Validation of "Schwartz Values Scale" for Spanish Adolescents Population

Javier Páez & Angel De-Juanas
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**Introduction**

The SVS has been widely refuted in adults of different cultures. However, the characteristics of the value system of adolescents and their developmental stage can vary the psychometric characteristics of the instrument with this population.
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Schwartz’s Model of Universal Values

Origin of the values:

• The role of humanity as being in the social world and nature.

• The relationships established between individual and group.

• The responsible social behavior
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Schwartz’s Model of Universal Values

- OPENNESS TO CHANGE
- SELF-DIRECTION
- UNIVERSALISM
- SELF-TRANSCEDENCENCE
- STIMULATION
- TRADITION
- BENEVOLENCE
- AUTHORITY
- SECURITY
- POWER
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Previous experiences

Previous research has validated this scale with different populations.
Balaguer, Castillo, García-Merita, Guallar and Pons (2006) conducted a small validation sample of adolescents, obtaining good results of validity and a similar factor structure of the original model.
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**Objetives**

To study the psychometric properties of the scale Schwartz Values for Spanish adolescents:

- This is to check the validity of the items that comprise well as the underlying factor structure.

- Similarly it is intended to check the similarity of the results obtained with the theoretical model proposed by Schwartz.
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**Sample’s properties**

The validation was carried out with

- Comprised 1262 sample (N = 1262) adolescents
- Both sexes (men = 52.5%, Female = 47.5%)
- Aged between 12 and 22 years old (M = 15.55, SD = 1.62)
- Distributed in courses as follows:
  - 2nd ESO = 367 students (29.1%)
  - 4th ESO = 580 students (46.0%)
  - 2nd Baccalaureate students = 315 (25%)
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Questionaries

In carrying out the present study we have used the Spanish adaptation of the SVS by Balaguer, Castillo, García-Merita, Guallar and Pons (2006), composed of 45 items
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<table>
<thead>
<tr>
<th>Domain value</th>
<th>Cronbach's alpha</th>
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<tbody>
<tr>
<td>Hedonism</td>
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<tr>
<td>Stimulation</td>
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<tr>
<td>Self-Direction</td>
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<tr>
<td>Security</td>
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<td>Conformity</td>
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<tr>
<td>Tradition</td>
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<tr>
<td>Achievement</td>
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<tr>
<td>Power</td>
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<td>Universalism</td>
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<tr>
<td>Benevolence</td>
<td>0.755</td>
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</tbody>
</table>
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Introduction

Problem State.

Muestra

Results & Conclusions
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Conclusions (I)

SVS adaptation for Spanish adolescent population be assessed with a high level of system reliability values of adolescents.
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Conclusions (II)

The evaluation of the instruments taken individually is not possible due to low internal consistency results obtained by these.
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Conclusions (III)

Similarly, the difference in the factor structure of the instrument can not determine the value preferences of adolescents according to the original theoretical model.
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Conclusions (IV)

These results invite to replicate the study on future occasions, establishing categories for age and sex variables to pinpoint the source of the differences.