

How can I enhance eight female student teachers in Pro-social Behavior? A case of third year section 11, Kindergarten Injibara College of Teachers' Education

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Abstract

The aim of this research was to enhance the pro-social behavior of student teachers. Fostering pro-social behavior among students is crucial in a society that is becoming more complex and individualistic. College student teachers participated in this study. The research followed the action research method proposed by Kemmis and McTaggart (2005), involving planning, action, observation, and reflection. The sample consisted of 8 Injibara College student teachers chosen through purposive sampling from kg room 11 Injibara College of Education. Data collection involved interviews, observations, and questioning, analyzed both qualitatively and quantitatively. Qualitative data included observation and interview notes, while quantitative data derived from pre-cycle, first cycle, and second cycle statistics. The findings indicated an improvement in pro-social behavior due to various intervention strategies. Specifically, the average pro-social behavior score increased from the pre-cycle to the first cycle for 5 student teachers and 2 student teachers showed progress in the second cycle. The study concluded that pro-social behavior is a positive and observable behavior essential for character development in social interactions

Key words: Pro social behavior, sharing, knowledge, cooperative, helping

Introduction

Pro-social behavior refers to an action that benefits others but has no obvious benefits for the person carrying it out, and that sometimes involves risk for the pro-social person. Pro-social behavior denotes a constellation of voluntary acts intended to benefit or improve the welfare of others. These acts include helping, sharing, comforting, cooperating, volunteering, and protecting someone from harm or bullying. These are key behaviors not only for a compassionate society but also for classrooms. Because the accumulated evidence suggests that young children's pro-social behavior makes important contributions to their long-term school adjustment, academic success, positive self-worth, positive relationships with others, and social and psychological well-being, according to Clarkson (2014), teachers may facilitate collectivism by establishing organizational social norms where teachers teach members that pro-social behaviors are essential to the overall operation of the group.

Empirical research on pro-social behavior has been operationalized in four ways: sharing, cooperation, helping, and providing comfort (Marcus, 1986). One criticism of this body of work is the failure of researchers to define these constructs in congruent ways, as the type of pro-social behaviors that researchers focus on affects the units of analysis studied as well as whether the behavior qualifies as an individual act or an interaction between individuals (Marcus, 1986). My action research basically examined the following three pro-social behaviors: sharing, helping, and cooperating. As an act, sharing

is typically defined as "the child giving away or allowing another use of an object that was previously in the child's possession" (Marcus, 1989, p. 270). Sharing has also been categorized as physical or verbal (Barton & Ascione, 1979). Barton and Ascione (1979) operationalized physical sharing, including giving an object to another student, allowing another to take an object, using material that another student used in a given time frame, or using an object to complete a mutual task. Verbal sharing, on the other hand, was operationalized as spoken interactions about an object to be shared. In this study, both verbal and physical sharing was examined.

Studies that focus on cooperation as a pro-social behavior have an underlying conceptualization of individuals dividing labour or playing to achieve a common goal. The mutual nature of the task at hand is critical to this behavior (Dunn & Munn, 1986). As a result, pro-social behavior in the form of cooperation requires at least two individuals, and analysis should capture that interaction. Helping is an act that consists of one student teacher assisting another student in a number of ways, including by providing information, requesting help from another individual, or doing something that aids other student teachers in their endeavors (Chadha & Misra, 2006; Iannotti, 1985). That is why I was concerned about conducting this action research to improve the students' pro-social behavior, specifically sharing and team spirit/collaborative learning, with particular reference to third-year kg student teachers. Pro-social behavior would be the conduit that my students needed to acquire new knowledge, develop new concepts, develop study habits, achieve academic success, develop positive self-esteem, and express strong understanding. The reason behind focusing on this issue is due to the fact that effective teaching and learning could not be possible without enhancing the ability of student teachers to enhance positive pro-social behavior.

Statement of the Problem

It is clear that pro social behavior is highly valued by teachers and college personnel, as well as by students themselves. In addition, pro-social behavior has received recently increased attention from educators due, in part, to an interest in promoting positive aspects of psychological functioning and adjustment rather than treating maladaptive forms of classroom behavior once they occur. However, instructional programs and interventions that directly promote the development of pro-social behavior are rare and often difficult to implement, especially given other academic and disciplinary issues that also need to be addressed daily.

