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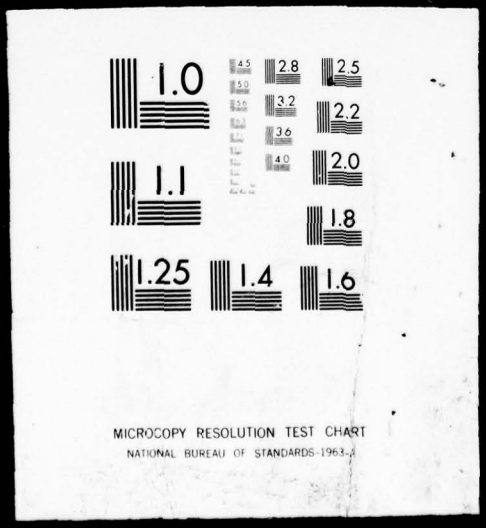
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Personal & Professional Values Among Colorado Social Workers.

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Douglas P. Posey
University of Denver - June 1978

ABSTRACT

This study addressed the lack of empirical knowledge about the personal and professional values, and their interactions, among social workers. The following questions guided the study:

1. With respect to values, how are social workers alike?;
2. Can social workers' professional values be seen in terms of their professional value preferences?; and
3. What differentiates social workers with respect to their values?.

The study was framed within theoretical knowledge in the areas of values, social roles, and adult socialization.

Personal values were operationalized using the conceptualizations of Rokeach and his Value Survey. Professional values were operationalized by applying the Value Survey to Levy's classification scheme for social work values. In this way professional values were linked to personal values. Four research questions, derived from the questions above, addressed the orderings of personal and professional values by respondents. A fifth research question addressed the issue of conceptual meanings attributable to professional values as they were operationalized in this study. Two organizing hypotheses addressed the issue of possible associations between differences in the orderings of professional values within the personal value systems of respondents and selected personal and professional characteris-

tics of respondents.

Data concerning the two hypotheses and four of the research questions were obtained via a mailed survey of members of the Colorado Chapter of NASW. The question concerning conceptual meanings attributable to professional values was explored using a small group of social workers and the nominal group technique, a structured, idea-generating group method.

The relative orderings of personal values of respondents were found to be significantly associated with three personal and two professional characteristics of respondents. Age was found to be associated with such value differences more frequently than other characteristics. Visual examination of tabled data revealed directionality that might be tested statistically in future research endeavors. No significant associations were found between the orderings of professional values within the personal value systems of respondents and respondents' personal and professional characteristics. Conceptual meanings attributable to professional values were developed, at a beginning level, by the nominal group.

The differences between the personal and professional value offerings in association with characteristics of the respondents led to the conclusion that social work, as a profession, is marked by unity within diversity with respect to the professional and personal values of its members. Implications of the study's methods and findings were discussed for the profession of social work and for the theoretical understandings upon which the study was based.

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of the Requirements for the Degree

Doctor of Social Work

by

Douglas Patrick Posey

June 1978

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Of particular assistance to me in the conducting of this study and in the completion of this dissertation were the members of the Colorado Chapter of NASW who were willing participants in the study. Thanks goes to them and to the numerous colleagues and teachers who assisted in the development of the ideas and methods used in the study.

In completing this dissertation I have become aware of the reasons for the frequent acknowledgment of the assistance of relatives of doctoral candidates in their dissertations. In view of that awareness, a special thanks goes to Carla, Andy, and Matt who have made this study possible.

TABLE OF CONTENTS

		Page
LIST OF TABLES		vi
Chapter		
1.	THE PROBLEM	1
	VALUES: A SOCIAL WORK PROBLEM	1
	CONCEPTUAL FRAMEWORK	3
	METHODOLOGY	5
	IMPORTANCE OF THE STUDY	6
	SCOPE AND LIMITATIONS	8
	SUMMARY AND OVERVIEW	9
2.	REVIEW OF THE LITERATURE AND THE CONCEPTUAL FRAMEWORK	11
	INTRODUCTION	11
	VALUES	12
	The Structure of Values	15
	Definitions of Value	18
	VALUES AND SOCIAL ROLES	25
	VALUES AND SOCIALIZATION	28
	SOCIAL WORK VALUES	33
	Conceptual Approaches	34
	Empirical Strategies	41
	SUMMARY OF THE CONCEPTUAL FRAMEWORK	49
3.	METHODOLOGY	54
	VARIABLES	55

Page

QUESTIONS AND HYPOTHESES. 58

OPERATIONAL DEFINITIONS 59

Values 59

Personal Characteristics 64

Professional Characteristics 64

INSTRUMENTS 66

VALIDITY AND RELIABILITY. 70

Validity 70

Reliability. 71

DATA COLLECTION 74

Phase I. 74

Phase II 75

DATA ANALYSIS 78

SUMMARY 80

4. FINDINGS AND CONCLUSION 82

MAJOR FINDINGS AND CONCLUSIONS. 82

Personal Values. 83

Professional Values. 84

Conclusion 86

SAMPLE CHARACTERISTICS. 87

Personal Characteristics 87

Professional Characteristics 89

Conclusions. 93

PERSONAL VALUES 94

Value Differences. 97

Page

PROFESSIONAL VALUES. 106

Reactions to the Task 107

The Nominal Group 108

Values Chosen and Their Conceptual Meanings. 109

Values Inclusion Scores 118

Professional Values and Respondent Characteristics. 121

SUMMARY AND CONCLUSIONS. 124

Summary 124

Conclusion. 126

RELIABILITY AND VALIDITY 128

5. IMPLICATIONS OF THE STUDY. 131

MAJOR FINDINGS 132

Value Theory. 132

Social Role and Socialization Theores . . 136

Social Work 138

OTHER FINDINGS 141

Personal Values 142

Professional Values 144

SUMMARY AND FINAL CONCLUSIONS. 149

Summary 149

Conclusions 150

SUMMARY OF THE STUDY 151

The Problem 151

Conceptual Framework Operationalization 153

Page

Findings and Conclusions. 154

Implications. 154

BIBLIOGRAPHY 156

APPENDIXES

A. COVER LETTERS. 162

B. VALUE SURVEY AND SOCIAL WORK VALUES QUESTIONNAIRE 164

C. FOLLOW-UP LETTER 171

D. NOMINAL GROUP FINDINGS 172

LIST OF TABLES

Table		Page
1.	Terminal Values.	60
2.	Instrumental Values.	61
3.	Ethnic Identification.	88
4.	Religious Preference	89
5.	Social Work Concentration Area	90
6.	Highest Social Work Degree Held.	91
7.	Current Student Status	92
8.	Time Since Most Recent Social Work Graduation.	93
9.	Personal Terminal Value Medians and Composite Rank Orders (N=254).	95
10.	Personal Instrumental Value Medians and Composite Rank Orders (N=254).	96
11.	Personal Terminal Value Differences Associated With Personal and Professional Characteristics of Respondents	98
12.	Personal Instrumental Value Differences Associated With Personal and Professional Characteristics of Respondents.	99
13.	Religion and Personal Value Rankings	103
14.	Professional Values Inclusion and Respondent Characteristics	122

Chapter 1

THE PROBLEM

This chapter provides an overview of the problem area which formed the impetus and the base for the present study. Briefly discussed here are the problem area in general, the conceptual framework for the study, the methodology, and the importance, scope, and limitations of the study. These brief discussions are prelude to the more in-depth consideration of the above topics in later chapters.

VALUES: A SOCIAL WORK PROBLEM

That values are important in social work and in social work research were assumptions basic to this study. These assumptions appear to permeate the social work literature. Unfortunately, there is much confusion in the literature about the values held by social workers as individuals, the values espoused for the profession as a whole, and the interactions of personal and professional values. There is a considerable lack of empirical research in these areas.

One of the difficulties with the study of values in social work is the term, value, itself. There are numerous philosophical issues impacting the numerous definitions of value in the literature. In addition, more than one concept

utilizes this one referent. Even where there is agreement about a definition of the term, value, difficulties have been encountered in the empirical study of values. The nature of values, as part of the human personality, requires that researchers in this area utilize indirect methods for the study of values. Although there are several instruments available for the study of values, the limitations of these instruments and the general difficulties of working in this area remain a problem. As recently as 1972, Kerlinger suggested that one of the main reasons for the lack of empirical studies of values was the lack of adequate empirical methodology.[1]

Still further problems are encountered in studying professional values. Definitional issues are important and there is a lack of research methodology in this area as well. Researchers attempting to study both personal and professional values must handle a combination of the above problems. Nevertheless, the need existed to understand the operation of values in the profession of social work. Therefore, the present study focused on the personal values of social workers, their professional values, and the interaction of these sets of values.

It was assumed in this study that social workers, both as individuals and as a professional aggregate, have values. Based on this assumption, the following question guided the research

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[1]Fred N. Kerlinger, "The Study and Measurement of Values and Attitudes," (paper presented at the meeting of the American Educational Association, Chicago, April, 1972), ERIC Document ED 079 618.

effort. "With respect to values, how are social workers alike?"

It is important, in observing the values held by members of a profession, to provide clarification of what is meant by the term "professional values." There have been several attempts in the literature to define and understand this term as applied in the field of social work. The focus of the present study was on a definition of social work values in interaction with personal values held by social workers. In focusing on this area, the second question guiding this study was, "Can social workers' professional values be seen in terms of their personal value preferences?"

Given an understanding of the personal and professional values of social workers, and their interaction, one questions the differences that are assumed to exist between social workers with respect to their values. Existing bodies of theoretical knowledge and previous research were explored in an attempt to ascertain those factors that might differentiate social workers with respect to their values. For the present study, the third guiding question was, "What differentiates social workers with respect to their values?"

CONCEPTUAL FRAMEWORK

The concept, value, was explored in this study within the contexts of individuals and social aggregates. Personal values were defined using the conceptualizations of Milton

Rokeach.[2] These conceptualizations allowed the use of an empirical method developed by Rokeach. Rokeach's Value Survey was one of the main empirical tools used in the present study.[3]

The functions of values for individuals and social aggregates was explored using the body of knowledge known as social role theory. Values were seen as having importance in the selection of, participation in, and evaluation of social roles. The body of theoretical knowledge in the area of socialization provided information regarding the learning of values through general socialization experiences and through socialization to the profession of social work.

The definition of social work values used in this study was derived from the categories of social work values suggested by Charles Levy.[4] These categories provided a framework within which the value terms suggested by Rokeach in the Value Survey were placed. The blending of the conceptualizations of Levy and Rokeach allowed for an operational definition of social work values that was in keeping with adult socialization and social role theory. Social work values were seen as the orderings of

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[2]Milton Rokeach, The Nature of Human Values (New York: The Free Press, 1973).

[3]Rokeach, pp. 27-31, 357-361.

[4]Charles Levy, "Values in Social Work Education," in Boyd E. Oviatt, ed., Values in Social Work Education: Cliche or Reality (conference report from the Graduate School of Social Work, University of Utah, 1977). See also, Charles Levy, "The Value Base of Social Work," Journal of Education for Social Work, 9, 1 (Winter, 1973), 34-42.

generally held values by social workers.

METHODOLOGY

The study was a "combined exploratory-descriptive" type.[5] It attempted to define parameters of a population and explore related ideas. As suggested by Selltiz and associates, the study observed non-causal relationships between selected variables.[6]

Two primary methods for attempting to answer the questions and hypotheses of the study were used. First, a mailed survey was conducted. The survey enabled the researcher to draw conclusions regarding most of the questions asked in the study. The need to give conceptual meaning to the professional values derived from the mailed survey results was satisfied by using the nominal group technique.[7] That phase of the research consisted of a structured discussion, by a panel of judges, of professional values as they were operationalized in the study.

The population used in the study consisted of the membership of the Colorado Chapter of the National Association of Social Workers. A random sample of this population was used.

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[5]Tony Tripodi, Phillip Fellin, and Henry J. Meyer, The Assessment of Social Research (Itasca, Ill.: F. E. Peacock, 1969), pp. 49-51.

[6]Claire Selltiz, Lawrence S. Wrightsman, Stuart W. Cook, et al., Research Methods in Social Relations (3d ed.: New York: Holt, Rinehart and Winston, 1976), pp. 101-103.

[7]Andre L. Delbecq, Andrew H. Van de Ven, and David H. Gustafson, Group Techniques for Program Planning (Glenview, Ill.: Scott, Foresman and Company, 1975).

The population was chosen for reasons of degree of variability potentially extant within this group and for reasons of availability to the researcher.

The analysis of data occurred at two levels. First, a descriptive approach was taken to the values held by respondents as determined by the mailed survey, and to the results of the structured group discussion. Second, an analytical approach was taken to the data from the mailed survey. Findings from the study are reported in Chapter 4.

IMPORTANCE OF THE STUDY

The study was important, since, through the ubiquitousness of the phenomenon known as values, information about the values of social workers touches all aspects of the social work profession. This includes the profession as a social organization, social work education, research in and about social work, and the practice of social work. This section of Chapter 1 discusses some of the potential impact of the study. Greater detail regarding implications of the study will be found in Chapter 5.

The profession of social work, like any profession, includes within its definition appropriate conceptualizations of values for the profession. Information regarding the values actually held by members of the profession and the unity or disunity of such values is important in defining the profession. Further, sub-groups within a profession may have differing per-

spectives regarding the profession's values. It is important, for the definition of the profession as well as for the understanding of differences within the profession, to observe the values held by members of the profession. In social work the issue of professional unity, or its lack, is of continuing interest.

Social work education purports to teach something of the value base of social work. The introduction, in recent years, of multiple levels of formal social work education has increased the importance of values in social work education. Information about the values held by social workers might assist social work education in the value education portion of its task.

The study further impacts social work education through its introduction of the Rokeach instrument mentioned earlier. Associated with this instrument is a value change methodology used experimentally by Rokeach.[8] Such a method may have utility for social work education. At the least, the Value Survey provides a self-awareness tool for values that might be used in this instructional area.

Social work research may benefit from the present study since this study applied a methodology not previously attempted in social work. Further, the study provides a data base regarding the personal and professional values held by social workers. The data base may be used in later studies for purposes of com-

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[8]Rokeach, pp. 248-285.

parisons between groups.

Within the area of social work practice, the present study has importance because it provided data regarding social workers as a group and regarding various sub-groupings within social work. Such information is potentially important in clarification of the boundaries of social work with respect to other professions, clients, and sanctioning bodies such as communities.

SCOPE AND LIMITATIONS

This study was designed to provide a beginning level of understanding in a complex area for a restricted population. It used methods not previously tried in social work research. Non-causal relationships only were sought. Any attempt at causal interpretation is beyond the scope of the study.

A further limitation of the study is that imposed by the use of written reports concerning what is essentially non-vocal behavior. However, such written behavior, as Kluckhohn has suggested, constitutes a viable source of information.[9] Thurstone, early in the development of methods for the study of subjective behavior, discussed this issue and found the use of

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[9]Clyde Kluckhohn, "Values and Value-Orientations in the Theory of Action: An Exploration in Definition and Classification," in Talcott Parsons and Edward A. Shils, eds., Toward a General Theory of Action (Cambridge, Mass.: Harvard University Press, 1951), pp. 388-434.

verbal behavior in the area of the measurement of values acceptable.[10]

Another issue forming a limitation for the present study was that of the particular methodology used. Questionnaires and structured discussion were chosen over other methods such as vignettes or critical incidents for two reasons. First, the approach used was more parsimonious in that it observed behavior at one level only. The use of vignettes would have necessitated the isolation of values from similar beliefs such as attitudes, a process not required in the present methodology. Second, since the study was designed to tap a beginning level of knowledge, it was felt that the use of other methods such as vignettes or critical incidents would be best retained until after the present study provided this beginning level of knowledge. The use of the present findings in connection with other methods is discussed in Chapter 5 of this report.

SUMMARY AND OVERVIEW

The study sought empirical answers to the following guiding questions:

1. With respect to values, how are social workers alike?
2. Can social workers' professional values be seen in terms of their personal value preferences?
3. What differentiates social workers with respect to their values?

---

[10]Louis L. Thurstone, The Measurement of Values (Chicago: The University of Chicago Press, 1959), pp. 182-194.

The study was based on conceptualizations of values as suggested by Rokeach and Levy. The study was framed within social role theory and adult socialization theory. The study was seen as being limited in scope, but important in terms of its potential contributions to social work.

The conceptual base of the study is discussed in detail in Chapter 2. The concepts presented in Chapter 2 are operationalized in Chapter 3. Findings and conclusions drawn from them are found in Chapter 4. Implications of the study for social work are presented in Chapter 5. A bibliography and appropriate appendices complete this report.

Chapter 2

A REVIEW OF THE LITERATURE AND THE CONCEPTUAL FRAMEWORK

INTRODUCTION

This chapter provides, through review and synthesis of relevant literature, the conceptual framework for the present study. Presented in this chapter are reviews of literature in the areas of values in general, social role theory, socialization, and social work values as these areas related to this study of the values of social workers. These theoretical areas provided an understanding of the interactions of personal and professional values in social work which formed the conceptual base for the present study.

The above theoretical areas were of importance to the present study in attempting to clarify the questions presented in Chapter 1 which guided this study. Philosophical and definitional considerations in the area of values are discussed first, as these are a source of difficulty for researchers in this area. Flowing from this discussion is a review of conceptual and methodological approaches to values used in the social sciences that provided the tools that made the present study possible.

Social role theory is reviewed since this body of theory

provided some understandings of the functions of values for individuals and social aggregates. The role labelled "professional social worker" and the values inherent in that role were subject matter for this study.

In studying the values of social workers it was important to understand how those values were associated with the profession and how members of the profession learned such values. A review of the literature in the area of socialization provided understanding of the ways in which the values of a profession are inculcated into new professional members. Understanding the mechanisms of socialization also provided guidance with regard to methods for operationalizing the concept, social work values, for purposes of this study.

This chapter concludes with a discussion of the blending of personal and professional values as this blending occurs in and among social workers. This topic provided the conceptual structure for the study and led directly to a further refinement of the guiding questions posed in Chapter 1.

VALUES

Scholars attempting to deal with the topic of values routinely note that the concept is very difficult to explicate. Among the numerous philosophical issues that bear upon any definition of values are two that were of much importance for the present study. These were: (1) the issue of the existence or non-existence of ultimate values; and (2) the issue of the

nature of the structure of values. These are discussed below.

The issue of the existence of ultimate values may be sub-divided into two related areas depending on how one answers the question of whether values may legitimately be seen as ultimate. If this question is answered in the affirmative, then it is important to ask about the source or sources of such ultimate values and how they are incorporated into human value systems. If the question is answered negatively, then the issue of relative values comes to the foreground and one might ask about the degree of relativity and the sources of those values which do exist.

If one assumes that ultimate values exist, then it appears that one must decide if the source of such values is a diety or if the source of such values rests in humankind. This decision was made in a less dichotomous fashion by Paul Tillich. In addressing the idea of a science of values, Tillich suggested that human values may exist as ultimates in the potentialities of human beings, an ontological approach. In arguing for this ontological approach, Tillich concluded that "...the knowledge of values is identical with the knowledge of one's essential being."[1] In other words, any science of values must be based on knowledge of what Tillich termed "man's essential nature."[2]

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[1]Paul Tillich, "Is a Science of Human Values Possible?" in Abraham H. Maslow, New Knowledge in Human Values (New York: Harper and Row, 1959), p. 195.

[2]Tillich, p. 194.

Following Tillich's suggestion, the existence of ultimate values is possible. Further, since such ultimate values may be understood in light of the potentialities of humans, all knowledge about human values points in the direction of those ultimate values. The question of the existence of ultimate values, then, may be deferred as a direct consideration of empirical research. The knowledge gained through a study of values will point in the direction of ultimate values without necessitating the specification of a source of values. For the present study, the issue of the existence of ultimate values was addressed using Tillich's approach. The source of values was a topic deferred until further knowledge of the nature of human values is gained through empirical study.

Social scientists studying values empirically have tended to skirt the issue of the existence of ultimate values, assuming instead that values exist only in the realm of human cognition. Social scientists do, however, address the issue of the relativity of values. In looking at values from an anthropological perspective, Kluckhohn and Strodbeck have used a strategy that assumed cultural relativity within a framework of values that may be applied across cultures. Their understanding of values was based on the assumption that there are life experiences common to all humans, regardless of culture, and which call for the resolution of problems by individuals and groups.[3]

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[3]Florence Kluckhohn and F. Strodbeck, Variations in Value Orientations (Evanston, Ill.: Row, Peterson, 1961).

Charles Morris, in a strategy similar to Kluckhohn's has suggested that values may be observed in the life styles preferred by individuals, regardless of cultural membership. He suggested that these life style choices may be valued differently by different groups.[4] Milton Rokeach has offered the concept of value system to handle this problem of relativity. His conceptualization of values contained the idea that the ordering of a set of values is of greater importance than the values actually held. Rokeach offered a set of values which are relevant for English-speaking persons as one possible list of values, the ordering of which defines one's value system.[5]

For the present study the strategy used by other social scientists regarding the issue of relativity was followed. Specifically, the approach taken by Rokeach was used in the present study. The use of Rokeach's approach is discussed later in this chapter.

The Structure of Values

A second issue important for the empirical study of values is that of the structure of values. By this phrase is meant the ways in which values may be seen as linked together or separated as they exist and operate in the daily lives of individuals and groups. Some of the complexity of this area was

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[4]Charles W. Morris, Varieties of Human Value (Chicago: The University of Chicago Press, 1956).

[5]Milton Rokeach, The Nature of Human Values (New York: The Free Press, 1973).

discussed by Eduard Spranger. In his attempt to determine what he labelled the "ideally basic types of individuality", he discussed the issue of potential structures or ways of arranging values in hierarchical fashion.[6] Spranger commented that:

> Our investigation seems to end very negatively. In place of the hoped for objective order of values we have found only subjective factors which determine a value perspective, and always more and more individualizing factors instead of the unequivocal eternal order. From the objective adequate comprehension of general value essences we were led to the actual value experience in its changing intensity, from the supposedly independent values to the experienced value context in which the content of values may be variously embodied. We then added the individual soul structure which may develop as something unique to the point where it is almost incomprehensible. Finally, we also investigated the share of a historically singular social morality whose moral genuineness could by no means be guaranteed in every respect and with which the individual might conflict either destructively or constructively.[7]

Kluckhohn also has acknowledged the complexities of the interactions of values and has suggested that certain values appear to cluster together.[8] These clusters formed the value orientations used by the Kluckhohn's and Strodbeck in their cross-cultural study in Southwestern U.S.[9]

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[6]Eduard Spranger, Types of Men: The Psychology and Ethics of Personality (fifth German ed., translated by Paul J.W. Pigors, New York: Hafner Publishing Company, 1928), p. 107.

[7]Spranger, p. 298.

[8]Clyde Kluckhohn, "Values and Value-Orientations in the Theory of Action," in Talcott Parsons and E. Shils, eds., Toward a General Theory of Action (Cambridge, Mass.: Harvard University Press, 1951), p. 408.

[9]F. Kluckhohn and Strodbeck, 1961.

