Morris (1956) did a world wide study of values. His study was based on the philosophical orientations to life held by various cultures. Parker (1968) viewed values in terms of satisfaction. Fried (1970), Hogan and Dickstein (1972), Hutcheon (1972), Quinn (1974), and Rescher (1969) have eruditely presented some of the philosophical theories of values.

#### Techniques for the Classroom

A curriculum of values has been proposed by various authors in the literature.

Buethel (1968) saw the following as criteria for a value-based curriculum:

1. Self knowledge
2. Living and dying
3. The cooperation-competition spectrum
4. Sexuality and family responsibility
5. Future orientation
6. Growth of American technocracy
7. Self-discipline



Evaluation of the results was inherent in this curriculum. Buethe proposed an ongoing evaluation to study students' actual values versus those values taught.

Values study can be conducted simultaneously with literature, history, or social studies learning. Simon and Harmin (1968) proposed that teachers apply the values dimension to regular textbook teaching. Teachers already teach fact and concept; but if they were to add values, the student could appraise what he is doing in life in relation to the subject matter. Loban, Ryan, and Squire (1969) listed specific lesson plans for seventh to twelfth grade literature classes to include application of values.

Huggins (1974), in a provocative article, said schools should teach valuing instead of values. Teachers should present the alternatives for choice. He suggested lessons in role-playing, questions, and public interviews to clarify values. It is important that young people understand why other people make different decisions than they themselves do.

Four values programs have been analyzed by Forcinelli and Engeman (1974) for use in the public schools.

The first program was Values Clarification. In this program the leader sought to create an environment of acceptance for each unique individual. Certain behaviors that were not acceptable were dealt with by the group. The

purpose was to allow young people to understand their own value preferences.

The second program was entitled Cognitive-Developmental. Lawrence Kohlberg has developed a psychological theory to explain the philosophical universals and natural trends and developments. Most of the case studies derived from his theories are too abstract for most students. This program has not yet been pragmatically applied for use in the classroom.

The third program, Lifeline, was a published series of case studies available from Great Britain. The series was created at Cambridge University by Peter McPhail. Students discussed the case studies with their peers.

The fourth program was called Character Education. It presented the child with the values of contemporary society. They learned values like generosity, kindness, helpfulness, honesty, honor, citizenship, and human rights.

Role playing, case study discussion, story completion, art projects, and multi-media representations were all used effectively. Stress was placed on good habits and good attitudes in the Character Education Program.

Techniques for value clarification in the classroom were also initiated by Barr (1971), Fraenkel (1973), Liles (1974), and Olmo (1975).

#### Summary

Chapter II included a review of selected values studies and proposed curricula for values education. Rokeach compared the rank-

ordered values of selected groups of the American society after two extensive surveys in 1968 and 1971. Prince's DVI surveyed traditional and emergent values. The expected result of the predominance of emergent values in young people were not reinforced in a study by Dyer. She found strong traditional values among a young Nevada population. Parent-child value differences were found by Perrone to diminish over a two-year period, as the child developed. Proposed curricula included values study in conjunction with textbook learning, separate lessons in valuing, and prepared programs for values study for all age groups.



## CHAPTER III

### METHODS AND PROCEDURES

Chapter III presented the design of the study, the sample selected for the study, procedures for obtaining data, development of the instrument used, and the procedure for the analysis of data.

#### Design of the Study

The method selected by the researcher was a descriptive survey of selected seventh, tenth, and twelfth grade students in four public schools. Students were asked to complete the Low Vocabulary Values Survey (LVVS).

#### Sample

Students in the seventh, tenth, and twelfth grades in Radcliff, Kentucky, and Wolf Lake, Michigan, were selected as subjects using a cluster sample technique. This sample was an attempt to survey a cross section of junior high and senior high school students. The sample was comprised of the following: there were 277 seventh graders (205 = females, 72 = males); 205 tenth graders (95 = females, 110 = males); and 258 twelfth graders (129 = females, 129 = males).

#### Procedure

All of the 740 subjects were instructed to complete the LVVS according to what was important to them. They were

encouraged to consider their own personal values as opposed to what others might value. All subjects were told that their responses were anonymous. No names were recorded.

The subjects were instructed to rank order ten of the twenty values listed on the LVVS. They were told to place a number one by the value they considered most important, a number two by the value they considered second most important, and continue on to the tenth most important value. The subjects were given as much time as they needed. Next, the subjects were instructed to transfer their responses onto an IBM answer sheet with a student code. The student code was explained to be an indicator of their sex, grade, and state so their responses could be grouped with their peers.

The researcher received permission for the administration of the LVVS from the principals and teachers.

#### Development of the Instrument

The Low Vocabulary Values Survey was developed by the researcher. The LVVS was modified from Making Sense of Our Lives, a series of mimeographs developed by Merrill Harmin (1973) for group counseling.

The instrument was reviewed for low vocabulary clarity by three English-Reading junior high school teachers.

A pilot study for the first draft of the LVVS was conducted with the seventh grade students at Parkway School, Radcliff, Kentucky. Eighty-one subjects completed the survey form correctly. Fifty-nine females and twenty-two males

comprised the pilot population. Students' ranking frequency was presented. (See Appendix A, page 50.) No attempt was made to show sex differences.

Some observations were made from the pilot study. "My family stays together" was ranked number one twenty-seven times. "I enjoy life" and "I am loved" were ranked number one thirteen times each. These three values totaled more responses in the first three ranks than any other value. The least frequently ranked value, "I am a leader," was ranked by six subjects.

Pilot-study subjects asked for the meaning of "religious freedom." This value was re-stated in the final draft as "I believe in God." This was the only value revision for the final draft of the LVVS. Appendices A (page 49) and B (page 52) contain copies of the first and final drafts.

#### Analysis of Data

The rank-ordered responses were grouped according to sex and grade level. A second grouping was made for grade level by combining male and female responses. Two methods were used to present the data. The first method was the ordering of the ten most important values for each group. The second method was a Q1 (twenty-fifth percentile), Q2 (fiftieth percentile), Q3 (seventy-fifth percentile) analysis of each value for the six sex-grade groups based upon those who ranked that value.

#### Summary

Selected seventh, tenth, and twelfth grade students were administered the LVVS. A report of the methods and procedures



used in the study were presented in this chapter. One revision, "religious freedom" to "I believe in God," was made in the final draft for clarity. Results of the LVVS were compiled and grouped according to grade and sex. The method of analysis of data was described.

## CHAPTER IV

### PRESENTATION AND DISCUSSION OF THE DATA

Chapter IV presented the data obtained from the LVVS of 740 students at seventh, tenth, and twelfth grade levels in Kentucky and Michigan. The data were presented in tables, graphs, and discussed in narrative form.

The LVVS forms were completed in April and May 1976. Estimated time for administration ranged from twenty minutes for seventh graders to ten minutes for twelfth graders.

#### Sex Differences Within Grade Levels

The values that were ranked by more than half of the population of seventh grade males and females were listed as the ten most important values. (See Table 1, page 20 and Illustration 1, page 21.) The medians were calculated from the total group population of seventh grade subjects who could have ranked that value.

