

PRO-SOCIAL BEHAVIOR AND ACADEMIC OUTCOME OF HIGH SCHOOL STUDENTS A SYSTEMATIC REVIEW

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Abstract

Willingness to help others is an essential attitude by which one can lead an effective social life. The term "pro-social" refers to the behavior that is positive and intended to benefit other individuals. It is an internationally voluntary behavior (Eisenberg, 1990). The present review tries to find out the relationship between pro-social behavior and demographic variables like home and school environment, gender, self efficacy, self concept, waning personality traits, value orientation, subjective well being, empathy, locality, and academic outcome of high school students. A literature search using Google Scholar, Review Science Direct, Research Gate, and Academia, a database covering the period from 2000–2022, was conducted. The author reviewed studies with certain inclusion and exclusion criteria. Search terms were Pro-social Behavior, Academic Outcome, and High School Students. After examining different types of empirical papers, it was found that in most of the studies, this variable (pro-social behavior) has been ignored by the researchers working in this area of research in India. Methodological and theoretical issues have been discussed.

Keywords: pro-social behavior, academic outcome, locality, gender, school management.

Introduction

Pro-social behavior is defined as voluntary behavior that is intended to benefit another (Eisenberg et al. 2006). It is characterized by acts of kindness, compassion, and helping behaviors, which may be considered to be one of the finest qualities of human nature, foster positive traits that are beneficial for children and society. Encouraging pro-social behavior also require decreasing or eliminating undesirable social behavior. It is often associated with developing desirable traits in children and adults' behavior as well. (Eisenberg, et al. 2006).

Academic outcome: An academic outcome is a performance that is a measure of educational output (Adyemi 2008), the product of the interaction of the student, as an individual with their environment, namely, school, teacher, peers (Bhatnagar, R.P. 1969), multidimensional activity, involving a number of phases (Gupta & Kapoor, 1969). It is significantly designed by test scores or marks assigned by the teacher, mentor, guide, or any board and refers to the outcome of disciplined curricular and co curricular activities of students in the class as well as school.

Method for Review -

A Literature Search Procedure

Studies were identified through J-Store, Research Gate, Google Scholar and Science Direct. It covers the period from 2000 to 2022. The review was conducted using the search term Pro-social behavior, Academic outcome.

Inclusion Criteria

The following are the inclusion criteria: (1) empirical studies published in peer-reviewed journals (2) empirical studies in English only (3) quantitative research (4) peer-reviewed journal critical review article

Exclusion Criteria

The following are exclusion criteria: (1) Prior to the year 2000, (2) Students from primary and secondary schools, and (3) University students

Methodology

The present review is based on the following six parameters: (1) Research Plan: (2) Criterion variable validity: (3) Predictor variable reliability coefficient: (4) The validity and reliability coefficients of various predictor measures on their own data: Statistical analysis (6) Size of the effect.

Methodology of review studies

All studies are based on correlational research design. All the 100% (24) reviewed studies reported the validity coefficient of criterion measures on their own data in addition, 100% (24) reported the validity reliability coefficient of criterion measures on their own data. 100% (24) of the reviewed studies reported validity or reliability coefficients of different predictor measures on their own data. Further, 100% (24) of the reviewed studies controlled confounding variables by statistical analysis. Moreover, 100% (24) of the reviewed studies reported an effect size.

Table No. 1 Reviewed Studies

S.No	Title	Source	Author/Authors	Research Design	Statistical Analysis	Sample Size	Results
1	Longitudinal Relations among Parenting styles, Pro-social Behavior and Academic Outcome.	Child Development, 2017. (2), 577-592	Carlo, G. et al.	Longitudinal	MANOVA	462	Significant relationship among Pro-social behavior, parenting style and Academic Outcome.
2	Pro-social Behavior during Adolescence.	International Encyclopedia of the Social and Behavioral Science. 2015. 9(2), 221-227.	Brittian, A.S. & Humphries, M.L.	Correlational	--	–	Significant relationship among Pro-social behavior, Socialization and Cultural orientation.
3	Validation of Pro-social Tendencies Measure in Iranian Students.	Journal of Life Science. BioMed. 2012. 2(2), 34-42.	Azimpour, A. & et al.	Correlational	Test,- Re-test	182	Significant relationship between Pro-social Tendencies measure and Iranian students, but not any significance difference between girls and boys.
4	Pro-social Behavior in Adolescence: Gender Differences in Development and Links with Empathy.	Springer: Journal of Youth and Adolescence. 2018. 47,1086-1099.	Graff, J.V. & et al.	Longitudinal	Measurement In variance Test	497	Results showed gender differences in the development of pro-social behavior. Earlier pro-social behavior predicts empathy related traits only for girls.
5	Humor Styles, self efficacy and pro-social tendencies in middle adolescents.	Procedia, Social and Behavioral Sciences.127 (2014)214-218	Falanga, R. et al.	Correlational	SPSS v-15	302	Significant relationship among Humor style, Self efficacy and Pro-social

