CHAPTER - VII

SUMMARY AND FINDINGS

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7. 0 INTRODUCTION

A human being is God's masterpiece on earth endowed with mind that thinks, plans and organizes his/her life and environment to meet his/her needs. He/she has the freedom to make choices. Human beings use their power of reason, and natural skills to fashion their lives to the fullest extent of their capacities. "The thinking engaged in by human is vastly different than that engaged in by animals. We function by free choice rather than rote instinct. Our range of possibility knows no limits. We are free to learn, grow, experiment and create" (W. Staple, 1999, p. 69). Meaning is our basic need. In fact, it is more basic than all our basic needs. It is like the air we breathe. The moment we fall short of it, we feel suffocated and we perish. Victor Frankl (1998) is of the view that "man's search for meaning is a primary force in his life and not a 'secondary rationalization of instinctual drives. This meaning is unique and specific in that it must and can be fulfilled by him alone; only then does it achieve a significance which will satisfy his own will to meaning" (p.90).

Meaning assists us to interpret the world and express ourselves in ways that are understandable to every one. It helps us to set the rules, norms and conventions by which our social life is ordered and governed. Norms, the rules by which human behavior is governed, flow from the cultural values of the group involved. Norms often provide direction for living up to values. Values and norms are learned in childhood along with the suitable

behaviours that reflect them. Rokeach (1973) defined, "A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (p.5). John Dewey (1948) views (as cited in Aggarwal, 2005) value as, "The value means primarily to prize, to esteem, to appraise and to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and amount of values as compared with something else."

7.1 BASIS OF VALUE JUDGEMENT/EVALUATION

How does one know that his/her values are socially preferable mode of conduct? Are there any standard on which personal as well as societal values are evaluated? The following are the standard by which human actions are judged good or bad.

1. The Reciprocity Norm

The reciprocity norm is also known as the golden rule. According to this norm, the behaviour in question must be accepted to a person whether he is at the giving or receiving end of it.

2. Relationship between individual and society

There is a saying that "No man is an island". It means every human being is a part of the whole. The moral law covers actions between one individual and another. Most of our actions affect many people in the ever widening circles.

3. The Law of the State

The law of the State is the standard by which the idea of right and wrong is judged. For example, the Principles enshrined in the Constitution of

India safeguards the interest of each and every individual of the country. Every citizens of the country owes obedience to the law of the state.

4. The Moral law

The ultimate standard by which moral action and moral ideas are judged is called the principles of morality, the moral law or the natural law or conscience. According to this principle, 'Good must be done and evil must be avoided' (Brennan, 1977).

7. 2 APPROACHES OF VALUE CLARIFICATION

The following two approaches which emphasize that people learn to think through value issues for themselves have been described below:

7. 2.1 CRITICAL PEDAGOGY

Freire through his work in the slum of Brazil conceptualized a process of human consciousness which he called 'conscientizacao'. He described 'conscientizacaio' *as a process of becoming more fully human, a developmental process which can be divided into these distinct stages namely Magical, Naïve and Critical Consciousness*

i. Magical, or semi-Intransitive Consciousness.

At magical consciousness level human actions are divided between passive acceptance of events and active appeasement of the power which they see as in control of their lives.

ii. Naïve or Intransitive Consciousness:

At the second level of consciousness individual's actions are directed at changing themselves and defending themselves from the oppressors.

iii. Critical or Transitive Consciousness

At Critical or Transitive Consciousness level, an individual perceives the system as in need of transformation. The process of transformation begins with a rejection, a casting out of the oppressor's ideology and leads to an increased sense of self worth and peer power.

7. 2. 2 THE VALUE CLARIFICATION STARTEGY

Value clarification approach aims at helping a pupil through self observation and self analysis, to find values which only he/she can judge as valid or invalid. Giving their idea of value as well as assumption that underlies their value theory and teaching strategies Rath et al. (1987) write, "there is an assumption in our value theory and the teaching strategies that grow from it that human can arrive at values by an intelligent process of choosing, prizing and behaving. At least we assume that humans can arrive at something via that process, and with some support in the literature, we prefer to call that something values" (p.10).

