

CORRELATION BETWEEN PROSOCIAL BEHAVIOUR AND SELF-ESTEEM AMONG YOUNG ADULTS

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Abstract : The purpose of the present paper is to study the correlation between prosocial behavior and self-esteem among young adults. Prosocial behaviour is a wide series of actions that are intended to help one or more people other than oneself, behaviour including helping, sharing, and cooperation and comforting. Self-esteem is the feeling of self-worth; it is the positive or negative evaluations which one makes about them. Prosocial behaviour stands as an important aspect in the lives of young adults as it helps them to stay linked with the world and maintain their self-esteem. On the other hand, self-esteem too adds an essence in the phase of young adults. The study is about how prosocial behaviour and self-esteem, both being substantial aspects for young adults, are related. The sample used for this study comprises of 50 subjects in the age group of 18-25 years. The tools used for this study are- The Helping Attitude Scale (HAS) developed by G. Nickell (1998) and Rosenberg Self Esteem Scale (RSES) developed by Morris Rosenberg (1956). The findings of this study show that prosocial behaviour is positively correlated with self-esteem, the degree of correlation being 0.31.

Index Terms - Prosocial Behaviour, Self- Esteem

I. INTRODUCTION

This research aims for finding the existence of correlation between prosocial behavior as given by Daniel Batson and Self-esteem as defined by Morris Rosenberg.

Watching news on television or while reading headlines in daily newspaper, we are lead to grave doubts about human nature and behaviour. The vast majority of stories focus on negative events and trends like crime, cruelty, hatred. Such topics of these feature stories are very disturbing and seem to lead to conclusion that social side of life is threatening and pessimistic. For most of us, social life is filled with small kind acts like- the ones we perform or sometimes we receive from others. And in emergency, some people perform actions which are giving help to others and especially which is truly heroic.

Daniel Batson (1998) in "The handbook of social psychology" explains Prosocial behavior as "a wide series of actions that are intended to help one or more people other than oneself, behavior including- helping, sharing, cooperation and comforting".

Prosocial behaviour basically includes all those actions which are done by individuals so as to help others with no immediate benefit. It is characterized by a concern for the feelings and welfare of other people. For example-hand over a plate of food to hungry person, give your umbrella to a beggar sitting unprotected. Prosocial behavior involves compassionate, serving, sharing and volunteering. Morality refers to person's beliefs concerning right and wrong and involves qualities such as honesty, justice and duty. Children internalize the prosocial and moral behaviors they watch from others.

Helping others is not only excellent for them and a good item; it also makes us more contented and improved too. Giving also connect us to others, by creating stronger community and serving to build a more contented society for everybody and it's not only about funds - we can also give our moment, ideas and liveliness.

Everyone wants to be admired and appreciated by others, and when helping is concerned it often implies that the recipient of help says us "Thank you!" Prosocial behavior increases subsequent helping because it has been found to increase gratitude of the helper. Research findings have provided strong support for these kinds of effects, which indicates that when helpers are thanked by the recipients for their support or help given, they become more willing to give help in future. When we see other people helping then it effects our emotions and triggers in us the feeling of elevation. It makes us feel inspired, uplifted and confident about the human nature. The term prosocial itself means that positive actions that profit others, encouraged by empathy, ethical values, and a sense of individual responsibility rather than a longing for individual gain.

Following are the motives for prosocial behaviour-

- Empathy-Altruism
The potential to experience others emotions, feel considerate towards them, taking their perception are known as empathy. Batson, Duncan (1981) has presented the empathy-altruism hypothesis, which conveys that at least some prosocial actions

are enhanced merely by the desire to help someone who is in need. Such type of motivation is adequately powerful that helper is willing to help in unpleasant and even life-threatening activities. Empathy has three basic components:

- Emotional Empathy-It refers to involvement of sharing the emotions and feelings of others.
- Empathetic Accuracy-It is a cognitive component and involves to perceive others thoughts and feelings accurately.
- Empathetic Concern-It refers to possess the concern for another's well being.

- **Helping Others Reduces Unpleasant feelings**

We help others, it tends to reduce our own negative emotions, and that is, we do a good thing so as to stop feeling bad. This kind explanation of prosocial behaviour is known as negative stress relief model. Cialdini, Bauman (1981) stated that prosocial behaviour is motivated by bystander's effect to reduce the uncomfortable negative feelings or emotions which are felt by other person.

