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Rankings of terminal values of a select group of high school teachers and students in the Bibb County Public Schools Macon, Georgia

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RANKINGS OF TERMINAL VALUES OF A SELECT GROUP OF
HIGH SCHOOL TEACHERS AND STUDENTS IN THE
BIBB COUNTY PUBLIC SCHOOLS
MACON, GEORGIA

AN ABSTRACT
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
SPECIALIST IN EDUCATION

BY
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ATLANTA UNIVERSITY
ATLANTA, GEORGIA
MAY 1979
AN ABSTRACT

Many educators and lay community leaders feel that one's value system appears to be the most powerful and influential force in existence with respect to influencing the actions of individuals. There is also the feeling that, very little, if any, concerted effort to institute a coherent program of education specifically dealing with values and the impact that same has on the total life of an individual in the school curriculum has been made.

The purpose of this study was to ascertain the differences in value systems, if any, among a select group of teachers and students for possible reorganization of the instructional program of the Bibb County Public Schools by determining (1) If there were differences in the value systems of students according to race, (2) If there were differences in the value systems of students according to sex, (3) If there were differences in the value systems of students according to socio-economic status, (4) If there were differences in the value systems of students at the tenth and twelfth grade levels, and (5) If there were differences between the value systems of teachers and students.

The descriptive survey method of research was used in this study. The procedures used to obtain the data for this report included (1) a questionnaire which yielded such demographic data as sex, race, grade, and socio-economic status, (2) 800 randomly selected students, 400 tenth graders and 400 twelfth graders, and 100 teachers in grades ten and twelve, (3) a list of 18 terminal values as developed by Milton Rokeach.

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was administered to teachers and students to collect the necessary data to satisfy the purposes of this study.

Findings

1. There was a difference in the value systems of students according to race.

* Black students and white students differ significantly with respect to the rankings of the following values: A COMFORTABLE LIFE, AN EXCITING LIFE, A SENSE OF ACCOMPLISHMENT, EQUALITY, and SALVATION. Black students ranked the following values significantly higher: A COMFORTABLE LIFE, EQUALITY, and SALVATION. White students did so with respect to the following values: AN EXCITING LIFE and A SENSE OF ACCOMPLISHMENT.

2. There was a difference in the value systems of students according to sex.

* Male students and female students differ significantly with respect to the rankings of the following values: EQUALITY, FAMILY SECURITY, INNER HARMONY, and AN EXCITING LIFE. Male students ranked INNER HARMONY significantly higher. Female students did so with respect to the following values: AN EXCITING LIFE, EQUALITY, and FAMILY SECURITY.

3. There was a difference in the value systems of students according to grade levels.

* Tenth grade students and twelfth grade students differ significantly with respect to the rankings of the following values: SELF-RESPECT, AN EXCITING LIFE, SALVATION, and HAPPINESS. Tenth grade students ranked the following values significantly higher: HAPPINESS, SALVATION, and SELF-RESPECT. Twelfth grade students did so with respect to the following value: AN EXCITING LIFE.

4. There was a difference in the value systems of students according to socio-economic status.

*a. Students of a high socio-economic status, a middle socio-economic status and a low socio-economic status differ significantly with respect to the following values: EQUALITY, FAMILY SECURITY, FREEDOM, and MATURE LOVE. Students of high socio-economic status ranked the following values significantly higher: FAMILY SECURITY and HAPPINESS.

*Minimum significant level of acceptance, for purposes of this study was 5 percent as tested by the F ratio.
b. Students of the middle socio-economic status did so with the ranking of the following value: MATURE LOVE.

c. Students of low socio-economic status did not rank any value significantly higher than students of either the middle socio-economic status or the high socio-economic status. Significantly, they ranked FREEDOM 18 of 18; with their large number (almost half) they determined the cellar placement for this value among students.

5. There was a difference in the value systems of teachers and students.

*a. Students and teachers differ significantly with respect to the twelve following values: A COMFORTABLE LIFE, AN EXCITING LIFE, A SENSE OF ACCOMPLISHMENT, A WORLD OF BEAUTY, FAMILY SECURITY, HAPPINESS, MATURE LOVE, NATIONAL SECURITY, SALVATION, SOCIAL RECOGNITION, TRUE FRIENDSHIP, and WISDOM.

b. Teacher significantly favored the following values: A COMFORTABLE LIFE, AN EXCITING LIFE, A WORLD OF BEAUTY, HAPPINESS, NATIONAL SECURITY, and SOCIAL RECOGNITION.

c. Students significantly favored the following values: A SENSE OF ACCOMPLISHMENT, FAMILY SECURITY, MATURE LOVE, SALVATION, TRUE FRIENDSHIP, and WISDOM.

d. The greatest disparity shows up in AN EXCITING LIFE (teachers, first; students thirteenth) and SALVATION (teachers, seventeenth; students, fourth).

e. Clearly, students and teachers differ significantly on two-thirds of the values.

*Minimum significant level of acceptance, for purposes of this study was 5 percent as tested by the F ratio.
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"No man or his works stand alone. . . ."

Unknown

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G. B. W.

J. W.

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CHAPTER I

INTRODUCTION

Rationale

Is everything that we do, every decision that we make and course of action that we take, based on our consciously or unconsciously held beliefs, attitudes and VALUES? Is much of what students are being taught irrelevant and remote from the real things that are going on in their everyday lives? Are those who represent the group in which value conflicts are most acute typically enrolled in high school? Do members of this age group make important choices in life based on peer pressure? Is the failure to tolerate the values or value systems of parents and teachers a primary source of such conflict and aggression between individuals, groups and peoples? Are educators, increasingly, being prevailed upon to take more responsibility for stopping the alleged erosion of moral and spiritual values in the American society? Is the value system the most powerful and influential force in existence with respect to influencing the actions of individuals?

On the basis of viewpoints set forth by such authorities as Rokeach, Simon, and Carbone, there appears to be validity in the assumption that each of the foregoing questions would unequivocally be answered in the affirmative. It seems strange, then, that there has been so little, if any, concerted effort to institute a coherent program of education —
specifically dealing with values and the impact that same has on the total life of an individual, in the curriculum.

The writers, one of whom serves as a school system curriculum director of social studies, and the other who serves as a senior high school principal, became interested in conducting a study related to rankings of terminal values while enrolled in a very stimulating administration and supervision course at Atlanta University. Further interest stemmed from other points among which were the following:

1. Recognition of the importance of values and the impact that they could and should have on the curriculum.

2. Observation of what appear to be differences between the values of some teachers and those of the students they teach.

3. Indications of indifference toward study when students fail to perceive courses as relevant.

4. Evidence of uncertain or indecisive school system values as a cause of confusion and misdirection among students who leave the Bibb County Public Schools.

The writers recognize the fact that one of their major functions is that of helping individuals to direct their behavior in such a manner as to fully develop their lives. In light of the belief that learning and behavior are based upon the values that one holds—the investigators reasoned that an identification of differences, if any, in a select group of teachers and students could lead to a possible reorganization of the instructional program of the Bibb County Public Schools and thus the possible reshaping of the behavior of some high school students.

Statement of the Problem

The major problem involved in this study was to ascertain the differences in value systems, if any, among a select group of teachers
and students for possible reorganization of the instructional program of the Bibb County Public Schools.

More specifically, the purposes of this investigation, stated in null form, were to determine that:

1. There is no difference in the value systems of students according to race.
2. There is no difference in the value systems of students according to sex.
3. There is no difference in the value systems of students according to their socio-economic status.
4. There is no difference in the value systems of students at the tenth and twelfth grade levels.
5. There is no difference between the value systems of teachers and students.

