IMPACT OF MODERNIZATION ON DEVELOPMENT OF ADOLESCENTS
THE MEDIA, CULTURE, TECHNOLOGY

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ABSTRACT

No one can deny the effect of modernization on different aspects of people’ life. Education, communication and even social relationship have undergone different changes. Meanwhile, adolescents are the most vulnerable group suffering from negative effects of modernization. The models of adaptation have changed greatly under the influence of modernization and social relationships have paved the way of anomaly. What is more important is that adolescent preferred to have electronic entertainment and online teaching which help to make them more isolated. The role of family has been stressed by some theories but the models of prediction and remedy are very difficult to assess. Challenges of adaptation and coping in interpersonal and social relationship are of great priority for adolescents while the rapid change of modernization, on the other hand, may counterbalance all the efforts to make a balance.

While many authors believe modernization must be used to solve the problems it brings about, this paper reveals and discusses the hidden points of modernization impact on social life and especially on adolescents and proposes some models to modify the abnormalities created.

Keywords: Modernization, Adolescents, Media, Culture, Technology.

INTRODUCTION

Millions of people all over the world witness revolutionary in their daily life. The term modernization is used by social scientists to refer to the extensively influential process through which ordinary nations which a less-developed tradition to the more progressive societies. Modern societies enjoy certain features such as urbanization, literacy and industrialization accompanied by highly developed transport system and mass media. As a result, those who live in such modern societies have to shift their commitment from their parents and priests, who were their traditional sources of authorities, to new authorities namely, government officials1.

THERE ARE THREE CHARACTERISTICS FOR MODERNIZATION

Firstly, the decline of traditional communities marks the modernization and industrialization which result in dramatic fall in the importance of interactions among the primary groups and lead to the growing emergence of secondary groups such as classmates in schools.

Secondly, as modernization increases, the society becomes more bureaucratized and interaction is shaped by formal organizations. Consequently, the traditional ties of kinship and neighborhood diminish, and the members of the society begin to develop feelings of uncertainty and helplessness.

Thirdly, religious institutions begin to lose momentum. As life begins to get modernized, people start to feel that have lost control of their own lives, so as a reaction, they established new religious groups and communities2.

DEFINITIONS

1. Modernization
As a process of social and cultural change, modernization is triggered by industrialization and followed by increased social satisfaction and labor division. Even in absence of industrialization, societies can experience social change. However, modernization is a specific kind of social change which is the result of industrialization. The shift to an industrialization society can bring about both positive and negative outcomes3.

2. Culture
Culture refers to the behavior, beliefs, and all other products of a specific group of people that are passed on from one generation to another3. In other words, culture is some ideas and values that are established by the previous generation; however, they are subject to change.

3. Technology
By technology, it is meant the cultural information concerning how to make use of the material resources of the environment in order to remove human needs and desire. Technological
products such as planes, automobiles, televisions, the atom bomb, and more recently, the computer, digital media, and the mobile phone have given rise to remarkable changes to our patterns of socialization, social institution culture, and daily social interactions.

4. Mass Media
The term mass media refers to a section of the media which is specially designed to reach a very large number of people such as the population of a country. This term was coined in the 1920s when the nationwide radio networks, magazines and mass-circulation newspapers emerged.

MODERNIZATION THEORY
The origin of modernization theory can be traced back to Durkheim's (1993) theory. It maintains that a country shifts from traditional to modern societies (a shift which is usually characterized by high levels of industrialization and urbanization), the traditional values and norms are violated by rapid social changes resulting in increasing crime rate. Thus, such determining factors as differences in speed and level of modernization lead to variations in crime rates across countries. This is a theory that has been applied in studying changes in crime patterns and rates within single countries such as China as well as cross-nationally. According to Arthur, modernization theory was to lesser extent accountable for crime rates in African nations. He supported a more comprehensive framework that paid attention to such crucial issues as political instability and informal social controls in these particular countries. Moe recently, Lafre, trying to find if modernization theory could account for homicide trends over time 134 nations, reached the conclusion that there was sufficient support for the argument among the most industrialized nations.

