

AN ABSTRACT OF THE THESIS OF

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Abstract Approved: \_\_\_\_\_  
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The purpose of this study was to measure the relative prominence of the values--theoretical, economic, political, aesthetic, social, and religious--among the four groups of institutional educators under the direction of the State of Oregon Corrections Division in the two adult and two juvenile facilities; namely, the Oregon State Penitentiary, the Oregon State Correctional Institution, MacLaren School for Boys, and Hillcrest School of Oregon.

The 68 subjects were all full-time educators functioning as: academic teachers, vocational instructors, and those classified as "other", which included educational administrators, librarians, and recreational and physical educators. All were State certified personnel with varying amounts of education, experience, and age, including both men and women, but predominately men. Measurement was voluntary, and 68 (81.9%) of 83 educators responded, netting a response of 80.6% of the male personnel and 85.7% of the female.

Measurement was determined by the Allport-Vernon-Lindzey Study of Values, Third edition, 1960, and the principal groupings within the

four staffs were completed by a predetermined categorization which included: 1) Assigned institution, 2) Educational assignment, 3) Employment status (full or part-time), 4) Sex, 5) Age, 6) Educational preparation, and 7) Educational experience.

The study was designed to measure four institutional groups of correctional educators of unequal size to answer the following questions:

1. To what extent do the values appear in the total sample for all educational personnel within the four institutions?

2. To what extent are the values present in the combined staff within each of the four institutions?

3. When the four separate educational staffs are compared, does the presence of each value differ significantly?

4. To what extent are the values present for certain definable groups within the four institutions?

5. When the definable groups are compared, does the presence of each value differ significantly?

Significant difference was tested at the .01 level of confidence by the use of t-tests.

The analysis of Question 1 revealed that the mean scores for all 68 respondents were:

Scale 1. Theoretical = 41.7500 with SD 6.5223,

Scale 2. Economic = 40.8971 with SD 8.4438,

Scale 3. Aesthetic = 39.2647 with SD 8.5468,

Scale 4. Social = 39.1324 with SD 7.7893,

Scale 5. Political = 41.9412 with SD 6.7516,

Scale 6. Religious = 36.6765 with SD 10.1756,

with significant difference at the .01 level of confidence between Theoretical and Religious, Economic and Religious, and Political and Religious.

The analysis of Questions 2 and 3 indicated, after an analysis of the institutional mean scores, that there were significant differences within institutional scoring on the six scales, but that no significant difference at the .01 level of confidence existed when comparing individual scales between one institutional staff and another.

Questions 4 and 5 resulted in the application of t-tests, after the scales' means of the variables were identified, which revealed significant differences at the .01 level of confidence between groupings on Economic, Aesthetic, and Social when comparing academic and vocational educators; Aesthetic when comparing male and female personnel; Economic and Social when comparing educational preparation of less than a Bachelor's degree with a Bachelor's degree, but less than a Master's degree; Social when comparing educators whose teaching experience was less than one year with those with one, but less than five years; Social when comparing experience of less than one year with experience of five, but less than 10 years; and Social when comparing experience of less than one year with those with 10 years or more. Other differences found were not at the .01 level of confidence.

It was concluded that some significant differences do exist between the institution faculties and among their educators, but more likenesses prevailed than did differences.

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A Study of Values of Educators  
in Oregon's Correctional Institutions

by

Austin Michael Colbert

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## A STUDY OF VALUES OF EDUCATORS IN OREGON'S CORRECTIONAL INSTITUTIONS

### INTRODUCTION

Until the creation of the State of Oregon Corrections Division by Oregon Legislation of 1965, the educational staffs of Oregon's two adult and two juvenile correctional institutions were, in nature, basically autonomous. Inter-faculty meetings were seldom promoted because of traditional feelings that the individual institutions had as their missions different tasks, and that the over-all staff commonalities were so negligible that inter-staff meeting would be precious time wasted.

Eventually, the validity of this feeling was questioned by administrators and educational supervisors, and in the early 1960's, an organization known as the Institution Teachers Association was established to promote the exchange of curricular data and methodology among the institutions' educational staffs.

This newly formed organization was a beginning in the recognition of professional commonalities among the educators of the Oregon State Penitentiary, the Oregon State Correctional Institution, MacLaren School for Boys, and Hillcrest School of Oregon. From those attending the monthly meetings came a comradeship as well as a sharing of relevant materials and methodology existing in the respective educational facilities.

Later, as a result of the organization's efforts, a common educational philosophy was created by the educators of the four

institutions which was subsequently adopted by the State of Oregon Corrections Division (1968) as their educational philosophy for all education within the Division's governance.

As the business of the organization continued, the aged question of institutional staff autonomy was under discussion and it was agreed that it should be studied. Further, it was agreed that it should be approached through a study of attitudes or values of the involved educators in order to ascertain likenesses and differences among them and hence to either sanction or dispell statements that were not based on researched findings.

This study among the educators was intended to produce statements of what actually exists, not what ought to be. The result of this move is the basis of this study.

#### Definitions of Terms Used

In order that terms used frequently throughout this study may be properly understood, definitions of each term as used in this study follow:

Academic staff -- those of the educational faculty dealing with "cultural" or "pure" subject matter, as opposed to those dealing with the "practical" or "applied" subject matter.

Attitude -- a state of mental and emotional readiness on the part of a person to react to a situation in a particular manner.

Correctional education -- academic, vocational, cultural, and recreational activities carried on in correctional institutions for the purpose of effecting the social and economic rehabilitation of the residents.

Correctional educator -- one who teaches, instructs, or otherwise contributes to the educational development of the residents of correctional facilities.

Value -- any human characteristic deemed important because of psychological, social, moral, or aesthetic considerations.

Vocational staff -- those of the educational faculty dealing with "practical" work and instruction in some technical subject, preparing students for competent service in an occupation that normally demands less than a baccalaureate degree for certifiable application.

### The Purpose of the Study

The purpose of this study was to measure the relative prominence of six values--theoretical, economic, political, aesthetic, social, and religious--among the four groups of institutional educators under the direction of the State of Oregon Corrections Division in the two adult and two juvenile facilities. The groups were measured and their values viewed by:

The Study of Values: A Scale for Measuring the Dominant Interests in Personality, Third edition, College and adult, 1931-60, by Gordon W. Allport of Harvard University;

Philip E. Vernon, University of Calgary, Alberta;  
and Gardner Lindzey of the University of Texas.

### Questions and Analysis

The study was designed to measure and compare four groups of correctional educators of unequal size to answer the following specific questions:

1. To what extent do the values appear in the total sample for all educational personnel within the four institutions?

The analysis of this question will involve a focus on the score means on the six measured values of the respondents.

2. To what extent are the values present in the combined staff within each of the four institutions?

The analysis of Question 2 demands essentially the same process of analysis as Question 1, but will be directed toward the four individual educational staffs.

3. When the four separate educational staffs are compared, does the presence of each value differ significantly?

The analysis dictates a move to compare, by use of t-tests, the means of the scores of the six values of the four staffs with one another.

4. To what extent are the values present for certain definable groups within the four institutions?

To analyze Question 4, each sub-group below must be identified, and by sorting, determine the germane mean scores on the six values.

- B.1. Academic teaching staff
- B.2. Vocational instructional staff
- B.3. Staff specified as "other"
  
- C.1. Male staff
- C.2. Female staff
  
- D.1. Full-time staff
- D.2. Part-time staff
  
- E.1. Staff of age 21, but less than 35
- E.2. Staff of age 35, but less than 50
- E.3. Staff of age 50 or more
  
- F.1. Staff with less than a two-year degree
- F.2. Staff with a two-year, but less than a four-year degree
- F.3. Staff with a four-year degree (Bachelor's)
- F.4. Staff with a fifth year (Bachelor's + 45 term hours)
- F.5. Staff with a Master's degree
- F.6. Staff with a Master's + 45 term hours
- F.7. Staff with a Master's + more than 45 term hours
  
- G.1. Staff experience of less than one academic year
- G.2. Staff experience of one, but less than five academic years
- G.3. Staff experience of five, but less than ten academic years
- G.4. Staff experience of ten years or more

5. When the definable groups are compared, does the presence of each value differ significantly?

Question 5 requires an analysis, by comparison of the mean scores (t-tests), of the six values for each of the listed sub-groups in Question 4 for the entire population of respondents.

