

**Comparison of Value Patterns on the basis of Parenting Style and Media Exposure of
Senior Secondary School Students**

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Abstract: -The present study was aimed to analyse the comparison between Parenting Style and Media Exposure on Value Patterns of Senior Secondary Students of Punjab. The study was descriptive in nature. For the study, 3 regions (Doaba, Majha, and Malwa) were randomly selected from the Punjab state of India. From each region two districts will be randomly selected. Initially, the data was collected from total 1200 students. But later at the time of tabulation it was found that the data of 90 students were not complete. Hence, the final sample consisted of 1110 Senior Secondary School students from 27 schools. From each school approximately 45 to 50 students were selected randomly. While selecting samples equal gender ratio was kept in mind. Value pattern scale was administered to these selected students. To check the Parenting Style and Media Exposure of these students related Scale was used. Statistical analysis had been carried out on the gathered data by using the different tools mentioned in this paper. The result revealed that Mixed Parenting Style had better Levels of Value Patterns (Economic) than students reared with Authoritarian and Permissive. The study revealed that anti-social media exposure gave more importance to economic values than pro social media exposure. Student gave more importance to social and religious pro-social media exposure. Students studying in Government School had a higher Value Pattern (Religious) than students studying in Private School.

Keywords: - Parenting Styles, Media Exposure, Value Patterns

1. Introduction

Since man is a social animal living in an environment created around him called society or community where he has to live following certain codes of conduct acceptable to society. The inculcation of these codes of conduct is transmitted to him through a system called parenting. The term parenting style is viewed as a psychological construct. It represents those standard strategies that parents consciously or unconsciously adopt in the rearing of their child or children. Simply put, parenting style comprises the amalgamation of strategies used by parents to raise their children. Although every parent is different, yet several similarities and commonalities can easily be noticed between different parenting styles. Parents have to inculcate values to their children. This duty starts with the birth of their child. Home is the first school where children learn values. The society which has strong values, that shapes the children to become a good human.

Values of right conduct in human are transmittable. These are transmitted from one generation to another. People follow them blindly. But now days, our society is lacking human values. In our society, people are leaving values with the advancement of new machinery which are destroying our earth. New innovations are used against the nature to destroy earth and polluted its environment. This all shows that moral values are missing in so called advanced society. For Example the impact of media cannot be ruled out. The role of media in disseminating information has become increasingly more important. In addition to reading printed materials, more and younger adults, access information from the radio and television. Furthermore, it is important for understanding the likelihood of reaching young people through the media. That necessitates the importance of monitoring the contents being accessed as it has its direct bearing on the behaviour and value pattern of those accessing it. There are different types of media like television, radio, computers, films, videos, newspapers, magazines, video games and internet. Today the internet is the most influencing factor that has great impact on children and youth. Social media helps to inculcate values in students as they cannot learn from but also absorb values such as cooperation with others, honesty, sympathy, problem solving ability, develop ethical and critical thinking through TV programs. When students need help they take from audio and video methods based on their books in the form of serials, movies and animation. It encourages them to read and learn more and get the latest knowledge from the changing world. There are few important impacts of media exposure on students' life. Some time student learns

corrupted moral values exposure like suicidal behaviour, drug addiction, fighting with others, stealing things, etc. Their communication through face to face is better than the social media communication. Students make friends through social networking sites like Facebook, Twitter, Whatsapp, Instagram, Imo and Viber but they are friendless at their tough times or when the need arises.

Undeniable the influence of the media is profound as far as the psychosocial development of children is concerned. It therefore becomes both imperative and important for experts and physicians to discuss with parents their child's exposure to media and to guide them on the appropriateness of the media used as per their age including television, radio, music, video games and the Internet. Media also influences the value pattern of human. Different society has different curriculum which varies from school to school. There are different kinds of school like private and government schools. So type of school has also great influences on the value pattern of students.

2. OBJECTIVES OF THE STUDY

To compare Value Patterns (Political Values, Economic Values, Social Values and Religious Values) of Students on the basis of different

- a. Types of Parenting Styles
- b. Types of Media Exposure
- c. Gender
- d. Types of School
- e. Locale of Senior Secondary School Students.

3. HYPOTHESES OF THE STUDY

There is no significant difference in Value Patterns (Political Values, Economic Values, Social Values and Religious Values) of students on the basis of different

- a. Types of Parenting Styles
- b. Types of Media Exposure
- c. Gender
- d. Types of School

e. Locale of Senior Secondary School Students

4. SAMPLE:-In order to conduct the present study random sampling technique will be employed before selecting samples from 3 regions (Doaba, Majha, and Malwa) from Punjab state of India. From each region two districts will be randomly selected. Hence out of these six districts total 1200 students were chosen. But later at the time of tabulation it was found that the data of 90 students were not completed. Hence, the final sample consisted of 1110 Senior Secondary School students from 27 schools. From each school approximately 45 to 50 students were selected.

5. DE-LIMITATIONS OF THE PROBLEM

The present study has been delimited to the following areas: -

1. The present study was delimited to 27 schools in 6 districts of Punjab.
2. The data had been collected from rural and urban Government and Private Senior Secondary Schools in Punjab state only. For this study the students of 11th & 12th classes were chosen.
3. The study was delimited to the P.S.E.B. (Punjab School Education Board) only.

