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Review of Measures

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5c → 5d → Review of Measures

The thrust of the dissertation is to assess specific social values of incoming students and compare these value positions to the published Trinity Baptist College value positions.

Assessment of student values therefore, is one of the pivotal elements of this research.

Dr. Clough suggested I address the objections to the creation of a new measure raised by

3a → Hill and Hood (1999) in the book *Measures of Religiosity*. They affirm that there are three valid reasons for development of a new measure "(a) existing measures are not psychometrically adequate to the task, (b) conceptual or theoretical issues demand modification of existing measures, (c) there are no measures available for the particular constructs" (p. 18). ← 3e

The remainder of this response addresses objection (c). Dr. Clough's suggestion seemed simple enough to address; however, it has not been simple and has indeed disciplined my efforts into two studies to achieve an answer. Study one was defining the value set from college material. Study two was the comparative review of various survey measures to assess value frameworks.

1a → Study One - Definition of Value Set

Responding to Hill and Hood's objection to new instrument development required me to:

1) define the specific set of value positions to be considered, 2) locate the exact wording used by the college in its published positions, 3) summarize these positions, and 4) delineate how each value position would be used as a survey question.

Most of the value positions of the college are doctrinal positions. They are published in a document referred to as the Statement of Faith. Each student must give signed agreement to this position statement as part of the application for admission and then each semester thereafter

while enrolled. The college has 23 published statements or tenets of faith which fall into two broad categories: 1) Statements of doctrine and 2) Statements of position.

Bible doctrines that impact values of interest to this research:

1. The doctrine of the church
2. The doctrine of the Bible
3. The doctrine of Satan
4. The doctrine of creation

Bible positions that reflect values of interest to this research:

1. The position on giving
2. The position on human sexuality
3. The position on divorce
4. The position on abortion & euthanasia

According to Webster's New World Dictionary (1964), values are defined as "... acts, customs, etc. regarded in a particularly and especially favorable way by a people" (p.1100). This is an effective definition. Putting it in context, the "acts, *and* customs ... regarded ... especially favorably" are the behaviors delineated in college material and referred to as either a Bible doctrine or a Bible position.

1a → *Published Bible Doctrine Statements.*

The church. The church has a pivotal role in social value development. It is expected that for the college age young adult, regular attendance will enhance scripturally grounded values.

“We believe that a New Testament church is a congregation of baptized believers associated by a covenant of faith and fellowship of the Gospel observing the ordinances of Christ (Hebrews 10:25)” (Trinity Baptist College Catalog [TBCC], 2002).

↑
3b

Survey application

Survey questions will register the frequency of the behavior of personal attendance. Faithful attendance is a value that can be adopted or ignored and is an indicator of value alignment with the college position.

The Bible. The use of the KJV Bible, while not a pivotal issue in value development, would be regarded by the college as a litmus test or indicator of the students alliance with the college position.

Published position

"The King James version is the divinely preserved Word of God for the English-speaking people (Psalm 12:6-7)" (TBCC, 2002). ← 3b

Survey application

Survey questions will register the version of preference of the student. Use of this version is a value that can be adopted or ignored and is an indicator of value alignment with the college position.

Satan. Belief in Satan as the supreme agent of sin and a deterrent to successful Christian living is common among our students. Understanding of Satan as personal and one to be aggressively resisted is less common.

Published Position

"Satan, once holy, enjoyed heavenly honors. Now he is man's great tempter, the enemy of God and Jesus Christ, the author of all false religions, the chief source of the present apostasy (I Peter 5:8-9)" (TBCC, 2002). ← 3h

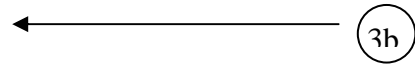
Survey application

Survey questions will register the relative strength of student understanding and acceptance of a literal view of Satan. This will be an indicator of value alignment with the college position.

Creation. Creation is viewed through a lens of literal Bible interpretation. This proffers the view of six, 24-hour solar days for the total creative work of the Godhead.

Published statement

"Creation is to be accepted literally and not allegorically or figuratively . The creation was accomplished in six (6), twenty-four (24) hour days (Genesis 1:5)" (TBCC, 2002).



Survey application

Survey questions will register the relative strength of student understanding and acceptance of the literal Biblical creation view. This will be an indicator of value alignment with the college position.

Published Bible Positions.

1. Giving

Summary

Giving of ones talents and substance is an expression of a heart and mind in compliance with the expectations of the scriptures. This posture provides for the free will support of the work of the church.

Published Statement

"God's method of financing His earthly work of spreading the Gospel to all nations, the care of the churches and the support of the ministry, is by the tithes and offerings of God's people (Malachi 3:8-10)" (TBCC, 2002).

Survey Application

Survey questions will register the relative strength of student understanding and acceptance of the Bible pattern of voluntary giving of tithes and offerings to the work of the church. This will indict values in alignment with the college position.

2. Human sexuality

Summary

The college student is not only to understand abstinence but also to practice this level of restraint in physical relationships. Additionally, one is to reject any ascent to sexual activity beyond the boundary of marriage.

Published Statement

3d →

We believe that God has commanded that no intimate sexual activity should be engaged in outside of marriage between a man and a woman. We believe that any form of homosexuality, lesbianism, bisexuality, transsexuality, bestiality, incest, fornication, adultery, and pornography are sinful perversions of God's gift of sex (I Thessalonians 4:1-8). (TBCC, 2002)

← 3e

Survey Application

Survey questions will register the relative strength of student understanding and acceptance of the college view and application of restraint in all physical relationships. This will be an indicator of value alignment with the college position.