#### Basic Assumptions

1) The Allport, Vernon, Lindzey, Study of Values is a valid instrument to measure the dominant interests in personality.

2) All respondents are certified personnel through the requirements and regulations of the Oregon Board of Education.



## REVIEW OF LITERATURE

Two conflicting approaches in identifying values appear in the literature. One approach concerns itself with the values people say they hold, and the other approach (L. Raths, 1966) holds that a paper and pencil test cannot measure values because values are a part of a person's behavior pattern. It was stated that a paper and pencil instrument validated on behavior would be at least as useful as it would be difficult to perfect. Some examples of this approach have been researched and reported by Perkins (1964) and Gagé (1963). Nevertheless, the alternate thrust cannot be discounted because of the wealth of information it has revealed and because of the base it has established for successive research.

The widely used Allport, Vernon, Lindzey Study of Values (1960), which provides a score for relative strength of six value areas--theoretical, economic, religious, political, aesthetic and social--as well as a similar instrument developed by Dilley (1957) has been criticized (J. Raths, 1964) as having questionable validity, and holds with L. Raths (1966) that a paper and pencil test cannot measure values.

Some investigators have used Osgood's semantic differential to get at the evaluation persons have of various phenomena (Winter, 1962). Prince (1957) developed an instrument called the Differential Values Inventory which places students' values along a continuum ranging from the emergent to the traditional. Super (1965) published the Work Values Inventory which measures the relative strength of 15 values, such as intellectual stimulation, job achievement, and economic returns. In an

earlier study, Hartshorne and May (1928) used contrived incidents to get at some of the beliefs children have. Santostefano (1962) also used situational tests, and finally, some researchers have developed tests which measure what subjects choose when faced with hypothetical situations, such as Getzel and Jackson (1962), and Grapko (1957).

Despite the criticism concerning validity of the pencil and paper test, and on the strength of recognized authorities on the values and attitudes question, this investigator has chosen to pursue the route of the first group (values people say they hold) hoping to contribute in a small way, additional research in the ever-ending search for empirical data.

It has been found that numerous studies have been made involving the general areas of interests, values, and needs of educators, students, and others (Table 11, Appendix D and Table 12, Appendix E). Findings from these studies indicate that psychological tests of interests, values, and manifest needs differentiate among people in different fields. Several studies have been conducted on differences in the characteristics of college populations. A few psychological studies of differences between occupational groups have also been reported. However, to the investigator's knowledge, studies have not been conducted on the subject of this investigation, a study of the values of educators in correctional institutions.

This review is organized into two major areas and their related sub-topics. Spranger's "types of men" is discussed initially. Subsequently, past studies relating to the findings of several researchers using the Study of Values instrument singly and with multiple instrumentation is discussed with its related implications.

## Types of Men

The values to be measured in this study are those identified in Spranger's Types of Men (1928), depicting the dominant motives in personality of individuals, but not implying that man belongs exclusively to one or another of these types. The depictions are in terms of the "ideal" type, not fully allowing for formless or valueless personalities nor for those who follow an expedient or hedonistic philosophy of life. Spranger's six types, and those used in the Allport-Vernon-Lindzey Study of Values, to depict types are:

### The Theoretical

The dominant interest of the theoretical man is the discovery of truth. In the pursuit of this goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences; one that divests itself of judgments regarding the beauty or utility of objects, and seeks only to observe and to reason. Since the interests of the theoretical man are empirical, critical, and rational, he is necessarily an intellectualist, frequently a scientist or philosopher ... His chief aim in life is to order and systematize his knowledge.

### The Economic

The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self-preservation), the interest in utilities develops to embrace the practical affairs of the business world--the production, marketing, and consumption of goods, the elaboration of credit, and the accumulation of tangible wealth. This type is thoroughly "practical" and conforms well to the prevailing stereotype of the average American businessman.

### The Aesthetic

The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the

standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

### The Social

The highest value for this type is love of people. In the Study of Values it is the altruistic or philanthropic aspect of love that is measured. The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish. He is likely to find the theoretical, economic, and aesthetic attitudes cold and inhuman. In contrast to the political type, the social man regards love as itself the only suitable form of human relationship.

### The Political

The political man is interested primarily in power. His activities are not necessarily within the narrow field of politics; but whatever his vocation, he betrays himself--leaders in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish above all else for personal power, influence, and renown.

### The Religious

The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one "whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience." Some men of this type are "immanent mystics", that is, they find their religious experience in the affirmation of life and in active participation therein (Allport, 1970).

### Past Studies

The Study of Values has been used by investigators to identify and compare differences between individuals and among groups. Vernon and Allport (1931) at Harvard University compared undergraduate students from various fields of study and reported that consistent sex differences were evident. Men had higher scores on the Theoretical, Economic, and Political scales, whereas women had higher scores on the Aesthetic, Social, and Religious scales. Significantly higher scores on the Theoretical scale were attained by students in psychology, science, and lower scores for students in literature. On the Aesthetic scale, psychology and literature students placed significantly higher. On the Economic scale, engineering and business students obtained significantly higher scores than did the other students, whereas students in psychology and science obtained significantly lower ones. Highest scores on the Political scale were found for students of law. No other significant differences in values were found.

Pintner (1933) selected students enrolled in an educational psychology class in Teachers College, Columbia University, and used the Allport-Vernon Study of Values to measure dominant interests in personality. Again men were found to score higher than women on the Theoretical, Economic, and Political scales. Women scored higher on the Aesthetic, Social, and Religious scales. Political scores for both men and women were found to be higher than those listed in the test instrument manual.

Using two well-defined college groups, Seashore (1947) dealing with health and physical education majors and applied social science majors at Springfield College, compared the differences between these

groups on the Allport-Vernon-Lindzey Study of Values. The health and physical education majors had high Political scores in a combination with either or both Social and Religious scores, but obtained low Economic and Aesthetic scores. The social science majors were high on the Social and Religious scales, but relatively low on the Political, Economic, and Aesthetic scales.

At Dartmouth College, Stone (1933) using the Allport-Vernon Study of Values compared interest patterns of sophomore students having different vocational intentions. He found the following patterns: the business group showed significantly high Economic scores but low Theoretical and Aesthetic scores; students in banking made significantly high Economic scores and at the same time showed considerable disinterest in religion. Students interested in medicine obtained significantly high Theoretical scores but exhibited economic and political indifference, and law students scored high on the Political scale but low on the Theoretical scale. Education students scored high on the Aesthetic scale but low on the Economic scale, and the literary group scored the highest of the groups on the Aesthetic and Religious scale but low on the Economic and Political scale.

In a study of interests, values, and personality as related to the major field of study of third-year college students at Queens College, using the Kuder Personal Preference Record, the Allport-Vernon, Lindzey Study of Values, and the Minnesota Multiphasic Personality Inventory, Sternberg (1953) concluded that there was a significant difference in groups of college students majoring in different subjects in terms of interests, values, and personality. Liberal arts students,

majoring in English and music, showed high scores on the Literacy, Musical, and Artistic scale and low scores on the scale of Scientific and related activities. Science students had a profile pattern which was opposite to that of students enrolled in liberal arts. Political science and history students showed high Literary scores, with lower scores on the Scientific and Mechanical scale and economic and political science students obtained high scores on the Business-contract scales. Science students appeared to be emotionally the best adjusted and English students the poorest.

Sarbin and Berdie (1940), in a study at the University of Minnesota, found that interrelations existed among the interest patterns of students on the Strong Vocational Interest Blank and the values measured by the Allport-Vernon-Lindzey Study of Values. They used a random sample of 52 men who were seeking vocational advice. A great deal of overlapping of scores occurred, making individual application of the results hazardous. However, values measured by the Study of Values, traits which differentiated the occupational groups of the Strong Blank Masculinity-Femininity scale correlated positively with the Theoretical value scale and negatively with the scale for Aesthetic value.

