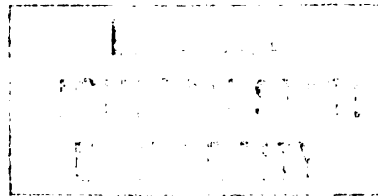


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AN ANALYSIS OF CHANGE IN STUDENT VALUES  
DURING  
GRADUATE SOCIAL WORK EDUCATION  
AS  
RELATED TO FACULTY VALUES

By

Martin Blok  
Robert Brunback  
Charles Calhoun  
Adejoke Ogunniyi  
John Willson

AN ABSTRACT OF A  
GROUP RESEARCH PROJECT

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

MASTER OF SOCIAL WORK  
SCHOOL OF SOCIAL WORK

1969



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## ABSTRACT

The purpose of this study is to find out the degree to which the values of first and second year graduate Social Work students changed as they progressed through the academic program. A value survey developed by Dr. Milton Rokeach was used.

We hypothesized that students' values would tend to become more like that of an experienced professional social worker. The hypothesis specifically concerned the values of "World at Peace" and "Self Control". Our hypothesis was not statistically proven on the basis of the data for these two values. The composite data did reveal some general trends. Instrumental values were found to be more stable than terminal values, i.e., goals seemed to change more readily than the means by which goals are achieved. Certain trends, indicating the possibility of change in specific values, were apparent in the data and are discussed in the text.

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## Hypothesis

We hypothesize that as an individual progresses toward attainment of graduate education in Social Work, his values will tend to become more like that of an experienced professional social worker, particularly regarding those values listed above, i.e., "A World at Peace" and Self Control."

When resurveyed at the end of the second year of graduate study, we hypothesize a change in the student mean rank ordering of these two values:

1. We expect "A World at Peace," which was ranked on the first survey in 1968 at a mean position of 9.00 on an 18 point terminal value scale, to show a mean ranking higher (i.e., numerically lower) than 9.00 on the second survey.
2. We expect "Self Control," which was ranked on the first survey in 1968 at a mean position of 12.29 on an 18 point instrumental scale, to show a mean ranking higher (numerically lower) than 12.29.
3. We also hypothesize that the faculty mean rankings of "A World at Peace" and "Self Control" will be higher (numerically lower) than the first survey taken in 1968 of 9.00 and 12.29 respectively.



## Introduction

We are concerned in this paper with the values of first and second year graduate social work students and the degree to which these values are subject to change as they progress through the academic program. The graduate social work program at Michigan State University is a two year course of study which is designed in such a manner as to combine social work methods, theories of personality growth and development, and practical experience. Each year new students enroll in this program and bring with them a wide variety of experiences related to the field of social work which has had an influence upon and is incorporated into their value system.

The purpose of this study is to describe the organization and alteration of values of first and second year graduate students in the Michigan State University School of Social Work. To obtain our data, we employed an instrument developed by Dr. Milton Rokeach, A Value Survey (Form D, copyrighted in 1967).

Our interest in this subject grew out of a study completed in May of 1968 wherein this value survey was employed as a means to contrast and compare the values of graduate business and social work students. The graduate social work students participating at that time were first year students: during April of 1969, we re-administered this same value survey to this same

group of students (now second year students) thus giving us a test-retest situation. The School of Social Work faculty members were also asked to complete the same value survey.

We hypothesized, prior to administering this survey, that as students progressed to their second year we would find their values becoming more like that of the faculty.

We did not hypothesize specifically concerning all values held by our test group. We will concern ourselves with two specific values: "A World At Peace" and "Self-control." These are defined by Rokeach (p. 163) as being "terminal" and "instrumental" values respectively, i.e., a terminal or end-state value would be a world at peace. A means to that end-state would be an instrumental value as, in this case, the value of self-control. The latter was selected because as graduate students we are striving toward a state of self-control so as to function effectively as a caseworker. Self-control is a valued state for the caseworker because to have one's own feelings under control is conducive to diagnosis and treatment as it is performed within the framework of the casework relationship. "A World At Peace" was selected because it has a two-fold meaning for the caseworker. One, the caseworker is closely identified as a practicing member of what has long been termed "the helping profession." This implies that the caseworker is a humanitarian individual and would have a high regard for a world at peace. This is a

desired end-state. A second possible meaning of "A World At Peace" is that this is, for the caseworker, the ultimate desired end-state for his client population. This, of course, has a more dynamic meaning than the term "end-state" implies. However, for the purposes of this paper, we will regard "A World At Peace" as an end-state or terminal value. It should also be noted that we are not considering in our hypothesis such individual variables as: religion, culture, social class, occupation, or political orientation. Such things as age and sex were used to match the results obtained from first and second year students.

