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# Prosocial Behaviour in Adolescents: Classroom and Sport Specific Environments

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## Abstract

Research has found that participation in sports is positively associated with physical health, academic achievement, and social wellbeing. New Zealand lacks studies in this area, particularly in an intermediate school-aged population. For this reason, the purpose of the current study was to examine prosocial behaviour between two major educational contexts to determine if the change in environment had an effect on the self-reported social behaviour perceived of students.

A group of 175 males and females aged 10 -12 years participated in the research. The sample attended a public intermediate school on Auckland's North Shore. Data collection was undertaken on the school premises, through administration of anonymous self-report questionnaires engaging perceived social behaviours including self-efficacy, altruism, empathy, aggression, and prosocial behaviour. The results were interpreted in the context of Bandura's (1991a) social cognitive theory of moral behaviour.

Confirmatory factor analysis was employed to initially assess the fit of the data. Psychometric evaluations found that measures exhibited adequate internal consistency, and adequate fit of the data to the models. Following preliminary analyses, the two contexts in which prosocial behaviour was measured were retained as the focus in multiple regression analyses, utilising given predictor variables. Regression analysis tested found Altruism and Social-Efficacy to be important predictors of prosocial behaviour, whereas Cooperation, Social-Efficacy, and Helping found to contribute to aggression.

Hypothesis testing suggested that physical context did not account for significant differences in prosocial behaviour. However, aggression was affected by a change in physical context. Gender was seen to produce effects, with significant differences noted between the classroom and physical education settings when comparing male, though no differences were found when comparing females between contexts. Limitations and implications for future research are discussed.

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## Table of Contents

Abstract.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
List of Tables.....	vi
List of figures.....	vii
<b>1. Introduction to the current research.....</b>	<b>1</b>
<b>2. Literature Review.....</b>	<b>5</b>
2.1. Development of social behaviour.....	5
2.1.1. What is Social Development? .....	5
2.1.2. What is Prosocial Behaviour?.....	6
2.1.3. Ages and Stages of Prosocial Development.....	7
2.2. Theories of Prosocial Behaviour.....	9
2.2.1. Earlier Theories.....	9
2.2.2. Social Cognitive Theory.....	11
2.3. Environmental Influences.....	15
2.3.1. Schooling Environment.....	18
2.3.2. Physical Education Environment.....	19
2.4. Prosocial Behaviour.....	21
2.4.1. Importance of Prosocial Behaviour.....	21
2.4.2. Measuring Prosocial Behaviour.....	23
2.4.3. Gender and Prosocial Behaviour.....	24
2.5. Prosocial Behaviour Predictors.....	26
2.5.1. Self-Efficacy.....	26
2.5.2. Altruism.....	28
2.5.3. Empathy.....	29
2.5.4. Aggression.....	30
2.6. Research Questions.....	33
<b>3. Methodology.....</b>	<b>34</b>
3.1. Participants.....	34
3.2. Measures.....	35
3.2.1. Sport Behaviour Scale.....	35
3.2.2. Classroom Behaviour Scale.....	36
3.2.3. Index of Empathy for children and adults.....	37
3.2.4. Altruistic Behaviour Questionnaire.....	38
3.2.5. Self-Efficacy Questionnaire-Kids.....	39
3.2.6. Demographic Questionnaire.....	40
3.3. Procedure.....	40
3.4. Research Design.....	41

<b>4. Results.....</b>	<b>47</b>
4.1. Descriptive Information on the Sample.....	47
4.2. Descriptive Statistics.....	48
4.3. Reliability Analysis.....	49
4.4. Confirmatory Factor Analysis.....	50
4.5. Correlation Analysis.....	53
4.6. Regression Analysis.....	54
4.7. T-Test.....	57
4.8. Gender Differences.....	57
<b>5. Discussion.....</b>	<b>61</b>
5.1. Summary.....	61
5.2. Influence of Environmental Context.....	61
5.3. Structure of Measures.....	65
5.4. Variance in Predictors.....	67
5.4.1. Self-Efficacy.....	67
5.4.2. Altruism.....	68
5.4.3. Empathy.....	69
5.5. Gender Differences.....	70
5.6. Limitations.....	72
5.7. Implications and Future Direction.....	74
5.7.1. Implications of Research Findings.....	74
5.7.2. General Implications.....	76
<b>6. References.....</b>	<b>78</b>
<b>7. Appendices.....</b>	<b>97</b>
7.1. Appendix A: Parent Information Sheet.....	97
7.2. Appendix B: Parent Opt-Out Form.....	98
7.3. Appendix C: Student Information Sheet.....	99
7.4. Appendix D: Student Opt-In Form.....	100
7.5. Appendix E: Classroom Behaviour Scale.....	101
7.6. Appendix F: Sports Behaviour Scale.....	102

## List of Tables

<b>Table</b>	<b>Page</b>
Table 1. Means and Percentages of Demographic Variables.....	34
Table 2. Questionnaire Administration.....	41
Table 3. Means and Standard Deviations of Sample Descriptives.....	47
Table 4. Descriptive Statistics and Reliability of all Measurement Variables.....	48
Table 5. Confirmatory Factor Analyses.....	52
Table 6. Correlation Matrix of the Target Variables.....	53
Table 7. Hierarchical Entry Analysis of Predictor Variables on Prosocial Classroom.....	55
Table 8. Hierarchical Entry Analysis of Predictor Variables on Prosocial P.E.....	55
Table 9. Forward Entry Analysis of Predictor Variables on Aggression Classroom.....	56
Table 10. Forward Entry Analysis of Predictor Variables on Aggression P.E.....	56
Table 11. Forward Entry Analysis of Social-Efficacy and Academic-Efficacy on Prosocial Classroom.....	57
Table 12. Paired Sample T-tests for Prosocial Behaviour and Aggression in Classroom and P.E.....	57
Table 13. Gender Correlation Matrix all Variables.....	58
Table 14. Paired Sample T-Tests for All, Males, and Females in Classroom and P.E.....	59
Table 15. Independent Sample T-tests for Males and Females on Predictor Variables.....	60

## List of Figures

<b>Figure</b>	<b>Page</b>
Figure 1. Interactional Model of Prosocial Behaviour.....	4
Figure 2. Hypothetical Model of Prosocial Behaviour.....	13
Figure 3. Conceptual Model of the Effects of Efficacy on Prosocial Behaviour.....	28