Based on modernization theory, the economic progress of countries originates from technological changes. According to this theory, increased technological development can make a country more modernized. The initiation of modernization theory dates back to the 1960s when it tried to explain why some countries had success and why some had not. Modernization theory maintain that as long as traditional customs and culture prevents individuals from gaining achievement and kin relations dominate the atmosphere of the society, nations remain underdeveloped.

Modernization theory has been criticized as a functionalist approach that proposes that modernization and progress will gradually improve the lives of people in developing nations. Based on this theory, even though countries progress at an uneven pace, the development of peripheral countries will be aided by innovations which are derived forms from the industrialized world.

IMPACT OF MODERNIZATION ON ADOLESCENTS’ SOCIAL LIFE
Adolescence is a critical period when young people prepare themselves for their future lives as adults. In modern and developing countries there are huge investments in the cognitive training of adolescents, teaching them the knowledge and skills that are believed to be necessary to acquire. While, they are at school, they are in the peer-centered environments and away from the adult-centered settings of family and community. During the school hours, adolescents are in peer-centered settings, away from the adult setting of the family and community. In industrial countries, after their school, the adolescents spent hours either alone, or studying and listening to music at the same time, they are with friends, which is, in fact, another peer-centered setting. The extension of schooling along with other changes in social programs has led to pulling the adolescents away from participation in adolescents-adults interaction. A change in the adolescents’ society makes them find a new atmosphere where they can spend most of their time with peers rather than company of the family. The condition of teenagers (known as generation gap) causes the parents to be concerned about their children because they are absent from home for a long time.

INFLUENCE OF MODERNIZATION ON CULTURE AND ADOLESCENTS’ ACHIEVEMENT
The nature of culture in the United States is an Achievement-oriented one; accordingly, the American adolescents are more achievement oriented compared with the young people in other nations; however, when the American adolescents’ activities are assessed in terms of the duration of time they spend and type of work they do in school, they cannot reach the East Asian adolescents. Many U. S. parents teach social manners to their adolescents so as to make them independent and achievement-oriented. In a research conducted on 104 societies, it was revealed that parents in industrialized countries like U. S. emphasized more on socializing adolescents for achievement and independence than the parents in none-industrialized countries such as Kenya, where there was a higher emphasis on responsibility and obedience.

This is because people in the developed countries are more individualistic than the underdeveloped countries; that is to say, in underdeveloped societies, adolescents still prefer to communicate with relatives and groups. This causes them to develop some social skills such as responsibility that, in turn, is an important ability and adolescents should learn in order to make a better future.

MODELS OF CULTURAL ADAPTION
To understand the process of adaptation within and between cultures, there are some models like (1) assimilation, (2) acculturation, (3) alternation, and (4) multiculturalism.

1. Assimilation happens when individuals turn away from their culture identity and move into a large group and merge to form a new society. They frequently suffer from a sense of isolation and alienation before they are accepted into the new culture. Nevertheless, some non-Latino white American whose ancestors were U. S. citizens for several generations do not know what countries or cultures their earlier ancestors descended from.

2. Acculturation refers to culture change which is the result of continues, firsthand content between two distinctive culture groups. Contrary to assimilation (which stresses that people will finally become full participants of the majority group's culture and lose their identity with their culture of origin), the acculturation model emphasizes that people can become competent members in the majority culture while still being regarded as members of a minority culture. For instance, many Hasidic Jews in New York City retain the Yiddish language and customs of clothing and religious observation.
while socializing with business associates from a great number other cultures.

3. The alteration model maintains that an individual can get to know and understand two different cultures. It also suggests that individuals can change their behavior to fit a specific social context. There are some differences between the alteration model and the assimilation and acculturation models: in the alteration, there is a possibility to maintain a positive relationship with both cultures. For instance, it is possible for an African American teacher to use Standard English in the classroom but prefer Black English at home and church.

