

STUDY OF PERSONAL VALUES OF ADOLESCENTS IN RELATION TO MODERNIZATION

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ABSTRACT

The study was conducted to examine the relationship of Modernization with Personal Values of adolescents. The descriptive method has been used to obtain the pertinent and precise information. The sample of the study was comprised 160 adolescents from urban and rural areas of Ludhiana district of Punjab state. The simple random sampling technique was used for the selection of the sample. The data was collected with the help of two standardized tools viz. Personal Values Questionnaire by Dr. G.P. Sherry and Dr. R.P. Verma (1971) and a battery of modernization scale by Km. Roma Pal and Km. Radha Pandey (1984) by the investigator. For the purpose of drawing out the results, the investigator has used statistical techniques like mean, median, standardized deviation, t-test and coefficient of correlation. The findings of the study revealed that there is significant difference of personal values between urban and rural adolescents. Furthermore, no significant difference of modernization was found between urban and rural adolescents. It was also concluded that there is no correlation between personal values and modernization of adolescent. Therefore, no significant relationship was found in personal values and modernization of adolescents.

Keywords: *Modernization, Personal Values, Adolescents, Urban, Rural.*

INTRODUCTION

Modernization is the term used to describe a modification to a typical and traditional system. The incredible transformation of rural society, the move from an agrarian to a secular culture,

the industrial revolution, etc. are the shifts that are generally referred to as “Modernization”. The process of modernization has an impact on everyone’s way of life. Modernization is the result of adopting new ideals, lifestyles, and scientific and technological systems. The world is moving very quickly towards such changes in the current situation. The adolescents are the ones who are most affected. In our technology age, they are more interested in changes. Both the traditional rural culture and the urban culture have undergone considerable change as a result of societal developments on a worldwide scale that have become strongly and quickly visible in societies' daily lives in recent decades. The entire personalities of people are being impacted by these social developments in some way. The most significant aspect of any personality is their personal values. These values are developed as a result of many daily life events, and they can change with the passage of time. It is natural to see changes in an individual's personal values in the modernised world we live in today. This study aimed to determine the relationship between modernization and the personal values of adolescents because the adolescent period is the one that is most quickly affected by such changes and transformation.

MEANING OF PERSONAL VALUES

The word ‘Value’ is originated from the Latin root word, “Valerie” meaning ‘to be strong’ and ‘vigorous’. It refers to evaluation, comparison with something else, assessment of the merit, and anything that is genuinely appreciated, valued, aimed for, and approved of indulging in a desired good or activity. A behavioural idea relating to a person or a community is called value. They are socially sanctioned aspirations or objectives, concepts or parameters by which things are judged to be good or bad, and they get internalised in people as a result of conditioning, socialisation, and preferences. Values are viewed as desirable, significant, and highly valued by the culture in which a person resides. Values are a reflection of a person's own attitudes, judgements, decisions, actions, relationships, and goals and vision. They direct us towards doing things morally correct.

Values are the standards or beliefs of life that are encouraging to one's physically, psychologically and social well-being and are consistent with one's values. According to Adhikari (1994), Values play an important role in shaping individual behaviour in social content. They are socially approved or disapproved desire or goal, conception or standards by

which things are compared and approved or disapproved. Values are things in which people are interested, things they want and desire.

Personal values are internal standards that we individually hold ourselves and other people to. As we value these norms, we make an additional effort to act in a way that upholds them. Respect, justice, honesty, and ambition are a few common values, however a person's true values are not limited to the predictable. Despite the fact that many of us are not consciously aware of our own values, it is crucial to understand that everyone has them and that they shape how we perceive the world. Without being consciously aware of your values, you could find it challenging to navigate either your external, internal, or both worlds.

