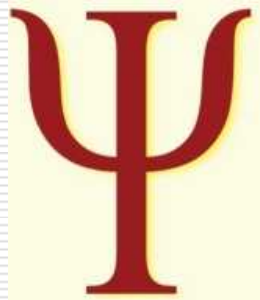


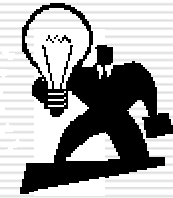
VALUES REVIEW AND CRITICAL POINTS



Alexandra Anghelus

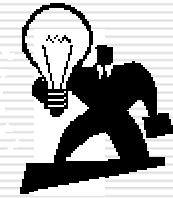
Ph.D Paper: “Redefining Values: Social
Representation of Celebrity

Critical Points (I)



- Two chapters (theoretical part):
 1. RS & Celebrity (analytic view upon social function of celebrity, measures of celebrity through a social perspective, theories related to the social aspects of celebrity “phenomenon”)
 2. Short review on “values” – link between concepts
-

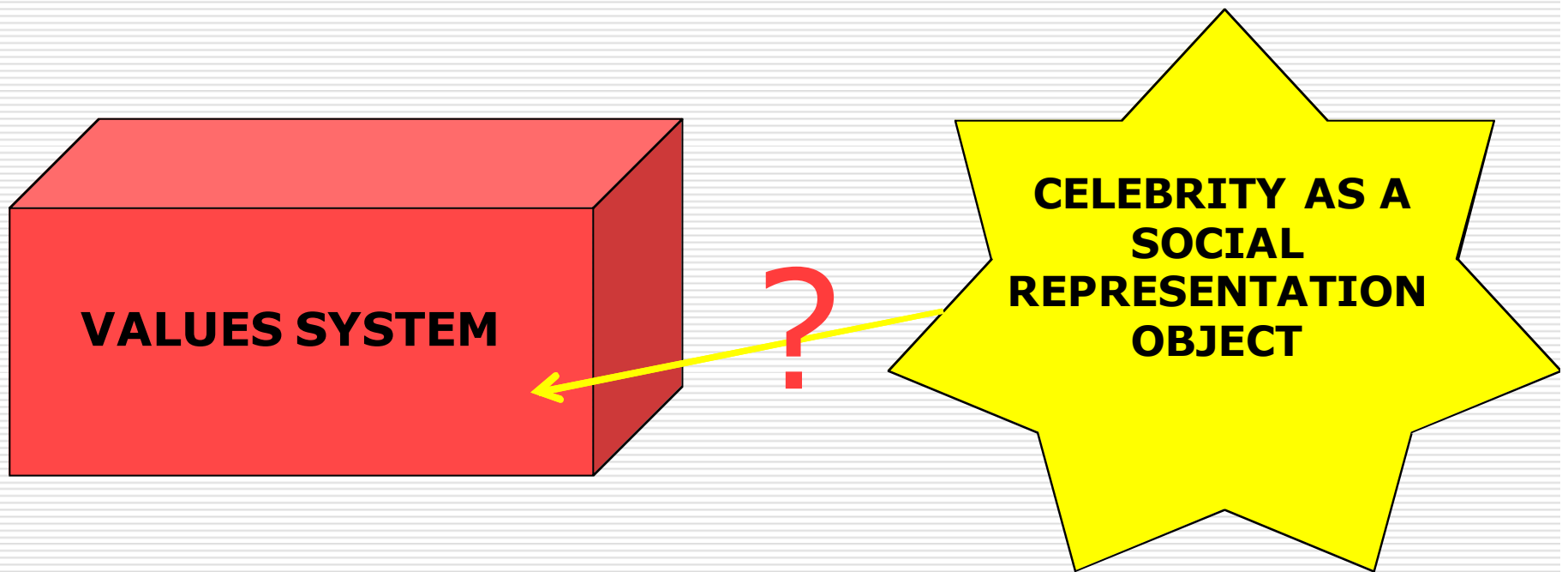
Critical Points (II)



□ Empirical part (research):

1. RS of “celebrity” – 2 inductors (*celebrity* and “...” – *mentioning the preferred celebrity, identification level, comparison level*);
 2. Review of pre/post-communism journals – with direct analysis of values, images, text – construction of a grid of analysis;
 3. Celebrity – Values (*choosing values in order of preference – scale, connections*)
-

Project Approach: What is the place of “celebrity”, as a SR Object, in Psychology of Values domain?



