Values Questionnaire
Grade 1 /Year 2

Fast Track Project Technical Report
Anne Corrigan
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Citation

Instrument
        Conduct Problems Prevention Research Group (CPPRG). (1991). *Values Questionnaire*. Available: http://www.fasttrackproject.org

Report
        Corrigan, A. (2002). *Values Questionnaire, Grade 1 /Year 2* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, http://www.fasttrackproject.org

Data Sources

Unscored: P2H

Scored: VLQ2

I.   Scale Description

The Values Questionnaire is a 35-item measure that explores parents' values about their children's peer relations. Only items 1 through 10 were administered in Year 2.

Each item describes a preference that parents may have about children's social behavior. Examples of statements are: "It is important for you to know who your child's friends are," and "If other children won't play with your child, he/she should stand up for himself/herself by showing who's boss." Responses are coded on a five-point scale and include "Strongly Disagree (0)," "Disagree (1)," "Neutral-Unsure (2)," "Agree (3)," and "Strongly Agree (4)."

II.   Report Sample

This report contains data collected on Cohort 1, Year 2. The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap.

Thirty-two of the 463 are missing responses for the entire Values Questionnaire, including 24 from the normative group (3 from Durham, 12 from Washington, 3 from Pennsylvania, and 6 from Nashville), and 8 from the control group (4 from Durham and 4 from Washington), with overlap between the normative and control groups. These measures are not included in the analyses.

III. Scaling

The Values Questionnaire has two subscales: values associated with Physical Defense (items six through ten) and values related to Socialization (items one through five). Each subscale score is calculated as the mean of responses x 5.

The alpha coefficients for the normative sample and control sample are:

	Normative Sample	Control Sample
Socialization Subscale	0.73	0.75
Physical Defense Subscale	0.71	0.65

IV. Differences Between Groups

T-tests of means for the normative sample and the high-risk control sample yielded the following results:

	Normative Sample		Control Sample		DF	t Value	Pr > |t|
	Mean	**SD**	**Mean**	**SD**			
Socialization Subscale	16.78	2.30	16.75	2.51	430	-0.13	0.8990
Physical Defense Subscale	8.37	3.24	8.24	3.31	430	-0.40	0.6907

V. Recommendations for Use

The t-test of means show no significant differences between the normative and high-risk control groups for either the Socialization subscale or the Physical Defense subscale. Socialization Subscale scores for the control group are slightly negatively skewed, with kurtosis of 4.77. The correlation between the two subscales is negative, but also low. Alpha coefficients for the scales are marginal. Analysts should note that these data are based only on ten items.

VI. Item and Scale Means and SDs

Item Means and Standard Deviations – Values Questionnaire
Normative Sample, Year 2, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
P2HVQ1	Child should defend even by hitting	1.3994490	363	1.0552158	0	4.0000000
P2HVQ2	Want child to show can defend self	2.4931129	363	0.9954770	0	4.0000000
P2HVQ3	Best for others to believe child tough	1.7988981	363	1.0383789	0	4.0000000
P2HVQ4	Want child to fight for his/her rights	1.7988981	363	1.0410359	0	4.0000000
P2HVQ5	Child should show who is boss	0.8567493	363	0.6491622	0	4.0000000
P2HVQ6	Impt that child get along with others	3.4297521	363	0.5968580	0	4.0000000
P2HVQ7	Impt for child to meet/play with others	3.3415978	363	0.6255205	0	4.0000000
P2HVQ8	Help child to make/keep friends	3.0027624	362	0.9161482	0	4.0000000
P2HVQ9	Impt to know who child's friends are	3.5702479	363	0.5828077	0	4.0000000
P2HVQ10	Impt to help child if not getting along	3.3922652	362	0.6053738	0	4.0000000

Item Means and Standard Deviations – Values Questionnaire
Control Sample, Year 2, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
P2HVQ1	Child should defend even by hitting	1.3945578	147	1.0951814	0	4.0000000
P2HVQ2	Want child to show can defend self	2.4013605	147	1.0576522	0	4.0000000
P2HVQ3	Best for others to believe child tough	1.7619048	147	1.0225762	0	4.0000000
P2HVQ4	Want child to fight for his/her rights	1.7808219	146	1.1110303	0	4.0000000
P2HVQ5	Child should show who is boss	0.8911565	147	0.7686427	0	4.0000000
P2HVQ6	Impt that child get along with others	3.3741497	147	0.6216514	0	4.0000000
P2HVQ7	Impt for child to meet/play with others	3.3605442	147	0.6510853	0	4.0000000
P2HVQ8	Help child to make/keep friends	3.0544218	147	0.9273789	0	4.0000000
P2HVQ9	Impt to know who child's friends are	3.5646259	147	0.6417872	0	4.0000000
P2HVQ10	Impt to help child if not getting along	3.3931034	145	0.6592984	0	4.0000000