6. OPERATIONAL DEFINITION OF THE TERMS

1. **Parenting Style:** -Parenting Style is a psychological construct representing standard strategies that parents use on their child rearing.
2. **Media Exposure:** -Media exposure helps the people to come closer through technology and makes people life easier. It is a source of communication which reaches a large number of people through newspaper, T.V. multimedia and through educational films etc.
3. **Value Patterns:** - Value pattern is the main part of the character of human being. Value Pattern consists principles where by conduct is directed and regulated for individual or social group.
4. **Senior Secondary School Students:** - For the present study Senior Secondary School Students implies the students of class XI & XII of Government Senior Secondary School.
7. **DESIGN OF THE STUDY:** - Descriptive survey method is employed in this study. The proposed study is descriptive in nature and keeping in views the objectives of the study survey method has been used.

8. PROCEDURE: -In order to conduct the present study, 3 regions (Doaba, Majha, and Malwa) will be randomly selected from the Punjab state of India. From each region two districts will be randomly selected. Initially, the data was collected from total 1200 students. But later at the time of tabulation it was found that the data of 90 students were not completed. Hence, the final sample consisted of 1110 Senior Secondary School students from 27 schools. From each school approximately 45 to 50 students were selected. While selecting samples equal gender ratio will be kept in mind. Value pattern scale will be administered to these selected students. After that Parenting Style and Media Exposure Scales will be used to the selected students.

9. TOOLS TO BE USED: - The selection of the suitable tool is of vital importance for the collection of the data in any research work. Following tools of research will be employed for data collection in the present study.

1. Value pattern scale prepared by Sushil K. Singh will be used.
2. Parenting Behavior Styles Questionnaire (2015) prepared by Deepa Sikand Kauts was used to check the Parenting Styles of students.
3. Media Exposure Scales developed by the Investigator will be used.

10. STATISTICAL TECHNIQUES: (RESULTS)

10.1 POLITICAL VALUE:-The frequency distribution of the raw scores of Political value of Senior Secondary School Students obtained on Political value Scale.

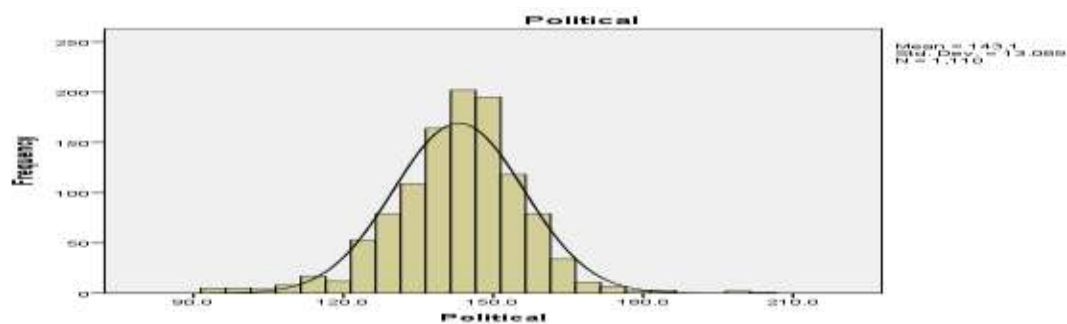


Figure 1.1: Frequency Curve on Political value Scores of Senior Secondary School Students

10.2 ECONOMIC VALUE:-The frequency distribution of the raw scores of Economic value of Senior Secondary School Students obtained on Economic value Scale.

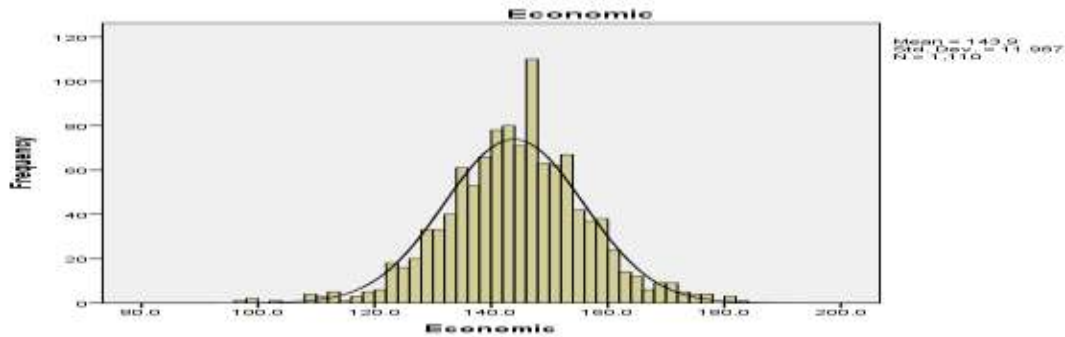


Figure 1.2: Frequency Curve on Economic value Scores of Senior Secondary School Students

10.3 SOCIAL VALUE:- The frequency distribution of the raw scores of Social value of Senior Secondary School Students obtained on Social value Scale.

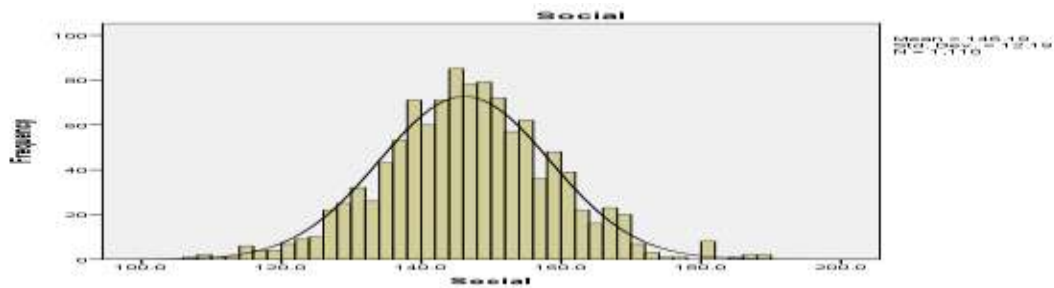


Figure 1.3: Frequency Curve on Social value Scores of Senior Secondary School Students

10.4 RELIGIOUS VALUE:- The frequency distribution of the raw scores of Religious value of Senior Secondary School Students obtained on Religious value Scale.