STUDY 1

OBJECTIVES	HYPOTHESIS	TECHNIQUES FOR ANALYZING DATA
<p>➤ <i>Identifying the content and internal structure in the social representation of “celebrity” among Romanian population following some variables invoked:</i></p> <p>❖ group status (communism orientation, postcommunism orientation)</p>	<p>H1: Analyzing the relation between communism group (people that had been living in this period and had therefore been constraint) and post communism group (gain of independence and high self-control) in the social representation of celebrity;</p>	<p><i>Collecting:</i> Associative Network (deRosa, 2002), The Rokeach Value Survey, 1973 (RVS), for identifying values promoted by a certain group</p>

OBJECTIVES	HYPOTHESIS	TECHNIQUES FOR ANALYZING DATA
<ul style="list-style-type: none"> ❖ religion ❖ educational status (high-school, university, post-university degree: master, doctorate, post-doctorate) 	<p>H2: Identifying if there is an obvious difference between the social representation of celebrity among different pattern of religion;</p> <p>H3: Analyzing the relation between individual which finished only high-school, with those that finished a faculty and with those that finished a post-university degree like a master programme or a doctoral one, in terms of their social representation on celebrity;</p>	<p><i>Analyzing:</i> SPSS 16.0 EVOC T-LAB.</p>

STUDY 2

OBJECTIVES	HYPOTHESIS	TECHNIQUES FOR ANALYZING DATA
<p><i>Determine if the content of social perspective on celebrities worship in different domains analyzed in newspapers and websites in the past is different from today's perspective;</i></p>	<p>H1: There are differences between past-celebrities and nowadays celebrities in terms of:</p> <p>Changing their life-style and increasing expenses for their image: clothes, aesthetical surgeries, houses, cars, diets, etc.;</p> <p>Gossip extravaganza (a quantum of shocking information concerning a celebrity's image, a distortion of its own identity in terms of transmitting it to worshippers).</p>	<p>Content analysis, Atlas-TI (construction of a meta-theoretical grid which will be applied on the material we collect from newspapers and websites)</p>

OBJECTIVES	HYPOTHESIS	TECHNIQUES FOR ANALYZING DATA
	<p>H1: There are differences between past-celebrities and nowadays celebrities in terms of:</p> <p>Values transmitted to worshippers (<i>a list of main values from which we will extract the celebrity related ones</i>);</p> <p>Promoting through media their image: commercials, reactions to social causes, T.V. shows appearance;</p> <p>Reframing their work (becoming another individual only to be admitted in society: play in movies and appear in T.V. shows that have high rating, sing songs that catch the public, etc.);</p>	<p>Content analysis, Atlas-TI (construction of a meta-theoretical grid which will be applied on the material we collect from newspapers and web-sites)</p>

Pe 14 noiembrie 1989 s-a desfășurat în România o revoluție care a dus la căderea regimului comunist și la instaurarea democrației. În acest număr al revistei noastre vom prezenta o analiză a evenimentelor care au dus la căderea lui Ceaușescu, precum și o descriere a schimbărilor care au avut loc în România după 1989.