Subscale Means and Standard Deviations – Values Questionnaire
Normative Sample, Year 2, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
p2hvqsoc	VQ - Socialization	16.7355372	363	2.3543844	3.0000000	20.0000000
P2hvqdef	VQ - Physical Defense	8.3471074	363	3.2857740	0	18.0000000

Subscale Means and Standard Deviations – – Values Questionnaire
Control Sample, Year 2, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
p2hvqsoc	VQ - Socialization	16.7482993	147	2.5125535	3.0000000	20.0000000
P2hvqdef	VQ - Physical Defense	8.2363946	147	3.3081963	0	18.0000000

VII.   Item and Scale Correlations

All Subscales
Combined Normative and Control Samples

Pearson Correlation Coefficients, N = 432 Prob > |r| under H0: Rho=0		
	p2hvqsoc	P2hvqdef
p2hvqsoc VQ - Socialization	1.000	-0.064 0.185
P2hvqdef VQ - Physical Defense	-0.064 0.185	1.000

Item Correlations
Combined Normative and Control Samples

	Pearson Correlation Coefficients, N = 428 Prob > |r| under H0: Rho=0									
	P2HVQ1	**P2HVQ2**	**P2HVQ3**	**P2HVQ4**	**P2HVQ5**	**P2HVQ6**	**P2HVQ7**	**P2HVQ8**	**P2HVQ9**	**P2HVQ10**
P2HVQ1 Child should defend even by hitting	1.000	0.398 0.000	0.322 0.000	0.284 0.000	0.315 0.000	-0.073 0.132	-0.144 0.003	0.049 0.312	-0.131 0.007	0.018 0.710
P2HVQ2 Want child to show can defend self	0.398 0.000	1.000	0.423 0.000	0.303 0.000	0.166 0.001	-0.060 0.217	-0.065 0.182	0.051 0.293	0.003 0.943	-0.005 0.912
P2HVQ3 Best for others to believe child tough	0.322 0.000	0.423 0.000	1.000	0.265 0.000	0.301 0.000	0.005 0.912	-0.060 0.218	0.076 0.116	-0.054 0.267	0.027 0.574
P2HVQ4 Want child to fight for his/her rights	0.284 0.000	0.303 0.000	0.265 0.000	1.000	0.352 0.000	-0.060 0.217	-0.035 0.465	-0.023 0.631	-0.004 0.928	-0.055 0.255
P2HVQ5 Child should show who is boss	0.315 0.000	0.166 0.001	0.301 0.000	0.352 0.000	1.000	-0.103 0.032	-0.084 0.081	0.033 0.492	-0.147 0.002	-0.067 0.168
P2HVQ6 Impt that child get along with others	-0.073 0.132	-0.060 0.217	0.005 0.912	-0.060 0.217	-0.103 0.032	1.000	0.530 0.000	0.324 0.000	0.267 0.000	0.250 0.000
P2HVQ7 Impt for child to meet/play with others	-0.144 0.003	-0.065 0.182	-0.060 0.218	-0.035 0.465	-0.084 0.081	0.530 0.000	1.000	0.370 0.000	0.421 0.000	0.383 0.000
P2HVQ8 Help child to make/keep friends	0.049 0.312	0.051 0.293	0.076 0.116	-0.023 0.631	0.033 0.492	0.324 0.000	0.370 0.000	1.000	0.329 0.000	0.385 0.000
P2HVQ9 Impt to know who child's friends are	-0.131 0.007	0.003 0.943	-0.054 0.267	-0.004 0.928	-0.147 0.002	0.267 0.000	0.421 0.000	0.329 0.000	1.000	0.471 0.000
P2HVQ10 Impt to help child if not getting along	0.018 0.710	-0.005 0.912	0.027 0.574	-0.055 0.255	-0.067 0.168	0.250 0.000	0.383 0.000	0.385 0.000	0.471 0.000	1.000