A similar study to that of Sarbin and Berdie was made with entering freshman women at Sarah Lawrence College (Duffy and Crissy, 1940) using the Strong Vocational Interest Blank for Women and the Allport-Vernon-Lindzey Study of Values. Correlations between vocational interests and attitudes were less than .45. The investigators felt that a higher relationship might be expected with older subjects after a greater maturation of interests and values.

Pintner and Forlano (1939) studied a group of 100 women enrolled in education courses at Teachers College, Columbia University, to discover the relation of values to personality, using the Allport-Vernon-Lindzey Study of Values and the Thurstone Personality Schedule. The population, divided into six groups according to the highest and lowest interest value scores, was compared with reference to neurotic tendencies. No statistically significant differences were found among the groups, although the high-interest value groups indicated slightly better adjustment, and showed a tendency toward introversion on the Aesthetic scale.

In a study of freshmen at Wesleyan University, Sisson and Sisson (1940) tested the lowest third, or extroverted scores, and the highest third, or introverted scores, on the Bernreuter Personality Inventory and compared them to scores on the Aesthetic scale of the Study of Values. The investigators reported that introverts tended to score somewhat higher on the Aesthetic scale of the Study of Values. Moreover, they recognized the limitations of the study in that they were dealing with aesthetic attitudes of introverts and extroverts rather than with the personality traits of aesthetes. Bereiter and Freedman (Sanford, 1962) reported that more often than not, students in social science, come out as the most liberal of the groups in attitude studies. With much greater consistency, students in engineering and agriculture appear among the least liberal groups. Literature, arts, and natural science groups are usually found between these extremes, with the natural science groups tending to be less liberal than the others. Further, it was reported that students in education are difficult to pin down. Those in secondary education tend to reflect the attitudes of their prospective teaching



fields, and those in elementary and physical education tend to be among the most conservative groups.

### Summary

Summarizing a review such as this has many inherent problems created by the varying applications of the Study of Values on different and distinct types of groups. All of the topics are relevant to the study, and the assessment of each is essential, if the likenesses and differences of the focus group (correctional educators in Oregon) is to be considered and related to past research.

There appears to be general agreement from research cited that sex differences exist. Men normally score higher on the Theoretical, Economic, and Political scales, whereas women score higher on the remaining three. Men and women educators, in general, scored high on the Aesthetic scale, but low on the economic as did those in the literary groups. Exception to this was those in physical education, who had high Political scores and low Aesthetic scores.

Further, maturity of the individual appeared to influence the definite "highs" and "lows", as well as those classified as introverts or extroverts. Secondary teachers reflected the attitudes of their chosen fields and elementary and physical education teachers were among the most conservative.

From the literature reviewed, it seems logical that more attention should be directed toward investigating the likenesses and differences among teaching faculties and definable groups within these faculties.

It seem particularly feasible that many conflicts among groups of educators could be explained or at least understood by the awareness of like and unlike types working in situations that demand a harmonious thrust as a single body.

## METHODS

### Subjects

The data analyzed in this study were collected from 68 educators in the two State of Oregon adult correctional institutions--the Oregon State Penitentiary, also referred to herein as O.S.P., and the Oregon State Correctional Institution, referred to as O.S.C.I., as well as from the two juvenile facilities--MacLaren School for Boys (M.S.B. or MacLaren), and Hillcrest School of Oregon (H.S.O. or Hillcrest), during the month of October, 1970. These institutions are governed by the State of Oregon Corrections Division and are of unequal resident population and staff.

In addition to providing central administration for the above institutions, the State of Oregon Corrections Division is responsible for developing and promulgating new correctional services and programs. The distinct differences and missions of the four institutions are:

The Oregon State Penitentiary is of maximum custody design and is charged by statutory mandate to maintain the institution as a place of confinement for those adjudged violators of the criminal laws of the State of Oregon, whereas the Oregon State Correctional Institution is of medium security and is designed with statutory emphasis on rehabilitation of court committed first-time male offenders under the age of 26 who, as a result of felony crimes, have been sentenced to confinement for 10 years or less in an adult penal institution.

MacLaren School for Boys is Oregon's official training school for boys between the ages of 12 and 21, none to be received after his 18th birthday. They are boys who fail to conform to the community's

expectations as they are defined legally. All boys remain until the Superintendent believes they can be discharged. They are juvenile court committed.

Hillcrest School of Oregon was founded as the State training school for socially maladjusted and emotionally disturbed girls between the ages of 12 and 21 with no girl received after her 18th birthday. All girls received are under custody of the Superintendent until he believes they can be returned to their homes under supervision. They have been placed at the institution by the County or Circuit juvenile courts.

A questionnaire was used with each respondent in this study and was titled "Supplementary Data" (Appendix A). Of the 83 Oregon correctional educators at the time of the study, on full-time employment, 68 responded to the study which was personally administered by the investigator. Those 15 who chose not to be respondents were not questioned as to their reasons. The investigator was granted one hour of State time with each facility during the staff's working day. No provisions were made or requested for those who had chosen not to be measured. Therefore, for the purposes of this study,  $n = 68$ .

Table 1 shows the totals and percentage of response to the investigation.

TABLE 1. Institutional Education System Staff Count and Total, Respondent Count and Total, Response Percentage Figures

Staff Count		Respondent Count			% Responding	
M	F	M	F	M	F	
62	21	50	18	(68)	80.6	85.7 (81.9)

The male and female educational staff and respondent count of each institution is shown in Table 2.

TABLE 2. Institution Education Staff Count and Study Respondent Figures

Institution	Staff Count		Respondent Count		
	M	F	M	F	
O.S.P.	10	1	8	1	(-2)
O.S.C.I.	26	2	23	1	(-4)
MacLaren	21	7	16	6	(-6)
Hillcrest	5	11	3	10	(-3)

Selection of the population was made by the desire to measure the total or near total population of correctional institutional educators in the State of Oregon and therefore no State of Oregon correctional institution was deleted. The one full-time academic teacher at the Oregon Women's Correctional Center, located immediately outside the south wall of the main prison (Oregon State Penitentiary), which provides facilities for female inmates, has been included in the educator count of the Oregon State Penitentiary and for all intent and purposes of this study, is considered part of the O.S.P. staff.

The study's population was classified into three divisions of educators--academic teaching staff, vocational instructional staff, and those grouped as "other", which included staff supervisors, physical/recreational educational personnel, and librarians. The number in each group is shown in Table 3.

TABLE 3. Respondents by Educator Groups

Group	Total
Academic Teaching Staff	34
Vocational Instructional Staff	23
Others	11

Other informative figures concerning the respondents were: All 68 were full-time employed in their respective institutions. (Less than a 35-hour work week was considered part-time.) Fifty were male and 18 were female. Thirteen were 21 years old, but less than 35 years; 32 were 35 years old, but less than 50; 23 were 50 years of age or older. Fifteen had less than a two-year higher education degree; one had a two-year, but less than a four-year degree; 12 had a four-year degree plus at least 45 term hours; 19 had a Master's degree; five had a Master's degree plus at least 45 term hours; three had a Master's degree plus more than 45 term hours.

Nine had taught in Oregon's correctional institutions less than one academic year; 23 had taught in Oregon's institutions one but less than five academic years; 12 had taught in Oregon's institutions five but less than 10 academic years; 24 had taught in Oregon's institutions 10 years or more.

#### Instrument

The Study of Values by Allport-Vernon-Lindzey, Third edition, 1960, published by the Houghton Mifflin Company, Boston, was used in order to provide a measure of the relative prominence of six basic

interests or motives in personality--theoretical, economic, aesthetic, social, political, and religious (Allport, 1970).