Definition of Terms

For the purpose of this study the following definitions will apply:

1. **Value** - A preference for a particular mode of conduct or end state, as determined by Rokeach.
2. **Value System** - An organization or set of preferences for a particular mode of conduct or end state, as determined by Rokeach.
3. **Terminal Values** - Eighteen values, as listed by Milton Rokeach, and referred to as "terminal" because they represent certain end states.
4. **Socio-economic Status** - An economic level of living as determined by the family income. The following represent the basis for classification:

   - **Low**  $6,999 or less
   - **Middle**  $7,000 - $11,999
   - **High**  $12,000 and above
Scope of the Study

This study was limited to the sample of eight hundred (800) students and one hundred (100) teachers in the Bibb County Public Schools, Macon, Georgia. These students were tenth and twelfth grade white girls and boys; tenth and twelfth grade black girls and boys; and white and black teachers of the aforementioned students.

This study did not concern itself specifically with the causes for the presence or absence of any differences within or between investigated groups.

Limitation of the Study

Since the socio-economic status was determined from information supplied by students, there is a margin of error ensuing from this segment of the data.

Period of Study

The data for this study were collected during the winter quarter of the 1977-78 school term (January - March).

Description of Subjects

The subjects involved in this study were four hundred (400) tenth graders of a total population of 2,318 representing 17.26 percent of the total population, and four hundred (400) twelfth graders of a total population of 2,003 representing 19.9 percent of the total population.

Each grade level included white females, black females, white males, and black males of high, middle, and low socio-economic status.

One hundred (100) teachers of a total of 397 in grades ten and twelve, representing 25.01 percent of the total population, were used to satisfy the purposes of the study. The systematic sampling technique
was utilized to select the subjects for this study to provide a more accurate sample since there was a broad sampling from throughout the population.

**Description of Instruments**

A questionnaire was developed by the investigators to ascertain the necessary demographic data of the students. This and a list of terminal values, developed by Milton Rokeach, were administered to students and teachers to collect the necessary data to satisfy the purposes of the study. The questionnaire yielded such demographic data as sex, race, grade, and socio-economic status.

**Method of Research**

The nature of the problem involved in this study necessitated the utilization of the Descriptive Survey Method of research in which a questionnaire and an appropriate list of terminal values were employed and statistically treated to satisfy the purposes of the study.

**Research Procedure**

The following steps were utilized to achieve the purposes of this investigation:

1. Permission to conduct this investigation was sought from the proper school officials.

2. Literature pertinent to this study was reviewed, summarized and presented.

3. A questionnaire was developed by the investigators and administered to four hundred (400) tenth graders and four hundred (400) twelfth graders. The structure of the instrument yielded the race, sex, grade, number of parents in household, occupation of parents, income of family, and number of children in household of the subjects. A list of 18 terminal values, developed by Milton Rokeach, was administered to the eight hundred (800) students and one hundred (100) teachers in grades ten and twelve.
4. An appropriate analysis of variance was utilized to report the findings of the investigation.

5. The data were tabulated and analyzed according to race, sex, grade, and socio-economic levels. Each terminal value of the students was tabulated and analyzed utilizing the sum of squares, degrees of freedom, mean squares, F ratios, and probability at the .05 level of acceptance. Statistical treatment was given to the most important and least important terminal values of students and teachers.
CHAPTER II

RELATED LITERATURE

The literature pertinent to the problem involved in this investigation revealed that authorities, for many years, have been consistent in their belief that values represent an element that is essential to success in education and to a free society.

The nature of the topic with which these investigators are concerned is of such complexity that precise categorizing of the related literature is virtually impossible. However, an attempt is herewith made, for the purpose of clarity, to divide the literature into the following major parts: (1) literature related to the nature of values, (2) literature related to conflicts and frustrations with respect to values, (3) literature related to the role of the school and the teaching of values, and (4) literature related to value differences as evidenced by findings of similar studies.

The Nature of Values

Fraenkel\(^1\) states that all people have values, although they may not always be consciously aware of what their values are. Values help us to determine, in the simplest sense, if we like something or not, and in a more complete way, to evaluate whether a particular thing (object, person, idea, event, action) is good or bad, desirable or undesirable.

Values differ in terms of the amount of importance we attach to them. Some are far more important in the world's affairs than in personal preferences. Values such as respect for persons, desire for equal opportunity, antipathy toward war, belief in universal suffrage and love of freedom may be essential personal preferences at one time and may at other times, or in other contexts, take on the status of more basic and fundamental values.

In fact, it is the viewpoint of Berelson\textsuperscript{1} that value systems are usually complex and hierarchial in character. An individual or a group may abandon some of its values while retaining the others. Some values change while others do not. Moreover, when changes in values do occur, not all of them change at the same rate. Certain of the older values may be deemed so important that an individual or a group will perish rather than abandon them.

It is the position of Lackey\textsuperscript{2} that all of a person's values are organized into a single system, the nucleus of which is the person's valuation of himself. As the person undergoes new experiences, new values are submitted to him, and he accepts or rejects them in terms of their compatibility with his present evaluation of himself. Thereby, he maintains his individuality and avoids conflict. Usually, there is consistency between what a person believes, what a person feels, and what he does. When one has made a choice, one is apt to plan his time in a way which gives this value a chance to be expressed. Persons even


choose to associate with those who share their values. The choice of the group usually is consistent with the person's sense of values.

Skeel\(^1\) believes that society—through family, church, school, media, and peer groups in varying proportions—conditions everyone's values to some extent. Conversely, values affect the nature of the society. No society then is healthy or creative or strong unless it has a set of common values that give meaning and purpose to group life, that can be symbolically expressed, that fit with the situation of the time, and that are linked to the historic past.

Rokeach\(^2\) states that:

"The value concepts, more than any other, should occupy a central position across all the social sciences—sociology, anthropology, psychology, psychiatry, political science, education, economics, and history. More than any other concept, it is an intervening variable that shows promise of being able to unify the apparently diverse interests of all the sciences concerned with human behavior."

Conflicts and Frustrations with Respect to Values

Skeel\(^3\) is of the opinion that in the classroom, a great difference between the values of teachers and students or of groups of students can disrupt communication so thoroughly that learning is impossible. In the society as a whole, differences in values have caused conflict and personal tragedy. In both instances, people who understand the differences can improve communication between differing groups so that they can work together.


\(^3\)Skeel, "What Values Are Most Important," p. 64.
Raths, Harmin, and Simon\textsuperscript{1} found that several kinds of problems children often exhibit in school and at home are profitably seen as being caused by values, or, more precisely, by a lack of values. Stated differently, they found that when children with certain behavior problems are given value experiences of a particular kind, those problems often ease in intensity and/or frequency. In short, there is strong support for the notion that values must be added to the possible explanations of children's behavior problems.

Simon, Howe, and Kirschenbaum\textsuperscript{2} state that every one of us meets life situations which call for thought, opinion-making, decision-making, and action. Students face problems and decisions every day of our lives and ponder over what and how to think, believe, and behave. So often what goes on in the classroom is irrelevant and remote from real things that are going on in the student's lives. This is to say that what goes on in the classroom is often not akin to that which takes place in their daily encounters with friends, with strangers, with peers, with authority figures and others.

The children and youth of today are confronted by many more choices than in previous generations. They are surrounded by a bewildering array of alternatives. Modern society has made them less provincial and more sophisticated, but the complexity of these times has made the act of choosing infinitely more difficult.