ULTIMUL REVELION AL CEAUȘEȘTILOR

Din relatările celor care s-au ocupat de pregătirea petrecerii, persoane din cercul puterii și ofițeri de Securitate, ultimul Revelion al Ceaușeștilor a fost unul obșnuit. Adică așa cum îl făceau ei în ultimii zece ani

În seara de 31 decembrie 1989, la Palatul Republicii din București, s-a desfășurat un Revelion obișnuit pentru Ceaușești și familia lor. La petrecere au participat și membrii familiei Ceaușescu, precum și ofițeri de Securitate care s-au ocupat de pregătirea evenimentului. În ciuda faptului că în țară se desfășurau demonstrații și greve, la petrecere nu s-a observat niciun fel de schimbare în comportamentul liderilor comunisti. Ei au continuat să se comporte ca și cum totul ar fi în continuare în ordine și au petrecut ziua de Revelion așa cum obișnuiau să facă în ultimii zece ani.



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CALENDAR
1989
1990
1991

Calendar
1989
1990
1991



„Băiatul ăsta i-a purtat ghinion lui Ceaușescu“

În seara de 31 decembrie 1989, la Palatul Republicii din București, s-a desfășurat un Revelion obișnuit pentru Ceaușești și familia lor. La petrecere au participat și membrii familiei Ceaușescu, precum și ofițeri de Securitate care s-au ocupat de pregătirea evenimentului. În ciuda faptului că în țară se desfășurau demonstrații și greve, la petrecere nu s-a observat niciun fel de schimbare în comportamentul liderilor comunisti. Ei au continuat să se comporte ca și cum totul ar fi în continuare în ordine și au petrecut ziua de Revelion așa cum obișnuiau să facă în ultimii zece ani.

adevărul



Putin i-a înfins un deget lui Traian Băsescu



Povestea tânărului român mort de foame în Polonia

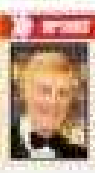
Interviuri de la București și din țări străine despre evenimentele care au avut loc în România și în lume.

Renault a tamponat sindicatul de la Dacia



7 99 50
02 14 20 43

Adreana de demorații



Jehal Parvaneș I, arhiepiscop în Bihor

Actualități
1989
1990
1991

Actualități
1989
1990
1991

Actualități
1989
1990
1991



STUDY 3

OBJECTIVES	HYPOTHESIS	TECHNIQUES FOR ANALYZING DATA
<p>Test if, stereotype “beautiful is good” appears also giving a set of variables that may influence an individual decision (variables that have impact and are related to celebrity theory), and if celebrity worshippers do believe in it even they receive bad information about a celebrity aspect or personality</p>	<p><i>There will be differences between worshippers and non-worshippers in terms of evaluating celebrities tendencies to be good, in the sense that:</i></p> <ul style="list-style-type: none"> - worshippers who will receive positive and also negative visual information (beautiful celebrity, ugly celebrity) will have high scores at the scale that measures the tendencies to be good behavior of this celebrity than non-worshippers that will receive the same information; 	<p>Celebrity Attitude Scale (McCutcheon et al., 2002) – appendix 3</p> <p>32 pictures (16 celebrities looking bad, 16 celebrities looking good. Also, by those 16 looking bad, looking good celebrities, 8 will be tagged with a bad gossip, 8 with a good gossip)</p>

OBJECTIVES	HYPOTHESIS	TECHNIQUES FOR ANALYZING DATA
<p>-----</p>	<ul style="list-style-type: none"> - worshippers who will receive positive visual information but negative written information will differ significantly in their option of choosing celebrities tendency to involve in an altruist behavior from worshippers who will receive positive visual information and positive written information; - even they worship or not a celebrity, subjects will tend to say that a negative highlighted celebrity through written information is not capable of good acts; this is also valid in terms visual information; 	<p>A 6 point scale measuring the goodness of celebrity : “in which measure does she/he like to help people when they are in need?” (this scale will be constructed upon pictures (picture 1 – scale, picture 2 – scale, and so on)</p>

Third research schema

Research Design:



I Condition
- worshiper -

positive visual
+
positive written

negative visual
+
negative written

positive visual
+
negative written

negative visual
+
positive written

SCALE:
*In which measure do you
think this celebrity could help
other people in need?*



