

Relationship between Teachers' Prosocial Behavior and Students' Psychosocial Functioning at Secondary School Level in Khyber Pakhtunkhwa, Pakistan

Dawood Shah¹, Dr. Muhammad Rauf²

¹ Ph.D Scholar, Qurtuba University of Science and Information Technology Peshawar

² Professor of Education, Qurtuba University of Science and Information Technology Peshawar

Abstract

This descriptive co-relational study aimed to determine the relationship between teachers' Prosocial behavior and students' Psychosocial functioning at the secondary school level. The population included all the teachers and students at the secondary school level in Khyber Pakhtunkhwa Pakistan. A sample of 385 teachers and 385 students in Khyber Pakhtunkhwa was selected by using Multi-stage random sampling technique. The researcher used "Pro-socialness Scale", and "Psychosocial functioning scale", developed by Caprera et al. (2005), and Marx et al. (2020) respectively for data collection. The data were analyzed by using statistical tools like Mean, Standard Deviation, and Correlation. It was found that there existed a positive relationship between teachers' Prosocial behavior and students' Psychosocial functioning. It is recommended that training and workshop need to be provided to develop Prosocial behaviour in teachers. Further, comprehensive psychosocial programs must be included in secondary school curricula, aiming to help students develop their emotional, social, intelligence and interpersonal skills.

Key Words: Prosocial behavior, Psychosocial functioning, Khyber Pakhtunkhwa.

Introduction

School is a miniature society where individuals of various emotional and social behaviors interact with each other. This interaction is promoted among individuals from diversified socioeconomic and ethnic setups by prosocial behavior. Teachers can influence their students through a sense of belonging, motivation, and school engagement and, thus, impact students' achievement (Woolley et al., 2013), students' prosocial skills, and behaviors. Teachers should adopt socially responsible behavior in students by developing their dispositions and skills that enrich the classroom and school community toward integration. Through prosocial behavior, teachers develop effective classroom environments and contribute to the well-being of their students (Aruna, Devi, & Portia, 2017). Frey and Kaiser (2015) have argued that teachers are uniquely positioned to model prosocial behavior like kindness for students and it is essential to know how teachers enact kindness and conceptualize it as their professional obligation. The extent to which, teachers show prosocial behavior in the classroom influences the quality of teacher-student relations (Raider-Roth, & Holtzer, 2009). The psychosocial functioning of children includes their interaction with the social environment and their psychological development (Arim et al., 2015). Psychosocial functioning may also be narrowed down to a specific area of occupational functioning or school (Lam, Filteau, & Milev, 2011) and is the capacity of a person to work in different social roles like a friend, family member, or student (Priebe, 2007). Prosocial behavior of the teacher is important for a healthy society in a competitive and technologically advanced world. The way teachers behave with their students and how students treat each other is a part of their learning experience and balances their social and emotional well-being (Ramesh, 2021).

Prosocial behavior refers to that behavior that is directed to promote the well-being of other individuals and includes caring, sharing, helping, and volunteering. Prosocial behavior

motivates people about the welfare and rights of others and fosters positive personality characteristics, which are beneficial for both society and learners and is key to psychosocial functioning (Gupta & Thapliyal, 2015). Obsuth et al. (2015) found that aggressive behavior predicted decreases in prosocial behavior and prosocial behavior did not correlate with changes in aggressive behavior.

Objective and Hypothesis

The purpose of the study was to find out the relationship between Teachers' Prosocial Behavior and Students' Psychosocial Functioning in a sample of secondary school level in District Peshawar and District Charsadda of the Khyber Pakhtunkhwa of Pakistan. It was hypothesized that:

Ho: There was no significant relation between the teachers' Prosocial behavior and students' psychosocial functioning at secondary school level.

Review of Literature

Pro-social Behavior

Pro-sociality refers to behaviors or social actions that provide the fundamental basis for the social roles that create a new behavior termed pro-social or people-based behavior. The pro-social behavior also refers to aggregate positive actions that are beneficial for others, driven by a sense of personal responsibility, moral values, and empathy, regardless of personal gain (Ramesh, 2021). Prosocial behavior plays a crucial role in human social functioning, fostering positive traits that benefit both children and society at large. Encouraging prosocial behavior often involves reducing or eliminating undesirable social behaviors as well (Gupta & Thapliyal, 2015). Afolabi (2014) has found that there is a direct relationship between psychosocial well-being and prosocial behaviors where prosocial behavior influences various social actions, increases happiness, and encourages people to assist other people. In addition, Flynn et al (2015) also concluded that stronger prosocial behavior predicted lower aggressive behavior, feeling sad, lonely, and having anxious thoughts (internalizing symptoms) as well as reducing tension in social relationships.

