

The Importance of Personal Value: A Need of Present Society

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Abstract:

Value education means inculcating in the children a sense of humanism that would build the nation and bring back to the people pride in work that brings order, security and assured progress. In modern era of competition and survival we observe laxity in moral values. Industrialization has led to the emergence of high life style and raised the standard of living of people. It has made man rich in materialistic sense but deteriorated the ethical fiber in the society. People crave for money, power and self. They are ready to jeopardize the interest of other people in pursuit of their selfish gains. Corruption in religious, economic, social, educational field is rampant. We come across many social evils in the society. In the present educational system the main emphasis is giving on science and technology oriented education rather than value education. Spiritual values, social values, moral values and religious values are being neglected. Value suffers when too much emphasis is giving on materialistic satisfaction. The present paper is an attempt to state the importance of value education in the present education system so that the future generations will nourish high ideals and values to contribute in the development of the society and the role of a teacher in imparting values.

Keywords: Personal Value, Education, Society, Present Education System.

Introduction:

Today mankind is passing through a value crisis. The tremendous emphasis on the scientific, mechanical and technological way of life is fast reducing man to the status of a machine. Moral and social values are being undermined. The fundamental principles of civilization are being ignored. Conflicts of ideas, manners and habits are pervading the atmosphere. Disregard for everything old is the fashion of the day. But in the recent times, our education could not focus on the effective dimensions of the personality. Value education, therefore, need to be reoriented towards developing in the child knowledge, skills, attitudes, values and behaviour patterns that society considers desirable for him to have, both as an individual and

as a member of society. Therefore, education in its aims, curriculum and methods should be inseparably, bound up with values. Society expects to preserve and promote its values through education through desirable changes in the child's way of thinking, feeling and in the way he acts in accordance with good life. If we can make a student as a good human being, the development of moral values within him is the prior task of education. . They can decide what is right or wrong; what is good or evil; what is justice or injustice. The present society is entering into a short of Dark Age because of essential values and increasing of cynicism in society. We have outstanding doctors who are in to organ robbery, brilliant engineers whose bridges collapses soon after their bills are passed, accountants who rob government treasury by manipulation, civil servants who rule as emperors, politicians with fake promises. All of them are the best educated and trained but their intellectual dishonesty is horrifying. To overcome this difficulty, value education should be included in the curriculum and there is the need of a comprehensive programme of value education which can enable students to meet new situations in the world of values, not only as they are now, but also in any new situation that may arise in future. The importance of value oriented education is to understand and bring highly commendable values and wisdom in the students. It is an integral part of intellectual development.

Concept of Value:

The term 'value' was first time used in economics, then spread to many other discipline, including philosophy. The word 'value' has been derived of a Latin word 'valeria' which means 'to be strong and vigorous'. A value is considered as an endeavour or effort which satisfies our need system – psychological and philosophical. Human beings differ in their psychological needs, hence different value systems and life styles. The term 'value' denotes for whatever is desired, approved and liked. Anything valuable to someone means he or she has valuable experience about the thing or idea or he or she has the desire for those things and desire due to his concept of liking about the thing. Thus value is something or anything (material or non-material) which appeals us and satisfying our needs. Values help man in self-drive and self-evaluation. Values impart significance to life and meaning to death. Without values, life becomes a series of meaningless events and death a shattering experience (Dutt, 1986).

Value and Education:

Value and education are closely related, in fact, are the two sides of the same coin. The entire educational system and the educative process are a manifestation, revelation and realization of values considered worthwhile by individual and society, from time to time. Aims of education, curriculum, etc. are the expanded and explicit forms of values. Values are the beacons, the guiding principles, finding their culmination and consummation in the educative process. Values are life-oriented, education is life-related, hence values and education have similarity of purpose, both inspiring man towards a predetermined goal. According to Reid, “Education is a part of life, and clearly our questions of about values and education inseparable from questions of values in life. Values inculcate sense of discrimination between right and wrong, between good and bad; so does education. Any worthwhile education system, in the final analysis, must aim at making man a better person. The very idea of better refers to a value system according to which a process, thing, experience or, person is better.

Education and Society:

In layman’s language, the term „society“ means a number of individuals acting together and influencing one another. It is an enduring group of living beings, carrying on all the activities in common under the same basic circumstances of living within a geographical territory and bound together by certain common experiences and cultural ideas. Society is an organism of individuals or persons. It is spiritual organization of free persons. “Human society”, Green says, “is essentially a society of self-determined persons. The individuals cannot live apart from the society. The society also is not possible apart from individuals. Education plays an important part in preparing men for life in society and molding them accordingly, whether directly or indirectly. It moves the individual learners into a coherent moral, intellectual and effective universe composed of sets of values, interpretations of the past and concept of the future. At the same time, it provides a fundamental store of ideas and information.

