

AN ABSTRACT OF THE THESIS OF

Pamela M. Maier for the degree of Master of Arts in Interdisciplinary Studies in the co-departments of Speech Communication, Psychology, and Curriculum and Instruction, presented on December 12, 1989.

Title: An Examination of Terminal and Instrumental Values of Selected Oregon State University Students Majoring in Speech Communication

Redacted for privacy

Abstract approved: _____

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This study investigated terminal and instrumental value priorities of students in various majors within an academic department. The investigator tested a sample of 99 volunteers of both sexes from several classes in the department of Speech Communication at a major land grant university by use of the Rokeach Value Survey.

The statistical analysis employed the Kendall coefficient of concordance W , Chi-square, and the Spearman rank order correlation coefficient to determine the

significance of specific value differences between each of the comparison groups.

The results indicated significant association of instrumental values among groups as well as some differences in terminal value rankings. Similarities and differences are discussed qualitatively and illustrated statistically, for both within group and between group associations. Findings have implications for educators in the academic major studied, for educators and administrators in general in postsecondary education, as well as for others who have interest in values research.

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AN EXAMINATION OF TERMINAL AND INSTRUMENTAL VALUES
OF SELECTED OREGON STATE UNIVERSITY STUDENTS
MAJORING IN SPEECH COMMUNICATION

by

Pamela M. Maier

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Master of Arts in Interdisciplinary Studies

Completed December 12, 1989

Commencement June 1990

APPROVED: *DS*

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Date thesis is presented December 12, 1989

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ACKNOWLEDGEMENTS

I am grateful to all of the staff that I have encountered at Oregon State University, for all of their help and ideas. I want to thank Dean Bill Wilkins of the College of Liberal Arts for funding the research expenses through a grant from the college; Dr. W. F. Strong, my first professor and friend at OSU; Dr. Michael Beachley my advisor; Dr. Dale Simmons and Dr. Carvel Wood, my committee members and teachers; Dr. Gregg Walker, my professor, colleague and friend; Toni Tobey, my friend and colleague - I will always cherish the times spent sharing ideas together and with Dave and Ron; Dave Hendrick, my friend and trusted computer and statistical coordinator.

I thank Cindy Boggs for her friendship and Heidi, Sharon and Jerre for their concern and support. Thank you to Laura Maier, who has been the best Mom anyone could ever want; and of course to Dad, I wish you could see the final thesis, you are missed and loved ...; thanks, Chris for listening to me when I needed you and for your friendship and support; and to my long time friends Sue Stone and Nan Florence, who both helped keep me sane in this process.

I especially want to thank Ron Boggs for putting up with me, supporting me and growing with me. I am a better person for the time we have been together in Corvallis and know we will continue to grow together in the mountains in Montana!

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CHAPTER 1

INTRODUCTION

This research identifies and compares the values of students with majors in the Department of Speech Communication at Oregon State University. The department is experiencing a change in administration and new faculty have been appointed. Considering the difficulty of transition periods, any information to the faculty about their students can be most helpful. The identification of student values may be viewed as a form of audience analysis and is a useful indicator for learning about the students in the department.

Simmons (1982) states that educators are "faced with the recognition that their task was not to promote mainstream values but to develop those values placed in their care" (p. vii). It is important, therefore, to know which values have high priority in a given population. The comparison of the values of the students of an academic major may provide insight into any patterns of valuing

within each of the department's four academic majors under investigation. This study sought to provide normative baseline data by comparing the value systems of students within an academic major.

Purpose of the Study

The purpose of this study was to identify the values held by selected students within an academic major and to determine if any similarities or differences exist in the value systems of students in different areas of the academic major. The academic areas of concern to this study were: Theater Arts (TA); Speech Pathology and Audiology (SPA); Broadcast Media (BMC); and Public Address, Group and Interpersonal Communication (PGI). The results gained from this investigation were to be made available to the faculty of the department as a source of information about their students.

Some researchers claim that college students are homogeneous (Jacob, 1957; Feather, 1975). However, Feldman and Newcomb (1969) conclude in their analysis of four decades of research that "while some degree of homogeneity characterizes every college's body of newly arrived students, the departing seniors are not necessarily more homogeneous" (p. 334). A homogeneous population may arise for several reasons, such as the "person-environment fit"

between the person and the institution and/or the person and the major department. However, it was not the concern of this study to determine the cause of the differences or similarities. Rather, the purpose was to determine what values are identified by a particular academic major and to compare the four areas of emphasis to determine if they were different or similar. Important to this study was the collection of normative baseline data on the values of the academic major surveyed.

Statement of the Problem

This study sought to collect data on the values of an academic major by measuring the values from a random sample of students registered in the four areas of emphasis within the department, which included Theater Arts (TA); Speech Pathology and Audiology (SPA); Broadcasting Media (BMC); and Public Address, Group and Interpersonal Communication (PGI). This study had two parts: first to collect the baseline data on the academic major; secondly, to compare between the four areas of emphasis.

At Oregon State University, there have been six values studies conducted using the Rokeach Value Survey (Penn, 1973; Pritchett, 1973; Todd & Schumacher, 1975; Abbott, 1977; Seyfarth, 1983; and Norelius, 1986). None have attempted to determine normative baseline data for Speech Communication majors. This study was an attempt to

establish normative value baseline data for areas of emphasis within an academic major and to determine if any similarities or differences exist in the patterns of valuing between the four areas of emphasis, as well as provide data to faculty about their students.

Significance of the Study

Values research in education supports both homogeneity (Jacobs, 1957; Feather, 1975) and heterogeneity of college students (Feldman & Newcomb, 1969). Significant differences in values, attitudes, beliefs and behaviors of college students are apparent to educators as well as researchers (Feldman & Newcomb, 1969; Hoge, 1976; Levine, 1980, 1982; Simmons, 1982; and Astin, 1984, 1985).

Rokeach (1968) points to the importance of the study of college student values:

The values that students possess are internalized as a result of the interaction with the environment and thus serve as a framework of reference for behavior in social interaction" (p.86).

Raths, Harmon and Simon (1978) elaborate further on values clarification suggesting "if we occasionally focus students' attention on issues in their lives, and if we then stimulate students to consider their choices,...then the students will change behavior...patterns" (p. 248).

Therefore, it is important for college faculty and administrators to be aware of the current student values when in the classroom, when recruiting, when making any decision regarding the curriculum, counseling, policy, programming, budget or any interaction involving students socially or behaviorally.

This investigation is also timely since the department of Speech Communication is hiring a new Chair and three new faculty for the 1989-90 school year. The values identified by the academic majors are significant to the department's educators by providing an audience analysis by way of value identification and comparison between the four areas of emphasis within the department.

The concept of audience analysis goes back as far as Aristotle to find all available means of persuasion within the audience. Aristotle's Rhetoric analyzes the persuasion process, the enthymeme and the popular conception of "good" demonstrating the importance of social values and audience analysis. Values serve as premises for decision making (Steele, 1958; Steele and Redding, 1962; Heath, 1976) and understanding values and knowing an audience's values may aid in the communication process.

Audience analysis is a central component of Speech Communication. Audience analysis allows for more effective communication. In education, effective communication results in a more effective educational environment.

Dobkin (1962) advocates a value theory approach to audience analysis when teaching speech (pp. 140-145). This study provides a value based audience analysis of Speech Communication majors for the Speech Communication teachers. It provides normative baseline data on the values identified by the students in Speech Communication in all four areas of academic emphasis as well as a comparison between the groups. This information may be significant to the specific University Speech Communication educators or may be used for comparison of other Speech Communication departments.

More generally, the sheer prevalence of the multi-disciplinary study of values within the social sciences, humanities, and the sciences, indicates the social interest, if not relevance, of values research. The study of student values has meaning as a small but significant part in the study of our society.

Objectives of the Study

1. To generate baseline data on the values of a systematic sample of Oregon State University Speech Communication majors, using the Rokeach Value Survey.
2. To determine if the values identified by Oregon State University Speech Communication majors with an emphasis

in theater arts (TA), speech pathology and audiology (SPA), broadcasting media (BMC), or public address, group and interpersonal communication (PGI), differ when compared within and between the four groups.

Research Question

Based on these objectives, the following research question was developed:

Is there a significant difference of terminal and instrumental median value rankings between students in various areas of emphasis within an academic major as measured by the Rokeach Value Survey?

Definition of Terms

The terms used frequently in this study are defined by Rokeach (1973) as follows:

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

A value system is "an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance."

