

## INTRODUCTION

Human values constitutes key aspects of personality that influence individual's attitudes and behaviors. Values are of particular relevance during adolescence as it is a key time for their development (Damon, 2004). Although the values that adolescents embrace are certainly not fixed for life, they show considerable continuity through youth and adulthood (Damon, Menon, & Bronk, 2003). Recent research suggest that youth values relate with several positive outcomes such as prosocial behaviors, moral commitment, well-being, self-esteem, etc (Bronk, Hill, Lapsley, Talib, & Finch, 2009; Burrow & Hill, 2011). However, in spite of considerable advances over the last decade, research on adolescents values and thriving still remain scarce (Menon & Going, 2011).

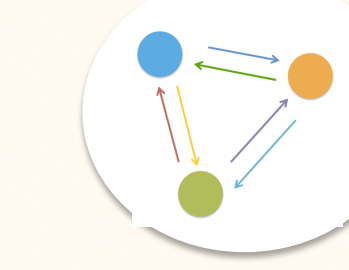
## AIMS



To develop and validate a self-report scale to assess positive youth development values.



To analyse trajectories and changes in values differentiating between boys and girls



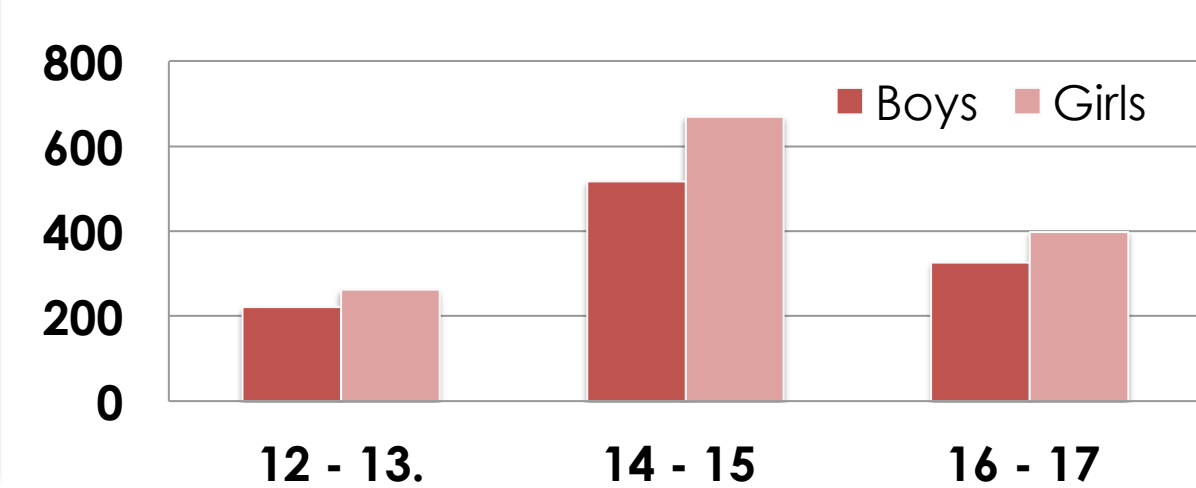
To examine the association between values and several indices of adolescent adjustment

## METHOD

### 2400 adolescents

between 12-17 years old ( $M = 14.73$ ;  $SD = 1.25$ )

Figure 1. Age and gender sample distribution



SAMPLE

MEASURES

### Scale of Values for Youth Positive Development (SVYPD; Antolín-Suárez, Oliva, Pertegal, & López, 2015)

24 items (1-7 point-Likert scale). The scale assessed 8 types of values for positive development: social commitment, prosociality, justice and social equality, honesty, social responsibility, integrity, social recognition and hedonism.

### Youth Self-Report (Achenbach & Rescorla, 2001)

112 items (0-2 point-likert scale) to assess internalizing and externalizing symptoms (We only used ext. symp.).  $\alpha = .80$ .