Rationale of the study: On the one hand, cognition and learning have been demonstrated by instructional programs focused on cooperative and collaborative learning structures. In this case, active discussion, problem-solving, and elaborative feedback among peers who interact with each other in pro-social ways are associated with advances in a range of cognitive competencies and academic performance in samples ranging from preschool to higher institutions. I am one of the instructors at Injibara College of Teacher Education and am assigned to teach the TMPP 212 course.

When I taught these student teachers, I observed that the majority of them did not have pro social behavior. That means most of my student teachers have a lack of sharing knowledge, empathic behavior, collaborative learning, and helping others. They also consider the task a challenge. For instance, when I form student teachers in a group discussion, they are not interested in discussing each other, and they do not share their knowledge with group members and classmates because they do not have pro social behavior at the beginning/lower class level, even if parenting styles and language itself are also challenges

for student teachers. Because most of my clients are Awgni language speakers, they cannot communicate freely and share knowledge in Amharic. Therefore, language is one of the challenges for student teachers to develop pro social behavior in the classroom and out of the classroom. Normally, my observations indicate some student teachers as victims of antisocial behavior. That means they did not participate in group members' activities; they did not share physical and verbal ideas with students; and they were not interested in helping other students in different ways. Even if some group facilitators or high-achieving students also show such behavior in the classroom, it is because they did not develop pro-social behavior at their lower-class level or at home.

If this problem remains unsolved, it will be difficult to achieve effective and quality education. That was why I was triggered to do this action research to overcome the problem. Because of the aforementioned issue, I want to examine their pro-social behavior in order to design an intervention to assist such victims' student teachers.

Table 1, Pre intervention on Pro-social behaviors commonly observed among student teachers.

	Items	N _o	Mean	SD	Minimum	maximum
1	Helping	8	18. 00	1.2 9	16.0 0	20.0 0
2	Sharing	8	14. 00	1.5 2	12.0 0	16.0 0
3	Cooperative learning	8	17. 50	1.3 7	16.0 0	19.0 0

The means and standard deviations for the pro social behavior subscales are presented in Table 1. student teachers reported helping pro social behaviors (M = 18.00) as the most commonly observed type of pro social behavior, followed by sharing pro -social behavior (M = 14.00), and cooperative learning pro- social behavior (M = 17.00). Based on the sequence of mean differences shown in Table 1, each subtype of pro -social behavior was under average and all mean were less than the expected mean .that indicates that most of my student teachers were under average on pro social behavior on classroom .so above table indicates me to do further activity to enhance students teacher pro social behavior then to check quantitative data, I used qualitative data for triangulate those students teachers pro- social behavior .Therefore qualitative data also checked by observation and interview techniques.

This paper tries to answer the following research questions:

- ❖ What are the factors that hinder student teachers' promoting pro-social behavior?
- ❖ What measures could I employ to improve the student teachers' pro-social behavior?

Objectives of study

General objectives

The general objective of this study is to enhance pro-social behavior with particular reference to second-year kindergarten student teachers.

Specific objectives

- ✚ To identify the factors that hindered the student teachers' ability to promote pro-social behavior
- ✚ To devise potential measures to improve students' pro-social behavior.

✚ To describe possible strategies to enhance pro-social behavior.

Significances of study

This action research study has great value for different stakeholders of the college community, such as student teachers, researchers, and the college community. Then the researcher expects that this study would make a contribution to promoting pro-social behavior in the classroom. So, the advantages of this research can be misleading. Student teachers are expected to get a better understanding of how to enhance their pro social behavior for future teaching-learning processes and instruction. Then, without any uncertainty, they produce and deliver their lessons in the classroom after graduation. Through this, the researcher gets vital experience, which can be used in different interventions to enhance student teachers' skills to promote pro social behavior.

2. Methods

2.1 Research Design

The research is similar to the definition of a case study provided by McMillan (2004, p. 271): An in-depth analysis of one or more events, settings, programs, social groups communities, individuals, or other bounded systems then I used case study design for my action research.

2.2 Sampling techniques

Sampling as it relate to research, refers to the selection of individual, units and/or settings from the population to be studied. Sampling is required because it is impossible to collect data from the entire population. So, having the right sampling technique is indispensable to conduct research that is valid and acceptable. I have used non-probability sampling. From the non-probability sampling purposive sampling for teacher students and instructors have been selected. Because they are directly responsible to the program and can give relevant data for the study (yalew endawoke)

2.3 Instruments for data collection

For such studies, most of the time, questions, interviews, and observation are recommended. I chose both of them to collect information from various targeted individuals, Such as from student teachers. Instructors and classroom facilitators

2.3.1 Questionnaire

A questionnaire survey is a major instrument used to collect a wide range of facts and opinions from a target sample population for quantitative data analysis. That means this instrument was selected due to its ability to capture and control measure a large number of variables using statistical methods. In order to collect better, relevant information, the questionnaire would include both closed-ended and open-ended questions.