Morris like Kluckhohn, has used a cluster approach to values. Specific values, operationalized by Morris as life-style choices, were grouped into the thirteen Ways to Live that constituted Morris' research instrument.[10] The Ways were described briefly by Morris in the following fashion:

Way 1: preserve the best that man has attained
Way 2: cultivate independence of persons and things
Way 3: show sympathetic concern for others
Way 4: experience festivity and solitude in alternation
Way 5: act and enjoy life through group participation
Way 6: constantly master changing conditions
Way 7: integrate action, enjoyment, and contemplation
Way 8: live with wholesome, carefree enjoyment
Way 9: wait in quiet receptivity
Way 10: control the self stoically
Way 11: meditate on the inner life
Way 12: chance adventuresome deeds
Way 13: obey the cosmic purpose[11]

Rokeach's concept, value system, applied to the structural area as well as to the relativity area noted earlier. His conceptualizations are discussed in depth later in this chapter. Briefly, Rokeach suggested that specific values were arranged hierarchically within a value system. The value system, functioning within the context of the total belief system, facilitates decision-making when individual values are in conflict.[12] Rokeach's conceptualizations did not use the cluster approach of Morris and Kluckhohn.

For the present study, it was assumed that values are

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[10]Morris, p. 1.

[11]Morris, pp. 1-19.

[12]Rokeach, pp. 11-17.

human cognitive tools, are relative, and are arranged within a value system, as suggested by Rokeach. This conceptualization of values facilitated the empirical study of values as will be shown later. Before discussing the details of Rokeach's approach and the use made of Rokeach's ideas in the present study, it is important to review definitions of value and note their applicability to the present work.

Definitions of Value

All of the writers cited thus far have offered definitions of the term, value. None of these writers offers a universally applicable definition. The vagueness of the term, value, requires that definitions be made in restricted contexts. It should be noted that numerous definitions of value exist in the literature and that disagreements about definitions abound.

Spranger. Spranger operationalized values in his six types of individuals. These were:

1. The theoretical person is one who primarily values the discovery of truth.
2. The economic individual is one who is oriented toward what is useful.
3. The aesthetic individual is a person who seeks out form and beauty.
4. The social individual has high regard for the love of people.
5. The political person is interested primarily in power.
6. The religious person values unity most highly.[13]

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[13]Spranger, pp. 109-246.

Spranger's categories have been used in a research instrument entitled the Study of Values. This instrument was developed by Allport and Vernon and revised with the assistance of Lindzey.[14] The Study of Values scale has been widely used in the social sciences. Research using the Study of Values is discussed later in this chapter.

In developing the above typology, Spranger, as has been mentioned, was acutely aware of the many difficulties in searching for the "objective order of values."[15] In operationalizing Spranger's categories for research usage, Allport, Vernon, and Lindzey have abandoned the search for ultimate values and have focused on the values held by individuals. They have followed Spranger's suggestion that the categories of value orientation are not pure types as they exist in individuals.[16] The Study of Values scale provides a value orientation profile of respondents which points to the value orientation priorities of that individual. These categories assume a cluster approach to the issue of value structure. Individual values cluster to form the value orientation categories used by Spranger and in the Study of Values scale.

Morris. Charles Morris declined to offer a singular

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[14]G. W. Allport, P. E. Vernon, and G. Lindzey, A Study of Values (Boston: Houghton Mifflin, 1960).

[15]Spranger, p. 298.

[16]Spranger, p. 104.

definition of value. Instead, he noted the difficulties inherent in attempting such a definition and suggested three definitions which constitute the more common ways of looking at values. Morris suggested that operative values refer to the "direction of preferential behavior toward one kind of object rather than another."[17] Conceived values deal with preference for a symbolically represented object. Object values are the values that relate to what is preferable as opposed to what is preferred by the individual.[18]

Morris, like other social science researchers, focused on values as concepts rather than on the question of the existence of ultimate values. As was noted previously, Morris operationalized values in his thirteen types of life styles. These life style alternatives constituted the Ways to Live scale which Morris developed. Respondents using this scale were asked to choose between life style vignettes. Morris' Ways are conceptually similar to the value orientations used in the Study of Values in that specific values cluster around broader concepts.

Kluckhohn. C. Kluckhohn suggested the following definition of value: A value is "... a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action. [italics in the original].[19]

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[17]Morris, p. 10.

[18]Morris, p. 11.

[19]C. Kluckhohn, p. 395.

Kluckhohn noted the need for definitions within a specified context and pointed out that no universal definition of value exists.[20]

A cluster approach to the structure of values was taken by Kluckhohn. He suggested that a value-orientation is defined as "... a generalized and organized conception, influencing behavior, of nature, of man's place in it, of man's relation to man, and of the desirable and nondesirable as they may relate to man-environment and interhuman relations." [italics in the original].[21] Kluckhohn's value-orientation approach, like that of Morris, Allport, Vernon, and Lindzey, and Spranger, suggested that individual values cluster around broader concepts.

Rokeach. Rokeach defined a value as "... 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."[22] Rokeach did not address the issue of the existence of ultimate values. He assumed that values were human cognitive tools. Rokeach relied on his conceptualization, value system, to handle the issue of the structure of values. Value system was defined by Rokeach as "... an enduring organization of beliefs along a continuum of relative importance."[23]

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[20] C. Kluckhohn, p. 394.

[21] C. Kluckhohn, p. 411.

[22] Rokeach, p. 5.

[23] Rokeach, p. 5.

Rokeach focused on the total belief system of an individual. Beliefs (Rokeach listed ten types of beliefs) were arranged hierarchically with regard to centrality to the individual's self-image, and self-image was seen as the most central concept within the belief system. It is this arrangement of beliefs in a system and the nature of their interactions that accounts for changes in beliefs, and the ways in which one handles conflicts within the system.[24]

Changes within the belief system result from an imbalance that is perceived when a contradiction occurs between parts of the system. "The more a person becomes consciously aware of a contradiction and the more it implicates his self-concept," Rokeach suggested, "the greater the likelihood that it will lead to cognitive change, and, as a consequence, to behavioral change."[25] Change does not occur as a direct result of contradictions between parts of the value system, but, rather, as the result of perceptions of contradictions which do not mesh with the self-image of the individual. The possibility exists that an individual may hold contradictory beliefs. The contradiction will not lead to change until the individual perceives that he or she holds contradictory beliefs and perceives that this contradiction is not in keeping with his or her self-image.

Rokeach's conceptualizations were more parsimonious than those of the writers cited previously. The other writers

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[24]Rokeach, pp. 215-319.

[25]Rokeach, p. 225.

suggested that values clustered around broader concepts. Rokeach's formulation did not require this broader concept. Empirical evidence supported Rokeach's conceptualization since a factor analysis of intercorrelations of the rankings of value terms used by Rokeach in the Value Survey supported only a weak superstructure for the individual value terms.[26] Rokeach reported that, for a thirty-six value matrix, seven factors existed. However, the largest percent of variance associated with any of these factors was 8.2, and the combined percent of variance accounted for by all seven factors was only 40.8. This suggested that the value terms in the Value Survey were fairly independent of each other.

Rokeach's concept, value system, provided structure for values. As noted previously, individual values are arranged hierarchically within a value system. Value conflicts are resolved according to the relative priorities assigned to the conflicting values. Value differences between individuals and groups were seen by Rokeach as differences in the relative importance assigned by these individuals and groups to specific values. In other words, it is the ordering of values that differs between groups and individuals, not necessarily the content of the value systems.

The usefulness of Rokeach's formulations for the present study was that they enabled social work values to be seen as the orderings, specific to social work, of values that were held in

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[26]Rokeach, pp. 42-48.

the culture at large. This made possible a direct link between the values held by social workers as individuals and the values attributed by its members to the profession as a whole. Both of these sets of values were seen as consisting of the values generally held within the culture. For the present empirical study, it was possible to use the Value Survey to observe the values held by individual social workers as well as the values attributed by its members to the whole profession.

The formulations of values as clustering around broader concepts, as suggested by Morris, Kluckhohn, and Spranger, would have made the linkage of social work values to generally held values more difficult than the formulations of Rokeach. The suggestion of broader concepts, under which specific values are arranged, seemed an unnecessary step for the empirical study of values. This does not discount the usefulness of these broader concepts in providing conceptual meaning for the specific values organized under them.

Three problems were encountered in using Rokeach's conceptualizations. First, the value terms offered by Rokeach were abstract enough to require clarification of the conceptual meaning of these value terms. This task was undertaken in the present study. Second, Rokeach did not discuss the ways in which values are learned by individuals. Third, Rokeach did not discuss the functions of values in connection with a given social role such as social worker. It was necessary to turn to social role theory to provide conceptual information about the functioning of values in social roles. The body of knowledge dealing

with the processes of socialization provided clarification about the ways in which values are learned by individuals. To provide clarity in the above two areas, social role theory and socialization are discussed below.

VALUES AND SOCIAL ROLES

Role, as a concept, has appeared only fairly recently in the literature. In tracing the historical development of this concept, Biddle and Thomas noted that the term has been in common usage for a considerable length of time but its use as a scientific concept did not emerge until the 1930's. These authors further observed that even though the term itself was not in scientific usage, the conceptual understandings of role existed prior to the 1930's. As a separate body of inquiry within the social sciences, role theory and specialists in role theory have gained legitimacy only since the middle 1960's.[27]

Definitions of social role abound in the literature, as do definitions of common terms in role theory. Biddle and Thomas pointed out that:

> A close examination of that which is regarded as 'role theory' indicates that its statements appear in essentially three forms: (a) as single hypotheses, (b) as sets of logically unrelated hypotheses on the same topic, and (c) as sets of logically, as well as typically, related hypotheses.[28]

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[27]Bruce J. Biddle and Edwin J. Thomas, eds., Role Theory: Concepts and Research (New York: John Wiley and Sons, Inc., 1966), pp. 3-19.

[28]Biddle and Thomas, p. 14.

Despite this complicated state of existence of role theory, Biddle and Thomas, building on the work of many writers, have been able to construct a classificatory scheme for the understanding of the main concepts within role theory. Of importance for the present study was their partitioning of behavior into action, description, evaluation, prescription, or sanction.[29] This partitioning followed the work of Parsons and Shils.[30] It is the evaluative component of behavior that related most directly to the concept, value.

Biddle and Thomas classified values as follows. Values provide a covert evaluative function for social roles.[31] Values operate at the level of individuals and aggregates. In terms of the relationships between roles, values may be classified as being in a state of consensus, dissensus, or conflict.[32]

The preceding partitioning of the concept, value, as it relates to role was useful in that it clearly differentiated values from other phenomena that assist in the evaluative function of roles. For example, values operate covertly whereas assessment is the overt evaluative operation within and between social roles. Values operating both at the level of the individual and the level of the social aggregate implied that it was

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[29]Biddle and Thomas, pp. 25-28.

[30]Talcott Parsons and Edward A. Shils, eds., Toward A General Theory of Action (Cambridge, Mass.: Harvard University Press, 1951).

[31]Biddle and Thomas, p. 27.

[32]Biddle and Thomas, p. 32.

appropriate to speak of a social aggregate, such as the profession of social work, as having values. Role performance many be evaluated by groups and these groups may be evaluated by individuals. That values may conflict or be in states of consensus or dissensus connected with Rokeach's suggestion that value systems enable value conflicts to be resolved successfully.[33]

Role, seen as the basic unit of social systems, has been defined by Parsons and others as "that organized sector of an actor's orientation which constitutes and defines his participation in an interactive process."[34] Values and roles interact within the social system in that values are both criteria for the choice of roles one may fill and standards by which performance in those roles is judged. Thus, values and roles are inherently linked.

Values impact the decision-making process one undergoes prior to the learning of a new social role. The values of the individual and significant others in the individual's social environment, along with the values of the society and relevant sub-groups of society help determine the suitability of a given individual to take on a given social role. Further, values are inherent to a given social role, and the taking on of that role may require a shift in an individual's values in order to successfully acquire the role. Finally, performance in a given social

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[33]Rokeach, p. 14.

[34]Parsons and Shils, p. 23.

role is judged according to the values of the individual, the society, and significant others for the individual.

Values are transmitted through the social system, internalized by individuals through the processes of socialization, and maintained across individuals and generations by the culture.[35] While the content of values may differ across cultures and social groupings, the functions of values for cultures, societies, and individuals do not.[36]

Given that roles and values are interrelated, it was necessary to consider how one learns a given set of values and how, specifically, one learns the values of a profession such as social work. The next section focuses on these areas.

VALUES AND SOCIALIZATION

Socialization has been defined as "... the process by which persons acquire knowledge, skills, and dispositions that make them more or less able members of their society."[37]

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[35]For an interesting discussion concerning the development of values among humans see Glen M. Vernon, "Values, Value Definitions, and Symbolic Interaction," in Laszlo and Wilbur, eds., Value Theory in Philosophy and Social Science (New York: Gordon and Breach, Science Publishers, Inc., 1973), pp. 123-133.

[36]Parsons and Shils, pp. 22-23, 56, 59-74.

[37]Orville G. Brim, "Socialization Through the Life Cycle," in Brim and Wheeler, Socialization After Childhood: Two Essays (New York: John Wiley and Sons, Inc., 1966), p. 3.

There has been much study of this process in past years with a particular focus on the socialization of the child.[38] Unfortunately, there has not been as heavy a focus on socialization as it occurs in the adult. This is particularly true for the normal, healthy adult member of society.[39]

In contrasting adult and childhood socialization, Brim has noted that pressures for change in adult roles come from the individual, from society, and from significant others in the individual's life. Self-initiated socialization certainly plays a more significant role in the adult than in the child.[40] Adulthood socialization is limited by the biological capacities of the individual and by early learning.[41] The content of adult socialization tends to focus more heavily on overt behavior than on values and motives.[42] Further, the content of adult socialization consists mostly of the new use of old behaviors rather than the learning of entirely new behaviors.[43] Brim noted that

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[38]For example, see, David A. Goslin, ed., Handbook of Socialization Theory and Research (Chicago: Rand McNally and Company, 1969).

[39]Orville G. Brim, "Adult Socialization," in John A. Clausen, ed., Socialization and Society (Boston: Little, Brown and Company, 1968), pp. 184-186.

[40]Brim in Clausen, pp. 187-192.

[41]Brim in Brim and Wheeler, pp. 20-24, 66.

[42]Brim in Brim and Wheeler, pp. 24-27.

[43]Brim in Brim and Wheeler, p. 28.

other differences between childhood and adulthood socialization include a focus on realism rather than idealism, a focus on conflict resolution between roles through the use of meta-prescriptions, and an increase in the level of specificity with regard to the application of the knowledge gained through socialization.[44]

Professional socialization, apart from general adult socialization, focuses heavily on the learning of roles wherein behaviors are applied in specific situations. In professional socialization, it is assumed that one makes a choice about becoming a member of a given profession. This choice is determined in part by the values given priority by the individual, and by significant others for the individual. Society's value preferences impact this choice, also. The decision to seek professional membership is limited by factors such as ability and biological capacity.

Once the decision to seek membership is made and before the individual begins formal education for the profession, the process of anticipatory socialization occurs. Based on information and fantasy, the individual considers what it will be like to become a member of the given profession.[45] Once he or she

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[44]Brim in Brim and Wheeler, pp. 28-32.

[45]For discussion of the decision-making process for physicians, see Natalie Rogoff, "The Decision to Study Medicine," in Robert K. Merton, et al., eds., The Student Physician (Cambridge, Mass.: Harvard University Press, 1957), pp. 109-129; for a general discussion of anticipatory socialization, see Stanton Wheeler, "The Structure of Formally Organized Socialization Settings," in Brim and Wheeler, pp. 83-85.

enters formal training, the neophyte's values and other personal characteristics help modify the socialization process through the interaction that occurs between learner and the educational system. Thus, as Oleson and Whittaker pointed out, the professional socialization process becomes individualized.[46]

A significant part of the professional socialization process is the learning of the values of the profession.[47] In spite of how one defines professional values, the neophyte is required to learn them in order to achieve professional status. The term "required" is used in the sense that successful role performance as a social worker is judged on the basis of the inculcation of social work values. This judgment occurs during the educational process by peers and teachers and in practice by clients, professional colleagues, professional organizations, and the community. Questions of malpractice frequently revolve around issues of professional ethics and values. Inadequate learning of social work values may lead to malpractice and censure by the above individuals and groups. Further, from a role theory perspective, values are inherent in the role, social worker, and to become a social worker, by definition, implies

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[46]Virginia L. Oleson and Elvi W. Whittaker, The Silent Dialogue (San Francisco: Jossey-Bass, Inc., 1968), pp. 5-6.

[47]For example, see Dan C. Lortie, "Professional Socialization," in Howard M. Vollmer and Donald C. Mills, eds., Professionalization (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1967), pp. 98-101; and Muriel W. Pumphrey, The Teaching of Values and Ethics in Social Work Education (New York: C.S.W.E., 1959).

the taking on of social work values. Thus, the learning of values is particularly important in professions such as social work where the main emphasis is on direct contact with other persons.

Values enter into the process of professional socialization through the choice of the individual when she or he decides to pursue professional membership. Values are part of the learning required of the individual as part of induction into the profession. In the social work profession values are emphasized because of the importance of values in the interactive process between worker and client.

For the present study, it was understood from social role theory and socialization that the decision to become a social worker and the evaluation of performance in that role are both impacted by the values held by the individual making the decision to become a social worker, by the values of significant others for that individual, by the values of the social work profession, and by the values of the society at large. From Rokeach, it was understood that the values of the individual, society, and others may be seen as being similar in content, but, possibly, different in order of importance. The value change potentially required in the learning of the new social role, social worker, were seen as the re-orderings of values within the individual's value system.

The conceptualizations of Rokeach, combined with understandings of the interactions of values and social roles, enabled

this writer to see the learning of social work values by neophytes in terms of values held at large within this culture, and the re-ordering of those values by the neophyte in compliance with the orderings of those values suggested by the profession. This conceptualization of social work values differs from traditional approaches to the topic of social work values. It decreases the distinction between professional and personal values by incorporating these within one value system. In order to provide a context for the preceding conceptualization of social work values, the handling of the concept, social work values, in the social work literature is reviewed next.

SOCIAL WORK VALUES

Historically, social workers have been much concerned with values, their sources, and their structure. The Milford Conference Report noted that:

> Inherent in the practice of social casework is a philosophy of individual and social responsibility and of the ethical obligations of the social caseworker to his clients and to the community. ... The social caseworker has need of a thought-out system of social values not only to clarify his general purpose and orient him in relation to theories of social progress, but also to guide him in every professional contact.[48]

This concern with professional values has continued into the present. As recently as 1977, a conference was held at the University of Utah to discuss values in social work and social

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[48]Milford Conference Report as quoted in Ralph E. and Muriel W. Pumphrey, eds., The Heritage of American Social Work (New York: Columbia University Press, 1961), p. 352.

work education.[49]

This section of Chapter 2 contains a review of the conceptual and methodological approaches taken by social work scholars to the topic of social work values. In order to provide clarity in this review, the present writer has separated conceptual and methodological approaches to social work values. It was understood that methodological strategies were built upon conceptual understandings and that the separation of conceptual and methodological approaches was somewhat arbitrary.

Conceptual Approaches

There are numerous instances in the social work literature where writers have proposed a set of values which they maintained were the values of the profession. An often-cited example is the working definition of social work practice developed by Bartlett and associates.[50] The listing of values by Bartlett and associates took the form of six philosophical concepts basic to social work practice. Statements in the list included, for example, "The individual is the primary concern of this society," and "there are human needs common to each person, yet each person is essentially unique and different from others."[51]

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[49]Boyd E. Oviatt, ed., Values in Social Work Education: Cliche or Reality? (Utah: Graduate School of Social Work, University of Utah, 1977).

[50]Harriet M. Bartlett, et al., "Working Definition of Social Work Practice," reprinted in Bartlett and Beatrice N. Saunders, The Common Base of Social Work Practice (New York: N.A.S.W., 1970), pp. 221-224.

[51]Bartlett, p. 221.

A similar list of social work values was suggested by Biestek.[52] His list included such statements as, "Man has an innate thrust and an obligation toward the realization of his potentials."[53] Also included in Biestek's list was, "Each person has the obligation, as a member of society, to seek ways of self-fulfillment that contribute to the common good."[54]

Lists of social work values and other such statements regarding underlying philosophical bases for the profession were seen as oriented favorably toward the existence of ultimate values. This is most clearly seen where writers have pointed out the Judeo-Christian heritage of the social work profession.[55] In a less clear fashion, the emphasis in lists of social work values on such topics as self-determination and human growth and potential seemed reflective of Tillich's ontological approach to values noted earlier in the present chapter.

Earlier in this chapter, the question of the structure of values was raised with regard to social scientists' conceptualizations of value. In the social work literature, this issue has been addressed more by implication than by actuality. Those writers suggesting lists of values for the profession appear to

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[52]Biestek, "Basic Values in Social Work," in NASW, Values in Social Work: A Re-Examination (New York: NASW, 1967), pp. 11-22.

[53]Biestek, "Basic Values," p. 12.

[54]Biestek, "Basic Values," p. 19.

[55]For example, S. C. Kuhs, The Roots of Social Work (New York: Association Press, 1966); and Eileen Younghusband, Social Work and Social Change (New York: CSWE, 1964), pp. 103-109; and Felix P. Biestek, "Problems in Identifying Social Work Values," in NASW, Values in Social Work: A Re-Examination, pp. 31-35.

have made the assumption that inherent to their respective lists is a system of values for the profession. In no way do any of these writers approach the full conceptualization of value system as suggested by Rokeach and discussed earlier in this chapter. Two examples of formulations of social work values that begin to approach this systems perspective are discussed below.

Charles Levy has suggested that values in social work be seen in terms of the profession's conceptualization of what is desirable at three levels. These levels were:

1. The profession's view of clients.
2. Desirable outcomes for professional interactions with clients.
3. Desirable modes of assisting clients to reach goals.[56]

These levels constituted a categorization of social work values that by-passed some of the problems that have occurred in the making of specific lists of values for the profession. Levy's classificatory scheme for social work values was used in the present study and will be discussed more fully later in this chapter.

Pumphrey suggested that values be considered at three levels of abstraction.[57] First is the most abstract or what

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[56]Charles Levy, "The Value Base of Social Work," Journal of Education for Social Work, 9, 1 (Winter, 1973), 38. This formulation may be found also in Oviatt, pp. 5-7.

[57]Pumphrey, pp. 40-49.

Pumphrey termed "ultimate values." These constitute the ultimate goals or ends toward which social work is oriented. Pumphrey's level of least abstraction was that of "instrumental values." These latter constitute statements about preferred means for operationalizing the more abstract values in social work practice. Between these extremes Pumphrey suggested the middle level of abstraction. The middle level contains operational definitions of the more abstract values, but these operational definitions are at a more general level than that of the instrumental values.

The following example clarifies Pumphrey's framework. Social work at the abstract level values the "well-functioning person." At the least abstract level, this value might be translated into specific values relating to specific case situations. The middle level approach defines the characteristics of the "well-functioning person" in general terms. These characteristics include the following:

> Perception of outer and inner forces; aware of own limitations and abilities; ability to value self and others, ability to utilize opportunities he finds in society and to adjust to limitations; ability to meet social role requirements.[58]

Social work values have been conceptualized both in list-making fashion and in more abstract fashion by the writers noted above. The social work value formulations differed from the general conceptualizations of values discussed earlier in this chapter. The possibility of ultimate values was acknow-

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[58]Pumphrey, p. 46.

ledged by social work writers where they suggested that values for the profession were derived from a Judeo-Christian heritage. Social work writers, on the other hand, seemed less clear in their formulations of value structures. The formulations of Levy and Pumphrey tied abstract values to the practice arena in social work. However, none of the social work writers formulated a value system in the sense meant by Rokeach.

