**VALUES**

**DEFINITIONS**

- 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.)

**DEFINITIONS**

- 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 acts 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.

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**VALUING**

- 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)

- Happiness (satisfaction)
- Internal harmony (free from internal stress)
- Matured love (sexual & spiritual)
- Safe nation (protection against attack)
- Pleasure in life (happy life/luxury)
- Safety
- Self dignity (self concept)
- Social dignity (recognition, respect)
- True friendship
- Wisdom (maturity)

INSTRUMENTAL VALUES

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

- It answers Q about the nature of human behaviour
- The answers often related to cultural preferences, may be either:
  - Being, or
  - Being-in-becoming, or
  - Doing

Being = a spontaneous expression of personality, allowing expression for individuality as a human being for what people are, rather than for what they can accomplish.

being-in-becoming – concern for the person as a human being & what that person is becoming as a person

Doing = emphasizes accomplishment, & how well can individual perform.

Cultural factors may influence the types of activity orientation (focus more on accomplishment)

2. HUMAN NATURE ORIENTATION

- Focus on individual’s qualities of good or evils.
- Some belief systems viewed 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 mistake -- but ?…
3. 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)

4. 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

5. 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...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:

1. 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 perspectives. Helps to resolve conflict

3. Motivation
   - Values have a strong motivational components
   - 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
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 others' approval

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?

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

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

#### The Organismic-structural-developmental approach
1. Based on different view of people, the environment & the relationships between them
2. Human being as a functional whole (organized, integrated, systematic)
3. Rejects the idea that people are being controlled by external sources
4. 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?

**PARADIGM SHIFT**

- Refers to restructuring basic values on the way 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>
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<tr>
<td>Higher life status</td>
<td>Better quality of life</td>
</tr>
<tr>
<td>Traditional gender roles</td>
<td>Vague gender roles</td>
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<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>
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<tr>
<td>Belief in industries, institution</td>
<td>Belief in oneself</td>
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<tr>
<td>Live to work</td>
<td>Work to live</td>
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<tr>
<td>Worshipping heroes</td>
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<tr>
<td>Old Values</td>
<td>New Values</td>
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<tr>
<td>Expansionism</td>
<td>Pluralism</td>
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<tr>
<td>Patriotism</td>
<td>Less nationalistic</td>
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<tr>
<td>Unparallel growth</td>
<td>High awareness of boundary</td>
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<tr>
<td>Industrial Growth</td>
<td>Development of information</td>
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<tr>
<td>Technology acceptance</td>
<td>Technology orientation</td>
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</tbody>
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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.