Values

What are values?

- How do we develop values?
  - VALUING = a process by which information, resources & energy are selected, ordered by importance or assigned priority in terms of values

Some definitions:

Linton, (1954): “Anything capable of influencing the individual’s decisions in choice situations & 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 & ends of action.”

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)

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

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

Characteristic of values:
1. Shape decisions
2. Serve as criteria for decision making
3. Are internalized from the environment
4. Are rank ordered / prioritized
5. May produce guilt if actions are in conflict with values that are not attainable
6. Are a link with social env. Influencing the nature of people
7. Function in a circular fashion (indiv – culture)

DEFINITIONS
- Ideas WE HAVE OF RIGHT OR WRONG
- Internalized concepts of the desirable (i.e: liking, wanting, cherish, committed to etc.)
- Guides in what we do, how we do it
- Gives directions & security in making & following our decisions
- It influences perceptions, goal settings & means to achieve them
- It is a criterion in making choices & in prioritizing the choices

VALUE CLASSIFICATION
Paolucci (1977) classified values into 3 categories: personal values, moral values & social values.

- **Personal values** = “character”
  - The manner in which indiv. copes with everyday living by applying one’s beliefs & values
  - Expressed through behaviours – I.e self-discipline, self-motivation, punctuality, orderliness, self-evaluation of one’s efforts, decisiveness & goal orientation
  - Unique for each indiv., parts of personality
Moral values
- Give a sense of right & 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

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

Social values
- Shown in relationships with others
- I.e: 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

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 (I.e focus > on accomplishment)

VALUE ORIENTATION
- Ways/style in which beliefs & values are assimilated from life experiences forming pattern(s)
- Kluckholm (1951) introduced 5 types of value orientations
  1. Activity orientation
  2. Human nature orientation
  3. People nature orientation
  4. Time orientation
  5. Relational orientation

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
  - I.e 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
  - I.e 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

2. **Collateral preference**

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

3. **Individualist preference**

- Emphasizes problem solving ability of an individual, yet the indiv. 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?

5. **RELATIONAL ORIENTATION**

3 manners of relating with others:

1. Linear preference
   - based on behavioral similarities while permitting some differences within fixed customs.
   - Group goals & traditions are important == continuity through traditions & family lines.
   - When problems arises: the oldest (male) member take charge

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 perspective.. Helps to resolve conflict

3. Motivation
- Values have a strong motivational components
  - Instrumental values are immediate values that facilitate reaching goals
  - Terminals 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

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..

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 acquires 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

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

OLD VALUES | NEW VALUES
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Lack of self appreciation ethic | Achievement ethic
Higher life status | Better quality of life
Traditional gender roles | Vague gender roles
Success according to cultural definitions | Success according to own definitions
Traditional family life | Alternative family life
Belief in industries, institution | Belief in oneself
Live to work | Work to live
Worshipping heroes | Admiring ideas

PARADIGM SHIFT
✓ 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)

Old Values | New Values
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Expansionism | Pluralism
Patronism | Less nationalistic
Unparallel growth | High awareness of boundary
Industrial Growth | Development of information & Services
Technology acceptance | Technology orientation
UNIVERSAL VALUES

- 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

RESPONSIBILITY

- It is a part of freedom. It is important in ensuring rights are protected. The concept is very important to prevent misuse of power.

APPRECIATING LIFE

- Safety can only be achieved when people value life.

WHAT ELSE???

TRUTHFULNESS

JUSTICE

 FREEDOM

INTEGRATED

- Integrated values state the role of individuals in society. Terms such as harmony, cooperation, society and collective spirit. Sharing lessons is a message of integration for all people.

TOLERANCE

- Tolerance includes respect for others’ rights. This value is related to the importance of respecting diversity which is one of the needs for the continuation of life.