In addition to the lack of a value system approach in social work, there have been other problems with values as generally formulated. Discussions of these problems have had conceptual emphasis[59] and practice emphasis.[60] Biestek has noted four major problems with values in social work:

1. Problems with priorities.
2. Conceptual confusion between "choice" and "value".
3. Difficulties with the existence or non-existence of absolute values.
4. Problems generated by divergent life philosophies.[61]

Charles Levy, at the 1977 Utah conference, in referring to lists of professional social work values, observed:

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[59]For example, William Gordon, "A Critique of the Working Definition," Social Work, 7, 4(October, 1962), 3-13; and Mary J. McCormick, "The Role of Values in the Helping Process," Social Casework, 42, 1(January, 1961), 4.

[60]For example, Joseph P. Garbin, "Professional Values vs. Personal Beliefs in Drug Abuse," Social Work, 19, 3(May, 1974), 333-337; and Dale G. Hardman, "Not With My Daughter, You Don't!" Social Work, 20, 4(July, 1975), 278-285.

[61]Biestek, "Problems," pp. 24-25.

> I just see little purpose in such a listing. First of all, there are plenty of such lists around, and I have as little confidence in their utility as I would have in a list of my own. Some are routinely formulated and echoed by rote, with little meaning, or at least little clarity. I don't say that the values listed are not offered seriously. They are just not often well-ordered or sufficiently documented and refined to serve as guides for social work practice or social work education.[62]

Still other social work scholars have noted the looseness of the boundaries of values as generally presented,[63] and the need for social workers to not forget the value systems of others in practice. This latter point was made explicitly by Ferguson when she observed that

> The social work practitioner, to be truly professional must recognize societal and subcultural values and the extent to which his or her own internalized value system reflects or differs from those that are institutionalized in the human services.[64]

For the present study, Levy's categories for social work values provided a major advantage. The three categories offered by Levy provided a framework within which it was possible to view social work values as consisting of the values held at large in the culture. In other words, generally held values could be inserted into the framework provided by Levy. This constituted a direct linkage between the values held by the culture and those attributed to the social work profession.

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[62]Levy in Oviatt, p. 3.

[63]McCormick, p. 4.

[64]Elizabeth A. Ferguson, Social Work: An Introduction (3d ed.; J. B. Lippincott Company, 1975), p. 24.

The thirty-six value terms suggested by Rokeach in the Value Survey constituted, for the present study, a list of generally held values, some of which could be categorized using the framework suggested by Levy. Levy's classification was seen as providing a social work context for generally held values. The generally held values that fit with Levy's categories were seen as constituting a list of values that might be hypothesized as being ranked at a high level within the value systems of individual social workers. This was the approach taken in the present study for the operationalization of social work values.

In the present study the question of value differences led to an exploration of possible sources for such differences. Some idea of the types of variables that might be linked with social work value differences were given by the body of theoretical knowledge regarding social roles and socialization. In general, these bodies of knowledge suggested that elements of general socialization, or socialization to roles other than social work, would impinge upon the values held by social workers. It was also perceived that socialization to the profession might differ among social workers and be accompanied by a difference in the values of social workers. The defining of personal and professional values as belonging to one value system led to exploration, in the present study, of the relationships between personal and professional socialization differences and differences in the ordering of values by respondents.

The next section of this chapter explores the methodologies used in previous empirical studies of values in social work.

This review provided evidence leading to the selection of specific variables observed in the present study. Such evidence was found to be limited and, at times, contradictory.

Empirical Strategies

The first group of studies reviewed below used the Study of Values instrument described earlier.[65] It will be remembered that this instrument is a self-administered, paper and pencil scale that yields a value orientation profile. The value orientation profile, along with the scale itself, were derived from the types of personality suggested by Spranger.[66] The Study of Values has been widely used in the social sciences and is known to be valid and reliable.

Costin observed the opinions of social workers about the relative importance of the six values in the Study of Values for social work education.[67] She reported the rankings of faculty members, non-faculty social workers, and three groups of social work students. In addition, the values expressed by the student groups on the Study of Values were reported. Costin found general agreement regarding the importance of given values for given types of students among faculty and non-faculty social workers. There was a difference indicated between the values felt by respondents to be important for students to learn and the values actually held by students.

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[65]Allport, Vernon, and Lindzey, 1960.

[66]Spranger, 1928.

[67]Lela B. Costin, "Values in Social Work Education: A Study," Social Service Review, 38, 3(September, 1974), 271-280.

Slifer used the Study of Values in his study of career choice and adult socialization experiences among social workers. He found significant differences between Army and civilian social workers. These differences increased as the length of time a respondent was a member of the Army increased.[68]

Varley and Hayes, using the Study of Values, found differences in value orientations related to the sex of the respondent and the amount of experience in the field of social work by the respondent.[69] These findings led the researchers to remark that "... it seems clear that the socialization process is not complete during formal education."[70] Further, they noted that "these data suggest that social workers' values change considerably after graduation, which in most instances is followed by work experience."[71]

Varley's and Hayes' comment regarding the effects of continuing socialization after graduation was in keeping with the idea, from theories of socialization, that exposure to additional roles, performed as part of a professional career, might

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[68]William E. Slifer, "An Analysis of Career Choice and Adult Socialization Influences in Relation to Values Held by Army Social Workers," (Unpublished doctoral dissertation, University of Southern California, GSSW, 1975).

[69]Dorothy D. Hayes and Barbara K. Varley, "Impact of Social Work Education on Students' Values," Social Work, 10, 3(July, 1965), 40-46.

[70]Hayes and Varley, p. 42.

[71]Hayes and Varley, p. 42.

lead to an attenuation of social work values. Stein and Cloward suggested that this conflict of roles might lead to "... the whittling down or distortion of professional ends under the dominance of organizational ends..."[72]

Several researchers in social work have used the Social Values Test developed by McLeod and Meyer.[73] This instrument, referred to later as the SVT, consists of items that represent the ends of philosophical continua. These continua were said to constitute the minimal elements in social work philosophy. The SVT yields a mathematical score which makes between and within group comparisons fairly easy.

McLeod and Meyer found that social workers differed significantly in their SVT scores from school teachers. Significant differences also were found in the SVT scores of social workers at different levels of professional education. There were no significant differences between the social value scores of workers having differing social work specializations. The finding of differences between levels of professionals seemed to indicate that the professional socialization experience had an effect on social workers' values. The lack of difference between specializations in social work seemed to indicate that the profession is unified with relation to values. The finding

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[72]Herman D. Stein and Richard A. Cloward, Social Perspectives on Behavior (Glencoe, Ill.: The Free Press, 1959), p. 265.

[73]Donna L. McLeod and Henry J. Meyer, "A Study of the Values of Social Workers," in Edwin J. Thomas, ed., Behavioral Science for Social Workers (New York: The Free Press, 1967), pp. 401-416.

of significant differences between social workers and school teachers added weight to the idea that values are a part of the definition of a profession.

Sheafor used the SVT in a study of value differences between staff, administration, and agency board members in mental health centers.[74] He reported a significant difference between the scores of those workers active in clinical work and those who comprised the administrative staff of agencies. The latters' social value scores were more in line with the scores of agency board members. Board members' SVT scores differed significantly from those of the clinical staff. Here again, one observes an indication of differences between the values of social workers and the values of members of other groups.

Barbara Varley used a Likert-type scale in her study of the value changes occurring in social work graduate students.[75] In looking at the four values felt to form a minimal social work value system, Varley found no clear differences between beginning and graduating students when observing the four values independently. However, when combined into a professional values score, observations of the students' reactions to the four values on the scale differed significantly between groups. Age and

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[74]Bradford W. Sheafor, "The Relationship of Board-Staff Value Congruence and Professional Staff Morale in Community Mental Health Centers," (Unpublished doctoral dissertation, University of Denver, GSSW, 1971).

[75]Barbara K. Varley, "Socialization in Social Work Education," Social Work, 8, 3(July, 1963), 102-109.

degree of people-orientation were the factors most strongly associated with changes in values. The above findings pointed to a need to measure values using a broad scale, rather than a narrow one; and the effect of social work education on the values of students.

Taking a more concrete approach to values than the above researchers, Sharwell observed changes occurring in the orientations of social work students and faculty toward public dependency.[76] This orientation was measured on an Orientation to Public Dependency scale. Students and faculty were found to differ in their orientations, with students moving closer to the orientation of faculty, as the former moved closer to graduation. Sharwell found that age, sex, and previous social agency work experience did not discriminate between subjects on the research instrument.

Sharwell's findings are in contrast to studies which defined values at a more abstract level such as that of the Study of Values. Subjects exhibiting the most change on the Orientation to Public Dependency scale were those whose initial orientation toward public dependency had been least favorable. Sharwell's findings require interpretation in light of the small scale of the study (N=25), the limited geographic representation of the subjects (mostly South and Southeastern U.S.), the lack

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[76]George R. Sharwell, "Can Values Be Taught? A Study of Two Variables Related to the Orientation of Social Work Graduate Students Toward Public Dependency," Journal of Education for Social Work, 10, 2(Spring, 1974), 99-105.

of fit between Sharwell's subjects and the national student population (sex ratio and socio-economic class were unrepresentative of national norms), and the conceptual difficulties inherent to defining "orientations" as identical to "values".

Taber and Vattano developed a mixed value-attitude scale to differentiate clinically oriented social workers from socially oriented social workers.[77] In a large national sampling of NASW members, the researchers found that clinical and social orientations were not "... the principal or most important dimensions of social workers' orientations to the field."[78] Using factor analysis to clarify the intercorrelations of scale items, the researchers found that items reflecting the two orientations were uncorrelated (correlation coefficient = -.06). Further, the factor analysis yielded five factors, thus pointing the complexity of the orientation issue. Taber and Vattano noted that the results might indicate either the validity of a more unified view of the profession or the existence of an artifact in the existing practice theories of social work.

The work of Muriel Pumphrey stands as an example of the massive, multifaceted type of research necessary to fully encompass the topic of values.[79] Pumphrey's study utilized various

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[77]Merlin A. Taber and Anthony J. Vattano, "Clinical and Social Orientations in Social Work: An Empirical Study," Social Service Review, 44, 1(March, 1970), 34-43.

[78]Taber and Vattano, p. 38.

[79]Pumphrey, 1959.

methods to study the teaching of values and ethics in schools of social work. These included observations of classroom teaching, review of curricula, meetings with students and faculty members, and study of the written papers and examinations of students. This type of field study has not been duplicated to date. The extent of Pumphrey's study serves as a reminder of the complexities of the topic of values.

Several of the findings of these empirical studies of values in social work were relevant for the present study. Some of the studies noted associations between value differences and other variables. For example, value differences were found to be associated with personal characteristics such as age,[80] ethnicity,[81] religious affiliation,[82] and sex.[83] Value differences were found to be associated with levels of social work education,[84] and other social work experiential variables such as concentration or social work orientation[85] and amount of social work practice experience.[86]

There were contradictory findings among some of these studies. Sharwell found no value differences between age, sex,

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[80]Varley.

[81]Slifer.

[82]Slifer.

[83]Costin; Hayes and Varley.

[84]Hayes and Varley; McLeod and Meyer.

[85]Sheafor.

[86]Hayes and Varley.

and social work experience groups,[87] even though other researchers, as noted above, found such differences. The area of social work concentration or orientation is one of ambiguity in the research on values. Sheafor reported a difference between clinically and administratively oriented social workers.[88] Taber and Vattano pointed out the complexities of the orientation issue.[89] McLeod and Meyer found no value differences between members of the various social work specialty groups.[90] Differences in these findings may be indicative of the differing types of studies and the limitations present in all of these studies.

From these studies it appears that, although evidence was sometimes contradictory, value differences may be associated with experiences that have little direct connection with social work and which fall into the category of general socialization. Value differences may be associated, also, with factors relating directly to social work education and practice experiences following social work education. In general, the conclusion may be derived that, for all of the understandings of the importance of values in the selection, learning, and practicing of the profession of social work by its members, there is little

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[87] Sharwell.

[88] Sheafor.

[89] Taber and Vattano.

[90] McLeod and Meyer.

known about the values of social workers and how these change as workers continue throughout their professional life. The conclusion may also be drawn that little is known empirically about the relationships, if any, between personal and professional values among social workers.

The area of social work values is one of much importance to the profession, yet it is one in which there is little empirically-based knowledge. It is this gap in knowledge toward which the present study was directed. The following section of this chapter presents the conceptual framework which was derived from the information presented thus far, and which was used in the present study.

SUMMARY OF THE CONCEPTUAL FRAMEWORK

The present study was conceptually bounded in the following ways. Values were understood as cognitive tools, the source of which is not known. The functions of values were understood within the framework of social role theory. Values were seen as beliefs that are arranged in a hierarchical fashion within value systems and value systems are part of the human belief system. The belief system consists of a hierarchy of beliefs arranged according to relative psychological distance from the individual's self-concept, the central-most concept within the belief system.

It was suggested from social role theory that values function in the following ways. First, values function in the

decision-making processes which determine which social roles a given individual will fill or attempt to fill. The values of the individual, the society as a whole, and significant others for the individual have input into this decision-making process. Factors other than values such as physical and mental capacities and abilities also enter the decision-making process.

The second function of values in social roles is seen in that values inhere with social roles. The process of taking on a given social role was seen as including a change or shift in values so that the value system of the individual was not dissonant with the values inherent to the role. This change in values was of greater or lesser magnitude depending upon the value differences between the individual and the role.

The third function of values in social roles was seen as that of evaluation. Evaluation was seen as occurring at the overt level. The performance of an individual in a given social role was seen as being judged by others and by the individual according to their values.

For professions, such as social work, values were seen as functioning in a fashion similar to that for other roles. Values entered the decision-making process of a given individual to seek professional membership, values were seen as inherent to the role, social worker, and values were seen as a part of the evaluative mechanism in judging social role performance. Thus, relevant theory concerning social roles and socialization led to certain expectations for the present study.

These expectations were that aspects of general socialization to such roles as member of an ethnic minority group, member of a particular religion, male or female, and older or younger might impinge on the values held by social workers. It was expected that in the process of taking on the role of social worker, the values of incoming members of the profession would generally align themselves with the values of the profession. Since the educational levels within social work differ and since the experiences of any one individual within the social work educational system differ from those of another individual, it was expected that (a) the values of students would differ from those of persons who have been social workers longer, (b) social workers who have specialized in different areas of social work would hold values different from those in other areas of social work, and (c) social workers at differing levels of education would have different values.

The literature dealing with values in general and that dealing with social work values in particular led to the operationalization of values used in the present study, which has been partially discussed and which is discussed more fully in Chapter 3. The search for social work values has led to the construction of lists of values based on the underlying philosophies felt to be important for the profession. A more direct link than that currently noted in the social work literature between the values held in the culture at large, the values held by social workers as individuals and social work as a profession was sought in the present study.

The blending of the ideas of Rokeach and Levy provided the above linkage. Levy suggested that social work values be thought of in terms of their functions for social work, rather than as a specific list of beliefs. Derived from Rokeach was the idea that the values of professionals are not different from those of members of the culture at large, except in their relative importance within the value systems of members of the profession.[91] The combining of Rokeach's and Levy's ideas led to the idea that social work values could be seen as an arrangement of generally held values that was peculiar to the profession. Further, Levy's categories were used to observe which of the generally held values offered by Rokeach were of greatest importance to social workers, within the context of the profession.

Inherent in the conceptualization of values used in this study were the following assumptions addressing the issues discussed at the beginning of this chapter. In the present study, the issue of the existence or non-existence of ultimate values was addressed following the thinking of Tillich, cited earlier. It was Tillich's suggestion that knowledge gained from the study of humans, in this case the study of the values of a particular group of humans, would point toward ultimate values. Thus, the search for ultimate values was indirectly included within research about humans.

In the present study values were seen as relative, but

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[91]This derivation from Rokeach's conceptualizations of values was confirmed via telephone contact with Dr. Rokeach.

holding similar functions across differing individuals and groups as suggested from Rokeach's formulations and from social role theory. The application of this conceptualization to the profession of social work was tested in the present study. Social work values were seen as the values inherent to the role, social worker, and thus similar in function to the values inherent to other roles. The content of the social work value system was seen as consisting of that portion of the personal value system of social workers which was felt to be of greatest importance within the context of the profession. It was expected that social workers most strongly identified with the profession would rank these particular values at a high level. The identification of these values was a goal of the present study.

From the above discussions and the discussions throughout this chapter, a conceptual framework has been developed which permitted the understanding of personal and professional values and their interaction in and among social workers. The next chapter of this report describes the ways in which the guiding questions, as seen in light of the conceptual framework presented in this chapter, were developed into specific research questions and hypotheses. Chapter 3 also presents the ways in which the variables were operationalized and observed in the present study. The provisions for the analysis of data developed as a result of the study is described in Chapter 3. Chapter 4 of this report contains the findings of the study along with conclusions drawn from the findings. Chapter 5 discusses the implications of the study for social work.

Chapter 3

METHODOLOGY

In attempting to answer the guiding questions presented in Chapter 1, this study was operationalized in two phases. The first phase consisted of the collection of information regarding the variables described below. The second phase of the study consisted of an exploration of the conceptual meaning of values attributed to social work by respondents in the first phase of the study.

This study fit into the category labelled by Tripodi as "combined exploratory-descriptive."[1] The study sought to describe a population using a random sample and statistical analysis of data. As suggested by Selltiz for descriptive studies, non-causal relationships between variables were observed.[2] The study also sought to develop ideas using a selected sample and without rigorous data manipulation.

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[1]Tony Tripodi, Phillip Fellin, and Henry J. Meyer, The Assessment of Social Research (Itasca, Ill.: F. E. Peacock, Publishers, Inc., 1969), pp. 49-51.

[2]Claire Selltiz, Lawrence S. Wrightsman, Stuart W. Cook, et al., Research Methods in Social Relationships (3d ed.: New York: Holt, Rinehart and Winston, 1976), pp. 101-103.

VARIABLES

Variables used in this study were those suggested by previous research and by theory in the areas of social role, socialization, and values. The categories of variables used were (a) personal values, (b) professional values, (c) personal characteristics of respondents, and (d) professional characteristics of respondents. These categories are discussed below. Operational definitions of each of the variables are found in the next section of this chapter.

Personal values. Personal values were defined using Rokeach's conceptualizations as noted in the previous chapter of this report. The definition of personal values used in the present study assumed that values were a type of human belief and that values were structured within a value system.

Professional values. Professional values in this study meant the personal values chosen by respondents to fit within each of the three categories for social work values suggested by Levy and discussed in Chapter 2 of this report. This approach to professional values was taken in order to provide the linkage between personal and professional values missing in other formulations and suggested by theory in the area of socialization.

Two measures of the inclusion of professional values within the personal value systems of respondents were used in this study. These were the Individual Professional Values Inclu-

sion Score (IPVIS) and the Aggregate Professional Values Inclusion Score (APVIS). The IPVIS determined the level at which values chosen by an individual respondent as professional values were incorporated into that respondent's personal value system. The APVIS determined the level at which professional values chosen most frequently by the total group of respondents was incorporated into the value systems of individual respondents.

Both measures of professional value inclusion were used in the present study in order to give a more complete picture of professional value inclusion than that possible with either measure taken separately. The IPVIS was seen as a projective measure in that it demonstrated each respondent's choice of those values that constituted values for the profession. In other words IPVIS allowed observation of how the respondent's values fit with those he or she attributed to the profession as a whole. The APVIS, on the other hand, demonstrated the incorporation of the group's choices of professional values into the value systems of respondents. The APVIS allowed observation of the fit of a respondent's values with those attributed to the profession by the group.

Personal characteristics. The following personal characteristics were observed in this study: (a) age, (b) ethnicity, (c) religion, and (d) sex of the respondent. These have been observed in previous studies to be associated with differences in values held by social workers. It was assumed, in this study, that contradictory findings, noted in Chapter 2, concerning these

variables and value differences, reflected problems with the studies. The lack of clarity of the previous empirical findings and the expectations from theories about socialization and social role noted in Chapter 2 suggested the legitimate inclusion of the above variables in the present study.

Professional characteristics. From the literature on socialization, it was suggested that numerous characteristics might be associated with differences in the values held by social workers. Three of the variables chosen in this category were chosen for the present study because empirical evidence indicated that these might be associated with value differences among social workers. These three were (a) level of social work education, (b) social work concentration area, and (c) professional experience in social work. A fourth variable, level of participation in professional activities, was added in order to provide a measure of the identification of respondents with the profession of social work. This fourth variable was suggested in the literature on adult socialization in that identification with a profession is part of the process of learning the role of "professional."

The above variables were used in the present study. These variables related to theory and/or empirical studies as discussed in Chapter 2. These variables were incorporated into the research questions and hypotheses presented below.

QUESTIONS AND HYPOTHESES

It will be recalled that three questions guided this study. As presented in Chapter 1 of this report, these three questions were:

1. With respect to values, how are social workers alike?
2. Can social workers' professional values be seen in terms of their personal value preferences?
3. What differentiates social workers with respect to their values?

The guiding questions for this study, when seen in light of the conceptual framework developed in Chapter 2, evolved into the following research questions:

a. With respect to the conceptualization of terminal and instrumental values as developed by Rokeach, how do social workers order their personal values?

b. With respect to the conceptualization of terminal and instrumental values as developed by Rokeach and the conceptualization of social work values as developed by Levy, how do social workers order their professional values?

c. What is the extent to which social workers have incorporated personally chosen professional values into their personal value systems?

d. What is the extent to which social workers have incorporated generally held professional values into their personal value systems?

e. What is the normative conceptual meaning given to values for social work derived from the process of applying generally held values to categories of social work values?

Three of the above questions (a,b,e) were asked as research questions in the present study. Two of the above questions (c,d) were formulated as the following organizing hypotheses:

1. Inclusion scores of personally chosen professional values will covary with the following characteristics of respondents:

   a. Age
   b. Ethnicity
   c. Religion
   d. Sex
   e. Level of social work education
   f. Time since social work graduation
   g. Social work concentration
   h. Level of participation in professional activities

2. Inclusion scores of aggregate professional values will covary with the following characteristics of respondents:

   a. Age
   b. Ethnicity
   c. Religion
   d. Sex
   e. Level of social work education
   f. Time since social work graduation
   g. Level of participation in professional activities

Operational definitions for the variables listed above are presented in the next section of this chapter. Operational definitions are followed by a description of research instruments, data collection procedures, and data analysis methods.

OPERATIONAL DEFINITIONS

The following operational definitions have been divided into three areas. These areas relate to (a) values, (b) personal characteristics of respondents, and (c) professional characteristics of respondents. This categorization follows the conceptual base of the study and flows from the above questions and hypotheses.

Values

Personal values. Values were operationally defined in

this study as those terms and their descriptors listed in the Value Survey developed by Milton Rokeach.[3] Tables 1 and 2, below, present these values and their descriptors.

Table 1

Terminal Values

1. A COMFORTABLE LIFE (a prosperous life)
2. AN EXCITING LIFE (a stimulating, active life)
3. A SENSE OF ACCOMPLISHMENT (lasting contribution)
4. A WORLD AT PEACE (free of war and conflict)
5. A WORLD OF BEAUTY (beauty of nature and the arts)
6. EQUALITY (brotherhood, equal opportunity for all)
7. FAMILY SECURITY (taking care of loved ones)
8. FREEDOM (independence, free choice)
9. HAPPINESS (contentedness)
10. INNER HARMONY (freedom from inner conflict)
11. MATURE LOVE (sexual and spiritual intimacy)
12. NATIONAL SECURITY (protection from attack)
13. PLEASURE (an enjoyable, leisurely life)
14. SALVATION (saved, eternal life)
15. SELF-RESPECT (self-esteem)
16. SOCIAL RECOGNITION (respect, admiration)
17. TRUE FRIENDSHIP (close companionship)
18. WISDOM (a mature understanding of life)

[3]Milton Rokeach, The Nature of Human Values (New York: The Free Press, 1973), pp. 27-31, 357-361.