4. The multicultural model promotes a pluralistic approach to understand two or more cultures. This model helps to keep their distinct identities and the same time, they socialize with other from different cultures so as to meet common or economic needs. Cross-cultural psychologist Berry maintains that a multicultural society encourages all groups to (a) preserve and/or develop their group identity, (b) promote other-group acceptance and tolerance, (c) get involved in inter-group contacts and sharing, and (d) learn each other's language. In the multicultural model, it is possible for people to keep a positive identity with another culture at the same time. Based on the situation and person, any of these models may account for people's experiences as they acquire competency in a new culture. For instance, take an Africa American family that has moved from the rural South to live in a city. There are many options for the family members such as assimilation into the dominant Anglo culture, following the path of acculturation, alternating between the two cultures, and finally living in a context in which the two cultures co-exist as described in the multicultural model. Recent research increasingly displays connection between acculturation and adolescents' problems. In the United States, for instance, the Latino youths who are more acculturated, experience higher rates of behavior problems, drug abuse, and risky sexual behaviors than their less-acculturated counterparts. The mentioned problems for adolescents might be as a result of lack of an absolute law that can support the right of the minority group in various aspect of life, and under such a condition they do not feel belonging to the majority group; finally they cannot establish a positive relationship with the members of the majority group; likewise, because of probable discrimination, adolescents' attitude toward majority people is not positive.

INFLUENCE OF TECHNOLOGY ON ADOLESCENTS

Over the past 40 years few developments in society have had a greater effect on adolescents than television did. The persuasion power of television is overwhelmingly impressive. Since infancy, most of the today's adolescents have spent more time sitting in front of television set than with their parents or in the classroom. Besides, television, radio, CDs, and music video and other media have especially important impacts on the lives of many adolescents. This is more likely to increase the generation gap between adolescents and their parents because teens can witness diversity issues in their lifespan, while the knowledge of parents is related to the past time and cannot meet the needs of today's teenagers. Hence teenagers do not believe the parent's approaches and so they do not obey and enjoy the experience of the parents although the parents' guidance is useful for them. That is why at the age of adolescence, human is not mature enough and is at risk in the sophisticated, advanced world.

IMPACT OF TECHNOLOGY AND SOCIO-CULTURAL DIVERSITY ON ADOLESCENTS

With the advent of technology, certain social issues appear. One of the worrying issues is that whether the growing use of the technology particularly computers at home and schools can augment the gap between rich and poor people as well as the boys and the girls. According to one national survey, in lower-income communities when children and adolescents go to school, they spend more time with most types of media than their counterparts in wealthier neighborhoods, but they use computers to a lesser degree. A recent study indicated that there are significant gaps in computer availability across ethnic groups; for example, about half of the African American and Latino adolescents do not use the internet, while just one-fifth of Latino white or Asian American adolescents have access to the internet. It can be said that in lower-income communities, kin relationship is important and perhaps they do not agree with an individual's private activities. In addition, they have not obtained the essential skills on working on the internet and computer; furthermore, they have not grasped the importance of the computer or maybe, providing this new technological device imposes some financial burden on the families. Besides, among families of lower-class societies there is a kind of cultural resistance to the programs shown via the new technological devices, because the young may negatively be affected.

