



UNIVERSITI PUTRA MALAYSIA

***RELATIONSHIP BETWEEN LOCUS OF CONTROL AND CONNECTEDNESS
WITH PROSOCIAL BEHAVIOR AMONG THE ADOLESCENTS IN
KUALA LUMPUR, MALAYSIA***

LAU YEE CHING

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By

LAU YEE CHING

**Thesis submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of Requirements for the Degree of
Master of Science**

Nov 2013

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DEDICATION

*This thesis is dedicated to my beloved father and mother,
who raised me with the unconditional love.*

*It is also dedicated to my beloved late music teacher
Mr. Ng Su Kuang, who taught me in the way that
“No one can make it better for you but yourself”*

Abstract of thesis presented to the Senate of the Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

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Nov 2013

Chairman: Associate Professor Rumaya Juhari, PhD

Faculty: Human Ecology

The current study examined the relationships between locus of control and connectedness with adolescents' prosocial. The study also determined the moderation effect of age on the relationship between the independent and dependent variables. Social cognitive theory was used to guide the study. A multiple stage sampling method was used to select 384 respondents aged 13 to 16 (mean= 14.52 years; s.d.= 1.16) from four secondary schools in Kuala Lumpur. Self-administered questionnaire with 3 main instruments which are Prosocial Behavior Tendencies-Revised by Carlo, Hausmann, Christiansen and Randall (2003), The Child Nowicki-Strickland Internal-External Scale (CNS-IE) by Nowicki and Strickland (1971) and The Hemingway: Measure of Adolescent Connectedness by Karcher (2002) were used to measure prosocial behavior, locus of control, and connectedness respectively. Independent sample T-test, one-way ANOVA, Pearson Correlation and multiple regression were used to answer the research questions respectively. A significant level of 0.05 errors was used for the hypothesis testing. Results revealed that there is no significant gender difference in prosocial behavior however, there was a significant age difference ($F=10.32$) in prosocial behavior. Results also showed that there are significant relationships between locus of control ($r=-.233$), family connectedness ($r=.396$), academic connectedness ($r=.576$) and social connectedness ($r=.505$) with prosocial behavior. Age, academic connectedness and social connectedness were the unique predictors of prosocial behavior (Beta=1.34, .393, .308). Results showed that there is moderation effect of age in relationship between academic connectedness and prosocial behavior. The findings support to the theory of Bandura (1963) in that prosocial behavior can be influenced by personal and environmental factors.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

**HUBUNGAN ANTARA LOKUS KAWALAN DAN KEBERKAITAN
DENGAN TINGKAHLAKU PROSOSIAL DALAM KALANGAN REMAJA
BERSEKOLAH DI KUALA LUMPUR, MALAYSIA**

Oleh

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Nov 2013

Pengerusi: Profesor Madya Rumaya Juhari, PhD

Fakulti : Ekologi Manusia

Kajian ini meneliti hubungan locus kawalan dan keberkaitan dengan tingkah laku prososial remaja. Kajian ini juga menguji kesan moderasi umur pada hubungan antara pembolehubah bersandar. Teori Kognitif Sosial telah digunakan untuk membincangkan andaian kajian. Kaedah penyampelan peringkat berganda telah digunakan untuk memilih 384 responden antara lingkungan usia 13 kepada 16 (min = 14.52 tahun; sd = 1.16) dari empat buah sekolah menengah di Kuala Lumpur. Borang soal selidik terdiri daripada 3 instrumen iaitu Kelakuan Kecenderungan Prososial oleh Carlo, Hausmann, Christiansen dan Randall (2003), skala *Nowicki-Strickland Children Locus of Control (CNS-IE)* oleh Nowicki dan Strickland (1971) dan *The Hemingway: Adolescent Connectedness* oleh Karcher (2002) digunakan untuk mengukur tingkah laku prososial, locus kawalan, dan keberkaitan masing-masing. Analisis *Independent sample t-test*, *one-way ANOVA*, Korelasi Pearson dan regresi berganda telah digunakan untuk menjawab hipotesis kajian masing-masing. Hasil kajian menunjukkan bahawa tiada perbezaan antara signifikan tingkah laku prososial antara responden tetapi ia terdapat perbezaan umur yang signifikan ($F = 10.32$). Keputusan juga menunjukkan bahawa terdapat hubungan negatif yang signifikan antara locus kawalan ($r = -0.233$), keberkaitan keluarga ($r = 0.396$), keberkaitan akademik ($r = 0.576$) dan keberkaitan sosial ($r = 0.505$) dengan tingkah laku prososial. Umur, keberkaitan akademik dan keberkaitan sosial adalah peramal unik kepada tingkah laku prososial (Beta = 1.34, .393, .308; $p \leq 0.001$). Hasil kajian menunjukkan terdapat kesan moderasi umur pada hubungan antara keberkaitan akademik ($p = 0.02$) dan tingkah laku prososial tetapi bukan pada keberkaitan keluarga dan keberkaitan sosial. Penemuan menyokong teori Bandura (1963) bahawa tingkah laku prososial boleh dipengaruhi oleh faktor peribadi dan faktor persekitaran.

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APPROVAL

I certify that a Thesis Examination Committee has met on 19th May 2013 to conduct the final examination of Lau Yee Ching on her thesis entitled “Relationship between Locus of Control and Connectedness on Prosocial Behavior among the adolescents in Kuala Lumpur, Malaysia” In accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Pertanian Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the degree of Master of Science.

