**ALTRUISM AND EMOTIONAL INTELLIGENCE**

**OF STUDENT TEACHERS UNDER THE**

**UNIVERSITY OF CALICUT**

**BUSHIRA. P.K.**

**Dissertation**

**Submitted in partial fulfilment of the**

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**D E C L A R A T I O N**

I, BUSHIRA P.K., do hereby declare that this dissertation "**ALTRUISM AND EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS UNDER THE UNIVERSITY OF CALICUT**" has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College,

. .2005. **BUSHIRA P.K.**

**C E R T I F I C A T E**

I, **ABDUL HAMEED MUKTAR MAHAL**, do hereby certify that this dissertation ""**ALTRUISM AND EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS UNDER THE UNIVERSITY OF   
CALICUT**" is a record of bonafide study and research carried out by BUSHIRA P.K., under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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**LIST OF COLLEGES OF TEACHER EDUCATION**

|  |  |
| --- | --- |
| Revenue District | Name of Colleges of Teacher Education |
| Kozhikode | A.W.H. College of Teacher Education, Kallai  Farook Training College, Farook College  S.N. College of Teacher Education, Chelannur |
| Malappuram | Devaki Amma Memorial College of Teacher Education, Chelembra  M.C.T. Training College, Melmuri  K.M.C.T. College of Teacher Education, Kuniyil |
| Palakkad | S.N. College of Teacher Education,Kottappuram |
| Thrissur | J.P.E. Training College, Koorkenchery |

**LIST OF TEACHER EDUCATION CENTRES**

|  |  |
| --- | --- |
| Revenue District | Name of Teacher Education Centres |
| Kozhikode | UTEC – Tali  UTEC – Nanmanda |
| Malappuram | UTEC – Kootilangadi |
| Palakkad | UTEC – Koduvayur |
| Thrissur | UTEC – Ollur |

**Chapter** I

**INTRODUCTION**

* Need And Significance of the study
* Statement of the problem
* Definition of key terms
* Variables
* Objectives
* Hypotheses
* Methodology
* Scope and Limitation of the study
* Organization of the Report

**Chapter** V

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* Restatement of the Problem
* Variables
* Objectives
* Hypotheses
* Methodology
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**Chapter** II

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* Tools Used for Data Collection
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* Statistical Techniques Used for Analysis of Data

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**ANALYSIS**

* Correlation of Altruism and Emotional Intelligence for the Total Sample and Total of the Subsamples
* Correlation of Altruism and Emotional Intelligence for the Subsamples Based on Gender and Faculty
* Comparison of the Mean Scores of Altruism and Emotional Intelligence Based on Gender and Faculty
* Main and Interaction Effect of Gender and Faculty on Altruism and Emotional Intelligence

**B I B L I O G R A P H Y**

**A P P E N D I C E S**

**INTRODUCTION**

Education has been referred to as an activity involving the teacher, the taught and the curriculum. The highest function of education is to help the individual to cope up with his life. The chief aim of education should be to help the growing soul to draw out that is best and make it perfect for a noble use.

Teacher education is needed to kindle the imagination of the teacher and to remove the evils of the 'hit and miss' process, to accord a professional status to the teaching profession and above all to make the optimum use of the time and energy of the teacher and taught. C.V. Good (Dictionary of Education) defined teacher education as "All formal and informal activities and experiences that help to qualify a person, to assume the responsibility as a member of the educational profession or to discharge his responsibility more effectively". It is observed that a teacher with training becomes more mature and confident to perform his task efficiently.

In an economically and technologically driven age, the teacher education needs to awaken humanistic, ethical and spiritual values in order to encourage peace, justice, freedom, equality and fraternity among the would be teachers. Understanding the values enshrined in the constitution of India with special reference to fundamental right vis-a-vis duties entailed" is specifically outlined as an objective of teacher education. Development of a positive attitude towards recognition of the value of unity in diversity in the social fabric of our country, the inculcation of basic human values among the learners, respect for the nature and environment, Altruism and values related to national interest and promotion of human rights are enumerated, among others, as the task of teacher education.

Knowledge of psychology influenced the content of education, methods of teaching and the attitude of the teacher towards the child. Psychology is being defined as the science of human and animal behaviour. A psychologist observes the behaviour of animals or human beings in various situation and tries to establish some laws and principles. Behaviour, is the subject matter of psychology because it alone can be observed.

It is educational psychology which is concerned with the application of the principles, techniques and other resources of psychology to the solution of the problems confronting the teacher attempting to direct the growth of children towards defined objectives. Educational psychology is a distinct discipline with its own theories, research method, problems and techniques.

An effective teacher is indispensable even in the most equipped system of education. Ryan (1969) remarked that an effective teacher may be understood as "One who helps in the development of basic skills, understandings, proper work habits and desirable attitudes, value judgement and adequate personal adjustment of the student". An effective teacher is amongst the foremost factors contributing to educational improvement, which we are trying hard to achieve.

Emotional Intelligence, one of the intelligences of being human is increasingly becoming part of the education vernacular. It is the product of ones heredity and his interaction with his environmental forces. It was coined by Dr. John Mayer and Dr. Peter Salovey. It refers the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing well in ourselves and in our relationships.

Goleman views emotional intelligence as empathy which develops as a result of experiences and interaction with others. Emotional intelligence includes the expansion of abilities into five domains such as self awareness, self regulation, self motivation, empathy and social skills.

**NEED AND SIGNIFICANCE**

Schools are the nurseries of the nation and the teachers are the architects of the future society. So the role of the teachers is crucial in the teaching learning process. Effective teachers are characterised by a fairly higher level of differentiation and integration of their cognitive and perceptual functioning. They had a superior capacity for imaginative and original thinking. More effective teachers had a well developed value system and ego organization. Professional dignity, altruistic temper, professional involvement, democratic temper and family background were correlated with teaching effectiveness. The investigator intends to assess the level of altruistic behaviour and emotional intelligence of student teachers who are about to complete their teacher education course. It can give us the valid knowledge of how far the present curriculum for teacher education could develop altruistic behaviour and emotional intelligence in student teachers.

Altruism is a behaviour carried out to benefit another without anticipation of external rewards. Hoffmann has suggested that empathic reaction towards the needy person and a cognitive sense about that person, provide the basis for altruism. Altruism, helping without any consideration for reward, constitutes a continuum from "not helping" to "helping at no loss to self" and lastly "helping even with some sacrifice of self". According to Baron and Byrne Altruism is selfless acts which benefits only the person in need sometimes involving the risk for the individual who behaves altruistically.

Emotional intelligence broadly consists of personal competencies (competencies which determine how we manage ourselves) and social competencies (competencies which determine how we handle relationship). The concept of Emotional intelligence had its roots in social intelligence. Emotional intelligence is the ability to monitor and regulates one's own and others feelings and to use feelings to guide thought and action.

An Individual with high emotional intelligence is emotionally aware and able to read universalized emotions in others. That individual is empathetic, accepts others and show compassion, instead of being demanding and intolerant. He can treat others feelings with respect and be inspiring and motivating.

Among the various important qualities and capabilities of an effective teacher altruism and Emotional Intelligence occupy a prominent position. So before entering the teaching profession an assessment of the level of altruistic behaviour and emotional intelligence of the individual who are willing to join the profession will be beneficial for the individual himself and the competent authorities who produce teachers. This signifies the present study.

**STATEMENT OF THE PROBLEM**

The present study entitled as **ALTRUISM AND EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS UNDER THE UNIVERSITY OF CALICUT**.

**DEFINITION OF KEY TERMS**

**Altruism**

Altruism is a behaviour carried out to benefit another without anticipation of external rewards.

**Emotional Intelligence**

Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well is ourselves and in our relationships. It is the measure of Emotional Quotient.

Emotional intelligence is operationally defined as the sum of the scores on the five factors viz., self awareness, self regulation, self motivation, social skill and empathy.

