Values are what we prize in life. What we consider most important to us. Help make up the self and affect our self-concept. Are usually based on ideas/feelings about conditions.

Ideas WE HAVE OF RIGHT OR WRONG

Internalized concepts of the desirable (i.e. honesty, sharing, cleanliness, safety, love, cherish, being alone, having status, committed to, etc.)

Values are not just ideas…. They also must be part of action and way of life. Guides in what we do, how we do it. Gives directions and security in making and following our decisions.

It influences: perceptions, goal settings and means to achieve them. It is a criterion in making choices and in prioritizing the choices.

Value is a concept that act as a system of ideas and beliefs, gives guidance about the worth of something, influences our beliefs about what is right or best, and impacts our decision making process.

Valuing

- is a process by which information, resources and energy are selected, ordered by importance or assigned priority in terms of values.
- It includes prizing an idea and acting according.

Characteristic of values:

1. Influence behavior and decisions
   - Tell what is important
   - Influence the way we act and react; make decisions.
2. Are general rather than specific
   - Certain value will be a factor in many aspects of one’s life.
3. Are complex
   - Difficult to know which values cause us to act
   - Problems can arise when more than one value is influencing thoughts and behavior.
4. Are expressed in strong feelings
   - Closely related to emotions.
   - A discussion based on opposing beliefs may become heated.
**Characteristic of values:**

1. Are important
   - Have a forceful qualities that directs actions.
2. Rank differently at different times
   - Depending on the situation, certain values can be very important at one time but less important at other times.
3. Can change
   - Result from learning and from experiences and relationships with others.
   - Some values become stronger

**SOME OTHER DEFINITIONS:**

Linton, (1954):
“Anything capable of influencing the individual’s decisions in choice situations and anything capable of producing an emotional response”

Kluckhohn (1971):
“An explicit or implicit conception; distinctive of an individual or characteristics of a group, of the desirable which influences the selection from available means and ends of action”

Rokeach, (1973)
“An enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence”

Modes of conduct = instrumental values
End-state of existence = terminal values (ends or goals)

**TERMINAL VALUES**

- Wealthy life
- Revital life
- Achievement (continuous contribution)
- Peaceful world (war free)
- World beauty (natural well-being, arts)
- Equity (brotherhood, equal opportunity)
- Family safety/security (care of members)
- Freedom (independent, right to make choice)

**INSTRUMENTAL VALUES**

- Highly ambitious
- Open
- Capable (efficient, effective)
- Cheerful
- Clean & proper
- Resilient
- Forgiving
- Helpful
- Honest, truthful
- Imaginative, creative

- Happiness (satisfaction)
- Internal harmony (free from internal stress)
- Matured love (sexual & spiritual)
- Safe nation (protection against attack)
- Pleasure in life (happily life/luxury)
- Safety
- Self dignity (self concept)
- Social dignity (recognition, respect)
- True friendship
- Wisdom (maturity)
Independent
Intelligent
Logic, rational
Loving, caring
Obedient
Polite
Responsible, trustworthy
Self-control, discipline

VALUE CLASSIFICATION

Paolucci (1977) classified values into 3 categories:
1. personal values
2. moral values
3. social values

1. PERSONAL VALUES

Personal values = "character"
- The manner in which individual copes with everyday living by applying one's beliefs and values
- Expressed through behaviours.
  - self-discipline, self-motivation, punctuality, orderliness, self-evaluation of one's efforts, decisiveness & goal orientation
- Unique for each individual; - parts of personality

2. MORAL VALUES

- Give a sense of right and wrong
- Concerned with good & right behaviour
- Related with the responsibility to live in ways that protect the freedom & rights of others
- Reflect one's concepts of moral decency
- Shown in honesty, dependability, tolerance, peace of mind, integrity, a sense of fair play, concern for long range benefits & consistency between ideals & actions

3. SOCIAL VALUES

- Shown in relationships with others
- Support, cooperation, recognition, independence, justice, benevolence, equity, respect for law, acceptance of majority rule, sense of interdependence, recognition of the worth & dignity of every human being