II Condition
- NON - worshiper -

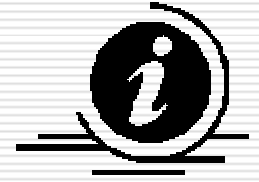
positive visual
+
positive written

negative visual
+
negative written

positive visual
+
negative written

negative visual
+
positive written

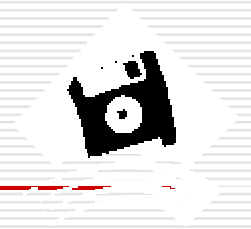
SCALE:
*In which measure do you
think this celebrity could help
other people in need?*



A Map through the Psychology of Values

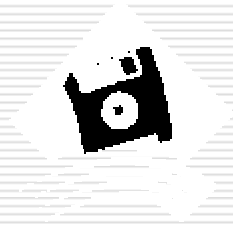
- ❑ I. An Historical Perspective on Research upon Psychology of Values;
 - ❑ II. Social Psychology Theories and Their Impact on Constructing Values;
 - ❑ III. The Process of Making Choices and the Dynamic of Changes;
 - ❑ IV. Media's Social Norms: How Values are Transmitted Through Communication Channels;
-

I. An Historical Perspective on Research upon Psychology of Values



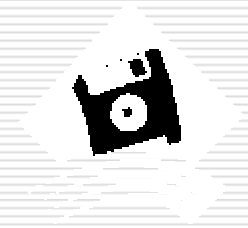
-
- Values are (i):
 - *“philosophical concepts which are related in an obvious way to virtuous life and morality”*
(Perry, 1926, cit. in Debats & Bartelds, 1996, p.47)
 - *“links made to ordinary activities such as reading newspapers, watching movies or voting”*
(Debats & Bartelds, 1996 , p.47)
-

Values are (ii)



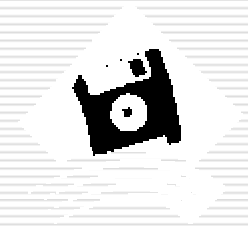
- “*trans-situational goals that serve as guiding principles in the life of a person or group*”(Schwartz, 1992 cit. in Lönnqvist et.al, 2006, p. 1469.)
 - “*the learned mental programming that results from living within and experiencing a cultural setting*” (Rokeach cit. in Nicholson & Stepina, 1998, p.34).
-

Values are... (iii)



- *“criteria that people use to choose and justify their behavior and judge others and self”* (Schwartz, 1992)
 - *„global thinking that guide actions and decisions in a variety of situations”* (Nicholson & Stepina, 1998, p. 34)
-

Values are... (iv)



- (Kluckhohn & Strodtbeck, 1961):
“an implicit and explicit factor wished by an individual or a group, that influences the selection of behavior for some ways or a finality of disposable actions”

 - Each individual constructs, in a flexible and personal way, an hierarchy of values for his culture – social development environment.
-



-
- *Eduard Spranger - Types of Men: The Psychology of Ethics of Personality” (1928);*

 - Allport - an individual’s philosophy begins its construction starting with his main values, or with basic conventions that are describing what is important. (Hjelle & Ziegler, 1992);

 - Allport (1951) – *6 types of values: theoretical, economic, aesthetic, social, politic, religious;*
-



-
- *Rokeach - The Nature of Human Values (1973)*
 - *Research fields for values:*
 - *Political ideology (Rokeach, 1973)*
 - *Personality evaluation (Heaven, 1993)*
 - *Moral Judgments (Weber, 1993)*
 - *Psychotherapy processes (Kelly, 1990).*
-

□ Schwartz (1992) – *values related aspects:*

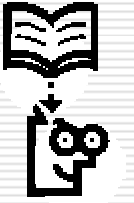


- 1) They are concepts or beliefs;
 - 2) They refer to patterns of desirable behaviors;
 - 3) They transcend specific situations;
 - 4) They guide selection and evaluation of events and behaviors;
 - 5) Are placed on a hierarchy in function of their attributed relative importance (*De Juan & Hota, 2008, p.4*)
-