\textsuperscript{1}Louis E. Raths, Merrill Harmin and Sidney B. Simon, Values and Teaching (Columbus, Ohio: Charles E. Merrill Publishing Company, 1966), p. 4.

Purpel and Ryan\(^1\) indicate that Robert Heilbroner, in his book, *An Inquiry into the Human Prospect*, suggested that much of the unrest and the unease of the present middle-aged generation is due to its apparent inability to pass its values to the young. The modern American family is smaller, more isolated, and more fragmented than its counterpart of fifty years ago. The opportunity for parents to influence moral attitudes and thinking of children is reduced. Davis and Havighurst\(^2\) view this as a sad state of affairs and assert that:

A consideration of how the child learns values in the pre-school years is facilitated by two factors: (1) a consistent discipline, and (2) the child's desire to be like his parents. Through identification with his parents, the child takes inside himself their values and begins to acquire a conscience which will guide him in doing good or bad regardless of whether he is observed or not.

The Role of the School and the Teaching of Values

Dahlke\(^3\) holds that education goes on in a physical world which limits and defines in very important ways the possibilities for learning and growth. He asserts further that:

"Our VALUES are BUILT into our schools. The design and layout of the building and grounds express assumptions about how a school should function. Freedom and spontaneity in school experience will be achieved by arranging the building and its objects so that they can serve these principles. Larger amounts of space, unattached furniture, and more special facilities for varied activities are likely to be features. If rigidity, strict order, and performance of standardized tasks are desired, the building too will tend to express these ideas. If aesthetic values are important, they should be embodied in the school building, rather than being simply relegated to a course an art teacher gives. Safety and

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health, likewise, are influenced by the engineer and architect as well as by the curriculum builders. The choice of a school site is itself an expression of certain values. The physical fact of great distance between home and school will lessen the possibility of the school's being an important element in the total life of the community."

Tyler\(^1\) believes that the most difficult task that faces the public schools today is that of developing a spirit of cooperation among parents, community groups and the schools in order to launch a comprehensive attack upon the critical problems of character development in the young. It is necessary for the school to reexamine the contemporary conditions, to identify the kinds of contributions that it is capable of making, and to encourage and support the efforts of other community institutions that have a part to play.

Even though character education poses some very difficult problems, the school can make a contribution in harmony with its traditional role of developing cognitive abilities and habits. This could be done by encouraging students to reflect upon problem situations that they have recently encountered, to analyze situations, to try to predict the consequences of several possible courses of action, to compare their thinking with the things they actually did, and to note the consequences they experienced. For the school to do its part, constructively and energetically, to provide educational experiences necessary for character development will require new thinking, new planning, and new practices.

Sheila N. Thomas\(^2\) conducted a values education workshop with eighty workshop participants who agreed that strong opposition to teaching

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values could be expected in many communities. The educators strongly perceived a need in today's society for formal values education. The consensus of the group was that schools should have the responsibility for setting standards and teaching values.

Contemporary society lacks clearly established moral standards and strong moral leaders, and the values shift from generation to generation. The workshop participants stated that "every school and every teacher has values that are introduced in all activities." These participants recommended that "the 'hidden' values of a school or community should be identified and examined to see if they will prepare our students to be citizens in twentieth and twenty first century America." The conferees concluded that the greatest responsibility of the educator is to personally commit himself to live by established standards and to demand that colleagues, administrators, and students also see themselves as role models of accepted standards.

The viewpoints of other authorities concur with that of Thomas as they contend that there is another set of values inherent in the classroom itself and often more hidden from teachers and students than the values conflicts presented by the society at large. These are the values reflected in how students and teachers interact in the classroom and school—the process of schooling itself, identified by Jackson as "the hidden curriculum." Evidence of this is found when:

"teachers tell students what to do, where to sit, when to talk. They judge what is right and wrong behavior in school. Teachers express their values when they stress individual competition for grades rather than cooperation. They reflect their values in their dress, language, and non-verbal communication patterns."

"What values are being taught? Conformity to authority: Valuing the thoughts of others more than one's own? Deceit? A teacher's emphasis on the establishment of order and the
maintenance of rules may be justified in the creation of an atmosphere conducive to learning, but such practice may inadvertently lead to the formation of values not intended by the teacher. In a democratic society which ideologically disclaims unquestioned obedience to authority and conformity to the group, educational institutions often teach values which are antithetical to our stated democratic beliefs."

Simon and Carnes\(^2\) point out that teachers would be more willing to deal with values in the classroom if they knew some techniques for working with values in more systematic ways. Perhaps, too, they would avoid those typical pitfalls of moralizing, indoctrinating, or preaching. The sad truth is that there is probably no worse way to grapple with values than to insist that every student come out with the same set of values.

Fraenkel\(^3\) renders a caution with respect to one type of behavior that teachers should avoid. This is the practice of telling other people what sorts of things they should value—particularly through the use of such techniques as arousing fear about the consequences of certain acts, appeals to conscience, or the citing of "good examples" from history and literature.

Simon and Carnes\(^4\) advocate a process which teaches students how to build values, rather than memorize them. This process is called "rank ordering." The aim of this approach to values is to direct the student

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4Simon and Carnes, "Teaching Afro-American History with Focus on Values," p. 223.
toward the examination and clarification of his own values. These authorities define a "value" as something operational and freely chosen from among alternatives. The choice is made after due reflection; it is prized; it is publicly affirmed and acted upon. Students are encouraged to apply these criteria to the beliefs they voice in classes.

As students learn to apply these criteria consistently in their classes, they become skillful in carrying these standards over to their understanding of those more personal things which surround their daily living.

According to Merrill Harmin and Sidney Simon,¹ some educators choose to do nothing about value development because they are trained for and are interested in teaching only subject matter. A few educators believe that values come from trial-and-error interaction with life, and that there is nothing a school can do other than provide an array of useful experiences and encourage students to use those experiences the best way they can.

These authorities believe that:

"The reality of schooling is that it is impossible to do nothing. When a teacher says that it is important to master a lesson to get good grades to get into college to get a good job to earn a good salary, he is promoting several values—a work ethic, a future orientation, and materialism, to name a few.

When a textbook constantly pairs communism with autocracy and capitalism with democracy, values are clearly suggested. And when schools simply talk about safety, good manners, and good health, they are usually trying to promote these values. The question is, should they continue to work at values the way they currently do?"

There is a special problem facing those who would leave the teaching of values to the family or to religious institutions. Most parents

probably do not know how to impart values, and most religious institutions have only minimal impact on the values of youth.

Some educators who are concerned with the state of youth's values believe that we must work more effectively to transmit the values we know are right, desirable, and good. They assume that such values are known, at least in part, and that the task of the educator is to learn better ways of passing those values along to students.

Two general problems face such educators: being certain that their values really are universally right, desirable, and good; and finding ways to transmit them.

Some people assume that what is right and wrong can be identified and communicated. Others believe that one should model desirable values. Such people try to behave in ways that reflect the values they want to transmit.

There is much evidence that modeling has a strong influence on children's behavior. If we assume that one absorbs values as one absorbs behavior patterns, we can say that modeling affects children's values as well as their behavior.

Brubacher¹ says:

The teacher must, in the first place, have clearly in mind the values he cherishes and wishes to further, the philosophy of life he stands for. Even a teacher who is ignorant of or rejects the terms value and philosophy of life has nevertheless explicit impact on pupils in terms of certain values. He influences them out of what he believes and has no way to introduce it into the teaching situation, he acts out of his pattern of belief.

