

CONSTRUCT VALIDATION OF JOUBERT'S VALUE ORIENTATION MEASURE

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ABSTRACT

The purpose of this research was to determine empirically the construct validity of Joubert's typology of value orientations in the rapidly changing social context in South Africa. The validation sample consisted of students from historically disadvantaged communities in South Africa who had registered for fulltime degree studies at a multi-campus university in South Africa for the first time. The construct validity of the typology was examined through submitting the items of each scale to a test of internal consistency. All of the 16 scales had alpha coefficients less than .43. Therefore, Joubert's theoretically derived Value Orientation measure had insufficient support for its construct validity in the sample used. A principal factor analysis with varimax rotation was performed and squared multiple correlations were employed as the initial communalities estimates which were then iterated. The factor analysis produced only 4 correlations exceeding .30 and this fact in conjunction with the low squared multiple correlations suggested that the factors were not well defined.

OPSOMMING

Die doel van hierdie navorsing was om empiries die konstrugeldigheid van Joubert se waarde oriëntasie tipologie in die vinnig veranderende Suid-Afrikaanse sosiale konteks te bepaal. Die geldigheid is getoets op 'n steekproef studente vanaf historiesafgeblewene gemeenskappe in Suid-Afrika wat vir die eerste keer vir voltydse graadstudies geregistreer het by 'n multikampus universiteit in Suid-Afrika. Die konstrugeldigheid van die tipologie is ondersoek deur die items van elke skaal te onderwerp aan 'n toets van interne konsekwenheid. Al 16 skale is gekenmerk deur alpha koëffisiënte van minder as .43. Dus het Joubert se teoreties ontwikkelde Waarde Oriëntasie-instrument ongenoegsame konstrugeldigheid getoon vir die huidige steekproef. 'n Hoofkatoranalise met varimaxrotasie is uitgevoer en gekwadreerde veelvuldige korrelasies is gebruik as die aanvanklike gemeenskaplike beramings wat daarna in die iterasies gebruik is. Die faktoranalise het slegs 4 korrelasies gelewer wat .30 oorskry het, en dié feit met inagneming van die lae gekwadreerde veelvuldige korrelasies, suggereer dat die faktore nie goed gedefinieer is nie.

In dynamic social systems characterized by a complex network of interconnections between all subsystems and components of the system, it is understood that change in any part of the system will influence the rest of the system in a constant process of interconnected cyclical interaction. Similarly, in the rapidly changing South African context this circular system of influence should be detected in an investigation of any part of the South African social system. As South Africa is a rapidly changing society it is to be expected that political, economic, cultural and other social changes will permeate the lives of individuals living within that society through a circular system of influence between individuals and society.

Values, as social phenomena, should therefore reflect this process of societal transformation in South Africa, particularly amongst students who are often highly involved in such transformation processes. As values play a role in the process of societal transformation, it is essential to understand the nature of values and to monitor any changes in value parameters. Values have, for example, been found to be related to the rate of progress in industrial entrepreneurs (Singh, 1988) and work commitment (Butler & Vodanovich, 1992). In addition, value patterns change depending on the age and level of education of the individuals holding such values (Furnham, 1987).

The dynamic nature of values and the differential rates of adoption of changes in values amongst individuals and societies, particularly in a context of societal transformation, requires a measure which is sufficiently broad in the range of the values it assesses and also in its sensitivity to changes in these values. Joubert (1988) examined several value classifications and their underlying principles in an attempt to define and differentiate value orientations from other related value constructs. He concluded that the existing classifications were concerned

mainly with attitudes, interests, or other behavioural components, which had not been derived from explicit theoretical principles. These did not qualify as typologies as they were not logically integrated and exhaustive classifications. According to Joubert (1988), value orientations could be defined as "what is generally desirable in social action and relations" (p. 225) and should be distinguished from existential, and cathetic statements which do not express explicitly the element of social desirability. Such social actions and relations include personal dispositions, social conduct, societal arrangements and cultural resources (Joubert, 1992). The difference between a value orientation and a value system, according to Rokeach (1973), is that the latter "implies a rank ordering of terminal or instrumental values along a single continuum" (p. 22), while the former applies to modes of conduct which are desirable and valued.