7. 3 APPROACHES OF VALUE ACQUISITION

Value development has witnessed a gradual paradigm shift from Behaviourism to Cognitivism and from Cognitive to Constructivism. The four theories discussed present different portraits and account of the ontogenetic origin of the idea of a moral obligation. There are four major approaches which explain how people acquire values. They are:

1. Psycho-analytic Approach,

2. Cognitive Development Approach,

3. Learning Theories Approach, and

4. Constructivist Approach

7.3.1 PSYCHO-ANALYTIC APPROACH

The term psychoanalysis was used by Sigmund Freud to the analysis of psyche or the mind. The Psychoanalytic Theory emphasizes the structure of personality. Freud assumed that the personality is made up of three major systems namely the Id, the Ego and the Super- ego and although each of these provinces of the total personality has its own functions, properties, components, operating principles, dynamisms, and mechanisms, they interact so closely with one another that it is difficult if not impossible to disentangle their effects and weigh their relative contribution to human behaviour (Hall and Lindzey, 1991).

Sigmund Freud's (1925/19610) study (as cited in Berk, 2002) found that morality emerges between age 3 and 6, the period when the well-known Oedipus and Electra conflicts arise. To maintain the affection of parents, children form a superego, by identify with the same-sex parents, whose moral standards they take into their personality. Finally, children are thought to internalize, along with moral standards some intense emotion. They turn the hostility previously aimed at the same-sex parent toward themselves, and that internalized hostility leads to painful feelings of guilt each time they disobey the superego (p. 478). A weakened ego and superego would strengthen the ID that would lead to partial development of values.

7.3.2 COGNITIVE DEVELOPMENT APPROACH

Different psychologists have developed theories of moral development.

One of cognitive development theories is Lawrence Kohlberg. He originally identified six stages in the moral development and grouped them into three levels. His revised theory has three levels and six stages-the pre-conventional (stage 1 and 2) - conventional (stage 3 and 4) and post-conventional (stage 5 and 6) (Duska & Whelan, 1975 and Berk, 2002). Kohlberg sees moral development as a progression from stage 1 to 6 where each succeeding stage needs perspective than the preceding stage. This principle provides a fundamental guidance for any programme of value development.

7. 3. 3 LEARNING THEORIES APPROACH

The Learning Theorists advocate that values are no ideas or mental stage. They are acts, behaviours, responses that are considered desirable. Children absorb them from the society, the parents, the peers, mass media and other social institutions. Three kinds of mechanism are postulated by them that underlies the development of values. These are reinforcement and reward, punishment and the threat of it and modeling or imitation. The ecological model stresses the importance of understanding the relationship between the organism and various environment systems such as family and the community. The child is seen as an active participant in creating his own environment.

The importance of Bronfenbrenner's ecological scheme stem from the fact that it stresses the importance of analyzing relationships between the child and a variety of environmental system as well as relationship among these systems. It also emphasizes that the ecology of the child is not static.

Development involves the interaction of a changing child with a changing matrix of ecological system.

7. 3. 4 CONSTRUCTIVISM

The term constructivism refers to the idea that learners construct knowledge for themselves. Each learner individually constructs meaning as he or she learns. It focuses on learner's active participation in the process of construction of knowledge representation of working memory. According to this view, the learner is a sense maker while the teacher acts as a cognitive guide providing guidance and modeling on authentic academic tasks (Sahoo, 2005).The theory ensures that the learners must identify value laden issue in real life situations. Accordingly, the learner must analyze with the help of various interpretation and intellectual support system surrounding it.

The above four theories of value acquisition suggest that values are acquired from the socio-cultural milieu of the students. This acquisition/development of values begins right from the childhood days. There is a sufficient reason to believe that schools have not sufficiently helped students with value development. This has given rise to value conflicts.

7. 4 ORIGIN OF VALUE CONFLICTS

According to Marmar Mukhopadhay (2004) human values, an element of mental development, also happen through several stages. During the early childhood days, when judgement is yet to develop, children observe and

imitate the adult behaviour, particularly the parents. This continues beyond childhood. Values are acquired from members of the community, teacher and so on. As value are acquired and practiced through articulated behaviour, the individual draws approval and disapproved classifying one's behaviour as desirable and undesirable. The process of value assessment within the individual takes place silently that helps the individual learns to choose and imbibe the values and cherish them. With greater and greater exposure to a large number of people, the individual often get exposed to alternatives and contradicting set of values. This leads to value conflicts in him/her.

