

# Effect of Helping Attitude Exercises on Building Helping Attitude Among Adolescents; Randomised Control Trial

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## ABSTRACT

**Objective:** Adolescence is a critical stage of development marked by rapid physical, emotional, and social changes that shape lifelong behaviour. During this period, developing empathy, kindness, cooperation, and a willingness to help others is essential for healthy social relationships and emotional well-being. However, increasing academic pressure, media influence and reduced family interaction have contributed to a decline in prosocial behaviour among adolescents. So, it is the high time to focus on value education for the holistic development of the adolescents. The present study aimed to know the effect of helping attitude exercises on building helping attitude among adolescents in a selected school, Ernakulam.

**Materials and Methods:** The study was carried out among 80 adolescents who were studying in 8th standard L.M.C.C High School, Chathiyath in Ernakulam district. A true experimental pre-test post-test control group research design was opted for this study and 80 samples were selected by simple random sampling technique.

**Results:** The present study revealed that there is no significant difference between the pre-test values of experimental and control group (t value = -0.69, p = 0.49). But there is a significant difference between the post-test values of experimental and control group (t

value = 8.78, p = 0.000). And there is a significant difference between pre-test and post-test mean score of experimental group (t value = -8.8, p = 0.000). The result also showed that helping attitude has no significant association with selected socio-demographic variables.

**Conclusion:** The present study concluded that helping attitude exercises was very effective for adolescents to improve helping attitude.

**Keywords:** Helping attitude; Helping attitude exercises; Adolescents; Randomised control trial.

## INTRODUCTION

India has the largest adolescent population in the world. Around 253 million adolescents aged 10-19 years, making up about 20-21% of India's total population.<sup>1</sup> Adolescence is a critical yet vulnerable period characterized by rapid developmental changes, which Erikson (1950) termed the 'Identity Crisis'. This transition from childhood to adulthood is a time of high risk, frequently associated with issues like affective disturbance, substance abuse, and anti-social behaviour, resulting in internalizing (e.g., depression) and externalizing (e.g., delinquency) problems. Considering India has the world's largest youth population, there is an urgent need for value education to provide a strong

moral base and prevent this potential from being wasted. Value education is a vital journey from imposition to inculcation moving from "must consciousness" to "ought consciousness" which requires the adolescent's internal awareness and conscious, responsible acceptance of values. To combat these risks, focusing on positive attitudes like the helping Attitude is crucial. This attitude is defined as a willingness and concern for the welfare of others, manifesting as prosocial behaviour-voluntary actions intended to benefit others (e.g., sharing, comforting). A high form of this is altruistic behaviour, which is helping without expecting any personal benefit. Research indicates that a large percentage of adolescents experience loneliness, which has long-term negative consequences like depression and anxiety. Therefore, the development and training of helping behaviours and prosocial attitudes in young people is a proactive strategy to mitigate these negative emotional states, ensuring holistic development and preventing multiple adverse consequences.

### Objectives Of The Study

1. To assess the mean pre-test score of helping attitude among adolescents in control and experimental group.
2. To assess the mean post-test score of helping attitude among adolescents in control group and experimental group.
3. To assess the effect of helping attitude exercises on helping attitude score of adolescents.
4. To find out the association between helping attitude at pre-test score of control and experimental group with selected Socio-demographic variables.

### Hypotheses Of The Study

The following hypotheses will be tested at 0.05 level of significance

**H1:** The mean post-test score of helping attitude among adolescents in experimental group is higher than that of mean post-test score of control group.

**H2:** The mean post-test score of helping attitude among adolescents is higher than that of mean pre-test score of helping attitude in control and experimental group.

**H3:** There is an association between pre-test score of helping attitude among adolescents in control and experimental group with selected Socio-demographic variables.

## MATERIALS AND METHODS

- a. Research approach:** Quantitative approach
- b. Research design:** True experimental, pre-test post-test control group design
- c. Sampling Method:** Simple random sampling technique.
- d. Setting:** The study was conducted in L.M.C.C High School, Chathiyath, Ernakulam.
- e. Study Population:** Adolescents studying in eighth standard in L.M.C.C High School, Chathiyath, Ernakulam.
- f. Sample size:** A total of 80 adolescents were included.
- g. Intervention:** Helping attitude exercises
- h. Treatment Duration:** The intervention is lasted for 7 days.