3. Divorce

Summary

Divorce is as common as marriage in American society. The student nonetheless, is expected to have a clear understanding of the priority of marriage as a lifetime

commitment requiring sacrifice and unselfish commitment to a mate selected in the center of God's will.

Published Statement

"We believe that God hates divorce and intends marriage to last until one of the spouses dies. Divorce and remarriage is regarded as adultery except on the grounds of fornication (Genesis 2:24)" (TBCC, 2002).

Survey Application

Survey questions will register the relative strength of student understanding and acceptance of the college position on marriage and the limitations on remarriage.

This will be an indicator of value alignment with the college position.

4. Abortion and euthanasia

Summary

Abortion has become a socially acceptable solution to unwanted pregnancy. The student should understand the issues in view of their moral fabric. A Bible view lifts the issues above personal control and biology and places them on a moral stage. The student should understand the issue of euthanasia in the same vein as abortion as a high moral decision and not a matter of personal choice.

Published Statement

We believe that human life begins at conception and that the unborn child is a living human being. Abortion constitutes the unjustified, unexcused taking of unborn human life. Abortion is murder. We reject any teaching that abortions of pregnancies due to rape, incest, birth defects, gender selection, birth or population

control, or the mental well-being of the mother are acceptable (Job 3:16; Psalms 51:5).

We believe that life is sacred and any act of putting to death a person suffering from a distressing disease, illness or health problem from injury (euthanasia or mercy killing) for his own good is virtually an instance of self-deification usurping a right that belongs to God (Psalm 68:20). (TBCC, 2002) ← 3e

Survey Application

Survey questions will register the relative strength of student understanding and acceptance of the college position on abortion and euthanasia. This will be an indicator of value alignment with the college position.

1a → Study Two - Comparison of Value Set

Once the four tasks germane to defining the value set was accomplished, I was able to use this information in a comparison study, shown as a chart (see Appendix). ← 2a

Many instruments addressing the domain of personal values, from the book *Measures of Religiosity* by Hill and Hood (1999), have been reviewed. Eight of these suggested the strongest promise of usefulness. These eight instruments were compared to the eight selected value positions. This review and comparison is charted and included as appendix. ← 2a

The review was informal and focused on whether or not existing assessment instruments are either comprehensive enough or narrow enough to satisfactorily assess the incoming student body at Trinity Baptist College relative to published value positions. The eight measures from Hill and Hood are listed.

1. Religious Values Scale [RVS] (Morrow, Worthington, & McCullough, 1993)
2. Character Assessment Scale [CAS] (Schmidt, 1987)

3. Missionary Kids' Value Scales [MKVS] (Sharp, 1988, 1990)
4. Value Profile [VP] (Bales & Couch, 1969)
5. Cross-Cultural Dimensions of Religiosity [CDR] (DeJong, Faulkner, & Warland, 1976)
6. Religious Attitude Inventory [RAI] (Broen, 1957)
7. Religious Variables: Ten Scales [RV] (King & Hunt, 1972)
8. Theological Index [TI] (Hoge, 1976)

I felt that if an extant instrument would survey seven of the eight value domains and the wording had reasonable relevance to the fundamental foundations of the students then it would be worthy of further investigation. Regarding question appropriateness, the review turned up roughly 38 questions which were domain appropriate and of these perhaps 12 were phrased and worded in such a way that they could be used as written. Regarding test appropriateness, the review revealed no test or sub set of a test that reached the minimum standard of addressing seven topics.

Page three of the Prospectus states: "This research study will focus on identification of value positions that impact student practices and thinking. It will seek to design a survey instrument to measure theological and value positions." Considering the purpose of the prospectus, this review affirms that "(c) there are no measures available for particular constructs"

3c → (Hill, 1999, p.3). Therefore, I would suggest that the committee grant permission to follow the early intent of the project for design of an assessment instrument.

4c-1

→ References

4a-4

4a-1

→ Hill, P.C., & Hood, R. (Eds). (1999). *Measures of religiosity*. Birmingham, AL: Religious

4c-3

→ Education Press.

Lewis, W. D. (Eds). (1964). *Webster's new world dictionary*. Montevideo, Mexico: World Publishing.

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4a-2

→ *Trinity Baptist College 2002-03 catalog*. (2002). (Available from Trinity Baptist College, 800 Hammond Blvd., Jacksonville, Fl. 32221)

2f → Appendix

4c → Measures of Religiosity Compared to College Value Issues

		2d → Test Name ^a						
College Value	RVS (2.11) p. 108	CAS (7.1) p. 230	MKVS (7.3) p. 244	VP (7.6) p. 265	CDR (8.1) p. 270	RAI (8.9) p. 310	RV (8.14) p. 333	TI (8.15) p. 339
		2d → Doctrines ^b						
Church	8,9		r- 3		rp1,5		I -7	
Word of God	21-34		ro-1		Rpd-4	22	I -1	sai-1
Satan						51		owi-2
Creation		146						
		Positions ^b						
Divorce/remarriage								
Human sexuality		17, 23		8	imc-3			
Abortion/euthanasia		18			imc-6			
Giving	10	141,182			rpd-3	III -c		

^aSee page 9 for meaning of abbreviations

^bSubscale abbreviations:

- r = religiosity
- ro = religious orthodoxy
- rp = religious practice dimension
- imc = individual moral consequences
- sai = scriptural authority item
- owi = otherworldiness index