**Student Teachers**

It denotes the students studying for B.Ed course in college of teacher education or Teacher Education Centres.

**VARIABLES**

The variables selected for the study are the following.

**Independent variables**

Gender and faculty are treated as independent variables.

**Dependent Variables**

Altruism and emotional intelligence are considered as dependent variables.

**OBJECTIVES**

The objectives of the study are,

1. To find out the extent of relationship between Altruism and Emotional Intelligence of student teachers.

2. To find out the extent of relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on.

a. Gender

b. Faculty

3. To find out whether there exists any significant difference in Altruism and Emotional intelligence of student teachers between the relevant subsamples based on.

a. Gender

b. Faculty

4. To find out the main effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers.

5. To find out the interaction effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers.

**HYPOTHESES**

The following hypotheses were formulated for the present study.

1. There exists significant relationship between Altruism and Emotional intelligence of student teachers.

2. There exists significant relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on.

a. Gender

b. Faculty

3. There exists significant difference in Altruism and Emotional intelligence of student teachers between the relevant subsamples based on

a. Gender

b Faculty

4. There exists significant main effect of Gender and Faculty on Altruism and Emotional Intelligence of student teachers.

5. There exists significant interaction effect of gender and faculty on Altruism and Emotional intelligence of student teachers.

**METHODOLOGY**

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

**Sample**

The study has been conducted on a sample of 650 student teachers under the University of Calicut.

**Tools used for the study**

Tools used for collecting data are "Altruism Assessment Scale" and "Emotional Intelligence scale".

**Statistical Techniques used for the Analysis of Data**

The following statistical techniques have been used for the analysis of data in the present study.

1. Pearson's product moment Coefficient of correlation(r)

2. Test of significance of difference between means for different categories -'t' test for large independent sample.

3. Analysis of variance - ANOVA

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study is an attempt to find out whether there exists any significant relationship between Altruism and Emotional intelligence of student teachers. The study focuses on, altruistic behaviour, emotional intelligence and the relationship between them of student teachers. Altruism is one of the important qualities and emotional intelligence is one of the essential capacities a teacher should have. These can be modified as there are the product of one's heredity or its interaction with environment. As altruistic behaviour and emotional intelligence contribute very much to the efficiency of a student teacher, knowledge of the level of altruistic behaviour and emotional intelligence of a teacher can help him to direct or guide himself to become a more flexible and more motivating teacher. It will be more effective if student teachers have an opportunity to know the level of their Altruistic behaviour or Emotional Intelligence at the beginning and at the end of the pre service training. Attempts for improvement can be made while undergoing the course. The difference between the two can predict the practicability of the curriculum to modify them. The tool Altruism Assessment Scale can be used to assess the Altruistic behaviour of student teachers.

Even though precautions were taken to make the study perfect as much as possible, some limitations are there. Some of them are the following.

1. Shortage of time made the investigator confine the study to colleges of teacher education or teacher education centres under the University of Calicut.

2. The result would have been more generalized had the investigator extended her study to the institutions under other universities in Kerala.

3. The sample size of commerce student teachers is small when compared to other faculties due to the non availability of commerce student teachers.

Though it has these limitations, the investigator has tried her best to make the study fruitful. The investigator hopes that the study can make genuine contribution in the field of education.

**ORGANISATION OF THE REPORT**

The report has been presented in five chapters. Chapter 1 present a brief introduction of the problem, Need and Significance of the study, statement of problem, Definition of key terms, Hypotheses and objectives, Methodology, Scope and Limitations of the study.

Chapter II presents the theoretical overview of the variables and summary of the related studies.

In Chapter III, the methodology of the study, describing in detail of the tool used, selection of the sample, Data collection, scoring procedure and statistical techniques used for analysis, is given.

Details of the statistical analysis of data and discussion of results are given Chapter IV.

Chapter V presents the summary of the study, Major findings Tenability of hypotheses, Educational implications of the study and suggestions for further research.

**REVIEW OF RELATED LITERATURE**

Review of related literature is an important aspect of investigation. A worthwhile study in any field of knowledge requires an adequate familiarity with work which has already been done in the same area. It is a valuable guide in defining the problem, recognizing its significance, suggesting appropriate study design and source of data.

According to Good (1973). "The keys to the vast store house of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, back ground for selection of procedure, and comparative data for interpretation of results. In order to be creative and original one must read extensively and critically as stimulus to thinking.

According to Best "Practically all human knowledge can be found in books and libraries Unlike other animals that start anew with each generation, man builds upon the accumulated and recorded knowledge of the past.

Good (1973) analyzed the following purposes of the survey of related literature.

1. To provide ideas, theories, explanation or hypothesis valuable in formulating the problem.

2. To avoid the risk of duplicating the same study already undertaken.

3. To suggest methods of research appropriate to the problem

4. To locate comparative data useful on the interpretation of results.

5. To contribute to the general scholarship of the investigator

The investigator has therefore reviewed the studies related to the problem and presented in this chapter. A theoretical outline of Altruism and Emotional intelligence and studies reviewed in the area of Altruism and Emotional intelligence are presented under two heads viz.

1. Theoretical overview.

2. Studies related to Altruism and Emotional intelligence.

**THEORETICAL OVERVIEW**

Altruism is often described but little understood Phenomena. Psychologists have defined this term differently. According to Macaulay and Berkowitz (1970) - "Altruism is a behaviour carried out to benefit another without anticipation of external rewards". Hoffman (1975) has suggested that empathic reaction towards the needy person and a cognitive sense about that person, provide the basis for altruism.

On the basis of these definitions following are the main characteristics of altruistic behaviour.

1. It is an intrinsically motivated behaviour

2. It involves a non-destructive interest in others

3. It is a voluntary behaviour

4. Its main aim is to benefit others in need

5. It is carried out without expectations of reward.

Altruism is a genuine concern for the welfare of other people and a willingness to act on that concern. People ever help some one in need on the basis of altruism (an unselfish concern for the welfare of others). It has been taken to mean "helping without any consideration for reward". It constitutes a continuum from "not helping" to "helping at no loss to self" and lastly, "helping even with some sacrifice of self".

Most of the studies on 'Altruism' have been conducted in the West. The findings and implications of pro social behaviour researches in the west cannot be generalized to the Indian Culture without empirical verification.

Altruism is a learned behaviour and we can explain it within the frame work of cognitive development according to the principles of social learning. According to Turner's operational definition it is a combination of perceptual sensitivity to anothers need, Willingness to help the other individual satisfy his social needs and a 'give and take' attitude when his and his associates goal strivings are in opposition.

Much of the research was concentrated on the apparently altruistic motives of by-standers (Clarg and Orenstein, 1991; Grusec, 1991) and most of them emphasize on empathy - responding to another person's affective state with a vicarious emotional reaction that resembles whatever emotion is experienced by the other individual (Darley 1993; Eisenberg et al, 1991).

Socio biologists (Trivers 1971; Wilson 1975) have proposed that altruism, the Willingness to sacrifice inorder to benefit others; is part of the human genetic makeup.

The satisfaction of basic needs are essential for the growth, development and well being of human beings (Deci & Ryan, 1985). The fulfillment of basic need is central in the development of caring about other people's welfare and altruism.

Past studies show that altruism (caring about and helping others) is as basic part of human nature as caring about ourselves. In the past psychologists have considered pro social orientation, empathy and a commitment to moral rules as potential motivators of unselfish helping.

Batson et al (1981) proposed the empathy altruism hypothesis. The proposal is that at least some pro social behaviours is motivated entirely by the unselfish desire to help some one who needs help. (Batson & Oleson, 1991). This motivation to help some in need can even be at the expense of oneself and of the group as a whole (Batson, Batson, et al., 1995).