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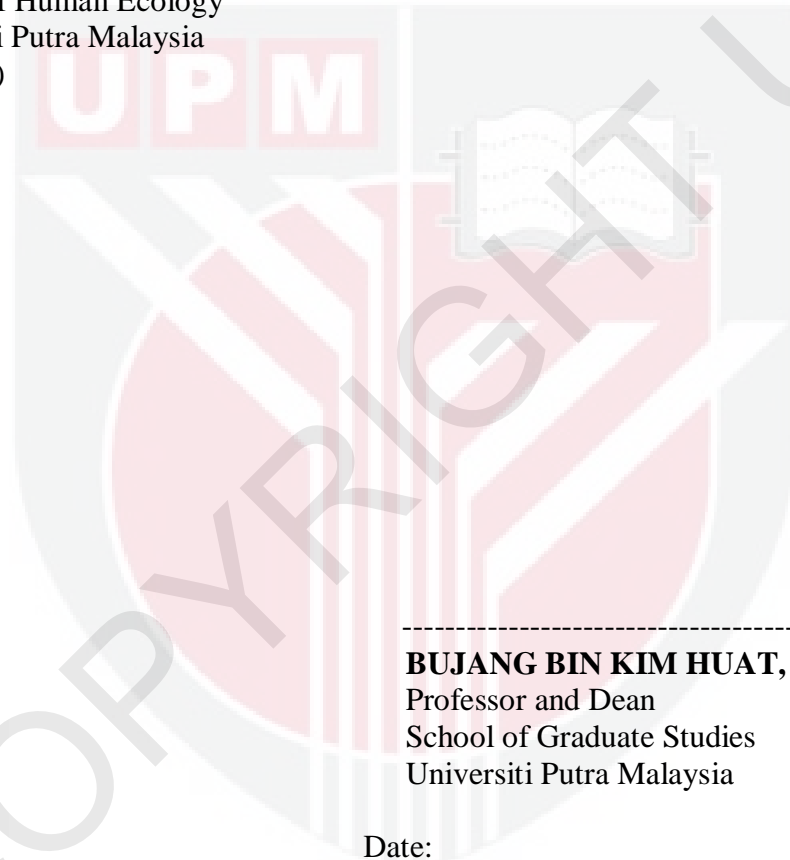
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TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	vi
ACKNOWLEDGEMENT	iii
APPROVAL	vii
LIST OF TABLES	xi
LIST OF FIGURES	xvi
LIST OF ABBREVIATIONS	xvii
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement	3
1.3 Research Question	5
1.4 Research Objectives	5
1.5 Hypothesis	6
1.6 Significance of Study	7
1.7 Theoretical Framework	8
1.8 Conceptual Framework	19
1.9 Terminology	20
1.9.1 Prosocial Behavior	20
1.9.2 Adolescent's Connectedness	20
1.9.3 Locus of Control	20
1.10 Scope of study	20
LITERATURE REVIEW	22
2.1 Introduction	22
2.2 Prosocial Behavior	22
2.2.1 The Definition of Prosocial Behavior and Its Dimensions	22
2.2.2 Measurements of Prosocial Behavior	23
2.2.3 Development of the Measurement for Children Prosocial Behavior	24
2.3 Locus of Control	27
2.3.1 Dimensions of Locus of Control	28
2.3.2 Locus of Control and Prosocial Behavior	28
2.3.3 Age, Gender and Locus of Control	29

2.4	Adolescent Connectedness	29
	2.4.1.1 Familial Connectedness	33
	2.4.2.2 Academic Connectedness	33
	2.4.2.3 Social Connectedness	34
	2.4.3 Adolescent Connectedness and Prosocial Behavior	34
2.5	Summary	35
METHODOLOGY		36
3.1	Introduction	36
3.2	Research Design	36
3.3	Population and Location of the Study	37
3.4	Sampling Procedure	37
3.5	Sample Size	38
3.6	Measurement of Variables	38
	3.6.1 Dependent Variable (Prosocial Behavior)	39
	3.6.2 Independent Variables	40
	3.6.2.1 Adolescent's Connectedness	40
	3.6.2.2. Locus of Control	41
3.7	3.7 Pilot Test	42
3.8	3.8 Exploratory Data Analysis (EDA)	42
3.9	3.9 Data Analysis	43
RESULTS AND DISCUSSIONS		46
3.10	Introduction	46
3.11	Demographic Background of the Respondents	46
3.12	The Descriptive Findings on Independent and Dependent Variables	48
	3.12.1 Locus of Control	48
	3.12.2 Connectedness	48
	3.12.2.1 Family Connectedness	49
	3.12.2.2 Academic Connectedness	49
	3.12.2.3 Social Connectedness	50
	4.3.3 Prosocial Behavior	51
4.4	Hypotheses Testing	53

4.4.1 Differences in Locus of Control, Connectedness (Family, Academic, Social) and Prosocial Behavior in Ages and Gender	53
4.4.2 Relationship between Locus of Control, Connectedness of Family,	64
4.4.3 Unique Predictors of Prosocial Behavior in Adolescents	67
4.4.4 Age as a Moderator of the Relationship between Academic Connectedness, Social Connectedness and Prosocial Behavior	76
4.5 Conclusion	79
SUMMARY, CONCLUSION AND RECOMMENDATIONS	82
5.1 Summary of Findings	82
5.2 Review of Conceptual Framework	84
5.3 Conclusion	85
5.4 Implication of the Findings	86
5.4.1 Theoretical Implications	86
5.4.2 Practice and Policy Implications	86
5.5 Recommendations for Future Research	87
REFERENCES	88
APPENDICES	103
BIODATA OF STUDENT	126

