

PERSONALITY AND VALUES AS CORRELATES TO MODERNIZATION AMONG ADOLESCENT STUDENTS

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ABSTRACT

The purpose of the present study was to examine the relationship of modernization with respect to personality and values. Current study constituted a sample of 400 adolescent students (194 male & 206 female, selected from two divisions (Ambala, Hisar) of Haryana through simple random sampling technique. Tools viz. Dimensional Personality Inventory developed & standardized by Dr. Mahesh Bhargava (2015), Value scale developed & standardized by the Investigator herself and Comprehensive Modernization Inventory (CMI) revised designed by Dr. S.P. Ahluwalia and Ashok Kalia (2010) were used for the purpose of collection data. The data was analyzed by mean, standard deviation, Pearson's product moment method and t-test. Findings 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. Overall modernization of adolescent students was not significant but having positive relationship with enthusiastic-non enthusiastic trait of personality. Results further showed that there existed negative relationship between assertive- submissive & modernization and depressive-non depressive & modernization of adolescent students. It was found that overall modernization of adolescent students was found significant and positively correlated with values sub-dimensions i.e. theoretical values, economic values, aesthetic values, social values, political values and religious values. In case of differential analysis, results indicated that male and female adolescent students did not differ with regard to personality trait activity-passivity trait and rest of five traits of personality i.e. enthusiastic-non enthusiastic, assertive- submissive, suspicious-trusting, depressive-non depressive and emotional instability-emotional stability were having significant difference with regard to male and female adolescent students. Results also showed that significant difference was found between male and female adolescent students on values sub dimensions namely theoretical values, economic values, aesthetic values, social values and political values but not significant difference was found with regard to religious values. In case of high level of modernization significant difference was found with regard to male and female but no significant difference was found between male and female adolescent students with regard to low level of modernization.

Keywords: Personality, Values, Modernization, Adolescent Students

INTRODUCTION

In present times, the society has changed worldwide with the maximum growth of science & technology. The rational and scientific thinking have brought remarkable changes in the personality and values system of the adolescent students. The change has also seen in the socio-political structure, economic system and the attitude of man towards human relationship, social customs, religious faith and beliefs etc. Thus, the emergence of a rational outlook in every walk of life has accelerated the process of modernization. Education helps the adolescents in knowing the latest developments in various fields such as social, economic, technological, scientific and cultural so on. After home, school is the epitome and miniature of society that is why education plays an important role in the development of values and personality traits in adolescents that fosters modernization among them naturally. Number of studies has been conducted on these variables.

Armer and Youtz (1971) reported that “Modernity is connected fairly to a wide variety of psychological traits like intelligence and personality”. Several scholars have reached a consensus regarding the multi-dimensional nature of modernization (**Inkeles and Smith, 1974; Rogers, 1969; Kahl, 1968; Schnaiberg, 1970; Armer and Youtz, 1971; and Singh, 1975**). **Anita (2012)** reported that Insignificant and positive relationship was found between modernization and values orientations. Researcher like **Parsons (1964); Almond and Verba (1965); Geertz (1963); Bendix (1964); Feldman and Moore (1960) and Eisenstadt (1968)** believe that imbibing certain values like universalism, humanism, uniqueness, open-mindedness, secularism, etc, as an important part of modernity. **Semykina & Linz (2007), Weisberg, Deyoung, Hirsh (2011) and Suvarna & Bhata (2016)** who established that significant gender difference were found on personality traits. **Chacko, Mathur and Sheikh (2016)** did a study to see “Value reference of adolescents across gender”. A highly significant gender difference on religious values, aesthetic values and family prestige values was revealed wherein the girls were found to possess higher values as compared to their male counterparts. A highly significant gender variation with regard to power values was observed wherein boys showed higher level of power values as compared to girls.

