



Values: Great challenge for construction of social structure with social institutions

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Abstract

Values and social institutions are inseparable in the construction of the social structure. There are 5 main social institutions; namely, family, education, religion, economy and politics. These institutions have their own structures and these structures were shaped by values. The scope of this study is to observe value system in general. Thus, it is possible to understand the motivations behind attitudes and behaviors related to values and to observe social interaction processes, institutional structure of key entities in the society and to understand cultural trends in the society general.

Keywords: Values, social institutions, social structure, social roles.

1. INTRODUCTION

All of the basic social institutions, which constitute social structure, include their own values, when the values are focused in order to evaluate social structure. These institutions are family, education, religion, economy and politics. The mentioned institutions have critical roles in transferring the values to the next generations, sustaining them and also in cherishing them. Moreover, the basic mechanisms, in which the values were emphasized, are the individual's social roles. These are closely interrelated with social processes constructing society's stratification system and social structure. On the other hand determination of good & evil, ideal thinking and ideal behaviors in the society are constituted by values.

In this frame work, the most commonly cited definition of a value is: 'guides and determines action, attitudes towards objects and status, ideology, presentations of self to others, evaluations, justifications, comparisons with others, and attempts to impress itself has become a standard' (Rokeach, 1973). By the way stable systems of values and socialization processes are closely related

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to adults' long process of development, but also depend on personal experience and cognitive ability.

Values and social institutions thus are inseparable in the construction of the social structure. As mentioned above there are 5 main social institutions; namely, family, education, religion, economy and politics. These institutions have their own structures and these structures were shaped by values. This harmony between social institutions and values is pretty much critical, because family is actor of first socialization, education has a great role in socialization process in formal way, religion shapes the society by the help of individual's conscience, economy aims to constitute a good consumer from an individual and politics creates ideal administration for society. All these are shaped by the values of a specific society.

The scope of this study is to observe value system in general. Thus, it is possible to understand the motivations behind attitudes and behaviors related to values and to observe social interaction processes, institutional structure of key entities in the society and to understand cultural trends in the society general.

2. VALUES

Values are the ideal modes of behavior and beliefs that represent abstract ideas about the ideal terminal goals; thus, they are defined as positive or negative (Rokeach, 1968). A value system - in terms of their importance or priority to the evaluator – contains individuals, groups or communities in a hierarchical organization within the sub-systems of values (Rokeach, 1968, 1973, 1979). Kluckhohn defines values as 'conceptions of the desirable means and ends of action' (1951), within a certain society.

Values are usually the general life events, life goals, and examined in a wide range of beliefs about social situations under a cross-cultural perspectives (Schwartz, 1994; Schwartz & Bilsky, 1990; Schwartz & Bardi, 2001) or they are to explore the cultural differentiation or biological needs, social interaction, social norms and meet the demands for group welfare and survival within the scope of universal human values that describes a range of values between cultures are priorities (Rokeach, 1973; Feather, 1986),

Spanger (1928) offered a different theoretical framework for value hierarchies and this was elaborated by Allport *et al.* (1951) through the Study of Values Test (AVL). In addition, they stated that the value's 'ideal types consist of six types of combination of a value for people: Theoretical, Economic, Aesthetic, Social, Political and Religious. After these contributions to value literature Lasswell (1957) added another paradigm and proposed eight value categories: power, wealth,

respect, love, morality, security, professional specialization and a different facet, values 'of education'.

These are the tools and knowledge to obtain and transmit the desired goals or understanding for the action referred to the ideal ends. Internalization and retention of individuals and groups are obtained through the support system offered by educational institutions educational values which is called 'secondary socialization' of the procedure. Besides, internalized the values of education contains the functioning of educational institutions and their symbols and facilitates the interpretation of rules and norms (Dowling & Osborne, 1985). Greenwood and Levin (1998) emphasize that the practical side of values as: that do not reflect the values of the researcher is not possible to present any scientific evidence. Senne and Rikard (2002) summaries that individuals' professional growth is prepared, mature, assertive and confident as a combination of values meeting. Values resemble abstractions like honor and desire.

People use a variety of contexts, mixture of values and meanings various reasons. These are reflective, cultural, or global values are tempting to give a definition and the list goes on. In addition, ethics, morals, standards, attitudes and goals are needed to be out of the list. People distinguish between facts and values. Everyone else has a conflict with the values. In addition, the values create a pre-concepts for an internal state of mind and this leads quite stable process over time. Finally, people seem unaware of the functioning of the values.

