

Value conflict among adolescents in relation to modernization

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■ **ABSTRACT** : Different choices and actions are rooted in values which define what an individual considers good or beneficial to his well being. The necessity of making choices cause conflict and it is very natural, it arises when two or more incompatible goals are active at the same time. Modern era is characterized by technological development and economic prosperity on one hand and cut-throat competition and value erosion on the other. This paradoxical situation affects adolescent's ability to decide between sets of values which in turns may or may not associated with value conflict. The present study is an attempt to investigate the relationship between adolescents' attitude towards modernization and extent of value conflict among them. This study also reveals the contribution of modernization as a determinant in value conflict in terms of gender and locale. For the present study a sample of 400 adolescents was taken from six government and private colleges situated in urban and rural areas of Ludhiana district. Value conflict scale by Bhardwaj and Comprehensive Modernization Inventory by Ahluwalia and Kalia were used to collect the data. Results revealed that attitude of adolescents was significantly negatively correlated with value conflict among rural and urban girls and boys. On the basis of regression analysis there was a significant positive contribution of different dimensions of modernization on positive value assumption among adolescents. Adolescents with positive attitude towards different aspects of modernization had greater inclination towards positive values.

■ **KEY WORDS**: Value conflict, Modernization, Rural, Urban, Adolescents

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Modernization is a comprehensive concept aimed at capturing and describing the transition of a society from ancient to modern culture (Kumar, 2014). Modernization includes "a temper of science, reason and rationalism, secularism, high aspiration and achievement orientation, overall transformation of attitudes, norms and values, creation of new functional

institutions, investment in human resources, a growth oriented economy, a national interest rather than kin, caste, religion, region or language oriented interests, an open society and a mobile person (Ganaie and Mudasar, 2013). The change in the society is possible through modernization, which include besides technological advancement, change in thinking beliefs and customs etc.

The fast developing technology, rich information system and the vast expansion of knowledge has brought corresponding changes in the lives of the people. Everyone is trying to cope up with the fast changing world in order to live happily and function effectively, but it is not necessary that all their efforts lead them to fulfill their goals and desires because the complexities of modern age make life difficult.

Malik *et al.* (2013) viewed modernization as a comprehensive process that involves a marked increased in geographical and social mobility, spread of secular, scientific and technical education, a transition from a scribed to achieved status increased in material standards of living and many related subsidiary phenomena. Barton (2009) observed that increasing urbanization, modernization and education, together with exposure to western media, appear to have led to a decline in traditional values. Modernization is a total transformation of society a movement in consciously chosen direction. With the onset of modernization and change in the attitude and belief of people the new factors have come up overshadowing the old ones (Nagla, 2008). In all modernization can be described as the process of development, in almost every aspect of human life *i.e.* scientific, technological, economic, environmental, educational, cultural and social fields.

There have been continuous struggles and conflicts in today's life. Adolescents of today are likely to confront with the changed value pattern, automation, social structure, materialistic and great conflicts in values, religion and family. They find themselves in a state of confusion and conflict due to changing pattern of life as a result of increased competition, higher aspiration zeal to march ahead in advance modern and technological society. This transitional period accompanied by many needs, problems and responsibilities along with the various changes in every dimension of personality of the adolescents is leading to value conflict among them (Lan, 2009).

Values are listed as motivational factors that determine an individual's lifestyle, while the conflict is part of human life which is inevitable to avoid. Value-conflicts lie at the very root of an individual's identity, they are extremely difficult to resolve and descalation of the conflicts become an essential need for the welfare of mankind because they hold the seed of personality disorganization and inversely related to adjustment and

are found responsible for the promotion of social tension and unrest (Khosla, 2014). Conflict regarding intrapersonal and interpersonal value preference starts occurring from late childhood, while it becomes more prominent among adolescents as they are more prone to various types of conflict (Burke, 2004). Conflict arises whenever two or more incompatible goals, motives, activities or impulses are active at the same time in relation to desirable or pro- social aspects of human well-being (Bhardwaj, 2001).

Although systems of values are formed and adapted throughout life, the teenage years are one of the most influential times of self development in a person's life. Adolescence is "a moment in the life course in which boys and girls test models of conduct as they construct their personal, institutional, and communal personas" (Fine, 2004). Adolescence can be defined biologically, as the physical transition marked by the onset of puberty and termination of physical growth, cognitively as changes in the ability to think abstractly and multi-dimensionally or socially as a period of preparation for adult roles. In the search for a unique social identity for themselves, adolescents are frequently confused about what right is and what is wrong (Hallfors *et al.*, 2005).

