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# EXPRESS-METHOD OF THE STUDY OF THE SEDIMENT OF PROSOCIAL BEHAVIOR OF ADOLESCENTS

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**Abstract.** The problem of diagnosing of the formation of prosocial behavior of adolescents - students of the institution of secondary education is considered. The rapid method "Prosocial behavior by pupils' eyes" of research on the formation of adolescents of prosocial behavior, developed by the scholars of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine, is presented. Prosocial behavior in the article is defined as a system of actions and deeds of an individual, due to the conscious adoption of socially significant norms and values, the ability to constructively solve interpersonal and group conflicts, the unresponsiveness to risky ways of polysubject interactions, and the ability to self-fulfillment in various types of socially significant activities. This definition applies to pupils of all ages of different social groups. On the basis of the analysis of psychological and pedagogical literature and educational practice, criteria, indicators and levels of

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*formation of prosocial behavior of adolescents of vulnerable categories were determined and an express method of research of the formation of prosocial behavior of adolescents-pupils of a secondary school was elaborated, which would facilitate the optimization of educational influences. The proposed rapid method of research on the formation of prosocial behavior is considered as a preliminary diagnostic tool, useful for planning and correction of educational work in a secondary education institution.*

**Key words:** *adolescents; adolescents of vulnerable categories; express methodology; institution of secondary education; prosocial behavior.*

## INTRODUCTION

The modern stage of the modernization of the education system is characterized by increased attention to the growing personality, its prosocial, in other words, aimed at achieving his own and social well-being, interaction with the surrounding world, as well as the search for effective psychological and pedagogical forms and methods that would ensure the education at adolescents of socially significant moral-spiritual values. It is particularly important in working with vulnerable categories of adolescents, as positive relationships in the family and school, the favorable and friendly atmosphere of the educational environment, and the involvement of constructive social relationships in the system improve the character of their behavior. The research of the current state of formation of socio-behavioral behavior of pupils will contribute to the successful resolution of this problem. The lack of a comprehensive methodology of the research of the formation of adolescent's prosocial behavior conduct necessitated its elaboration.

## LITERATURE REVIEW

The researches of scholars S. Lindenberg (Lindenberg, 2006), V. Zanden (Zanden, James, 1987), S. Schwartz (Schwartz, 2010), V. Kunitsina (Kunitsina, 2011), N. Kukhtova (Kukhtova, 2012, 2017) and others prove a significant difference of social behavior from the pro-social, consisting in the more expressed altruistic burden of the latter. According to results of the fundamental research of the Laboratory of Physical Development and Healthy Lifestyle of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine, carried out during 2014-2016, prosocial behavior plays a significant role in intra-group interaction and interpersonal relationships (Kirichenko, Yezhova, Necherda, Tarasova, & Demyanchuk, 2016).

Some problems of personality vulnerability became the subject of scientific research of Ukrainian scholars T. Alekseyenko, I. Zvereva, A. Kapskoy, L. Myshchyk, Zh. Petrochko. The issues of the socialization of adolescents and the difficulties of social and pedagogical work were reflected in scientific works of classics of the pedagogical thought I. Kon and A. Makarenko, as well as of modern scholars S. Belicheva, V. Bocharova, A. Lazareva, T. Pushkina, M. Savina, Kh. Sakata, N. Terentyeva and others. Scientific works of national scholars I. Bech, Y. Babansky, O. Bezpalko, S. Goncharenko, G. Klovak, S. Maksimenko, O. Rudnitsky, S. Sysoevoy, M. Fitsuli, Yu. Shadsky and foreign researchers J. Glass, V. Zagvyazinsky, A. Kiveryalga, J. Myers, P. Obraztsova and others are dedicated to different methods of psychological and pedagogical research of pupils of certain social groups and age categories.

An analysis of modern literature on adolescent education testifies that prosocial behavior is not a target for working with adolescents in general and vulnerable categories in particular. The school "is weakly oriented to the formation and development of a full-fledged personality, individual qualities of pupils, consideration, disclosure and realization of their natural inclinations and abilities. In pedagogical practice, there is a multi-directional, but unsystematic approach to solving the actual problems of democratization, humanization, and fundamentalization ... of education, personally oriented or developmental education" (Honcharenko, 2008: p. 14).

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The reflection of results of psychological and pedagogical studies of tangential problems and mass educational practice testifies that the effectiveness of the method of research of the formation of prosocial behavior of adolescents can directly depend on the optimal combination of leading ideas of the classical heritage of outstanding teachers and the latest educational technologies, the use of achievements of modern national science and the best examples of foreign humanist pedagogy.

