PAY ATTENTION TO VALUES

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There are moral values that arise from conflicting or unclear moral values. Morals are to be understood if values are identified.

Values are those things we care about, that matter to us, those goals and ideas we aspire to and measure ourselves or others or our society by. It can be classified into two as:

1) good values, and
2) bad or questionable values.

There are also types of values and are listed below:

1) Aesthetic values have to do with art, beauty, and attractiveness.
2) Scientific values and others have to do with knowledge, truth, experiment, etc.
3) Economic values have to do with production, efficiency, and market prices.
4) Instrumental values have to do with the means to our ends, the effectiveness of technologies, the usefulness of tools.
5) Moral values are those that give voice to the needs and legitimate expectations of others as well as ours.

In the definition of moral values, there are important words that need to be explained to give us a very clear concept of it. The first word is ‘others’ which must be emphasized because of our connection to a larger world that is not only with people but also with animals and natural world too. ‘Ourselves’ is stressed as the ‘self’ among others. The ‘needs of others’ is highlighted to see why moral values like reducing suffering and promoting well-being are vital. Another important element is the
‘legitimate expectations’, which is equated with ‘rights’ about other people’s acts (and our own), and character (and our own). Pointed out also is that it ‘give voice’ to the needs and expectations which may mean not only include but also insist upon them serve as a reminder when or if they begin to slip out of focus.

One of the responsibilities a teacher has aside from those which are related to work is to show that values envelop his personality. He has this very sure knowledge that he is accountable for before the throne of God in the Day of Judgment if he has done or not his very sensitive but precious responsibility.

Though it is a cliché to say “values are caught, not taught” there is still truth to it which a teacher should reflect on each time he prepares lessons for the day. Many people can enumerate all the values in the world that they know and differentiate one from the other (which hypocrites do), but in a room full of young bodies with hearts and spirits to be fed daily, discussions won’t be enough.

In the old curriculum, the New Elementary School Curriculum (NESC), character building subject was included as a separate subject. Nobody knows no values and so all the pupils end up enumerating them without practicing them at the same time. Values were just good for discussions. Teachers became parrots reminding all the values the pupils should know. The purpose intended was defeated, useless.

A teacher should be and must be a fountain of values wherever he is in or out of a classroom, especially to those unripe minds waiting to be nourished with desirable attitudes that could hone their character. Contemplation should be exercised from the planning up to the evaluation stage of the learning process. Why? Desirable attitudes expected of pupils that should be shown by the teacher to be emulated should be consistently monitored. The aim is to impress each value on the children’s being, thus mold them as better persons.

The Revised Basic Elementary Curriculum (RBEC) meanwhile, integrated the teaching of values in all the subjects taught. The goal is to emphasize the values the pupils should possess in dealing with life itself. It also stressed the need of values to make the children whole and ready to face the world.

In one of the explanations on the Duties and Responsibilities of a Teacher stated in the Education Act of 1982, it says “that a teacher is an agent of change, but such change is required to be 1) constructive and 2) within the context of national policies...” What does this mean? Of all the vocations and professions existing in our present time, the teacher is loaded with the biggest burden that is to mold the totality of precious human beings. How? Not only by teaching them strategies of getting as much information as they can, sharpening their skills to be productive, honing their talents to gain confidence and direction in life, but also by exercising values which would
complete them as a desirable, responsible, productive, and accountable citizens of the country.

Why teach good and desirable values? To become holy. We don’t do things just because we want to be accepted by the society. There are bad habits and ways that other people do and they surprisingly become acceptable by this confused world. They even become popular and admired by many.

Why do we have to have good and desirable values? It’s because we know it is right in the sight of the moralists and conservatives, and it’s because we have to please God, the root and source of all good and desirable values.

Unless and until we share these values, our purpose of existence will be defeated.

Reference:

A 21st Century Ethical Toolbox, 2001 by Anthony Weston