Values are, of course, capable of being consciously or unconsciously held. When we observe what an individual does or says we are able to make inferences as to the nature of his values. As individuals we do not hold all values equal; instead we arrange them in order of their individual importance to us. We used Dr. Rokeach's Value Survey to allow each participant to demonstrate his value system, i.e., each participant is asked to arrange his values in a hierarchy (or ranking order) starting with the value most important to him and ending with the value of least importance. Inspection of the Value Survey itself reveals that Dr. Rokeach has selected eighteen terminal and eighteen instrumental values for the individual to arrange in the order that best describes his own value system. It would be absurd to state that Dr. Rokeach



thinks we only have thirty-six values simply because this is all he includes in his Value Survey. In the process of developing his Value Survey, Dr. Rokeach has tested each individual item in terms of its being a positive value (or as he would describe them, "desirable" values) and that each value would have some degree of meaning for the individual using the survey.

Just as we are not concerning ourselves here with such individual matters as religion, cultural, occupational, or political backgrounds, we are also not considering the predisposing factors that led the groups used in this study to choose social work as a profession (anymore than we would attempt to determine why faculty members chose the combined professions of social work and teaching).

To quote from the study previously mentioned that also employed this value survey (p. 3): "The field of Social Work . . . is oriented toward a professional goal of enhancement of the general welfare of mankind." This "professional goal" has been presented to the test group by twenty-two faculty members throughout the past academic year. By comparing the rank ordering of values of the same graduate social work students in their first and second years with the same value survey results obtained from the faculty, we will test whether the values (as previously limited and defined) of the students will become more similar to those of the faculty, as we hypothesize they will.

## Methodology

The second year graduate students and the faculty of Michigan State University School of Social Work are the subjects of the project. The value surveys were administered to the students in their advanced Social Casework class while the faculty completed the value surveys individually at their own convenience.

The value survey was administered to 42 of the 45 first year graduate students in the Spring of 1968. In the Spring of 1969 the same group of students, now in their second year of graduate study, were given the same value survey as part of the present study. Due to changes in the student population and a decision not to use the value surveys of the experimenters we were unable to utilize the total sampling from the Spring of 1968. Therefore, it was necessary to match individual one for one from the samples. Because there was no definite means of identification of individual samples, such as ID numbers, the matching was done on the basis of sex, age and residence which gave an unambiguous match. The total N of the matched samples was 31.

According to the previous study, the faculty was "polled" to determine their hierarchy of values. The previous study does not give specific value rankings for the faculty and only states that the faculty chose three values - "A World at Peace", "Equality", and "Freedom". Because of the lack of

data it is necessary for us to assume that the faculty values are basically stable. This assumption allows us to compare the first and second year value ratings with the faculty value ratings.

The instrument used to test the ranking of values was a value survey designed and copyrighted by Dr. Melvin Rokeach, a social psychologist at Michigan State University (see appendix, p 30). The instrument lists 18 terminal values defined by Rokeach as those end states of existence which the individual is personally striving for. Also included are 18 instrumental values defined as modes of conduct, e.g., honesty, courage, which are socially worth striving for. Each subject being surveyed is presented with an alphabetical list of all 36 of these values in the two groups of 18 each. He is asked to re-arrange the values within each list in order of their importance to him as guiding principles in his life. A unique aspect of these lists of values is that all are recognized as positive values in our culture.

The subject is assumed to be unaware of any psychological significance to his responses and would have no reason to disguise them. It is assumed that the subject depended on his own value system as a guide to develop a hierarchy of the values.

Statistical tests used were + tests for non-independent groups to test the students change in value rankings. A T



test for independent groups was used for faculty and student rankings to determine if they have different mean rankings on the two value "World at Peace" and "Self Control". Values were scored according to the way each respondent ranked the values with the value ranked the highest having a numerical ranking of 1 and the value ranked the lowest having a numerical ranking of 13. Means were taken by taking the sum of the individual rankings for each value and dividing the sum of N (14 faculty and 31 students).

