Pro-social Behavior amongst Students of Tertiary Institutions: An Explorative and a Quantitative approach

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Abstract

The purpose of this paper was to explore antecedents of Pro-social behavior amongst university students, using a Private university as a case study. Following an explorative research, the study was guided by some theories relating to the phenomenon, focusing on gender and location factors. A quantitative approach was used in the follow up to the exploratory research. A total of 520 structured questionnaires, based on the total population, were distributed out of which 271 were returned. Thus the response rate was approximately 52%. A parametric technique involving independent samples T-Test and one-way between-groups ANOVA with Post-hoc tests (using SPSS, 4th edition, version 18).was employed. The scale used in the measurement was highly validated. The results showed that the relationships between gender and location factors as independent factors and prosocial behavior as dependent factor was highly positive amongst the students. Prosocial behavior is a positive social phenomenon. Thus, the promotion of pro-social culture amongst university students will make them adapt progressively to society, including that of tertiary institutions. Some changes in the curricula could be made to include elements of pro-social behavior.

Keywords: Pro-social behaviour, tertiary institutions, quantitative studies, students' education administration, Ghana

1. Introduction

Most educational research, especially in Ghana has focused on the phenomenon of anti-social behavior. For tertiary institutions the focus is on that of students' anti-social behavior such as examination malpractices, rioting and destruction of school infrastructure, whether done consciously or sub-consciously. There are cost consequences for such actions, such as monitoring and maintenance costs. Tertiary institutions have to do intensive supervision during examinations in order to avoid examination malpractices, resulting in monitoring costs, such as opportunity cost of staff time and real cost of staff monitoring allowances. They also have to pay for replaced items of destruction, after student rioting. But have we taken the time to look at the positive behavior of students and the likely benefits?

Three cases of positive behavior on the part of three students observed on two different university campuses in Ghana served as motivation for this research: they prompted the desire of the authors to research on prosocial behavior of students and after providing a preliminary explorative research data for this study. They are described as follows:

1.1 Case A on Campus A

A Female student had cultivated the habit of putting off the lights every time after a class session. An informal enquiry from other students confirmed that such habit on the part of the female student has been going on for a long time. Some of these students had actually also picked up the positive habit in various forms, such as turning off an open tap and reporting damaged pipes to the appropriate authorities.

Case B on Campus A

This was a one-off case involving a male student who showed a heroic act in a positive manner. It had been raining the whole day on campus and suddenly lightening struck the framework which accommodated the electric meter for the university. Consequently the meter box was engulfed in flames. In a gallant manner the male student unfixed a fire extinguisher nearby which he used to quench the flames. One of the authors was an eye witness to the incident. The university authorities rewarded the student by praise and a cash reward. He later became the President of the student union on campus. There was a probability that his heroic act earned his approval for the presidency position.

Case C on Campus B

This case was not different from the first case that is, Case A on Campus A. A Prosocial act was replicated by another female student. When approached by one of the authors on one occasion as to why she does that, she replied "It is something that I do at home. I am used to that. At home I am branded as an energy –saver".

The three cases showed acts of helping through volunteering on the part of the students which made the institutions save energy and property. In fact Pro-social behaviour has been linked to national development in Malaysia (Leong, 2003).

The motivations for being Prosocial has been explained by Zahn-Waxler and Smith (1992), who

showed in their work that through helping and volunteering, young people can satisfy their own needs, learn about and express their values, understand their world, gain career-related experience, and strengthen social competence and relationships. We ascribe the actions of these students to the concept of Pro-social behavior. Pro-social behaviors are actions that aim to fulfill another person's need for support or to promote and sustain a positive benefit for them (Bar-Tal, 1982). Pro Social behaviour refers to any behaviour where interaction occurs between two or more people. It may include, smiling at someone, voluntarily opening a door for someone to pass etc. Pro-social behaviour is thus, positive.

The problem statement is that evidence shows that few of educational research have looked at the prosocial side of tertiary students, especially in Ghana. To substantiate this, the authors looked through the literature and contacted some professors in Ghana, who affirmed to this. Where literature exists, most research on pro-social behavior has been done in the United States and Europe, to date. There are potential intangible benefits of recognizing and promoting the pro-social behavior of students. Pro-social development is closely linked to various positive developmental outcomes for young people, including academic success, positive self-worth, positive relationships with others, and higher social competence (Penner, Dovidio, Piliavin, and Schroeder, 2005). Therefore knowing the status quo of undergraduates' pro-social Behavior in different situations, analyzing the influencing factors, and exploring the ways of cultivating the undergraduates' Prosocial Behavior have a very important significance in the moral education of undergraduates and the construction of campus culture, the cultivation of social and spiritual civilization and the building of a harmonious society (Eisenberg et al., 1990).