Psychosocial functioning

Psychosocial functioning states the ability of an individual to play their role in society by performing activities and carrying out roles in daily life like basic living skills, work, self-preservation, school or leisure activities, and dealing with their social environment (Ro & Clark, 2009). Psychosocial functioning plays an important role in the well-being of learners and their performance in school (Reynolds, Livingston, & Willson, 2006). Students in different environments like school and home services influence and adapt psychosocial functioning (Cook, Volpe, & Delport, 2014).

Family

Family cohesion is considered a crucial dimension of family functioning, influencing the quality of relationships among its members and overall family adjustment. Cohesion refers to the emotional closeness or distance between family members and encompasses shared emotional ties and the autonomy of each member (Gaspar, Guedes, Cerqueira, Gaspar, Moreno, & Matos, 2022). Yoo et al. (2013) highlighted that prosocial behavior influences youth's family functioning through the parent-child relationship. This suggests that behaviors like helping, sharing, and cooperating can shape how cohesive and supportive family dynamics are perceived and experienced by adolescents.

Friendship and socializing

The fundamental premise of this endeavor is that friendships are generally beneficial for children's psychosocial development, except when friends have adjustment problems or support deviant behaviors, or when friendships are conflictual or of low quality. Under these

conditions, friendships may be detrimental to development (Vitaro, Boivin & Bukowski, 2009).

The friendship and socializing aspect were supported by Poorthuis et al (2012) where a study reported that the quality of friendships among low to average popular participants increases as they do more acts of prosocial behavior.

Education

Education is important to students' social, emotional, and psychological well-being. Psychosocial functioning is how individuals' function in their personal and social lives, such as their ability to build relationships, control their emotions, and cope with difficulties. Education is important because of the structured environment and wide range of interactions it provides.

Kharluni (2020) supported the education aspect of psychosocial functioning where the study found that there is a significant positive correlation between prosocial behavior and academic achievement of higher secondary students.

Selfcare

Self-care is a broad, loosely defined concept encompassing coping skills and other strategies to manage everyday stressors. Self-care is not universal practice, and the specific actions that are considered self-care can vary for different people. For example, the activities can be physical (e.g., eating healthy, exercising, getting enough sleep), psychological (e.g., making time for self-reflection, reading for fun, saying no to extra responsibilities), emotional (e.g., loving yourself, allowing yourself to cry, re-reading favorite books), spiritual (e.g., making time for reflection, being open to inspiration, spending time with nature), or professional self-care (e.g., setting limits with clients, having a peer support group, taking a break throughout the day) (Estrada & Melissa, 2023).

Research Methodology

Generally, the current study aimed to determine the relationship between teachers' Prosocial behaviour and students' Psychosocial functioning at secondary school level. The population of the study includes all the teachers and students at the secondary school level in Khyber Pakhtunkhwa Pakistan. Two districts, namely District Peshawar and District Charsadda, were selected as accessible population of the study. Multi-stage random sampling technique was used to select samples. For data collection, a sample of 385 teachers and 385 students were selected. Data was collected by using a self-administered questionnaire. After that, the data was being analyzed using the SPSS software. The instruments used in this study were Prosocialness Scale for prosocial behaviour developed by Caprera et al. (2005) and the Inventory Psychosocial Functioning (IPF) Scale for psychosocial functioning. The researcher selected four parts i.e. Family, Friendships and socializing, Education, and Self-care related to the study out of the seven parts i.e. Romantic relationships, Family, work, Friendships and socializing, Parenting, Education, and self-care from this scale.

Analysis and Interpretation of Data

Descriptive of Teachers' Prosocial Behavior and Students' Psychosocial Functioning

	N	Mean	Std. Deviation
PSB	385	4.31	.33957
PSF	385	77.20	8.26262

The mean value of Teachers' Prosocial Behavior was 4.31, which was higher than 3.0 (mid value). It pointed out that the majority of the Teachers had a high level of Prosocial

Behavior. The mean value of Students' Psychosocial Functioning was 77.200, which was higher than 50 (mid value). It pointed out that the majority of the students had a high level of Psychosocial Functioning.

Testing of Hypothesis

H₀: There is no significant relation between the teachers' pro-social behavior and students' psychosocial functioning at the secondary school level.

Correlation between Teachers' Prosocial Behavior and Students' Psychosocial Functioning (N=385)

		PSF
PSB	Pearson Correlation Coefficient (r)	.424
	Sig.	.000

Sig.<.05

Data in table showed that the value of Pearson r between Teachers' Prosocial Behaviour and Students' Psychosocial Functioning was .424, which represented the strength and direction of the linear relationship between Teachers' Prosocial Behaviour and Students' Psychosocial Functioning. It revealed that there is a statistically significant positive correlation between Teachers' Prosocial Behaviour (PSB) and Students' Psychosocial Functioning (PSF). Based on the above analysis the **H₀₁** was rejected and it was accepted that there was a moderate relationship between Teachers' Prosocial Behaviour and Students' Psychosocial Functioning.