7.5 THE PRESENT STUDY

The present study is an attempt to study the impact of value clarification strategies for enabling students of class VIII to deal with value conflicts.

7.6 RATIONALE OF THE STUDY

Deep within every human being there is an urge to grow up and blossom out as a person (Shaffer, 1978). Born as a helpless infant, the human baby grows, matures, develops and learns behaviours as expected by the society. The development of values takes place in such an unobtrusive way that parents, teachers often overlook the social significance of this growth trend. Ever since the dawn of human civilization, conscious efforts have been made by home, church and schools to cultivate values in the children. Today, we find that, although these institutions are still very much concerned with teaching values, yet teaching them has become more pluralistic. Each institution inculcates in her children values which may be widely divergent from the values instilled by other institutions.

This diversity in value training has resulted in children doubts and anomie. But none today would deny that their task has become increasingly difficult, meeting with less success than in the past. Their force in many lives has been diminished and even removed. When home and the school fail to transmit to young children the personal values of an established society, decadence inevitably follows. When individuals and institutions of a society are weakened in their roles of teaching and perpetrating these human values, society as well as individuals suffer. "When a child fails to acquire the personal values characteristic of the society in which he lives, he is almost surely headed toward either direct or indirect social conflict" (Thomson, 1969, 524).

Moreover, "the modern world is marked by tremendous achievements in science and technology, coupled with a general decline and reversal of human values as well as deterioration of moral and mental health both of individuals and societies"(Goel and Goel, 2005, p.31). Similarly, Mittal (2005) is of the opinion that symbolic models on films, television have their effects in children. During the formative years, students are influenced by their environment. Be it poverty, violence or under achievement in school— there can be hundreds, often thousands of experiences all have their impacts on children in one way or the other. From these effects one can not escape. At young age, they are not able to make informed judgement about either the validity of these messages or their relevance. As they grow up, most of them are not even aware that they have been influenced by all the things around them. Yet all human

beings are able to make choice if they develop the insight, and develop their natural talents and abilities.

Due to the dramatic and far reaching socio-cultural and political changes that are taking place in our country and in other parts of the world, there is an erosion of human values without proper replacement. Conflicting ideologies and double standards practiced by people in position of power and influence have their impacts on children. Such double practices, raises doubt in the mind of the people especially the young one. The dilemma of the young person is not insufficient number of values to follow, but what to follow and whom to follow. There is more information, more knowledge of fact available today than ever before, but this means that it is more than ever necessary to sort things out. But, how to reduce a mass of facts to order?. The inquirer will have to go on to ask the end or the purpose of things whose nature he has been studying. Most people hold that man has free will that he can choose for himself. So as to be human, an action must be purposeful and directed. Activity and the motives which produce activity must be synthesized.

So, the important questions are: What should be done to instill and preserve a sense of human values in the minds of young people? How can we help our younger generation in the process of making value as regulative factor in their individual and social behaviour? Should we plan some action, which can be helpful to the future citizens to develop the competencies necessary for rational value decisions in conflicting situations?

Education is value oriented. However, in the present system of education undue emphasis is given to inculcation of value. The aspects of identification of value conflicts and strengthening those values are hardly given emphasis through well planned programme in the present education system. It is believed that erosion of value crisis can not be checked without addressing the root cause. One of the main causes of erosion of value is a lack of responding to the value conflicts that exist in the mind of the students.

A Chinese proverb states, 'Give me a fish and I will eat for a day, teach me how to catch fish and I will eat forever.' Students at secondary school can be helped to clarify as well as to strengthen their conflicts which exist in their mind. Therefore, it seemed quite appropriate to the investigator to inquire and investigate into the problem in view of strengthening the value system of the students. This study is primarily undertaken with the view of strengthening the value conflicts of the students through a planned value clarification programme using Critical Pedagogy and to study its impact on them.

7.7 STATEMENT OF THE PROBLEM

The present study was titled: "A Study of the impact of Value Clarification Strategies for enabling students of Class VIII to deal with value conflicts".

7. 8 EXPLANATION OF THE TERMS

7. 8.1 Impact

It refers to the amount of learning that is purported to have been produced in the students by exposing them to the intervention programme and amount of learning they are able to translate into their lives that has resulted in new attitudes and behaviour. Hence, impact will be ascertained by comparing pre-test and post-test scores and results based on the analysis of data obtained through intensive journaling, anecdotal records, observations and unstructured interviews.