The test consists of a number of questions, based upon a variety of familiar situations, to which two alternative answers in Part I and four alternative answers in Part II are provided. There are 45 questions in all. There are 120 answers, 20 of which refer to each of the six values. The respondent records his preferences numerically by the side of each alternative answer. His scores on each are then added, and the totals transcribed onto the score sheet. The page totals, belonging to each of the six values, are then summed. After applying certain corrections to these six total scores, the respondent may see the significance of his or her standing on all the values simultaneously (Appendix D). The scores reveal both "highs" and "lows" indicating the degree above the mean of 40, and taking into consideration those scores for men and women.

The advantages of the instrument are as follows: 1) the instrument is a 45 item paper and pencil test of a time duration of approximately 30 minutes. It is not fatiguing and maintains high interest and some humor; 2) it is uncomplicated to administer; 3) simplicity of scoring and interpretation is easily derived; 4) special training on the part of the investigator is not required; 5) scoring is completely objective and is accomplished in a matter of minutes; 6) an easily read profile is provided for each respondent if desired; 7) a brief manual accompanies the instrument giving direction for administering and scoring.

Hundleby (Buros, 1965) stated, concerning the Allport-Vernon-Lindzey Study of Values as a test instrument:

The Study of Values has been for many years a test of interest to those concerned with the quantitative assessment of values and interests, and, in particular, those who wish to see standard tests more closely tied to psychological theory. What is in question, however, is the psychological theory upon which the test is based, and here direct evidence remains very scanty. The majority of researchers appears to be far more concerned with such problems as obtaining specific value scores (usually for different occupational or education groups) or changes in such scores, than with the theoretical problems of Spranger's system of values in the context of contemporary theory and research findings.

Hundleby further related that definitive statistical information still appeared to be lacking on whether or not the six measures are unidimensional and relatively distinct. Factor analytic results were not yet conclusive and were made more difficult in interpretation by the ipsative nature of the scales.

Radcliffe (Buros, 1965), in relation to the Allport-Vernon-Lindzey Study of Values reported:

In part I, which was the majority of items, internal consistency reliability of a subject's score on a value will depend on the equivalence of the item statements and the consistency of his judgments. Retest reliability will depend on the consistency of his judgments over time, and this in turn will depend on the stability of his relative values. The average total test reliabilities for the different subscales are .89 and .88 (one and two month retest and .82 (split-half)).

As it is, it has satisfactory reliability, both internal consistency and split-half, for group use, as attested by the results it has produced. Moreover, even if it were improved by greater attention to item equivalence, the interest areas measured



are so broad that probably it never would have any greater individual use than that suggested by the authors, namely, "to secure an initial impression, and as a basis for subsequent interviews."

Radcliffe further related that it was worth noting that the authors specifically recognized the ipsative character of the scores and did not recommend their expression in a percentile profile as did the authors of some other ipsatively scored tests.

Measured values do not appear to be related to the study of dentistry, nor to being a "warm teacher". Although Spranger's values types have an "armchair" rather than an "empirical" basis, and although it may in some instances fail to distinguish between value and interest, the Study of Values has remained a useful research instrument.

#### Procedure

In order to obtain the testing data, permission was requested and secured through the Administrator of the Oregon Corrections Division and the State of Oregon Executive Department's Research Review Committee to meet with the education personnel of each institution to explain the investigator's program and administer the Study of Values instrument in a duration of one hour in each correctional facility. This included an explanation of the study, completion of the Supplementary Data Sheet, administration of the instrument, scoring of the instrument, plotting the profile, and an explanation of the results (duplicated description of the value types) for each respondent group.

All the above was completed by the investigator personally and was accomplished within the time limits requested.

### Limitations of the Investigation

A primary limitation of concern at this stage is the rapid pace of the administration of the measurement instrument and the collection of the supplementary data to coincide with the time requested in each institution. Though careful procedures were taken to establish rapport and direct the instructions with the respondents, performance by some individuals may have been affected during the testing session.

Also, any instrument utilized to measure values of individuals or groups is not infallible.

## ANALYSIS OF RESULTS

### Findings of the Study

The purpose of this study was to measure the relative prominence of values--theoretical, economic, political, aesthetic, social, and religious--among the Oregon correctional education groups by the use of the Allport-Vernon-Lindzey Study of Values instrument, to determine significant likenesses or differences among them.

In order to determine answers and present an analysis of the investigation, five germane questions were asked and, their implications by the nature of the wording, included the gathering of certain supplementary data (Appendix A) which contributed to the complexity of the inquiry. The five questions were:

1. To what extent do the values appear in the total sample for all educational personnel within the four institutions?
2. To what extent are the values present in the combined staff within each of the four institutions?
3. When the four separate educational staffs are compared, does the presence of each value differ significantly?
4. To what extent are the values present for certain definable groups within the four institutions?
5. When the definable groups are compared, does the presence of each value differ significantly?

In order to sequentially present the findings, each question will be handled individually with limited discussion, and the further implications and ramifications of the results will be presented in the Summary and Conclusions chapter.

Questions and Findings

Question 1.

To what extent do the values appear in the total sample for all educational personnel within the four institutions?

Table 4 presents the mean scores on the six measures of value, 40.0 being average for any single value. As a combined group, the Religious value mean rated the lowest of prominence, whereas the Political value registered the highest.

TABLE 4. Combined Group Mean Scores on the Six Measured Values

Scale	Mean	S.D.	d.f.
(1) Theoretical	41.7500	6.5223	 134 
(2) Economic	40.8971	8.4438	
(3) Aesthetic	39.2647	8.5468	
(4) Social	39.1324	7.7893	
(5) Political	41.9412	6.7516	
(6) Religious	36.6785	10.1756	

Question 2.

To what extent are the values present in the combined staff within each of the four institutions?

Table 5 shows the mean scores of the six values for the staffs of the Oregon State Penitentiary, Oregon State Correctional Institution, MacLaren School for Boys, and Hillcrest School of Oregon.

TABLE 5. Mean Value Scores on the Four Separate Institutional Staffs

Group (d.f.)	M SD	Theo.	Econ.	Aest.	Soci.	Poli.	Reli.
O.S.P. (16)	43.6667 6.4226	38.0000 9.1104	37.7778 7.6285	43.5556 7.3333	41.3333 6.3046	35.6667 14.1598	
O.S.C.I. (46)	42.7500 6.8031	41.2083 10.1852	39.2500 7.5253	36.7917 8.4131	44.3333 6.6898	35.6667 9.3561	
M.S.B. (42)	40.2273 6.7678	41.5455 6.1235	37.9091 9.2885	40.7727 6.8587	41.1364 6.9918	37.3636 10.6751	
H.S.O. (24)	41.1538 5.9420	41.2308 8.7669	42.6154 9.9208	37.6154 7.5447	39.3077 6.3296	38.0769 8.9486	

Question 3.

When the four separate educational staffs are compared, does the presence of each value differ significantly?

Question 3 was approached by comparing the means of the scales of the four institutions by applying t-tests to reveal those scales significant at both the .05 and .01 level of confidence as determined by the varying degrees of freedom. The strategy of comparison was:

O.S.P. (9) / O.S.C.I. (24) = d.f. 31

O.S.P. (9) / M.S.B. (22) = d.f. 29

O.S.P. (9) / H.S.O. (13) = d.f. 20

O.S.C.I.(24) / M.S.B. (22) = d.f. 44

O.S.C.I.(24) / H.S.O. (13) = d.f. 35

M.S.B. (22) / H.S.O. (13) = d.f. 33

Completion of the t-tests was through the process of:

```
01: PROGRAM
02: N=TTYIN(4HNO. ,4HOF R,4HEPEA,4HTS =)
03: L=TTYIN(4HNO. ,4HOF S,4HCALE,4HS =)
04: DO 50 K=1,N
05: DO 50 J=1,L
```

```

06:      XMN1=TTYIN(4HMEAN,4H 1 =)
07:      S1=TTYIN(4HSTDE,4HV 1=)
08:      XN1=TTYIN(4HSAMP,4HLE1=)
09:      XMN2=TTYIN(4HMEAN,4H 2=)
10:      S2=TTYIN(4HSTDE,4HV 2=)
11:      XN2=TTYIN(4HSAMP,4HLE2=)
12:      ENUM=XMN1-XMN2
13:      ANUM=((XN1-1.0)*(S1**2))+((XN2-1.0)*(S2**2))
14:      ADENOM=XN1+XN2-2.0
15:      SP=SQRT(ANUM/ADENOM)
16:      DENOM=SP*SQRT((SN1+SN2)/(XN1*XN2))
17:      T=ENUM/DENOM
18:      WRITE(61,100)K,J,T
19:100   FORMAT(1X,214,F10.4)
20:50    CONTINUE
21:      STOP
22:      END

```

which is the computer application of the formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_p^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)} \quad \text{where} \quad s_p^2 = \frac{x_1^2 - \left( \frac{x_1}{n_1} \right)^2 + x_2^2 - \left( \frac{x_2}{n_2} \right)^2}{n_1 + n_2 - 2}$$

In order to determine the levels of confidence from the t-value figures, all degrees of freedom from 1 to 30 were derived from tables published for that purpose. All degrees of freedom beyond 30 were established at 2.576 for the .01 level of confidence. This determination applied not only to Question 3, but also to the remaining questions where t-tests were employed.