Our aim for writing this paper was to get a good understanding of the phenomena and its antecedents and make recommendations to tertiary institutions and other stakeholders. In getting a good understanding we relied mostly in the use of theory. "A theory helps to explain or predict a phenomenon that exists in the world" (Creswell, 2003, p 120).We used a case study of a private university in Ghana, called the Ghana Christian University.

The remainder of this paper includes the research objectives, a brief profile of the case study , a review of the relevant literature , the research methodology, results, discussion and conclusion, in that order.

1.2 Research objectives
The research objectives are as follows:
1) To explore the antecedents of pro-social behaviour amongst students of Universities
2) To make any suggestions for further research.

1.3 Brief profile of the case study
Ghana Christian University College (formerly Ghana Christian College & Seminary) was established in 1966 by American and Ghanaian Christians to train Africa Evangelists, Teachers and Minister of the Gospel. The founders hoped to provide a chance for anyone, from any church background, to be taught the truth from God's Word without denominational bias. The University has been a Correspondent School with the Accrediting Council for Theological Education in Africa (ACTEA) since 1985. In November, 1987, the College's status with ACTEA was raised from Correspondence to that of ACTEA Affiliate   and member of the ACTEA Consortium of Theological Colleges. In 2005 the College achieved Candidature status.

1.3.1Degree and Diploma in Theology
The National Accreditation Board of the Ministry of Education of Ghana accredited the degree and diploma programmes of the College in 1998. From its beginning, Ghana Christian University College has offered a diploma programme and a bachelor's degree. Several degree graduates have successfully completed graduate studies at seminaries in the USA and UK. As a result, most American seminaries will accept graduates recommended by the University as graduate students. These seminaries are accredited in the USA with their respective regional accrediting associations as well as with the Association of Theological Schools (ATS), the accrediting association of graduate seminaries in the USA. The University has operated outreach branches in other cities in Ghana namely, Kumasi (Ashanti Region) and Ho (Volta Region).

A 4-week intensive course of classes were held on campus during each long vacation, leading to offer three successive years, to a certificate: It also offered a three-year residential programme, leading to a higher certificate for those who did not meet the tertiary level requirements.

In 1991, the University celebrated its Silver Jubilee and recorded that graduates at the time totaled 172, of which eight had been females and 164 had been males. Twelve came from other countries [Nigeria (9), Cameroon (1), Togo (1), and Uganda (1)]. The remaining 160 graduates were Ghanaians. Since 1991, further graduations have increased the total number of graduates to 1,000. The great majority of these graduate serving the Lord Jesus Christ across the world. They are serving as pastors, teachers, principals, vice principals academic deans, lecturers in Bible colleges, and proprietors of schools. Others are serving as evangelists, cross-cultural missionaries, and auxiliary workers.

From 2003 to 2005 the University run an experimental graduate programme in Christian Organizational Leadership which it hoped to resume as full M.A programme at some point in the future.

1.3.2 Degree in Development Management

The University has permission from the National Accreditation Board to commence a B.A in Development Management which was open in August 2006.

1.3.3 Validation

The University College is currently under the validation of the University for Development Studies (UDS). Attempts are currently ongoing to introduce more degree programmes to fulfill the requirements for the University College Status.

1.3.4 Vision

-- Advancing Excellence in Transformational Leadership

-- To become the Premier Christian University in Africa

1.3.5 Mission

-- To nurture and Equip Leaders with a Distinctive Christian World-View to Transform Communities and Organizations which we serve.

The authorities of the university granted the approval for the use of this information.

1.4 Literature review

The goal of this review was to put together and generalize findings based on the antecedents of Pro- social behavior. Thus in selecting previous works on the concept we focused on the theoretical frameworks that exist for the concept. Typical of most quantitative studies, we placed our hypothesis at the end of the literature review.

1.4.1. Type and predictors of pro-social behavior

Pro social behavior is a voluntary action that is intended to help or benefit another individual or group of individuals. The consequences of a person's actions and motivations include sharing, comforting, rescuing, and helping. However, investigators have shown that there are different types of pro-social behaviors and that these types are related differently to theoretical constructs (Batson, et al, 1991).Eisenberg et al (1998) identified two types of pro-social behavior, namely, altruism and public pro-social behavior.