### Inclusion criteria

- The sample includes
- students willing to participate in the study.
- boys and girls

### Exclusion criteria

- The samples exclude
- students who are absent during the period of data collection.

### Outcome Measures

- Tool 1: Socio- demographic proforma
- Tool 2: Helping attitude scale by Nickell (1998).

### Procedure

The investigator obtained prior written permission from the Headmistress of the school that was conveniently selected as per feasibility. The data collection period was

from 18<sup>th</sup> January to 5<sup>th</sup> February 2022. The study was conducted in L.M.C.C High School and 80 students from eighth standard (out of 164 students) were selected as per the inclusion criteria by using simple random sampling technique and 40 samples were randomly assigned both in control and experimental group by cluster randomisation. On the first day the respective class teachers were informed and the investigator distributed parental permission and assent form to the selected samples and further clarifications were done with the samples regarding the data collection process. After obtaining informed consent and assent the investigator administered Tool 1 (Socio-demographic Performa) and Tool 2 (Helping attitude Scale) to control group on 18<sup>th</sup> January 2022 and administered post-test to control group on 25<sup>th</sup> January 2022 via Google form due to lock down by government during data collection period. Pre-test to the experimental group was conducted on 27<sup>th</sup> January 2022 and helping attitude exercises administered to the experimental group for seven days (25 minutes/day) from 28<sup>th</sup> January 2022 through Google meet platform. Post- test was conducted for the experimental group on 5<sup>th</sup> February 2022 after administration of seven days helping attitude exercise. Data analysis and interpretation were done using descriptive and inferential statistics. After the completion of study, intervention was found to be effective so the helping attitude was provided for control group also.

### Intervention

Interventional program adopted for the current study was Helping attitude exercises. Helping attitude exercises refers to help

journey and systematically planned teaching which includes helping attitude inspiring stories, videos, quotes and helping attitude developing activities by using lecture cum discussion with the help of power point for a period of seven days (25 minutes each day). Help journey includes daily diary writing of help received and offered and the feelings associated with it in their own language.

### Statistical Analysis

The data were analysed and interpreted through the use of descriptive and inferential statistics by SPSS package version 20. The statistical significance was set at  $p < 0.05$ .

### Descriptive statistics

- Demographic variables would be analysed in terms of frequency and percentage.
- Mean and standard deviation would be used to assess the pre-test and post-test scores.

### Inferential statistics

- Paired ‘t’ test would be used to compare pre-test and post-test helping attitude score of control and pre-test and post-test helping attitude score of experimental groups.
- Independent ‘t’ test would be used to compare pre-test helping attitude score of control and experimental group and post-test helping attitude score control and experimental group.
- One-way ANOVA would be used to find out the association between pre-test score of helping attitude with selected sample characteristics.

## RESULT

Table 1: Description of demographic variables

Variables	Category	Control group		Experimental group		Total	
		f	%	f	%	f	%
Age in years	12	11	27.5	6	15	17	21.25
	13	25	62.5	27	67.5	52	65
	14	3	7.5	7	17.5	10	12.5
	15	1	2.5	0	0	1	1.25
Gender	Male	18	45	17	42.5	35	43.75