Objective of the study:

- To study the personal values of higher secondary school students.
- To study the personal values of male students of higher secondary schools.
- To study the personal values of female students of higher secondary schools.

- To study the personal values of science stream students of higher secondary schools.
- To study the personal values of arts stream students of higher secondary schools.
- To study the personal values of students of private higher secondary schools.
- To study the personal values of students of government higher secondary schools.
- To find out the difference between personal values of male and female students of higher secondary schools.
- To find out the difference between personal values of science and arts stream students of higher secondary schools.
- To find out the difference between personal values of higher secondary school students of private and government schools.

Hypotheses:

- There is no significant difference with regard to different personal values (Value-A to ValueJ) of male and female students of higher secondary schools.
- There is no significant difference with regard to different personal values (Value-A to ValueJ) of science and arts stream students of higher secondary schools.
- There is no significant difference with regard to different personal values (Value-A to ValueJ) of students of government and private higher secondary schools.

Review of Related Literature:

Chand , S.K. in 2003 conducted a study of personal values of adolescent boys and girls in relation to socio – economic status and academic achievement.

Gupta , Alka in 2006 conducted a study of students' academic satisfaction as related to their personality needs and personal values. One of the objectives of the study was to compare male and female students on various personality needs and personal values. One of the major findings of the study was that male students were significantly higher on religious and academic values , while female students were significantly higher on social , domestic and democratic values.

Padmanaban , T. in 1999 conducted a study of the values of high school pupils in relation to certain selected variables. This study attempted to assess the values of high pupils to understand their value pattern in the present day social and educational environment.

Johnson, M. in 2001 conducted an study on personal values and leadership effectiveness. The study sought to evaluate the personal values profile, the predominant leadership styles, the personal effectiveness and the relationship between personal values balance and leadership effectiveness of a group of Brazilian executives. The study has shown that the executives have an unbalance in their personal values profile, with pre – dominance of economic and theoretical values.

Jonasson , H. S. in 2003 conducted a study on dentists' personal values. He found that dentist's personal values differed in several particulars from those of the general population. On the other hand, he found that the personal values younger and old dentists were highly similar, as were the values of male and female dentists.

Beecker , W. B. in 2004 conducted a study on personal values and personal life students. He found that personal values were intimately concerned with personal life of students. Kilbur, H. W. in 2005 conducted a study on personal values and political opinions. He found that values were general principles that motivate human behavior. Values were a key gradient of mass political behavior.

Connor, E. P. in 2006 conducted a study on personal values and individual quality of life. He found that the most important personal values were benevolence, self – direction and universalisation, whereas power, achievement, and stimulation were the least important. Conservation values (security, conformity, tradition) are correlated with higher values of individual quality of life.

Anu, A. and Jaan K. in 2007 conducted a study on to examine the relationship between personal values , parenting practices and adolescent's institutionalization. The results indicated that benevolence was positively associated with parenting practices , but self enhancement and hedonism had negative correlation with parenting practices.

Jones, R. G. in 2008 conducted a study on senior executives' personal values . He found that personal values played a significant role in decision making by senior executives.

Importance of the Study:

Our country is going radical social changes. So, the students who are the future citizens have to be trained to respond and adjust with social changes satisfactorily by equipping them with desirable skills and values. The modern India has been committed to the guiding principles of socialism, secularism, democracy, national integration and so on. These guiding principles should be emphasised in the educational system and suitable values to be inculcated in the pupils for promoting equality, social justice, national cohesion and democratic citizenship. Hence, the need for inculcating desirable values is felt more important than teaching many subjects giving more knowledge at present. Consequently, there is an urgent need to assess and study the personal values of school students. School for us is the place for acquiring values next to home.

Importance of Personal Value:

For an individual value are most important. An individual with good values is loved by everyone Today's society is facing a lot of problems, confusions and contradictions. The society is suffering from problems like poverty, pollution, unemployment, depletion of natural resources on one side and other side they are ignoring basic values like humanity, courage, spirituality, integration etc. On one side entire globe has become a village due to information technology revolution and another side people are living a miserable life. Boosting economic development and disregarding the values of life can cause threat to the humanity on the globe.

Values lie at the core of life. These have been considered important and fundamental dimensions of an individual. Values are the norms or standards of behaviour which has been evolved during the course of time in various fields. Values may be operationally conceived as those guiding principles of life which are conducive to physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture . Values are considered as the vision for better living and foundations of meaningful life. (Mullins, 1999)

Values help in character building, man making and nation building. They bring joy, satisfaction, direction, firmness and quality to life. They enable an individual really modern and deeply human. They develop a democratic way of living and thinking. Values also develop tolerance towards other religions and a sense of brotherhood at social, national and international level. On the other hand, they attempt to balance science and technology with ethics and religion and quantitative expansion with qualitative improvement around as he is compassionate about others and also he behaves ethically.