A sample of the value survey is included in this paper for the reader's inspection.



## PRESENTATION OF FINDINGS

### Null Hypothesis Number One

Our first experimental hypothesis stated in null form for the purposes of testing is that the value "World at Peace", which was ranked by the 1968 student sample at a mean rank position of 9.00 on the eighteen point terminal value scale, will not be ranked lower numerically than 9.00 by the matched sample of 1969 students.

#### Results:

The 1969 data indicate a mean ranking of 10.70. A t-test for non-independent groups was performed on the data to determine if the movement from the 9.00 to the 10.70 mean ranking was statistically significant; no significant difference between the students' two rankings of "World at Peace" was found.<sup>1</sup> Therefore, the null hypothesis cannot be rejected and the experimental hypothesis is not confirmed.

- 
1. The value of t was found to be 1.136. With thirty degrees of freedom, the value of t required for statistical significance at the .10 level of confidence is 1.697.

### Null Hypothesis Number Two

The second experimental hypothesis stated in null form for testing is that the value "Self Control", which was ranked at a mean position of 12.29 on the eighteen point instrumental scale by the 1968 student sample, will not be ranked lower numerically by the matched sample of students in 1969.

#### Results:

The 1969 student sample ranked "Self Control" at a mean position of 12.70. A t-test for non-independent groups was performed on the data to determine if this 12.70 mean ranking was different from the 12.29 mean ranking of the 1968 student sample. The value of t obtained was .2304.<sup>1</sup> This value of t indicates that there is no significant difference between the 1968 and the 1969 mean rankings. Therefore, the null hypothesis cannot be rejected and the experimental hypothesis is not confirmed.

---

1. The value of t needed to attain the .10 level of confidence with thirty degrees of freedom is 1.697.

### Null Hypothesis Number Three

The third experimental hypothesis, stated in null form for testing, is that the faculty's mean rankings of "World at Peace" on the terminal scale and "Self Control" on the instrumental scale will not be numerically lower than the 1968 student sample, which ranked "World at Peace" and "Self Control" at 9.00 and 12.29 respectively.

#### Results:

The data obtained from the faculty in 1969 indicate that the faculty's mean ranking of "World at Peace" was 6.78, as compared to the mean ranking of 9.00 by the student sample in 1968. Similarly, the faculty's mean ranking of "Self Control" was 11.89, as compared to the students' mean ranking of 12.29 in the 1968 data. These faculty rankings for "World at Peace" and "Self Control" were lower numerically than the respective student rankings in 1968. This fact points to the rejection of null hypothesis number three: however, the null hypothesis cannot be rejected, as a t-test<sup>1</sup> was not performed on these data.

- 
1. A t-test was not performed because of the failure of the data to confirm the first two experimental hypothesis: the third hypothesis is seen as being a logical foundation necessary to support any statements which may have been made regarding significant change in student values. As there was no significant change in the hypothesized values, the confirmation of the third experimental hypothesis is unnecessary.



## SUPPLEMENTARY FINDINGS

In observing the movement of the students' mean rankings of the two values ("World at Peace" and "Self Control"), it was noted that their mean rankings move away from the faculty's mean rankings.

	1968 Students	1969 Students	1969 Faculty
WORLD AT PEACE	9.00	10.70	6.78
SELF CONTROL	12.29	12.70	11.85

A t-test for independent groups was performed on the 1969 student and faculty data to determine if there was actually a difference between the student and faculty. The result for "World at Peace" was a value of 2.40 for t. With 40 degrees of freedom the value of t required for the .05 level of confidence is 2.021. Therefore, we can conclude that there is a difference between the students' and faculty's mean ranking of "World at Peace" in the 1969 data: the faculty ranked this value higher than did the students.

The value of t obtained for the mean rankings of "Self Control" was .629. A t of 1.6 is needed to attain the .10 level of confidence with the same 43 degrees of freedom. Therefore, no significant difference was found between the students' and faculty's mean rankings of the value "Self Control".

An additional finding is that the individual scores for these two values were not clustered around the mean, i.e., there was a high variance in both the 1969 student sample's rating of "Self Control" and the 1969 faculty's rating. The range of scores was also very great. For example, the ranges for the faculty and students on this value were an identical 3 to 18. These rather sporadic scatterings of scores may indicate that this value scale has some severe limitations as far as reliability across different people, i.e., there is apparently a great deal of difference between the ways a group of individuals interpret the cue words which represent the values on paper. If this is the case, we could expect to have our data extremely susceptible to this problem because of the hurried nature in which most of the individuals rated the values (to get out of class sooner) and because of the small samples which we used in compiling our data.