Results and Recommendations

To investigate the relationship between teachers' prosocial behavior and students' psychosocial functioning by using the Pearson correlation coefficient, below are the study's main findings. The value of Pearson r between Teachers' Prosocial Behaviour and Students' Psychosocial Functioning was .424 at sig.=.000, which represented the strength and direction of the linear relationship between Teachers' Prosocial Behaviour and Students' Psychosocial Functioning. It revealed that there is a statistically significant positive correlation between Teachers' Prosocial Behaviour (PSB) and Students' Psychosocial Functioning (PSF). This means that students have greater social and emotional well-being when teachers demonstrate their understanding, compassion, and help. These results reveal how teachers have a key influence on students' development in addition to their academic achievement, stressing the value of making strong teacher-student relations in their learning environments.

Discussion

Hypothesis states that there is no significant relationship between the teachers' pro-social behavior and students' psychosocial functioning at the secondary school level. The study indicated that there is a statistically significant positive correlation between Teachers' Prosocial Behaviour and Students' Psychosocial Functioning. This finding is in line with Ariff & Razak (2022) who also reported that Prosocial behavior significantly correlated with psychosocial functioning. Moreover, Prosocial behavior on the part of teachers can maintain a supportive classroom environment, which is critical for the psychosocial development of their students. Encouraging teacher-student interactions and a positive school environment can boost students' self-esteem, encourage positive peer connections, and raise their interest in school activities. Students report higher levels of social competence and lower levels of internalizing issues, like depression and anxiety, in classrooms where teachers display high levels of prosocial behavior (Hamre & Pianta, 2006). Additionally, based on the student's age and developmental stage, the influence of teachers' prosocial behavior may differ. According to Denham and Burton (2003), younger students may gain more from teachers' prosocial behavior than older students who may already have established social interaction patterns. This is because younger children are still in the process of learning basic social and emotional abilities.

Future Directions

The present study was conducted at the secondary level; therefore the same study may be conducted on various educational levels, to further prove the findings regarding the relationship between student psychosocial functioning, teacher Prosocial behavior, and workplace civility. The present study deployed a quantitative research method, in future researchers may utilize qualitative techniques like focus groups and interviews to investigate the varying perspectives of teachers, students, and administrators on workplace civility, Prosocial behavior, and psychological functioning, to further provide insights into the findings of the study.

References

- Caprara, V. C., Steca, P., Zelli, A., & Capanna, C. (2005). A New Scale for Measuring Adults' Prosocialness. *European Journal of Psychological Assessment*, 21(2), 77–89. <https://doi.apa.org/fulltext/2005-02751-001.pdf?sr=1>
- Afolabi, O. A. (2014). Psychosocial predictors of prosocial behaviour among a sample of Nigerian undergraduates. *European Scientific Journal*, 10(2).
- Ariff, N. B. B., & Razak, R. R. A. (2022). Influence of Spirituality and Prosocial Behaviour on Psychosocial Functioning among International Students the Midst of Covid-19. *International Journal of Academic Research in Business and Social Sciences*, 12(10), 139 – 151.
- Arim, R.G., Kohen, D.E., Garner, R.E., Lach, L.M., Brehaut, J.C., & MacKenzie, M.J. (2015). Psychosocial functioning in children with neurodevelopmental disorders and externalizing behavior problems. *Disabil Rehabil*, 37(4), 345–54. Doi: 10.3109/09638288.2014.919361. pmid:24840026.
- Aruna, Devi, S. T., & Portia, R. (2017). Pro-Social Behaviors of School Teachers in Classroom.
- Cook, C. R., Volpe, R. J., & Delport, J. (2014). Systematic Progress Monitoring of Students with Emotional and Behavioral Disorders: The Promise of Change-sensitive Brief Behavior Rating Scales. In H. M. Walker, & F. M. Gresham (Eds.). *Handbook of evidence-based practices for emotional and behavioral disorders: Applications in schools* (pp. 211–228). New York: Guilford.
- Denham, S. A., & Burton, R. (2003). Social and Emotional Prevention and Intervention Programming for Preschoolers. New York: Kluwer Academic/Plenum Publishers. <http://dx.doi.org/10.1007/978-1-4615-0055-1>
- Estrada, R., Melissa. (2023). "Self-Care, Stress, and School Burnout Among Graduate Students Preparing To Become Mental Health Practitioners". Dissertations. 1000. <https://digscholarship.unco.edu/dissertations/1000>
- Flynn, E., Ehrenreich, S. E., Beron, K. J., & Underwood, M. K. (2015). Prosocial behavior: Long- term trajectories and psychosocial outcomes. *Social Development*, 24(3), 462–482. <https://doi.org/10.1111/sode.12100>
- Frey, J.R., & Kaiser, A. P. (2015). Effects of School-based Social Skills Interventions on the Social Behaviors of Preschoolers: A Meta-analysis. *Australasian Journal of Special Education*, 39 (1), 37– 55. Retrieved from <https://doi.org/10.1017/jse.2014.9> ISSN: 2248-9703.
- Gaspar, T., Botelho Guedes, F., Cerqueira, A., Gaspar, S., Moreno, C., & Gaspar de Matos, M. (2022). Family Environment and Portuguese Adolescents: Impact on Quality of Life and Well-Being. *Children*, 9(2), 200. <https://doi.org/10.3390/children9020200>
- Gupta, Deepty & Thapliyal, Geeta. (2015). A Study Of Prosocial Behaviour And Self Concept Of Adolescents. *i-manager's Journal on Educational Psychology (JPSY)*. 9. 10.26634/jpsy.9.1.3524.
- Hamre, B. K., & Pianta, R. C. (2006). Student-Teacher Relationships. In G. G. Bear & K. M. Minke (Eds.), *Children's Needs III: Development, Prevention, and Intervention* (pp. 59-72). National Association of School Psychologists.
- Kharluni, M. L. (2020). Social Intelligence and Pro-Social Behaviour in Relation to Academic