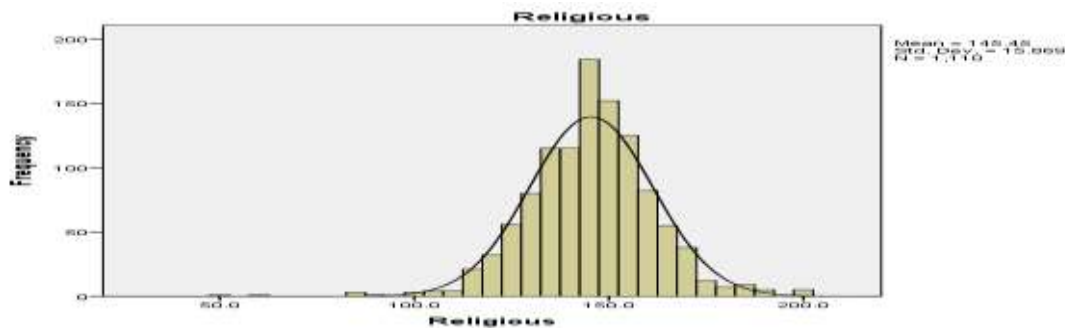


Figure 1.4: Frequency Curve on Religious value Scores of Senior Secondary School Students

11. Parenting Styles

11.1 Authoritative Parenting Style

The frequency distribution of the raw scores of the Authoritative Parenting Style of Senior Secondary School Students obtained on Authoritative Parenting Style Questionnaire along with descriptive statistics is provided in the table 1.1

Table 1.1 Descriptive Statistics on Authoritative Parenting Style Scores of Senior Secondary School Students (N=1110)

Mean	Median	Mode	SD	Variance
8.015	8.000	8.0	2.2581	5.099
Skewness	Kurtosis	Minimum	Maximum	Range
.274	.084	2.0	16.0	14.0

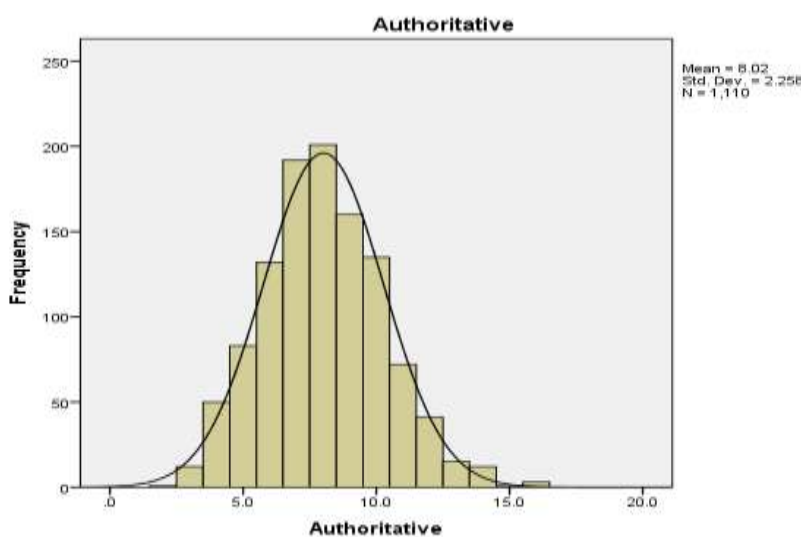


Figure 1.5: Frequency curve on Authoritative Parenting Style Scores of Senior Secondary School Students

11.2 Authoritarian Parenting Style

The frequency distribution of the raw scores of Authoritarian Parenting Style of Senior Secondary School Students obtained on Authoritarian Parenting Style Questionnaire along with descriptive statistics is provided in the table 1.2

Table 1.2 Descriptive Statistics on Authoritarian Parenting Style Scores of Senior Secondary School Students (N=1110)

Mean	Median	Mode	SD	Variance
8.906	9.000	9.0	2.4455	5.980
Skewness	Kurtosis	Minimum	Maximum	Range
-.012	.218	1.0	17.0	16.0

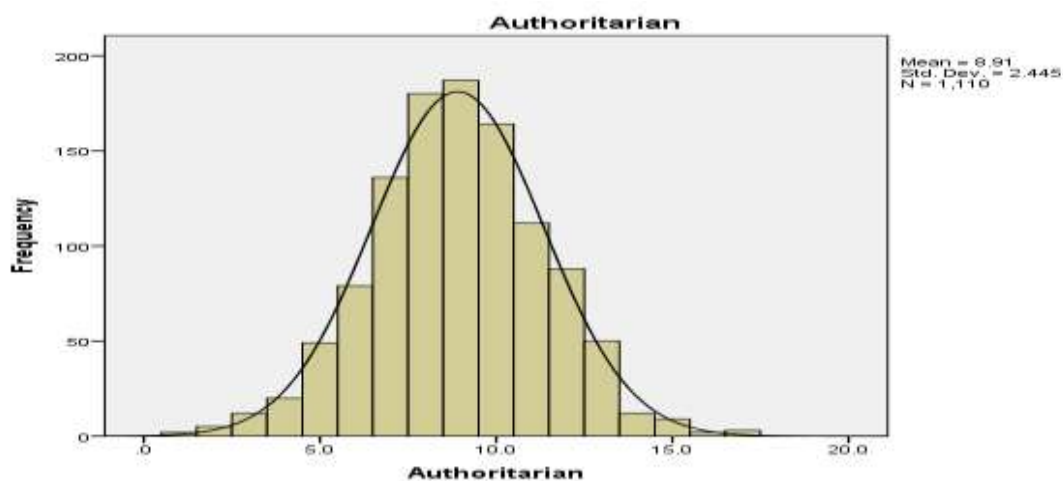


Figure 1.6: Frequency curve on Authoritarian Parenting Style Scores of Senior Secondary School Students

11.3 Permissive Parenting Style

The frequency distribution of the raw scores of Permissive Parenting Style of Senior Secondary School Students obtained on Permissive Parenting Style Questionnaire along with descriptive statistics is provided in the table 1.3.