#### Students' change in rank position

If the data is grouped according to the order in which each group ranked each value (rather than the mean ranking for each value), the number of values which changed in their rank order from the 1968 data to the 1969 data for the students can be observed, along with the direction of the change. Although

the change in terms of rank order is not here tested by statistical analysis, it does point to some trends in the data by allowing us to look at group scores in the same terms as individual scores.

A trend is first of all observable in the amount of change evident in the terminal scale and the corresponding lack of change in the instrumental scale. On the terminal scale there were four moves toward the faculty, ten moves away from the faculty, and four values which did not change in rank. On the instrumental scale there were seven moves toward the faculty, one move away from the faculty, and ten values which did not change in rank position.

Chart II: The direction and number of changes for terminal and instrumental values from 1968 to 1969 in the student population's rank position of values.

Kind of change in the rank order	Terminal Values	Instrumental Values
Change toward the faculty	4	7
Change away from the faculty	10	1
No change	4	10

There is an apparent trend for the instrumental values to remain stable. i.e., to keep the same rank position, and a trend for the terminal values to change away from the faculty.

### Changes in the Terminal Scale

A comparison of the rank position of each terminal value shows that "Equality" lost the number one position (the highest rank position) it held in 1968 and was ranked this value fourth (a high rank position): therefore, the students moved away from the faculty's ranking, since one and four are high rank and twelve is not.

Students ranked "Salvation" thirteenth in both 1968 and 1969, while the faculty's ranked this eighteenth (the lowest possible rank position). The mean ranks for the students were 11.61 and 12.25 for 1968 and 1969 respectively. The faculty's mean ranking was 16.65.

Chart III: Rank position and mean rank of "Salvation" for the students in 1968 and 1969 and the faculty in 1969.

	1968	1969	Faculty
Rank Position	13th	13th	18th
Mean Rank	11.61	12.25	16.65

These data show that the value "Salvation" was more important to the students than it was to the faculty, i.e., the students rated "Salvation" higher (lower numerically) than the faculty. Yet the movement (change between 1968 and 1969) is in the direction of faculty's rating, i.e., as less important than the other values.

"True Friendship" was ranked at the ninth position (the exact middle rank position) by the students in 1968. In 1969 the rank position moved up to fourth. The faculty's rank position for this value was eleventh which is a relatively low rank position.

Chart IV: Rank position and mean rank of "True Friendship" for the students in 1968 and 1969 and the faculty in 1969.

	1968	1969	Faculty
Rank Position	9th	4th	11th
Mean Rank	8.77	6.87	10.07

The mean rankings of the students on "True Friendship" were 8.77 and 6.87 in 1968 and 1969 respectively. The faculty's mean ranking for "True Friendship" was 10.07, which placed this value in the lower half of their hierarchy of terminal values whereas the students' mean rankings for both 1968 and 1969 fall into the upper half of their hierarchy of terminal values. Therefore, the students rated "True Friendship" as more important than the faculty, and there is movement away from the faculty's lower position.

#### Change in the Instrumental Scale

The rank position of "Ambitious" in 1968 student sample was fifth (in the upper third): in the 1969 student sample, the rank position changed to eleventh (in the lower half). The faculty's rank position for this value was fourteenth:

therefore, the students appear to be approaching the faculty in the way they rank the value "Ambitious".

Chart V: Rank position and mean ranking of "Ambitious" for the 1968 and 1969 student samples and the 1969 faculty sample.

	1968	1969	Faculty
Rank Position	5th	12th	14th
Mean Rank	6.26	10.42	12.14

The students changed to seven rank positions lower and a mean ranking which was 4.16 lower than their 1968 mean ranking.

The value "Helpful" was given a rank position of fourth by the students in 1968 and 1969 (i.e., there was no movement). The rank position of "Helpful" was eleventh for the faculty sample: this was in the lower half of the instrumental scale; whereas, the students ranked it in the upper third of the instrumental scale.

Chart VI: Rank position and mean ranking of "Helpful" for the 1968 and 1969 student samples and the 1969 faculty sample.

