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RELATIONSHIPS AMONG INVENTORIED SELF-RATED
AND PEER-RATED INTERPERSONAL VALUES

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NAVAL AEROSPACE MEDICAL INSTITUTE
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RELATIONSHIPS AMONG INVENTORIED SELF-RATED
AND PEER-RATED INTERPERSONAL VALUES

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THE SUMMARY

THE PROBLEM

The purpose of this study was to determine the relationships among interpersonal values as measured by the Gordon Survey of Interpersonal Values (SIV) and these same values as measured by self-ratings and peer-ratings.

FINDINGS

When evaluations were made by the same rater but with different reference frames (SIV vs. self-rating), the relationships between corresponding values were significant for all comparisons. When the reference frame was constant but evaluations were made by different raters (self vs. peer), four of the relationships between corresponding values were significant. Finally, when both rater and reference frame were changed (SIV vs. peer-ratings), none of the relationships was significantly different from zero.

INTRODUCTION

The survey of Interpersonal Values is a self-descriptive, forced-choice instrument measuring six interpersonal values: Support, Conformity, Recognition, Independence, Benevolence, and Leadership. The purpose of this study was to determine the relationship among these values as measured by the inventory and self-and peer-ratings of the same values.

PROCEDURE

Subjects in this study were 148 cadets from twelve sections undergoing training in the Naval Aviation Schools Command, pre-flight. The Survey of Interpersonal Values (SIV) was administered during the fourteenth week of training. After completing the SIV, self-and peer-ratings on the six values were obtained. The values were defined on the rating forms as given in the SIV manual (1).

RESULTS AND DISCUSSION

Table I gives the intercorrelations among the six values obtained by the three different methods. Scores on the SIV represent the individual's perception of his own values relative to each other; the self-ratings represent the individual's perception of his own values relative to the values of his peers (as he perceives them); and the peer-ratings represent a composite of his peer's perceptions of the individual's values relative to the perceived values of others in the peer group.

When evaluations were made by the same rater but with different reference frames (SIV vs. self-ratings), the relationships between corresponding values were significant ($P < .01$) for all comparisons. When the reference frame was constant but evaluations

were made by different raters (self vs. peer), four of the relationships between corresponding values were significant (three at $P < .01$ and one at $.05$). Finally, when both rater and reference frame were changed (SIV vs. peer-ratings), none of the correlations was significantly different from zero. Within-group type reliability estimates (2) were computed for the peer-ratings of each of the twelve classes on each value. The median reliability estimates were Support (.35), Conformity (.86), Recognition (.68), Independence (.70), Benevolence (.63), and Leadership (.83). Apparently, peers were quite inconsistent in their judgements of the degree to which others in their group value being given support by their classmates, but agreed fairly well on those individuals who value conforming behavior and taking charge. Considering the demands of the training program, it is likely that these latter values have more observable manifestations. From the high correlation between Recognition and Leadership on the peer-ratings, cadets appeared not to be able to readily differentiate between these two values. Also, peers regarded Conformity and Independence as essentially opposite ends of the same continuum. In general, whenever either the person making the evaluation or the reference frame was changed, correlations tended to be statistically significant but, at best, of only very moderate magnitude; when both evaluator and reference frame changed, the correlations were essentially zero.

Table I

Correlations* between SIV Scales and Self-and Peer-Ratings on the Same Values

		SIV					Self-Ratings					Peer-Ratings					
S	C	R	I	B	L	S	C	R	I	B	L	S	C	R	I	B	L
S	-39+	50	-24	-26	-39	21	-11	-01	-02	-05	-25	11	-02	-05	-04	05	-12
C		-33	-21	13	-28	-07	39	-06	-19	01	06	-10	04	-05	-01	-10	07
R			-47	-54	10	11	-07	21	-20	-03	09	17	-08	03	06	01	-01
I				-10	-18	-13	-17	-17	41	-14	21	-10	04	-09	-09	-01	-14
B					-29	10	-03	-11	03	32	-12	03	00	03	02	04	06
L						-16	-03	19	-09	-09	43	-05	01	15	08	01	13
S							28	26	-04	26	-07	16	07	-06	-12	03	-09
C								19	-23	02	14	05	41	08	-35	11	09
R									08	09	58	-05	04	24	16	06	32
I										22	04	-26	-04	-15	02	-05	-14
B											13	-07	-10	-11	01	02	-12
L												-15	-04	40	29	-02	47
S													29	21	-22	44	04
C														37	-73	45	32
R															05	28	80
I																-22	19
B																	
L																	

* r \geq .16 significant at P < .05; r \geq .21 significant at P < .01.
 + Decimal points omitted.

REFERENCES

1. Gordon, L. V., Manual for Survey of Interpersonal Values. Chicago, Ill.: Science Research Associates, Inc., 1960.
2. Willingham, W. W., Estimating the reliability of mutual peer nominations. NSAM-306. Pensacola, Fla.: Naval School of Aviation Medicine, 1958.

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