Omsree and Roopa (2018), Kavitha, M. et. al.,(2014) & Kumar (2011) comparing 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 (**Anita 2012**). **Bhat and Naikoo (2016)** also found that significant difference was found 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. **Selvaraj, (2019)** reported that significantly and positively relationship was exist between modernity and personality development of high school students in their personal attitude, leadership skill, self-confidence, interpersonal relationship, stress coping ability, value system and culture and self-assessment. Although scanty

numbers of researches have been conducted on all the variables separately, literature review reveals that researchers are yet to explore the variable in relation to each other. The present investigation therefore was planned to fulfill this need and aimed at to explore the relationship of personality and values with modernization.

STATEMENT OF THE PROBLEM

PERSONALITY AND VALUES AS CORRELATES TO MODERNIZATION AMONG ADOLESCENT STUDENTS

OPERATIONAL DEFINITION OF THE KEY TERM USED

Personality

“Personality is assumed on the basis of individuality, consistency, and changeability characteristics of the behavior. Behavior is a mirror in which everyone shows his image.” Ajzen, (2005). In the present study, Personality means of scores obtained by adolescent students through Dimensional personality inventory (DPI) designed by Dr. Mahesh Bhargava. This inventory has the main six traits of personality i.e. (i) Activity–Passivity (ii) Enthusiastic-Non-enthusiastic (iii) Assertive-submissive (iv) Suspicious-Trusting (v) Depressive-non-depressive (vi) Emotional Instability-Emotional Stability.

Values

“Values play an important role in shaping individuals’ behavior in social context. They are socially approved or disapproved desires or goals, conceptions or standards by which things are compared and approved or disapproved. Values are things in which people are interested, things they want and desire.” Adhikari,(1994). In the present study, Values mean the scores obtained by adolescent students through value scale developed & standardized by researcher herself. This scale has six dimensions of values namely (i) Theoretical Values (ii) Economic Values (iii) Aesthetic Values (iv) Social Values (v) Political Values (vi) Religious Values.

Modernization

“Modernization means the sum of the processes of large-scale change through which a certain society tends to acquire the economic, political, social and cultural characteristics considered typical of modernity”. Alberto Martinelli (2005)

In this study, Modernization means the scores obtained by adolescent students through Comprehensive Modernization Inventory (CMI) developed & standardized by Ahluwalia and Kalia (2010). The inventory has seven dimensions of Modernization i.e. (i) Education (ii) Parent-child relationship (iii) Politics (iv) Status of women (v) Marriage (vi) Religion (vii) Socio cultural factors.

Adolescent Students:- In this study, the adolescent students refer to the students studying in class XI of government and private schools of Haryana.

OBJECTIVES OF THE STUDY

- To explore the relationship between personality and modernization of adolescent students.
- To examine the relationship between values and modernization of adolescent students.

- To compare the personality of adolescent students with regard to gender.
- To compare the values of adolescent students with regard to gender.
- To compare the adolescent students having high level of modernization with regard to their gender.
- To compare the adolescent students having low level of modernization with regard to their gender.

HYPOTHESES OF THE STUDY

- There exists a significant relationship between personality and modernization of adolescent students.
- There exists a significant relationship between values and modernization of adolescent students.
- There exists a significant difference between personality traits of adolescent students with regard to gender.
- There exists a significant difference between values of adolescent students with regard to gender.
- There exists a significant difference between adolescent students having high level of modernization with regard to their gender.
- There exists a significant difference between adolescent students having low level of modernization with regard to their gender.

DELIMITATIONS OF THE STUDY

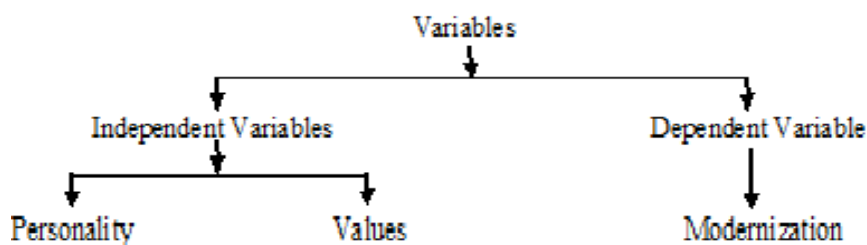
- ❖ The study was confined to senior secondary school adolescent students only.
- ❖ The study was confined only XI class adolescent students.
- ❖ The study was to confined two government & two private schools affiliated to Haryana Board of School Education from each districts.
- ❖ The study was confined to Ambala and Hissar divisions of Haryana state only.
- ❖ The sample was delimited to 400 adolescent students consisting of 194 boys and 206 girls.
- ❖ Only three variables i.e. Personality, Values and Modernization were taken in this study.

