

## PERSONAL AND INTERPERSONAL VALUES OF STUDENTS AS PROSPECTIVE PEACE ADVOCATES

**Lorna Lacsamana Gappi**

Department of Social Sciences and Humanities,  
AMA International University of Bahrain,  
KINGDOM OF BAHRAIN.

[lgappi@amaiu.edu.bh](mailto:lgappi@amaiu.edu.bh)

### ABSTRACT

*This study aimed to determine the predominant personal and interpersonal values of the College Freshmen to form basis for the proposed Activity Modules for students as prospective advocates. The participants were 279 students who responded to the Survey of personal Values (SPV) and the Survey of the Interpersonal Values (SIV) by Leonard Gordon. The study made use of the descriptive normative survey which attempted to interpret the predominant personal and interpersonal values of the students. Outcome of the survey was used to design a module of activities for the students as prospective peace advocates. The study has revealed that the students possess within themselves in moderation the value that may help them cope with the problems of everyday living. "Orderliness" was the predominant personal value of the students. The students ascribed an average esteem to all the interpersonal values measured and held "conformity" as their high esteemed interpersonal value. The proposed Activity Module based on the measured personal and interpersonal values have been an optimistic opportunity to help the students develop stronger values for better life capable of emanating goodness and bringing peace in their lives and others.*

**Keywords:** Personal and Interpersonal Values, Prospective Peace Advocates

### INTRODUCTION

The Influence of values in one's life is very decisive. Values determine the kind of life one chooses to live. Values can be chosen consciously and measured and can become an instrument that permits man to choose a new set of futures rather than live in the direction some other persons. (Hall, 1994)

Theorists shared views about how clarified values direct man's life to become more productive and purposeful. For Sutaria (1986) and Villamin (1986) no change can take place unless people change, in order to do so, attitudes, values and behavior must be properly oriented. For Hall (1982) Values play a key role in steering action, resolving conflicts, giving directions and consistency in life.

A number of studies revealed that values can be determined and measured which could lead to positive action to help develop and shape better values. Ramos (1974) have revealed that humankind though sharing universal human values yet certain values are prioritized in a specific culture; Gordon (1987) ascertained that people of different culture differ in their values because of upbringing and education; Janicki (1971) revealed in his study that religion can also influence ones values and assist one to establish relationships with parents, teachers and peers. Moreover, several studies reveal that personal and interpersonal values can be determined and serve as tool to facilitate change. Gordon's (1987) findings showed that

among the oriental groups, Samoan, Indians and Filipinos have the higher means on conformity but lower on independence. The American and Japanese samples were on high on support, moderately high on benevolence and low on leadership; San Felipe's (1988) study on the correlation of value structures and interpersonal value dimensions of teachers revealed that teachers were motivated to perform new things; Benitez (1989) findings reveal that the students have preference for recognition.

This study is premised on the value theory of Rokeach (1979) that values are conceptualize needs and desires that can be represented to other persons as valid claim and that they may continually be used as weapons in socially struggles. Furthermore, Rokeach consider the ultimate function of human values as to provide a set of standards to satisfy ones needs and at the same time maintain and in so far as possible, enhance self-esteem, that is to make it possible to regard oneself and to be regarded by others as having satisfied societal and instructionally.

Ultimately this study theorizes that since values are basically a quality information system which tell about what drives man to be exceptional then, the need to identify and recognize ones values make available and unlimited information which will be beneficial in the development of specific plan of action to uphold the enhancement of a more meaningful and peaceful life through appropriate and suitable activities. This is further clarified by the theoretical Paradigm of Values as Set of Standards in figure 1

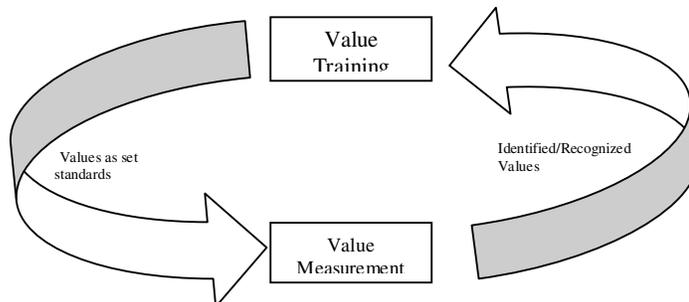


Figure 1. Theoretical Paradigm of Values as Set of Standards

The study focuses on the role that values play in the formation process for personal maturity of the young people. This maturity of which values are integral part will be attained if proper activities will be available for them. The model drawn for the study is shown in figure 2.