Although no significant differences were received at the .01 level of confidence, a trend was noted. In this one instance only, differences at the .05 level of confidence are reported. Table 6 shows what scales are under consideration for discussion insofar as answering Question 3.

TABLE 6. Comparison of Scales Significant at the .05 Level of Confidence as Applied to Institutional Staffs

Staff	Scale	Mean	SD	d.f.	t-value
O.S.P. and O.S.C.I.	4	43.5556	7.3333	31	2.1238
O.S.C.I. and H.S.O.	5	44.3333	6.6898	35	2.2218

The above table indicates that there is a difference in the prominence of Social values (Scale 4) between the Oregon State Penitentiary and the Oregon State Correctional Institution. It would indicate that the faculty at the Oregon State Penitentiary gives higher prominence to the Social value than those at the Oregon State Correctional Institution, at least at the .05 level of confidence.

In comparison, it appears that the faculties at all the institutions are much alike, as staffs, in the comparison of the six scales, with the exception of the above, and in the case of the comparison of scale 5 (Political) as shown in Table 6, the Oregon State Correctional Institution faculty, favors a higher degree of Political awareness than those at Hillcrest School of Oregon. This is also validated at the .05 level of confidence. No other scale comparison was significant at either the .05 or .01 level of confidence and consequently, when comparing staffs and their values, likenesses rather than difference prevailed.

Question 4.

To what extent are the values present for certain definable groups within the four institutions?

In order to answer Question 4, certain groupings (Table 7) within the staffs needed identifying with definable parameters. These groupings included:

- A. Assigned institution
- B. Educational assignment
- C. Employment status
- D. Sex
- E. Age
- F. Educational preparation
- G. Total Oregon institutional educational experience.

TABLE 7. Definable Groups and Totals Within the Four Institutions

---

A. Assigned institution:

- 1. 9 O.S.P. and/or Women's Center
- 2. 24 O.S.C.I.
- 3. 22 MaClaren
- 4. 13 Hillcrest

B. Educational assignment:

- 1. 34 Academic teaching staff
- 2. 23 Vocational instructional staff
- 3. 11 Other

C. Employment status: (Part-time = -35 hour week)

- 1. 68 Full-time
- 2. 0 Part-time

D. Sex:

- 1. 50 Male
- 2. 18 Female

E. Age:

- 1. 13 21, but less than 35 years
- 2. 32 35, but less than 50 years
- 3. 23 50 years or more



TABLE 7. (Contd.)

---

 F. Educational preparation:

	<u>15</u>	Less than a two-year degree
1.	<u>1</u>	A two-year, but less than four-year degree
	<u>12</u>	A four-year degree (Bachelor's)
2.	<u>13</u>	A fifth year (Bachelor's + 45 term hours)
	<u>19</u>	Master's degree
	<u>5</u>	Master's + 45 term hours
3.	<u>3</u>	Master's + more than 45 term hours

## G. Total Oregon institutional education experience:

1.	<u>9</u>	Less than one academic year
2.	<u>23</u>	One, but less than five academic years
3.	<u>12</u>	Five, but less than 10 academic years
4.	<u>24</u>	10 years or more

---

In the case of C, Employment status, it was found that all respondents are considered full-time (less than a 35-hour work week was considered part-time) and therefore, no comparison could be made between the full and the anticipated part-time staff. Further, because of the wide spread of education preparation (F. Educational preparation), which contained seven sub-groups from less than a two-year degree to a Master's degree plus more than 45 term hours, the sub-groups were redistributed to include only three: less than a four-year degree; a Bachelor's degree, or a Bachelor's degree with no more than 45 additional term hours; a Master's degree, or a Master's degree with no more than 45 additional term hours, or a Master's degree with more than 45 additional term hours.

This allowed each grouping to have two, three, or four sub-groups. Each respondent was able to place himself or herself in the responding sub-group positions without exception. This was accomplished through the use of the devised "Supplementary Data" sheet (Appendix A).

Since the mean scores of the staffs of the assigned institutions (A. Assigned institution) were discussed in Question 2, and outlined in Table 5, the illustrated findings of Question 4 will begin with the second defined group (B. Educational assignment). This group includes three sub-groups--B.1. Academic teaching staff, B.2. Vocational instructional staff, and B.3. "Other" staff.

For ease of identification of the groups and sub-groups, the coding system B.1., B.2., and B. 3., etc., will be employed in the answer of Question 4. For clarity, the scales means are shown as Table 8, which also includes the degrees of freedom and standard deviations.

Further, and for additional detail only, t-testing was completed and recorded (.01 level of confidence) on the compared means of the scales within each of the definable groups in order that the examiner could possess detailed data on the sub-group means insofar as their likenesses and/or differences. This was not requested as a part of Question 4, but lent itself to a broader base of knowledge of the sub-groups involved. If it is of interest to the reader, it may be reviewed as Table 10, Appendix B.

#### Question 5.

When the definable groups are compared, does the presence of each value differ significantly?

To answer Question 5, the identical statistical application was employed as that to ascertain the facts of Question 3. Table 9 illustrates the comparison of means on the scales for the definable groups within the four institutions. But, because t-values were evident at the .01 level of

TABLE 8. Mean Value Scores of the Definable Groups Within the Four Facilities

Group (d.f.)	M SD	Theo.	Econ.	Aest.	Soci.	Poli.	Reli.
B.1. (66)	41.2647 6.7227	37.5294 8.3674	41.4412 7.2119	41.9118 6.4733	40.5000 6.3951	37.2941 11.1554	
B.2. (44)	41.3913 6.8473	44.6087 4.9611	36.4783 6.5704	36.5652 7.1212	42.4783 7.0251	37.5652 8.7481	
B.3. (20)	44.0000 5.0794	43.5455 10.7085	38.3636 13.7860	35.9091 10.2806	45.2727 6.5129	32.9091 9.6897	
C. (134)	41.7500 6.5223	40.8971 8.4438	39.2647 8.5468	39.1324 7.7893	41.9412 6.7516	36.6765 10.1756	
D.1. (98)	42.8431 6.6196	41.5294 8.0424	37.2745 7.5123	39.0588 7.5704	42.9216 6.5734	35.8235 10.2339	
D.2. (34)	38.4706 5.0882	39.0000 9.5786	45.2353 8.9480	39.3529 8.6670	39.0000 6.6144	39.2353 9.8459	
E.1. (24)	40.6154 6.7149	40.0769 7.9944	39.0769 6.4738	43.7692 5.7177	41.7692 8.2275	34.3077 10.7733	
E.2. (62)	41.8750 6.5753	40.0625 7.9252	39.0938 9.3487	38.2188 7.6841	43.4375 6.1894	36.9688 10.4836	
E.3. (44)	42.2174 6.5571	42.5217 9.4862	39.6087 8.6956	37.7826 8.2460	39.9565 6.3923	37.6087 9.6188	
F.1. (30)	41.6875 5.8277	45.2500 4.9193	37.6250 7.0699	35.6875 6.5597	43.2500 7.3892	35.8750 6.7515	
F.2. (48)	39.9600 6.4645	38.0000 8.6410	41.9200 7.1526	41.8800 7.9756	40.5200 7.2865	37.4400 11.4020	
F.3. (52)	43.4444 6.8575	41.0000 9.1568	37.7778 10.2106	38.6296 7.7665	42.4815 5.9509	36.4444 11.1125	
G.1. (16)	40.4444 7.8599	41.3333 7.0711	38.2222 6.1192	47.5556 5.0277	41.4444 8.5016	31.0000 12.3187	
G.2. (44)	43.7391 6.8172	39.2174 8.4904	40.9130 9.6149	37.4348 7.6742	42.1304 5.8489	35.8261 9.7078	
G.3. (22)	40.4167 7.5373	41.5833 8.7642	37.0833 7.4402	36.2500 7.4848	42.6667 7.7733	41.0833 9.0399	
G.4. (46)	41.0000 5.1499	42.0000 9.1271	39.1667 9.0778	39.0417 7.2441	41.5833 6.8899	37.4167 10.0040	

confidence, the predetermined level of the study, only those figures are disclosed. Again, the coding of the groups and sub-groups is included for consistency and clarity.