A terminal value is an end state of existence which may be either personal or social values; such as salvation and

world peace.

An instrumental value is a mode of conduct or behavior which may be either moral or competence values; such as honesty and imagination.

The terminal value definitions used in the 1988 Rokeach Value Survey Form G include:

A COMFORTABLE LIFE - prosperous life.

EQUALITY - brotherhood and equal opportunity for all.

AN EXCITING LIFE - a stimulating, active life.

FAMILY SECURITY - taking care of loved ones.

FREEDOM - Independence and free choice.

HEALTH - physical and mental well-being.

INNER HARMONY - freedom from inner conflict.

MATURE LOVE - sexual and spiritual intimacy.

NATIONAL SECURITY - protection from attack.

PLEASURE - an enjoyable, leisurely life.

SALVATION - save; eternal life.

SELF-RESPECT - self-esteem.

A SENSE OF ACCOMPLISHMENT - a lasting contribution.

SOCIAL RECOGNITION - respect and admiration.

TRUE FRIENDSHIP - close companionship.

WISDOM - a mature understanding of life.

A WORLD AT PEACE - a world free of war and conflict.

A WORLD OF BEAUTY - beauty of nature and the arts.

The instrumental values and corresponding definitions include:

AMBITIOUS - hardworking and aspiring.

BROAD-MINDED - open- minded.

CAPABLE - competent; effective.

CLEAN - neat and tidy.

COURAGEOUS - standing up for your beliefs.

FORGIVING - willing to pardon others.

HELPFUL - working for the welfare of others.

HONEST - sincere and truthful.

IMAGINATIVE - daring and creative.

INDEPENDENT - self- reliant; self-sufficient.

INTELLECTUAL - intelligent and reflective.

LOGICAL - consistent; rational.

LOVING - affectionate and tender.

LOYAL - faithful to friends or the group.

OBEDIENT - dutiful; respectful.

POLITE - courteous and well-mannered.

RESPONSIBLE - dependable and reliable.

SELF-CONTROLLED - restrained; self-disciplined.

CHAPTER 2

REVIEW OF THE LITERATURE

This section provides an overview of literature related to this research and includes a brief history of Oregon State University (OSU) and the Department of Speech Communication, other universities' organizational structures in the Speech Communication discipline, discussion of value instruments including the Rokeach Value Survey (RVS), college student values studies, and value theory in the Speech Communication discipline.

History of Speech Communication at OSU

The history of Oregon State University (OSU) was researched in the OSU Bulletin General Catalog 1988-90 and the OSU Bulletin 1986-87 Graduate Catalog. OSU began in 1858 as Corvallis College. In 1868, Corvallis College began receiving state aid and was designated as the "agricultural college of the state of Oregon." The Morrill Act of 1862 provided grants of land to be used for the purpose of supporting and maintaining public colleges. Corvallis College became a land grant institution. In

1885, the state of Oregon assumed full control of the institution and it became known as Oregon Agricultural College. In the 1920's the name was changed to Oregon State College and in 1961 changed finally to Oregon State University. In 1971, OSU was designated a sea grant institution as well. As of 1988, the school had approximately 16,000 students.

The history of the OSU Speech Communication department was gathered from a 1989 interview with senior faculty member, Thurston Doler and from an unpublished paper written in 1967 by Dr. Harold Livingston, professor emeritus in the Speech Communication department which was researched using the OSU archives.

In the late 1800's, classes in Elocution, Rhetoric, Logic and Forensic Speaking were offered in Department of English initially. Later, the Department of Elocution offered some of those courses. In the early 1900's courses were offered in the Department of English Language and Literature. In 1910, the department again became separate under the title, the Department of Public Speaking. In 1913-1914, the work in speech was again absorbed into the department of English Language and Literature. In 1920, a new department was formed as a service department for the technical schools and was called the department of Public Speaking and Dramatics. In 1925, a new program was added to the department called "Speech Correction," but it wasn't

until the 1950's that the Hildebrandt Speech and Hearing Clinic was founded. When the Oregon State System of Higher Education was established in 1932, the major academic work in Speech was reallocated to University of Oregon and the OSU department remained a service department until 1965. In 1933, a new area in Radio Speaking was offered. In 1952, the radio facilities were updated to include a television studio. Also in 1952, the department changed its name to the Department of Speech. The 1950's were a period of growth for the areas of Theatre, Radio and Television, and the Speech Clinic.

In 1965-1966, the department of Speech was granted an undergraduate major in the School of the Humanities and Social Sciences. The 1970's were a time of expansion for the department. The name was changed to the Department of Speech Communication and was moved to the College of Liberal Arts. Students also were able to take Speech Communication as a major or minor area in the Masters of Arts in Interdisciplinary Studies (M.A.I.S.) program. By the 1970's the Speech Communication department had developed the four areas of emphasis of Theatre Arts (TA), Broadcasting Media (BMC), Speech Pathology and Audiology (SPA), and Public address, Group and Interpersonal (PGI). Thurston Doler coined the term "PGI" in 1972. Public address, group and interpersonal theory is representative of what we are teaching in the Speech Communication

department in 1989. The future of the Speech Communication department is uncertain for the 1990's, but changes are sure to come with a new Chair and three new faculty hires for the 1989-90 school year.

Other schools

Other universities with a Speech Communication department comparable to OSU Speech Communication department are land grant universities of similar size on the quarter system in this region. A private liberal arts school on the semester system in New York is less comparable to OSU. The three schools to be compared are CalState University (CSU) in Hayward, Utah State University (USU) in Logan, and Montana State University (MSU) in Bozeman. Information on each school was found in the respective school catalogs. While these universities differ somewhat to OSU in the organization of their Communication departments, the Communication discipline is a diverse discipline with many areas of study and should not be expected to be exactly the same.

CSU in Hayward

CSU in Hayward is a land grant university on the quarter system with 12,300 students in Fall of 1987. The School of Arts, Letters and Sciences offers a B.A. and an M.A. in Speech Communication, a B.S. and an M.S. in Speech

Pathology and Audiology, and a B.A. in Theatre Arts. The Speech Communication department offers three areas of emphasis including Interpersonal, Public Communication, or Organizational Communication and Public Relations. The Speech Pathology and Audiology degree is offered through the department of Communicative Sciences and Disorders. The Theatre Arts department offers three areas of emphasis in acting/directing, design and technical theatre, or a general option of theatre arts.

USU in Logan

USU in Logan is a land grant university on the quarter system with approximately 12,000 students as of Fall 1986. USU has three departments similar to CSU, with a department of Communication, of Theatre Arts, and Communicative Disorders. The College of the Humanities, Arts and Social Sciences grants a B.A., B.F.A., M.A. and M.F.A. in Theatre Arts. Through the department of Communication both B.A. and B.S. degrees are offered in Journalism or in Speech, and a M.A. and M.S. in Communication. The Communication department at USU has four options of emphasis in Journalism, Radio and TV, Organizational Communication, or Communication Education. It is through the College of Education that the department of Communicative Disorders is found. The degree options through the department of Communicative Disorders include a B.S. in Communicative

Disorders; a M.S., M.Ed., and a M.A. each with an emphasis in Educational Audiology and Speech Pathology; an Ed.S.; or an Ed.D. with an emphasis in Educational Audiology.

MSU in Bozeman

MSU in Bozeman is a land grant university on the quarter system with approximately 10,000 students in the Fall of 1987. The College of Arts and Architecture offers a B.S. or a B.A. in Media and Theatre Arts. The department of Media and Theatre Arts offers options in Motion picture/Video production, Photography, or Theatre Arts. The College of Letters and Sciences offers a B.A. in Speech Communication. The Speech Communication department offers options in Communication Studies, Communication Disorders, or a Theatre Arts minor.

Value Instruments

The empirical investigation of values in anthropology, philosophy, psychology, sociology, business marketing, education and social-psychology results in many measuring instruments. Robinson and Shaver's (1969) book on measures of social-psychological attitudes lists 12 different instruments for measuring values, each with a different conception of values. "These [12 instruments] were selected with several characteristics in mind: recency, inclusiveness, diversity, and relevance to empirical social

psychology" (p. 411). Simmons (1982) discusses 15 prominent measures of values and valuing, of which only four duplicate Robinson and Shaver (1969). Rather than listing all 23 measures, I will discuss three of "the primary research instruments for assessing personal values systems [which] are the Allport-Vernon-Lindzey Study of Values, the Morris Ways to Live Document, and the Rokeach Value Survey" (Simmons, 1982, p. 48).

