

PROSOCIAL BEHAVIOUR OF HIGHER SECONDARY SCHOOL STUDENTS AND UNDERGRADUATE STUDENTS

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RESEARCH CENTRE IN EDUCATION
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DECLARATION

I, **SHARUN. P.B**, do hereby declare that this dissertation, “**PROSOCIAL BEHAVIOUR OF HIGHER SECONDARY SCHOOL STUDENTS AND UNDERGRADUATE STUDENTS**” has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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I, **Dr. AFEEF THARAVATTATH.**, do here by certify that the dissertation entitled, **PROSOCIAL BEHAVIOUR OF HIGHER SECONDARY SCHOOL STUDENTS AND UNDERGRADUATE STUDENTS**, is a record of bonafide study and research carried out by **SHARUN. P.B.**, of M.Ed Programme (2017-19), under my supervision and guidance, and has not been submitted by him for the award of any Degree, Diploma, Title or Recognition before.

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CHAPTER I

INTRODUCTION

- ❖ *Need and Significance*
- ❖ *Statement of the problem*
- ❖ *Definition of Key Terms*
- ❖ *Variables*
- ❖ *Objectives*
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Education is must for both men and women equally as both together make a healthy and educated society. It is an essential tool for getting bright future as well as plays a most important role in the development and progress of the country. Citizens of the country become responsible for the better future and development of the country. Highly educated people become the base of the developed country. So, proper education makes the bright future of both, the individual and the country. It is only educated leaders who build the nation and lead it to the height of success and progress. Education makes people as perfect and noble as possible.

Good education gives many purposes to the life such as enhancement of the personal advancement, increase social status, increase social health, economical progress, success to the nation, set goals of life, make us aware towards many social issues and gives solutions to solve environmental problems and other related issues. Now-a-days, education has become very simple and easy because of the implementation of distance learning programmes. Modern education system is fully capable to remove the social issues of illiteracy and inequality among people of different race, religion and caste.

Education develops the people's minds to a great level and helps in removing all the differences in the society. It makes us able to become a good learner and

understand every aspect on life. It provides ability to understand all the human rights, social rights, duties and responsibilities towards country.

For the present research investigator selected one psychological variable. The variable is prosocial behaviour the population selected for the study was higher secondary school students and undergraduate students. It is adolescent is the period in which the foundation of future life, major life roles, relationship and working towards long term productive goals are established. Adolescence as a formative stage plays a significant role in one's life (Berzonsky,2011). The characteristics developed during the adolescent stage is likely to be fixed in the future. School as a miniature society in which a child faces variety of experiences. In this context there is enormous opportunities to help others and to get help form others. So education also paves way for altruism. prosocial is behaviour that is aimed at benefiting another person.

Eisenberg (2000) has highlighted two implication of altruism. First individuals will minimize actions that cause harm. Second, individual who have caused harm to other will seek to redress their actions by compensation the harmed parties. Altruism is a kind of pro-social behaviour. Pro-social behaviour is usually defined as behaviour that benefits others or has positive social consequences (stub and vispe 1978). Prosocial is the one of the most important value that each and every student possess. This behaviour will not exhibited fully by all the students. Some students show prosocial with any compulsion but some are exhibiting for catching the attention of the others. It is not such a matter to be expressed with compulsion, but it is to be expressed form within of the individual.

Social behaviour is a very important aspect in the life of children as it affects their later adjustments and happiness in life. Only when a child is able to get along well with others, he/she becomes popular among his/her peers, teachers and parents. Lack of altruistic behaviour in children results in dropping out of society mental ill health, delinquency etc.

The investigator would like to take up the study that deals with the prosocial behaviour of higher secondary students and undergraduate students on the basis of gender, locale, and type of institution.

Need and Significance

Prosocial behaviour is broad concept. The awareness on social commitment causes greater influence in student's interest in social activities; it helps them to develop their social responsibilities; maintain social values and also help to improve the quality of life. In the present scenario, we can see that the individual's commitment towards society is getting weaker especially for teenagers. Suppose, if a person met with an accident, today's teenagers and youth has more interested to take photographs and videos of the that accident and upload in the internet or other social media, instead of saving his life. There are several other issues being reported from educational institutions , increasing rating of cybercrimes, ragging etc are also reporting from our educational institutions.

In the modern age anti-social activities are increasing day by day. Both college and school students are victims of these crimes.

Prosocial behavior is the behavior that is intended to help others. This behavior is characterized by concern about the feelings, welfare and rights of the others. The behaviors which may be described as prosocial behavior include concern for others, empathy and behaving in various ways to help others. The prosocial behavior is a voluntary behavior shown and made with an intention of helping and benefiting others (Eisenberg & Fabes, 1998). Prosocial behavior consists of actions concerning for the benefit of the other people or the society at large like sharing, helping, volunteering, cooperating, and donating. These actions may be motivated by empathy and for concern for welfare of others and their rights. The prosociality is the heart for the good and well being of the society. According to CD Batson (1998), the social scientists created the term prosocial behavior as an antonym for the term anti-social.

Prosocial behavior is any act performed with the goal of benefiting another person. It is the action to benefit other people like the act of donating, helping, cooperating, volunteering and sharing. Prosocial behavior develops gradually as a process of socialization.. Home appears to have positive influence in developing socialized traits of a child. Prosocial behavior of course has its roots in our social upbringing which starts at home. Keeping in view the importance of home environment as a factor to induce pro-social behavior among children, it was thought to conduct the study. The purpose of the study was to explore the prosocial behaviour of the higher secondary school students and undergraduate students to find out how home environment could be influencing the same.

Adolescents can be thought of a second revolution in human development. It is the turning point in every bodies life. It is period of stress with rapid change emotion

changes along with social development. Adolescent stage is the only stage when an individual the maximum change during their life span. The change is easy, their positive prosocial mentality should be developed. Among the all-round development of children prosocial occupy a prominent position. The investigator would like to take up the study that deals with the prosocial behaviour of higher secondary students and undergraduate students on the basis of gender, locale, and type of institution.

Prosocial behavior is voluntary behavior intended to benefit of others. It includes behaviors such as helping, sharing, or providing comfort of other. Prosocial behavior is evident in adolescent students but changes in frequency and in its expression with age. Individual differences in prosocial behavior are caused by a combination of heredity, socialization, and situational factors. Prosocial behaviors can be preformed for a variety of reasons, ranging from selfish and manipulative reasons to moral and other-oriented reasons. Prosocial behavior that is not performed for material or social rewards, but is based on concern for another or moral values, is based on prosocial behaviour. Prosocial behavior is relevant to both the quality of close intrapersonal and interpersonal relationships and to interactions among individuals and groups. Individuals or as members of a group often assist others in need of others.

Statement of Problem

The present study is entitled as **PROSOCIAL BEHAVIOUR OF HIGHER SECONDARY STUDENTS AND UNDERGRADUATE STUDENTS.**

Defintion of Key Terms

Prosocial behaviour

Voluntary action that are intended to help or benefit another individual or group of individuals.(Eisenberg and Mussen 1989)

Higher secondary students

The higher secondary school students are those students who are studying in higher secondary class. In this study science, commerce, and humanities standards of XI and XII class are taken as higher secondary students.

Undergraduate students

An undergraduate is a college or university students who's not a graduate student.

Variables

The variable selected for the study is prosocial behaviour

Objectives

The objectives of the proposed study are as follows:

- To study extent of prosocial behavior of higher secondary students.
- To study extent of prosocial behavior of undergraduate students.

- To find out the where there exist any significant difference in the extent of prosocial behavior of higher secondary students in the sub samples based on:
 1. Gender
 2. Locale
 3. Type of institution

- To find out where there exist any significant difference in the extent of prosocial behaviour of undergraduate students in the sub sample based on:
 1. Gender
 2. Locale
 3. Type of institution

- To find out whether there exist any significant deference between the extent of prosocial behavior of higher secondary students and under graduate students.

Hypotheses

The present study is designed to test the following hypotheses.

- There will be significant difference in the extent of prosocial behavior of higher secondary students in the sub samples based on.
 1. Gender
 2. Locale
 3. Type of institution

- There will be significant difference in the extent of prosocial behavior of undergraduate students in the sub samples based on.
 1. Gender
 2. Locale
 3. Type of institution
- There will be significant difference in the extent of prosocial behavior of higher secondary students and undergraduate students.

Methodology

It deals with the precise description of the sample selected for the study, tools and statistical techniques applied for the study

SAMPLE

The study is proposed to be on a sample of 350 Higher Secondary School students and 350 Undergraduate students belonging to various Higher Secondary Schools and Undergraduate colleges in malappuram and Kozhikode districts, drawn by stratified random sampling technique giving due representation to different strata viz., gender, locale, and type of institution.

Tools Used for the Study

Prosocial Behaviour Assessment Scale (2019)

Statistical technique

The following statistical technique are used for analysis of data.

1. Descriptive statistics
2. Test of significance of difference between means

Scope and Limitation of the study

The present study is an attempt to find out the prosocial behaviour. The appropriate tool was constructed by the investigator with the help of the supervising teacher for the study. Using of this tool the required data were collected from a sample of 350 Higher Secondary School students and 350 Undergraduate students of two districts of Kerala such as Kozhikode, and Malappuram. It is hoped that the study will yield dependable results which will help to find out the prosocial behaviour of higher secondary students and undergraduate students of Kerala. Appropriate statistical techniques are used to analyse the data. The findings of the study will be helpful to the educational planners.

Limitations

Though the investigator will try to make the study precise, there are some unavoidable limitations.

1. Higher secondary students from VHSE schools and CBSE schools are not included in this study.
2. Due to the time constraints the investigator has de-limited present study only in two districts of Kerala.
3. The study was conducted on a sample of 350 Higher Secondary students and 350 undergraduate students only.

The time limit was main obstacle to increase the number of samples of the study. In spite of all these limitations the investigator expects that the result obtained will be reliable and have a generalised nature. It is also believed that the findings of the study will help to bring about clear picture of prosocial behaviour of higher secondary students and undergraduate students of Kerala.

Organization of the Report

The report has been presented in five chapters viz, introduction, review of related literature, methodology, analysis, summary, conclusion and suggestion.

Chapter I contains a brief introduction to the problem and need and significance of the study.

Chapter II presents the theoretical overview of the study and review of related studies.

Chapter III incorporates methodology of the study in detail. It includes objectives, hypothesis, participants, instruments, data collection procedure and statistical techniques used for analysis.

Chapter IV describes the statistical analysis and interpretation of data.

Chapter V deals with the summary of the study, major findings, conclusion, educational implication of the study and suggestion for further research in this area.

CHAPTER II
**REVIEW OF RELATED
LITERATURE**

- ❖ *Theoretical Overview*
- ❖ *Review of Related Studies*

REVIEW OF LITERATURE

Review of related literature is an important aspect of any investigation . A proper study of related literature would enable the investigator to locate and go deep in to the problem.

Review of the related literature helps the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. It enables the researcher to delimit and define his problem. The knowledge of related literature bring the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely.

Thus a thorough examination of the related literature will help are searcher to understand the significance of present study and to build a new approach to the same.

The present study is an attempt to find out the as prosocial behaviour of higher secondary students and undergraduate students.To have an understanding of the nature of study in his area, the researcher has gone through the relevant literature.

The review is presented here under the following headings.

- I. Theoretical overview
- II. Survey of Related Studies

The theoretical overview of prosocial behaviour is given below.

Theoretical overview

Prosocial Behaviour The term Prosocial Behaviour was introduced in the early 1970's in the aftermath of the Kitty Genovese murder in New York (Kohn, 1990). Prosocial is 'any act performed with the goal of benefiting another person' (Aronson, Wilson, & Akert, 2004).

Prosocial Behaviour refers to actions carried out to assist other people without being motivated by external incentives (reward or fear of negative consequences for not helping) (Alcock & Sadava, 2014).

Whether an act is viewed as prosocial depends on the attributions the individuals make. The term Prosocial Behaviour is often used interchangeably with altruism and benevolence. While Altruism, the term coined by philosopher Auguste Comte (1832) describes acts of selfless assistance to others, Benevolence refers to action intended to benefit another but not seeking external reward or recognition to the helper.