Since the mean scores of the staffs of the assigned institutions (A. Assigned institution) were discussed in Question 3 and outlined in Table 6, the illustration of the findings of Question 5 begins with the second definable grouping.

TABLE 9. Comparison of Scales Significant at the .01 Level of Confidence as Applied to the Definable Institutional Groups and Sub-Groups.

Group	Scale	Mean	SD	d.f.	t-value
B.1. and B.2.	2	37.5294	8.3674	55	-3.6414
		44.6087	4.9611		
	3	37.5294	8.3674	55	2.6402
		36.4783	6.5704		
4	37.5294	8.3674	55	2.9382	
	36.5652	7.1212			
D.1. and D.2.	3	37.2745	7.5123	66	-3.6053
		45.2353	8.9480		
F.1. and F.2.	2	45.2500	4.9193	39	3.0464
		38.0000	8.6410		
	4	45.2500	4.9193	39	-2.5918
		41.8800	7.9756		
G.1. and G.2.	4	47.5556	5.0277	30	3.6429
		37.4348	7.6742		
G.1. and G.3.	4	47.5556	5.0277	19	3.9064
		36.2500	7.4848		
G.1. and G.4.	4	47.5556	5.0277	31	3.2307
		39.0417	7.2441		

## SUMMARY AND CONCLUSIONS

Summary

From the studies completed pertaining to the values of men and women, as measured by the Allport-Vernon-Lindzey Study of Values and other instruments, several basic assumptions have been offered as derived from acceptable research:

1) Consistent sex differences prevail as reported by Vernon and Allport (1931) insofar as "high" and "low" of dominant concerns. Vernon and Allport reported that women consistently scored highest on the Aesthetic, Social, and Religious scales, whereas men scored highest on the remaining three--Theoretical, Economic, and Political.

This study, which pertains specifically to men and women educators employed in Oregon's correctional institutions, revealed significant differences (at the .01 level of confidence) in the means of the six scales. In each case cited (D.1. and D.2., Table 10, Appendix B) the study confirmed the findings of the Vernon-Allport study (1931), and that of Pintner (1933) in his study of educational psychology students at Teachers College, Columbia University. Therefore, it is concluded that men and women do differ in their prominence of values, as groups, and likewise it may be assumed that those germane to this study also differ significantly.

2) The literature revealed in Seashore's study (1947), dealing with physical education majors at Springfield College, that they scored "high" on the Political scale in a combination with either or both Social and Religious scores, and "low" on the Economic and Aesthetic

scales. Because those engaged in recreational and physical education in this study were categorized in the "other" sub-group insofar as Educational assignment (B.3., Table 7), the study confirmed that there was a prominence among them insofar as their concerns for the Theoretical and Political values. "Highs" were shown on the Theoretical and Political scales but "low" concerns were evidenced on the Religious scale.

Facts of interest as a result of this study, other than the confirmation of the above, revealed that as a group of 68 respondents, Religious values were the least of the major concerns of the six tested values, where Political attitudes were the highest in prominence.

The staff as a whole at the Oregon State Penitentiary scored highest on the Theoretical scale and lowest on the Religious scale. The staff at the Oregon State Correctional Institution scored the highest on the Political scale and likewise, the lowest on the Religious scale. Nevertheless, it must be noted that these two faculties are predominately staffed by men (O.S.P. = 8 men and 1 woman; O.S.C.I. = 23 men and 1 woman), whereas the staff at the Hillcrest School of Oregon scored the highest on the Aesthetic scale and the lowest on the Social scale. Their men/women ratio is 3 men and 10 women.

MacLaren School for Boys, with a more evenly distributed staff, but still predominately "heavy" with men--16 men and 6 women responding--was less dominant in any one "high" or "low" direction, revealing the "highs" in Economic, Political, Social, and Theoretical, and the "lows", those below the score of 40, in Religious and Aesthetic, and in that order.

No comparison of total staff differences with the use of the t-test at a .01 level of confidence was obtained. However, some differences were noted at the .05 level, in that differences did exist in the Social scale between the Oregon State Penitentiary and the Oregon State Correctional Institution, showing a significant difference in prominence on this scale with the Oregon State Penitentiary staff revealing a "high" and the other staff a "low". No explanation is offered here because none can be discerned. This appears to be a peculiar event inasmuch as the Social value normally is considered a trait "high" on the female profile.

The only other difference of significance, and at the .05 level of confidence, was the comparison of Scale 5 (Political) between the Oregon State Correctional Institution staff and the Hillcrest School of Oregon staff, which was anticipated after studying the Vernon-Allport (1931) results. The Oregon State Correctional Institution staff scored "high" on the Political scale, where Hillcrest School of Oregon scored lower to a point of being significant in comparison, taking into consideration the degree of freedom involving the two of 35.

Other revelations were:

1) Educational assignment--no significant differences existed between the academic teachers and those sub-grouped as "other", but differences did exist between the academic and vocational educators' attitudes. These were noted in significant terms (.01 level of confidence). The academic teachers held a lower prominence for the Economic value and a higher preference in the areas of Aesthetic and Social values.



2) Men differed significantly from women, as total groups, in Aesthetic values. The women held a much higher prominence for this value than did the men.

3) Other differences occurred within the Educational preparation (F.) grouping insofar as those who had less than a Bachelor's degree and those with a Bachelor's degree, but less than a Master's. An interesting fact to note, however, is that there were no significant differences occurring between those with less than a Bachelor's degree and those with a Master's degree or better, or those with a Bachelor's degree and those with a Master's degree or better.

In Economic and Social values, the less than a Bachelor's degree sub-group differed significantly (.01 level of confidence) from those with a Bachelor's degree. The F.1. sub-group obtained a t-value score when compared with the F.2. sub-group of 3.0464 on the Economic scale, but a -2.5918 when comparing the Social scales, indicating the F.1. sub-group held higher prominence for the value of Economic and lower for the Social. It must be noted, however, that in all cases, those without a Bachelor's degree were vocational instructors (B.2.) and those with a Bachelor's degree included both academic and "other" personnel (B.1. and B.3.).

4) Concerning the last group (G. Institutional experience) all differences at the .01 level of confidence occurred when comparing G.1. (less than one academic year) with the other sub-groups, G.2., G.3., and G.4. There were no significant differences revealed when comparisons were made among the G.2., G.3., and G.4. sub-groups. In each case of comparison, G.1. differed in the prominence of the Social value (Table 9).

### Discussion

Since this study offered five questions rather than hypotheses (determining to identify value "types" within groups employed as educators in Oregon's correctional institutions rather than group effectivenesses or "have's" or "have not's") no conclusions were drawn other than those presented in the first section of this chapter. Nevertheless, it has been evidenced that certain peculiarities exist and that the groups are somewhat distinct rather than a bland conglomerate of educators.