LIST OF TABLES

Table	Page
3-1 Reliability on the original instrument, actual study and pilot test	41
3-2 Levene test of homogeneity of variance for variables	42
3-3 Collinearity test of the independent variables	43
3-4 Type of analysis and the main statistical tests used	45
4-1 Age, gender, race, religion, birth order, and parents' marital status	47
4-2 Locus of control, connectedness (academic, family and social), and prosocial behavior	52
4-3 Results of Analysis of Variance between ages and locus of control	54
4-4 Results of Analysis of Variance between ages and family connectedness among adolescents	55
4-5 Results of Analysis of Variance between ages and academic connectedness among adolescents	57
4-6 Results of Analysis of Variance between ages and social connectedness among adolescents	58
4-7 Results of Analysis of Variance between ages and prosocial behavior among adolescents	59
4-8 Comparison of mean scores for all variables of the study by gender	63
4-9 Correlation matrix of the locus of control, connectedness its subscales and prosocial behavior	67
4-10 Results of multiple regression analysis on the predictors of prosocial behavior	68
4-11 Multiple collinearity diagnostic of the predictors of prosocial behavior	69
4-12 Result of multiple regression analysis on the predictor of altruistic prosocial behavior	69
4-13 Result of multiple regression analysis on the predictor of public prosocial behavior	70
4-14 Result of multiple regression analysis on the predictor of emotional prosocial behavior	72

4-15 Result of multiple regression analysis on the predictor of dire prosocial behavior	73
4-16. Result of multiple regression analysis on the predictor of anonymous prosocial behavior	74
4-17 Result of multiple regression analysis on the predictor of compliant prosocial behavior	75
4-18 Model Summary and the Changes of R-square	76
4-19 Tests of between-subjects effects of age on the relationship between academic connectedness and prosocial behavior	77
4-20 Tests of between-subjects effects of age on the relationship between social connectedness and prosocial behavior	79
4-21 Hypotheses Tests	80

LIST OF FIGURES

Figure	Page
1-1 The Triadic Reciprocity of Personal Factors, Environmental Influence and Behavior (Source: Bandura, 1986)	8
1-2 A Socioecological Developmental Model of Prosocial Behaviors	9
1-3 The Relationships between Locus of Control and Connectedness with Prosocial Behavior among Adolescent in Kuala Lumpur, Malaysia	19
2-1 A hypothesized model of how attachment, social support, relatedness, and belonging contribute to adolescent connectedness	31
3-1 Sample Frame	37
4-1 Moderation Effect of Age on the Relationship between Academic Connectedness and Prosocial Behavior	78

LIST OF ABBREVIATIONS

PTM-R	Prosocial Tendencies Measure-Revised
CNS-IE	Child Nowicki-Strickland Internal-External Scale
T	Tolerance
VIF	Variance inflation factor
EDA	Exploratory data analysis
IQR	Interquartile range
ANOVA	Analysis of variance
MLR	Multiple linear regression
AC	Academic connectedness
SC	Social connectedness

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The concept of prosocial behavior which has contributed to the survival of creatures can be traced to the evolutionary theory (Darwins, 1976; Hasting, Zahn-Waxler, & McShane, 2005; Sober & Wilson, 2000). According to Hamilton (1963) and Gintis, Bowles, Boyd, and Fehr (2003), human beings inherited the altruistic gene from their ancestors. Some researchers have presented evidence of the heritability of sympathy (example, Matthews, Batson, Horn, & Rosenman, 1981) which is deemed evolutionarily adaptive. Therefore, performance of prosocial behavior lies at the root of every creature's survival in order to create a harmonious society. From the perspective of social psychology, Staub (1984) stated that human interaction has a contrary type of functioning. He explained that the human condition can be narrowed down to one binary opposition, namely "prosocial" (behavior that benefits other) versus "antisocial" (behavior that harms others).

In recent years, there has been an increasing interest in positive social behaviors among the adolescence. National Vision Policy in 2001-2010 (Malaysia, 2001) aspired to "develop a generation of resilient youths' who are equipped with appropriate skills and knowledge as well as the right values. Additionally, National Vision Policy 2011-2020 continues to emphasize the importance of morality, caring and ethical society in its social goals.

It is believed that the prosocial behavior bring the positive interactions which resulted in the contribution of self-exploration, socio-emotional development as well as act as a protective factor in the adolescence development. Studies showed that prosocial behavior is increased with age; which means that adolescents generally are more prosocial than younger children, and this difference occurs during early adolescence (Eisenberg & Fabes, 2007; Carlo & Randall, 2002). This phenomenon is due to the availability of more opportunities for adolescents to engage in prosocial behavior (Carlo, Fabes, Laible, & Kupanoff, 1999). Indirectly, it shows that cognitive and socio-emotional developments during adolescence can lead to positive growth especially in positive socialization. Furthermore, Carlo *et al.* (1999) explained the importance of the individual's role, as well as social and contextual factors in influencing the development of prosocial behavior during adolescence. They concluded that influential factors include puberty, perspective formation, moral reasoning, social context, and culture.