Research with adults consistently indicates that people with strong altruistic self concepts really are more pro socially inclined than those who do not view themselves as particularly compassionate, charitable or helpful (Baron and Byrne, 1991).

Whatever the mode or motivation, helping seems to improve the helpers lives as well as those of the people they help.

Many Psychologists and educationists have been trying to bridge the gap between the success and discomfiture caused by head (value) and heart (De value). This logical inquiry continues over the years not only in developing countries like India but all over the world psychologists Mayer; et al (1989) came with an answer by introducing the concept of Emotional intelligence, though it was referred by various names - from smartness and personality to soft skills and competence.

For the first time Salovey and Meyer (1990) conceptualized the term Emotional Intelligence that consisted of three different categories of adaptive abilities. Firstly it is appraisal and expression in the self as well as others. In the self there are verbal and nonverbal components, in the others there are non verbal perception and empathy. Secondly there is a regulation of emotion in the self and others. Thirdly utilization of emotion that includes flexible planning, creative thinking, redirected attention and motivation.

The concept of Emotional Intelligence has its roots in social intelligence proposed and defined by Thorndike (1920) "the ability to understand and manage men and women, boys and girls and the acts wisely in human relations" It can be defined that emotional intelligence is the ability to understand emotions and their causes, the capability to effectively regulate these emotions in oneself and in others and most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social situations.

Mayer and Salovey (1997) updated their definition as "Emotional Intelligence involves the ability to perceive accurately, appraise and express emotion, the ability to access or generate feeling when they facilitate thought the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth"

Goleman (1995) in his book- 'Emotional intelligence, based on salovey's work found that emotional intelligence comprises five components (Mayer ad salovey, 1990)

1. Self awareness

2. Self regulation

3. Self motivation

4. Social skill

5. Empathy

Emotional Intelligence enable to express ones feeling and emotion at the appropriate occasion with the understanding of the feeling of self and others. A person with emotional intelligence know how to smile how to listen patiently to others problems.

**STUDIES RELATED TO ALTRUISM AND EMOTIONAL INTELLIGENCE**

Hoffman & Martin (1975) conducted a study on altruistic behaviour and the parent child relationship. Research findings indicate that an affectionate relationship between parents and their children forms the basis of the development of altruism in children, despite the fact that parental altruistic attitudes play an important role in raising over all level of altruism in Children

Srivastava & Gupta (1981) conducted, a study of sex differences on three measures of altruism on 7-8 years boys and girls. No significant sex difference between boys and girls in their helping and sharing behaviour were found. However a significant sex difference was obtained between boys and girls in their volunteering free time to work for poor children. More girls volunteered to work for needy children than boys.

Rani & Gupta (1984) conducted a study on religion, alter situation and altruism of 50 Hindu, 50 Muslim and 35 Christians girls in middle class and their age ranged from 18-22 years. Sawyer's (1966) altruism scale was administered. No significant difference were obtained in the altruistic behaviour of Hindu, Muslim and Christian girls.

Rushton et al (1986) assessed altruism of 573 subjects of age spanning from 19 to 60 years. They found that altruistic tendency develops with age.

Mohan & Bhatia (1987) conducted a study on altruistic behaviour of engineers and teachers in relation to their personality. The sample consists twenty five engineers and twenty five teachers. They used self report altruism scale (Ronald et al 1981) and Eysenck's personality questionnaire. The result revealed that altruism score did not differ in two groups, psychoticism factor alone was significantly related with altruism and that in Engineers only- Thus altruism is not correlated with personality.

Mohan & Sheoran (1987) conducted a study on Altruism and values of adolescents. Self report altruism scale (Rushton et al 1981) and studies of values (Allport et al 1951) were used. The result revealed that altruism was found to have significant positive correlation with theoretical and social values.

Kamal, Preet, Mehta and Jain (1987) conducted a study on altruism in urban and rural environment in 50 Post-graduate male students of age 22 to 25 years. Helping scale consisted of four different helping requests was used. Altruistic behaviour was based on the measure used by price and Boufford (1974). The results showed urban environment as less conducive for helping others than the rural environment in case of all the requests and also in the case of urgency of the situation and where there is less amount of personal risk involved.

Agochiya & Pal (1992) conducted a cross cultural study of personality, values and altruistic behaviour of youth workers aged from 21 to 54 years. He used the tools Eysenck personality Questionnaire, study of values of Allport, Vernon and Lindsey and the altruistic personality and self report Altruism Scale of Rustition. The study revealed that youth workers. Scored higher on altruism and lower on Psychoticism extra version and Neuroticism. They posses lower theoretical economic and aesthetic values but were higher on social and political and religious values in comparison, countrywise comparison showed significant difference in altruism.

Aggarwala, Surila and Poonem (1993) conducted Modification of altruism among children and adolescents through modeling and cognitive restructuring 15 girls aged between 10 to 12 years and 15 adolescents from 17 to 19 years were selected. Personal data sheet and altruism scale by Rai and Sanwant Singh were used. The result revealed that there was significant difference on their pretest post test scores in favour of the post test. These findings indicated that modeling cognitive restructuring were effective in increasing the altruistic behaviour among children and adolescents and the effect was higher in case of children than in the adolescents.

Hing and Leung (1995) found a position relation between altruistic orientation and family social environment in a sample of Chinese children High altruistic orientation was strongly associated with cohesive and harmonious family environment in which there were small amounts of openly expressed anger aggression and conflict among family members, Altruistic behaviour was high in families that emphasise intellectual and cultural activities.

Sharma & Vandana (1996) conducted a study on altruistic behaviour as a function of moral judgement and age of the Children. Varma and Sinha's test of moral judgment was used. Subjects were tested for altruistic behavior in an experimental settings in which they had to play junior Engineer game. The result revealed that children with high level moral judgement and older students behaved more altruistically than younger ones.

Tyagi (1997) conducted a study on altruism as a function of Age and parental altruistic attitudes for four age levels of 12, 15, 18 and 21 years by stratified random sampling. The altruism scale and parental altruism attitude questionnaire were administered to measure the altruistic behaviour of boys and girls as well as the altruistic attitudes of their parents. Results indicated that altruism tends to increase with age and the subjects having favourable altruistic parents show enhanced altruistic tendencies.

Tyagi (1999) conducted a study on Altruism as a function of sex and intelligence Altruism Scale Rejeshwar Tyagi and intelligence test by Joshi were used. Results gave the information that girls posses high altruistic behaviour than boys and high intelligence increased altruistic tendency.

Kumar (1999) conducted a study on altruism as a function of sense of general well being and self actualization of benefactor PGI general well being by Verma and Verma, personality orientation inventory by Shostrom and self report altruism inventory by Chris John et al were used. Results revealed that persons with high sense of general well beings and high self actualizers were more altruistic.

Gupta, Kumari and Soreng (2004) conducted a study of Altruism and Values in different profession (Nuns, Social Workers, Nurses and doctors) They were administered the altruism Scale (Ray and Singh 1988) Study of values (Ojha, 1992) and refinement and conscience values are measured by using comprehensive value scale (Agarwal 1979). The results shows that the level of values altruistic tendency were higher in priests and Nuns.

Murthy (1974) conducted a study to find out the relationship between Emotional instability and intelligence. The study revealed that in the high intelligence group, there are less number of persons with high emotional instability and the low intelligence group had more persons with emotional instability.

Sethi and Patel (1985) conducted a study to find out the relation of creativity, intelligence, emotional maturity and self acceptance to teacher effectiveness. It was found that teacher effectiveness was high on the group who were high on intelligence, creativity and emotional maturity than those who were low on these variables.

Gerry (1997) conducted a study of the ways in which superintendents use their emotional intelligence to address conflict in their educational organization. The study revealed that superintendents are self confident, use self knowledge to remain calm and control their emotions, remained optimistic and persisted in finding solution to conflict.