Individuals need to have value in other words they want to feel good that their behaviors are right and good (Baumeister, 1991). There is a requirement that individuals form the basis of their values to assess and this must be within the framework of their justified impact. This situation, in particular ideologies, belief, or a personal or systemic connoting an obligation is beyond the pedagogy (Bryk 1988; Carr 2005, 2006; Halliday 1998; Hansen 1998; Lovat and Clement 2008).

Family, peers, and social systems generally have tasks to educate the citizens in personal and social value structures (Feather, 1970, 1975). However, the global political and business corruption have fueled a call for academic institutions in ethical, moral, and pro-social behavior to take the role (Sullivan & Dockstader, 1978). Moreover both psychology and education values education may be related to moral and ethical values associated with individual including teaching critical thinking skills (Halstead & Taylor, 2000; Nucci & Weber, 1991). There are various approaches to teach values to students. For example, Maples (1982) stated that there are content of knowledge, techniques and methods, processes and systems, and reinforcement in new values or accepted training programs for teachers. Brooks and Kann (1993) specified on the specific behaviors that reflect the values of the instruction, and Young and Elfrink (1991), no matter what the organization values as a result teachers agree on the unofficial role model appropriate behaviors have developed

a class system. Whatever it is, the value of teaching strategies is to teach about the issues, education, personal development, however they are expressed their own values and point values that are important to productive citizenship, and must try to show the differences (Veugelers, 2000).

However, value education, and is usually carried out indirectly, rather than day-to-day with an emphasis placed on combining the values that define the interactions between student and educator nested (Halstead & Taylor, 2000). Instead, the value of higher education should be endorsed by the value of what we believe in maintaining disclosure (Rybicki, 1996). At best, an instructor explains the concepts of individuality, ethics, morals, and values by determining the grid, leaving a neutral charge.

3. SOCIAL INSTITUTIONS

In a sociological framework institution is neither an individual or a group nor even a space. Institution is part of culture and part of individuals' life styles. In other words it is behavior patterns which are shared by majority. Moreover institution is the way of cultural norms' satisfaction ways (Krech, 1983). Society uses institutions for fulfillment of the needs. In order to make a clear definition of institutions the functions of them should be clearly understood. First of all institutions facilitate the social behaviors of individuals. Secondly, institutions serve as an agent for stability and coordination of culture and as a result institutions control the behaviors. These functions lead the institutions determine the all behaviors of members of society (Poloma, 1993). The functions of institutions constitute social institutions according to three main features: universality, necessity and importance.

These features construct a classification of social institutions: family, education, religion, economy and politics.

a) Family: It is a system that provides the relationships between genders and regulates the next generations. In other words family is a system for standardization of society. Most common form of family is monogamy in which man, woman and their off springs live together. There are sub institutions which are engagement, marriage, child care, legal relations and etc. These sub institutions are shaped with family and culture. Family has the most important function for construction of the social structure which is called socialization. That is family is the first stage of socialization process for individual in order to be ready for society and its structure. In this process family teaches individual language, cultural structure, how to live in their own structure in an informal way. This gets ready the individual for formal education (Aydın, 2011). In family individual also learns the values of the society in which s/he lives.

b) Education: Education is a systematic socialization process which takes place in cultural environment, complex education regulations of the society formally and at home informally. It is total of processes in which individual makes progress in skills, attitudes and positive forms of behavior. There are lots of sub institutions like other institutions have. Namely; grading, examinations, diploma, homework, being a student, being a teacher etc. As it can be easily seen it has a formal nature. Every component of education is written. Education exists in every single society at least potentially as a institution. Thus, education has the function of including values in itself. These values construct the social structure with education. The content of education can be different from society to society however the presence and the need of education do not change. Education is universal with this feature for all societies in order to construct their social structure (Aydın, 2011).

c) Religion: Religion is an institution that allows the person's relationship with God including such patterns of behavior. It is the most obvious form of prayer and worship in the order of these relations. It contains patterns of behavior and misuse of accuracy which are the external and conceptual. It includes moral and ethical systems. The sub institutions of religion are, certain acts of worship, prayer, system, community, clergy and some of the ceremonies. In some societies, magic and superstition are conceptualized applications. Religion also regulates the social values in order to construct the social structure. The rules and practices of religion can never be questioned (Aydın, 2011).

d) Economy: Financial products and services are provided through the economy to society with patterned social behaviors. Commodity production, distribution, and consumption is concerned with economy. Sub institutions, credit, bank, market, and similar systems. Economy has two meanings with pure form: Studying the relationship between of production-consumption, purchase-shopping, exchange of a particular country or countries and the growing needs of consumer attitudes and behaviors of individuals, families and nations, limited facilities. The first one is science and the second one is form of behavior. Sociology basically deals with the second one, because the behaviors contain values and social structure (Aydın, 2011).