Seventh grade females appeared to be more consistent with the number one ranking of "I believe in God." Seventh grade males ranked a variety of values number one. The value, "I enjoy life," was most frequently ranked number one by the males. "My family stays together" was ranked high by both males and females. The ranked order of "my family stays together" appeared to be theoretically significant for this

TABLE 1

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY SEVENTH  
GRADE FEMALES

I believe in God	1.74
I enjoy life	3.95
that my family stays together	4.00
I am loved	4.83
I care about others	6.43
I am liked by others	6.87
I live in a clean, neat home	7.88
needy and handicapped people are given help	8.38
all people are treated equally and fairly	9.27
I make my own decisions	9.30

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY SEVENTH  
GRADE MALES

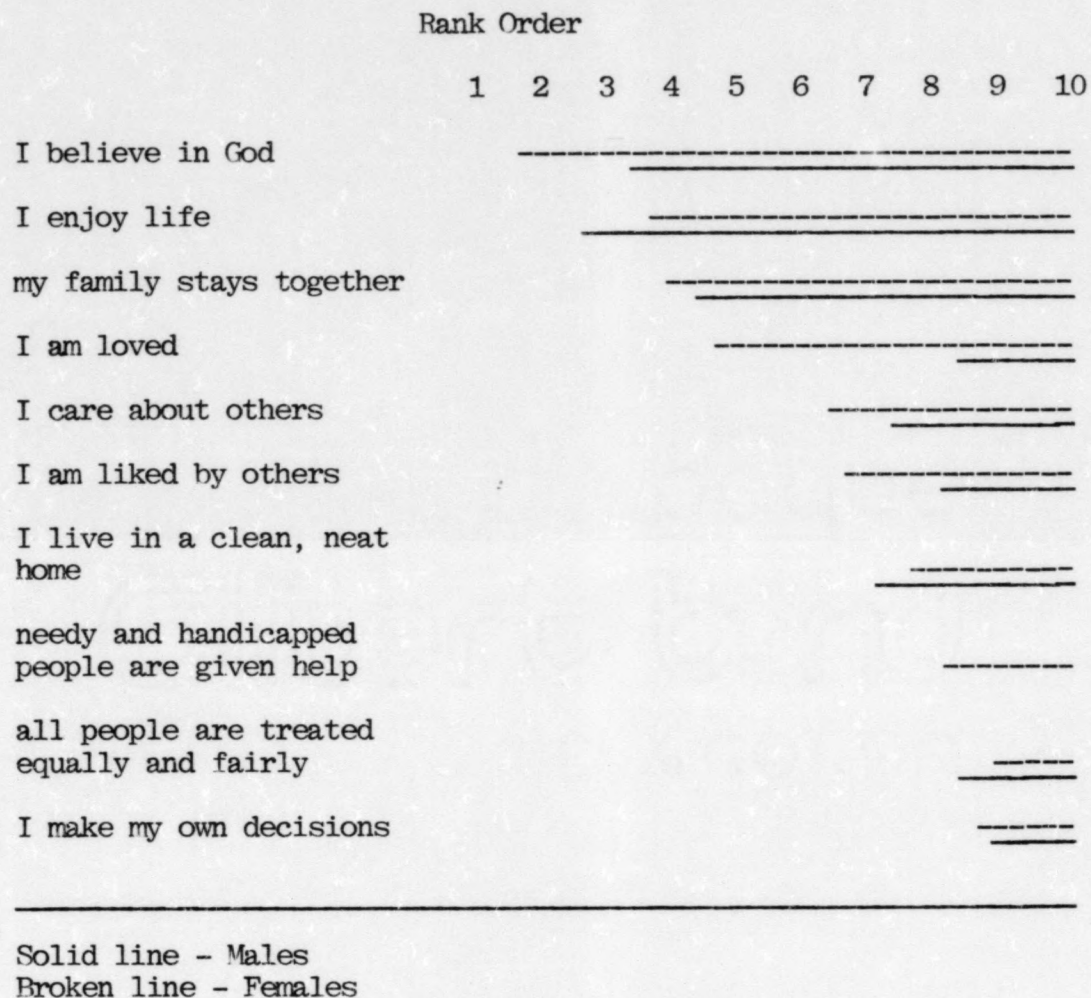
I enjoy life	2.96
I believe in God	4.38
that my family stays together	4.56
I live in a clean, neat home	7.28
I care about others	7.50
I am liked by others	8.31
I am loved	8.50
all people are treated equally and fairly	8.50
I make my own decisions	9.50

Seventh grade females n = 205    Seventh grade males n = 72



## ILLUSTRATION 1

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY  
SEVENTH GRADE MALES AND FEMALES



age group. "I live in a clean, neat home" was ranked higher by seventh grade males than by seventh grade females.

The values that were ranked by more than half the population of tenth grade males and females were listed as the ten most important values. (See Table 2, page 23 and Illustration 2, page 24.) The medians were calculated from the total population of tenth grade subjects who could have ranked that value.

Tenth grade females most repeatedly ranked "I believe in God" as number one. The tenth grade males' number one rank was divided between "I enjoy life" and "I believe in God." "I am loved" was ranked higher more numerously by females than by males. "All people are treated equally and fairly" was ranked higher by tenth grade females than tenth grade males.

The values that were ranked by more than half the population of twelfth grade males and females were listed as the ten most important values. (See Table 3, page 25 and Illustration 3, page 26.) The medians were calculated from the total population of twelfth grade subjects who could have ranked that value.

Twice as many twelfth grade females ranked "I believe in God" as number one as those who ranked any other value as number one. More twelfth grade males ranked "I believe in God" as number one, but the selections for the top three ranks for "I enjoy life" increased its dominance for the group. "My family stays together" was ranked higher by females than by

TABLE 2

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY TENTH  
GRADE FEMALES

I believe in God	1.14
I enjoy life	2.90
I am loved	3.50
that my family stays together	4.40
I care about others	5.71
I make my own decisions	7.00
all people are treated equally and fairly	7.33
I am liked by others	8.13
needy and handicapped people are given help	8.55
humor is a part of my life	9.73

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY TENTH  
GRADE MALES

I enjoy life	2.95
I believe in God	4.25
that my family stays together	4.54
I make my own decisions	6.08
I care about others	6.43
I am liked by others	7.05
I am loved	8.50
I live in a clean, neat home	8.56
humor is a part of my life	9.92
all people are treated equally and fairly	9.93

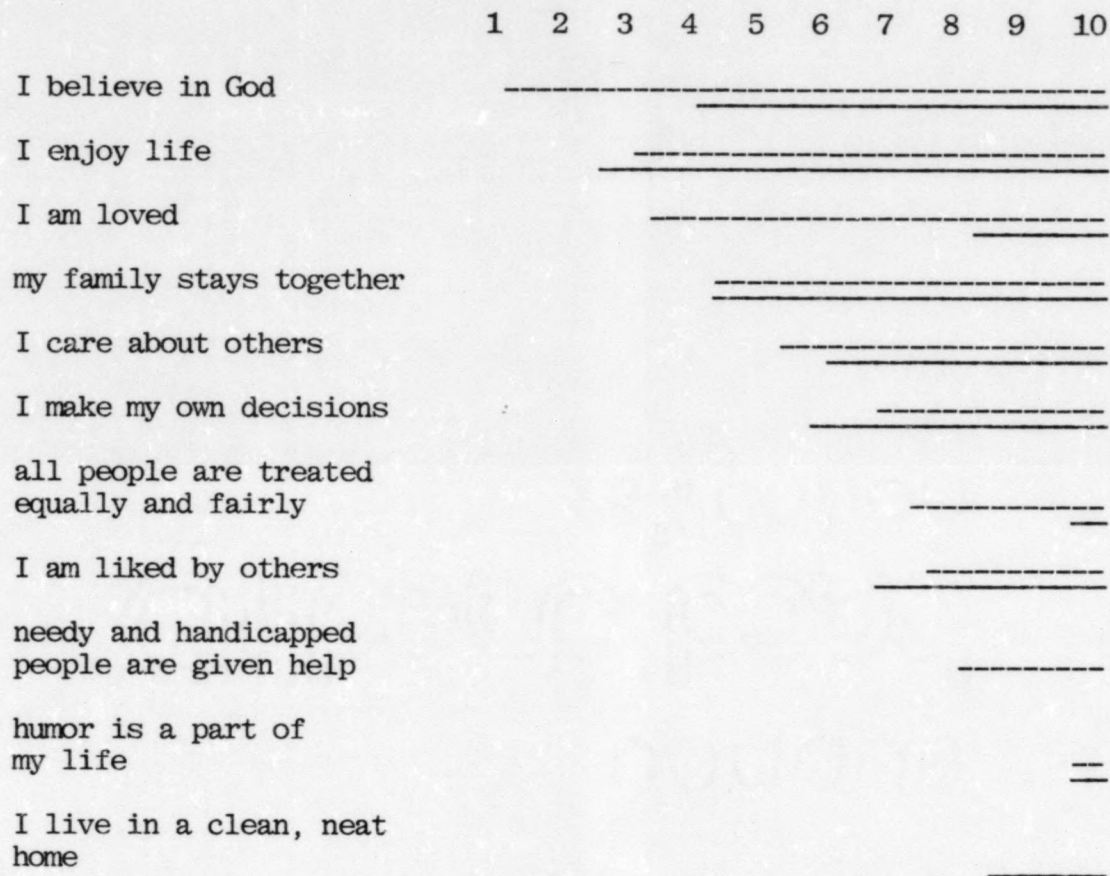
Tenth grade females n = 95    Tenth grade males n = 110