	Female	22	55	23	57.5	45	56.25
Domicile	Urban	24	60	17	42.5	41	51.25
	Rural	16	40	23	57.5	39	48.75
Family income per month	<6174	13	32.5	13	32.5	26	32.5
	6174-18496	17	42.5	9	22.5	26	32.5
	18497-30830	5	12.5	10	25	15	18.75
	>30830	5	12.5	8	20	13	16.25
Education of father	High school certificate or below	22	55	25	62.5	47	58.75
	Intermediate or diploma	13	32.5	11	27.5	24	30
	Graduate or above	5	12.5	4	10	9	11.5
Education of mother	High school certificate or below	20	50	19	47.5	39	48.75
	Intermediate or diploma	9	22.5	14	35	23	28.75
	Graduate or above	11	27.5	7	17.5	18	22.5
Number of siblings	0	12	30	1	2.5	3	3.75
	1	25	62.5	30	75	55	68.75
	2	9	22.5	6	15	15	18.75
	3 or more	4	10	3	7.5	7	8.75
Birth order	1	19	47.5	24	60	43	53.75
	2	18	45	12	30	30	37.5
	3 or more	3	7.5	4	10	7	8.75
Membership in voluntary organization	Yes	17	42.5	20	50	37	46.25
	No	23	57.5	20	50	43	53.75
Type of family	Nuclear family	30	75	30	75	60	75
	Joint family	7	17.5	7	17.5	14	17.5
	Extended family	3	7.5	3	7.5	6	7.5
Occupation of father	Professionals	10	25	1	2.5	11	13.75
	Technicians/ associate professionals	6	15	3	7.5	9	11.25
	clerks	10	25	5	12.5	15	18.75
	Skilled workers/ shop and market sales workers	5	12.5	15	37.5	20	25
	Skilled agricultural and fishery workers	1	2.5	3	7.5	4	5
	Craft and related trade workers	3	7.5	5	12.5	8	10
	Plant/ machine operators and assemblers	2	5	2	5	4	5
	Elementary occupation	3	7.5	3	7.5	6	7.5
	unemployed	0	0	3	7.5	3	7.5
Occupation of mother	Professionals	10	25	2	5	12	15
	Technicians/ associate professionals	1	2.5	3	7.5	4	5
	clerks	8	20	1	2.5	9	11.25
	Skilled workers/ shop and market sales workers	1	2.5	4	10	5	6.25
	Elementary occupation	1	2.5	1	2.5	2	2.5
	unemployed	19	47.5	29	72.5	48	60

**Objective 1: To assess the mean pre-test score of helping attitude among adolescents in control and experimental group.**

**Table 2: The mean pre-test score of helping attitude among adolescents in control and experimental group. (n=80)**

Helping attitude	Control group	Experimental group	Mean difference	't' value	p value
Pre test	72.2	73.83	1.63	-0.69	0.49 <sup>ns</sup>

ns non-significant at 0.05 level

The mean pre-test score of helping attitude among adolescents in experimental group is 73.83 (SD = 11.36) and control group is 72.2 (SD = 9.49) with a mean difference of 1.63. The calculated t value is -0.69 and p value is 0.49 in 0.05 level of significance. It indicates that there is no significant difference between helping attitude score of control and

experimental group before helping attitude exercises.

**Objective 2: To assess the mean post-test score of helping attitude among adolescents in control group and experimental group.**

**Table 3: The mean post-test score of helping attitude among adolescents in control group and experimental group (n=80)**

Helping attitude	Control group	Experimental group	Mean difference	't' value	p value
Post test	73.28	92.48	19.2	8.78	0.000*

\*significant at 0.05 level

The mean post test score of helping attitude among adolescents in experimental group is 92.48 (SD = 6.64) and control group is 73.28 (SD = 12.14) with a mean difference of 19.2. The calculated t value is 8.78 and p value is 0.000 in 0.05 level of significance. It indicates that there is a significant difference between helping attitude scores of controls

and experimental group after helping attitude exercises. So the research hypothesis H<sub>1</sub> is accepted.

**Objective 3: To assess the effect of helping attitude exercises on helping attitude score of adolescents**

**Table 4: The effect of helping attitude exercises on helping attitude score of adolescents (n=40)**

Helping attitude	Pre test	Post test	Mean difference	't' value	p value
Experimental Group	73.83	92.48	18.65	8.8	0.000*

\*significant at 0.05 level

The mean post-test helping attitude score (mean = 92.48, SD = 6.64) of experimental group is higher than pre-test score (mean = 73.83, SD = 11.36) with a mean difference of 18.65. The obtained t value (t = -8.8, p = 0.000) is statistically significant at 0.05 level of significance. So, the research hypothesis H<sub>2</sub> is accepted. It indicates that helping attitude exercises are effective in improving helping attitude among adolescents.

