



PROSOCIAL BEHAVIOURAL OF SCHOOL TEACHERS IN CLASS ROOM

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Abstract:

Displays of prosocial behaviour also have been related positively to other socially competent outcomes, including social acceptance and approval among classmates and being liked by teachers. Most of them assume that cognitive and affective skills such as perspective taking, prosocial moral reasoning, adaptive attributional styles, perceived competence, and emotional well-being provide a psychological foundation for the development of prosocial behaviour. Individual differences such as genetic and temperament characteristics also have been placed the importance of school prosocial behavior and it is typically evidenced by its vision or mission statement - documents declaring the importance of, and expectations for, school-based prosociality. It is clear that prosocial behaviour is highly valued by teachers and school personnel, as well as by children themselves. In addition, prosocial behaviour has received recent increased attention by educators due in part to interest in promoting positive aspects of psychological functioning and adjustment rather than treating maladaptive forms of classroom behaviour once they occur. At the school-level, utilization of curricula and primary prevention activities to promote prosocial behaviour in all classrooms also should be considered. Finally, school-initiated parent involvement programs should highlight practices that can promote the development of prosocial behaviour at home including the use of inductive reasoning and parental modeling of positive social interactions. Prosocial behaviour is a hallmark of social competence in teachers of all ages. However, it is clear that the developmental and socialization foundations of positive behaviour are rooted in teachers. The importance of prosocial behaviour is supported by evidence that positive forms of behaviour are related positively to a range of psychological and emotional processes, to other socially competent outcomes and to intellectual accomplishments in teachers.

Introduction:

Prosocial behaviour in the form of sharing, helping, and cooperating is a hallmark of social competence throughout childhood. The direct relevance for schooling is that prosocial behaviour has been related positively to intellectual outcomes, including classroom grades and standardized test scores. Displays of prosocial behaviour also have been related positively to other socially competent outcomes, including social acceptance and approval among classmates and being liked by teachers. Most of them assume that cognitive and affective skills such as perspective taking, prosocial moral reasoning, adaptive attributional styles, perceived competence, and emotional well-being provide a psychological foundation for the development of prosocial behaviour. Individual differences such as genetic and temperament characteristics also have been noted. In addition, theoretical perspectives also propose environmental influences, to include parenting within authoritative structures and positive interactions with peers. Social developmental perspectives suggest that parents who encourage perspective taking and evoke empathic responses to the distress of others are likely to promote the internalization of prosocial values in their children. In addition, proponents of a peer socialization perspective typically argue that peer relationships provide opportunities for children to learn and practice prosocial skills. Collaborative interactions with peers also are believed to motivate the development of cognitive skills that support prosocial forms of behaviour.

Prosocial behavior is any action intended to help others. One motivation for prosocial behavior is altruism, or the desire to help others with no expectation of reward. In this lesson, we explore prosocial behavior and the elements that social psychologists have identified as predicting it. Prosocial behavior involves caring, helping, sharing and volunteering. Morality refers to one's beliefs about right and wrong and involves traits such as honesty, fairness and responsibility. Children internalize the prosocial and moral behaviours they observe from others.

Prosocial education is an umbrella term that denotes all the various ways in which teachers develop effective classroom learning environments and teach the whole child, principals encourage positive school climates, superintendents assess the health and productivity of their systems and communities and parents contribute to the well-being and thriving of their children.

Prosocial education includes any approach, intervention, or program which focuses on promoting and/or teaching the emotional, social, moral, and civic capacities that express character and facilitate student development of increased autonomy, purpose, responsibility, sense of connectedness to school and community

and sense of themselves as active, effective participants in our society. The importance a school places on prosocial behavior is typically evidenced by its vision or mission statement - documents declaring the importance of expectations for school-based prosociality.

