

**INFLUENCE OF HOME ENVIRONMENT  
ON PROSOCIAL BEHAVIOUR AMONG  
UNDERGRADUATE STUDENTS OF  
MALABAR REGION**

Dissertation  
*submitted to the University of Calicut for  
the partial fulfillment of the requirements for the Degree of*  
**MASTER OF EDUCATION**

by  
**ARCHANA M KRISHNAN**



**FAROOK TRAINING COLLEGE  
RESEARCH CENTRE IN EDUCATION  
UNIVERSITY OF CALICUT  
2019 - 2021**

## **DECLARATION**

I, **ARCHANA M KRISHNAN**, do hereby declare that this dissertation entitled, “**INFLUENCE OF HOME ENVIRONMENT ON PROSOCIAL BEHAVIOUR AMONG UNDERGRADUATE STUDENTS OF MALABAR REGION**” is a record of original research work done by me under the supervision and guidance of **Dr. FATHIMA JASEENA M.P.M.**, Assistant Professor, Farook Training College Kozhikode and has not been submitted by me in this university or any other university for the award of any Degree/Fellowship or recognition before.

Farook Training College

Date:

**ARCHANA M KRISHNAN**

**Dr. FATHIMA JASEENA M.P.M.**

Assistant Professor

Department of Education

FAROOK TRAINING COLLEGE

---

# Certificate

I, **Dr. FATHIMA JASEENA M.P.M.**, do hereby certify that this dissertation entitled, “**INFLUENCE OF HOME ENVIRONMENT ON PROSOCIAL BEHAVIOR AMONG UNDERGRADUATE STUDENTS OF MALABAR REGION**” is a record of original research work done **ARCHANA M KRISHNAN**, during the period of her study under my supervision and guidance. This dissertation has not been submitted by her for the award of any Degree/Diploma/ Fellowship or other similar title or recognition before.

Place: Kozhikode

**Dr. FATHIMA JASEENA M.P.M.**

Date:

*(Supervising Teacher)*

# Acknowledgement

First and foremost I wish to express my reverence to the almighty, without whose unbounded grace; this endeavor would not have been possible.

I am placed to record my profound gratitude and sincere thanks for the supervising teacher, **Dr. Fathima Jaseena M.P.M.**, Assistant Professor, Farook Training College, under whose guidance the present study has been conducted. She has been giving constant and valuable encouragement, generous help and assistance during all phases of investigation without which the effort could not have been completed successfully.

I express my extreme gratitude to **Dr. T. Muhamed Saleem**, Principal Farook Training College, Kozhikode for providing all the facilities necessary to conduct the study.

I would also like to express my gratitude to, experts and all classmates and my friends for their constant encouragement, co-operation and help during fulfillment of the study.

I am also indebted to my parents who support me financially and morally in doing my work

Place: Kozhikode

**ARCHANA M KRISHNAN**

## **CONTENTS**

---

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

---

Chapter		Page No.
<b>I</b>	<b>INTRODUCTION</b>	1-18
<b>II</b>	<b>REVIEW OF RELATED LITERATURE</b>	19-49
<b>III</b>	<b>METHODOLOGY</b>	50-72
<b>IV</b>	<b>ANALYSIS AND INTERPRETATION</b>	73-96
<b>V</b>	<b>FINDINGS AND SUGGESTIONS</b>	97-105
	<b>BIBLIOGRAPHY</b>	106-108
	<b>APPENDICES</b>	

---

## **LIST OF TABLES**

<b>Table No</b>	<b>Title</b>	<b>Page No</b>
1	Details of the item numbers corresponding to each component of Home Environment scale	56
2	Details of the item numbers corresponding to each component of Pro-social Behaviour scale	60
3	Details of Item Analysis of Home Environment Scale	63
4	Details of Item Analysis of Pro-social Behaviour Scale	65
5	Breakup of the final sample	69
6	Statistical Constants of the Variable Home Environment among Under Graduate Students of Malabar Region for Total and Relevant Subsamples	75
7	Statistical Constants of the Variable Pro-social Behaviour among Under Graduate Students of Malabar Region for Total and Relevant Subsamples	79
8	Percentile norms for total sample	83
9	Level of Pro-social Behaviour among under graduate students of Malabar region based on total sample	84
10	Level of Pro-social Behaviour based on Gender	85
11	Level of Pro-social Behaviour based on locality	86
12	Level of Pro-social Behaviour among under graduate students of Malabar region based on Subject Specialization	86
13	Data and Result of the Test of Significance of Difference between Mean Scores of Home Environment among undergraduate students of Malabar region based on Gender	87
14	Test of Significance of Difference between Mean Scores of Home Environment based on Locality	88

15	Data and Result of the Test of Significance of Difference between Mean Scores of Home Environment based on Subject of Specialization	88
16	Data and Result of the Test of Significance of Difference between Mean Scores of Pro-Social Behaviour based on Gender	89
17	Data and Result of the Test of Significance of Difference between Mean Scores of Pro-social behaviour based on Locality	90
18	Data and Result of the Test of Significance of Difference between Mean Scores of Pro-social Behaviour among undergraduate students of Malabar region based on Subject of Specialization	90
19	Relationship between Home Environment and Pro-social Behaviour among Undergraduate Students of Malabar Region	91
20	Relationship between Home Environment and Pro-social Behaviour among Undergraduate Students of Malabar Region based the Gender	91
21	Relationship between Home Environment and Pro-social Behaviour among Undergraduate Students of Malabar Region based the Locale	92
22	Relationship between Home Environment and Pro-social Behaviour among Undergraduate Students of Malabar Region based the Subject Specialization	93

---

## LIST OF FIGURES

<b>Figure No</b>	<b>Title</b>	<b>Page No</b>
1	Helping	22
2	Sharing	23
3	Donating	24
4	Co-operating	25
5	Good Home Environment	33
6	Smoothed frequency curve of the variable Home Environment for the total sample	77
7	Smoothed frequency curve of the variable Home Environment for the relevant subsamples	78
8	Smoothed frequency curve of the variable Pro-social Behaviour for the total sample	81
9	Smoothed frequency curve of the variable Pro-social Behaviour for the relevant subsamples	82



## **LIST OF APPENDICES**

<b>Appendix No</b>	<b>Title</b>
I	Pro-social Behavioural Scale 2021 Draft
II	Home Environment Scale 2021 Draft
III	Pro-social Behavioural Scale 2021 Final
IV	Home Environment Scale 2021 Final
V	Interview Schedule for Parents

## **CHAPTER I**

# **INTRODUCTION**

- **Need and significance of the study**
- **Statement of the problem**
- **Definition of key term**
- **Objectives of the study**
- **Methodology**
- **Scope and limitation of the study**
- **Organization of the report**

Education is a very comprehensive process which is unending, and every experience serves as a basis of life. Sir Godfrey Thomson has written, "The whole environment is the instrument of man's education in the widest sense. Here certain factors are distinguishable as more particularly can be concerned; as home, school, the church, the press, the vocation, public life, amusement and hobbies." The important duty of education is to teach young generation so that they become fruitful citizens and this teaching starts at home from the very beginning. Thus, family plays an immense role in educating the child. The process of education starts in the family as soon as the child is born. Mazzini was quite correct in saying that the "child's first training in citizenship is in the mother's lap and the father's affection". Accepting the importance of the family as a factor in the child's education, Montessori called his schools the home of children. Comenius opined that home is the centre of all kinds of education for the child. Education is a very important part in our day to day life. Our constitution gives the right to education for all till the age of 16. Education is the key component that brings growth and progress in the society as well as behaviour of the individual. Most of the people are educated in the society; they can provide beneficial contributions to the environment. A student's behaviour develops in the home environment. The development of technology influenced students' behaviour while lock down. It creates stress in the life of adolescence.

Education is a weapon to improve one's life. Education of a child begins at home. It improves one's skills, knowledge, and development of personality and attitudes. The child of today, being the citizen of tomorrow, will have to shoulder

future responsibilities as parents, husbands/ wives, uncles/ aunts, friends, cousins, colleagues and above all as fruitful citizens of the nation. Hence, it is very essential that children must be well nurtured in a healthy atmosphere of the family and school, saturated with love, attention and affection, since the development of pro-social skills begins in infancy, with a healthy bonding with parents, caregivers and teachers. So the term pro-social is needed in this era. The term pro-social behaviour originated during the 1970s and was introduced by social scientists as an antonym for the term pro-social behaviour. Pro-social behaviour is intent to benefit others social behaviour that benefits other people or study as a whole, such as helping, sharing, donating, cooperating. Obeying the rules and conforming to socially accepted behaviour are also regarded as pro-social behaviour. There are three types of pro-social behaviour such as helping, sharing, comforting. It is related to the home environment of the students. Home environment refers to aspects of people's domestic lives that contribute to their living. According to a quote "the most important work you do takes place within the walls of your home". Pro-social behaviour is an important factor in life that receives from the surroundings. Pro-social behaviour is characterized by a concern for the rights, feeling, and welfare for other people. It includes feeling, empathy, and concern for others and behaving in ways to help or benefit other people. There are some factors affecting home environment on pro-social behaviour that develop student's behaviour which hinder their progress in their pro-social behaviour.

The value of educating children and the importance of fostering Pro-social values behaviour that are crucial to children's well-being are sometimes overlooked because of the overemphasis on academic performance. Pro-social

Behaviour is defined in terms of consequences intended for another in which the behaviour of the actor is directed towards promoting and sustaining a positive benefit for the help-recipient (Eisenberg & Mussen, 1989). The behaviour is performed voluntarily rather than under compulsion and is not motivated by professional obligations. According to Bierhoff (2002), activities such as donating, sharing, helping, assisting, and providing support to someone else are regarded as pro-social behaviour, whereas paid activities are not.

Students start learning pro-social behaviour at home. The home environment of students influences the way we think, talk, and act. For example a person donating money to charity, even though he receives no tangible benefit from doing so. It is an action intended to help others. One motivation for pro-social behaviour is the desire to help others with no expectations of reward. The period of college life is a transition period for most students. Most colleges are co-educational, and today's classrooms include different kinds of students who come from different family backgrounds and cultures. College period can be a time of intellectual discovery and personal growth, but also a period of struggle where students are trying to find a place for themselves in this highly competitive world. In this highly competitive world, with so much of emphasis and importance being given to imparting mere subject knowledge, we have neglected, or rather forgotten to instil basic human values like love, compassion, tolerance and honesty, that would help them express 'Pro-social behaviours'- those acts that demonstrate a sense of empathy, caring, sharing, co-operating, helping others, generosity, praising, complying, telling the truth, defending others, supporting others with warmth and affection, nurturing and guiding, and even the altruistic act of risking

one's life to warn or aid another. No doubt, children need to develop academic skills and capabilities, as these are required to live in the modern world. Nevertheless, what is of utmost importance are the pro-social skills required to meet the many challenges of their lives, as it helps them for better, appropriate and successful interactions. In this technological era home environment has a great influence of children

The quality and adequacy of home and family environment play a vital role in the overall development of an individual. The degree of happiness a child experiences at home will be determined primarily by the environment which he/she has in the family in terms of communication, caring and sharing, and the quality of interaction among the family members. Based on the Pro-social values that the family has inculcated in their children, they develop attitude towards people, things, and life in general from their interactions with family members, and as a result they learn to adjust to life on the basis of the foundations laid when their environment was limited within their homes.

For adolescents, what constitutes family environment is the relationship between parents, between siblings, between parents and children, the socio-economic status of the family, educational level of parents, etc. The contributions of the family to Child's development come from the type of relationships children share with different family members. When family members are capable of being empathetic by putting themselves in the psychological shoes of other members, and seeing situations from their frame of reference, they behave in a way to make family relationships pleasant, conducive and harmonious. The sort of Pro-social

Behaviour that a child indulges in will depend upon what he sees at home, and through his interactions and experiences within his family. The emotional climate of the home that influence a person's characteristic pattern of behaviour (be it 'pro-self' or 'pro-social') and his/her characteristic adjustment in life. The individual will learn how to react to personal problems and frustrations in a calm manner; and to people in a tolerant, happy, and cooperative way, if home climate is favourable. On the other hand, if the family environment is frictional, he/she reacts to family members and outsiders in a hostile or antagonistic way. Family is the oldest, basic and fundamental unit of human society and therefore the most effective agency of education, very effective and hence vital in education of the child.

A home is a place of residence and place for comfort. In the past, mother was the person who took whole responsibilities of a home. The house was a place for women's work more than anywhere else. However, in the modern times, these duties are now shared between mother and father. In the present scenario parents are facing lots of problems or issues for the success of their life. These include decisions about childcare, schooling, discipline, household chores, daily routines, finances, work-family balance, and so on. Parents may also need to resolve conflicts between siblings, between themselves and a child, or between themselves and another parent. For example, dealing with a moody and withdrawn teenager is a parenting issue that can cause stress. Next one is a married couple struggling to find enough quality time for their relationship as well as for their children. Especially in this lock down period they faced lots of issues mainly about finance and worried about future. Lock down is a crucial factor that

undermines both parents' and children's well-being. Quarantine's impact on children's behavioural and emotional problems is mediated by parent's individual and dyadic stress, with a stronger effect from the latter. Parents who reported more difficulties in dealing with quarantine show more stress. This, in turn, increases children's tension. Living in a more risk time the quality of home environment, or the relation they have with the pandemic consequences have an effect on families' well-being.

The availability of good quality educational facilities within an environment is also important. The availability of job opportunities within a neighbourhood or community may also affect a child's development, by influencing their parents' work. Work-related stress and time constraints have been shown to have negative effects on individuals and spill over into the family and affect relationships within it, including the quality of parent-child relationships. Patience can be improve parenting, relationships between parents and children and ultimately child health and development. Parents have the biggest responsibility of creating the conducive environment for your child as it will affect their personality, learning and behaviour. Home environment and child development are correlated. Couple interact with each other, and the love respect you share as a parent will help your child learn about valuing another person. The emotional environment she sees and feels around them will shape personality. Parents and siblings have the potential to promote the development of pro-social behaviour by communicating norms and expectations for positive behaviour, creating emotionally positive home environments, and scaffolding the use of



effective social cognitive and self-regulatory skills. For developing pro-social behaviour in a child parent's knowledge and skill is very important.

Education influences parenting knowledge and beliefs, which, in turn, affect parenting practices and the quality of home environments. Too many members living in the same house can reduce the time spend with your child, as you will be busy with others in the house. It could result in your child resorting to other ways of keeping busy, and distancing themselves from you emotionally early in life. If a child lives in an environment that is overcrowded or is too noisy, it can negatively impact your child's personality. The environment at your home and the relationship with neighbours will also affect your child's behaviour. A child's behaviour start shaping at home. Behaviour maybe good in the home and might be bad outside home. Here the role of Teacher is crucial in shaping a good personality. Teachers can focus on creating emotionally supportive classroom environments, as well the parents creating a good emotional and behavioural environment at their home for students. Pro-social behaviour can contribute in important ways to children's social and academic success at school, and school contexts have the potential to provide essential support for the development of the positive forms of social behaviour.

### **Need and Significance**

Nowadays education is completely shaped in Home Environment. Education aims at the development of the whole personality of a person. This is achieved through instruction by indicating desirable attitudes, behaviour, of the individual. That is how Home Environment creates individual behaviour of

students. Child learns knowledge and behaviour of everything first at home. Now students are spending most of the time on their mobile phone or social media. They became addicted to it. Due to the over use of social media their behaviour changes and they can't understand the changes and they don't even understand the changes that affect them. Now the situation has changed and their learning also takes place through online so they are depending on social media and are not aware about anything that happens around them, even if they don't have time to spend or talk with others. Earlier parents warn them about the overuse but now it is difficult for them, because for the purpose of study the only method is to depend on the media. Pro-social Behaviour becomes increasingly important in such a social context. Pro-social Behaviour is influenced by family culture. Family process which includes family caring and connectedness is correlated with Pro-social Behaviour of adolescents. Pro-social Behaviour is the foundation in social interaction with family, peers, and friends. Likewise Home Environment is increasingly important in determining the pro-social behaviour of adolescents. These two variables are very important aspects that affect adolescents' development, so it has to be defined and to be measured during this pandemic situation.

