

## FACTORS AFFECTING THE PRO-SOCIAL AND ANTI SOCIAL BEHAVIOUR OF PRE-ADOLESCENTS: A PILOT STUDY

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Received: June 05, 2018

Accepted: July 29, 2018

### **ABSTRACT**

*There has been ongoing accentuation on the significance of exploring pro-social and anti-social behavior at the same time inferable from questions about in the case of analyzing one naturally gives data about the other. Nonetheless, there has been minimal investigation into this question. The present study is a pilot study (in view of a small sample, N=56) simultaneously examines preadolescent characteristics in students aged 9-11 years of two primary schools of Jaipur city, pro-social and anti-social behavior of preadolescents and factors behind the behavioral characteristics of preadolescents. A self constructed 'Behavior Factor Checklist' was used for data gathering. The data were analyzed through chi-square coefficient. No significant difference found between boys and girls in relation to physical, social, relationship, personal and overall characteristics of preadolescence, while boys and girls were significantly differ in relation to academic and emotional characteristics. Girls were significantly more pro-social than boys and boys were significantly more anti-social than girls. Parents were major factor behind pro-social behavior of preadolescents, while friends were major factor anti-social behavior of preadolescents. Finding are discussed.*

**Keywords:**

### **Introduction-**

Preadolescence is a phase of human development followed by early childhood and preceding adolescence. It normally closes with the start of adolescence however may likewise be characterized as consummation with the beginning of the young years. For instance, word reference definitions for the most part assign it as 10–13 years. Preadolescence has its own challenges and anxieties (Cox & Demmitt, 2013). Being prepubescent isn't indistinguishable thing from being preadolescent. Rather, prepubescent is a term for boys and girls who have not developed secondary sexual characteristics, while preadolescent is for the most part characterized as those running from age 10 to 13 years. Preadolescence may likewise be characterized as the period from 9 to 14 years (Corsaro, 2005). The time when a child turns into a pre-adult is characterized by the beginning of pubescence or the start of the young stage. Immaturity is likewise seen as consummation with the adolescent stage. Be that as it may, in a few people (especially females), pubescence starts in the preadolescence years. Studies demonstrate that the beginning of pubescence has been one year sooner with every age since the 1950s. (Breinbauer, 2005)

While known as preadolescent in psychological researches, a person 12 and under is called tween or pre-adolescent. By and large, the term is limited to those near achieving age 12, particularly age 11 (Hjarvard, 2013). There are two noteworthy mingling factors in kids' lives- the family condition and formal instructive establishments or school. Family in its capacity is an essential mingling specialist of the child that prevails in the initial five years of life. The middle childhood by differentiate is portrayed by 'a youngster's readiness for school, acting naturally guaranteed and intrigued; recognizing what sort of conduct is normal, having the capacity to pause, to take after bearings, and coexisting with other kids. (Goleman, 1996)

Preadolescent kids in reality have an alternate perspective of the world from youngsters in numerous and significant ways. Commonly, theirs is a more sensible perspective of life than the serious, dream arranged universe of most punctual adolescence. Preadolescents have more develop, sensible, reasonable contemplations and activities. In this the most sensible phase of development, the child is a considerably less passionate being currently. They will regularly have built up a feeling of deliberateness. The desire and ability to have an effect, and to follow up on that with tirelessness and will have a more formed feeling of investigating the future and seeing impacts of their activities instead of early youth where youngsters frequently don't stress over their future. This can incorporate more sensible occupation desires. Middle age kids by and large show greater venture 'responsible for outer reality through the procurement of information and fitness, where they do have stresses, these might be increasingly a dread of kidnappings, assaults, and unnerving media occasions, rather than dream things, stories or cartoons. (Klein, 1991)