Adolescence is a transitional stage from childhood to adulthood. Adolescents search for self-identity and attempt to define their place in their social network such as

family, peers, and society. The dramatic changes due to biological and psychological transformation during the process of transition increase conflict, reaction, resistance, and defiance to traditional social values and standards (Reinherz, Paradis, Giaconia, Stashwick, & Fitzmaurice, 2003; Papathanasiou & Lahana, 2007). However, there are positive and negative outcomes during adolescence. In the viewpoint of Erikson (1950), adolescents have an important task to achieve, which is to form a stable identity and achieve a sense of self. He furthered the explanation with the emphasizing of self-knowledge and continuity of experience in the path of attaining an individual identity. In other words, understanding of personality and interaction within the social context are important for achieving self-identity. Furthermore, some studies show that prosocial behavior contributes to the adolescent's identity achievement (Hardy & Kisling, 2006). These findings explained that the maturation of identity enables individuals to form a better interpersonal connection, develop 'other'-oriented concern, and thus increase their desire to contribute to their community and society (Adams, 1998; Erikson, 1950; Marcia, 1980). On the other hand, it also shows that higher maturation of identity has a linkage between connectedness and performance of prosocial behavior.

Therefore, to be more specific, socialization process creates a sense of connectedness to others, thus developing protective relationships which exist between adolescents and their environments. These relationships include individuals from inside or outside the family and from broader social contexts such as schools and other institutions (Allen, McElhaney, Kuperminc, & Jodl, 2004; Resnick, 2008). Consequently, Evans, Foa, Gur, Hendin, O'Brien, and Seligman (2005) stated that formation of positive connections to the larger world is important to reduce or eliminate problems among children and adolescents.

Furthermore, these connections create a social context for adolescents to learn interactive skills. Adolescents are reinforced to acquire the perspective taking and reciprocity skills through socialization process. Piaget (1965) and Sullivan (1953) believed that these skills contributed to the emergence of prosocial skills. Weinstein and Ryan (2010) and Gagne (2003) also reported that there are some associations between the feelings of autonomy and the satisfaction of connectedness and prosocial tendencies. In other word, it shows how the role of locus of control plays on the prosocial behavior.

The original concept of locus of control is based on the nature of learning process. Tarnowski and Nay (1989) defined locus of control as an individual's perception of environmental control. For instance, strong perception on environmental control contributes to better connectedness within the social contexts. Moreover, previous studies showed that people who are high in the level of internal locus of control tend to engage in prosocial behaviors (Staub, 1978; Aronoff & Wilson, 1984, Piliavin, Dovidio, Gaertner, & Clark, 1981, Rushton, Chrisjohn, & Fekken, 1981). This is because the power of internal control encouraged people to make decisions to help others in that situation. On the other hand, adolescents with high external locus of control have conflicts on autonomy issues, believe that faith is determined, believe

that positive reinforcement cannot be gained through personal effort, and lack feelings of competency in peer situations (Lindal & Venables, 1983).

As a result, adolescents have more opportunity to perform prosocial activities by comforting or providing instrumental help as age increases. Thus, prosocial behavior can be encouraged and promoted with increasing age. It is supported that prosocial behaviors are more likely to occur as children get older in a meta-analysis (Eisenberg, Fabes, & Spinrad, 2007). As the age increases, children have a better conception of situations (Pearl, 1985) and they are able to identify the emotional state of others (Gosselin, Warren, Diotte, 2002). Eventually it is important for establishment of positive behavior nurturing during early stages of adolescence to assist them to grow up to become better human beings in the future.

On the other hand, past researchers are also interested in examining gender differences with regards to prosocial behavior (Fabes *et al.*, 1999). They believed that gender-role behavior contributes to gender differences in prosocial behavior and that it became significantly greater during adolescent stage. Girls are more prosocial than boys and this difference increased with age (Eisenberg *et al.*, 2007). It was also found that there are moderating effects of gender on prosocial behavior and social impact (Zimmer, Geiger, & Crick, 2005), for instance Crick (1996) also found that prosocial behavior is more important for acceptance by peers among girls, than among boys. Therefore, these findings are consistent with gender stereotypes in the adolescent social context. Previous researchers suggested that analyses should be done separately for boys and girls to provide an accurate account of association between prosocial behavior and their social context. Therefore, in order to see the moderation effects of gender on prosocial behavior and different ecological contexts and personality trait; it is important to explore how the role of gender play a moderating effect in prosocial behavior when the study is done are in a difference cultural context such as Asian countries.

Based on the above findings, child characteristics (age and gender) should be taken in consideration in order to obtain a complete understanding between prosocial behavior and their social context.

1.2 Problem Statement

There were some studies neglected the prosocial motives and it eventually may cause the differences outcome of the study on prosocial behavior. A study involving helping stranger was designed by using experiment method showed that Malaysia ranks as the second last among the 21 countries involved (Levine, Norenzayan & Philbrick, 2001). This research was done without concerning the prosocial motives. According to Aydinli, Bender & Chasiotis (2013), past literatures indicated the gap of prosocial behavior should be looked into the prosocial motivation in order to help us to have a holistic picture on the performance of prosocial behavior and eventually it helps to explain different tendencies of helping behaviors.