Due to Covid-19 lockdown the situation compelled to continuing college and school education through online alternatives, such as ZOOM or Google Classroom. The demand for such things has grown leaps and bounds during the Covid-19 lockdown. Certainly, the theoretical material will be imparted through to students, but all other emotional factors and overall development of students will be challenged here. It will not be possible to inculcate the habit of discipline,

ethic, moral values, sympathy and decorum among students. These are the times that misguide and as there are no other alternative available, students are devoid of the actual life environment of a school or college. Numerous social and cultural activities will be missed because of Covid-19 lockdown.

Things are fine for families who can afford laptop or a Smartphone along with the monthly expense of the internet plus other variables, so their children can attend online classes at various platforms. However, there is a large section of children who go to government schools and colleges, and their parents are not in a position to buy them such things to attend online classes. The life and future of these students are left in doldrums and there are no indications as to when things will return to normal. These children are left with no other option but to brave the threat of Covid-19 and attend their classes or stay at home. A few days back, there was news stating a family had to sell their buffalo, their primary earning source, so they could buy a Smartphone and their kids could attend online classes, all these things affect the life of students.

Socio-demographic (and geographic) factors also played an important role in the students' perception of different aspects of academic work/life. As the empirical results suggest the Covid-19 pandemic has generally had a stronger effect on male students, part-time students, undergraduate students, applied sciences students, students with a lower living standard, and students from less developed regions (in Africa and Asia). Further, in order to illuminate the factors that influence students' satisfaction with life planning during pandemic. Some believe that the constant distraction of social media contributes to shortened

attention spans. In addition, many people who regularly use platforms like Facebook or Twitter report high levels of stress. Students mostly depend up on smart phones for learning , school activities, personal and social lives. The internet has become a significant part of our daily lives. And it is having an impact on today's teens. College life is a crucial stage in a student's life as it covers their adolescence period. To be successful in life and to face life's challenges, they have to develop responsible self direction, healthy personal and social relationships, and make adequate adjustments in all phases of life, especially in the area of heterosexual relations. They also need to develop a mature set of Pro-social values which would help them for better interpersonal and intrapersonal interactions, paving the way for adequate adjustments within and outside the classrooms.

But unfortunately, due to lack of emotional, social,& psychological aspects of education in the present digital learning scenario, the younger generation of today, especially the adolescents, in their pursuit of academic achievements and excellence, seem to have no time even for themselves, thus often being unexposed to Pro-social Behaviours such as cooperation, helping, sharing, accommodating, rescuing, comforting, etc, which may lead to poor personal and social adjustments paving the way for inadequate classroom adjustment and possibly lower self esteem as well. It is generally observed that in this highly competitive world, the emphasis of Spirituality and Pro-social factors through the society is gradually diminishing. Gone are the days when parents and teachers had a firm hold on their children, and strictly guided them along Pro-social lines. Family is the fundamental unit of human society that lays the

background for inculcation of values and is the most significant place for the development of the child. Along with it, the family also contributes in the important task of creating wholesome individuals. The family nurtures the individual and prepares him for his role and function in the society. But this Covid19 time converted family members in tension and stress.

Problems of Adolescents due to Technological changes have made a major impact upon their lives and learning. Children show a tremendous capacity to absorb a lot from their surroundings that consist of their homes, families, peer groups and the general environment they are exposed to. It is important that whatever children feel or observe is stored up in their subconscious mind. In addition, memories so accumulated since childhood have a profound impact on the growing up into maturity stage i.e. Adolescent stage. Moral values are assaulted almost every day by materialism that has crept into our society. Consequently, we lack conviction and the resulting “practice what you preach” attitude of the younger generation towards the older generation has complicated each and every aspect of a child’s life. During adolescence phase a number of changes begin to take place – both physical and behavioural. There is absolutely no trivializing the importance of the home environment in which children grow up. Ideally, it should be a home filled with love and laughter. Children can bear anything if they know they are loved and if their family takes the time to show it. It is an added bonus if the adults in the home are also able to deal with crises in a same manner and are able to laugh at the vagaries of fate. Children from such homes grow up to become well adjusted and stable.

Here, the role of parents is significant for understanding children's problems, the progress of their school, details of playmates, and how they react when they are not at home. Parents should create a comfortable home atmosphere for their children. So if they are experiencing problems when outside home or at school they always choose house as a place to dump all the problems. But in a locked home situation the future of students can't be predictable. Do they can adjust, behave, and alter life situations in a better way? They didn't get relaxation, freedom, or happiness due to pandemic. In such a situation it is a major concern to know that Pro-social activities are changed a lot? Is Home Environment not satisfactory for them? Do they have many challenges due to lockdown? The result of the study will highlight the role of Home in nurturing the social performance of the New Generation.

A child starts his character formation from one's own home before their school life. Basic characteristics are formed from home environment Since man is a social animal and Pro-social aspects are important factor in life. Thus Pro-social Behaviour is a major part of any one's life. Here role of home environment is inevitable in shaping Pro-social culture. Although behaviour modification is the result of both Pro-social factors and Home Environment .As output of the study will prove the importance of Pro-social habit of Adolescents.

### **Statement of the Problem**

Hence the proposed study will be entitled as “**Influence of Home Environment on Pro-social Behaviour among undergraduate students of Malabar region**”

## **Definition of the Key Terms**

The definition of the key terms used in the statement of the problem are given in the following

### **Home Environment**

Home Environment refers to aspects of people's domestic lives that contribute to their living conditions.

### **Pro-social Behaviour**

Pro-social Behaviour refers to “a broad range of actions intended to benefit one or more people than oneself – behaviours such as helping, sharing, comforting, and cooperation.”

### **Variables**

The variables selected for the study are the following

1. Home Environment
2. Pro-social Behaviour.

## **Objectives of the Study**

1. To know the extent of Home Environment among undergraduate students.
2. To find out what are the factors influencing Home Environment due to Covid-19 pandemic among undergraduate students for the subsample based on

- Gender
  - Locality of home
  - Subject specialization
3. To find out the influence of home environment on pro-social behaviour among undergraduate students for the subsample based on.
- Gender
  - Locality of home
  - Subject specialization

### **Hypotheses of the Study**

1. Home Environment is not satisfactory during pandemic period among undergraduate students of Malabar region.
2. There are some factors that affects home environment due to lockdown among undergraduate students of Malabar region.
3. Home environment influences pro-social behaviour among undergraduate students of Malabar region for the subsample based on Gender, Locality of home and Subject specialization.

### **Methodology**

The methodology occupies a very important position in the successful completion of a research work. The validity and reliability of the findings depends



upon the method adopted and hence methodology occupies a very important place in research.

This present study used a survey method; the main purpose of the study is to find out the influence of Home Environment on Pro-social Behaviour among undergraduate students in Malabar region.

### **Sample and Statistical Technique**

The data was collected from 250 undergraduate students of Kannur and Kozhikode districts by stratified random sampling method. The sample was selected using stratified random sampling techniques giving due representation to factors like Gender, locality, and subject specialization.

### **Variables of the Study**

#### **Independent variable**

Home Environment

#### **Dependent factor**

Pro-social Behaviour

### **Tools for the Study**

In the present study, scales were prepared as a tool for collecting data. The investigator used the following tool for gathering the information from undergraduate students in Malabar region.

- Pro-social Behaviour scale
  
- Home Environment scale

### **Sample for the Study**

Due to the corona pandemic and lockdown period it was not possible to collect data directly from students, so the investigator personally contacts some college teachers for the collection of data. The investigator contacted the teachers from Calicut and Kannur districts for collecting the information from undergraduate student. This sample of the study consist 250 students from Malabar region.

### **Statistical Technique Used**

Major statistical techniques are used for analyzing the data

- Preliminary analysis
  
- Pearson's correlation

### **Scope and Limitation of the Study**

- The investigator hopes that the findings of the study largely helpful in improving the Pro-social Behaviour of undergraduate students.
  
- Even though the present study was conducted with maximum possible care but certain limitations which would largely be avoided crept in the study.

- It is widely accepted that there are many components related to Pro-social Behaviour but due to practical difficulty only selected components are considered.
- The study was limited to only undergraduate students at Malabar region, but in pandemic time possible to choose Kozhikode and Kannur district only.
- The investigator faced difficulties in transportation during the data collection period due to Covid-19 pandemic period.
- Student were reluctance for provide data through online mode.
- The investigator faced difficulties in data collection because the schools remains closed due to lockdown period.

### **Organization of the Report**

**Chapter I:** Introductory chapter gives a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variables, objectives, hypothesis, methodology and scope and limitation of the study. These things are included in the first chapter.

**Chapter II:** Review of literature gives a brief theoretical framework along with the review of related studies of both dependent and independent variables.

**Chapter III:** Methodology chapter presents the design of the study, detailed description of the tool used for the data collection, sample for the

study, data collection procedure, scoring and consolidation of data, and statistical techniques used for the analysis.

**Chapter IV:** Analysis chapter deals with analysis of data, interpretation of the data and discussion and conclusion are described.

**Chapter V:** The last chapter presents the summary of the study, findings, and hypothesis.

## **CHAPTER II**

# **REVIEW OF RELATED LITERATURE**

- **Theoretical Overview**
- **Review of Related Literature**

## **REVIEW OF RELATED LITERATURE**

Review of related literature is an important part of any research. For hypothesis formation of the study, it is necessary to review of related literature. The review of literature is a bridge between the proposed research and the studies done in past. In research methodology 'literature' means the knowledge of a particular area of investigation including theoretical, practical aspects and its research studies and 'review' means to organize the knowledge of the specific area of research to evolve a structure of knowledge to know whether the present study would be an addition to the relevant field or not.

According to Kerlinger (1978) "the underlying purpose of review of related literature of course, is to locate the present research in the existing body of research on the subject and to point out what it contributes to the subject".

The investigator consulted various libraries to collect review of literature for the present problem and also consulted various sources like educational journals, Ph.D. thesis and also websites related to area.

The chapter is divided into the following sections;

1. Theoretical overview
2. Review of Related Studies

### **Pro-social Behaviour**

Whether an act is viewed as pro-social it depends on the attributions the individuals who make. The term Pro-social Behaviour is often used interchangeably with altruism and benevolence. While Altruism, the term coined by philosopher Auguste

Comte (1832) describes acts of selfless assistance to others, Benevolence refers to action intended to benefit another but not seeking external reward or recognition to the helper.

The term Pro-social Behaviour was introduced in the early 1970's in the aftermath of the Kitty Genovese murder in New York (Kohn, 1990). Pro-social is 'any act performed with the goal of benefiting another person' (Aronson, Wilson, & Akert, 2004).

Pro-social Behaviour refers to actions carried out to assist other people without being motivated by external incentives (reward or fear of negative consequences for not helping) (Alcock & Sadava, 2014).

According to Batson (1998: 282), pro-social behaviour is a 'range of actions intended to benefit one or more people other than oneself behaviours such as helping, comforting, sharing and co-operation, many pro-social acts are not altruistic.

### **Types of Pro-social Behaviour**

Carlo and Randall (2002) have proposed that there are different types of Pro-social Behaviour which are dependent on personal and situational factors. Based on their own work and reviews of the work of others, they have proposed six main types of Pro-social Behaviours. They are given below..

- **Altruistic** Pro-social Behaviours- are those in which one person voluntarily helps another.
- **Compliant** Pro-social Behaviours- are those in which a person helps another because he or she is asked to.
- **Emotional-** Pro-social Behaviours are those in which people help others in highly emotionally-evocative circumstances. These three types of behaviours

were found to be positively related to perspective-taking, sympathy, other focus, and high levels of internalized pro-social moral reasoning.

- **Anonymous** Pro-social Behaviours are those in which help is given when there will be no knowledge of who helped.
- **Dire** Pro-social Behaviours are those in which help is given in response to an emergency or crisis situation. These two types of behaviours were found to be positively related to perspective-taking, sympathy, and other focus.
- **Public** Pro-social Behaviours are those which are performed in front of an audience and are motivated by the potential for gaining respect and approval from others and enhancing feelings of personal self-worth. These behaviours were related negatively to perspective-taking, sympathy, other focus, and high levels of internalized Pro-social moral reasoning, but were positively related to low levels of pro-social moral reasoning. Carlo and Randall refer to these six types as pro-social tendencies, as they measure the likelihood that an individual will behave pro-socially in various contexts.

Eisen Berg and Mussen (1989) defined pro-social behaviour as voluntary action that is intended to help another individual or group. Although voluntary in nature, pro-social actions may be performed for a variety of reasons for reward and appraisal, and a sense of duty.

After the second world war and Holocaust deep concerns occurred about to reduce human aggressive behaviour, violent and prejudice and to increase human condition. By this 1970s the developments in helping behaviour increased. The reason for the development is societies' increase in awareness of injustice suffered by women and minorities.



Pro-social behaviour is found to occur across the age span within and it is found in various forms. Such people lag in helping one's neighbour to water and garden, sharing notes with a sick classmate, donation of blood or organs without remuneration, etc. it is an important part of the human society responsible for the survival of values such as cooperation, considerations, kindness, empathy etc. Pro-social behaviour can be grouped into four distinct categories which is given below.

### ❖ **Helping**

Helping others is a type of pro-social behaviour that benefits both individuals and society as a whole. Some ways to help others include:



*Figure 1. Helping (retrieved from <https://urlshorten.tech/9me03>)*

- Stopping to help a stranded motorist change a tire
- Carrying someone's heavy groceries to their car
- Helping a new neighbour move in and unpack
- Doing errands for someone who is too sick to manage them

- Helping someone do needed repairs on their house

### ❖ **Sharing**

Most parents teach their children early on that they should share with their siblings and other children. But you can benefit society long after you've grown up by sharing what you have with others. Some pro-social behaviour examples of sharing are:



Figure 2. Sharing (retrieved from <https://urlshorten.tech/utBv>)

- Paying for someone's bus fare
- Bringing vegetables from your garden and sharing them at work
- Making cookies and sharing with a friend
- Sharing your best ideas online for free
- Letting someone borrow your books, games, or videos

❖ **Donating**

You can donate a wide variety of things to charities or people in your community who are less fortunate than you are. Here are some ways to donate:



*Figure 3. Donating (retrieved from <https://urlshorten.tech/ITFjwr>)*

- Give nice clothing you no longer wear to a community clothes closet or homeless shelter
- Send money to the Red Cross or another disaster relief organization
- Give household goods to someone just starting on their own
- Give books or blankets to residents of a nursing home

❖ **Co-operating**

Cooperating is simply working together with one or more people to accomplish a common goal. When people work together well, they can get more done than each could ever achieve on their own. Here are some specific ways to be cooperative:



Figure 4. Co-operating (retrieved from <https://urlshorten.tech/jn49Cj9R>)

- Washing dishes while someone else dries
- Working together to paint a mural
- Doing your part in a community project

According to Hans Werner Bierhoff (Psychology Press, 2002) reported that How can social bonds in society be strengthened? How do we learn and develop pro-social behaviour? It provide up-to-date coverage of the social phenomenon of pro-social behaviour, incorporating all the major developments in the fields of developmental and social psychology. The first section identifies different forms of pro-social behaviour,

including estimates of prevalence in everyday situations and the controversy between biological and cultural perspectives as explanatory models of pro-social behaviour. The second and third sections focus on learning and development, with emphasis on social learning, responsibility, empathy and guilt. The fourth section explores the prevalence of pro-social behaviour, in particular the situational and personality factors which inhibit urgently needed pro-social behaviour. The final section is devoted to practical applications, such as how to increase the likelihood that people will work as volunteers in community organisations and how to heighten the willingness to offer first aid. This book will be an invaluable resource for both undergraduate and postgraduate students of social psychology and sociology, as well as anyone with an interest in social services and voluntary organisations.

Societies strive for more social cohesion and better integration of members in the community, to foster wellbeing; thus it is important to study ways of achieving better interpersonal relationships. Research indicates that some situational factors increase pro-social behaviour in society. According to Dovidio et. al. (2006) pro-social behaviour is influenced by biological, psychological, and environmental and social factors. "Pro-social behaviour is voluntary behaviour intended to benefit another. Thus, it includes behaviours such as helping, sharing, or providing comfort to another " (Baumeister & Vohs, 2007, p.1). In addition, they argue that pro-social behaviour is important for the quality of close relationships and interactions with other individuals and groups. People in groups help each other in time of need or distress, and societies need people to help each other in order to successfully have a healthy and peaceful society.

Several factors may influence whether you have pro-social behaviour or not. Reports explained about the effect of pro-social activities, which is given below.

