

THE RELATIONSHIP BETWEEN VALUES AND ACHIEVEMENT  
OF THE SEVENTH AND EIGHTH GRADE STUDENTS IN URBANDALE, IOWA

by

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## ACKNOWLEDGEMENT

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I wish to express my love and deep appreciation to my wife, Laura, for her patience, encouragement and understanding throughout this project.

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## Chapter 1

### INTRODUCTION

#### Context of the Problem

There has been a wealth of research in an effort to determine what successfully influences academic achievement. The study of achievement and the factors that influence it has made strides forward, yet no single answer for successful education has been discovered. Dropout rates have not declined and standard scores on national achievement tests have.

Four million children in the United States were not advanced to the next grade level last year, and thousands of others undoubtedly have learning deficiencies serious enough to cause them to fail at some future time.  
(Cotter, 1966:33)

Even though figures may change, the implications are the same. Students are facing failure at a stifling rate. In spite of modern educational methods, the needs of the individual student are somehow not being met in a way that will allow him or her to meet success in our educational systems.

Educators are always looking for the key that will unlock a child's mind. Teachers are trained in content and process in academic subjects leading them to believe that these are the keys. New programs and approaches for education have been developed in order to curb the unrest with education, but the trend in education is back to the basics. This author believes that back to basics is not the answer and educators should continue to look for new methods for and approaches to education.

Cotter (1966) suggested that

. . . appropriate measures would indicate critical analysis of curricular offerings, instructional methods, and standards for achievement. Of equal importance is the need for more intensive diagnosis of learning problems, particularly at the pre-school and primary levels, where much failure has its beginning. (p. 36)

Raths, Harmin, and Simon (1966) offered an appropriate view with their statement that:

For years, we gave special treatment to those students who suffered physical disabilities. Later, we learned many approaches to those children whose problems indicated an emotional disturbance. Now we believe similar understandings and practices can be directed to children who have value-related disturbances. These children are often identifiable by idiosyncratic behavior patterns--apathy, flightiness, extreme uncertainty, and inconsistency; drift, overconformity, overdissension and chronic posing; and, frequently, underachievement. The common malady of these children seems to be confusion in values. (pp. 7-8)

When value formation is aligned with achievement, the task of helping students succeed becomes even more complex. However, paralleling the two offers some hope in identifying achievement problems. This author believes value clarification can provide teachers with a process that will help students cope with the rapidly changing complex society of today.

#### Purpose of the Study

At a time in history when we are faced with overpopulation, pollution, energy crises, civil strife, involvement in third world power struggles, possible annihilation, and other dilemmas, a study of values surely has an important position to occupy. We are in need of a clear-cut system of values that will support our solutions to the worldly problems and this necessarily is true of our youth.

The development of self-concept is greatly dependent upon the child's system of values. This system of values is developed through questioning and assembling of values from other people in the child's world. Paschal (1968) feels that, "We must talk realistically with children about their purpose, beliefs, attitudes, interests, aspirations, feelings, activities, and ways of thinking." (pp. 49-51) In other words, to develop clear values, a youth needs to be offered choices, not dictates from the adult world. From these choices he will hopefully sort through and adopt those values that strengthen his self-concept.

It is not to be assumed that an adopted set of values is rigid. On the contrary, Paschal (1968) said, "Values are forever undergoing that change which reflection never ceases to bring about." (p. 50) Values are indeed complex, but, despite inconsistencies the child sees in adult values, it is hoped that he will develop a means of forming his own values.

It is the purpose here to study the values of some of the youth and hopefully, by looking at the values expressed by good students, a pattern will be found that can be useful to others who are not good students. Hence, providing better minds that can attack the dilemmas that plague the world.

#### Statement of the Problem

The purpose of this study was to examine the relationship between student values and academic achievement. The main focus of this study will be on low-achievers and high-achievers. Specific questions to be answered by this study are:

1. Do students in the upper academic twenty-five percent of a class have an identifiable pattern of values?

2. Do students in the lower academic twenty-five percent of a class have an identifiable pattern of values?
3. If patterns of values are found in the upper academic twenty-five percent of the seventh and eighth grades, are these patterns similar?
4. If patterns of values are found in the lower academic twenty-five percent of the seventh and eighth grades, are these patterns similar?
5. If it is found that there are identifiable patterns of values for those students in the upper academic twenty-five percent and those in the lower academic twenty-five percent, do these patterns have any similarity?

#### Statement of Hypotheses

- $H_1$ : The values expressed by students in the upper academic twenty-five percent of a class are independent of an identifiable pattern.
- $H_2$ : The values expressed by students in the lower academic twenty-five percent of a class are independent of an identifiable pattern.
- $H_3$ : There is no significant difference in the pattern of values expressed by the upper academic twenty-five percent of seventh graders and the pattern of values expressed by the upper academic twenty-five percent of eighth graders.
- $H_4$ : There is no significant difference in the pattern of values expressed by the lower academic twenty-five percent of seventh graders and the pattern of values expressed by the lower academic twenty-five percent of eighth graders.
- $H_5$ : There is no significant difference in the pattern of values between the upper academic twenty-five percent of the seventh and eighth

grade classes and the lower academic twenty-five percent of the seventh and eighth grade classes.

### Limitations of the Study

This study was conducted in Urbandale, Iowa which is a suburb of metropolitan Des Moines, Iowa, population 200,000. Urbandale, an upper middle class community, has a population of approximately 17,000 people. The Urbandale School District is contained within the city limits of Urbandale. This makes the school district the smallest in area of all the school districts in the state of Iowa.

Within this school district there are six elementary schools, Kindergarten through sixth grade, one junior high school which houses the seventh and eighth grades, and one senior high school that has ninth through twelfth grades. The total school enrollment at the time this study was conducted, April 1977, was 3,444.

The junior high is an open-space school that utilizes areas which provide space for 200 students. The junior high is a self-contained facility sharing no facilities with other grades in the school district.

The population for this study was the total junior high enrollment of 546 students. The seventh grade had an enrollment of 279 students, 141 girls and 138 boys. The eighth grade enrollment was 267 students, 135 girls and 132 boys. The sample used for this study was a group of eighty seventh and eighth grade students chosen from the population at Urbandale Junior High School. Since this age is such a vital point in the development of an individual, it is hoped that a study of values and achievement at this stage may help in the total adjustment of the individual in life.

This study was limited to two specific groups of students, the low-achievers and the high-achievers. Noticeably, the average student was left out. It was anticipated that by a comparison of high-achievers and low-achievers, efforts might be made to identify specific differences in values in an attempt to assist the low-achieving student through value clarification.

It was not assumed that other factors affecting achievement are not relevant. The experimenter intended to consider only the effects of student values on academic achievement.

#### Definition of Terms

Achievement. Achievement is defined as, "The impetus to do well relative to some standard of excellence. A person with strong achievement needs, wants to be successful at some challenging task, not for status or profit, but merely for the sake of doing well." (Berkowitz, 1964:13)

High-achievers. In this study high-achievers are defined as the group of subjects ranking in the upper twenty-five percent of the seventh and eighth grade classes respectively as determined by the Iowa Tests of Basic Skills.

Low-achievers. In this study low-achievers are defined as the group of subjects ranking in the lower twenty-five percent of the seventh and eighth grade classes respectively as determined by the Iowa Tests of Basic Skills.