### Substance use and academic performance questionnaire (Sánchez-Queijá, Oliva, Parra, & Camacho, 2016)

4 items about consumption of tobacco, cannabis, alcohol, and episodes of binge drinking and 1 item about academic grades.

### Validation of the Scale of Values for Youth Positive Development

- Content validity and applicability:** Panel of experts and pilot study with a sample of 80 adolescents.
- Dimensionality internal structure:** Exploratory Factor Analysis, EFA (principal axis factor analysis; oblim direct rotation). The sample was randomly divided in two groups; for AFE, analyses were conducted with the first half of the sample.
- Cross-validity:** Confirmatory Factor Analysis, CFA (with the second half of the sample to validate the structure obtained in the first half).
- Internal consistency:** Assessed in the total sample using Cronbach's Alpha.

DATA ANALYSIS

## RESULTS & CONCLUSIONS

### INTERNAL STRUCTURE OF THE SVYPD

Table 1. EFA: Factor Loadings, items means, and standard deviations of the 24-item scale.

items	f1	f2	f3	f4	f5	f6	f7	f8	M	SD	Item-total
33.	.87								5.64	1.40	.74
34.	.75								5.71	1.24	.80
32.	.52							.15	5.49	1.28	.68
2.		.89							3.40	1.62	.80
5.		.80							3.53	1.70	.79
3.		.79							3.55	1.63	.77
12.			1.0						4.69	1.43	.86
11.			.76						4.61	1.46	.77
13.			.73				.13		4.43	1.48	.76
23.				.85					5.18	1.51	.75
22.				.80					5.08	1.68	.79
24.				.75					5.64	1.42	.73
39.					.87				5.50	1.32	.80
40.					.86				5.41	1.40	.73
38.					.74				5.45	1.43	.77
7.						.96			3.69	1.63	.77
6.		.14				.78			3.76	1.68	.70
8.						.66			3.92	1.58	.73
17.							.92		5.07	1.53	.77
18.							.83		5.25	1.44	.77
16.			.15				.70		4.86	1.44	.72
28.	.15						.97		5.92	1.21	.73
29.	.11						.66		5.99	1.18	.70
27.	.22						.59		5.71	1.29	.78
Variance %	30.38	12.33	10.28	4.91	4.63	3.52	2.40	2.02			
Accumulated %	30.38	42.71	52.99	57.91	62.54	66.06	68.47	70.49			
KMO = .89	X <sup>2</sup> = 17382.365	p < .000									

f1: Social commitment; f2: Prosociality; f3: justice - social equality; f4: honesty; f5: responsibility; f6: integrity; f7: social recognition; f8: hedonism

Table 2. Pearson correlations and internal reliability among the eight first-order factors

	f1	f2	f3	f4	f5	f6	f7	f8
f1. Social commitment	-							
f2. Prosociality	.01	-						
f3. Justice - social equality	.39**	.09*	-					
f4. Honesty	.17*	.29**	.05	-				
f5. Responsibility	.51**	.04	.31**	.25**	-			
f6. Integrity	.17**	.40**	.38**	.16**	.22**	-		
f7. Social recognition	.45**	.08**	.67**	.12**	.41**	.40**	-	
f8. Hedonism	.66**	.06*	.36**	.29**	.47**	.17**	.41**	-
Internal reliability $\alpha$	.90	.90	.86	.87	.87	.84	.89	.84

Table 3. EFA: Factor Loadings for the second-order factors

First order factors	F1	F2	F3
f1. Social commitment	.64		.40
f2. Prosociality	.82	.27	
f3. Justice and social equality	.77	.39	
f4. Honesty		.83	
f5. Responsibility	.26	.80	
f6. Integrity	.21	.72	
f7. Social recognition			.85
f8. Hedonism	-.24	.47	.66
Variance %	17.12	39.52	14.40
Accumulated %	39.52	56.65	71.05
KMO = .75	X <sup>2</sup> = 2817,328	p < .000	
Internal reliability $\alpha$	.89	.89	.80