- **Helping as an Accomplishment**

This fact is reflected in empathic joy hypothesis by Smith; Keating (1989) suggested that helpers tend to enjoy the positive reactions which are shown by others whom they help. This also suggests that when helpers respond to need of a victim so as to accomplish something and in doing so it seems rewarding oneself.

Self -Esteem

William James (1892) identified self -esteem as a distinct psychological construct. He has defined self- esteem as individual's compilation of attitudes towards oneself. Morris Rosenberg (1960) has defined self-esteem as feeling of self-worth, he developed scale which is named Rosenberg Self-esteem Scale (RSES) it became very popular and has been a extensively used scale in order to measure self-esteem. Smith and Mackie (2007) has defined self-esteem as the positive or negative evaluations which one make of themselves as in how one feels about it.

Types

- **High Self-esteem-** People with high level of self- esteem firmly believe in certain values and ideology, they are able to act according to what they think to be the best and they trust their own judgments, they learn from past and plan for future, but live intensely in present.
- **Low Self-esteem-** People with low self- esteem face heavy self criticism, exaggerate for mistakes, perfectionism, which leads to frustration when it is not achieved, floating hostility, face dissatisfaction, envy and general resentment.
- **Average Self-esteem-** It is also known as healthy self-esteem, this kind is shaped by our own thoughts, experiences and relationships. It is our overall opinion of oneself and how we feel about our abilities and limitations, those who have healthy self- esteem they feel good about themselves.
- **Implicit Self-esteem-** It refers to person's temperament to scrutinize them optimistically or negatively in impulsive manner.
- **Explicit Self-esteem-** It involves more conscious and thoughtful self evaluation.

Dimensions

Stanley Coopersmith (1967) has suggested 4 dimensions of Self-esteem

- **Significance-** It means to have a feeling of being loved and cared about, the feeling which means that we matter to someone. It can be try to influence with words, caring, meeting needs, protection and nurturing. The feeling of significance, the feeling that we are important because we are cared about.
- **Competence-**It refers to the ability to do something successfully. Competence can influence in a child by helping him become increasingly skilled in a number of areas.
- **Power-**It is the feeling which one has that he have some control over being who you are, having an effect on people and events in your life and making things happen in the world.
- **Virtue-** It is the 4th dimension, to be good is important to some people, their self-esteem relates to how much there is a gap between how good they perceive themselves to be and how good they want to be.

Significance

Abraham Maslow has stated that mental health is not achievable if required core of person is basically established, appreciated and treasured by others and by him or herself. It allows people to face life with more self-reliance and in an optimistic way and hence they reach their goals and self actualize. Self-esteem is collectively beneficial and since development of optimistic self-esteem enhances potential to treat other people with respect, consequently it favours rich interpersonal connection.

Self-esteem develops as main source of person's life experience. Parents have a very momentous role in child's premature years of living as it influences self-esteem. Unconditional adore from parents helps a youngster to develop a steady sense of being care for and dignified. These feelings than afterward effects children's self -esteem as he or she grown-up Although studies have reported that only a warm and supportive parenting style with child enhances their self-esteem.

Early days experience which adjoin to healthy self- esteem encompass that adolescent is being listen to, getting adequate attention, being spoken deferentially and having achievements and mistakes being accepted as accomplishments and failures. Social experiences are also the contributors to self- esteem. Adolescence exhibits enhancement in self-esteem that carry on enlarging in adulthood and core age.

II. RESEARCH METHODOLOGY

The aim of the study is to understand the correlation between prosocial behavior and self- esteem among young adults.

2.1 Population and Sample

The sample consisted of 50 young adults between the age of 18 and 25 years. Their participation was voluntarily. Sampling done was Incidental convenient sampling.

2.2 Data and Sources of Data

The Helping Attitude Scale was developed by G. Nickell in 1998. This scale has 20 items which calculate respondents, way of life, behaviour and approach connected with helping. Each of item in scale is answered on 5-point likert scale, which range from 1 which is strongly disagree to 5 which is strongly agree. Test-retest reliability of the questionnaire is found to be 0.837 and the validity for the scale is 0.869. The scale also uses reverse scoring for 6 items. The scores for the reverse scored items are reversed and all 20 scores are added to obtain the total helping score. The total score on scale can range from 20 to 100 with score of 60 being the neutral score.