Tapia (1998) in a study to examine the psychometric properties of Emotional Intelligence Inventory. Emotional intelligence was measured by scores on the EQ-I and intelligence by Otis Lennon School ability test. The findings of the study revealed that non significant correlation was obtained between OLSAT Scores and EQ-I scores which indicate the lack of relationship between the construct of emotional intelligence and general intelligence.

Pellitteri (1999) attempted to examine the relationship between emotional intelligence, cognitive reasoning and defence styles Emotional intelligence was measured with multifactorial emotional intelligence scales. Cognitive reasoning was measured by the 16 PF scales. Psychological adaptation was represented by Bond's (1983) Defence style. Also the emotional intelligence and abilities of perception and regulation are found more related to conscious coping skills than to unconscious defence mechanism.

Greener & Hayer (1999) conducted a study to examine 8-12 years old's emotional predisposition / skills and their relation to peer assessments of pro-social behaviour as predicted by the theories of emotional intelligence. An adequate understanding of these relationship is critical for socializing positive behaviour and increase pro-social emotional responses. High pro-social children scored significantly higher on self reports of empathic response, teacher reports of positive affect, accuracy of decoding emotions in children's faces and teacher reports of emotion regulation High pro-social children were more accepted by their peers but were as likely to be sociometrically average as average and low pro-social group.

Sehgal (1999) conducted a study on EQ, intelligence personality and Psychological well being of adolescents. The study revealed that the EQ and IQ dimensions show a moderate significant positive relationship, EQ was related positively with Psychological well being among adolescents.

A study was conducted by Pyari (1999) to find out the influence of emotional maturity on Academic achievement using cluster sampling method, the investigator selected 78 Hindi medium students consisting 39 boys and 39 girls. The study revealed that mean value of emotional maturity of boys are slightly greater than that of girls. No significant gender difference was observed in emotional instability, emotional regression, and personality disintegration. Boys of high and average level of emotional maturity shows significant difference in academic achievement but girls did not show any significant relationship.

Kolb & Maxwell (2003) conducted a study on the parental perspectives of the critical social skills for adolescents with high incident disabilities. In this study II parents shared their beliefs that emotional intelligence and character play critical roles in the social and emotional development of their children with disabilities.

**CONCLUSION**

Review conducted in the area of Altruism showed that the studies related to it were rare and most of them were conducted on children or infants. It provide valuable information regarding the Altruistic behaviour of various categories of individuals. Altruistic behaviour of parents have influence on the Altruistic behaviour of their children. There is positive relationship between Altruism and Emotional Intelligence. There is no significant difference in Altruism between people belong to different religions. Some studies conducted on people belong to different professions and on workers in different fields show that there is significant difference in Altruism between people belong to different professions. It also reveals that girls posses high Altruistic behaviour than boys. There is a study which reveals that Altruism develops with age.

Studies related to Emotional intelligence shows that Emotional Intelligence has significant relationship to academic achievement, Social values pro-social behaviour and teacher effectiveness. Female posses high Emotional stability than males.

The studies show that the variables Altruism and Emotional intelligence are related and they are further related to intelligence and achievement Altruism is a pro-social behaviour and Emotional intelligence has significant relationship to pro-social behaviour. This made the investigator select the present study, "Altruism and Emotional Intelligence of student teachers under the University of Calicut".

**METHODOLOGY**

The success of any research depends largely on the suitability of method and the tools and techniques used for the collection of data. A suitable method helps the researcher to explore the diverse areas of the study. This chapter deals with the method of study which involves the systematic procedure by which the researcher starts from the initial identification of the problem to its final conclusion.

The present study is intended to find out Altruism and Emotional Intelligence of student teachers in colleges of education and Teacher education centres under the University of Calicut. The design of the study is described under the following major sections.

A. Variables

B. Objectives

C. Hypotheses

D. Tools used for Data Collection

E. Sample for the Study

F. Data Collection Procedure, Scoring and Consolidation of Data.

G. Statistical techniques used for analysis of data.

The details of each of the above is given below.

**A. VARIABLES**

The present study contains two types of variables viz., dependent variables and independent variables. The dependent variables in the study are Altruism and Emotional intelligence and the independent variables are gender and faculty.

**B. OBJECTIVES**

The following are the objectives set for the present study.

1. To find out the extent of relationship between Altruism and Emotional intelligence of student teachers.

2. To find out the extent of relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on.

a. Gender

b. Faculty

3. To find out whether there exists any significant difference in Altruism and Emotional intelligence between the relevant subsamples based on.

a. Gender

b. Faculty

4. To find out the main effect of Gender and Faculty on Altruism and Emotional Intelligence of student teachers.

5. To find out the interaction effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers.

**C. HYPOTHESES**

The following hypotheses were formulated for the present study.

1. There exists significant relationship between Altruism and Emotional intelligence of student teachers.

2. There exists significant relationship between Altruism and Emotional intelligence of student teachers in the sub samples based on.

a. Gender

b. Faculty

3. There exists significant difference in Altruism and Emotional intelligence between the relevant sub samples based on.

a. Gender

b. Faculty

4. There exists significant main effect of Gender and Faculty on Altruism and Emotional Intelligence of student teachers.

5. There exists significant interaction effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers.

**D. TOOLS USED FOR DATA COLLECTION**

Collection of relevant data is an important aspect of any research work. There are many tools to collect the required data. The selection of suitable tool is of vital importance for successful research.

In the present study the investigator used the following tools for collecting the data.

1. Altruism Assessment Scale (Abdul Hameed and Bushira P.K)

2. Emotional Intelligence Scale (Dr. Sudheesh Kumar P.K.).

**Description of the Tool**

**Altruism Assessment Scale**

In the study the investigator assessed altruism using the tool viz., Altruism Assessment Scale (2005) which was constructed and standardised by the investigator with the help of her supervising teacher.

Altruism has five components viz., self concept, internal locus of control, feeling of social responsibility, egocentrism and belief in a just world. On the basis of these components the investigator developed the present scale. A brief description of each component is given below.

**Self Concept**

Self concept is an organized collection of beliefs and feelings about oneself. It is a special framework that influences how we process information about the social world around us along with information about ourselves.

Eg: I keep up punctuality in performing my duties.

**Internal Locus of Control**

This is a belief that one can behave in such a way as to maximise good outcomes and minimize badones- that the individual can make a difference and is not helplessly at the mercy of luck, fate and other controllable forces.

Eg: It is with self interest I help friends.

**Feeling of Social Responsibility**

This differentiated the helpers from the non-helpers. A person high on this dimension believes that we should all do our best to help others.

Eg: I act with interest when there is a chance to help others.

**Ego centrism**

Egoism is the exclusive concern with one's own personal welfare. The helpers were lower than the non helpers on the measure of egocentrism.

Eg: I strive to achieve my own goals first.

**Belief in a just world**

This is a belief that giving first aid is the right thing to do and that the person who helps will benefit from doing so. Altogether, they perceive the world as a fair and predictable place in which good behaviour is rewarded and bad behaviour punished-people get what they deserve.

Eg: We must take care of our parents when they are ill.

**Preparation of the Altruism Assessment Scale**

On the basis of above mentioned components, the investigator developed the Altruism Assessment Scale. The draft scale consists of 57 items, out of which 12 items belong to self concept, 11 items belong to internal locus of control, 13 items belong to feeling of social responsibility, 9 items belong to ego centrism and 12 items belong to belief in a just world.

A copy of the draft Altruism Assessment Scale (Malayalam Version) is given as Appendix I.

**Scoring Procedure**

Both positive and negative items were included in the scale. Each statement has five responses viz., Always, Often, Sometimes, Rarely and Never. For the positive item the respective scores to the five responses are 5, 4, 3, 2 and 1. For negative items scoring was done in the reverse order.

**Try-out of the Preliminary Scale**

Tryout of the scale aims to select the items for the final scale by empirically testing the item characteristics. The procedure of the item analysis are discussed below.