### **The Bystander Effect**

One example of a situational factor in pro-social behaviour is the bystander effect. If someone needs help, and many people are standing around doing nothing, individuals are less likely to help. But why is that? Usually, it's because:

- They don't notice what's happening.
- They don't see it as an emergency.
- They don't feel responsible because there are so many others there who could help.
- They don't think they have the skills needed to help properly.
- They remain undecided about whether to help. This is Bystander effect. Next is..

### **Individual Factors**

These factors are based on, what you learned about pro-social behaviour of a child. (Were you taught to share and cooperate? Did your parents donate or volunteer?)

- Your cognitive, physical, and social capabilities
- Your standards and ideals
- Whether you practice empathy in your communication with others
- Whether you have an agreeable disposition

To conclude we tend to help people as described above and helping makes us to feel good about ourselves in different ways. Pro-social behaviour is supported by evidence that positive forms of behaviour are positively related to a range of psychological and emotional process. Students and teachers have a

potential to promote the development of pro-social behaviour by communicating norms and expectations for positive behaviour, creating emotional class room environment, scaffolding the use of effective social cognitive and self regulatory skills.

## **Home Environment**

Numerous behavioural theories and models include "environment" as a construct. For example, social cognitive theory posits that behaviour is influenced by individual factors in combination with the social and physical environment (Bandura, 1986). According to social ecologic perspective reported that multiple levels of behavioural determinants, including individual, interpersonal, organizational, and community, as well as both social and physical environments at various levels are interrelated. (McLeroy et al., 1998). Health decisions are made, behaviours occur, in environmental contexts (Stokols, 1992).

The types of environments that affect behaviour may be physical (e.g., weather or climate, community resources, the built environment, the information environment) or social (e.g., social support, norms, beliefs, and attitudes) as well as objective (actual) or subjective (perceived) (Sallis & Owen, 2002). The environment can be a particularly strong behavioural determinant for behaviours that are directly shaped through environmental constraints and supports, such as physical activity (Owen et. al., 2004; Bandura, 1986). This entry focuses mainly on the built environment related to eating and physical activity. The final two sections present brief overviews of tobacco control environments and alcohol environments, two other major public health issues in which 'environments' have been the focus of study in recent years.

Loosely defined, the built environment consists of the neighbourhoods, roads, buildings, food sources, and recreational facilities: the places in which we live, work, are educated, eat, and play. The built environment affects many of our



daily decisions. Whether we walk to work or school, eat frequently at fast-food restaurants, or take our children to parks depends in part on how our neighbourhoods are built. The built environment is multidimensional, and thus presents significant challenges for measurement. Although it is possible to collect verbal of features of people's environments, and of their perceptions of their environment, the most objective assessments are likely to include observation reports of the actual features of environments. Family is an important agent to modify the behaviours. Students adopt the culture of the family. There are norms to be established by practicing in early childhood are taking turns, sharing with others, cooperating in learning and problem solving, and helping others in response to visible distress.

Human beings are always immersed in a social environment which not only changes the structure of the individual or just compels him to recognize facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely home and school environment share an influence on the development and perception of the individual's behaviour.

Family is the first school and parents are the first teachers. Parent child relationship perception seems important. The attitude values and behaviour of parents towards their children clearly influence the pattern of the moral behaviour. The home has always occupied an important place in any organized social living. For educating child family is the first agency and it is still important.

Environment means anything that surrounds us. Human beings live in a social environment which influences them. Home or family is the first socializing

agency for a child. Home environment is the foundation stone. The optimum development of an individual is possible through the conducive environment of the home in which the individual is encouraged, assisted and permitted to grow up with maximum repression and negative attitude and feeling (McMillian 1997) which is given through better home environment.

Home environment includes cultural, economical, motivational, emotional aspects of a home. Home with its physical, intellectual, and emotional aspects shape a child's life in his journey towards success. (Jagannathan, 1998). Home environment comprises two words – home and environment. Let us discuss what a home is. Since time immemorial Indian culture has emphasized the importance of “Vamsa”, a Sanskrit word which means, family”. Home is the most important place where the child inhales his first fragrance of love, care and empathy. It provides warmth and psychological nourishment for growth and development with the basic feeling of security, acceptance and affection. Home is a cradle in which a child is nursed and brought up. It is the nursery which nurtures the future of the child. Home is being considered as the molecular form of society, which provides each generation with innovative individuals who not only carry forward the traditions and values of the society, but also enrich it with their own farsightedness and vision. In fact, just as a big grown up tree gives shelter to young saplings and helps them to grow up to face the challenges and problems of the world, a home rears its children and helps them in their growth and development.

Even Freud's (1920), psycho-analysis exhibited that there is a strong tie between parents–child interactions. It is the home from where child's process of self-concept formation, learning and adjustment gears up. Basically child is an uncarved gem, who through carnation can be changed into a lustrous and valuable solitaire. Thus, home exerts the greatest influence on the development and perpetuation of the individual's behaviour. According to Collin's Co-build Advanced Dictionary (1987), "environment includes all the circumstances, people, things and events around them that influence their life."

According to Kumari et. al. (2002), "environment comprises of almost everything around us. It includes humans, plants, animals and invisible micro organisms. It also includes surface water, groundwater, air, land, oil and other elements available from earth."

Home environment is a broad term and it includes various factors like socio economic status of the family, parental aspirations and expectations, parental attitude, socially determined expectations of the family members from each other. Home environment refers to the climate prevailing in the home, which varies from family to- family, society to-society and culture-to-culture. It can be defined as the aggregate of all the physical and psychological conditions that determine growth and development of an individual. Home environment affects the various spheres of one's life as self-confidence, intelligence, personality, learning ability, adjustment, behaviour, life style, emotions, habits etc. Behavioural problems and maladjustments are consequences of negative environment.

Characteristics of good home environment.

- A good home environment provides congenial atmosphere to the child, forms his style of life and basic pattern of behaviour.
- That enables the child to establish cordial relationships with the parents and other family members.
- That provides better chances of developing good mental health.
- That has a permanent and long lasting effect on the individual.
- That is one indispensable factor in the young child's training and his education.
- That contributes to developing coping skills in oneself in adjustment in accordance with physical, psychological, social and emotional demands.
- That provides a sense of emotional security within the child.



Figure 5. Good Home Environment (retrieved from <https://urlshorten.tech/aicna8cT>)

According to Johnson and Medinnus (1969) the psychological atmosphere of a home may fall into any of the four quadrants at which each one represents one of the four general combinations, acceptance-autonomy, acceptance-control, rejection-autonomy, rejection-control.

A number of psychologists have become interested in studying the relationship between certain characteristics of the home and personality characteristics and behaviour of the child. One approach to this problem has been that of examining the effects on the young child of various emotional child behaviours associated with. As theory explained about different kinds of home environments as follows.

- **The accepting home**
- **The rejecting home**
- **The autocratic home**

**An accepting home** is considered to be the best atmosphere where children's all emotions are accepted. The child must be made welcome in the home. The dread of loneliness should never touch him. Security breeds confidence an attitude which is extremely valuable to the child. The proper relationship at home will make easier the later transition to a larger social unit. A child grows best in an atmosphere of love and acceptance

The **rejecting home** is the home that parents may reject their children in many ways. They reflect rejection through lack of love, failure to meet a child with kindness and respect failure to encourage and motivate him, or a tendency to

view the child a nuisance and treat him with impatience, irritation or anger. Rejected children may be isolated in the classroom and excluded from children's activities on the play ground, also displaying a tired depressed unhappy appearance.

An **autocratic home** is the home with the parents value their children with a iron grip and drive them toward the achievement of goals that are often beyond their capacities. These parents usually act in the belief that for the child's on good he must have high standards set for him and be disciplined to work toward them. the perfectionism is accepted through insistence upon perfect bowel habits at an early age, scrupulous cleanliness, absolute obedience and other rigid rules of living. Over ambitions for the child to read early to bring home high grades from schools to play the musical instruments regardless of the child's talent and so on good parents are friends to their children and not authority figures.

Home Environment is very importance to one for every individual. They learn everything first at home. Home environment where children can observe and learn basic areas such as house education, physical educations, emotional development, intellectual development etc. parents are the role model for students as well as home environment. Parents with good education and fascinating home environment influence can help the child learn faster and a better individual in future.

## **Review of Related Literature**

In the words of Lokesh Koul, “Review of the related literature; besides, allowing the researcher to acquaint himself with current knowledge in the field or area in which researcher is going to conduct his research, serves the following purposes: The review of related literature is done mainly with a view to have a clear perspective about the process, the steps to follow, to have an idea about the scope and the area of the field, to avoid unnecessary replication of the work, to know about the tools and techniques employed”.

Best and Khan (1995), “An extensive survey and a critical review of related literature and research studies provide an overview of knowledge in the field. It also provides evidence that the researcher is familiar with what is already known and what is still unknown and untested in the field. The researcher needs to be aware of the concept and theories pertaining to the theme of his/ her research”.

### **Home Environment**

Neitzel and carin (2004) studied the relationship between child characteristics, home, social-contextual factors and children’s academic peer interaction behaviours in kindergartens. This study addressed questions about the relation between personal characteristics and aspects of home environments and young children’s subsequent academically relevant peer interaction behaviours in kindergartens in a sample of 108 pre-school age children. A year prior to the children’s entrance to kindergarten their cognitive skills were assessed through a battery of tests. Findings revealed that child resources and home structures

influenced strongly how children responded to information and sanctions, within the home and in turn the roles they assumed that the quality of their academic interactions with peers, and of the home those personal factors mediated the effects of the social factors.

Mohanraj and Latha (2005) conducted a study on the relationship between family environment, home adjustment and academic achievement in adolescents. The adolescents (106 boys and 86 girls) were assessed by Moos and Moos Family environment scale (1994) and Bell' adjustment inventory (1961). Academic scores were taken from the school records. It was found that family environment influence home and academic performance. It was found out that cohesion, conflict, control, intellectual–cultural orientation and independence in the family environment influenced home adjustment.

Saini (2005) conducted a study on Academic Achievement of Adolescent of Working and non-working Mothers and their Family Environment. The objectives were to study and compare the academic achievement of adolescent children of working and non-working mothers; to find out the difference in the family environment of adolescent children of working and non-working mothers. For this purpose, 415 adolescents selected by stratified random sampling from the government and private senior secondary schools. It was found that academic achievement of children of working mothers were much better than the adolescent children of non-working mothers, the family environment of adolescent children of working and non-working mothers were significantly different.



Rajeena (2006) conducted a study on perceived comfort of home environment and social adjustment of secondary school students in Malappuram district. The study was conducted on 600 secondary school students in Malappuram. Data was collected using scale of perceived comfort of home environment. The result of the study indicated that perceived comfort of home environment had moderate relationship with social competencies.

Bansal, Thind & Jaswal (2006) investigated the relationship between locus of control, quality of home environment, and achievement motivation of high achiever urban female adolescents. 100 high achievers of 11th class were selected. All the selected students had 80 per cent or above marks in their tenth class. Findings indicated that high level of achievement motivation and high level of academic achievement had a positive significant relationship with good quality of home environment. External locus of control was not significantly related with achievement levels and quality of home-environment. Internal locus of control had significant positive correlation with quality of home environment.

Lakshmi and Arora (2006) investigated the relationship of perceived parental behaviour with academic competence and academic success. The sample comprised of 250 males and 250 females. Results revealed that parental encouragement and acceptance scores were positively related with academic success and academic competence scores. But parental control showed negative relationship with academic success and competence. Parents more acceptant and less restrictive and hostile psychological control resulted into higher academic success and competence.

Muola (2010) studied the relationship between home environment and academic achievement motivation through a sample of 235 class VIII students from 6 urban and rural primary schools of Machakos district. The children were aged between 13 to 17 years. The two questionnaires namely Simple Profile (SP) and home environment questionnaire were prepared to collect data from the students. Parents' occupation, Parents' education, family size, learning facilities at home and parental encouragement were the dimensions of the home environment that were considered for the research. The results revealed that the academic achievement motivation was positively and significantly related to the home environment along all the dimensions, parental encouragement where was not significantly related to academic achievement motivation.

Wentzel & McNamara (2012) investigated on a sample of 167 young adolescents about the contributions of peer acceptance, perceived support from peers, and family cohesion to pro-social behaviour. It was hypothesized that being accepted by peers would have a direct relation to pro-social behaviour. There found that peer acceptance was related directly to pro-social behaviour, and emotional distress mediated relations between perceived support from peers and pro-social behaviour. Family cohesion was related negatively to distress, but not to pro-social outcomes.

Ming-Te Wang and Salam Sheikh-Khalil (2014) in their study entitled 'Does Parental Involvement Matter for Student Achievement and Mental Health in High School?' studied the effects of different types of parental involvement on student achievement and depression. The effects of parental involvement on

outcomes of adolescents in school by increasing parent's academic engagement were also examined. A sample of 1056 students was selected for study and results showed that parental involvement positively influence the academic and emotional functioning among the students.

Deb et.al. (2015) conducted a study to examine relationships among home environment, parents' personality and mental health of adolescents. Focus was on adjustment, anxiety, self-concept and self-confidence. A sample of 370 adolescents was interviewed with the help of semi structured questionnaire and three psychological tests. Subjects were selected following a two-stage sampling technique. Parental care was found to be associated with high self confidence. Parental pressure was seen to be associated with high anxiety. Father's friendliness was found to be associated with low emotional adjustment and high self-concept while mother's short-temper was found to be associated with high anxiety.

Vasuki & Raj (2015) conducted a study on home environment and school adjustment on academic achievement among secondary level. For the study 400 secondary school students were selected using random sampling technique. The results of the study showed significant positive relationship between home environment and school adjustment.

Shukla & Bhanot (2016) conducted a study on influence of home environment on adjustment of adolescent girls. A sample of 100 adolescent girl students of age group between 13-16 years was taken. The results revealed that many home environment dimensions (control, protectiveness, conformity, social

isolation, reward, deprivation of privileges and permissiveness) were significantly correlated with various adjustments (home, health, social and emotional) among adolescent girls. Control, protectiveness, conformity, reward and permissiveness dimensions were positively related to home, health, social and emotional adjustment whereas social isolation, reward and deprivation of privileges were negatively related to home, health, social and emotional adjustment.

Parvinder Singh (2016) made an effort to examine the relationship between academic achievement in mathematics with study habits, home-environment and their combined effect. The objectives of the study were to study the relationship between academic achievement in mathematics and study habits of the students; also study the interactional effect of study-habits and home environment with academic achievement in mathematics. A sample of 600 students of class XI and XII selected. The study revealed a significant relationship between the levels of study-habits of the students with their academic achievement in mathematics. A significant relationship exists among the different levels of the-home-environment with their academic achievement in mathematics. There was significant relationship between academic achievement in mathematics and combined effect of study-habits and home-environment.

Khan & Unnisa (2017) investigated the learning style, school environment and home environment in relation to academic achievement. The research was carried out in Raipur city on a sample of 50 IX standard students. The research finding revealed that there was very low, negative & negligible relationship between academic achievement & home environment. Study also revealed that

school environment and academic achievement have positive but very low relationship. It was also found that there was significant difference between the academic achievement of students learned by right & left hemisphere but there was no significant difference between the academic achievement of boys & girls students learned either by right hemisphere or left hemisphere

Khan & Unnisa (2017) investigated the learning style, school environment and home environment in relation to academic achievement. The research was carried out in Raipur city on a sample of 50 IX standard students. The research finding revealed that there was very low, negative & negligible relationship between academic achievement & home environment. Study also revealed that school environment and academic achievement have positive but very low relationship. It was also found that there was significant difference between the academic achievement of students learned by right & left hemisphere but there was no significant difference between the academic achievement of boys & girls students learned either by right hemisphere or left hemisphere.

Tripta (2018) through a study on adjustment among adolescents in relation to their general intelligence emotional intelligence at home environment the sample of 800 students class X was selected randomly from different government school Moga district of Panjab. The result revealed that there is no significant interaction between general intelligence, environment on the variable of adjustment among adolescence.

Veena B Bank (2020) investigated on The Role of Art of Loving in the Personality Development of Secondary School Students in Relation to their Home

Environment and Study Involvement. The sample of the study randomly selected a sample of 500 secondary school students from rural and urban schools of Bagalkot district. Result reveals that no significant difference was observed between male and female students of secondary schools with respect to dimension of home environment i.e. delightfulness scores. No significant difference was observed between students of government and private secondary schools with respect to dimension of personality development i.e. decision making scores.