Altruistic pro-social behaviors were defined as voluntary helping motivated primarily by concern for the needs and welfare of another, often induced by sympathy responding and internalized norms/principles consistent with helping others (Eisenberg and Fabes, 1990). With this kind of pro-social behavior, because the helper is primarily concerned with the need of others' welfare, this behavior sometimes incurs a cost to the helper. Although scholars have debated whether altruistic behaviors exist, there are at least three lines of evidence that support the existence of altruism (Eisenberg et al., 1998). First, researchers have presented evidence of the heritability of sympathy (Batson. & Shaw, 1991) which is deemed evolutionarily adaptive. Second, there is longitudinal evidence of stability in the tendency to behave in a pro-social manner across childhood and adolescence (Gilbert. and Fisk, (2004). And third, researchers have found significant associations between personality variables and pro-social behaviors across different contexts (Eisenberg and Fabes 1990).

Public pro-social behavior is the type in which people are motivated to behave in a progressive manner when in public, at least in part, moved by a desire to gain the approval and respect of others such as parent and peers and also to enhance one's self-worth (Eisenberg and Fabes, 1990). One common direction in research on pro-social behavior is to find out whether others serve as witnesses to the potential Pro-social act (Penner, Dovidio, Piliavin, and Schroeder, 2005). Researchers have shown that helping conducted in front of others is sometimes associated with self-oriented motives, although other researchers have pointed out that social desirability concerns are not necessarily incompatible with pro-social behavior (Bar-Tal, (1992).

Authors who have done some work(s) on Pro-social behavior identified volunteerism as a predictor. Penner, Dovidio, Piliavin, and. Schroeder, (2005) defined volunteerism as volunteering which involves pro-social action in an organizational context, which is planned and that continues for an extended period. They continued to say that volunteerism differs from interpersonal helping in many ways, but the most important of these differences is that, relative to interpersonal helping, volunteering is less likely to result from a sense of personal obligation (Eisenberg and Fabes, 1998). That is, whereas most acts of interpersonal helping involve a sense of personal obligation to a particular person, volunteering to work for a charity or service organization is typically not motivated by such considerations.

Another predictor was Empathy. Empathy or emotional perspective-taking is generally defined as our ability to understand other people's feelings (Penner, Dovidio, Piliavin, and. Schroeder (2005). A more specific definition is proposed by Eisenberg.and Fabes (1990). In their view, empathy can be defined by a set of four conditions: we empathize with others when we have (a) an affective state, (b) which is isomorphic to another person's affective state, (c) which was induced by observation or imagination of another person's affective state, and (d) when we know that the other person's affective state is the source of our own affective state. Condition (a) is particularly important as it helps to differentiate empathy from mentalizing, which denotes, instead, our

ability to represent others' mental states without emotional involvement, they concluded.

1.4.2 Antecedents of Pro-social behavior

Various articles have been written on the antecedent factors of pro-social behavior. For the purpose of this article, the authors wish to categorize these under the following: Cultural factors, Situational factors, Psychological factors and Gender Factors.

Generally, previous writers found that Cultural differences, in relation to pro-social behaviour, are expressed differently between individualistic and collectivistic societies: for instance; someone living in the U.S. is least likely to help someone in need than someone living in Australia, India or Kenya.

Collectivist cultures tend to have extended family structures in which children take responsibility for younger siblings from an early age (Whiting & Whiting, 1975) .According to Whitting and Whitting (1975) individualist and collectivist cultures help others for different reasons. For Individualist society, helping is motivated by personal rewards e.g. feeling good about one self. For collectivist societies' helping is motivated by continued survival of group (possible future reciprocation)

Under Situational Factors, Zahn and Smith (1992) investigated differences between people in two cities and four small towns in Turkey. A variety of methods were used to assess helpfulness, such as willingness to change money or participate in a short interview. It was found that helpfulness was higher for people in small towns than for people in large cities.

Based on his information overload theory, Eisenberg (2006) found out that people in urban environments, e.g. large cities, are exposed to excessive environmental stimulation and are so familiar with emergencies that they treat them as everyday events. To cope with this high level of stimulation, people screen out events that are not personally relevant to them. This results in people in urban areas having a more indifferent attitude to others' needs, causing lower levels of pro-social behavior. What one learns from Eisenberg (2006), here is that people living in the city areas are constantly being bombarded by simulation and that they keep to themselves to avoid being overwhelmed by it.

