

Perception On Gender Difference Occurs In Prosocial Behavior Among Student Teachers

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ABSTRACT

In this study, the investigator provides a measurement of the difference in gender perceptions that occurs in prosocial behavior. The data collection technique used in this study was a survey by distributing questionnaires to 200 student teachers from Salem district in Tamil Nadu. The data were processed through a simple random sampling technique. A self-made tool was prepared by the investigator. Data was analyzed by using t- test. Results found that prosocial behavior dimensions like helping, sharing, cooperating, volunteering, and comforting, were significant with regard gender. Findings showed that the perception of gender differences occurring in prosocial behavior among student teachers was not significant.

Keywords: Gender differences, Perception of gender differences, Traditionalism, prosocial behavior

INTRODUCTION

Prosocial behavior is a common and important aspect of everyday social life. This behavior could be viewed as an action intended to help another person's need for support or to promote and sustain a noticeable benefit for them. Considerable studies show that, through serving and volunteering, young people can satisfy their own needs, learn and express their values, realize the world, gain related experience, and strengthen social competence and relationships. Behavior problems are rare among cooperative and helpful children (Eisenberg, Fabes, & Sprinrad, 2006), and personality traits, particularly agreeableness and conscientiousness, are also inversely associated with maladjustment (Caspi, Roberts, & Shiner, 2005). Our investigation starts from the premise that pro social behavior (e.g., caring, sharing, and helping) has important ties to adjustment, but its significance varies as a function of personality variables that shape perceptions of pro sociability. Prosocial behavior may only protect those whose personality traits are consistent with these behaviors.

REVIEW OF RELATED LITERATURE

Numerous studies indicate that prosocial behavior has created many aspects among students Melanie Jackson, Marie S. Tisak (2010) This study investigated the development of prosocial thinking in children. The participants were 83 children (7–12 years of age) who responded to questions concerning helping, sharing, cooperating, and comforting. Abdullahi, I. A., & Kumar, P. (2016) The objective of current research is to examine the gender differences in prosocial behavior. Bailie et al. (2023) Volunteering as prosocial behavior by medical students following a flooding disaster and impacts on their mental health: A mixed-methods study Volunteering is a form of prosocial behavior that has been recognized as having positive benefits for medical students. Silke et al. (2024) The aim of this study is to explore young people's perspectives on the factors that facilitate or inhibit empathy and prosocial responses among youth. This research provides important insights into adolescents' perceptions of the social correlates of empathy. González Moreno et al. (2024) The general objective of this study was to find out the relationship between these two variable: - pro social behaviors and emotional intelligence .In conclusion, the need to promote such variables as prosocial behaviors and emotional intelligence in adolescent students in order to promote healthy lifestyles and reduce school violence and substance use in this age group is discussed.

NEED FOR THE STUDY

As one of the researchers and a teacher education institution, the investigator had informal chats with the B.Ed. student teachers and learned about their perceptions on gender differences in prosocial behavior. The researcher came to know that many student teachers had significant differences in the dimension of prosocial behavior. Studying gender differences in prosocial behavior is significant because it enhances our understanding of human social behavior, informs interventions and policies, and contributes to promoting healthier and more equitable social environments. It contributes to both theoretical knowledge and practical applications aimed at improving social interactions and well-being across diverse contexts. By addressing these differences, researchers and practitioners can work towards fostering positive social outcomes and enhancing quality of life for individuals and communities alike.

OBJECTIVES OF THE STUDY

- ❖ To find the differences in the prosocial behavior of male and female student teachers.
- ❖ To find the differences in (i) helping, (ii) sharing, (iii) co-operating, (iv) comforting, and (v) volunteering of male and female student teachers.

HYPOTHESES

- ❖ There is no significant difference between the pro social behavior student teachers with respect to their gender.
- ❖ There is no significant difference between the pro social behavior student teachers based on the dimensions such as (i) helping, (ii) sharing, (iii) cooperating, (iv) comforting, and (v)volunteering with respect to their gender

METHOD

Sample

In the present study, the institution was selected randomly. Then a sample of 200 B.Ed. student teachers was taken on the basis of a simple random sampling technique from colleges of education affiliated with Salem, Tamil Nadu.

Research Tool

Prosocial behavior (PB) developed by investigation been used in the current study to measure five dimensions of prosocial behavior. The tool consists of 30 items. The dimensions include helping, sharing, cooperating, volunteering, and comforting.