## ILLUSTRATION 2

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY  
TENTH GRADE MALES AND FEMALES

## Rank Order




---

Solid line - Males  
Broken line - Females

TABLE 3

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY TWELFTH  
GRADE FEMALES

I believe in God	1.55
I enjoy life	2.65
I am loved	2.84
I make my own decisions	5.37
I care about others	5.92
that my family stays together	7.00
I am liked by others	7.75
I express myself	7.90
humor is a part of my life	8.64
needy and handicapped people are given help	8.92

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY TWELFTH  
GRADE MALES

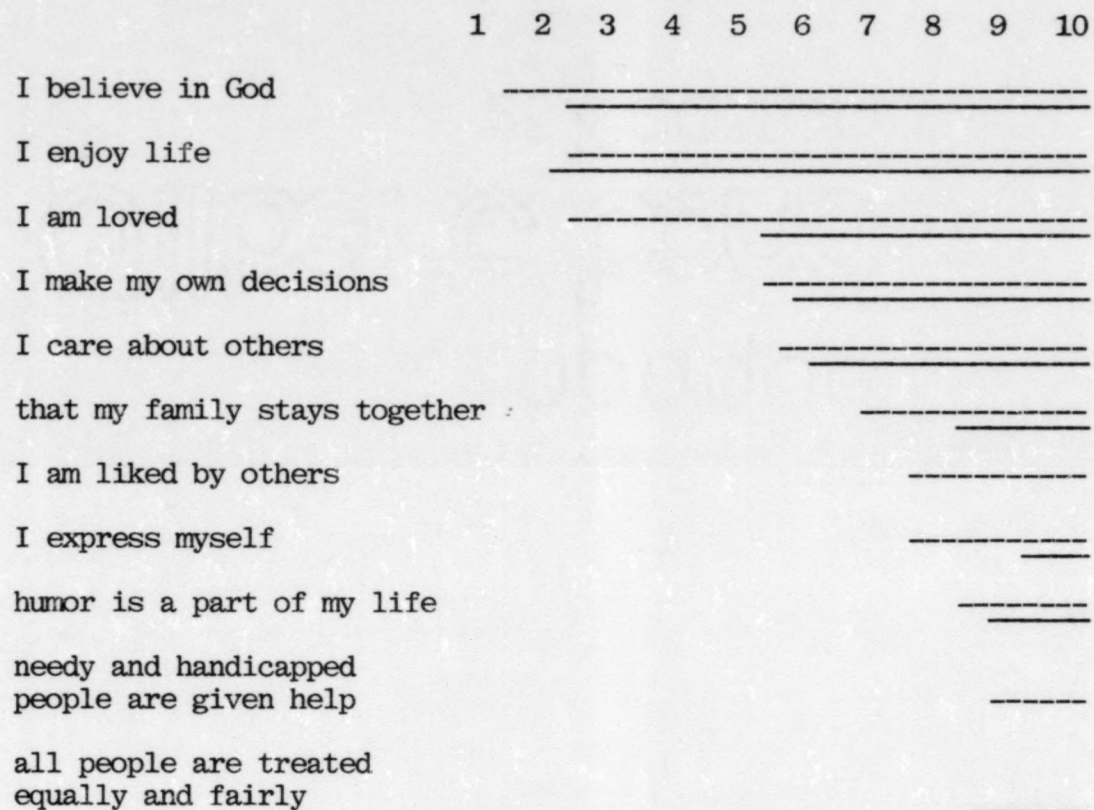
I enjoy life	2.35
I believe in God	2.40
I am loved	5.44
I make my own decisions	5.92
I care about others	6.58
all people are treated equally and fairly	8.43
that my family stays together	8.50
humor is a part of my life	8.90
I express myself	9.54

Twelfth grade females n = 128 Twelfth grade males n = 129

## ILLUSTRATION 3

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY  
TWELFTH GRADE MALES AND FEMALES

## Rank Order




---

Solid line - Males

Broken line - Females



males. "All people are treated equally and fairly" was not included in the listing of female values, but was listed among the twelfth grade males' values. "I express myself" was ranked higher by females than by males.

#### Sex Differences Between Grade Levels

Similarities and differences were cited between seventh, tenth, and twelfth grade females and between seventh, tenth, and twelfth grade males. Females in the seventh, tenth, and twelfth grades agreed in ranking "I believe in God" as number one. "My family stays together" dropped in rank order for tenth and twelfth grade females from a high rank for seventh grade females. "I am loved" moved to a higher position. "I make my own decisions" moved from a low rank for seventh graders, a middle rank for tenth graders, to a higher rank for twelfth grade females. "Humor is a part of my life" was not among the ten most important values for seventh grade females, but was listed among those ranked by tenth and twelfth grade females.

Males ranked "I enjoy life" over "I believe in God" for all three groups. Top priorities of males were divided among several values. "My family stays together" was ranked high by seventh and tenth grade males, but not by twelfth grade males. "Humor is a part of my life" was not included in the top ten values for seventh grade males, but was ranked in the top ten for tenth and twelfth grade males. "I make my own decisions" was ranked lower by seventh grade males, and much higher by tenth and twelfth grade males.

### Differences Between Grade Levels

Data were grouped according to grade levels. The values that were ranked by more than half the population of seventh, tenth, and twelfth graders were listed as the ten most important values. (See Table 4, page 29 and Illustration 4, page 30.) Medians were computed for each grade level from the total possible population.

The combination of the male and female responses ranked "I believe in God" as the over-all number one ranked value. "I enjoy life" was consistently number two. "I express myself" was included in the twelfth grade listing only. "I am loved," "I care about others," and "all people are treated equally and fairly" were consistently ranked and included in the ten most important values. "I make my own decisions" was ranked increasingly higher by higher grade levels. The least numerous ranked values of the twenty listed on the LVVS were "I get an allowance," "I am good looking," and "I am a leader." Seventh grade females, tenth grade males, twelfth grade females, and twelfth grade males ranked "I get an allowance" least repeatedly. Tenth grade females ranked "I am good looking" least repeatedly. Seventh grade males ranked "I am a leader" least repeatedly.

In order to assess relative strength of values, the twenty-fifth (Q1), fiftieth (Q2), and seventy-fifth (Q3) percentiles were used in analysis of the six sex and grade groups. The Q's were calculated from the number of students in each group who ranked the value. Large numbers of subjects

TABLE 4

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY SEVENTH,  
TENTH, AND TWELFTH GRADE STUDENTS

## SEVENTH

I believe in God	1.93
I enjoy life	3.66
that my family stays together	4.24
I am loved	5.80
I care about others	6.64
I am liked by others	7.18
I live in a clean, neat home	7.56
all people are treated equally and fairly	9.10
I make my own decisions	9.18
needy and handicapped people are given help	9.55

## TENTH

I believe in God	2.36
I enjoy life	2.90
that my family stays together	4.47
I am loved	5.71
I care about others	6.08
I am liked by others	6.53
I make my own decisions	6.60
all people are treated equally and fairly	8.35
I live in a clean, neat home	8.64
humor is a part of my life	9.76

## TWELFTH

I believe in God	1.86
I enjoy life	2.47
I am loved	3.95
I make my own decisions	5.87
I care about others	6.15
I am liked by others	7.41
that my family stays together	7.60
humor is a part of my life	8.71
all people are treated equally and fairly	8.83
I express myself	9.89

Seventh grade n = 277 Tenth grade n = 205 Twelfth grade  
n = 258



ILLUSTRATION 4

TEN VALUES RANKED BY MEDIAN AS MOST IMPORTANT BY SEVENTH, TENTH, AND TWELFTH GRADE STUDENTS

	Rank Order									
	1	2	3	4	5	6	7	8	9	10
I believe in God	*****									
I enjoy life	*****									
that my family stays together	*****									
I am loved	*****									
I care about others	*****									
I am liked by others	*****									
I live in a clean, neat home	*****									
all people are treated equally and fairly	*****									
I make my own decisions	*****									
needy and handicapped people are given help	*****									
humor is a part of my life	*****									
I express myself	***									

---

Solid line - Seventh Grade  
 Broken line - Tenth Grade  
 Asterisk line - Twelfth Grade

ranked some values. Small numbers of subjects ranked other values. In this study, the high-ranked values for the group were chosen by a large majority of the group members. The distribution pattern was figured within each value, not between values. No ordering should be extracted from this data. Tables 5, 6, 7, 8, 9, and 10 display the Q1, Q2, and Q3 for each value for each of the six surveyed groups. (See page 17 for explanation.)