The analysis allows us to conclude that in the process of diagnosing prosocial behavior and prosocial personality characteristics, only one of its aspects became often the focus of measurement. Only in some researches, there are attempts to study prosocial behavior as a complex phenomenon.

Most of the questionnaires aimed at the diagnosis of the value-semantic sphere of personality allow to evaluate the individual components of the prosociality (value orientations, social settings, motivational features, etc.) (Carlo, Crockett, Randall, & Roesch, 2007; Eisenberg, Carlo, Murphy, & Van Court, 1995; Il'in, 2013). Among the widely used ones, one can note the well-known methodology of O. Potiomkina (Rajgorodskij, 1998), who proposes a methodology for diagnosing social and psychological settings of a person, aimed at identifying "procedural-effective" purposefulness and orientations at "altruism-selfishness". The researcher S. Nartova-Bochaver elaborated the author's questionnaire "Motivation Assistance", according to this tool she studied the motivation of helping behavior in the senior school age. For studying the real manifestations of prosocial behavior, an additional sociometry was used (Il'in, 2013).

At the same time, in some researches one can find the application of an integrated approach that allows measuring each component of the prosociality by means of separate methods. For example, I. Mangutov uses the modified version of the method of revealing the motivational structure of the activity of V. Henniga to measure the motivational component of altruism. The author measures behavioral component using expert judgments. Among the currently available English-language techniques, it is necessary to pay attention to the shortened version of the Prosocial Personality Battery (PSB), which consists in four scales: social responsibility, empathy, moral judgments, altruism (self-esteem) (Penner, Fritzsche, Craiger, & Freifeld, 1995) and the PROM methodology proposed by N. Eisenberg et al. (1995) for measuring moral judgments regarding prosocial behavior. This methodology was adapted by O. Ignatskaya (2008) ("Methodology of studying prosocial motives") in 2008.

We believe that since most methodologies were elaborated in the course of psychological science, there is a necessity for their adaptation or elaboration of additional methods for the needs of practical pedagogy.

That is why the purpose of the article is to present the methodology of the research of the formation of prosocial behavior of adolescents – pupils of the secondary school, elaborated by the Institute for Education Problems of the National Academy of Educational Sciences of Ukraine, which will contribute to the diagnosis and identification of specific problems for the planning and correction of educational work with adolescents of vulnerable categories in the institution of secondary education.

## METHODOLOGY

Today, the priority task of educational work with adolescents – pupils of secondary schools we consider the formation of knowledge, motivations and skills of prosocial behavior at them.

The implementation of this task could be facilitated by methodological approaches, which determine the educational strategy of the organization of the educational process, its content, the nature of interaction between teachers and pupils, the choice of methods, devices of educational activities, the role of pupils themselves as subjects and objects of this activity.

The analysis of psychological and pedagogical sources and mass educational practice gives

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grounds to assert that the process of formation of prosocial behavior takes place more efficiently in line with the systemic, environmental, personally oriented, competence, activity, cognitive-behavioral and technological approaches, their comprehension and harmonization are carried out on the basis of the principle of logical completeness. Each of them can play a dominant role in the implementation of educational effects, depending on the tasks of educational interaction and ontogenetic stage of personality development.

The method of researching the formation of adolescent's prosocial behavior is based on the appropriate combination of key ideas of the above-mentioned approaches, multi-vector motivational theories and models of behavior change, such as the Health Belief Model, Theory of Reasoned Action, Theory of Planned Behavior, Social Cognitive Theory, Fisher & Fisher behavior patterns, etc. (Kalinina et al., 2017).

Taking into account the achievements of modern pedagogical science and educational practice on the problem of overcoming adolescent vulnerability, we considered it necessary in the elaboration of the methodology of the formation of prosocial behavior to rely as basic on main principles of the cognitive-behavioral approach. The essence of methods of this approach is the integration of cognitive, behavioral and emotional strategies for changing personality. The term "cognitive" is used because violations in the emotional sphere and behavior often depend on mistakes in the cognitive field (erroneous beliefs, settings, incomplete or distorted information about the person and the environment, false predictions and evaluation of future events and consequences).

A person, especially a young age, may misinterpret life stresses, judge himself too strictly, make false conclusions, and have negative perceptions about himself. It means that it is necessary to assist such person to evaluate himself and others more realistically, to critically analyze life situations and their possible consequences; to realize and evaluate his thoughts and attitude towards himself, others, situations; get rid of the so-called "errors of logic", in other words, violations of cause-and-effect relationships, learn how to cope with stress and choose safe strategies and forms of behavior.