Youth now-a-days experiences large transformations, from technological, economical and political changes to value and mentality changes. This is a time in a young person's life when comprehension of the world increases and needs and goals change. In many societies, adult authority and traditional systems for transmitting values are diminishing (Friedman, 2000; Schlegal, 2011) and youth are confronted with more diverse value positions. A young person, for example, may experience traditional Muslim, Hindu, or Christian values at home, secular values at school, and materialistic values in the media which causes conflict in accepting a single value. Indian society and its schools and colleges are broadly affected by the process of modernization. There is a lot of change in the way of thinking due to modernization. With positive as well as negative value probabilities there are a number of factors which affect value preferences of adolescents and the condition of value conflict such as home environment, parent child relationship, socio-economic background, lifestyle, mental health, modernization etc. (Kumar, 2011).

Out of a wide variety of conflicts in the social situations, intrapersonal conflict is the one that goes within

the individual. Studying the value conflict and the correlates would help to understand some of the complexities of human behaviour. Much of the intrapersonal conflict is attributed to the value conflicts (Santrock, 2007). If we really want to help adolescents in their proper adjustment to self and to the peculiarities of their environment we should develop their abilities and equip them to face the changing realities of the life (Chaudhary, 2012). So the present study will help the parents, teachers and society to understand the value conflict among adolescent boys and girls and the relation between modernization and value conflict among adolescents.

Objectives of the study:

The present study was carried out with the following objectives:

- To study the relationship between value conflict and modernization among adolescents.
- To study the contribution of modernization towards incidence and extent of value conflict among adolescents.

Statistical techniques used:

The following statistical techniques were employed in order to analysis the data:

- *r*-Ratio is employed to find out the relationship between aggression and modernization.
- Regression analysis to find out the contribution of independent variable, modernization on dependent variable, value conflict.

■ RESEARCH METHODS

Sample:

The study was based upon the sample of 400 respondents drawn equally from rural and urban areas of Ludhiana district. The sample was further distributed equally over gender *i.e.* 200 girls and 200 boys. The sample was drawn from government and grant in aid colleges of Ludhiana district. Urban sample was drawn from Satish Chandra Dhawan Government College Ludhiana, Government College for Women Rakh Bagh and Guru Nanak College Ludhiana. Rural sample was drawn from purposively selected blocks of rural Ludhiana namely Khanna, Gurusar and Ludhiana I. Subjects were between the age group of 18-20 years.

Tools used:

The tools used in the present investigation are the following:

Self-structured socio-demographic profile questionnaire:

Self-structured socio-demographic student profile questionnaire was used to gather information about the socio-personal characteristics of the respondents and his/her family such as name of respondent, address, age, gender, birth order, parental age, education, occupation, family size, type, religion etc.

Value conflict scale (Bhardwaj, 2001):

The scale has 24 items to measure value conflict related to six dichotomous modes of value probabilities of everyday life. The six dimensions of the conflict used in this scale are Evasion vs. Fortitude, Dependence vs. Self – Reliance, Selfishness vs. Probity, Hate vs. Love, Fear vs. Assertion and Pragmatism vs. Idealism. The scoring of value – conflict scale is based on the line of Likert five point scale.

Evasion v/s Fortitude:

This type of value conflict refers to the indecisiveness of one's tendency to avoid or forget an unpleasant experience or stand boldly and face the situation.

Dependence v/s Self Reliance:

This type of value conflict refers to the indecisiveness of one's tendency to seek the help of other individual or group in making one's decision or to carry out difficult task or the tendency of taking decision by one's own judgment based on facts and dealing situations in accordance with own acumen, intelligence and creative potentials.

Selfishness v/s Probity:

This type of value conflict refers to state of indecision leading to inclination to gain by either moral or immoral means or go by virtue and honesty.

Hate v/s Love:

Love and hate are two conspicuous extremes of emotional manifestation, hate representing extreme dislike by one towards another, varying between strong

dislike malignity and even enmity supplemented with feeling of anxiety, insecurity, low-esteem, hospitality, jealousy and slowness in the conscious development and love representing the expression of tender feeling, fondness or an affection of something.

Fear v/s assertion:

This type of value conflict refers to the tendency fleeing away from danger, fatigue, worry, indecision or the ability to act courageously.

Pragmatism v/s idealism:

This type of value conflict refers to the state of indecision between the practical considerations and ideal conception in choosing the course of action in day-to-day life events.