For try-out the preliminary scale was administered to a sample of 370 student teachers by using stratified sampling techniques, giving due representation to Gender and Faculty.

The 370 response sheets obtained were scored and the total score for each sheet was calculated. After this the sheets were arranged in the descending order of the total score and highest and lowest 27 percent (100 sheets) were separated.

The mean and standard deviation of the scores obtained for each item for the upper and lower group were calculated separately. The critical ratios were calculated using the formula.

t = 

where,

X1= Mean of the upper group (for an item)

X2 = Mean of the lower group.

σ1 = Standard deviation of the upper group.

σ2 = Standard deviation of the lower group.

N1 = Sample size of the first group.

N2 = Sample size of the second group.

Items with critical ratio greater than 2.58 the table value of 't' at 0.01 level of significance was selected for the final scale. Thus after standardization final scale contains 55 items.

A copy of Final Altruism Assessment Scale (Malayalam and English version) is given as appendix 2.

The critical ratio (t value) obtained for each item together with a means and standard deviation of the scores for two groups are given as table 1.

TABLE 1

**Critical Ratio (t-value) with   
Means andStandard Deviations of the Scores for the Two Groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | ‾X1 | ‾X2 | σ12 | σ22 | 't' value |
| 1. | 4.62 | 4.01 | 0.629 | 0.819 | t = 5.905 |
| 2. | 4.69 | 4.24 | 0.542 | 0.802 | t = 4.649 |
| 3. | 4.32 | 3.49 | 0.958 | 1.144 | t = 5.563 |
| 4. | 4.87 | 4.39 | 0.416 | 0.871 | t = 4.9741 |
| 5. | 3.17 | 2.92 | 1.3788 | 1.1634 | t = 1.385 |
| 6. | 3.89 | 3.00 | 0.989 | 1.175 | t = 5.794 |
| 7. | 4.60 | 4.29 | 0.883 | 1.003 | t = 2.3204 |
| 8. | 3.94 | 3.5 | 0.846 | 1.015 | t = 3.331 |
| 9. | 4.47 | 3.87 | 0.591 | 0.875 | t = 5.685 |
| 10. | 4.91 | 4.47 | 0.349 | 0.995 | t = 4.175 |
| 11. | 4.70 | 3.68 | 0.640 | 1.165 | t = 7.675 |
| 12. | 4.63 | 3.99 | 0.611 | 0.831 | t = 6.21 |
| 13. | 4.82 | 4.05 | 0.623 | 1.359 | t = 5.151 |
| 14. | 4.73 | 3.68 | 0.811 | 1.256 | t = 7.02 |
| 15. | 4.45 | 3.89 | 0.638 | 0.823 | t = 5.378 |
| 16. | 4.17 | 3.26 | 0.884 | 0.986 | t = 6.873 |
| 17. | 4.37 | 3.57 | 0.902 | 1.129 | t = 5.536 |
| 18. | 4.96 | 3.88 | 0.196 | 1.388 | t = 7.703 |
| 19. | 4.88 | 4.22 | 0.407 | 0.996 | t = 6.134 |
| 20. | 4.77 | 4.23 | 0.444 | 0.823 | t = 5.775 |
| 21. | 3.91 | 3.18 | 0.939 | 1.0524 | t = 5.175 |
| 22. | 3.95 | 2.82 | 1.135 | 1.1347 | t = 7.04 |
| 23. | 4.75 | 3.90 | 0.555 | 0.866 | t = 8.26 |
| 24. | 4.55 | 4.04 | 1.089 | 1.224 | t = 2.784 |
| 25. | 4.53 | 3.67 | 1.011 | 1.372 | t = 5.0469 |
| 26. | 4.01 | 3.47 | 0.7937 | 0.886 | t = 4.5397 |
| 27. | 4.69 | 3.76 | 0.595 | 0.9604 | t = 8.232 |
| 28. | 4.23 | 3.54 | 0.929 | 1.0042 | t = 5.044 |
| 29. | 4.80 | 4.13 | 0.627 | 0.976 | t = 5.776 |
| 30. | 4.06 | 3.02 | 0.915 | 1.0097 | t = 7.630 |
| 31. | 3.84 | 2.85 | 1.172 | 1.1079 | t = 6.138 |
| 32. | 4.01 | 2.91 | 1.212 | 1.289 | t = 6.218 |
| 33. | 4.60 | 3.72 | 0.927 | 1.225 | t = 5.729 |
| 34. | 4.93 | 4.34 | 0.292 | 1.057 | t = 4.923 |
| 35. | 4.77 | 4.04 | 0.614 | 1.048 | t = 6.011 |
| 36. | 4.76 | 3.98 | 0.665 | 1.166 | t = 5.812 |
| 37. | 4.38 | 3.62 | 0.772 | 0.914 | t = 6.355 |
| 38. | 4.17 | 2.70 | 1.1752 | 1.285 | t = 8.443 |
| 39. | 3.51 | 2.78 | 1.025 | 1.016 | t = 5.058 |
| 40. | 4.69 | 3.72 | 0.484 | 1.006 | t = 8.692 |
| 41. | 4.72 | 3.62 | 0.722 | 1.255 | t = 7.597 |
| 42. | 4.98 | 4.68 | 0.199 | 0.808 | t = 3.614 |
| 43. | 4.80 | 3.91 | 0.489 | 0.971 | t = 8.186 |
| 44. | 2.77 | 2.93 | 1.303 | 1.003 | t = -5.92 |
| 45. | 3.73 | 3.11 | 1.427 | 1.165 | t = 3.366 |
| 46. | 4.10 | 3.14 | 0.9 | 1.02 | t = 7.057 |
| 47. | 4.81 | 3.91 | 0.758 | 1.201 | t = 6.338 |
| 48. | 4.14 | 3.37 | 0.632 | 0.987 | t = 6.569 |
| 49. | 4.64 | 3.33 | 0.52 | 0.895 | t = 12.657 |
| 50. | 4.90 | 3.75 | 0.361 | 1.103 | t = 9.91 |
| 51. | 4.50 | 3.47 | 0.911 | 1.144 | t = 7.043 |
| 52. | 4.99 | 4.09 | 0.0995 | 1.105 | t = 8.094 |
| 53. | 4.55 | 3.79 | 0.841 | 1.227 | t = 4.411 |
| 54. | 3.69 | 2.92 | 1.398 | 1.238 | t = 4.1243 |
| 55. | 4.40 | 3.43 | 0.800 | 1.042 | t = 7.382 |
| 56. | 4.37 | 3.97 | 0.987 | 1.220 | t = 2.5494 |
| 57. | 4.13 | 3.08 | 0.845 | 0.971 | t = 8.157 |

**Reliability**

Reliability is the degree of consistency that the instrument or procedure demonstrates: whatever it is measuring it does so consistently (Best & Kahn, 2001). For establishing the reliability of the present scale, the investigator used the test-retest method. The reliability coefficient of the scale found to be 0.70, using the test, retest method on a sample of 30 student teachers with an interval of 3 weeks, between the testing. The reliability coefficient shows that the scale is a reliable instrument.

**Validity**

"Validity is that quality of a data-gathering instrument or procedure, that enable it to measure what it is supposed to measure" (Best and Kahn, 2001). The validity for the present scale was ensured using face 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 (Garrett, 1973). The items in the present scale were phrased in the least ambiguous way and the meaning 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.

**2. Emotional Intelligence Scale**

This scale developed by Dr. Sudeesh Kumar P.K. consists of 46 items. This scale includes both positive and negative items. Each statement has 3 responses viz., Always, Sometimes and Never. For the positive items the respective scores to 3 responses are 3, 2 and 1 and for negative items the scoring was done in the reverse order. There are 21 positive items and 25 negative items. Reliability on a sample was found to be 0.85. The content validity was -0.782.