IMPACT OF TECHNOLOGY ON SOCIAL RELATIONSHIP

There are some ideas concerning the advantages of the internet and email communication. There are greater number interpersonal relationships as email users' new friends on the Net. There are also some argue these forms of communication may result in a decrease in the number of friendships and level of intimacy. It is important to note that these days, teenagers find many friends on the internet and they do not know each other enough, because in the face to face integration, people express their feelings visually and take responsibility for their communication and consequences of their behavior. This kind of relationship is more viable than making friends through the internet in which relationships are shallow and inconsistent. This is a logical reason for the loneliness of the adolescents who have many internet friends: They do not have commitment to their friends and do not play a supportive role in their communication. According to psychologists there is often a distinction between strong ties and weak ties. Strong ties are related to frequent contacts, deep feelings of affection, obligation and interaction for many purposes, whereas weak ties are superficial and are easily broken, characterized by infrequent contacts, and are narrowly focused. On-line ties tend to be fragile. People are socially supported mostly their peers with who they have an intimate relationship, so it is necessary to develop stronger ties. These ties are usually supported by physical proximity. It is quite certain that people can and do on-line
According to the findings of another study which monitored the use of the internet by high school students, it was revealed that as the use increased, the degree of close relationship reduced. The students who worked on internet for less than one hour per day were regarded as low users; those who used the internet for 1 to 2 hours were classified as moderate users, and the students who were on the internet for more than 2 hours a day were considered as high users. The researchers administered questionnaires on the social relationships and measures of depression. It indicated that low users had better relationships with their mothers and friends. Low users of the internet are more extravert than heavy users of the internet. This will help the teenagers to pay attention to different activities, but heavy users just focus on the internet. As a result, this causes them to have less social skills to solve the problem that occurs, because they do not experience the natural interaction that is necessary for a successful communication.

It is no, of course, possible to generalize and claim that the adolescents with poorer relationships with parents and peers have a great tendency to be classified as heavy users of the internet or the heavy use of the internet ends up with decreased social ties. Kraut and his colleagues conducted a study to determine whether computer interactions can take the place of deep relationships. In this project ninety three families from diverse neighborhoods in Pittsburgh took part in the Home-net study. They were given free computers, unlimited access to the internet, different software, and telephone lines in return they were going to be monitored and furthermore, they had to answer questionnaires for 2 years. Te researchers also discovered that the participants who used the computer more often were involved in less social interaction, as measured in terms of both communication within the family and the size of people's social groups. The subjects, many of whom were teenagers, suffered from an increase in loneliness and mild depression possibly because of lack of face to face communication.

As computer use developed, the feelings of isolation and unhappiness surged without caring about race, age, gender, household income, or initial level of social interaction. It was reported that adolescents who used emails and the internet more frequently experienced greater isolation and loneliness. It is possible that some adolescents resort to the computer as an escape from social contacts. It is vivid that the relatively shallow interaction, often with the on-line individuals, who do not know, may not present the same type of social support and interaction as the face to face communication. The social experiences of the adolescents are low and when they are exposed to challenging situations, they cannot present a fruitful reaction; likewise, they do not have the enough social networks to help them in emergency situation. Sociability increases the capacity of people to be exposed to problematic issues. Ultimately people feel that their life is under control so they live calmly, because they do not concentrate on their problems very much; therefore, they save time and mental power, because the use of the new technology increase theoretical issues among teenagers. Although it is necessary, it is practically not enough. In addition to practice; otherwise, our knowledge will not be useful.

**IMPACT OF THE TECHNOLOGY ON ADOLESCENTS' ACADEMIC ACHIEVEMENT**

Almost all of the teenagers who have access to the internet have used it for school assignment and about seventy percent said their on-line research turned them into better students. According to some studies, the use of the computer can improve academic progress. A survey of junior high school students with computers revealed that the students who extensively used computer gained better score. However, many teachers to cast doubts, because anyone can post anything on the internet, and it happens that some information is incorrect and out of date, as well as biased and incomplete. The internet helps the students collect a lot of information that is necessary to do assignment but it is not enough to make a creative student, because the students learn to rely on the internet without having to think and analyze the materials deeply on their own. This probably does not generate deep progressing of information; rather it can be a blocking force.

**FUNCTIONS AND USE OF MASS MEDIA**

If the amount of time spent on an activity is suggestive of the important of the job, then undoubtedly the mass media play significant roles in the adolescents' lives. A national study had a deep investigation into the media habits of children and adolescents. The study which was done over 3000 children and adolescents aged 2-18 confirmed that the youth today are surrounded by the media. In the United States, average adolescent lives in a home that has three radios, three tape players, three TVs, two VCRs, two CD players, one video game player, and one computer. The survey showed that the bedrooms of adolescents are covered with media. Two-thirds of 8-10 year olds in the United States had television and about one-fifth had a computer.