Allport-Vernon-Lindzey Study of Values

Eduard Spranger's 1928 book Types of Men is a model of six valuing attitudes -- economic, aesthetic, theoretic, political, social, and religious -- which led Philip Vernon and Gordon Allport to develop the Study of Values (1931). "Including its revisions (Allport, Vernon, and Lindzey, 1960), the Study of Values probably qualifies as the second-oldest psychological inventory in continuous and regular use...." (Simmons, 1982, p. 33).

The Study of Values determines personal preferences for the six valuing attitudes. The instrument has 45 items, 30 of which are forced-choice and 15 of which require rank-ordering of four alternatives. The test takes about 20 minutes to complete. The Study of Values is so widely used that an adequate summary is beyond the scope of this thesis. It is considered a valid and reliable instrument. The criticisms are also well-known. The scale only measures the relative strength of each value. Another

limitation is that the instrument is standardized primarily on college students who are primarily in liberal arts and the vocabulary necessitates a sample population with a fairly high level of education.

Morris Ways to Live Document

Charles Morris, an American semanticist and philosopher, originally proposed seven paths of life based on major religious and philosophical systems. These seven paths of life soon expanded to 13 paths based on the initial response. The Ways to Live Document (1956) was created as a tool to measure which path is preferred by the individual. This instrument is used for cross-cultural research.

The ways to live are briefly characterized as follows:

Dionysian ('to experience festivity and solitude in alteration'), the Buddhist ('to cultivate independence of persons and things'), the Promethian ('to constantly master changing conditions'), the Apollonian ('to preserve the best that man has attained'), the Christian ('to show sympathetic concern for others'), the Mohammedan ('to act and enjoy life through group participation'), and the Maitreyan ('to integrate action, enjoyment, and contemplation')...the Epicurean ('to live with wholesome, carefree enjoyment'), the Taoist ('to wait in quiet receptivity'), and the Stoic ('to control the self stoically').... Way 11 - 'to meditate on the inner life', Way 12 - 'to chance adventuresome deeds', and Way 13 - 'to obey the great cosmic purposes.' (Simmons, 1982, pp. 36-38).

The Ways to Live Document consists of 13 long and complex paragraphs describing different conceptions of the

good life. Each way of life has a seven point Likert type scale to determine if that is the preferred way of life. The Ways to Live Document is considered a reliable and valid measurement instrument, however "validation seems to refer only to statistical procedure and not to any other kinds of validity" (Robinson and Shaver (1969), p. 469).

The strengths of this instrument include its use as a cross-cultural value research method that has been used in the U.S., China, Japan, India, Italy, Norway and Canada. In all the cultural studies, five value dimensions have been consistently found through factorial analysis. The limitations of the instrument includes the standardization primarily on college students, the scales overlap somewhat and the paragraphs are long and complex, requiring a fairly high level of education (Robinson and Shaver, 1969, p. 470).

Rokeach Value Survey

Milton Rokeach created the Value Survey to assess the personal value hierarchical systems of individuals. The respondent rank orders a set of 18 alphabetically arranged terminal values into a relative ordering of importance to the respondent personally. The same is done for a list of 18 instrumental values. The values and definitions are printed on removable gummed labels for ease of rank ordering. The Rokeach Value Survey (RVS) is self-administered and takes 10 to 30 minutes to complete.

Terminal values are preferable end states of existence that can be either personal or social. Instrumental values are preferable modes of conduct which may be either moral or competency based. The terminal values and corresponding definitions from the 1988 Rokeach Value Survey Form G include:

- A COMFORTABLE LIFE - a prosperous life.
- EQUALITY - brotherhood and equal opportunity for all.
- AN EXCITING LIFE - a stimulating, active life.
- FAMILY SECURITY - taking care of loved ones.
- FREEDOM - Independence and free choice.
- HEALTH - physical and mental well-being.
- INNER HARMONY - freedom from inner conflict.
- MATURE LOVE - sexual and spiritual intimacy.
- NATIONAL SECURITY - protection from attack.
- PLEASURE - an enjoyable, leisurely life.
- SALVATION - save; eternal life.
- SELF-RESPECT - self-esteem.
- A SENSE OF ACCOMPLISHMENT - a lasting contribution.
- SOCIAL RECOGNITION - respect and admiration.
- TRUE FRIENDSHIP - close companionship.
- WISDOM - a mature understanding of life.
- A WORLD AT PEACE - a world free of war and conflict.
- A WORLD OF BEAUTY - beauty of nature and the arts.

The instrumental values and corresponding definitions from the 1988 Rokeach Value Survey Form G include:

AMBITIOUS - hardworking and aspiring.

BROAD-MINDED - open-minded.

CAPABLE - competent; effective.

CLEAN - neat and tidy.

COURAGEOUS - standing up for your beliefs.

FORGIVING - willing to pardon others.

HELPFUL - working for the welfare of others.

HONEST - sincere and truthful.

IMAGINATIVE - daring and creative.

INDEPENDENT - self-reliant; self-sufficient.

INTELLECTUAL - intelligent and reflective.

LOGICAL - consistent; rational.

LOVING - affectionate and tender.

LOYAL - faithful to friends or the group.

OBEDIENT - dutiful; respectful.

POLITE - courteous and well-mannered.

RESPONSIBLE - dependable and reliable.

SELF-CONTROLLED - restrained; self-disciplined.

The Rokeach Value Survey (RVS) has been tested extensively by Rokeach (1985) and others. The survey has been revised seven times since its inception. The most recent change was noted in the Ninth Mental Measurements Yearbook (1985). The revision consisted of the RVS

terminal and instrumental scales which replaced the happiness value with health (physical and mental well-being) and replaced cheerful with loyal (faithful to one's friends and group) (p. 1293). It would be interesting to know the basis of why this change was made, especially since happiness has been valued since the time of Plato and Aristotle. The Nature of Human Values written by Rokeach (1973) serves as a manual for the RVS. The original data was gathered in April of 1968 using a representative sample of 1409 respondents from the National Opinion Research Center (NORC). The original college student sample was gathered from 298 Michigan State University students.

Rokeach gathered the frequency distributions of the 18 terminal and 18 instrumental values of the samples for sex, income, education, race, age and religion. These data are found throughout the book as well as in the appendices. Three years after the 1968 survey, Rokeach used the RVS again on 1430 sample population from the NORC. The main purpose of the 1971 research was to report on the change and stability of American values systems as well as the factorial structure of value systems in the three year span. Rokeach (1974) concluded that value priorities changed between 1968 and 1971 because different issues became salient and different social problems were current. He surmised that values not related to current social

problems were more likely to remain stable.

Other reviews of the RVS validate its use. Cohen (1978) concluded the RVS a useful research instrument. Robinson and Shaver (1969) note the drawback that terminal values may sometimes function as a means to an end and conversely, that instrumental values may function as an end state. However, Kitwood's (1978) review offers support in using the RVS on a college student sample.

Rokeach's Value Survey has been the focus of major research comparing the rating and ranking scales of value. Alwin and Krosnick (1985) found that both methods were just as effective, although not interchangeable, and concluded that no choice could be made between the procedures based on their analysis. Their analysis included both support and criticism for both ranking and rating methods. They suggested since values are comparative in nature that ranking is suitable for the measurement of values. However, they concluded that ranking might...

..."impose a somewhat artificial contrast on the data, and, as a result, measure both the latent dimension contrast as well as the ability to see logical contrasts in the list of ranked qualities"(p. 549).

Rankin and Grube (1980) suggest that the predictive validity of rating is somewhat higher than that of rankings. These conclusions do not validate ranking over rating or vice versa. Alwin and Krosnick (1985) caution

that ratings and rankings are different measures when invested by latent content, and that the choice of rating or ranking procedures depends upon the theoretical background of the study and the specific measurement choices made.

Another indicator of the acceptance of the RVS is the number of sources using it. Tests in Print II, (1974, pp. 464-465) lists 39 citations of studies using the RVS. Tests in Print III, (1983, pp. 346-347) records an additional 49 reference citations of studies using the RVS. The Eighth Mental Measurements Yearbook, (1978, pp. 1028-1031) documents another 155 references. The Ninth Mental Measurements Yearbook, (1985, p. 1293) lists an additional 17 references pertaining to the RVS. Thus, as of 1985, there have been 260 articles published that either use the RVS, discuss or validate it in some way.

Of the 260 articles published, only 29 refer explicitly in their title to the use of college students as the sample population. Of these 29 articles, 12 of them are dissertations, available through the Dissertation Abstracts International (DAI), and nine of them pertain to foreign student populations outside the United States. The remaining eight articles are specific to college students, but are not relevant to the study at hand. None of the published articles refers to the investigation of values of students majoring in Speech Communication.