							behavior were observed with differences for sex.
6	Development of Measure of Pro-social behaviors for Late Adolescents.	Journal of Youth and Adolescents. 2002, 31(1), 31-44.	Carlo, G. & Randall, B.A.	Correlational	Descriptive Analysis	249	Significant relationship between Pro-social Tendencies measure and late Adolescents.
7	Pro-social behavior and Big five Factor model of Personality:A Theoretical Review.	The International Journal Of Indian Psychology. 2016, 4(1) ISSN:2349-3429.	Shah, A.M.. & Rizvi, T.	Correlational	-	-	Agreeableness, extraversion and conscientiousness traits have found in pro-social people.
8	Determining relationship between Academic Achievement and Pro-social behavior of Secondary school student in Dhaka city.	International Journal of Research Review in Education. 2020	Shirin, A.	Correlational	Mean, S.D.	150	Higher prevalence of pro-social behavior among students and girls exhibited higher pro-social behavior than boys.
9	Pro-social behaviour and Academic Achievement of Higher Secondary Students in East Khasi Hills, District, Meghalaya, India.	IMPACT FACTOR: Review of Research U.G.C. approved Journal, No. 48514. 2018. 7(9).	Erigala, A.K. & Kharluni, L.	Correlational	ANOVA	-	Significant relationship between Pro-social behavior and Academic Achievement.
10	Pro-social behavior in Adolescents: The Role of Parental Encouragement	Man In India Serials Publications. 97(23), 743-750.	Kar, S.	Corelational	t-Test	120	Significant positive relationship between Parental encouragement and Pro-social behavior of adolescents.
11	Effect of Teacher student relationship on Pro-social behavior and academic Achievement of secondary school students.	Indian Journal of Economics and Business. 2022 21(2),	Jadoon, I.A., et al.	Correlation	Regression	250	Significant relationship among Teacher student relation, Pro-social behavior and Academic Achievement.
12	Pro-social behavior among Senior	An Int. J. of Education and	Mallick, M.K. & Cour,S.	Correlational	-	200	Pro-social behavior is not

	secondary students in relation to their Home environment.	Applied Social Sciences. V8(2), 2015.					influenced by the home environment in protectiveness, punishment, conformity, social isolation and reward and rejection.
13	Impact of Pro-social behavior on Happiness amongst Adolescents.	Alochna Chakra Journal. ,ix(vi), 2020. ISSN-2231-3990.	Pandey, N. & Hashmi, S..	Correlationa l	Regression	80	Altruist personality and happiness scores are higher in males as compared to females.
14	Social Emotional Learning Program to Promote Pro-social and Academic Skills Among Middle School Students with Disabilities.	Remedial and Special Education, 2016,37(6), 323-332.	Espelage, D.L.et al.	Correlationa l	ANCOVA, SPSSv-21	123	Provide strong support for using special education longitudinal curriculum to prevent bullying among students with disabilities.
15	Positive Effect of Promoting Pro-social Behavior in early Adolescence: Evidence from a school based intervention.	International Journal of Behavioral Development. 2014,38(4),386-396.	Capara, G.V. ,et al.	Pre test, post test	Latent Growth Curve Approach(L GC, Bollen & Curran, 2006)	324	Increase of helping behavior along with a decrease of physical and verbal aggression across time, enhance academic achievement during adolescence.
16	Pro-social behavior the Waning Trait.	International Journal of Science and Research. 2017 6(2), 457-459	Sati, L.	Correlationa l	Regression	1401	Significant relationship between Pro-social behavior and sub dimensions.
17	Examination of Adolescent Pro-social behavior tendencies in terms of some variable: A City Sample.	International Journal of Turkish Literature Culture Education. 2021 10(10/1) , 304-320	Ata, S. & Artan, I.Z.	Correlationa l	ANOVA	5208	The public pro-social behavior of boys are higher than girls. Empathy skills of girls are higher than boys. Altruistic

							behavior increase with age and grade. Other variables family and teacher help, thinking status and number of siblings are significantly related .
18	Developing Students Pro-social behavior based on their Value Orientations.	Advances in Social Science, Education and Humanities Research 2017. v-174	Asrori, A.	Correlationa l	Correlation Coefficient	250	Scientific, economic, power, and religious values are having no significant effect and, art and slodarity values have significant effect on student pro-social behavior.
19	Analyzing the Pro-social behavior tendency of student studying at Physical Education and Sports Department	SHS web. of conferences 26, 01047, 2016.	Aytac,K.Y. & Kartal, M.	Correlationa l	ANOVA	139	Significant differences were determined in terms of gender variable in public, emotional and urgency sub dimensions.
20	Psychosocial Antecedents of Pro-social behavior and its Relationship with Subjective Well Being in Adolescents	Indian Journal of Positive Psychology 2018. 9 (1), 14-21	Sharma, S. & Tomer, S.	Correlationa l	Regression	200	Significant difference between males and females in terms of Pro-social behavior tendencies.
21	Effect of Parenting style on Pro-social behavior of Adolescents	The International Journal of Indian Psychology 2021. 9(2)	Habibi, Z.	Correlationa l	Regression	162	Significant correlation between Parenting style and Pro-social behavior. .
22	A construct divided : Pro-social behavior as helping sharing and comforting sub types	Front. Psychol .02 Sep. 2014	Dunfield, K.A.	Correlationa l	-	-	Individual difference factors do not necessarily exert the same influence on all varieties of

							pro-social behavior.
23	Pro-social Development in Adolescence	Current Opinion in Psychology 2022, 44, 220-225	Crone, E.A. & Achterberg, M.	Correlational	-	-	Significant relationship between Pro-social development in Adolescence.
24	Pro-social behavior in Adolescence: Gender differences in development and links with empathy.	Journal of Youth and Adolescence. 2018, 47(5) 1086-1099	Jolien, et al.	Longitudinal	-	497	Significant relationship among Pro-social behavior, gender differences and empathy.