PLAN AND PROCEDURE

RESEARCH METHODOLOGY

The present investigation was intended to explain personality and values as correlates of modernization. Therefore, descriptive survey method of research was employed in the present study.

IDENTIFICATION OF THE VARIABLES

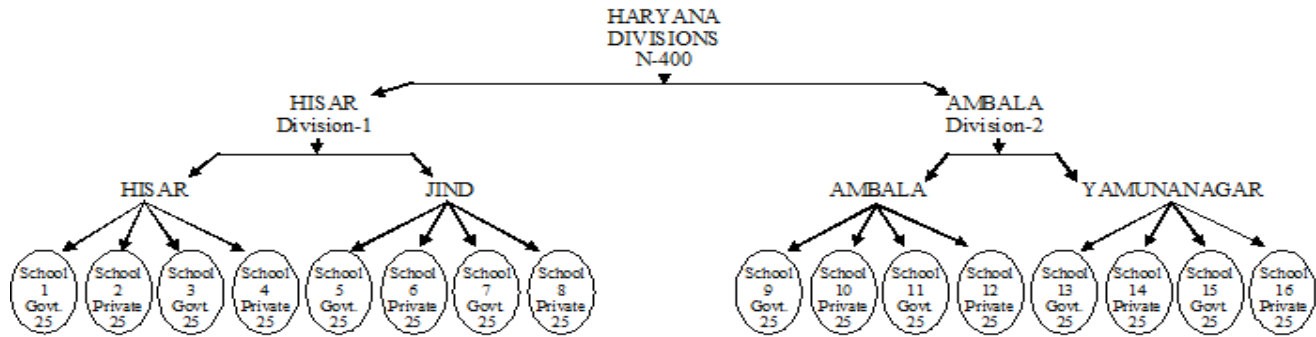


POPULATION AND SAMPLE

In this study all senior secondary school adolescent students studying of Government and Private schools affiliated to H.B.S.E (Bhiwani) of Haryana state were considered as the population. In the present study, stratified random sampling was followed. Haryana has divided into six divisions (viz. Ambala,

Faridabad, Gurugram, Hisar, Karnal & Rohtak). For the purpose of proposed study four districts i.e. Ambala, Yamunanagar, Hisar and Jind were selected from two divisions namely Ambala and Hisar (two from each division) of Haryana state randomly. 400 adolescent students (i.e.25 from each school) were selected randomly from 16 secondary schools (two government & two private schools from each district).

DESIGN OF THE STUDY



RESEARCH TOOLS USED

- Dimensional Personality Inventory (DPI) developed & standardized by Dr. Mahesh Bhargava (2015).
- Value scale developed & standardized by the Investigator herself.
- Comprehensive Modernization Inventory (CMI) developed & standardized by Dr. S.P. Ahluwalia and Ashok Kalia (2010).

STATISTICAL TECHNIQUES USED

For the purpose of analysis of data, following statistical techniques were employed:

- Pearson product moment coefficient of correlation to know the relationship between dependent and independent variables.
- Descriptive statistics namely percentage, Mean, Median, SD and t- test to compare the means of different groups.

ANALYSIS AND FINDINGS

The analysis and interpretation of the data obtained from 400 adolescent students had been analyzed and discussed in two sections. **Section-I** deals with the relationship between variables, **Section-II** deals with the comparison of different groups.

