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RESEARCH ARTICLE

A STUDY ON RELATIONSHIP BETWEEN PRO- SOCIAL AND STRESS PERCEPTION OF HIGHER SECONDARY STUDENTS

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ABSTRACT

In this study, an attempt has been made to study the relationship between different dimensions of pro-social behaviour and stress perception of higher secondary students. The pro-social and antisocial behaviour scale was constructed and validated by the investigator has been used for this study to measure the pro-social behaviour of higher secondary students. Stress perception scale was constructed and validated by Lydia Eric. The pro-social and antisocial behaviour scale includes four dimensions of pro-social behaviour namely, donating, helping, sharing and comfort 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 moderate correlation and negative relationship between stress perception and different dimensions of pro-social behaviour such as donating behaviour, helping and total pro-social behaviour. Also it shows that there is significantly low correlation and negative relationship between stress perception and dimensions of pro-social behaviour such as sharing and comfort behaviour.

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INTRODUCTION

Human is a social animal. He belongs to society in all the aspects of his needs and his survival. He made relationships with others in the society for his survival. To maintain such relationships, humans are having some qualities to behave smoothly with neighbours. Pro-social behaviour or voluntary behaviour intended to benefit another, consists of actions which benefit other people or society as a whole, such as helping, sharing, donating, co-operating, and volunteering. Pro-social behaviour is something of great importance to parents, teachers and students themselves. Even the larger society is aware of the long term effects of positive or negative social behaviour since higher secondary students from educational institutions are expected to shape the destiny of society. Unfortunately pro-social behaviour of higher secondary students is becoming worrisome and this has remained a matter of great concern to many educationists. These students have many obstacles to overcome in order to achieve their optimal academic performance. Stress perception is a common problem to boys and girls students in schools and the way it is managed may reflect in their pro-social behaviour. The effects of stress can be positive or negative. Positively used, stress can be a motivator for an improved quality of life. Stress can be negative, when it becomes destructive as a result of how an individual negatively perceived it and reacted to it. Therefore it is a need for

investigation to find the relationship between pro-social behaviour and stress perception of higher secondary students.

Objectives of the study

- To find out whether there is any significant relationship between different dimensions of pro-social behaviour and stress perception of higher secondary students.
- To find out whether there is any significant contribution of stress perception on the dependent variable pro-social behaviour of higher secondary students.

Hypotheses of the study

- There is no significant relationship between different dimensions of pro-social behaviour and stress perception of higher secondary students.
- There is no significant contribution of stress perception on the dependent variable pro-social behaviour of higher secondary students.

Methodology

The normative survey method has been followed to find out the relationship between stress perception and different dimensions of pro-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 to measure the pro-social behaviour of higher secondary students. The pro-social and antisocial behaviour scale

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includes four dimensions of pro-social behaviour namely, donating, helping, sharing and comfort behaviour. It consists of 30 items for pro-social and 30 statements for antisocial behaviour. For the present investigation, 30 pro-social behaviour statements were used to measure pro-social behaviour. It is a five point scale. Low score indicates low behaviour and high score indicates high pro-social behaviour. The total score indicates the total pro-social behaviour. Stress perception scale was constructed and validated by Lydia Eric was used to measure the stress perception of higher secondary students in the present study. High score indicates high stress. These tools have 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 and regression analysis.

Analysis of data and Interpretation

To determine the relationship between different dimensions of pro-social behaviour and stress perception 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 stress perception and different dimensions of pro-social behaviour

Dimensions of pro-social behavior	Donating behaviour	Helping behaviour	Sharing behavior	Comfort behaviour	Total behaviour
Stress perception	-0.499**	-0.620**	-0.315**	-0.204**	-0.544**

Note - ** = significant at 0.01 level and * = significant at 0.05 level

From the above Table 1 it shows that there is significantly moderate correlation and negative relationship between stress perception and different dimensions of pro-social behaviour such as donating behaviour, helping and total pro-social behaviour. Also it shows that there is significantly low correlation and negative relationship between stress perception and dimensions of pro-social behaviour such as sharing and comfort behaviour. To find out the significant contribution of stress perception on dependent variable pro-social behaviour of first year higher secondary students, regression analysis has been carried out and it has been given in Table 2, 3 and 4.

Table 2. Contribution of stress perception on pro- social behaviour of higher secondary students

Model	R	R square	Adjusted R square	Std. Error of the Estimate
1	0.144	0.021	0.020	13.955

a. Predictors: (constant), stress

Table 3. Anova for contribution of stress perception on pro-social behaviour

Model	Sum of squares	Df	Mean square	F	Significance
Regression	3460.105	1	3460.105	17.767	0.000
Residual	1622424.023	834	194.753		
Total	165884.128	835			

a. Predictors: (constant), stress

b. Dependent variable: total pro- social behaviour

Table 4. 't' value of contribution of stress perception on pro-social behavior

Model	Unstandardized coefficients		Standardized coefficients	T	Significance
	B	Std. Error	Beta		
(constant)	134.832	0.933		144.553	0.000
Stress	-0.046	0.011	-0.544	-8.225	0.000

Table 2 shows that the R square value, which is found to be 0.021. It is evident that only 2.1 % of the total variance in pro-social behaviour attributed by the stress perception of higher secondary students. The remaining percentage of variance 97.9% (1-R square) is to be accounted by other factors. It is evident from the Table 3 that the F value is found to be 17.767, which is significant at 0.01 level. It indicates that there is a significant contribution of stress perception on the dependent variable pro-social behaviour of higher secondary students. The Table 4 shows the 't' value, which reveals that the stress perception (t = 8.225) is significantly contributed to the dependent variable pro-social behaviour of higher secondary students. The negative beta value shows that the stress perception is contributed negatively to pro-social behaviour. It is evident that more stress have reduced to increase pro-social behaviour of higher secondary students.

Findings

- There is significantly moderate correlation and negative relationship between stress perception and different dimensions of pro-social behaviour such as donating behaviour, helping and total pro-social behaviour. Also it shows that there is significantly low correlation and negative relationship between stress perception and dimensions of pro-social behaviour such as sharing and comfort behaviour.
- Only 2.1% of the total variance in pro-social behaviour is attributed by the stress perception of higher secondary students. The remaining percentage of variance 97.9% (1-R square) is to be accounted by other factors.
- There is a significant contribution of stress perception on the dependent variable pro-social behaviour of higher secondary students

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