Under Psychological factors Benabou and Tirole (2003) identified:
i.   Intrinsic,
ii.   Extrinsic and
iii.   Reputational motivation

According to them Intrinsic motivation is defined as the inner good feeling of the individual associated with pro- social behavior act. This feeling is represented by the well being of others, such as altruism. Altruism is an example of intrinsic motivation. Extrinsic motivation represents any material reward, such as financial compensation or a tax reduction, that an individual may receive which encourages more giving (Benabou and Tirole, 2003).

Finally, reputational motivation refers to the aspect of public recognition on the decision of the individual to make a donation. Whether individuals are interested in improving their social image in a community, whether they give expecting something in return, or whether they are ashamed to be perceived as selfish by others, studies emphasize the aspect of striving to signal traits that are deemed as "good" within a community on the decision of the individual to give, they concluded.

An individual will make charitable contributions only if this action sends the `right' message to his/her immediate network of friends. This action either represents his/her trademark image or improves his/her overall perception in the community. In the same way that individuals learn to be concerned with how others perceive them, they also learn to be concerned with the way they see themselves, according to Akerlof and Kranton (2000).

Under Gender Factors, Gender is one of the most consistent correlates of pro-social behavior. Across many studies, girls and women have been found to be more pro-social than boys and men (Whiting & Whiting, 1975). For example, peers and teachers have been found to describe preschool-age, kindergarten-age, and elementary school-age girls as more pro-social than boys (Akerlof and Kranton, 2000).

Eisenberg &, Murphy (2008) conducted a meta-analysis of 16 studies. The study found strong, consistent gender differences, with females showing greater empathy. Byrnes, Miller, and Schafer (1999) also found that females also typically feel greater guilt feelings than males, and they spend longer thinking about the incident that caused these feelings of guilt. A meta-analysis of 99 investigations found that men are more likely to intervene in an emergency. 62 % of the studies of a stimulated emergency showed that, males were more helpful.

Females have more altruistic tendencies; however, males prefer to behave pro-socially more in public areas (Flynn & Slovic, 1994).Based on stereotypic gender roles, females generally are expected and believed to be more responsive, empathic, and pro-social than males whereas males are expected to be relatively more independent and achievement oriented (Flynn, Slovic, & Mertz (1994). Whiting et al (1975) also found that helpfulness and support giving generally were greater for girls than boys across six different cultures, although these differences were significant for older but not younger children. Esienberg (2006) has suggested that

women display more empathy and guilt, and men are more likely to intervene in an emergency.

According to Batson & Powell, (2003) men have evolved a 'fight or flight' response to threatening situations, so they take a protective role. This is called nurturing versus heroic altruism. Also, men may behave heroically to fit in with male stereotypes that have been acquired through socialization. Whiting et al (1975) found that men may help because the cost of helping is low and the cost of not helping is high. They are expected to help in an emergency situation and may be negatively evaluated if they do not.

A number of researchers have found gender differences for perceived risk (Flynn, Slovic and Mertz, 1994), and indeed, it has been argued that males are more likely to take risks than females (Byrnes, Miller and Schafer, 1999). In fact, Byrnes et al., (1999) found that males took more risks even when it was obviously a "bad idea to take risks" (p.378). In the context of perceived risk and Environmental issues, Byrnes et al (1999) also found females reported significantly higher perceived risk scores for a range of environmental hazards than males. Given these findings, they concluded, it seems that the manner, in which people evaluate the risk associated with engaging in positive social issue behavior, that is social issue exchange, may be related to some extent to their gender.

Commonly held stereotypes and popular culture suggest that women have a greater capacity for understanding others' thoughts and feelings than do men (Gilbert and Fiske, 2004). Also, empirical researchers have found that gender differences in empathy commonly indicate that women have higher levels than do men (Batson. and Shaw, 1991) Further, research indicates the possibility that these differences may be the result of motivation rather than ability (Batson and Powell, 2003).

1.4.3. Hypothesis generation

1.4.3.1 Delimitations

In generating the hypothesis we focused on the main central phenomenon and categorical variables of gender and location factors.

