

Impact of Modernization on Values of Undergraduate Students

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ABSTRACT: The present study was designed to investigate the impact of modernization on values of undergraduate students. The data were collected from 1000 undergraduate students with age from 17-22 years (500 Males and 500 Females) from rural, urban, and private and government degree colleges (affiliated to Guru Nanak Dev University, Amritsar), of Amritsar district. Proportionate Random sampling technique was used for the collection of data. The tools used were: A Battery of Modernization Scale by Kumari Radha Pandey(1984), Revised and modified Hindi adaptation of values by S.P. Kulshreshtha (1970). In order to study the impact of modernization on values of undergraduate students, one way ANOVA was computed along with Pearson's product moment correlation. The study revealed that there is significant positive correlation between modernization and Values and also there is significant impact of modernization on values of undergraduate students.

INTRODUCTION: When modernization spreads its roots in a society, it not only affects the structure of that society but also the values and attitude that are held by the members of that society. Social traditions and value systems are deep rooted. But as the time grows, values change. Values are the abstract ideals, positive and negative, not tied to any specific attitude, object or situation, representing a person's beliefs about ideals, mode of conduct and ideal goals.

Values are master sentiments or philosophies of life, which gives the individual the directions to his striving. Values refer to what is regarded as important and play the most important role in the life of an individual (Katiyar, 1987) and which shape the activities of man (Gulati, 1988). It is man's capacity to develop and cultivate values that clearly marks him out from the rest of the living creatures and enables him to improve perpetually the quality of his life on this planet both in material and non-material sense. The significance of values in human existence cannot be exaggerated. Values are the highest quality of reality and cultivate points of significance for mankind.

If men were deprived of his system of values, nothing would remain behind to save an impulsive, instinctive and unpredictable creature and if we churn out values from a society, nothing would be left behind to save unbearable chaos and anarchy.

Values have changed with the advent of materialism. The importance of values has been emphasized in National Policy on Education (1986), which advocated the growing concern over the erosion of essential values. An increasing criticism in the society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.

This is the age of science. Modern scientific, technological and industrial development i.e. modernization has revolutionized man's life on earth. The energies of the topmost scientists and technocrats are seriously engaged in solving mysteries of the space and cosmos, but in spite of

remarkable richness of materialistic possessions and amazing successes the scientific and technological pursuits in the modernized world. The common man does not feel happy and secure. He fears the gruesome consequences of the next World war and remains miserable.

In recent years it is being realized that the traditional Indian culture is undergoing considerable transformation under the impact of western education, privatization, urbanization, industrialization and globalization which constitute the broad process of Modernization (Srivastava, 1997). Pragmatic values have gained prominences over idealistic values. As a result of it with the advent of modernization, there has been consistent deterioration in values that were held dear for centuries.

Prentice (2000) defined values as enduring beliefs about what is worth while, about which outcomes and course of actions are desirable or good. A value is defined as a "concept of the desirable", an internalized criterion or standard of evaluation a person possesses (Aswathappa, 2000). Values that are individually endorsed and highly accessible to the individual, do predict that's individual behavior (Oyserman 2001). Hofstede (2001) defined values as "broad tendency to prefer certain states of affair to others."

Values are means to perfection, which bring excellence and universal good. These are internal dealing with the internal development of a person purify mind and heart. These values provide the basic understanding a person's personality, perceptions and attitude (Bhatia, 2002).

In Penguin dictionary of Psychology (2003) the term value has been defined as:

The quality or property of a thing that makes it useful, desired or esteemed. Pragmatic aspect is implied by this definition. The value of a thing has given its role in social transaction; the thing itself does not possess value.

An abstract and general principle concerning the pattern behavior within a particular culture or society hold in high regard.

To assess the worth of a thing.

To hold something in esteem based upon one's evaluation.

According to Gupta (2003), values are not the gifts of God offered on a platter to any individual. Values are basic beliefs that underpin the way we think, feel and respond to things happening in the outer world. They are basic orientations to the way the things are or should be (Shastree, 2004). According to Singh (2004), a value is what is desired or sought, so it is essential to study the impact of modernization on values and investigator has taken up this problem with the above objective in mind.

Further negligible amount of research is available on the relationship between modernization and values.

Objectives:

To find out the relationship between modernization and values of undergraduate students.

To study the impact of modernization on values of undergraduate students.

Hypothesis:

1. There is no significant relationship modernization and values of undergraduate students.

There is no significant impact of modernization on values of undergraduate students.

Sample:

The sample consisted of 1000 undergraduate students (B.A. Final Year) from urban, rural, government and private institutions affiliated to Guru Nanak Dev University, Amritsar.

Variables:

The variable of the study were modernization and values. The independent variable was modernization and dependent variable was values.