Rugg\textsuperscript{1} seems to agree:

As we look upon life so we teach. What we believe, the loyalties to which we hold, subtly determine the content and the method of our teaching. Each of us has a philosophy whether or not he has thought it through and definitely phrased it. Everything we say and do as well as what we think reflects that philosophy.

Corey\textsuperscript{2} states:

We must study, particularly, the values held by our future teachers, tomorrow's leaders, in order to plan further how we may build a program that strengthens our American democratic way of life. Our greatest responsibility as educators should be to define clearly, and to foster, the values which uphold the great principles of human brotherhood and belief in the worth of the individual that have been uppermost in the minds of great men throughout history.

We need to arouse in our young people concern for what they are becoming, not just for what they are accumulating. The values studied should be those that will determine largely what the student becomes—values that have meaning in relation to the whole self and, in turn, will be transmitted by these future teachers to their students. We know that our beliefs and what has value for us will determine, however subtly, much of the content of our teaching and our approach to working with students.

The Rockefeller Report\textsuperscript{3} on education entitled "The Pursuit of Excellence" lends support to the argument that education should include opportunities to evaluate human behavior to the end that character of "conscience" is developed. This report states:

\textsuperscript{1}Harold O. Rugg, \textit{The Great Technology} (New York: John Day Co., 1933), p. 258.


There should be a general recognition that development of the individual's potentialities occurs in a context of values. Education is not just a mechanical process for communication to the young of certain skills and information. It springs from our most deeply rooted convictions. And if it is to have vitality, both teachers and students must be infused with the values which have shaped the system.

What most people, young or old, want is not merely security or comfort or luxury—although they are glad enough to have these. They want meaning in their lives. If their era and culture and their leaders do not or cannot offer them great meanings, great objectives, great convictions, then they will settle for shallow and trivial meanings.

The teacher who genuinely cares, that teacher who has strong value commitments and says so, can have a profound impact upon those with whom he lives and works. Professor Melvin Tumin of Princeton in Integrating the Urban School has written:

The teacher is the living model of right behavior. She is the moral guardian of democratic rights. She is the exemplar of understanding and sympathetic concern for the equal education of all children.

Moberly states:

Since value judgements are indispensable to any rational organization of the life of individuals or of communities, a university training should enhance the student's capacity to make such judgements intelligently . . . An education which omits all training is making them, is an education maimed.

The bottom line, with respect to the influence of the school on value systems of students, seems to come from Purpel and Ryan. They point out that "education is simply not value free. One cannot involve a child in schooling from the time he is six until he is seventeen or


\[3\] David Purpel and Kevin Ryan, "Moral Education—Where Sages Fear to Tread," The Education Digest (November 1975)
Richard J. Triplett conducted a study for the purpose of determining the value differences of 800 commercial students. His conclusions were as follows:

1. Distinct sex differences are apparent in the several measures of the interests.
2. Compared with unselected population, both sexes are conspicuous for high economic, low aesthetic and high religious interests.
3. The men are more theoretical, economic, and political than the women.
4. The women are more aesthetic, social, and religious than men.

Daniel Harris conducted a study for the purpose of determining group differences in values within a university. Three hundred and thirty-eight male students and sixty-two female faculty members of Leigh University responded to the Allport-Vernon-Lindzey "Study of Values." He found that males place a higher value on theoretical, economic and political values than females.

Annie Young whose concern was related to dominant interests or motives in a personality, administered the Allport-Vernon-Lindzey "Study of Values" to 100 Morehouse (male) freshmen and 100 Spelman (female) freshmen. The findings of this study revealed the following:

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1. That males showed dominance superior to that of females in the theoretical, economic, and political areas, thus indicating a difference between sex and attitudes.

2. That females showed dominance superior to that of the males in the aesthetic area, also indicating a difference between sex and attitude.

Woodruff\(^1\) conducted a study relative to value patterns of individuals and groups which revealed that there is a reciprocal relationship between the value pattern and the behavior of persons or groups. Emerging from past experience and through some process of generalization and integration, these values also take control of behavior and give it its direction and chief characteristics. These values seemed to exist in what Woodruff referred to as a "dual role" within each person.

In a comparative study of the values of college youth in ten nations, Gillespie and Allport\(^2\) administered an extensive questionnaire. The instrument was translated into nine different languages. In comparison with youth of other nations, the investigation revealed that young Americans held quite different value sets. American students were more self-centered, the most "Privatistic" in values. They desired above all else a rich, full life for themselves and showed little concern for national welfare or for the fate of mankind at large. The context of their outlook was private rather than public, passive rather than pioneer.

Corey\(^3\) conducted a study in which the purposes were twofold:

1. To determine what the values of future teachers studying in colleges actually are and how they relate to accepted values which noted educators consider it imperative to foster.

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\(^3\)Corey, *Values of Future Teachers*, p. 121.
2. To stimulate the thinking of future teachers relative to their own values.

The investigation of these studies found that in general the pattern of values upheld by a majority of the future teachers represented in the study was akin to many of the values selected as important in a democratic society. The group of participants indicated a strong commitment to uphold the following:

The dignity and worth of the individual; the responsibility of each person to become a contributing, productive member of society; the brotherhood of all men, particularly at the international level; a faith in God; the value of monogamous family life; the importance of maintaining good human relationships and developing deep personal resources; and a faith in the power of thinking and shared knowledge. Based on the aforementioned findings, the investigator indicated seeing reason to be hopeful that a majority of the subjects would uphold the values as they take their places in classrooms and community.

Philip Jacobs undertook to survey all available studies concerning the values held by college students. He found a marked uniformity among them. Fully three-quarters of the students were "gloriously contented, both in regard to their present day to day activity and their outlook for the future." Their aspirations were primarily for material gratifications for themselves and their families. They:

"fully accepted the conventions of the contemporary business society as the context within which they will realize their personal desires. They subscribe to the traditional virtues of sincerity, honesty, and loyalty, but are indulgent concerning laxity in moral standards. They normally express a need for religion, but there is a hollow quality in their beliefs. They do not desire to have an influential voice in public policy or government. Their sense of civic duty stops at the elementary obligation of voting. They predict another major war within twelve years, but they do say that international problems give them little concern and that they spend no time on them. Only a minority value their college education

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primarily in terms of its intellectual gains. They regard it as good because it gives them vocational preparations, social status, and a good time."

Harold G. Hubbard\(^1\) investigated "six dimensions of career development within the framework provided by a theoretical model, using the Allport-Vernon-Lindsey 'Study of Values' instrument. The six dimensions were: career goals, personal values, career satisfaction, recruitment patterns, generational mobility, and career mobility." The subjects for this study were represented by the following categories:

1. Executives occupying technical positions.
2. Executives handling auxiliary and staff functions.
3. Executives charged with a broad range of managerial responsibilities.

The findings were as follows:

1. Executives manifested career goals which were economic in nature with regard to their present employment as well as jobs that they might hold in the future. Insofar as past employment was concerned, opportunity for career development was the most important goal.

2. The basic values expressed by executives included a desire for security coupled with adventure and leadership, and the desire to make money and gain personal recognition.

Jimmy Hunter\(^2\) in a study based on value constellations of 100 freshmen students of Fort Valley State College, administered the Allport-Vernon-Lindsey "Study of Values" to the subjects. Hunter indicates that the instrument is based on Edward Spranger's book, *Types of Men*. The attitudes selected are theoretical, economic, aesthetic, social, political and religious. Spranger considers these generalized attitudes to be

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those attitudes of personality that are possessed by all persons to some degree, but in varying degrees of dominance.

