



Values - A Guiding force of Human Behaviour

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1. Introduction

Education is the central agency in shaping the future of individual and the nation. Long ago, **Plato** observed that the quality of citizens depends upon the education that is imparted to them. It is vital force in the regeneration of nations. On one hand, education develops personality of an individual in all fields and aspects, making him intelligent, learned, bold, and courageous and possessing strong good character; on the other hand, it contributes to growth and development of society. It is the only through education that moral ideals and spiritual values, the aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation into higher and higher achievements. With the growth and development of individual, the society also develops to higher and higher levels of attainments. Ours is the rich country of cultural heritage known for gentleness and mature mind and for reconciling the irreconcilable. It is the fact that our country has fallen a prey to all the destructive forces. Resurgence of the country could come, not through the channels of science and technology but only through the floodgates of the value oriented education. Therefore, all great teachers and religious leaders, educationists, social reformers and humanists have been in one tone emphasizing value education. We are happy to know that in recent times, there is a lot of awareness and realization of significance of the value Inculcation.

2. Values - Responsible For Human Actions

Values are regarded as desirable, important and held in high esteem by a particular society in which a person lives. Values reflect one's personal attitudes, judgments, decisions, choices, behaviour, relationships, dream and vision. They influence our thoughts, feelings and actions. They guide us to do the right things (**Janki, 1995**). Values are the guiding principles of the life, which are conducive to all round development. They give directions and firmness to life and bring satisfaction, joy, happiness and peace to life. Values are like a rail that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life (**Carol, 1995**). Theoretical considerations suggest that values determine attitudes, behaviours, motivation, and personality (**Allport, 1965; Rokeach, 1973**). In the words of **Dewey (1948)**, to value means primarily to prize, to esteem, to appraise, to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else. **Perry (1950)** defined value as any object of any interest. **Kluckhohn (1957)** has defined that the value is a conception, explicit or not explicit, distinctive of an individual or characteristic of a group, of the desirable, which influences the selection from available modes and ends of action. **Parsons (1960)** holds that value is an element of shared symbolic system that serves a criterion or standard for selection among the alternatives of orientation, which are intrinsically open in situation. **Allport (1961)** defined the value as a belief upon which a man acts by preferences. **Hipple (1969)** described that the values are conscious or unconscious motivators and justifiers of the actions and judgment. **Rokeach (1973)** described that the values are ending beliefs that a specific mode of conduct or end state of existence. **Brightman (1978)** said that in the most elementary sense, value means whatever is actually liked, prized, esteemed, desired, approved or enjoyed by any one at a time. **International Dictionary of Education (1979)** defined the value as beliefs about what is desirable or undesirable. Values reflect the culture of a society and if the individual accepts a value for him/herself, it may become a goal. **Dutt (1986)** defined the value as an endeavor, which satisfies need system, psychological as well as physiological needs. Almost all human beings have the same physiological needs but differ in their psychological needs, hence differ in their values and styles of life.

3. Anchor Bases of Values

Values give firmness and direction to life and bring important dimensions of meaning. Values are central to one's life since they are normative in all of one's actions and understanding. **Prem Singh (2004)** has identified the three anchor bases of values.

1. The first anchor base is the *head*- we perceive and see reason why something is valuable and intellectually we prize it high.
2. Second anchor base is *heart* – the language of the heart also tells us that something is worthwhile-we feel it as such. When mind and heart is involved, leading to the third anchor base.
3. The third anchor base – the *hand*. In other words, values lead to decisions and actions. Thus the foundation of values rests upon cognition (thinking), affection (feeling) and conation (Behaviour).