SECTION-I CORRELATION ANALYSIS

RELATIONSHIP BETWEEN PERSONALITY AND MODERNIZATION OF ADOLESCENT STUDENTS

Table-1

Personality's Traits →	Activity-passivity	Enthusiastic and Non – Enthusiastic	Assertive-submissive	Suspicious -Trusting	Depressive -Non Depressive	Emotional Instability & Emotional Stability
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Modernization Sub Dimensions	Overall (N=400, df =398)					
Education	.124**	.049	-.074	.062	-.020	.120**
Parent-Child Relationship	.196**	.085*	-.031	.134**	.033	.154**
Politics	.119**	-.010	-.130**	-.031	-.155**	-.085*
Status of Women	.101*	-.008	-.061	.023	-.089*	.027
Marriage	.176**	.139**	.112*	.151**	.010	.078
Religion	.149**	.016	.066	.119**	.020	.128**
Socio-Cultural-factors	.216**	.094*	.072	.138**	-.063	.061
Modernization (overall)	.235**	.082	-.002	.134**	-.053	.108*

** Correlation is significant at the 0.01 level (2-tailed) * Correlation is significant at the 0.05 level (2-tailed) Note: at .05 level the value of 'r'=.098 and .01 level the value of 'r'=.128

Results revealed that the education as sub variables of modernization was found to be significant and positively correlated with personality traits i.e. activity- passivity ($r=0.124$) and emotional instability & emotional stability ($r=0.120$), both of these correlations were significant at 0.01 level. The coefficients of correlation between enthusiastic & non enthusiastic and education ($r=0.049$) suspicious –trusting and education (0.062), both of these correlations were positive but not significant. Coefficients of correlation between education and assertive- submissive & depressive- non depressive traits of personality found to be -0.074 & -0.020 , the values of r were negative and not significant.

Table-1 depicted that the coefficients of correlation between parent-child relationship as sub dimension of modernization and personality traits viz. activity-passivity trait ($r=0.196$), suspicious trusting (0.134) and emotional instability & emotional stability ($r=0.154$), these correlations were positive and significant at 0.01 level and enthusiastic-non enthusiastic ($r=0.085$) significant at 0.05 level. No significant and positive correlation was found between depressive-non depressive trait and parent-child relationship ($r=0.033$). The coefficients of correlation between parent-child relationship and assertive- submissive trait of personality came out to be ($r=-0.031$), the value of r negative and not significant.

Results also revealed that Politics as sub dimension of modernization was found to be significant and positivity associated with activity and passivity trait ($r=0.119$), which was significant at 0.01 level. Coefficients of correlation between politics and three traits of personality namely assertive-submissive, depressive-non depressive and emotional instability & emotional stability came out to be -0.130 , -0.155 & -0.085 respectively, all of three correlations found negative but significant. No significant & negative correlation was found between politics and enthusiastic & non enthusiastic ($r=-0.010$) and suspicious-trusting ($r=-0.031$) traits of personality, both of these correlations were negative and not significant.

With regard to modernization sub dimension status of women, the coefficients of correlation between status of women and activity- passivity ($r=0.101$), which was positive and significant at 0.05 level. Relationship between depressive- non depressive and status of women came out to be -0.089 , the value of r found to be negative and significant at 0.05 level. No significant and negative coefficients of

correlation was found between status of women and enthusiastic non enthusiastic ($r=-0.008$) and assertive-submissive ($r=-0.061$) traits of personality. Status of women was found not significant and positively associated with suspicious-trusting ($r=0.023$) and emotional instability & emotional stability ($r=0.027$).

It was found that Marriage as dimension of modernization significantly and positively associated with activity-passivity ($r=0.176$) enthusiastic-non enthusiastic ($r=0.139$) assertive-submissive ($r=0.112$) and suspicious-trusting($r=0.151$). Not significant & positive relationship was found between depressive-non depressive & Marriage ($r=0.010$), Emotional Instability-Emotional Stability & Marriage ($r=0.078$).