**Objective 4: To find out the association between helping attitude at pre-test score of control and experimental group with selected demographic variables.**

In this study helping attitude has no significant association with selected socio-

demographic variables age in years (F = 1.27, p = 0.29), gender (F = 1.3, p = 0.26), domicile (F = 1.12, p = 0.29), family income per month (F = 2.39, p = 0.08), education status of father (F = 2.91, p = 0.06), education status of mother (F = 1.2, p = 0.29), occupation of father (F = 1.63, p = 0.13), occupation of mother (F = 0.37, p = 0.87), number of sibling (F = 1.06, p = 0.35), birth order (F = 1.06, p = 0.35), membership in voluntary organization (F = 0.32, p = 0.34) and type of family (F = 0.32, p = 0.73) at 0.05 level of significance. Hence the null hypothesis H<sub>03</sub> is accepted.

## DISCUSSION

### **Objective 1: To assess the mean pre-test score of helping attitude among adolescents in control and experimental group.**

In the present study it was found that, the mean pre-test score of helping attitude among adolescents in experimental group was 73.83 and control group was 72.2 with mean difference of 1.63, t value of -0.69 and  $p = 0.49$  at 0.05 level of significance. Hence there was no significant difference between the pre-test values of experimental and control group.

The finding of the study was supported by another experimental study conducted by Chaudhary S and Joshi U to assess the effect of school culture in developing helping attitude among 200 new entrants of Vedic culture school (experimental group) and non-Vedic cultures (control group) school (100 students from each school with 50 boys and 50 girls). The study results showed that there was no significant difference ( $t = 0.377$ ,  $p = 0.715$ ) between experimental and control group at the entry level.

### **Objective 2: To assess the mean post-test score of helping attitude among adolescents in control group and experimental group.**

In the present study it was found that, the mean post-test score of helping attitude among adolescents in experimental group was 92.48 and control group was 73.28 with mean difference of 19.2, t value of 8.78 and  $p = 0.000$  at 0.05 level of significance. Hence there was a significant difference between the post-test values of experimental and control group.

The finding of the study was supported by another experimental study conducted by Chaudhary S and Joshi U to assess the effect of school culture in developing helping attitude among 200 new entrants of Vedic culture school (experimental group) and non-Vedic cultures (control group) school (100 students from each school with 50 boys and 50 girls). The study results showed that after intervention (exposed to Vedic rituals and

values for 6 months) there was a significant difference in helping attitude as there is an improvement in experimental groups helping attitude level ( $t = 45.045$ ).

### **Objective 3: To assess the effect of helping attitude exercises on helping attitude score of adolescents.**

Data revealed that the mean pre-test score of helping attitude among adolescents in experimental group was 73.83 and post test score was 92.48 with mean difference of 18.65, t value of -8.80 and  $p = 0.000$  at 0.05 level of significance. Hence, there was a significant difference between pre-test and post-test mean score of experimental groups. The result of the study was supported by a quasi-experimental study conducted by Buragohain P, Sonowal M (2016) to assess the effect of helping attitude exercises on level of helping attitude among 32 adolescents in Bhakat Chappori High school, Assam. A single group pre-test post-test design was used. The students from classes nine and ten were selected by convenience sampling. A helping attitude test was conducted using helping attitude scale (Nickell) before and after introducing helping attitude exercises. The results showed that there was significant progress in the level of helping attitude of the adolescent students after the helping attitude exercise as the t values is 4.4 which is greater than the table value 2.39 at 0.01 level of significance.

The findings of the study were supported by a longitudinal experimental study conducted by Chaudhary S, Joshi U to assess the effect of school culture in developing helping attitude among 200 new entrants of Vedic culture school (experimental group) and non-Vedic cultures (control group) school (100 students from each school with 50 boys and 50 girls) using helping attitude scale. It suggested that the mean comparison of helping attitude reveals that there is no significant difference ( $t = 0.377$ ,  $p = 0.715$ ) between experimental and control group at the entry level. However, after intervention (exposed to Vedic rituals and values for 6 months) there was a significant difference in

helping attitude as there was an improvement in experimental groups helping attitude level ( $t = 45.045$ ).

