

A Study on Pro-Social Behaviour and Parental Behaviour of Higher Secondary Students

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Abstract: *The present study is on pro-social behaviour and parental behaviour of higher secondary students. Prosocial behaviour can be defined as voluntary behaviours made with the intent of benefiting others or society. Parental behaviour is a characteristic of a parent. This study was conducted in cuddalore district in Tamil Nadu and survey method was employed. 836 students were selected, as sample in which 425 were boys and 411 were girls, 404 students from rural and 432 students from urban by random sampling technique. The investigator has found that the level of pro-social behaviour of higher secondary students is average and the level of parental behaviour of higher secondary students is average. It is also clear that boys and girls do not differ significantly in their mean pro-social behaviour and differ significantly in their mean parental behaviour. Rural and urban higher secondary students do not differ significantly in their mean pro-social behaviour and mean parental behaviour. Pro-social behaviour and parental behaviour of higher secondary students are found to be positively and significantly related.*

Key words: Pro-social behaviour, parental behaviour, 't' test, Pearson correlation, higher secondary students

1. Introduction

Pro-social behaviour refers to the consequences of a person's actions, motivations and their behaviour; behaviours which include a broad range of activities: sharing, comforting, rescuing, and helping. The rearing of a child or children, especially the care, love, and guidance given by parent is called parental behaviour. Pro-social behaviour is important for the functioning of society. Most of the environmental research on individual differences in pro-social behaviour has focused on parental influences. Children's pro-social behaviour is longitudinally predicted by parenting style. Pro-social behaviour increases when parents are warm, supportive, responsive, and sensitive to their children's needs. In contrast, less pro-social behaviour is found among children whose parents are authoritarian, strict, or punitive. Therefore the investigator aims to investigate the pro-social behaviour and parental behaviour of higher secondary students.

2. Review of Related Literature

Christopher J. Einolf (2011), made an attempt to study the gender differences in the correlates of volunteering and charitable giving. It has been found that women scored higher on most measures of the traits, motivations, and values that predict helping others, and women are more likely to help family and friends. However, sex differences in the institutional helping behaviours of volunteering and charitable giving are small. **Julia Krevans & John C. Gibbs., (2008)**, examines the relationship between parents' discipline, children's empathic responses and children's prosocial behaviour. Results showed that, parents' use of inductive as opposed to power-assertive discipline was related to children's pro social behaviour. Children's empathy was found to mediate the relation between parents' discipline and children's prosocial behaviour.

3. Objectives

1. To find out the level of pro-social behaviour and parental behaviour of higher secondary students.
2. To infer the difference, if any, in pro-social behaviour and parental behaviour scores between boys and girls, and the students of rural and urban schools.
3. To find out the relationship between pro-social behaviour and parental behaviour of higher secondary students.

4. Hypothesis

1. The level of pro-social behaviour of higher secondary students is high.
2. The parental behaviour of higher secondary students is high.
3. Boys and girls, rural and urban higher secondary students significantly differ in their mean pro-social behaviour scores.
4. Boys and girls, rural and urban higher secondary students significantly differ in their mean parental behaviour scores.
5. There is a positive relationship between pro-social behaviour and parental behaviour of higher secondary students.

5. Methodology

5.1 Sample

The study was conducted in cuddalore district in Tamil Nadu and survey method was employed. The sample was divided into different categories on the basis of gender and location of the school. From 19 schools 836 samples were selected. Out of these 836, 425 were boys and 411 were girls, 404 students from rural and 432 students from urban schools were selected by random sampling technique.

5.2. Tools

Pro-social and antisocial behavior scale constructed and validated by the investigator was used in the present investigation. It consists of 60 statements with five point scale, 30 statements for pro-social behavior and 30 statements for antisocial behavior. 30 pro-social behavior statements were used for the present investigation to measure pro-social behavior. Low score (5) indicates low behavior and high score (150) indicates high pro-social behavior. Parental behavior scale constructed and validated by the investigator was used in the study. It consists of 44 statements with five point scale. High score indicates high parental behavior.