**E. SAMPLE USED FOR THE STUDY**

Sampling is one of the most important aspects of getting representation of the entire population under investigation. Due, to the difficulty of conducting the study on total population, the Investigator confined the study to a sample of the population.

The present study includes the population of student teachers under Calicut University. The following points were considered for selection of sample for the study.

A. Gender

B. Faculty

**Sample size**

The population of the present study is student teachers in colleges of teacher education and teacher education centres under the University of Calicut, which is a heterogenous group. The sampling technique used is stratified random sampling. The different strata considered for the selection of the sample are male and female student teachers, Humanities, Science and Commerce student teachers. Thus this study was conducted on a sample of 650 student teachers selected from different colleges of teacher education and Teacher education Centres under the University of Calicut.

The list of Colleges of teacher education and teacher education centres from which data is collected is given as Appendix 3.

The details of the sample considered for the study is given in the   
Table 2.

TABLE 2

**Break up of the Final Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Faculty  Sex | Humanities | Science | Commerce | Total |
| Male | 125 | 125 | 50 | 300 |
| Female | 125 | 125 | 100 | 350 |
| Total | 250 | 250 | 150 | 650 |

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**Data Collection Procedure**

After the selection of the sample the investigator made arrangements for the administration of the tool. The investigator sought permission from the Principals of selected Colleges of Education and directors of selected Teacher Education Centres for collecting data and made necessary arrangements for it. The investigator explained the nature and confidentiality of the study to student teacher in the Class. After giving necessary instructions the investigator administered the Altruism assessment scale and Emotional intelligence scale and collected data.

**Scoring and Consolidation of Data**

All the response sheets were scored as per the scoring scheme of the scale prepared. The incomplete data sheets were removed and the scoring is done as follows. A score of 5,4, 3, 2 and 1 respectively was given for the responses always, often, sometimes, rarely and never, for positive items. The negative items were scored in the reverse order.

Scoring of Emotional intelligence scale was done by giving scores 3, 2, and 1 respectively for the responses; always, sometimes and never for positive items. The negative items were scored in the reverse order

**G. STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

The scores obtained from 650 student teachers were subjected to statistical treatments. The various statistical techniques used are given below.

**a. Pearson's Product moment coefficient of correlation (r)**

The most often used and most precise coefficient of correlation is the Pearson's product. moment coefficient (r). The degree of relationship is measured and represented by the coefficient of correlation.

****

(Garret, 1981)

In this study correlation coefficient 'r' is used to find out the extent of relationship between Altruism and Emotional intelligence of student teachers.

**b. Test of significance of difference between Means for different categories**

The statistical techniques 'The test of significance of difference between means for different categories' is used to find out if there exist any significant difference in Altruism and Emotional intelligence between relevant sub samples.

The test of significance of difference between two means is known as 't' test.



If the obtained critical ratio is greater than the required value for significance the mean difference is considered to be significant.

**C. ANOVA**

Analysis of variance (ANOVA) has been defined as "The separation of the variance ascribed to other groups" (Fischer, 1950). In its simplest form the analysis of variance is used to test the significance of the difference between the means of a number of different population. It is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA is an inferential statistical procedure by which a researcher can test the null hypotheses that two or more population means are equal. A ratio of two variance estimate is computed, and this ratio has as its sampling distribution, the F-distribution, determined by two and one degrees of freedom values. ANOVA can include one or more independent variables.

In this study ANOVA is used to find out whether the variables sex, and faculty have any main and interaction effect on altruism and emotional intelligence of student teachers under the University of Calicut.

**ANALYSIS**

The present study is to find out the relationship between Altruism and Emotional Intelligence of Student teachers in colleges of teacher education and teacher education centres under the University of Calicut. This chapter deals with the analysis and interpretation of the data based on the following objectives.

**OBJECTIVES**

1. To find out the extent of relationship between Altruism and Emotional intelligence of student teachers.

2. To find out the extent of relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on.

a. Gender

b. Faculty

3. To find out whether there exists any significant difference in Altruism and Emotional intelligence between the relevant subsamples based on.

a. Gender

b. Faculty

4. To find out the main effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers.

5. To find out the interaction effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers.

**CORRELATION OF ALTRUISM AND EMOTIONAL INTELLIGENCE FOR THE TOTAL SAMPLE AND TOTAL OF THE SUB SAMPLES**

TABLE 3

**Correlation Coefficient of Altruism and Emotional Intelligence   
for Total Sample and Total of Sub samples based on Gender and Faculty**

|  |  |  |
| --- | --- | --- |
| Sl. No. | Sample | r |
| 1. | Total | 0.5363 |
| 2. | Male | 0.5528 |
| 3. | Female | 0.5209 |
| 4. | Humanities | 0.629 |
| 5. | Science | 0.6257 |
| 6. | Commerce | 0.3819 |

**CORRELATION ANALYSIS FOR TOTAL SAMPLE AND TOTAL OF SUBSAMPLES**

The table 3 shows the coefficients of correlation obtained for the sample and sub samples based on gender and faculty. The correlation coefficient obtained for the total sample is 0.5363 which indicates that the relationship between Altruism and Emotional Intelligence is moderately significant. The coefficient of correlation for male and female student teachers are 0.5528 and 0.5209 respectively. This indicates that the relationship between Altruism and Emotional intelligence of male and female student teachers are moderately significant. The correlation coefficient of humanities and science student teachers is 0.629 and 0.6257 respectively. This shows that the relationship between Altruism and Emotional intelligence of humanities and Science student teachers is substantially significant. The coefficient of correlation of commerce student teachers is 0.3819. It indicates that there is low significant relationship between Altruism and Emotional intelligence of commerce student teachers.

**CORRELATION OF ALTRUISM AND EMOTIONAL INTILLIGENCE FOR THE SUB SAMPLES BASED ON GENDER AND FACULTY**

TABLE 4

|  |  |  |
| --- | --- | --- |
| **Sl. No** | **Sample** | **r** |
| 1. | Male Humanities | 0.6472 |
| 2 | Female Humanities | 0.54 |
| 3. | Male Science | 0.6925 |
| 4. | Female Science | 0.5240 |
| 5 | Male Commerce | 0.3166 |
| 6. | Female Commerce | 0.4594 |

**Correlation coefficient of   
Altruism and Emotional Intelligence for subsamples**

**CORRELATION ANALYSIS FOR SUBSAMPLES BASED ON GENDER AND FACULTY**

From the table 4 it is found that the coefficient of correlation obtained for the subsamples male humanities and female humanities are 0.6472 and 0.54 respectively. It indicates that there is substantially significant relationship between Altruism and Emotional Intelligence of male humanities and it is moderately significant for female humanities. The correlation coefficient of male science and female science are 0.6925 and 0.5240 respectively which shows that the relationship is substantially significant for male science and moderately significant for female science. The correlation coefficient of male commerce and female commerce are 0.3166 and 0.4594 respectively. It indicates that the relationship between Altruism and Emotional Intelligence of male, commerce student teachers is low significant and that of female commerce student teachers is moderately significant.

**DISCUSSION**

The coefficient of correlation between Altruism and Emotional intelligence of student teachers are analyzed. Findings show that there is moderately significant relationship between Altruism and Emotional Intelligence. It is also found that there is substantial relationship between Altruism and Emotional intelligence of total humanities and total science student teachers. But it is found that there is low relationship between Altruism and Emotional Intelligence of total commerce student teachers. The coefficient of correlation between Altruism and Emotional intelligence of male humanities and male Science shows that there is substantial relationship. It is also found that there is moderate relationship between Altruism and Emotional Intelligence of female humanities and female science student teachers. But it was found that there is low relationship between Altruism and Emotional Intelligence of male and female commerce student teachers.