	1968	1969	Faculty
Rank Position	4th	4th	11th
Mean Rank	6.19	6.51	8.64

Similarly, the mean ranking for the three groups indicates that the students rated "Helpful" in the upper half of the instrumental scale and the faculty rated "Helpful" in the lower half of the same scale.

"Intellectual" was ranked at a position of thirteenth by the student sample in both 1968 and 1969. This rank position is in the lower half of the instrumental scale: the faculty ranked "Intellectual" in the sixth rank position, which is in the upper third of the instrumental scale. Therefore, it appears that there is a difference between the students and faculty rankings of the value "Intellectual", with the students rankings being lower than the faculty's ranking.

Chart VII: Rank position and mean ranking of "Intellectual" for the 1968 and 1969 student samples and the 1969 faculty sample.

	1968	1969	Faculty
Rank Position	13th	13th	6th
Mean Rank	10.12	11.54	7.14

There does appear to be some stability in the students' rank position of this value, but the mean rankings of 10.12 in 1968 and 11.54 in 1969 indicate that "Intellectual" is even less important in 1969 than it was in 1968. This change is in a direction away from the faculty.

### Similarities Between the Three Sample Groups

On the terminal scale there was only one value "A Sense of Accomplishment" which was ranked at the same position (sixth) for each of the three groups.

The instrumental scale showed more similarities than the terminal scale. There were three values, "Polite", "Clean", and "Obedient" which received the same rank positions by all three groups.

Chart VIII: Values ranked in the same position by the three groups.

VALUE	Students 1968	Students 1969	Faculty 1969
Terminal Scale:			
"A Sense of Accomplishment"	6th	6th	6th
Instrumental Scale:			
"Polite"	16th	16th	16th
"Clean"	17th	17th	17th
"Obedient"	18th	18th	18th

None of the values received the same mean ranking for all three groups (See Appendix).

### Discussion of "World at Peace" and "Self Control"

Although the experimental hypotheses regarding the student change in mean rank for "World at Peace" and "Self Control" were not verified, the significant difference between the 1969 student and the 1969 faculty samples mean rankings for "World at Peace" may be used as an index of student movement opposite



in direction from that which was first hypothesized. That is, the student's 1968 to 1969 change in rank position and mean rank on "World at Peace" indicates that their rating of this value is moving away from the faculty. There was a similar direction of movement in the ratings of "Self Control", but this movement did not produce a statistically significant difference between the 1969 student and the 1969 faculty samples, as did the end rankings for "World at Peace".

Part of the difficulty may be due to the sizes of the student and faculty samples and the validity of the value scale, i.e., there is a question as to whether or not the value scale measures what it purports to measure in our project. (See page 5)

## DISCUSSION

### Discussion of General Trends in the Data

We would expect a greater degree of change in the instrumental value scale as compared to the terminal value scale because of the way in which these two scales are defined by Rokeach (p. 160). He defines end-state or terminal values as being one's goals: instrumental values represent one's means to those goals. However, our findings indicate that the instrumental scale values were more stable, i.e., showed less change than the terminal scale values. This may point to the instrumental scale values being less subject to change than Rokeach hypothesizes. These instrumental values may reflect the life style, i.e., the way one behaves in one's environment and this life style may not be so subject to change as the end goals which we feel are important at a particular time in our life. In other words, we tend to change our goals but not the means we use to achieve these goals. For the group of students used in this project their age may be an important factor in the stability of their life style, i.e., they are at a point in life where they have integrated their own particular habits into their life style which, unlike the adolescent, has been firmly established as a part of their personality, therefore less likely to change.

### Discussion of Specific Trends

There was an unexpected drop in the student's ranking of "Equality". This negative change might be attributed to the students being involved in the Social Work curriculum which tends to accentuate values other than "Equality". Other factors may have been operating to show the 1968 data. Specifically, the assassination of Dr. Martin Luther King, which occurred approximately one month prior to the 1968 administration of the value scale.

The faculty's rating of "Ambitious" and "Salvation" was lower than the students. This might be explained by the negative connotation that these values hold for the professional social worker, i.e., the concept of personal ambition and the concept of external damnation for one's sins are not a part of the therapeutic concept. It would appear that the more experience one has in casework, the more antithetical these values might become. Although the students did not move in their rank position of "Salvation", they did become more like the faculty in their rank positioning of "Ambitious". This may reflect the students' incorporation of the casework oriented values.