5.2.3. Statistical Technique

For analysing data, mean and standard deviation, 't' test, and Pearson product moment correlation were computed.

6. Analysis and Interpretation

6.1. Descriptive Analysis

Mean and standard deviation for pro-social behaviour and parental behaviour of whole sample were analysed and the details are given in Table 1

Table 1: Mean and standard deviation for pro-social behaviour and parental behaviour of whole sample

S. No	N	Variable	M	SD
1.	836	Pro-social behavior	131.47	14.09
2.	836	Parental behaviour	149.98	27.32

Pro-social behaviour means score of higher secondary students is 131.47, which indicates average level of pro-social behaviour. Parental behaviour means score of higher secondary students is 149.98, which shows average level of parental behaviour of higher secondary students.

6.2. Differential Analysis

In order to find out the significant difference between the pro-social behaviour scores of boys and girls, rural and urban higher secondary students, 't' test was applied and the results are given in Table 2

Table 2: 't' Value for the Pro-Social Behaviour Mean Score of Boys and Girls, Rural and Urban Higher Secondary Students

Sub variables	N	M	SD	t-value	Level of significance
Boys	425	130.95	14.76	1.079	NS at 0.05
Girls	411	132.00	13.35		
Rural school	404	132.08	14.06	1.213	NS at 0.05
Urban school	432	130.90	14.11		

It is evident from table 2 that boys and girls higher secondary students do not differ significantly in their pro-social behaviour scores. It is clear from table 2 that rural and urban higher secondary students do not differ significantly in their pro-social behaviour scores. To find out the

significant difference between the parental behaviour scores of boys and girls, rural and urban higher secondary students, 't' test was computed and the details are given in Table 3

Table 3: 't' Value for the Parental Behaviour Mean Score of Boys and Girls, Rural and Urban Higher Secondary Students

Variables	N	M	SD	t-value	Level of significance
Boys	425	146.87	26.81	3.370	S at 0.01
Girls	411	153.20	27.51		
Rural school	404	150.95	26.77	0.987	Ns
Urban school	432	149.08	27.83		

Table 3 indicates that boys and girls differ significantly in their parental behaviour scores. Girls have a greater mean value than boys. Table 3 indicates that rural and urban higher secondary students do not differ significantly in their parental behaviour scores.

6.2.3. Correlational Analysis

Pro-social behaviour and parental behaviour scores of higher secondary students were correlated and the results are presented in Table 4

Table 4: Correlation Co-Efficient for Pro-Social Behaviour and Parental Behaviour

Variables	r- value	Nature of Relationship
Pro-social behaviour and parental behaviour	0.068	Significant and positive relationship

The correlational analysis reveals that a significantly low correlation and positive relationship exists between pro-social behaviour and parental behaviour of higher secondary students.

7. Findings of the Study

1. The level of pro-social behaviour of higher secondary students is average.
2. The level of parental behaviour of higher secondary students is average.
3. Boys and girls do not differ significantly in their mean pro-social behaviour.
4. Rural and Urban higher secondary students do not differ significantly in their mean pro-social behaviour.
5. Boys and girls differ significantly in their mean parental behaviour.
6. Rural and Urban higher secondary students do not differ significantly in their mean parental behaviour.
7. Pro-social behaviour and parental behaviour of higher secondary students are found to be positively and significantly related.

8. Conclusion

It is evident from this study that the pro-social behaviour of higher secondary students is average. Parental behaviour of higher secondary students is average. Also it is clear that boys and girls do not differ significantly in their mean pro-social behaviour and differ significantly in their mean

parental behaviour. Rural and urban higher secondary students do not differ significantly in their mean pro-social behaviour and mean parental behaviour. Parents play an important role, when they align themselves with their child's hopes and dreams. Positive social behaviour is essential for growing children to behave smoothly in the society. Parents should promote pro-social behaviour to their child. Parents act as a role model for their children to learn pro-social behaviours like helping, donating, comforting to others.

9. Recommendations

1. Schools and organizations should conduct a programme to develop the pro-social behaviour of the students.
2. Parents act as a role model for their children to develop their positive behaviour like helping, donating, comforting etc.

References

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