**COMPARISON OF THE MEAN SCORES OF ALTRUISM AND EMOTIONAL INTELLIGENCE BASES ON GENDER AND FACULTY**

**1. Comparison of the mean scores of altruism between male and female student teachers**

TABLE 5

**Data and Results of the   
Test of Significance of Difference in   
Altruism between Male and Female Student Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | Mean | SD | 't' value | Level of significance |
| 1 | Male | 300 | 211.98 | 22.78 | 4.23 | S |
| 2 | Female | 350 | 218.86 | 17.84 |

Table 5 denotes the mean scores of altruism obtained for male and female student teachers are 211.98 and 218.86 respectively. The standard deviation obtained for male and female student teachers are 22.78 and 17.84 respectively. The 't' value obtained is 4.23. The table value of 't' at 0.01 significant level is 2.58. Since the obtained value for 't' is higher than the table value, the mean difference in altruism between male and female students teachers is significance at 0.01 level of significance.

**DISCUSSION**

From the analysis of the mean scores of altruism of male and female students teacher it is found that there is significant difference in altruism between male and female student teachers in favour of female student teachers.

**2. Comparison of the mean scores of Emotional Intelligence between male and female student teachers**

TABLE 6

**Data and Results of the   
Test of Significance of Difference in   
Emotional Intelligence Between Male and Female student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Category** | **N** | **Mean** | **SD** | **'t' value** | **Level of significance** |
| 1 | Male | 300 | 112.1 | 9.284 | 0.398 | NS |
| 2 | Female | 350 | 112.38 | 8.733 |

The table shows that the mean scores of Emotional Intelligence obtained for male and female student teachers are 112.1 and 112.383 respectively. The standard deviation obtained for emotional intelligence of male and female student teachers are 9.284 and 8.733 respectively. The 't' value calculated is 0.398. The table value of 't' at 0.05 level of significance is 1.96. The 't' value obtained is less than the table value at 0.05 level of significance. This indicates that there is no significant difference in Emotional intelligence between male and female student teachers at 0.05 level of significance.

**DISCUSSION**

The mean scores of Emotional Intelligence of male and female student teachers are analysed. It is found that there is no significant difference in emotional intelligence between male and female student teachers. It can be inferred that the Emotional intelligence of male and female student teachers is almost equal.

**3. Comparison of the mean scores of Altruism between humanities and science student teachers**

TABLE 7

**Data and Results of the   
Test of Significance of Difference in   
Emotional Intelligence Between Male and Female student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Category** | **N** | **Mean** | **SD** | **'t' value** | **Level of significance** |
| 1 | Humanities | 250 | 216.96 | 18.848 | 1.64 | N.S |
| 2 | Science | 250 | 214.04 | 20.876 |

Table 7 indicates that the mean scores of Altruism obtained for Humanities and science student teachers are 216.96 and 214.04 respectively. The standard deviation obtained are 18.846 and 20.876 respectively. The 't' value obtained is 1.64. The table value of 't' at 0.05 level of significance is 1.96. Since the obtained 't' value is less than the table value at 0.05level of significance the mean difference in Altruism between humanities and science student teachers is statistically not significant.

**DISCUSSION**

The mean scores of Altruism of Humanities and science student teachers are analysed. It is found that there is no significant difference in altruism between Humanities and Science student teachers. It can be inferred from the analysis that Altruism of humanities and science student teachers are almost equal.

**4. Comparison of the mean scores of Emotional Intelligence between Humanities and Science student teachers**

TABLE 8

**Data and Results of the Test of   
Significance of Difference in Emotional   
Intelligence between Humanities and Science Student Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | Mean | S.D. | 't' value | Level of significance |
| 1 | Humanities | 250 | 112.188 | 7.9363 | 0.608 | NS |
| 2 | Science | 250 | 111.72 | 9.089 |

From the table it can be seen that the mean scores of emotional intelligence obtained for humanities and science student teachers are 112.188 and 111.72 respectively. The standard deviation obtained are 7.9363 and 9.089 respectively. The table value of 't' at 0.05 level of significance is 1.96. The obtained 't' value is 0.608 which is less than the table 't' value at 0.05 level of significance. Hence this indicates that there is no significant difference in Emotional Intelligence between Humanities and Science student teachers.

**DISCUSSION**

From the above analysis it is found that there is not any significant difference between Humanities and Science student teachers in their Emotional Intelligence. It can be inferred that Emotional Intelligence of Humanities and Science student teachers are almost equal.

**5. Comparison of the mean scores of altruism between Humanities and Commerce Student teachers**

TABLE 9

**Data and Results of the Test of   
Significance of Difference in Altruism  
 between Humanities and Commerce Student Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | Mean | S.D. | 't' value | Level of significance |
| 1 | Humanities | 250 | 216.96 | 18.848 | 0.30 | NS |
| 2 | Commerce | 150 | 216.29 | 22.543 |

From the table it can be seen that the mean scores of altruism for humanities and science student teachers are 216.96, 216.29 and standard deviations are 18.848 and 22.543 respectively. The 't' value calculated is 0.30. The table value at 0.05 level of significance is 1.96. Since the obtained 't' value is less than the table value of 't' at 0.05 level of significance the mean difference in Altruism between humanities and commerce student teachers is found statistically not significant.

**DISCUSSION**

The mean scores of Altruism of Humanities and Commerce student teachers are analysed. It is found that there is no significant difference in altruism between Humanities and Commerce student teachers. It can be inferred that Altruism of Humanities and Commerce student teachers are almost equal.

**6. Comparison of the Mean Scores of Emotional Intelligence between Humanities and Commerce Student teachers**

TABLE 10

**Data and Results of the Test of   
Significance of Difference in Emotional   
Intelligence between Humanities and Science Student Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | Mean | S.D. | 't' value | Level of significance |
| 1 | Humanities | 250 | 112.188 | 7.9363 | 1.015 | NS |
| 2 | Commerce | 150 | 113.093 | 9.025 |

Table 10 indicates the mean scores of Emotional Intelligence obtained for Humanities and Commerce student teachers are 112.188 and 113.093 and the standard deviation obtained are 7.9363 and 9.025 respectively. The calculated 't' value is 1.015. The table 't' value at 0.05 level of significance is 1.96 since the obtained 't' value is less than the table 't' value the mean difference in Emotional Intelligence for Humanities and Commerce student teachers are found statistically not significant.

**DISCUSSION**

The mean scores of Emotional Intelligence of Humanities and Commerce student teachers are analysed. It is found that there is no significant difference in Emotional Intelligence between Humanities and Commerce student teachers. It can be inferred from the analysis that Emotional Intelligence of Humanities and Commerce student teachers are almost equal.

**7. Comparison of the mean scores of Altruism between Science and Commerce student teachers**

TABLE 11

**Data and Results of the Test of   
Significance of Difference in Altruism   
 between Science and Commerce Student Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | Mean | S.D. | 't' value | Level of significance |
| 1 | Science | 250 | 214.04 | 20.876 | 0.99 | NS |
| 2 | Commerce | 150 | 216.293 | 22.543 |

Table 11 indicates the mean scores of Altruism obtained for Science and Commerce student teachers are 214.04 and 216.293 and the standard deviation obtained are 20.876 and 22.543 respectively. The calculated 't' value is 0.99. The table 't' value at 0.05 level of significance is 1.96. Since the obtained 't' value is less than the table value of t at 0.05 level of significance there is no significant difference in Altruism between Science and Commerce student teachers.

**DISCUSSION**

The mean scores of Altruism of Science and Commerce student teachers are analysed. It is found that there is no significant difference in Altruism between Science and Commerce student teachers. It can be inferred from the analysis that Altruism of Science and Commerce student teachers is almost equal.