Prosocial Behaviour can take many forms: direct help, intervention emergencies, volunteer work, co-operating with others, working to save the environment (Kollmuss & Agyeman, 2002), political activities aimed at bringing about positive social change, assisting people to develop skills or standing up for others who are being bullied (Bergin, Talley & Hamer, 2003). Prosocial Behaviour ranges over a continuum from the most selfless acts of altruism to helpful acts that are motivated entirely by self-interest (Taylor, Pepaleau & Sears 1997).

Prosocial Behaviour: The Concept and Definitions

Whilst helping behaviour encompasses prosocial acts, there are some specific terms used to describe this behaviour. Shroder (2005) note that the term Prosocial, represents a broad category of acts that are defined by some significant segment of society or one's social group as generally beneficial to other people. Basically the helper is primarily concerned with others welfare, helps the needy, and these behaviour sometimes incur a cost for the helper.

Prosocial behaviours can be grouped into three distinct categories:

- a) Sharing (dividing up or bestowing)
- b) Helping (acts of kindness, rescuing, removing distress) and
- c) Cooperation (working together to reach a goal) (Marion, 2003)

According to Eisenberg & Mussen (1989) "Prosocial behaviour is defined in terms of consequences intended for another in which the behaviour of the actor is directed toward promoting and sustaining a positive benefit for the help- recipient".

Cotterell (1997) "Prosocial behaviour is a helpful action that benefits other people without necessarily providing any direct benefit to the person performing the act, and may even involve a risk for the person who helps".

Marshall (1998) "Prosocial involvement refers to events or activities across different settings that an individual or group of individuals participate in, with the only purpose of benefiting others".

Knickerbrocker & Roberta (2003) defined “Prosocial Behaviour as voluntary actions intended to help or benefit another individual or group of individuals”. According to Bierhoff (2004) “Prosocial Behaviour is a broad term, which includes all forms of interpersonal support intended to improve the situation of the help recipient”.

Twenge et al. (2007) defined “Prosocial Behaviour as actions that benefit other people or society as a whole. It facilitates group work and in turn provides individuals with immense benefits for the long run”.

Types of Prosocial Behaviour

Carlo and Randall (2002) have proposed that there are different types of Prosocial Behaviour which are dependent on personal and situational factors. Based on their own work and reviews of the work of others, they have proposed six main types of Prosocial Behaviours. **Altruistic** Prosocial Behaviours are those in which one person voluntarily helps another. **Compliant** Prosocial Behaviours are those in which a person helps another because he or she is asked to. **Emotional** Prosocial Behaviours are those in which people help others in highly emotionally-evocative circumstances. These three types of behaviors were found to be positively related to perspective-taking, sympathy, other focus, and high levels of internalized prosocial moral reasoning. **Anonymous** Prosocial Behaviours are those in which help is given when there will be no knowledge of who helped. **Dire** Prosocial Behaviours are those in which help is given in response to an emergency or crisis situation. These two types of behaviors were found to be positively related to perspective-taking, sympathy, and other focus. **Public** Prosocial Behaviours are those which are performed in front of an

audience and are motivated by the potential for gaining respect and approval from others and enhancing feelings of personal self-worth. These behaviours were related negatively to perspective-taking, sympathy, other focus, and high levels of internalized Prosocial moral reasoning, but were positively related to low levels of prosocial moral reasoning. Carlo and Randall refer to these six types as prosocial tendencies, as they measure the likelihood that an individual will behave prosocially in various contexts.

Review Related Literature

Ostrove (2005) in a study focused on the perceptions of male and female college students who evaluated pre-schoolers actual aggressive and Prosocial Behaviour. Findings revealed that men were not accurate as women were in identifying relational aggression and Prosocial Behaviour

Pursell (2008) on a sample of 231 adolescents (103 males and 128 females) examined whether prosocial behaviour and personality have independent or overlapping associations with adolescents externalizing problems. While Prosocial behaviour was assessed by peer nominations, personality inventories were self assessed. The findings indicate that with regard to girls, links between prosocial behaviours and both aggression and delinquency were fully mediated by agreeableness, and partially mediated by conscientiousness. But for boys, prosocial behaviour, agreeableness, and conscientiousness were independently and negatively associated with aggression and delinquency. The findings suggest that personality and prosocial behaviour are uniquely related to boys behaviour problems, but the same cannot be said when it comes to girls behaviour problems.

Bereczkei, Birkas and Kerekes (2010) in their study on the relationship between volunteerism and personality characteristics (social cooperation, Machiavellianism) in situations in which participants are being observed or not by their group members, found that prosocial personality traits showed relative independence of situational factors. Scores of Machiavellianism, proved to be strongly dependent on the presence of others, but not on the cost of the offered charity act. High-Mach persons disguised their selfishness and pretended altruism in the presence of others, but realized their self-interest when others were not observing their behaviour.

Padilla Walker (2008) investigated the relationship between identity status, gender, and prosocial tendencies in emerging adults and found that when compared with the other identity status groups, emerging adults who were low on 'identity exploration and commitment' had significantly higher levels of public prosocial tendencies and lower levels of altruistic, emotional, dire, and compliant prosocial tendencies. Individuals who demonstrated high 'identity exploration and commitment' reported greater altruistic prosocial tendencies than either 'foreclosed or diffused' individuals. In addition, 'identity achieved' individuals reported the highest levels of identified and integrated internalization of prosocial values, and 'identity diffused' individuals reported the lowest levels. The lower levels of prosocial tendencies and lower internalization of values reported by identity diffused emerging adults could indicate high levels of self focus and an inability to balance self-interests with the interests of others at the early stages of this process of exploration. In terms of gender, it was found that emerging adult males reported higher levels of public

prosocial tendencies than females, while emerging adult females reported higher levels of emotional and altruistic prosocial tendencies and greater internalization of prosocial values than males, suggesting that perhaps the women have reached a higher level of moral development at this stage.

Velayudhan (2008) in a study on students of various departments of Bharathiar University assessed the prosocial behaviour and self-esteem of hostelites and day scholars, and found that hostelites were more prosocial than non-hostelites (i.e., altruism, courtesy, and sportsmanship were found to be more among the hostellers) but no significant difference was found between the groups compared with regard to their self-esteem.

Iverson (2010) examined the relationship between identity development, self-regulation, and prosocial behaviour in emerging adulthood on sample of 182 undergraduate students (17 to 22 years old) from a private liberal arts college and the findings indicated that self-regulatory style predicted prosocial tendencies and behaviour more strongly than identity development variables of exploration, commitment, self-focus, and other-focus. The study also observed that emerging adults are choosing to engage in prosocial behaviours and internally regulate positive aspects of their behavior even as they are continuing to progress in their identity development.

Turetsky (2011) sought to understand the relationship between self-esteem, gender, and prosocial bystander behaviour from a sample of 319 middle school students in four faith-based private schools. Regression analyses revealed that: self-esteem was a significant, positive predictor of self-reported prosocial bystander

behaviour and of prosocial problem solving, even when controlling for grade and gender. Furthermore, self-esteem did not significantly interact with grade or gender to predict bystander behaviour, suggesting that the association between self-esteem and bystander behaviour applied equally to both genders. No evidence was found in the relationship between self-esteem and prosocial intervention for either gender, suggesting that there is no minimum threshold of self-esteem that is necessary in order to prosocial bystander behaviour to be demonstrated.

Sagone and Caroli (2013) explored the relationships between different types of 'self-efficacy' (i.e., empathic, problem solving, and interpersonal communication self-efficacy) and 'prosocial tendencies' (anonymous, public, and helping behaviour in emotionally critical and dire situations) on a sample of 108 Italian adolescents. Results indicated that most adolescents expressed low levels of self-efficacy in problem solving and empathy, but both low and high levels of self-efficacy in interpersonal communication. Self-efficacy in problem solving, empathy, and interpersonal communication was positively related to helping behaviour in emotionally critical and dire situations. In addition, self-efficacy in problem solving and empathy was positively related to public prosocial behaviour.

Kauten and Barry (2014) studied the relation of adolescent narcissism with self and peer-perceptions of prosocial and aggressive behaviour. Results indicate that self-reported pathological narcissism was positively correlated with self reports of both prosocial behaviour and aggression, but it was not associated with peer nominations of either type of behaviour. These findings indicate that adolescents with high levels of narcissism may attempt to bolster their social status by reporting

engagement in both prosocial behaviour and aggression. However, it appears that such individuals are ineffective at being perceived as prosocial by peers.

Cremer and Lange (2001) through two studies examined the choice differences between ‘prosocials’ and ‘proselfs’ on a sample of 63 undergraduates by examining the influence of norms of social responsibility and reciprocity in line with the integrative model of social value orientation. It was expected that prosocials differ from proselfs in their level of cooperation because they wish to maximize own and others outcomes and enhance equality in outcomes. Study 1 revealed that prosocials felt more responsible to further the group’s interest than proselfs did, and this social responsibility feeling appeared to account for choice differences. Study 2 revealed that prosocials were more likely to reciprocate their partner’s actions than were proselfs.

Mlack (2012) on analysing the five factor model of personality, aspects of prosocial behaviour and empathic tendencies on a sample of 1454 university students in the contexts of gender, study orientation, and volunteering experience, found that female students show higher levels of neuroticism, agreeableness, altruism and empathy tendencies and lower levels of public prosocial behaviour than male students. While some personality traits were found to be negatively correlated to prosocial tendencies, other traits were positively correlated. Respondents of helping professions demonstrate higher levels of openness to experience, anonymous behaviour, altruism, behaviour in crisis, empathic concern and perspective taking than respondents in technical and economic professions. Respondents with volunteering experience demonstrate higher levels of extraversion, openness to experience, conscientiousness,

anonymous behaviour, emotional behaviour, behaviour in crisis, empathic concern, perspective taking, empathic fantasy, and lower level of personal distress than respondents without this experience. It has also been found that the dimensions of five-factor model reflect prosocial and empathic tendencies.

Anderson and Costella (2009) in a study on 100 college students which attempted to develop a model to explain prosocial behaviour using spirituality, narcissism, and satisfaction with life, found that Spirituality was the only variable to account for some of the variance of Prosocial behaviour. Positive correlations were found between spirituality and satisfaction with life, prosocial behaviour and spirituality, satisfaction with life and narcissism, public prosocial behaviour and narcissism, direct prosocial behaviour and spirituality, and altruistic prosocial behaviour and spirituality. It was also found that satisfaction with life did not account for any of the variance in prosocial behaviour, suggesting that those who demonstrate prosocial behaviour are not significantly motivated to do so because of life satisfaction, but as a result of other factors.

Kominos (2009) in a study on a sample of 135 undergraduates from a Catholic university in a metropolitan area (82 females and 53 males ranging from 18 to 23 years of age) hypothesized that prosocial behaviour would be a moderator of the relationship between spirituality and subjective well-being. However, results of the study revealed that prosocial behaviour failed to moderate the relationship between spirituality and subjective well-being. Findings showed that spirituality was related to life satisfaction and positive affect, and prosocial behaviour was related to positive

affect in correlational and regression analyses, but not significantly associated with negative affect.

Durfeld, Martin, Washburn and Wilson (2016) in a study on a sample of 80 students analysed the prosocial behaviour in college students, and the aim of the study was to learn more about prosocial behaviour and altruism by examining how traditional values, gender, personality and religion were associated with prosocial behaviour among college students. It was hypothesized that prosocial behaviour would be positively correlated with religious involvement, honest or humble personalities and traditional values. Correlational analysis did not support this hypothesis. In addition, there were no expected differences between the amount of prosocial behaviour provided by males and females and this null hypothesis was not supported in this study.

Baldwin (2004) examined on a sample of 648 racially and ethnically diverse children the relationship between the amount of time 10-12 year old children were expected to spend in household work that benefits the family and its relationship with children's prosocial behaviour, and self-reported positive self-perceptions. The findings of the study indicate that children who were expected to almost always do household work that benefits the family were found to behave more prosocially, compared to children who rarely were expected to do such work. Boys who were almost always expected to do household work that benefits the family were reported to show more responsible behaviour than girls. Research results showed no significant effect for positive self-perceptions of children who were expected to almost always do

household work benefiting the family compared to children who were rarely expected to do so.