Before subsequent studies of this population are logical, it had to be determined with what we are presently dealing. Many likenesses and differences were revealed, not only in the respect of inter-group relations, but germane to previous studies of this nature. Not that these findings are empirical, but should be of assistance to those concerned with knowing and utilizing the educator groups to their best advantage.

Further manipulation of the data could analyze the educators individually within groups and sub-groups or make comparisons with outside groups. Nevertheless, this study at this point has accomplished its intent and has proven its worth to the original study proposal.

### Conclusions

The following salient conclusions may be drawn from this study:

1. It is to be expected that correctional women educators will differ from men educators in dominance of values, and especially so in the Aesthetic value.

2. The Oregon correctional educators placed the highest significance on the Political value and the lowest on the Religious value.

3. The correctional academic teachers differ from the vocational instructors in that they are more conscious of the Aesthetic and Social values and less concerned with the Economic value, but do not differ significantly from their fellow workers sub-grouped as "others".

4. Among Oregon's correctional educators, there are no significant differences in values between those with less than a Bachelor's degree and those with a Master's degree or better. But those with less than a Bachelor's degree showed a lower concern for the Social value and a higher concern for the Economic value than those with a Bachelor's degree.

5. Those with less than one academic year of experience in Oregon's correctional faculties differed with all other experience levels in the prominence of Social values, but those with higher experience levels did not significantly differ with each other.

#### Limitations of the Study

Some limitations inherent to this study were discussed at the close of the third chapter and in the Discussion section of this chapter. Nevertheless, the following limitations must be kept in mind concerning the results.

#### Sampling

The respondents were invited to participate in the study. Those who chose not to participate were not questioned as to their reasons.

Their absence may or may not have influenced the results as presented.

#### Instrument Used

The Allport, Vernon, Lindzey Study of Values has been credited (Study of Values Manual, 1970) as being created as a result of the theories presented in Spranger's Types of Men (1928), depicting the dominant motives in personality of individuals, but not implying that man belongs exclusively to one or another of these types; and that these types are "armchair" rather than "empirical" by Radcliffe (Buros, 1965). Therefore, since the scores obtained and comments made are not to be considered empirical, some judgmental errors undoubtedly may exist.

#### Suggestions for Further Research

Further research involving individuals within each group or faculty could take this study one more dimension into its inner-complexities, and could provide further verification of "types" employed within the Oregon State Corrections Division.

Comparisons with other state correctional systems could reveal likenesses and/or differences among the groups in order to determine how Oregon's personnel compare in relation to others.

Comparisons could be made with similar faculties within Marion County, Oregon, to determine likenesses or differences among the correctional educators and their fellow educators within the immediate community.

Comparisons could be made with the correctional educators and other personnel groups within the institutional settings to determine

their value structure to ascertain likenesses, differences, compatibilities, and/or potential conflicts of interests.

Assessment could be made of the imbalance in prominence of values among an institutional faculty, taking into consideration all aspects of curricular balance desired, to provide a "model" faculty which could evidence a harmonious blend of all value types, and observe their influence as educators in directing the learning of a given resident student group.

Finally, numerous comparisons could be made concerning the values of: Volunteer educators (those who give of their free time to work with residents, and not included in this study) with salaried educators (those included in this study); those educators who absented themselves from this study with those who responded; the effectiveness in modification of values of institution residents with certain educators who possess certain prominence in given values; and of given resident students with those who direct their learning.

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## APPENDICES

## APPENDIX A

## SUPPLEMENTARY DATA

Please place an "X" in the appropriate spaces provided that best fit you and your present situation.

## A. Assigned institution:

1.  O.S.P. and/or Women's Center
2.  O.S.C.I.
3.  MacLaren
4.  Hillcrest

## B. Educational assignment:

1.  Academic teaching staff
2.  Vocational instructional staff
3.  Other (Specify) \_\_\_\_\_

## C. Employment status: (Less than a 35-hour work week is considered part-time)

1.  Full-time
2.  Part-time

## D. Sex:

1.  Male
2.  Female

## E. Age:

1.  21, but less than 35 years
2.  35, but less than 50 years
3.  50 years or more

## F. Educational preparation:

1.  Less than a two-year degree
2.  A two-year, but less than a four-year degree
3.  A four-year degree (Bachelor's)
4.  A fifth year (Bachelor's + 45 term hours)
5.  Master's degree
6.  Master's + 45 term hours
7.  Master's + more than 45 term hours

G. Total Oregon institutional educational experience:

1.  Less than one academic year
2.  One, but less than five academic years
3.  Five, but less than ten academic years
4.  Ten years or more

## APPENDIX B

TABLE 10. Comparisons of the Means of the Scales at the .01 Level of Confidence of the Sub-groups

Group	Scale	Mean	SD	d.f.	t-value
A.2.	1	42.7500	6.8031	46	2.6979
	4	36.7917	8.4131		
	1	42.7500	6.8031	46	2.9997
	6	35.6667	9.3561		
4	36.7917	8.4131	46	-3.4373	
5	44.3333	6.6898			
	5	44.3333	6.6898	46	3.6914
	6	35.6667	9.3561		
B.2.	2	44.6087	4.9611	44	4.7361
	3	36.4783	6.5704		
	2	44.6087	4.9611	44	4.4447
	4	36.5652	7.1212		
	2	44.6087	4.9611	44	3.3588
	6	37.5652	8.7481		
	3	36.4783	6.5704	44	-2.9915
	5	42.4783	7.0251		
4	36.5652	7.1212	44	-2.8349	
5	42.4783	7.0251			
B.3.	1	44.0000	5.0794	20	3.3623
	6	32.9091	9.6897		
	5	45.2727	6.5129	20	3.5122
	6	32.9091	9.6897		
D.1.	1	42.8431	6.6196	98	3.9326
	3	37.2745	7.5123		

TABLE 10. (Continued)