Table 2

Instrumental Values

1.	AMBITIOUS (hard-working, aspiring)
2.	BROADMINDED (open-minded)
3.	CAPABLE (competent, effective)
4.	CHEERFUL (lighthearted, joyful)
5.	CLEAN (neat, tidy)
6.	COURAGEOUS (standing up for your beliefs)
7.	FORGIVING (willing to pardon others)
8.	HELPFUL (working for the welfare of others)
9.	HONEST (sincere, truthful)
10.	IMAGINATIVE (daring, creative)
11.	INDEPENDENT (self-reliant, self-sufficient)
12.	INTELLECTUAL (intelligent, reflective)
13.	LOGICAL (consistent, rational)
14.	LOVING (affectionate, tender)
15.	OBEDIENT (dutiful, respectful)
16.	POLITE (courteous, well-mannered)
17.	RESPONSIBLE (dependable, reliable)
18.	SELF-CONTROLLED (restrained, self-disciplined)

Values held by respondents, for purposes of this study, meant the rankings of eighteen terminal and eighteen instrumental values in the Value Survey. These rankings constituted the personal value systems of the respondents.

Professional values. Social work values were operationalized using the three categories suggested by Levy in conjunction with the list of values from Rokeach's Value Survey.[4] Personally chosen professional values were those values chosen by each of the respondents to fit with the three categories. Each respondent was limited to a choice of only three values for each of the three categories. The number of personally chosen professional values for each respondent varied from three (repeated for each of three categories) to nine.

Social work values chosen by the aggregate were those values chosen by respondents as a group to fit each of the three categories suggested by Levy. These aggregate values were derived from the responses to the first phase of the study. The most frequently chosen values in each of the three categories became the list of aggregate professional values. The issue of the conceptual meaning of the aggregate professional values was addressed in Phase II of this study. Phase II is discussed later in this chapter.

The individual professional values inclusion score (IPVIS) was computed by summing the ranks of each of the respondent's personally chosen social work values within that respondent's personal value system. The aggregate professional values inclusion score (APVIS) was computed by summing the ranks of the aggregate professional values within the personal value systems

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[4]Charles S. Levy, "The Value Base of Social Work," Journal of Education for Social Work, 9, 1(Winter, 1973), 34-42.

of respondents. The potential range of the IPVIS was from 12 through 159. An IPVIS of 12 might have resulted if a respondent had chosen the three most highly ranked of his or her personal values to fit with the three social work value categories. For any one category, the summed ranks would be 4 (1 for the most highly ranked terminal value, 1 for the most highly ranked instrumental value, and 2 for the second most highly ranked value). The maximum IPVIS possible could have occurred had a respondent chosen three values ranked the lowest in the personal value system (18 for each of the two lowest ranked values plus 17 for the next highest ranked value, yielding a total of 53 per category).

For example, if a respondent had chosen the same three values A Comfortable Life, An Exciting Life, and Ambitious to fit with all three of the social work value categories, and had ranked the terminal values A Comfortable Life and An Exciting Life first and second, respectively, and the instrumental value Ambitious first, then that respondent's IPVIS would be computed as follows. For each of the three social work value categories, the summed ranks of the above values, as ranked in the respondent's Value Survey, would equal 4. Multiplying by three categories would yield a total IPVIS of 12. A maximum IPVIS would result if this respondent had selected the same values as professional values, but had ranked the terminal values A Comfortable Life and An Exciting Life seventeenth and eighteenth. The IPVIS would then equal 53 per category (18 + 18 + 17 = 53).

Multiplying by the three categories yields a potential maximum IPVIS of 159.

The potential range of the APVIS was from 12 through 102. Minimum and maximum scores could have resulted had a respondent ranked the aggregate values highest and lowest, respectively, within his or her personal value system. These would be computed in a fashion identical to computation of the IPVIS, except that the professional values chosen by the group would be substituted for those chosen by the individual. On both measures a low inclusion score indicated that the respondent had ranked the professional values at a high level within his or her personal value system.

Personal Characteristics

Personal characteristics in this study were operationalized by means of direct questions and/or check-lists in the Social Work Values Questionnaire described later in this chapter. Respondents were asked to enter check marks in appropriate categories to register their sex, ethnic identification, and religion. Direct entry space was provided for current age. The exact wordings of the questionnaire items may be seen in Appendix B.

Professional Characteristics

Like personal characteristics, professional characteristics were operationalized by means of items in the self-administered questionnaire. Level of social work education was ascertained by asking respondents to indicate the highest social work degree completed. Instructions for this item also provided for

those respondents who were enrolled currently in a social work degree program.

Time since social work graduation was ascertained by asking respondents to enter their year of graduation directly on the questionnaire. The difference between this figure and the current year (1978) was entered into the respondent's record for computing purposes. This figure was used as a measure of experience in social work after formal social work education. Its use in this study assumed that the respondent has spent most of the time since graduation working in the field of social work.

A further assumption made in using this measure was that an exposure to formal social work education would bring the respondent's values into focus with those of the profession. For example, where the time since social work graduation applied to a person attaining a second degree in social work, it was assumed that that person's professional values would be congruent to the professional values of an individual attaining the same degree as a first degree in social work.

Social work concentration or specialty was registered by respondents using a check list with categories based on those which characterize the curriculum at the University of Denver Graduate School of Social Work. Such categories typify the micro-macro differentiation common to many schools of social work. Additional categories were added for "social work education/ research," and "other." Respondents were asked to list the area

best describing the type of social worker they perceived themselves to be. Descriptive terms provided respondents with information regarding the intent of each of the categories in this item. These categories and their descriptors are listed below.

1. Social work treatment (including casework, group-work, direct treatment, microsystems, etc.)
2. Community services and social planning (including community organization, program evaluation, etc.)
3. Interface or multiple concentration (primary areas of concentration include both of the above in almost equal quantities).
4. Social work education and/or social work research.
5. Other.

Level of participation in professional activities was ascertained by requesting respondents to complete a Professional Behaviors Scale developed by Robert Ryan.[5] This scale, which is described more fully in the next section, asked respondents to enter numbers reflective of their participation in several of the structural aspects of professional life. These numbers were then standardized and summed to yield a Professional Behavior Score.

INSTRUMENTS

Two instruments were used in the first phase of this study. These were the Value Survey developed by Rokeach and

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[5]Robert M. Ryan, "The Influence of Recognized Conflict Between Professional Expectations and Organizational Expectations on the Experienced Job Satisfaction of Professional Social Workers," (Doctoral dissertation, University of Denver, Graduate School of Social Work, 1972), pp. 65-71, 146.

cited previously, and the Social Work Values Questionnaire developed by the researcher. Both instruments with accompanying instructional and sanctioning letters are found in Appendix B.

The Rokeach Value Survey (form D)[7] consists of a list of eighteen terminal values and a list of eighteen instrumental values. Each value term and a brief descriptor is printed on a peelable gummed label which is arranged by a respondent on an answer sheet. The two lists of values are separated so that the respondent is presented with only eighteen values to arrange at a time. Instructions are clear and simple. The labels may be rearranged several times so that the respondent may insure that the responses given actually represent his or her value system.

Reliability measures are in abundance for the Value Survey. Test-retest reliability coefficients have been reported by Rokeach ranging from 0.53 with a seventh grade population to 0.80 with a college level population. These reliability figures tended to cluster between 0.60 and 0.70 over time spans of from three weeks to 14-16 months. Rokeach reported validity measures of varying kinds, including behavioral changes, for the Value Survey and for the conceptual understandings from which it was derived.[8] Mitchell presented construct validity for the Value

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[7] c Halgren Tests (837 Persimmon Ave., Sunnyvale, Calif. 94087), 1968.

[8] Rokeach, pp. 42-52, 272-285.

Survey and its associated concepts.[9]

The Social Work Values Questionnaire consisted of a four-part, self-administered instrument. Section I of the questionnaire asked respondents to enter information about those personal and professional characteristics described earlier. Upon completion of Section I respondents were asked to wait at least thirty minutes prior to completion of the instrument. This was done in order to lessen potential contamination between the Value Survey and the use of these same lists of values for the selection of professional values.

Section II of the questionnaire consisted of the Professional Behaviors Scale developed by Ryan, cited previously. This scale consisted of seven questions about such aspects of professional behavior as the reading of professional journals, participation in professional organizations, and time spent on professional activities aside from time spent on the job. This scale was developed and tested with a population essentially the same as that used in the present study. Construct validity was obtained for the scale by the use of a panel of judges and by extensive pretesting. Additional validation of the use of this type of measure was given by Epstein who found that his Index of Professional Participation, a scale similar in content to Ryan's, correlated significantly with two indices of professional role

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[9]James V. Mitchell, Jr., "The Structure and Predictive Efficacy of an Empirical Model of the Value-Attitude System as Postulated by Rokeach," Measurement and Evaluation in Guidance, 8, 4(January, 1976), 229-239.

orientation.[10]

Section III of the Social Work Values Questionnaire consisted of items relating to the task of combining the list of values offered by Rokeach with the categories for professional values suggested by Levy. Respondents were asked to choose values from the entire list of thirty-six values from the Value Survey. Each of the three categories was presented separately with an attached list of values. Respondents could indicate their choices directly on the questionnaire. A fourth item in this section allowed those respondents who wished to change their initial responses to the Value Survey to make such changes on the questionnaire rather than on the Value Survey itself. This item was included in order to prevent contamination of the initial Value Survey responses by the task of choosing professional values.

In addition to the above three sections of the questionnaire, an optional section provided opportunities for the respondent to communicate with the researcher regarding experiences with and feelings about the instruments in the research packet. The respondents were given an opportunity to note their satisfaction or dissatisfaction with both instruments. They were given space to list reasons for their dissatisfaction. Respondents were asked about possible additions to the instruments. They were given space for general remarks.

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[10]Irwin Epstein, "Professionalization, Professionalism, and Social-Worker Radicalism," Journal of Health and Social Behavior, 11, 1(March, 1970), 67-77.

VALIDITY AND RELIABILITY

While validity and reliability were adequate for the Value Survey and the Professional Behaviors Scale, there were no previous studies using Sections I and III of the questionnaire, therefore, requiring the following discussion of reliability and validity. Questions of validity and reliability are not simple and the literature in these areas contains divergent perspectives.[11] For purposes of this study, validity and reliability are discussed below using those conceptualizations most in keeping with the nature and scope of the study.

Validity

The types of validity relevant to the present study were face validity and construct validity. The writer used here the conceptualizations offered by Selltiz and associates.[12] Face validity, the idea that items used in an instrument are obvious and direct enough to assume validity, was applicable to the Social Work Values Questionnaire for those items that ask direct questions of the respondents. For example, there is little likelihood of confusion regarding such questions as sex, age, and year of social work graduation.

Construct validity was seen by Selltiz and associates as including concurrent and content validation. Concurrent validation suggests that an instrument should differentiate individuals

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[11] Compare, for example, the approach of Robert Dubin, Theory Building (New York: The Free Press, 1969), pp. 206-210; with the approach of Selltiz, pp. 169-197.

[12] Selltiz, 1976.

in their current status.[13] The questionnaire was evaluated using this standard in the discussion of findings in Chapter 4 of this report. Content validation suggests that the items used in an instrument reflect an adequate sampling of the universe of the variables under consideration.[14] The use of the value terms from the Value Survey in the questionnaire provided an adequate sampling of the universe of possible values since this list was reduced from much larger lists by Rokeach and his associates.[15] Other items in the questionnaire were constructed so as to provide for mutual exclusivity and exhaustiveness of categories, thus providing full coverage of possible responses.

The universe of variables that might be associated with values is as broad as the range of human experience. It would be impossible for any one study to cover these many areas. However, since the study made no claim to causality between the variables chosen for the study and since this study was conducted at a beginning level of knowledge, the range of variables included in the study was large enough to be meaningful and small enough to avoid undue complexity.

Reliability

Reliability is usually discussed in the literature in quantitative terms. However, since no previous quantitative

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[13] Selltiz, p. 171.

[14] Selltiz, p. 179.

[15] Rokeach, pp. 29-30.

data existed for the Social Work Values Questionnaire, the discussion of reliability most applicable is that which deals with the underlying concepts regarding the quantitative measures of reliability. The standards suggested by Goode and Hatt were applied to the Social Work Values Questionnaire.

Goode and Hatt suggested that three questions be asked about any research technique:

> ... (1) How precise are the observations? (2) Can other scientists repeat the observations? and (3) Do the data actually satisfy the demands of the problem, that is, do they actually demonstrate the conclusion?[16]

These questions address the key issues which constitute the major concerns about validity and reliability.

For the Social Work Values Questionnaire, the three questions were answered as follows. The precision of observation in the questionnaire was at a high level. The categories within items were constructed so as to provide exclusiveness and exhaustiveness. Most of the questionnaire items were straightforward and simple. The more complex items, especially those in Section III, were carefully worded so that respondents would have no difficulty in understanding the tasks at hand.

Replicability for the present study seemed likely. The questionnaire was of a generally straightforward nature. Values have been shown to remain fairly stable over time.[17] It seemed

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[16]William J. Goode and Paul K. Hatt, Methods in Social Research (New York: McGraw-Hill, Inc., 1952), p. 313.

[17]Rokeach, pp. 31-36.

unlikely that professional values would be any less stable than personal values, particularly since the former were defined in this study in terms of the latter. However, since this discussion is of a speculative nature, replicability remains a limitation of the present study.

Goode's and Hatt's third question regarding the way in which the study addressed the problem was best applied to the present study and to the Social Work Values Questionnaire as follows. The current level of knowledge of an empirical nature in the area of values, as has been previously discussed, is at a beginning level only. The blending of functional categories for social work values with lists of general values has not been tried. Thus, the questions asked as part of the problem formulation for this study (see Chapter 1) were answered to the extent of the limitations of the study. The answering of the questions underlying this study is discussed in Chapter 4.

Given the preceding discussions of appropriate measures and conceptualizations of validity and reliability with regard to the present study, the study as a whole appeared to meet appropriate cirteria for the claims of validity and reliability.

The complete research packet consisted of (1) a sanctioning letter from the Colorado Chapter of NASW, (2) an instructional letter from the Researcher, (3) one copy of the Value Survey (form D), and (4) one copy of the Social Work Values Questionnaire. Phase II of this study used the method known as

the Nominal Group Technique.[18] This method is discussed later in this chapter.

DATA COLLECTION

Phase I

The first phase of this study was a mailed survey. The population used consisted of members of the Colorado Chapter of the National Association of Social Workers (NASW). This chapter has approximately 1200 members who represent much of the diversity currently found in social work as a whole. The population was chosen, in addition to its diversity, because of the availability of the population in terms of geographical proximity to the researcher and in terms of organizational cooperation with the study.

A sample of 400 members was drawn randomly from the above population. Access to the membership was granted to the researcher by the Board of the Colorado Chapter. Appropriate controls were placed on this access to insure the privacy of the respondents and the security of the mailing list. All research packets were number-coded in order to facilitate follow-up on those packets not returned. The number-coding was done by the secretary of the Colorado Chapter and the names associated with the numbers were not known to the researcher.

Actual data collection occurred by mail. Follow-up of

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[18] Andre L. Delbecq, Andrew H. Van de Ven, and David H. Gustafson, Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes (Glenview, Ill.: Scott, Foresman and Company, 1975).

those respondents whose packets had not been returned promptly was conducted by means of a letter, a copy of which is found in Appendix C. The study took place in the months of February and March, 1978.

Phase II

The Nominal Group Technique (referred to subsequently as NGT) was developed as a program planning tool in 1968 by Delbecq and Van de Ven.[19] The NGT was developed in response to the need for better utilization of human resources in program planning in various fields. The NGT consists of a structured group discussion of questions presented by the NGT leader. The NGT provides for the generation of ideas, clarification of those ideas, and voting on the relative priorities of those ideas. The NGT has been used in planning in such diverse fields as health care and business.[20]

Some of the advantages of the NGT over traditional discussion groups were listed by Delbecq and associates as greater focus on the topic of discussion, better handling of input from persons with divergent views and backgrounds, greater sense of closure, and better handling of dominant members of the group.[21] The task-centered nature of the NGT and the specific structure of the NGT provide for these advantages.

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[19]Delbecq, et al., pp. viii-ix.

[20]Delbecq, et al., pp. x-xv.

[21]Delbecq, et al., p. viii.

Steps in the NGT. The structure of a nominal group meeting provides for the generation of ideas and the selection from those ideas by the group in a discussion and voting process. The first four steps in the NGT are listed below.

1. Silent generation of ideas in writing.
2. Round-robin recording of ideas.
3. Serial discussion for clarification.
4. Voting on item importance.[22]

NGT allows for an optional fifth and sixth steps which provide additional discussion and a final vote on the ideas generated. Output from an NGT session consists of rank-ordered ideas generated around a given question. The rank-orderings are done by the group members so as to provide nominal information regarding the preferences of the group.

Use in the present study. Delbecq and associates noted that NGT could be applied in research in areas where items required clarification of meaning.[23] It was in this context that use was made of the NGT in the present study. The NGT was used in an essentially unchanged fashion from that described by Delbecq and associates. Minor changes were in keeping with the focus and level of the present study. These changes are described below.

The size of the group used in the NGT session in the

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[22]Delbecq, et al., pp. 66-69.

[23]Delbecq, et al., p. 116.

present study was smaller than that normally used with the NGT. Delbecq and associates recommended that NGT groups consist of from five to seven members.[24] The present NGT group consisted of four members.[25] The disadvantages of this small a group, as noted by Delbecq, were overcome through the characteristics of the members, all of whom were unafraid of overexposure in the group, none of whom had difficulties with the personalization of discussion, and all of whom were able to handle group member tasks with ease.[26]

A select group of social workers were used in this study for the nominal group rather than a group representative of the profession as a whole. All group members were doctoral candidates at the Graduate School of Social Work, University of Denver. This use of a select rather than a representative group was in keeping with the purpose of this phase of the study which was to generate conceptual meaning for generally held value terms viewed within the context of social work. Any attempt at consensus across the profession would require the use of several nominal groups as suggested by Delbecq and associates.[27]

The second modification to the NGT process as described by Delbecq and associates was the elimination of the second

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[24]Delbecq, et al., p. 70.

[25]Participants were Mr. Paul Furukawa, Mr. Steven Hart, Ms. Sumiko Hennessy, and Mr. Marc Rose. This writer sincerely thanks these participants.

[26]Delbecq, et al., p. 70.

[27]Delbecq, et. al., p. 112.

round of clarification and voting. These steps were eliminated because they were designed to ascertain the reasons for divergence in the voting following the initial presentation and clarification of ideas. In place of the steps omitted, the group was asked directly if divergent voting patterns were reflective of differing information levels or of differing opinions about the relative importance of the ideas generated. Further, the elimination of the second vote allowed additional time for the generation of ideas, the main purpose of this group.

The NGT was used in the present study to determine conceptual meaning for the value terms selected by respondents in Phase I of the study as the value terms best fitting with the categories suggested by Levy and cited previously. The NGT questions asked of the group were phrased in the following format:

> The following value term has been chosen as a descriptor of how social workers should view people. What conceptual meaning do you attribute to this value term? The term is __(value term)__.

This format was repeated for each of the three categories and each of the value terms selected as representing social work values. The findings of the nominal group are discussed in Chapter 4.

DATA ANALYSIS

Data analysis occurred at two levels. Findings of the survey were approached descriptively first. The descriptive findings gave answers to research questions concerning the personal values held by respondents and about their choice of pro-

fessional values. The following handling of these data illustrate the descriptive approach taken initially.

In keeping with the suggestion of Rokeach, the median was the measure of central tendency used to describe the value systems of social workers. Rokeach used the median because the frequency distributions of rankings of the values in the Value Survey tended to deviate "markedly from normality and from one another."[28] Value medians and composite rank-orders for terminal and instrumental values are presented in Chapter 4.

The value terms most frequently chosen to fit with Levy's three categories of social work values constituted a list of professional values. This list is presented in Chapter 4. Descriptive statistics were computed for the Individual and the Aggregate Professional Values Inclusion Scores defined earlier. Additional descriptive findings included the personal and professional characteristics of the sample.

Further analysis of the data allowed the researcher to address the hypotheses presented at the beginning of this chapter regarding value differences among the respondents. The main statistical tests used were the Pearson Correlation Coefficient and Chi-square.[29] These were in keeping with the non-causal and non-directional nature of the hypotheses tested, the levels of the data analyzed, and the beginning level of this study.

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[28]Rokeach, p. 56.

[29]John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences (2d ed.; New York: Holt, Rinehart and Winston, Inc., 1975), pp. 93-103, 254-260.

The level of statistical significance chosen for the study was 0.05. This was in keeping with the beginning level of knowledge sought from the study. All computations were made on the Burroughs 6700 computer at the University of Denver using the SPSS library support program.[30]

Findings from the nominal group (Phase II of this study) were reported in descriptive fashion. Ideas generated by the group in response to the nominal questions asked are listed and discussed in Chapter 4. The rank-ordering of the items generated in the NGT group are also reported, even though these were seen as being of lessor importance than the ideas generated by the nominal group.

SUMMARY

This study addressed five research questions and tested two organizing hypotheses. The study was conducted in two phases. Phase I consisted of a mailed survey designed to provide data to answer all but one of the research questions and both of the organization hypotheses of the study. The final research question was addressed in Phase II of this study, which consisted of a nominal group meeting. The purpose of the nominal group meeting was to provide conceptual understanding for the values chosen as social work professional values by respondents in Phase I of the study.

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[30]Norman H. Nie, C. Hadlai Hull, Jean G. Jenkins, et al., SPSS: Statistical Package for the Social Sciences (2d ed.; New York: McGraw-Hill Book Company, 1975).

A random sample of the membership of the Colorado Chapter of the NASW was used in the first phase of the study. A selected group of social workers constituted the membership of the nominal group used in the second phase of the study.

Operational definitions were presented in this chapter for terms relating to the three areas of (a) values, (b) personal characteristics of the respondents, and (c) professional characteristics of respondents. The instruments used to operationalize these variables were Rokeach's Value Survey and the present researcher's Social Work Values Questionnaire. Reliability and validity were established at an acceptable level and a level in keeping with the nature and scope of the study.

Descriptive and analytical approaches were used in the handling of the data from Phase I of the study. Findings of the nominal group meeting, Phase II of the study, were reported descriptively. Findings of the whole study and conclusions drawn from them are in the next chapter. Implications of these findings and conclusions are discussed in Chapter 5 of this report.

Chapter 4

FINDINGS AND CONCLUSIONS

The findings of this study and conclusions drawn from them are presented in this chapter. Conclusions are inserted in this chapter adjacent to the findings from which such conclusions were drawn. This organization of the chapter was made in response to the need for clarity among the numerous findings presented here. Use is made of these conclusions in Chapter 5 of this report.

An overview of the major findings and conclusions are presented first. This overview is followed by a description of the sample and by a more detailed presentation of findings in major as well as minor areas of the study. A summary of the findings and the overall conclusions are presented at the end of this chapter. Questions of validity and reliability, unanswered in Chapter 3, are presented following the findings and conclusions presented in this chapter.

MAJOR FINDINGS AND CONCLUSIONS

In the present study, five research questions and two hypotheses were addressed. The section below presents, in an overview, the findings of the study that related directly to these questions and hypotheses.