Rubric for Expressed Values (REV III). The Rubric for Expressed Values (REV III) is the instrument used in this study to determine the expressed values of the students. It consists of five main headings for convenience and expediency in the coding and categorization of value statements, written or oral. (Appendix)

Values. Values, as used in this study, "are defined as those statements of preference or intent which seem to guide or govern the behavior of the individual." (Dunfee, 1974:27)

## Chapter 2

### RELATED LITERATURE

In reviewing the many sources on values, this author found three topics that should be discussed when speaking of values. These topics are definition of values, the value clarification process and its worth to education, and research related to values and value clarification. The intent of this author is to review what leading authorities and other sources have to say on each of these topics.

The actual history of the term values cannot be pinpointed to a certain date. The concept of values is an old one. Certainly the first man on earth had to order his priorities, possessions, and ideas or he could not have survived. Dewey (1959) was concerned with moral education early in the twentieth century, believing the schools as well as the community should be involved in a moral education process. He pointed out that in education, morality and ethics had been interpreted much too narrowly.

The moral has been conceived in too goody-goody a way. Ultimate moral motives and forces are nothing more or less than social intelligence--the power of observing and comprehending social situation,--and social power--trained capacities of control--at work in the service of social interest and aims. There is no fact which throws light upon the constitution of society, there is no power whose training adds to social resourcefulness that is not moral.

I sum up, then, this part of the discussion by asking your attention to to the moral trinity of the school. The demand is for social intelligence, social power, and social interests. Our resources are (1) the life of the school as a social institution in itself; (2) methods of learning and of doing work; and (3) the school studies or curriculum. (p.43)

This could have set the stage for the discussion by educators on the

subject of values, but, despite Dewey's popularity, his comments on the unlucky separation of intellectual and moral training were largely ignored.

In the last decade however, new attention has been paid to the role of the schools in developing a moral attitude of values. Piaget (1948) with his book, The Moral Judgement of the Child, triggered long term studies of moral education in England, as well as the United States. These studies have brought forth new methods and techniques in dealing with moral development. These new methods and techniques, such as value clarification, place more emphasis on the concept of having moral education as an integral part of the total educational picture.

To be able to discuss moral education and values together, a relationship must be shown between the two.

But we know prophetically that the kind of character we hope to build up through our moral education is one that not only has good intentions, but that insists upon carrying them out. Any other character is wishy-washy; is a goody, not good. The individual must have initiative, insistence, persistence, courage and industry. (Dewey, 1959:43)

This definition of the character built by moral education relates similarly to the seven criteria for a value set forth by Raths, Harmin and Simon (1963) in their book Values and Teaching: Working With Values in the Classroom. According to these educational authorities the following must be fulfilled in order to have a value: (1) choosing from alternatives, (2) choosing after careful consideration of the consequences of each alternative, (3) choosing freely, (4) prizing, being glad for one's choice, (5) prizing, being willing to publicly affirm one's choice, (6) acting upon one's choice, incorporating choices into behavior, and (7) acting upon one's choice repeatedly, over time.

By this comparison, this author indicates his belief that the character traits developed from the teaching of moral education as Dewey (1959) prophesied and the criteria of values, as presented in Values and Teaching: Working With Values in the Classroom, are one and the same.

Because the concept of value has been used so widely, one would expect to find many detailed theoretical discussions in which value is analyzed and defined. Indeed this is true, and because of this fact this author has limited the definition of values in this study to those authors who are current and typical of the literature.

Rokeach (1973), who is perhaps more noted for his study on the concept of attitude, has also defined values.

A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state existence. (p. 5)

He goes on to say that values cannot be completely stable. If this case were true, social change would be impossible. On the other hand, values cannot be completely unstable because continuity of human personality and society would be impossible.

Similarly, Hall (1973) states his definition of a value as

A reality at the very center of a man's existence which is basically and uniquely his and affects his behavior, shapes his ideas, and conditions his feelings. (p. 95)

Hall (1973) goes one step further and lists three essential conditions which must be present before a true value can exist. These conditions are:

1. It must be freely chosen from alternatives.
2. It must be enjoyed, prized, celebrated, seen as positive.
3. It must result in action. (p. 95)

Raths, Harmin and Simon (1963) use seven aspects to define a true value. Choosing: (1) to choose freely, (2) to choose from alternatives, and (3) to choose after thoughtful consideration of the consequences of each alternative. Prizing: (4) to cherish and be happy with the choice and (5) to be willing to affirm the choice publicly. Acting: (6) to actually do something with the choice and (7) to act repeatedly in some pattern of life.

Note that the three major areas of the Hall (1973) definition of values are included within the Raths, Harmin and Simon (1963) definition. However, the beauty of their definition is that it emphasizes the process of valuing throughout the seven aspects. It spells out what choosing, prizing, and acting means, which enables a person to understand more easily whether or not what he or she has chosen is a value.

All of the sources do agree that values must change or be reshaped as a person grows in his identity, experiences, and interdependency. They also agree that values are at the core of one's personality make-up and cognitive system. Moreover, values are assumed to be more dynamic concepts than attitudes, having a closer link to motivation. (Feather, 1975)

Postman and Weingartner (1969) state in the introduction of their book, Teaching as a Subversive Activity, that it is not beyond one's ingenuity to design a school environment which can help young people to master concepts necessary to survive in a rapidly changing world. The institution that society calls school is what it is because society made it that way.

If it is irrelevant, as Marshall McLuhan says; if it shields children from reality, as Norbert Wiener says; if it educates for obsolescence, as John Gardner says; if it

does not develop intelligence, as Jerome Bruner says; if it is based on fear, as John Holt says; if it avoids promotion of significant learnings, as Carl Rogers says; if it induces alienation, as Paul Goodman says; if it punishes creativity and independence, as Edgar Friedenberg says; if, in short, it is not doing what needs to be done, it can be changed; it must be changed. (p. xiv)

Much has been written about the need for change in the educational system. Clarifying values offers one approach for making classrooms more relevant to a world of change, confusion, and conflict. It is not the only approach needed, but it is a practical one--something a teacher can use on Monday. (Harmin, 1973:7)

Casteel (1975) says that value clarification is one of the most important responsibilities of the classroom teacher. Value clarification can be justified because it contributes to the development of student skills in six areas of human interaction: (1) communicating, (2) empathizing, (3) problem solving, (4) assenting or dissenting, (5) decision making and (6) personal consistency.

Casteel (1975) refers to value clarification as the patterns of verbal behavior. The occurrence of these patterns can be used as a basis for inferring what knowledge students are comprehending and valuing about man, about society, and about themselves.

Hall (1973) says that value clarification is a methodology which is seen as supportive of ethical and moral development. As an experimental approach to education it develops the ego or the self in that it is concerned with developing choice and imagination. In other words, the more it is that one is aware of what one values, and how it is one ranks his values, the clearer one's choices become, and the clearer one's course of action.

The schools cannot force a conclusion upon pupils; it must provide the best and all information and evidence available so that the

pupils may have the soundest base for judgement. (Hartford, 1958)

However, the schools would also be amiss if they did not also provide a method by which students could make intelligent choices, but teaching on the value level, as well as the fact and concept levels is a way to bridge the gap between subject matter and students' lives. It is a humanistic approach to education. (Harmin, 1973)

Educational research has always been the subject of much criticism. A good deal of this criticism comes from the failure of most research to lead anywhere, or to pinpoint generalizations to be made. This edict appears doubly true for research on values and valuing.

Raths (1946) explains there are two main headings of value research. These headings are values and valuing.

Values research usually is for pure research or evaluation purposes. The problem here is that of measurement. For years many studies have relied on the Allport, Vernon and Lindzey (1960) Study of Values. From this it is possible to indicate one's relative values in six areas: theoretical, economic, religious, political, aesthetic and social. While this inventory has been used quite extensively, researchers have long been wary of its validity.