Seventh grade females ranked "I believe in God" most repeatedly between the rank orders one and four. "My family stays together" and "I enjoy life," though they received a high over-all ranking, were ranked most repeatedly between the rank orders one and seven. (See Table 5, page 32.)

"I believe in God" was ranked most repeatedly number one by tenth grade females. (See Table 7, page 34.)

"I enjoy life," ranked by more tenth grade males, was ranked higher than "I believe in God." (See Table 8, page 35.)

"I believe in God" was ranked high when it was ranked by twelfth grade females. "I enjoy life" was ranked low at the Q1 level. "I am loved" was ranked consistently high. (See Table 9, page 36.)

Twelfth grade males ranked "I make my own decisions" between the ranks two to seven. "I believe in God" had higher quartile rankings, but was ranked by fewer twelfth grade males than "I enjoy life." (See Table 10, page 37.)

TABLE 5  
 QUARTILE VARIABILITY OF SEVENTH GRADE FEMALES  
 n = 205

Value Number	Q1	Q2	Q3
1	6.98	3.90	1.84
2	7.89	5.37	3.80
3	8.33	6.38	4.25
4	9.54	8.00	5.42
5	7.11	3.84	2.01
6	8.20	6.00	3.24
7	7.83	5.85	4.05
8	8.88	7.19	5.65
9	6.29	3.12	1.84
10	9.28	7.42	5.25
11	7.40	5.40	3.52
12	9.25	7.31	5.33
13	9.20	6.33	4.40
14	8.94	7.00	3.63
15	8.92	7.50	4.83
16	7.35	5.72	3.96
17	9.25	7.25	3.42
18	8.44	5.97	4.15
19	9.29	7.68	5.13
20	4.10	1.48	.99

Q<sub>1</sub>, Q<sub>2</sub>, Q<sub>3</sub> computations were based on the number of students who ranked each value.



TABLE 6  
 QUARTILE VARIABILITY OF SEVENTH GRADE MALES  
 n = 72

Value Number	Q1	Q2	Q3
1	5.38	3.25	1.49
2	9.00	6.75	3.63
3	8.88	6.14	3.18
4	8.92	6.33	4.38
5	7.25	4.00	2.25
6	7.93	5.75	4.14
7	7.13	5.50	3.08
8	8.42	7.44	5.42
9	5.38	3.16	1.75
10	7.16	6.55	4.42
11	8.31	5.67	3.38
12	8.42	6.36	4.38
13	7.83	6.10	4.50
14	9.63	9.00	6.25
15	8.92	7.00	3.88
16	8.78	6.57	3.96
17	9.00	5.25	4.00
18	7.81	6.08	3.64
19	9.00	7.00	4.75
20	5.13	1.50	1.00

Q<sub>1</sub>, Q<sub>2</sub>, Q<sub>3</sub> computations were based on the number of students who ranked each value.

TABLE 7  
 QUARTILE VARIABILITY OF TENTH GRADE FEMALES

n = 95

Value Number	Q1	Q2	Q3
1	5.88	3.60	2.92
2	9.69	7.60	4.70
3	8.70	7.66	4.58
4	10.88	8.00	3.75
5	5.69	3.61	2.58
6	8.04	7.96	5.89
7	9.33	6.25	4.66
8	9.39	8.44	6.08
9	5.15	3.75	2.73
10	8.18	7.81	6.98
11	8.11	6.61	4.02
12	9.75	7.08	5.31
13	9.25	7.33	5.08
14	8.13	7.50	6.88
15	9.10	9.00	5.25
16	8.53	6.54	4.25
17	8.75	6.75	6.17
18	8.92	7.96	4.69
19	10.72	8.33	5.50
20	3.25	1.59	1.18

Q<sub>1</sub>, Q<sub>2</sub>, Q<sub>3</sub> computations were based on the number of students who ranked each value.

TABLE 8  
 QUARTILE VARIABILITY OF TENTH GRADE MALES  
 n = 110

Value Number	Q1	Q2	Q3
1	5.28	3.59	1.33
2	8.19	6.59	4.58
3	9.79	6.82	3.17
4	9.75	9.21	7.75
5	6.25	3.08	2.28
6	8.60	6.60	3.18
7	9.46	8.83	5.25
8	9.44	8.78	6.63
9	5.27	3.55	2.70
10	8.50	6.13	4.14
11	8.92	6.75	4.35
12	9.80	7.33	4.33
13	8.83	5.57	3.56
14	8.63	6.50	5.69
15	9.50	8.86	6.30
16	7.17	6.00	4.77
17	9.14	8.00	5.00
18	9.91	6.06	4.25
19	9.42	7.13	5.88
20	4.44	2.95	1.49

Q<sub>1</sub>, Q<sub>2</sub>, Q<sub>3</sub> computations were based on the number of students who ranked each value.



TABLE 9  
 QUARTILE VARIABILITY OF TWELFTH GRADE FEMALES  
 n = 129

Value Number	Q1	Q2	Q3
1	6.97	4.50	2.20
2	8.44	7.88	5.91
3	7.02	6.66	3.27
4	10.50	10.00	4.50
5	4.23	4.89	2.90
6	9.48	7.30	4.68
7	9.88	6.38	4.44
8	9.13	8.25	6.80
9	7.40	4.15	3.63
10	8.38	6.44	4.23
11	9.87	7.35	5.78
12	8.10	6.10	5.73
13	9.66	7.66	6.00
14	9.00	7.50	6.00
15	10.10	8.66	5.25
16	7.04	6.65	4.14
17	9.50	6.33	5.25
18	8.40	7.83	4.32
19	10.72	9.94	5.19
20	4.47	1.55	1.11

Q<sub>1</sub>, Q<sub>2</sub>, Q<sub>3</sub> computations were based on the number of students who ranked each value.

TABLE 10  
 QUARTILE VARIABILITY OF TWELFTH GRADE MALES  
 n = 129

Value Number	Q1	Q2	Q3
1	4.36	2.69	1.45
2	7.88	5.80	3.77
3	7.25	4.90	2.84
4	9.16	6.50	3.50
5	6.22	3.83	2.09
6	8.05	5.80	3.72
7	8.13	6.56	3.85
8	8.66	6.25	4.72
9	7.60	5.50	2.75
10	9.10	7.50	5.25
11	8.55	6.33	4.56
12	8.53	6.06	4.05
13	9.20	6.50	4.88
14	9.25	7.63	5.75
15	8.31	7.50	5.67
16	7.77	5.94	4.00
17	9.11	7.50	4.75
18	9.02	7.22	4.95
19	8.71	6.25	3.75
20	3.25	1.39	.95

Q<sub>1</sub>, Q<sub>2</sub>, Q<sub>3</sub> computations were based on the number of students who ranked each value.

### Summary

This chapter has presented and discussed the data obtained from the LVVS of seventh, tenth, and twelfth grade students in Kentucky and Michigan. There were 740 students who participated in the survey. Differences were cited between the sexes of the same grade level, between grade levels of the same sex, and between grade levels combining males and females.



## CHAPTER V

### SUMMARY AND CONCLUSIONS

This chapter presented the summary of the study, the theoretical interpretations and implications of the study, the implications for further research, and the conclusions.