Table 1.3 Descriptive Statistics on Permissive Parenting Style Scores of Senior Secondary School Students (N=1110)

Mean	Median	Mode	SD	Variance
9.595	10.000	9.0	2.6516	7.031
Skewness	Kurtosis	Minimum	Maximum	Range
.097	.082	2.0	21.0	19.0

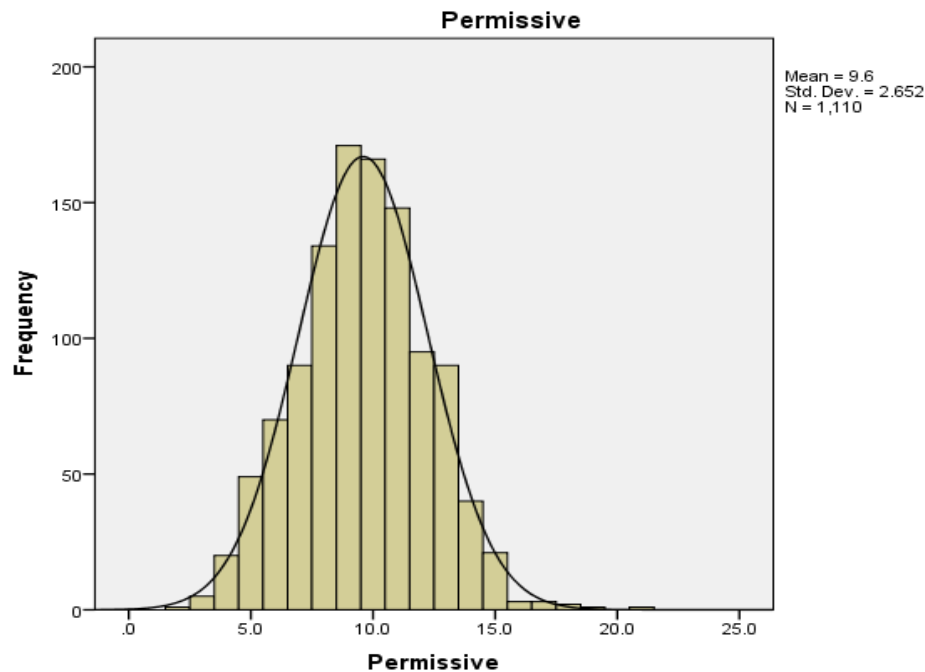


Figure 1.7: Frequency curve on Permissive Parenting Style Scores of Senior Secondary School Students

11.4 Mixed Parenting Style

The frequency distribution of the raw scores of Mixed Parenting Style of Senior Secondary School Students obtained on Mixed Parenting Style Questionnaire along with descriptive statistics is provided in the table 4.4.

Table 1.4 Descriptive Statistics on Mixed Parenting Style Scores of Senior Secondary School Students (N=1110)

Mean	Median	Mode	SD	Variance
3.486	3.000	2.0	2.1134	4.466
Skewness	Kurtosis	Minimum	Maximum	Range
.994	.998	2.0	21.0	19.0

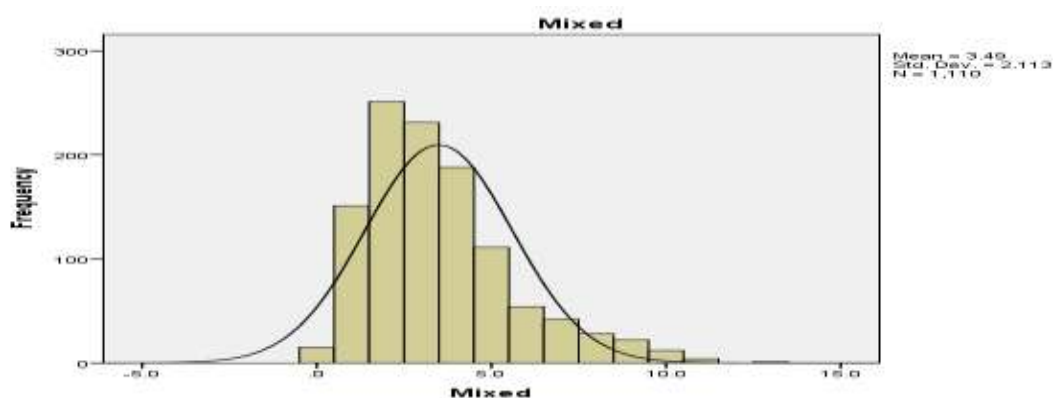


Figure 1.8: Frequency curve on Mixed Parenting Style Scores of Senior Secondary School Students

12. Media Exposure

12.1 Anti-Social Media Exposure

The frequency distribution of the raw scores of Anti-Social Media Exposure of Senior Secondary School Students obtained on Anti-Social Media Exposure Scale along with descriptive statistics is provided in the table 1.5.