In the past few years researchers have looked for other devices that could be an alternative to Study of Values. In any study, validity of measurement is difficult to verify and it is exceedingly difficult in the area of values.

There are two reasons for the difficulty of verification:

(1) There is no respected reference point to which newer measures can be compared in the value area. (2) There are no hypothetical constructs giving some direction to the establishment of construct validity for tests in the values area.

If values are important and crucial within the personality of man and if values are significant determinants of behavior to the extent of deep concern by educators, then a simple pencil and paper assessment of them will not suffice as a measurement tool. (Raths, 1963)

Dyer (1970) has developed a reliable instrument, the Rubric for Expressed Values (REV III), which categorizes value statements on a given open-ended topic. Unlike pencil and paper tests, where confusion and frustration arise when a student is asked to make a choice between two values which may not include his own, this instrument of measurement relies only on the responses volunteered by the student. The values expressed are more likely to be true values.

Valuing and the process of valuing has also brought forth some interesting problems of measurement. Raths (1966) has put forth the theory that certain behaviors are characteristic of children who lack values. To test this theory researchers have found the same problems present in assessing the valuing process as there was in assessing values. The three main problems being, impure application of experimental conditions, value concept difficult to convey, and lack of funding which has limited the amount of research done.

Krathwohl, Bloom and Masia (1964) have divided the process of valuing into three levels, each representing a stage of deeper internalization. The lowest level of valuing being (1) acceptance of value. At the intermediate level is (2) preference for a value. And at the highest level of valuing one accepts a (3) commitment to the value. This definition of the valuing process was developed to facilitate evaluation of affective objectives. However, much research must be done before testing techniques with greater validity and reliability can be developed.

There have been a number of other studies in an attempt to develop a means to measure the valuing process, but, unfortunately, these reports were unpublished and not available. However, a list of studies considered, by this author, to be important will be included in the Appendix.

In general, the results of these studies show that beneficial results can be brought about by using the value clarification theory. Although this theory has gained acceptance, there are still many areas which remain to be explored. Further research will bring a better understanding of clarification and its implications for education which in turn will hopefully result in happier and more productive individuals.

To summarize the literature, values and valuing by definition is a highly complex process within the individual. Values are at the center of man, even more basic than attitude. Yet, comparatively little is actually known about values.

The real problem lies in how to measure such a complex process with some degree of accuracy. Evidence shown by what this author would call preliminary studies seems to substantiate the value clarification process stated by Raths (1966) is effective regardless of the age group. If this can be generally assumed, then further research would certainly be welcomed in determining the age when value growth is most rapid.

This in turn would open many new avenues to this relatively unexplored territory. Values and value clarification can certainly be called new frontiers in education.

## Chapter 3

### RESEARCH PROCEDURES

The sample used for this study was a group of eighty seventh and eighth grade students chosen from the population at Urbandale Junior High School. Twenty of these students, ten girls and ten boys, were chosen at random from a list that contained the seventh grade high-achievers. These high-achievers are those students who rank in the upper twenty-five percent of the class as indicated by the Iowa Tests of Basic Skills. In the same manner, twenty students were chosen from the eighth grade high-achievers.

The Iowa Tests of Basic Skills was again used in the selection of twenty low-achievers, ten girls and ten boys, in the seventh grade and a like group of twenty low-achievers in the eighth grade.

The sample was then screened in order to be sure the students had received their junior high education only at Urbandale Junior High School. It was believed that this would insure a more consistent sample as far as the students having been exposed to the same general philosophy, methods, and techniques of education.

The Rubric for Expressed Values (REV III) was the instrument used to determine the expressed values of the sample of students. This instrument was developed and validated by Dyer (1976) over a ten year period of time within the James A. Garfield School District, Garrettsville, Ohio. Dyer (1976) again validated this instrument by doing a similar study of students' expressed values in Athens, Greece.

The Rubric for Expressed Values (REV III) consists of five main headings for convenience and expedience in coding and categorizing value statements, written or oral. These main headings are Refluent, Traditional, Relative (Transitional), Integrative, and Transformative. Refluent value expressions are those which are typically considered ultra-conservative. These expressions point to the past as the ideal, and shun changes in the life process. The value expressions of a traditionalist show a belief that hard work now will bring success in the future. An individual who expresses values within the relative, or transitional, category has departed from the safe confines of the traditional framework, but still has not reached the point where the consideration of the needs of others is supreme. The integrative value expression has as its object the welfare of others through the actualization of self. Transformative value expressions tend to be revolutionary in nature.

Further, each heading is subdivided into four categories. They are ethical concept, success concept, concept of self and others, and the time orientation. Listed under each of the main headings, within each subdivision, are descriptive characteristics, or behaviors, which are representative of all expressed values in the cultures of the United States. The reader may derive detailed definitions of the divisions of the rubric by examining the explications seen in the Rubric for Expressed Values (REV III) in the Appendix.

The instructions for the use of the rubric are as follows:

1. Do a personal values inventory. This step should be considered a pre-requisite for the proper use of the Rubric for Expressed Values (REV III), as it is essential that the person using the rubric

understand his or her own value structure before studying the values of others. To do a personal values inventory, one outlines his or her personal beliefs and values for each subdivision in the Rubric for Expressed Values (REV III). These subdivisions are: (1) ethical concept, which includes religion, morality, nature, and patriotism, (2) concepts of success, which includes work, education, and symbols of success, (3) concept of self/others, which includes self-concept, concept of family, relationship to friends, and relationship to others, and (4) time orientation, which includes within own life-time, within history, and after-life concepts. After completing the personal values inventory, the educator or other professional may consult the rubric to discover in which of the five categories his or her dominant values lie. Not everyone will fall exclusively into one of the five main categories.

2. Study the Rubric for Expressed Values (REV III). Before an educator or other professional can effectively use the Rubric for Expressed Values (REV III), he must become thoroughly familiar with its content.

3. Select a topic for oral or written expression. A difficult but important task is the selection of a topic. The topic need not be sophisticated in nature, but should be chosen with the intention of eliciting numerous value expressions. An open-ended topic will usually elicit the most value expressions, and at the same time will allow individuals or groups to exercise their creativity in a flexible atmosphere.

4. Distribute a topic sheet to the individuals or groups involved, and take the sample. Distribute a topic sheet (See Appendix for those used in this study.) and have the individual or group begin to respond in either oral or written form.

5. Record the data. A five by four matrix was designed for recording value statements. The five main headings of Refluent, Traditional, Transitional, Integrative, and Transformational are listed across the top of the matrix. Along the side of the matrix are the subdivisions of ethical concept, concept of success, concept of self and others, and time orientation. In these boxes the tally of value expressions is made. The number of value statements in any one composition may range from one or two statements to as many as ten or fifteen statements, while some compositions may contain no value statements.

6. Proceed to reading, coding or categorizing, and analyzing value expressions. While reading compositions classify the value expressions according to headings and categories. Upon completion of reading the composition, transfer the tally of values to the matrix. A moderately high coding reliability was demonstrated by this author and one other individual familiar with this study. A 70 percent agreement in coding and categorizing value expressions was shown. Once the values have been coded, categorized, and clearly recorded, proceed to a statistical analysis of the data derived from the sample.

Two separate open-ended topics were chosen by the seventh and eighth grade humanities teachers at the Urbandale Junior High School and this author. The topics chosen were designed to fit the daily curriculum of their Humanities classes.

The seventh grade topic was built around a cultural unit of which economics was a part. The students were asked to choose, from a list, ways of spending one hundred dollars left to them by an uncle. The students were then asked why and how they arrived at their choices. The values expressed by the students in these essays were categorized to obtain the data used in this study.