Comprehensive modernization inventory (1985):

It is developed by Prof. S.P. Ahluwalia and Dr. Ashok Kalia. It was used to measure the change in attitude of adolescents in seven areas *i.e.*, Education, Parent-child relationship, Politics, Status of women, Marriage, Religion and Socio-cultural factors.

Procedure:

The tools were administered to the randomly selected group of students, by distributing questionnaire. Answer sheets were scored following the scoring procedure in the manual. On the basis of raw score, values were converted into sten scores and required statistic was applied.

■ RESEARCH FINDINGS AND DISCUSSION

The following account presents the correlation between spiritual intelligence and value conflict among

adolescents. It also highlights the contribution and impact of independent variables on value conflict.

Table 1 shows correlation of value conflict among rural adolescents with different dimensions of modernization. Data presented in the table reveals that education ($p \leq .05$), politics ($p \leq .05$) and status of women ($p \leq .05$) are significantly negatively correlated to value conflict. Modern attitude of adolescents on marriage and religion had non-significant negative correlation with value conflict. Table revealed that adolescents who had better perception and attitude towards different dimensions of modernization were facing less value conflict, which means better opinion towards education, politics and status of women is associated with lowered level of value conflict among adolescents. It implies that wider perspective of thoughts and attitude helps to choose and decide about their own values.

The perusal of table further revealed that among urban respondents, education was positively and significantly related with value conflict ($r = -.23, p \leq .05$), it indicated that better and positive attitude towards education leads to more inclination towards positive value assumption and less value conflict. Other dimensions *viz.*, parent child relationship, politics and religion had non significant correlation with value conflict.

Value conflict arises when we faces two sets of values simultaneously, if with the advent of changes due to modernization, adolescents also widen the horizon of their thinking then it will eventually creates more awareness, confidence and less confusion. However, adopting modernization or modernized attitude must be well analyzed and thoughtful, as we have rich heritage of values and norms which teaches us about the utmost religion *i.e.* humanity. So we must adapt better but should not leave the best behind.

Table 1 : Correlation between categories of value conflict and modernization among adolescents

Value conflict	Dimensions of modernization						
	Education	PC relationship	Politics	Status of women	Marriage	Religion	SC factor
Rural	-.28*	.001	-.20*	-.27*	-.05	-.17	.06
Urban	-.23*	-.09	-.0	.08	-.02	-.09	.08

*indicates significance of value at P=0.05 level of significance

Table 2 : Correlation between categories of value conflict and modernization among adolescents

Value conflict	Dimensions of modernization						
	Education	PC relationship	Politics	Status of women	Marriage	Religion	SC factor
Boys	-.54**	-.40**	-.09	.14	-.20*	.04	-.02
Girls	-.22*	-.39**	.15	-.21*	-.26*	-.05	.17

* and **indicate significance of values at P=0.05 and 0.01, respectively level of significance

Table 3 gives the correlation analysis of value conflict and dimensions of modernization among adolescents. It can be noted from table that among boys, education ($r = -.54, p \leq .01$), parent child relationship ($r = -.40, p \leq .01$) and marriage ($r = -.20, p \leq .05$) had significant correlation with value conflict. Correlation analysis depicts negative correlation that means increase in modernized attitude eventually leads to decrease in value conflict or increase in value conflict could lead to less modernization among adolescents.

Data further represented that correlation between value conflict and dimensions of modernization among girls. The observation of table revealed that among girls education ($r = -.22, p \leq .05$), parent child relationship ($r = -.39, p \leq .01$), status of women ($r = -.22, p \leq .05$) and religion ($r = -.26, p \leq .05$) were significantly and negatively correlated with value conflict.

Data in Table 3 depicted contribution of independent variable in value conflict among rural adolescent. It is evident from the table that parent child relationship contributed significantly ($t = 2.05, p \leq .05$). The regression co-efficient value (β) indicated positive and significant contribution of parent child relationship, while other

dimensions such as politics, status of women, marriage and socio cultural factors had non significant positive contribution. Religion dimension had non significant but negative contribution on value assumption of adolescents.

Combined regression value ($R^2 = .50, p \leq .01$) revealed that modernization contributed significantly and positively. Thus, it could be stated that adolescents with modern values encounter less issues of value conflict and are more inclined towards positive value assumptions.

Table 4 represented the estimate of multiple linear regression of dimensions of modernization on value conflict among adolescents. It was observed that education ($t = 2.05, p \leq .05$), parent child relationship ($t = 1.81, p \leq .05$), marriage ($t = 2.32, p \leq .05$) and religion ($t = 3.10, p \leq .01$) contributed towards value assumption of the adolescents. On the basis of (β) value we can conclude that these variables contributed positively. It means that adolescents who had better attitude towards modernization were inclined towards positive values thereby becomes a positive determinant to adolescents' value assumption.