1.4.3.2 Induction process

The approach to hypothesis generation was through induction. The process of induction normally moves from the specific to the general. "Research using an induction approach is likely to be particularly concerned with the context in which such events were taking place. Therefore, the study of a small sample of subjects might be more appropriate than a large number as with the deduction approach" (Saunders et al., 2009, p. 126). The initial data collection based on the observations explored the phenomenon of pro social behavior of the students in a campus environment. We saw repetitions of those behaviors. The literature on pro social behavior of students in Ghana is scanty and so we make a non directional hypothesis because we do not know "what can be predicted from the past literature" (Creswell, 2003, p 110). However the extant literature also suggests some indicators which we intend to focus on as our hypothesis, as follows:

Hypothesis 1: There will be a difference by gender in the pro social behavior scale scores amongst university students of Ghana

Hypothesis 2: There will be a difference by location factors in the pro social behavior scale scores amongst university students of Ghana

2. Methodology
2.1 The Research model
The research model lies within the positivists' knowledge claims (Creswell, 2003). Such philosophies are associated with quantitative research and empirical science. The research model is quantitative with an explorative background.

2.2 Population
The population of this research was all the students of the university. As at the time, the total population was 520. This data was gathered from the registrar.

2.3 Data collection
Data collection was through structured quessionairies, self-administered. The total number administered was 520, whilst 270 were returned resulting in a response rate of 52%.

The questionnaires were placed at the various halls of residence for students over a period of six months.

2.4 Measures
The main measures of interests were prosocial behavior, gender and location of upbringing.

2.4.1 Prosocial behavior

The questionnaires were culled from the works of Donella Caspersz and Doina Olaru, with their kind permission (Donella.Caspersz@uwa.edu.au). The scale comprised 8 variables (with an average of 4 items) relating to the concept of Prosocial behavior. Students were asked to score on a scale 1-7 whether they were unlikely or

certainly to engage in those various pro-social activities.

2.4.2 Gender factors

Gender factors were based on a dichotomous data of male and female.

2.4.3 Location factors

Location factors were labeled based on the literature on cultural factors of collectivist and individualistic societies. Collectivist societies were associated with rural locations whilst individualistic societies were associated with urban locations (Zahn and Smith (1992); Eisenberg (2006)). To further redefine variable, the authors placed the students into three categorical variables: namely rural, peri-urban and urban. The input of data was assisted by kind courtesy of one the students of the university who worked at the Statistical Services of Ghana as at that time. The statistical service has definitions for urban, peri urban and rural based on a number of indicators. The participants only needed to indicate his/location. With the assistance of the statistical service, the classification was determined. The qualification for any of the categories was that the students should have spent most of his/her time at the location. Most of the time was defined as 60%+ inhabitation.

2.5 Data analysis

Independent –samples T was used to compare the mean score on the continuous variable of Pro-social activity for the two different groups of participants. This was used to test the first hypothesis. The test for the second hypothesis was based on the use of one-way ANOVA with Post-hoc tests.

3. Results

In interpreting the results we adopted the style used in SPSS version 18.

3.1 Interpretation of results

3.1.1 Results for Hypothesis 1

An independent samples t-test was conducted to compare the pro social behavior scores for females and males. The Levene's Test for Equality of Variances was .448, more than the threshold .05, which means that the variances for the two groups are not the same. Thus the assumption for test for equality of variance was not violated. The independent –samples t-test showed that there was a significant difference in scores for Female (M=36.91, SD=2.527) and Male *(M=34.86, SD 2.644); t (268) =6.5, p=.000.* The magnitude of the mean difference (Mean difference 2.046, 95% Cl: 1.4 to 2.7) was large (Eta squared of .13).

3.1.2 Results for Hypothesis 2

A one way ANOVA post-hoc test was conducted to compare the pro social behavior scores students located in the Rural, Peri-urban and Urban areas. . The Levene's Test for Equality of Variances was .304, more than the threshold .05, which means that the variances for the three groups are not the same. Thus the assumption for test for equality of variance was not violated. The independent –samples t-test showed that there was a significant difference in scores for Rural (M=36.44, SD=2.668), Peri-urban (M=35.62, SD=2.850) and Urban *(M=35.92, SD 2.731); t (2, 267) =3.1, p=.045*. However, the effect size calculated by sum of squares between groups by total sum of squares was .02 which implies that magnitude of the mean differences at 95% level of confidence was small

4. Discussion

The research has theoretical and practical implications.