Dovidio (1990) investigated the ability of two competing models namely, the ‘negative state relief model’ and the ‘empathy-altruism hypothesis’ to explain the motivation underlying prosocial behaviour and found support for both models. While ‘Self-focused egoistic motivation’ was shown to lead to more generalized helping behaviour, as prosocial behaviour in any situation would accomplish the goal of relieving one’s negative mood states, ‘Otherfocused altruistic motivation’ was shown to be specific to the current goal, as the empathy was invoked by taking the perspective of the other in the current situation alone. Dovidio et al. suggested that there could be mixed motivations for helping, such that egoistic and altruistic motivations are operating at the same time, with the relative strength of emotional reaction affecting the predominance of motivation type.

Barry and Wentzel (2006) in a study on the influence of friendship on prosocial behaviour, and the role of motivational factors and friendship characteristics found that a friend’s behaviour is related to an individual’s perceived prosocial goal, which in turn is related to an individuals prosocial behaviour.

Barry (2008) found that in a sample of undergraduate emerging adults, external regulation of prosocial values was positively related to public prosocial tendencies and negatively related to compliant, anonymous, and altruistic prosocial tendencies. In contrast, internal regulation of prosocial values was negatively correlated with public prosocial tendencies and positively correlated with all five other prosocial tendencies. The study suggests that as emerging adults develop their

identities and begin to internalize societal norms such as prosocial values, resulting changes in prosocial behaviour and motivation will occur in various contexts as well.

Wentzel and Namara (2012) investigated on a sample of 167 young adolescents the contributions of peer acceptance, perceived support from peers, and family cohesion to prosocial behaviour. It was hypothesized that being accepted by peers would have a direct relation to prosocial behaviour. In addition, emotional distress was examined as a possible mediator between adolescents' perceptions of family and peer relationships and prosocial outcomes. It was found that peer acceptance was related directly to prosocial behaviour, and emotional distress mediated relations between perceived support from peers and prosocial behaviour. Family cohesion was related negatively to distress, but not to prosocial outcomes.

Horn (2013) in a study on a sample of 7709 undergraduate students investigated the Educative conditions for prosocial value development during college and the responses were examined with multiple regression and path analysis. The results revealed that participation in volunteerism only, or a combination of service-learning and volunteerism but not service-learning alone, was positively associated with the development of a prosocial value orientation. Moreover, an analysis of the organizational context of service revealed that service through educational, healthcare, community relief, and social services organizations (but not through public safety, political, recreational, or environmental organizations) was uniquely associated with prosocial value orientation. Finally, exposure to a prosocial ethos was also positively associated with prosocial value prioritization.

Escriche (2014) in a study regarding the effect of and relationships between Social Competence, Empathy and Prosocial behaviour among adolescents found empathy had a significant influence on Social Competence and Prosocial behaviour. In addition, Social Competence also had a significant influence on Prosocial behaviour.

Falanga (2014) explored humour styles, prosocial tendencies, and empathic/social self-efficacy in 302 Italian middle adolescents and found that affiliative and 'self-enhancing humour' positively correlated with empathic/social self-efficacy, while 'self-defeating humour' negatively correlated with social self-efficacy. Helping behaviour in emotionally critical and dire situations positively correlated with empathic/social self-efficacy and, only for boys, with affiliative humour. Moreover, public and anonymous prosocial tendencies negatively correlated with affiliative humour. Differences were found with regard to gender and age.

White (2014) on a sample of 539 undergraduate students, studied psychopathic traits and empathy in prosocial behaviour, and tested the unique and interaction effects in hierarchical regression. It was hypothesized that primary psychopathy, especially affective callousness, would be positively and uniquely associated with public prosociality, and inversely associated with anonymous and altruistic prosociality, and that these associations would be mediated by empathy. The findings indicated that predictions were supported for primary psychopathy. But gender did not moderate associations.

Deborah (2004) examined both direct and indirect relations of parent and peer attachment with self-esteem and examined the potential mediating roles of empathy

and prosocial behaviours. Structural equation modelling revealed that parental attachment has mostly direct effects on self-esteem. Among females, the links between peer attachment and self-esteem however were entirely mediated by empathy and social behaviours.

Hardy and Kisling (2006) on exploring the relationship between identity status and prosocial behaviour in emerging adults, measured identity status by assessing the extent to which participants identified with each of the four identity status groups. They found that identity diffusion scores were negatively related to prosocial behaviours, and identity achievement scores were positively related to prosocial behaviours. Using regression analysis, identity achievement was shown to be the only significant positive predictor of prosocial functioning and the only identity status to explain a significant amount of variance in the three measures of prosocial behaviour. These findings support the idea that a mature identity is related to the ability to form interpersonal connections, to develop another focus, and to become motivated to help others and contribute to society.

CONCLUSION

From the review of related studies, the investigator has found that the prosocial behaviour of higher secondary students and undergraduate students. A number of studies have been conducted in relation with the variable both in and out side India.

CHAPTER III

METHODOLOGY

- ❖ *Variables*
- ❖ *Objectives*
- ❖ *Hypotheses*
- ❖ *Tools Employed*
- ❖ *Selection of Sample*
- ❖ *Data Collection Procedure, Scoring and Consolidation of Data*
- ❖ *Statistical Techniques used for Analysis of Data*

METHODOLOGY

Methodology is a process which reveals all the methods and techniques followed by the researcher during the course of research work. The success of any research work depends largely upon the suitability of the methods, tools and techniques followed by the researcher in collecting and processing data. Thus the role of methodology is to carry on the research work in a scientific and valid manner.

The present study is an attempt to find out of the prosocial behaviour of higher secondary school students and undergraduate students. The methodology of study is presented below under the following heads viz..

- Variables
- Objectives
- Hypotheses
- Tools Employed.
- Selection of Sample
- Data Collection Procedure and Consolidation
- Statistical Techniques Used for Analysis.

The detailed description of each of the following is given below

Variables

Prosocial behavior is the major variable in this study. Gender, locale, type of institution are considered as classificatory variables.

Objectives

The objectives of the proposed study are as follows:

- To study extent of prosocial behavior of higher secondary students.
- To study extent of prosocial behavior of undergraduate students.
- To find out the where there exist any significant difference in the extent of prosocial behavior of higher secondary students in the sub samples based on:
 1. Gender
 2. Locale
 3. Type of institution
- To find out where there exist any significant difference in the extent of prosocial behaviour of undergraduate students in the sub sample based on:
 1. Gender
 2. Locale
 3. Type of institution

- To find out whether there exist any significant difference between the extent of prosocial behavior of higher secondary students and undergraduate students.

Hypotheses

The present study is designed to test the following hypotheses.

1. There will be significant difference in the extent of prosocial behavior of higher secondary students in the sub samples based on.
 - Gender
 - Locale
 - Type of institution
2. There will be significant difference in the extent of prosocial behavior of undergraduate students in the sub samples based on.
 - Gender
 - Locale
 - Type of institution
3. There will be significant difference in the extent of prosocial behavior of higher secondary students and undergraduate students.

Tool used for data collection

Collection of relevant data is an important aspect of any research work. The selection of suitable tool is of vital importance for a successful research. In the present study the investigator used the following tool.

1. Prosocial behaviour assessment scale.

Prosocial behaviour assessment scale.

The tool is prepared and standardized by the investigator with the assistance of his supervising teacher. The procedure followed in the construction of the tool is described below.

Planning of the scale

The first step in the construction and standardization of a scale, is planning of the scale. It was decided to develop a scale with five responses viz., 'always', 'often', 'sometimes', rarely', and 'never'.

The investigator reviewed the literature and identified seven components for prosocial behaviour viz.,

self efficacy, social status, self interest, rule of law, empathy, altruism, and reciprocity.

Description of each of these component is given below.

1. Self efficacy

Self efficacy is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully. General self efficacy refers to our overall belief in our ability to succeed, but there are many more specific forms of self efficacy as well academic, parenting, sports. Self efficacy is the belief in one's capabilities to organize information and execute a course of action to navigate a prospective situation Self efficacy is not self image, self worth, or any other similar construct. It is often assigned the same meaning as variables such as these, along with confidence, self esteem or optimism however, it has a slightly different definition than any of these related concepts.

2. Social status

Social status, also called status, the relative rank that an individual holds, with attendant rights, duties, and lifestyle, in a social hierarchy based upon honour or prestige. Status may be ascribed that is, assigned to individuals at birth without reference to any innate abilities—or achieved, requiring special qualities and gained through competition and individual effort. Ascribed status is typically based on sex, age, race, family relationships, or birth, while achieved status may be based on education, occupation, marital status, accomplishments, or other factors.

For example, a teacher may have a positive societal image (respect, prestige) which increases their status but may earn little money, which simultaneously decreases their status.

3. Self interest

Regard for one's own interest or advantage, especially with disregard for others. Personal interest or advantage.

Examples illustrate how it drives producer and consumer behavior. An explanation of the invisible hand theory and market analysis is also given in the context of rational behavior.

4. Rule of law

The rule of law is an ambiguous term that can mean different things in different contexts. In one context the term means rule according to law. No individual can be ordered by the government to pay civil damages or suffer criminal punishment except in strict accordance with well established and clearly defined laws and procedures. In a second context the term means rule under law. No branch of government is above the law, and no public official may act arbitrarily or unilaterally outside the law. In a third context the term means rule according to a higher law. No written law may be enforced by the government unless it conforms with certain unwritten, universal principles of fairness, morality, and justice that transcend human legal systems.

5. Empathy

It is the skill of building connections with people. It means creating a mutual feelings between oneself and other person. It is an emotional performance to the perceived plight of another person. Empathy may entitle the ability to experience the emotions. Similar to the other persons or a sense of tender headedness towards that person. Empathy occurs when a person focuses more on the distress of another instead

of their own issues. Empathy comes naturally with Sympathy and compassion. When empathy was amused, people consistently help regardless of environmental challenges, where as sympathy and compassion did not result in consistent helpful behaviours. Therefore empathy, whether naturally aroused Or trained, facilitates Altruism in social interactions.

E.g., I extent my help for a patient who is approach me.

6. Altruism

Altruism is acting out of concern for another's well-being. Often, people behave altruistically when they see others in desperate circumstances and feel empathy and a desire to help. Cooperative behavior allowed our ancestors to survive under harsh conditions, and it still serves a purpose in a highly complex society. Humans aren't the only animals who behave altruistically, though Many species benefit when individual organisms disregard personal costs and act in service of the larger group. Altruism is the principle and moral practice of concern for happiness of other human beings and/or animals, resulting in a quality of life both material and spiritual. It is a traditional virtue in many cultures and a core aspect of various religious traditions and secular worldviews, though the concept of "others" toward whom concern should be directed can vary among cultures and religions. In an extreme case, altruism may become a synonym of selflessness which is the opposite of selfishness.

7. Reciprocity

The practice of exchanging things with others for mutual benefit, especially privileges granted by one country or organization to another. reciprocity is a social norm of responding to a positive action with another positive action, rewarding kind actions. As a social construct, reciprocity means that in response to friendly actions, people are frequently much nicer and much more cooperative than predicted by the self-interest model; conversely, in response to hostile actions they are frequently much more nasty and even brutal. example of balanced reciprocity is when two individuals exchange Christmas gifts.

Preparation of the scale

Based upon the above mentioned components the investigator developed the scale on prosocial behaviour. The draft scale consists 49 items of which 24 are positive and 25negative.

A copy of the draft tool “prosocial behaviour Scale”(Malayalam version and English version) are given as Appendices I and II respectively.