2.3.2 Semi-structured interview

Semi-structured interview was used to solicit information that reveals the interviewees' opinion about pro- social. The researcher believed that the data collected through this tool gives important insights to investigating the student teachers pro social behavior skills by offering richer and more detailed information. The researcher has prepared five items on related with prosaically behavior. This interview was held with purposively selected three informants from the selected classroom facilitators. The reason behind selecting these informants is basically for triangulation of the data that can be obtained from questionnaire survey and observation checklist. The interview process was accompanied by tape record to prevent loss of information. This can improve reliability in the data collected. However, there are some

cases where respondents may not allow the researcher to use a tape recorder. In addition, some researchers may ignore or neglect the content of some interviews because they believe that this information is in a tape recorder (Yin 2003). Therefore, in this research, note taking is also utilized during the interviews.

2.3.3 Observation

Participant observation is a major means of data gathering in case studies (Merriam, 1998). When the data was collected based on observation, in order to understand the skills and motivation of student teachers in pro social behavior on sharing knowledge, helping others, and participating in cooperative work, observations were made. The observations focus on a student's teachers' activities according to their relationships at school and natural behavior in a given situation. Setting: This is the key process for assessing their pro social behavior. Gathered through observations, this is a very important tool in the hands of information, especially in the case of dealing with student teachers.

2.4 Ethical consideration

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and other related values. The researcher promised to the participants of the study that the information that was collected from the respondents would not be transferred to a third party in candid or be exploited for purposes other than the purpose of the research study. Besides this, the process of data collection was done anonymously without writing their name, identification number, or telephone number, so that the threat of being disclosed was very much minimized.

2.5 Methods of Data Analysis

The data was analyzed quantitatively as well as qualitatively. According to Creswell (2009), qualitative data analysis was conducted concurrently with gathering data, making interpretations, and writing reports. The author further added that a case study involves a detailed description of the setting or individuals followed by an analysis of the data for themes or issues. The data gathered from interviews was first transcribed. The researcher attempted to read all the data bit by bit. . After a thorough reading of the data, the researcher attempted to develop categories or codes and reduce the voluminous data into manageable sets of themes. Using narrative descriptions, each theme was analyzed.

Table 1: challenges of pro-social behavior

NO	Challenges	Respondent	Very High	high	Medium	Low	Very low
1	Lack of awareness	Student teachers	1(12.5)	5(62.5)	2(25)		
2	Lack of support	Student teachers	2(25)	3(37.5)	3(37.5)		
3	Problem of organization	Student teachers	1(12.5)	4(50)	2(25)	1(12.5)	
4	Language problem	Student teachers	3(37.5)	4(50)	1(12.5)		
5	Unequal sharing of tasks among group members	Student teachers	1(12.5)	3(37.5)	3(37.5)	1(12.5)	
6	Lack of preparation	Student teachers	1(12.5)	4(50)	2(25)	1(12.5)	

Moreover, lack of awareness was one of the challenges to improving pro-social behavior. As it has been understood from the above table, 5 (62.5%), 2 (25%), and 1 (12.5%) of the student teachers' responses were high, medium, and very high, respectively. Furthermore, the observation made by the researcher shows that student teachers' pro social behavior was low. In table 5, question 2, lack of support was one of the challenges to enhancing pro social behavior. Three (37.5), three (37.5), and two (25.5) students' teachers' responses were medium, high, and very high. It concludes that one of the challenges to improving pro social behavior is a lack of support from various stakeholder groups.