These reviews of the RVS provide constructive criticism but result in support, particularly for descriptive research like this investigation of college student values.

College Student Values Studies

The standardization of the Rokeach Value Survey (RVS) included a sample of Americans through the National Opinion Research Center (NORC) and a sample of college students at Michigan State University. The college student studies conducted by Rokeach (1968, 1973) observed that students differ in their patterns of valuing. Rokeach (1968) reported the MSU student sample identified eight values most highly ranked by college students including the terminal values a comfortable life, and a world of beauty and the instrumental values of ambitious, capable, forgiving, imaginative, intellectual and self-controlled" (pp. 160-161).

Rokeach (1973) indicated the best data available on differences in the valuing patterns of students in various academic majors was Feather's 1970 study. Feather compared 463 first year students and found of high priority to students in the humanities were the instrumental values of intellectual, imaginative and forgiving and the terminal value of a world of beauty. Students in the social sciences and physical sciences identified a higher priority

of the instrumental values of ambitious, self-controlled and capable and the terminal value identified was a comfortable life. Rokeach's and Feather's studies indicate that college students differ in their patterns of valuing.

Feather (1975) investigated in 1969 whether incoming freshmen students chose a school, program of study, or faculty based on personal values. The 1969 study conducted at Flinders University, in South Australia sampled 530 first year students using Form E of the RVS. Feather observed students in sciences identified being ambitious, responsible, and self-controlled as more important than students in the social sciences or humanities, similar to his 1970 findings. Students in the humanities identified a world of beauty, and being imaginative and intellectual as more important than students in science or social science, which was again consistent with his 1970 findings. Social science students tended to fall between the humanities and science students in the value priorities. Irrespective of the school the students were enrolled in, several terminal and instrumental values had uniformly high and low rankings.

The terminal values of high ranking included true friendship, wisdom, and freedom; of low ranking were national security, social recognition and salvation. Among the instrumental values, the Flinders students identified honest, responsible, and broad-minded as uniformly high;

uniformly low rankings were polite, clean and obedient. In 1971, Form E of the RVS was mailed to the students in the 1969 study, with a 79% response rate. The humanities - sciences distinction was again confirmed. After two and a half years, the Flinders students ranked the following values as higher in importance: a world of beauty, mature love, intellectual, forgiving and loving. The values identified of lower importance included a sense of accomplishment, national security, salvation, ambitious, obedient, polite, and self-controlled. Most of these differences were consistent with the change in valuing patterns of college students noted by Feldman and Newcomb (1969).

Feldman and Newcomb (1969) reviewed four decades of research to determine the impact of college on students. Their review showed that freshmen to senior changes occurred in several characteristics uniformly across different colleges and universities using different methods of measurement. Senior students tended to be less authoritarian, less dogmatic, less conservative, less prejudice and had less commitment to religion. Seniors tended to be more sensitive to aesthetic experiences, had increasing intellectual interests and capacities, and were more independent and self-confident. Overall, seniors were more open to new experience and were more tolerant.

Another study reviewed by Feldman and Newcomb (1969)

used the Allport-Vernon-Lindzey Study of Values. Significant differences were found between students in the sciences and students in the humanities. The students in science tended to be high in theoretical and low in aesthetic value; whereas students in the humanities tended to be medium in theoretical and high in aesthetic value. Feldman and Newcomb (1969) concluded that the effect of college on students accentuates the initial differences between the students. However, it is interesting to note that Feather (1975) reported there was no evidence that the differences between the humanities and sciences noticed in the 1969 Flinders study became accentuated by 1971 when the surveys were mailed to the original participants.

Another researcher that reviewed college student values studies done previously was Philip Jacob (1957). The instruments varied as did the schools, but he was able to conclude that American college students have become more homogeneous by the time of senior standing than as freshmen. Jacob reported that American college students values differ in some respects from the rest of society and that the impact of college "socializes" the student to fit into the "ranks of American college alumni" (1957, p. 4). Jacob determined seven common values identified by 75% or more of the studies he reviewed. These seven values include self-confidence, self-interest with a concern for family, conventional religious faith, morality, privatism,

tolerance and college (1957, p. 14). Jacob concluded student values do change to some extent in college, for some more so than others. He suggested only a few institutions, departments or teachers impact the student enough to change values; other personal experiences occur during school may be just as likely to influence students to change their patterns of values.

Another prominent researcher of college students, Alexander Astin (1984a, 1984b, 1985) designed the Cooperative Institutional Research Program (CIRP) which has surveyed college freshmen in a representative sample of over 500 institutions since 1966. The survey is conducted by UCLA and the American Council on Education (ACE). Astin has written on the trends of the characteristics of American college students over the past 20 years. He has observed more freshmen starting in the major fields of Business, Engineering, and Computer Science and a steady decline in the Humanities, Fine Arts, and Social Science (1984a, 1984b, 1985). The major reason students have given for attending college was to be able to make more money according to both the 1984 and 1985 research.

Astin (1985) demonstrated the strongest upward trend of nearly 70% of the freshmen surveyed as "being well off financially" which replaced the value popular 20 years ago of "developing a meaningful philosophy of life" endorsed by only 45% of the freshmen. Other values of high priority to

college students were being an authority, having administrative responsibilities for others, and winning recognition. Conversely, values and life goals reflecting altruism, social concern, creative and artistic goals have declined in popularity among incoming freshmen. Overall, Astin (1984a, 1984b, 1985) observed that freshmen were more materialistic but not conservative, and much less pluralistic than previous freshmen. Astin (1985) discussed the nature of these changes in college students, some of the potential effects on higher education, and the need for educators to become aware of the changing values of college students.

The studies conducted by UCLA and ACE under the auspices of CIRP used by Astin (1984a, 1984b, 1985) were also used for analysis by Arthur Levine. Levine was associated with the Carnegie Commission on Higher Education and the Carnegie Council on Policy Studies in Higher Education, which also conducted studies on college students used in Levine's analysis. Levine (1980, 1982) compared college students of the 1960's and 1970's. He characterized students of the 1970's as more self-concerned and more interested in earning money than students of the 1960's. Levine (1980, 1982) reported the students of the 1970's were optimistic about their personal lives, but less than half were optimistic about the state of the country. Fatalism and fear became more widespread on college

campuses resulting in what Levine called the "titanic ethic" (1980, 1982). He concluded students viewed themselves on a "sinking ship" called the United States or the world.

Other researchers were not as pessimistic about the 1970's, as typified by Hoge. Hoge (1976) investigated changes in college student's value patterns in the 1950's, 1960's, and 1970's based on his original survey research of over 300 respondents as well as a comparison of the surveys conducted by CIRP through UCLA and ACE, and Yankelovich (1974) who carried out national annual surveys of college students since 1968. Hoge (1976) observed several trends from the 1960's into the 1970's. He reported alienation from the military and from nationalist ideology had risen as well as increased support for equal opportunity. Declining trends include church attendance and fear of communism have both deteriorated. Trends from the 1950's maintained into the 1970's include a more conservative attitude and vocational rather than liberal educational goals.

All of the college student values studies reviewed in this section, offer support that student values are heterogeneous and subject to some degree of change. No single factor can be targeted as a cause for value change. The changes in the patterns of valuing of college students needs to be recognized by educators and should be inter-

preted in the context of what is going on in the world and the nation, as well as the micro-level analysis of individual and personal differences.

Value Theory in the Speech Communication Discipline

Value theory in the Speech Communication discipline can be traced back to Aristotle's Rhetoric in the understanding of the audience and shared social values as premises of enthymematic reasoning. In more recent years value inquiry has emerged in Speech Communication in the areas of public address, pedagogy, experimental research in Speech and in the analysis of argument.

Edward Steele (1958) advocated that rhetoricians need to become aware of the value standards held by groups of people. He asserted that values serve as the criteria that influence choice from which the rhetor can argue. Steele (1958) also noted the important relationship between language and values, especially for connotation and metaphor.

Steele and Redding (1962) investigated the American value system as premises for persuasion. They arrived at the conclusion that cultural values provide many of the premises from which the persuasive speaker can argue a recommendation for audience acceptance (1962, p. 84).

Dobkin (1962) concurred with Steele (1958) and Steele and Redding (1962) on the importance of knowing audience

attitudes and values. Dobkin acknowledged the importance of the Speech instructor to understand value theory, its uses and the relationship to the audience's values and motivation. He advocated the pedagogical significance of communicating value theory and audience analysis to students of public address.