7. 8. 2 Value Clarification strategies

The term 'value clarification strategies' refer to a pedagogy incorporating Critical Pedagogy to identify the prevailing value conflicts of the sample of subjects and to mobilize feeling, to guide thinking and to sustain action. By this process students are helped to clarify their value conflicts and act in conformity with their values through valuing process.

7. 8. 3 Class VIII

Education in Sikkim broadly divided into five stages, namely primary, junior and senior secondary, higher secondary and university. The junior secondary covers from classes VI to VIII. Class VIII is the end of junior secondary and a link to senior secondary. In the present study the end of Junior Secondary refers to class VIII.

7. 8. 4 To deal with

In this study, to deal with refers to the ability of the students to apply/use his or her assimilated values as a result of their learning by the intervention programme in a concrete values conflict situation in their life. This would imply that the students take into account the possible pros and

cons of an action, make choice, act and maintain their value under different personal-social conditions.

7. 8. 5 Value Conflicts

In this study the term value conflict refers to one's inability to choose and decide their course of action due to the incompatibility between the value principles and value practices by different people in the society. Value conflicts also refer to Approach-approach conflicts, Avoidance-avoidance conflict, and Approach-avoidance conflict.

7. 9 DELIMITATION OF THE STUDY

The present study was delimited to the students of class VIII of one school following CBSC syllabus situated in Namchi, the South District of Sikkim.

7. 10 OBJECTIVES OF THE STUDY

On the basis of the statement of the problem, the study was aimed at achieving the following objectives:

1. To identify value conflicts faced by the students.
2. To ascertain how the sample subject deal with the value conflicts.
3. To identify the stages of development of the sample of subjects on Kohlberg's stages of moral development.
4. To implement value clarification strategies that will help the sample subject to deal with value conflicts.
5. To study the other benefits of learning value clarification strategies on the sample subjects.

7.11 RESEARCH QUESTIONS

Keeping in view the above objectives, the present study puts forward the following research questions:

1. What kind of value conflicts are faced by the sample of subjects?

2. How are the sample of subjects coping with the value conflicts that they face in their day to day life?

3. In what stage of moral development are the sample of subjects?

4. Is there any impact of the prepared intervention programme in helping the sample in dealing with value conflicts?

5. Will there be any benefits of the prepared intervention progrmme on the sample of subjects?

7. 12 DESIGN OF THE STUDY

The present study was a qualitative intervention study, following pretest-Intervention-posttest design on a single group of subjects.

7. 13 POPULATION

Population in the present study consists of students of Class VIII studying in Government Secondary Schools of South District (Sikkim).

7. 14 SAMPLING

Purposive sampling was made for the present study. The sample of this study included the students of Class VIII of Govt. New Secondary School Namchi, South Sikkim, Namchi.

7. 15 THE TOOLS

The tools used by the investigator to measure the specific variables were as follows:

7.15.1 INTENSIVE JOURNAL

Intensive Journal (I J) is a tool that draws out Inner resources, helping us to become aware of new depths and potentialities of our self in all its aspects: conscious/unconscious, mind /body/spirit, intellect/emotion, personal/transpersonal, historical / spiritual. 'Daily Log'(DL) is one of the methods of Intensive Journal for gathering of inner experiences of all kinds on a current basis within the movement of our lives.

7. 15. 2 FOCUS GROUP DISCUSSION

Focus group interviews are also described as organized group discussions which are focused around a single theme. (Krueger, 1986). It involves informal discussion amongst individuals about a specific topic(s) relevant to the concerned situation (Beck, Trombetta and Share,1986).

7. 15. 3 ANECDOTAL RECORDS

Anecdotal records are factual descriptions of the meaningful incidents and events that the investigator has observed in the pupils lives. It enables the him to determine how pupils typically perform in a variety of situations.

7.15.4 OBSERVATION

Observation is the process in which one or more persons observe what is occurring in some real-life situation, and they classify and record pertinent happenings according to some planned scheme.

7. 15. 5 UNSTRUCTURD INTERVIEWS

The unstructured interviews is the one in which the procedure to be followed is not standardized and is not determined in advance of the interview.