Prosocial behavior is a protector factor especially during the adolescence stage in order to attain a well-being development. According to Amin, Yusof, and Haneef (2006), they proposed that social problems need to be addressed in order to attain a balanced development. It even found that the good values and good deeds contribute in reducing social problems and eventually it also leads to good social behavior, thereby reducing the incidence of social problems. He also stressed that teenagers' social behavior is important to address this issue. He stated that teenagers are our next generation and are vital for making contributions to the development of the country. Hence, their social behavior should raise concerns especially from the perspective of moral development. In other words, the practice of values should be applied within their social contexts. Through the interaction and engagement of positive behavior, it is believed that society can attain a balanced development in the aspects of economic and moral development.

With the concern issue above, Ministry of Education also launched The Interim Strategy Plan (2011-2020) in order to strengthen the importance of values, beliefs, character-building and also connectedness with social context among youths in order to achieve the goal of National Vision Policy 2011-2020 (Malaysia, 2011). Interestingly, See (2010) found that sub-urban and urban schools have lower positive behaviors compared to rural schools. It showed the Malaysian adolescents in sub-urban and urban areas were found to have lower effective interpersonal relationship, healthy thought patterns and social service behavior in the findings on psychological profile in the study. Therefore, this present study attempts to explore the positive behavior among the adolescents in urban schools and hopefully it can contribute towards reducing social problems, increase positive connectedness and eventually contribute to morality development among children. It is supported by the findings from Bandura (1999) and Bandura, Barbaranelli, Caprara, and Pastorelli (1996) which found that prosocial orientation curbs aggression, both directly and by engaging moral self-sanctions for harmful conduct. In addition, parents, educators, and societal agency centers are interested in influencing children's psychosocial development to promote socially valued life courses, and ideally to prevent detrimental or antisocial outcomes (Cairns and Cairns, 1994). Therefore, protective factors are needed to fill the gaps in the adolescent's social development.

In the viewpoint of Goulet (1992), development should reflect improvement in human life, not only in the material or quantitative sense, but even more importantly, in the qualitative aspects of development. In this respect, values form the basis of the essential components of development which are qualitative in nature, and it is values that will "ultimately determine whether a human society, community or individual is 'developed' or not".

Previous studies also showed that the factor of locus of control may determine the action of respondents on different tendencies of helping behaviors. This is because locus of control acts as the attribution to direct the adolescent's thought and action in order to accomplish helping behavior (Schunk, 2001; Zimmerman, 2000). Past studies also indicated that adolescents who are high in internal locus of control are more responsible for their behavior and more likely to engage in prosocial behavior

(Staub, 1978; Aronoff et al., 1984). Phares (1976) also found that people with high internal locus of control are more quick to offer help in face-to-face situations. Therefore, it is believed that locus of control contribute to different tendencies of positive behaviors in daily life context.

In this present study, it is believed that prosocial behaviors need a medium to be performed and that medium is the ecosystem of an individual. The ecosystems of children create connection and interaction among the different people. It indicates that the connectedness within the children's ecological contexts such as family, school, peers and friends, community, and different cultural contexts influence to prosocial behavior performance (Chasiotis et al., 2006). From past literatures, Piaget (1965) proposed that social skills such as perspective taking, empathy, and reciprocity skills in the socialization process create a positive interaction in the social context and it thus contributes to the emergence of prosocial skills. Throughout the socialization process such as connection and interaction within the ecosystems, adolescents acquire the social helping skills where the feeling of empathy and reciprocity skills assist them to be involved in helping situations.

In order to enrich the knowledge on prosocial behavior as well as address the gaps in previous literature, this present study aimed to provide a comprehensive picture of how the adolescent prosocial behavior was influenced by the connectedness and locus of control in the Malaysian context.

1.3 Research Question

1. Are there any differences in locus of control, connectedness (familial, academic and social) and prosocial tendencies according to age and gender of respondents?
2. Is there any significant relationship between locus of control, connectedness (familial, academic and social) and prosocial behavior?
3. What is (are) the significant predictor(s) of adolescence prosocial behavior?

1.4 Research Objectives

General Objective: To determine the relationships between locus of control, and connectedness (family, academic, and social) on the prosocial behavior among the adolescents.

Specific Objectives:

1. To describe the demographic background characteristic of respondents and the level of locus of control, connectedness (family, academic and social) and prosocial behavior.

2. To determine the differences in locus of control, connectedness (family, academic and social) and prosocial behavior according to age (from age 13 to 16) and gender (male and female).
3. To determine the relationships between locus of control, connectedness (family, academic and social) and prosocial behavior.
4. To determine the unique predictor(s) of prosocial behavior.
5. To examine the moderation effect of age on the relationship between connectedness (family, academic and social) and prosocial behavior.

The relationships between the demographic variables with the independent variables and dependent variables will also be explored to check on the roles of these factors in explaining the phenomenon.

1.5 Hypothesis

This present study attempts to examine the influence of locus of control and connectedness on an adolescent's prosocial behavior. It is hypothesized that if any, the variables of connectedness, locus of control, and demographical factors play significant roles in prosocial behavior. It is also hypothesized that there will be a significant relationships between an adolescent's connectedness and locus of control in attaining higher levels of prosocial behavior.

H₀1: There is no significant difference in locus of control between age groups (from age 13 to 16) among respondents.