#### Summary of the Study

The researcher sought to devise a short, simplified vocabulary survey to record values of junior high and senior high school students. The LVVS was administered to selected groups of seventh, tenth, and twelfth grade students in Kentucky and Michigan.

As few as twelve of the twenty items on the LVVS were ranked by more than half of the subjects of each group. "I believe in God" and "I enjoy life" were consistently ranked most frequently. "I get an allowance" was ranked least frequently. It was noted during the review of the data that there exist definite variations in the values held by the different grade groups. Fluxuation of values between the sexes in a specific grade group was not as great.

#### Theoretical Interpretations and Implications of the Study

The findings of this study have implications for seventh, tenth, and twelfth grade public school teachers and junior high and senior high school counselors. On the LVVS, females ranked "I believe in God" as number one. Males divided the number one

value among several values.

Beech and Schoeppe (1974), in their administration of the RVS, found that "salvation" was ranked least important by fifth, seventh, ninth, and eleventh grade male and female students. Administration of the LVVS showed "I believe in God" as the number one chosen value. This apparent contradiction may be a result of a lack of understanding of the term "salvation." Seventh grade students, in the pilot study for the LVVS, requested explanation of the phrase "religious freedom." They told the researcher that they did not understand what that meant. Children, unless they have had explicit religious teaching or explanation of the term, may have ranked it last because of lack of understanding.

Because the average American values belief in God, the aura of religion and God is a powerful phenomenon in our society. It is such a powerful norm that even those young people who have never received formal religious instruction have a vague idea of what God is, believe in God, and respect the belief. Men and women of religion tell us that man, the creation, has an innate sense of his creator. Sociologists tell us that belief in God is one of our mores passed down from generation to generation. The idea of God involves an abstract, a scientific unknown. Women, more dependent in nature, are attracted more than males to the idea of this Superior Being. Women in America today are often the religious instructor of the family. The American male is more self-reliant in nature.

Males ranked "I enjoy life" as number one. Enjoyment of life is desirable, though interpreted differently, at all ages. In the minds of most parents, the bad memories of the Depression are far enough behind that pleasure values have increased. In the minds of young people, times are relatively good, few Americans are starving. Work is becoming de-emphasized as something to bring pleasure and contentment; and recreation and doing things to satisfy oneself are becoming emphasized. Skiing, boating, and golfing vacations are advertised and available to anyone on credit. Instant gratification is becoming the American way of life.

In the schools, teachers who make learning enjoyable are favored. American youth are no longer oriented to the rote learning of earlier years of education. Learning through games and play-acting is in vogue.

Students socialize by discussing the party they went to last weekend or the movie they are attending tonight.

"My family stays together" was ranked high by seventh grade students. Beech (1974) said that the high ranking of the family is a reflection of the younger males' and females' dependent status. The family is a fundamental value until the child reaches the age of independent feelings and desire for decision making. Values in the direction of independence such as "I make my own decisions" and "I express myself" were ranked higher with increased grade level. For middle adolescents, it is necessary to be semi-independent in order to be socially accepted by one's peers. The "May I" of the dependent status becomes the "I am going to" of the



young adult.

"I am loved" is ranked above "my family stays together" by twelfth grade students. These young people are thinking about their own sexual identity and expression of their independent selves. Many are preparing to leave their parents. It is interesting to note that females rank "I am loved" higher than males at each of the age levels surveyed. This may be explained by the earlier emotional maturity of the females surveyed in this study of American women.

"I am loved," the receiving side of "I care about others," was highly valued at all age levels. Love brings the security which enables a person to be productive in society. Most adults remember the notes passed by and to them in elementary school, "I love you, do you love me? Yes or No, circle one." Early in life, children ask for love. As the need for love of the parents and the need for the parents' nest diminishes, the need for love from another desired person increases. Love is a primary value and motivating force for the whole of one's lifetime.

Although the interpretation of caring changes with maturity, "I care about others" is valued at all ages. During childhood, caring is sharing and being kind. It is taught by parents as they socialize the child to get along with other people and to be accepted by others. For the tenth grader, caring involves the close friends with which he is beginning to share himself. These close friends are those young people who share common interests and values. Through these friendships, the young person learns the

importance of mutual caring. As an adult, caring involves family and psychological and emotional intimacies. Adults are protective of their own chosen-few friends.

Quist (1972), using the DVI, found a move away from traditional values between the grades of six and eleven, and Perrone (1967) found a move back toward parental values as a child matures. The move away from traditional values and a move toward parental values presents an apparent contradiction. This may be explained by the variability of the sub-cultures in which the studies were conducted. A rural sub-culture may live according to a different hierarchy of values than an urban sub-culture.

Those speculations listed above as possible reasons for the ordering of values as found in the LVVS are tentative and subject to further empirical research.

Some of the results of this particular survey may be artifacts of this sample of Kentucky and Michigan young people. Most of the students participating in this survey come from lower-middle socio-economic class families. Most fathers and some mothers are employed in factories, as blue-collar workers, or as shop managers.

Of the values ranked high by the surveyed group, most of the students were people oriented. There was an obvious lack of leadership, money, good-looks, honesty in government, and educational values. Perhaps we may view this as a commentary on the youth of today. The high ranking values tended toward cooperation and getting along with other people. The world for young people of the future may be a humanitarian one.

Implications of what these findings mean in the classroom should be considered. Mention was made in Chapter II of several means of value education in the classroom. Methods were described for incorporating values study as a part of the subject matter or as an independent separate study. Emphasis in learning may shift from the measurement of finite things to the study of processes, the relationships and interactions between people, and people and ideas. As people come to a better understanding of their own world and develop an appreciation for the interrelationships between people, they will be better prepared for their societal roles.

Discussion of what it means to graduate from senior high school and to be independent from parents could be a values study of an idea very important to twelfth grade students. Religious values could be studied through literature of man and God. Familial values could be brought to the classroom through study of family traditions or sibling relationships.

Teachers need to acquire social and affective literacy. Teachers must instruct children in ways to get along with other people. Teachers need to help students answer the question, "Who am I?" Children and adults alike act not on what may factually exist, but upon what seems to them to be so. When teachers feel comfortable identifying and handling emotions and feelings, fostering creativity and intuitive responses to real stimuli, they are promoting a healthy affective climate in their classrooms and school buildings.



### Implications for Further Research

Values are a non-exhaustive field of study. Rokeach (1974) cited the continual change of values in a society. Morris (1956) showed that values differ from culture to culture and from young to old.

Further research and study are needed in several areas. First, as cultural values change, the LVVS could be revised. Second, a study is needed for selection of an instrument that will be a valid indicator of values. Perhaps there is a more valid means of values study than that of survey where people name what they feel is important. Third, normative studies involving more select groups of subjects from diverse sub-cultures could be conducted. Fourth, longitudinal studies could be conducted to determine at what age levels values are most stable. Fifth, improved methods of surveying large groups of people of institutions could be used for counseling concerning deviancy in those groups. Sixth, it would be helpful to educators in the design of curriculum materials to know whether or not the values of the students at several grade levels were in agreement with the espoused values of the school administration. Seventh, further research into the socially-desirable value "I believe in God" and its interpretations are needed.

Finally, Hutcheon (1972) has said that values can only be inferred from behavioral choices, not from what persons say they believe. Further research should be in the area of how to simulate real life situations of forced-choice alternatives.

### Conclusions

In our advanced stage of civilization, when biological survival is not a struggle, people have turned to emotional needs as values. People living with people necessitates cooperation. This survey has brought to our attention the desire of today's young people for cooperation. The values that have been chosen appear to be healthy for the survival of the culture. It is the place of teachers and counselors to promote these healthy social values. There is a need to deal with adjustment problems before they become personality disorders.

Youth is the time when people learn that other people are different. Discussion of differences and similarities can be a source of learning and a gain in self-confidence. When one learns that one is accepted by others, one learns to accept oneself. And when one learns what motivates other people, cooperation with them and acceptance by them will be easier.

Values are passed from parents to children. If teachers and counselors promote healthy values to future parents, they may indirectly affect future children.

