EROSION OF VALUES

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Abstract

*In the present study, an attempt has been made to find out the main causative factors of erosion of Values. A Self Constructed tool of 25 items was administered on 200 Students of Himachal Pradesh. The result revealed that **selfishness, materialistic attitude**, **misuse of powers ,Violence, Corruption, advancement of Science and technology, scandals ,indiscipline** , **social exploitation** , **lack of good leadership ,casteism, injustice**, **bad character, social disorganization, lust for powers, growth of industrializations** , **police atrocities ,defective system of education, growth of industrializations psychological movements, ,psychological movements, lack of social sensitiveness and social disorganization** are the major causative factors of degradation of values. The results would be helpful for the educators, Philosophers leaders, governments and parents to infuse the values among the students and members of the society, stop the degradation of values, and develop congenianal environment for better living.*

Introduction

The political tension at present time is mainly due to the fact that knowledge has increased but morality has lagged behind. Morality in the from of truth, righteousness and non-violence is the really balm which can heal the wounds of humanity. It is value oriented education which would impel man to utility atomic energy for the betterment of humanity rather than destruction. It is the task of education to develop, preach and practice – social, moral and spiritual values as these values are the greatest unifying force in life.

"It is man" false values that have made him slave. He is today, without realizing the self through strict discipline. Truth, righteousness, peace, love, non-violence and respect of humanity are the tools to helps us to approach the facts of life for the sake of inner self. Aspire and achieve, ought to be the motto of every student.

At present, when social, moral, cultural and spiritual values are disintegration. When religion is losing its hold. When power and knowledge are being misused for vested interest, when nations do not trust one another, when black marketing, corruption, barbarism,

indiscipline, violence are fast spreading. It is essential that education should be value-oriented. Only value oriented education can promote individual and social welfare, love, peace, good will and understanding.

"Anything that helps us to behave properly towards others is of moral value. Anything that takes us of our life, and inspires us to sacrifice for the good of others or for the great cause of spiritual values".

Committee on education and moral instruction 1959

Concept Of Values

The word value is derived from the Latin word "Valerie" which means "to be strong and vigorous". The German Philosopher Friedrich Nietzsche first used of word ' values' in 1980. Until the then the word values as esteem something or as a singular noun meaning the measure of something for examples, the value of money, property or labour. Nietzsche used the word values in plural to denote moral belief and attitudes what were personal and subjective because he believed in what Drawin's origin of species taught him about the survival of fittest.

In the modern democratic Society, the concept of values has changed. The word 'Values' has come to be used in plurals for over a century. Thus the universal values like truth, beauty, goodness, charity, equality, compassion, responsibility and justice cannot be replaced by any subjective values.

Definitions Of Values

A.K.C. Ottaway(1960): " Values stand for ideas men live for"

Kane (1962): "Values are the ideals, beliefs or norms which a society or the large majority of a society's members holds"

T.W.Hipple(1969), " Values are conscious or unconscious motivators and justifies of the actions and judgements."

D.H. Parker, " Values belong to wholly to the inner world of mind. The satisfaction of desires is the real value, the thing that serves is only an instrument. A value is always an experience, never a thing nor an object".

Urban: " Value is that which satisfies human desire".

John F. Emling: " Values are those aspects of anything which, when re-organised and understood, encourage, induce or incline to use them for the purpose".

Classification Of Values

1.	Positive values and negative values	2.	Universal values
3.	Spiritual values	4.	Social and Sociological Values
5.	Scientific values	6.	Religious Values
7.	Physical values	8.	National values
9.	Moral values	10.	Intellectual or Mental Values
11.	Humanistic values	12.	Ethical Values
13.	Emotional values	14.	Economic or Material Values
15.	Citizenship values	16	Cultural Values
17.	Aesthetic values	18	Secular Values

Erosion Of Human Values

The many ills that our society as a whole is suffering today, are mainly due to crisis of values. Values in public life seem to be on the cross roads. The people are losing the grounds in cherished values, thus nation stood for in the ancient past. There is degradation of social, moral, cultural, economic and political values at all levels. The degradation of the values has led to spread of callous, selfishness, unlimited greed, bribery, corruption, narrowest, rowdyism, hooliganism, violence, destruction, abuse of human rights, gross injustice, frustration and crises of character.

Objectives Of The Study

1. To find out, the significant causative factors of erosion of values.
2. To develop, moral values among students.
3. To suggest means and ways to develop values among the students, teachers, parents and society.
4. To conduct in depth study, into the causative factors of erosion of values.

Hypothesis

"There are multiple causative factors of erosion of values in the society"

Significance Of Study

It is very significant study because today, there is no respect of elders and valuable persons in the society. Every true man and honest man has feeling of frustration, due to corruption, terrorism, selfishness, unlimited greed, bribery, narrowism, injustice, rowdyism, abuse of human rights and crises of character. The many ills that our society as a whole is suffering today are mainly due to crises of values. Values in public life seem to be on the crossroads. The people are losing the grounds in cherished values thus nation stood for in the

ancient past. There is degradation of social, moral, cultural, economic and political values at all levels.

The investigator by this study will try to know the significant causative factors of erosion of values. To find out the causative factors of erosion of values and to suggest the way and means to develop the values among the students teachers, parents and the other society members, are main objectives of this study.

Methodology

Sample

200 students comprising 100 male students and 100 female students from the high schools of the Himachal Pradesh, formed the sample of the study. Students and schools were selected randomly from the list of the schools and students.