The change in the students from 1968 to 1969 to a higher ranking for "True Friendship" is a movement away from the faculty. This movement might be related to the participation of the second year class in group work activities,

mainly sensitivity training. This training emphasizes close interpersonal relationships. Consequently, if the value of true friendship has thereby been enhanced for the students it would not have been for the faculty, because the faculty, as a group, did not participate in sensitivity training.

The instrumental value "Helpful" did not change rank positions for 1968 and 1969 student samples. The students were higher than the faculty: this represents an apparent disparity of ratings on a value which would seem to be crucial to social work practice. There might be a difference in the ways that the students and the faculty interpret the meaning of "Helpful". The students may be ranking "Helpful" as a terminal value rather than an instrumental value, i.e., the students to see "Helpful" as a goal state, whereas the faculty may be perceiving it as a tool to use in therapy.

We feel the value "Intellectual", which received a lower ranking by the students, reflects an actual difference in values between the students and faculty. This difference may be due to faculty's emphasis in their own lives as professors upon intellectual achievement. The students may be reflecting the interpretation of "Intellectual" as being a defense against true expression of one's self.

### Discussion of the Similarities

There were similarities in the data, i.e., four values received the same rank position for all three groups. We feel that this part of the data reflect basic values which are either neutral ("Sense of Accomplishment"), or negative ("Polite", "Clean" and "Obedient") in their connotations for persons involved in social work, whether they are students or faculty members.

## RECOMMENDATIONS FOR FURTHER RESEARCH

The "Social Work" professional orientation, i.e., theory, methods, skills, is felt to have an effect on terminal values and the most significant change would be expected to be seen during that time in their education when students are first exposed to this professional orientation. Students educated in undergraduate social work would be exposed to the professional orientation prior to entering graduate social work school whereas graduate students with a non-social work background would be exposed to this professional orientation during their first year of graduate social work studies. The sample utilized in this study does not allow for an evaluation of the effects of this variable and treats individuals as though they were equally influenced by all variables. In order to improve this type of study allowance should be made for such variables as; educational background of students, age of students, sex of students and professionally related experience prior to entering graduate school. In order to measure the continuum of value change it would be necessary to administer the value scale to the undergraduate student population, the first year graduate student population, the second year graduate student population, degreed practicing professionals who are non-faculty members, and faculty members.

## APPENDIX

Rank position for each terminal value for each group

	Students 1968	Students 1969	Faculty 1969	Direction of Student Change Related to Faculty
Equality	1	12	4	+
Self Respect	2	1	2	-
Mature Love	3	2	7	-
Inner Harmony	4	3	1	+
Freedom	5	7	5	-
A Sense of Accomplishment	6	6	6	0
Family Security	7	5	8	-
Wisdom	8	9	3	-
True Friendship	9	4	11	-
A World at Peace	10	11	9	-
Happiness	11	8	10	+
An Exciting Life	12	10	12	-
Salvation	13	13	18	0
A World of Beauty	14	14	13	0
Social Recognition	15	17	14	-
Pleasure	16	15	16	-
A Comfortable Life	17	16	15	+
National Security	18	18	17	0

Mean ranking for each instrumental value for each group

	Students 1968	Students 1969	Faculty 1969
Loving	3.67	3.80	5.57
Honest	4.83	3.58	5.07
Broadminded	5.22	5.54	5.35
Helpful	6.19	6.51	8.64
Ambitious	6.26	10.42	12.14
Forgiving	7.51	8.32	8.64
Responsible	7.54	8.16	7.07
Courageous	8.64	6.83	6.57
Imaginative	8.96	8.61	7.28
Capable	9.03	6.80	7.50
Cheerful	9.70	9.54	12.28
Independent	9.70	7.61	8.21
Intellectual	10.12	11.54	7.14
Logical	11.29	12.32	11.07
Self Controlled	12.29	12.70	11.85
Polite	14.12	14.96	13.14
Clean	15.61	16.25	15.71
Obedient	16.70	16.32	17.28





