

A Tool Construction and Standardization of Prosocial Behaviour

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Abstract: In the present study, Prosocial Behaviour Scale (PBS) has been constructed and standardized of the prospective teachers of secondary education. This scale consists of 35 statements. The simple random sample technique was used for this study. It is a five point rating scale where the rating starts from 0 to 4. The sample consists of 240 prospective teachers of secondary education randomly selected from the Ajmer District of Rajasthan, India. The 't' value was considered to standardizing the tool and finally 31 statements were retained for the final study.

Keywords: Prosocial Behaviour, Prospective Teachers

1. Introduction

Prosocial behaviour is a positive behaviour through which a person does positive actions such as helping, comforting, sharing, and cooperating intentionally to benefit other individuals. Basically, the intentions and the actions done for the benefit of others and society is considered as prosocial behaviour.

The goal of education is to train a child to become a better person in society. Hence, the prosocial behaviour at secondary teacher education level will help prospective teachers to become more human in their dealing with their peer group. Prosocial behaviour is also an important part of the socialization process of a person. Therefore, in order to build a good society we need to encourage prosocial acts in prospective teachers of secondary education.

Operational Definition of the Terms

Prosocial Behaviour: Prosocial Behaviour refers to behaviour directed towards promoting the well - being of others. Behaviour such as helping, comforting, sharing and cooperating. Prosocial behaviour is central to human social

functioning and it fosters positive traits that are beneficial for self and society. Prospective Teacher: Prospective Teachers that are enrolled in any teacher education program that prepare fresher's for the teaching profession. It provides skills, knowledge, and attitude to conduct classes efficiently. The program is best suited for freshers who want to pursue a career in education.

Pilot Study

The researcher has prepared 35 statements for Prosocial Behaviour Scale (PBS) with the help of guide and it has seven dimensions (Perspective, Social Responsibility, Altruism, Reciprocity, Gender Difference, Cultural Difference, Empathy). Before going to pilot study the researcher has taken feedback and suggestions from concerned subject experts. Finally, the researcher has conducted pilot study; this study used probability sampling technique to represent all characteristics of the population. For the selection of teacher education institutes and prospective teachers, simple random technique was used. 240 prospective teachers were taken as the sample from five teacher education institutes of Ajmer District.

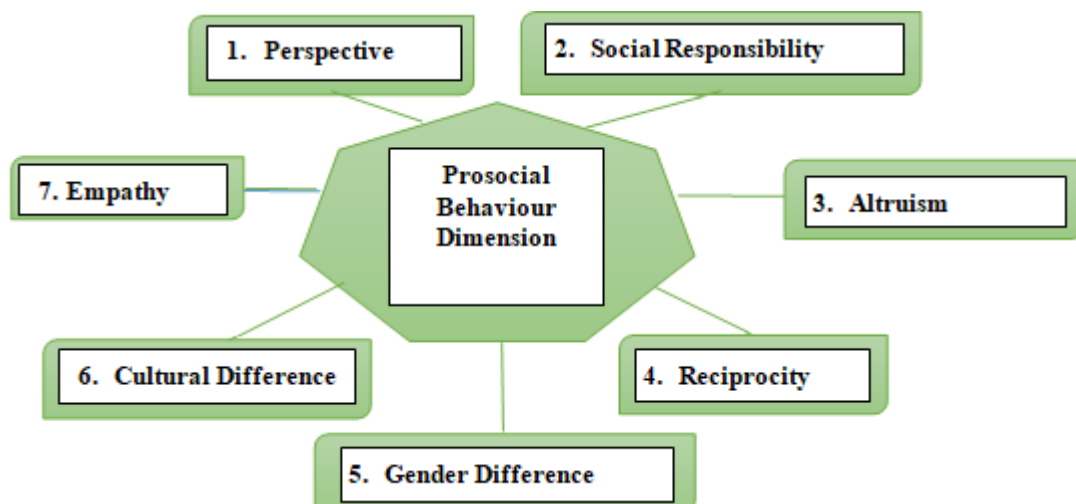


Figure 1: Showing Dimensions of Prosocial Behaviour

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Scoring Procedure

The researcher has constructed and standardization of Prosocial Behaviour Scale scoring procedure is five point rating scale. The following scoring pattern was provided for positive and negative items of rating scale:

Table 1: Scoring pattern of Prosocial Behaviour Scale

| S. No. | Option | Positive Items Scoring | Negative Items Scoring |
|--------|-------------------|------------------------|------------------------|
| 1 | Strongly Agree | 4 | 0 |
| 2 | Agree | 3 | 1 |
| 3 | Undecided | 2 | 2 |
| 4 | Disagree | 1 | 3 |
| 5 | Strongly Disagree | 0 | 4 |

Item Selection

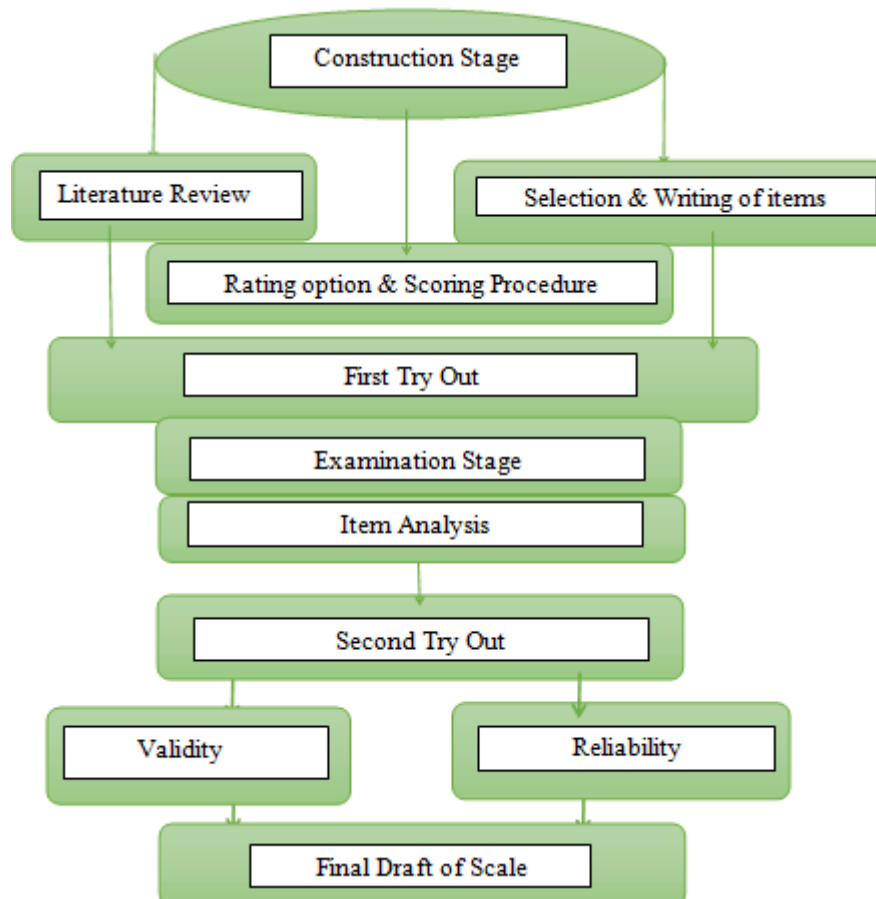


Figure 2: Showing steps of construction, standardization and validation process of research tool

The standardization of procedure involves item analysis after initial try out of the test. It further involves the item discrimination power of each item by calculation t - value between high group and low group scores. The 25% of the total sample have obtained lower score and termed as lower group. The performance of higher group teachers and lower group teachers were scattered on each dimension from original responses.

The mean and S. D. on each item of high group teachers and low group teachers were calculated. Items having t - value significant at 0.01 level of significance were considered for high discriminating power.

According to Edwards (1957), “ the value of ‘t’ is a measure of the extent to which a given item differentiated between the high and low groups. If the ‘t’ value is equal to or greater than 1.96, it indicates that the average response of the high and low groups to a statement differs significantly”.