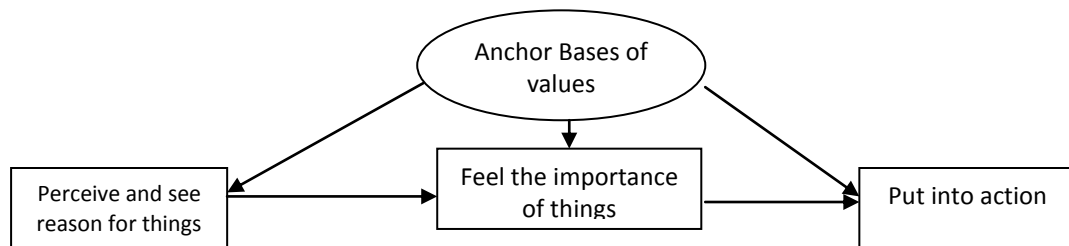


Fig. 1. The three anchor bases of the values (Prem Singh, 2004).

This process of valuing effects the formation of the values. Partial perception of the things, Wrong decisions and improper actions lead towards the value conflict. Value conflict increases the stress among students. The students confront with many value conflicts in their routine life e.g. conflicts with friends, family members, teachers etc. If we try to impart the value education in our schools, we may overcome from this value conflicts up to some extent. The need of the time requires the students must be clear about their values. The value education programme will inculcate some adjective abilities in students. They will perceive the situation in more mature way. Activities can be developed for the students to provide them opportunities for real life experiences.

4. Valuing – A Process

Value is a systematically loaded word. The term value has different connotations; depending upon the context in which it is used. Value may mean principles, ideals, standards, morals, ethics and worth. Psychologically, valuing falls under the Affective domain (**Bloom, 1956 and Krathwohl, 1971**).

Affective domain has five major categories:

1. *Receiving (Attending)*: It implies receiving or attending the stimulus, which one values.
2. *Responding*: To accept that value in appositive way.
3. *Valuing*: Commitment to a certain goal, idea or belief.
4. *Organization*: It builds a value system and includes one's behaviour. Thus, the behaviour gets organized in the direction of that particular value.
5. *Value-Complex or Characterization by Value*: Here one acts assiduously and consistently in accordance with the value, he has internalized. Human preferences are developed by this process and finally, these values become a part of personality. These categories are related with the affective domain of the learning process. They are related with human actions as follows:

Table 1. Affective Domain Associated Action Verbs (Bloom, 1956 and Krathwohl, 1971).

| Categories | Associated Actions | | |
|------------------|------------------------------------|--------------------------------|-----------------------------------|
| Receiving | Listen Attend Prefere | Accept Receive Perceive | Beware Favour Select |
| Responding | State Answer Complete | Select List Write | Record Develop Derive |
| Valuing | Accept Recognize Participate | Increase Develop Attain | Indicate Decide Influence |
| Organization | Organize Judge Relate | Find Determine Correlate | Associate Form Select |
| Characterization | Revise Change Face | Accept Judge Develop | Demonstrate Identify Decide |

Carol (1995) in her book ‘Living Values – A Guide Book’ described that ‘Divine virtues’ lists qualities which form the apex from which universal principles draw their strength and become the canopy under which actions are performed. Generally, a belief is formed by the previous experiences and finally it becomes a part of our personality which is reflected in our daily activities.

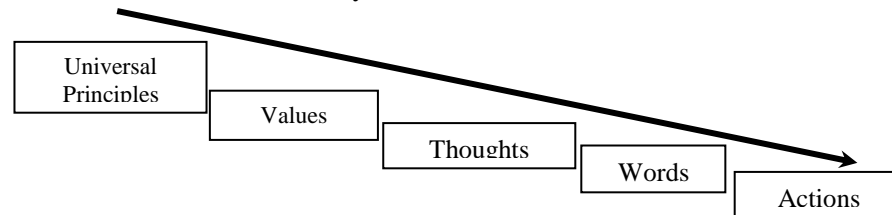


Fig. 2 Universal Principles, values, thoughts and actions

5. Conclusion

In brief human values are sum total of several criteria, operating various spheres of life such as social relations, economy, politics, religion and cultural. Values are derived from history, tradition, religion, culture, education, environment and aspiration of the future. Values are motivators and justifiers of our thoughts and actions. They are subject top forces calling for renewals, adoptions and change. Living Values provide a base for the activities of human life. They are responsible for preferences, choices and decisions. Values can't be taught in the classrooms, they can be developed among the students by healthy environment and activities.

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