Value theory in experimental research in Speech was investigated by Stanley Paulson (1962). He recommended a social values approach for empirical research in public address rather than the common logical-emotional typology. Paulson surmised four reasons to use a social value orientation:

(1) value concepts avoid the false dichotomy of emotional or logical classes while embodying elements of both; (2) value concepts are more empirically based than emotional-logical classifications; (3) value concepts are explicitly present in ideological content; and (4) value concepts lend themselves to use in experimental instruments (1962, p. 136).

Heath (1976) investigated the role of values in the decision making process. He used the RVS on students enrolled in basic Speech Communication classes. He determined that in the decision making process, individuals use major premises expressive of values and in each situation involving decision making, each individual varies in priorities and needs resulting in different, yet flexible value hierarchies.

In the area of argumentative analysis, Sillars (1973) and Sillars and Ganer (1982) observed the significant role of audience analysis and social values. The audience and their values were determined as central to the reasoning process involved in argumentation.

The role of value theory in Speech Communication has gained recognition as to the importance in many areas including argumentation, public address, pedagogy and in experimental research.

Summary

This chapter has reviewed the history of OSU and the OSU Speech Communication department. The department has grown from a service department into a discipline based undergraduate program with four areas of emphasis in Theatre Arts, Broadcasting Media, Speech Pathology and Audiology, and Public Address, Group and Interpersonal theory. Other universities were reviewed for comparison of structure.

This chapter also reviewed the Allport-Vernon-Lindzey Study of Values, the Morris Ways to Live Document and the Rokeach Value Survey (RVS). The RVS, used in the present study, was reviewed and found to be both a reliable and valid instrument for measuring college student values.

Studies of college students values were reviewed in

this chapter. The RVS was used by Rokeach (1968, 1973) and Feather (1975). Jacob (1957) and Feldman and Newcomb (1969) used several alternative measurement instruments to determine changes in college students and the impact of college on students. The studies conducted by CIRP through UCLA and ACE were reviewed by Astin (1984a, 1984b, 1985), Levine (1980, 1982), and Hoge (1976). All of the research reviewed suggested that college students are different from the rest of society and their patterns of valuing change to some extent during college.

The last section in this chapter reviewed value theory in Speech Communication. The historical perspective dates back to Aristotle, but more recent work has occurred in the areas of public address, pedagogy, experimental research, and argumentation.

CHAPTER 3

METHOD

This study investigated the value systems of undergraduate students majoring in Speech Communication at Oregon State University. Chapter 3 describes the sample populations of students with an emphasis in the four areas of Theatre Arts (TA), Speech Pathology and Audiology (SPA), Broadcast Media (BMC) and Public Address, Group and Interpersonal (PGI); and the procedure used to administer the Rokeach Value Survey to each of the four sample populations.

Subjects

One-hundred and four students majoring in Speech Communication participated in the study. Most participated in class, however some were contacted by letter, phone or via an instructor. All participants received a small monetary compensation for their time. The subjects were grouped by their area of emphasis in either PGI, BMC, SPA or TA. Five of the subject sample were discarded from the

statistical analysis: one on the basis of a double major in both the areas of PGI and TA; three were discarded when found to be first term transfers from other disciplines; and one student on foreign exchange for one year was discarded. The resulting sample for this study was ninety-nine subjects; fifty-five females and forty-four males participated without any control for sex distribution.

PGI

Both the groups of PGI and BMC participants were selected as upper-division Speech Communication majors and were confirmed on a list from the Registrar's office. All thirty-two PGI participants, sixteen males and sixteen females, were contacted in two upperdivision PGI courses. The thirty-two students represented approximately ten percent of the entire PGI population.

BMC

Of the thirty BMC participants, twenty-eight were contacted in two upper-division BMC courses. The other two students were representative of the KBVR radio station affiliated with OSU and BMC. The participants were contacted via an instructor and took the survey individually, in my office. The thirty BMC students, eleven females and sixteen males, represented approximately twenty-five percent of the entire BMC population.

SPA

Since the SPA and TA populations were so small, students were contacted in class as well as by written letter or by phone. Addresses and phone numbers were accessed by the list of students majoring in Speech Communication, separated by the four areas of emphasis, from the Registrar's office.

Of the twenty-two participants in SPA, nineteen were contacted in two SPA courses and three were contacted by phone or letter. These twenty-two SPA students, nineteen females and three males, represented approximately ninety percent of the entire SPA population of registered majors.

TA

The fifteen TA participants were for the most part contacted by phone. One TA class participated in the study as well as three double majors contacted through a rehearsal of the current play. The double majors were not doubled within the discipline and were included in the statistical analysis. The fifteen TA participants, nine females and six males, represented approximately eighty-five percent of the entire TA population of registered majors.

Demographics

The four groups of TA, SPA, BMC and PGI were not controlled for any variable such as age or sex. However,

the ages ranged from eighteen to forty-five, with an average age of 22.9, and there were 55 females and 44 males totaled. Since the populations of TA and SPA were so small, all registered participants were used in the study. In the larger BMC and PGI populations, participants were restricted to upper-division registered majors, to control the variable of undecided majors or unfocused lower-division students. The assumption was made that BMC and PGI are broad, flexible and diverse disciplines and the upper-division students would have a better understanding and clarity of their respective degrees, than the lower-division students. On the other hand, TA and SPA are considered much more focused and specific in scope giving the lower-division students clarity in their disciplines. Therefore, the TA and SPA groups included all levels of student participation and was not restricted to upper-division standing.

Procedure

The Rokeach Value Survey, form G, (1988) was administered to the seven classes and individually by appointment. The same set of instructions were repeated each time with the exception that BMC and PGI students were told in the instructions to participate only if an upper-division student. The instructions may be found in Appendix A. Letters were sent to students registered in TA

and SPA if they were not contacted in the classes surveyed. The initial contact letter and follow-up letter can be seen in Appendices B and C. No control measures were taken in regard to sex or age, since the purpose of this research was to describe the population of students majoring in Speech Communication at Oregon State University. Randomization can be claimed only in so far as the courses chosen to participate had a random selection of students in attendance on the day of the survey. The classes were chosen by asking a faculty member in each area of emphasis for some class time of a class representative of students in their area. The survey was administered spring quarter, 1988, during the last week of April and the first week of May. The students were given 10 - 30 minutes to complete the survey and were compensated \$1.00 for their time.

Reviews of the RVS validate its use in this investigation of college student values. Cohen (1978) concluded "the reliability, construct validity, and extensive norms are such to make the RVS a useful research instrument...." (p. 1032). However, Cohen rejected the use of the RVS for individual assessments in counseling or as a basis for selection, due to the ipsative rank of a single value as a measure of individual differences. Robinson and Shaver (1969) note the drawback that terminal values may sometimes function as a means to an end and conversely, that instrumental values may function as an end state. They

also suggested that the relative order rather than the absolute importance of the value determined by the RVS can be viewed as a limitation. However, Kitwood's (1978) review offers support in using the RVS on a college student sample.

Despite these weaknesses, the Rokeach Value Survey is more directly concerned with values, as philosophically understood, than most, if not all, other available instruments. It can at least be recommended as a general probe into values for use with respondents whose academic attainment is average or above (p. 1033).

The Rokeach Value Survey was administered to students majoring in the four areas of emphasis under investigation. The reliability and validity of the RVS was demonstrated in Chapter 2 and in the positive reviews reported. All methods chosen were within the assumptions of descriptive study. Descriptive research only describes current conditions without any direct manipulation. The subjects were not controlled for any extraneous variables. The methods of descriptive research have the overall purpose to describe beliefs, attitudes, values, behaviors, preferences or intentions, to determine any meaning and/or value of any relationship found.

CHAPTER 4

RESULTS

This chapter reviews the main findings of this investigation and the statistical treatment of the data collected. The results were significantly associated using the Kendall coefficient of concordance W , *chi-square*, and the Spearman rank order correlation coefficient.

Findings

The results of the Rokeach Value Survey terminal and instrumental value rankings within the four areas of emphasis of Theatre Arts (TA), Speech Pathology and Audiology (SPA), Broadcasting Media (BMC), and Public Address, Group and Interpersonal theory (PGI) are shown in Tables 1 - 8. A composite of terminal and instrumental value rankings of all four groups together are included for comparison in Tables 9 and 10. Each Table (1-10) presents

the ranking, the value, the median ranking, the mode ranking and the percentage of the group making up the mode ranking.