VALUE ORIENTATION

- Ways/style in which beliefs and values are assimilated from life experiences forming pattern(s).
- Kluckholm (1951) introduced 5 types of value orientations
  - Activity orientation
  - Human nature orientation
  - People nature orientation
  - Time orientation
  - Relational orientation
I. ACTIVITY ORIENTATION

- It answers questions about the nature of human behavior.
- The answers are often related to cultural preferences, which may be either:
  - Being, or
  - Being-in-becoming, or
  - Doing

II. HUMAN NATURE ORIENTATION

- Focus on individual’s qualities of good or evils.
- Some belief systems view human beings as evil, mixture of both, or good.
- Socialization plays a dominant role in shaping the qualities.
- Ethics & religions as factors of concern
  - It is understood that human beings make mistakes -- but ?…

III. PEOPLE NATURE ORIENTATION

- It deals with the relationships between individuals & nature/environment
  - Subjugation to nature (have no control over destiny)
  - Harmony with nature (interdependent)
  - Mastery over nature (master & control)

IV. TIME ORIENTATION

- Reflects preferences for past, present, or future time orientation
- Influenced by culture & religion
  - Chinese, > past orientation, ancestors are respected, strong family traditions
  - The American: future oriented?
- ALL elements of time are important;
- Generally, educated people are future oriented & place high value on change as long as it does not threaten existing order

V. RELATIONAL ORIENTATION

- Manners of relating with others.
- 3 manners:
  1. Linear preference
  2. Collateral preference
  3. Individualist preference
1. Linear preference

- Based on behavioural similarities while permitting some differences within fixed customs.
- Group goals & traditions are important for continuity through traditions & family lines.
- When problems arise, the oldest (male) member takes charge.

2. Collateral preference

- Emphasizes on problem solving.
- Individual is considered to be part of a social order.
- The goals of extended family, including siblings, cousins are primary - "for the good of the group".
- When problems arise, the family as a group and extended family are involved in achieving a common solution.
- A leader - qualified by expertise, not age or tradition.

3. Individualist preference

- Emphasizes problem solving ability of an individual, yet the individual still has responsibility to the total society.
- The individual’s place & responsibilities are structured interdependently of collateral groups.
- Use spacing in relationship to the other groups to develop individualistic orientation.
- US people... > individualistic?

FUNCTIONS OF VALUES

- Provide an orientation & set a framework for people to guide actions & behaviour.

3 main functions:
- Standards of conduct
  - Helps us to take positions on social, religious & political issues
  - Provides standards for comparisons - as guides, to praise, to judge, to behave, to choose, etc..
  - Implies a pattern of consistent behaviour

2. Decision making & conflict resolution

- Decisions are made by processing inputs from environment using information received through perceptions, in which are influenced by value orientations; conflicts too are resolved based on values.
- Can be difficult due to our perceptions of the situation, the meaning seen through our values & emotional factors.
- Holistic view helps in understanding situations from various perspective. Helps to resolve conflict.

3. Motivation

- Values have a strong motivational component.
- Instrumental values are immediate values that facilitate reaching goals.
- Terminal values are the greater goals beyond the immediate goals.
- Values motivate through their influence which leads to decision that help people gain self respect / esteem; guide in making adjustments & help in developing personal growth.
**PATTERNS OF VALUES**

- Values are embedded by the family system within a specific culture, in an historical time period.
- Social influences are present for all families
- Values guide the extent to which outside preferences from the society will influence family...
- Diversity, globalization
- Value patterns are related to specific time & situations... i.e. self awareness vs actions out of wish for other's approval.

**PROCESS OF VALUING**

Values exist on a personal, family or cultural levels; we develop values to guide our decision making at each level

How do we acquire a value orientation?

Children acquire values primarily within the family system (trust; approval, praise & rewards)

Cultural values are transmitted primarily within the family

Value transmission process operates through 3 mechanisms: reinforcement, modelling & adoption

**1. Reinforcement**
- A child is rewarded for behaviour that reflects desired values; punished if otherwise

**2. Modelling**
- Children learn values through modelling from their significant others esp parents (what they do is modelled more than what they say)

**3. Adoption**
- Values are absorbed & adopted; people are not passive receivers. Internalized values become personal standards; they grow from experiences.

