Chapter - Three

METHODOLOGY

The present study deals with two different aspects of assessment in Psychology i.e. approval motives and prosocial behaviour. Beside these measurements the research included two more important factors sex - and social facilitation to study on their effect on prosocial behaviour. The intent of the author is to trace out the relationship between sex and prosocial behaviour, between approval motive and prosocial behaviour and between social facilitation and prosocial behaviour, on the one hand and to determine interaction effects of these independent variables i.e. sex, approval motive and social facilitation on prosocial behaviour of the subjects, on the other hand. Before administering the test, the first step is to decide about the sample from which information regarding approval motive and prosocial behaviour will be gathered. Thus, in the present chapter we will describe the sample, the instruments of the study, and the experimental design with reference to the procedure.

THE SAMPLE: Stratified random sampling technique was adopted in the present research. To select the sample for the present investigation, initially a list of all higher secondary school of Raipur city was prepared and then eight school were selected randomly to draw a primary random sample of 1100 students of eleventh class. Care was taken to select equal number of subjects (N=550) from male and female population.

On the basis of scores on approval motive scale Q₁ and Q₃ were calculated. Students scoring above Q₃ were considered of high approval motive and those scoring below Q₁ were considered of low approval motive.

In this way, the sample comprised of four subgroups i.e., males with high approval motive, males with low approval motive, females with high approval motive, females with low approval motive. Finally 60 subjects were selected randomly in each of the four subgroup. In this way, a total of 240 subjects were randomly selected as the final sample. Half of the subjects in each subgroup (N=30) served as control group while another half of subject, (N=30) performed, under experimental condition. A brief account of final sample for the study is given in Table 6.
Table # 6 : Details Of Final Sample Of The Study

<table>
<thead>
<tr>
<th>Condition</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HAM</td>
<td>LAM</td>
<td>HAM</td>
</tr>
<tr>
<td>Control (Solo)</td>
<td>N=30</td>
<td>N=30</td>
<td>N=30</td>
</tr>
<tr>
<td>Experimental (Social Facilitation)</td>
<td>N=30</td>
<td>N=30</td>
<td>N=30</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

INSTRUMENTS OF THE STUDY

It has already been said earlier that the present research deals with two different aspects of assessment in Psychology i.e., approval motive and altruism. The instruments two used for purpose are described below in some detail.

Measurement of Approval Motive

Tripathi and Tripathi's "AMS" (1988) was used in the present work to assess the level of Approval Motive, Scale of the class XI students. It is developed for measuring the various aspects of approval motive. Specific areas related to approval motive are (1) Normative behaviour (2) Social conformity (3) Positive self presentation (4) Defensiveness (5) Dependency (6) Social responsiveness (7) Social approval. The final form of AMS constituted those 72 items which were found acceptable in the process of item analysis.

The two essential characteristics of a sound test are its reliability and its validity. The Test - Retest Reliability coefficient obtained from the two sets of scores was .80 with an index of reliability of .89. Split - half reliability was also determined by computing correlation be-
tween scores on odd and even items. The obtained reliability coefficient is .82 with reliability index of .93. Content validity, intrinsic validity, predictive validity and construct validity were also determined and were found very high. The correlation obtained for construct validity is significant at .01 level of confidence.

**Measurement Of Altruism**

The altruism scale (ALTS) constructed and standarized by Dr. Rai & Dr. Singh (1988) was used in the present research to determine the level of altruism in the subjects. The scale has been prepared in Hindi language with 30 items. Each item has three alternative responses, self altruistic, natural and egoistic. This scale has been found to be highly reliable and valid. The responses obtained in the form of tick marks (✓) on 30 items of altruism scale are quantitified.

Reliability of altruism scale was determined by test-retest method. The reliability coefficient was .84 with reliability index of .92 which was statistically significant. Content validity, intrinsic validity, extrinsic validity were determined and were found very high. The extrinsic validity is significant at .01 level of confidence.

**Measurement of Alltruistic Behaviour**

Varicus methods have been used to study altruistic behaviour mainly focusing on two types of behaviours rescue responses (Staub, 1970 & 1971) and donation or sharing responses (Crusec & Skubiski, 1970; Bryan, 1971).