F1: Social values; F2: Personal values; F3: Individual values

Figure 2. CFA

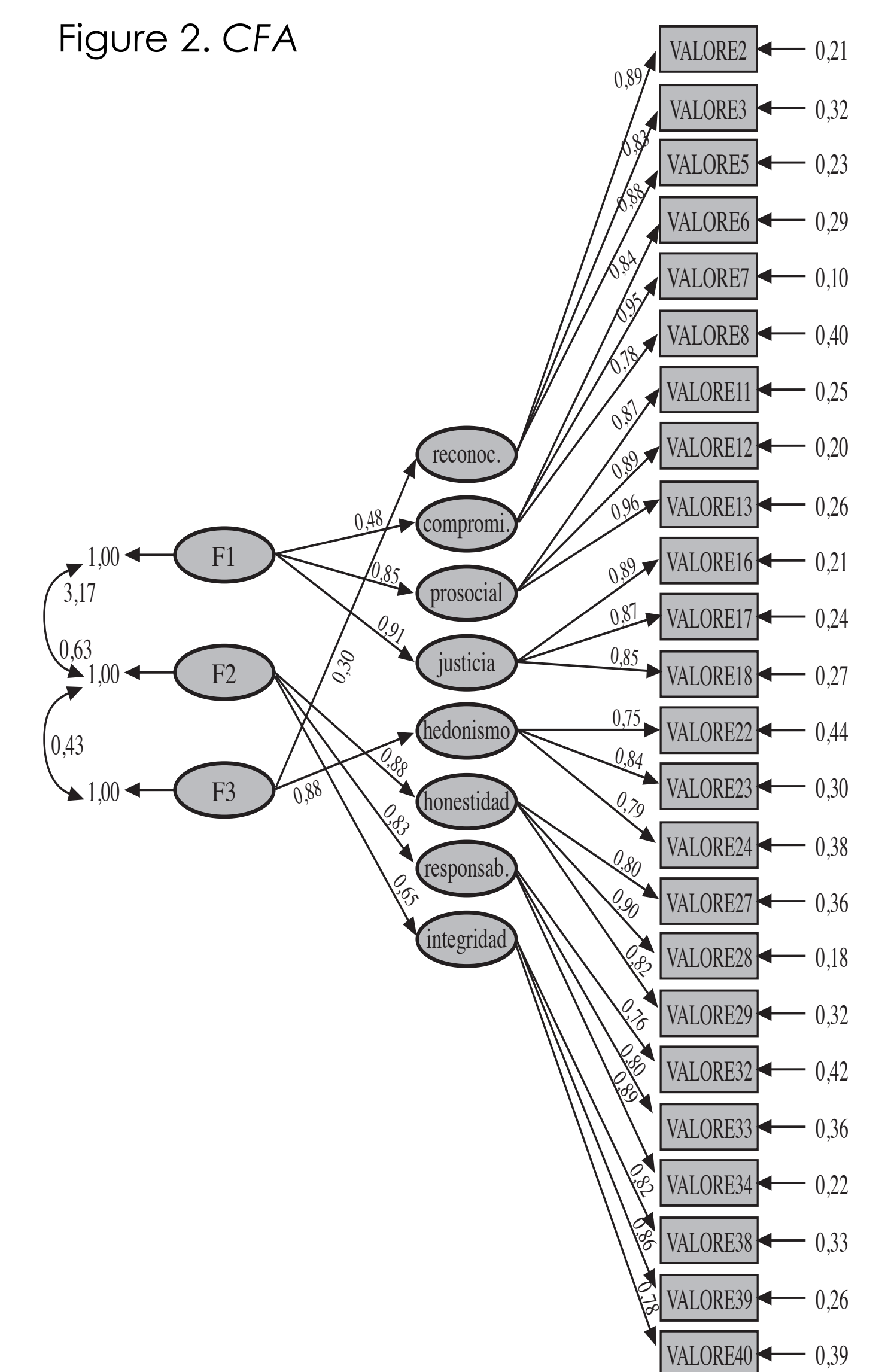


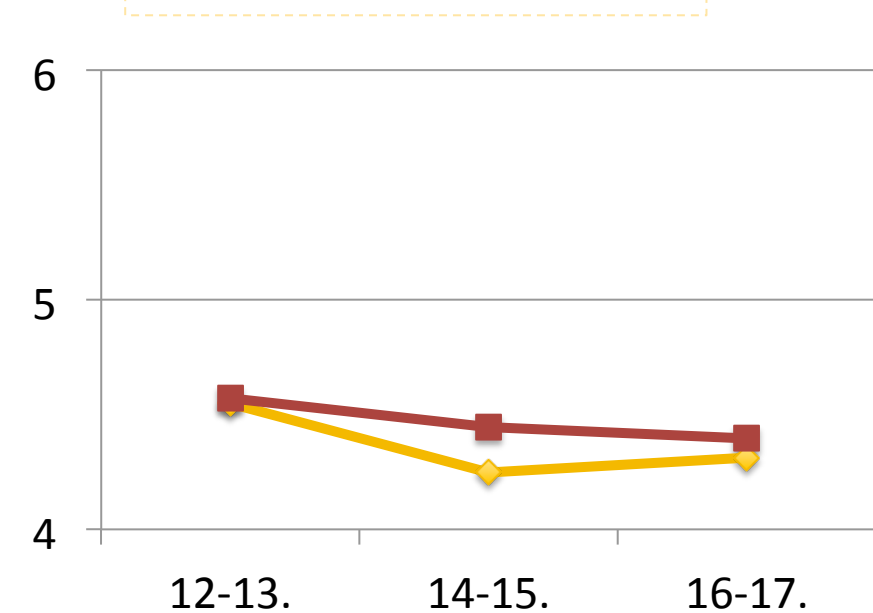
Table 4. Goodness of fit indexes for the 3 second-order factors model (Maximum Likelihood)

	X <sup>2</sup>	df	RMSEA	GFI	AGFI	CFI
3 second-order factors	875.16	242	.05	.94	.93	.98

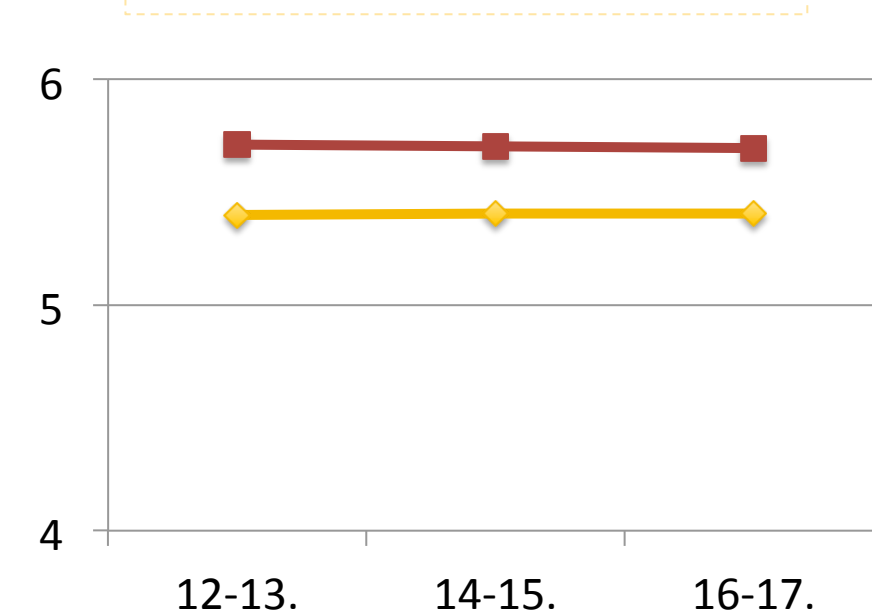
- EFA and CFA supported the fit of 8 first-order factors (prosociality, social commitment, justice and social equality, responsibility, integrity, honesty, hedonism and social recognition) and 3 second-order factors model (social, personal and individual values).
- All subscales reported medium to high internal consistency and satisfactory estimates of reliability ( $\alpha > .80$ ).