TABLE 1

**Theatre Arts (TA)
Terminal Value Rankings**

<u>Rank</u>	<u>Value</u>	<u>Median</u>	<u>Mode</u>	<u>% of Mode</u>
1.5	Family Security	4.3		
1.5	Mature Love	4.3	3	27%
3	True Friendship	5.3	2	20%
4.5	Inner Harmony	7		
4.5	Self-Respect	7	1	20%
6.5	Wisdom	8	1	20%
6.5	A Sense of Accomplishment	8	9	20%
8	A World of Beauty	9.3	7	20%
9	Freedom	9.8		
10.5	Health	10	9	20%
10.5	An Exciting Life	10		
12	Pleasure	11		
13	A Comfortable Life	12		
14	A World of Peace	12.6	13	27%
15	Salvation	12.8	18	27%
16	Equality	13		
17	Social Recognition	13.7		
18	National Security	16.8	17	27%

TABLE 2
Speech Pathology and Audiology (SPA)
Terminal Value Rankings

<u>Rank</u>	<u>Value</u>	<u>Median</u>	<u>Mode</u>	<u>% of Mode</u>
1	Family Security	3.7		
2	True Friendship	4.2		
3	Mature Love	5.8		
4	Self-Respect	6.5	9	18%
5	Health	7	8	18%
6	A Comfortable Life	8	6	23%
7	A Sense of Accomplishment	8.5	7	18%
8	Wisdom	9		
9	Freedom	9.5	7	18%
10.5	Equality	10	2	18%
10.5	Inner Harmony	10		
12	An Exciting Life	11.2		
13	Pleasure	12.5	14	18%
14.5	Salvation	13.5	1	27%
14.5	A World of Peace	13.5	16	18%
16	Social Recognition	14		
17	A World of Beauty	14.5		
18	National Security	16.8	18	36%

TABLE 3
Broadcast Media Communication (BMC)
Terminal Value Rankings

<u>Rank</u>	<u>Value</u>	<u>Median</u>	<u>Mode</u>	<u>% of Mode</u>
1	Family Security	4.2	2	27%
2	Health	4.8	3	17%
3	Self-Respect	4.9	4	23%
4	Mature Love	6.2	6	20%
5	True Friendship	6.5		
6	Inner Harmony	8	4	17%
7	Freedom	8.5		
8	A Sense of Accomplishment	9	7	13%
9.5	A Comfortable Life	9.5	8	17%
9.5	Wisdom	9.5	10	17%
11	Pleasure	9.8		
12	Equality	10		
13	An Exciting Life	10.8	12	13%
14	Social Recognition	11.7	17	13%
15	A World of Peace	13.5	16	23%
16.5	A World of Beauty	14.8	18	17%
16.5	Salvation	14.8	18	30%
18	National Security	16.3		

TABLE 4

**Public Address, Group and Interpersonal (PGI)
Terminal Value Rankings**

<u>Rank</u>	<u>Value</u>	<u>Median</u>	<u>Mode</u>	<u>% of Mode</u>
1	Health	2.8	2	29%
2	Self-Respect	4.3	4	26%
3	Family Security	4.5	2	16%
4	Freedom	5.8	1	13%
5	Wisdom	7.3	7	16%
6	True Friendship	7.5		
7	Mature Love	8.2	3	19%
8	Inner Harmony	8.3		
9	A Comfortable Life	9.8		
10.5	A Sense of Accomplishment	10.5		
10.5	Pleasure	10.5		
12	An Exciting Life	11.5	16	13%
13	Equality	11.8		
14	Salvation	13	18	29%
15	A World of Peace	13.5	16	19%
16	A World of Beauty	14		
17	Social Recognition	14.3	15	16%
18	National Security	16		

TABLE 5
Theatre Arts (TA)
Instrumental Value Rankings

<u>Rank</u>	<u>Value</u>	<u>Median</u>	<u>Mode</u>	<u>% of Mode</u>
1	Honest	3.8	1	27%
2	Loving	4.1	4	27%
3.5	Imaginative	5.3	5	20%
3.5	Broad-Minded	5.3		
5	Responsible	6		
6	Loyal	6.3		
7	Courageous	7	7	20%
8	Ambitious	7.3	10	20%
9	Forgiving	8.3	8	20%
10	Independent	10.3		
11.5	Helpful	11	13	20%
11.5	Intellectual	11		
13	Capable	11.8	14	33%
14	Polite	12.7	13	20%
15	Self-Controlled	13		
16	Logical	14.7	15	20%
17	Clean	15.4	15	27%
18	Obedient	16.9	17	40%

TABLE 6

**Speech Pathology and Audiology (SPA)
Instrumental Value Rankings**

<u>Rank</u>	<u>Value</u>	<u>Median</u>	<u>Mode</u>	<u>% of Mode</u>
1	Honest	2.5	1	36%
2	Loving	2.8	1	27%
3	Helpful	5.5	5	23%
4	Responsible	6.2	4	18%
5	Loyal	6.5	11	18%
6	Broad-Minded	7.3	7	18%
7	Forgiving	8		
8	Courageous	9		
9	Independent	9.1	9	23%
10	Imaginative	9.8	17	23%
11	Ambitious	10	10	18%
12	Intellectual	10.5	16	14%
13	Self-Controlled	11.5	15	23%
14.5	Polite	12		
14.5	Capable	12	13	27%
16	Logical	13.8	17	18%
17	Clean	15.5	18	23%
18	Obedient	16.2	18	41%

TABLE 7

**Broadcasting Media Communication (BMC)
Instrumental Value Rankings**

<u>Rank</u>	<u>Value</u>	<u>Median</u>	<u>Mode</u>	<u>% of Mode</u>
1	Honest	3.5	1	20%
2	Ambitious	4.7		
3	Loving	5.1	5	17%
4	Responsible	5.9		
5	Imaginative	6.3		
6	Broad-Minded	6.5	1	20%
7	Independent	8.5	11	17%
8	Helpful	9.2		
9	Capable	9.3		
10	Loyal	9.8		
11	Intellectual	10.8	15	13%
12.5	Forgiving	11	15	13%
12.5	Polite	11	16	20%
14	Courageous	11.1	11	17%
15	Self-Controlled	13	17	17%
16	Clean	14.5	18	20%
17	Logical	14.8		
18	Obedient	15.8	18	30%

TABLE 8

**Public, Group, and Interpersonal Communication (PGI)
Instrumental Value Rankings**

<u>Rank</u>	<u>Value</u>	<u>Median</u>	<u>Mode</u>	<u>% of Mode</u>
1	Honest	3	1	32%
2.5	Loving	5.3	2	16%
2.5	Responsible	5.3		
4	Ambitious	6.5	4	13%
5	Loyal	7		
6	Broad-Minded	8	13	13%
7	Capable	8.3	8	16%
8	Independent	9.5	15	16%
9	Helpful	10	11	13%
10	Intellectual	10.3	10	16%
11	Forgiving	10.5		
12	Courageous	11	14	16%
13	Imaginative	11.2	16	16%
14.5	Polite	11.5	16	23%
14.5	Self-Controlled	11.5	18	16%
16	Logical	12.8	17	29%
17.5	Clean	15.5	18	26%
17.5	Obedient	15.5	18	35%

TABLE 9
Combined Instrumental Value Rankings
of all four groups

<u>Rank</u>	<u>Value</u>	<u>Median</u>	<u>Mode</u>	<u>% of Mode</u>
1	Honest	3.2	1	29%
2	Loving	4.4	1	15%
3	Responsible	5.8	6	14%
4	Broad-Minded	6.7		
5	Ambitious	7	10	10%
6	Loyal	7.8		
7	Helpful	8.7	5	11%
8	Imaginative	8.9	6	12%
9	Independent	9.2	11	12%
10	Capable	9.4		
11	Forgiving	9.9	15	10%
12	Courageous	10.4	14	12%
13	Intellectual	10.7		
14	Polite	11.9	16	17%
15	Self-Controlled	12.1		
16	Logical	13.9	17	18%
17	Clean	15.2	18	20%
18	Obedient	16.3	18	33%

TABLE 10

**Combined Terminal Value Rankings
of all four groups**

<u>Rank</u>	<u>Value</u>	<u>Median</u>	<u>Mode</u>	<u>% of Mode</u>
1	Family Security	4.1	2	21%
2	Self-Respect	5.1	4	20%
3	Health	5.8	2	16%
4	True Friendship	6.1	4	13%
5	Mature Love	6.2	3	15%
6	Freedom	7.5	7	10%
7	Inner Harmony	8.2	8	10%
8	Wisdom	8.6		
9	A Sense of Accomplishment	9.2		
10	A Comfortable Life	9.5	8	10%
11	Equality	10.7	11	10%
12	Pleasure	11	10	12%
13	An Exciting Life	11.1	12	10%
14	A World of Peace	13.2	16	19%
15	Salvation	13.4	18	28%
16	Social Recognition	13.7	14	12%
17	A World of Beauty	13.9	17	12%
18	National Security	16.5	18	27%

In order measure the extent of association within each of the four areas of emphasis on the Rokeach Value Survey terminal and instrumental values, the Kendall coefficient of concordance W was used. The Kendall coefficient of concordance W is the most appropriate statistic to use since it provides "a standard method of ordering entities according to consensus when there is no available objective order of the entities" (Seigal, 1956, p. 239). Since tied observations did occur, the correction of ties (Seigal, 1956, p. 234) was incorporated. The *chi-square*, one of the most common inferential statistics, was used to test the significance of W by determining the probability associated with the consensual value rankings for each of the four areas of emphasis sampled. The results of the computed W and *chi-square* (χ^2) for terminal and instrumental values for each of the four populations were significant as shown in Tables 11 and 12.