Preadolescents may well view human conduct in an unexpected way. Close by that, they may start to build up a feeling of self-actualization, and to have expanded sentiments of freedom. An alternate view on ethical quality can develop; and the middle child will likewise indicate more helpfulness. The capacity to adjust one's own needs with those of others in amass exercises. Numerous preadolescents will regularly begin to scrutinize their home life and surroundings around this time and they may likewise begin to frame feelings that may vary from their childhood with respect to issues, for example, legislative issues, religion, sexuality, and sex organs. More noteworthy obligation inside the family can likewise show up, as center youngsters wind up in charge of more youthful kin and relatives. (Fenwick & Smith, 1993)

The present study aimed to study the behavioral characteristics of preadolescents and the factors behind their particular behavior of preadolescents. Six characteristics of preadolescence, i.e. physical, social, academic, emotional, relationship and personal have been studied. To find out the factors behind the particular behavior of preadolescents; parents, family members, friends, teachers and others are considered to be major factor factors of molding the children's behavior.

### Need and Significance of the Study-

There has been seen in recent years that the behavior of children; especially pre-adolescent is more aggressive or anti-social than adolescents or adults. This behavior is reflecting in all sort of environment e.g. classroom, family, society and peers. Not only there behavior is becoming aggressive but also several psychological disorders have been seen in preadolescents in recent years. A news in Times of India states that students around age of 12 or less are committing suicides as his parents could not manage fees of the school (Vudali, 2018). Many adolescents are taking drugs and adopting abusive behavior (Allison, 2013). Apart from these news there seems to be a tension, anxiety and pressure (Self and Outer) on these children to perform best among the compeers in every field; especially in studies (Morin, 2018). Food habits of children nowadays have also been changed, junk food, fast food, spicy food are the best taste of these children. The tangible hotels and restaurants, happening places, modern clothing, romantic movies have become the real life for these children. They don't have time for family and parents but always available for friends. They do not talk with siblings and parents but always chat with unknowns on social media. The virtual life brings loneliness into their life and in resultant, they become anxious, tense and frustrated. This reflects in their behavior. (Reardon, 2015). The research tends to study the major factors behind this drastic change of preadolescents. The researcher hopes that the findings and conclusions of the research will help the society to manage the behavior of pre adolescents and control the factors behind their pro-social and anti-social behavior.

### Study of Related Literature-

**Martin, Kim, Bruce, & Fisher, (2014)** examined a child externalizing behaviours in an ethnically diverse community sample of 232 9-12 year old children. The analyses revealed that parents' inconsistent discipline and poor quality monitoring were predictive of child externalizing behaviour. In addition, poor parental monitoring, but not inconsistent discipline, was associated with children having a significantly flatter morning-to-evening cortisol slope, which was in turn, related to higher levels of externalizing behaviours. An indirect effect of parental monitoring on externalizing behaviours, through child diurnal cortisol rhythms, was also supported. These findings highlight the role of the hypothalamic-pituitary-adrenal (HPA) axis and its hormonal end product, cortisol, in the relationship between the caregiving environment and the development of externalizing behaviours.

**Fairweather-Schmidt & Wade, (2015)** aimed their pilot study to evaluate a school-based intervention program focusing on reducing perfectionism in pre-adolescent children. And in results; significant interactions between group and time favouring the intervention group were identified for the hyperactivity and emotional problems.

A study conducted by **Saritha, (2015)** on moral judgement of Pre-Adolescent Students. The main objectives of the study were to analyze the ability of moral judgement of pre-adolescent students and its relationship with academic achievement. Results revealed that ability of Moral Judgment among the pre-adolescent students was average. The Moral Judgment ability in different groups on certain demographic variables was not differ significantly and a moderate but significant correlation between moral judgment and academic achievement of preadolescent students.

**Anjana, (2016)** in her study investigated the psychosocial correlates of self-concept in preadolescent. 185 students from 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> standards were selected randomly belonging to the age range of 9-13 years. The findings showed a link between self-concept and adjustment and anxiety, Adjustment has been found to be related to ego-ideal discrepancy. Difference In perceived parental attitudes were noticed between the high and low self-esteem groups. Age/class and sax differences were found to be

related to self-concepts, and personality. The study reveals the influence of psychosocial factors on the self-concept of the preadolescent.