Tools Used:

In order to measure modernization of undergraduate students, a battery of modernization scale prepared by Kumari Radha Pandey (1984) was used and values were measured by using revised and modified Hondi adaptation of values by S.P. Kulshreshtha (1970).

Classification of Subjects:

The groups undertaken for the study was divided into high modern, average modern, low modern on the basis of mean and standard deviation (S.D.). The students who were above +1S.D. distance from the mean were considered as high modern and those with -1S.D. distance from the mean were considered as low modern. Those students who were in between ± S.D. distance from the mean were considered as average modern.

Statistical Techniques Used:

Pearson's Product Moment correlation technique, one-way ANOVA

was used for the analysis of data..

Testing of Hypothesis: Findings and Interpretations

Hypothesis 1

There is no significant relationship between modernization and values of undergraduate students. The results pertaining to this hypothesis are presented in Table-1

Table-1

Showing coefficient of correlation between independent variable 'Modernization' and dependent variable 'Values' (N=1000)

S.No.	Independent Variable	Dependent Variable	Coefficient of correlation of independent variable with Values

1.	Modernization	Theoretical Values	0.1170**
2.	Modernization	Economic Values	0.1306**
3.	Modernization	Aesthetic Values	0.1100**
4.	Modernization	Social Values	-0.4515**
5.	Modernization	Political Values	0.3024**
6.	Modernization	Religious Values	0.2687**

**** Significant at 0.01 level of probability**

From the analysis of results regarding the relationship between modernization and values, it was observed from Table 1 that there was a positive significant relationship between modernization and theoretical values, economic values, aesthetic values, political values, and religious values while a negative significant relationship between modernization and social values was observed.

Hypothesis 2

There is no significant impact of modernization on values of undergraduate students.

This major hypothesis was tested with the help of six sub-hypotheses, which were as follows:

Modernization and Theoretical Values

Hypothesis 2A

There is no significant impact of modernization on theoretical values of undergraduate students. The results pertaining to this hypothesis are presented in Table-2A

Table-2A

Summary of one-way ANOVA of Theoretical Values With respect to High Modern, Average Modern and Low Modern Groups

	High Modern	Average Modern	Low Modern	Total
Number	275	427	298	1000
Means of Theoretical Values	42.81	41.83	41.19	

Source of Variance	DF	Sum of Squares	Mean Squares	F Value
Between Groups	2	379.47	189.73	11.125**
Within Groups	997	17003	17.054	
Total	999	17382		

** Significant at 0.01 level of probability

Table-2A makes it clear that there is significant impact of modernization on theoretical values of undergraduate students. It means that a person who scores high on theoretical values is empirical and rational so he is also more modern in his approach towards life. He is likely to be more objective and less subjective. The dominant interest of the individual is the discovery of truth. So he makes his judgment on the basis of observation and reasoning. This gives him modern outlook. In a study conducted by Bhambri and Singh (1999), they found no significant impact of modernization on theoretical values of primary school teachers.

Modernization and Economic Values

Hypothesis 2B

There is no significant impact of modernization on economic values of undergraduate students. The results pertaining to this hypothesis are presented in Table-2B

Table-2B

Summary of one-way ANOVA of Economic Values With respect to High Modern, Average Modern and Low Modern Groups

	High Modern	Average Modern	Low Modern	Total
Number	275	427	298	1000
Means of Economic Values	43.62	42.13	41.87	

Source of Variance	DF	Sum of Squares	Mean Squares	F Value
Between Groups	2	522.34	261.17	13.610**
Within Groups	997	19133	19.190	
Total	999	19655		

** Significant at 0.01 level of probability

Table-2A makes it clear that there is significant impact of modernization on economic values of undergraduate students. This can be explained by fact that a modern man who is practical in his approach values only materialistic, productive and utilitarian things. With the advent of modernization, there is seen a renewed interest in materialistic and pragmatic values. In a similar study conducted by Bhambri and Singh (1999) on primary teachers to find the impact of modernization on values, they concluded that modernization levels have shown its influence on economic values.

Modernization and Aesthetic Values

Hypothesis 2C

There is no significant impact of modernization on aesthetic values of undergraduate students. The results pertaining to this hypothesis are presented in Table-2C

Table-2C

Summary of one-way ANOVA of Aesthetic Values With respect to High Modern, Average Modern and Low Modern Groups

	High Modern	Average Modern	Low Modern	Total
Number	275	427	298	1000
Means of Aesthetic Values	43.92	42.33	41.73	

Source of Variance	DF	Sum of Squares	Mean Squares	F Value
Between Groups	2	732.04	366.02	18.876**
Within Groups	997	19333	19.391	
Total	999	20065		

** Significant at 0.01 level of probability

Table-2C makes it clear that there is significant impact of modernization on aesthetic values of undergraduate students. One of the reasons for this might be that the interest of aesthetic person is in beauty, form, harmony, grace, sympathy or fitness. It is clear that modernization enhances an individual's aesthetic sensibility leading to sense of art in every form, thereby increasing his aesthetic values. In a similar study conducted by Bhambri and Singh (1999), they found no significant impact of modernization on aesthetic values of primary school teachers.

