



ORIGINAL RESEARCH PAPER

Education

ENHANCEMENT OF PRO-SOCIAL BEHAVIOUR AMONG PRIMARY SCHOOL STUDENTS

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ABSTRACT

The child of today, being the citizen of tomorrow. Parents and teachers are more responsible for their children to become a good citizen. But they forgot to instill the basic human values like love, compassion, tolerance and honesty. They concentrated only on increasing IQ, imparting subject knowledge and getting high score. In that context, children have intense pressure, stress and tension in the more competitive world. Majority of the students do not care as to what happens to others. Gone are the days, when people genuinely cared for other needs. If the parents and teachers inculcate the basic human values like love, compassion, tolerance and honesty-that would help them to express pro-social behaviour those acts that demonstrate a sense of empathy, caring, sharing, cooperating and helping others. This article deals with the enhancement of pro-social behaviour among primary school students.

INTRODUCTION

Education system of a country incorporates the needs of the society. The present era is of scientific growth and creative and innovative pursuits that accelerate development. As a consequence, the competition has increased which causes stress; at the same time the demand for healthy minds and a tensionless (stress-free) generation is also increasing. Thus there is a need to quality education for nurturing positive feeling among the students. Education helps to improve this skill and as this skill is developed in individuals, society may be expected to develop as well. A sound and effective system of education results in the enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interests, attitudes, aptitudes and values. Children have a basic need to connect to others around them- first family/home, and later their teachers/school/peers. Children learn by observing the behaviour of others and through interaction with their environment.

Pro-Social Behaviour

Pro-social behaviour begins to develop between the first and second years of life (Zahn-Waxler Radeke -Yarrow, Wagner, & chapman, 1992) and grows rapidly throughout childhood (Hay &Cook,2007; Zshn-Waxler et al.,1992). The pro-social behaviour is the ability to maintain the relationship with others. Pro-social behavior, or "voluntary behavior intended to benefit another", is a social behavior that "benefits other people or society as a whole", "such as helping, sharing, donating, co-operating, and volunteering". Skills such as perspective taking, empathy, and self-regulation contribute to the development of pro-social behaviour. Pro-social skills involve regulating negative emotions, taking turns and sharing, support orientations to others that are fair, just, and respectful. Pro-social behaviour is a hallmark of social competence throughout childhood. Pro-social behavior is any action intended to help others. One motivation for pro-social behavior is altruism, or the desire to help others with no expectation of reward.

Enhancement of Pro-Social Behaviour Teachers Role

Children are great imitators, so teachers should give them something great to imitate. Teachers typically become an extension of parents. Through playtime, group activities, and one-on-one time, teachers can develop a bond with their students and a sense of attachment to help encourage healthy growth and development. Positive relationships and interactions with teachers can also enhance the pro-social behaviour. There are numerous ways teachers can help children learn the skills and behaviour needed to act in a pro-social manner.

1. Teachers should know to label and identify pro-social and antisocial behaviour. They should try to eliminate the anti-

social behaviour.

2. Be a good role model to their students, because they are always watching their teachers.
3. Show pictured scenes of altruism and verbal scenarios.
4. Arrange classroom spaces and play materials to facilitate cooperative play
5. Play is a common form of interaction between and among children. It is an important vehicle for children's social, emotional, and cognitive development as well as a reflection of their development. So childhood educators to provide opportunities for the development of necessary social skills.
6. Teachers should provide a lot of guidance and moral education to enhance the pro-social behaviour.
7. Teacher have to teach and reinforce positive social skills to their students.
8. Teachers had better provide activities that help children identify various social skills and help them understand why the skill is needed (Johnson et al., 2000)
9. Teachers must also implement curriculum that emphasizes pro-social themes and concepts. The curriculum emphasizes respect for self, family, friend, community, animals and the environment. Activities include promote kindness, caring and sharing (Herr et al.,2004)

Parents Role

Parents are the first teachers and the excellent coaches for their children. They should promote pro-social behaviour to their child. Parents play an important role when they align themselves with their child's hopes and dreams. Parents play a significant role in the development of children's pro-social behaviour. Parents are one of the most powerful socializing agents in a child's life (Bengston, 1975;Hartrup &Rubin, 2013, Hoffman, 2000). There are many ways parents can help their children to promote prosocial behaviour.

1. Parents should act as a role model for their children to learn pro-social behaviour like helping, donating comforting to the other.
2. They should inculcate the positive behaviour like helping, sharing, co-operating among their child.
3. Encouraging children to help and share with others leads to them being generous adults and open to accepting help when needed.
4. Young children are more likely to imitate what they watch and hear from their real life. So parents are recognized the pro-social behaviour television programmes and allow to watching them. Encouraging the child to repeat or continue such behaviour. At the same time, they should avoid to watch the anti-social behaviour television programmes.
5. Parents also socially reinforce young children's helping behaviour, thanking and praising them for helping in the home and outside.

Peer Group Influence

Parents, or primary caregivers, continue to be the most important people in their child's life, but relationships with peers become increasingly important. In fact, the appearance of a "best friend" is considered a universal feature of the school-age years. Peer influence creates the opportunities for healthy prosocial development and social adjustment. Previous report employed that self-report or hypothetical situations suggested that friends or acquaintances can influence prosocial behavior either directly (e.g., the urge to perform a prosocial act) or indirectly (e.g., through expectations or closeness with a friend; Barry & Wentzel, 2006; Berndt, 1979; Padilla-Walker, Fraser, Black, & Bean, 2014; Wentzel, Filisetti, & Looney, 2007). Recent effort mentioned that social network analyses to study socialization within friendships in children (10-year-olds) also provided some evidence that friends influence pro-sociality (Logis, Rodkin, Gest, & Ahn, 2013).

CONCLUSION

The destiny of the India is now being shaped in the classrooms. Childhood teachers play a vital role in shaping the lives of their students. School environment can be of considerable benefit in enhancing children's social competencies. Many research shows that developmental and socialization foundations are learned in early childhood. Teaching the pro-social behaviours early on in life can contribute to a child's social and academic success in school as they get older. Children grasping these concepts early on, tell them that they learned it, praise their knowledge and encourage them to keep up the good behaviors. All infants are born with some empathetic ability that enables them to connect emotionally with other human beings (Sagi & Hoffman, 1994). As children grow up, however, the development of this innate empathy depends on their relationships with others. Pro-social behaviour is shaped by parents, friends, teachers, the society and the culture. It can enhance students' social and academic lives at school. From the above, we can conclude, Pro-social behavior is essential to the well-being of children.

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