## LIST OF APPENDICES

### A Pilot Study Survey and Results

Low Vocabulary Values Survey (First Draft)  
Low Vocabulary Values Survey - Pilot Study  
Frequency Table

### B Low Vocabulary Values Survey

### C Seventh Grade Frequency Distributions

Frequency Distribution of Seventh Grade Females  
Frequency Distribution of Seventh Grade Males  
Frequency Distribution of Seventh Grade

### D Tenth Grade Frequency Distributions

Frequency Distribution of Tenth Grade Females  
Frequency Distribution of Tenth Grade Males  
Frequency Distribution of Tenth Grade

### E Twelfth Grade Frequency Distributions

Frequency Distribution of Twelfth Grade Females  
Frequency Distribution of Twelfth Grade Males  
Frequency Distribution of Twelfth Grade



APPENDIX A

LOW VOCABULARY VALUES SURVEY  
(First Draft)

It is important to me that....

1. \_\_\_\_\_ I enjoy life.
2. \_\_\_\_\_ I am liked by others.
3. \_\_\_\_\_ I make my own decisions.
4. \_\_\_\_\_ I get an allowance.
5. \_\_\_\_\_ I am loved.
6. \_\_\_\_\_ all people are treated equally and fairly.
7. \_\_\_\_\_ I go to college.
8. \_\_\_\_\_ I have religious freedom.
9. \_\_\_\_\_ my family stays together.
10. \_\_\_\_\_ I express myself.
11. \_\_\_\_\_ needy and handicapped people are given help.
12. \_\_\_\_\_ humor is a part of my life.
13. \_\_\_\_\_ I have courage.
14. \_\_\_\_\_ I earn a lot of money.
15. \_\_\_\_\_ I am a leader.
16. \_\_\_\_\_ others do not say bad things about me.
17. \_\_\_\_\_ I care about others.
18. \_\_\_\_\_ I am good looking.
19. \_\_\_\_\_ I live in a clean, neat home.
20. \_\_\_\_\_ our government is run by honest people.

Directions: Number ten of the twenty statements in order of their importance to you. Place a number one (1) by the item that is most important to you. Place a number two (2) by the item that is second most important to you. And on until you place a ten (10) by the item that is tenth most important to you.

## LOW VOCABULARY VALUES SURVEY

## PILOT STUDY FREQUENCY TABLE

	Rank	Order	1	2	3	4	5	6	7	8	9	10	T
I enjoy life	13	12	4	5	7	7	5	5	6	4	4	<u>68</u>	
I am liked by others	2	6	4	7	8	9	5	6	3	5	<u>55</u>		
I make my own decisions	1	4	5	1	5	9	5	12	8	4	<u>54</u>		
I get an allowance	0	1	1	1	1	0	1	0	2	0	<u>7</u>		
I am loved	13	12	10	12	3	2	5	1	7	3	<u>68</u>		
all people are treated equally and fairly	3	6	9	5	4	4	9	5	6	1	<u>52</u>		
I go to college	4	5	5	2	2	3	3	2	6	3	<u>35</u>		
I have religious freedom	8	9	8	4	6	4	7	5	0	6	<u>57</u>		
my family stays together	27	9	5	10	1	5	2	2	2	1	<u>64</u>		
I express myself	0	1	2	1	4	1	0	1	4	6	<u>20</u>		
needy and handicapped people are given help	4	3	8	6	5	3	4	8	5	2	<u>48</u>		
humor is a part of my life	0	1	1	2	4	7	4	3	5	3	<u>30</u>		
I have courage	0	0	1	2	2	5	8	3	9	5	<u>35</u>		
I earn a lot of money	0	0	4	0	2	0	3	7	1	4	<u>21</u>		
I am a leader	0	0	0	1	0	1	0	1	1	2	<u>6</u>		
others do not say bad things about me	1	0	1	3	2	2	2	6	4	8	<u>29</u>		
I care about others	4	2	2	7	13	8	8	6	5	7	<u>62</u>		
I am good looking	0	1	3	2	2	1	5	1	1	2	<u>18</u>		
I live in a clean, neat home	1	4	6	6	4	5	5	7	3	3	<u>44</u>		
our government is run by honest people	0	5	2	4	6	5	0	0	3	12	<u>37</u>		

Total 810

Total at the end of each row represents the number of students who ranked that value. n = 81



APPENDIX B

## LOW VOCABULARY VALUES SURVEY

IT IS IMPORTANT TO ME THAT.....

1. \_\_\_\_\_ I enjoy life.
2. \_\_\_\_\_ I am liked by others.
3. \_\_\_\_\_ I make my own decisions.
4. \_\_\_\_\_ I get an allowance.
5. \_\_\_\_\_ I am loved.
6. \_\_\_\_\_ all people are treated equally and fairly.
7. \_\_\_\_\_ I go to college.
8. \_\_\_\_\_ I have courage.
9. \_\_\_\_\_ my family stays together.
10. \_\_\_\_\_ I express myself.
11. \_\_\_\_\_ needy and handicapped people are given help.
12. \_\_\_\_\_ humor is a part of my life.
13. \_\_\_\_\_ I earn a lot of money.
14. \_\_\_\_\_ I am a leader.
15. \_\_\_\_\_ others do not say bad things about me.
16. \_\_\_\_\_ I care about others.
17. \_\_\_\_\_ I am good looking.
18. \_\_\_\_\_ I live in a clean, neat home.
19. \_\_\_\_\_ our government is run by honest people.
20. \_\_\_\_\_ I believe in God.

Directions: Number ten of the twenty statements in order of their importance to you. Place a number one (1) by the item that is most important to you. Place a number two (2) by the item that is second most important to you. And on until you place a ten (10) by the item that is tenth most important to you.

APPENDIX C



FREQUENCY DISTRIBUTION OF  
SEVENTH GRADE FEMALES

n = 205

Value Number	Rank Order										Total That Ranked It
	1	2	3	4	5	6	7	8	9	10	
1	37	26	20	21	10	16	15	9	17	12	183
2	2	14	16	20	27	11	15	23	13	11	152
3	6	5	9	10	11	16	13	15	15	10	110
4	0	1	1	1	3	2	1	5	3	6	23
5	21	36	14	22	12	6	11	16	13	6	157
6	6	10	17	13	8	6	15	15	9	15	114
7	4	5	6	11	10	17	9	9	3	10	84
8	1	2	1	7	7	13	13	11	13	12	80
9	29	34	29	11	9	12	16	7	12	3	162
10	0	1	5	3	5	6	6	6	8	11	51
11	1	11	17	16	15	17	12	11	8	9	117
12	0	4	2	5	10	11	8	8	13	16	77
13	2	2	4	5	7	6	1	7	5	11	50
14	0	3	2	2	1	1	3	2	4	3	21
15	0	2	6	8	6	8	6	13	12	11	72
16	3	11	15	18	22	25	21	17	12	5	149
17	4	5	6	1	3	4	8	5	10	12	58
18	2	9	17	10	23	17	17	9	17	17	138
19	3	3	5	4	8	5	10	11	14	17	80
20	86	23	10	13	8	7	6	6	4	6	169

FREQUENCY DISTRIBUTION OF  
SEVENTH GRADE MALES

n = 72

Value Number	Rank Order										Total That Ranked It
	1	2	3	4	5	6	7	8	9	10	
1	17	6	14	8	6	3	0	5	3	5	67
2	2	4	1	8	6	4	4	5	8	10	52
3	4	2	7	1	3	7	4	2	6	7	43
4	0	3	1	2	3	3	2	2	3	4	23
5	2	11	7	1	5	4	1	3	5	2	41
6	0	4	2	7	7	4	4	7	3	4	42
7	1	2	6	1	3	4	4	2	3	0	26
8	2	1	2	1	3	1	8	9	3	5	35
9	10	12	6	4	8	4	3	2	1	2	52
10	0	1	3	3	0	6	11	1	1	1	27
11	2	3	2	5	1	3	1	4	4	2	27
12	2	1	2	4	2	7	2	6	5	3	34
13	1	3	2	1	4	5	3	6	2	1	28
14	0	0	0	1	0	1	0	0	3	2	7
15	0	2	1	2	1	0	3	1	3	2	15
16	1	5	5	6	5	5	7	5	8	8	55
17	1	2	0	5	4	1	2	1	1	5	22
18	2	3	6	9	1	6	7	9	6	3	49
19	0	0	2	4	6	2	2	5	3	6	30
20	25	7	2	1	4	1	5	0	4	1	50