In the present study, two different coloured pearls were selected to study altruistic behaviour of the subjects. The subject had to sort out pearls of one coloured only from the mixture of the two. This he/she did along with another student (the co-participant). After completing the task, subject was appreciated for his performance and was given 3 pens as the reward in the absence of another student and was asked to share the reward with him/her. On the basis of number of pens (reward) shared by the subject with the co-participant, he/she
was scored for her altruistic behaviour. A altruistic behaviour checklist was prepared to study the sharing behaviour. A child was assigned a maximum score of 4 if he/she had given all the three pens to another student, score of 3 if he/she had given two pens to another student and kept one for herself, a score of 2 if he/she had given one pen to another and returned one to the experimenter keeping 1 for herself, a score of 1 if he/she had given one pen to another student and kept two for him/herself, and he/she was assigned a minimum score of ‘0’ if he/she had not given a single pen to another and kept all the three for him/herself.

**EXPERIMENTAL DESIGN OF THE STUDY**

A 2 X 2 X 2 factorical design will be used to study the effect of sex, approval motive and social facilitation on altruistic behaviour of the subjects.

An outline of the plan is given in Table 7. The main features may be summarized as below.

**Table # 7 : An Outline Of The Design Of the Present Study**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HAM</td>
<td>LAM</td>
</tr>
<tr>
<td>Control (Solo)</td>
<td>N = 30 *</td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* There would be equal number of sample i.e., 30 Subjects in each cell.

A total of 240 subjects would be drawn equally from male and female students population. Care would be taken to select one half of the subjects in each sex group with high and low approval motive. Half of subjects in each subgroup would be studied in control condition while another half of the subjects would be studied in social facilitation condition. In this way 30 subjects will be studied for their altruistic behaviour in each cell of 2 X 2 X 2 (total - 8 cells) factorial design.
PROCEDURE: Data were collected in two steps. In the first step, approval motive test was administrated on 1100 students of XIth class who served as the primary sample of the study. On the basis of Q1 and Q3 on approval motive test 240 subjects were selected randomly. Subjects scoring below Q1 were considered as of low approval motive and those scoring above Q3 were considered as of high approval motive. In this way, 60 subjects were studied in each of the four subgroups i.e., males with high approval motive, males with low approval motive, females with high approval motive and females with low approval motive. Out of these 60 subjects in each subgroup 30 subjects were studied for their altruistic behaviour in control condition wherein they had to perform in solo while another 30 subjects were in experimental condition where in they were tested for their altruistic behaviour in the presence of three other persons who served as audiences only. These 240 subjects were studied for their altruistic behaviour in the second step. For the purpose, firstly a test of altruism, constructed and standardised by Dr. S. N. Rai & Dr. Sanwant Singh. was administrated on the subject (testing situation). The scores on altruism scale served as the basis to determine the level of altruism in the subject.

The altruism behaviour of the subject was also studied in an experimental situation. A altruistic behaviour check list was prepared to note down the sharing behaviour of the subjects. The subject were studied individually along with another student of with his class. The experiment was conducted in a separate room where in the subject and the coparticipant were asked to sort out white coloured pearls from the mixture of white and black. This task was done jointly for one minute and then the coparticipant was asked to go to another room. After the departure of the coparticipant the subject was appreciated for the performance and was given 3 pens as the reward and was asked to share the reward with his coparticipant. Observing that the student has gone to his class room after sharing the reward the coparticipant was asked to come in the experimental room and the information was sought from him/her about the number of pens he/she got from the subject with whom he/she worked in the experiment and the information was noted down in the ‘Altruistic Behaviour Check list’

The main response measure was the number of pens shared by the subject with the
coparticipant in the experiment. As has already been mentioned earlier that the maximum score of '4' was assigned to the subject when he/she had given all the three pens to the coparticipant, a score of '3' was assigned when he/she had given two pens to the coparticipant keeping only one for him/her self, a score of '2' was given when he/she had given one to the coparticipant and kept one for him/her self returning the third to the experimenter a score of '1' was given when he/she had given only one pen to the coparticipant and kept the rest two for him/her self and the minimum score of '0' was assigned to the subject when he/she had not shared the pens at all with the coparticipant keeping all the three pens for him/her self only.