The eighth grade open-ended topic dealt with minority groups about whom they were studying. The students were read a story dealing with a person of minority background and how his life had to change in order for him to become Americanized. The students were then asked to put themselves in his place and rank a list of seven items that would be easiest to hardest to give up as they perceived their situation as a minority person being Americanized. They were then asked to explain why they picked what they did for the easiest to give up and the hardest to give up. The values expressed by the students in their explanations were categorized to obtain the data used in this study.

Since the Rubric for Expressed Values (REV III) uses the information expressed by a student in his or her own words, it was not necessary to screen the sample of low-achievers for non-readers as would be necessary for many other paper and pencil tests used for assessing values.

The paragraphs were written the same day by all of the seventh and eighth grade students. They were written within the regularly scheduled Humanities class periods. All seventh and eighth grade students wrote on the given topics for their grade levels. These measures were taken in order not to single out individuals for this study which would have possibly biased the results.

The expressed values were categorized using the Rubric for Expressed Values (REV III). The values were then tabulated according to sample group. Percents, as well as raw tabulation are shown in Table 1 and Table 2.

The chi-square tests of goodness-of-fit and for contingency tables were used in the analysis of the data to show that the patterns of values were actually expressed patterns and not patterns obtained by chance or due to sampling errors.

## Chapter 4

### RESULTS

In dealing with the analysis of the data for this study, the chi-square test of goodness-of-fit and the chi-square test for contingency tables were used. Because the samples were small special considerations were taken into account, as indicated in this discussion, when calculating the chi-square tests.

For hypotheses 1 and 2 the chi-square test of goodness-of-fit was used. Some of the cells in the calculation of the chi-square test for hypotheses 1 and 2 have zero frequency. Roscoe (1975), in his discussion of goodness-of-fit, states:

Whenever the investigator is free to establish the cell limits at his discretion (this is usually the case with all except nominal data), the equal expected frequencies model is recommended. With moderate departures from equal cell frequencies (the sort of thing commonly encountered in research), the average expected frequency may be as low as one for tests at the .05 level, but should be held to two or more for tests at the .01 level. If the departures from the equal expected frequencies are extreme, these recommendations should be doubled. (p. 252)

The average expected frequency for hypothesis 1 was six responses in each category for seventh grade high-achievers and 7.2 responses per category for eighth grade high-achievers. The average expected frequency for hypothesis 2 was five for seventh graders and 7.2 for the eighth graders. Following Roscoe's guidelines, calculations of chi-square for hypotheses 1 and 2 should be valid because the average expected frequency of each sample was above the recommended two for the .05 level and four for the .01 level.

Hypothesis 1 was: The values expressed by students in the upper academic twenty-five percent of a class are independent of an identifiable pattern of values. Results in Table 1 show that thirty value responses were elicited from the upper twenty-five percent of the seventh graders and thirty-eight value responses from the upper twenty-five percent of the eighth graders.

By inspection of Table 1 it is apparent that the values of high-achievers dominate the Traditional values category.

Table 1. Tabulation of values expressed by the upper academic twenty-five percent of both the seventh and eighth grade classes

	GRADE 7		GRADE 8	
	<u>Responses</u>	<u>Percent</u>	<u>Responses</u>	<u>Percent</u>
Refluent	1	3%	3	8%
Traditional	21	70%	23	61%
Transitional	3	10%	4	10%
Integrative	5	17%	7	18%
Transformational	0	0%	1	3%

The chi-square test of goodness-of-fit for the seventh grade high-achievers was  $\chi^2 = 49.33$  (df = 4, expected  $\chi^2 = 13.3$  at .01 level) which was significant at the .01 level. The chi-square test of goodness-of-fit for the eighth grade high-achievers was  $\chi^2 = 41.46$  (df = 4, expected  $\chi^2 = 13.3$  at .01 level) which was significant at the .01 level. Therefore, hypothesis 1 was rejected.

Hypothesis 2 was: The values expressed by students in the lower academic twenty-five percent of a class are independent of an identifiable pattern of values. Results in Table 2 show there were twenty-five value responses elicited from the sample of twenty seventh grade low-achievers and thirty-six value responses from the sample of twenty eighth grade low-achievers. By inspection of Table 2 it appears that the Traditional category is the one in which the values of low-achievers fall more frequently.

Table 2. Tabulation of values expressed by the lower academic twenty-five percent of both the seventh and eighth grade classes

	GRADE 7		GRADE 8	
	<u>Responses</u>	<u>Percent</u>	<u>Responses</u>	<u>Percent</u>
Refluent	2	8%	9	25%
Traditional	20	80%	21	58%
Transitional	0	0%	6	17%
Integrative	3	12%	0	0%
Transformational	0	0%	0	0%

The chi-square test of goodness-of-fit for the seventh grade low-achievers was  $\chi^2 = 57.6$  (df = 4, expected  $\chi^2 = 13.3$  at .01 level) which was significant at the .01 level. The chi-square test of goodness-of-fit for the eighth grade low-achievers was  $\chi^2 = 41.5$  (df = 4, expected  $\chi^2 = 13.3$  at .01 level) which was significant at the .01 level. Therefore, hypothesis 2 was rejected.

For hypotheses 3, 4, and 5 the chi-square test for contingency tables was used. As was discussed previously, sample size and frequency of zero need to be taken into account when using chi-square. Roscoe (1975) stated the following restrictions with respect to sample size:

The use of the chi-square statistic with contingency tables is an approximation of the multinomial probability distribution and carries with it some restrictions with respect to sample size. These are summarized as follows:

1. In two-by-two tables (the situation where  $df = 1$ ), a good approximation is achieved if the average expected frequency is 1.5 or higher. For smaller expected frequencies, the investigator should shift to the Fisher exact test.
2. If expected frequencies are approximately equal throughout the contingency table, an average expected frequency of two is adequate for tests at the .05 level. This should be increased to four for tests at the .01 level.
3. For moderate departures from the ideal of equal expected frequencies, an average expected frequency of four is adequate for tests at the .05 level, and six is adequate for tests at the .01 level. If the departures are extreme, an average expected frequency of six is needed to ensure a good approximation at the .05 level, while ten is needed at the .01 level. Smaller values than those recommended here will ordinarily result in a conservative test. (p. 262)

Using these guidelines an average expected frequency of six is needed at the .05 level when departure from the ideal of equal expected frequencies is extreme. The average expected frequencies for hypothesis 3 are six responses for the seventh grade high-achievers and 7.2 responses for the eighth grade high-achievers.

Hypothesis 3 was: There is no significant difference in the pattern of values expressed by the upper academic twenty-five percent of seventh graders and the pattern of values expressed by the upper academic twenty-five percent of eighth graders. Table 1 and Figure 1

show the comparison of value responses of the seventh and eighth grade high-achievers by percent. The chi-square for contingency tables was applied to see if there was a similar pattern of values between the seventh and eighth grade high-achievers.

The chi-square test for contingency tables of the seventh and eighth grade high-achievers was  $\chi^2 = 0.93$  (df = 9, expected  $\chi^2 \geq 16.9$ ) which is not significant at the .05 level, therefore hypothesis 3 is retained.

Hypothesis 4 was: There is no significant difference in the pattern of values expressed by the lower academic twenty-five percent of seventh graders and the pattern of values expressed by the lower academic twenty-five percent of eighth graders. Table 2 and Figure 2 show expressed values of the seventh and eighth grade low-achievers by percent. The average expected frequency for this hypothesis are five for the seventh grade low-achievers and 7.2 for the eighth grade low-achievers. The expected frequency of five is close to the criteria suggested by Roscoe and will be used for chi-square at the .05 level. The chi-square test for contingency tables of the seventh and eighth grade low-achievers was  $\chi^2 = 12.18$  (df = 9, expected  $\chi^2 \geq 16.9$ ) which was not significant at the .05 level, therefore, hypothesis 4 was retained.