Although non-significant in nature, politics, status of women were found to be contributing positively to

Dimension of modernization	B	SE	t-value
Education	-.182	.451	.543
P.C. Relationship	.303	.752	.374
Politics	.030	.067	.315
Status of women	.145	.238	.304
Marriage	.084	.150	.330
Religion	-.114	-.232	.320
S C factor	.321	.146	.281
R ² = .50		F-ratio = 27.28**	
		Constant value = -4.440	

*indicates significance of value at P=0.05 level of significance

NS=Non-significant

Dimension of modernization	B	SE	t-value
Education	.183	.35	.17
P.C. Relationship	.401	.35	.19
Politics	.714	.21	.15
Status of women	.067	.134	.31
Marriage	.130	.222	.09
Religion	.182	.330	.10
S C factor	-.053	-.107	.31
R ² = .30		F-ratio = 12.10**	
		Constant value = -2.575	

* and ** indicate significance of values at P=0.05 and 0.01, respectively level of significance

NS=Non-significant

Table 5: Estimate of multiple linear regression of dimension of modernization on value conflict among boys

Dimension of modernization	B	SE	t-value	
Education	.152	.362	.203	2.07*
P.C. Relationship	.276	-.46	.211	2.19*
Politics	.560	.44	.151	2.94**
Status of women	.084	.175	.157	NS
Marriage	.154	.257	.098	2.62**
Religion	.188	.22	.112	NS
S C factor	.003	.007	.156	NS
R ² = .44		F-ratio = 21.63**		Constant value = -7.418

* and ** indicate significance of values at P=0.05 and 0.01, respectively level of significance
NS=Non-significant

Table 6 : Estimate of multiple linear regression of dimension of modernization on value conflict among girls

Dimension of modernization	B	SE	t-value	
Education	.087	.42	.229	1.95*
P.C. Relationship	.018	.041	.234	NS
Politics	.415	.54	.212	2.61**
Status of women	.033	.41	.191	2.16*
Marriage	.214	.347	.118	2.94**
Religion	.117	.208	.135	NS
S C factor	-.052	-.106	.185	NS
R ² = .29		F-ratio = 11.31**		Constant value = 3.18

*and ** indicate significance of value at P=0.05 and 0.01, respectively level of significance
NS=Non-significant

value assumptions of adolescents. On the contrary albeit non-significant socio cultural factor contributed negatively to value assumption of adolescents.

The regression analysis revealed that attitude of boys on modernization act as proactive factor rather than risk factor for positive value assumption among boys. The contribution of education ($t=2.07, p \leq .05$), parent child relationship ($t=2.19, p \leq .05$), politics ($t=2.94, p \leq .05$) and marriage ($t=2.62, p \leq .01$) was found to be positively significant, although non-significant contribution of other dimensions was found but they had contributed positively.

Table 6 represented estimates of multiple linear regression of modernization on value conflict among girls. It is evident from table that education ($t=1.95, p \leq .05$), politics ($t=2.61, p \leq .01$), status of women ($t=2.16, p \leq .05$) and marriage ($t=2.94, p \leq .01$) contributed positively to value assumptions of girls.

Among other variables education, parent child relationship, religion, and socio-cultural factor contributed positively and non-significantly, overall regression value ($R^2=.29, p \leq .01$) represented that different dimensions of modernization contributed positively for value assumption. Thus, it can be concluded that girls who had

better perception and attitude towards dimensions of modernization were inclined towards positive value assumption.

Conclusion:

A modern person of present era is oriented more towards his/her present and future than the past, She/he is more regular, systematic, efficient, lawful, capable to tackle the challenging situations intelligently, uses the knowledge of science and technology as a powerful tool for achieving mastery over his/her environment. Thus, the concept of modernization is described with broader perspective in modern times. Modernization is a process by which scientific knowledge is extended and utilized in society with the ultimate purpose of achieving a satisfactory and qualitative life. Adolescents are more vulnerable for modernization; they have more exposure and opportunities to have advancements in materialistic as well as non-materialistic ways. It can contribute to value conflict and can also help in determining strong value system if presented in a positive way. Parents, colleges and society needs to help adolescents for taking new changes in positive terms as the change is inevitable

what we can do is to convert the negative experiences into positive, progressive and healthy one.

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