Procedure

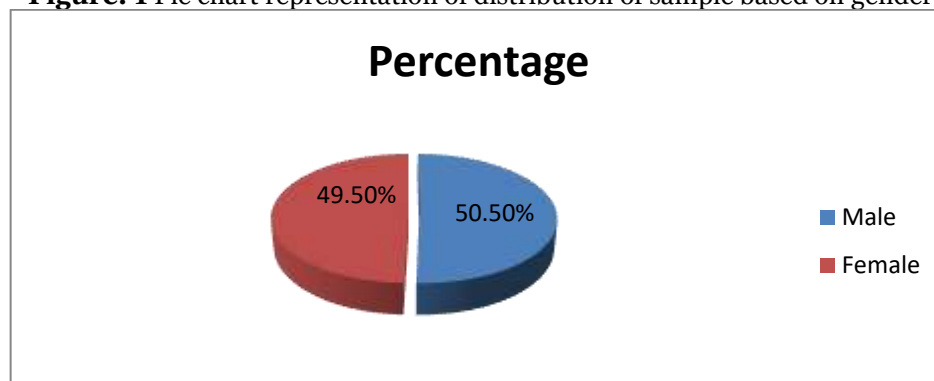
After selecting the sample, the prosocial behavior was given to the participants. All the important instructions were given to the participants, and it was ensured that they understood all the instructions and precautions for the test. After collecting all the data, the independent sample t- test was administered through SPSS to analyze the data

Table: 1 Distribution of Samples Based on Gender

Gender	N	Percentage (%)
Male	101	50.5
Female	99	49.5

According to the above table, it is inferred that, 50.50% of student teachers are male. 49.50% of them are female. This has been shown in Figure 1.

Figure: 1 Pie chart representation of distribution of sample based on gender



HYPOTHESES TESTING

Ho-1: There is no significant difference between the prosocial behavior student teachers with respect to their gender

Ho-2: There is no significant difference in the mean scores of (i) helping, (ii) sharing, (iii) cooperating, (iv) volunteering and (v) comforting student teachers with respect to their gender.

RESULTS

Table 2

Variable	Gender	N	MEAN	SD	df	t	p	Sig
Pro social behavior:								
i) Helping	Male	101	17.51	3.92	189.739	5.274**	0.00	S
	Female	99	14.26	4.75				
ii) Sharing	Male	101	23.64	4.58	197.548	3.045**	0.003	S
	Female	99	25.64	4.71				
iii) Co-operating	Male	101	15.08	3.31	193.776	2.008*	0.046	S
	Female	99	14.08	3.76				
iv) Volunteering	Male	101	13.97	6.37	177.219	2.464*	0.015	S
	Female	99	12.07	4.36				
v) Comforting	Male	101	21.96	6.29	191.755	2.747**	0.007	S
	Female	99	24.19	5.14				
vi) overall pro social Behavior	Male	101	92.17	15.98	189.139	0.946	0.34	NS
	Female	99	90.25	12.56				

(Significant at 0.05 level)

The above table further shows that calculated “t” values for prosocial behavior (0.946) are less than the table value (1.96) at the 5% level of significance. Hence, the formulated null hypotheses Ho-1 (vi) are accepted, and there is no significant mean difference between Ho-1 (vi) stress with respect to their gender.

The above table records that the calculated “t” values for helping (5.27), sharing (3.04), cooperation (2.00), volunteering (2.46), and comforting (2.74) are significantly greater than the table value (1.96) at the 5% level of significance.

Hence, the formulated null hypotheses Ho-2 (i), Ho-2 (ii), Ho-2 (iii), Ho-2 (iv), and Ho-2 (v) are rejected, and there is a significant mean difference between Ho-2 (i) helping, Ho-2 (ii) sharing, Ho-2 (iii) cooperating, Ho-2 (iv) volunteering and Ho-2 (v) comforting with respect to their gender.

While comparing the means scores of male and female student teachers in their prosocial behavior , male student teachers are more Pro social behavior (M = 92.17) than female student teachers (M = 90.25).

While comparing the means scores of male and female student teachers in their helping, male student teachers are more helping (M = 17.51) than female student teachers (M = 14.26).

While comparing the means scores of male and female student teachers in their sharing, female student teachers are more sharing (M = 25.64) than male student teachers (M = 23.64).