FREQUENCY DISTRIBUTION OF  
SEVENTH GRADE

$n = 277$

Value Number	Rank Order										Total That Ranked It
	1	2	3	4	5	6	7	8	9	10	
1	54	32	34	29	16	19	15	14	20	17	250
2	4	18	17	28	33	15	19	28	21	21	204
3	10	7	16	11	14	23	17	17	21	17	153
4	0	4	2	3	6	5	3	7	6	10	46
5	23	47	21	23	17	10	12	19	18	8	198
6	6	14	19	20	15	10	19	22	12	19	156
7	5	7	12	12	13	21	13	11	6	10	110
8	3	3	3	8	10	14	21	20	16	17	115
9	39	46	35	15	17	16	19	9	13	5	214
10	0	2	8	6	5	12	17	7	9	12	78
11	3	14	19	21	16	20	13	15	12	11	144
12	2	5	4	9	12	18	10	14	18	19	111
13	3	5	6	6	11	11	4	13	7	12	78
14	0	3	2	3	1	2	3	2	7	5	28
15	0	4	7	10	7	8	9	14	15	13	87
16	4	16	20	24	27	30	28	22	20	13	204
17	5	7	6	6	7	5	10	6	11	17	80
18	4	12	23	19	24	23	24	18	23	20	187
19	3	3	7	8	14	7	12	16	17	23	110
20	111	30	12	14	12	8	11	6	8	7	219



APPENDIX D

FREQUENCY DISTRIBUTION OF  
TENTH GRADE FEMALES

n = 95

Value Number	Rank Order										Total That Ranked It
	1	2	3	4	5	6	7	8	9	10	
1	20	19	10	15	4	8	3	4	1	2	86
2	3	4	8	5	6	3	10	8	8	11	66
3	3	2	9	6	9	10	9	5	9	4	66
4	0	3	2	0	1	0	1	1	2	4	14
5	9	21	14	8	4	5	5	0	1	4	71
6	1	3	7	5	11	7	12	6	13	4	69
7	0	4	3	3	3	4	2	4	3	6	32
8	0	1	2	0	2	3	3	8	7	5	31
9	11	21	6	8	5	2	3	5	0	6	67
10	0	0	2	7	3	11	8	7	5	6	49
11	0	2	1	11	10	9	2	7	11	2	55
12	0	1	1	8	4	6	6	9	5	11	51
13	0	0	1	1	3	3	3	1	3	4	19
14	0	0	0	0	2	2	1	2	2	0	9
15	0	0	0	3	2	0	1	3	5	4	18
16	0	1	16	7	14	14	10	10	11	6	89
17	0	0	0	0	1	3	1	1	1	0	7
18	1	5	5	4	7	2	12	9	3	1	49
19	0	1	4	0	3	2	1	3	3	9	26
20	47	7	5	4	1	1	3	2	1	6	77

FREQUENCY DISTRIBUTION OF  
TENTH GRADE MALES

n = 110

Value Number	Rank Order										Total That Ranked It
	1	2	3	4	5	6	7	8	9	10	
1	37	8	11	11	10	6	4	6	3	3	99
2	2	8	7	9	11	11	7	9	10	9	83
3	3	15	6	11	9	11	6	5	14	12	92
4	0	0	0	0	0	3	1	1	6	2	13
5	8	9	13	8	4	2	7	3	3	1	58
6	2	3	11	3	5	10	6	5	4	7	56
7	1	3	1	0	1	3	2	3	6	3	23
8	1	0	2	1	6	4	7	9	8	8	46
9	13	21	10	5	12	3	5	1	3	4	77
10	0	1	5	7	4	8	6	10	5	2	48
11	1	1	4	10	7	8	6	6	4	3	50
12	0	8	2	6	3	5	6	10	10	6	56
13	3	6	8	5	7	6	2	3	0	10	50
14	0	1	2	1	4	1	3	2	0	3	17
15	1	0	1	2	1	5	6	7	5	6	34
16	1	8	9	11	12	8	15	7	7	4	82
17	0	4	2	2	4	1	3	3	7	6	32
18	3	2	4	11	7	8	10	6	8	10	69
19	0	2	6	3	2	6	4	9	3	10	45
20	35	10	6	4	2	2	4	4	3	1	71



FREQUENCY DISTRIBUTION OF  
TENTH GRADE

n = 205

Value Number	Rank Order										Total That Ranked It
	1	2	3	4	5	6	7	8	9	10	
1	57	27	21	26	14	14	7	10	4	5	185
2	5	12	15	14	17	14	17	17	18	20	149
3	6	17	15	17	18	21	15	10	23	16	158
4	0	3	2	0	1	3	2	2	8	6	27
5	17	30	27	16	18	7	12	3	4	5	129
6	3	6	18	8	16	17	18	11	17	11	125
7	1	7	4	3	4	7	4	7	9	9	55
8	1	1	4	1	8	7	10	17	15	13	77
9	24	42	16	13	17	5	8	6	3	10	144
10	0	1	7	14	7	19	14	17	10	8	97
11	1	3	5	21	17	17	8	13	15	5	105
12	0	9	3	14	7	11	12	19	15	17	107
13	3	6	9	6	10	9	5	4	3	14	69
14	0	1	2	1	6	3	4	4	2	3	26
15	1	0	1	5	3	5	7	10	10	10	52
16	1	9	25	18	26	22	25	17	18	10	171
17	0	4	2	2	5	4	3	4	8	6	39
18	4	7	9	15	14	10	22	15	11	10	118
19	0	3	10	3	5	8	5	12	6	19	71
20	82	17	11	8	3	3	7	6	4	7	148

APPENDIX E

FREQUENCY DISTRIBUTION OF  
TWELFTH GRADE FEMALES

n = 129

Value Number	Rank Order										Total That Ranked It
	1	2	3	4	5	6	7	8	9	10	
1	26	24	23	14	5	9	5	6	3	8	123
2	1	4	8	7	14	7	12	16	12	4	85
3	4	13	14	10	7	19	15	8	8	11	109
4	0	0	0	1	0	0	0	0	0	1	2
5	23	26	19	11	2	7	3	4	2	5	102
6	3	4	10	7	5	6	5	12	11	14	77
7	0	6	3	4	7	4	6	3	6	6	45
8	0	0	0	5	5	5	4	4	15	6	44
9	1	14	16	13	10	6	5	5	9	5	84
10	2	4	6	10	10	17	7	10	7	10	83
11	1	7	4	4	10	4	10	13	13	7	73
12	1	5	2	7	15	9	9	10	11	7	76
13	0	0	1	0	4	4	3	2	3	3	20
14	0	1	0	1	0	1	2	1	1	1	8
15	0	0	2	1	2	1	1	3	3	5	18
16	1	9	5	16	22	13	21	13	9	6	115
17	2	0	0	0	2	3	1	0	1	2	10
18	1	2	7	7	4	7	9	12	6	4	59
19	3	1	2	3	4	2	4	5	8	17	49
20	60	9	7	8	1	5	7	2	1	7	107



FREQUENCY DISTRIBUTION OF  
TWELFTH GRADE MALES

n = 129

Value Number	Rank Order										Total That Ranked It
	1	2	3	4	5	6	7	8	9	10	
1	32	24	26	11	5	3	5	7	4	5	122
2	2	7	10	15	9	10	11	13	8	7	92
3	5	14	16	10	10	11	10	9	5	8	98
4	1	0	1	0	1	1	0	0	3	1	8
5	13	16	12	10	10	9	4	9	6	1	90
6	4	7	6	9	9	10	6	11	7	7	76
7	0	4	4	5	4	2	9	2	6	3	39
8	1	3	3	5	8	10	3	7	8	7	55
9	8	11	4	10	6	9	10	5	4	11	78
10	1	1	8	4	5	4	12	11	12	13	71
11	1	4	4	4	9	6	5	7	10	4	54
12	1	4	6	14	8	8	7	8	10	9	75
13	3	2	2	5	4	11	6	4	5	12	54
14	0	1	0	2	2	3	3	4	3	5	23
15	0	0	0	1	5	3	4	8	2	3	26
16	0	9	12	7	14	16	12	13	8	7	98
17	3	1	1	2	2	2	4	2	9	4	30
18	0	3	4	6	5	6	9	6	13	9	61
19	2	6	5	4	7	4	7	4	7	8	54
20	50	13	5	5	6	2	0	1	1	6	89