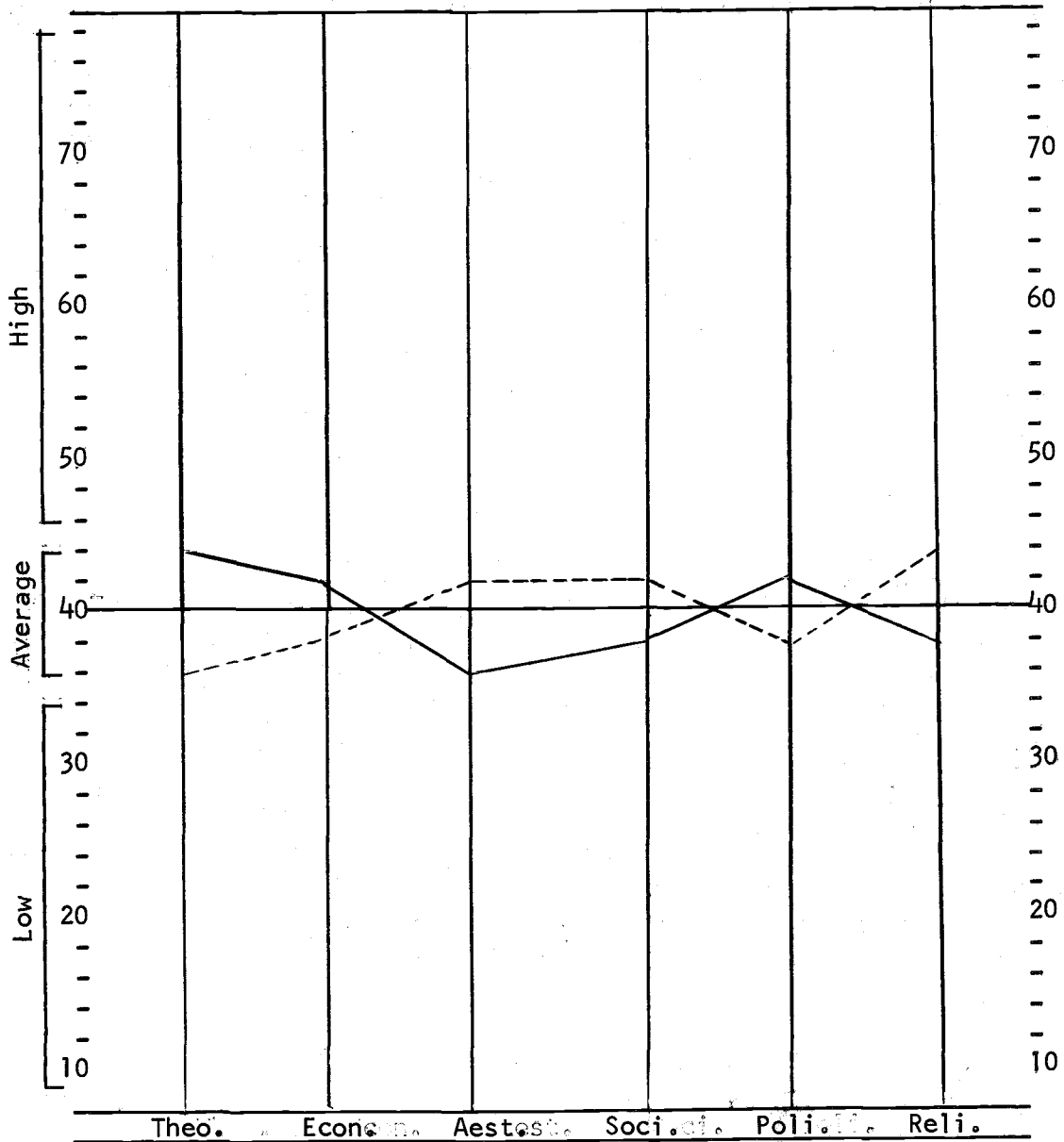
Group	Scale	Mean	SD	d.f.	t-value
	1	42.8431	6.6196		
	4	39.0588	7.5704	98	2.6609
	1	42.8431	6.6196		
	6	35.8235	10.2339	98	4.0725
	2	41.5294	8.0424		
	3	37.2745	7.7123	98	2.7339
	2	41.5294	8.0424		
	6	35.8235	10.2339	98	3.0998
	3	37.2745	7.5123		
	5	42.9216	6.5734	98	-4.0002
	4	39.0588	7.5704		
	5	42.9216	6.5734	98	-2.7243
	5	42.9216	6.5734		
	6	35.8235	10.2339	98	4.1264
D.2.	1	38.4706	5.0822		
	3	45.2353	8.9480	34	-2.7096
E.1.	4	43.7692	5.7177		
	6	34.3077	10.7733	24	2.7970
E.2.	4	38.2188	7.6841		
	5	43.4375	6.1894	62	-2.9449
	5	43.4375	6.1894		
	6	36.9688	10.4836	62	2.9584
F.1.	2	45.2500	4.9193		
	3	37.6250	7.0699	30	3.5412
	2	45.2500	4.9193		
	4	35.6875	6.5597	30	4.6650
	2	45.2500	4.9193		
	6	35.8750	6.7515	30	4.4891

TABLE 10. (Continued)

Group	Scale	Mean	SD	d.f.	t-value
	4	35.6875	6.5597		
	5	43.2500	7.3892	30	-3.0615
	5	53.2500	7.3892		
	6	35.8750	6.7515	30	2.9473
F.3.	1	43.4444	6.8575		
	6	36.4444	11.1125	52	2.7855
G.1.	3	38.2222	6.1192		
	4	47.5556	5.0277	16	-3.5355
	4	47.5556	5.0277		
	6	31.0000	12.3187	16	3.7329
G.2.	1	43.7391	6.8172		
	4	37.4348	7.6742	44	2.9454
	1	43.7391	6.8172		
	6	35.8261	9.7078	44	3.1992
	5	42.1304	5.8489		
	6	35.8261	9.7078	44	2.6677

APPENDIX C

PROFILE OF VALUES



Average Male Profile \_\_\_\_\_  
 Average Female Profile - - - - -

Theoretical	_____	Social	_____
Economic	_____	Political	_____
Aesthetic	_____	Religious	_____

## APPENDIX D

TABLE 11. Other Illustrative Occupational Differences, Male

	Theo.	Econ.	Aest.	Soci.	Poli.	Reli.
508 Undergraduates at Neward C. of Engr.	47.64 6.26	43.61 7.95	33.41 7.88	34.04 6.64	42.76 6.35	38.28 9.54
173 Students of Bus. at Boston Univ.	41.09 6.36	49.25 7.69	32.58 7.34	36.16 5.96	45.68 5.96	35.24 8.52
508 Grad. Students of Bus. Ad., Harvard	42.78	46.20	38.93	32.63	45.78	33.71
49 Southern Business- men	37.04	45.69	34.35	36.24	40.39	46.29
1000 Sr. Med. Students U.S.A. Strat. Smpl.	46.80 6.95	38.25 8.63	39.14 9.33	36.37 6.84	40.79 6.48	38.66 10.84
1482 Sr. Med. Students at 21 Med. Schools	46.99 7.09	37.83 8.61	39.50 9.26	36.62 6.78	40.77 6.45	38.29 11.14
1984 Frsh. Med. Students at 21 Med. Schools	51.10 6.79	35.41 6.92	37.67 8.14	35.70 5.57	41.75 5.66	38.37 8.48
2492 Frsh. Med. Students at 28 Med. Schools	51.15 6.75	35.51 7.00	37.80 8.26	35.67 5.53	41.72 5.71	38.16 8.38
68 Grad. Students in Educ., Harvard	43.31 8.30	37.14 8.29	43.76 9.34	42.98 7.27	39.17 6.22	33.64 10.63
126 Teachers in Wisc. Jr. & Sr. H. Schs.	42.10 7.40	41.71 7.91	32.85 8.02	37.32 5.69	41.32 5.78	44.75 7.43
126 Admr's. in Wisc. Jr. & Sr. H. Schs.	40.84 6.04	42.13 8.43	31.99 6.65	39.24 5.82	40.71 5.58	45.09 7.65
217 Personnel and Guidance Workers	45.03 8.03	37.10 8.32	36.02 8.21	43.48 7.03	38.41 7.26	39.73 11.40
178 United States Scoutmasters	43.50	40.20	32.60	38.90	37.90	46.90
61 U. S. A. F. Officers, Maxwell, A.F.B.	42.72 6.59	43.02 7.63	35.12 7.19	35.54 6.52	46.34 6.92	37.26 9.80

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## APPENDIX E

TABLE 12. Other Illustrative Occupational Differences, Female

	Theo.	Econ.	Aest.	Soci.	Poli.	Reli.
77 Grad. Students in Harvard-Radcliffe Prog. in Bus. Ad.	37.34	40.36	46.79	35.03	41.77	38.71
145 Frsh. Med. Students at 28 Med. schools	50.03 7.49	32.95 6.95	42.37 7.29	36.93 5.61	39.39 5.88	38.32 8.08
62 Grad. Students of Nursing, Yale	40.05	32.66	44.26	40.69	35.90	46.44
53 Married Nurses (Res. not given)	40.20	40.40	37.00	38.80	36.10	46.90
33 Social Workers, V.A. Hospitals	42.97 6.03	35.50 8.27	45.79 8.04	44.91 7.16	38.53 5.70	32.30 9.57
28 Lab. Technicians, V.A. Hospitals	44.05 8.30	38.77 7.47	41.95 7.39	37.79 7.41	37.59 5.01	39.86 11.03
25 Occup. Therapists, V.A. Hospitals	39.42 6.01	37.64 8.13	45.38 8.03	39.72 6.25	36.56 4.93	41.28 8.96
41 Dietitians, V.A. Hospitals	38.94 6.94	41.12 6.87	39.89 6.93	38.79 6.42	37.49 5.17	43.77 8.31
91 Personnel and Guidance Workers	39.96 7.80	36.73 8.12	41.97 7.74	44.92 7.07	35.65 5.06	40.78 11.51
168 Students at R.I. School of Design	37.80 7.04	36.00 6.80	48.52 8.00	38.84 7.12	37.56 6.40	44.08 9.96
42 Students of Prof. Religious Work, Hartford Sch. of Religious Educ.	33.82	30.57	42.63	46.82	33.13	53.02

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