Hypothesis 5 was: There is no significant difference in the pattern of values between the upper academic twenty-five percent of the seventh and eighth grade classes and the lower academic twenty-five percent of the seventh and eighth grade classes. The high-achievers had a combined total of sixty-eight value responses while the low-achievers had a combined total of sixty-one value responses. Table 3 and Figure 3 compare the percent of responses of each category. The

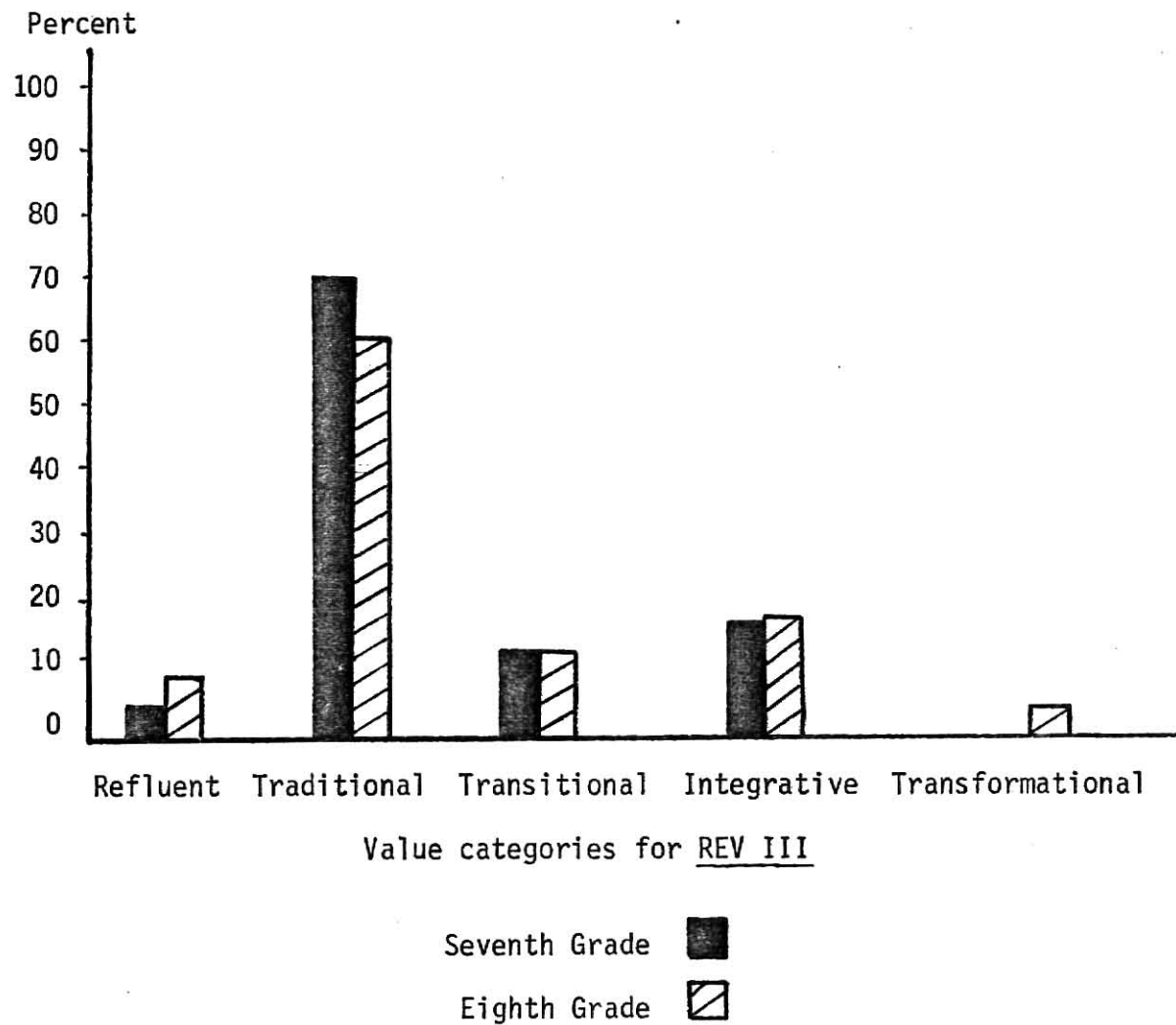


Figure 1. Comparison of seventh and eighth grade high-achievers for expressed values within the REV III categories

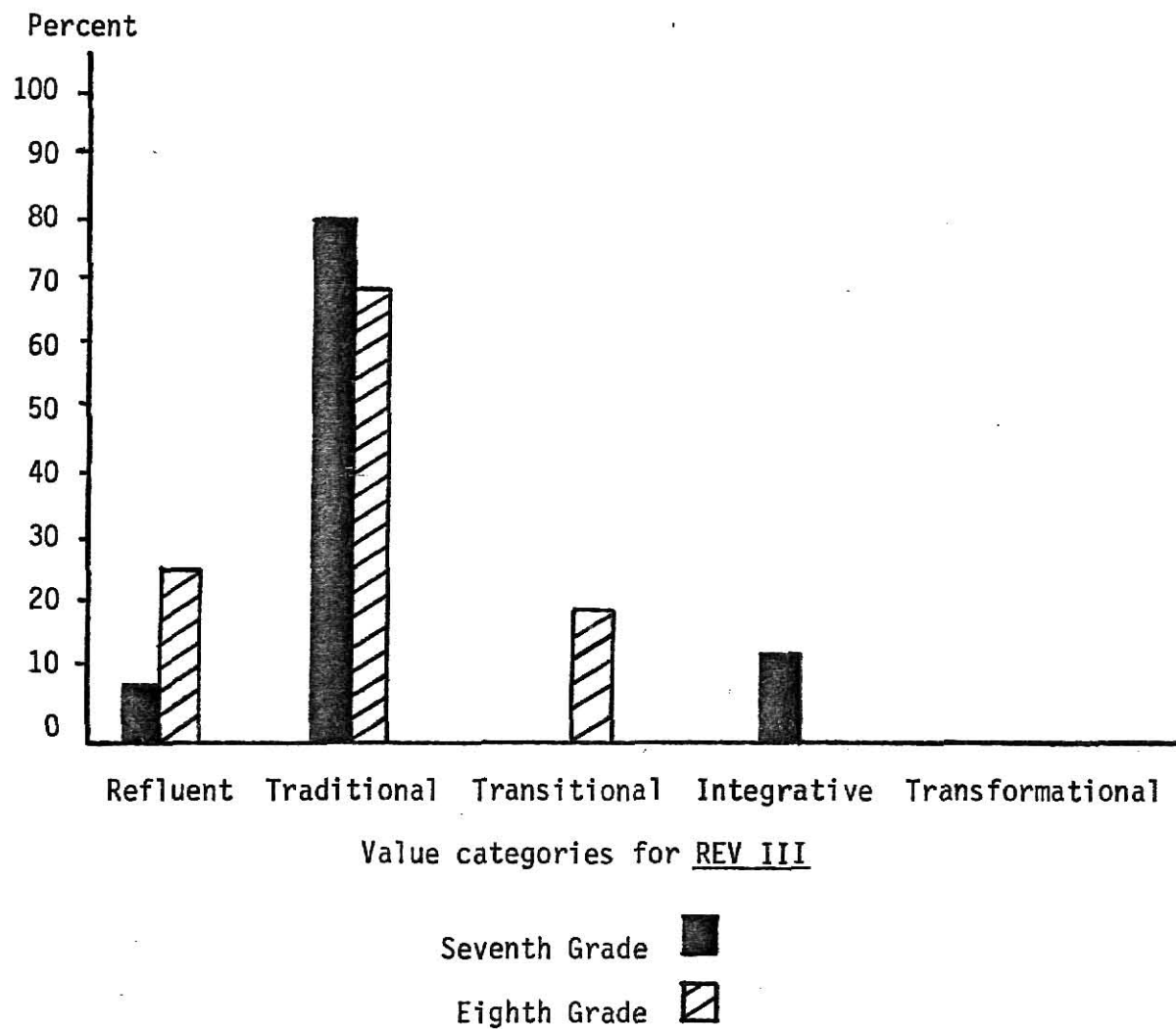


Figure 2. Comparison of seventh and eighth grade low-achievers for expressed values within the REV III categories