### **Pro-social Behaviour**

Cheevakumjorn (1994) conducted a study on pro-social and aggressive content in Thai children's books and its relationship to contemporary societal problems. The study investigated that pro-social behaviour content occurred in 91 of the 100 books. Result revealed that Caring was most common type of pro-social behaviour performed by story.

Chao (1995) examined the effect of certain types of play activities on children pro-social behaviour and styles of plays. The study also investigated the relations of gender and play activities on children's pro-social behaviour and styles of play. The styles of play were categorized by five types -unoccupied, solitary, onlooker, parallel and interactive play. The sample consisted of 48 students. Helping, sharing, cooperating, and taking were coded as four pro-social behaviour categories. The students were arranged into 3 groups of same sex. Every group was assigned one goal directed and free play activities. Each fifteen-minute observations include the occurrences of four pro-social skills and five levels of play behaviour, and the proportions of interactive play and pro-social behaviour. The result indicated that there were significant relationship between pro-social behaviour and styles of play. There was no significant difference between goal-directed and free play activities on children's pro-social behaviour and styles of play. There was a significant gender difference on children's play behaviour but no gender differences were found on children's pro-social behaviour. There were no significant differences between genders and play activities on children's pro-social behaviour and play behaviour.

Webster (1996) examined the relationship between students pre schooling experience and development of academic, pro-social attitude and behaviour. Family Day Care Rating Scale and The Early Childhood Environment Scale were administered to a sample of 187 kindergarten students. Multiple regression analyses were performed to establish the impact of independent variables on 3 dependent variables. The analysis indicated that the knowledge of both the quality and quantity of day care and preschool experience was a significant predictor of academic grades in kindergarten and social grades in kindergarten.

Bellenfan (2001) conducted a study to determine if multi age grouping exhibited more pro-social behaviour in physical education than their same grade peers. The study was conducted on 137 students. The result of the study indicated that there was no practical difference in the proportion of overt pro-social behaviour in multi age group and the same grade peers. There was no difference found in between the proportion of overt pro-social behaviour of all males and females of same grades and multi age groups of students.

Dumova (2004) aimed to identify, analyze and evaluate pro-social message contained in local children's TV series. The sample consisted of 556 located and identified programs. The results indicated that TV series were rich with community, school and family oriented pro-social message. Altruistic behaviours such as helping, sharing, caring, and cooperation composed the most prevalence theme.

Strong (2011) examined the pro-social influences of a children's entertainment-education television programme, *Khushi Ko Sansar*, on children's



beliefs and intended behaviour towards people with disabilities in Nepal. Pre-test and Post-test survey data were gathered from 357 Nepali children from nine communities that took part in the study. The children were shown two television episodes in which the star of the programmes, a dog named Khush, befriends and visits people with disabilities. Post-test results showed that children developed strong identification with Khush and adopted his pro-social beliefs and behaviour towards people with disabilities. The investigator concluded that the entertainment-education television programme, *Khushi Ko Sansar*, provided a positive role model for children who encountered people with disabilities. Implications of these findings suggested that entertainment education media can improve the treatment of people with disabilities and can promote beneficial health beliefs and practices.

Albert & Thilagavathy (2013) examined the relationship of pro-social behaviour and parental behaviour of higher secondary students. 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 were from rural and 432 students from urban were selected by random sampling technique. The investigator had found that the level of pro-social behaviour of higher secondary students was average and the level of parental behaviour of higher secondary students was average. It was also clear that boys and girls were not differ significantly in their mean pro-social behaviour and differ significantly in their mean parental behaviour. Rural and urban higher secondary students were not differ significantly in their mean pro-social behaviour

and mean parental behaviour. Pro-social behaviour and parental behaviour of higher secondary students found to be positively and significantly related.

Rasit (2013) examined the relationship between the exposure of films towards the formation of pro-social behaviour among the adolescent audiences. The cross-sectional survey was employed in this research as research design. Data were collected from the distribution of questionnaire through the stratified random sampling method. There were 1028 respondents involved in the research. The questionnaire was constructed from the combination of self-developed questionnaire and pro-social personality. Battery (PSB) the analysis through partial correlation test showed a significant positive relationship between exposure to films and pro-social behaviour by controlling the intervening variable. Based on the multiple-regression test, exposure to films and observational learning was the main predictor factors that contributed to the pro-social behaviour

Horn (2013) in a study on a sample of 7709 undergraduate students investigated the Educative conditions for pro-social value development during college and the responses were examined with multiple regression and path analysis. The results revealed that participation in volunteerism only, or a combination of service-learning and volunteerism but not service-learning alone, was positively associated with the development of a pro-social value orientation. Moreover, an analysis of the organizational context of service revealed that service through educational, healthcare, community relief, and social services organizations (but not through public safety, political, recreational, or environmental organizations) was uniquely associated with pro-social value

orientation. Finally, exposure to a pro-social ethos was also positively associated with pro-social value prioritization.

Afoladi (2014) examined psychosocial predictors of pro-social behaviour among a sample of Nigerian undergraduates. The present study was about the roles of psychosocial factors (religiosity, life satisfaction, perceived social exclusion, family type, type of residence, rural / urban and cultural/ethnic differences) on pro-social behaviour among undergraduates. The data was gathered from 440 students from 2 Nigerian Universities. Of the sample, 230 were males and 210 were females with their ages ranging from 19-27 years. The Result revealed that there were significant relationships among variables of study. Besides, their significant individual contributions to pro-social behaviour, religiosity also mediated the relationships between life satisfaction, perceived social exclusion and pro-social behaviour. It was also found in study that subject residing in a village are more pro-social than those in a city and cultural/ethnic differences significantly influence pro-social behaviour.

Palwinder Kaur (2018) investigated Pro-social behaviour of University students in relation to activism and psychological hardiness. Sample of the study Pro-social behaviour of University students in relation to activism and psychological hardiness consists of 9305 students in Panjab University. The study reveals that Significance Difference in Means of Psychological Hardiness, Significance Difference in Means of Gender and locale.

## **Conclusion**

Review of related literature is an important part of research work. It will help the investigator to understand the studies related to the topic. So the researcher can avoid the duplication of work in a particular area. Numerous studies have been conducted on pro-social behaviour and home environment separately. These studies are related to selected topic such as home environment on academic achievement, social adjustment or performance etc and pro-social on societal problems, psychological factors etc. This study tries to know the influence of home environment on Pro-social Behaviour.

## **CHAPTER III**

# **METHODOLOGY**

- **Objectives of the Study**
- **Hypothesis of the Study**
- **Variables of the Study**
- **Method of the Study**
- **Sample of the Study**
- **Tool used for the Study**
- **Statistical Techniques**

## **METHODOLOGY**

The effectiveness of any research mainly depends on the kind of methodology and procedure followed in carrying out the study. It is very much essential to adopt a sound and systematic strategy to carry out any investigation. A sound and well organized methodology includes the appropriate strategy in stepwise execution of the investigation. A good research should follow a sound methodology and procedure without which the findings of the investigation may not be useful for the purpose of generalizations of facts.

The present chapter is devoted to describe the methodology and procedure followed in stepwise execution of the present study. It mainly includes the following major aspects.viz;

- Research Method
- Objectives
- Hypotheses
- Tool
- Data collection
- Statistical techniques

### **Research Method**

The present study used a survey method to study Influence of Home Environment on Pro-social Behaviour among under graduate students at Malabar region based on gender, subject specialization, locale on Home Environment and Pro-social Behaviour.

## **Objectives of the Study**

1. To know the extent of Home Environment among undergraduate students.
2. To find out what are the factors influencing Home Environment due to covid-19 pandemic among undergraduate students for the subsample based on
  - Gender
  - Locality of home
  - Subject specialization
3. To find out the influence of Home Environment on Pro-social Behaviour among undergraduate students for the subsample based on.
  - Gender
  - Locality of home
  - Subject specialization

## **Hypotheses of the Study**

1. Home Environment is not satisfactory during pandemic period among undergraduate students of Malabar region.
2. There are some factor that affect home environment due to lockdown among undergraduate students of Malabar region.

3. Home Environment influences Pro-social Behaviour among undergraduate students of Malabar region for the subsample based on Gender, Locality of home and Subject specialisation.

### **Variables of the Study**

The present study involves two types of variables independent variable is Home Environment and Pro-social Behaviour is the dependent variable.

Gender, Locality of home, and Subject of Specialization are considered as classificatory variables.

#### **Independent variable**

Independent variables selected for the study is Home Environmental factors .

#### **Dependent variable**

The dependent variables selected for the study is Pro-social Behaviour.

### **Tool**

Collection of relevant data is an important aspect of any research work. The selection of Suitable tool is of vital importance for a successful research. According to Best and Kahn (2012) like the tool in the carpenters bon each research tools is appropriate in a given situation to accomplish particular purpose

The aim of the present investigation was to study influence of Home Environment on Pro-social Behaviour among undergraduate students in Malabar



region. For the study investigator with the help of supervising teacher constructed scale for collecting data. Here the investigator used three point scale and include 40 items in both scales .

### **Tool Employed**

For the purpose of collection of data related to the present study following tools were employed.

- Home Environment scale (Jaseena & Archana 2021).
- Pro-social Behaviour scale (Jaseena & Archana 2021)

Detailed description of each of these tools is given below.

### **Home Environment Scale**

The tool is prepared and standardized by the investigator with the assistance of her supervising teacher. The procedure followed in the contribution of the tool is described below.

### **Planning of the Scale**

The first step in the construction and standardization of a scale is planning of the scale. It was decided to develop a likert type scale with “3”responses, viz, “Always”, “Sometimes”, “Never”. The scale is prepared to measure the extent of Home Environment of undergraduate students.

The investigator reviewed the literature and identified the four components viz, Acceptance, Control, Tolerance, Regression as the core components of the variable Home Environment.

Description of each of these components is given below

### **Acceptance**

Acceptance is about valuing your partner's differences. It's about being flexible, tolerant and open-minded. It's also about knowing how to compromise, understanding that we all make mistakes, and being ready to forgive. Model of statement under this component is given below.

- I own a smart phone my self
- I can decide my future for my self

### **Tolerance**

Sympathy or indulgence for beliefs or practices differing from or conflicting with one's own.

Model of statement under this component is given below.

- I am stressed of having been unable to get out since the lock down
- After being lock down, i feel the mental stress of thinking about house hold chores and study

## **Rejection**

Rejections constitute some of the most distressing and consequential events in people's lives. Whether one considers a romantic rejection, the dissolution of a friendship, ostracism by a group, estrangement from family members, or merely being ignored or excluded in casual encounters, rejections have myriad emotional, psychological, and interpersonal consequences. Model of statement under this component is given below.

- parents won't stand by my side during a crisis period
- I don't have the requirements to study from home

## **Control**

Parental Controls is a new feature designed to let parents set controls for their children's computer use. Parental controls are features which may be included in digital television services, computer and video games, mobile devices and software that allow parents to restrict the access of content to their children. These controls were created to assist parents in their ability to restrict certain content viewable by their children. This may be content they deem inappropriate for their age, maturity level or feel is aimed more at an adult audience. Model of statement under this component is given below.

- My parents decide everything for me
- I am not allowed to travel alone

### Preparation of the Scale

Based upon the above mentioned components the investigator developed the scale on home environment. The scale consist of 40 items out of which 22 items are positive statement and 18 items are negative statement.

Descriptions of item numbers corresponding to each component of statements of Home Environment Scale are given in Table No 1.

Table 1

*Details of the item numbers corresponding to each component of Home Environment scale*

Sl.No.	Components	Items
1	Acceptance	3,8,11,20,23,24,25,27,34,38
2	Tolerance	12,14,15,16,17,19,21,35,36,37
3	Rejection	4,6,7,13,18,22,28,31,32,33,39,40
4	Control	1,2,5,10,26,29,30

### Scoring Procedure

As the present scale is Likert type scale responses are in the form of 3pointscale as “always, sometimes, and never”. Subjects have to decide how far each statement in the scale is true to their case. For a positive statement these core

given is 3, 2 and 1 for the options agree , not decided and disagree respectively. Scoring scheme is reversed for negative statements. The scores of all the items are added to get the total score Home Environment.

### **Validity of the Tool**

Validity as the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure (Best and Khan, 2001). The validity of the present scale was ensured using face validity. The index of validity shows degree to which at test measures what is intend to measure when compared with accepted criteria. The investigator has consulted experts and supervising teacher to ensure face validity. It is established by giving proper weightge to each dimensions of home environment already prepared. The scale was evaluated and validated by experts in the field of Education. Modifications are made according to the suggestions given by them.

### **Reliability of the Tool**

Reliability of the test is its ability to yield consistent result from one set of measures to another. According to Best and Khan (2001), Reliability is the degree of consistency that instrument on procedure demonstrates whatever it is measuring it does so consistently. The reliability of the scale was estimated by test-retest method. The scale was administered to a group of 30 undergraduate students and again repeated in the same sample of students with an interval of three weeks. The scores obtained from the first test was correlated with that of the re-test. The reliability coefficient was found to be 0.77, which suggests that the scale is highly reliable.

## **Pro-social Behaviour Scale**

The tool is prepared and standardized by the investigator with the assistance of her supervising teacher. The procedure followed in the contribution of the tool is described below

### **Planning of the Scale**

The investigator reviewed the literature and identified the four components viz, donating, cooperating, helping, sharing as the core components of the variable home environment.

Description of each of components is given below

### **Sharing**

Sharing is the joint use of recourse or space. In it narrow sense; it refers to joint or alternating use of an inherently finite good, such as common pasture or a shared residence. It is also the process of dividing and disturbing

- We share an interest in sailing.
- Making cookies and sharing with a friend
- Sharing your best ideas online for free

Example of item under this component as follows.

- I share my notes with my friends who absent in the last day.
- I share my food with my friends

## **Helping**

Helping is a portion of serving, especially of food that one takes for oneself, or to which one help oneself

- Doing errands for someone who is too sick to manage them
- Helping someone do needed repairs on their house

Example of item under this component as follows.

- I do household works when my mother falls sick
- I comfort children when they are restless

## **Donating**

Humans, you can donate a wide variety of things to charities or people in your community who are less fortunate than you are. Here are some ways to donate:

- Give household goods to someone just starting on their own
- Give books or blankets to residents of a nursing home

Example of item under this component as follows.

- I donate my hair to the cancer patients
- I donate money for the patient in palliative centre

## Cooperating

Cooperating is simply working together with one or more people to accomplish a common goal. When people work together well, they can get more done than each could ever achieve on their own. Here are some specific ways to be cooperative:

- Washing dishes while someone else dries
- Working together to paint a mural

Example of item under this component as follows.

- I cooperate with my friends on college events.
- I cooperate with everyone while attending the camp

Descriptions of item numbers corresponding to each component of Pro-social Behaviour scale statements are given in Table No 2.

Table 2

*Details of the item numbers corresponding to each component of Pro-social Behaviour scale*

Sl.No.	Components	Items
1	Donating	1,2,3,4,5,6,7,8,9,10
2	Helping	11,12,13,14,15,16,17,18,19,20
3	Sharing	21,22,23,24,25,26,27,28,29,30
4	Cooperating	31,32,33,34,35,36,37,38,39,40



### **Validity**

The validity of the tool is ensured through content validity by reviewing the theory which is available in the field. Content validity of the research concerns the questions of whether the result supports the theory behind the research. The test has validity as it prepared based on the content of pro social behaviour theory. The statement in the tool was compared and analysed with content, concepts of pro-social theory. Then prepare statements based on temperament of theory to ensure validity.

### **Reliability**

The test is said to be reliable when the test-score stable and trust worthy. The investigator computed the reliability by test re-test method. In this method the same tool is re-administrated after 3 weeks' time. The two sets of scores are correlated by using Pearson's Product Movement Co-efficient of correlation to obtain was 0.68. The index suggests that the scale is reasonably reliable.

### **Scoring Procedure**

As the present scale is Likert type scale responses are in the form of 3point scale as "always, sometimes, and never". Subjects have to decide how far each statement in the scale is true to their case. For a positive statement the score given is 3, 2 and 1 for the options agree , not decided and disagree respectively. Scoring scheme is reversed for negative statements. The scores of all the items are added to get the total score on pro social behaviour.

