

Values Development in Relation with their Family Value Practices

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Values Education for social transformation assumes that if the youth are trained for national discipline, spiritualism, nationalism, justice, honesty and self-reliance, then society will eventually be transformed into a law abiding and God-fearing citizen.

While more and more knowledge, skills and abilities are taught in our schools, the moral fiber that breeds true love and pride in a country has not grown. If the real meaning of education is to inculcate love of country, teach the duties of citizenship and develop moral character and personal discipline then by all means the educational system must work in that direction.

Under the commitment, the educational system intends to continue focusing its attention on the training and preparation today of tomorrow's leaders. Character building and formation of desirable attitudes will be strengthened and personal discipline that leads to national discipline will be developed.

The entire nation had joined in the reorientation of their values and attitudes. This means re-examining and restructuring of the institutions, among which are home, the church and the school. The school cooperates with other institutions in the up building of the young.

What must be resolved is what can be done by education at this particular time in history considering the infinite possibilities for advancement in every field of national life.

Time demands for a teacher who defines values as he practices them in his own life and be clothed with a strong moral fiber. He must be one who is strong-willed in character. This should be so, that despise those hard times, he can say with pride that he is the citizen, the teacher who can make the future of the nation through the youth.

The development of moral values, attitudes and behavior are being carried out in our schools among those officials, teachers and students. The school administrators set the example with regard to the development of moral character, attitudes and values. They see to it that they do the best in everything for the good of the school, the community and the whole country. Time and again, values education is always stressed in order to carry out the goals of the present administration.

Values development has become now a by word not only in the education sector but in other agencies. It is an undeniable situation that of all institution or society, the school is considered one of the known agents in inculcating values essential for national development. In school he is equipped with knowledge, discipline and sense of responsibility to take his various roles in society. Thus, school serves as a training ground for good citizenship imbued with the precepts of society.

The changes in society caused by economic pressures, media and evolution of traditional mores and values have affected the role and perception of the family within society. However, these changes may be, the family must be faithful to its true nature and role, developing its members in their personal and social dimensions.

The parents are entrusted with the education of their children, especially in the virtues so vital to national development such as solidarity, enterprise, industry, justice and the like. This is because the family is a natural community of love and learning so uniquely crucial to the transmission of

social, cultural, and ethical values necessary for social development. In the education, motivation, and support its members, the family acts as a vital resource for development.

National development, as we have already said, takes root in human development, since any resource is useless unless utilized by a quality labor force willing to achieve several goals of national survival and development: promote an entrepreneurial spirit and family, enterprise, promote self-reliance and mutual help, develop a universal outlook for the generation of bigger markets and transfer of technologies, foster confidence and optimism, develop a sense of justice and respect for others, and promote family stability for social stability. All these developmental goals point to the family as being the vehicle for the qualities that encourage genuine growth, growth with a moral dimension.

A person is continually developing his values: values can never be static but must be continually re-chosen as the person grows in this world. As a person grows in his identity and interdependence, he is continually choosing values and fashioning his hierarchy of values.

Values are chosen aspects of life that we treasure, those things which we consider as worthwhile and desirable. They can be considered as social mechanism that control man's life for they determine his choices. These, likewise, guide and explain his behavior. Values are concepts, they do not exist in experience, but in the minds of men.

Consistent with the concept of the environment being either enhanced or impediment to learning is the concept of the role of science teacher as a leader, inspirer and guide of children. Indeed, teachers should have a deep understanding for science. It is through them that enthusiasm for development and growth is communicated. The teaching being a process requires a competent teacher who possesses the enthusiasm for learning and inspiring the teacher must show competencies and values reflective of a dedicated and committed molders of the youth.

Teachers must be encouraged to take positive steps in updating themselves with the needed competencies in order to meet the demands. Teacher value awareness level must be enhanced. They must understand their significant role in the value development of their students. They must learn to direct themselves towards the values worthy of emulation by themselves. Self-development with a direction to raise themselves to the highest level of values is the primary aim of the sessions.

Teachers have an indirect but potent influence on children and adolescents in shaping the latter's values and attitudes by what they are and what they do. This is in addition to their influence they exert through the cognitive, instructional curriculum that relates to their subject matter and teaching methods. Teachers can indirectly encourage altruism moral values, social conscience and human decency by exhibiting these virtues themselves.