average expected frequency for the seventh and eighth grade high-achievers was 13.6 and for the seventh and eighth grade low-achievers was 12.2. The chi-square test for contingency tables comparing the seventh and eighth grade high-achievers and the seventh and eighth grade low-achievers was  $\chi^2 = 9.81$  (df = 4, expected  $\chi^2 \leq 9.48$ ) which is significant at the .05 level. Therefore, hypothesis 5 was rejected.

Table 3. Tabulation of the combined value responses expressed by the seventh and eighth grade high and low-achievers

	HIGH-ACHIEVERS Grades 7 & 8		LOW-ACHIEVERS Grades 7 & 8	
	<u>Responses</u>	<u>Percent</u>	<u>Responses</u>	<u>Percent</u>
Refluent	4	6%	11	18%
Traditional	44	65%	41	67%
Transitional	7	10%	6	10%
Integrative	12	18%	3	5%
Transformational	1	1%	0	0%

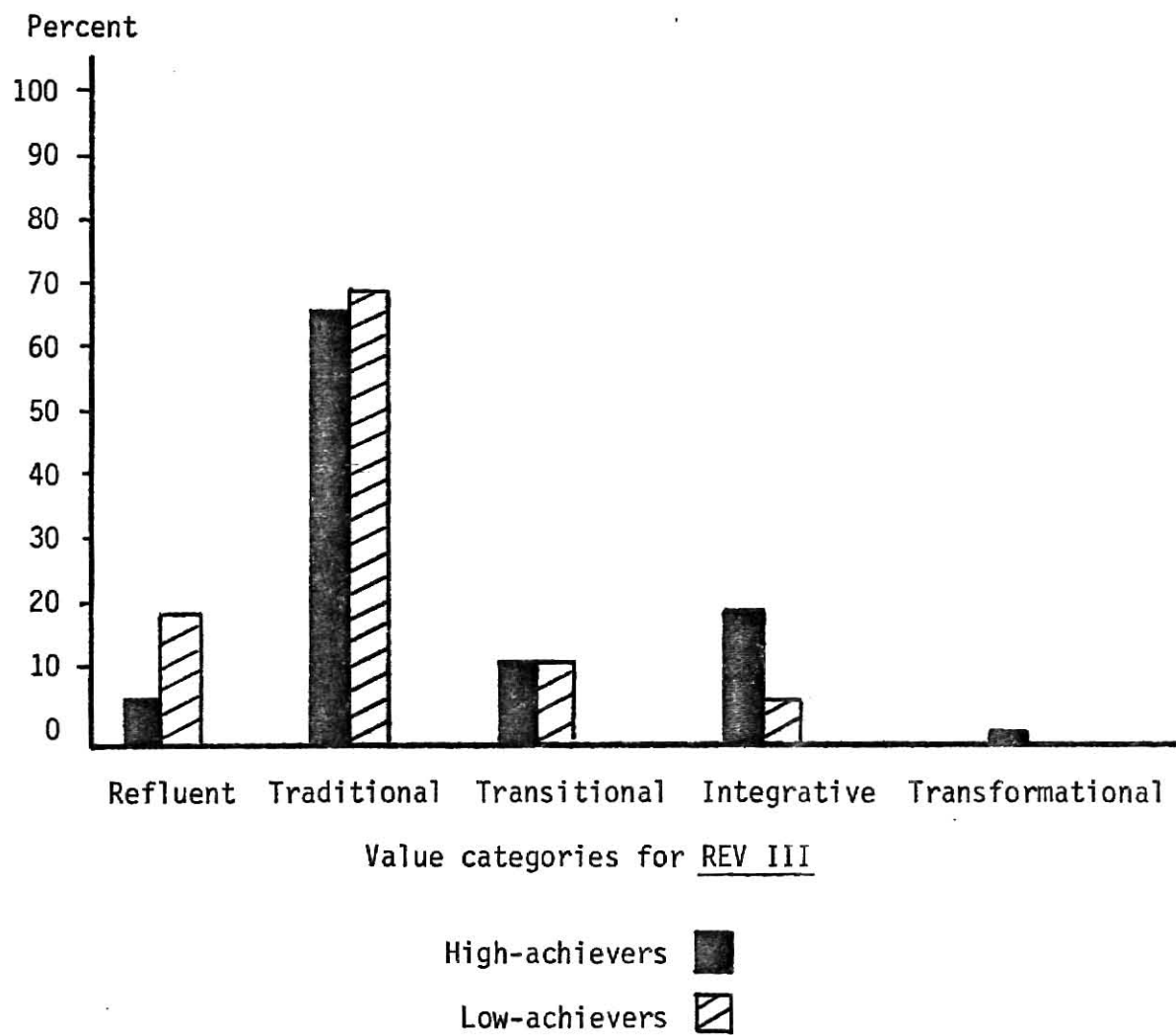


Figure 3. Comparison of high-achievers and low-achievers for expressed values within the REV III categories

## Chapter 5

### SUMMARY AND CONCLUSIONS

#### Summary of Results

This particular study was carried out as an effort to discern any expressed patterns of values of high-achievers and low-achievers. Then to compare those expressed patterns of values of the high-achievers and the low-achievers.

The groups of students taking part in this study were selected according to their scores on the Iowa Tests of Basic Skills. A total of eighty students composed the study group. Forty of the students were from the seventh grade and forty were from the eighth grade. Within each grade level group there were twenty high-achievers and twenty low-achievers. Care was taken to place an equal number of girls and boys in each group.

As a measure of values, each student was asked to write a short paragraph on an open-ended topic. The Rubric for Expressed Values (REV III) was then used to categorize and tabulate the values expressed by each student.

The first hypothesis tested was: The values expressed by students in the upper academic twenty-five percent of a class are independent of an identifiable pattern of values. Using the chi-square test of goodness-of-fit the seventh and eighth grades each showed a significant difference at the .01 level. Hypothesis 1 was rejected. Therefore, it was concluded that each class of high-achievers did express

a certain pattern of values.

Hypothesis 2: The values expressed by students in the lower academic twenty-five percent of a class are independent of an identifiable pattern of values. Using the chi-square test of goodness-of-fit the seventh and eighth grades each showed a significant difference at the .01 level. Hypothesis 2 was rejected. It appears that each class of low-achievers did express a certain pattern of values.

Hypothesis 3: There is no significant difference in the pattern of values expressed by the upper academic twenty-five percent of seventh graders and the pattern of values expressed by the upper academic twenty-five percent of eighth graders. A chi-square test for contingency tables of the two patterns showed no significant difference at the .05 level. Hypothesis 3 was retained. The conclusion drawn from this is that there is a similar pattern of values expressed by high-achievers in the seventh and eighth grades.