Table No. 2 Methodological Assessment of Reviewed Studies

Studies			Parameters					
S. No.	Authors	Years	Research Design	Validity of Criterion Variable	Reliability Coefficient of Predictor Variable	Validity and Reliability Coefficient of Different Predictor Measure on Own Data	Statistical Analysis	Effect Size
1	Carlo,G., et al.	2018	1	1	1	1	1	1
2	Brittian, A.S. & ,Humphries, M.L.	2015	0	1	1	1	0	1
3	Azimpour, A. &, Neasi,.	2012	0	1	1	1	1	1
4	Graff, ,J.V.D. & et al.	2018	1	1	1	1	1	1
5	Falanga, R. et al.	2018	0	1	1	1	1	1
6	Carlo, G. & Randall, B.A.	2000	0	1	1	1	1	1
7	Shah, A.M. & Rizvi, T.	2016	0	1	1	1	1	1
8	Shirin, A.	2020	0	1	1	1	1	1
9	Erigala,A.K. & Kharluni, L.	2019	0	1	1	1	1	1
10	Kar, S.	-	0	1	1	1	1	1
11	Jadoon, I.A., et al.	2021	0	1	1	1	1	1
12	Mallick, M.K. & Cour, S.	2015	0	1	1	1	1	1
13	Pandey, N. & Hashmi, S.	2021	0	1	1	1	1	1
14	Espelage, D.L., et al.	2016	0	1	1	1	1	1
15	Capara, G.V., et al.	2014	0	1	1	1	1	1
16	Sati, L.	2017	0	1	1	1	1	1
17	Ata, S. & Artan, I.Z..	2021	0	1	1	1	1	1
18	Asrori, A.	2017	0	1	1	1	1	1
19	Aytec, K.V. & Kartal, M.	2016	0	1	1	1	1	1
20	Sharma, S. & Tomer S.	2018	0	1	1	1	1	1
21	Habibi, Z.	2021	0	1	1	1	1	1
22	Dunfield, K.A.	2014	0	1	1	1	1	1
23	Crone, E. A. & Achterberg, M.	2022	0	1	1	1	1	1
24	Jolien, et al.	2018	1	1	1	1	1	1

Scoring Patterns :- Scoring patterns suggested by Tiwari, Behera & Hasan (2018), Tiwari et al.(2017), Khan & Hasan (2016), Behera & Hasan (2018), Shukla, Hasan & Mitra (2018). Research design (Longitudinal=1, Cross sectional=0), validity coefficient of criterion measure on own data (yes=1, No=0), reliability coefficient of criterion measure on own data(yes=1, No=0), validity or reliability coefficient of

different predictor measure(yes=1, No=0), statistical analysis viz-controlling of confounding variable (yes=1, No=0) and reported effect size(yes=1, No=0).

Discussion

The result revealed that the pro-social behavior factor is a significant predictor of the academic outcome of high school students. Academic outcome is positively related to variables like emotional intelligence, physical activity, pro-social behavior, cognitive abilities, etc. The research studies employed simple random techniques, while some other studies employed stratified area and incidental cumulate random sampling techniques. Most studies used various statistical analysis techniques like MANOVA, t-Test, ANOVA, descriptive analysis, standard deviation, hierarchical linear modeling, multiple regression analysis, and multivariate analysis. Reviewed studies employed both longitude and cross-sectional research designs, which provide evidence regarding the degree of relationship among factors as well as the degree of relationship among factors and causal relationship among factors. Several reviewed studies controlled confounding variables by different statistical analysis. Reviewed studies reported effect sizes. Studies also revealed that there are statistically small gender differences in pro-social behavior in girl and boy students, where girls show more pro-sociality than boy students. Pro-social behavior, emotional intelligence and cognitive abilities were found to be positively related to academic outcome.

Conclusion

This review paper provides a vivid view of various psychological and social factors that link the school environment and a student's personality, and how both impact a school student's academic outcome. (Hans,W. & Bierhoff, Helping, Pro-social behavior, and Altruism, chapter 09). Pro-social behavior may range from small favors to great deeds. It may be under the circumstances or express the personality of the deliver or helper. The findings of the studies on pro-social behavior show significant relationships with empathy, humor, self-efficacy, socialization and cultural orientation, emotional urgent, age, gender variables in public, moral cognition etc. Finally, this paper also considers the importance of the relationship between people and the social norms and values of human society. In such an area, there is a need to search and find out the better academic outcome of students.

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