The results also revealed that lack of support was one of the challenges for us in improving pro social behavior. Table 5, question 3, also shows organizational problems and one challenge for improving pro social behavior; thus, student teachers' responses were 4 (50), 2 (25.5), 1 (12.5), and 1 (12.5) Medium, very high, and low, respectively. Table 5, question 4, shows student teachers' responses were three also shows language problems and one challenge for improving pro social behavior; hence the student teachers' responses were 4 (50), 3 (37.5), and 1 (12.5) High, very high, and medium, respectively. Table 5, Question 6, demonstrates such difficulties due to unequal sharing of tasks among group members and student teachers. Unequal task sharing among groups was one of the challenges to improving pro-social behavior. The observation checklist also indicated most student teachers were not sharing tasks among groups. They were not pro-social behavior, especially when it came to helping and sharing knowledge with others. In addition, the responses obtained from an interview agree with what is shown. Three of the student teachers and one instructor who taught them, almost all of the interviewees, responded that almost all the lack of awareness and lack of support was their fault. The above respondent

was also approved by the researcher from an interview held with the facilitators of the classroom for a sample.

During the interview, the facilitator reported that lacks of awareness, lack of support are some of the obstacles to improving pro-social behavior included a lack of time. On the other hand, I made classroom observations to gain insight from the research. For example, student teachers are not actively participating in the classroom, and language itself is also a factor in pro social behavior. My observations also revealed that half of the student teachers were challenged by language problems. This is due to the fact that most of them spoke English and Amharic as a second language as well, and others were Awgni-language speakers. They cannot communicate with their peers using the Amharic language, and so language problems are one of the challenges to improving pro-social behavior in the classroom. This means that some student teachers were not freely discussing or working collaboratively with their groups. Due to language barriers, the researcher observed a lack of pro-social behavior among the trainees.

2.6 major findings

This reflects the extent to which involved pro-social behavior was low-level. The data obtained through Observation and interviews also confirmed that there is less pro-social behavior. So most student-teachers did not share knowledge, help others, or collaboratively participate in the classroom. However, the results of questionnaires, interviews, and observations indicated that they have some concepts only on sharing, helping others, and collaboratively participating in the classroom. But practices were at a very low level. This means that most student teachers did not have pro-social behavior. There were also challenges in developing pro-social behavior. I list the most severe challenges as well as the medium challenges, such as a lack of awareness and support lack of organization; lack of language skills among student teachers to share knowledge and actively participate in groups; unequal task distribution among group members. There was a lack of preparation as well as uncomfortable seating arrangements to participate in groups and help others. The attitude of student-teachers towards pro-social behavior was positive, but the implementation in the classroom was very low because they were not interested in sharing knowledge in the classroom.

Possible solutions

- Invite psychology instructors for guidance and counseling programs
- Designing different techniques in college to solve the problems.
- I offer short-term training on how to improve pro social behavior as well as counseling services
- Creating new group members and providing tasks for each new group
- Creating social network in classroom and out of classroom.
- Invite to participate in a co-curriculum activity in college

Table 2: Intervention strategic plan

o	ACTIVETES	Implementer	Time	Materials	Expected come	Measure ment
1	Improving awareness through awareness creation training	Researcher ,teacher educator &student teachers	Ma y 4 th week	Training Manuals	Develop positive awareness on pro-social behavior	
2	Creating new group and provide tasks for each new group	Researcher ,teacher educator &student teachers	Ap ril 2 nd week	Different issues or question related with pro-social behavior	Discuss with new group members	
3	Creating social network ways	Researcher ,teacher educator &student teachers	Ma y 1 st week		Design the social network with groups	
4	providing differences task for each practitioners	Researcher &student teachers	Ap ril 1&2 weeks times	Different models and paper	After counseling show progress on pro-social behavior	

In order to achieve the purpose of my action research, all of the above intervention strategies were implemented. The implementation process has passed through five phases. Therefore, the following is a description of the implementation.

Phase One: improving awareness through awareness-creation training.

I developed several strategies to enhance student teachers' pro-social behavior. These intervention techniques are: The first one is awareness creation training.

Reflection on the implementation phase one

One of the objectives of the implementation intervention in this phase was to create a positive attitude and motivate them to enhance pro-social behavior in student teachers at college. The practitioner develops a manual for training on how to develop an awareness of pro-social behavior. After preparing the manual, the practitioner simply provided the manual for further reading; and then, after further reading, the researcher provided training based on how to collaboratively work, share knowledge, and help others. Then, after student-teachers simply understood theories on the idea of pro-social behavior and

anti-social behavior, there was still some misunderstanding of how to do it collaboratively and share knowledge with other classroom students or group members. This would be observed by the researcher, and then the practitioner would design other training to enhance understanding and practically develop pro social behavior. Because almost all of the student teachers did not simply enhance pro social behavior. So it needs another training to develop their practices in developing pro social behavior.