Furthermore, significantly and positive relationship was found between Religion as sub dimension of modernization and activity-passivity ($r=0.149$), suspicious trusting ($r=0.119$) and emotional instability-emotional stability($r=0.128$). The coefficients of correlation between religion and enthusiastic-non enthusiastic ($r=0.016$), assertive- submissive ($r=0.066$), depressive- non depressive ($r=0.020$) traits of personality, none of these correlations were significant even at 0.05 level.

In case of Socio-cultural factors as sub dimension of modernization was found to be significantly and positively associated with personality traits i.e. activity-passivity ($r=0.216$) enthusiastic-non enthusiastic ($r=0.094$) & suspicious- trusting ($r=0.138$). The coefficients of correlation between socio-cultural factors and assertive-submissive and emotional instability-emotional stability came out to be $r=0.072$ & 0.061 respectively, the value of r were positive and not significant. No significant and negatively associated with depressive-non depressive trait of personality and socio-cultural factors ($r=-0.063$).

It is evident from the table 1 that overall modernization of adolescent students were positively and significantly correlated with personality's traits i.e. activity-passivity ($r=0.235$), suspicious-trusting ($r=0.134$) and emotional instability & emotional stability ($r=0.108$). Coefficients of correlation between modernization and enthusiastic-non enthusiastic ($r=0.082$), which was positive but not significant even at 0.05 level. No significant & negatively associated with assertive-submissive ($r=-0.002$) and depressive-non depressive ($r=-0.053$) traits of personality. On the basis of above interpretation in table 1, the research hypothesis i.e. "there exists a significant relationship between modernization and personality of adolescent students" has been accepted in case of modernization with activity-passivity, suspicious-trusting and emotional instability & emotional stability traits of personality and research hypothesis rejected with reference to enthusiastic- non enthusiastic, assertive-submissive and depressive-non depressive, personality's traits. It means personality development play crucial role to improve modernistic behavior of adolescent students.

RELATIONSHIP BETWEEN VALUES AND MODERNIZATION OF ADOLESCENT STUDENTS**Table-2**

Values sub Dimensions	Theoretical Values	Economic Values	Aesthetic Values	Social Values	Political Values	Religious Values
Modernization' Sub Dimension	Overall (N=400, df =398)					
Education	.190**	.177**	.279**	.294**	.157**	.215**
Parent-Child Relationship	.113*	.196**	.235**	.225**	.165**	.252**
Politics	.256**	.045	.360**	.037	.329**	.256**
Status of Women	.209**	.095	.299**	.374**	.091	.235**
Marriage	.212**	.195**	.244**	.285**	.147**	.263**
Religion	.212**	.262**	.356**	.371**	.272**	.449**
Socio-Cultural-factors	.225**	.165**	.231**	.268**	.167**	.277**
Modernization (overall)	.305**	.251**	.431**	.464**	.229**	.424**

** Correlation is significant at the 0.01 level (2-tailed) * Correlation is significant at the 0.05 level (2-tailed) Note: at .05 level the value of 'r'=.098 and .01 level the value of 'r'=.128

Findings revealed that the coefficients of correlation between modernization sub dimensions i.e. education and six dimensions of values came out to be $r=0.190$, 0.177 , 0.279 , 0.294 , 0.157 & 0.215 respectively, the values of r were positive and significant at 0.01 level.

Parent-child relationship sub dimension of modernization was positively and significantly correlated with values sub dimensions namely theoretical values ($r=0.113$), economic values ($r=0.196$), aesthetic values ($r=0.235$), social values ($r=0.225$), politic values ($r=0.165$) and religious values ($r=0.252$). Significant and positive associations exists between modernization sub dimension politics and four dimensions of values i.e. theoretical values ($r=0.256$) aesthetic values ($r=0.360$) political values ($r=0.329$) and religious values ($r=0.256$), these correlations significant at 0.01 level. Politics and economics values ($r=0.045$), politics and social values ($r=0.037$), both of these correlations were positive and not significant even at 0.05 level.