Subject:

Understanding prosocial behaviour within school contexts is important for two reasons. First, schools provide children with ongoing opportunities to develop prosocial skills by way of interactions with peers. These opportunities can be informal taking place within the context of friendships, peer group interactions and play. They can also occur within the context of formal instruction, such as cooperative and collaborative learning activities. Positive relationships and interactions with teachers can also result in students learning and adopting positive values for prosocial behaviour in the classroom. Second prosocial behaviour appears to support the development of academic skills. This might occur because positive classroom behaviour is likely to result in positive interactions with teachers and peers, including provisions of academic help and positive feedback. It also is possible that underlying competencies that support prosocial behaviour such as perspective taking and emotion regulation also support the development of cognitive abilities.

Problems

It is clear that prosocial behaviour is highly valued by teachers and school personnel, as well as by children themselves. In addition, prosocial behaviour has received recent increased attention by educators due in part to interest in promoting positive aspects of psychological functioning and adjustment rather than treating maladaptive forms of classroom behaviour once they occur. However, instructional programs and interventions that directly promote the development of prosocial behaviour are rare and often difficult to implement especially given other academic and disciplinary issues that also need to be addressed on a daily basis.

Teachers as Prosocial Behavioral:

As teachers are uniquely positioned to model prosocial behaviour for students (Murray & Greenberg, 2000), such as kindness it is important to understand both how teachers conceptualize kindness within their professional context and how they enact kindness as part of their professional duties. The extent to which teachers demonstrate prosocial behavior in schools impacts the quality of teacher-student relationships (Hamre & Pianta, 2001) argue that there exist key teacher behaviours that contribute to building close student-teacher bonds. These include: 1) explicitly teaching students about social and emotional development (e.g., building students emotional vocabulary); 2) participating in frequent social conversations with students (e.g., inquiring about life outside of the classroom); 3) increasing teacher accessibility (e.g., being available to students); 4) valuing students perspectives and ideas (e.g. acknowledging students ideas during discussions); and 5) the use of behavior management strategies that convey clear expectations for behaviour and support of students (e.g., being fair when responding to student misbehavior). In short, in the bulk of their interactions with students, teachers have opportunities to model prosocial behaviour, especially kindness. Understanding how teachers think about and enact kindness helps elucidate not only how teachers contribute to upholding a schools vision or mission statement around the promotion of students prosocial behaviour, but also the different ways teachers model prosocial behaviour for students.

The Development of Children's Prosocial Impulses Needs Support:

Whether it is a teacher lecturing to a room full of silent students or the controlled chaos of small group work, teaches students how to act as well as what to learn. Some children learn compliance or a sneaky kind of discretion; others learn they can think and share their ideas, debate with others, and make a mess doing artwork or a science experiment if it is all cleaned up by the end of class. Similarly, the climate in the halls, bathrooms, playground, and lunchroom of a school is determined by the quality of the second side of education in that school. Are students friendly, do they take each other's points of view? Or do they ignore, tease, and taunt, and even worse physically bully each other? Are most students bystanders to incidents of social and physical bullying? Does the school maintain order but feel more like a jail or does it create rules and systems that support positive norms of mutual respect and responsibility that are the foundation of warm and engaging relationships between teachers and students and a caring school community (Kohlberg & Mayer, 1972). Prosocial skills are vital for children to have in order to grow up with the confidence and competencies needed to participate effectively in a global and highly politicized world, where being part of the mechanisms of democracy, community life, family, and workplaces is going to be challenging.

The Effects of Prosocial Behaviour:

On the cognition and learning have been demonstrated by instructional programs focused on cooperative and collaborative learning structures. In this case, active discussion, problem solving, and elaborative feedback among peers who interact with each other in prosocial ways are associated with advances in a range of cognitive competencies (e.g., problem solving and conceptual understanding), and academic performance (grades and test scores) in samples ranging from preschool to high school. The experimental studies suggest that the most successful cooperative learning activities are those that require positive interdependence among group members, individual accountability, face-to-face interactions among students, and learning social skills necessary to work cooperatively. Programs targeted at elementary-aged students also have

been successful at increasing displays of prosocial behaviour by teaching positive social skills and by implementing school-wide curriculum to reinforce positive behaviour, fostering cognitive and social problem solving, and building classroom unity and school-wide caring communities. However, intervention between positive behaviour and its school-based antecedents and consequences, and longitudinal of long-term effects of prosocial behaviour on cognitive outcomes are rare. Future it is also needed to clarify specific socialization processes, including the qualities and types of interactions that occur between young children and their parents, teachers, and peers. Finally, identifying underlying processes and mechanisms that might explain positive associations between prosocial behaviour and cognitive abilities remains a challenge to the field.