**Objective 4: To find out the association between helping attitude at pre-test score of control and experimental group with selected demographic variables.**

In this study helping attitude had no significant association with selected socio-demographic variables age in years ( $F = 1.27, p = 0.29$ ), gender ( $F = 1.3, p = 0.26$ ), domicile ( $F = 1.12, p = 0.29$ ), family income per month ( $F = 2.39, p = 0.08$ ), education status of father ( $F = 2.91, p = 0.06$ ), education status of mother ( $F = 1.2, p = 0.29$ ), occupation of father ( $F = 1.63, p = 0.13$ ), occupation of mother ( $F = 0.37, p = 0.87$ ), number of sibling ( $F = 1.06, p = 0.35$ ), birth order ( $F = 1.06, p = 0.35$ ), membership in voluntary organization ( $F = 0.32, p = 0.34$ ) and type of family ( $F = 0.32, p = 0.73$ ) at 0.05 level of significance.

The finding of the study was supported by a cross-sectional study conducted by Baruah J, Buragohain P (2014) to assess the helping attitude of the students of Secondary Schools of Golaghat District, Assam. Students from classes nine and ten (300) of 15 secondary schools were selected by quota sampling technique. The level of helping attitude was assessed using Helping Attitude Scale. The result showed that there is no significant difference in helping attitude between male and female and rural and urban students as the critical ratio value is 0.42 and 0.64 respectively which is less than table value at both 0.01 and 0.05 level of significance. And also, there was no significant difference among four different caste groups as far as their helping attitude is concerned, which was evident by F value, 1.66.

The present study findings were congruent with the findings of a cross-sectional study that conducted by Ajmal M et al to examine the helping attitude among NSS volunteers and non-volunteer adolescent students of different Higher Secondary School in the Trissur District of Kerala (2021). The sample of 200 higher secondary school students were

selected (50 of them were male NSS volunteers, 50 of them were female NSS volunteers, 50 were common female students, and the rest 50 were common male students). The level of helping attitude was assessed using Helping Attitude Scale (Nickell). The result showed that female adolescents possess a better helping attitude than male adolescents. It was also found that volunteering adolescent students and non-volunteering adolescent students do not differ significantly on helping attitude. Also found that volunteering and non-volunteering female adolescent students have better helping attitudes as compared to volunteering/non-volunteering male counterparts.

The finding of the study was not supported by another cross-sectional study conducted by Hafsa Jan (2017) to compare the level of helping attitude between male and female and professional and non-professional college students. The sample of 200 college students (100 each from professional and non-professional) from Ganderbal district was selected through purposive sampling technique. The researcher used the Gary S. Nickell Helping Attitude Scale to collect data. The data was subjected to mean, S.D, and t test. The study showed there was significant difference on the helping attitude scale of male and female college students as their t value is 4.38 which is greater than the table value.

**Recommendations**

- A similar study can be conducted on large sample from different settings which may draw up a more definitive conclusion.
- The study can be extended using longitudinal research.
- Mixed research designs can be used to assess the effectiveness of helping attitude exercises.
- A similar study can be conducted with positive emotions like resilience, self-efficacy, gratitude, forgiveness, love, hope etc.

## Limitations

- Generalization of the study is not possible as it was done in a single setting.
- The researcher was unable to perform follow up to assess the retention of effect of helping attitude exercises on helping attitude.
- The researcher conducted post-test after seventh day of intervention due to time limit.

## CONCLUSION

Adolescent period is the period of transition from childhood to adulthood when they face a vast surge of physical, social, cognitive, and emotional changes. Education, particularly value education plays a very significant role in providing with guidance in order to overcome the topsy-turvy condition of life and in making the learners worthy, resourceful, responsible citizens of the country. Training and development of helping attitude in adolescents is a chance to prevent the negative emotional states that affect adolescents and have multiple consequences. The present study clearly showed that Helping Attitude Exercises were effective in improving helping attitude among adolescents.

### **Declaration by Author:**

**Ethical Approval:** Approved. Ethical clearance for the study was obtained from the Scientific Review Committee (LH/DIR/2021-1801)

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**Conflict of Interest:** The authors declare no conflict of interest.

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