Table 1.5 Descriptive Statistics on Anti-Social Media Exposure Scores of Senior Secondary School Students (N=1110)

Mean	Median	Mode	SD	Variance
52.455	53.00	51.0	10.88	118.530
Skewness	Kurtosis	Minimum	Maximum	Range
-.361	.046	20.0	83.0	63.0

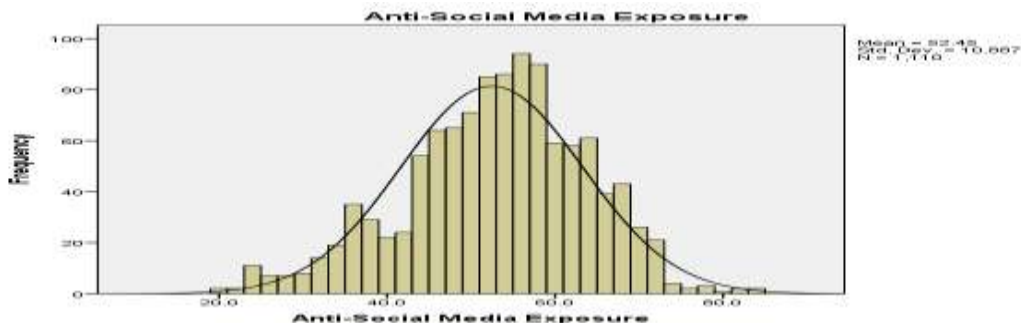


Figure 1.9: Frequency Curve on Anti-Social Media Exposure Scores of Senior Secondary School Students

12.2. Pro-Social Media Exposure

The frequency distribution of the raw scores of Pro-Social Media Exposure of Senior Secondary School Students obtained on Pro-Social Media Exposure Scale along with descriptive statistics is provided in the table 1.6.

Table 1.6 Descriptive Statistics on Pro-Social Media Exposure Scores of Senior Secondary School Students (N=1110)

Mean	Median	Mode	SD	Variance
60.375	60.000	59.0	12.0496	145.192
Skewness	Kurtosis	Minimum	Maximum	Range
-.105	-.181	22.0	87.0	65.0

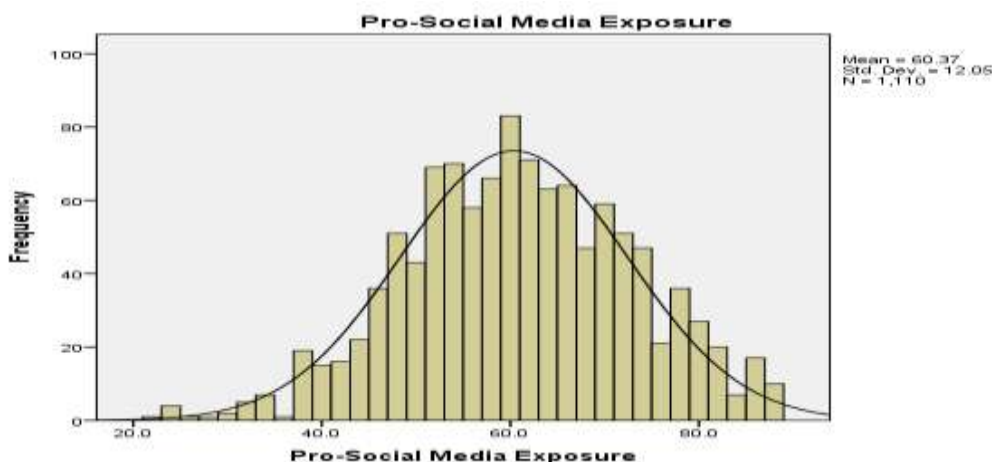


Figure 1.10: Frequency curve on Pro-Social Media Exposure Scores of Senior Secondary School Students

13. Comparison of Value Patterns of Senior Secondary School Students on the basis of Parenting Styles

In order to find out the significance of difference in the Value Patterns of Senior Secondary School Students in terms of Authoritative, Authoritarian, Permissive, and Mixed Parenting Styles, Means and SDs were computed which are presented in table 1.7.

Table 1.7 Mean and Standard Deviation of Value Patterns of Senior Secondary School Students at different Types of Parenting Styles (PS)

Value Patterns	Parenting Styles (PS)	N	Mean	Standard Deviation
POLITICAL	Authoritative	177	142.040	13.6899
	Authoritarian	320	142.638	12.5596
	Permissive	441	143.458	12.6597
	Mixed	172	144.128	14.4447
	Total	1110	143.099	13.0894
ECONOMIC	Authoritative	177	144.808	11.3722
	Authoritarian	320	143.516	11.7094
	Permissive	441	142.671	11.3379
	Mixed	172	146.843	14.0905
	Total	1110	143.902	11.9874
SOCIAL	Authoritative	177	146.073	10.6552
	Authoritarian	320	144.375	11.1179
	Permissive	441	147.959	13.2505
	Mixed	172	145.145	12.2129
	Total	1110	146.189	12.1901
RELIGIOUS	Authoritative	177	146.571	15.4522
	Authoritarian	320	147.781	16.3378
	Permissive	441	144.574	14.4524
	Mixed	172	142.209	18.1096
	Total	1110	145.450	15.8687

Table 1.8 Summary of ANOVA for Value Patterns of Senior Secondary School Students on the basis of Parenting Styles

Dependent Variable (Value)	Source of Variation	Sum of Squares	df	Mean Square Variance	F-value
Political	Between Groups	505.766	3	168.589	.984 ^{NS}
	Within Groups	189501.333	1106	171.339	
	Total	190007.099	1109		
Economic	Between Groups	2348.820	3	782.940	5.515**
	Within Groups	157011.477	1106	141.963	
	Total	159360.296	1109		
Social	Between Groups	2624.593	3	874.864	5.967**
	Within Groups	162171.677	1106	146.629	
	Total	164796.270	1109		
Religious	Between Groups	4106.400	3	1368.800	5.502**
	Within Groups	275156.375	1106	248.785	
	Total	279262.775	1109		

* $p \leq 0.01$, * $p \leq 0.05$, NS= Not Significant at 0.05 level.