Hunter found that responses of the males of the two groups differed more than responses of females. Male honor students placed high esteem on the theoretical, the economic, and the religious in order named. Male non-honor students ranked the social, the religious, the political and the aesthetic as their values of most importance. The lowest value assessment by male honor students was for the aesthetic. Female non-honor students regarded the religious as the area of highest value. Female honor students placed high esteem on the social, the theoretical and the religious in order named. Data from the combined male/female responses indicated significant group differences. Theoretical values revealed distinctly higher scores for the honor students.

Dehart\(^1\) conducted an investigation of the congruence between selected fifth grade teachers and pupils from varied ethnic and socio-economic backgrounds in an urban school setting.

She concluded that differences in ethnic origin and socio-economic background affected the degree of congruence between pupils' expressed values and teachers' expressed values in the areas of self-perception, academic achievement, and classroom control. Pupil socio-economic status significantly influenced the degree of congruence between pupils' values and teachers' values in that pupils at middle and high socio-economic levels showed higher value preference for the positive poles on the value constructs, than did pupils at the low socio-economic level.

Pupil-teacher ethnicity significantly influenced the degree of congruence between pupils' values and teachers' values, with a significant lack of congruence shown between the values of Mexican-American pupils and Negro teachers and the values of Mexican-American teachers and Negro pupils. Pupils expressed greater satisfaction with the learning environment when their values were closer to their teachers' values. Pupils placed greater value on the need for satisfactory relations with peers than did their teachers.

Lack of congruence, as an extension of Dehart's conclusion, between the values of pupils and the values of teachers was believed to have probably contributed to pupil dissatisfaction in the learning environment, to feelings of indifference or animosity with respect to academic orientation, and to feelings of inferiority, insecurity, indifference and alienation in the classroom.

The intent of a study conducted by John B. Patzwald\(^1\) was to determine if there is a difference in values of teachers in schools involved at various states in a change process.

Patzwald considered the following conclusions warranted:

A significant difference in teacher values among schools existed toward areas of curriculum instruction, order and discipline, staff morale, and effective utilization of school resources.

A significant difference in teacher values existed between male and female teachers regarding more effective administrative procedures, proper student dress, and more effective ways to motivate students to learn.

A significant difference existed between teacher values when categorized by age regarding school facilities and

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equipment, faculty unity, better counseling, vocational training, better meetings, and student discipline.

A significant difference in teacher values existed when categorized by experience regarding better faculty and department meetings and school discipline.

Albert L. Reese\(^1\) conducted a study for the purpose of measuring certain socio-economic values and beliefs of eleventh and twelfth grade students, their parents, and teachers in two independent schools and four public high schools in two Northeast Florida communities. Three instruments were used in the study; the Florida Scale of Civic Beliefs, and Rundquist and Sletto Education Scale, and a 23-item teacher interview. The Mann-Whitney U Test and the Kolmogorov-Smirnov Test were employed as statistical procedures for the analyses of the data.

Eighty-two public school parents and 25 independent school parents completed the Florida Scale of Civic Beliefs. A statistical analysis of these scores yielded a significant difference in the socio-economic values and beliefs of public vs. independent school parents, as measured by the instrument.

No significant difference was found between the public school teachers and the independent school teachers in this study of socio-economic values and beliefs, as measured by the Florida Scale of Civic Beliefs. The teacher interview data further confirmed the homogeneity of public and independent school teachers in this study.

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Rokeach\(^1\) conducted a value survey utilizing 36 terminal and instrumental values. The report revealed the values found in various segments of American society—men and women, the poor and the rich, the educated and the uneducated, white and black Americans, the young and the old, the religious and the non-religious, and the politically conservative and the less conservative. The data suggested that the quality of life among white Americans in general is higher than that of minorities. Likewise, the value differences between American men and American women, among Americans of different religious orientations, and among respondents of different cultures indicate that most people strive upwards in the order of their values. The data, therefore, seem to point to variations in the quality of life represented by different segments of American society, and to some extent also, across societies. These variations indicate that there is quite a distance to go before the kind of social order that actually meets human needs becomes a reality.

The aforementioned statements represent some of the conclusions drawn by Rokeach, the author of the instrument utilized by these investigators to achieve the purposes of this study.

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\(^1\) Rokeach, *The Nature of Values*, pp. 93-94.
CHAPTER III

ANALYSIS OF THE DATA

The purpose of this study was to ascertain the differences, if any, in value systems of a select group of teachers and students in the Bibb County Public Schools for possible reorganization of the instructional program. In order to fulfill this purpose, the investigators sought to determine the following:

1. If there was a significant difference in the value systems of students according to race.

2. If there was a significant difference in the value systems of students according to sex.

3. If there was a significant difference in the value systems of students according to their socio-economic status.

4. If there was a significant difference in the value systems of students according to grade levels.

5. If there was a significant difference in the value systems of teachers and students.

The investigators predicted that the perception of teachers and students on terminal values, as developed by Milton Rokeach, would not be significantly different at the .05 level of acceptance.

The data in this section were tabulated and analyzed according to race, sex, socio-economic status, and grade levels. Each terminal value was tabulated and analyzed utilizing the sum of squares, degrees of freedom, mean squares, F ratios, and probability at the .05 level.
of acceptance. The data on teachers and students were statistically treated utilizing the t ratio at the .05 level of acceptance.

In the following Tables 1 through 5, the eighteen (18) terminal values as developed by Milton Rokeach are used. While these values are not listed in Tables 1 through 5, as listed below, they are consistent with the numbers 1 through 18 which appear in Tables 1 through 5. Table 6 indicates the terminal values of teachers and students in rank order.

1. A Comfortable Life
2. An Exciting Life
3. A Sense of Accomplishment
4. A World of Peace
5. A World of Beauty
6. Equality
7. Family Security
8. Freedom
9. Happiness
10. Inner Harmony
11. Mature Love
12. National Security
13. Pleasure
14. Salvation
15. Self-Respect
16. Social Recognition
17. True Friendship
18. Wisdom
The format for Tables 1 through 4 indicates the values, mean scores, and the analysis of variance of values which are significantly different at the .05 level of acceptance. The mean scores were derived as a result of teachers and students ranking the terminal values, as developed by Milton Rokeach, from 1 to 18. The most important value received a rank of 18, while the least important value received a rank of 1. Table 5 indicates the values, mean scores, and significant differences of values of teachers and students at the .05 level of acceptance. Table 6 indicates the terminal values of teachers and students in rank order.

For an example, in Table 1, the 397 black students yielded a composite mean score of 10.24 for A COMFORTABLE LIFE (1) and the 403 white students attained a composite mean score of 8.91 which yielded the following F-ratio:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F-Ratio</th>
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<td>177.24</td>
<td>6.69*</td>
</tr>
<tr>
<td>With-in</td>
<td>21,137.22</td>
<td>798</td>
<td>26.48</td>
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</tbody>
</table>

* 6.69 indicates a significant difference at the .05 level of acceptance.
TABLE 1

MEAN SCORES AND DIFFERENCES OF STUDENTS ACCORDING TO RACE

<table>
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<th>VALUES</th>
<th>BLACK (397)</th>
<th>WHITE (403)</th>
<th>SOURCE OF VARIANCE</th>
<th>SUM OF SQUARES</th>
<th>DF</th>
<th>MEAN SQUARE</th>
<th>F-RATIO</th>
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</thead>
<tbody>
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<td>8.91</td>
<td>Between</td>
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<td>1</td>
<td>177.24</td>
<td>6.69*</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>With-in</td>
<td>21,137.22</td>
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<td>26.48</td>
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</tr>
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<td></td>
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<td>8.98</td>
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<td>9.74</td>
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</tr>
</tbody>
</table>