Results also indicated that status of women as sub dimensions of modernization was significantly and positively associated with values four sub dimensions i.e. theoretical values ($r=0.209$), aesthetic values ($r=0.299$), social values ($r=0.374$) and religious values ($r=0.235$). Coefficients of correlation between status of women and rest of two dimensions of values i.e. economic values ($r=0.095$) and political values ($r=0.091$), both of these correlations were positive but not significant.

With regard to modernization sub dimension Marriage, the coefficients of correlation between marriage and all six dimensions of values i.e. theoretical values, economic values, aesthetic values, social values, political values and religious values came out to be $r=0.212$, 0.195 , 0.244 , 0.285 , 0.147 & 0.263 respectively, the values of r were positive and significant at 0.01 level.

Religion as sub dimension of modernization was found positive and significant correlation with values sub dimensions namely theoretical values ($r=0.212$), economic values ($r=0.262$), aesthetic values ($r=0.356$), social values ($r=0.371$), political values ($r=0.272$) and religious values ($r=0.449$).

On the dimension, social cultural factors the coefficients of correlation between socio cultural factors and values dimensions i.e. theoretical values, economic values, aesthetic values, social values, political values and religious values came out to be 0.225, 0.165, 0.231, 0.268, 0.167 & 0.277 respectively, the values of r were positive and significant at 0.01 level.

It may be noted that from table 2 overall modernization of adolescent students were positively and significantly correlated with value sub- dimensions namely theoretical values($r=0.305$), economic values ($r=0.251$), aesthetic values ($r=0.431$), social values ($r=0.464$), political values ($r=0.229$) and religious values($r=0.424$), all of these correlations significant at 0.01 level. On the basis of above interpretation found in table 2, the research hypothesis i.e. “there exists a significant relationship between values and modernization of adolescent students” has been accepted. It indicated that values and modernization of adolescent students are highly positive correlated with each other. Values play a vital role to enhance modernization in adolescent students.

SECTION- II DIFFERENTIAL ANALYSIS

COMPARISON OF MEAN SCORES OF PERSONALITY BETWEEN MALE AND FEMALE ADOLESCENT STUDENTS

Table-3

Personality's Traits	Male			Female			SED	t-Ratio	Level of Significance at 0.05 level
	N	Mean	SD	N	Mean	SD			
Activity-passivity	194	14.73	2.513	206	15.14	2.610	.256	1.595	Not Significant
Enthusiastic- Non-Enthusiastic	194	14.35	2.762	206	15.09	2.769	.277	2.681	Significant
Assertive-submissive	194	11.48	2.711	206	12.18	2.550	.263	2.680	Significant
Suspicious-Trusting	194	10.02	3.366	206	11.16	3.096	.323	3.528	Significant
Depressive-non-depressive	194	10.08	3.136	206	10.94	3.122	.313	2.746	Significant
Emotional instability-emotional stability	194	11.44	3.718	206	12.89	3.644	.368	3.939	Significant

Table value at 0.05 level of significance = 1.97, df = 398 and at 0.01 level of significance = 2.59 Table-3 showed that, male adolescent students did not differ significantly from female adolescent students with regard to personality trait i.e. activity-passivity. Rest of five traits of personality namely enthusiastic-non enthusiastic, assertive-submissive, suspicious-trusting, depressive-non-depressive and emotional instability-emotional stability were found significant difference between male and female adolescent students. Comparison found that female adolescent students revealed high mean scores than their counterparts on enthusiastic-non-enthusiastic, assertive-submissive, suspicious-trusting, depressive-non-depressive and emotional instability-emotional stability, traits of personality. Therefore, the research hypothesis “there exists a significant difference between personality traits of adolescent students with regard to gender” has been rejected with reference to activity-passivity trait of personality

and research hypothesis accepted, in case of enthusiastic-non-enthusiastic, assertive-submissive, suspicious-trusting, depressive-non-depressive and emotional instability-emotional stability traits of personality.