II. Social Psychology Theories and Their Impact on Constructing Values



- ❑ *Self-affirmation Theory* (Steele, 1988);
 - ❑ *Terror-Management Theory* (Greenberg et al., 1997);
 - ❑ *Pluralism – Value Model* (Tetlock et al., 1997);
 - ❑ *Theories upon prejudices* (Katz & Hass, 1988; Pratto et al., 1994; Sears, 1988);
-

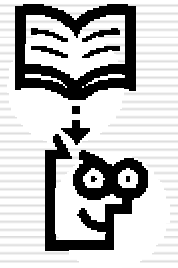


-
- Action valence + results = moderation of relation between choices and values (Feather, 1975);
 - Moral judgments level – individuals that have a high level of moral development, think action through the internalized values. (Kristiansen & Hotte, 1996);
 - A value is activating in value – behavior interaction only if that value is central to the self-concept; (Verplanken & Holland, 2002);
-



-
- **Symbolic Politics Research** (Kider & Sears, 1981; Sears, Lau, Tyler & Allen, 1980): political attitudes and behavioral intentions (eg. voting), are predicted by values;

 - ***Level of Interpretation Theory*** (Liberman et al., 2007; Trope & Liberman, 2003): *values will predict behavioral intentions if the situation is built in terms of those values* (cognitive schemata);
-



-
- ... together with the *growth of temporal distance*, we have a *high level of interpretations given to choices*, that become more influent;

 - ... because values are, through their nature, high level constructs, they will be activated in situations inducted by future thinking (plans made for a short/long term)
-



Expectancy – Value Theory (Feather 1995)

- **Values:** influence behavioral decisions, determining subjective valences for objective results;
 - Different values – different evaluations of results – different behavioral choices (different pattern of behavior for a situation);
 - *Making decisions through values system – protection of self in front of the “unwelcomed” psychological consequences (eg. – regret – Larrick, 1993)*
-



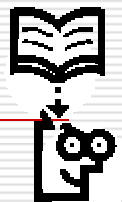
Functional Theory of values (Gouveia, 1998)

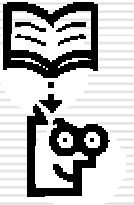
- Functions of terminal values:
 - a) Values guided by individual actions;
 - b) Values that give expression to human needs; (Iglehart, 1977; Maslow, 1954; Rokeach, 1973);

Orientation: - personal;
- social values (*Individuals guided by social values are oriented through a society of human need for interaction*);

Values Mental Representations Theory

- ❑ “ability of values to be in the same time abstract and concrete” (Maio, 2010, p.8).
- ❑ *Mental representation of values – 3 levels:*
 - ❑ **Abstract Values System** (values do not exist in complete isolation one from another)
 - ❑ **Specific Abstract Values** (eg. *connection with affective reactions*)
 - ❑ **Instant Concrete Values** (*how values, from interaction with the affective system, become cognitive elaboration ?*)





Instruments for measuring values (I)

□ Rokeach Value Survey (Rokeach, 1973)

Instrumental Values -18 - (*cheerfulness, ambition, love, cleanliness, self-control, capability, courage, politeness, honesty, imagination, independence, intellect, broad-mindedness, logic, obedience, helpfulness, responsibility and forgiveness*);

Terminal Values -18 - (*true friendship, mature love, self-respect, happiness, inner harmony, equality, freedom, pleasure, social recognition, wisdom, salvation, family security, national security, a sense of accomplishment, a world of beauty, a world at peace, and a comfortable life and exciting life*)...