### **Tryout of the Preliminary Scale**

The purpose of the tryout of the scale is to select the items for the final scale by empirical testing the discriminative power of each item. The procedure of the item analysis is described below. The preliminary scale was administered to a sample of 100 undergraduate students selected by random sampling techniques giving due representation to gender of the pupil, locality and subject of specialization of pupils. The 100 response sheets obtained were scored and the total score for each sheet was calculated then these were arranged in ascending order of the total score and the higher and lowest 27% of the 100 sheets were separated. The mean and standard deviation of the scores obtained for each items for the upper and lower group were calculated separately.

Descriptions of item numbers of the home environment and pro-social Scale and its corresponding critical ratio (t value) are given the Table No 3 and 4.

## Item Analysis

Table 3

*Details of Item Analysis of home environment Scale*

<b>Item No.</b>	$\bar{X}_1$	$\bar{X}_2$	$\sigma_1^2$	$\sigma_2^2$	<b>t-value</b>
<b>1*</b>	3.00	2.93	.000	.267	1.442
<b>2*</b>	2.93	2.74	.267	.447	1.850
<b>3*</b>	2.81	2.67	.396	.555	1.130
<b>4</b>	2.93	2.44	.267	.577	3.933
<b>5</b>	2.81	2.37	.396	.742	2.747
<b>6</b>	2.85	2.52	.362	.643	2.348
<b>7*</b>	2.89	2.67	.320	.555	1.803
<b>8</b>	2.78	2.30	.424	.724	2.982
<b>9*</b>	2.78	2.56	.577	.641	1.339
<b>10*</b>	2.89	2.67	.320	.620	1.654
<b>11</b>	2.93	2.37	.267	.565	4.621
<b>12</b>	2.89	2.44	.320	.751	2.828
<b>13</b>	2.96	2.44	.192	.751	3.475
<b>14</b>	2.85	2.59	.362	.572	1.989
<b>15</b>	3.00	2.59	.000	.636	3.328
<b>16</b>	2.89	2.33	.320	.679	3.844
<b>17</b>	3.00	2.52	.000	.700	3.574
<b>18*</b>	2.78	2.67	.506	.555	.769
<b>19</b>	2.93	2.41	.267	.797	3.205
<b>20</b>	2.93	2.48	.267	.643	3.318

<b>21</b>	2.93	2.33	.267	.734	3.944
<b>22*</b>	2.85	2.81	.362	.483	.319
<b>23</b>	2.96	2.63	.192	.565	2.902
<b>24</b>	2.93	2.56	.267	.641	2.774
<b>25</b>	2.96	2.41	.192	.636	4.344
<b>26</b>	2.93	2.67	.267	.555	2.188
<b>27</b>	3.00	2.48	.000	.753	3.578
<b>28</b>	3.00	2.78	.000	.506	2.280
<b>29</b>	2.89	2.44	.320	.698	3.007
<b>30</b>	2.93	2.37	.267	.742	3.663
<b>31</b>	2.96	2.52	.192	.580	3.780
<b>32*</b>	2.89	2.74	.320	.447	1.401
<b>33*</b>	2.89	2.81	.320	.483	.664
<b>34</b>	2.93	2.30	.267	.669	4.543
<b>35</b>	2.78	2.44	.424	.751	2.009
<b>36</b>	2.93	2.44	.267	.698	3.348
<b>37*</b>	2.96	2.74	.192	.594	1.848
<b>38</b>	2.93	2.50	.267	.648	3.107
<b>39</b>	3.00	2.78	.000	.506	2.280
<b>40</b>	2.96	2.70	.192	.465	2.675

---

\*Indicates the rejected items

Table 4  
*Details of Item Analysis of Pro-social Behaviour Scale*

<b>Item No.</b>	$\bar{X}_1$	$\bar{X}_2$	$\sigma_1^2$	$\sigma_2^2$	<b>t-value</b>
<b>1</b>	2.93	1.96	.267	.808	5.882
<b>2*</b>	2.56	2.33	.506	.784	1.237
<b>3</b>	2.74	2.07	.447	.917	3.397
<b>4</b>	2.70	2.26	.465	.813	2.465
<b>5*</b>	2.45	2.22	.672	.818	1.128
<b>6</b>	2.70	1.96	.542	.808	3.958
<b>7</b>	2.52	1.81	.509	.736	4.087
<b>8*</b>	2.63	2.28	.492	.829	1.886
<b>9*</b>	2.74	2.89	.526	.424	1.140
<b>10</b>	2.59	2.04	.501	.854	2.916
<b>11</b>	2.67	1.96	.480	.854	3.732
<b>12</b>	2.74	1.89	.447	.847	4.621
<b>13</b>	2.70	1.93	.542	.874	3.931
<b>14</b>	2.78	1.85	.424	.718	5.771
<b>15</b>	2.67	2.19	.555	.879	2.408
<b>16</b>	2.67	1.85	.555	.818	4.283
<b>17</b>	2.56	2.11	.641	.847	2.174
<b>18</b>	2.70	1.93	.542	.781	4.253
<b>19</b>	2.59	2.11	.572	.801	2.542

<b>20</b>	2.74	2.15	.447	.864	3.166
<b>21</b>	2.74	2.37	.447	.792	2.117
<b>22</b>	2.74	2.00	.447	.877	3.911
<b>23*</b>	2.44	2.78	.698	.577	1.912
<b>24</b>	2.70	2.15	.465	.864	2.942
<b>25</b>	2.81	1.93	.396	.730	5.563
<b>26*</b>	2.41	2.70	.797	.465	1.668
<b>27</b>	2.74	2.19	.447	.834	3.052
<b>28</b>	2.70	2.07	.465	.874	3.305
<b>29</b>	2.63	2.00	.565	.877	3.136
<b>30</b>	2.63	2.22	.565	.751	2.253
<b>31*</b>	2.44	2.74	.751	.526	1.679
<b>32</b>	2.70	2.15	.542	.864	2.831
<b>33*</b>	2.63	2.81	.688	.396	1.213
<b>34</b>	2.81	2.07	.396	.781	4.397
<b>35</b>	2.78	2.15	.424	.818	3.551
<b>36</b>	2.85	2.07	.362	.829	4.469
<b>37</b>	2.63	2.07	.492	.829	2.995
<b>38</b>	2.70	1.96	.542	.854	3.806
<b>39*</b>	2.92	2.81	.272	.402	1.213
<b>40*</b>	2.88	2.58	.431	.703	1.903

---

\*Indicates the rejected items

### **Finalization of the Scale**

Item with critical ratio greater than 1.96 (the tabled value of “t” at .05 level of significance) were selected for the final scale. Thus from Home Environment scale from the total 40 items, 29 were selected for the final scale and 11 were rejected in which 22 items are positive and 18 items are negative. And from the Pro-social Behaviour scale the total 40 items, 32 were selected for the final scale and 8 were rejected in which 39 items are positive and 1 item is negative.

### **Interview Schedule**

The investigator used a semi structured interview for interviewing parents. An interview schedule which is based on pandemic home atmosphere, An Open ended question were used for the interview.

The interview schedule consists of 10 statements based on Home Environment during Lockdown. Due to Covid-19, the interview was conducted through telephone interview.

The investigator conducted interview from 50 parents of undergraduate students.

### **Data Collection Procedure**

As the first stage the investigator collected the list of undergraduate colleges in both Kozhikode and Kannur districts, during the Covid-19 pandemic period there is no regular classes in colleges so the investigator created a Google form for collecting the data. Then investigator personally contacted college teachers/ the head the college through phone and explained about this study very

confidently and convinced them for giving the permission for collecting the data. Investigator sent Google form link for collecting the data.

### **Sample of the Study**

Sampling is an essential item in the field of research. An investigator has to collect data from particular population, but it is not possible for him to reach every member of the population. Hence, a convenient portion of the total population to be investigated is selected randomly with assumption that it truly represents the entire population. In the present investigation a sample of 250 students of undergraduate selected randomly from Kozhikode and Kannur district. The colleges were government private aided and unaided college affiliated to university of Calicut and Kannur. The method of random sampling was used to select sample.

#### **Factors Considered for Selecting Sample**

- Gender
- Locality of home
- Subject specialization

#### **Gender**

The population consists of male and female, it is necessary to includes students of both sex equally in the sample.



### Locale of Home

Locality of home affects the performance of students. In urban area educational facilities are better than that of rural areas.

Table 5

*Breakup of the Final Sample*

<b>Gender</b>		Male	Female	<b>Total</b>
<b>Locale</b>	Rural	40	83	123
	Urban	35	92	127
<b>Subject Specialization</b>	Arts	41	94	135
	Science	34	81	115

The score obtained from 250 respondents were subject to statistical treatment. The various statistical technique used for analysing data are given below.

### Statistical Techniques

Analysis of the collected data and its interpretation can be done only with the help of statistical technique. The major technique used for analyzing item analysis standardization, t test and person's correlation.

### Preliminary Analysis

The important statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kertosis of the two variables were computed for the total sample.

## Percentile

Percentiles are points of a given distribution below which given percentage of case lies. To find out norms for the total, percentiles are used.

The formula to find out percentile is

$$P_i = L + \frac{h}{f} \left[ \frac{i}{100} \times N - C \right] \text{ (Garret, 2012)}$$

Where,

$L$  = Lower limit of class containing  $P_i$

$f$  = Frequency of the class containing  $P_i$

$h$  = Magnitude of class containing  $P_i$

$C$  = Cumulative frequency of the class preceding the class containing  $P_i$

$N$  = Total number of the sample

## **Test of significance of difference between means for different categories (t-Test).**

The statistical technique test of significance of different means for different categories is used to find out if there exists any significant difference between home environment and pro-social behaviour between relevant samples. The test of significant of difference between two means is known as the 't' test.

Test of significance difference between means as described (Garret, 1976) was applied to find out whether there exists significant difference between the mean large independent sample and sub sample.

The formula to calculate' is

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

$\bar{X}_1$  = Mean of upper group

$\bar{X}_2$  = Mean of lower group

$\sigma_1$  = Standard deviation of the upper group

$\sigma_2$  = Standard deviation of the lower group

$N_1$  = Sample size of the upper group

$N_2$  = Sample size of the lower group

If the obtained 't' value is greater than the required value for significance the mean difference is considered to be significant.

### **Pearson's Product Moment Co-efficient of Correlation (r)**

Co-efficient of correlation is used to find out the extent of relationship between home environment and pro-social behavior Students.

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where

$\sum X$  = Sum of  $X$  scores

$\sum Y$  = Sum of  $Y$  scores

$\sum XY$  = Sum of the product of paired  $X$  and  $Y$  scores

$N$  = Number of paired scores

$\sum X^2$  = Sum of squared  $X$  scores

$\sum Y^2$  = Sum of squared  $Y$  scores

## **CHAPTER IV**

# **ANALYSIS AND INTERPRETATION**

- **Objectives of the Study**
- **Hypothesis of the Study**
- **Variables of the Study**
- **Preliminary Analysis**
- **Descriptive Analysis**
- **Conclusion**

## **ANALYSIS AND INTERPRETATION**

The analysis and interpretation of data is the key factor in every educational research. Analysis of data means studying the tabulated material in order to determine inherent facts and meanings. “Analysing data means studying organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore new facts”, (Kaul, 1984)

Analysis of data involves the application of raw data into categories through counting and tabulation. Analysis work after tabulation is usually based on computation of various statistical measures. Data entry and analysis software such as Excel, SPSS, are very helpful at this stage. Data analysis and interpretation is the process of assigning meaning to the collected information and determining conclusion, significance and implication of findings.

“The process interpretation of data is essentially one of stating what the result or findings convey. What is the significance? What answer to the original problem”-Cater V Good. Data interpretation is the most important key in providing or disproving the hypothesis.

The present investigation was an attempt to find out the influence of Home Environment on Pro-social Behaviour among undergraduate students among Malabar region. The data collected and analyzed as per the procedure described in the previous chapter. The details about statistical analysis and discussion of results, throwing right to the objective of the study and the validity of the hypothesis are presented under the heading viz.

### **Objectives of the Study**

1. To know the extent of Home Environment among undergraduate students.
2. To find out what are the factors influencing Home Environment due to covid-19 pandemic among undergraduate students for the subsample based on
  - Gender
  - Locality of home
  - Subject specialization
3. To find out the influence of home environment on pro-social behaviour among undergraduate students for the subsample based on.
  - Gender
  - Locality of home
  - Subject specialization

### **Hypotheses of the Study**

1. Home Environment is not satisfactory during pandemic period among undergraduate students of Malabar region.
2. There are some factors that affects home environment due to lockdown among undergraduate students of Malabar region
3. Home Environment influences Pro-social Behaviour among undergraduate students of Malabar region for the subsample based on Gender, Locality of home and Subject specialization.

## Preliminary Analysis

The statistical constants mean, median, mode, standard deviation, skewness and kurtosis were calculated for the variable Home Environment among Under Graduate Students of Malabar Region for the total sample and relevant sub samples.

Table 6

*Statistical Constants of the Variable Home Environment of Total and Relevant Subsamples*

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis	
<b>Total</b>	250	74.78	77.00	81	9.029	-.904	.438	
<b>Gender</b>	<b>Male</b>	75	73.09	74.00	72	8.957	-.407	-.634
	<b>Female</b>	175	75.50	79.00	81	8.988	-1.148	1.180
<b>Locale</b>	<b>Rural</b>	123	75.23	77.00	81	8.168	-.811	-.052
	<b>Urban</b>	127	74.34	77.00	83	9.803	-.910	.474
<b>Subject Specialization</b>	<b>Arts</b>	135	75.48	78.00	79a	7.872	-.876	.085
	<b>Science</b>	115	73.95	76.00	83	10.194	-.809	.196



Above table show that the mean, median, mode are 74, 78, and 77, kurtosis value is .438 and SD shows .904 then skewness value shows that -.904 for total sample.

Among male students mean, median, mode are 73.09, 74,72. SD value shows that 8.957, skewness value shows that -.407 which is negatively skewed. Kurtosis value shows that -0.634

For female students mean, median, mode values are 75.50, 79, 81. SD value shows that 8.988, skewness value is -1.148 so it is negatively skewed. Kurtosis value shows that 1.180.

The subsample locale, table shows that mean, median, mode of rural students are 75.23, 77, 81. SD value is 8.168 and kurtosis value is -0.052

With regard to urban students mean, median, mode are 74.34, 77, 83, SD is 83 and skewness value shows that -0.910 so it is negatively skewed. Then kurtosis value is 0.474

Table shows that subsample based on subject specialization in arts students mean, median, mode are of 75.48,78, 79. value of SD is 7.872. Skewness value shows that-.876 so it is negatively skewed, kurtosis value is 0.85

With regards to subject specialization in science students of mean, median, mode values are 73.95,76,83. SD value shows that 10.194. Skewness of tabled value is -.809 so it is negatively skewed and kurtosis value shows that 0.196.