Table 2: Showing mean, S. D. and t - value of higher group and lower group prospective teachers on different items of prosocial behaviour scale

| S. No | High Group Prospective Teachers | | Lower Group Prospective Teachers | | t - value | Selected/ Rejected |
|-------|---------------------------------|-------|----------------------------------|-------|-----------|--------------------|
| | Mean | S. D | Mean | S. D | | |
| 1 | 3.617 | 0.608 | 3.383 | 0.755 | 1.865 | Rejected |
| 2 | 3.683 | 0.591 | 3.167 | 0.916 | 3.701 | Selected |
| 3 | 3.750 | 0.470 | 2.367 | 1.316 | 7.794 | Selected |
| 4 | 2.600 | 1.530 | 2.417 | 1.406 | 0.700 | Rejected |
| 5 | 3.833 | 0.453 | 3.233 | 0.972 | 4.474 | Selected |
| 6 | 3.350 | 0.726 | 2.517 | 1.103 | 5.088 | Selected |

| | | | | | | |
|----|-------|-------|-------|-------|--------|----------|
| 7 | 3.350 | 0.703 | 2.500 | 0.904 | 6.031 | Selected |
| 8 | 2.717 | 1.170 | 1.767 | 1.070 | 4.903 | Selected |
| 9 | 3.633 | 0.836 | 2.833 | 1.171 | 4.584 | Selected |
| 10 | 3.267 | 0.824 | 2.350 | 1.123 | 5.444 | Selected |
| 11 | 3.750 | 0.622 | 2.800 | 1.122 | 6.192 | Selected |
| 12 | 3.700 | 0.690 | 2.817 | 1.103 | 5.720 | Selected |
| 13 | 3.600 | 0.879 | 2.133 | 1.204 | 8.348 | Selected |
| 14 | 3.467 | 0.865 | 1.967 | 1.291 | 8.248 | Selected |
| 15 | 3.150 | 1.181 | 1.783 | 1.240 | 6.868 | Selected |
| 16 | 3.250 | 0.649 | 2.633 | 1.154 | 4.034 | Selected |
| 17 | 3.667 | 0.568 | 2.833 | 1.035 | 6.152 | Selected |
| 18 | 3.500 | 0.764 | 2.350 | 1.123 | 7.431 | Selected |
| 19 | 2.733 | 1.365 | 2.517 | 1.147 | 1.073 | Rejected |
| 20 | 3.533 | 0.826 | 2.933 | 0.892 | 4.387 | Selected |
| 21 | 3.767 | 0.642 | 3.150 | 0.872 | 5.093 | Selected |
| 22 | 3.433 | 0.692 | 2.617 | 0.798 | 6.960 | Selected |
| 23 | 3.767 | 0.559 | 2.317 | 1.133 | 10.396 | Selected |
| 24 | 3.717 | 0.755 | 2.300 | 1.145 | 9.414 | Selected |
| 25 | 3.800 | 0.440 | 2.733 | 1.181 | 7.756 | Selected |
| 26 | 2.233 | 1.257 | 1.583 | 1.187 | 3.466 | Selected |
| 27 | 2.317 | 1.384 | 2.133 | 1.103 | 0.961 | Rejected |
| 28 | 3.550 | 0.617 | 2.700 | 1.005 | 6.723 | Selected |
| 29 | 3.800 | 0.400 | 2.683 | 1.072 | 9.153 | Selected |
| 30 | 3.100 | 1.300 | 1.967 | 1.197 | 6.051 | Selected |
| 31 | 3.400 | 0.779 | 2.667 | 1.075 | 5.241 | Selected |
| 32 | 2.267 | 1.448 | 1.667 | 1.220 | 3.023 | Selected |
| 33 | 3.183 | 1.348 | 1.783 | 1.415 | 6.871 | Selected |
| 34 | 3.750 | 0.744 | 2.183 | 1.284 | 10.177 | Selected |
| 35 | 2.683 | 1.297 | 1.933 | 1.167 | 4.167 | Selected |

The 't' value of all the 35 items were obtained to select the items for the final draft. Out of 35 items, 31 items were having 't' value more than 1.96 and 4 items were deleted from the final draft.

Selection and Final Form of Prosocial Behaviour

The construction and item analysis process has helped to have final form of prosocial behaviour scale. On the final form of prosocial behaviour scale there were 7 dimensions of prosocial behaviour scale. The following table shows different dimensions of PBS with their serial number and polarity:

Table 3: Item Number and Polarity of items of Prosocial Behaviour Scale (PBS)

| S. No. | Dimensions | Positive | Negative | Total items |
|--------|-----------------------|-----------|----------|-------------|
| 1 | Perspective | 19, 25 | 6, 13 | 4 |
| 2 | Social Responsibility | 1, 7, 14 | 20, 26 | 5 |
| 3 | Altruism | 8, 15, 27 | 2, 21 | 5 |
| 4 | Reciprocity | 9, 22 | 16, 28 | 4 |
| 5 | Gender Difference | 3, 10, | 23, 29 | 4 |
| 6 | Cultural Difference | 4, 17 | 11, 30 | 4 |
| 7 | Empathy | 5, 18, 24 | 12, 31 | 5 |