According to Astin (1977), the Allport-Vernon-Lindzey Study of Values (1960) is the most widely used measure of values amongst students. However, this forced-choice measure is concerned mainly with values related to areas of interest, viz, theoretical, economic, social, aesthetic, political and religious, rather than values relevant to dynamic social transformation, e.g. traditionalism, tolerance, collectivism. Joubert's (1988) typology of value orientations is of the latter type and therefore seemed to be a more appropriate measure for the purposes of the present investigation.

Joubert's (1988) typology of value orientations, first published in 1972, is based on assumptions derived from a Parsonian, macro and functionalist orientation. Joubert (1996, personal communication) has recently shifted from his previous Parsonian macro and functionalist orientation to the study of values as part of social reality (Joubert, 1988) and thereafter to a more postmodern orientation "perceived" as being constructed and continually reconstructed through the dynamic triangular interrelation of behaviour, beliefs and circumstances (Joubert, 1992, 1994, 1995).

TABLE 1
 TYPOLOGY OF VALUE ORIENTATIONS

DIMENSIONS OF SOCIAL ENGAGEMENT	INTEGRATION	PATTERN MAINTENANCE	ADAPTATION	GOAL ACHIEVEMENT	
Social TIME	Inclusiveness	(a) Traditionalism	(a) Acquiescence	(a) Short-term objectives	(a)
	vs.	vs.	vs.	vs.	
T	Exclusiveness	(z) Situationism	(z) Reform	(z) Long-term objectives	(z)
	IT	PT	AT	GT	
Social SPACE	Individualism	(a) Pluralism	(a) Transcendentalism	(a) Interdependence	(a)
	vs.	vs.	vs.	vs.	
S	Collectivism	(z) Uniformity	(z) Secularism	(z) Autonomy	(z)
	IS	PS	AS	GS	
Social MOVEMENT	Ascription	(a) Tolerance	(a) Particularism	(a) Idealism	(a)
	vs.	vs.	vs.	vs.	
M	Achievement	(z) Conformity	(z) Universalism	(z) Pragmatism	(z)
	IM	PM	AM	GM	
Social INVOLVEMENT	Discipline	(a) Perfectionism	(a) Diligence (sic)	(a) Planning	(a)
	vs.	vs.	vs.	vs.	
In	Satisfaction-of-self	(z) Indifference	(z) Carefreeness	(z) Laissez-faire	(z)
	IIn	Pln	Aln	Gln	

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(Joubert, 1988, p. 229)

The first assumption of his typology is derived from Talcott Parson's four areas of potential tension in social relations viz., Integration, Pattern Maintenance, Adaptation and Goal Achievement. Integration concerns "problems of solidarity amongst people, problems concerning the establishment, maintenance and discontinuation of interpersonal relations" (p. 227) while Pattern Maintenance "refers to problems of normative patterns" (p. 227). The third category, Adaptation, refers to "adaptation to external conditions" (p. 228) while the fourth, Goal Achievement, is concerned "with what people want and what they have" (p. 228). The second assumption allows for differentiation of the above four problem areas into four dimensions of social engagement, i.e. Time, Space, Movement and Involvement. Social Time is concerned with past, present or future orientations in social relations while Social Space concerns the range of such relations, i.e. "the degree of committedness to collectivities, the homogeneity/heterogeneity of social solidarity, autonomy/independence of other people" (p. 228). Social Movement "refers to people's mutual acceptance/non-acceptance" (p. 230) while Social Involvement is concerned with "energy output or a passive/active orientation in social engagements" (p. 230). The final theoretical assumption requires that the value orientations be formulated as dichotomous choices which are conceptualized as mutually exclusive opposites with regard to each sub-area of the typology. Table 1 displays the structure of the 16 dichotomies and the 32 unitary value orientations in the typology constructed in accordance with these three theoretical principles.