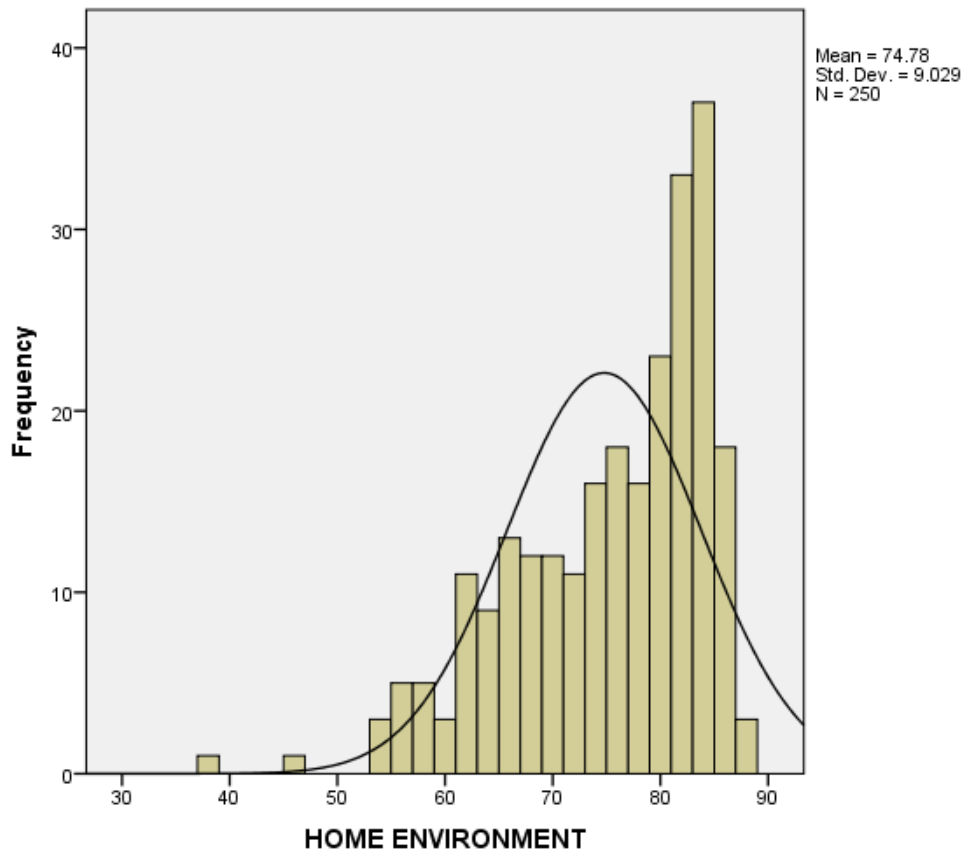


Figure 6. Smoothed frequency curve of the variable Home Environment for the total sample

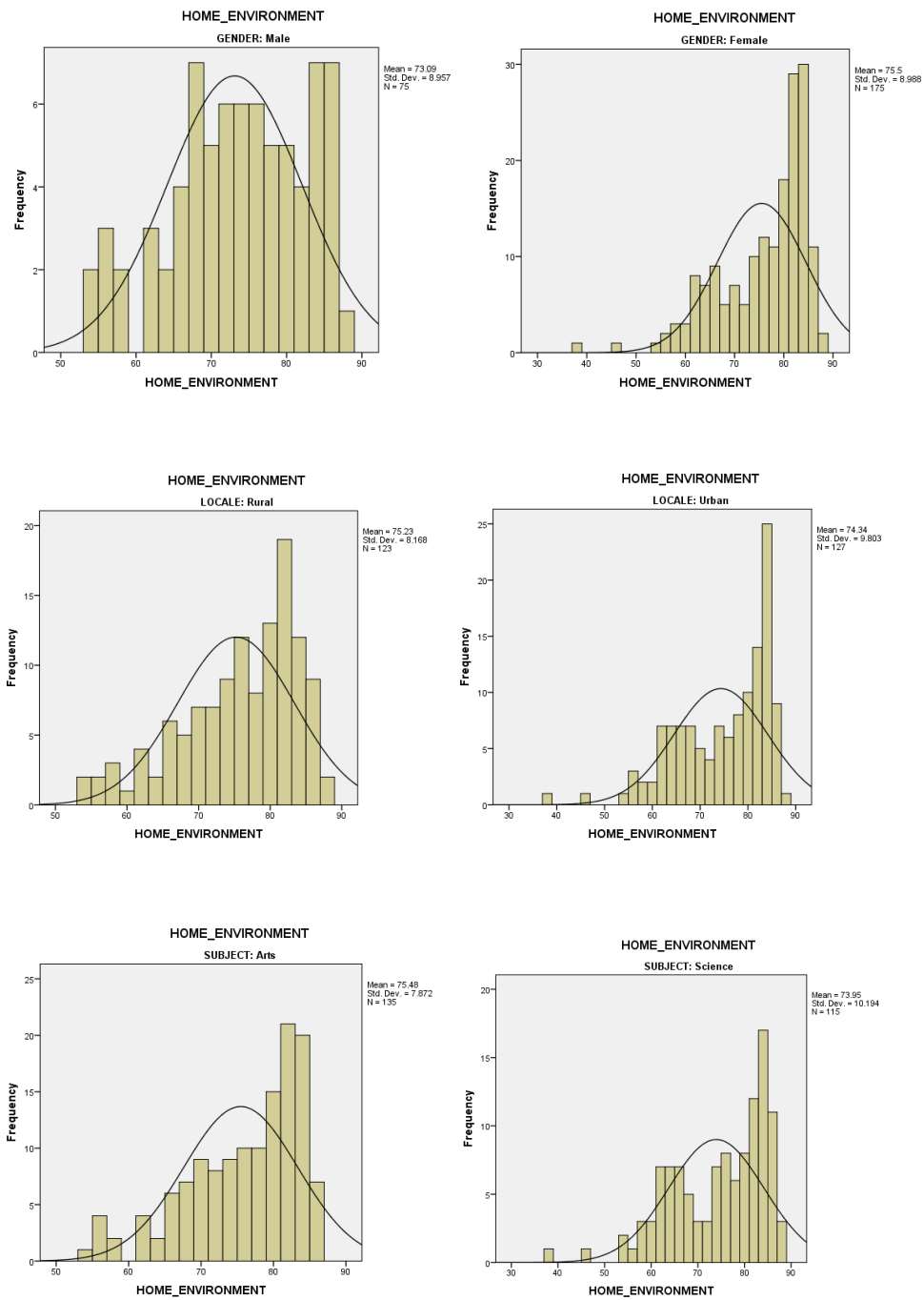


Figure 7. Smoothed frequency curve of the variable Home Environment for the relevant sub samples

Table 7

*Statistical Constants of the Variable Pro-social Behaviour among Under Graduate Students of Malabar Region for Total and Relevant Subsamples*

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis	
<b>Total</b>	250	74.72	75.00	72	8.321	-.493	.126	
<b>Gender</b>	<b>Male</b>	75	73.28	73.00	69	8.181	-.475	.109
	<b>Female</b>	175	75.33	75.00	72	8.328	-.526	.199
<b>Locale</b>	<b>Rural</b>	123	72.51	73.00	76	8.554	-.415	-.078
	<b>Urban</b>	127	76.85	77.00	76	7.527	-.485	.313
<b>Subject Specialization</b>	<b>Arts</b>	135	74.77	76.00	71	8.664	-.648	.080
	<b>Science</b>	115	74.65	74.00	76	7.937	-.265	.230

Above table shows that mean, median, and mode are 74.72,75,72 respectively. Kurtosis value shows 0.126, SD value shows 8.321 and skewness shows that -0.493 for total samples.

For subsample male students mean, median, mode values are 73.28,73,69. SD value shows that 8.18, skewness shows that -.475 which is negatively skewed, kurtosis value shows that .109

Table highlighted that score for female students mean, median, mode values are 75.33,75,72, SD value is 8.328 skewness shows -.526 so it is negatively skewed. Kurtosis value shows that .199

For the subsample locale, the table shows that mean, median, mode values of rural students are 72.51,73,76, SD value shows that 8.554 so it is negatively skewed and kurtosis value -.415

With regards to of urban students mean, median, mode are 76.58,77,76 and SD value shows that 7.527 skewness is -.485 so it is negatively skewed then kurtosis value is .313

The table shows the subsample of subject specialization in arts students of mean, median, mode are the value of 74.77,76,71 then SD is 8.664 skewness value shows that -.648 so it is negatively skewed then the kurtosis value is .080

With regards to subject specialization of science of mean, median, mode values are 74.65,74,76. SD value shows that 7.937 skewness value shows that -.265 so it is negatively skewed, kurtosis value is .230

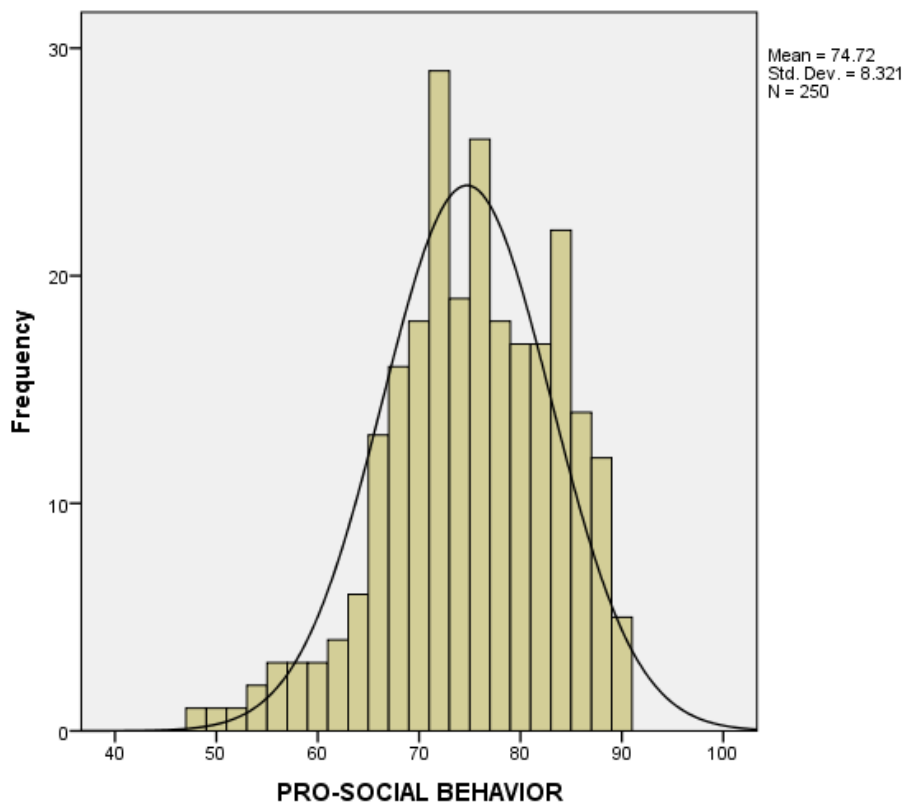


Figure 8. Smoothed frequency curve of the variable Pro-social Behaviour for the total sample

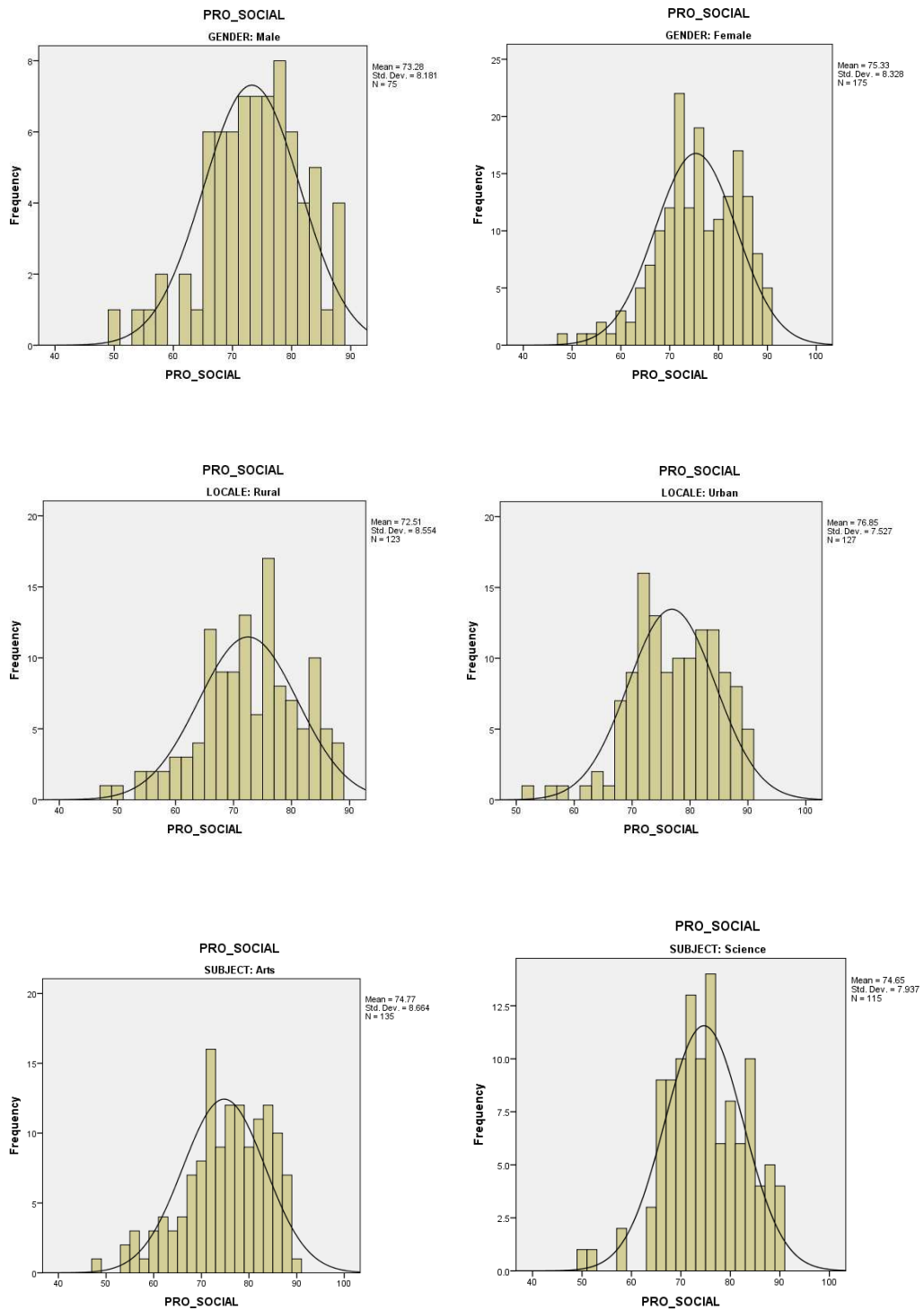


Figure 9. Smoothed frequency curve of the variable Pro-social Behaviour for the relevant subsamples.

## Major Analysis

This section deals percentile analysis, test of significance difference means and correlation.

### Percentile Analysis

The extent of home environment among undergraduate students was established by calculating the percentile score. The percentile scores of home environment of undergraduate students in the total sample is given in the table 8.

Percentile P10,P20,P30,P40,P50,P60,P70,P80,P90 were computed for the variable home environment for the total sample presented in the below table.

Table 8.

*Percentile norms for total sample*

Percentile	Home Environment
P <sub>10</sub>	62.00
P <sub>20</sub>	66.00
P <sub>30</sub>	70.30
P <sub>40</sub>	74.00
P <sub>50</sub>	77.00
P <sub>60</sub>	79.60
P <sub>70</sub>	81.00
P <sub>80</sub>	83.00
P <sub>90</sub>	84.00



Table shows that the 10<sup>th</sup> percentile of Home Environment of undergraduate students is 62 that means, Home Environment scores of 10 percent of undergraduate students lies below the score of 62. The 50<sup>th</sup> percentile is 77 that means below and above the Home Environment score 77, an equal number of undergraduate students lies. In a similar way, we can interpret all other percentiles.

### **Level of Pro-social Behaviour among under graduate students of Malabar based on total sample**

Total sample consists of 250 undergraduate students of Malabar region. The sample is divided into three categories high, moderate and low groups. The details are given in Table 9.

Table 9

*Level of pro-social behaviour among under graduate students of Malabar region based on total sample (N=250)*

Sample	Category	Number of Students	Percentage
Total (Mean=74.72 S.D=8.32)	High	53	21
	Moderate	167	67
	Low	30	12
Total		250	100

Table 9 shows that out of 250 undergraduate students, majority of them (67percent) have moderate level Pro-social Behaviour, 21 percentage students possess high level Pro-social Behaviour and the remaining 12 percentage students

possess low level in the scores of Pro-social Behaviour. This reveals that majority of the students have moderate level Pro-social Behaviour based on gender.

Table 10

*Level of Pro-social Behaviour based on the subsample Gender*

Variable	Category	Gender			
		Male (Mean=73.43 S.D=8.13)		Female (Mean=75.26 S.D=8.36)	
		Number	%	Number	%
Pro-social behaviour	High	12	16	33	19
	Moderate	56	75	118	67
	Low	7	9	24	14
Total		75	100	175	100

The table shows that among the students out of 75 male students, 75% percentage having moderate score and out of 175 female students 67% percentage having moderate score in Pro-social Behaviour. This reveals that majority of the students have moderate level in the scores of Pro-social Behaviour, based on locality.