H₀2: There is no significant difference in family connectedness between age groups (from age 13 to 16) among respondents.

H₀3: There is no significant difference in academic connectedness between age groups (from age 13 to 16) among respondents.

H₀4: There is no significant difference in social connectedness between age groups (from age 13 to 16) among respondents.

H₀5: There is no significant difference in prosocial behavior between age groups (from age 13 to 16) among respondents.

H₀6: There is no significant difference in locus of control between male and female respondents.

H₀7: There is no significant difference in familial connectedness between male and female respondents.

H₀8: There is no significant difference in academic connectedness between male and female respondents.

H₀9: There is no significant difference in social connectedness between male and female respondents.

H₀10: There is no significant difference in prosocial behavior between male and female respondents.

H₀11: There is no significant relationship between locus of control and prosocial behavior.

H₀12: There is no significant relationship between familial connectedness and prosocial behavior.

H₀13: There is no significant relationship between academic connectedness and prosocial behavior.

H₀14: There is no significant relationship between social connectedness and prosocial behavior.

H₀15: The regression coefficient of the independent variables equal to zero when regressed against prosocial behavior.

H₀16: There is no significant moderating effect of age on the relationship between academic connectedness and prosocial behavior.

H₀17: There is no significant moderating effect of age on the relationship between social connectedness and prosocial behavior.

1.6 Significance of Study

The main purpose of this present study is to examine the relationship between locus of control and connectedness on prosocial behavior among adolescents.

Past studies (Jackson, 1987; Bandura, 1986) view the acquisition of prosocial behaviors as multifaceted and highly complex. Therefore, in order to explore in depth about prosocial behavior, it is important and necessary to determine what factors within a student will contribute to, or detract from his ability to acquire prosocial behaviors.

The current study will also contribute to the literature by helping to clarify how prosocial behaviors can be taught or increased through the implementation of adolescence connectedness and locus of control. The implementation of suppressing incidental antisocial behavior alone is insufficient for educators to be successful at preventing and remedying the increasing of social problems among the adolescents. Rather, educators must develop programs that encourage engage in prosocial behaviors within the academic, family and social context (Cashwell, Skinner, & Smith, 2001). These can be done by providing instruction to children such as skills, decision making and dispositions of appropriate prosocial behaviors by including different tendencies of prosocial behaviors in order to enhance students' confident and ability to engage in individual prosocial behaviors.

Moreover, the findings will provide insights for youth program planners and educators to advocate and cultivate prosocial behavior, especially among adolescents in the Malaysian context. By means of implementing prosocial activities, it is expected to promote positive interaction among adolescents within their social world and thus indirectly help reduce social problems in society nowadays.

Furthermore, the study also contributes to help ascertain what factors influence the different dimensions of prosocial behavior, especially altruistic motives. It is assumed that intrinsic motives (e.g. altruistic) modeling healthy mental concepts contribute to higher stages of moral development, in accordance with the concept of internalized moral value proposed by Eisenberg (1979).

1.7 Theoretical Framework

In social cognitive theory, the learner is viewed as holistically integrated with the environment within which he or she is learning. Cognitive aspects, behaviors, and environment are all integrated together to create learning. Thus, prosocial behavior can be emphasized in adolescents' growth throughout the behavioral learning. Bandura (1986) initiated this basic concept of theory of the learner being integrated into the social environment.

Social cognitive theory was originally initiated by observational learning theory (Bandura & Walters, 1963). Bandura (1977) expanded this theory to social learning theory that stressed the importance of abstract modeling, language, and conceptual learning on observational model. Later, he included cognitive processes such as goal-setting, self-efficacy, and self-regulation into the behavioral learning.

The triadic reciprocity of social cognitive theory is the core concept of this study that proposed prosocial behavior. The factors include personal factors, environmental influence, behavior interplay and their influence on one another (Figure 1-1).

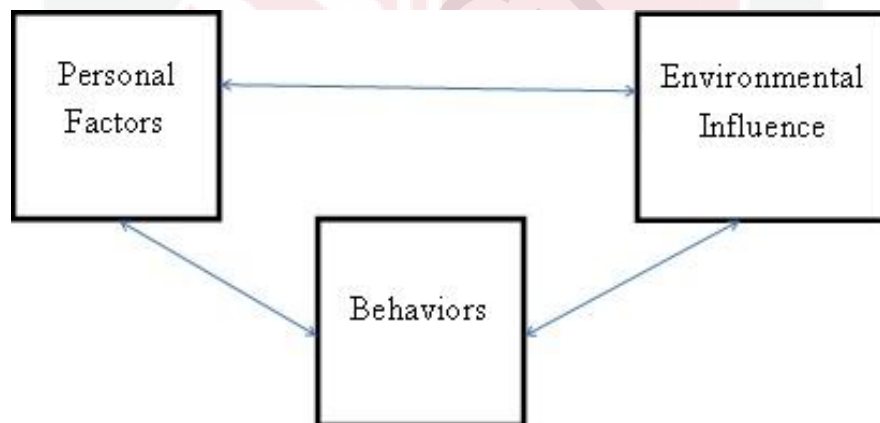


Figure 0-1 The Triadic Reciprocity of Personal Factors, Environmental Influence and Behavior (Source: Bandura, 1986)

In order to explain the triadic reciprocity of these factors into the present study, another model was developed which attempts to integrate the ecological, individual, social and interpersonal influences on prosocial behavior. The factors include the social contextual variables such as connectedness and personal factor, i.e. locus of control, age and gender.