* Indicates a significant difference at the .05 level of acceptance.
Table 1 reveals:

a. That the composite mean score for 397 black students, with respect to A COMFORTABLE LIFE (1), is 10.24 while the composite mean score for 403 white students is 8.91. These scores yielded an F-Ratio of 6.69. Statistically, there is a significant difference, in favor of black students, between the value placed on A COMFORTABLE LIFE (1), by black and white students.

b. That the composite mean score for 397 black students, with respect to AN EXCITING LIFE (2), is 9.01 while the composite mean score for 403 white students is 10.04. These scores yielded an F-Ratio of 3.92. Statistically, there is a significant difference, in favor of white students, between the value placed on AN EXCITING LIFE (2), by black and white students.

c. That the composite mean score for 397 black students, with respect to A SENSE OF ACCOMPLISHMENT (3), is 9.35 while the composite mean score for 403 white students is 10.60. These scores yielded an F-Ratio of 6.22. Statistically, there is a significant difference, in favor of white students, between the value placed on A SENSE OF ACCOMPLISHMENT (3), by black and white students.

d. That the composite mean score for 397 black students, with respect to EQUALITY (6), is 10.14 while the composite mean score for 403 white students is 8.98. These scores yielded an F-Ratio of 6.59. Statistically, there is a significant difference, in favor of black students, between the value placed on EQUALITY (6), by black and white students.

e. That the composite mean score for 397 black students, with respect to SALVATION (14), is 9.98 while the composite mean score for 403 white students is 8.75. These scores yielded an F-Ratio of 5.63. Statistically, there is a significant difference, in favor of black students, between the value placed on SALVATION (14), by black and white students.

f. That while black students ranked certain values higher than white students and vice versa, there is little disparity in their rankings of the remaining values.
TABLE 2
MEAN SCORES AND DIFFERENCES OF STUDENTS ACCORDING TO SEX

<table>
<thead>
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<th>VALUES</th>
<th>MALE (404)</th>
<th>FEMALE (396)</th>
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<th>MEAN SQUARE</th>
<th>F-RATIO</th>
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</tbody>
</table>

* Indicates a significant difference at the .05 level of acceptance.
Table 2 reveals:

a. That the composite mean score for 404 male students, with respect to AN EXCITING LIFE (2), is 8.04 while the composite mean score for 396 female students is 9.54. These scores yielded an F-Ratio of 5.71. Statistically, there is a significant difference, in favor of female students, between the value placed on AN EXCITING LIFE (2), by male and female students.

b. That the composite mean score for 404 male students, with respect to EQUALITY (6), is 8.56 while the composite mean score for 396 female students is 9.92. These scores yielded an F-Ratio of 5.47. Statistically, there is a significant difference, in favor of female students, between the value placed on EQUALITY (6), by male and female students.

c. That the composite mean score for 404 male students, with respect to FAMILY SECURITY (7), is 8.84 while the composite mean score of 396 female students is 9.96. These scores yielded an F-Ratio of 6.05. Statistically, there is a significant difference, in favor of female students, between the value placed on FAMILY SECURITY (7), by male and female students.

d. That the composite mean score for 404 male students, with respect to INNER HARMONY (10), is 10.34 while the composite mean score for 396 female students is 9.14. These scores yielded an F-Ratio of 5.29. Statistically, there is a significant difference, in favor of male students, between the value placed on INNER HARMONY (10), by male and female students.

e. That while male students ranked certain values higher than female students and vice versa, there is little disparity in their rankings of the remaining values.
### TABLE 3

**MEAN SCORES AND DIFFERENCES OF STUDENTS ACCORDING TO GRADE LEVELS**

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* Indicates a significant difference at the .05 level of acceptance.
Table 3 reveals:

a. That the composite mean score for 400 tenth grade students, with respect to AN EXCITING LIFE (2), is 8.26 while the composite mean score for 400 twelfth grade students is 9.88. These scores yielded an F-Ratio of 5.35. Statistically, there is a significant difference, in favor of twelfth grade students, between the value placed on AN EXCITING LIFE (2), by tenth and twelfth grade students.

b. That the composite mean score for 400 tenth grade students, with respect to HAPPINESS (9), is 9.84 while the composite mean score for 400 twelfth grade students is 8.49. These scores yielded an F-Ratio of 4.01. Statistically, there is a significant difference, in favor of tenth grade students, between the value placed on HAPPINESS (9), by tenth and twelfth grade students.

c. That the composite mean score for 400 tenth grade students, with respect to SALVATION (14), is 10.13 while the composite mean score for 400 twelfth grade students is 9.02. These scores yielded an F-Ratio of 3.98. Statistically, there is a significant difference, in favor of tenth grade students, between the value placed on SALVATION (14), by tenth and twelfth grade students.

d. That the composite mean score for 400 tenth grade students, with respect to SELF-RESPECT (15), is 9.99 while the composite mean score for 400 twelfth grade students is 8.24. These scores yielded an F-Ratio of 4.56. Statistically, there is a significant difference, in favor of tenth grade students, between the value placed on SELF-RESPECT (15), by tenth and twelfth grade students.

e. That while tenth grade students ranked certain values higher than twelfth grade students and vice versa, there is little disparity in their rankings of the remaining values.
**TABLE 4**

**MEAN SCORES AND DIFFERENCES OF STUDENTS ACCORDING TO SOCIO-ECONOMIC STATUS**

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</table>

* Indicates a significant difference at the .05 level of acceptance.
Table 4 reveals:

a. That the composite mean score, with respect to EQUALITY (6), is as follows for specified groups: 153 students of high socio-economic status - 10.08, 258 students of middle socio-economic status - 8.97, 389 students of low socio-economic status - 8.52. These scores yielded an F-Ratio of 3.89. Statistically, there is a significant difference, in favor of students of the high socio-economic status, with respect to the value placed on EQUALITY (6).

b. That the composite mean score, with respect to FAMILY SECURITY (7), is as follows for specified groups: 153 students of a high socio-economic status - 9.25, 258 students of a middle socio-economic status - 8.15, 389 students of a low socio-economic status - 8.53. These scores yielded an F-Ratio of 4.02. Statistically, there is a significant difference, in favor of students of high socio-economic status, with respect to the value placed on FAMILY SECURITY (7).

c. That the composite mean score, with respect to FREEDOM (8), is as follows for specified groups: 153 students of a high socio-economic status - 9.03, 258 students of a middle socio-economic status - 8.39, 389 students of a low socio-economic status - 7.99. These scores yielded an F-Ratio of 4.31. Statistically, there is a significant difference, in favor of students of the high socio-economic status, with respect to the value placed on FREEDOM (8).

d. That the composite mean score, with respect to MATURE LOVE (11), is as follows for specified groups: 153 students of high socio-economic status - 9.67, 258 students of a middle socio-economic status - 11.05, 389 students of a low socio-economic status - 9.98. These scores yielded an F-Ratio of 5.61. Statistically, there is a significant difference, in favor of students of the middle socio-economic status, with respect to the value placed on MATURE LOVE (11).

e. That there is little disparity in the ranking, among the three socio-economic groups, of the remaining values.
**TABLE 5**

MEAN SCORES AND DIFFERENCES OF VALUES OF TEACHERS AND STUDENTS

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<td>With-in</td>
<td>27,640.44</td>
<td>898</td>
<td>30.78</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates a significant difference at the .05 level of acceptance.
Table 5 reveals that:

a. The composite mean score of 100 teachers, with respect to A COMFORTABLE LIFE (1), is 9.98 while the composite mean score of 800 students is 8.92. These scores yielded an F-Ratio of 4.20. Statistically, there is a significant difference, in favor of teachers, between the value placed on A COMFORTABLE LIFE (1), by teachers and students.