In early-life, personal values may be tough to change. They might be drawn from those of certain systems or organisations, including culture, religion, or political parties. Personal values, however, are not universal; they are influenced by one's genes, family, country, and historical context. According to Theodor son and Achilles (1969) Personal values or individual values are the values to which an individual is committed and which influences his behavior. According to Schwartz (2006), Values are those personal standards, desirable qualities or principles that individuals set for them to live. These are the broad psychological constructs with implications for both motivated behaviour and personal wellbeing that guide the selection or evaluation of actions, policies, people and events.

MEANING OF MODERNIZATION

The word 'modernizations' has originated from Latin word "Mudo" which means 'Modern'. Social scientists have developed their own notions of modernisation based on this fundamental root meaning. The process of modernization affects the social structure, value orientations, and motivational norms in the intended way. It is a process that involves moving a civilization from its traditional foundation to one that is forward-thinking and developed. Modernization refers to a more profound shift in a person's way of thinking and feeling, as well as a change in his overall perspective on the issues that face society and the universe as a whole. As Suri and Sodhi (1999), the application of new knowledge and technology in every field of production, consumption, thinking and actions is called modernization. The concept of modernization is defined as a rational transformation of society from traditional and conservation to a forward looking and progressive society.

It involves the concept of becoming modern, not just being so. In the field of social sciences, the term "modernization" refers to the process through which a society undergoes industrialisation, urbanisation, and other social changes that drastically change people's lives. In a good sense, modernization is a way of improving your life-style by opting new improved technologies, implementation of updated knowledge in one's life and more alike such activities to get rid of some problems of traditional life-style. According to Wilbert E. Moore, modernization as the 'total' transformation of a traditional or pre-modern society into the types of technology and associated social organization that characterize the 'advanced', economically prosperous, and relatively politically stable nations of the Western World. According to Smelser, Modernization refers to a complex set of changes that take place in part of society as it attempts to be industrialization. Modernization involves ongoing change in a society's economy, politics, education, traditions, and religions.

REVIEW OF RELATED LITERATURE

Kalamani (1991) conducted a study and revealed that all adolescent students in higher secondary schools have low political and religious values but have high social values. **Sandhu (2000)** conducted a study to investigate the attitude of adolescents towards modernization in relation to sex and value pattern. The study showed that female adolescents have no more favourable attitudes towards modernization than male adolescents. **Menon (2012)** conducted a study on the impact of modernization on values of undergraduate students. The study found that there is significant positive correlation between modernization and values and also significant impact of modernization on values of undergraduate students. **Natasha (2013)** studied on values pattern and found that the values pattern of adolescents differed significantly with regard to locality. The results showed that there were significant differences between the groups in terms of theoretical, economic, aesthetic, political, and religious values.

Yumkhaibam (2014) showed that gender differences in the personal values profile of rural adolescents indicated that rural girls had more social, democratic, and aesthetic values as compared to boys. Urban boys were found more democratic as compared to girls. Results further revealed that urban boys were found significantly higher on social dimension whereas girls scored higher on family prestige. **Singal (2015)** concluded that there was no significant difference among boys and girls adolescents on the modernization and values. No significant

difference was found among boys and girls of Bathinda district on modernization and their value pattern.

Bhat and Naikoo (2016) found the significant difference between male and female students on two dimensions of modernization i.e. social mobility and position of women with female students scoring higher on both the dimensions than their counterparts. **Kataria (2016)** examined that there was no significant difference in the mean score of modernization between boys and girls and no significant difference in the mean scores of value pattern between boys and girls. **Mittal (2016)** showed that all the students in secondary school had an average level of values. Secondary school students of rural and urban area were found to differ significantly in religious, social, economic, hedonistic, power, family prestige and health values. A significant difference was found between government and non-government secondary school students in the family prestige and health values. Modernization, on the other hand, had no significant impact on the students' values.