The Rosenberg Self-esteem scale was developed by Morris Rosenberg in 1956. This scale is a 10-item scale which measures the overall self-worth by measuring both positive and negative outlook about the self. This scale is a uni-dimensional scale and all items are answered using a 4-point likert scale which ranges from strongly agree to strongly disagree. The test-retest reliability for the RSE range from 0.82 to 0.85. The criterion validity of this scale is 0.55. The construct validity correlated with anxiety (-0.64), depression (-0.54) and anomie (-0.43). The scoring was done on the basis of giving “Strongly Disagree” 1 point, “Disagree” 2 point, “Agree” 3 points and “Strongly Disagree” 4 points. The items 2,5,8,9 are reversibly scored and higher scores indicate higher self- esteem.

2.3 Theoretical framework

Nadav Klein's study in 2016 from the journal of positive psychology concluded that participants who engaged in prosocial behaviour were experiencing greater meaning in life, they were volunteering and spending money to benefit others. Participants who spent money to benefit others felt higher personal worth and self- esteem and it accelerated their prosocial behaviour. Afolabi's study in 2014 this study involved 294 students who spent 30 weeks in university; results discovered that family relations and self-esteem autonomously predicted prosocial behaviour. It was recommended that efforts were made to boost the new student's self- esteem and the relationship between family members should be cordial so as to improve the level of prosocial behaviour. Deepti Gupta and Geeta Thapliyal (2015) in their study suggested that prosocial behaviour of young adults was average and favorable, and there was a significant difference was found between prosocial behaviour of male and female young adults. The correlation of self-esteem and prosocial behaviour was significant in young adults. Usha Jyoti Gupta (2015) findings of this study concluded that there is present fascinating relationship both between prosocial tendency and faith in a just world and among prosocial tendency and use of mechanism of ethical disengagement in young adults. The greater the young adults articulated their tendency to help the needy, without any personal gain, the more they were liable to prosocial behaviour and enhanced their self-esteem. Pooja Yadav and Naved Iqbal (2009) the aim of this study was to examine the impact of life skill training on self-esteem, adjustment and empathy among young adults. Total sample comprised of 60 students from Hans Raj College who received this training, after 5 months of training, results showed that subjects significantly improved in post condition on self- esteem, educational adjustment and empathy. Tina Malti in 2009 investigated the task of children's good motivation and compassion in prosocial behavior. This study deliberates to focus on other-reported prosocial behavior and the self-esteem. Moral motivation was evaluated by emotion attribution and the moral reasoning following hypothetical transgressions in an entrust longitudinal trial of Swiss 6-year-old children (N = 1,273). Prosocial behavior augmented with mounting sympathy, particularly if children display low ethical motivation. Moral motivation and sympathy were also separately connected to prosocial behavior. Dubois, Bull, Sherman and Roberts in the study 1998 investigated (a) worldwide self-esteem (b) social-contextual incongruity in factor causative to the growth and upholding of self-esteem as predictors of emotional, behavioral, academic modification of 213 young adults, superior levels of global self-esteem were linked with more positive scores on most dealings of adjustment. In another study, Friedlander, Reid, Shupak and Cribbie (2007) examined the joint effects of stress, social support, and self-esteem on adjustment to university. Undergraduate students (N = 115) were assessed during the first semester and second semester respectively, abundant regressions predicts adjustment to their college from perceptible communal support from associates and relations and self-esteem from academic and social support. In the following semesters, improved social support from friends, but not from family members, predicted enhanced adjustment. Diminished stress predicted better overall, educational, societal and emotional-personal adjustment. Amplified academic and social self-esteem estimated reduced depression and enlarged social and academic adjustment. Self-esteem was calculated with a 10-item scale by Rosenberg (1965). This scale is rated on 5 point Likert scale from the strongly agree to strongly disagree use to evaluate the participant's on

the whole perception of self-worth. Items glance at both positive and negative perception of self (e.g., I sense I do not have much to be proud of). Scores on scale range from 10 to 50, with higher scores reflecting elevated self-esteem. This study explore character and development of pattern of prosocial reasoning and behaviour of the Indian children (N = 167), between 5 and 14 years of age, from low and high SES, in naturalistic context. Prosocial reasoning of children in authentic life contexts was characterize principally by authority/punishment point of reference, apprehension for needs of others, mutual increase orientation, and orientation to glorification request made. Orientation to bodily needs of others and to veneration request made, augmented with age. Some gender and SES differences in prosocial reasoning were distinguished.