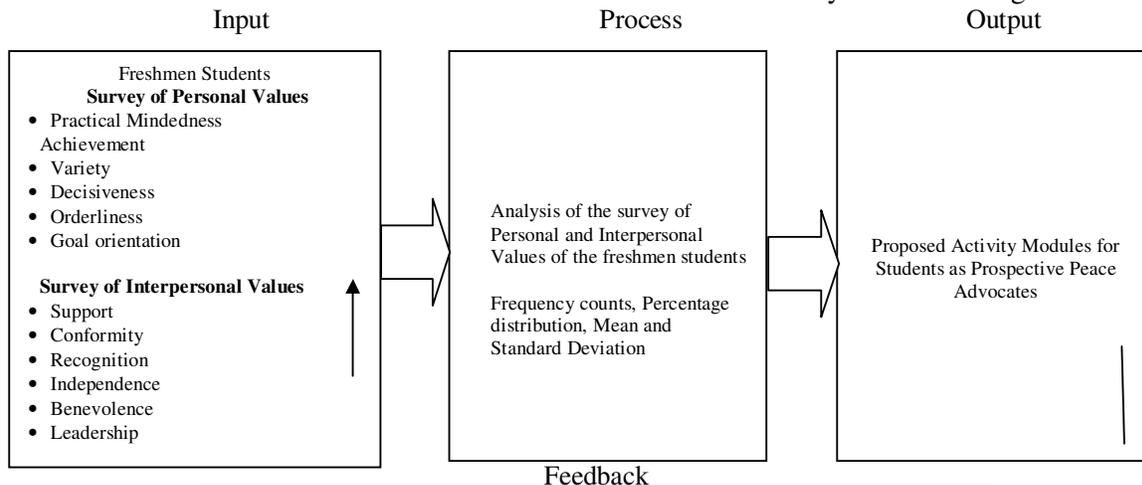


Figure 2. Conceptual Paradigm

## OBJECTIVES OF THE STUDY

The main purpose of the of this investigation is to determine the personal and interpersonal values predominantly held by the freshmen college students of BSU as basis for the proposed activity modules for prospective peace advocates.

Specifically it sought answers to the following problems:

1. What is the predominant personal value of the students in terms of the following:
  - a. practical Mindedness;
  - b. achievement ;
  - c. variety ;
  - d. decisiveness ;
  - e. orderliness;
  - f. goal orientation?
2. What is the predominant interpersonal value of the students in terms of the following:
  - a. support;
  - b. conformity;
  - c. recognition;
  - d. independence;
  - e. benevolence;
  - f. leadership?
3. Based on the data analysis what training activity module may be proposed for the students to be prospective peace advocates?

## METHODS

### Participants

The participants of the study were 279 first year students of Batangas State University. This is 30% of the total number of first year students. Stratified random sampling was employed in the selection of the participants.

### Data Collection Instrument

The data needed to answer the questions raised were gathered primarily through the use of the standardized instruments by Leonard Gordon. Two instruments of the same kind were used; these were the Survey of the Personal Values (SPV) and the Survey of the Interpersonal Values (SIV).

### Data analysis

Descriptive statistics was employed in the study. It is a collection of methods for classifying and summarizing numerical data. The methods include percentage, ranks, mean and standard deviation as measure of variations. The frequency counts and percentage distribution was used to get the measure of the personal and interpersonal values of the respondents, which were expressed in percentile equivalents. The typical average scales of both personal and interpersonal values of the students were determined by computing the means of each of the personal and interpersonal values. This provided the predominant vales of the respondents. The scores of the different personal and interpersonal values understudy were ordered and

ranked based on the extent of the students' measure of values. The standard deviation was employed to determine the average deviation from the mean score.

## RESULTS AND DISCUSSIONS

**Table 1. Mean Responses of Students on Personal Values**

<i>Personal Values</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Rank</i>
Practical Mindedness	14.53	3.77	4
Achievement	15.48	3.38	3
Variety	12.61	4.12	6
Decisiveness	13.15	2.78	5
Orderliness	17.56	4.13	1
Goal Orientation	16.47	3.39	2

Results revealed that "Orderliness" with a computed mean of 17.56 was the first in rank and was the predominant personal value of the student participants. Contrary to the study made by a committee formed by former Philippines senator, Leticia Shahani, the result of this study revealed a new breed of young Filipinos. In their study, they concluded that one of the weaknesses of Filipinos including the young is lack of discipline, which usually bring them disorder in life. It is surprising to note that at their young age these students maintain a well-organized life and considered it as a predominant value as the committee headed by Shahani (1988) declared that family and home environment is one of the most important reasons for the Filipinos strengths and weaknesses, the researcher is bound to attribute also the positive result of the study to the said fact. Believing that these students came from supportive and good-natured families their upbringing have made them what they are now; well-organized and find life in order.