Andreeva et al. (2017) revealed the estimations of modern attitudes towards social consciousness in the process of modernization and also revealed basic moral principles that could become a background of a new system of values used in modernizing progressive societies. **Bhagabati and Taid (2017)** did a study to see the influence of modernization on urban and rural located Mishing students in Lakhimpur district. The study found no significant differences in acceptance of modernization between males and females, or urban and rural students. **Ninaniya et al. (2017)** found that urban adolescents had more positive attitudes on education, parent-child relationship, politics, and the status of women dimensions of modernization as compared to their counterparts. **Parveen and Mathpal (2017)** studied on modernization among male and female adolescents. The main aim of the present study was to compare the Indian boys and girls on the level of Modernization. The findings of the study showed that girls are more modern than boys. **Wachege and Rugendo (2017)** found that modernization, through mediums such as social media has created new opportunities and structures that have a negative impact on the installation of moral values in young people, and it also showed society has lost most of its rich cultural ideals that characterized youth in the past.

Brar (2018) intended to find out the relationship of Modernization with Personal Values of adolescents. The results showed that the personal Values of adolescents from private schools were significantly higher than those of government school adolescents. Furthermore, it was concluded that

there is no correlation between Modernization and Personal Values of adolescents. **Omshree and Roopa (2018)** examined that a significant difference was existed between males and females respondents with regard to politics, status of women, and religion. Whereas, there was not much variation in the mean score obtained from male and female adolescents and no significant difference existed in modernization. **Omshree and Roopa (2018), Kavitha, M. et al., (2014) & Kumar (2011)** compared the Modernization scores on the basis of gender found that there exists a significant difference in modernization among boy and girl respondents on the seven dimensions of modernization. Modernization has been reported positively correlated with values of undergraduate students.

Mahto and Sarkar (2019) completed a study of values and attitude of female graduates of religion's college towards modernization. The study's findings exposed that there is a difference among female undergraduates of Rohilkhand University on their values and attitude towards modernization.

Kartik and Audichya (2021) examined the study to assess the level of personal value system among adolescent boys and girls in selected dimensions. The difference between two means was administered and a significant difference was found in the level of personal value system among the adolescent boys and girls. **Rani and Khajuria (2021)** conducted a study on the relationship of modernization with respect to personality and values. The findings of the study revealed that overall modernization of adolescent students were significant and positively correlated with personality's traits namely activity-passivity, suspicious-trusting and emotional instability-emotional stability. It was found that overall modernization of adolescent students was significant and positively correlated with values sub-dimensions i.e. theoretical, economic, aesthetic, social, political and religious values.

SIGNIFICANCE OF THE STUDY

Values reflect one's personal attitude, judgments, decision, choice, behaviour, relationship, dreams and vision. Values are very important for maintaining social relationships and they influence one's thoughts, feelings and actions. As the modernization is the process of shifting attitude and mentality of a citizen to live in accordance with the demands of society and lifestyle is also changing. Thus, personal values change with the changing structure of society. So, students or adolescents who are the future citizens have to be trained to respond and adjust with social change satisfactory by equipping them with desirable attitude,

maturity, skills and values. It demands requirements which are directly related to modernization. Thus, modernization will make a social inequality, in the social and cultural life which cause an individual to be left behind or frustration. These conditions can cause an unbalanced situation and inharmonious in life. For examples in the era of globalization, elements of foreign culture make us become adore luxury and consumptive lifestyle has become a pattern of relationships. For individuals or teenagers who are not ready and cannot adjust with the pattern of these relationships, they will withdraw from the association or even the frustration that make them suicide or other behaviour disorder. Therefore, the present study was conducted to find out the relationship of personal values and modernization among adolescents.

STATEMENT OF THE PROBLEM

Statement of the problem for the proposed study is. **‘Study of personal values of adolescents in relation to modernization’.**

OBJECTIVES

The objectives of the study are:

1. To find out the difference of personal values between urban and rural adolescents.
2. To find out the difference of modernization between urban and rural adolescents.
3. To find out the relationship between personal values and modernization of adolescents.

HYPOTHESES

1. There exists no significant difference of personal values between urban and rural adolescents.
2. There exists no significant difference of modernization between urban and rural adolescents.
3. There exists no significant relationship between personal values and modernization of adolescent.