Joubert (1988) states that the value orientations in this typology represent "societal values" which are applicable to all areas of social action in all societies. Furthermore, he views the typology as logically and theoretically valid and meaningful to social groupings of varying range and size if the items are "operationalized in the form of value statements to which individuals have to react" (p. 231).

Although Joubert (1988) states that the initial application of the typology seems to have been positive, he cautions that the final value of the typology depends on empirical data. Furthermore, although the typology may apply theoretically and logically to all social action, the pattern of value

orientations also needs to be determined empirically. To our knowledge no investigation into the construct validation of the typology has been conducted. The urgency and value of the present investigation is underscored if we are to understand and monitor the nature and possible changes in values and social exchange in the context of a rapidly changing and heterogeneous South African population. The purpose of this investigation is therefore to determine empirically the construct validity of the typology.

METHOD

Subjects

The participants were Coloured and Black students from historically disadvantaged communities in South Africa who had registered for fulltime degree studies at a multicampus university in South Africa for the first time, i.e. students who had failed the previous year or had previously attended other tertiary institutions were excluded. To obtain an optimal range of all such first registrations it was decided to select the sample from those campuses which differed most in terms of geographical location, characteristics of the student population (e.g. ethnic make-up), and size of the campus. The sample comprised students from Port Elizabeth ($n = 104$; males = 51, fe-males = 52, no gender response = 1), Bloemfontein ($n = 156$; males = 82, females = 74), Vanderbijlpark ($n = 101$; males = 49, females = 52), and Soweto ($n = 152$; males = 51, females = 101). The mean age of the total sample was 22 years ($SD = 4.98$), 91.5% were single, 80.7% did not have children, 81.2% regarded religion as very important, and 61.1% lived in their own or parents' home. Their parents' mean level of education was at primary school level, with mothers being better educated (6.7 years of formal education) than fathers (5.2 years of formal education). The majority of the participants (96%) were registered for BA.Ed (51.2%) or BA degrees (44.8%) while the remainder were registered for B.Comm degrees.

Measure

The Value Orientation measure (Joubert, 1988) comprises 16 dichotomous or 32 unitary value orientations. Each unitary value orientation consists of a pair of dichotomous value state-

ments. One of each pair is stated positively and one negatively. Subjects are required to indicate their response to each statement on a five-point Likert-type scale ranging from "strongly agree" to "strongly disagree". Table 2 displays examples of items from the Pattern Maintenance Value Orientation, one positive and one reversed, for the unitary value orientations Traditionalism and Situationism.

TABLE 2
EXAMPLES OF ITEMS FROM JOUBERT'S TYPOLOGY

ITEM NO.

- 17 It's better to stick to time-tested beliefs and ways of doing things than to move with the times.
- 18 New ideas and ways of doing things won't help us much when it comes to solving our country's problems.
- 19 The changing circumstances of modern times demand new ways of thinking and behaving.
- 20 The ideal thing is to stick to one's principles but it pays better to decide in each situation what is best.

The measure can provide separate scores for each value orientation by summing the values of the two positive and two reverse scored items for each value orientation. Joubert (1988) notes that while the measure consists of theoretically related value orientations, no published empirical data on the measure are available at present.

Procedure

The Value Orientation measure was administered as part of a more comprehensive battery of psychometric measures to assess first year students. Qualified psychologists administered the measure in accordance with standard instructions in a single session at each campus. Participants completed the measure voluntarily and were only required to fill in their student numbers on the measure as is standard practice with all documentation and assessment during registration of first year students.