Training enhances their participation or their ability to understand others' feelings based on the training. Therefore, in my view, training is fruitful because training providers are highly motivated to transcribe because they observe new behaviors in students when compared to before training. This means most of them show progress on the issue of pro social behavior and show on progress on to pro-social behavior. That means student teachers got some awareness on pro social behavior or they simply identify the pro social behavior and anti-social behavior .therefore they avoid antisocial behavior and develop pro-social behavior little bit when compare to before performances in classroom.

Phase two: Creating new seating arrangement

Reflection on the implementation phase two

Intervention Phase Two is for my action research. So I had to pay attention for such phases to be implemented and to enhance student teachers' pro social behavior in the classroom and out of the classroom. The results of the study also indicated that the arrangement of students in the group was also found to be one of the factors affecting the development of pro social behavior in learning. In the first semester, group organization was based on grade and first-year performance. However, the result of the study showed that this formation was not effective and that there were problems in group formation. Therefore, I formed a new group structure based on the first semester cumulative GPA and interests of the students. I faced some big challenges when I implemented this phase because they were not interested in establishing a new group. Why have they been family members of the former group for the past two years. Then, after discussion, we look for new group members.

Finally, after the formation of a new group, I provide different activities to encourage pro social behavior in the classroom. When we remember the former group, most students did not collaborate with peers, but after the formation of the new group, some students were actively involved in the classroom. Indicted show some sort of change in pro social behavior, especially in collaboration and sharing of knowledge in the classroom for group members. Eventually, student teachers need some additional training to enhance pro social behavior. Then I find another intervention to enhance those individuals' behavior.

As a result, I'll need to conduct some interviews with student teachers. Especially with classroom facilitators, She said that most of our classroom student teachers did not need new group arrangements at the beginning .because they wanted a simplification of former group members. This also develops anti-social behavior in the classroom. However, after the new group was formed, student teachers exhibit some pro-social behavior by sharing knowledge, assisting, and working collaboratively on group activities. Therefore what I observed from the new group arrangement, almost all of my selected student teachers were happy with the new group arrangement at the beginning because they were not interested in the former group. My student teachers showed some progress on pro-social behavior, especially in group discussion and sharing knowledge with others, which were the main points I observed from new group .so that they show some progress on pro social behavior .for instance they simply participate with new group members, share knowledge for group members and show volunteer action to help other in classroom during group discussion and in group assignment work.

Phase three: creating social network techniques.

Reflection on the implementation of phase four

Social network is a set of a social structure that includes a group of people and their relations, such as friendship, cooperation, and exchange of information. The social networking approach describes the patterns of individuals' interaction as a relationship diagram. Members of the network are often individuals. The social network analysis provides both a strategy and a valuable method for examining the social structure and patterns of communication and interaction between student teachers. Communication networks and behavioral networks are effective on learning in Traditional classes. The behavioral network including friendship network and advisory network assesses the hybrid characteristics of people. This network determines the status of each person based on their relationships with others. Friendship networks often seek access to information and knowledge. A friendship network is more likely to help others and get help from them. If students do well in the traditional classroom community, they have a greater chance for friendship with other students. The advisory networks are more useful than Friendship networks.

Advisory networks, include communications between individuals for sharing resources/knowledge such as information, assignments and guidance that is needed to complete the task. Therefore, social network was one of intervention to enhances students teachers pro-social behavior in classroom .then I used different way to connect them in classroom as well as out of classroom or other departments and different co curriculum clubs to enhances students pro social behavior .after doing such activity they simply Identify the individuals pro-social behavior , teams, and units who play central roles, Make out opportunities to accelerate knowledge flows across functional and organizational boundaries. Strengthen the efficiency and effectiveness of existing, formal communication channels, Raise awareness of and reflection on the importance of informal networks and ways to enhance their pro-social behavior and Improve innovation and learning.

Phase four providing differences task for each practitioner

Reflection on the implementation of phase five

Equal sharing of tasks among group members was one of the interventions on enhances pro-social behavior in the classroom and out of it. As a result, the researcher steps in to address this issue by assigning different roles to each group member in order to improve the effectiveness of pro-social behavior in student teachers and academic achievement. In the beginning, three of them were group facilitators, but they did not actively participate in the classroom or exercise their responsibility. For these reasons, research starts a new responsibility or new task for all student teachers to develop pro social behavior.