7. 16 PILOT STUDY

Prior to data collection, a pilot study was conducted using Critical Pedagogy. The main purpose of pilot study was to assess the usability and validity of the tool for the present research.

7. 17 PROCEDURE OF THE STUDY

Data collection was organized in the following phases:

PHASE I: Pre Intervention Programme

For the identification of value conflicts prevailing among the sample group, the investigator conducted a focused group discussion. Same technique was used to investigate the ways of dealing with value conflicts among the sample group.

PHASE II: Intervention Programme

Critical Pedagogy was used for conducting value clarification sessions. The method comprised of three important steps.

Step I: Step one consisted of organization of the teaching points, writing instruction objectives for the value conflicts identified. While writing the teaching points attempts were made to see that the content of the dilemmas chosen for discussion reflected directly or indirectly related to the life of the students.

Step II: Step two included implementation of value clarification strategies for value internalization on the sample.

Step III: The third and the final step was the application of the value at both general and personal level. Finally the sample group was asked to maintain their personal diary to write down the future action plan, and the mode of practice of the values in their life.

PHASE III: Post Intervention Programme

A week after the completion of intervention programme post test was administered on the experimental group.

7. 18 ANALYSIS OF THE DATA

Since the present study was quasi-experimental, the data included both quantitative and qualitative. The data obtained on the pretest and post were analyzed quantitatively. The rest of the data were analyzed qualitatively.

7. 19 FINDINGS

The analyses of the data revealed that the implementation of the Value Clarification Strategies had impact on the sample of subjects. Such impact were related to

1. Identification of value conflicts on the sample of subjects,
2. Ascertaining the ways of dealing with value conflicts by the sample,
3. Study of stages of moral development on students of class VIII,

4. Impact of value clarification strategies in dealing with the value conflicts on the subject, and

5. Other benefits of learning value clarification strategies for the sample of subjects.

Therefore, the findings have been enumerated under those heads:

7.19.1 Identification of value conflicts on the sample of subject

i. The value conflicts of class VIII were honest / dishonest, obedience / disobedience, discipline / indiscipline, and cooperation / non-cooperation, interest / lack of interest in study, and, punctuality / lack of punctuality.

ii. Conflicts in values occurred between

    i) students' values and teacher's practiced values, and

    ii) students' values and people in power and authority.

iii. The cause of value conflicts was found to be the incongruency between the values upheld by the sample and those by the teachers and those in positions of authority and power.

7.19. 2 Ascertaining the ways of dealing with value conflicts by the sample of subject.

i. From the results of the analyses of data, it was found that 32 students (94 %) depended on parents, teachers, friends and others for the solution of their value conflicts.

ii. 2 students (6%) dealt with their value conflicts on the basis of moralistic talks received from parents, teachers and elders.

7.19.3 Study of stages of moral development on students of class VIII.

i.   A significance increase in the averages stage value score was observed. The average stage value score of 19 students (56%) out of 34 increased from stage three to stage four. There was no increase in the average stage value of 15 students (44%). However, there was an increase in their average stage value scores in terms of points.

7.19.4 Impact of Intervention Programme to deal with the value conflicts on the sample of subject.

7.19.4.1 On Obedience / Disobedience

i.   A significant change of behaviour of the students was found in the area obedience. Obedience to school rules and regulations was seen as means to attain educational goals by the students.

7.19.4.2 On Cooperation/Non-cooperation

i.   Mutual cooperation among the students in terms of sharing their class notes, peer tutoring and participation in school activites became a common phenomenon.

7.19.4.3 On Interest/Lack of Interest in study

i.   A significant change in the interest for study was found. It was found that each sample of subjects made his/her own

time table for study at home and it was followed faithfully.

ii. Over all academic achievement of the students improved. 99% pass in the State Board results of class VIII can be taken as one of the parameter for the impact of the study.

iii. Reading habit was developed. During the break time students were found reading news paper and bulletin board.

7.19.4.4 On Discipline/ Indiscipline

i. A significant behavioural change was found in the area of discipline. 28 students (80%) viewed discipline as a necessary means to achieve the goals of the school.

ii. School attendance improved.

iii. In the absence of the teacher, students did not make noise. Instead, they were found doing their home work, catching up with their pending work and sometimes peer teaching was adopted in the class.