Play and the Development of Children's Prosocial Behaviour:

Play is a primary mode for learning about the world (Milteer & Ginsburg 2012). Children can practice problem solving and social skills, such as sharing, taking turns, and cooperating with peers and adults, through pretend play (Singer et al. 2009). Mutual play among peers cultivates perspective-taking and empathy for others, which provide a fundamental base of skills for establishing and maintaining friendships throughout a child's lifespan (Brown 2009). Different types of play environments afford different developmental opportunities. For example, traditional playgrounds with primarily human-made structures emphasize physical and motor development but do not offer the diversity of opportunities to learn about the natural world that natural environments do. As such, direct experience exploring nature may be a particularly powerful catalyst for developing concern and caring for living things other than people. Guidance from adults can scaffold young children's meaning making about diverse life forms in nature and also about human diversity (Nimmo & Hallett 2011). The following sections describe each of the prosocial themes, present how the theme was observed, and offer strategies early childhood teachers can use to support each type of prosocial behavior in their programs.

How Teachers and Schools Can Promote Prosocial Behavior:

Although suggest that preschool teachers usually do little to encourage prosocial behavior, teachers' behavior and school policies can promote pro-sociality. Positive, warm, and secure teacher-student relationships are associated with children's prosociality. The overrule of the possibility that highly adjusted children are both prosocial and elicit positive reactions from teachers, intervention studies are essential. A five-year longitudinal study finds that training teachers to promote children's prosociality and developmental discipline increases children's prosocial values and behaviors. The program provided children with an opportunity to work collaboratively in small groups and participate in activities designed to promote social understanding. It emphasized prosocial values through the use of relevant media and highlighting children's positive behaviors and provided opportunities for active helping such as a buddy program that assigned older children to help younger peers. Another experimental school program reported by Flannery and colleagues shows longitudinal gains in children's prosocial behavior by altering school climate by teaching students and staff five simple rules and activities: (a) praise people, (b) avoid put-downs, (c) seek wise people as advisers and friends, (d) notice and correct hurts one causes, and (e) right wrongs.

Implication:

Prosocial behaviour can contribute in important ways to social and academic success at school, and school contexts have the potential to provide essential supports for the development of these positive forms of social behaviour. At the preschool level, teachers can focus on creating emotionally supportive classroom environments, through establishing positive relationships with their students and by promoting positive interactions among students themselves. Strategies for creating caring classroom communities include practicing authoritative discipline, effective communication practices, and ensuring student safety. Teaching and reinforcing positive social skills, and utilizing collaborative and cooperative learning activities can also promote displays of prosocial behaviour in classroom settings. At the school-level, utilization of curricula and primary prevention activities to promote prosocial behaviour in all classrooms also should be considered. Finally, school-initiated parent involvement programs should highlight practices that can promote the development of prosocial behaviour at home, including the use of inductive reasoning and parental modeling of positive social interactions.

Conclusion:

Prosocial behaviour is a hallmark of social competence in teachers of all ages. However, it is clear that the developmental and socialization foundations of positive behaviour are rooted in teachers. The importance of prosocial behaviour is supported by evidence that positive forms of behaviour are related positively to a range of psychological and emotional processes, to other socially competent outcomes, and to intellectual accomplishments in teachers. The teachers and classmates have the potential to promote the development of prosocial behaviour by communicating norms and expectations for positive behaviour, creating emotionally positive classroom environments, and scaffolding the use of effective social cognitive and self-regulatory skills. However, programs specifically designed to train school personnel to do so are rare. Studies that focus on the long-term impact of prosocial behaviour, such as those linking positive social behaviour in preschool settings to classroom behaviour and academic accomplishments in later grades also are needed.

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