DELIMITATIONS

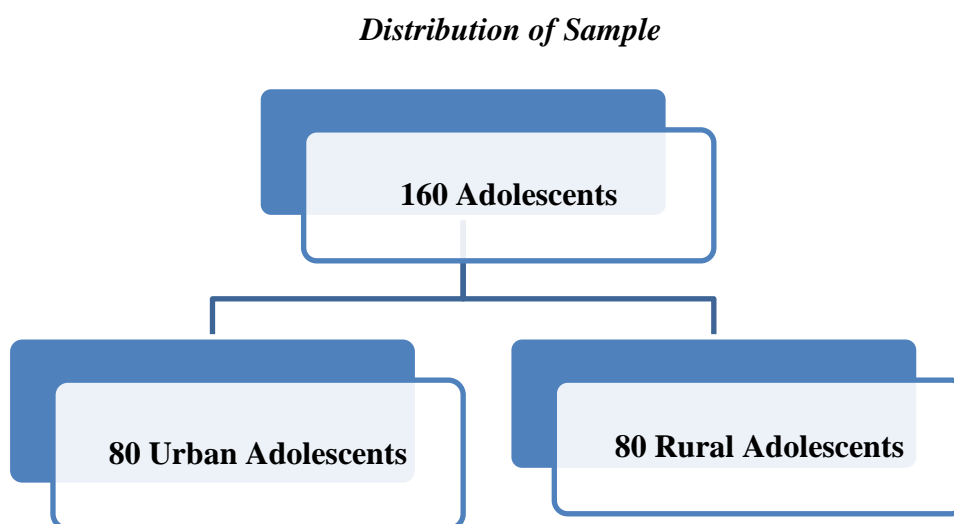
1. The study was delimited to 160 adolescents only.
2. The study was confined to Ludhiana district of Punjab only.
3. The study was conducted only on two variables i.e. Personal values and modernization.

RESEARCH METHODOLOGY

Research methodology is a set of methods and principles which are used to perform a particular study. Therefore, descriptive survey method of research was employed in the present study.

SAMPLE

For the present study, the investigator has selected the sample of 160 adolescents from urban and rural areas of Ludhiana district. Simple random sampling technique was used to collect data.



TOOLS OF DATA COLLECTION

The following tools were used for data collection:

1. Personal Values Questionnaire by Dr. G.P. Sherry and Prof. R.P. Verma (1971)

2. A battery of modernization scale by Km. Roma Pal and Km. Radha Pandey (1984)

DATA ANALYSIS TECHNIQUES

Mean, median, mode, standard deviation, t' test, coefficient of correlation was employed for the analysis of the data. Graphical representation was done wherever required.

ANALYSIS AND INTERPRETATION

HYPOTHESIS 1: There will be no significant difference of personal values between urban and rural adolescents.

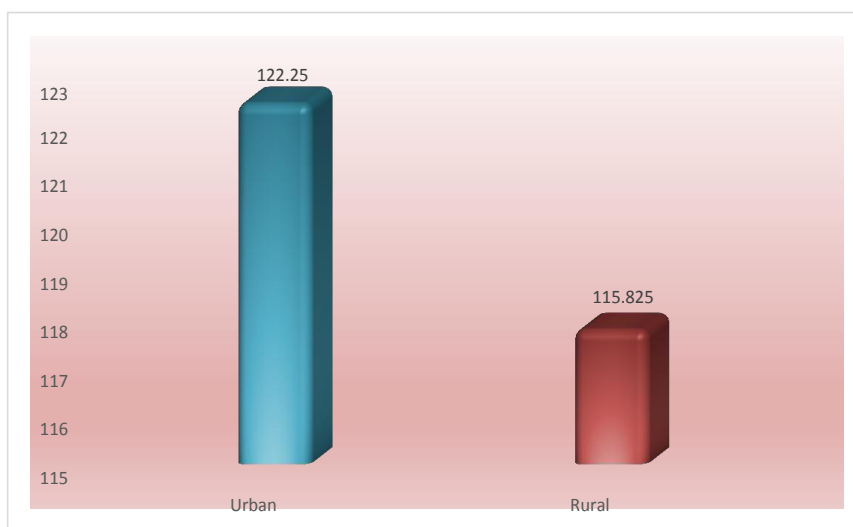
After data collection, it was analyzed with the help of statistical techniques and the results are shown in the table 1.