Details regarding itemsunder each dimensions (components) of prosocial behaviour scale on prosocial behaviour are given in Table 1

Table 1

Items under each Dimensions of Scale on Prosocial behaviour

Components	Item Number
Reciprocity	8,29,32,36
Altruism	1,15,25,26,31,34,36,39,42,43
Empathy	10,14,16,21,23,33,35,40,45,47
Rule of law	5,9,11,17
Self interest	3,12,13,18,20,37,48
Social status	2,6,7,19,24,27,38,49
Self efficacy	4,22,28,30,44,

Scoring Procedure

As the presence scale is a likert type scale , response can be made in a five point scale as ‘always’, ‘often’, ‘sometihmes’, ‘rarely’, and ‘never’ For a positive statement the score given is 5,4,3,2 and 1 for the options ‘always’, ‘often’, ‘sometihmes’, ‘rarely’, and ‘never’. Scoring scheme is reversed for negative items . The scores on all the items are added to get the total score on prosocial behaviour assessment scale.

Try out of the preliminary scale :

The purpose of the tryout of the scale is to select the items for the final scale by empirical testing of the items characteristics . The procedures of the items analyasis is described below

The preliminary scale was administered to a sample of 350 higher secondary school students selected by stratified sampling techniques giving due representation to gender, locale and type of institution.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where

x_1 =mean of each item in the upper group

x_2 = mean of each item in the lower group

s_1 =standard deviation of each item in upper group

s_2 =standard deviation of each item in lower group

n_1 = sample size of the upper group

n_2 = sample size of the lower group

The critical ratio obtained for each item is given below in Table 2.

Table 2

Data showing t-value of the items

Item No	X_H	X_L	σH	σL	t
1	3.9789	3.4737	.89730	.78522	4.130
2	4.5368	3.9474	1.05557	.66542	4.604
3	4.4211	3.4421	1.21791	.98477	6.092
4	4.2842	3.1158	1.71888	1.32619	5.246
5	4.5579	3.8211	1.13905	.75394	5.258
6	3.7789	3.1053	1.45481	1.18662	3.498
7	4.3368	3.5474	1.40492	.95216	4.534
8	3.6737	2.4632	1.47180	1.29189	6.025
9	4.7474	4.5263	.97677	.72886	1.768*
10	4.7684	3.8000	1.30139	.69117	6.406
11	4.7263	4.2421	1.23526	.73575	3.283
12	2.7684	2.0842	1.65319	1.29371	3.177
13	4.3158	2.9368	1.39001	1.08435	7624

Item No	X_H	X_L	σH	σL	t
14	4.2947	2.8526	1.43637	1.32788	7186
15	4.5263	2.9158	1.35004	.93219	9568
16	4.5263	2.9158	1.31261	1.23299	4273
17	3.9684	3.1789	1.24492	1.19020	.596*
18	3.5789	3.4737	1.25727	.95977	3568
19	3.5789	3.4737	1.41959	.87327	4494
20	4.3895	3.8105	1.27891	.77133	8112
21	4.5263	3.7579	1.23978	1.19086	2865
22	4.5426	3.2947	1.61092	1.42077	.669*
23	4.4316	3.9263	1.12021	.27918	7.554
24	3.4842	3.4000	1.46493	1.44693	.399*
25	4.7579	3.8211	1.32872	.61395	6.238
26	3.6526	2.9053	1.38436	1.07948	4.150
27	4.7684	4.0947	1.26385	.60937	4.680
28	4.4526	3.7474	1.21137	.75468	4.816
29	4.0421	2.8842	1.42816	1.20209	4.046
30	4.3368	3.3895	1.29889	1.04790	5.533
31	4.1368	3.0421	1.25406	1.02740	6.582
32	4.7579	3.8211	1.43645	.75394	5.629
33	4.6632	3.5579	1.13658	.62926	8.292
34	3.0421	2.2737	1.76801	1.36399	3.354
35	4.3579	2.7474	1.52963	1.32822	7.749
36	4.8632	4.4000	1.11470	.53813	3.647
37	4.3474	3.5368	1.29492	.98681	4.852
38	4.0316	2.9368	1.24465	1.06644	6.510
39	4.4526	2.8000	1.23426	.87237	10.657
40	4.0526	3.1579	1.61980	1.39428	4.080
41	4.4316	4.0421	1.29579	1.08816	2.243
42	3.9474	3.0000	1.68453	1.66312	3.901
43	3.6105	2.6947	1.36891	1.26571	4.788
44	3.3895	2.8421	1.43137	1.35518	2.707

Item No	X_H	X_L	σH	σL	t
45	4.2105	2.6737	1.51195	1.33604	7.424
46	4.1684	3.5158	1.17476	.99630	4.130
47	4.3684	3.5053	1.24519	.86360	5.552
48	4.7158	3.5684	1.31806	.59543	7.732
49	4.5263	2.9263	1.14150	.69714	11.659

*Rejected Items

f) Finalization of the Scale

Items with critical ratio greater than 1.96 were selected for the final scale. Thus out of the 49 items 45 items are selected for the final scale.

A copy of the final version of the tool is scale on prosocial behaviour (Malayalam version) is appended as Appendix III

Reliability of the Tool

Reliability is the degree of consistency that instrument or procedure demonstrates whatever it is measuring, it does so consistently (Best & Kahn, 2014). The investigator ensured the reliability of the tool by using Test-retest method. The scale was administered to sample of 55 secondary school student selected through stratified sampling technique by giving due representation to gender, locale and type of institution of schools. After three weeks the same scale was administered to the same sample. The reliability coefficient was 0.83 (55) which is high to ensure the reliability of tool prosocial behaviour scale.

Validity of the Tool

An index of validity shows the degree to which a test measures, what it intends to measure when compared with accepted criterion. Validity as the quality of data gathering instrument or procedure that ensures to measure what is supposed to measure (Best & Kahn, 2001).

The validity of the present scale was ensured through face validity and content validity. “content validity is the extend to which a measuring instrument provides adequate average of the topic under study” (Kothari, 2004).

The investigator referred text books, reference books and other related materials to prepare the tool. Moreover he has consulted several experts and received their advises and opinion while constructing the tool. Thus the investigator established content validity.

A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he was thought, he was measuring (Garett,1972). The items in the present scale were phrased in the caste ambiguous way and the measuring of all terms were clearly defined. The scale was administered to a tryout sample of 40 students. It was found that the subjects comprehended the scale clearly and responded to the items without misunderstanding the items. Thus the scale possesses face validity:

Selection of Sample

Selection of sample is an important aspect of any research. A sample is a small representative proportion of population selected for observation (Best and

khan,2012). The initial sample for the study constitutes 350 higher secondary school students and 350 under graduate students selected from 16 higher secondary schools and colleges of Kozhikode and Malappuram districts . The samples were selected using stratified sampling techniques by giving due representation to the factors like gender, locale and type of institution.

a) Gender

Gender has a great influence on findings of research .Since it has been found that sex difference exists in many of the psychological variables, the investigator decided to give due weightage to male and female students.

b) Locale of the school

The number of higher secondary school students in rural area is more than the the number of higher secondary school students in urban area. So the investigator decided to give due weightage to the locale of the school.

c) Type of institution

The existing schools in Kerala fall into broad categories as government and aided schools. It was decided to select samples from goverment and aided schools and colleges only.

Data Collection Procedure, Scoring and Consolidation of Data

For the collection of data, the investigator personally contacted the head of the institutions for obtaining permission. The investigator met the students and

explained the purpose and ensured their co-operation to make the study as successful as possible. After that copies of the tools were distributed and collected back.

Scoring and Consolidation of Data

The response sheets were scored according to the scoring procedure and were consolidated and tabulated for further statistical analysis. While scoring, incomplete response sheets were rejected and hence the sample size is reduced from 350 undergraduate students, 350 higher secondary students. The break up of the final sample is given in Table 3

Table 3

Total Sample

Subsample	Gender		Locale		Type of institution	
	Male	Female	Urban	Rural	Govt.	Aided
	282	418	356	344	329	317
Total	700		700		700	

Statistical Technique Used

The statistical techniques used for the analysis of data are explained below.

1. Descriptive statistics
2. Test of significance of difference between mean

Test of Significance of difference between means

The mean scores obtained are compared using the test of significance of difference between means for large independent sample. The formula used for finding the critical ratio is,

$$t = \frac{(X_1 - X_2)}{\sqrt{\frac{(S_1)^2}{n_1} + \frac{(S_2)^2}{n_2}}}$$

Where,

X_1 = Mean of each item in the upper group

X_2 = Mean of each item in the lower group

s_1 = standard deviation of each item in the upper group

s_2 = standard deviation of each item in the lower group

n_1 = Sample size of upper group

n_2 = Sample size of lower group

If the obtained critical ratio is greater than or equal to the tabled value required for significance at 0.05 level or 0.01 level, the mean difference is considered to be significant.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

- ❖ *Hypotheses of the Study*
- ❖ *Analysis of data*
- ❖ *Major Findings*
- ❖ *Tenability of the hypotheses*

ANALYSIS AND INTERPRETATION OF DATA

Data collection is systematic recording of information. Data analysis involves working to uncover patterns and trends in data sets; data interpretation involves explaining those patterns and trends. Analysis and interpretation of data collected are the two essential steps in the process of research. The data gathered through the administration of the tools or any other means need to be systematized, organized and then analyzed in order to determine the inherent meaning.

Analysis of data is the heart of research report. A plan of analysis should be prepared in advanced before the actual collection of material. Analysis is a process which enters into research in one form or another in the very beginning. It may be fair to say that research consist of general of two larger steps gathering of data, the analysis of these data. Analysis of data, studying the organized materials in order to determine inherent facts or meaning ,requires an alert, flexible and open mind. No similarities difference, trends and outstanding factors should go unnoticed, larger division of material should broken down into smaller units and rearranged in new combination to discover new factors and relationship. Data should be studied from many angles as possible to hand out new and newer facts.

The purpose of the present study was to determine prosocial behaviour of higher secondary students and undergraduate students

Objectives

The objectives of the proposed study are as follows:

- To study extent of prosocial behavior of higher secondary students.
- To study extent of prosocial behavior of undergraduate students.
- To find out the where there exist any significant difference in the extent of prosocial behavior of higher secondary students in the sub samples based on:
 1. Gender
 2. Locale
 3. Type of institution
- To find out where there exist any significant difference in the extent of prosocial behaviour of undergraduate students in the sub sample based on:
 1. Gender
 2. Locale
 3. Type of institution
- To find out whether there exist any significant deference between the extent of prosocial behavior of higher secondary students and under graduate students.

Hypotheses

The present study is designed to test the following hypotheses.

- There will be significant difference in the extent of prosocial behavior of higher secondary students in the sub samples based on.
 1. Gender
 2. Locale
 3. Type of institution

- There will be significant difference in the extent of prosocial behavior of undergraduate students in the sub samples based on.
 1. Gender
 2. Locale
 3. Type of institution

- There will be significant difference in the extent of prosocial behavior of higher secondary students and undergraduate students.

Interpretation is the process of establishing inferences from the collected facts after analytical study. The usefulness of collected data is in its proper interpretation. The task of analysis is incomplete without interpretation. In fact analysis and interpretation are complementary to each others. Analysis and interpretation of data is presented in the following two heads.

Descriptive statistics

Differential analysis

Preliminary Analysis

The important statistical properties of the scores on the variables under study were analyzed as a preliminary Step. The Mean, Median, Mode, Standard deviation, Skewness and Kurtosis were computed for the whole sample. The details of the Statistics are presented in the following table 4.

Table 4

Descriptive Statistics of the Variables prosocial behaviour for the Total sample .

Variables	Total Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Prosocial behaviour HS	350	170.6171	170	165	17.25211	-.023	-.400
Prosocial behaviour UG	350	170.8114	174.5	178	17.05524	-.779	.212

Table reveals that in the case of prosocial behaviour, the two measures of central tendency viz., Mean and Median for the variables are almost equal and Mode is slightly deviated from the Mean. The extent of Skewness Obtained is -.023 which shows the distribution is negatively skewed. The measure of Kurtosis is -0.400 which is platykurtic. Skewness obtained is nearer to zero indicating that the distribution has the possibility to be normal. Thus it can be concluded that the distribution of prosocial behaviour is not considerably deviating from the normality.