## DEVELOPMENTAL TRAJECTORIES OF VALUES

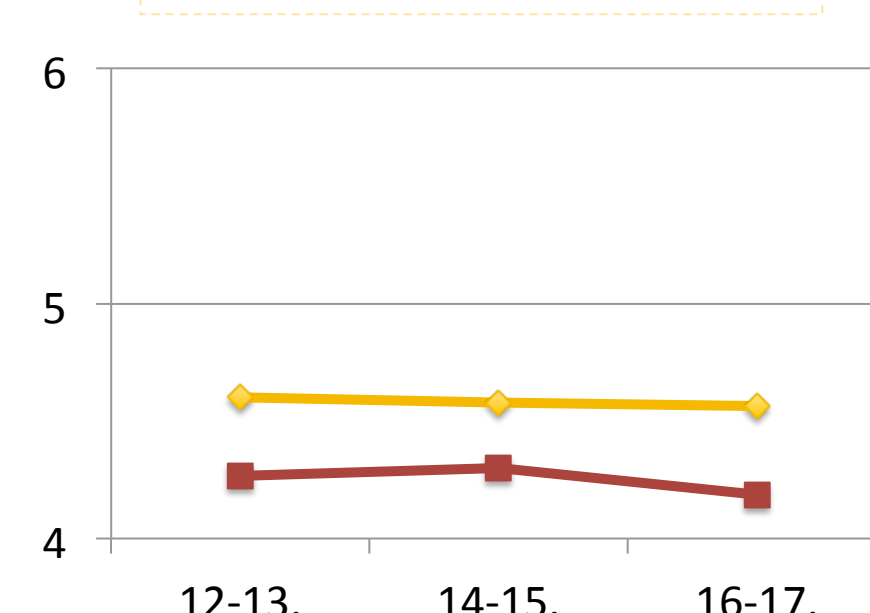
### SOCIAL VALUES



### PERSONAL VALUES



### INDIVIDUAL VALUES



Note: range from 1 to 7

- Social values decreased over adolescence ( $F = .656$ ;  $p = .005$ ). Differences were found between 12-13y - 14-15y and 12-13y - 16-17y.
- Girls significantly endorse more social values than boys ( $F = 4.15$ ;  $p = .042$ ).
- Interaction effect (age\*gender) was not significant ( $F = 1.16$ ;  $p = .313$ ).
- Personal values showed high stability over adolescence ( $F = .05$ ;  $p = .996$ ).
- Girls significantly endorse more personal values than boys ( $F = 46.91$ ;  $p < .000$ ).
- Interaction effect (age\*gender) was not significant ( $F = .02$ ;  $p = .980$ ).
- Individual values showed high stability over adolescence ( $F = .81$ ;  $p = .447$ ).
- Boys significantly endorse more individual values than girls ( $F = 45.07$ ;  $p < .000$ ).
- Interaction effect (age\*gender) was not significant ( $F = .34$ ;  $p = .671$ ).

## VALUES AND ADOLESCENTS' ADJUSTMENT

Table 5. Multiple Hierarchical Regression of social, personal and individual values over youth adjustment

	Substance use		Externalizing symptoms		Academic performance	
	$\beta$	$\Delta R^2$	$\beta$	$\Delta R^2$	$\beta$	$\Delta R^2$
<b>Step 1</b>		.14**		.02**		.06**
Gender	.00		.10**		.05*	
Age	.38**		.09**		-.25**	
<b>Step 2</b>		.18**		.10		.08**
Gender	.04*		.16**		.02	
Age	.37**		.09**		-.25**	
Social values	-.13**		-.10**		.09**	
Personal values	-.02		-.03		.02	
Individual values	.20**		.31**		-.11**	

- Personal and social values were positively related to academic perf. and negatively to substance use and externalizing symptoms.
- In the case of individual factors the association was in the opposite direction.

## REFERENCES

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