Table 1.8 depicts the significance of mean difference in Value Patterns (Political) of Senior Secondary School Students on the basis of Parenting Style. The F-value for mean difference in Value Patterns of Senior Secondary School Students with four (Authoritative, Authoritarian, Permissive, and Mixed) Types of Parenting Styles is .984 which is not significant at 0.05 level. It means that there is no significant difference in the mean scores of Value Patterns (Political) of Senior Secondary School Students on the basis of their Parenting Styles. There is a significant difference in the mean scores of Value Patterns (Economic), (Social), (Political) of Senior Secondary School Students on the basis of their Parenting Styles. Further, post hoc tests for each

pair of Parenting Style were computed (applied to compare the pair-wise mean difference) which are given in table 1.9., 1.10, 1.11

Table 1.9 Post hoc tests for comparison of Value Patterns (Economic)of Senior Secondary School Students on the basis of four Types of Parenting Styles

Types of Parenting Styles		Mean Difference	Standard Error	Sig.
Authoritative	Authoritarian	1.2923	1.1161	.720 ^{NS}
Authoritative	Permissive	2.1367	1.0602	.255 ^{NS}
Authoritative	Mixed	-2.0351	1.2757	.468 ^{NS}
Authoritarian	Permissive	.8444	.8750	.818 ^{NS}
Authoritarian	Mixed	-3.3274 [*]	1.1265	.034 [*]
Permissive	Mixed	-4.1718 [*]	1.0711	.002 ^{**}

* $p \leq 0.01$, * $p \leq 0.05$, NS= Not Significant at 0.05 level.

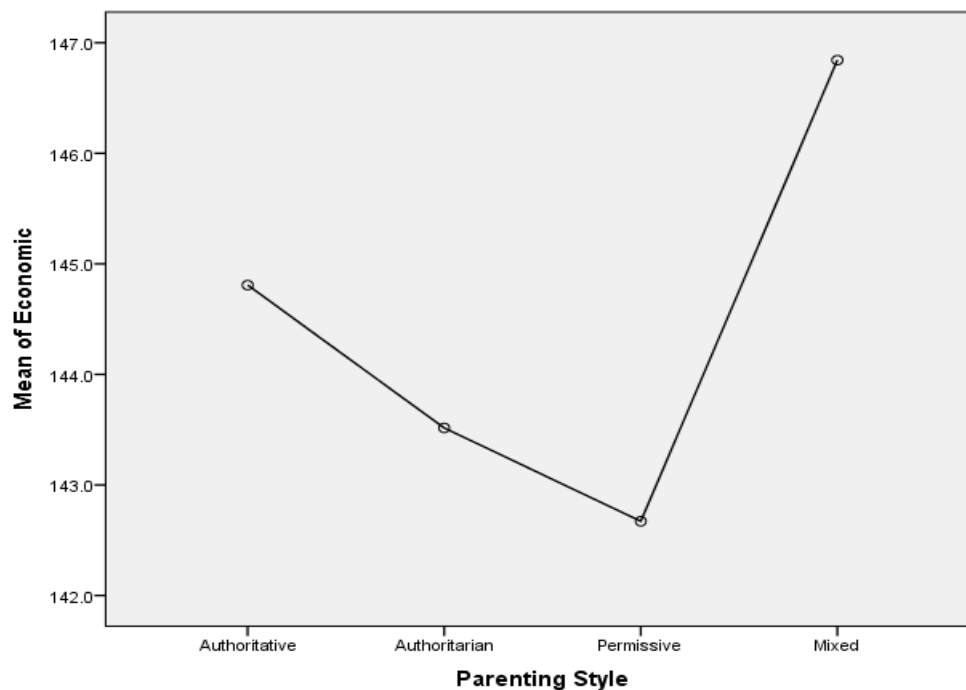


Figure .1.11 Comparison of Mean Scores of Value Patterns (Economic)of Senior Secondary School Students on the basis of Parenting Styles

Table 1.10 Post hoc tests for comparison of Value Patterns (Social)of Senior Secondary School Students on the basis of four Types of Parenting Styles

Types of Parenting Styles		Mean Difference	Standard Error	Sig.
Authoritative	Authoritarian	1.6984	1.1343	.524 ^{NS}
Authoritative	Permissive	-1.8857	1.0775	.382 ^{NS}
Authoritative	Mixed	.9281	1.2965	.916 ^{NS}
Authoritarian	Permissive	-3.5842*	.8892	.001**
Authoritarian	Mixed	-.7703	1.1449	.929 ^{NS}
Permissive	Mixed	2.8138	1.0886	.083 ^{NS}

* $p \leq 0.01$, * $p \leq 0.05$, NS= Not Significant at 0.05 level.