In the case of prosocial behaviour on undergraduate students, the three measures of central tendency Mean, Median and Mode for the total sample are almost equal but Mode is slightly deviating from the Mean. The extent of Skewness obtained $-.779$ which shows the measures of Kurtosis is $.212$. Which shows that the curve is platykurtic. Skewness is nearer to zero indicating that the distribution has the possibility to be normal.

Thus the Mean scores of prosocial behaviour on higher secondary school Students are not deviating from the normality.

The graphical representation of the measures of the variable prosocial behaviour on Higher Secondary School Students for the total sample is presented in the following figures.

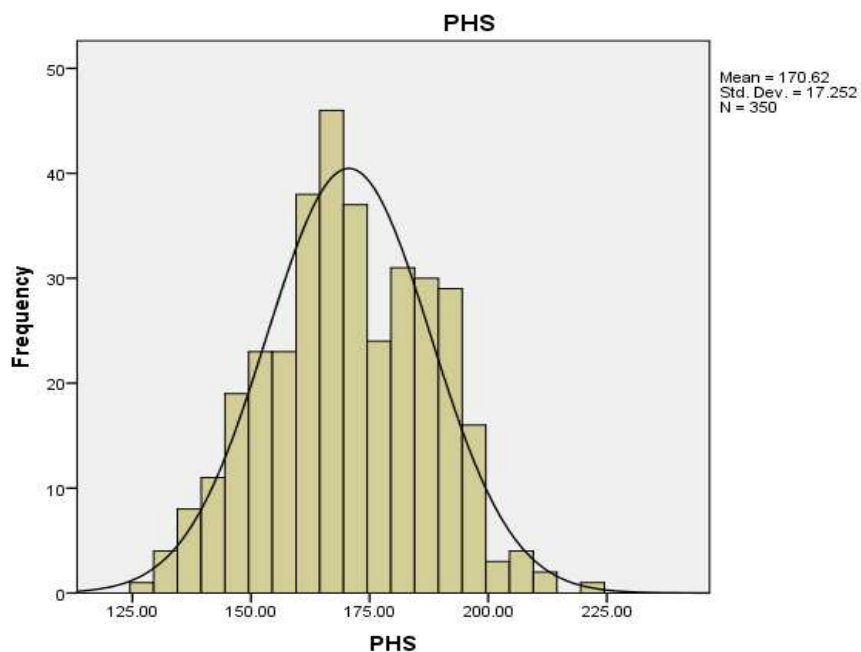


Figure 1: Smoothed frequency curve showing, prosocial behaviour on Higher Secondary School Students for Total Sample.

Thus the Mean scores of Prosocial Behaviour on undergraduate students are not deviating from the normality.

The graphical representation of the measures of the variable prosocial behaviour on undergraduate students for the total sample is presented in the following figures.

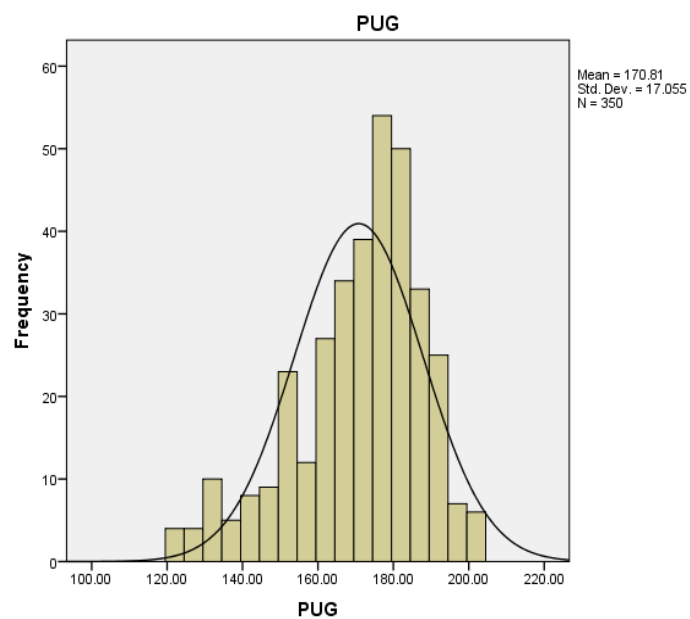


Figure 2: Smoothed frequency curve showing, prosocial behaviour on undergraduate students for total Sample.

Differential Analysis

Extent of prosocial behavior of higher secondary students and undergraduate students.

The extent of prosocial behavior of higher secondary and undergraduate students in the total sample was established by calculating the mean score and percentile.

The mean score of prosocial behaviour of higher secondary and undergraduate students for the total sample is presented in the table.

Table 1

Mean score of prosocial behaviour higher secondary students and undergraduate students

Variable	Mean score
Prosocial Behaviour Higher Secondary Students	170.6171
Prosocial behaviour	170.8114

The above table revealed that the mean score of prosocial behaviour of Higher Secondary Students for the total sample is 170.6171 which is greater than neutral value (135) which means that Higher Secondary Students have a high positive prosocial behaviour.

The above table revealed that the mean score of prosocial behaviour undergraduate for the total sample is 170.8114 which is greater than neutral value (135) which means that undergraduate Students have a high positive prosocial behaviour.

Percentile norm for the total sample

Percentile norm for the total sample are presented in the table 6.

Table 6

Percentile Norms of the Total Sample (Higher Secondary)

Percentile	Score
P ₁₀	148.0000
P ₂₀	156.0000
P ₃₀	162.0000
P ₄₀	166.0000
P ₅₀	170.0000
P ₆₀	174.6000
P ₇₀	181.7000
P ₈₀	186.0000
P ₉₀	193.0000

The table 6 shows the percentile scores for the total sample. The 10th percentile of the scores of prosocial behavior of higher secondary students is 148. That means only 10 percent of the higher secondary school students lies below 148 and 90 percent lies above the score. 20th percentile of of prosocial behavior of higher secondary is 156. That means only 20 percent of the higher secondary school students lies below 156 and 80 Percent lies above the score. 30th percentile of of prosocial behavior of higher secondary is 162. That means only 30 percent of the higher secondary school students lies below 162 and 70 percent lies above the score.

40th percentile of the scores of prosocial behavior of higher secondary students is 166. That means only 40 percent of the higher secondary school students lies below 166 and 60 percent lies above the score. 50th percentile of the scores of

prosocial behavior of higher secondary students is 170. That means only 50 percent of the higher secondary school students lies below 170 and 50 percent lies above the score. 60th percentile of the scores of prosocial behavior of higher secondary is 174.6. That means only 60 percent of the higher secondary school students lies below 174.6. 70th percentile of the scores of prosocial behavior of higher secondary students is 181.7. That means only 70 percent of the higher secondary school students lies below 181.7. 80th percentile of the scores of prosocial behavior of higher secondary students is 186. That means only 80 percent of the higher secondary school students lies below 186. 90th percentile of the scores of prosocial behavior of higher secondary is 193. That means only 90 percent of the higher secondary school students lies below 193.

Table 7

Percentile Norms of the Total Sample (undergraduate students)

Percentile	Score
P10	146
P20	157
P30	165.3
P40	170
P50	174.5
P60	178
P70	181
P80	185
P90	190

The table 6 shows the percentile scores for the total sample. The 10th percentile of the scores of prosocial behavior of undergraduate students is 146. That means only 10 percent of the undergraduate students lies below 146 and 90 percent lies above the

score. 20th percentile of of prosocial behavior of undergraduate students is 157. That means only 20 percent of the undergraduate students lies below 157 and 80 Percent lies above the score. 30th percentile of of prosocial behavior of higher secondary is 165.3. That means only 30 percent of the undergraduate students lies below 165.3 and 70 percent lies above the score.

40th percentile of the scores of prosocial behavior of undergraduate students is 170. That means only 40 percent of the undergraduate students lies below 170 and 60 percent lies above the score. 50th percentile of the scores of prosocial behavior of undergraduate students is 174.5. That means only 50 percent of undergraduate students lies below 174.5 and 50 percent lies above the score. 60th percentile of the scores of prosocial behavior of undergraduate students is 178. That means only 60 percent of the undergraduate students lies below 178. 70th percentile of the scores of prosocial behavior undergraduate students is 181. That means only 70 percent of the higher undergraduate students lies 181. 80th percentile of the scores of prosocial behavior of undergraduate students is 185. That means only 80 percent of the undergraduate students lies below 185. 90th percentile of the scores of prosocial behavior of undergraduate students is 190. That means only 90 percent of the undergraduate students lies 190.

Mean Difference Analysis

In this section of analysis the investigator measures the mean score difference based on the sub sample gender. The main intention was to find out whether there exist any significant difference in the extent of prosocial behavior of higher secondary students based on gender male and female. For this purpose mean and

standard deviation were calculated separately and were subject to test of significance of difference of mean.

The mean and standard deviation of the variable prosocial behavior of male and female students of the total sample were subjected to test of significance of difference of mean. The basic data for the test of significance and the obtained value for male and female students of Secondary School are presented in the table 4.

Table 4

Data and results of the 't' test of prosocial behaviour of male and female higher secondary students and undergraduate students.

Variable	Category	Number	Mean	Std. Deviation	't' value
Prosocial Behaviour HS	Male	180	173.2611	17.15176	2.984
	Female	170	167.8176	16.96243	
Prosocial Behaviour UG	Male	102	169.5882	19.18454	.860
	Female	248	171.3145	16.11315	

From the above table it is revealed that the 't' value obtained for the prosocial behaviour of higher secondary students with respect to gender is 2.984 which is greater than the Tabled value of 't'.

From the above table it is revealed that the 't' value obtained for the prosocial behaviour of undergraduate students with respect to gender is 0.860 which is less than the Tabled value of 't'.

Discussion

From the analysis of the mean scores between male and female, it is found that there is significant difference in the mean scores prosocial behaviour of male and female of higher secondary students.

From the analysis of the mean scores between male and female, it is found that there is no significant difference in the mean scores prosocial behaviour of male and female of undergraduate students.

Summary of Analysis

Based on the analysis, the investigator reached at the following conclusion. There is a significant difference in the mean scores of prosocial behaviour on higher secondary students based on the sub sample gender.

Based on the analysis, the investigator reached at the following conclusion. There is a no significant difference in the mean scores of prosocial behaviour on undergraduate students based on the sub sample gender.

Table 5

Data and results of the 't' test of prosocial behaviour of rural and urban higher secondary students and undergraduate students.

Variable	Category	Number	Mean	Std. Deviation	't' value
Prosocial Behaviour HS	Rural	187	169.4652	17.07959	-1.339
	Urban	163	171.9387	17.40643	
Prosocial Behaviour UG	Rural	157	172.5860	12.69668	1.839
	Urban	193	169.3679	19.82644	

From the above table it is revealed that the 't' value obtained for the prosocial of behaviour on higher secondary students with respect to locale is-1.339 which is less than the Tabled value of 't'.

From the above table it is revealed that the 't' value obtained for the prosocial behaviour of undergraduate students with respect to locale is 1.839 which is less than the Tabled value of 't'.

Discussion

From the analysis of the mean scores between rural and urban, it is found that there is no significant difference in the mean scores of prosocial behaviour of rural and urban higher secondary students.

From the analysis of the mean scores between rural and urban, it is found that there is no significant difference in the mean scores of prosocial behaviour rural and urban of undergraduate students.

Summary of Analysis

Based on the analysis, the investigator reached at the following conclusion. There is a no significant difference in the mean scores of prosocial behaviour on higher secondary students based on the sub sample locality.

Based on the analysis, the investigator reached at the following conclusion. There is a no significant difference in the mean scores of prosocial behaviour on undergraduate students based on the sub sample locality.

Table 6

Data and results of the 't' test of prosocial behaviour of government and aided higher secondary students and undergraduate students.

Variable	Category	Number	Mean	Std. Deviation	't' value
Prosocial Behaviour HS	Govt.	201	170.5970	16.47792	-.025
	Aided	149	170.6443	18.30119	
Prosocial Behaviour UG	Govt.	128	163.5234	21.23990	-6.409
	Aided	222	175.0135	12.31284	

From the above table it is revealed that the 't' value obtained for the prosocial behaviour of higher secondary students with respect to type of institution is which is -.025 less than the Tabled value of 't'.