TABLE 11

Within Group Association of Instrumental Values

	Instrumental Values			
	<u>W</u>	<u>df</u>	<u>χ^2</u>	<u>p</u>
TA	.34	17	86	.001
SPA	.56	17	207	.001
BMC	.28	17	143	.001
PGI	.25	17	143	.001

TABLE 12

Within Group Association of Terminal Values

	<i>Terminal Values</i>			
	<u>W</u>	<u>df</u>	<u>χ^2</u>	<u>p</u>
TA	.21	17	53	.001
SPA	.32	17	120	.001
BMC	.25	17	129	.001
PGI	.34	17	177	.001

After the determination of significant association within each of the four groups, the Spearman rank order correlation coefficient (r_s) was used to test for association between groups for both terminal and instrumental values. A correction factor for tied observations was used since the effect of ties inflates the value of the Spearman (r_s) (Seigal, 1956, p. 210). The results of the Spearman (r_s) were calculated using two-tailed probability tables since the research question of this investigation was descriptive, looking for any relationship, not predictive looking for a positive or negative relationship. The results of the r_s for each of the paired groups instrumental and terminal values are in Tables 13 - 18.

TABLE 13

TA/SPA Between Group Association

	r_s	p
Instrumental Values	.851	.01
Terminal Values	.593	.02

TABLE 14

TA/BMC Between Group Association

Instrumental Values	.829	.01
Terminal Values	.598	.02

TABLE 15

TA/PGI Between Group Association

	r_s	p
Instrumental Values	.794	.01
Terminal Values	.701	.01

TABLE 16
SPA/BMC Between Group Association

	<i>r_s</i>	<i>p</i>
Instrumental Values	.723	.01
Terminal Values	.92	.01

TABLE 17
SPA/PGI Between Group Association

	<i>r_s</i>	<i>p</i>
Instrumental Values	.801	.01
Terminal Values	.863	.01

TABLE 18
BMC/PGI Between Group Association

	<i>r_s</i>	<i>p</i>
Instrumental Values	.905	.01
Terminal Values	.924	.01

The data analysis was accomplished by using a personal computer and the Excel software package as well as some hand computation. The accuracy of the data entry and the hand computations were double checked .

The results of the data analysis depict both an association of value rankings of instrumental and terminal values within the four groups of TA, SPA, BMC and PGI, as well as an association of value rankings of instrumental and terminal values between the four groups when paired and ranked using the Spearman r_s . The four groups were found to be significantly associated with a high level of agreement on instrumental values. Differences between groups are qualitatively discussed next.

Specifically, TA values the instrumental value broad-minded as a preferred mode of conduct and the terminal value a world of beauty as an end state of existence more than other groups. TA ranked instrumental values imaginative and courageous higher than SPA and PGI; forgiving and loyal higher than BMC; and ambitious higher than SPA. TA ranked terminal values inner harmony higher than SPA, and mature love and a sense of accomplishment higher than PGI.

SPA values the instrumental value helpful as a preferred mode of conduct more so than any other group. SPA ranked the instrumental values courageous and forgiving higher than PGI or BMC; imaginative was ranked higher in SPA than PGI; and loyal was higher in SPA than

BMC. SPA ranked the terminal values a comfortable life higher than BMC or TA; true friendship was higher than BMC or PGI; equality and health was higher than TA; and mature love was ranked higher than PGI.

BMC ranked instrumental values imaginative higher than SPA or PGI; ambitious and capable higher than SPA or TA; and helpful and independent higher than TA. BMC ranked terminal values health higher than TA or SPA; inner harmony higher than SPA; mature love and social recognition higher than PGI; a comfortable life and equality higher than TA.

PGI values the terminal value freedom as an end state of existence more so than any other group. The terminal value health was ranked by PGI higher than either BMC or SPA. PGI ranked the instrumental values ambitious and capable higher than TA or SPA; helpful and responsible higher than TA; and loyal was ranked higher than BMC.

Overall, the findings of this investigation are in favor of a significant association on median rankings of instrumental values in the Rokeach Value Survey between all four groups in TA, SPA, BMC, and PGI. The main difference was found between groups on terminal values held by TA and SPA, and between TA and BMC. Terminal values held by TA and PGI were significantly associated. Similarities and differences can be seen by referring to the tables. The differences were not statistically analyzed further than the correlations utilized.

CHAPTER 5

DISCUSSION

This final chapter discusses the results of the data analysis and the implications of the results. Recommendations are given for future study and the limitations of the present study are discussed.

Discussion

The results of the Rokeach Value Survey (RVS) terminal and instrumental value rankings within the four areas of emphasis of Theatre Arts (TA), Speech Pathology and Audiology (SPA), Broadcasting Media (BMC), and Public Address, Group and Interpersonal theory (PGI) demonstrated an association within and between group comparison. Nonparametric statistics were used to analyze the data. Rokeach (1973) described the RVS as an ordinal measure and admitted the ipsative nature (p. 51). Although Rokeach is

intuitively correct in assuming the survey is ordinal, since the scale is ranked in order of importance; there is no inherent order of the values in the RVS. Therefore, this weak-ordinal data (or nominal data) was statistically analyzed with the Kendall coefficient of concordance W , *Chi-Square*, and the Spearman rank order correlation coefficient to determine significance. Descriptive statistics were used to report measures of central tendency, the median and the mode, to give general information on the center of distribution in comparing the four groups.

The median is the middle score, or the 50th percentile of the distribution. The median is applicable to ordinal scales and is the statistic Rokeach used in his analyses. The mode is the most frequent score in a distribution. The mode can be used for interval, ordinal and nominal scales. This discussion focuses on the mode in describing each of the value rankings of Theatre Arts (TA), Speech Pathology and Audiology (SPA), Broadcasting Media (BMC), and Public Address, Group and Interpersonal theory (PGI), since the overall purpose of this research was to describe the values held by the students and to compare within and between groups. The modal rankings were listed in Chapter IV in Tables 1 - 10. This elaboration of the tables focuses on those modes with over 30% of the sample within the mode.

The terminal values or end states of existence ranked with a mode of 18 (lowest value) were National Security and

Salvation. SPA ranked National Security 18th by 36% of the sample, with a median rank of 16.8; the other terminal value, Salvation, was ranked 18th by 30% of the BMC sample, with a 14.8 median rank.

The significance of these end states of existence ranked lowest by both SPA and BMC is the low priority that one in three of these students place on these values. This priority placement is significant to educators at OSU teaching these students, and other educators in the field of Speech Communication.

Obedient was the least preferred mode of conduct for all four groups combined, with 33% of all students sampled ranking the instrumental value obedient 18th, with a 16.3 median rank. SPA had the highest percentage of students ranking obedient 18th at 41%, with a 16.2 median rank. In PGI, 35% of the students sampled ranked obedient 18th, with a 15.5 median rank. Thirty percent of BMC students ranked obedient 18th, with a 15.8 median rank. In TA, 40% of the students ranked obedient 17th, with a median rank of 16.9. Clearly, obedient is not a preferred mode of conduct for these college students samples. It would be interesting to compare this value with other academic majors to see if this is a common finding among college students.