Modernization and Social Values

Hypothesis 2D

There is no significant impact of modernization on social values of undergraduate students. The results pertaining to this hypothesis are presented in Table-2D

Table-2D

Summary of one-way ANOVA of Social Values With respect to High Modern, Average Modern and Low Modern Groups

	High Modern	Average Modern	Low Modern	Total
Number	275	427	298	1000

Means of Social Values	24.17	29.47	31.09	
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Source of Variance	DF	Sum of Squares	Mean Squares	F Value
Between Groups	2	7544.6	3772.3	43.914**
Within Groups	997	85645	85.903	
Total	999	93190		

** Significant at 0.01 level of probability

Table-2D makes it clear that there is significant impact of modernization on social values of undergraduate students. One of the reasons for this might be that due to modernization people are busy in pursuing materialistic goals and like to socialize only, if this leads to material benefits. Therefore, social values are decreasing with modernization.

Modernization and Political Values

Hypothesis 2E

There is no significant impact of modernization on political values of undergraduate students. The results pertaining to this hypothesis are presented in Table-2E

Table-2E

Summary of one-way ANOVA of Political Values With respect to High Modern, Average Modern and Low Modern Groups

	High Modern	Average Modern	Low Modern	Total
Number	275	427	298	1000
Means of Political Values	42.61	41.81	41.99	

Source of Variance	DF	Sum of Squares	Mean Squares	F Value
Between Groups	2	110.71	55.354	2.2398*
Within Groups	997	24646	24.720	
Total	999	24757		

* Significant at 0.05 level of probability

Table-2E makes it clear that there is significant impact of modernization on political values of undergraduate students. This can be attributed to the fact that although people have become more aware about political issues, yet they remain

ignorant about their rights and duties and a relatively low percentage of population is actually aware about these. These findings are similar to the study conducted by Bhambri and Singh (1999) on primary school teachers where they stated that modernization levels have not shown significant on political values.

Modernization and Religious Values

Hypothesis 2F

There is no significant impact of modernization on religious values of undergraduate students. The results pertaining to this hypothesis are presented in Table-2F

Table-2F

Summary of one-way ANOVA of Religious Values With respect to High Modern, Average Modern and Low Modern Groups

	High Modern	Average Modern	Low Modern	Total
Number	275	427	298	1000
Means of Religious Values	42.84	42.39	42.06	

Source of Variance	DF	Sum of Squares	Mean Squares	F Value
Between Groups	2	85.972	42.986	1.802
Within Groups	997	23787	23.859	
Total	999	23873		

Table-2F makes it clear that there is no significant impact of modernization on political values of undergraduate students. This can be explained on the basis that though due to modernization, people are busy in pursuing materialistic benefits but religious values do not seem to have lost their attraction, as now man is more interested in knowing cosmos. Modernization has also given rise to stress and strain born out of competition and fast pace of life and under such circumstances; religion seems to be only refuge. Hence religious values remain as deeply rooted as they were earlier. These findings are in consonance with study conducted by Kapil and Aggarwal (1967) that examined the changing pattern of values and found that 935 of the respondents expressed absolute faith in the transmigration of soul and religious scriptures.

Educational Implications:

On the basis of the findings of the study, relevant literature studied and observations, a few recommendations, which may

help in developing modernization among students, are offered.

From the findings of the study it was revealed that there is significant impact of modernization on theoretical, economic, aesthetic and social values of undergraduate students. It implies that by inculcating the above-mentioned values in the undergraduate students through education, we can accelerate the process of education.

In the present study significant negative correlation was observed between modernization and social values. That means in the modern world social values are losing ground, so there is a need to inculcate these values in undergraduate students. It is also a common observation that we are passing through value crisis especially social values are deteriorating, as materialism is on the rise in the modern times and educational institutions are the best places for inculcating social values among the students.

Since no impact was observed on political and religious values, it implies that students might be well aware about political matters, but are not yet ready to play an active role in politics. It is also a general observation that the educated persons shun politics and call it a dirty game. So there is a need to create more awareness amongst the undergraduates, so that they become concerned citizens and help in smooth running of democracy.

Religious values have also been found to be unaffected by the process of modernization so one can infer that even to this day Indian youth remain completely entrenched in religious values as these are inculcated in them by the family from the day they are born.

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