From the above table it is revealed that the 't' value obtained for the prosocial behaviour of undergraduate students with respect to type of institution is -6.409 which is greater than the Tabled value of 't'.

Discussion

From the analysis of the mean scores between government and aided, it is found that there is no significant difference in the mean scores of prosocial behaviour of government and aided higher secondary students.

From the analysis of the mean scores between government and aided, it is found that there is significant difference in the mean scores of prosocial behaviour of government and aided undergraduate students.

Summary of Analysis

Based on the analysis, the investigator reached at the following conclusion. There is a no significant difference in the mean scores of prosocial behaviour on higher secondary students based on the sub sample type of institution.

Based on the analysis, the investigator reached at the following conclusion. There is a significant difference in the mean scores of prosocial behaviour on undergraduate students based on the sub sample type of institution.

Table 7

Data and results of the 't' test of prosocial behaviour of higher secondary students and undergraduate students higher secondary students and undergraduate students.

Variable	Category	Number	Mean	Std. Deviation	't' value
Prosocial Behaviour	Higher secondary students	350	170.6171	17.25211	-.150
	Undergraduate students	350	170.8114	17.05524	

From the above table it is revealed that the 't' value obtained for the prosocial behaviour of higher secondary students and undergraduate students is -1.50 which is less than the tabled value of 't'.

Discussion

From the analysis of the mean scores between higher secondary students and undergraduate students, it is found that there is no significant difference in the mean scores of prosocial behaviour of between higher secondary students and undergraduate students based on the total sample.

Summary of Analysis

Based on the analysis, the investigator reached at the following conclusion. There is a no significant difference in the mean scores of prosocial behaviour of higher secondary students and undergraduate students as a whole.

Conclusion

The study was conducted with the objective of finding the extend of prosocial behaviour of higher secondary school students and undergraduate students of Malappuram and Kozhikode District. This was studied using statistical technique like descriptive statistics and test of significant difference.

Based on the analysis the investigator reached the following conclusions. There is a significant difference between boys and girls in the mean scores of prosocial behaviour of higher secondary school students of Malappuram and Kozhikode district, There is a no significant difference between boys and girls in the mean scores of prosocial behaviour of undergraduate students of Malappuram and Kozhikode district, There is no significant difference between urban and rural in the mean scores of prosocial behaviour of higher secondary school students of Malappuram and Kozhikode district, There is no significant difference between urban and rural in the mean scores of prosocial behaviour of undergraduate students of Malappuram and Kozhikode district, There is no significant difference between Govt. and Aided students in the mean scores of prosocial behaviour of higher secondary school students of Malappuram and Kozhikode district, and There is significant difference between Govt. and Aided students in the mean scores of prosocial behaviour of

undergraduate students of Malappuram and Kozhikode district. There is no significant difference between the mean score of prosocial behaviour of higher secondary students and undergraduate students of Malappuram and Kozhikode district for the total sample.

Tenability of hypotheses

The first hypotheses states that there will be significant difference in the prosocial behaviour of higher secondary and undergraduate students in the sub sample based on gender, locale and type of institution. Findings of the study reveals that there is a significant difference in the prosocial behaviour of higher secondary students based on the sub sample gender, but there is no significant difference prosocial behaviour of higher secondary students based on the sub sample locale and type of institution So the first hypotheses is partially substantiated.

The second hypotheses states that there will be significant difference in the prosocial behaviour of higher secondary and undergraduate students in the sub sample based on gender, locale and type of institution. Findings of the study reveals that there is no significant difference in the prosocial behaviour of higher secondary students based on the sub sample gender and locale, but there is a significant difference prosocial behaviour of higher secondary students based on the sub sample type of institution So the second hypotheses is partially substantiated.

The third hypotheses states that there will be significant difference in the extent of prosocial behaviour of higher secondary and undergraduate students. Findings of the study reveals that there is no significant difference in the prosocial

behaviour of higher secondary students and undergraduate students of malappuram and Kozhikode district in their prosocial behaviour. So the third hypotheses is partially substantiated.

CHAPTER V

SUMMARY, CONCLUSION AND SUGGESTIONS

- ❖ *Restatement of the problem*
- ❖ *Variables of the Study*
- ❖ *Objectives of the Study*
- ❖ *Hypotheses of the Study*
- ❖ *Methodology*
- ❖ *Major findings of the Study*
- ❖ *Educational Implications*
- ❖ *Suggestions for further Research*

SUMMARY, FINDINGS AND SUGGESTIONS

This chapter is the concluding part of the research report, which explains briefly the entire process of the present research work. The chapter includes major findings educational implications and suggestions for further research in this area.

Study in Retrospect

Various aspects related to the different phases of the present study like the statement of the problem, variable, objectives, hypothesis, methodology etc. are given in retrospect.

Restatement of the Problem

The present study is entitled as PROSOCIAL BEHAVIOUR OF HIGHER SECONDARY STUDENTS AND UNDERGRADUATE STUDENTS.

Variable of the study

The variable selected for the study is prosocial behaviour

OBJECTIVES

The following are the objectives of the study.

- To study extent of prosocial behavior of higher secondary students.
- To study extent of prosocial behavior of undergraduate students.

- To find out the where there exist any significant difference in the extent of prosocial behavior of higher secondary students in the sub samples based on:
 1. Gender
 2. Locale
 3. Type of institution

- To find out where there exist any significant difference in the extent of prosocial behaviour of undergraduate students in the sub sample based on:
 1. Gender
 2. Locale
 3. Type of institution

- To find out whether there exist any significant deference between the extent of prosocial behavior of higher secondary students and under graduate students.

HYPOTHESES OF THE STUDY

The present study is designed to test the following hypotheses.

1. There will be significant difference in the extent of prosocial behavior of higher secondary students in the sub samples based on.
 - Gender
 - Locale
 - Type of institution

2. There will be significant difference in the extent of prosocial behavior of undergraduate students in the sub samples based on.
 - Gender
 - Locale
 - Type of institution
3. There will be significant difference in the extent of prosocial behavior of higher secondary students and undergraduate students.

Interpretation is the process of establishing inferences from the collected facts after analytical study. The usefulness of collected data is in its proper interpretation. The task of analysis is incomplete without interpretation. In fact analysis and interpretation are complementary to each others. Analysis and interpretation of data was presented in the following two heads.

SAMPLE

The study is proposed to be on a sample of 350 Higher Secondary School students and 350 Undergraduate students belonging to various Higher Secondary Schools and Undergraduate colleges in malappuram and Kozhikode districts, drawn by stratified random sampling technique giving due representation to different strata viz., gender, locale, and type of institution.

Tools Used for the Study

Prosocial Behaviour Assessment Scale (2019)

Statistical technique

The following statistical techniques are used for analysis of data.

3. Descriptive statistics
4. Test of significance of difference between means

Major findings of the study

1. There exist significant difference in the mean scores of prosocial behaviour between male and female higher secondary students at 0.01 level ($t=2.96$).
2. There exist no significant difference in the mean scores of prosocial behaviour between male and female undergraduate students at 0.05 level ($t=.86$).
3. There exist no significant difference in the mean scores of prosocial behaviour between rural and urban higher secondary students at 0.05 level ($t=-1.339$).
4. There exist no significant difference in the mean scores of prosocial behaviour between rural and urban undergraduate students at 0.05 level ($t=1.839$).
5. There exist no significant difference in the mean scores of prosocial behaviour between government and aided higher secondary students at 0.05 level ($t=-0.025$).
6. There exist significant difference in the mean scores of prosocial behaviour between government and aided undergraduate students at 0.01 level ($t=6.409$).

7. There exist no significant difference in the mean scores of prosocial behaviour between higher secondary students and undergraduate students at 0.05 level ($t=-0.15$).

Educational Implications of the study

The value of any piece of research in education lies in the implications of the study. Based on the major findings of the present study, some practical suggestions have been given by the investigator to improve the present educational practices.

Prosocial behaviour in the form of sharing, helping, and cooperating is a hallmark of social competence throughout childhood. One of the direct relevance for schooling is that prosocial behaviour has been related positively to intellectual outcomes, including classroom grades and standardized test scores. Displays of prosocial behaviour also have been related positively to other socially competent outcomes, including social acceptance and approval among classmates and being liked by teachers. Most scholars assume that cognitive and affective skills such as perspective taking, prosocial moral reasoning, adaptive attributional styles, perceived competence, and emotional well-being provide a psychological foundation for the development of prosocial behaviour. Individual differences such as genetic and temperament characteristics also have been noted. In addition, theoretical perspectives also propose environmental influences, to include parenting within authoritative structures and positive interactions with peers.

Prosocial education needs to start early at home and continue in preschool to frame positive behavioural expectations and to provide young learners with extended

opportunities to learn the foundational skills of cooperation and helping so important for social and academic competence.

For developing prosocial behaviour in the students by the strong partnership of the school and family.

The combination of school, home and community environments that nurture and reinforce children's capacities to constructively care for and help their fellow human beings.

Prosocial Behaviour of Degree students, the findings imply that students need to be encouraged by parents, teachers and institutional authorities to actively take part in programmes like NCC/NSS and other Extracurricular activities, that may make students more prosocial and to make better classroom adjustments.

Teachers should encourage and foster cooperative behaviour among students by assigning academic and non-academic tasks that require them to work together which would entail social responsibility and respect for others opinion. They should also be motivated to respect others needs, feelings and rights by allowing others to disagree.

The authorities and all other personnel of the educational institutions by modelling caring and respectful behaviour can foster a caring community through schools and colleges which should aim to build an institutional wide sense of community to strengthen students' connection with the society at large.

The authorities and policy makers should take steps to organize community living camps for students which can provide a positive, caring environment that foster

self-efficacy and social competence in the students motivating them to engage in more prosocial behaviour.

The family and educational institutions should provide learning experiences that can contribute to the practising of prosocial behaviour as the cultural norms, socialisation practice in the family, and institutional experiences do influence the prosocial behaviour of individuals.

To enhance the spirituality of students, educational institutions in collaboration with the PTA can organize spiritually oriented discourses, activities and programmes without focusing on any particular religion to instil in children the basic common values that all religions advocate and propagate.

Experienced persons may be invited to deliver lectures on inter-religious understanding. Educational broadcasts and group discussions may be organized to stimulate interest in the study of moral and spiritual values.

Teachers should give students more opportunities to practise helping behaviour by assigning prosocial duties and responsibilities in educational settings which can create healthy learning environments that strengthen prosocial norms.

Students should be provided with opportunities to work collaboratively in small groups and participate in activities designed to promote prosocial behaviour. These intervention programmes should address empathy and problem solving skills that would help in the development of prosocial behavioural characteristics among the students.

Self-esteem can be enhanced by setting realistic goals and objectives by providing consistent and positive feedback on students' performance, stressing independent learning, and helping students to become aware of their own potentialities and limitations.

Since college life is a period where students have to be equipped with skills needed for later living, educational institutions beginning from schools can screen the students who need personal, academic, vocational and familial guidance and support, and provide them with the necessary services to cater to their needs.

Resource centres must be established by the government to provide quality services and activities to involve family and children. NGO's can also contribute to develop family oriented programmes to ensure that families are able to provide their children with a nurturing environment that youngsters need to function as effective members of modern society.

Students should be encouraged to indulge in some sort of physical training like sports and games and also to take up some activities through which they can learn the habits of cooperating with others by imbibing the spirit of sportsmanship. They should also be taught the dignity of manual work and social service to the community.

To conclude, it is strongly suggested that all educational institutions should consider the recommendations of the Report of the Education Commission (1964-66) especially with regard to the healthy propagation of moral and spiritual values among the student community.

Suggestions for further research

- The findings of the study and limitations encountered in the present study helped the investigator to suggest the following for further research.
- Same study can be replicated at secondary, post-graduate and student teachers level.
- Experimental study to improve prosocial behaviours of students of different levels could be conducted.
- The same study can be extended to central schools, CBSE, I.C.S.E students.
- The present study can be extended to other districts in Kerala.
- Prosocial behaviour can be studied with other variables such as parent attitude, home environment, social awareness etc.
- The study can be repeated in physically disabled students.