Table 11

*Level of Pro-social Behaviour among based on the subsample Locale*

Variable	Category	Locale			
		Rural (Mean=72.51 S.D=8.55)		Urban (Mean=76.85 S.D=7.53)	
		Number	%	Number	%
Pro-social behaviour	High	24	20	30	24
	Moderate	82	67	83	65
	Low	17	14	14	11
Total		123	100	127	100

The table shows that among the students out of 123 rural students, 67% percentage having moderate score and out of 127 urban students 65 % percentage having moderate score in Pro-social Behaviour. Table evidenced that majority of rural and urban students are moderate level in the scores of Pro-social Behaviour.

Table 12

*Level of Pro-social Behaviour based on the subsample Subject Specialization*

Variable	Category	Subject Specialization			
		Arts (Mean=74.77 S.D=8.66)		Science (Mean=74.65 S.D=7.94)	
		Number	%	Number	%
Pro-social behaviour	High	30	22	0020	20
	Moderate	87	64	76	66
	Low	18	13	16	14
Total		135	100	115	100

The table shows that among the students out of 135 arts students, 64% percentage having moderate score and out of 115 science students 66% percentage having moderate score in Pro-social Behaviour. This reveals that majority of the students are moderate level in the scores of Pro-social Behaviour in both science and arts subject.

### **Test of Significance of Difference between Means**

In this section compares the mean scores of home environment and Pro-social Behaviour among undergraduate student based on relevant subsamples, test of significance of difference between means was employed. The details are given below:

### **Comparison of difference between mean scores of Home Environment under graduate students based on subsample gender**

To find out if there exists any difference in the mean scores of undergraduate students of Malabar region based on gender, test of significance of difference between means was employed. The t-value calculated for the subsample gender is presented in Table 13.

Table 13

*Data and Result of the test of Significance of Difference between Mean Scores of Home Environment based on Gender*

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>	<b>Level of Significance</b>
Male	75	73.09	8.957	1.940	.054	NS
Female	175	75.50	8.988			

NS: Not Significant

Table 13 shows that the t-value obtained for the variable Home Environment among undergraduate students of Malabar region based on gender is 1.940, which is lesser than the table value 1.96, which is not significant at 0.05 level. Which suggest that there is no significant difference in the mean scores of male and female undergraduate students with regard to their Home Environment.

Table 14

*Test of Significance of Difference between Mean Scores of Home Environment based on Locality*

<b>Locale</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>	<b>Level of Significance</b>
Rural	123	75.23	8.168	.778	.437	NS
Urban	127	74.34	9.803			

NS: Not Significant

Table reveals that Home Environment among undergraduate students based on locality is .778 which is lesser than the tabled value 1.96 which is not significant at 0.05 level. It explains that there is no significant difference in the mean scores of rural and urban students.

Table 15

*Data and Result of the Test of Significance of Difference between Mean Scores of Home Environment based on Subject Specialization*

<b>Locale</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>	<b>Level of Significance</b>
Arts	135	75.48	7.872	1.341	.181	NS
Science	115	73.95	10.194			

NS: Not Significant

Table 15 highlight that t-value obtained for the variable Home Environment based on subject specialization is 1.341, which is lesser than the table value 1.96, which is not significant at 0.05 level. It reveals that there is no significant difference in the mean scores of arts and science undergraduate students of Malabar region with regard to their Home Environment.

**Comparison of difference between mean scores of Pro-social Behaviour undergraduate students of Malabar region based on gender**

To find out if there exists any difference in the mean scores of undergraduate students of Malabar region based on gender, test of significance of difference between means was employed. The t-value calculated for the subsample gender is presented in table 16.

Table 16

*Data and Result of the Test of Significance of Difference between Mean Scores of Pro-Social Behaviour based on Gender*

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-value</b>	<b>p-value</b>	<b>Level of Significance</b>
Male	75	73.28	8.181	1.794	.074	NS
Female	175	75.33	8.328			

NS: Not Significant

Table 16 shows that the t-value obtained for the variable Pro-social Behaviour among undergraduate students of Malabar region based on gender is 1.794, which is lesser than the table value 1.96, which is not significant at 0.05 level which explains that there is no significant difference in the mean scores of male and female undergraduate students of Malabar region with regard to Pro-social Behaviour.

Table 17

*Data and Result of the Test of Significance of Difference between Mean Scores of Pro-social behaviour based on Locality*

Locale	N	Mean	Standard Deviation	t-value	p-value	Level of Significance
Rural	123	72.51	8.554	4.261	.000	0.01
Urban	127	76.85	7.527			

Table shows that the t-value obtained for the variable Pro-social Behaviour among undergraduate students based on locality is 4.261, is greater than the table value 2.58, which is significant at 0.01 level. Which suggest that there exists significant difference in the mean scores of rural and urban undergraduate students with regard to Pro-social Behaviour. The results also shows that urban school students (mean = 76.85) have more Pro-social Behavioural than rural school students (mean = 72.51) students.

Table 18

*Data and Result of the Test of Significance of Difference between Mean Scores of Pro-social Behaviour based on Subject of Specialization*

Locale	N	Mean	Standard Deviation	t-value	p-value	Level of Significance
Arts	135	74.77	8.664	.112	.911	NS
Science	115	74.65	7.937			

NS: Not Significant

Table 18 shows that the t-value obtained for the variable Pro-social Behaviour among undergraduate students of Malabar region based on subject specialization is .911, which is lesser than the table value 1.96, which is not

significant at 0.05 level. Which suggest that there exists no significant difference in the mean scores of arts and science undergraduate students of Malabar region with regard to their Pro-social Behaviour.

### Correlation Analysis

Table 19

*Relationship between Home Environment and Pro-social Behaviour among Undergraduate Students of Malabar Region*

Variables	N	Correlation	Level of significance	p-value	Result
Home Environment Vs Pro-social Behaviour	250	-.179	0.01	0.005	Negligible negative Significant Correlation

Table 19 results reveals that there is a negligible negative relationship between Home Environment and Pro-social Behaviour among undergraduate students in Malabar region ( $r = -.179$ ,  $p < 0.01$ ).

Table 20

*Relationship between Home Environment and Pro-social Behaviour among Undergraduate Students of Malabar Region based the Subsample Gender*

Variables	Gender	N	Correlation	Level of significance	p-value	Result
Home Environment Vs Pro-social Behaviour	Male	75	-.013	NS	.910	Negligible negative relation
	Female	175	-.271	0.01	.000	Low negative Significant Correlation



Above table reveals that there is a negligible negative significant relationship between Home Environment and Pro-social Behaviour of male students and there is a low negative relationship between home environment and Pro-social Behaviour in female.

Table 21

*Relationship between Home Environment and Pro-social Behaviour among Undergraduate Students of Malabar Region based the Subsample Locale*

<b>Variables</b>	<b>Gender</b>	<b>N</b>	<b>Correlation</b>	<b>Level of significance</b>	<b>p-value</b>	<b>Result</b>
Home Environment Vs Pro-social Behaviour	Rural	123	-.185	0.05	.041	Negligible negative Significant Correlation
	Urban	127	-.164	NS	.065	Negligible negative Correlation

Above table reveals that there is a negligible negative significant relationship between Home Environment and Pro-social Behaviour among undergraduate students in urban and rural students.

Table 22

*Relationship between Home Environment and Pro-social Behaviour among Undergraduate Students of Malabar Region based the Subsample Subject Specialization*

Variables	Gender	N	Correlation	Level of significance	p-value	Result
Home Environment Vs Pro-social Behaviour	Arts	135	-.253	0.01	.003	Low negative Significant Correlation
	Science	115	-.112	NS	.232	Negligible negative Correlation

Above table reveals that there is a negligible negative significant relationship between Home Environment and Pro-social Behaviour among undergraduate students in Malabar region in both science and arts subjects.

### Findings

Based on the result of interview conducted to know about home environment during pandemic period, the following factors were found which are given below.

- Lack of positive interaction between parents and children
- Parental stress that reflects on students life
- Over use of social media that affects children's behaviour towards others.
- Continuous online class leads to physical problems like headache, neck pain, eye diseases.

- Status of financial background of family. Because of the poor financial background of parents, they cannot afford mobile phones, laptop, internet. It affects life of children.
- Students having network issues so they are inattentive in the class
- Over use of social media causes negative attitude among them.
- During lockdown period students can't mingle with friends, it create feeling of loneliness.
- Parents who have criminal background make issues in home.

Following are the major findings obtained after analysis of the collected data.

- Home Environment among undergraduate students was not satisfactory during pandemic time.
- Majority of the students have moderate level of Pro-social Behaviour among undergraduate students of Malabar region.
- Male and female students have moderate level Pro-social Behaviour among undergraduate students of Malabar region
- Rural and urban students have moderate level of Pro-social Behaviour among undergraduate students of Malabar region.
- Moderate level of Pro-social Behaviour found in both science and arts students among undergraduate students of Malabar region.
- There is no significant difference in the mean scores of male and female undergraduate students with regard to their Home Environment.

- There is no significant difference in the mean scores of rural and urban students with regards to Home Environment.
- There is no significant difference in the mean scores of arts and science undergraduate students of Malabar region in Home Environment.
- There is no significant difference in the mean scores of Pro-social Behaviour among male and female undergraduate students.
- There exists significant difference in the mean scores of Pro-social Behaviour among rural and urban undergraduate students in Malabar region.
- There is no significant difference in the mean scores of Pro-social Behaviour among arts and science undergraduate students of Malabar region.
- There is a negligible and negative relationship between Home Environment and Pro-social Behaviour among undergraduate students in Malabar region.
- There is a negligible and negative significant relationship between Home Environment and Pro-social Behaviour among undergraduate students of both urban and rural students.
- There is a negligible negative significant relationship between Home Environment and Pro-social Behaviour among undergraduate students in Malabar region for both science and arts subjects.

### **Conclusion**

Based on the analysis the researcher reached the following conclusion. There is no significant difference in the mean scores of Pro-social Behaviour of male and female, rural and urban, arts and science in undergraduate students. There is no relationship found between the variables of home environment and

Pro-social Behaviour among undergraduate students in male and female, urban and rural, arts and science. There are some rare factors that affect Home Environment during crisis time.

Usually it is said that the home environment of a child influences Pro-social Behaviour. But study found that the home environment of a child does not influence Pro-social Behavior, among majority of the sample it may be because of the Covid-19 pandemic period. Due to corona pandemic students are more engaged in technological and digital world (they are attending online classes) on the other hand parents are busy with their work , there is lack of effective parenting. Nowadays most of the families live in nuclear system and there is a lack of communication in between them this will cause many issues for the Adolescents. Now everything is changed to digital culture and it is the reason for the developmental changes among the new generation. These surroundings do not create any social commitment, ethics, attitude among the New Generation. As role of home is vanishing from the responsibility of framing personality of a individual. Most of the parents are working now a days. So their life is stressful and may be they won't be able to look after their children well. Due to corona pandemic it is hard for the parents to face challenges, and it might influence their behaviour. As well as parents are stressed because of their job since our country/world is facing such a crisis. They won't let their children to go outside because fear of corona. Lack of play time might create stress among the students. These factors influence the life of Adolescent up to a great extent.

## **CHAPTER V**

# **FINDINGS AND SUGGESTIONS**

- **Study in Retrospect**
- **Major Finding of the Study**
- **Conclusion**
- **Educational Implication**
- **Suggestion for Further Research**

## **FINDINGS AND SUGGESTIONS**

This chapter provides a summary of procedure, major findings, educational implication and suggestion for the further research.

### **Study in Retrospect**

The various aspects related to the present study like the variables, objectives, hypotheses and methodology are following in brief.

#### **Restatement of the Problem**

The study was entitled as” The Influence of home environment on pro-social behaviour among undergraduate students of Malabar Region.

#### **Variables**

The main variables involved in the study are

- Home Environment
- Pro-social Behaviour

Gender, Locale, Subject of specialization are treated as the classificatory variables.

### **Hypotheses of the Study**

1. Home Environment is not satisfactory during pandemic period among undergraduate students of Malabar region.
2. There are some factors that affects Home Environment due to lockdown among undergraduate students of Malabar region .
3. Home environment influences Pro-social Behaviour among undergraduate students of Malabar region for the subsample based on Gender, Locality of home and Subject specialization.

### **Methodology**

The methodology of the present study is briefly described below.

### **Sample**

The study was conducted a representative sample of 250 undergraduate Students of Malabar region (Kozhikode and Kannur districts).

The sample selection was done using stratified sampling technique giving due representation to gender, locale and subject of specialization.

### **Tool Used**

The investigator used the following tools for the study

- Home Environment Scale [Jaseena, Archana,2021]
- Pro-social Behaviour scale [Jaseena, Archana,2021]



### **Statistical Techniques Used**

The statistical techniques used for analysis of data were the following.

#### **Preliminary Analysis**

- Mean
- Median
- Mode
- Standard Deviation
- Skewness
- Kurtosis

#### **Major Analysis**

- Percentile
- 't' value
- Pearson's Product Moment Co-efficient of Correlation

### **Major Findings of the Study**

Based the result of interview conducted to know about home environment during the pandemic period, the following factors were found which are given below

- Lack of positive interaction between parents and children
- Parental stress that reflects on students life
- Over use of social media that affects children's behaviour towards others.

- Continuous online class leads to physical problems like headache, neck pain, eye diseases.
- Status of financial background of family. Because of the poor financial background of parents, they cannot afford mobile phones, laptop, internet. It affects life of children.
- Students having network issues so they are inattentive in the class.
- Over use of social media causes negative attitude among them.
- During lockdown period students can't mingle with friends, it create feeling of loneliness.
- Parents who have criminal background make issues in home.

Following are the major findings obtained after analysis of the collected data.

- Home Environment among undergraduate students was not satisfactory during pandemic time.
- Majority of the students have moderate level of Pro-social Behaviour among undergraduate students of Malabar region.
- Male and female students have moderate level Pro-social Behaviour among undergraduate students of Malabar region.
- Rural and urban students have moderate level of Pro-social Behaviour among undergraduate students of Malabar region.
- Moderate level of Pro-social Behaviour found in both science and arts students among undergraduate students of Malabar region.

- There is no significant difference in the mean scores of male and female undergraduate students with regard to their Home Environment.
- There is no significant difference in the mean scores of rural and urban students with regards to Home Environment.
- There is no significant difference in the mean scores of arts and science undergraduate students of Malabar region in Home Environment.
- There is no significant difference in the mean scores of Pro-social Behaviour among male and female undergraduate students.
- There exists significant difference in the mean scores of Pro-social Behaviour among rural and urban undergraduate students in Malabar region.
- There is no significant difference in the mean scores of Pro-social Behaviour among arts and science undergraduate students of Malabar region.
- There is a negligible and negative relationship between Home Environment and Pro-social Behaviour among undergraduate students in Malabar region.
- There is a negligible and negative significant relationship between Home Environment and Pro-social Behaviour among undergraduate students of both urban and rural students.
- There is a negligible negative significant relationship between Home Environment and Pro-social Behaviour among undergraduate students in Malabar region for both science and arts subjects.

## **Tenability of Hypotheses**

The tenability of hypotheses is examined in the light of the above findings.

Hypotheses (1) states that Home environment is not satisfactory during the pandemic period. The finding shows level of home environment is moderate. So this hypothesis partially substantiated. Second (2) hypotheses states that there are some factors affecting home environment due to lockdown. Result showed that some factors affect home Environment, thus this hypothesis is partially substantiated.(3) The next hypotheses is home environment influences Pro-social Behaviour. It shows a low negative significance relationship in home environment on Pro-social Behaviour in some samples. Thus this hypotheses is partially substantiated.

## **Conclusion**

Based on the analysis the researcher reached the following conclusion. There is no significant difference in the mean scores of Pro-social Behaviour of male and female, rural and urban, arts and science in undergraduate students. There is no relationship found between the variables of home environment and Pro-social Behaviour among undergraduate students in male and female, urban and rural, arts and science. There are some rare factors that affect the home environment during crisis time.

Usually it is said that the home environment of a child influences Pro-social Behaviour. But study found that the home environment of a child does not influence Pro-social Behaviour, among majority of the sample, it may be because

of the home culture in covid 19 pandemic period. Due to corona pandemic students are more engaged in technological and digital world (they are attending online classes) on the other hand parents are busy with their work, there is a lack of effective parenting. Nowadays most families live in nuclear families and there is a lack of communication in between them this will lead to many issues for the Adolescents. Now everything is changed to digital culture and it is the reason for the developmental changes among the new generation. Although this surroundings does not create any social commitment, ethics, attitude among the New Generation. As the role of home is vanishing from the responsibility of framing personality of a individual. Most of the parents are working now a days. So their life is stressful and may be they won't be able to look after their children well. Due to corona pandemic it is hard for the parents to face challenges, and it might influence their behaviour. As well as parents are stressed because of their job since our country/ world is facing such a crisis. They won't let their children to go outside because fear of corona. Lack of play time might create stress among the students. As these factors influence the life of Adolescent up to a great extent.