Tool

The tool was developed by the investigator himself was used.

Data Collection

In each of the schools, which were included in the study, value-rating scale was administrated to students and relevant data was collected individually.

Statistical Techniques

The obtained data were subjected to necessary statistical computation. The data was mainly analyzed in the term of **mean, standard deviation and normal distribution**.

Analysis, Interpretation And Discussion Of Results

Research involves gathering of data from Primary or first hand sources. It uses quantitative measures devices, which are consider as most precise form of description. Quantitative analysis involves use of statistical methods of analysis of data. The result obtained from such an analysis are to be interpreted in the terms of objectives of the study to reach conclusions about the population under study. Thus an important step of research involves study of a sample statistical to predictions about the representative population.

In the present study the data was collected through the rating scale. The information gathered through this scale was Scored and tabulated. The data were analysed and interpreted according to sex and by respondents, using statistical such as: mean and standard deviation and normal distribution curve. The details of analysis, interpretation of data and discussion of results are presented as below.

Table No –I Showing the number of male and female respondents

SEX	TOTAL NUMBERS	LESS THAN 14	MORE THAN 14
MALE	100	50	50
FEMALE	100	50	50

Table – II Showing the weight age given to causative factors by respondent

Sr. No.	Reasons of erosion of human values	Weightage Score	Original placing	Significant(*) range at 963-754 M ± σ 'level'
1	Due to casteism	808	17	*
2	Due to social exploitation	991	3	*
3	Due to injustice	860	13	*
4	Due to development of the science and technology	893	8	*
5	Due to corruption	954	5	*
6	Due to violence activities	876	11	*
7	Due to lust for money	1081	2	
8	Due to bad character	753	22	*
9	Due to social disorganization	803	19	*
10	Due to materialistic attitude	879	10	*
11	Due to martial disorganization	679	25	
12	Due to police atrocities	690	24	*
13	Due to political exploitation	1091	1	
14	Due to feeling of selfishness	929	6	*
15	Due to indiscipline	923	7	*
16	Due to defective system of education	747	23	*
17	Due to lack of good leadership	959	4	*
18	Due to lust for powers	820	16	*
19	Due to growth of industrializations	860	14	*
20	Due to modernization	792	20	*
21	Due to lack of feeling of the loyalty	794	21	*
22	Due to misuse of powers	893	9	*
23	Due to psychological movements	854	15	*
24	Due to lack of social sensitiveness	805	18	*
25	Due to scandals	864	12	*

Table – III

TOTAL SCORE	NO.	MEAN	S.D.	M+ σ	M- σ	SIGNIFICANT LEVEL/RANGE AT M ± σ 'LEVEL'
21585	25	863.4	177.83	863.4 177.83	859.29 177.83	1041.23 to 685.57
				1041.23	685.57	

Therefore significant causative factor will be in the range of 1041.23 to 685.57at

M ± σ 'level'

Table no III reveals that the data analyzed into various bifurcation for the propose of providing quick responses. Ultimately in this table III showing us that there are possible causative factors out of 25 i.e. C1, C2 C3, C4, C5, C6, C8, C9, C10, C12 C14, C15,C16 C17 C18, C19,C20 C21, C22, C23, C24, C25, have emerged as significant at M ± σ 'level' (68.26)

Conclusion

The study reveals that

1. There are 22 significant causative factors of erosion of values i.e. selfishness, materialistic attitude, misuse of powers ,Violence, Corruption, advancement of Science and technology, scandals ,indiscipline , social exploitation , lack of good leadership ,casteism, injustice, bad character, social disorganization, lust for powers, growth of industrializations , police atrocities ,defective system of education, growth of industrializations psychological movements, ,psychological movements, lack of social sensitiveness and social disorganization

2. The study reveals that teachers can play their role in developing the values among the students by organizing co-curricular activities i.e. morning assembly, extension, lectures, skits and dramas, books competition, art and painting, exhibitions, celebration of birthdays, value education as compulsory subject, declamation, context, redesigning the text books, girl guiding, scouting and national service scheme, use of mass media, value oriented magazine, value oriented prizes and value oriented projects.

3. After the deep discussion with the head of the institutions, teachers, parents and other society members, it was found that there are various ways and means to develop the values among the students i.e. morning assembly, extension, lectures, skits and dramas, books competition, art and painting, exhibitions, celebration of birthdays, value education as compulsory subject, declamation, context, redesigning the text

books, girl guiding, scouting and national service scheme, use of mass media, value oriented magazine, value oriented prizes and value scheme, to develop the values among students.

4.   The study reveals that teacher can play active role in various types of the, using effective methods of teaching and developing value oriented outlook.

5.   Parents of students can play an active role in infusing the values among the children (students) by developing good 'Sanskara' and good habits and checking /watching on the children.

6.   Central and states Governments can play an active role in developing the human values among the members of societies by organizing value oriented activities and programs at state and national levels and by stopping the corruption, injustice, misuse of the powers and developmenig ad implementing new good code of conduct and implementation indiscipline, stopping violence , fire of casteism and proper check on the side effects of growth and development of science and technology and proper planning of the urbanization.

Thus the results would be helpful for the educators philosophers, leaders, governments and parents to infuse the values among the students and members of society to stop the erosion of values and develop the congenial environment for better living. From this the distant dream of world peace would be fulfilled .It has been rightly said that values can uprooted the social evils from the society

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