- Achievement of Higher Secondary Students in East Khasi Hills District in Meghalaya. School Of Education North-Eastern Hill University Shillong – 793022 Retrieved from https://repository.tribal.gov.in/bitstream/123456789/74376/1/IIPA_2019_Research_0100.pdf
- Lam, R.W., Filteau, M. J., & Milev, R. (2011). Clinical Effectiveness: The Importance of Psychosocial Functioning Outcomes. *Journal of Affective Disorder*. 2011;132:s9–13. pmid:21514677.
- Marx, B. P., Schnurr, P. P., Lunney, C., Weathers, F. W., Bovin, M. J., & Keane, T. M. (2020). The Inventory of Psychosocial Functioning (IPF). [Measurement instrument]. Available from <https://www.ptsd.va.gov>.
- Obsuth, Ingrid & Eisner, Manuel & Malti, Tina & Ribeaud, Denis. (2015). The developmental relation between aggressive behaviour and prosocial behaviour: A 5-year longitudinal study. *BMC Psychology*. 3. 10.1186/s40359-015-0073-4.
- Poorthuis, A. M., Thomaes, S., Denissen, J. J., Van Aken, M. A., & de Castro, B. O. (2012). Prosocial tendencies predict friendship quality, but not for popular children. *Journal of Experimental Child Psychology*, 112(4), 378–388.
- Priebe, S. (2007). Social Outcomes in Schizophrenia. *The British journal of psychiatry. Supplement*. 50. s15-20. 10.1192/bjp.191.50.s15..
- Raider-Roth, M. B., & Holzer, E. (2009). Learning to be Present: How Hevruta Learning can Activate Teachers' Relationships to Self, Other, and Text. *Journal of Jewish Education*, 75(3), 216–239. Retrieved from <https://doi.org/10.1080/15244110903079045>
- Ramesh, N. (2021). Prosocial Behavior of High School Teachers. *Turkish Online Journal of Qualitative Inquiry*, 12(8), 6799–6806. <https://doi.org/10.3390/ijerph19159468>
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2006). *Measurement and Assessment in Education*. Upper Saddle River, NJ: Pearson.
- Ro E., Clark, L. A. (2009). Psychosocial Functioning in the Context of Diagnosis: Assessment and Theoretical Issues. *Psychological Assessment*, 21(3), 313–24. Retrieved from [Doi.org/10.1037/a0016611](https://doi.org/10.1037/a0016611).
- Vitaro, F., Boivin, M., & Bukowski, W. M. (2009). The role of friendship in child and adolescent psychosocial development. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 568–585). The Guilford Press. <https://psycnet.apa.org/record/2008-19117-031>
- Woolley, M. E., Rose, R. A., Orthner, D. K., Akos, P. T., & Jones-Sanpei, H. (2013). Advancing Academic Achievement Through Career Relevance in the Middle Grades: A Longitudinal Evaluation of Career Start. *American Educational Research Journal*, 50(6), 1309–1335. <https://doi.org/10.3102/0002831213488818>
- Yoo, H., Feng, X., & Day, R. D. (2013). Adolescents' empathy and prosocial behavior in the family context: A longitudinal study. *Journal of youth and adolescence*, 42(12), 1858–1872.