Personal Values

Personal values were operationalized in this study as participants' responses to the Value Survey. The research question asked with respect to personal values was:

> With respect to the conceptualization of terminal and instrumental values as developed by Rokeach, how do social workers order their personal values?

It was found that, among the eighteen terminal and eighteen instrumental values, respondents tended to rank the following most highly:

> Self-Respect, Mature Love, Inner Harmony, Honest, Loving, and Responsible.

The values ranked the lowest by respondents were:

> A Comfortable Life, National Security, Salvation, Polite, Clean, and Obedient.

A major finding of the present study was that the values in the Value Survey were ordered differently by members of subgroups within the sample. Differences in personal and professional characteristics were found to be significantly associated with differences in the rankings of at least some of the values in the Value Survey. The characteristics found to be associated with value order differences were age, sex, religion, time since most recent social work graduation, and social work concentration area.

From the above findings of the ordering of personal values by the respondents, it was concluded that the differences in role and professional membership and socialization experiences suggested by the above named personal and professional charac-

teristics were reflected in the values held by respondents. As will be discussed below, this was in contrast to findings related to the professional values of the respondents.

Professional Values

With respect to professional values, the following research question was asked:

> With respect to the conceptualization of terminal and instrumental values as developed by Rokeach and the conceptualization of social work values as developed by Levy, how do social workers order their professional values?

Professional values, in the present study, were defined as those value terms in the Value Survey which respondents selected as best fitting with three categories for social work values as conceptualized by Levy and described in Chapter 3 of this report.

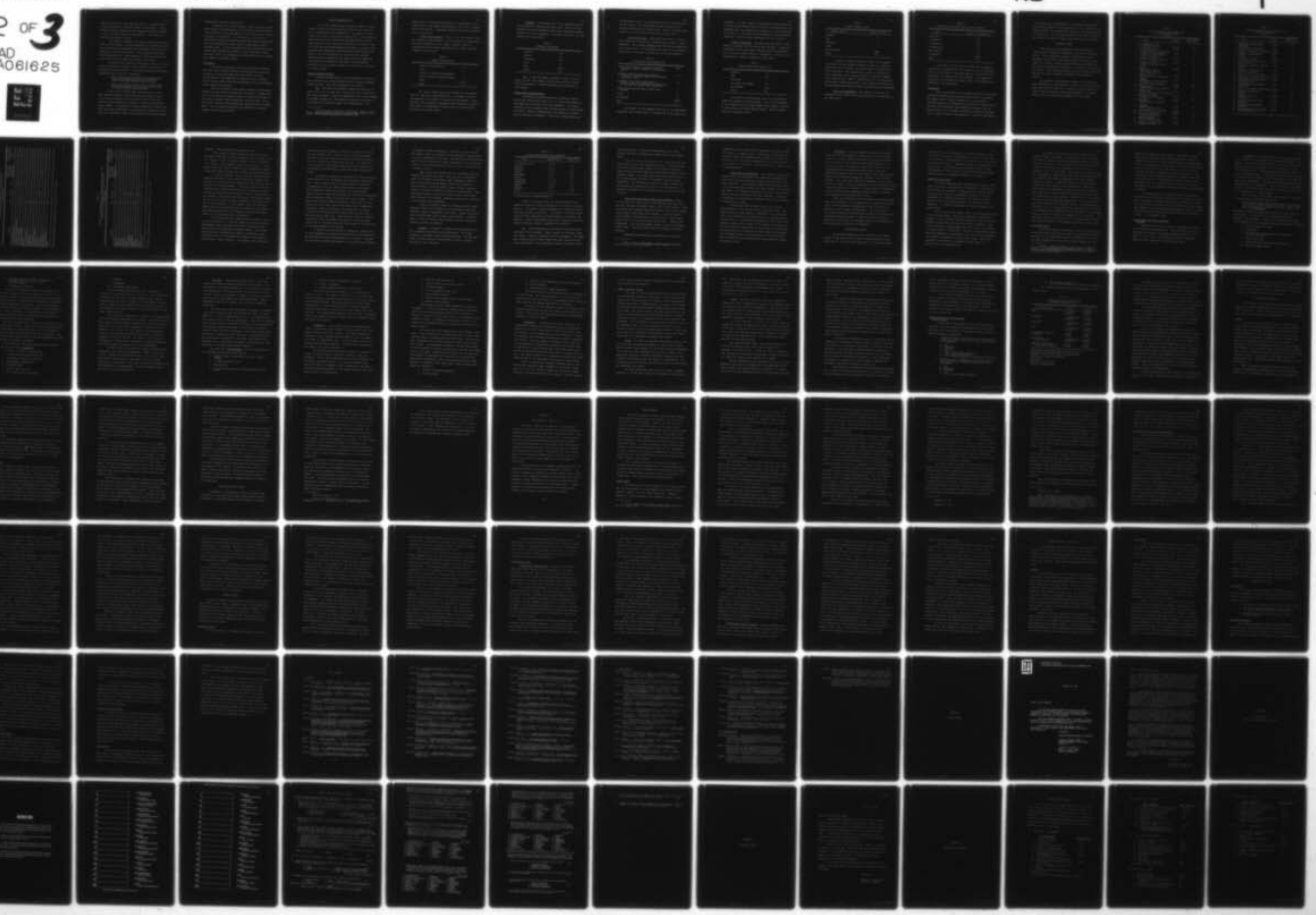
The respondents, as a group, chose six values to fit within the three value categories for social work values. One value term, Responsible, was chosen to fit with all three categroes. A second term, Self-Respect, was chosen to fit with two of the three categories. The other terms, Equality, Inner Harmony, Helpful, and Honest, were selected only once to fit with the categories for social work values. The overlap of value terms chosen to fit into social work contexts was a major finding of this study. It was concluded from this finding that there was a high degree of professional value congruence among respondents.

Along with the selecting of professional values from a list of generally held values, the task of ascribing conceptual meaning to the values selected as professional values was under-

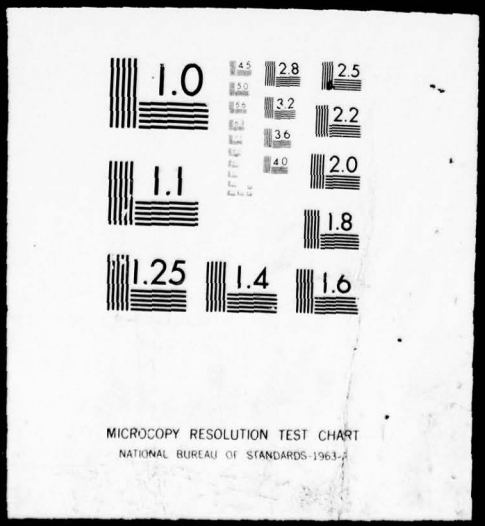
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taken in this study. This task was given to a nominal group of social workers in the second phase of this study. A third research question asked about the conceptual meanings ascribed to the value terms chosen, by respondents in this study, to represent professional values.

The specific findings of the nominal group are presented later in this chapter. Of major importance to the present study was the finding that generally held value terms could be given meaning in a social work context. The conclusion drawn from this finding was that it was possible to describe professional social work values in terms of generally held values.

A third area of interest in the present study, with relation to professional values of social workers, was the area of professional value inclusion. Two research questions were asked regarding value inclusion. These were:

1. What is the extent to which social workers have incorporated personally chosen professional values into their personal value systems?

2. What is the extent to which social workers have incorporated generally held professional values into their personal value systems?

In this study, professional values inclusion scores were computed using the values individual respondents chose to fit with the categories for social work values (IPVIS) and using the values chosen by the group to represent professional values (APVIS). Distribution of these professional values inclusion scores was very similar with descriptive statistics indicating that respondents tended to rank, within their value systems,

professional values at a high level.

Differences in the professional values inclusion scores were compared with differences in the personal and professional characteristics of the respondents in the testing of two general, non-direction hypotheses. It was found that there were no significant correlations and/or associations between characteristics of respondents and either type of professional values inclusion score. It was concluded from this finding that social workers were unified with respect to their orderings of professional values, even though social workers were not so unified with respect to personal values.

Conclusion

The overall conclusions from the above major findings were that social workers' personal and professional values may be seen as co-existing within one value system, and that socialization to and membership in numerous roles, including that of social worker, has affected personal but not professional values among social workers.

The next sections of this chapter present the data which underlay the above major findings and conclusions. Characteristics of the sample are presented first, followed by findings in the areas of personal and professional values and their interactions with personal and professional characteristics of respondents. The conclusions noted above are amplified in a final summary and conclusions section.

SAMPLE CHARACTERISTICS

Of the 400 research packets mailed in Phase I of this study, 275 were returned after one follow-up letter had been sent to participants (see Appendix C). The number of usable packets was 254, or 63.5% of the original 400. This relatively high return rate for a mailed survey seemed reflective of a high interest in the topic and is well above the expected rate of return for mailed questionnaires according to Selltiz.[1] The personal and professional characteristics described below are those of the 254 respondents who returned usable packets. Where available, comparisons are made between the sample and the population from which it was drawn, using membership statistics of the Colorado Chapter of the National Association of Social Workers.

Personal Characteristics

Personal characteristics of the respondents observed in this study were age, ethnic identification, religious identification, and sex. These are described in turn below.

Age. The ages of respondents ranged from less than 25 years old to over 65 years old. The mean age was 37 years old. The largest grouping of ages (58 respondents) was in the category 30 through 35 years old. The smallest grouping of ages was in the category 60 through 65 years old (3 respondents). The

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[1]Claire Selltiz, Lawrence S. Wrightsman, Stuart W. Cook, et al., Research Methods in Social Relationships (3d ed.: New York: Holt, Rinehart and Winston, 1976), p. 297.

extreme ends of the age spectrum were well represented in the sample with 15 respondents being younger than 25 and 11 respondents older than 65. Comparable statistics from the population were not available.

Ethnic identification. Four of the 254 respondents did not respond to this variable. Of the remaining 250 respondents, 225 placed themselves in the "Anglo" category, while 25 (approximately 10%) placed themselves in the ethnic minority categories listed below:

Table 3

Ethnic Identification

Asian or Asian American	4
Black	8
Chicano or other Latino/Hispanic	5
Native American (American Indian)	1
Other	7
Total	25

The current ethnic minority percentage for the population as a whole was approximately 11%. The sample reflected the population with respect to ethnic minority members. Unfortunately, the statistical information from NASW was not specific with respect to categories of ethnic minority identification as used in the present study.

Religion. The distribution of the respondents across the categories of religion was fairly even. Table 4, below, provides the actual frequencies with which respondents placed themselves in these categories. Population statistics for this variable were unavailable.

Table 4

Religious Preference

Catholic	38
Jewish	28
Protestant	128
Other	13
None	47
Total	254

Sex. Of the 254 usable responses in Phase I of this study, 168 were from female social workers and 86 were from male social workers. No NASW statistics were available for this variable.

Professional Characteristics

Professional characteristics of the sample included social work concentration area, level of social work education, and length of time since social work graduation. The fourth variable in this category, level of participation in professional activities, required standardization and summation in order to provide meaningful information. Since this transformation was

accomplished as part of a correlation procedure reported later in this chapter, the professional behavior scores were not reported descriptively in this section. Each of the three main variables in this section is reported, in turn, below.

Concentration area. Respondents were given a choice of five categories of social work concentration in which to place themselves. The findings regarding this variable are summarized in the table below. The descriptors for each of the concentration areas are identical to those used in the questionnaire.

Table 5

Social Work Concentration Area

Social Work Treatment (including casework, groupwork, direct treatment, microsystems, etc.)	189
Community Services and Social Planning (including community organization, program evaluation, etc.)	14
Interface or Multiple Concentration (primary areas of concentration include both of the above in almost equal quantities)	29
Social Work Education and/or Social Work Research	3
Other	17
No Response	2
Total	254

From Table 5 it was apparent that most of the respondents considered their primary area of concentration to be social work

treatment. The small number of respondents listing themselves as social work educators and/or social work researchers may have indicated that this category is secondary for many respondents who teach, or it may have reflected population characteristics. Population statistics were unavailable for this variable.

Level of education. Two areas were considered to fall under the heading, level of social work education. These were the highest social work degree currently held by respondents and the current student status of respondents. Tables 6 and 7, respectively, summarize findings in these areas.

Table 6

Highest Social Work Degree Held

Bachelor	9
MSW	217
Doctorate	5
No social work degree	18
No response	5
Total	254

As noted in the table above, most of the respondents (87%) were holders of the MSW degree. Some of the respondents in the category "No social work degree" were students enrolled in their first social work degree program. Current student status is summarized below.

Table 7

Current Student Status

Degree Program	Number Enrolled
Bachelor	10
MSW	6
Doctorate	5
Other	1
Not a student	232
Total	254

In Table 7, among the students listed in the category "Doctorate" were one student working part-time on a doctoral degree and several students in various stages of completion of their doctorates. The researcher was unable to ascertain if these respondents were actually enrolled in doctoral programs at the present time. Table 7 showed that 22 of the respondents were students (approximately 9%). This compared favorably with the NASW membership statistics which listed 9% student membership.

Time since graduation. The length of time since the respondent's most recent social work graduation is summarized in the table below.

Table 8

Time Since Most Recent Social Work Graduation

Years	Number of Respondents
Less than 3	68
3 through 6	28
7 through 10	35
11 through 15	53
More than 15	64
No Response	6
Total	254

From Table 8 it was noted that there was an apparent clustering of respondents at the extremes of the time spectrum used in this category. Statistics were not available from the population for comparison on this variable. For purposes of this study, the distribution noted in Table 8 was assumed to be reflective of the population.

Conclusions

From the description of the sample and from the available information regarding the population from which it was drawn, the sample seemed, overall, reflective of the population. Although statistical information was available for only two variables for the population, this information together with the random selection of the sample indicated the safety of assuming that the sample reflected the population. Given the description

of the sample and the assumption of the sample's representativeness with regard to the population, the next section of the chapter presents the findings with regard to the personal values of respondents. In this study, personal values were defined as participants' rankings of values using Rokeach's Value Survey.

PERSONAL VALUES

The values held by respondents were separated into terminal and instrumental categories as was done in the Value Survey. These categories represent, respectively, desired end-states of existence, and desired means for achieving end-states of existence. Tables presented below show medians for the values of respondents along with the composite rank-order of each value. Only the actual median was used in later statistical analysis of data as suggested by Rokeach and discussed in Chapter 3.

The phrases in parentheses in Tables 9 and 10 are the value descriptors as they appeared in Form D of the Value Survey. Their use in Tables 9 and 10 is intended to provide clarity in terms of what was actually ranked by respondents. The Value Survey itself is presented in Appendix B of this report.

Table 9

Personal Terminal Value Median and
Composite Rank-Orders
N=254

Value	Median	Composite Rank Order
1. A COMFORTABLE LIFE (a prosperous life)	14.150	16
2. AN EXCITING LIFE (a stimulating, active life)	11.022	11
3. A SENSE OF ACCOMPLISHMENT (lasting contribution)	7.741	8
4. A WORLD AT PEACE (free of war and conflict)	11.500	12
5. A WORLD OF BEAUTY (beauty of nature and the arts)	12.420	13
6. EQUALITY (brotherhood equal opportunity for all)	8.688	9
7. FAMILY SECURITY (taking care of loved ones)	6.340	5
8. FREEDOM (independence, free choice)	6.611	6
9. HAPPINESS (contentedness)	9.300	10
10. INNER HARMONY (freedom from inner conflict)	5.650	3
11. MATURE LOVE (sexual and spiritual intimacy)	5.537	2
12. NATIONAL SECURITY (protection from attack)	16.361	17
13. PLEASURE (an enjoyable, leisurely life)	13.833	15
14. SALVATION (saved, eternal life)	17.196	18
15. SELF-RESPECT (self-esteem)	3.529	1
16. SOCIAL RECOGNITION (respect, admiration)	13.220	14
17. TRUE FRIENDSHIP (close companionship)	6.773	7
18. WISDOM (a mature understanding of life)	6.056	4

Table 10

Personal Instrumental Value Medians and
Composite Rank-Orders
N=254

	Value	Median	Composite Rank Order
1.	AMBITIOUS (hard-working, aspiring)	12.688	14
2.	BROADMINDED (open-minded)	7.769	8
3.	CAPABLE (competent, effective)	5.550	4
4.	CHEERFUL (lighthearted, joyful)	10,833	12
5.	CLEAN (neat, tidy)	15.990	17
6.	COURAGEOUS (standing up for your beliefs)	6.980	6
7.	FORGIVING (willing to pardon others)	9.816	13
8.	HELPFUL (working for the welfare of others)	7.767	7
9.	HONEST (sincere, truthful)	3.870	1
10.	IMAGINATIVE (daring, creative)	9.676	10
11.	INDEPENDENT (self-reliant, self-sufficient)	6.618	5
12.	INTELLECTUAL (intelligent, reflective)	8.804	9
13.	LOGICAL (consistent, rational)	11.818	11
14.	LOVING (affectionate, tender)	4.550	2
15.	OBEDIENT (dutiful, respectful)	17.438	18
16.	POLITE (courteous, well-mannered)	15.053	16
17.	RESPONSIBLE (dependable, reliable)	4.722	3
18.	SELF-CONTROLLED (restrained, self-disciplined)	13.731	15

In interpreting the data in Tables 9 and 10, the fact that the orderings of values does not imply a given psychological distance between the values was taken into account. Of primary importance was the relative positions of values within value systems rather than the magnitudes of these positions.

From observation of Tables 9 and 10, it was noted that the respondents as a group attached relatively higher priority to such terminal values as Self-Respect, Mature Love, and Inner Harmony; and such instrumental values as Honest, Loving, and Responsible. A relatively lessor priority was attached to such terminal values as A Comfortable Life, National Security, and Salvation; and such instrumental values as Polite, Clean, and Obedient.

Tables 9 and 10 depict the median value system of respondents in this study. The median value system represented an averaging of the orderings of personal values by respondents. The observation of associations between the differences in the rankings of personal values and differences in the characteristics of the respondents was of major interest in this study. Findings regarding the associations of value differences with characteristics of the respondents are noted in the next section.

Value Differences

The tables below show significant differences in the rankings of values between sub-groups of the sample. The tables show characteristics of respondents associated with the rankings of which values. The Chi-square median test was used in this

Table 11

Personal Terminal Value Differences Associated With Personal and Professional Characteristics of Respondents

Values	Age	Religion	Sex	Time Since Most Recent Social Work Graduation	Social Work Concentration Area
A Comfortable Life		S			
A Sense of Accomplishment			S		S
A World at Peace	S		S		S
A World of Beauty				S	
Equality	S		S		
Family Security	S			S	
Happiness	S				
Mature Love	S				
National Security	S				
Pleasure	S	S	S	S	
Salvation	S	S		S	
Self-Respect					S
True Friendship	S		S		
Wisdom	S	S			

[S]Indicates significant association at or beyond the 0.05 level.

Table 12

Personal Instrumental Value Differences Associated With Personal and Professional Characteristics of Respondents

Values	Age	Religion	Sex	Time Since Most Recent Social Work Graduation	Social Work Concentration Area
Ambitious	S				
Capable	S				
Cheerful	S				
Forgiving	S	S			S
Helpful	S	S			S
Imaginative		S			S
Independent	S	S		S	S
Logical	S				S
Obedient		S			
Polite		S	S		S
Responsible	S				

[S]Indicates significant association at or beyond the 0.05 level.

analysis. The significance level used was 0.05

The rankings of eleven values were found to be not associated with any of the five variables used in Tables 11 and 12. Terminal values not listed in Table 11 were An Exciting Life, Freedom, Inner Harmony, and Social Recognition. Instrumental values not listed in Table 12 were Broadminded, Clean, Courageous, Honest, Intellectual, Loving, and Self-Controlled.

As noted in Chapter 2 of this report, theoretical and empirical literature did not provide definitive answers about possible relationships between personal and professional characteristics and value orderings. It had been expected from the literature that differences would be noted between the value orderings associated with the variables used in this portion of the analysis. What was unclear from theory and previous studies was the relative impact of these variables on the value orderings of social workers. In the present study, this relative impact question was addressed and is discussed in this chapter following presentation of the findings relating professional values to the characteristics of respondents.

In accounting for the findings noted in Tables 11 and 12 it was not sufficient to note that theory and previous studies had suggested that these variables would be associated with differences in the orderings of personal values. The overlay across the study variables with regard to significant value differences led to the conclusion of possible common factors linking some of these variables. For example, time since most

recent social work graduation contains the element of time as does the variable, age. Four of the five value differences associated with time since most recent social work graduation were also significantly associated with age. The separation of such common factors would require additional studies using more tightly controlled designs than the present descriptive effort.

Of additional interest in the above data were the eleven values found not to be associated with respondent characteristics. Among terminal values not associated with respondent characteristics were two values (Inner Harmony and Freedom) which respondents ranked high within their value systems (Table 9) and two values (An Exciting Life and Social Recognition) which respondents ranked low within their value systems. This pattern was observed among instrumental values where five were ranked within the upper half of the value system (Broadminded, Courageous, Honest, Intelligent, and Loving) and two values (Clean and Self-Controlled) were ranked near the lower end of the value system (Table 10). These patterns seemed to indicate consistency across the sample with respect to those personal values held in very high esteem and those ranked at the lower end of the median personal value system.

In addition to the findings of significant associations of value rankings with personal and professional characteristics, the directions of these associations was of interest. Although the Chi-square procedure was applied in a non-directional fashion,

in keeping with prior knowledge in the area, and the focus of the present study, an indication of directionality was provided by visual examination of the data. The direction of associations, where clearly observable by visual examination of the Chi-square tables, is specified below for each of the five variables listed in Tables 11 and 12.

Age. Within the variable age, the following directions appeared indicated by the data. With the age of respondents split at the median of 39 years, older respondents tended to rank the following values higher in their value systems: A World of Peace, A World of Beauty, Family Security, National Security, Salvation, Forgiving, Helpful, and Responsible. These respondents tended to rank the following values lower within their personal value systems: Happiness, Mature Love, Pleasure, True Friendship, and Independent.

Younger respondents ranked the following values higher: Happiness, Mature Love, Pleasure, True Friendship, Ambitious, Cheerful, Capable, Independent, and Loving. Younger respondents ranked the following lower in their value systems: A World at Peace, A World of Beauty, Family Security, National Security, Salvation, Wisdom, and Helpful.

Religion. In Table 13, religion was divided across the five categories provided in the questionnaire. The trends observed in Chi-square tables are reported below. The abbreviations C,J,P,O,N stand for, respectively, Catholic, Jewish, Protestant, Other, and None.

Table 13

Religion and Personal Value Rankings

Value	Ranked High	Ranked Low
A Comfortable Life	J P N	C O
Pleasure	J P N	C O
Salvation	C P O	J N
Wisdom[a]	C O N	J[a]
Forgiving	C P O	J N
Helpful	C P O	J N
Imaginative	C J O N	P
Independent	J O N	C P
Logical	P O N	C J
Obedient	C P O	J N
Polite	J P O	C N

[a]P split evenly on Wisdom ranked low

Within the variable, age, the following directions appeared indicated by visual examination of the data as noted in Table 13. Protestants tended to emphasize the values Salvation, Forgiving, Obedient, and Polite. In contrast, the values ranked lower by Jewish respondents included Salvation, Forgiving, and Obedient. Catholic respondents gave higher ranking to Salvation, Wisdom, Forgiving, Helpful, Imaginative and Obedient.