**3 APPROACHES OF ACQUIRING VALUES:**

**Traditional - Authoritarian Approach**
- Based in absolute values that have meaning apart from & external to people
- People are responsible to learn these values & live accordingly
- They are part of social traditions; acceptance of the authority & leaders is critical
- Everyone knows what is right & wrong; socialization is based on indoctrination, fear, punishment, rewards, praise, blames.
- People are passive reactors; must accept & comply
- Relates with fundamentalistic thinking

**The Absolute Relativity Approach**
- Emphasizes that all values are relative, no absolute ethical principles or moral values.
- People are considered as supreme or central; must assert themselves, & construct own reality

**The Organismic-structural-developmental approach**
- Based on different view of people, the environment & the relationships between them
- Human being as a functional whole (organized, integrated, systematic)
- Rejects the idea that people are being controlled by external sources
- Related with ecological thinking & decision making

**CLARIFYING VALUES**

- Value system exists through 3 processes: choosing, appreciating & acting on it
- Choosing involves judging, evaluating freely over a few alternatives & the consequences of the choice
- Appreciating involves feeling of satisfaction with one's choice and acknowledging
- Acting or doing involves using/employing the values in all aspects of life - consistently
One’s values may change depending upon changes that occur in one’s life.

Traditional values are challenged especially in the post industrial era.

I.e = “mind your own business” vs. “caring for one another”

??? What else?

Refers to restructuring basic values on the way how we perceive the world.

Social paradigm comprises a group of values, beliefs & experiences that are shared by the majority of the people in the society.

Social paradigm may change across time; progress in a “slow” manner (not abruptly)

<table>
<thead>
<tr>
<th>OLD VALUES</th>
<th>NEW VALUES</th>
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<tbody>
<tr>
<td>Lack of self appreciation ethic</td>
<td>Achievement ethic</td>
</tr>
<tr>
<td>Higher life status</td>
<td>Better quality of life</td>
</tr>
<tr>
<td>Traditional gender roles</td>
<td>Vague gender roles</td>
</tr>
<tr>
<td>Success according to cultural definitions</td>
<td>Success according to own definitions</td>
</tr>
<tr>
<td>Traditional family life</td>
<td>Alternative family life</td>
</tr>
<tr>
<td>Belief in industries, institution</td>
<td>Belief in oneself</td>
</tr>
<tr>
<td>Live to work</td>
<td>Work to live</td>
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<tr>
<td>Worshipping heroes</td>
<td></td>
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</tbody>
</table>

<table>
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<th>Old Values</th>
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<tr>
<td>Expansionism</td>
<td>Pluralism</td>
</tr>
<tr>
<td>Patriotism</td>
<td>Less nationalistic</td>
</tr>
<tr>
<td>Unparallel growth</td>
<td>High awareness of boundary</td>
</tr>
<tr>
<td>Industrial Growth</td>
<td>Development of information &amp; Services</td>
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<tr>
<td>Technology acceptance</td>
<td>Technology orientation</td>
</tr>
</tbody>
</table>

There are universal values across race & culture.

**LOVE & CARE**

- Bases of moral behaviour are harmony, love & care, helping.
- “Ihsan” is a concept to explain the values.
- With love & “Ihsan”, human beings can help each other.

- **TRUTHFULNESS**
- **JUSTICE**
- **FREEDOM**
**INTEGRATED**
- Focus on unity where individuals have a high sense of belonging within the community.
- Other related concepts would include harmony, cooperation, community, and togetherness.
- Sharing resources is an integrated message for all human beings.

**TOLERANCE**
- This value covers respect towards other people's rights. Acknowledging and respecting variations in life and in others is part of this value.

**RESPONSIBILITY**
- By being responsible, a person is bound not to abuse power, and it is a part of freedom.
- To enjoy freedom and personal rights one needs to be highly responsible.

**APPRECIATING LIFE**
- World peace or even to be peaceful in life can only be obtained when people know how to appreciate life.