In the case of this research, share responsibility with all students. This was done on 18/08/2014 for 2 hours by giving different roles to each and every member of the group, as indicated hereunder. For two student teachers, I provided a task to lead. Then a group leader provides direction, instructions, and guidance to a group of individuals, enhancing pro social behavior with regard to helping and sharing responsibility as well as sharing knowledge with other students, because those individuals have no pro social behavior at the beginning of the classroom. At first, they were not interested in leading group members, but after two weeks, they exercised their responsibility. Next time I also provided a task to enhance student pro social behavior. That is, three of them were also nominated as facilitators, to facilitate group members' ideas and help others. A facilitator of a group is someone who helps a group of members to understand their common objectives and assists them to plan how to achieve these objectives; in doing so, the facilitator remains "neutral," meaning he/she does not take a particular position in the

discussion. Responsible for getting the group started, keeping it on task, and involving all members. A reporter is a student who is responsible for summarizing group decisions and for presentations.

Finally, I observe some progress in enhancing pro social behavior in the classroom. That means each group member actively participates in their task to support students that indict students' developing pro social behavior in the classroom. Five of the student teachers were shown to have made progress on pro social behavior in and out of the classroom. They were shown to share knowledge with peers, actively participate in different activities, and help others.

An interview conducted with a student-teacher facilitator and classroom instructors confirmed the above findings. That is, when compared to pre-intervention, the majority of student teachers exhibit a change in physical behavior. Research also reveals that almost all students' teachers show radical changes in pro social behavior because at the beginning, they showed antisocial behavior. Hence, they were not interested in collaborative work and sharing knowledge with others, but after the intervention, five of them showed progress. But three of them need additional intervention to enhance their pro social behavior because they did not show progress. They still show antisocial behavior. That means they are not interested in sharing knowledge and collaboratively working as well as helping others. Therefore, I designed a second-round second-round/cycle to enhance three students' teachers' professional behavior.

Table 3: second cycle intervention strategies

ACTIVETES	Implementer	Time	Material s	Expected come	Measu rement
Providing additional training to improve pro social behavior	Researcher and student teachers	April 3 rd week			
Providing responsibility in classroom	Researcher and student teachers	May 2 nd week			

Second cycle implementation

Second cycle phase one providing additional training to voided antisocial behavior and enhances pro-social behavior in classroom,

Reflection implantation phase one on second round

One of the goals of this phase's implementation intervention was to instill a good attitude in students and urge them to engage in pro social conduct in college. Then, based on the instruction, this second round short-term training improves their involvement or their capacity to understand others' sentiments. According to researcher's , training is beneficial because training providers are extremely driven to record because they notice new behaviors in students after the training. The practitioner creates a guidebook for training on how to promote pro social behavior awareness. Following the preparation of the handbook, the researcher simply supplied it for further reading; following further reading, the researcher provided instruction on how to collaborate, share experiences, and assist others. Then, when the student-teachers had to identify pro social behavior from antisocial behavior, which means those three student teachers did not show progress in their first round of training. Then, after the second round of training, they simply distinguish pro social behavior from antisocial behavior or they enhances pro social behavior after doing some activity such as helping others, sharing knowledge, and actively participating, especially after the second round of training. for instances student teachers share knowledge and helping other, they also actively discuss on group discussion .so second cycle phase a good opportunity for them to enhances pro social behavior in classroom and out classroom .finally two of them shows progress on

pro social behavior in classroom because they actively participate or communicate and share idea with group members .these is new for me because they did not share and discuss with group at earlier time .doing such intervention shows some change on their pro social behavior .

Phase two from second cycle round Providing responsibility classroom

Reflection implantation phase two second round /cycle

Providing responsibility for those student teachers to enhance pro social behavior in the classroom, I first assign a group facilitator and then give those students to present in the classroom. In addition to this, I also invite them to register for college co-curriculum activities or one or two clubs to improve pro social behavior. After such an activity, student teachers voluntarily participate and do their responsibility every day. Finally, they avoided such antisocial behavior. For instance, at the beginning, they were not collaboratively working, they were not sharing knowledge, and again, they were not helping others in the classroom. So after intervention, two student teachers showed progress on enhancing pro social behavior, such as they actively participate in group members' knowledge sharing and helping others. That was one of the activities for those students when I effectively used intervention strategies. But still, one student teacher showed some antisocial behavior. That means she did not actively participate in group discussion, freely helping others and sharing knowledge. If she needs additional intervention to enhance pro social behavior,