**Table 2: Mean Responses of Students on Interpersonal Values**

<i>Interpersonal Values</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Rank</i>
Support	14.46	2.89	5
Conformity	16.46	3.53	1
Recognition	12.55	2.81	6
Independence	14.9	2.89	3
Benevolence	15.84	3.08	2
Leadership	14.25	3.23	4

Result showed that the predominant interpersonal value of the student participants was conformity with a computed mean of 16.46. Results confirmed Hurlock's (1976) statement that the most acceptable adolescent are those who conforms most closely to the interests and

values of a particular group. Apparently it is natural for young people to usually conform as it provides them feeling of security and belongingness.

The result may be very acceptable as it is typical for young people to be conformists, yet the researcher believes that this value, if not properly addressed may lead to the loss of their identity as unique persons. It is then fitting to direct this value to a more positive direction. They should be trained to conform to views and actions that are basically acceptable especially in the promotion of peace and harmony in living.

“Recognition”, which obtained the mean score of 12.55, was the last in rank. This revealed that the value of being looked up to and be admired is not given importance by the student participants. The call today is to openly convey appreciation for anything worthwhile that these young people do in order to boost their morale and make them feel more significant beings.

The results of the study made clear indications that student participants find it difficult to break out of their own self centeredness and genuinely reach out to others and be recognized in return for their encouraging actions. This is an indicator that training them to be peace advocates may be a promising and productive endeavor.

In the conceptualization of the proposed activities to guide the young people to be peace advocates the researcher focused on the values, which were held less essential by the participants. The proposed activities which are primarily anchored on the predominant values of the participants is designed to help students understand and eventually practice peace. For Swee-Hin and Cawagas (1987) peace requires understanding and practice; or reflections and action. For them to create peace one must act on it.

The proposed activities are in module form; they offer a variety of experiential activities to help prospective peace advocates enhance their personal and interpersonal values. These activities stimulate awareness of personal and interpersonal responsibility. The process through the activities of learning, sharing, and planning teaches the students how to cooperate and work as team. They are made to reflect, imagine, dialogue, discuss and communicate, create, write about

And artistically express value .In this process, personal and interpersonal skills develop as well as peaceful, tolerance and cooperative skills. Some of the activities used are adopted from the activities prepared by Garcia, Borje et al. (1994) Pedrajas and Cawaga (1988) , an important part of the module is evaluation to get feedback about the activities or to assess whether the objectives have been met.

## CONCLUSIONS

In view of the findings, the following conclusions were drawn:

1. Student participants ascribe a middling importance to the various activities that measured their personal values.
2. Participants ascribed an average esteem to all the personal values measured through the activities used in the survey
3. The proposed activity modules based on the measured personal and interpersonal values of the participants welcomes with optimism the opportunity to help young people develop stronger values for better life capable of emanating goodness and bringing peace in their lives and others.

## RECOMMENDATIONS

The following ideas are recommended for further study :

1. A similar study which will test the significant differences of the students' and teachers' personal and interpersonal values and its implication to the effort to build a culture of peace.
2. A study on the training needs and training program of the students as peace advocates.

## REFERENCES

- Araceli, V. (1986). Why Values Education, *Education Journal* .1
- Brian, P. H, (1994). *Values Shift: A Guide to Personal and Organizational Transformation*. Rockport, MA: Twin Lights Publisher Inc.
- Brian P. H. (1992). *Readings in Values Development*. New York: Paulist Press
- Benitez, I.S. (1989). *Interpersonal Values of High School Administration and their Implication to Educational Management*, (Unpublished Master's Thesis) Manual L. Quezon University Manila
- Ramos, J. M. (1974). *Interpersonal Values of Senior High School and Girls in Certain Secondary Schools of Manila*. (Unpublished Master's Thesis ) Philippine Women's University , Manila.
- Janicki, L. (1971). *The Interpersonal Value Differences between Christian and Non Christian Oriented Fourth Year High School Boys of Samar*" (Unpublished Graduate Thesis), De la Salle University, Manila.
- Minda, C. S. (1986). Values Development Framework of the Ministry of Education and Culture and Sports . *Philippines Journal of Education*, 65(4).
- Rokeach, M. (1979). *Understanding Human Values*. New York: the Press
- Rokeach, M. (1973). *The Nature of Human Values*. New York: The Free Press
- Felipe, N. S. (1984). *Correlations of Personal Value Structures and Interpersonal Value Dimensions to Work Value Concomitants*, (Unpublished Master Thesis) EARIST, Manila
- Shahani, L. Sustainable Human Development. *PBMIT Graduate Journal*. VI(5).
- Swee, H. T. & Cawagas, V. (1990). *Peaceful Theory and Practices in Values Education*. Quezon City: Phoenix Publishing House, Inc
- Tomas, D. A. (1980). *Understanding Filipino Values: Management Approach*. Quezon City: New Day Publisher
- Virginia, F. C. (1985). Management for Values Education. *Educators Journal*, 5(10).