Pro- social Behaviour Scale (PBS)

| SN | STATEMENTS | SA | A | U | D | SD |
|----|--|----|---|---|---|----|
| 1 | I do not want to hurt anyone's sentiments. | | | | | |
| 2 | Although my friends care for me, I do not care for them | | | | | |
| 3 | I favour the equal wages for men and women policy. | | | | | |
| 4 | I use a variety of sources to learn about the cultural heritage of other people | | | | | |
| 5 | I encourage people to participate in community service. | | | | | |
| 6 | I view circumstances only from my perspective. | | | | | |
| 7 | When the elite take advantage of the poor, I get upset. | | | | | |
| 8 | I enjoy working as a volunteer | | | | | |
| 9 | I offer my seat to an elderly person because I am aware of his or her needs. | | | | | |
| 10 | I favour equal representation for men and women in politics. | | | | | |
| 11 | I do not feel happy and cheerful when I meet with people from different culture | | | | | |
| 12 | I cannot understand another person's feelings | | | | | |
| 13 | I do not try to consider how I would feel if I were in someone else's shoes before criticizing them. | | | | | |
| 14 | I like to give time for social work | | | | | |
| 15 | I encourage children in the locality to respect the elders. | | | | | |
| 16 | I do not console my friends who do not do well on their exam. | | | | | |
| 17 | I try to learn about and appreciate the richness of other cultures and respect their events. | | | | | |
| 18 | I respect people who belong to other religions. | | | | | |
| 19 | I take part in the cleaning drive organized by the Institute. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 20 | Weak pupils do not deserve extra classes | | | | | |
| 21 | I do not care about the moral needs of other people | | | | | |
| 22 | When an elderly person crosses the street, I am ready to help him | | | | | |
| 23 | I prefer to sit on a vacant seat with a person of the same gender while travelling in public transport. | | | | | |
| 24 | I am happy when others praise me for my good works. | | | | | |
| 25 | I lend my helping hand to someone in need. | | | | | |
| 26 | People who meet hardship do not require any kindness. | | | | | |
| 27 | I have a great interest in working for my community. | | | | | |
| 28 | My friends care about me thus, I care for them. | | | | | |
| 29 | I support maintaining the traditional gender roles of males going out to earn and women staying at home. | | | | | |
| 30 | I like to make jokes that are derogatory to a specific cultural group. | | | | | |
| 31 | I share my meal with my batchmates when they share with me. | | | | | |

Reliability:

| Reliability Methods | Coefficient |
|---------------------|-------------|
| Split - Half Method | 0.81 |
| Cronbach's alpha | 1.00 |

The reliability of the tool was measured by split - half method and Cronbach's alpha coefficient. Split a test into two halves, usually the odd - numbered items and the even - numbered items, and then correlate the scores obtained by each person on one half with those obtained by each person on the other. This procedure, which yields an estimate called the split - half reliability, enables a researcher to determine whether each halves of test are measuring the same quality or characteristic. The obtained correlation coefficient (r_1) is then entered into Spearman - Brown formula to calculate the whole test reliability (r_2).

The sample size is 240. The investigator has found reliability coefficient of correlation is **(0.81)** and Cronbach's alpha coefficient **(1.00)** both values show high reliability. These coefficients of correlation suggest that the Prosocial behaviour Scale possess high reliability for this research work.

Validity

Validity reveals the merits of our measurement. This Prosocial Behaviour scale has seven dimensions (Perspective, Social Responsibility, Altruism, Reciprocity, Gender Difference, Cultural Difference, Empathy). It was given to the concerned subject (Teacher Education, Sociology and Psychology) experts in order to find out its content validity. The experts granted that the items in the scale provided adequate coverage of the concept do to the work.

2. Conclusion

The researcher is hopeful that this scale would be helpful to measure Prosocial Behaviour of the prospective teachers of secondary education. Hence, this tool will be very useful for the researcher to measure as to what extent the level of Prosocial Behaviour is present in between the prospective teachers of secondary education in Ajmer District of Rajasthan, India and it may be utilized and extended in the same for the future researchers.

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