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A STUDY ON RELATIONSHIP BETWEEN PRO - SOCIAL BEHAVIOUR AND ANTI SOCIAL BEHAVIOUR OF HIGHER SECONDARY STUDENTS



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Abs tract:- *In this study, an attempt has been made to study the relationship between pro-social behaviour and anti social behaviour of higher secondary students. Prosocial behaviour can be defined as voluntary behaviours made with the intent of benefiting others or society. Anti social behaviour refers to any acts that are violations of social rules including against people or property. The pro-social and antisocial behaviour scale was constructed and validated by the investigator has been used for this study to measure both pro-social behaviour and anti social behaviour of higher secondary students. The pro-social and antisocial behaviour scale includes four dimensions of pro-social behaviour namely donating, helping, sharing and comforting behaviour and also includes four dimensions of anti social behaviour namely, troublesome, aggressive, misbehaviour and threatening behaviour. The tool has been administered to a random sample of 836 higher secondary students studying in Cuddalore district of Tamil Nadu. The survey method has been followed for the present study. The result of the study reveals that there is significantly*

Keyw ords: Pro-Social Behaviour , Anti Social Behaviour , society , misbehaviour .

INTRODUCTION

Social behaviour is a term used to describe the general conduct exhibited by individuals within a society. It is essentially in response to what is deemed adaptable by a person's peer group or involves avoiding behaviour that is characterized as unacceptable. This type of human behaviour primarily determines how individuals interact with one another within a group or society. While social conduct is often modelled to create a comfortable social environment, antisocial behaviour, such as aggression, conduct disorder and bullying, may also be defined as negative social behaviour, particularly in instances where other individuals within a peer group all behave accordingly".

The social-behavioural development of higher secondary students is important in its own right because it contributes to well-being, but also because it can influence current and future academic achievement, and shape developmental pathways. Social behaviour may concern in two types. One is prosocial behaviour and another one is antisocial behaviour. Our society needs more prosocial behaviour than antisocial behaviour to make peaceful and healthy society. Therefore the investigator aims to study the relationship between pro-social behaviour and anti social behaviour of higher secondary students in cuddalore district.

REVIEW OF RELATED LITERATURE

Jan M.A.M. Janssens & Maja Dekovic. S (1997), examined that the relations between child rearing, pro-social moral reasoning, and pro-social behaviour. Positive relations were found between pro-social moral reasoning and pro-social behaviour, but only for the youngest children.

Children growing up in a supportive, authoritative, and less restrictive environment behaved more pro-socially and reasoned at a higher level about pro-social moral issues. Kevin Wheldalla & Coral Kempa (2007), attempted to examine the troublesome classroom behaviour. The following main themes are elucidated: the prevalence of behaviourally troublesome students; time spent managing troublesome behaviour; gender differences; and types of classroom (mis)behaviours, their severity and their frequency. Recent research confirms earlier findings that classroom misbehaviour is of widespread concern to teachers but that the main causes of disruption, while being frequent, are often relatively trivial in nature ('talking out of turn' behaviours in particular). While prevalence rates for troublesome students across classes are variable, boys are consistently identified as being more troublesome than girls. Marshall.L.E & Marshall. W.L (2011), tried to find out the relationship between empathy and antisocial behaviour. Findings showed that empathy has been linked to pro-social behaviour and a lack of empathy to a tendency to be aggressive. Both empathy and antisocial behaviour negatively related.

OBJECTIVES OF THE STUDY

1.To find out whether there is any significant relationship between pro-social behaviour and anti social behaviour of higher secondary students.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between pro-social behaviour and anti social behaviour of higher secondary

students.

METHODOLOGY

The normative survey method has been followed to find out the relationship between pro-social behaviour and anti social behaviour of higher secondary students. Pro-social and antisocial behaviour scale constructed and validated by the investigator has been used for the present study. It consists of 30 items for pro-social and 30 statements for antisocial behaviour. It is a five point scale. High score indicates high pro-social behaviour. Low score indicates low pro-social behavior. Low score indicates high anti social behaviour and high score indicates low anti social behaviour. This tool has been administered to a random sample of 836 first year higher secondary students studying in Cuddalore district of Tamil Nadu. The data collected from the sample has been subjected to correlational analysis.

Analysis of data and Interpretation

To determine the relationship between pro-social behaviour and anti social behaviour of first year higher secondary students, the coefficient of correlation has been found out and it is presented in Table 1.

Table 1
Correlation between pro-social behaviour and anti social behaviour of higher secondary students

Variables	'r' value	Significance
Pro-social behaviour	-0.190	Significant at 0.01
Anti social behaviour		

From the above Table 1 it shows that there is significantly low correlation and negative relationship between pro-social behaviour and anti social behaviour of higher secondary students.

FINDINGS

There is significantly low correlation and negative relationship between pro-social behaviour and anti social behaviour of higher secondary students.

CONCLUSION

It is clear from the present investigation that the pro-social behaviour and anti social behaviour are significantly and negatively correlated. Antisocial behaviour exists in society as a whole as well as in the school must be eliminated. Our society needs to help young people recommit to the community rather than overvaluing individual needs. The beat efforts of schools, parents, peers, communities, business, the media and all the agencies that serve children to overcome antisocial activities of the students like troublesome, aggression etc., and it is a need to develop pro-social behaviour.

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