The other instrumental value with over 30% consensus ranked first, as the most preferred mode of conduct by both SPA and PGI was honest. SPA ranked honest first by 36% of the students sampled, with a 2.5 median rank. Thirty-two

percent of PGI students sampled ranked honest first, with a median rank of 3. It is worth noting that honest was ranked first by both TA and BMC as well, with median ranks of 3.8 and 3.5, respectively. All four areas of emphasis ranked honest as the most preferred mode of conduct. Again, it would be interesting to compare across academic major, as well as across demographics such as sex, age and religion, to determine if these are common findings, more specific to a demographic analysis.

It is interesting to note that the mode ranks with over 30% of the sample in the mode, were at both ends of the hierarchy, first and last, giving credence to Rokeach's report that the highest and lowest values have a high reliability over time. Educators at OSU in Speech Communication should be aware of these modal rankings.

The terminal and instrumental value rankings in each of the four areas of emphasis depict how the students in each area view the values in order of importance. Before determining the answer to the research question posed, is there a significant difference on median rankings on the Rokeach Value Survey of terminal and instrumental values between students in various areas of emphasis within an academic major?, it was necessary to determine if there was an association within the comparison groups. To determine association within each area on the order of importance, the Kendall coefficient of concordance W and the *Chi-Square* (χ^2) was used. The W was calculated and

used in a modified form of the χ^2 (Seigal, 1956) to determine association. The χ^2 results suggest all groups were significantly associated within each group at the .001 significance level. It is important to educators at OSU in Speech Communication to be aware of the similarities within each area of emphasis.

Since there was a significant association within the four areas of emphasis, a comparison between groups was computed using the Spearman Rank Order Correlation Coefficient (r_s). The r_s required a pairing of groups to test for a relationship. The results were significant using the more conservative two-tailed probability tables.

The TA/SPA and TA/BMC comparisons of terminal values had a significance level of .02 for the r_s . The instrumental value comparisons for both groups had a significance level of .01 for the r_s . The TA/PGI comparison for instrumental values had a r_s of .794 with a significance level of .01. The terminal values compared between TA/PGI had a r_s of .701 with a significance level of .01. TA terminal value rankings are not associated with SPA and BMC, but are significantly similar to PGI. Instrumental values were significantly associated between all four groups.

The SPA/BMC comparison of instrumental values resulted in a r_s of .723, significant at the .01 level. The terminal value rankings had a r_s of .92, significant at

the .01 level.

The SPA/PGI comparison of instrumental values had a r_s of .801, .01 significance level. The terminal values had a r_s of .863, significant at the .01 level. SPA comparisons resulted in a significant association in terminal and instrumental value rankings from TA, BMC, and PGI.

The BMC/PGI comparison had the strongest relationship of any group comparisons. Instrumental values had a r_s of .905, .01 significance level. The terminal values had a r_s of .924, .01 significance level.

This data analysis comparing each of the four groups with each other demonstrated a significant association between groups. This finding is important to OSU Speech Communication educators and the administration at OSU in making policy decisions. This finding is also of import to educators in Speech Communication at other universities and colleges.

Recommendations

1. Replicate this study to identify value change patterns.
2. Replicate this study at other colleges and universities to determine if the findings are applicable to larger cross-sections of college student populations.

3. Collect demographics and control for age and sex to identify where difference exist and the effect on the value hierarchies.
4. Longitudinal studies would better identify value change patterns. This information would benefit educators, as well as administrative departments in recruiting, admissions, and alumni.
5. The Consulting Psychologist Press, Inc. (CPP), owners of the Rokeach Value Survey (RVS) copyright, should conduct current national research to develop new norms for the RVS, for both the college student population and the population in general.

Limitations

Awareness of limitations is necessary for interpreting the results of this investigation. Several limitations should be acknowledged when generalizing the results of this study.

One of the main drawbacks of this investigation is the sample included students from only one institution. A more generalizable study would include students from other parts of the country.

Another limitation of this study results from error variance. Error variance is the variability of measure due to random fluctuations whose basic characteristic is that they are self-compensating. In other words, these fluctuations are due solely to chance, which the researcher has no control over. This is why no two investigations are ever exactly the same. This study acknowledges the chance that the results are due to chance because of the use of inferential correlations and the amount of comparisons that out of chance may have resulted in the reported findings.

Error variance is actually a part of within variance. Within variance is the amount of variation due to variables within the experimental situation, other than the primary variables that are controlled for. However, this study used no controls, since it was a descriptive study, not a predictive experimental study. The other part of within variance is secondary variance which is the fluctuation of secondary or extraneous variables that were not controlled for. It is possible to reduce the effect of secondary or extraneous variables, through controls, and therefore reduce within variance.

The kind of error variance due to individual differences is in fact "systematic" variance which is predictable. When it cannot be identified and/or controlled, as in this study, it is considered error variance. Many times individual difference variables

cancel each other out by randomization. This investigation, as with most research, is limited by access to a random population. The OSU population should not be overgeneralized.

Error variance is also caused by errors of measurement. This includes all instrumentation problems that result in differences in measurement. The RVS was chosen as the most reliable and valid values research instrument available. The RVS reduced the threat to internal validity by choice of the most appropriate research instrument.

Another threat to internal validity is the well-known "Hawthorne-effect." This was controlled for by stressing in the instructions to order the values "in order of importance to you in your life." The Hawthorne effect cannot be totally eliminated since some participants may be trying to second guess the researcher and respond in such a way they believe the researcher wants.

The statistical validity and significance was considered by choosing nonparametric, inferential, and descriptive statistics to interpret the data analysis. The two-tailed probability tables were used as a more conservative interpretation of the data.

The awareness of these limitations is necessary for interpreting the results of this study. Since this study is descriptive and not experimental, the research is an

attempt to describe the findings and hopefully has less of the inherent bias than in predictive studies. Although all researchers are somewhat blinded by their preconceived notions and by the limitations of their study, this researcher attempted to be aware of any drawbacks and to describe the findings with this awareness.

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APPENDICES

APPENDIX A

INSTRUCTIONS TO SUBJECTS

My name is Pamela Maier. I am working on my Master's thesis doing an audience analysis of undergraduate students majoring in Speech Communication. If you have had any of the public speaking courses, you are aware of the need for an audience analysis to help speakers (in my case, for teachers) to communicate more effectively. For this reason, I am asking you to please be honest in your answers.

If you are not majoring in Speech Communication, you are excused from the survey. [If you are not an upper-division student, you are also excused from the survey (for BMC and PGI groups only)]. [The survey was then distributed to the remaining students].

The method I am using is the Rokeach Value Survey, which has two lists of eighteen values. These lists need to be kept separate, so please do not mix and match the lists. To begin, fill out the first page with your name,

date of birth, place of birth and sex. Beneath that please write your area of emphasis in TA, SPA, BMC, or PGI, and this course number. Next open the booklet and read the instructions. Read through each list of values before you begin to rank order the values in order of importance to you in your life. The labels are removable on the right-hand side of the survey only, in case you change your mind. Arrange the values on the right-hand side initially, until you are satisfied with the order, and then transfer the values to the left-hand side of the survey. The survey will take 10 - 30 minutes to complete. Upon completion, you will be compensated \$1.00 for your time. Although the money is not much, at least you can go get a snack or soda after you are through. Any questions?

APPENDIX B

INVITATION TO SUBJECTS

May 1, 1989

Dear Student,

I am doing a survey of undergraduate students majoring in Speech Communication for my Master's thesis. I got your name from the Registrar's office as a major in Speech Communication. Because of the limited number of available students in Theatre Arts and Speech Pathology and Audiology, your participation is essential for this reason. The survey will only take 10 to 30 minutes to complete and you will be compensated for your time. Please get in touch with me as soon as possible at home 752-2977 or in the department at 754-2461, or stop by my office at Shephard Hall, room 206. If you have changed your major, I would appreciate notification of this change.

Thank-you.

Pamela Maier

APPENDIX C

FOLLOW-UP LETTER TO SUBJECTS

May 8 1989

Dear OSU Student,

Last week you received a letter asking you to participate in a survey of undergraduate students majoring in Speech Communication. Your participation is extremely important to accurately represent the opinions of OSU students since there is a limited number of students registered in Theatre and Speech Pathology and Audiology.

If by some chance you did not receive the first letter, or if it has been misplaced, please call me right away at 752-2977 or at 754-2461 so we can discuss any questions you may have and to set up an appointment to take the survey. The survey will only take 10 - 30 minutes to complete and you will be compensated for your time. If you have changed your major or if you are not enrolled in at OSU this term, I would appreciate a call.

Sincerely,

Pamela Maier