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APPENDICES

APPENDIX I
FAROOK TRAINING COLLEGE
SCALE ON PROSOCIAL BEHAVIOR
(DRAFT)

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 Kozhikode

നിർദ്ദേശങ്ങൾ

നിങ്ങളെ സംബന്ധിക്കുന്ന ചില പ്രസ്താവനകളാണ് താഴെ തന്നിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും എല്ലായിപ്പോഴും, മിക്കപ്പോഴും, ചിലപ്പോഴൊക്കെ, അപൂർവ്വമായി, ഒരിക്കലുമില്ല എന്നിങ്ങനെ 5 പ്രതികരണങ്ങളുണ്ട്. അവ ഉത്തരക്കടലാസിൽ ഓരോ പ്രസ്താവനയുടെയും ക്രമനമ്പറിനു നേരെ രേഖപ്പെടുത്തിയിരിക്കുന്നു. നിങ്ങളുടെ പ്രതികരണം അനുയോജ്യമായ ഉത്തരത്തിന് താഴെ ശരി ചിഹ്നം (✓) ഉപയോഗിച്ച് അടയാളപ്പെടുത്തുക. ഒരു പ്രസ്താവനയ്ക്ക് ഒരു ഉത്തരം മാത്രമേ രേഖപ്പെടുത്താവൂ.

മാതൃക:

എല്ലാ സമയത്തും സ്വന്തം കാര്യം നേടാൻ ശ്രമിക്കാറുണ്ട്

എല്ലായ്പ്പോഴും	മിക്കപ്പോഴും	ചിലപ്പോഴൊക്കെ	അപൂർവ്വമായി	ഒരിക്കലുമില്ല
				✓

1. വീട്ടിലെ ജോലികൾ ചെയ്യാൻ പൊതുവെ മാതാപിതാക്കളെ സഹായിക്കാറുണ്ട്
2. പൊതുമുതൽ ചിട്ടയായും ഭംഗിയായും സൂക്ഷിക്കാറുണ്ട്.
3. സ്വന്തം ഉന്നമനത്തിനു വേണ്ടി മറ്റുള്ളവരെ ഉപയോഗിക്കാറുണ്ട്.
4. മൂന്നാം ലിംഗക്കാരെ അംഗീകരിക്കുന്നില്ല.
5. സുഹൃത്തുക്കൾക്കിടയിൽ ഏതെങ്കിലും തർക്കം വന്നാൽ അത് വളരെ നീതിപൂർവ്വം പരിഹരിക്കാറുണ്ട്.
6. അധ്യാപകരെയും മുതിർന്നവരെയും ഭയന്ന് അഭിപ്രായങ്ങൾ പറയാറില്ല.
7. പുതിയ സാങ്കേതികവിദ്യകളെ കൂട്ടുകാർക്ക് പരിചയപ്പെടുത്താറുണ്ട്.
8. രക്തം ആവശ്യമായി വന്നാൽ എത്തിച്ചുകൊടുക്കാൻ മുൻകൈ എടുക്കാറുണ്ട്.
9. ദേശീയഗാനത്തെ ബഹുമാനിക്കാറുണ്ട്.
10. സാമ്പത്തിക സഹായം ആവശ്യമുള്ളപ്പോൾ അത് സ്വീകരിക്കാൻ മടികാണിക്കാറുണ്ട്.
11. കളഞ്ഞു കിട്ടിയ സാധനങ്ങൾ സ്വന്തം കൈകളിൽ ഒതുക്കാറുണ്ട്.
12. സുഹൃത്തുക്കൾ തന്നെ കൂടുതലായി സ്നേഹിക്കണമെന്ന് ആഗ്രഹിക്കാറുണ്ട്.

13. ക്ലാസിലെ എല്ലാ കുട്ടികളെയും ഒരു പോലെ കാണാൻ കഴിയാറില്ല.
14. അന്യരുടെ വിശപ്പ് അറിയാൻ ശ്രമിക്കാറില്ല.
15. എല്ലാവരോടും സ്നേഹപൂർവ്വം പെരുമാറാൻ കഴിയാറില്ല.
16. സുഹൃത്തുക്കളുടെ പ്രശ്നങ്ങൾ വല്ലാതെ അലട്ടാറുണ്ട്.
17. വീട്ടിൽ എന്തെങ്കിലും പ്രശ്നങ്ങളുണ്ടായാൽ മുൻകൈയെടുത്ത് പരിഹരിക്കാൻ കഴിയാറില്ല.
18. മറ്റുള്ളവരുടെ കുറവുകൾ എടുത്ത് പറയാറുണ്ട്.
19. പഠനമികവുള്ള കുട്ടിയോട് അസൂയ തോന്നാറുണ്ട്.
20. പഠനത്തിൽ സഹപാഠിയുടെ സംശയങ്ങൾ തീർക്കാൻ സഹായിക്കാറുണ്ട്.
21. ഒരാളെ കളിയാക്കുമ്പോൾ അയാളുടെ മാനസികാവസ്ഥ പരിഗണിക്കാറുണ്ട്.
22. യാത്രക്കിടയിൽ അനാവശ്യ സാധനങ്ങൾ റോഡുകളിലേക്ക് വലിച്ചെറിയാറില്ല.
23. നല്ല പ്രവർത്തനം ചെയ്യുന്നവരെ അഭിനന്ദിക്കാറുണ്ട്.
24. എന്ത് കാര്യം ചെയ്യാനൊരുങ്ങുമ്പോഴും മറ്റുള്ളവർ എന്ത് വിചാരിക്കുമെന്ന് തോന്നാറുണ്ട്.
25. പൊതുപ്രവർത്തനത്തിനുള്ള പ്രചോദനം അതിൽ നിന്നുള്ള ആത്മസംതൃപ്തിയാണ്.
26. ക്ലാസുകളിൽ പുതിയ ചർച്ചകൾ കൊണ്ടുവരാറുണ്ട്.
27. അധ്യാപകരോട് എതിർത്തു പറയാറുണ്ട്.
28. നിലപാടുകളിൽ ഉറച്ചു നിൽക്കാറുണ്ട്.
29. അപരചിതർ അപമര്യാദയായി പെരുമാറിയാൽ മാന്യമായി പ്രതികരിക്കാറില്ല.
30. അംഗപരിമിതിയുള്ള കുട്ടികൾക്ക് പഠനസാമഗ്രികൾ കൊടുക്കാറുണ്ട്.
31. ചില പൊതുപ്രവർത്തനങ്ങളിൽ നിന്നും ഒഴിഞ്ഞു മാറാറുണ്ട്.
32. സുഹൃത്തുക്കൾ എന്റെ പാത്രത്തിൽ നിന്നും ഭക്ഷണം എടുക്കുന്നത് ഇഷ്ടപ്പെടാറില്ല.
33. മറ്റുള്ളവരുടെ അഭിപ്രായത്തെ മാനിക്കാറുണ്ട്.
34. എനിക്ക് പരിചയമുള്ളവരെ സഹായിക്കുന്നതാണ് കൂടുതലിഷ്ടം.
35. സമൂഹത്തിലെ എല്ലാ ജീവനും വിലകൽപ്പിക്കാറില്ല.
36. ആരെങ്കിലും സഹായം ചോദിച്ചാൽ മതം നോക്കാതെ സഹായിക്കാറുണ്ട്.
37. സമൂഹത്തിലെ വിശിഷ്ടവ്യക്തികളെ പരിചയപ്പെടാൻ ശ്രമിക്കാറുണ്ട്.
38. സന്നദ്ധ പ്രവർത്തനങ്ങൾ ഏറ്റെടുത്തു ചെയ്യാറുണ്ട്.
39. ഒരാൾ സഹായം ചോദിച്ചു വന്നാൽ പെട്ടെന്ന് സഹായിക്കാറില്ല.
40. എന്റെ വാഹനത്തിൽ അപരിചിതർക്ക് ലിഫ്റ്റ് കൊടുക്കാറില്ല.
41. അപരിചിതന് വഴി പറഞ്ഞു കൊടുക്കാറുണ്ട്.
42. ആരെങ്കിലും സഹായം ചോദിക്കുമ്പോൾ പ്രത്യുപകാരങ്ങൾ പ്രതീക്ഷിക്കാറില്ല.
43. സ്വന്തം കഴിവുകളെ മനസ്സിലാക്കാൻ കഴിയാറില്ല.

44. തർക്കവിഷയങ്ങളിൽ പൊതുവെ അഭിപ്രായം പറയാറില്ല.
45. യാത്രക്കിടയിൽ അത്യാവശ്യക്കാർക്ക് സീറ്റ് ഒഴിഞ്ഞ് കൊടുക്കാറില്ല.
46. സാധാരണയായി തടസ്സങ്ങളെ നേരിടാൻ കഴിയാറുണ്ട്.
47. തീരുമാനമെടുക്കുന്നതിന് മുമ്പ് സുഹൃത്തുക്കളുടെ അഭിപ്രായങ്ങൾ തേടാറുണ്ട്.
48. ജീവിതത്തിൽ നിന്നും കിട്ടിയ അറിവുകൾ മറ്റുള്ളവരുമായി പങ്കുവെയ്ക്കാറുണ്ട്.
49. മറ്റുള്ളവരുടെ പ്രശ്നങ്ങൾ മനസ്സിലാക്കാൻ സമയം കിട്ടാറില്ല.

APPENDIX II
FAROOK TRAINING COLLEGE
SCALE ON PROSOCIAL BEHAVIOUR
(DRAFT)

Dr. Afeef Tharavattath
Assistant Professor

Sharun P.B.
M.Ed Student

Instructions

Statements which are related to you are given below. For each statements there are five responses like 'Always', 'Often', 'Sometimes', 'Rarely', 'Never'. You have to indicate it in the answer sheet according to the number of the statements. You have to (✓) mark your response. There should be only one response for the statements.

Model

He tries to get his own thing all the time.

ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
				✓

1. I help my parents to carry out the household activities
2. I keep the public properties neat and safe
3. For my betterment I exploit others.
4. I don't accept accept the third sex
5. I deal with the arguments between my friends in the most justifiable manner.
6. I hide my opinions or ideas as I am afraid of my teachers and elders

7. I like to introduce the modern gadgets to my friends
8. I volunteer to make available the donated blood in case of necessities.
9. I respect my national anthem.
10. I don't show much interest to give away money to others in need.
11. I keep the things that I get which are not mine.
12. I always want my friends to love me more.
13. I show partiality with my classmates.
14. I don't care about the people who are hungry.
15. I cant treat everyone with love.
16. My friends problems will always bother me.
17. I don't get chances to take first hand in solving the household problems.
18. I pinpoint the faults with others I am jealous of the bright student of my class
19. A child of learning excellence is jealous.
20. I help to sort out confusions that my friend has while studying
21. Consider ones mental structure while mocking him/her
22. Doesn't throw waste outside while travelling ?
23. Congratulates people for their good deeds
24. Thinks what others thinks about you before doing anything
25. Satisfaction is the tempting force of social work
26. Brings out new discussions in the class
27. Often argue with your teachers
28. Stands firm on your point
29. Doesn't act decent while strangers behave wrongly to you ?

30. Provides study materials for specially challenged children
31. Quietly withdraws from certain social programs
32. Doesn't like friends taking food from your tiffin box ?
33. Accepts the opinions put forward by others
34. I prefer to help people which I know
35. Doesn't give equal importance to all lives in a community ?
36. Helps people without considering their religion on demand
37. Tries to make relationships with people of high social status
38. Participate in rescue missions actively
39. Don't provide immediate help to the needy ?
40. Never give lift to strangers ?
41. Helps strangers in finding the road routes ?
42. Doesn't expect gifts in return while helping others ?
43. Fails to findout one's own capability
44. Doesn't indulge in arguments usually ?
45. Doesn't leave the seats for needful while travelling ?
46. Capable of facing the hinderances generally
47. Approach your friends for guidance before taking a decision
48. Share the valuable information and experiences with others
49. Doesn't get the time to find out others problems ?