COMPARISON OF MEAN SCORES OF VALUES BETWEEN MALE AND FEMALE ADOLESCENT STUDENTS

Table-4

Values sub dimensions	Male			Female			SED	t- Ratio	Level of Significance at 0.05 level
	N	Mean	SD	N	Mean	SD			
Theoretical Values	194	37.71	3.690	206	38.71	3.812	.376	2.670	Significant
Economic Values	194	32.07	4.729	206	33.04	4.822	.478	2.033	Significant
Aesthetic Values	194	38.39	3.844	206	39.66	3.643	.374	3.388	Significant
Social Values	194	37.78	4.437	206	38.95	4.180	.431	2.723	Significant
Political Values	194	33.42	4.813	206	34.57	4.753	.478	2.404	Significant
Religious Values	194	35.60	5.061	206	36.45	4.251	.466	1.830	Not Significant

Table value at 0.05 level of significance = 1.97, df = 398 and at 0.01 level of significance = 2.59

Statistically significant difference was found between male and female adolescent students with regard to various dimensions of values namely theoretical values, economic values, aesthetic values, social values and political values. Thus, it can be said that female adolescent students were found to be high values with the higher mean scores than their counterparts on theoretical values, economic values, aesthetic values, social values and political values. Rest of one dimension of values i.e. religious values was found to be no significant difference between male and female adolescent students. Therefore, the research hypothesis “there exists a significant difference between Values of adolescent students with regard to gender” has been accepted with reference to theoretical values, economic values, aesthetic values, social values and political values but in case of religious values, research hypothesis has been rejected.

COMPARISON OF MEAN SCORES OF HIGH LEVEL OF MODERNIZATION BETWEEN MALE AND FEMALE ADOLESCENT STUDENTS

Table-5

Variable	Male			Female			SED	t- Ratio	Level of Significance at 0.05 level
	N	Mean	SD	N	Mean	SD			
High Level of Modernization	93	214.31	8.629	120	211.28	7.693	1.121	2.709	Significant

Table-5 showed that statistically significant difference was found between male and female adolescent students with regard to high level of modernization of adolescent students. Male adolescent students revealed higher mean scores than their counterparts. Therefore, the research hypothesis “there exists a significant difference between adolescent students having high level of modernization with regard to gender” has been accepted.

COMPARISON OF MEAN SCORES OF LOW LEVEL OF MODERNIZATION BETWEEN MALE AND FEMALE ADOLESCENT STUDENTS

Table-6

Variable	Male			Female			SED	t-Ratio	Level of Significance at 0.05 level
	N	Mean	SD	N	Mean	SD			
Low Level of Modernization	101	189.85	8.174	86	191.07	6.987	1.123	1.085	Not Significant

Not significant difference was found between male and female adolescent students with regard to low level of modernization of adolescent students. Therefore, the research hypothesis “there exists a significant difference between adolescent students having low level of modernization with regard to gender” has been rejected.

EDUCATIONAL IMPLICATIONS

The focus of the present study was to examine the relationship of personality and values with modernization. Every research work bears some educational implications. The present study and its various findings put forward various educational implications for school administrators, teachers, parents, community members and curriculum planner, policymaker. The analysis of data has revealed that the significant and positive relationship was found between personality and values with modernization of adolescent students. 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. Provisions of different types of co-curricular activities should be made in every school. Morning assembly, reading from books of wisdom, good literature or an appropriate address by a teacher or social service during holidays, National Integration Camps, National Service Scheme, Scouting and cultural activities like play, debates etc. on appropriate themes promote values in adolescents students. All these curricular and co-curricular activities bring desirable changes in the personality and values of adolescent students that encourages their modernistic behavior. This is the essence of modernization.

Policymakers have given new thoughts to education as a way to keep the nation in the forefront of economic development. They have emphasized literacy, math, science and technology within the discourses of prescriptive, ameliorative reform policies formulated in different technical domains of decision making. Teachers should impress upon students a genuine curiosity for learning new things throughout life. Educational institutions are challenged to shift the paradigm from an “application of theory model” to a “problem-based model”. Education is the most effective way of modernizing the nation. Teachers need to be mastered not only the subject matter (pedagogy), but also have the competence to inculcate students with the values and personality to survive an ever-changing society.

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