Sex. Sexual differences with regard to personal values consisted of the following. Females ranked the following values more highly: Equality, Pleasure, and True Friendship. No trends were observed wherein values ranked lower were associated with female respondents. Male respondents tended to rank the follow-

ing values higher: A Sense of Accomplishment, and Polite. Equality and True Friendship were ranked lower by male respondents.

The only readily available data for comparison with the above findings were those reported by Rokeach.[2] Rokeach stated that in his 1968 national sample, of the values noted above, females ranked Pleasure higher and males ranked A Sense of Accomplishment higher. The other values noted above were found not to be significantly different for Rokeach's male and female respondents. The differences between the current findings and those reported by Rokeach may be due to the differences in the populations represented or to changes in the culture in the last ten years.

Time since most recent social work graduation. Length of time since most recent social work graduation was associated with the rankings of personal values in the following ways. Those individuals who graduated longer ago tended to rank the following values higher within their value systems: A World of Peace, A World of Beauty, Family Security, and Salvation. These respondents tended to rank the following values lower: Pleasure and Independent. More recent graduates tended to rank the following values lower: A World of Peace, A World of Beauty, and Family Security.

Comparing the directions of associations of the above

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[2]Milton Rokeach, The Nature of Human Values (New York: The Free Press, 1973), pp. 57-58.

respondents with the data from the respondents grouped according to age, one suspects that a confounding of variables has occurred. When the respondents were divided across these two variables, the significant associations with personal values were identical in direction. The factor, time, is common to both of these variables.

Social work concentration. The variable, social work concentration, was utilized in this analysis by comparing the social work treatment group with a group combining all of the other categories. The treatment concentration group was found to be associated significantly with high rankings of the following values: Self-Respect, Forgiving, and Loving. The combined "other" group was associated with high rankings of A Sense of Accomplishment, Imaginative, and Logical; and with low rankings of Forgiving and Loving.

Although many factors might account for the above differentiation, there are two factors that were likely. The above differences might reflect a difference in the personalities of the individuals who pursue each of the specialty areas in social work. An alternative explanation is that those social workers who began their careers in the treatment concentration may have moved into other areas in social work and their values may have shifted as a reflection of this change in orientation. For the present study, it was sufficient to note that social work concentration area differentiated respondents with respect to personal values.

Conclusion. Two of the questions guiding the present study were (1) With respect to values, how are social workers alike: and (2) What differentiates social workers with respect to their values? These questions were operationalized as a research question in the present study, "With respect to the conceptualization of terminal and instrumental values as developed by Rokeach, how do social workers order their personal values? The preceding findings gave answers to this research question. The values were ordered by respondents in this study as shown in Tables 9 and 10, differences in the orderings of these values were discussed in terms of the associations of differences in value orderings with respondent characteristics. Observations regarding directionality were noted.

Given the differences in the orderings of personal values among the respondents, it was appropriate to consider the differences in the orderings of professional values, as defined in Chapters 2 and 3, among the respondents. The next section of this chapter presents the professional values of respondents, the conceptual meanings ascribed to these professional values in Phase II of this study, and findings relating to differences in the professional values held by respondents.

PROFESSIONAL VALUES

The findings presented in this section of the chapter consist of the results of the task of choosing generally held value terms to fit with three categories for social work values.

Presented first in this section is a brief discussion of the attitudinal responses of participants to the above task. This is followed by a presentation of the values chosen by respondents as professional values. Conceptual meanings are presented next. A discussion of professional value inclusion scores and the relationships of these scores to the personal and professional characteristics of respondents complete this section.

Reactions to the Task

Since the approach taken to professional values in this study was unusual, the reactions of respondents to this portion of the study were important. Respondents were generally satisfied with their choices of professional values. Of the 239 respondents who completed the opinion and remarks section of the Social Work Values Questionnaire, 196 (82%) were either moderately or completely satisfied with their responses to the questionnaire.

Most of the written comments about the questionnaire were of the following types. Many of the respondents expressed an interest in and favorable orientation toward the task of fitting generally held values into social work value categories. Some of the respondents offered additional value terms to be included in future studies of this nature. Some of the respondents expressed doubt regarding the usefulness of the task of fitting general value terms to categories for social work values. Most of the respondents commented on an ambiguity in item number 1 in Section III of the questionnaire.

Item number 1 of Section III of the questionnaire is worded, in part, as follows: "Please choose three (3) values from this list which you feel best describe how social workers should view people." This category was formulated from Levy's classification scheme for social work values presented in Chapters 2 and 3 of this report. The intent of the category was for respondents to choose those values that social workers have in mind when they formulate impressions of people (whether clients or others). It was noted by most of the respondents who made written comments on the questionnaire, that item 1 could have been interpreted to mean the values held by persons about whom social workers might form impressions, rather than the values held by social workers. However, most of the respondents who noted the ambiguity reported that they had completed the item according to its original intent. The ambiguity was a limitation in that it was assumed that respondents not commenting on the ambiguity had completed the item according to the original intent as did most of those who commented on the ambiguity. Findings from completion of Section III are presented below following a brief discussion of the nominal group used in this study.

The Nominal Group

The nominal group,[3] consisting of four social workers in the present study, was used as a means for generating conceptual meanings for the value terms chosen by respondents to fit with the three categories for social work values suggested by Levy

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[3]Andre L. Delbecq, Andrew H. Van de Ven, and David H. Gustafson, Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes (Glenview, Ill.: Scott, Foresman and Company, 1975).

and described earlier in this report. Modification of the structure of the nominal group meeting from that originally planned and described in the preceding chapter was necessary to meet the unexpected time constraints of one member of the group. As will be discussed later, three value terms were chosen to fit with more than one category for social work values. For these three terms, conceptual meaning was determined only once in this NGT session. This decision was made in light of the beginning level of knowledge sought in the present study and the emphasis on the generation of ideas by the group as discussed in Chapter 2.

The participants in the nominal group were generally responsive to the task and to the NGT structure used in the meeting. One member of the group had had prior experience with the NGT and reported to the group that the experience had been useful. The findings of this nominal group are presented below in conjunction with the professional value terms selected by respondents in Phase I of the present study.

Values Chosen and Their Conceptual Meanings

The professional values chosen by respondents in Phase I of this study are presented below. Each value term chosen is discussed in relation to conceptual meanings ascribed to it in Phase II of the study. The presentation below is organized using the three categories for social work values.

Category 1. The first social work value category was that relating to the preferred ways social workers should view people. The three most frequently chosen values and their frequencies were (a) Self-Respect (162), (b) Equality (91), and (c) Responsible (82). Conceptual meaning ascribed to these terms is presented below. In contrast to the three terms chosen, three value terms (Pleasure, Clean, and Obedient) were chosen by none of the respondents. Thirteen other value terms were chosen by fewer than five respondents. Thus, only twenty of the original list of thirty-six value terms were chosen by more than five of the respondents for this category.

The value term, Self-Respect, was presented to the nominal group using the question format below.

> The following value term has been chosen as a descriptor of how social workers should view people. What conceptual meaning do you attribute to this value term? The term is Self-Respect .

The ideas generated by the group in relation to this term are listed below. The results of the voting are provided in Appendix D of this report. They are not included here because of the primary focus of the nominal group, the generation of ideas.

1. Positive regard for self.
2. Self-Esteem.
3. Perceives self as valuable in relationship to the value of others.
4. Liking one's self.
5. Satisfaction with efforts and achievements.
6. Dignity of human beings.

7. Trust in one's own judgment.
8. Identify one's own priorities and means.
9. A value difficult to obtain.
10. Confidence in one's own abilities.

The ideas generated seemed to form three groups. The first group, consisting of items numbered 1,2,4,5, and 8, presented a strictly person-centered view of the value, self-respect. Items numbered 3 and 7, above, seemed to connect self-respect to the relationships between persons. Items numbered 6 and 9 seemed to denote separate aspects of the value, with number 6 applying the value across all persons and number 9 describing the value in terms of problems in applying it.

The first group, above, seemed to come closest to the descriptor used by Rokeach for the term, self-respect. Rokeach's descriptor was "self-esteem" which was included in the first group above. The nominal group seemed to take a broader view than Rokeach in that the nominal group, looking at the value term within a social work context, suggested additional meanings for the term, self-respect, that involved other persons and the operationalization of the value.

The ideas generated form the value term, <u>equality</u>, are listed below:

1. Self and others are of equal value.
2. Eligible for the same opportunities.
3. Opportunity for fulfilling one's potential.
4. Judgment in terms of deeds not status or wealth.
5. Democratic decision-making.

6. Non-differentiation based on things that shouldn't matter (i.e. race, creed, national origin).

7. No barriers to mobility.

As with the terms associated with self-respect, the group's ideas seemed to form three categories. Three of the items above (numbers 2,3, and 7) seemed associated with opportunities and access to opportunities that might be considered as an operationalization of equality. Three items (numbers 1,4, and 6) addressed the issue of judgment of an individual in terms of other individuals. The remaining item, democratic decision-making, denoted the political process applicable in operationalizing the value, equality.

Rokeach's descriptors for equality were brotherhood, and equal opportunity for all. While the social work nominal group clearly addressed the opportunity issue, it did not appear to include the unity issue denoted by the term, brotherhood. The social work nominal group seemed to take an individualistic point of view only with respect to equality.

The following are the items generated by the nominal group for the value term, <u>responsible</u>.

1. Ability to accept the consequences.
2. Accept duties and perform them well.
3. Commitment to deliver on promises.
4. Acknowledges consequences.
5. Completes tasks.
6. Control over one's life.
7. Try to handle one's own affairs.

8. Reliable.

9. Trustworthy.

10. Independent functioning.

Ideas generated from the value term, responsible, appeared to be separable into four categories. The consequences of behavior was the focus of items numbered 1 and 4, above. Items numbered 2,3, and 5, focused on the performance of tasks. Control seemed to be the central focus of numbers 6,7, and 10. The perspective of others, external to the self, seemed to link items numbered 8 and 9.

The value term, responsible, is listed in the Value Survey with the descriptors dependable and reliable. Items generated by the nominal group which seemed congruent with Rokeach's descriptors were, for the descriptor, dependable, numbers 2,3, and 5. Numbers 8, and 9, above, fit with Rokeach's second descriptor, reliable. The social work nominal group seemed to tap other dimensions for this value term. The ideas of control and the consequences of behavior were included in the ideas generated by the nominal group in relation to the term, responsible.

The above three value terms, self-respect, equality, and responsible, were chosen by respondents in Phase I to fit with the first category for social work values. Two of these terms, self-respect and responsible, were chosen to fit with other categories as noted below. These two, as has been discussed, were not repeated by the nominal group. The value terms for categories 2 and 3 are presented below.

Category 2. The second category related to the outcomes social workers generally prefer for their clients. Two respondents in the study pointed out, in the Remarks section of the questionnaire, that social workers should follow the lead of their clients in determining outcomes for them, as in keeping with the social work emphasis on self-determination. These respondents were able to complete the item with no apparent difficulty.

The three value terms chosen most frequently in category 2 and their frequencies were (a) Self-Respect (186), (b) Inner Harmony (121), and (c) Responsible (93). In this category nine value terms were not chosen by respondents. These were An Exciting Life, National Security, Pleasure, Salvation, Clean, Imaginative, Intellectual, Logical, and Polite. Eleven other values were chosen by fewer than five respondents. Thus, twenty values were chosen with a frequency of less than five. Ideas generated by the nominal group in relation to the term, Inner Harmony, are presented below. The terms, Self-Respect, and Responsible, were presented to the nominal group under category 1.

The value term, inner harmony, led to the generation of the following ideas by the nominal group.

1. Peace of mind, in the sense of the Zen concept, satori.
2. At peace with one's self.
3. Ego-syntonic.
4. Peace with one's self in relationship with one's world.

5. Absence of major intrapsychic conflicts.

6. Having it together.

7. Balance between the parts of one's life.

The ideas above did not appear to be separable into distinct groups. Item number 4 focused more on the individual in relationship to external factors while all other items seemed more inwardly focused. The group concurred that these items were difficult to rank because of their conceptual closeness. Rokeach's descriptor for this value term was freedom from inner conflict. The nominal group seemed to add the aspect of relationship in item number 4, when this value term was considered within the social work context.

Category 3. In the third category, respondents were asked to choose values that related to the preferred ways social workers interact with their clients. The values chosen most frequently in this category were (a) Helpful (127), (b) Honest (125), and (c) Responsible (87). As with category 2, there was overlap with previous categories. The value term, responsible, was common to all three categories.

The following value terms were not chosen in category 3: A World of Beauty, National Security, Salvation, Clean, and Courageous. Twelve value terms were chosen with a frequency of less than 5 and greater than 0. A total of seventeen value terms were chosen in category 3 with a frequency of less than 5. Conceptual meanings generated by the nominal group for the value term, helpful, are listed below.

1. Enabling self-development.
2. Doing no more nor less than needed.
3. Providing support.
4. Placing another's needs first.
5. Non-possessive warmth.
6. Moving clients toward their goals and means.
7. Empathic understanding.

These ideas were not readily separable into distinct categories. In this category, the nominal group focused more heavily on social work practice than in other categories. Rokeach's descriptor for the term, helpful, was working for the welfare of others. The nominal group seemed to focus on the professional knowledge relating to the operationalization of the value, helpful.

The second value term chosen to fit with category 3 was honest. The consensus of the nominal group was that this value term was simpler in meaning than the other terms. The group was able to generate only a limited number of ideas related to the term, honest. An alternative explanation for the lesser number of items generated in relation to this value term was the fatigue level of the group. Fatigue was not visible, but the group had been working for approximately 1½ hours at the time when this value term was presented. The items presented below are those generated in response to the term, honest, seen in social work context in category 3.

1. Avoiding intentional deception.
2. Self-disclosure.

3. Sincere in both negative and positive comments.

4. Being realistic.

5. Accepting but not always approving.

The group focused on social work practice in generating the above items. The ideas generated all denote interaction between social work and client, as was appropriate for category 3. These items did not appear separable into categories.

In contrast to the social work focus of the above ideas, Rokeach's descriptors for the term, honest, were sincere, and truthful. The social work nominal group added the professional dimension to the term, honest.

Conclusion. Of particular interest, aside from the demonstrated feasibility of generating conceptual meanings for generally held value terms within a social work context, were the addition, by the nominal group, of the dimensions of operationalization and the-person-in-relation-to-others to Rokeach's value terms. From this addition to Rokeach's value terms and the demonstration of feasibility provided by the nominal group in this study, it was concluded that social work values could be seen as generally held value terms used in a social work context. This added evidence to the validity of seeing social work values as part of the individual social worker's value system.

While the values and conceptual meanings noted in this section were considered major findings for the present study, their use in the next section allowed for even greater understanding of the values held by social workers. The next section

of this chapter reports findings regarding the value inclusion scores described in Chapter 3.

Values Inclusion Scores

The idea of value inclusion was developed and presented in the preceding chapters of this report. Value inclusion was based on the idea that while the content of one's value system remained essentially unchanged across the culture, the ordering of the values within value systems changes across groups within the culture. For social workers, this idea implied that as one became a social worker, one's value system would be re-structured where needed to be congruent with the value system of the profession. For both types of values inclusion scores it should be remembered that a low score represented inclusion of professional values within the personal value system at a high level and a high score indicated that professional values were ranked lower within the individual's personal value system.

IPVIS. The IPVIS or Individual Professional Values Inclusion Score was determined by summing the ranks, within individual's personal value systems, of the values chosen by individuals to fit with the three categories of social work values. This measure was designed to provide information concerning the perceptions of individuals about the values of the profession. The following statistics describe the distribution of the IPVIS across the respondents as a whole.

The IPVIS distribution had a mean of 47.544, a standard deviation of 14.739, and a range of 75.0 (minimum = 15, maximum =

90). Considering that the potential range of the IPVIS, as reported in Chapter 3, was 147 (minimum = 12, maximum = 159), the actual IPVIS indicated that respondents, as a whole, incorporated professional values at a high level within their personal value systems.

APVIS. The APVIS, like the IPVIS, was computed by summing the ranks of professional values as they appeared within the personal value systems of individuals. However, the APVIS was computed using the values chosen by the group rather than the values chosen by each individual. For this reason the name, Aggregate Professional Values Inclusion Score was used.

In order to provide for the use of six rather than nine professional values in computing the APVIS, the values repeated in the list of professional values were weighted during computation. This weighting was accomplished by doubling or tripling the ranks of the repeated values. The following statistics describe the APVIS distribution.

The mean APVIS was 46.579. The standard deviation of the APVIS distribution was 13.476, with a range of 74.0 (minimum = 18, maximum = 92). As with the IPVIS, it appeared that respondents incorporated the aggregate professional values at a high level within their personal value systems.

Several explanations were considered to account for the apparently high level of incorporation of professional values into personal value systems among the respondents. One possibility was that the measurements were not conceptually valid and

had no meaning. While this was a possibility, it was rejected by the researcher in view of the claims of validity maintained for this study. Validation was claimed using the concurrent and content validation approaches described in Chapter 3 of this report.

One expectation from theory, as discussed in Chapter 2, was that the values of professional social workers would be congruent as a result of their learning of the social role, social worker. From theory it was suggested that value congruence among social workers might be the result of the decision-making process involved in an individual's choosing to become a social worker. This was seen as a self-selection process impacted by the values of the individual, significant others for the individual, values of the society and relevant sub-groups of that society, and such personal characteristics as mental and physical abilities.

A second factor suggested by theory in accounting for the congruence of professional values inclusion scores was the process involved in selecting an individual for induction into the profession. This includes a screening process conducted by social workers in the case of formal education for social work. The individual's application is screened, at least informally, according to the values of the social workers composing the acceptance committees of schools of social work.

The processes of anticipatory and professional socialization, along with the factors noted above, were thought to account for the professional value congruence observed in the present

study. Although theory was unclear in this area, it is suspected that all of the above factors, in interactive fashion, accounted for the finding of uniformly low professional values inclusion scores among the respondents in this study.

The descriptive findings reported above were enhanced by the analysis of the professional values inclusion score differences among respondents in association with personal and professional characteristics of the respondents. The next section of this chapter reports the findings obtained in relation to these associations.

Professional Values and Respondent Characteristics

In observing relationships between professional values inclusion scores and respondent characteristics, the following hypotheses were tested using the Chi-square median test and the Pearson Correlation Coefficient.

1. Inclusion scores of personally chosen professional values will covary with the following characteristics of respondents:

    a. Age
    b. Ethnicity
    c. Religion
    d. Sex
    e. Level of social work education
    f. Social work concentration
    g. Level of participation in professional activities

2. Inclusion scores of aggregate professional values will covary with the following characteristics of respondents:

    a. Age
    b. Ethnicity
    c. Religion
    d. Sex
    e. Level of social work education

f. Social work concentration
g. Level of participation in professional activities

The findings relating to the above hypotheses are summarized below.

Table 14

Professional Values Inclusion and Respondent Characteristics

Characteristics	IPVIS[a]	APVIS[b]
Age[c]	-0.0166[e] (0.798)[f]	-0.1167 (0.064)
Ethnicity[d]	0.01798(df=1) (0.9833)	1.64204 (0.2000)
Religion[d]	1.55026(df=4) (0.8177)	3.10544 (0.5403)
Sex[d]	0.31587(df=1) (0.5741)	1.77550 (0.1872)
Professional Behaviors Score[c]	0.0862 (0.184)	0.0260 (0.680)
Social Work Concentration[d]	1.47265(df=1) (0.2249)	0.02183 (0.8825)
Time Since Most Recent Social Work Graduation[c]	9.371 (0.572)	-0.0994 (0.118)

[a]Individual Professional Values Inclusion Score
[b]Aggregate Professional Values Inclusion Score
[c]Pearson Correlation Coefficient
[d]Chi-square
[e]Statistical test value
[f]Level of significance

In Table 14 it was noted that no statistically significant relationships were found between IPVIS, APVIS and the characteristics of the respondents. It was not possible, therefore, to reject the null form of the hypotheses presented in Chapter 3. It appeared that none of the variables observed differentiated respondents with respect to the inclusion of professional values within personal value systems of the respondents.

As with previously reported IPVIS and APVIS findings, multiple explanations were possible for the above findings. As before, the researcher rejected an explanation based on lack of conceptual validity. It seemed more likely that the processes of selection and socialization have resulted in a profession that is unified with respect to its values.

In view of the findings of significant associations between personal and professional characteristics and the orderings of personal values and the lack of such associations with professional values inclusion scores, the relative strength of social work socialization seemed supported in this study. In particular the differences between the variable age in association with personal values and professional values was striking. The associations between the orderings of personal values and age might have been accounted for, at least in part, by the numerous historical events experienced by the different age groups. These events appeared not to have influenced the professional values of the respondents.

The preceding sections of this chapter have presented the findings of the study. The next section presents a discussion of

the study findings as a whole and as they relate to questions and hypotheses used in the study. Overall conclusions are presented in the next section of this chapter, also. The implications of the study are discussed in Chapter 5.

SUMMARY AND CONCLUSIONS

The findings of the study are presented below in summary fashion following the structure of the questions and hypotheses used in the study. Overall conclusions derived from the findings are presented following the summarization of the findings.

Summary

The first research question asked in this study was "With respect to the conceptualization of terminal and instrumental values as developed by Rokeach, how do social workers order their values?" The study demonstrated that the values ordered by social workers, as represented in this study, were seen as the arrangement of values in the Value Survey. An averaging of these value arrangements across the sample showed high rankings of such terminal values as Self-Respect and Mature Love, and lower rankings of such terminal values as Salvation and National Security. Instrumental values ranked highest were Honest and Loving. Instrumental values ranked lowest were Clean and Obedient.

When the sample was divided along the lines of five personal and professional characteristics, several significant differences in the rankings of personal values were observed.

Visual examination of data relating to these differences showed directional trends that would be important to explore in future studies. For the present study, the above findings about the personal value orderings of respondents indicated that personal differences existed among the respondents and that these differences were reflected in the orderings of generally held values by respondents. The present study was able to answer the first research question through the findings from the first phase of the study.

The second research question asked in this study was, "With respect to the conceptualization of terminal and instrumental values as developed by Rokeach and the conceptualization of social work values as developed by Levy, how do social workers order their professional values?" By defining professional values as the choosing of personal values to fit into a classification for social work values, the researcher was able to observe the professional values held by respondents. The overlap of three value terms across the classification for social work values indicated strong agreement among the respondents about the values chosen to represent social work values.

Conceptual meanings generated for value terms in a social work context added the dimension of person-in-relation-to-others and the dimension of operationalization in practice to the meanings suggested by Rokeach's descriptors for these value terms. The conceptual meanings generated addressed the third research question asked in the present study.

Two of the research questions asked in the present study were "What is the extent to which social workers have incorporated personally chosen professional values into their personal value systems?" and "What is the extent to which social workers have incorporated generally held professional values into their personal value systems?" The IPVIS and APVIS averages pointed to a high level of incorporation of both personally chosen and generally held professional values within the value systems of respondents.

Two hypotheses regarding associations between IPVIS and APVIS differences and differences in the personal and professional characteristics of respondents tended to be upheld by the findings of the present study. Differences in the inclusion scores were found to be not associated with any of the characteristics of the respondents.

Conclusion

The findings of this study, as presented in Chapter 4, lead, like a chain of evidence in a court of law, to one overall conclusion, which is presented below. Findings noted first in this chapter related to the values held by respondents and the relationships of value differences among respondents to various personal and professional characteristics of the respondents. As was expected from theories of socialization and social role, the personal value orderings of respondents reflected differences in the occupancy of various social roles by the respondents and in the general socialization experiences of the respondents.