APPENDIX III
FAROOK TRAINING COLLEGE
SCALE ON PROSOCIAL BEHAVIOR
(FINAL)

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 Farook Training College
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നിർദ്ദേശങ്ങൾ

നിങ്ങളെ സംബന്ധിക്കുന്ന ചില പ്രസ്താവനകളാണ് താഴെ തന്നിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും എല്ലായിപ്പോഴും, മിക്കപ്പോഴും, ചിലപ്പോഴൊക്കെ, അപൂർവ്വമായി, ഒരിക്കലുമില്ല എന്നിങ്ങനെ 5 പ്രതികരണങ്ങളുണ്ട്. അവ ഉത്തരക്കടലാസിൽ ഓരോ പ്രസ്താവനയുടെയും ക്രമനമ്പറിനു നേരെ രേഖപ്പെടുത്തിയിരിക്കുന്നു. നിങ്ങളുടെ പ്രതികരണം അനുയോജ്യമായ ഉത്തരത്തിന് താഴെ ശരി ചിഹ്നം (✓) ഉപയോഗിച്ച് അടയാളപ്പെടുത്തുക. ഒരു പ്രസ്താവനയ്ക്ക് ഒരു ഉത്തരം മാത്രമേ രേഖപ്പെടുത്താവൂ.

മാതൃക:

എല്ലാ സമയത്തും സ്വന്തം കാര്യം നേടാൻ ശ്രമിക്കാറുണ്ട്

എല്ലായ്പ്പോഴും	മിക്കപ്പോഴും	ചിലപ്പോഴൊക്കെ	അപൂർവ്വമായി	ഒരിക്കലുമില്ല
				✓

1. വീട്ടിലെ ജോലികൾ ചെയ്യാൻ പൊതുവെ മാതാപിതാക്കളെ സഹായിക്കാറുണ്ട്
2. പൊതുമുതൽ ചിട്ടയായും ഭംഗിയായും സൂക്ഷിക്കാറുണ്ട്.
3. സ്വന്തം ഉന്നമനത്തിനു വേണ്ടി മറ്റുള്ളവരെ ഉപയോഗിക്കാറുണ്ട്.
4. മൂന്നാം ലിംഗക്കാരെ അംഗീകരിക്കുന്നില്ല.
5. സുഹൃത്തുക്കൾക്കിടയിൽ ഏതെങ്കിലും തർക്കം വന്നാൽ അത് വളരെ നീതിപൂർവ്വം പരിഹരിക്കാറുണ്ട്.
6. അധ്യാപകരെയും മുതിർന്നവരെയും ഭയന്ന് അഭിപ്രായങ്ങൾ പറയാറില്ല.
7. പുതിയ സാങ്കേതികവിദ്യകളെ കൂട്ടുകാർക്ക് പരിചയപ്പെടുത്താറുണ്ട്.
8. രക്തം ആവശ്യമായി വന്നാൽ എത്തിച്ചുകൊടുക്കാൻ മുൻകൈ എടുക്കാറുണ്ട്.
9. സാമ്പത്തിക സഹായം ആവശ്യമുള്ളപ്പോൾ അത് സ്വീകരിക്കാൻ മടികാണിക്കാറുണ്ട്.
10. കളഞ്ഞു കിട്ടിയ സാധനങ്ങൾ സ്വന്തം കൈകളിൽ ഒതുക്കാറുണ്ട്.
11. സുഹൃത്തുക്കൾ തന്നെ കൂടുതലായി സ്നേഹിക്കണമെന്ന് ആഗ്രഹിക്കാറുണ്ട്.

12. ക്ലാസിലെ എല്ലാ കുട്ടികളെയും ഒരു പോലെ കാണാൻ കഴിയാറില്ല.
13. അന്യരുടെ വിശപ്പ് അറിയാൻ ശ്രമിക്കാറില്ല.
14. എല്ലാവരോടും സ്നേഹപൂർവ്വം പെരുമാറാൻ കഴിയാറില്ല.
15. സുഹൃത്തുക്കളുടെ പ്രശ്നങ്ങൾ വല്ലാതെ അലട്ടാറുണ്ട്.
16. മറ്റുള്ളവരുടെ കുറവുകൾ എടുത്ത് പറയാറുണ്ട്.
17. പഠനമികവുള്ള കുട്ടിയോട് അസൂയ തോന്നാറുണ്ട്.
18. പഠനത്തിൽ സഹപാഠിയുടെ സംശയങ്ങൾ തീർക്കാൻ സഹായിക്കാറുണ്ട്.
19. ഒരാളെ കളിയാക്കുമ്പോൾ അയാളുടെ മാനസികാവസ്ഥ പരിഗണിക്കാറുണ്ട്.
20. നല്ല പ്രവർത്തനം ചെയ്യുന്നവരെ അഭിനന്ദിക്കാറുണ്ട്.
21. പൊതുപ്രവർത്തനത്തിനുള്ള പ്രചോദനം അതിൽ നിന്നുള്ള ആത്മസംതൃപ്തിയാണ്.
22. ക്ലാസുകളിൽ പുതിയ ചർച്ചകൾ കൊണ്ടുവരാറുണ്ട്.
23. അധ്യാപകരോട് എതിർത്തു പറയാറുണ്ട്.
24. നിലപാടുകളിൽ ഉറച്ചു നിൽക്കാറുണ്ട്.
25. അപരചിതർ അപമര്യാദയായി പെരുമാറിയാൽ മാന്യമായി പ്രതികരിക്കാറില്ല.
26. അംഗപരിമിതിയുള്ള കുട്ടികൾക്ക് പഠനസാമഗ്രികൾ കൊടുക്കാറുണ്ട്.
27. ചില പൊതുപ്രവർത്തനങ്ങളിൽ നിന്നും ഒഴിഞ്ഞു മാറാറുണ്ട്.
28. സുഹൃത്തുക്കൾ എന്റെ പാത്രത്തിൽ നിന്നും ഭക്ഷണം എടുക്കുന്നത് ഇഷ്ടപ്പെടാറില്ല.
29. മറ്റുള്ളവരുടെ അഭിപ്രായത്തെ മാനിക്കാറുണ്ട്.
30. എനിക്ക് പരിചയമുള്ളവരെ സഹായിക്കുന്നതാണ് കൂടുതലിഷ്ടം.
31. സമൂഹത്തിലെ എല്ലാ ജീവനും വിലകൽപ്പിക്കാറില്ല.
32. ആരെങ്കിലും സഹായം ചോദിച്ചാൽ മതം നോക്കാതെ സഹായിക്കാറുണ്ട്.
33. സമൂഹത്തിലെ വിശിഷ്ടവ്യക്തികളെ പരിചയപ്പെടാൻ ശ്രമിക്കാറുണ്ട്.
34. സന്നദ്ധ പ്രവർത്തനങ്ങൾ ഏറ്റെടുത്തു ചെയ്യാറുണ്ട്.
35. ഒരാൾ സഹായം ചോദിച്ചു വന്നാൽ പെട്ടെന്ന് സഹായിക്കാറില്ല.
36. എന്റെ വാഹനത്തിൽ അപരിചിതർക്ക് ലിഫ്റ്റ് കൊടുക്കാറില്ല.
37. അപരിചിതന് വഴി പറഞ്ഞു കൊടുക്കാറുണ്ട്.
38. ആരെങ്കിലും സഹായം ചോദിക്കുമ്പോൾ പ്രത്യുപകാരങ്ങൾ പ്രതീക്ഷിക്കാറില്ല.
39. സ്വന്തം കഴിവുകളെ മനസ്സിലാക്കാൻ കഴിയാറില്ല.
40. തർക്കവിഷയങ്ങളിൽ പൊതുവെ അഭിപ്രായം പറയാറില്ല.

41. യാത്രക്കിടയിൽ അത്യാവശ്യക്കാർക്ക് സീറ്റ് ഒഴിഞ്ഞ് കൊടുക്കാറില്ല.
42. സാധാരണയായി തടസ്സങ്ങളെ നേരിടാൻ കഴിയാറുണ്ട്.
43. തീരുമാനമെടുക്കുന്നതിന് മുമ്പ് സുഹൃത്തുക്കളുടെ അഭിപ്രായങ്ങൾ തേടാറുണ്ട്.
44. ജീവിതത്തിൽ നിന്നും കിട്ടിയ അറിവുകൾ മറ്റുള്ളവരുമായി പങ്കുവെയ്ക്കാറുണ്ട്.
45. മറ്റുള്ളവരുടെ പ്രശ്നങ്ങൾ മനസ്സിലാക്കാൻ സമയം കിട്ടാറില്ല.

APPENDIX IV
SCALE ON PROSOCIAL BEHAVIOUR (FINAL)
FAROOK TRAINING COLLEGE

Dr. Afeef Tharavattath
Assistant Professor

Sharun P.B.
M.Ed Student

Instructions

Statements which are related to you are given below. For each statements there are five responses like 'Always', 'Often', 'Sometimes', 'Rarely', 'Never'. You have to indicate it in the answer sheet according to the number of the statements. You have to (✓) mark your response. There should be only one response for the statements.

Model

He tries to get his own thing all the time.

ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
				✓

1. I help my parents to carry out the household activities
2. I keep the public properties neat and safe
3. For my betterment I exploit others.
4. I don't accept accept the third sex
5. I deal with the arguments between my friends in the most justifiable manner.
6. I hide my opinions or ideas as I am afraid of my teachers and elders

7. I like to introduce the modern gadgets to my friends
8. I volunteer to make available the donated blood in case of necessities.
9. I don't show much interest to give away money to others in need.
10. I keep the things that I get which are not mine.
11. I always want my friends to love me more.
12. I show partiality with my classmates.
13. I don't care about the people who are hungry.
14. I cant treat everyone with love.
15. My friends problems will always bother me.
16. I pinpoint the faults with others I am jealous of the bright student of my class
17. A child of learning excellence is jealous.
18. I help to sort out confusions that my friend has while studying
19. Consider ones mental structure while mocking him/her
20. Congratulates people for their good deeds
21. Satisfaction is the tempting force of social work
22. Brings out new discussions in the class
23. Often argue with your teachers
24. Stands firm on your point
25. Doesn't act decent while strangers behave wrongly to you ?
26. Provides study materials for specially challenged children
27. Quietly withdraws from certain social programs

28. Doesn't like friends taking food from your tiffin box ?
29. Accepts the opinions put forward by others
30. I prefer to help people which I know
31. Doesn't give equal importance to all lives in a community ?
32. Helps people without considering their religion on demand
33. Tries to make relationships with people of high social status
34. Participate in rescue missions actively
35. Don't provide immediate help to the needy ?
36. Never give lift to strangers?
37. Helps strangers in finding the road routes?
38. Doesn't expect gifts in return while helping others ?
39. Fails to findout one's own capability
40. Doesn't indulge in arguments usually ?
41. Doesn't leave the seats for needful while travelling ?
42. Capable of facing the hinderances generally
43. Approach your friends for guidance before taking a decision
44. Share the valuable information and experiences with others
45. Doesn't get the time to find out others problems ?

APPENDIX V

DETAILS OF THE SCHOOL AND COLLEGE SELECTED FOR DATA COLLECTION

SL.NO	Name of Institution
1	GHSS AREECODE
2	SS HSS,MOORKANAD
3	GBHSS MALAPPURAM
4	ASMHSS, VELLIYANCHERY, MANJERI
5	ST.THOMAS HSS THOTTUMUKKAM
6	GHSS KOKKALLUR
7	GHSS MUKKAM
8	SNGHSS CHELANNUR
9	SULLAMUSSALAM SCIENCE COLLEGE
10	GOVERNMENT ARTS AND SCIENCE COLLEGE, KONDOTTY, MALAPPURAM
11	MAMO COLLEGEMANASSERY, MUKKUM
12	GOVERNMENT ARTS AND SCIENCE COLLEGE, BALUSSERY
13	GOVERNMENT ARTS & SCIENCE COLLEGE, KOZHIKODE
14	FAROOK COLLEGE
15	GOVERNMENT COLLEGE MALAPPURAM
16	NSS COLLEGE,MANJERI