Bandura (1977) explained that the continuity functioning of a person is a product of a continuous interaction between cognitive, behavioral and contextual factors. The change of any factor from the triadic reciprocity will affect the other factors. For instance, changes of interactive environment will influence one's personality and his

or her behavioral outcome. Hence, the developed model is explained by the illustration of how the variables relate to prosocial behavior.

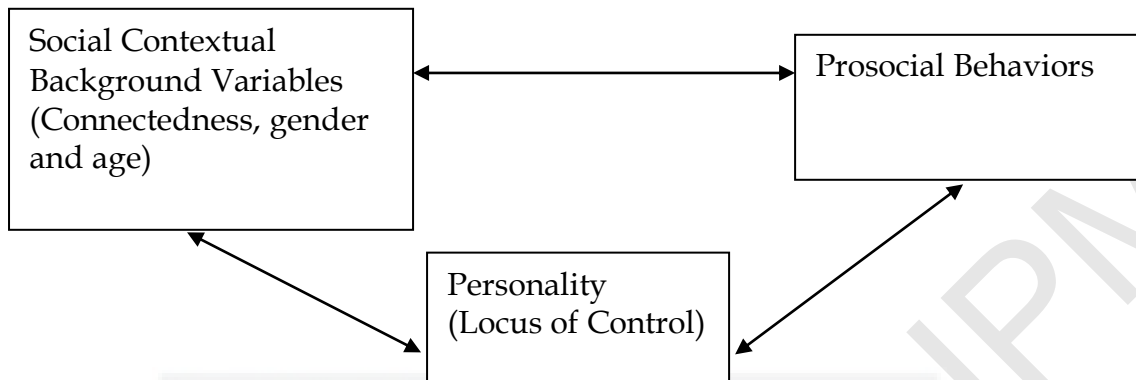


Figure 0-2 A Socioecological Developmental Model of Prosocial Behaviors

Social Contextual Background Variables. The social contextual background components explain the environmental influences of an adolescent. They include the socialization agents such as parents, siblings, teachers, peers, school, neighbors and self within the connectedness of familial, academic and social aspects. The connectedness within the adolescents' social context provides the opportunity to learn prosocial behavior through observation and modeling. They learned behavior through four processes namely: attention, retention, production, and motivation, in observational and modeling learning. For instance, adolescents must be aware of the engagement of prosocial behavior, and then the transformation of symbolic forms has to be stored for future use. When they face the helping situation, symbolic forms will be produced from stored codes and this helps them to perform prosocial behavior. Finally, they must understand their motivation in the engagement of prosocial behavior in order to help them continue performing positive behavior and even recreate new skills for the next helping. Therefore, connectedness within family, academic and social spheres is important in influencing adolescents' prosocial behavior engagement.

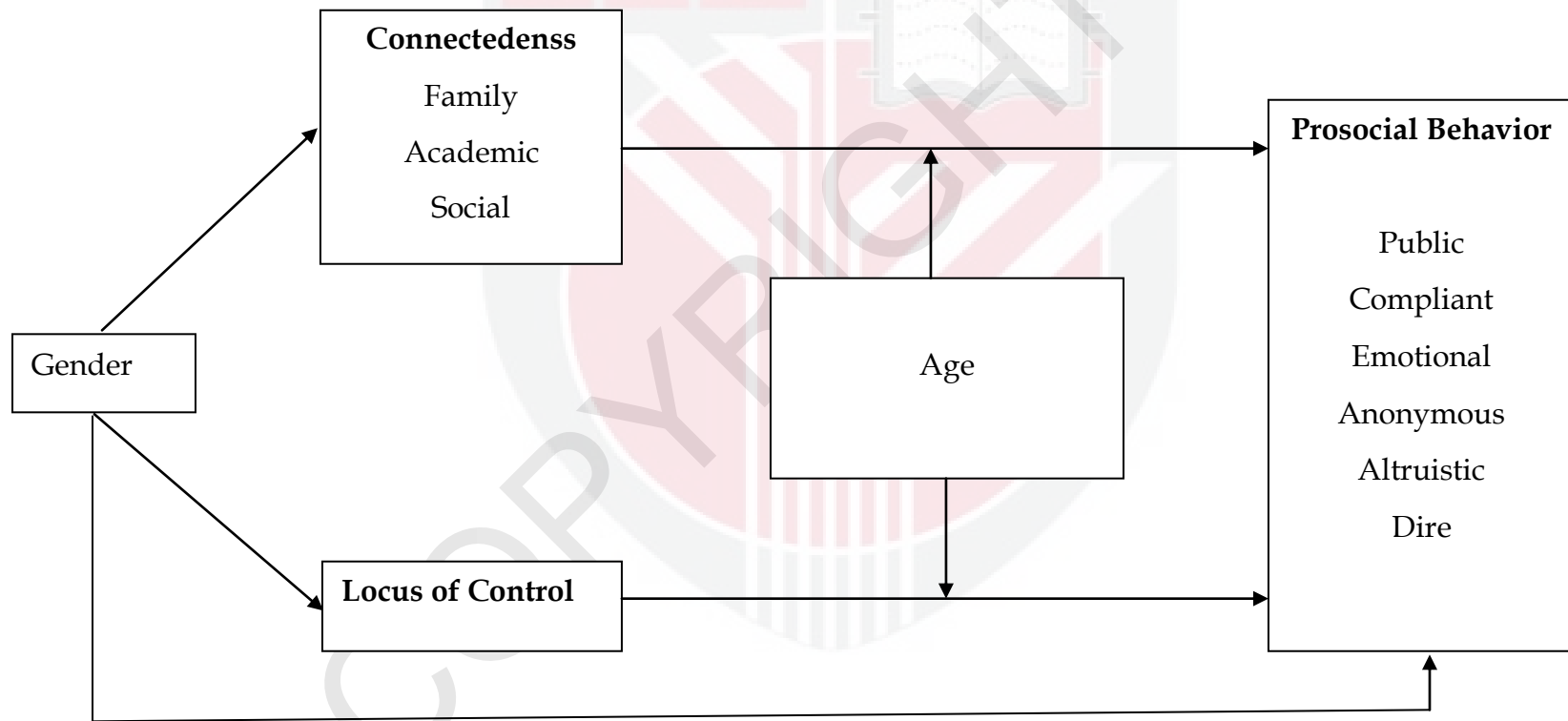
Personal Domain. The cognitive processes associated with higher levels of prosocial responding include self-efficacy, attributions, and goal-setting. Bandura (1986) explained the definition of locus of control by applying self-efficacy. Self-efficacy is the expectation that people hold about their ability to accomplish certain tasks. In this present study, locus of control was used to represent the personality trait factor in the triadic reciprocal diagram. It is believed that locus of control is highly associated with self-efficacy, goal-setting and attributions. Reykowski (1982) proposed that prosocial behavior is goal-oriented toward a state of affairs that produces benefits for someone else. In other words, locus of control plays the role to determine the self-efficacy, attribution and goal-setting in order to perform prosocial behavior. Tarnowski et al., (1989) define locus of control as an individual's perception of environmental control. Locus of control acts as the attribution to direct the