1. **Entertainment**

Like the adults, the adolescent often use media only for amusement and an enjoyable diversion from every day worries. They use computer for entertainment. Many teenagers play computer and video games and downloaded music; some other surf the net to look for interesting sites, for example, to learn where their favorite recording stars are performing and how they can grab the concert tickets. It is questionable that new technological devices can be quite positive entertainment, because as it is known some adolescents resort to the internet since they do not have any other choices.

2. **Information**

The adolescents' use of the internet for information is also prominent. They use the media to collect information, especially about topics such as sexuality that their parents may be unwilling to discuss in the home. Another use of the internet can be seen in obtaining health-related information. A study which used an ethnically diverse sample of suburban tenth graders (40 percent African American, 30 percent with, 10 percent Latino, and 20 percent others) found that half of the subjects had used the internet to collect health information, but most commonly it was on sexually transmitted diseases, sexual behavior and diet fitness and exercise. About a third
of them used the internet to obtain information about birth control. Adolescents believe that the internet information is highly valuable, trustworthy and relevant. They regard the internet as a confidential and secure way to receive information.

3. Sensation
The adolescents are usually more eager to seek sensation the adults are. There are certain media that offer intense and novel stimulation to attract adolescents. Adolescents are energetic and need to release their emotion. It is better for them to release their emotions in a positive way that media provides for them in order to prevent some negative activities; for example, they can encourage the adolescents to learn life skills so as to be able to find the useful ways of relieving negative emotions.

4. Gender-role Modeling
Both males and females follow models which the media present to the viewers. People may identify themselves with the television personalities they consider as beautiful powerful, capable of getting things done, or trendsetters. Companies often invest huge sums in advertising using fascinating modes to sell products to the teenagers, clearly hoping that adolescents will buy these to imitate the models. Based on the cultivation theory, viewers’ opinions about violence, sex, roles, and marriage are cultivated by the media.

5. Coping
Adolescents use the media to get rid of anxiety and grief. There are two responses by the adolescents to get relief: listening to music and watching TV. Since adolescents live in this world, they experience a lot of stress and media can play two important roles for the adolescents. 1) (to teach them how they can cope with the stressors) 2) to provide suitable programs for them to alleviate their anxiety.

6. Youth Culture Identification
Media provide many adolescents with a sense of being linked to a large peer network and culture, which is united by different types of values and interests conveyed via adolescent-oriented media.

IMPACT OF TECHNOLOGY ON ADOLESCENTS’ AGGRESSION
Television may induce aggressiveness in a great variety of ways. Firstly, there are some people who may directly imitate; they just copy what they see on television. There are, of course, other factors which involved, as most people do not follow such behaviors. Secondly, televised violence may also prevent aggression; that is to say, there are some people who have certain inhibitions against violence, and watching on TV may reduce the degree of aggressiveness. Thirdly, violence on television may result in antisocial attitudes which may encourage children and adolescents to hit first and talk later. They may accept violence as a way of solving problem. Finally, people may become insensitive to violence on television and begin to accept it as something normal and natural in their life; they may not show empathy for others or not take violence seriously. These days, most families have access to television and most viewers of this device are adolescents and some of them are not mentally mature enough and furthermore, due to the generation gap, they concentrate on the TV program and find it attractive; consequently, they imitate everything that is broadcast on the TV and generalize it to different situations, as social learning theories run. Children and adolescents see a great deal of violence on television. In the examination of more than 10000 hours of cable TV, the National Television Violence study concluded that, the shows depicted different degrees of violence; in 26% of the violence, guns were used; 38% of the violence was committed by attractive criminals; over 50% of the victims showed no seeming pain or suffering; 75% of all violent acts brought no remorse, criticism, or penalty; and 40% of the violence was accompanied by humor. In a study of more than 700 high school students, it was found that 75% of the students were exposed to moderate and high rate and violence. The study revealed that 10% of the students were seeking counseling for such symptoms as anxiety, being afraid to be alone, nightmares, withdrawal, and even violence.