These social roles included generally held roles such as female, male, older, younger, member of particular religions, member of an ethnic minority group, and member of the majority group along with differences within the particular role, social worker. Although expectations from theory were limited with respect to specific value differences across these roles, the finding of differences across these roles tended to confirm the effects of various socialization experiences on the values of the respondents.

The second group of findings presented in this chapter related to the professional values chosen by the respondents and conceptual meanings attributed to these values by members of the social work nominal group. A high level of agreement was noted in the choices of professional values as indicated by the overlap across categories for social work values of three value terms. Conceptual meanings provided the social work context for the value terms chosen in Phase I of the study. The conclusion drawn was that social workers had similar views regarding professional values.

The third group of findings were obtained by employing the professional values chosen by each respondent and those chosen by the group to ascertain the rankings of these professional values within the value systems of respondents. These inclusion scores were found, descriptively, to be at a uniformly low level, indicating a high ranking of professional values within the value systems of respondents. When differences in these inclusion

scores were compared across the personal and professional characteristics of respondents no significant relationships were observed. This finding indicated that there was cohesiveness among the respondents with regard to the ordering of professional values.

The three groups of findings noted above and described in this chapter pointed to a major conclusion regarding the values held by social workers. The conclusion was that social workers' value systems contain both personal and professional values and the latter are given higher rank within the value system than the former. In other words, values could be conceptualized adequately by hypothesizing the existence of only one value system which contained orderings of values reflective of both personal and professional aspects of the individual's experiences.

The implications of the above conclusion and several of the lessor findings and their conclusions are discussed in the next chapter of this report. Implications were seen in the areas of social work and the theoretical knowledge upon which the present study was based. Below are presented answers to previously unanswered questions regarding aspects of validity and reliability.

RELIABILITY AND VALIDITY

In Chapter 3 of this report, issues of validity and reliability of the Social Work Values Questionnaire required the answers to questions relating the findings of the study to

these issues. Concurrent validation, assumed for this study, required that an instrument differentiate individuals in their current status.[4] In this study, it was shown that individuals were differentiated in their current status in relation to the personal and professional characteristics of respondents and in relation to the personal values of the respondents. The unity of the professional values of respondents seemed reflective of the characteristics of being a member of a profession and further confirmed the validity of the study. In other words, the personal value differences among the respondents were reflective of differences in the characteristics of respondents while the professional values were unified as was reflective of the one factor common to all respondents, that of professional membership.

The question of Goode and Hatt addressing the idea that a study should relate to the questions upon which it has been based was answered in the affirmative for the present study.[5] The three guiding questions for this study, as presented in Chapter 1 and operationalized in Chapter 3, were addressed by the study. The personal and professional values of the respondents with respect to their values were observed. The professional values of respondents were successfully defined in terms of personal values.

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[4]Selltiz, et al., p. 171.

[5]William J. Goode and Paul K. Hatt, Methods in Social Research (New York: McGraw-Hill, Inc., 1952), p. 313.

It was clear, from the above discussions that questions of reliability and validity were answered in the affirmative for the present study. The importance of the findings and conclusions drawn from them are discussed in the next chapter of this report. These findings and conclusions are examined in light of implications for social work and implications for the theoretical knowledge that framed the present study.

Chapter 5

IMPLICATIONS OF THE STUDY

The present work used an approach to the empirical study of the values of social workers that combined ideas about generally held values with ideas about social work values. The findings that resulted from this effort and conclusions drawn from those findings were presented in the previous chapter. The implications presented in this chapter were based upon the conceptual approaches used in the study and upon the findings and conclusions of the study. Implications were seen for the area of the conceptual knowledge which formed the base for the present study and for several aspects of the profession of social work.

The organization of this chapter centers around the findings and their conclusions as presented in Chapter 4. For clarity, findings are presented in summary fashion and the implications of the findings for theory and social work follow these summaries. Major findings from the study are presented first, followed by findings which were of lesser importance. A brief summary of the implications presented in this chapter and a summary of the study as a whole conclude the chapter.

MAJOR FINDINGS

As noted in Chapter 4 of this report, several findings led to major conclusions about the personal and professional values held by social workers. Briefly, one conclusion was that with respect to personal values, social workers were diverse and with respect to professional values, social workers were unified. A second conclusion, seen as corollary to the first, was that it was possible to conceptualize both personal and professional values held by social workers as part of the same value system. It was concluded that what differentiated personal values from professional values were the designation by social workers of the latter as professional values and the unity with which these professional values were ordered within social workers' value systems.

This finding of unity and diversity with respect to professional and personal values, and the conceptualization of a unitary value system containing both professional and personal values, had implications for theory and for the profession of social work. These implications are presented below.

Value Theory

One implication of the conclusions of the present study was that the approach to values suggested by Rokeach and discussed in Chapter 2 of this report was valid.[1] Rokeach's approach to values focused on the ordering of values, in what

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[1]Milton Rokeach, The Nature of Human Values (New York: The Free Press, 1973).

he termed a value system. This approach did not require the clustering of values around more central concepts as had been suggested by other value theorists. Rokeach's approach held that values were human cognitive tools which were one type of belief within a belief system.

Given the findings of the present study, which led to the study's conclusions and to validation of Rokeach's approach, it was important to observe more closely the conceptualization offered by Rokeach. Upon closer observation it seemed that difficulty could be identified with respect to Rokeach's conceptualization: his use of the term, "system." In addition, a primary assumption made by Rokeach and used in the present study required discussion. These two difficulties are explored below, beginning with the latter.

One assumption made in the present study was that human beings have the ability to choose between behavioral alternatives and to use cognitive symbolic processes in that choosing. One of the functions of values for humans is that values enable choices to be made using the accumulated problem-solving beliefs of a culture. Without this assumption, there would seem little, if any, need for values as a human cognitive tool.

Reflected in the above assumption is the professional bias of both the present writer and Rokeach. As Rokeach considers himself a social psychologist, it was not surprising to note his social and humanistic bias regarding the nature of human beings. The present writer's bias stems from inculcation of the professional values of social work which place high

emphasis on the ability of humans to make choices in their lives. Thus, even in the present empirical study of values, one finds the limitation of the professional values of the researcher impinging upon the conceptual and methodological design of the study. No doubt, professionals holding other views of human beings would have framed and operationalized the present study differently.

The second difficulty, observed in Rokeach's conceptualizations was his use of the term, "system." The term, system, apparently was used without establishing the parameters and dynamics of a true value system. Rokeach failed to suggest minimal components which would be necessary to adequately define a system. For example, missing from Rokeach's "system" were such features as energy transformation mechanisms and purpose or goals. It seemed much more appropriate to consider Rokeach's conceptualization of values as a subsystem of the belief system.

Although the term, "system", has been used throughout the present report for consistency with Rokeach's formulations, the term, "matrix", seemed more appropriate. The term "matrix" suggested a set of elements which may interact and may or may not be ordered. Matrix seemed much more in keeping with the level suggested by Rokeach's conceptualization of values which did not include the ideas of mutual interaction of elements and wholeness denoted by the term "system". The term, matrix, is used in this chapter of the report.

Inherent to the matrix idea suggested above were four strategies for the resolution of value conflicts. These strate-

gies followed from Rokeach's suggestion that value systems provide the means for conflict resolutions through the ordering of values.[2] Rokeach focused on contradiction within the belief system rather than within the value system. The strategies suggested below are offered for the value matrix. They parallel strategies inherent to the belief system as suggested by Rokeach.

In noting these conflict resolution strategies, it should be remembered that conflict occurs where contradiction between values implicate the self-concept.[3] In other words, a contradiction between values is not a source of dissonance where the individual is unaware of or is comfortable with the contradiction. The motivation for using the conflict resolution strategies comes from the dissonance created where contradiction between values are ego-dystonic for the individual. In the discussion below, such motivation is assumed.

One value conflict resolution strategy inherent in the matrix idea involved the alteration of the self-concept so that contradictions between values do not implicate the self-concept. In this strategy the individual would not perceive the presence of contradictions within his or her value matrix to be a problem. A second strategy for conflict resolution required a re-ordering of the values within the matrix. This re-ordering would reduce the conflict and thus reduce the involvement of the self-concept. A third strategy involved a compromise position in which the

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[2]Rokeach, p. 14.

[3]Rokeach, p. 216.

conflicting values are seen in light of an additional value or values which are given higher priority by the individual. In this strategy the self-concept is able to tolerate the contradiction between the two values by perceiving them as necessary, even though in contradition, for the actualization of the third value. A final conflict resolution strategy inherent in the value matrix idea was that of overt behavioral change. In this strategy, the individual alters her or his behavior in such a way that the values concerned are no longer activated. This, in turn, reduces the dissonance generated from the contradiction between the values.

These conflict resolution strategies inherent to the value matrix idea, require validation through empirical research. Some of this research has been conducted and was reported by Rokeach.[4] Resolution involving the re-ordering of values was accomplished under experimental conditions by Rokeach and his associates.[5] Additional research is needed to validate the other strategies and their operation for individuals' value matrices.

From the findings and conclusions of the present study, it was asserted that Rokeach's conceptualizations of values were

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[4]Rokeach, pp. 236-262.

[5]This experiment involved increasing the awareness of participants of the apparent contradiction in their ordering of Freedom sixth and Equality eighth in the Value Survey. An explanation that the subjects were more concerned with their own rather than others' freedom was offered to the subjects. The resulting dissonance led to value changes. The details of this experiment may be found in Chapter 2 of this report.

validated and that his use of the term, system, was questioned. A major implication of the value matrix conceptualization was that it contained four value conflict resolution strategies. Further implications of major findings and conclusions for the areas of social role theory and socialization are noted below.

Social Role and Socialization Theories

The conclusions of the study with regard to the value matrix conceptualization and the unity of professional values in conjunction with the diversity of personal values had implication for socialization and social role theories. These are presented below.

For social role theory, implications of the study centered on the functions of values for social roles. The functioning of values in the decision to take on a given social role was seen, in light of the diversity of orderings of personal values of social workers, as an extremely complex area and one which required much additional research. The use of a single value matrix combining personal and professional values suggested that values inherent to a given social role are of the same nature as values inherent to another social role. The conclusion of unity of professional values among social workers implied that certain values were inherent to a particular social role. The diversity of personal values implied for the evaluative function of values in social roles that care must be taken that evaluation of professional role performance be based on only the values inherent to the role.

Implications for socialization theory were in the area of the learning of multiple roles and the effects of that learning on the value matrices of individuals. Although the study was conducted at a beginning level, the clear distinction between the orderings of professional values and personal values suggested that professional socialization had a noticeable effect on a portion of the value matrices of social workers. Confirmation of this suggestion would require further research. Below are presented some of the research implications of this study in the areas of socialization and social roles.

Research in the above theoretical areas was implicated by the present study. Little has been written regarding the specific influences of differing role participation and socialization experiences on the values held by individuals. The methodology used in the present study, particularly the use of the Value Survey, suggested that such basic research is feasible and relatively easy to conduct. Such research might include studies observing the differential effects of types of socialization on members of certain groups, such as professions. Other studies might observe the effects on the values of individuals of the participation in multiple roles. Research might include studies comparing the values inherent to one social role with the values inherent to another social role. Finally, research might focus on the conflict resolution strategies inherent in the matrix formulation of values as the use of these strategies differs across social roles.

Given the implications for theory, presented below are

the implications of the major findings of the study for social work.

Social Work

Validation of Rokeach's conceptualization of values for use in social work had implications for the practice of social work. The conflict resolution strategies, inherent to the value matrix idea, developed from the formulations of Rokeach, could be useful in social work practice. Value conflicts are commonly encountered in social work. The conflict resolution strategies might facilitate the reduction of conflict within the value matrices of social workers.

One example of a value conflict which is encountered in social work practice is the potential conflict between the values Equality and Inner Harmony, both of which were found to rank high within the value matrices of social workers in the present study. These values may be contradictory where Inner Harmony is ranked higher than Equality, and where a social worker is attempting to assist a community group in the development of resources to provide for equality of opportunity for the members of an ethnic minority group. If the goals of the first group were opposed by other groups and individuals within the community, the social worker's inner harmony might be profoundly reduced. Thus, the pursuit of equality as a goal would be contradicted by the goal of inner harmony.

Using the conflict resolution strategies noted previously, the worker may re-order his or her values, learn to

live with the contradiction, change his or her behavior (separate from the agency), or become aware that a still higher ranked value, Self-Respect, for example, was implicated in this situation and may be achieved only by the existence of continuing conflict between the other values.

The value matrix idea implicated a new awareness of the nature of client-worker value differences. Implicit in the value matrix idea, and verified in this study, is the lack of difference in the nature of values. Although social workers traditionally express concern about the imposition of their values onto their clients, the findings of the present study suggested that differences between worker's and client's values are in the respective orderings of values held by both worker and client. This conclusion suggests the need to re-think the issue of the imposition of workers' values onto clients.

If differences between the values of worker and client consist of differences in the priorities attached to generally held values, then social workers may be over-concerned about value imposition. The most impact a social worker might have regarding a client's values is in pointing out contradictions within the client's value matrix and in suggesting that the client consider such contradictions in relation to the client's self-concept. The worker might then assist the client in applying value conflict resolution strategies which are in keeping with the situation.

The value matrix idea makes a contribution to social work education. The Value Survey provides an easily used tool

for increasing the awareness of the ranking of values by social work students. The value conflict resolution strategies inherent to the value matrix idea may be taught to social work students for their use in practice. The value change techniques suggested by Rokeach may be applied in social work education to assist in confronting students with contradiction within their own value matrices and with differences between students' orderings of values and the orderings of values by the profession. Value awareness may assist in the development of the sense of identification with the profession, an element of professional socialization.

The use of Levy's categories to provide the social work context for generally held values may assist students in defining which of their personal values have a professional facet. Knowing which values are and are not inherent to the role, social worker, may facilitate students' awareness of and handling of the potential sources of contradiction and conflict within their value matrices. The use of Levy's categories could assist students in noting where their values converge and diverge in relation to professional values, thus forming a self-evaluation tool regarding students' awareness of their own professionalism.

Research is needed in social work regarding the value matrix idea. Examples of the types of studies needed in this area include a more broadly based observation of the median personal values of social workers and the professional values of social workers as defined in the present study. The use of the conflict resolution strategies by social work practitioners

could be tested empirically in order to provide information regarding the efficacy and applicability of the strategies in varying practice situations. The use of the Value Survey, the value matrix idea, and Levy's categories for social work values as teaching tools should be empirically studied and validated prior to large-scale integration of these approaches into social work educational programs.

The value matrix formulation, as validated by the present and other studies, has potentially wide applicability in social work. The major conclusions of the present study regarding the validity of a single value matrix approach and the unity of professional values and the diversity of personal values among social workers held several implications for the areas of theory and social work. Implications of other findings and conclusions of the study are noted below.

OTHER FINDINGS

Among the findings of the present study were those which were specific in the areas of personal values of respondents and professional values of respondents, along with findings in the sub-areas within each of these broad categories. Specific findings from the present study and their conclusions are discussed below in terms of implications for areas of theory and for areas of social work.

Personal Values

The observation of the orderings of personal values in

the present study led to a validation of the approach to values suggested by Rokeach, and discussed previously in this chapter. This observation of personal values had implications for social work practice, social work education, and social work research. These are discussed, briefly, below.

The importance for social work practice of the observation of the orderings of personal values by social workers was that the present study demonstrated the ease with which such observations may be accomplished. This ease of observation implied that social workers can explore their own rankings of personal values. Awareness of personal values by social workers may facilitate social workers' abilities to practice in a fashion similar to the enhancement of practice made by the self-awareness of any type.

A second finding under the general topic of personal values was that the orderings of personal values differ with differences in the personal and professional characteristics of respondents. For social role and socialization theories, this finding suggested that the effects of differing social role participation and differing socialization experiences were visible in the value orderings of individuals. For value theories, a validation of Rokeach's approach was inherent in the finding. That is, the Value Survey was able to differentiate respondents in their current status.

For social work practice, the differences noted above suggested that practitioners may differ in responses to situations in which their personal values are activated. One prac-

titioner may be better suited for work in a given situation than another. Differences in personal value orderings may require the use of the conflict resolution strategies inherent in the value matrix idea presented previously.

Differences in the personal value orderings of social workers suggested that, for social work education, there may be differences between students, between teachers, and between students and teachers which may impede or enhance the educational process. The potential impact of such differences suggested the need for awareness of students and teachers about these areas of divergence. The methods used in the present study, particularly the Value Survey, may assist in the development of awareness of differences in the orderings of personal values among social work students and teachers.

As with other findings in the present study, the differences in personal value orderings suggested a need for further research. The present study used broad measures for personal and professional characteristics. The significant findings in this area suggested the need to add precision with regard to the exact differences among social workers that might account for differences in their personal values. Controlled studies might assist in testing hypotheses concerning the relationships between value orderings and characteristics of social workers. Further research using the trends observed through visual examination of data in the present study were suggested by the above findings.

From the preceding discussions the implications of findings in the area of personal values from the present study were numerous. The same was true in the area of the professional values as these were defined in the study. The implications from specific findings and conclusions in the area of professional values are presented below.

Professional Values

Professional values chosen. Within the area of professional values findings led to conclusions in two areas. These were the values chosen to fit with the categories for social work values and the conceptual meanings attributed to those values. As in the area of personal values, implications were noted for the theory and social work and discussed below.

The successful completion of the task of choosing generally held value terms to fit with categories for social work values tended to validate the conceptual approach taken in the study. The successful blending of the conceptualizations of Rokeach and Levy implied the validity of a unified concept of values. As has been noted earlier in this chapter, the distinction between personal and professional values was lessened in this study and related more to the orderings of values than to the nature of values.

One of the limitations of the value terms used in this study was their deceptive simplicity. It was noted in the second phase of the study that even a small group of social workers were able to generate numerous ideas from the value terms

in the Value Survey, when these were seen in social work contexts. Thus, an assumption of conceptual unity regarding the meanings of the terms in the Value Survey may not have been valid. The conceptual complexity of "simple" value terms pointed to a function, noted below, of the more traditional lists of social work values discussed in Chapter 2 of this report.

The additional dimensions, of operationalization in practice and the social view of people, added by the nominal group to the value terms in the Value Survey suggested that the traditional lists of values in social work may provide the conceptual richness missing from the simple terms used in the Value Survey. Where the present study suggested that ordering was a key element in the understanding of how values operate for social workers, the traditional approaches to values in social work suggested that the ordering of values should be accompanied by a full conceptual understanding of the terms so ordered.

One of the research implications of this combining of new and old approaches to social work values might be the development of empirically based lists of values for social work which provide for full conceptual meaning and ordering. The use of the Value Survey, Levy's framework, and the nominal group process might assist in the development of such lists.

The ability of the nominal group to attribute conceptual meaning to the values designated as professional values had implication, not only in the above noted area, but also in the area of phenomenological research. Of much interest would be a study designed to tap the conceptual processes involved in

the attribution of meaning in a social work context to generally held values. It would be of interest to observe differences in the meanings of these value terms in connection with the personal and professional characteristics of respondents as operationalized in the present study.

Critiquing Rokeach's formulation of values in terms of social work's experience with values suggests that Rokeach does not approach the richness of meaning present in social work which has been the result of a long history of attempting to operationalize professional values in broad areas of human concern. The state of the empirical science of values, of which Rokeach's formulations and the present study were reflections, allows the observation of only the periphery of social work with regard to the dimension of professional values.

What was learned with respect to social work values, in the present study, was that this area remained one of great complexity. The difficulties noted by writers and researchers dealing with values, and reported in Chapter 2, are still present. Social work values may be seen as a subset of the values generally held by members of the culture, but the conceptual meanings of these values make them a very special subset, and one which may be fully understood only within the context of the profession of social work.

Professional values inclusion. Findings regarding the inclusion of professional values within the personal value orderings of social workers had several implications. These are noted below. For theories relating to social roles and

socialization, the high level with which professional values were ranked by respondents suggested the strength of social work socialization. This high level of ranking of professional values was noted both in the projective measure (IPVIS) and in the group measure (APVIS). This led to the conclusion that social workers were closely linked to the values they as individuals projected onto the profession and they were closely linked to the values the group as a whole suggested as important to the profession. Further weight was given this conclusion by the finding of no significant relationships between professional characteristics of respondents in the present study.

The above findings and conclusions suggested that social workers, in situations activating professional values, may be expected to behave in a consistent manner across the profession. This is true at least to the extent that values impact behavior. Further research in this area was implicated by the findings and conclusions regarding professional values inclusion. A broader application of the methods used in the present study would test the validity of the findings in this area. The ambiguity noted by respondents in the present study with respect to one of the categories for social work values would need correction and testing on a large sample before generalizing the findings to the population of social workers as a group. If these studies were conducted and if the findings confirmed the findings of the present study, then it would be safe to conclude that the social work profession as a whole was highly unified with

respect to professional values.

Given this conclusion, the present handling of values within social work education might remain the same. This would be in contrast to the suggestion, from the previously noted finding of diversity with respect to personal values, that social work education enhance the awareness of personal value differences. What may be of greater importance, given the contrast, is the potential of educational focus on the resolution of conflicts between personal and professional values. The present study suggested that the Value Survey and the value matrix conceptualization may be of some use in this type of educational endeavor.

Research implications of the findings regarding professional values inclusion focused on the need for additional exploration of the relationships between professional values inclusion scores and personal and professional characteristics of social workers. This additional exploration should include expansion of the sample and expansion of the characteristics observed. Such exploration might include focusing on the inclusion of a single professional value and on the inclusion of more professional values than used in the present study. The interaction of individual and aggregate professional values inclusion is still another area of study implicated by the present research.

The study, as noted above, held several implications for theory and for various aspects of social work. A summary of the implications noted in this chapter is presented next.

SUMMARY AND FINAL CONCLUSIONS

In this chapter have been presented the primary implications of the present study in the areas of value theory, theories of social role and socialization as these interact with values, social work practice, social work education, and social work research. These major implications are summarized below.

Summary

One major conclusion of the study was that a single value matrix conceptualization was adequate for the understanding of both personal and professional values. Inherent in the value matrix were four value conflict resolution strategies. These were seen as potentially useful in the areas of practice, education, and research in social work. The conclusion of unity with respect to professional values and diversity with respect to personal values had implications for the theories of socialization and social role which included the issue of the relative strength of social roles with respect to the values inherent to those roles.

Validation for the conceptual and methodological approaches used in the study was one of the implications noted from several of the findings and conclusions reported in Chapter 4 and summarized in the present chapter. All of the findings reported in Chapter 4 led to implications for further research in the areas of theory as well as in the field of social work.

Conclusions

Two final conclusions resulted from consideration of the findings, conclusions, and implications noted in the report thus far. The first of these was in the area of critique and future alteration of the current study. The second was in the area of the profession of social work. These are noted below.

The implications for future research noted throughout this chapter have suggested that replication of the present study is important to broaden the generalizability of the findings of the study. Changes important in future studies, based on the design of the present work, would include the broadening of the sample, the slight alteration of the questionnaire to provide more precise information regarding personal and professional characteristics and to remove the ambiguity of wording on one item in the questionnaire, and additional data analysis to note interactions between the personal and professional characteristics of the sample.