adolescent's thought and action in order to accomplish helping behavior (Schunk, 2001; Zimmerman, 2000). Therefore, locus of control has a significant impact on Bandura's self-efficacy theories, and how individuals' expectations shape the goals they set for themselves. Past studies indicated that adolescents who are high in internal locus of control are more responsible for their behavior and more likely to engage in prosocial behavior (Staub, 1978; Aronoff *et al.*, 1984; Piliavin *et al.*, 1981; Ruston *et al.*, 1981).

Lastly, based on the concept of social cognitive theory, the conceptual framework of locus of control, connectedness and prosocial behavior has been developed. Locus of control and connectedness will be the independent variable while prosocial behavior will be the dependent variable. In addition, it is found that age has moderation effects on prosocial behavior. Therefore, age will be included in this conceptual framework and acts as the moderator of locus of control and connectedness towards prosocial behavior. The unique predictors of prosocial behavior were also explored in the study.

1.8 Conceptual Framework

Figure 0-3 The Relationships between Locus of Control and Connectedness on Prosocial Behavior among Adolescent in Kuala Lumpur, Malaysia



1.9 Terminology

1.9.1 Prosocial Behavior

Conceptual: Goal-oriented and voluntary actions toward a state of affairs that are intended to produce benefits for someone else in different contexts of helping behavior (Eisenberg & Mussen, 1989). These behaviors may be adopted for a variety of motives and not necessarily for altruistic purposes.

Operational: Respondents' scores on Prosocial Behavioral Tendencies-Revised (Carol, Hausmann, Christiansen, & Randall, 2003) measuring the six dimensions of prosocial behavioral tendencies. It includes public, anonymous, dire, emotional, compliant, and altruism. Higher scores on the composite scale mean higher level of prosocial behavior.

1.9.2 Adolescent's Connectedness

Conceptual: Involvement within the person, objects, groups, or environment of an individual that promote a sense of comfort, well-being, and anxiety reduction (Townsend & McWhirter, 2005)

Operational: Respondents' scores on The Hemingway: Measure of Adolescent Connectedness (Karcher & Lee, 2002) measuring the three major influences in the life of an adolescent which include family, academic, and social aspects. Higher scores on each domain mean higher connectedness level for that particular domain.

1.9.3 Locus of Control

Conceptual: Tarnowski *et al.*, (1989) defines locus of control as “an individual's perception of environmental control. Externally oriented individuals perceive the occurrence of positive and negative events as independent of personal control. Internally oriented individuals perceive their actions as contingently related to the occurrence of these events” (p.381).

Operational: Respondents scores on The Child Nowicki-Strickland Internal-External Scale (CNS-IE) measuring the extent of internal locus of control and external locus on control among children. Higher scores on the composite scale mean higher level of external locus of control.

1.10 Scope of study

The primary concern of this study covers prosocial behavior, and the relationship between connectedness (family, academic, and social) and locus of control. This study

specifically centers on the tendencies of prosocial behavior which includes the dimensions of public, anonymous, emotional, dire, altruistic, and compliant prosocial behavior. The study also investigates the difference of age and gender in the relationship between independent and dependent variable. Respondents from age of 13 through 16 were chosen in the four government secondary schools which located in the area of Kuala Lumpur. The findings of this study can be used as a reference for further research in the field of prosocial behavior among the adolescents in Malaysia context.



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