One of the important principles of this approach is the notion that human behavior is determined by both external and internal factors. Elaboration of the necessary behavioral skills plays a significant role in the behavioral approach. It emphasizes the importance for forming a certain type of behavior of persistent characteristics of the personality, such as motivation, instructions and belief.

While elaborating the research methodology, we paid particular attention to behavioral change models (Fisher & Fisher) - one of theories that explains from what the behavior depends on, which a person chooses in certain situations, how and why he can change that behavior. Within this model, there are three main interrelated components that influence each other at different levels: 1) information - affects the reduction of risk associated with motivation and causes skills and behavior; 2) motivation - is related to information and determines skills and behavior; 3) skills - due to information and motivation, affect behavior. Thus, the formation of maximum safe behavior is possible only with the combination of all three components and their sufficient power (Kalinina et al., 2017).

## MAIN RESULTS

Based on results of previous fundamental research (Kirichenko, Yezhova, Necherda, Tarasova, & Demyanchuk, 2016, p. 13), we understand as prosocial behavior the system of actions and deeds of the individual, due to the conscious adoption of socially significant norms and values, the ability to constructively solve interpersonal and group conflicts, the unresponsiveness to risky ways of polysubject interactions, the ability to self-fulfillment in various types of socially significant activities. This definition applies to pupils of all ages of different social groups.

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However, we note that the educational work with adolescents of vulnerable categories, the formation of prosocial behavior at them in particular, should take into account the socio-psychological characteristics of this group of pupils. Today, adolescents of vulnerable categories include those individuals aged 11-15 years, who due to certain circumstances of their lives are more exposed and suffer from effects of negative external influences of the environment (Kirichenko, Necherda, & Tarasova, 2017: p. 172). They may be orphans or children from incomplete families, in particular, from the families of ATO dead soldiers; children from working-class families; children from temporarily displaced families; children from the families of “Chernobyl”; pupils from families who have been in difficult life circumstances (DLC) (drinking, prostitution, alcohol or drug dependence of one or two parents, difficult material condition of the family, in particular, because of the loss by parents of work, difficult health of one or more family members) etc.

Such teenagers are distinguished by a higher degree of susceptibility to the negative effects of the environment and the proximate social environment. Significant part of them is characterized by increased suggestibility, inclination to uncritical imitation, lack of reflection, underdevelopment of ethical concepts, poverty of value orientations, coarseness, both in relations with peers, and in relationships with adults, teachers in particular. Quite often, at such adolescents, there are egocentrism, increased anxiety, extreme self-esteem (maximal positive or maximally negative), inability to find a way out of conflict situations, the predominance of protective mechanisms governing human behavior, concerning others. At the same time, among the adolescents of vulnerable categories, there are pupils who are also well-intellectually and socially developed. At them, negative behaviors serve as a means of raising authority among peers, demonstrating their independence, experience, and adulthood.

Taking into account the mentioned socio-psychological features of adolescents of vulnerable categories, it is expedient to clarify the definition of prosocial behavior as a system of actions and deeds of the person, caused by the conscious adoption of socially significant norms and values, the desire and ability to constructively solve interpersonal and group conflicts, the irresponsibility to risky ways subject-subject interactions in order to prevent and overcome negative phenomena in the children's and youth environment, the ability to self-realization in the social significant activities.

The formation of the prosocial behavior of the adolescent is also considered by us as an integral unity of the three components: cognitive, value-motivational, and active:

- cognitive – knowledge about the essence of prosocial behavior, its benefits and consequences for person and society, awareness of the need to act prosocially for the construction of a harmonious society;

- value-motivational – system of social values and attitudes of the person, necessary for constructive interpersonal interaction;

- active-behavioral – the application of the principles of prosocial behavior in daily life practice, ability to cooperate and the ability to show respect and care for others.

For analysis of the current state of the formation of prosocial behavior of adolescents – pupils of secondary schools, we considered it necessary to determine certain criteria for the formation of prosocial behavior.

The criterion, according to the findings of modern researchers, is an ideal sample, a benchmark that defines the higher, most perfect level of functioning of a particular system, in comparison with it one can establish the degree of conformity and the approximation of its real level to the ideal. The criterion is presented as a set of features that make it possible to distinguish one level from another (Sysoieva, & Kristopchuk, 2013). In this case, the indicator of a criterion is a certain quantitative or qualitative manifestation of the characteristic, which determines the assessment or style of measuring the dimension.

In accordance with the abovementioned theoretical positions, the criteria for the formation of

prosocial behavior, we define the following: knowledge of the phenomenon of prosocial behavior, the attitude to the prosocial relations, prosocial actions.