**Opondo, Redshaw, Savage-McGlynn, & Quigley, (2016)** in their study explored the nature of paternal involvement in early child-rearing adopting a social developmental perspective, and estimate its effect on behavioural outcomes of children aged 9 and 11 years. Results revealed that Psychological and emotional aspects of paternal involvement in children's early upbringing, particularly how new fathers see themselves as parents and adjust to the role, rather than the quantity of direct involvement in childcare, is associated with positive behavioural outcomes in children.

**Handford, Rapee, & Fardouly, (2018)** implemented an experimental design to examine the impact of mothers' modeling of negative comments about their own appearance and diet on their daughters' body image concerns and eating behaviors. Participants were 8–12 year old girls and their mothers. Girls whose mothers had made self-critical comments about their own appearance and diet reported lower body esteem, lower body satisfaction, more problematic eating attitudes, and ate significantly fewer sweets than girls whose mothers had not made self-critical comments. These results have implications for disordered eating prevention programs, suggesting that greater emphasis be placed on discouraging negative modeling behaviors among mothers.

### Objectives-

1. To study the difference between frequencies of boys and girls in relation to preadolescent characteristics.
2. To study the difference between frequencies of boys and girls in relation to behavioral characteristics.
3. To study the difference between frequencies of preadolescents in relation to factors behind behavioral characteristics

### Hypothesis-

**H<sub>01</sub>:** There is no significant difference between the frequencies of preadolescent boys and girls

**H<sub>02</sub>:** There is no significant difference between frequencies of boys and girls in Behavioral characteristics of preadolescents.

**H<sub>03</sub>:** There is no significant difference between frequencies of preadolescents in relation to factors behind behavioral characteristics

### Sample-

Cluster sampling technique was used for selection of the sample. Total 123 students (70 Boys and 53 Girls), aged 9-11 years from two primary school of Jaipur city were investigated for the study. 'Behavioral Factor Checklist' was administered on them and total 56 students were found preadolescents. Out of which 20 were boys and 36 were girls.

### Tools-

A self constructed 'Behavior Factor Checklist' was prepared for data collection. The check list has two parts. Part I consists of certain physical, social, academic, emotional, relationship and personal characteristics depicted in preadolescents. Part one is meant to identify the preadolescent children. Part 2 meant to evaluate the pro-social and anti-social behavior of children and to analyze the factors behind the certain behavior characteristics.

### Statistical Analysis-

Results of the study are based on frequencies of students. Thus chi-square coefficient was used to analyze information.

### Analysis of Information-

**Table-1**  
**Frequencies of preadolescents at different characteristics in relation to gender**

Characteristics	Frequency of Students		Chi Square	P Value ( $\alpha=0.05$ )
	Boys (N=20)	Girls (N= 36)		
Physical	12 (60.00%)	22 (61.11%)	1.28	0.25
Social	13 (65.00%)	25 (69.44%)	3.62	0.057
Academic	16	28	9.15	0.002*

	(80.00%)	(77.78%)		
Emotional	12 (60.00%)	30 (83.33%)	8.40	0.03*
Relationship	16 (80.00%)	23 (69.44%)	4.98	0.25
Personal	14 (70.00%)	25 (60.00%)	4.32	0.17
Overall	12 (60.00%)	24 (66.67%)	2.40	0.12

\*: Significant

From **Table No, 1** it is concluded that there is no significant different between the frequency of boys and girls in relation to physical, social, relationship, personal and overall characteristics of preadolescence ( $P > \alpha$ ). While there found a significant difference between the frequencies of boys and girls in relation to Academic and Emotional characteristics ( $P < \alpha$ ). Results also indicate that most boys seem to be adolescent in academic and relationship characteristics followed by personal, social, physical and emotional characteristics, while the girls seem to be most adolescent in emotional characteristics followed by, academic, social, relationship, physical and personal characteristics.