4.1 Theoretical implications

4.1.1 Relationship between Gender and Prosocial behavior

There was a relationship between Gender and Prosocial behavior. The result is largely consistent with theoretical expectations and the findings of previous studies. They include those of Flynn, Slovic, & Mertz (1994). An important difference between their findings and the present work, however, is that they also found that in addition to be being pro social women were also more empathetic and responsive than men. Whiting et al (1975) also found that helpfulness and support (an aspect of pro social behavior) were greater for girls than boys across six different cultures. Thus hypothesis 1 is supported.

4.1.2 Relationship between Location factors and prosocial behavior

Similar to the first hypothesis, the second one was supported by previous studies, although the effect size was small. Zahn and Smith (1992) found that helpfulness was higher for people in small towns than for people in large cities. Eisenberg (2006) also found that people in urban areas having a more indifferent attitude to others' needs, causing lower levels of pro-social behavior.

4.1.3 Relationship between psychological factors and Pro-social behavior

Our findings based on the explorative research are consistence with some empirical studies especially based on psychological factors. Roland and Jean Tirole's (2003) works are relevant here for us. The expression by the

female student "It is something that I do at home. I am used to that. I am branded as an energy –saver" may be an example of an internal motivation. The male student's heroic act may be categorized under an extrinsic motivation. Both acts may also be explained by social exchange theory. According to the theory, helping (an example of pro social behavior) can be rewarding in three ways: it can increase the probability that someone will help us in return; it can ease the personal grief of the bystander; and it can gain us social endorsement and increased self-esteem. The acts displayed by the students might have been as result of the belief that they would gain social approval and increased self-worth.

4.1.4 Originality
The study adds to a small number of investigations of gender, location factors, especially in Ghana. To the best of our knowledge, the present study is the first to concurrently conduct an explorative quantitative study looking at gender and location factors on one hand and pro social behavior on the other.

4.2 Practical implications

4.2.1 Individual social and career development through prosocial behavior
Penner, Dovidio, Piliavin, and Schroeder, (2005) linked Prosocial to various positive developmental outcomes for young people including academic success, positive self-worth, positive relationships with others, and higher social competence. We support the findings based on the outcomes of one of the cases we observed on campus. The heroic acts of the male student earned him some positive relationships that resulted in his position as the president of the student body. Being an influential person, other students might learn and also exhibit pro-social behavior and dispositional tendencies that will serve them well not only on campus, but throughout their lives. We predict that such people are better able to manage their emotions, engage in healthy associations, set constructive goals, meet personal and social needs, and make accountable decisions.

4.2.3 Pro social behavior and University institutions
Eisenberg et al., (1990) linked Prosocial Behavior to the moral education of undergraduates and the construction of campus culture, the cultivation of social and spiritual civilization and the building of a harmonious society. We add that the result will be a school climate of harmony and a related sense of association to the university authorities and amongst fellow students. We see an environment of less examination malpractices, unruly class behavior, disobedience, violent behavior, antisocial acts, and disciplinary referrals. We predict students in such environment to be responsible and productive members of the school community, exhibiting a culture of maintenance of school property and ready to engage in volunteering activities.

4.2.3.1 Supportive environment
University management schools should create and share a vision of students' prosocial behavior. The vision should include a framework for supporting and acknowledging positive behaviors in students such as those exhibited by the students in the scenarios as captured by the authors on campus. An aspect of the curriculum must include some elements of the phenomenon. Teaching and non-teaching staff must also demonstrate leadership roles in creating a climate conducive to pro social behavior. Research to explore the phenomena must be conducted. Researchers can use these data to understand the extent to which schools and classroom environments are supportive of the phenomenon. Results will also inform decisions about encouraging and modifying students' behavior.

5. Conclusion

We started with the use of explorative data in the quest to explore prosocial behavior. In completing the task we used an explorative and a quantitative to add to the limited number of research in the area of prosocial behavior, amongst students of tertiary institutions. After making a preliminary observation of some students on campus, we then searched the relevant literature which guided us into hypothesizing relationships between some antecedents and the phenomenon. . Our concentration was on gender and location factors which were all supported by empirical studies. We then propounded some theoretical and practical thoughts which hopefully will be taken up in other research and educational practice.

5.1 Limitations

The study suffers from a few limitations, though. First, a larger, more representative sample of Ghanaian university students would have been needed to conduct a more thorough examination of the trend of findings. Second, the model was too one-dimensional. Other constructs which have been associated with prosocial behavior, such as empathy, altruism and religiosity appearing as moderators or mediators would have made the model more sophisticated.

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