Some Important Personal Values:

According to Swami Vivekananda, if we want to make our students as a human being, school curriculum is one of the best ways to serve this purpose. Because he think that personal values can be inculcated among our students through a value based school curriculum. Therefore, Vivekananda suggested some important personal values which should be included in our school curriculum.

- **Unconditional Love and Kindness:** In most cases, if you love someone, he or she will love you back in return. This, however, is not the real meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty.
- **Honesty:** Students must be taught that dishonesty and cheating is wrong, and will get you nowhere in the future. As a student, one is only hurting himself or herself by cheating, because this action will eventually catch up to you in the end with bad consequences.
- **Hard Work:** Now a days, so many students want to cheat and cut corners in their studies, because they are lazy and don't place any value on hard word. This thinking must change.
- **Respect for Others:** Unfortunately, in our highly competitive dog eat dog society; many people will tread on others to get ahead in life. Respect for others should include respecting different religions, races, ideas, and life styles.
- **Co-operation:** To achieve a common goal, it is necessary for all people to work together. If this is not done, a few people may profit, but the end result for everyone will be a failure. I still believe in the motto, "united we stand and divided we fall."

- **Compassion:** Compassion is defined as being sensitive to the needs of people. If there were more compassion in the world, there would be less homeless, hunger, wars, and unhappiness.
- **Forgiveness:** Anger in most cases is caused by unwillingness to forgive. There would be less violence and fighting in school if students could learn this moral virtue.

Major Findings of the Study:

- There was no significant correlation between socio – economic status and religious, democratic, economic, knowledge, hedonistic, power and family prestige values, but there was no significant relationship between socio – economic status and social, aesthetic and social values. The correlations were found to be positive, but low for social and aesthetic values, but it was found to be negative and low for health values.
- There was no significant correlation between academic achievement and social, democratic, aesthetic, economic , family prestige and health values. The correlation values were found to be significant, but low for religious, knowledge and hedonistic values, but it was found to be negative and low for power value.
- Boys and girls did not differ in religious, social, social, democratic, aesthetic, knowledge, hedonistic, family prestige and health values significantly. Moreover, boys were found to have scored significantly higher in economic and power values than girls.
- Government and private schools did not differ in social, democratic, aesthetic, knowledge, hedonistic, family prestige, but differed in economic, religious, power and health values. Moreover, the government college students were found to have scored significantly higher in power and economic values than their private college counterparts. But the private college students scored significantly higher in health and religious values than the government college students.
- The value pattern of pupils studying in standard - IX was quite satisfactory. Though there was a rather wide disparity in different value scores , the rank order of the mean scores for the different values showed the highest score in social value and lowest score in political value.
- Boys and girls differed in respect of theoretical , economic , political , social and aesthetic values.

- There was an association between the pupil's most preferred value and their parents' socio - economic status.
- There was an association between the pupils' most preferred value and their cast and religion.
- There was an association between the pupils' most preferred value and their self – concept.

Conclusion:

From the above discussion it can be concluded that personal value plays an important role in the present social scenario of our society. Values are closely relative to the reality of life and help us to solve the life related problems in our present society. When a problem arises, it needs to be recognized, addressed and resolved. Instead of blaming people or institutions for the results of a lack of morality in schools, we should focus our efforts on finding ways of successfully implementing character education into schools. Changes have to occur in parents, legislators, communities, and the media and educational system so that children are taught how to behave. Actualizing character education programs into schools is necessary in order to overcome this nation's crisis of character. Let us consider our present education system; we find that value has lost their place in our education system. In our present education system much more emphasis is given in the technical knowledge and information oriented education as compared to value education. Due to this traditional values and religious values has lost their faith. Violence, crimes, murders, hate, disturbance and terrorism are rampant all around. People are getting violent not in India but all over the world, not only uneducated people but educated people are also involved. In order to overcome these problems value education should be implemented and it is the responsibility of every one to inculcate values in youngsters, like family, teacher, school, society, higher authorities etc. If we want to make a good community or want to become a well-mannered person, and to make a peaceful society of a good human conduct, then we should have to focus with keen interest on value oriented education for its implementation in our present education system, because it can help us to gain some unity and harmony between present and past experience, and to reach a position, which shall satisfy the demands of feeling and reflection, mind and intelligence, and give men self-confidence and courage, for facing the future.

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