e) Politics: Politics primarily provide public order and general management functions in response to needs. Sub institutions are the legal system, law, the army, the police system, public services, the selection and appointment forms, diplomatic relations with foreign countries. Moreover, when we mention about politics the first thing comes to the mind is state. For that reason politics is called art for administrating the state. Although it is said like that, politics should not be understood only art of administration. However, efforts for presentation of the state as a public space are not meaningless. In other words, the public is a political task at the same time. In fact, the political does

not only determine the relationships between, individuals like moral values, it is also the principles regulating the relations between the individual and the community (Aydın, 2011).

4. DISCUSSION AND RESULT

The definitions of value lead the subject in another path including social roots of values and the relationship value with social institutions in construction of social structure. In this framework values are defined as desirable, trans-situational goals, varying in importance that serve as guiding principles in the life of a person or group (Allport, 1961; Inglehart, 1997; Kluckhohn, 1951; Rohan, 2000; Rokeach, 1973; Schwartz, 1992). When literature is reviewed, Schwartz and Bilsky (1987) proposed five formal features of the conceptual definitions of the values. Values (a) are concepts or beliefs, (b) are motivational constructs; that is, refer to desirable goals, and serve as standards or criteria and guide the selection or evaluation of actions, policies, people, and events, (c) are abstract in that they transcend specific actions and situations, (d) are less numerous and more central to personality than attitudes, and (e) are ordered in a person in a hierarchy of importance.

With the content of these features social institutions are seen as important components in construction of social structure with values. In another definition; a social institution is a large culture of the individual by providing a framework that connects a regular basis to meet the social needs of the functions like an organizational system. According to this definition the functions of the social institutions are extremely important in construction of social structure with values system. The general and specific functions of social institutions in this context are as follows. General functions of social institutions are: satisfying the basic needs of society, defining dominant social values, establishing permanent patterns of social behavior, supporting other institutions, providing roles for individuals. The specific functions of the family: The control and regulation of sexual behavior, providing for new members of society (children), providing for the economic and emotional maintenance of individuals, providing for primary socialization of children. The specific functions education: Transmitting culture, preparation for occupational roles, evaluating and selecting competent individuals, transmitting functional skills for functioning in society. The specific functions of religion: Providing solutions for unexplained natural, phenomena, supplying a means for controlling the natural world, religion tends to support the normative structure of the society, furnishing a psychological diversion from unwanted life situations, sustaining the existing class structure, religion serves as an instrument of socialization, religion may both promote and retard social change, religion may both reduce and encourage conflict in groups. The specific functions of economy: providing methods for the production of goods and services, providing methods for the distribution of goods and services, enabling societies members to consume goods

and services which are produced. The specific functions of politics: the institutionalization of norms (Laws), the enforcement of laws, the adjudication of conflict (Court), provides for the welfare of members of society, protection of society from external threat. (<http://www.tomcravens.com/inst.html>).

The definitions and functions of both values and social institutions above show that both are extremely important for construction of the social structure. Also another important concept comes to stage in this context. This concept is one of the important in construction of social structure. It is called “social order”. Social order presents a guide in process of constructing social structure to values and social institutions.

The issue of social orders, how and why it is that social orders exist at all, is historically central to sociology. Thomas Hobbes who conceived the concept of a social contract to answer, the problem is considered to be the first to formulate a clear way. Social theorists like Karl Marx, Emile Durkheim, Talcott Parsons and Jürgen Habermas made different descriptions, composed of a social order and the true basis. According to Marx, a social order is the basis of production or economic structure relationships. For Durkheim, it is a set of shared social norms. For Parsons, the action is based on a framework of cultural values, orientations, a series of patterns regulating social institutions. For Habermas, it is all of these, as well as communicative action (http://en.wikipedia.org/wiki/Social_order).

Social order phenomena play a great role in constructing society and values and social institutions gather a great deal of help from social order for social structure. In this context value system takes an important role. As a result in this framework another description for values can be stated as internal criteria for evaluation. There are two categories of values one of them is individual values in which individual thinks there is value there. The other is social values. Social values is based on ethical principles, or modified according to the desire to associate with the group: Friends, family, or business. Values tell us what people should do in a given situation. Values do not enforce from the outside - or outside of individual. As a result a society determines values and social institutions to construct the social structure because values are transferred from one generation to the next one (http://en.wikipedia.org/wiki/Social_order).

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