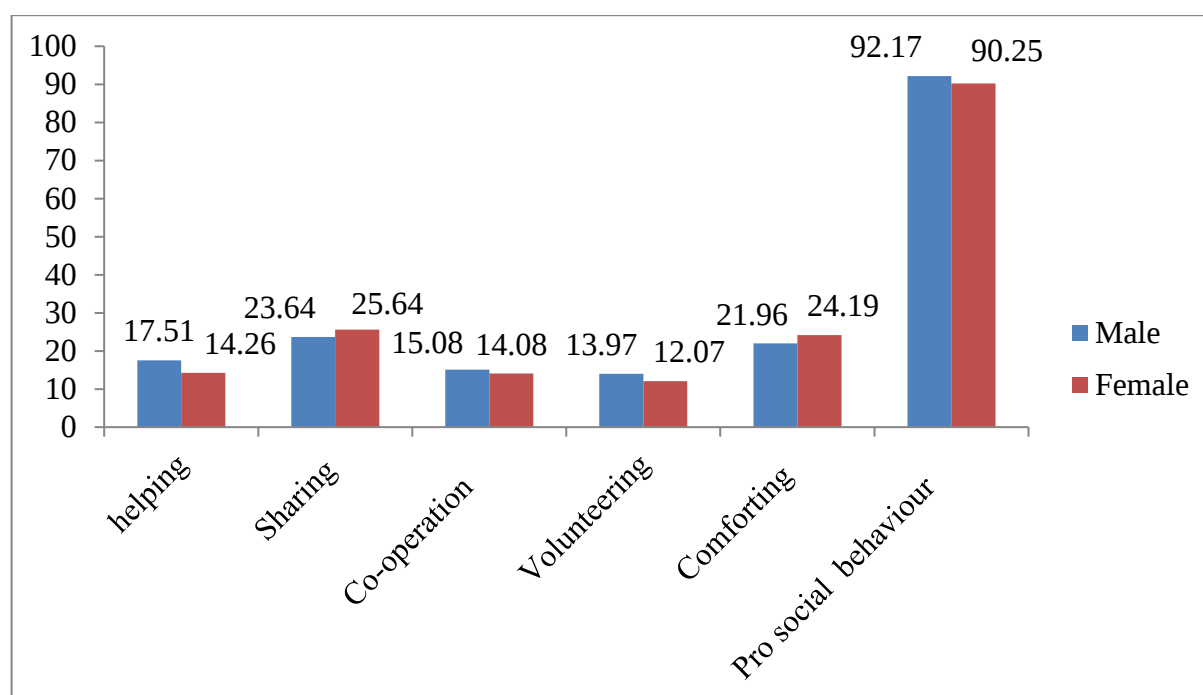
While comparing the means scores of male and female student teachers in their Co-operation , male student teachers are more Co-operation (M = 15.08) than female student teachers (M = 14.08).

While comparing the means scores of male and female student teachers in their Volunteering, male student teachers are more Volunteering (M = 13.97) than female student teachers (M = 12.07).

While comparing the means scores of male and female student teachers in their Comforting, female student teachers are more Comforting (M = 24.19) than male student teachers (M = 21.96).

Figure: 2

Bar chart representation of the difference in the mean scores of (i) helping, (ii) sharing, (iii) cooperation, (iv) volunteering, (v) comforting, and (vi) overall Prosocial behavior student teachers with respect to their gender



DISCUSSION OF THE STUDY

From the current study, it is evident that the student teachers are studying in the Salem district in this study the, prosocial behavior exhibited significant a difference based on the following demographic variable: gender. In the current study, the student teachers who were affected by prosocial behavior dimensions such as helping, sharing, cooperating, volunteering, and comforting. This can be result of student teachers, but considering the following dimensions, there has been a significant difference. But when we focus on all the dimensions, there has not been a significant difference.

The substantives the findings of Isah Aliyu Abdullahi, Dr. Pardeep Kumar (2016), The study found that pro social personality battery (PSB) consisting seven dimensions including social responsibility (SR), emphatic concern (EC), perspective taking (PT), personal distress (PD), other oriented moral reasoning (O), mutual concern moral reasoning (M), and self-report altruism (SRA) was used in the study to collect the data. The results suggest that males and females are both almost equal on most of the prosocial behavior dimensions. Nikhita Dedha & Dr. Roopali sharma (2023), The study aimed to explore gender differences in pro social behavior among student teachers using a prosocial behavior battery such as helping, supporting, and contributing to the well- being of others. It reflects positive values like empathy, compassion, and kindness, driven by a genuine desire to be cooperative and helpful.

The results revealed a significant difference in prosocial behavior between male and female college students, with females exhibiting a higher mean value compared to males. Arturas V. Akelaitis & Ausra R. Lisinskiene (2018) The purpose of this study was to determine and compare social emotional skills and prosocial behavior among 15–16-year-old adolescent athletes and non-athletes. First, we identified prosocial behavior and social emotional skills and compared results between athletes and non-athletes. The study results showed that sport has no influence on emotional adolescent skills, namely: ability to assess emotions, ability to understand and analyses emotions, and self-control, however on social skills, we found that adolescent athletes scored higher on assertiveness skills compared to non-athletes. Therefore, social skills such as communication and cooperation had no significant impact. It is important to note that adolescent athletes scored higher on pro social behavior skills on four subscales: public, emotional, altruism, and dire. The total pro social behavior score showed statistical significance for adolescent athletes overall prosocial behavior.

RECOMMENDATION

- ❖ Encourage the student to share social stories to prepare them for new situations.
- ❖ To demonstrate and encourage helping behaviors.
- ❖ To enhance the student's ability to compliment others.
- ❖ Provide opportunities to read books about how to be a good friend.
- ❖ Show empathy when someone is upset.
- ❖ Model respect for elders and do something nice to show them you care.

CONCLUSION

In conclusion, while gender differences in pro social behavior are observed in various contexts, it is essential to view these differences through a nuanced and multifaceted lens. Research consistently indicates that males and females may demonstrate distinct tendencies in how they engage in helping others, influenced by factors such as empathy levels, social norms, and motivational factors. The results revealed that boys are more prosocial in terms of helping, volunteering, and cooperating behaviors compared to girls. Girls expressed their prosocial sharing and comforting behaviors. Overall, the study shows that student teachers have a positive effect on personality development.

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