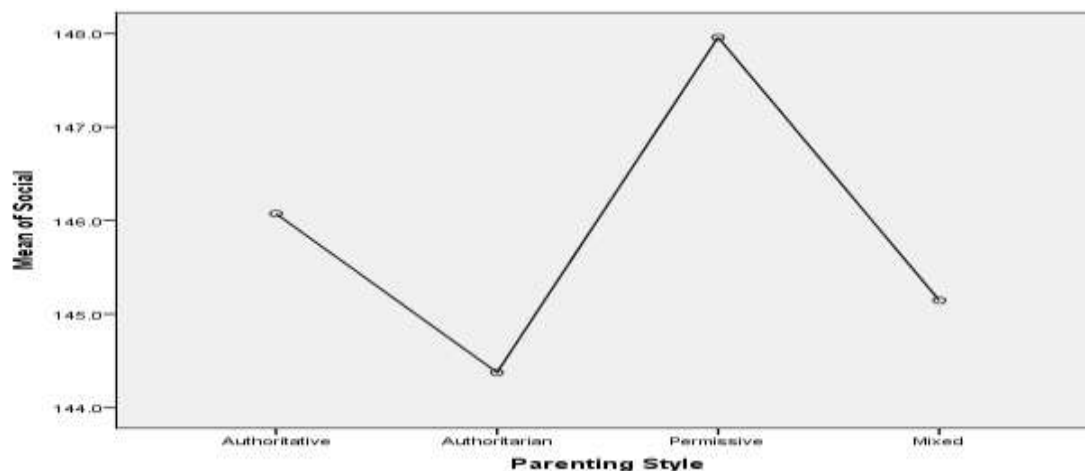


Figure 1.12: Comparison of Mean Scores of Value Patterns (Social)of Senior Secondary School Students on the basis of Parenting Styles

Table 1.11 Post hoc tests for comparison of Value Patterns (Religious) of Senior Secondary School Students on the basis of four Types of Parenting Styles

Types of Parenting Styles		Mean Difference	Standard Error	Sig.
Authoritative	Authoritarian	-1.2106	1.4775	.880 ^{NS}
Authoritative	Permissive	1.9969	1.4035	.568 ^{NS}
Authoritative	Mixed	4.3613	1.6888	.084 ^{NS}
Authoritarian	Permissive	3.2076	1.1583	.054 ^{NS}
Authoritarian	Mixed	5.5719*	1.4913	.003**
Permissive	Mixed	2.3644	1.4179	.427 ^{NS}

* $p \leq 0.01$, * $p \leq 0.05$, NS= Not Significant at 0.05 level.

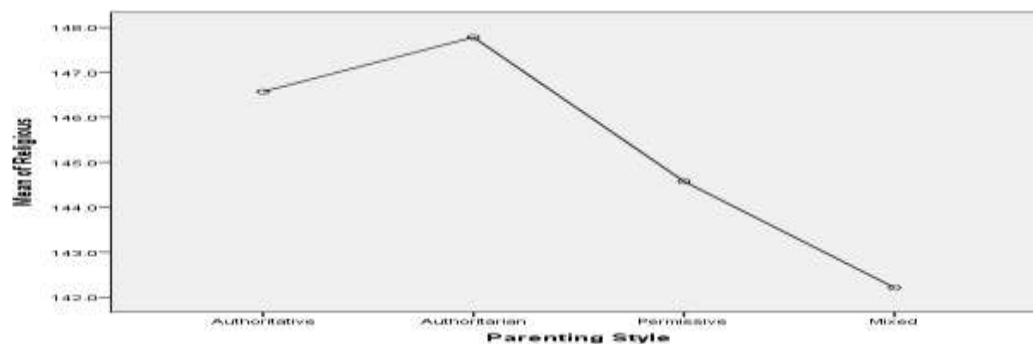


Figure 1.13: Comparison of Mean Scores of Value Patterns (Religious) of Senior Secondary School Students on the basis of Parenting Styles

14. Comparison of Value Patterns of senior secondary School Students on the Basis of Media Exposure and gender

In order to find out the significance of difference in the Value Pattern on the basis of Media Exposure and Gender (male and female) of secondary school students, Means and SDs were computed which are presented in table 1.27

Table 1.12 Comparison of Value Patterns of Students on the Basis of Media Exposure

Value Patterns	Media Exposure	N	Mean	Standard Deviation	Std. Error Mean	t-value
Political	Pro-Social	758	142.616	12.8966	.4684	1.806 ^{NS}
	Anti-social	352	144.139	13.4550	.7172	
Economic	Pro-Social	758	142.305	11.1977	.4067	6.639**
	Anti-social	352	147.341	12.8928	.6872	
Social	Pro-Social	758	146.822	12.6628	.4599	2.544**
	Anti-social	352	144.827	10.9981	.5862	
Religious	Pro-Social	758	146.947	15.6212	.5674	4.654**
	Anti-social	352	142.227	15.9400	.8496	

** $p \leq 0.01$, * $p \leq 0.05$, NS= Not Significant at 0.05 level.

Table 1.27 shows the *t*-value for Media Exposure of Value Pattern (Economic 6.639), (Social 2.544), (Religious 4.654) which are significant at 0.01 level. The null hypothesis, “There is no significant difference in Value Pattern (Economic, Social, Religious) of students on the basis of Media Exposure” are rejected.

Table 1.13 Comparison of Value Patterns of Students on the Basis of Gender

Value Patterns	Gender	N	Mean	Standard Deviation	Std. Error Mean	t-value
Political	Male	533	142.411	12.3230	.5338	1.685 ^{NS}
	Female	577	143.735	13.7395	.5720	
Economic	Male	533	144.505	11.3228	.4904	1.612 ^{NS}
	Female	577	143.345	12.5542	.5226	
Social	Male	533	146.531	11.5486	.5002	.898 ^{NS}
	Female	577	145.873	12.7560	.5310	
Religious	Male	533	145.411	14.5644	.6309	.080 ^{NS}
	Female	577	145.487	16.9974	.7076	

** $p \leq 0.01$, * $p \leq 0.05$, NS= Not Significant at 0.05 level.

Table 1.13 shows the *t*-value for Gender of Value Pattern (Political, Economic, Social, Religious) which is not significant at 0.05 level. The null hypothesis, “There is no significant

difference in Value Pattern (Political, Economic, Social, Religious) of secondary school students on the basis of Gender” is accepted.