FREQUENCY DISTRIBUTION OF  
TWELFTH GRADE

n = 258

Value Number	Rank Order										Total That Ranked It
	1	2	3	4	5	6	7	8	9	10	
1	58	48	49	25	10	12	10	13	7	13	245
2	3	11	18	22	23	17	23	29	20	11	177
3	9	27	30	20	17	30	25	17	13	19	207
4	1	0	1	1	1	1	0	0	3	2	10
5	36	42	31	21	12	16	7	13	8	6	192
6	7	11	16	16	14	16	11	23	18	21	153
7	0	10	7	9	11	6	15	5	12	9	84
8	1	3	3	10	13	15	7	11	23	13	99
9	9	25	20	23	16	15	15	10	13	16	162
10	3	5	14	14	15	21	19	21	19	23	154
11	2	11	8	8	19	10	15	20	23	11	127
12	2	9	8	21	23	17	16	18	21	16	151
13	3	2	3	5	8	15	9	6	8	15	74
14	0	2	0	3	2	4	5	5	4	6	31
15	0	0	2	2	7	4	5	11	5	8	44
16	1	18	17	23	36	29	33	26	17	13	213
17	5	1	1	2	4	5	5	2	10	6	40
18	1	5	11	13	9	13	18	18	19	13	120
19	5	7	7	7	11	6	11	9	15	25	103
20	110	22	12	13	7	7	7	3	2	13	196

#### SELECTED REFERENCES

- Baier, Kurt and Rescher, Nicholas, ed. Values and the Future. New York: The Free Press, 1969.
- Barr, Robert D., ed. Values and Youth. Washington, D.C.: National Council of the Social Studies, 1971.
- Beech, Robert P. and Schoeppe, Aileen. "Development of Value Systems in Adolescents." Developmental Psychology 10 (September 1974): pp. 644-56.
- Buethel, Chris. "A Curriculum of Value." Educational Leadership 26 (October 1968): pp. 31-33.
- Calonico, James M. and Thomas, Darwin L. "Role-taking as a Function of Value Similarity and Affect in the Nuclear Family." Journal of Marriage and Family 35 (November 1973): pp. 655-65.
- Dennis, Wayne. Group Values Through Children's Drawings. New York: John Wiley and Sons, Inc., 1966.
- Dickens, Mary Ellen. "Values, Schools and Human Development." Clearing House 48 (April 1974): pp. 473-77.
- Dyer, Prudence. "A Preliminary Report of Expressed Values of Students." Paper presented to the Drake University Research Council, Des Moines, Iowa, October, 1969.
- Educational Policies Commission. Social Responsibility in a Free Society. By A. John Holden, Jr., Chairman. Washington, D.C.: National Education Association of the United States, 1963.
- Etzioni, Amitai. The Active Society. New York: The Free Press, 1968.
- Forcinelli, Joseph and Engeman, Thomas S. "Value Education in the Public School." Thrust for Education Leadership 4 (October 1974): pp. 13-16.
- Fraenkel, Jack R. "Strategies for Developing Values." Today's Education 63 (November-December 1973): pp. 49-55.



- Fried, Charles. An Anatomy of Values: Problems of Personal and Social Choice. Cambridge: Harvard University Press, 1970.
- Glasser, William. The Identity Society. New York: Harper and Row, 1972.
- Gray, Charles E. "Value Inquiry and the Social Studies." Education 92 (November-December 1972): pp. 130-7.
- Hamblin, Robert L.; Jacobsen, R. Brooke; and Miller, Jerry L. A Mathematical Theory of Social Change. New York: John Wiley and Sons, Inc., 1973.
- Harmin, Merrill. Making Sense of Our Lives, III (K-213-7). From the series Experiences in Understanding Self and Others. Niles, Illinois: Argus Communications, 1973.
- Hogan, Robert and Dickstein, Ellen. "A Measure of Moral Values." Journal of Consulting and Clinical Psychology 39 (October 1972): pp. 210-14.
- Huggins, Kenneth B. "Alternatives in Values Clarification." National Elementary Principal 54 (November-December 1974): pp. 76-79.
- Hutcheon, Pat Duffy. "Value Theory: Towards Conceptual Clarification." British Journal of Sociology 23 (June 1972): pp. 172-87.
- Inglis, Fred. Ideology and the Imagination. Cambridge: Cambridge University Press, 1975.
- Kelman, Herbert C. A Time to Speak: On Human Values and Social Research. San Francisco: Jossey Bass, Inc., 1968.
- Liles, Jesse. "A Dilemma of Teaching Values to Young Children." Contemporary Education 45 (Summer 1974): pp. 296-8.
- Loban, Walter; Ryan, Margaret; and Squire, James R. Teaching Language and Literature. 2nd ed. New York: Hartcourt Brace and World, 1969.
- Lyell, Ruth G. "Adolescent and Adult Self-Esteem as Related to Cultural Values." Adolescence 8 (Spring 1973): pp. 85-92.
- Maslow, Abraham H. New Knowledge in Human Values. New York: Harper and Row, 1959.
- Morris, Charles. Varieties of Human Values. Chicago: University of Chicago Press, 1956.

- Morris, Richard T. "A Typology of Norms." American Sociological Review 21 (October 1956): pp. 610-13.
- Moss, Vera M. "Evaluating Values." Journal of Higher Education 31 (March 1960): pp. 153-55.
- Munns, Meredith, Jr. "The Values of Adolescents Compared with Parents and Peers." Adolescence 7 (Winter 1972): pp. 519-24.
- Olmo, Barbara. "A Process of Values Analysis." The Social Studies 66 (March-April 1975): pp. 72-75.
- Parker, Dewitt H. The Philosophy of Value. New York: Greenwood Press, 1968.
- Perrone, P. A. "Stability of Values of Junior High School Pupils and Parents over Two Years." Personnel and Guidance Journal 46 (November 1967): pp. 268-74.
- Quinn, Warren S. "Theories of Intrinsic Value." American Philosophical Quarterly 11 (April 1974): pp. 123-32.
- Quist, David H. "Differences in Value Patterns among Sixth, Eighth, and Eleventh Grade Students." Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972.
- Rescher, Nicholas. Introduction to Value Theory. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.
- Rokeach, Milton. "Change and Stability in American Value Systems, 1968-1971." Public Opinion Quarterly 38 (Summer 1974): pp. 222-38.
- Simon, Sidney B. and Harmin, Merrill. "Subject Matter with a Focus on Values." Educational Leadership 26 (October 1968): pp. 34-39.
- Spindler, George D. "Education in a Transforming American Culture." Harvard Educational Review 25 (Spring 1955): pp. 145-56.
- Spranger, Eduard. Types of Men. Translated by Paul Pigors. New York: Johnson Reprint Corp., 1966.
- Stout, Jack H. "Changing Student Values: A Challenge to Higher Education." Journal of Thought 7 (November 1972): pp. 247-49.

- Vernon, Philip E. and Allport, Gordon W. "A Test for Personal Values." Journal of Abnormal and Social Psychology 3 (October-December 1931): pp. 231-48.
- Warnath, C. F. and Fordyce, H. R. "Inventoried Values of Entering College Freshmen." Personnel and Guidance Journal 40 (November 1961): pp. 277-81.
- Wrenn, Gilbert C. The World of the Contemporary Counselor. Boston: Houghton Mifflin Co., 1973.
- Yankelovich, Daniel and Clark, Ruth. "College and Non-College Youth Values." Change 6 (September 1974): pp. 45-46.