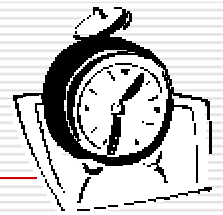


Instruments for measuring values (II)

- The Value List – Kahle, 1983
Includes only terminal values (18), combining a theoretical base upon values (Feather, 1975) and the hierarchy of needs (Maslow, 1954);
 - Schwartz Value Inventory (**10 main values**) – Schwartz, 1992;
-

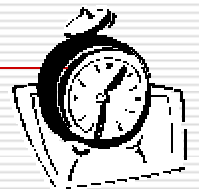
III. The Process of Making Choices and the Dynamic of Changes

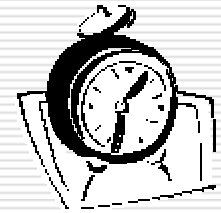
- Empirical Research translated in 50 languages: “set of differentiated values through their motivational content and an universal structure, for the relations between these values. (Schwartz, 1992, 2001; Schwartz & Bardi, 2004; Schwartz & Sagiv, 1995)



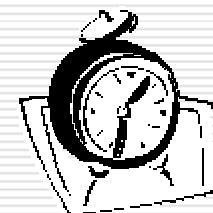
Motivational values (Lönqvist, 2006, p. 1470)

- (a) **Achievement**: personal success through the demonstration of competence according to social standards;
- (b) **Benevolence**: concern for the welfare of close others in everyday interaction;
- (c) **Conformity**: restraint of actions, inclination, and impulses likely to upset or harm others and violate social expectations or norms;





-
- (d) **Hedonism**: pleasure and sensuous gratification for oneself;
 - (e) **Power**: attainment of social status and prestige, and control or dominance over people and resources;
 - (f) **Security**: safety, harmony, and stability of society, of relationships, and of the self;
-



-
- (g) **Self-Direction**: independent thought and action;
 - (h) **Stimulation**: excitement, novelty, and challenge in life;
 - (i) **Tradition**: respect, commitment and acceptance of the customs and ideas that one's culture or religion impose on the individual;
 - (j) **Universalism**: understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.
-

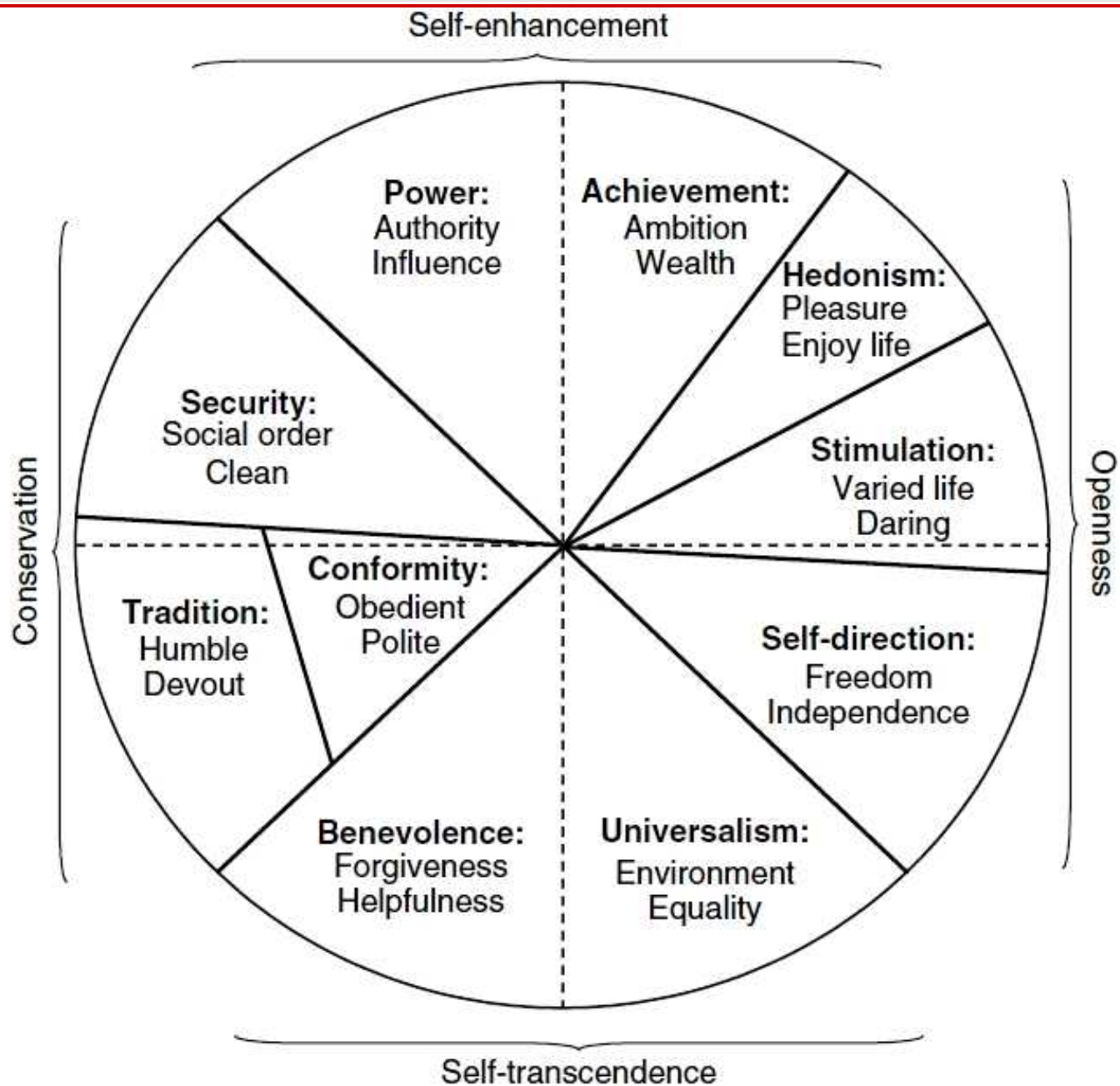
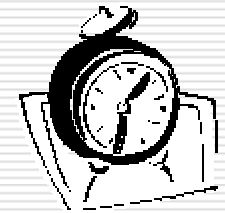