Statistical Analysis and Results

In order to examine the construct validity of Joubert's Value Orientation measure, it was decided to examine the internal consistency of the items in each scale. Table 3 demonstrates that only six of the 16 scales had Cronbach alpha coefficients greater than .30, namely the Movement dimension of Integration (.33), Time dimension of Pattern Maintenance (.35), the Movement dimension of Pattern Maintenance (.38), the Time dimension of Adaptation (.37), the Space dimension of Goal Achievement (.33) and the Involvement dimension of Goal Achievement (.42).

A principal factors analysis with varimax rotation was performed and squared multiple correlations (SMCs) were employed as the initial communality estimates. The communality estimates were iterated. The correlation matrix from the factor analysis yielded only 4 correlations (out of 2 016 correlations) greater than .30 which suggested that a factor analysis was problematic (Tabachnick & Fidell, 1989). Also, the SMC's were low ($M = .24$,

$SD = .60$) suggesting that the factors were not well defined by the variables. The above information suggested that a factor analysis would be inappropriate, particularly as the internal consistency coefficients, item intercorrelations, and SMC's were very low.

DISCUSSION

The purpose of this study was to investigate the construct validity of Joubert's (1988) Value Orientation typology. The results indicated that the construct validity of the typology was not demonstrated for this sample of university students.

As this was the first empirical application of the typology to historically disadvantaged students from diverse cultures the study should be viewed as exploratory in nature. It is suggested that future research re-examines the existing items of Joubert's Value Orientation measure with a view to revising certain items and generating new items. In addition, the complexity of the process of construct validation and the need for replication of findings in different contexts further emphasizes the tentative nature of the present findings.

The majority of subjects were second language English speakers who had received their primary and secondary education through the apartheid-based Department of Education and Training and this should be borne in mind when interpreting the findings. It has been well-documented that the cultural, socio-political context and the language competencies of subjects influence their understanding and subsequent responses to assessments conducted through the medium of language, particularly a non-mother tongue language (Edwards, Leger & Riordan, 1991; Taylor & Boeyens, 1991). This aspect should receive urgent attention if the construct validity of the Typology is to be pursued any further in historically disadvantaged communities.

Research conducted by Ng et al. (1982) in East Asia and Pacific countries, which are experiencing similar political and economic changes to South Africa, using a modified Rokeach instrument, seems particularly relevant to similar future research in South Africa. Ng and his colleagues included an additional four values, self-determination, social power, social justice and equity, in an attempt to address those values relevant to contexts experiencing political and economic changes. Future research on Joubert's (1988) Typology would be well-advised to take cognisance of Ng's research and Slovic's (1995) caution that preferences, of which values are an example, are "remarkably labile, sensitive to the way a choice problem is described or 'framed' and to the mode of response used to express the preference" and that preferences are often constructed - not merely revealed in the elicitation process.

Furthermore, similar research in the South African context, which is populated by a formerly colonized majority, should heed Dahourou, Kone' and Mullet's (1995) finding amongst adolescents in Burkina Faso, also a former colony in West Africa, of the co-existence of a collectivistic traditional tribal Burkinabe' value system and an individualistic occidental value system. This co-existence could be expected to have a significant influence on the factor structure of value orientations in similar contexts.

TABLE 3
CRONBACH ALPHA COEFFICIENTS FOR JOUBERT'S TYPOLOGY

INTEGRATION				PATTERN MAINTENANCE				ADAPTATION				GOAL ACHIEVEMENT			
IT	IS	IM	Iln	PT	PS	PM	Pln	AT	AS	AM	Aln	GT	GS	GM	Gln
10	08	33	13	35	10	38	12	-02	26	-08	28	37	33	03	42

Decimal points omitted

The Cronbach alpha coefficient for the total score was .47 (n = 553)
Refer to Table 1 for interpretation of the above abbreviations

In conclusion, while these results do not necessarily invalidate the structure of Joubert's (1988) theoretically derived Value Orientation measure for other samples, they do suggest that it does not yield reliable, internally consistent scores in the sample utilized.

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