b. The composite mean score of 100 teachers, with respect to AN EXCITING LIFE (2), is 13.37 while the composite mean score of 800 students is 9.17. These scores yielded an F-Ratio of 11.15. Statistically, there is a significant difference, in favor of teachers, between the value placed on AN EXCITING LIFE (2), by teachers and students.

c. The composite mean score of 100 teachers, with respect to A SENSE OF ACCOMPLISHMENT (3), is 7.77 while the composite mean score of 800 students is 9.88. These scores yielded an F-Ratio of 6.58. Statistically, there is a significant difference, in favor of students, between the value placed on A SENSE OF ACCOMPLISHMENT (3), by teachers and students.

d. The composite mean score of 100 teachers, with respect to A WORLD OF BEAUTY (5), is 12.18 while the composite mean score of 800 students is 10.51. These scores yielded an F-Ratio of 5.91. Statistically, there is a significant difference, in favor of teachers, between the value placed on A WORLD OF BEAUTY (5), by teachers and students.

e. The composite mean score of 100 teachers, with respect to FAMILY SECURITY (7), is 7.19 while the composite mean score of 800 students is 8.43. These scores yielded an F-Ratio of 5.23. Statistically, there is a significant difference, in favor of students, between the value placed on FAMILY SECURITY (7), by teachers and students.

f. The composite mean score of 100 teachers, with respect to HAPPINESS (9), is 12.95 while the composite mean score of 800 students is 9.79. These scores yielded an F-Ratio of 7.25. Statistically, there is a significant difference, in favor of teachers, between the value placed on HAPPINESS (9), by teachers and students.

g. The composite mean score of 100 teachers, with respect to MATURE LOVE (11), is 5.26 while the composite mean score of 800 students is 9.35. These scores yielded an F-Ratio of 10.35. Statistically, there is a significant difference, in favor of students, between the value placed on MATURE LOVE (11), by teachers and students.
h. The composite mean score of 100 teachers, with respect to NATIONAL SECURITY (12), is 13.12 while the composite mean score of 800 students is 11.11. These scores yielded an F-Ratio of 4.37. Statistically, there is a significant difference, in favor of teachers, between the value placed on NATIONAL SECURITY (12), by teachers and students.

i. The composite mean score of 100 teachers, with respect to SALVATION (14), is 7.10 while the composite mean score of 800 students is 10.38. These scores yielded an F-Ratio of 9.67. Statistically, there is a significant difference, in favor of teachers, between the value placed on SALVATION (14), by teachers and students.

j. The composite mean score of 100 teachers, with respect to SOCIAL RECOGNITION (16), is 12.32 while the composite mean score of 800 students is 10.84. These scores yielded an F-Ratio of 5.87. Statistically, there is a significant difference, in favor of teachers, between the value placed on SOCIAL RECOGNITION (16), by teachers and students.

k. The composite mean score of 100 teachers, with respect to TRUE FRIENDSHIP (17), is 8.29 while the composite mean score of 800 students is 9.67. These scores yielded an F-Ratio of 3.86. Statistically, there is a significant difference, in favor of students, between the value placed on TRUE FRIENDSHIP, by teachers and students.

l. The composite mean score of 100 teachers, with respect to WISDOM (18), is 7.73 while the composite mean score of 800 students is 9.75. These scores yielded an F-Ratio of 4.39. Statistically, there is a difference, in favor of students, between the value placed on WISDOM (18), by teachers and students.

m. In only six values: WORLD OF PEACE (4), EQUALITY (6), FREEDOM (8), INNER HARMONY (10), PLEASURE (13), and SELF-RESPECT (15), the teachers show relatively little difference from the students in their rankings.
# TABLE 6

## TERMINAL VALUES OF TEACHERS AND STUDENTS IN RANK ORDER

<table>
<thead>
<tr>
<th>RANKS</th>
<th>TEACHERS (100)</th>
<th>STUDENTS (800)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An Exciting Life</td>
<td>National Security</td>
</tr>
<tr>
<td>2</td>
<td>National Security</td>
<td>Social Recognition</td>
</tr>
<tr>
<td>3</td>
<td>Happiness</td>
<td>A World of Beauty</td>
</tr>
<tr>
<td>4</td>
<td>Social Recognition</td>
<td>Salvation</td>
</tr>
<tr>
<td>5</td>
<td>A World of Beauty</td>
<td>Self-Respect</td>
</tr>
<tr>
<td>6</td>
<td>A World of Peace</td>
<td>A Sense of Accomplishment</td>
</tr>
<tr>
<td>7</td>
<td>A Comfortable Life</td>
<td>Happiness</td>
</tr>
<tr>
<td>8</td>
<td>Equality</td>
<td>True Friendship</td>
</tr>
<tr>
<td>9</td>
<td>Self-Respect</td>
<td>Wisdom</td>
</tr>
<tr>
<td>10</td>
<td>Inner Harmony</td>
<td>A World of Peace</td>
</tr>
<tr>
<td>11</td>
<td>True Friendship</td>
<td>Inner Harmony</td>
</tr>
<tr>
<td>12</td>
<td>Freedom</td>
<td>Mature Love</td>
</tr>
<tr>
<td>13</td>
<td>Pleasure</td>
<td>An Exciting Life</td>
</tr>
<tr>
<td>14</td>
<td>A Sense of Accomplishment</td>
<td>Equality</td>
</tr>
<tr>
<td>15</td>
<td>Wisdom</td>
<td>A Comfortable Life</td>
</tr>
<tr>
<td>16</td>
<td>Family Security</td>
<td>Pleasure</td>
</tr>
<tr>
<td>17</td>
<td>Salvation</td>
<td>Family Security</td>
</tr>
<tr>
<td>18</td>
<td>Mature Love</td>
<td>Freedom</td>
</tr>
</tbody>
</table>
The data in Table 6 reveal the terminal values of teachers and students in rank order. Through examination of the table, one can readily see that there is wide disparity between the rankings of certain values by teachers and students. Illustrative of the kinds of differences that show disparity of such width as to be noteworthy are the following: Teachers rank An Exciting Life (2) as number 1, while students rank it as number 13. Students rank Salvation (14) as number 4; teachers rank it number 17. Teachers rank A Comfortable Life (1) as number 7; students rank it number 15. Students rank A Sense of Accomplishment (3) as number 6; teachers rank it number 14. Teachers rank Equality (6) as number 8; students rank it number 14. Students rank Mature Love (11) as number 12; teachers rank it number 18. Teachers rank Freedom (8) as number 12; students rank it number 18.

The following values indicate a closeness of rankings on the part of teachers and students: Students rank National Security (12) as number 1; teachers rank it number 2. Students rank Social Recognition (16) as number 2; teachers rank it number 4. Teachers rank Inner Harmony (10) as number 10; students rank it number 11. Teachers rank Family Security (7) as number 16; students rank it number 17.

It must be noted that the range of responses differ greatly between the two groups: Students from the high mean score of 11.11 to the low of 8.35 reflect a spread of only 2.76 points; teachers, on the other hand, show a spread of 8.11 points between 13.37 and 5.26.
CHAPTER IV

FINDINGS, CONCLUSIONS, IMPLICATIONS
RECOMMENDATIONS, AND SUMMARY

The problem involved in this study was to determine the following:
(1) If there was a significant difference in the value systems of
tenth grade and twelfth grade students according to race; (2) If there
was a significant difference in the value systems of tenth and twelfth
grade students according to sex; (3) If there was a significant dif-
ference in the value systems of tenth and twelfth grade students
according to socio-economic status; (4) If there was significant dif-
ference in the value systems of students at the tenth and twelfth grade
levels; and (5) If there was a significant difference between the value
systems of teachers and tenth and twelfth grade students.