Evaluation of the intervention

I tried to evaluate the results of each intervention, and the result of that evaluation was presented hereunder:

- ✓ The result of lack of awareness: After two days of training and interactive discussion with students about their awareness pro social behavior on their academic achievement, their awareness was raised and they were interested in participating in peer learning to improve their pro social behavior in and out classroom .
- ✓ The result was on the problem of group formation: after re-organizing the group, all students responded that they had become happy and satisfied with the new group arrangement. They also asked to have continuity for the future.
- ✓ The result of equal sharing of tasks:

All the students in each group were satisfied, and they said that responsibility-sharing can improve group members 'participation, encourage low academic achievers, and develop self-confidence and communicative skills. It also helps the students to help each other rather than rely on. Depending on one or two students in the group to do the work; decreasing negative classroom behaviors, such as not paying attention, not listening, or disturbing others; and having a stronger self-esteem among them

Changes/results/

After laborious, careful and continuous implementation sessions, I collected data to assess if I got the situation improved or changed. I used observation and interview checklist to examine every aspects student's pro social behavior in selected class. From four random observation sessions conducted by researcher and classroom teachers, I found the following.

Table 4: summary of quantitative data

Pre intervention result					Post intervention result			
Pro-social behavior	Mean	SD	Minimum	maximum	Mean	SD	MINI	MAXI
Helping	18.0000	1.29099	16.00	20.00	28.00	2.00	25	31
Sharing	14.0000	1.52753	12.00	16.00	24.00	2.00	24	22
Cooperative learning	17.5000	1.37840	16.00	19.00	28.00	.80	28	30

The mean comparison of the pre –intervention and post intervention result indicate that students teachers reveled improve in pro- social behavior after having intervention .specially .helping m=14.00 sharing knowledge m= 17.00 and cooperative learning m=18.00 the written feedback also supported the descriptive statistics given above. Interview finding also clearly indicated that the training given for us helped to enhance pro social behavior. Since we are the prosepective primary school teachers, prosaical behavior training given for us was relevant.

Reflection on the lesson learned

This section presented lessons learned from practice, my prior experiences, and how my interests changed in the action. This was the journey on which my delivery instruction was reconsidered to improve student teachers' pro social behavior in the classroom and outside the classroom. In addition to the above points, I also gained knowledge, skills, and experience through my action research.

- ✓ Liability action research has a far accomplishment outcomes and pleasure.
- ✓ Action research by far is very grim and task than other outdated studies.

Finally, improving pro social behavior is a difficult task in a short time, but what I learned is that someone who uses their time constructively can do anything in a short time. Then my student teachers showed some progress in pro social behavior. That means they show knowledge sharing, help each other and collaboratively participate in group activities in the classroom.

Evaluation: Strength and Weakness

In the overall process of this action research, I had strengths and weaknesses that were described here under.

Strength

I was stimulated about changing the situation right from the start of this inquiry. Developing data collection techniques, exploring the causes of the problem, obtaining the appropriate data sources, analyzing, interpreting, and summarizing the major findings, forwarding practical recommendations, and developing smart strategies to intervene in the problems were all areas where I excelled Guidance and counseling services, as well as brief instruction, increase pro social conduct in the classroom. Furthermore, the action research issue I was working on was current and addressed a genuine problem: student teachers' pro social behavior. That implies the majority of them engage in antisocial conduct, such as failing to share knowledge with their classmates and failing to assist one another in class. As a result, it necessitated an unending amount of effort.

Weaknesses

- The first and biggest challenge, which can be considered a weakness, was my uniformity in carrying out every activity of the research process. One of us might get involved in some other jobs; one of the rests totally forgets his role in the process, but the other gets highly motivated at work.
- .There is no coordination and well-being between the participants.
- My plan was not effectively run with the expected action plan for different reasons. Among these reasons are lack of time and being overloaded with routine work.
- The other weakness of the researcher was that I didn't exert my maximum effort to change the problem of those students.

Recommended change (Future plans)

- ❖ I also recommend the college to strengthen its provision of short-term training for student teachers on enhancing pro social behavior.
- ❖ A psychology instructor should provide guidance and counseling services regularly for student teachers to enhance pro social behavior.
- ❖ I invite one interested volunteer to do action research on this issue so as to improve one student's teachers' pro social behavior.
- ❖ The researcher suggested other psychology instructors to carry out more studies and action research about prosocially and anti- social behavior

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