Hypothesis 4: There is no significant difference in the pattern of values expressed by the lower academic twenty-five percent of seventh graders and the pattern of values expressed by the lower academic twenty-five percent of eighth graders. The chi-square test for contingency tables did not show a significant difference at the .05 level. Hypothesis 4 was retained. The conclusion is that there is a similar pattern of values expressed by low-achievers in seventh and eighth grades.

Hypothesis 5: There is no significant difference in the pattern of values between the upper academic twenty-five percent of the seventh and eighth grade classes and the lower academic twenty-five percent of the seventh and eighth grade classes. The chi-square test for contingency tables of the two patterns was significant at the .05 level.

Hypothesis 5 was rejected. Therefore, it was concluded that high-achievers and low-achievers in this study did express different patterns of values.

### Conclusions

The high-achievers, both in seventh and eighth grade, expressed most of their values in the Traditional category. Yet, 18 percent of their value responses fell in the Integrative category, showing that they have a concern for others through the actualization of self and that they value continuing education. Low-achievers, both in seventh and eighth grade, also expressed most of their values in the Traditional category. However, 18 percent of their value responses fell in the Reffluent category. This suggests that there is a strong acceptance of the ultra-conservative values, considering the "self-made" man the ideal and believing schools should maintain the basic skills and values of the past.

This suggests that there are different attitudes exhibited by high-achievers and low-achievers at the junior high level. The high-achiever shows content with self and with his successes and therefore desires to continue to achieve in order to promote this feeling of worth. In contrast, low-achievers are expressing an unhappiness with their situation and a desire to return to the security of the past.

With the information obtained from the results of the Rubric for Expressed Values (REV III), the following conclusions may be drawn:

1. High-achieving seventh and eighth grade students express a definite pattern of values. This pattern is dominated by traditional values, such as believing schooling is route to upward mobility. There is also a strong pattern in

integrative values where the welfare of others through the actualization of self is valued.

2. Low-achieving seventh and eighth grade students express a definite pattern of values. This pattern, as was the high-achievers, is dominated by traditional values. However, there is a strong pattern in the refluent values, where ultra-conservativism is the dominate characteristic.
3. High-achieving seventh and eighth graders express a different pattern of values than low-achieving seventh and eighth graders.

### Recommendations

This author would suggest further research to replicate and substantiate this study. First, a larger sample should be used to substantiate the pattern of values detected by this study. Then, research in an effort to determine the actual relationship between student values and academic achievement is needed.

Krathwohl, Bloom and Masia (1964) in their classification of educational goals in the affective domain suggest the relationship between the cognitive and affective domains is complex. Values and academic achievement cannot be separated, one is the effect of the other. If searched for, an affective component could be found in all cognitive objectives. Consequently, many classroom teachers are unaware of the values with which he is being confronted. Therefore, the student may be perceiving conflicting values simultaneously, accounting for the confusion of values.

As a possible solution this author suggests that the value clarification process could be adopted by schools in an attempt to give

the child who is confused about his values a method for sorting out his values. Value clarification would help him reject values in which he does not believe and accept and affirm values in which he does believe. This, in turn, could improve the child's self-concept and help him become more successful in school. Raths, Harmin, and Simon (1963) stated that if a person had value-clarifying experiences he would become more purposefully involved with his surroundings, including school.

Also helpful in the value clarification process would be a study to ascertain what, in the student's environment, has an influence on his selection of values. With the information from such a study a teacher would be better able to direct the learning activities through the process of value-clarification in an effort to help students become less apathetic, confused, and irrational and more positive, purposeful, and enthusiastic.

Value clarification is not a panacea for education nor is it the answer to all behavioral problems in the school. However, this author feels that many students could be helped to acquire a purposeful meaning of life and a stronger self-concept which could conceivably lead to higher achievement.

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## APPENDIX

Open-ended topic used for seventh grade  
writing of expressed values for REV III

An uncle leaves you \$100, which you may spend as you wish among items listed below. Number your choices in order of preference. Remember, you can only spend \$100 so stop numbering when you have spent that amount of money. Also, if you deposit money in a savings account, write down how much money you are saving.

- \_\_\_\_\_ FM radio (\$30)
- \_\_\_\_\_ subscription to a magazine (\$10)
- \_\_\_\_\_ two tickets to a baseball, hockey, or basketball game (\$10)
- \_\_\_\_\_ five records (\$20)
- \_\_\_\_\_ new dress or sports jacket (\$30)
- \_\_\_\_\_ savings account deposit (up to \$100)
- \_\_\_\_\_ two theater tickets (\$10)
- \_\_\_\_\_ contribution to a civil rights organization (up to \$100)
- \_\_\_\_\_ twelve paperback books (\$20)
- \_\_\_\_\_ five horseback riding, tennis, or skiing lessons (\$30)

Your choices depend on your values. What does the way you spent your money reveal about you?

Write a short paragraph on why you spent your \$100 as you did.

Open-ended topic used for eighth grade  
writings of expressed values for Rev III

### THE STORY OF GEORGE M.

George Matousek grew up in a Bohemian settlement in New York City. His parents had come from Czechoslovakia. They had a cigar factory in their two-room apartment in New York. They worked from 6 A. M. until 9 P. M., seven days a week. They sold the cigars to a dealer for about \$4 per 1,000. They could make about 3,000 cigars in a week. The money was barely enough to pay the rent and buy food for the family.

George and his brother and sister learned to make cigars as soon as they were able. But, George wanted to go to school. He wanted to learn things and to speak English well. He wanted to have a different kind of life than his parents had. His parents saved every cent they could so their children could go to school.

When George did get to go to school, he would get up very early and work three or four hours before leaving in the mornings.

At school George was teased about his "funny" clothes and his "foreign" name. The students laughed when he couldn't say the English words correctly. He was embarrassed about his poor English. He tried to learn to speak proper English and he studied hard.

George did well in school and when he graduated from high school, he got a factory job so he could save enough money to go to college. While George was in college, some of his teachers warned him that he might not be able to get a job with a name like Matousek. George wanted to be a teacher. He applied to many schools for teaching jobs. Some schools didn't answer his letters. Some schools answered that someone

named Matousek couldn't teach "American" students anything.

George decided to change his name. When George Madison applied for jobs he got answers and soon got a teaching job. George was ashamed when he told his parents that he had changed his name. They were hurt but tried to understand his reasons.

In the city where he was teaching, George met a woman who also had a simple, short, "American sounding" name. Mary Adams later confessed to George that her parents too had been foreign born and that she had changed Adamske to Adams. Mary was "American." She had an education and a good job. She wanted no part of the "old ways." No relatives were invited to George and Mary's wedding. Mary didn't even want to meet George's family. She wanted a new life. She filled their apartment with modern furniture and decorations. They entertained friends and served "American" foods in formal fashion. Their children would learn only the American ways.

George visited his parents alone. He felt ashamed that he was rejecting his parents. He loved them and knew how hard they had worked for his education. Whenever he visited them he wanted to give up his whole way of life and stop pretending. He wanted to tell the world that he was really George Matousek. He wanted everyone to know his parents who had worked so hard so their children wouldn't have to make cigars seven days a week all their lives. He wanted to stop being embarrassed by their old fashioned clothes and customs. And he wanted his two children to meet their grandparents. But George liked his teaching work. He was able to help other "foreigners" learn English and get a good education. He was doing exactly the kind of work he had gone to school for. And George loved Mary. To keep his job and his wife he

had to keep on being George Madison and forget that he had ever been George Matousek.