Table 1: Distribution of scores of urban and rural adolescents with variable personal values

N	Mean	SD	MD	SE	DF	t' value	Remarks
80 (Urban)	122.25	11.56	6.425	1.46	158	4.4	Significant (at 0.05 level)
80 (Rural)	115.825	6.20					

Interpretation

Table 1 shows that the mean score of urban adolescents is 122.25 and standard deviation is 11.56. The mean score of rural adolescents is 115.825 and standard deviation is 6.20. Mean difference between urban and rural adolescents is 6.425 and t' value is 4.4. Then, calculated value is greater than tabulated value. Therefore, it can be interpreted that there exists significant difference of personal values between urban and rural adolescent is rejected.



Graph 1: Bar graph showing distribution of scores of urban and rural adolescents with variable personal values

HYPOTHESIS 2: There will be no significant difference of modernization between urban and rural adolescents.

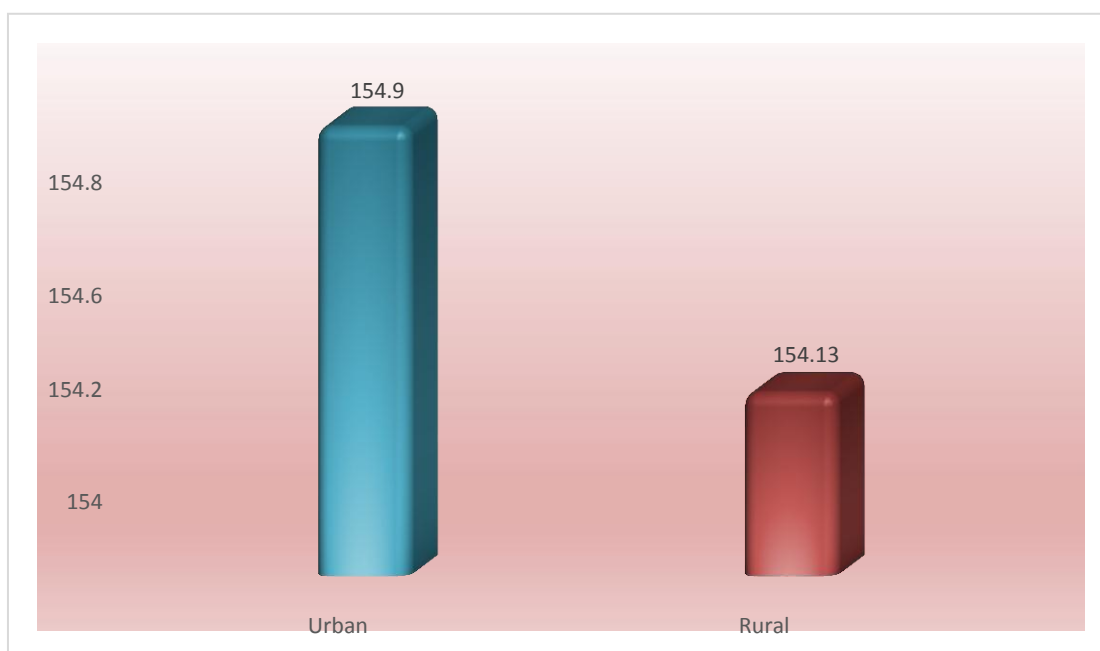
After data collection, it was analyzed with the help of statistical techniques and the results are shown in the table 2.