It has been demonstrated that there is a positive statistical relation between aggression and television violence. A review over two hundred studies on age groups showed a relation between aggressive behavior and viewing television violence, regardless of age. It also suggested that the impacts on males were only slightly greater than the influence on females. The young children who are heavy viewers of television violence likely to tend aggressively respond to violent situations. Under this situation there be responsibility for both parents and media programmers to provide opportunities to prevent aggressive behavior via preparing positive activities and fitting the programs based on adolescents’ psychological theories. One important solution for this problem might be helping the adolescents to acquire their identity as soon as possible and to release their inner conflicts so that they can restore their positive self-esteem. In other words, when adolescents have less conflict, perhaps their tendency to watch the movies with the theme of aggression is decreased. On the other hand, when teenagers have high and positive self-esteem, they do not get influenced by any program they watch.

IMPACT OF TECHNOLOGY ON ADOLESCENTS’ SEXUAL BEHAVIOR
There is a tendency in young people to easily believe that what is shown in movies such as sexual behaviors is common that they really are. According to a study, college students were asked about their viewing habits and perceptions of real-world sexuality. It was found the participants who watched more soap operas maintained that sexual activities outside of marriage were much more common than did the subjects who did not watch such programs. Since adolescence is a period when biological changes happen, there is an increased sexual tendency in the adolescents. It is important to give them correct and suitable information. Likewise, they also should not be exposed to the programs that reinforce their masculinity tendency. Viewing sexual content may trigger sexual behavior. According to a longitudinal study, it was found that watching sex on television in early adolescence is associated with the
early initiation of sexual intercourse in middle and late adolescence. The boys who watch television separately have a rate of intercourse three to six times higher than the boys who watch with their families. When all the family members watch television together, parents can talk about the issues that are not being raised on the show. Another conclusion can be that the result of these studies may show that the teenagers who are sexually active are more attracted to the shows in which freer sex is apparent. Adolescents believe that the continuous themes of sexuality played on television affect behavior. Based on the survey data derived from teenagers, it became evident that 76% of the teenagers believe there is one reason why people have sexual intercourse: the television shows and movies encourage the adolescents to do so as a normal act. The important role of the family in the adolescents' tendency to sexual issues is like the job of the media programmer in forming sexual behavior or adolescents. It means parenting style of parents have a significant influence on adolescents approaches toward sexual issues. For instance, in some families, children have more freedom and there is not the least supervision on the adolescents' activities. In other words, teenagers do not receive any feedback from their parents and they do not know what is right and what is wrong. Or sometimes parents present conflicting styles about the same issue, then the teenagers cannot identify the best way about sexual issue or they prefer not to openly talk about the concept of sex with the adolescent.

IMPACT OF TECHNOLOGY ON ADDICTION TO GAMES AMONG ADOLESCENTS
According to some psychologist, playing video games is similar to a compulsion. Some very heavy users show a need to play the games; they do not have any interest in other activities; they get along mainly with others who play those games, and show physical and emotional reluctance when an attempt is made to prevent such a behavior. Very heavy uses may stop going to the movies spend most of their money on new games, use the games as an escape, and sacrifice other activities to play these games. Many people who play video games (% 97 percent, in one study) maintain that it is possible to become "addicted" to games. One of the games which are regarded more addicting is the arcade, because it is more challengeable and encourages players to spend more money. A few adolescents may sow a compulsive tendency toward video games, but a great majority does not. There are many adolescents who do not play video games at the expense of school performance, their social interactions, or adjustment. Nevertheless, there is substantial evidence indicating that video game players are less pro-social and communicative people. 