2.4 Statistical tools

This section elaborates the proper statistical tools which are being used to forward the study from data towards inferences.

$$r = \frac{\epsilon xy}{\sqrt{\epsilon x^2 * \epsilon y^2}}$$

$$x = X - M_x$$

$$y = Y - M_y$$

The coefficient of correlation (r) was calculated to find correlation between prosocial behavior and self-esteem. The Pearson correlation coefficient is a helpful statistical formula which measures the strength between relationships and variables. This formula is often referred as Pearson r test in the field of statistics. When a statistical test is conducted between two variables, it is a good option to conduct a Pearson correlation coefficient value to determine the strength of relationship between those two variables. Coefficient value refers to determine how strong the relationship is between two variables. The coefficient value ranges between -1.00 and +1.00. If the value is in negative range, then it means it is negatively correlated, as one value increases, the other decreases. If the value is in positive range, then it means relationship between two variables is positive. X stands for the raw scores for prosocial behavior and Y stands for raw scores for self-esteem. M_x Stands for mean of scores of prosocial behavior and M_y stands for mean of scores of self-esteem.

III. RESULTS AND DISCUSSION

3.1 Results of Descriptive Statics of Study Variables

Mean of Prosocial behavior	Mean of Self-esteem	Correlation Score	Interpretation
x	y	r	
28.76	80.22	0.31	Positive Correlation

Table1: Showing Correlation between Prosocial behavior and Self-esteem

Table 1 shows the correlation between prosocial behavior and Self-esteem among young adults. The variable 'x' denotes prosocial behavior and 'y' denotes self-esteem. The mean of scores(x, y) of the sample was taken out which came out to be 28.76 for prosocial behavior and 80.22 for self-esteem. Pearson r formula was used to find out the correlation between the two variables which came out to be +0.31. It means that there is a positive correlation between them.

3.2 DISCUSSION

The aim of the study was to test the correlation between prosocial behaviour and self- esteem among young adults. Self-esteem of a person reflects the value and worth of a person in his own understanding. People high on self esteem think that they need to be appreciated and feel worthy of themselves. People with high self -esteem are confident about themselves, they have internal locus of control, they keep their commitments to themselves and they focus on their strengths. Prosocial behaviour is any action which is intended to help others; one motivation for this behaviour is altruism or desire to help without any benefit. People high on prosocial behaviour are sensitive enough to perceive the situation as an emergency and help the needy as soon as possible, these kinds of individuals are low on bystander effect. Based on the findings, people who have high self-esteem are also high on helping attitude because they do not need other`s approval to help the needy as well as people high on prosocial behaviour are high on self- esteem. The results are also found to be consistent with other studies by Nadav Klien in 2016 in which it was concluded that participants who engaged in prosocial behaviour were having high self esteem along with greater meaning in life. Another study by Dubois, Sheman and Robert in 1998 investigated self -esteem causative to the growth and upholding of self- esteem as predictors of emotional, academic and behavioral modification of 213 young adults, and concluded superior levels of self- esteem were linked with positive scores. The greater the young adults articulated their tendency to help the needy without any personal gain, the more they were liable

to prosocial behavior and enhanced their self-esteem. Afolabi's study in 2014 involved 294 students who spent 30 weeks in university, results revealed that self-esteem and family relations independently predicted prosocial behavior.

Based on the results as depicted in Table 1, it was found that the coefficient of correlation is +0.31, it means that there exists a positive correlation between both the variables that is, if prosocial behavior is high then the self-esteem of the individual will also be high and vice-versa. Thus it can be said that the more the attitude for helping the more will be the self-esteem. So if a person indulges in prosocial behavior then he will have no need for immediate gratification because his self-esteem is already high. Conversely, it can also be said that if a person has high self-esteem then he will probably indulge in more prosocially beneficial behavior.

The findings of the study demonstrate that people with higher self-esteem are more likely to exhibit higher helping attitude that is; they are more prone to indulge in prosocial behavior and vice versa. For future intervention purposes, many additional positive variables like spirituality, happiness and experience of flow can be linked and studied with prosocial behavior and self esteem. Including spirituality would allow an investigation of whether the relation between these two variables is similar across people with different spiritual orientation. Including an additional variable –family relations and its combination with such variables, it can be investigated that people with high self-esteem and those with positive family relations would be more prone to help others than those with low self-esteem and low family relations. Small sample size is one of the major limitations of the study. Finding of the study will contribute to the understanding of pro social behavior in a new perspective and also encourage working on the various aspects and factors which influence it. Prosocial behavior is an important part of individual's personality and make an individual a better person so it should get focus of researchers and professionals.

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