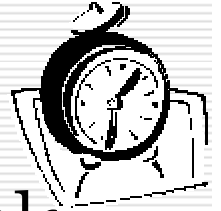
Figure 1.1 Schwartz's (1992) circular model of values.



-
- **Schwartz** (1992) believes that values are “*cognitive representations of three types of universal needs, which applies to all the societies, free from a cultural thinking*”:

 - **a)** *arising from the biological structure of humans;*
 - **b)** *needs to manage social connections and networks;*
 - **c)** *needs to maintain a group and social institutions”*(De Juan & Hota, 2008, p.4).
-

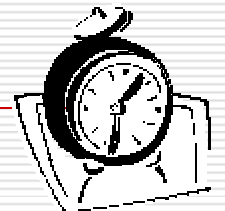
IV. Media's Social Norms: How Values are Transmitted Through Communication Channels



- Conformism values - indicate a personal motivation to conform to social norms, involving situational (e.g., peer) pressure to act in accordance with accepted standards.
 - *“The stronger that external pressure, the weaker the influence of internal factors”*
(Shoda, 1999 cit. in Lönnqvist, & co., 2006, p. 1471)
-

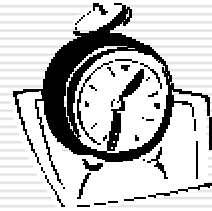
How motivational values are interfering...?

... the relation between celebrity worship freedom and truth is grounded in the fact that since the proper object of freedom is always something important – something which is able to motivate the subject, freedom actualizes itself, so that the person must know the highest in the hierarchy of the important values, and most of all what is the most important for him – moral values – in order to be independent in making decision;



-
- ❑ Singelis and co. (1999): individuals in collectivist cultures accept their rules without question if it is **better to do or not**.
 - ❑ Acceptance of these rules - a strong implicit assumption of their own culture.
 - ❑ In individualistic cultures there is a certain ambivalence (Hui, Yee, 1999); even if individuals accept group norms, they ask questions about the necessity and usefulness, finding it difficult to obey

Conclusions...



- Individuals with a high conformism pattern, could be easily persuaded to behave in a way that is incompatible with their values;
 - Cultural values “*reflect characteristics of a large system and don’t give expression to conflicts that are necessary for the community to confront with*” (Schwartz, 1994).
-