*Knowledge about the phenomenon of social behavior* is a criterion for basic knowledge about prosocial behavior and the process of prosocial thinking, that is, what an adolescent should deliberately operate in order to act prosocially. *Attitude to prosocial relations* – this criterion relates to the spiritual and moral world of an adolescent, those virtues which, based on knowledge about prosocial behavior, he must form and cultivate in himself, value attitude towards people, legal and moral norms, society as a whole and the desire to act prosocially. *Prosocial actions* determine an active life position, prosocial, adolescent adequate behavior to circumstances in society, harmony in his relationship with the world.

All abovementioned criteria for the formation of prosocial behavior are characterized by a number of indicators that reflect certain features, specific characteristics of the selected criteria (Table 1). The criteria and indicators determined by us are interrelated and contribute to the objective statement of the current state of the formation of prosocial behavior of adolescents – pupils of a secondary school.

Table 1

**Criteria, indicators and levels of formation of socio-behavioral behavior of adolescents – pupils of a secondary school**

Components	Criteria	Indicators	Levels			
Cognitive	Knowledge about the phenomenon of prosocial behavior	<ul style="list-style-type: none"> <li>- knowledge and understanding of the essential features of prosocial behavior;</li> <li>- comprehension of the qualities inherent in a person with prosocial behavior;</li> <li>- awareness of the significance of social behavior for a person and society</li> </ul>	STABLE	MIDDLE	SITUATIVE	INITIAL
Valuable-motivational	Relation to prosocial relations	<ul style="list-style-type: none"> <li>- value attitude to legal norms and rules;</li> <li>- value attitude to other people;</li> <li>- promoting the well-being of the close surroundings (family, friends, classmates) and fellow citizens</li> </ul>				
Active-behavioral	Prosocial actions	<ul style="list-style-type: none"> <li>- the formation of assertiveness skills;</li> <li>- skills of constructive interpersonal and group interaction;</li> <li>- assistance and participation in charitable activities</li> </ul>				

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In accordance with the criteria and indicators we determine the levels of formation of prosocial behavior of adolescents: stable, middle, situational and initial.

*Stable level.* Adolescents of this group are characterized by complete versatile knowledge about the essence of prosocial behavior, awareness of the value of prosocial relations, the absence of conflict relations, negative vocabulary and the imitation of stereotypes, a stable respectful and valuable attitude to another. Such pupils are characterized by self-control, the desire to show the quality of prosocial personality in different life situations; the desire to understand another person and help him, a grasp of the art of reaching mutual understanding during communicative interaction.

In our opinion, the main directions of educational work with pupils of a sustainable level should be focused on practical assistance in carrying out tasks of various kinds, strengthening of internal stability, moral support in mastering new knowledge and in creative activity.

*Middle.* Adolescents in this group know and understand the benefits and manifestations of prosocial behavior are well aware of the qualities inherent in a person with prosocial behavior, but do not pay particular attention to the prosocial behavior for a stranger or certain communities. Such pupils have a positive attitude to the legal norms and rules, to themselves and other people, have a good command of constructive interpersonal and group interaction skills, but signs of prosocial behavior are manifested predominantly in life situations with people in close surroundings. They can treat strangers, fellow citizens indifferently.

Educational work with such adolescents should be aimed at forming their value of life and caring for the well-being of citizens, for their involvement in socially significant activities aimed at the benefit of representatives of various social groups.

*Situational level.* For pupils in this group, there are typical superficial ideas about the value of prosocial relations, a skepticism about the phenomenon of prosocial behavior, situational value attitude to other people, bias and a tendency to follow stereotypes, low initiative, manifestations of conflict, indifferent attitudes towards immoral and asocial behavior of other people, uncertainty of one's own thought, lack of aspirations to understand and accept others, to carry out pro-social actions in everyday life.

We believe that the work with pupils of the situational level of the formation of prosocial behavior should consist in expanding knowledge about the phenomenon of prosocial behavior, increasing the motivation to act prosocially, encouraging the manifestation of skills of prosocial relationships.

*Initial level.* Adolescents in this group have no idea about prosocial behavior as a public value and use insufficiently effective ways of communication; they are characterized by a passive or negative attitude towards compliance with moral or legal norms, demonstrative disrespect, intolerance, intemperance and indifference to other people, and persistent manifestations of conflict, lack of self-possession, self-control and readiness for dialogue, unwillingness to interact. Adolescents are not aware of the moral significance of prosocial behavior, they can not independently find a way out of certain conflict situations, do not want to act for others.

We are convinced that with adolescents who have an initial level of formation of prosocial behavior, educational work should be directed at forming an interest in understanding the needs of prosocial behavior, active participation in charitable activities through involvement in the development and implementation of social projects.