### **Educational Implication**

- In the present study it was found that there found low and moderate relationship between Home Environment and Pro-social Behaviour of undergraduate Students. Undergraduate Students have moderate level of Pro-social Behaviour. The study indicates that parents should try to keep a good relationship with students that will improve students' pro-social aspects & attitudes.

- Home Environment is not satisfactory due to pandemic and parents should provide soothe situations that may foster Pro-social Behaviour among the students.
- Provide training programs that help to improve pro-social attitudes among students.
- Curriculum should be reshaped at primary education level to inculcate social commitments & virtues.
- Provision should be arranged to conduct personality training classes, workshops for healthy all round development of students. This will energize the student to control their immature behaviour and act as a successful member in society.
- Arrange provisions of guidance and counselling zones in every school and helps to strengthen maturity level of students. This will help to wipe out the negative outlook prevailing in the minds of Children due to social media effect. .
- National service scheme and community service scheme must be strengthened in schools for the students to keep in touch with the community and society. That will provide social compassion for others.
- Parents should find some time with their children especially during stress periods.
- Now a day's most of the students communicate through digital devices, so there should be some other way for proper communication between parent/ children for a better relationship.

- Try to encourage the children to play with their siblings and friends, parents can also join while they are playing.
- Parents should not show their frustration towards their children. They should approach them in calm and a peaceful way.

### **Suggestion for Further Research**

- The influence of Home Environment on social commitment of Higher Secondary School Students can be studied.
- The Role of personality on Pro-social Behaviour among school students can be studied.
- A case study can be conducted to find out Pro-social Behaviour of students in juvenile delinquents.

# **BIBLIOGRAPHY**



## **BIBLIOGRAPHY**

- Afolabi, O. A. (2014). Pro-social predictors of pro-social behaviour among a sample of Nigerian undergraduates. *European Scientific Journal*, (2). 241-266.
- Albert, A. P. & Thilagavathy, T. (2013). A study on pro-social behaviour and parental behaviour of higher secondary students. *International Journal of Science and Research*, 2(11). 261-263.
- Bartels & Hotlz, D. (2004). Pro-social behaviours of first graders with defensive reactions to touch. *Dissertation Abstracts International*, 65(3), 827-A.
- Bellenfant. (2001). Overt pro-social behaviours in multiage and same grade elementary physical education classes. *Dissertation Abstracts International*, 61(7). 2642-A.
- Chao. (1995). The effect of goal directed and free play activities on pre-school children's pro-social behaviour and styles of play. *Dissertation Abstracts International*, 56(1). 81-A.
- Cheevakumjarn (1993). An analysis of pro-social and aggressive content in Thai children's literature and its relationship to contemporary societal problem in Thailand. *Dissertation Abstracts International*, 54(10). 198.

- Dumova & Tatyana. (2004). Decoding a pro-social message: content analysis of a local children's television series. *Dissertation Abstracts International*, 64(7). 2298-A.
- Fan, X.T. & Chen, M. (2001). Parental involvement and students' academic achievement: A meta analysis. *Educational Psychology Review*, 13. 122-123.
- Jaganathan, Sashi Kiran Pandey & Rama Maikhuri (2003). Correlates of Academic Achievement: Socio economic status source. *Psycholinguistics*, 33(1). 60-64.
- Kim. (2004). The effect of extensive learning centres on pre-scholars pro-social behaviours in a Korean-American pre-school setting. *Dissertation Abstracts International*, 65(2). 406-A.
- Levin et. al. (1997). Parental Involvement in Homework. *A Research Synthesis Review of Educational Research*, 78(4) Dec. 2008.
- Mahmoudi, A. (2012). Influence of adjustment and self-esteem on family environment. *Indian journal of science and technology*, 5(4). 2633-2637.
- Okpala, C., Okpala, A.O. & Smith, F.E (2001). Parental Involvement, instructional expenditures, family socio economic attributes and student achievement. *The Journal of Educational Research*, 95. 110-115.

- Sage & Ward, D. (1998). Parental behaviours and values and adolescent internalized pro-social moral reasoning. *Dissertation Abstracts International*, 59(12). 4539-A.
- Vasuki, N. & Raj, A.M. (2015). Home Environment and School Adjustment on Academic Achievement among Secondary Level Students. *Global English orientation research journal (GEORJ)*, 1(3). 159-165. Retrieved from <http://researchenglish.com/wp-content/uploads/issues/201503/29.pdf> on 08 March 2020.
- Walters & Stinnett. (1971). "Intelligence, Parental Relationship and Academic Achievement, Correlates of Academic Achievement." In Mahesh Bhargava & Rita Raina. Agra 282007. Hardeep Enclave, Sikandra: Hariprasad institute of Behavioural Studies.

### **Websites**

- <https://scholar.google.co.in/scholar?>
- <https://www.betterhelp.com/advice/behavior/what-is-pro-social-behavior-psychology-definition-and-examples/>
- <https://www.investopedia.com/terms/t/t-test.asp>
- <https://www.shutterstock.com/search/blood+donation>
- <https://www.shutterstock.com/search/Cooperation+with+studebts>
- <https://www.shutterstock.com/search/helping+children>
- <https://www.shutterstock.com/search/Sharing+children>
- <https://www.ukessays.com/essays/psychology/social-psychology-theories-pro-social-4303.php>

# **APPENDIX**

## **APPENDIX I**

### **FAROOK TRAINING COLLEGE**

#### **Research Centre in Education**

### **PRO-SOCIAL BEHAVIOUR SCALE 2021**

**(Draft)**

**Dr. Fathima Jaseena MPM**

Assistant Professor

Farook Training College

**Archana M Krishnan**

M.Ed Student

Farook Training College

---

#### **Instructions**

The purpose of this survey is to collect the data regarding Pro-social Behaviour. I assure that this information provided by you will be used only for my research work. Please read the statements carefully. Select any one option and enter your response by marking (\*) from the options given,

#### **GENERAL DATA SHEET**

Name of student :

Name of the college :

Gender :

Name of district :

Locality of home :

1. I donate my hair for cancer centers
2. I donate money for a homeless friend to build a house
3. I donate money for the palliative care centers to take care of patients
4. I had donated money for the flood affected people who had lost their houses and belongingness
5. I donate blood for blood banks.
6. I donate books for school library or nearby libraries on my birthday
7. I help in raising funds for Kerala disaster
8. I donate for the school annual day celebration or other public celebration
9. I donate for the preparation of a flower carpet in the class
10. I have donated money for a meal in an orphanage
11. I am always ready to help others if it is possible
12. I am interested in helping my siblings even though my parents are asking for it
13. If my friends are absent I try to help them
14. If my mother is not well I try to help at the domestic work
15. I try to return the missing things to its owner
16. I give my seat for elderly people in public train or bus
17. I help the differently abled people in crossing road
18. I try to help the injured people in road accident and help to reach the hospital as fast as possible
19. I help the elderly people in my own home
20. I try to help my friends who do not have enough money for participating in the tour
21. I share my food with those who haven't bought the food to the classroom

22. Whenever go out and have food with friends i always make sure to pay the bill
23. I give money to my friends if he has forgotten to take the bus fair
24. If any of my friends forget umbrella are getting wet at the rain ask them to join my umbrella
25. I always share notes with my friends who are absent in the previous classess
26. I always share my laptop with my friends who doesn't have one
27. I give my old text book s for those who are in need of it
28. I am ready to give my room for the guest to share.
29. I help friends who doesn't know how to do the assignment
30. I always try my best to help the beggars/ the poor peoples
31. I always participate and cooperate in the college programs and celebrations
32. I give lift to the people on the road while going to the college
33. While standing in a queue always try not to disturb other people
34. If happens to sit on an overcrowded bench I cooperate with others
35. While watching TV I don't force others to watch the channel that i watching instead I allow them to what ever they want to.
36. I cooperate in all the activities while attending a camp
37. If the class leader is absent try to stop others from making noise
38. While standing in the bus or walking through the footpath I dont mind if the wet on another persons umbrella falls on my body
39. I always park my vehicle giving for others vehicles to park on the surroundings
40. In computer lab I help others who doesn't know how to do the work properly

## **APPENDIX II**

### **FAROOK TRAINING COLLEGE**

#### **Research Centre in Education**

### **HOME ENVIRONMENT SCALE 2021**

**(Draft)**

**Dr. Fathima Jaseena MPM**

Assistant Professor

Farook Training College

**Archana M Krishnan**

M.Ed Student

Farook Training College

---

#### **Instructions**

The purpose of this survey is to collect the data regarding Home Environment. I assure that this information provided by you will be used only for my research work. Please read the statements carefully. Select any one option and enter your response by marking (\*) from the options given,

#### **GENERAL DATA SHEET**

Name of student :

Name of the college :

Gender :

Name of district :

Locality of home :



1. Decision about my life are taken by parents.
2. Usually they don't let me go outside alone
3. Since lockdown I am more attached to my siblings / neighbours
4. We do not maintain a good relations with neighbours
5. I feel sad Since the lock down time, I am not able to watch movies from theatre .
6. When someone comes to my house, they scolds bad in front of them
7. My parents do not pay attention to my studies
8. During Covid period, my mother interfere in my online class seldom
9. I have my own Smartphone
10. Because of corona pandemic not allowed to play outside
11. My mother checks my room and things from time to time
12. Since locked down, I have been going through mental stress due to the studies and home affairs
13. My parents never ask about my wish/ desires
14. Ever since Covid, everyone in the house has been suffering from mental problems
15. I do not ask permission from my family before doing anything
16. Everyone eats together at least once in a day
17. I am under mental stress because I could not go out side since lock down
18. My parents do not stand my side when I have a issue
19. I fail to join the Google meet during lock down if let me in to mental stress
20. I am not punished if I do not listen my parents
21. WhatsApp or Facebook usage often leads to physical problems

22. My parents do not buy me everything that I asked for
23. My Parents are not always angry with me
24. I have the freedom to decide my future
25. My parents talk to my teacher about the difficulties faced during the online class
26. I am not allowed to stand beside while elders talks
27. Since corona I am forced to do the household works
28. I do not have a good relationship with my relatives
29. If my friends visits my home during the lockdown period mother used to scold them
30. Mother listens to my phone calls while I talk with my friends
31. Facilities are not provided at my home for my studies
32. If my parents are tensed / angry at home, they release it to me
33. Parents do not encourage me for creative things
34. My family does not force me to go to public events
35. Due to poor network I am not able to attend online class
36. Since corona there is difficulty in recharging net
37. Since lock down I have no worries about my future
38. I do not have my own phone, so I use my parents' phone
39. Parents are not allow me to do what I wish
40. I am addicted to social media ever since I started an online class in the Corona period

## **APPENDIX III**

### **FAROOK TRAINING COLLEGE**

#### **Research Centre in Education**

### **PRO-SOCIAL BEHAVIOUR SCALE 2021**

**(Final)**

**Dr. Fathima Jaseena MPM**

Assistant Professor

Farook Training College

**Archana M Krishnan**

M.Ed Student

Farook Training College

---

#### **Instructions**

The purpose of this survey is to collect the data regarding Pro-social Behaviour. I assure that this information provided by you will be used only for my research work. Please read the statements carefully. Select any one option and enter your response by marking (\*) from the options given,

#### **GENERAL DATA SHEET**

Name of student :

Name of the college :

Gender :

Name of district :

Locality of home :

1. I donate my hair for cancer centers
2. I donate money for the palliative care centers to take care of patients
3. I had donated money for the flood affected people who had lost their houses and belongings
4. I donate books for school libraries or nearby libraries on my birthday
5. I help in raising funds for Kerala disaster
6. I have donated money for a meal in an orphanage
7. I am always ready to help others if it is possible
8. I am interested in helping my siblings even though my parents are asking for it
9. If my friends are absent I try to help them
10. If my mother is not well I help with the domestic work
11. I try to return the missing things to its owner
12. I give my seat for elderly people in public train or bus
13. I help the differently abled people in crossing the door
14. I try to help the injured people in road accidents and help to reach the hospital as fast as possible
15. I help the elderly people in my own home
16. I try to help those who do not have enough money for participating in the tour
17. I share my food with those who haven't bought the food for the classroom
18. Whenever I go out and have food with friends I always make sure to pay the bill
19. If any of my friends forget their umbrellas and get wet in the rain I ask them to join my umbrella
20. I always share notes with my friends who are absent in the previous classes

21. 21.I give my old text book s for those who are in need of it
22. I am ready to give my room for the guest to use
23. I help the friends who doesn't know how to do the assignment
24. 24.I always try my best to help the beggars/ the poor peoples
25. I give lift to the people on the road while going to the college
26. If I happens to sit on an over crowded bench I cooperate with others
27. While watching TV I don't force others to watch the channel that iam  
watching instead I allow them to what ever they want to
28. I cooperate in all the activities while attending a camp
29. If the class leader is absent i try to stop others from making noise
30. While standing in the bus or walking through the footpath I don't mind if the  
wet on another persons umbrella falls on my body

## **APPENDIX IV**

### **FAROOK TRAINING COLLEGE**

#### **Research Centre in Education**

### **HOME ENVIRONMENT SCALE 2021**

**(Final)**

**Dr. Fathima Jaseena MPM**

Assistant Professor

Farook Training College

**Archana M Krishnan**

M.Ed Student

Farook Training College

---

#### **Instructions**

The purpose of this survey is to collect the data regarding Home Environment. I assure that this information provided by you will be used only for my research work. Please read the statements carefully. Select any one option and enter your response by marking (\*) from the options given,

#### **GENERAL DATA SHEET**

Name of student :

Name of the college :

Gender :

Name of district :

Locality of home :

1. We do not maintain a good relations with neighbours
2. Since the lock down time, I am not able to watch movies from theatre so I feel sad
3. When someone comes to my house, they scolds bad in front of them
4. During the covid period, sometimes my mother interfere in my online class
5. My mother checks my room and things from time to time
6. Since locked down, I have been going through mental stress due to the studies and home affairs
7. My parents never ask me about my wish/ desires
8. Ever since covid, everyone in the house has been suffering from mental problems
9. I do not ask permission from my family before doing anything
10. Everyone eats together at least once
11. I am under mental stress because I could not go out side since lock down
12. Due to lock down of network it is not possible to joint in Google meet and I feel a mental stress
13. I am not punished if I do not listen my parents
14. WhatsApp or Facebook usage often leads to physical problems
15. My Parents are not always angry with me
16. I have the freedom to decide my future
17. My parents talk to my teacher about the difficulties faced during the online class
18. I am not allowed to stand beside whom elders talks
19. Since corona I am forced to do the household works

20. I do not have a good relationship with my relatives
21. If my friends visits my home during the lockdown period my mother used to scold them
22. Mother listens to my phone calls while I talk with my friends
23. facilities are not provided at my home for my studies
24. My family does not force me to go to public events
25. Due to poor network Iam not able to attend online class
26. Since corona there is difficulty in recharging net
27. I do not have my own phone, so I use my parents' phone
28. Parents are not allow me to do what I wish
29. I am addicted to social media ever since I started an online class in the Corona period



## **APPENDIX V**

### **FAROOK TRAINING COLLEGE Research Centre in Education**

#### **INTERVIEW SCHEDULE FOR PARENTS**

**Dr. Fathima Jaseena MPM**

Assistant Professor

Farook Training College

**Archana M Krishnan**

M.Ed Student

Farook Training College

---

#### **Instructions**

The statements are designed to find out what are the factors affecting home environment Due to pandemic period.

1. Do you feel that children experienced any physical difficulties in any way?
2. Is there any problem that affect children's because of your over control?
3. Is there any problem for children due to lack of getting time for play outside?
4. Is there any trouble facing during stressed home environment?
5. Do you feel children create any issues at home?
6. What is your opinion about online class and use of social media?
7. Is there any network issues?
8. Do they feel any stress?
9. Did Children face any problem without meeting friends?
10. What is the major issue that happened due to over use of social media?
11. What are the rare issues affecting due to Lockdown?