Moreover, it was the purpose of this study to formulate, from
the analysis and interpretation of data, a set of findings and con-
clusions from which implications and recommendations might be offered
to appropriate school personnel for the possible reorganization of the
instructional program of the Bibb County Public Schools.

The following steps represent the general procedure used to achieve
the purposes of this study:

1. Permission to conduct this investigation was sought from
the proper school officials.

2. Literature pertinent to this study was reviewed, summarized,
and presented.
3. A questionnaire was developed by the investigators and administered to 400 tenth grade students and 400 twelfth grade students. The instrument yielded information on race, sex, grade, number of parents in household, income of parents, and number of children in household of subjects. A list of 18 terminal values, developed by Milton Rokeach, was administered to the 800 students and 100 teachers of grades ten and twelve.

4. Each terminal value of the students was tabulated and analyzed utilizing the sum of squares, degrees of freedom, mean squares, f ratios and probability at the .05 level of acceptance according to race, sex, grade levels, and socio-economic status. The terminal values of teachers and students, as a whole, were tabulated, ranked, and summarized.

Findings

1. There was a difference in the value systems of students according to race.

   * Black students and white students differ significantly with respect to the rankings of the following values: A COMFORTABLE LIFE, AN EXCITING LIFE, A SENSE OF ACCOMPLISHMENT, EQUALITY, and SALVATION. Black students ranked the following values significantly higher: A COMFORTABLE LIFE, EQUALITY, and SALVATION. White students did so with respect to the following values: AN EXCITING LIFE and A SENSE OF ACCOMPLISHMENT.

2. There was a difference in the value systems of students according to sex.

   * Male students and female students differ significantly with respect to the rankings of the following values: EQUALITY, FAMILY SECURITY, INNER HARMONY, and AN EXCITING LIFE. Male students ranked INNER HARMONY significantly higher. Female students did so with respect to the following values: AN EXCITING LIFE, EQUALITY, and FAMILY SECURITY.

3. There was a difference in the value systems of students according to grade levels.

   * Tenth grade students and twelfth grade students differ significantly with respect to the rankings of the following values: SELF-RESPECT, AN EXCITING LIFE, SALVATION, and HAPPINESS. Tenth grade students

   * Minimum significant level of acceptance, for purposes of this study, was 5 percent as tested by the F-Ratio.
ranked the following values significantly higher: HAPPINESS, SALVATION, and SELF-RESPECT. Twelfth grade students did so with respect to the following value: AN EXCITING LIFE.

4. There was a difference in the value systems of students according to socio-economic status.

*a. Students of a high socio-economic status, a middle socio-economic status and a low socio-economic status differ significantly with respect to the following values: EQUALITY, FAMILY SECURITY, FREEDOM, and MATURE LOVE. Students of high socio-economic status ranked the following values significantly higher: FAMILY SECURITY and HAPPINESS.

b. Students of the middle socio-economic status did so with the ranking of the following value: MATURE LOVE.

c. Students of low socio-economic status did not rank any value significantly higher than students of either the middle socio-economic status or the high socio-economic status. Significantly, they ranked FREEDOM 18 of 18; with their large number (almost half) they determined the cellar placement for this value among students.

5. There was a difference in the value systems of teachers and students.

*a. Students and teachers differ significantly with respect to the twelve following values: A COMFORTABLE LIFE, AN EXCITING LIFE, A SENSE OF ACCOMPLISHMENT, A WORLD OF BEAUTY, FAMILY SECURITY, HAPPINESS, MATURE LOVE, NATIONAL SECURITY, SALVATION, SOCIAL RECOGNITION, TRUE FRIENDSHIP, and WISDOM.

b. Teachers significantly favored the following values: A COMFORTABLE LIFE, AN EXCITING LIFE, A WORLD OF BEAUTY, HAPPINESS, NATIONAL SECURITY and SOCIAL RECOGNITION.

c. Students significantly favored the following values: A SENSE OF ACCOMPLISHMENT, FAMILY SECURITY, MATURE LOVE, SALVATION, TRUE FRIENDSHIP, and WISDOM.

d. The greatest disparity shows up in AN EXCITING LIFE (teachers, first; students thirteenth) and SALVATION (teachers, seventeenth; students, fourth).

e. Clearly, students and teachers differ significantly on two-thirds of the values.

*Minimum significant level of acceptance, for purposes of this study, was 5 percent as tested by the F ratio.
Conclusions

The findings of this investigation reject the null hypotheses of the investigators. That is, the value systems of tenth grade students and twelfth grade students differ according to race, sex, socio-economic status and grade levels. Further, the value systems of students differ from the value systems of teachers.

Implications

Value differences are more likely to breed conflict than harmony. Conflict is likely to adversely affect learning. It seems essential, then, that student differences that exist between races, sexes, grades, and socio-economic levels and between teachers and students receive serious attention.

Recommendations

A. Relative to further research

1. That this study be repeated utilizing the longitudinal method of research. That is, collect, analyze and interpret data on a tenth grade group over a three year period.

2. That this study be replicated utilizing fewer variables. That is, limit study to race and/or sex, for example.

3. That this study be replicated using a population based on socio-economic levels only.

4. That this study be repeated utilizing a college population and a post secondary vocational population.

5. That a similar study be designed and conducted for the purpose of examining the perceptions of the values of elementary school teachers and students.
B. Relative to findings of this investigation

1. That the attention of educators be directed to the possible consequences of the incongruence that exists between groups with respect to values.

2. That appropriate school personnel make opportunities available for students to express their value perceptions. That is, provide educational experiences and situations that would encourage students to predict the consequences of various courses of action, compare their thinking with that of others and analyze the consequences.

Summary

This investigation sought to ascertain the differences, if any, in the value systems of a select group of students and teachers in the Bibb County Public Schools. More specifically, it attempted to determine the differences in value systems of students based on race, sex, and socio-economic status and the differences between students and teachers. Ultimately, however, this investigation attempted to provide curriculum personnel, administrators, teachers, guidance counselors, and other concerned persons with the development of youth information that would:

1. Lead to a more profound understanding of the tremendous impact that value perceptions have on the behavior of all persons.

2. Direct attention of educators, parents, and significant others in the lives of students to the important matter of taking into account the differences in value perceptions of students according to race, sex, and socio-economic status as they attempt to deal with the complex concept of human values.

If this investigation approaches the fulfillment of these aims, the investigators will have realized, at least in part, their objectives in this undertaking.
APPENDIX

Terminal Values
TERMINAL VALUES

Values are very important in determining goals in life. When educators know more about the values that students hold, they can make curriculum changes that will help them to achieve their goals. Please help educators to learn more about values by giving the following information:

Grade _____ Age _____ Sex _____ Race _____

Circle one of the following in EACH line:
- Number of parents in household—Father—Mother—Both—Neither
- Income of Family—Less than $6,999—$7,000-$11,999—$12,000
- Number of children in house—One—Two—Three—Four or More

Please study the list below and pick out the value which is MOST IMPORTANT to you. Place the number 18 in the box beside the value that is MOST important to you. This means that your second MOST IMPORTANT value will receive a rank of 17. Your LEAST IMPORTANT value will receive a rank of 1. There are no right or wrong answers. Ask questions if you are not sure that you understand.

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 OF 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)
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