INFLUENCE OF MAGAZINES
These questions can be definitely answered by the magazine. The secret to success is learning how to dress, being well-groomed and acting appropriately in social situations. The articles do not deal with the idea that a woman's personal achievement, public services, education, friendship, or long-lasting relationships are more significant than outward appearance. They place emphasis on the romantic and much of the fiction which can be found to boost these themes. The overwhelming point is the fact that most of the models depicted in these magazines have perfect figures, which may influence adolescent girls who already care much for their bodies. According to one study, it was found that 71% of the adolescent respondents stated that when they saw the models in the clothing ads, they thought how bad they themselves were. The fact is that being exposed to these magazines reduces self-perception of attractiveness. Another study found a connection between adolescent girl who read beauty and fashion magazines and their unhealthy eating habits, such as diet pills. These days, magazines have powerful impact on adolescents about how they should wear, eat, make up etc. This way might cause them to develop how self-esteem about their body and appearance then we can see some teenagers resort to cosmetic surgery to mentally and physically satisfy themselves although after operation they are sometimes still dissatisfied. Some teenagers go on a diet to get slim, but it may result in malnutrition and lack of essential vitamins. Scientific views should be directed to the magazines to make them create influence on adolescents.

SOCIAL POLICY AND THE MEDIA
The young people are exposed to the huge mass media with messages to shape the adolescent's adjustment and behavior. The following society policy initiatives are recommended by the Carnegie Council on adolescents' development.

1. Encourage Socially Responsible Programming
It is clear there is a link between media violence and adolescents' aggression. The media have a strong influence on shaping many dimensions of adolescents' development as in ethnic and occupational roles as well as the standards of beauty, family life, and sexuality. It is essential that writers, producers, and media executives understand how powerful their messages are the adolescents and they should work with experts on adolescents' improvement to offer more positive images to the youth.

2. Support Public Efforts to Make the Media More Adolescent friendly
It is highly essentially for the U.S media to regulate themselves about their influence on adolescents. Expect the United States; all other western nations have strong regulations in fostering proper educational programming.

3. Encourage Media Literacy Programs as Part of School Curricula, Youth and Community Organization, and Family Life
There are many adolescents who do not have the knowledge and skills to critically comprehend and analyze media messages. It is the job of the media literacy program to focus not only on television, but also on the internet, radio video, music, electronic games, newspapers and magazines.

4. Increase Media presentations Health Promotions
The community-wide campaigns claimed success when public service announcements in the media were employed to reduce smoking and increase physical fitness in adolescents. It is necessary to enhance adolescent health and well-being by means of media.

5. Expand Opportunities for Adolescents’ View to Appear in the Media
The media should try to increase the number of adolescents’ voices in their programs by letting the adolescents present and
other author editorial opinions, news stories and videos. This strategy has been proved to be educationally successful in some schools when the adolescents were included in the activities of the media. The powerful impact of the media on young population is not deniable. Hence, media programming should enjoy the viewpoints of the scientists and experts in various aspects to place a positive effect on heavy teen viewers. As young people are basically the huge human capital of the nations particularly and the world generally, societies should maintain and reinforce these investments to develop communities in different aspects.

**CONCLUSION**

There are, however, several essential conditions needed to create learning environments to sufficiently support students’ learning. These can be realized when there is vision and support on the part of the educational leaders who are experts in the use of technology of learning, access to contemporary developments, and an emphasis on the adolescent as an active, constructive learner. To sum up, modernization is a controversial issue. As Already mentioned, modernization has some disadvantages including exaggerated fashion, addiction, isolation, loneliness, depression, aggressiveness, crime, alcohol abuse, smoking, social relationship problems, reduction of intimacy, and abusing family’s money. On the other hand, it also has some advantages such as entertainment, increasing information and developing skills, greater number of interpersonal relationships, improving academic achievement, and coping among adolescents. However, it can be said that modernization is an incredible phenomenon. Although many theories predict that rapid social changes give rise to stressful lives for adolescents, there is limited empirical evidence for this. Furthermore, adolescents’ successful compatibility with stress may be induced by protective factors like strong family and communities.

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