Table 1.14 Comparison of Value Patterns of Students on the Basis of Type of School

Value Patterns	Type of School	N	Mean	Standard Deviation	Std. Error Mean	t-value
Political	Private	557	143.503	13.3781	.5668	1.031 ^{NS}
	Government	553	142.693	12.7912	.5439	
Economic	Private	557	144.411	12.2079	.5173	1.421 ^{NS}
	Government	553	143.389	11.7498	.4997	
Social	Private	557	146.050	12.1545	.5150	.381 ^{NS}
	Government	553	146.329	12.2353	.5203	
Religious	Private	557	144.151	15.9535	.6760	2.747**
	Government	553	146.759	15.6886	.6671	

*** $p \leq 0.01$, * $p \leq 0.05$, NS= Not Significant at 0.05 level.*

Table 1.14 shows the *t*-value for Type of School of Value Pattern (Political, Economic, and Social) which is not significant at 0.05 level. On basis of this, the null hypothesis, “There is no significant difference in Value Pattern (Political, Economic, and Social) of students on the basis of Type of School” is accepted.

Table 1.14 shows the *t*-value for Type of School of Value Pattern (Religious) is 2.747 which is significant at 0.01 level. On basis of this, the null hypothesis, “There is no significant difference in Value Pattern (Religious) of students on the basis of Type of School” is rejected.

Table 1.15 Comparison of Value Patterns of Students on the Basis of Location of School

Value Patterns	Location of School	N	Mean	Standard Deviation	Std. Error Mean	t-value
Political	Urban	559	142.961	13.3694	.5655	.355 ^{NS}
	Rural	551	143.240	12.8097	.5457	
Economic	Urban	559	143.510	12.2136	.5166	1.097 ^{NS}
	Rural	551	144.299	11.7512	.5006	
Social	Urban	559	146.113	12.4641	.5272	.210 ^{NS}
	Rural	551	146.267	11.9165	.5077	
Religious	Urban	559	146.188	16.0635	.6794	1.560 ^{NS}
	Rural	551	144.702	15.6477	.6666	

** $p \leq 0.01$, * $p \leq 0.05$, NS= Not Significant at 0.05 level.

Table 1.15 shows the *t*-value for Location of School of Value Pattern (Political, Economic, Social, and Religious) is .355 which is not significant at 0.05 level. On basis of this, the null hypothesis, “There is no significant difference in Value Pattern (Political, Economic, Social, and Religious) of students on the basis of Location of school” is accepted.

15. THE CONCLUSIONS OF THE PRESENT STUDY ARE AS FOLLOWING:

a. Comparison of Value Patterns of Students on the basis of Parenting Styles

1. There was no significant difference in the mean scores of Value Patterns (Political) of Senior Secondary School Students on the basis of their Parenting Styles.
2. There was no significant difference in the Value Patterns (Economic) of students reared with Authoritative and Authoritarian, Authoritative and Permissive, Authoritative and Mixed, Authoritarian and Permissive Parenting Styles.
3. Mixed Parenting Style had better Levels of Value Patterns (Economic) than students reared with Authoritarian Parenting Style.
4. The students reared with Mixed Parenting Style had better Levels of Value Patterns (Economic) than students reared with Permissive Parenting Style.
5. There was no significant difference in the Value Patterns (Social) of students reared with Authoritative and Authoritarian, Authoritative and Permissive, Authoritative and Mixed Parenting Styles.

6. The students reared with Permissive Parenting Style had better Levels of Value Patterns (Social) than students reared with Authoritarian Parenting Style.
7. There was no significant difference in the Value Patterns (Social) of students reared with Authoritarian and Mixed, Permissive and Mixed, Authoritative and Authoritarian Parenting Styles.
8. There was no significant difference in the Value Patterns (Religious) of students reared with Authoritative and Permissive, Authoritative and Mixed, Authoritarian and Permissive, Permissive and Mixed Parenting Styles.
9. The students reared with Permissive Parenting Style had better Levels of Value Patterns (Religious) than Authoritarian Parenting Style.

b. Comparison of Value Patterns of Students on the basis of Media Exposure

1. There was no significant difference in the Value Patterns (Political) of Pro-Social Media Exposure and Anti-Social Media Exposure of Secondary School Students.
2. Students with an exposure of Anti-Social Media had a higher Value Patterns (Economic) than students studying in Pro-Social Media.
3. Students with an exposure of Pro-Social Media had a higher Value Patterns (Social) than students studying in Anti-Social Media.
4. Students with an exposure of Pro-Social Media had a higher Value Patterns (Religious) than students studying in Anti-Social Media.

c. Comparison of Value Patterns of Senior Secondary School Students on the basis of Gender, Types of School, Location of School

1. There was no significant difference in the Value Patterns (Political, Economic, Social, and Religious) of male and female Secondary School Students.
2. There was no significant difference in the Value Patterns (Political, Economic, Social, and Religious) of Urban Secondary School Students and Rural Secondary School Students.
3. There was no significant difference in the Value Patterns (Political, Economic and Social) of Private Secondary School Students and Government Secondary School Students.
4. Students studying in Government School had a higher Value Patterns (Religious) than students studying in Private School.

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