7.19.4.5 On Honesty/ Dishonesty

i. Students reported actual reasons for being absent in the class.

ii. Students exercised their given tasks honestly, such as, home work, cleanliness of the classroom and maintaining the attendance register in the school.

iii. In case of any damage to school property, the students owned it up and reported either to the class teacher or to the Principal.

7.19.4.6 On Punctuality/ Lack of Punctuality

i. Students became aware of the value of being punctual. The habit of arriving late and leaving the school before time gradually diminished.

ii. Students grew in consciousness of their duties and responsibilities. They were found regular in following the time table made by them, submitted their home work on time, and were punctual to start curricular and co-curricular activities in the school.

7.19. 5 Other benefits of learning value clarification strategies by the sample group.

1. The reasoning ability of the sample of subjects showed a significant change in student's behaviour in the various dimension of their values under study.

2. Students respected the needs of self and those of others. This aspect was found in their peer learning and co-curricular activities.

3. Students learnt to respect rules and regulations of the school.

4. The Principle Morality score of pre and posttest indicated that the students learnt to critically examine their actions based upon the norms of the society.

5. Students learnt to analyze and examine information and experiences objectively and not simply carried away by the behaviours of people.

7.20 IMPLICATIONS

Conflict in one's value system, one time or the other is inevitable. If the value conflict is unresolved, it may further have adverse effect on the person. Value conflict resolution skills are essential to healthy relationships in all facets of our lives. The present study was a humble attempt to identify and to enable to deal with value conflicts in students of class VIII. Analysis, interpretations and findings of the present study clearly showed that intervention programme helped the sample to identify and to clarify their value conflicts. The process of value clarification incorporating Critical Pedagogy enabled the students to analyze and examine information and experiences objectively. This process besides dealing helped them to strengthen their value system.

No doubt deliberate efforts are being undertaken in our education system to inculcate values in our students. But there is very little provision made in our education system to equip students with necessary skills to deal with value conflicts. Through education we can help to develop skills that will enable him/her to interact successfully and live in harmony with all the forces that surrounds him/her. Value clarification programme in education provides students with the

knowledge, abilities, and processes needed to choose alternatives when confronted with interpersonal and inter group value conflicts.

It is, therefore, important that similar effort should be made to clarify and to strengthen the values of the students at various school levels.

7. 21 SUGGESTIONS FOR FURTHER RESEARCHES

From the findings of the study and on the basis of the observations made by the investigator during the study, a few recommendations are made for further researches.

i.   A study on identification of specific factors responsible for value conflicts at different levels of school may be carried out.

ii.   The present study was delimited to students of class VIII of one school only. Value conflicts on students of other classes could be identified and similar studies with more variables may be conducted.

iii. Further research may be conducted at the State as well as the National level so that the generalization may be made.

iv.   School Climate emerged as one of the sources of value conflicts. A study of various factors responsible for the value conflicts from school climate at the larger scale may be conducted.

v.   As parents are the primary source of inculcation of human values, effort should be made to develop comprehensive

programme/packages for parents in the skill of strengthening the value systems of their children.

vi. Though the question of level of motivation on the students was not addressed in the present study yet, it was found that value clarification strategies helped to increase the motivational level of the students. A study to assess the level of motivation using value clarification strategies can be undertaken.

vii. Peer group interaction found to be conducive environment for value conflicts being clarified. This finding of the study need to be cross-validated.

7.22 CONCLUSION

From the present study it may be concluded that many value conflicts have their roots. These may be rooted in issues of social diversity which are often expressed in different beliefs, convictions, and/or principles. Although complex, these conflicts need to be resolved by increased awareness, understanding, and respect. Else it would cause further damage to the person as well as to the society at large. In the Bloom's Taxonomy, value fall under the Affective domain. Schools are places where children need to learn at Cognitive, Affective and Psychomotor level the skills to analytical thinking, power of reasoning and take appropriate decision whenever they are faced with value conflicts in their lives. Value Clarification Strategies incorporating critical pedagogy provided a framework for addressing these problems.

The present study promoted respect and acceptance through new ways of communicating and understanding value conflicts. Further, it was observed that the intervention programme helped to strengthen the value system of the students. It is not too late for a paradigm shift in our outlook toward value conflicts. Such a shift in value education might make it possible for human beings to learn to live together in peace and mutual harmony with self and others. Thus, students may become an asset and not parasite to the society and the nation.