Directions

George M. had to give up many things in order to become Americanized. Some of the things are listed below. Put yourself in George's shoes. Think about which things would be easiest for you to give up and which would be the hardest. Then rank the items from 1-7. Number one would be the easiest to give up and number 7 would be the hardest.

language

dress

food

name

family

customs

religion

Discussion

1. Explain your number 1 choice below.

2. Explain your number 7 choice below.

# **ILLEGIBLE DOCUMENT**

**THE FOLLOWING  
DOCUMENT(S) IS OF  
POOR LEGIBILITY IN  
THE ORIGINAL**

**THIS IS THE BEST  
COPY AVAILABLE**

# A RUBRIC OF VALUES

REFLUENT		TRADITIONAL	
ETHICAL CODE		--PURITANISM	
Religion	believes in vengeful God	believes in original sin, expresses penitence	
Morality	condemns self morally incorrupt	subscribes to strict code of behavior	
Nature	defends vigorously self-rights	shows guilt for perceived transgressions	
	tolerates no extravagance	strives for practicality, practices thrift	
Patriotism	expresses super-patriotism	enjoys solitude, nature	
	adulates hero figures of same race	sees nature as something to be conquered for personal benefit	
Other	considers military service an honor	expresses patriotism, nationalism	
		considers military service honorable obligation.	
CONCEPT OF SUCCESS		--WORK	
Work	takes pride in hard work, being busy	respects hard work, physical or mental	
Education	considers "self-made" man the ideal	trusts hard work to bring success, victory	
Symbols of Success	believes schools should maintain best of the past, teach for basic skills and values of past	spurns resting on past glory	
Other	bargains from position of strength	believes schooling route to upward mobility	
	speaks publicly through official spokesman	wants children to have improved education	
	uses inflammatory oration to win support, polarize	acquired property, family, tangible goods	
CONCEPT OF SELF/OTHERS		--INDIVIDUALISM	
Self-concept:	considers self, others "like me" to be right	believes self is basis for success	
Concept of family	offers simplistic solutions to complex problems	values rights and freedoms for those "like me"	
Relationship to Friends	believes family should be male dominated	admires, respects elders, family	
Relationship to Others	insists women's place in the home; children should be seen, not heard	demanda respect for authority, age	
	enjoys friends of same sex and beliefs, and family groups	forms friendships with families "like mine"	
	joins groups which have power goals	admires those of higher status	
	strives for control of others --perceives as morally corrupt; respects none different from self	believes others "like me" can succeed	
		supports successful aesthetic pursuits	
TIME ORIENTATION		--FUTURE	
Within own life-time	values past as model for present and future	believes preparing for future most important consideration	
Within history	believes situation now is bad because of changes and will result in punishment or disaster	practices delayed gratification	
After-life concepts	yearns to return to past; glory	sees nation at pinnacle of success, leader of world community	
	believes in spiritual immortality	believes in spiritual immortality	

\* Cf. four principal categories with those outlined in theoretical construct of George Spindler, "Education in a Transforming American Culture," Harvard Educational Review XXV, 1955, 145-156

# EXPRESSED IN THE UNITED STATES (REV III)

## TRANSITIONAL

### --MORAL RELATIVISM

- sees universe as purposeless
- accepts alternatives to idea of single living God
- rejects absolutes
- practices situation ethics
- sanctions expediency
- may exploit nature for personal joy, profit
- believes military service useful if benefits accrue
- values others for usefulness to state, nation

## INTEGRATIVE

### --MORAL CONGRUENCE

- professes faith in BEING (mortal or immortal)
- strives for policies congruent with values
- rejects incongruent expediences
- avoids violence, aggression
- works to establish, maintain positive balance in environment
- expresses world (non-national) concern
- demonstrates for beliefs, works for reform
- believes military service should be optional

## TRANSFORMATIONAL

### --ANARCHY

- believes person is own god
- will not compromise
- rejects values of societal majority
- believes completely in cause--usually revolutionary
- believes environment hostile because it thwarts cause
- may disregard nature; or show great concern
- sees cause as only thing worthy of loyalty
- believes national military service used as punishment

### --SOCIALITY

- behaves as if ends justify means
- believes success dependent on personal contacts
- innovates within system
- uses education as route to specific goal
- accepts education as "credential"
- shows materialistic view of success
- may practice conspicuous consumption
- believes money can solve any problem

### --ACTIVISM

- analyzes problems, considers alternatives
- establishes priorities for action
- seeks change for common good rather than personal gain
- views education as life-long learning
- disciplines self to become, remain competent
- achieves success in accomplishing humanitarian goals
- may spurn traditional symbols--property, wealth

### --OVERTHROW

- works for ends which justify any means
- uses inflammatory oration to win support, polarize
- works for education if seen as expedient
- shops around for "supermarket education"
- sees success in demise of current institutions, policies
- demands excessive power to compensate, achieve equality

### --CONFORMITY

- views self as clever, strives to be number one
- exercises free will, yet
- conforms to mores of chosen group
- may place career contacts above family
- uses influence of family for professional gain
- shows loyalty to friends as long as it is expedient
- tolerates divergent beliefs if group harmony prevails
- uses others for status, gain
- may suspect loners
- disdains loons of outsiders

### --ACTUALIZATION: SELF and OTHERS

- values individuality within framework of common good, can accept divergent views
- values positive relationships
- shares property, decision making
- enlarges family to extended family (professional)
- enjoys friends of all ages, backgrounds
- values people over things, strives for shared decisions, compensates for inequities
- fosters creativity, individuality

### --ABSOLUTE EQUALITY

- behaves as if unsex were ideal
- gives self to cause, submits to extremes in discipline
- promotes outward display of scorn for social mores
- may reject natural family
- accepts new family within cause
- joins groups embracing revolution
- demands strong allegiance
- scorns others not sympathetic to cause

### --PRESENT

- content with present
- gratifies selfish whims
- indulges self hedonistically
- sees nation and time as number one
- fears death as finality

### --UNIVERSALITY

- safeguards future for others
- looks forward to nation in true global community of partners
- believes personal lifetime contribution is immortality

### --NOW!

- believes future should be NOW
- unwilling to wait for change
- believes any change improvement (if not regressive)
- has no plan beyond change
- sees adopting cause only hope for future
- thinks immortality in person's mind

## RESEARCH PERTINENT TO VALUE CLARIFICATION

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THE RELATIONSHIP BETWEEN VALUES AND ACHIEVEMENT  
OF THE SEVENTH AND EIGHTH GRADE STUDENTS IN URBANDALE, IOWA

by

JERALD KEITH STEPHENS

B.A., University of Northern Iowa, 1969

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The objective of this study was to examine the relationship between student values and achievement by comparing expressed value patterns of high-achievers and low-achievers.

The eighty seventh and eighth grade students who took part in this study were selected so that one-half were high-achievers and one-half were low-achievers as designated by the Iowa Tests of Basic Skills. Care was taken to obtain an equal number of male and female participants.

As a measure of values, each student was asked to write a short paragraph on an open-ended topic. The Rubric for Expressed Values (REV III) was then used to categorize and tabulate the values expressed by each student.

Analysis of the data was with the chi-square test of goodness-of-fit and the chi-square tests for contingency tables. Results of the analysis showed that seventh and eighth grade high-achievers do express an identifiable pattern of values. Likewise, seventh and eighth grade low-achievers express an identifiable pattern of values.

A chi-square test for contingency tables indicated that there was a similarity between patterns of values expressed by high-achievers in the seventh and eighth grades. It was also indicated that there was a similarity in the patterns of value expressed by low-achievers in the seventh and eighth grades.

It was further indicated that high-achievers and low-achievers did express different patterns of values. There was a relationship between values and achievement, therefore a possible need for the value clarification process in education exists.