It is also found that boys are more adolescent in terms of academic, relationship and personal characteristics in comparison to girls, while girls are more adolescent in terms of physical, social and emotional characteristic. In overall analysis; girls had shown more adolescent characteristics in comparison to boys.

**Table-2**  
**Behavioral characteristics of preadolescents in relation to gender**

Characteristics	Frequency of Students		Chi Square	P Value ( $\alpha=0.05$ )
	Boys (N=20)	Girls (N= 36)		
Pro-social	16 (80.00%)	30 (83.33%)	11.60	0.0006
Anti-social	4 (20.00%)	6 (16.67%)	11.60	0.0006

From **Table No, 2** it is concluded that there is a significant difference between the frequencies of boys and girls in terms of pro-social and anti-social behavior ( $P > \alpha$ ). Results also indicate that girls are more pro-social than boys and boys are more anti-social than girls.

**Table-3**  
**Frequencies of preadolescents in relation to factors behind behavioral characteristics**

Characteristics	Frequency of Students		Chi Square	P Value ( $\alpha=0.05$ )
	Pro Social Behavior (N=46)	Anti Social Behavior (N= 10)		
Parents	40 (86.86%)	6 (60.00%)	17.85	0.00*
Family Members	40 (82.61%)	6 (60.00%)	22.42	0.00*
Friends	32 (69.57%)	8 (80.00%)	17.85	0.00*
Teachers	38 (82.61%)	5 (50.00%)	22.46	0.00*
Others	12 (26.90%)	7 (70.00%)	24.89	0.00*

\*: Significant

From **Table No, 3** it is concluded that there is a significant different between the frequency of boys and girls in terms of factors behind pro-social and anti-social behavior in every aspect ( $P < \alpha$ ). It is also found that most students opined that parents are major factor behind their pro-social behavior followed by family members, teachers and friends. Most students opined that friends are major factor behind their anti-social behavior followed by parents, family members and teachers. In terms of pro-social behavior, few students

opined that there are any other factors which affect their pro-social behavior whereas there were maximum students who opined that other factors are also reason behind their anti-social behavior.

### Conclusion-

1. There is no significant different between the frequency of boys and girls in relation to physical, social, relationship, personal and overall characteristics of preadolescence.
2. There is a significant difference between the frequencies of boys and girls in relation to Academic and Emotional characteristics.
3. There is a significant difference between the frequencies of boys and girls in terms of pro-social and anti-social behavior.
4. There is a significant different between the frequency of boys and girls in terms of factors behind pro-social and anti-social behavior in every aspect
5. Most boys seem to be adolescent in academic and relationship characteristics followed by personal, social, physical and emotional characteristics
6. Most girls seem to be most adolescent in emotional characteristics followed by, academic, social, relationship, physical and personal characteristics.
7. Boys are more adolescent in terms of academic, relationship and personal characteristics in comparison to girls, while girls are more adolescent in terms of physical, social and emotional characteristic.
8. Girls are more adolescent characteristics in comparison to boys.
9. Girls are more pro-social than boys and boys are more anti-social than girls. .
10. Parents are major factor behind their pro-social behavior of preadolescents followed by family members, teachers and friends.
11. Friends are major factor behind their anti-social behavior of preadolescents followed by parents, family members and teachers.
12. Other factors are less effective in pro-social of preadolescents.
13. Other factors are also effective in anti-social behavior of preadolescents.

### Findings and Discussions-

It is found that academic and relationship characteristics are major characteristics depicted in boys and girls which show there preadolescent development. The parents and teachers should promote these qualities for the goodness of their future. Girls found more pro-social than boys while boys found more anti-social than girls. There needed proper steps for both boys and girls to let them move towards pro-social behavior. Parents are the major factor which affects the behavior of preadolescents. They should adopt more effective parenting style to mold the behavior of their wards.

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