Rank position for each instrumental value for each group

	Students 1968	Students 1969	Faculty 1969	Direction of Student Change Related to Faculty
Loving	1	2	3	+
Honest	2	1	1	+
Broadminded	3	3	2	0
Helpful	4	4	11	0
Ambitious	5	12	14	+
Forgiving	6	10	10	+
Responsible	7	8	5	-
Courageous	8	6	4	+
Imaginative	9	9	7	0
Capable	10	5	8	+
Cheerful	11	11	15	0
Independent	12	7	9	+
Intellectual	13	13	6	0
Logical	14	14	12	0
Self Controlled	15	15	13	0
Polite	16	16	16	0
Clean	17	17	17	0
Obedient	18	18	18	0

	Students 1968	Students 1969	Faculty 1969
Equality	4.74	11.64	6.21
Self Respect	5.32	4.35	5.71
Mature Love	5.48	5.09	6.42
Inner Harmony	6.58	6.38	5.64
Freedom	7.26	7.16	6.35
A Sense of Accomplishment	7.29	7.16	6.42
Family Security	7.68	7.03	6.57
Wisdom	8.71	9.29	6.00
True Friendship	8.77	6.87	10.07
A World of Peace	9.00	10.70	6.78
Happiness	9.58	8.42	10.00
An Exciting Life	10.87	10.51	10.50
Salvation	11.61	12.25	16.64
A World of Beauty	12.26	12.45	11.50
Social Recognition	13.48	13.54	13.14
Pleasure	13.68	12.90	14.35
A Comfortable Life	14.51	13.35	14.21
National Security	15.03	15.22	15.14

## VALUE SURVEY

Birthdate\_\_\_\_\_ Sex: Male\_\_\_\_\_ Female\_\_\_\_\_

City and State of Birth\_\_\_\_\_

Name (fill in only if requested).\_\_\_\_\_

# **INSTRUCTIONS**

**On the next page are 18 values listed in alphabetical order. Your task is to arrange them in order of their importance to YOU, as guiding principles in YOUR life. Each value is printed on a gummed label which can be easily peeled off and pasted in the boxes on the left-hand side of the page.**

**Study the list carefully and pick out the one value which is the most important for you. Peel it off and paste it in Box 1 on the left.**

**Then pick out the value which is second most important for you. Peel it off and paste it in Box 2. Then do the same for each of the remaining values. The value which is least important goes in Box 18.**

**Work slowly and think carefully. If you change your mind, feel free to change your answers. The labels peel off easily and can be moved from place to place. The end result should truly show how you really feel.**

1		A COMFORTABLE LIFE (a prosperous life)
2		AN EXCITING LIFE (a stimulating, active life)
3		A SENSE OF ACCOMPLISHMENT (lasting contribution)
4		A WORLD AT PEACE (free of war and conflict)
5		A WORLD OF BEAUTY (beauty of nature and the arts)
6		EQUALITY (brotherhood, equal opportunity for all)
7		FAMILY SECURITY (taking care of loved ones)
8		FREEDOM (independence, free choice)
9		HAPPINESS (contentedness)
10		INNER HARMONY (freedom from inner conflict)
11		MATURE LOVE (sexual and spiritual intimacy)
12		NATIONAL SECURITY (protection from attack)
13		PLEASURE (an enjoyable, leisurely life)
14		SALVATION (saved, eternal life)
15		SELF-RESPECT (self-esteem)
16		SOCIAL RECOGNITION (respect, admiration)
17		TRUE FRIENDSHIP (close companionship)
18		WISDOM (a mature understanding of life)

WHEN YOU HAVE FINISHED, GO ON TO THE NEXT PAGE.

Below is another list of 18 values. Arrange them in order of importance, the same as before.

1		AMBITIOUS (hard-working, aspiring)
2		BROADMINDED (open-minded)
3		CAPABLE (competent, effective)
4		CHEERFUL (lighthearted, joyful)
5		CLEAN (neat, tidy)
6		COURAGEOUS (standing up for your beliefs)
7		FORGIVING (willing to pardon others)
8		HELPFUL (working for the welfare of others)
9		HONEST (sincere, truthful)
10		IMAGINATIVE (daring, creative)
11		INDEPENDENT (self-reliant, self-sufficient)
12		INTELLECTUAL (intelligent, reflective)
13		LOGICAL (consistent, rational)
14		LOVING (affectionate, tender)
15		OBEDIENT (dutiful, respectful)
16		POLITE (courteous, well-mannered)
17		RESPONSIBLE (dependable, reliable)
18		SELF-CONTROLLED (restrained, self-disciplined)

## BIBLIOGRAPHY

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