Added to the knowledge of the profession with regard to social work values were the successful combining of professional values with those held at large in the culture, and the noting of the importance of ordering of values. Considerably, more study would be required to specify exact connections between values and more overt forms of behavior. However, from the noted additions to social work knowledge, the following was suggested with reference to the interaction of personal and professional values as these are operationalized in practice. The members of the profession need not increase their concern with

professional values, but do need to increase their awareness of and handling of the differences in personal values. The potential for conflict between personal and professional values suggests the necessity for continuing awareness of potential differences. Awareness of these differences may enhance the development of the profession and the efficacy with which members of the profession deliver services to their clients.

The next, and final section of this chapter, presents a summary of the entire study. The major points from each of the preceding chapters are included in this summary. In short, the summary provides an extended abstract of the entire study.

SUMMARY OF THE STUDY

The Problem

The present study was designed to address the lack of empirical knowledge in the field of social work regarding personal and professional values. The following three questions guided the study:

1. With respect to values, how are social workers alike?
2. Can social workers' professional values be seen in in terms of their personal value preferences?
3. What differentiates social workers with respect to their values?

Conceptual Framework

This study was framed conceptually with theoretical knowledge in the areas of values, social roles, and socialization. Personal values were defined using the formulation of Rokeach. Rokeach suggested that values are human cognitive tools

which are rank-ordered within value systems. Values were seen by Rokeach as relative in their orderings across individuals and groups, but identical in content across individuals and groups within this culture. Rokeach noted that the ordering of values was of greater importance than the holding of any one value.

Three shortcomings in Rokeach's formulation were addressed in the present study. The first of these shortcomings was in the lack of conceptual meaning given for the value terms suggested by Rokeach. This problem was addressed by using a group of social workers to ascribe conceptual meaning to Rokeach's value terms. The second problem with Rokeach's formulation was the lack of emphasis on the learning of values. The third difficulty in Rokeach's conceptualization of values was its lack of linkage with social roles. The second and third problems were addressed in this study by adding conceptual understandings from theory in the areas of socialization and social roles.

Professional values in this study were conceptualized as consisting of that portion of the personal value systems of social workers which was designated by social workers to fit with three categories for social work values. This conceptualization allowed professional and personal values to be seen as part of a single value system. It also allowed values to be seen in social work as functioning in a fashion identical to the functioning of values for other social roles.

Social worker was seen as a social role in the present study. Values were seen as functioning in social roles in three

ways. Values enter into the decision-making process involved in taking on a new social role. Values are inherent to social roles. Values function in the evaluation of role performance. The learning of a new social role was seen as including the learning of the values inherent in the role and as occurring through the process known as socialization.

Within social work, problems were noted with the traditional approach taken to the formulation of professional values. The blending of Rokeach's value terms with Levy's categories for social work values was seen as a way of avoiding the problems associated with the list-making approach to social work values.

Empirical evidence regarding the interactions of personal and professional values with individuals' characteristics was generally lacking. In social work, associations have been demonstrated between value differences and personal characteristics such as age, sex, religion, and ethnicity and with professional specialty area, and length of time in social work. However, findings in social work studies were limited and, at times, contradictory.

Operationalization

The present study was operationalized in two phases centering around five research questions and two hypotheses. The first phase of the study consisted of a mailed survey which ascertained the orderings of personal values of respondents, the personal and professional characteristics of respondents, and the professional values of respondents and their orderings within the personal value systems of respondents. The second phase of the

study consisted of the use of a structured group setting to provide conceptual meanings to the generally held value terms designated as professional values and in the first phase of the study.

Instruments used in the study were the Value Survey developed by Rokeach, and a researcher-designed Social Work Values Questionnaire. For the second phase of the study, the nominal group technique developed by Delbecq and associates was the procedure used. Participants in both phases of the study were generally favorable in their reactions to the research procedures and instruments.

Findings and Conclusions

Findings in the study centered around the observation of personal and professional values as ordered by respondents. Personal values were found to be significantly associated with personal and professional characteristics of respondents. Professional values were not significantly associated with respondent characteristics. From these findings it was concluded that social workers' personal values reflected personal and professional differences while professional values reflected professional unity.

Implications

Implications of the present study were noted for the three areas of theory which framed the study. Implications were noted also for the professional areas of social work practice, education, and research. The major implications from the major

findings of the study were related to the value matrix idea with its inherent strategies for the resolution of value conflicts.

The above summary of the study contains the key elements of the study. It was concluded, from this summary and from the study in its entirety, that the study addressed, and to some extent answered the questions which guided the study. The study was seen as important to the field of social work in that it provided additional knowledge in a complex and vague area. The study enhanced theoretical understandings regarding values, social roles, and socialization and thus was important beyond the field of social work. Finally, the study was seen as a beginning exploration which pointed the way to a considerable amount of additional research.

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APPENDIX A

COVER LETTERS

COLORADO CHAPTER
NATIONAL ASSOCIATION OF SOCIAL WORKERS, INC.

January 24, 1978

Dear N.A.S.W. Member:

The Colorado Chapter Board of Directors has given its approval to a research study on the values held by social workers in Colorado. A random selection of Colorado NASW members has been made for this purpose.

While we recognize that your time is valuable, we also believe you will find the completion of the survey/questionnaire to be an interesting and valuable experience.

Information resulting from this project will be published in a future issue of the INTEGRATOR. Thank you for your assistance.

Sincerely,

Colorado Chapter Board of Directors

Marvin Kapushion, LSW II, ACSW
President

Martin E. Drew, ACSW
Executive Director

Dear Social Work Colleague:

Your name has been selected at random from the membership list of the Colorado Chapter of NASW for participation in this study. The purpose of this study is to explore the relationships between the values held by social workers, professional social work values, and participation in some aspects of professional behavior. Your participation in this study is greatly appreciated. There has been very little empirical research in this area. This means that <u>every</u> participant's responses are important.

Two instruments and a postage-paid return envelope are included in this packet. The two instruments are a Value Survey and a Social Work Values Questionnaire. Please complete the Value Survey first. You are asked to take at least a thirty minute break after completing Section I of the Social Work Values Questionnaire. This break may be of any length, including overnight, but it should last at least thirty minutes. This is required to avoid a psychological carry-over effect between portions of the research instrument.

All other instructions are provided on the instruments themselves. Please do not give your name on the first page of the Value Survey. Disregard the small numbered spaces on the right side of the questionnaire pages. These are provided to assist with computer handling of the results of the study. Most people have been able to complete the packet in 30-60 minutes, excluding time for the break after Section I.

The code numbers on the upper right hand of the front pages of the instruments are provided so that the instruments may be re-combined should they accidently become separated. These numbers are the only identification I have regarding you as an individual. The numbers are linked to your name on the NASW membership list. Access to this list is controlled by NASW to insure your anonymity. I will not know which packets are completed by which members.

Please return the research packet so that it reaches me by March 1, 1978. A reminder letter or telephone call will be given to persons who have been unable to return their packets by March 1. The lack of previous research makes your participation extremely important.

I sincerely thank you for taking time to participate in this study. If you wish to contact me a message may be left at the Graduate School of Social Work, University of Denver (753-2886).

Cordially,

Douglas P. Posey, ACSW
Doctoral Candidate

APPENDIX B

VALUE SURVEY

SOCIAL WORK VALUES QUESTIONNAIRE

VALUE SURVEY

BIRTH DATE _____ SEX: MALE _____ FEMALE _____

CITY and STATE OF BIRTH _____

NAME (FILL IN ONLY IF REQUESTED) _____

© 1967 BY MILTON ROKEACH

HALGREN TESTS
873 PERSIMMON AVE
SUNNYVALE, CALIFORNIA 94087

INSTRUCTIONS

On the next page are 18 values listed in alphabetical order. Your task is to arrange them in order of their importance to YOU, as guiding principles in YOUR life. Each value is printed on a gummed label which can be easily peeled off and pasted in the boxes on the left-hand side of the page.

Study the list carefully and pick out the one value which is the most important for you. Peel it off and paste it in Box 1 on the left.

Then pick out the value which is second most important for you. Peel it off and paste it in Box 2. Then do the same for each of the remaining values. The value which is least important goes in Box 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The labels peel off easily and can be moved from place to place. The end result should truly show how you really feel.

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18	

A COMFORTABLE LIFE
(a prosperous life)

AN EXCITING LIFE
(a stimulating, active life)

A SENSE OF ACCOMPLISHMENT
(lasting contribution)

A WORLD AT PEACE
(free of war and conflict)

A WORLD OF BEAUTY
(beauty of nature and the arts)

EQUALITY (brotherhood, equal opportunity for all)

FAMILY SECURITY
(taking care of loved ones)

FREEDOM
(independence, free choice)

HAPPINESS
(contentedness)

INNER HARMONY
(freedom from inner conflict)

MATURE LOVE
(sexual and spiritual intimacy)

NATIONAL SECURITY
(protection from attack)

PLEASURE
(an enjoyable, leisurely life)

SALVATION
(saved, eternal life)

SELF-RESPECT
(self-esteem)

SOCIAL RECOGNITION
(respect, admiration)

TRUE FRIENDSHIP
(close companionship)

WISDOM
(a mature understanding of life)

WHEN YOU HAVE FINISHED, GO TO THE NEXT PAGE.

Below is another list of 18 values. Arrange them in order of importance, the same as before.

1	
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AMBITIOUS
(hard-working, aspiring)

BROADMINDED
(open-minded)

CAPABLE
(competent, effective)

CHEERFUL
(lighthearted, joyful)

CLEAN
(neat, tidy)

COURAGEOUS
(standing up for your beliefs)

FORGIVING
(willing to pardon others)

HELPFUL (working for the welfare of others)

HONEST
(sincere, truthful)

IMAGINATIVE
(daring, creative)

INDEPENDENT
(self-reliant, self-sufficient)

INTELLECTUAL
(intelligent, reflective)

LOGICAL
(consistent, rational)

LOVING
(affectionate, tender)

OBEDIENT
(dutiful, respectful)

POLITE
(courteous, well-mannered)

RESPONSIBLE
(dependable, reliable)

SELF-CONTROLLED
(restrained, self-disciplined)

SOCIAL WORK VALUES QUESTIONNAIRE

Section I. The following questions will assist in analyzing the results of this study. Please answer in the spaces provided.

1. What is the highest social work degree you have completed? Please place a check mark in the line next to the highest social work degree you have completed. (If you are a student now in a social work degree program, place an "S" in the appropriate space instead of a check mark).

___ Associates degree
___ Bachelors degree
___ Masters degree
___ Doctoral degree
___ No social work degree
___ Other. Please specify _____

2. What year did you complete the above social work degree? Please enter the year here _____. (If you are a student, please enter your expected year of graduation.)

3. Please check below the item which most accurately reflects the social work concentration area that applies to you. If more than one area applies to you, check the one that represents your primary area of concentration (i.e. the area which best reflects the type of social worker you feel you are).

___ Social work treatment (including casework, groupwork, direct treatment, microsystems, etc.).
___ Community services and social planning (including community organization, program evaluation, etc.).
___ Interface or multiple concentration (primary areas of concentration include both of the above in almost equal quantities).
___ Social work education and/or Social work research.
___ Other. Please specify: _____

4. What is your sex? ___ female ___ male

5. As of your last birthday, how old are you? I am _____ years old.

6. Please check below the item that indicates which, if any of the following ethnic groups you identify with.

___ Anglo
___ Asian or Asian American
___ Black
___ Chicano or other Latino/Hispanic
___ Native American (American Indian)
___ Other. Please specify: _____

7. Please check the category that reflects your religious affiliation.

___ Roman Catholic
___ Jewish
___ Protestant
___ Other. Please specify: _____
___ I do not claim any religious affiliation.

STOP

WAIT AT LEAST 30 MINUTES BEFORE COMPLETING THIS QUESTIONNAIRE

Section II. Thank you for waiting to complete this questionnaire. The following questions are concerned with various professional activities. In most instances you will not be able to give an exact answer. Your best estimate for a typical month or year is the response I am interested in obtaining.

1. How many hours do you spend reading professional literature each month? _____
2. How many meetings of the local chapter of NASW do you attend each year? _____
3. How many professional journal subscriptions do you maintain, excluding those journals received as a result of membership in various organizations? _____
4. How many memberships in social work oriented organizations do you maintain? _____
5. How many hours, outside of the job, do you spend on professionally related activities each month, excluding major conferences? _____
6. How many different journals do you read in a typical month? _____
7. How many journals do you receive as a result of memberships in professionally oriented organizations? _____

Section III. The following items ask about values as they might apply to the social work profession as a whole. It is understood that your responses might not apply to you or your situation.

1. Below are the values listed in the Value Survey you have completed. Please choose three (3) from this list which you feel best describe how social workers should view people. Place a check mark next to each of the three values you choose. The order in which you choose these is not important. Please choose only three. (If you feel additional values apply, you may list these in the remarks section at the end of this questionnaire.)

20 21 22
23 24 25

___ A comfortable life	___ Pleasure	___ Forgiving
___ An exciting life	___ Salvation	___ Helpful
___ A sense of accomplishment	___ Self-respect	___ Honest
___ A world at peace	___ Social recognition	___ Imaginative
___ A world of beauty	___ True friendship	___ Independent
___ Equality	___ Wisdom	___ Intellectual
___ Family security	___ Ambitious	___ Logical
___ Freedom	___ Broadminded	___ Loving
___ Happiness	___ Capable	___ Obedient
___ Inner harmony	___ Cheerful	___ Polite
___ Mature love	___ Clean	___ Responsible
___ National security	___ Courageous	___ Self-controlled

2. Please choose three (3) of the following values which you feel best describe the outcomes social workers generally prefer for their clients. Place a check mark next to each of the three values you choose. The order in which you choose these is not important. Choose only three values. (If you feel additional values apply, you may list these in the remarks section.)

26 27 28
29 30 31

___ A comfortable life	___ Pleasure	___ Forgiving
___ An exciting life	___ Salvation	___ Helpful
___ A sense of accomplishment	___ Self-respect	___ Honest
___ A world at peace	___ Social recognition	___ Imaginative
___ A world of beauty	___ True friendship	___ Independent
___ Equality	___ Wisdom	___ Intellectual
___ Family security	___ Ambitious	___ Logical
___ Freedom	___ Broadminded	___ Loving
___ Happiness	___ Capable	___ Obedient
___ Inner harmony	___ Cheerful	___ Polite
___ Mature love	___ Clean	___ Responsible
___ National security	___ Courageous	___ Self-controlled

3. Please choose three (3) of the following values which you feel best describe the preferred ways social workers interact with clients. Place a check mark next to the values you choose. The order in which you choose them is not important. Please choose only three values. You may list additional choices in the remarks section. (Please ignore grammatical correctness in applying the values listed below to this item.)

32 33 34
35 36 37
38 39 40

___ A comfortable life	___ Pleasure	___ Forgiving
___ An exciting life	___ Salvation	___ Helpful
___ A sense of accomplishemnt	___ Self-respect	___ Honest
___ A world at peace	___ Social recognition	___ Imaginative
___ A world of beauty	___ True friendship	___ Independent
___ Equality	___ Wisdom	___ Intellectual
___ Family security	___ Ambitious	___ Logical
___ Freedom	___ Broadminded	___ Loving
___ Happiness	___ Capable	___ Obedient
___ Inner harmony	___ Cheerful	___ Polite
___ Mature love	___ Clean	___ Responsible
___ National security	___ Courageous	___ Self-controlled

4. Please review your Value Survey now. If you would like to make changes in the Value Survey, do not make them on the Value Survey itself. You may make make your changes on the value list below. Insert into the line the new rank you wish to assign to any values you wish to change. If you are satisfied with your responses to the Value Survey you need make no changes.

41 42 43
44 45

___ A comfortable life	___ Pleasure	___ Forgiving
___ An exciting life	___ Salvation	___ Helpful
___ A sense of accomplishment	___ Self-respect	___ Honest
___ A world at peace	___ Social recognition	___ Imaginative
___ A world of beauty	___ True friendship	___ Independent
___ Equality	___ Wisdom	___ Intellectual
___ Family security	___ Ambitious	___ Logical
___ Freedom	___ Broadminded	___ Loving
___ Happiness	___ Capable	___ Obedient
___ Inner harmony	___ Cheerful	___ Polite
___ Mature love	___ Clean	___ Responsible
___ National security	___ Courageous	___ Self-controlled

You have now completed the questionnaire. The following are optional items that will help in the further development and use of these research instruments. The remarks section is item number 6. Thank you for your assistance in this research.

1. How do you feel about the way you have completed the Value Survey? ___ 46

___ Entirely satisfied
___ Moderately satisfied
___ Moderately dissatisfied
___ Completely dissatisfied.

2. If you were dissatisfied with your responses to the Value Survey, please list below some of the reasons. ___ 47

3. How do you feel about the way you have completed the Social Work Values Questionnaire?

___ Entirely satisfied
___ Moderately satisfied
___ Moderately dissatisfied
___ Completely dissatisfied.

___ 48

4. If you were dissatisfied with your responses to the Social Work Values Questionnaire, please list below some of the reasons.

___ 49

5. Do you feel anything should be added to this instrument packet to more accurately understand the values held by social workers?

50

6. Remarks. Use the space below to communicate to the researcher any comments or suggestions you may have. Thank you again for your assistance.

51

APPENDIX C

FOLLOW-UP LETTER

March 3, 1978

Dear Social Work Colleague:

Approximately two weeks ago you should have received a research packet for a study of social workers' values. This research packet was sent to you because your name was randomly selected from the membership list of the Colorado Chapter of NASW. I am writing to remind you of the importance of each individual's responses to this study and to let you know that I have not received your completed packet yet.

There have been very few empirical studies in this area of inquiry in social work. This fact makes your responses very important. If you possibly can, would you please return your packet to me by March 15, 1978? I greatly appreciate your assistance in this research endeavor.

If you have not received a packet, please contact me through the Graduate School of Social Work, University of Denver (753-2886).

Sincerely,

Douglas P. Posey, ACSW
Doctoral Candidate

APPENDIX D

NOMINAL GROUP FINDINGS

NOMINAL GROUP FINDINGS

The following are the ideas generated by the nominal group and the rankings for each of the ideas generated. The ranks assigned were from 5 (highest priority) to 1 (lowest priority). The numbers at the side of each of the ideas listed below are the actual ranks assigned by group members in the voting step within the nominal group technique as described in Chapters 3 and 4 of this report.

I. Value term: SELF-RESPECT

	IDEAS GENERATED	RANKS ASSIGNED
1.	Liking one's self.	4-3
2.	Self-esteem.[a]	5-5
3.	Positive regard for self.[a]	5-5
4.	Dignity of human beings.	4-1-1
5.	A value difficult to obtain.	1
6.	Satisfaction with efforts and achievements.	2-3-2
7.	Confidence in one's own abilities	1
8.	Perceives self as valuable in terms of others.	3-4-3
9.	Trusts own judgment over that of others.	4
10.	Identify own priorities and means.	2-2

[a]These were felt to be identical by the group.

II. Value term: EQUALITY

	IDEAS GENERATED	RANKS ASSIGNED
1.	Eligible for the same opportunities	3-5-4
2.	Equally valuable - self and others	2-5-3-5
3.	Democratic decision-making.	4-1-2
4.	No barriers to mobility	1-2
5.	Opportunity for fulfilling potential.	5-4
6.	Judgment in terms of needs not status of wealth.	3-2-1-2
7.	Non-differentiation based on things that shouldn't matter (race, creed, national origin)	1-4

III. Value term: RESPONSIBLE

1.	Try's to handle own affairs.	3-2
2.	Completes tasks	2-1-3
3.	Accepts duties and performs well.	4-4-3
4.	Ability to accept consequences.	5-5-4
5.	Commitment to deliver on promises	3-5
6.	Independent functioning.	1
7.	Trustworthy.	1
8.	Reliable.	2
9.	Acknowledges consequences.	2-5
10.	Control over one's life.	4-1

IV. Value term: HONEST

1.	Being realistic.	2-2-1
2.	Self-disclosure.	3-3-1
3.	Sincere in positive and negative comments.	4-3
4.	Accepting but not always approving.	2-1
5.	Avoiding intentional deception.	4-4

V. Value term: Helpful

	IDEAS GENERATED	RANKS ASSIGNED
1.	Placing another's needs first.	5
2.	Doing no more or less than needed.	4-5
3.	Enabling self-development.	4-2-4
4.	Non-possessive warmth.	3-1-1
5.	Providing support.	3-1-3
6.	Moving client toward goals and means.	5
7.	Empathic understanding.	2-2

VI. Value term: INNER HARMONY

1.	Peace of mind in the sense of the Zen concept, Satori.	3-5
2.	Ego-syntonic.	4-3
3.	Absence of major intrapsychic conflicts.	3-1-2
4.	At peace with one's self.	2-2-4
5.	Peace with one's self in relationship to one's world.	1-5-1
6.	Balance between the parts of one's life.	4
7.	Having it together.	5

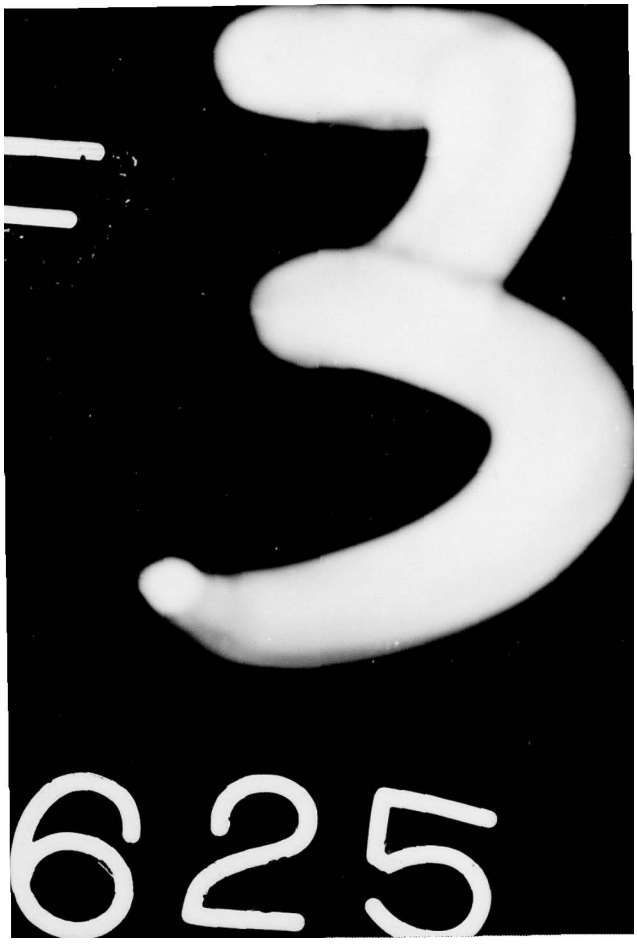
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ABSTRACT

This exploratory-descriptive study addressed the lack of empirical knowledge about the personal and professional values, and their interactions, among social workers. Personal and professional values were operationalized using Rokeach's Value Survey and Levy's classification scheme for social work values. The study addressed four research questions and two hypotheses concerning the relative orderings of personal and professional values within the personal value systems of respondents and the associations of value differences with differences in personal and professional characteristics of respondents. One research question was asked concerning conceptual meanings attributable to professional values.

Data concerning the values held by respondents and the personal and professional characteristics of respondents were obtained via a mailed survey. Conceptual meaning attributable to professional values were obstained using the nominal group technique, a structured idea-generating group method.

Significant associations were observed between personal values differences and five personal and professional characteristics of respondents. No significant associations were found between the orderings of professional values within the personal value systems of respondents and their personal and professional characteristics.

It was concluded that the profession of social work, as represented in this study, is marked by unity within diversity with regard to the professional and personal values of its members.