Table 2: Distribution of scores of urban and rural adolescents with variable modernization

N	Mean	SD	MD	SE	DF	t' value	Remarks
80 (Urban)	154.9	15.17	0.77	2.789	158	0.27	Not significant (at 0.05 level)
80 (Rural)	154.13	19.82					

Interpretation

Table 2 shows that the mean score of urban adolescents is 154.9 and standard deviation is 15.17. The mean score of rural adolescents is 154.13 and standard deviation is 19.82. Mean difference between urban and rural adolescents is 0.77 and t' value is 0.27. Then, calculated value is smaller than tabulated value. Therefore, it can be interpreted that there exists no significant difference of modernization between urban and rural adolescent is accepted.



Graph 2: Bar graph showing distribution of scores of urban and rural adolescents with variable modernization

HYPOTHESIS 3: There will be no significant relationship between personal values and modernization of adolescents.

After data collection, it was analyzed with the help of statistical techniques and the results are shown in the table 3.

Table 3: Coefficient of correlation between personal values and modernization of adolescents

Personal values and Modernization	r = -0.0141
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Interpretation

Table 3 shows that the value of correlation is -0.0141 which is significant at both 0.05 and 0.01 level of significance. The value shows that there exists no relationship between personal values and modernization of adolescents. So, the hypothesis 3 that there exists no significant relationship between personal values and modernization of adolescents is accepted.

KEY FINDINGS OF THE STUDY

In the light of above mentioned interpretations, the main findings of the study are given below:

1. There exists significant difference of personal values between urban and rural adolescents.
2. There exists no significant difference of modernization between urban and rural adolescents.
3. There exists no significant relationship between personal values and modernization of adolescents.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The present study put forward various educational implications for school administrators, teachers, parents, community members, curriculum planner and policymaker.
2. Educational institutions can play a significant role in imparting positive values in adolescents. Rural and urban schools and colleges should initiate sensitization programme for young adolescents to make them aware about negative impacts of modernization.

3. Parent sensitization programs should also be planned and implemented at large scale so that parents and other supporting members of community could help adolescents to adopt a strong and positive value system.
4. Social media should take initiatives to promote positive aspects of modernization and should help the young ones in mounting healthy life style.
5. The personality of teachers, principal, class mates, the teaching system, the principles and standards upheld by the educational institution and the general environment of the classroom and school all influence the students' personality development.
6. Every school should have a variety of co-curricular activities available. Values are promoted in adolescent students through morning assembly, reading from wise and knowledgeable books, good literature, or an appropriate address by a teacher or social service during vacations, National Integration Camps, National Service Scheme, Scouting, and cultural activities like play, debates, etc. on suitable themes. All of these academic and extracurricular pursuits influence adolescents' personalities and values in positive ways, which supports their modernistic behaviour. This is the essence of modernization.
7. Teachers should inculcate in their students a sense of curiosity for lifelong learning. The paradigm shift from an "application of theory model" to a "problem-based model" is a challenge for educational institutions. The best strategy for modernizing the country is through education. Teachers must be experts in both the subject matter (pedagogy) and the ability to help students develop the values and personalities they will need to survive in a society that is constantly changing.

SUGGESTIONS

Research is never ending process and any research work cannot say the final words of a problem because it is very difficult for researcher to touch all the aspects of a problem. Proper research must be carried out in this field. So that some concrete conclusion can be drawn. The investigator proposes following suggestions for carrying out further research in this area:

1. The present study was delimited to Ludhiana District of Punjab. The future study can be carried out at state level.

2. A comparative study between adolescents and young adults can be conducted to see a difference in perception of personal values due to modernization.
3. The sample of the study can be increased to reach more concrete results.
4. A comparative study between adolescents from rural and urban families and belonging to different incomes groups relating to lower, middle, and upper can be undertaken.
5. Similar study can be analyzed by different statistical techniques for verifying the results.

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