Based on the criteria, indicators and levels mentioned in the table, we elaborated a methodology for researching the level of formation of prosocial behavior of adolescents of secondary school pupils.

For this purpose, a questionnaire was chosen, since this method showed effectiveness during mass surveys. The benefits of the questionnaire consist in the fact that it is economic method of data collection and can be done through a paper form or through Google Forms, which allows you to fill out a questionnaire in an adolescent friendly manner and time, simplifies the analysis and

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processing of data using mathematical statistics. The questionnaire ensures an individual approach to each of the interviewees, creating an atmosphere of trust; is a source of additional information (Sysoieva, & Kristopchuk, 2013: p. 191).

Our proposed rapid method of studying the formation of prosocial behavior is considered as a preliminary diagnostic toolkit. The results of the survey provide information on problem areas in the education of adolescents for the planning and correction of educational work in a secondary education institution. For a more accurate and in-depth analysis of the level of the formation of the prosocial behavior of the adolescent, commonly accepted methods for the study of the personal sphere, for example, the qualities of a person with prosocial behavior, vital values, motives for participation in activities, etc., should also be used (Petrenko, n.d.).

The question “The prosocial behavior in the eyes of pupils” was elaborated in accordance with the methodology and questions of the monitoring and evaluation questionnaire for schools that are child friendly (United Nations Children’s Fund, 2009). The questionnaire consists of three parts:

- 1) 3 open questions concerning the gender, age and location of the institution where the participant is trained; part (appendix);
- 2) questions of some factors of the educational environment where educational work is taken place;
- 3) outlining of indicators of prosocial behavior, which will determine the level of formation of prosocial behavior.

Each part of the questionnaire is analyzed and evaluated separately. The first one concerns personal data. The need to include the question about the gender of the questionnaire is confirmed by the data of María Paz Espinosa, Jaromír Kovářík on peculiarities of the formation of the prosocial behavior of men and women (Espinosa, & Kovářík, 2015). The second part of the questionnaire contains three blocks “Questions about you”, “Questions about your school” and “Questions about your class”, which are similar to the questionnaire “school, which is a child friendly”. The purpose of these blocks is to clarify the features of the educational environment where the adolescent is. We believe that the influence of the educational environment is mediated by friendly relations is one of the determining factors for the formation of adolescent’s prosocial behavior. Therefore, this information is extremely important in order to find ways to optimize the formation of prosocial behavior of adolescents in a secondary education institution.

Each question from the second part of the questionnaire is rated from 1 to 4 points. The minimum amount of points scored for this part is 10 points, the maximum is 40. The higher the amount of points, the better the conditions of the educational environment are ensured, which are important for the formation of adolescent’s social behavior.

The third part of the questionnaire also consists in three blocks relating to indicators of prosocial behavior criteria mentioned in the table. The block “Your awareness” refers to the criterion of Knowledge about the phenomenon of prosocial behavior and aims to find out the understanding and awareness of adolescents of the basic concepts (what is prosocial behavior), the qualities (which qualities person with prosocial behavior is characterized by) and values, norms and rules of interaction (for what human and universal values, norms and rules of constructive interaction are necessary for person) of prosocial behavior. The next block of questions “Your attitude” meets the criterion of Attitude to the pro-social relations. In the course of the survey, the attitude of the adolescent to values, norms and rules that predetermine prosocial behavior are determined; the attitude towards others and the motivation to care for their well-being. A Block Prosocial action completes the questionnaire, its questions relate to the manifestations of prosocial behavior in the life of adolescent. The most important manifestations are assertive actions, constructive interpersonal and group interactions, as well as direct assistance and participation in charitable activities.

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Questions about the third part of the questionnaire are also rated in the range from 1 (Totally Disagree or Never) to 4 points (Totally Agree or Continuously). The minimum amount of points that can be obtained after answering a questionnaire is 9 points, the maximum is 36 points. Empirically, the scale of the formation of prosocial behavior is allotted as follows: the steady level - the number of points from 30 to 36; the middle level - the number of points from 22 to 29; situational level - the number of points from 15 to 21; if the number of points is 14 and less then it corresponds to the initial level of formation of social behavior.

## CONCLUSIONS

Thus, on the basis of the analysis of psychological and pedagogical literature and educational practice, criteria, indicators and levels of formation of prosocial behavior of adolescents of vulnerable categories were determined and an express method of research of the formation of prosocial behavior of adolescents-pupils of a secondary school was elaborated, which would facilitate the optimization of educational influences. The next step might be the elaboration of a similar questionnaire for teachers, which will facilitate the objectification of certain characteristics of the educational environment and assessment of the formation of skills and abilities of prosocial behavior of adolescents.

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