**8. Comparison of the Mean Scores of Emotional Intelligence between Science and Commerce Student Teachers**

TABLE 12

**Data and Results of the Test of   
Significance of Difference in Emotional   
Intelligence between Science and Commerce Student Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | Mean | S.D. | 't' value | Level of significance |
| 1 | Science | 250 | 111.72 | 9.07 | 1.46 | NS |
| 2 | Commerce | 150 | 113.09 | 9.025 |

The table 12 indicates the mean scores of Emotional Intelligence obtained for Science and Commerce student teachers are 111.72 and 113.09 and the obtained standard deviations are 9.07 and 9.025 respectively. The calculated 't' value is 1.46. The table 't' value at 0.05 level of significance is 1.96. Since the obtained 't' value is less than the table value at 0.05 level of significance the mean difference in Emotional Intelligence between Science and Commerce student teachers is statistically not significant.

**DISCUSSION**

The mean scores of Emotional Intelligence of Science and Commerce student teachers are analysed. It is found that there is no significant difference in Emotional Intelligence between Science and Commerce student teachers. It is inferred that the Emotional Intelligence of Science and Commerce student teachers is almost equal.

**MAIN AND INTERACTION EFFECTS OF GENDER AND FACULTY ON ALTRUISM**

To find out the main and interaction effects of gender and faculty on altruism, two way ANOVA with 2x3 factorial design was done for 650 cases. The sum of squares, mean squares and 'F' values are given in Table 13.

TABLE 13

**Main and Interaction Effects of Gender and Faculty on Altruism**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sources of variation | Sum of squares | DF | Mean squares | F value |
| Main effects | 8596.908 | 3 | 2865.636 | 6.966 |
| Gender | 7389.213 | 1 | 7389.213 | 17.961 |
| Faculty | 1102.442 | 2 | 551.221 | 1.340 |
| Gender x Faculty | 172.000 | 2 | 86.000 | 0.209 |
| Residual | 264940.280 | 644 | 411.398 |  |
| Total | 273832.714 | 649 | 421.930 |  |

Table 13 indicates that the 'F' value obtained for main effect of gender on altruism is 17.961. The table value of F at 0.05 level of significance with degrees of freedom df (1,649) is 3.84. The obtained F value is greater than the table value at 0.05 level of significance. So it can be concluded that the main effect of sex on altruism is significant at 0.05 level.

The calculated 'F' value for the main effect of faculty on Altruism is 1.340. The table 'F' value at 0.05 level of significance with degrees of freedom, df (2,648) is 3.00. Since the calculated value is less than the table value at 0.05 level of significance it can be concluded that the main effect of faculty on altruism is not significant.

The above results show that the variable Altruism does not vary significantly for faculty but vary significantly for gender. That is there is significant difference in Altruism between male and female student teachers. But there is no significant difference in Altruism between Humanities, Science and Commerce student teachers.

When the two way interaction of gender and faculty was considered the F value obtained is 0.209. The table F value at 0.05 level of significance with degrees of freedom df (2,648) is 3.00. The calculated F value is less than the table value. This made the investigator conclude that the interaction effect of gender and faculty on Altruism is not significant. That is the effect of two-way interaction is not significant.

**MAIN AND INTERACTION EFFECTS OF GENDER AND FACULTY ON EMOTIONAL INTELLIGENCE**

To find out the main and interaction effects of gender and faculty on Emotional Intelligence two way ANOVA with 2x2 factorial design was done for 650 cases. The sum of squares, mean squares and F values are given in Table 14.

TABLE 14

**Main and Interaction Effects of   
Gender and Faculty on Emotional Intelligence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variation | Sum of squares | DF | Mean squares | F value |
| Main effects | 3980.013 | 3 | 1326.671 | 0.748 |
| Gender | 2127.874 | 1 | 2127.874 | 1.200 |
| Faculty | 2073.039 | 2 | 1036.519 | 0.584 |
| Gender x Faculty | 2446.423 | 2 | 1223.212 | 0.690 |
| Residual | 1142336.306 | 644 | 1773.814 |  |
| Total | 1149383.115 | 649 | 1771.006 |  |

Table 14 indicates that the F value obtained for main effect of gender on Emotional Intelligence is 1.200. The table value of F at 0.05 level of significance with degrees of freedom df (1,649) is 3.84. The calculated 'F' value is less than the table value at 0.05 level of significance. So it can be concluded that the main effect of sex on emotional intelligence is not significant at 0.05 level.

The calculated 'F' value for the main effect of faculty on Emotional Intelligence is 0.584. The table value of 'F' at 0.05 level of significance with df (2,648) is 3.00. Since the calculated value is less than the table value at 0.05 level of significance, it can be concluded that the main effect of faculty on Emotional Intelligence is not significant at 0.05 level.

The above results show that the variable Emotional Intelligence does not vary significantly for gender and faculty. That is there is no significant difference in Emotional Intelligence between male and female student teachers and between Humanities, Science and Commerce student teachers.

When the two way interaction of Gender and faculty on Emotional Intelligence was considered the 'F' value calculated was found 0.690. The table value of F at 0.05 level of significance with degrees of freedom df (2,648) is 3.00. Since the calculated 'F' value is less than the table value, the investigator concluded that the interaction effect of gender and faculty on Emotional Intelligence is not significant at 0.05 level of significance. That is the effect of two way interaction is not significant.

**SUMMARY, FINDINGS, CONCLUSION   
AND SUGGESTIONS**

This chapter provides a summary of the procedure, important findings of the study, tenability of hypotheses, educational implications and suggestions for further research.

**RESTATEMENT OF THE PROBLEM**

Altruism and Emotional intelligence of student teachers under the University of Calicut.

**VARIABLES**

The present study contains two types of variables viz., dependent variables and independent variables. The dependent variables in the study are Altruism and Emotional intelligence and the independent variables are Gender and faculty.

**OBJECTIVES**

The following are the objectives set for the present study

1. To find out the extent of relationship between Altruism and Emotional Intelligence of student teachers.

2. To find out the extent of relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on

a. Gender

b. Faculty

3. To find out whether there exists any significant difference in Altruism and Emotional Intelligence of Student teachers between the relevant subsamples based on.

a. Gender

b. Faculty

4. To find out the main effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers.

5. To find out the interaction effect of Gender and Faculty on Altruism and Emotional Intelligence of Student teachers.

**HYPOTHESES**

The following hypotheses were formulated for the present study.

1. There exists significant relationship between Altruism and Emotional Intelligence of student teachers.

2. There exists significant relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on.

a. Gender

b. Faculty

3. There exists significant difference in Altruism and Emotional Intelligence between the relevant subsamples based on

a. Gender

b. Faculty

4. There exists significant main effect of Gender and Faculty on Altruism and Emotional Intelligence of Student teachers.

5. There exists significant interaction effect of Gender and Faculty on Altruism and Emotional Intelligence of Student teachers.

**METHODOLOGY**

**Sample**

The study was conducted on a representative sample of 650 student teachers from colleges of teacher education and teacher education centres under the University of Calicut, selected by stratified random sampling technique giving due representation to various strata based on Gender and Faculty.

**Tool used**

The investigator used the following tools for the study.

1. Altruism Assessment Scale

2. Emotional Intelligence scale.

**Statistical Techniques used**

The main statistical techniques used for the analysis of data were the following.

1. Pearson's product moment coefficient of correlation (r)

2. Test of significance of Mean difference for large independent sample

3. Two way ANOVA (2x3 design)

**MAJOR FINDINGS OF THE STUDY**

Following are the major findings obtained after analysis of the collected data.

a. To find out whether there is significant relationship between Altruism and Emotional Intelligence, the coefficient of correlation between the two variables for total sample and total of subsamples were calculated and tested for significance.

The coefficient of correlation obtained for total sample (r=0.5363) shows that the relationship between Altruism and Emotional intelligence is moderately significant.

The coefficient of correlation obtained for male student teachers (r=0.5528) shows there exists moderately significant relationship between Altruism and Emotional intelligence of male student teachers.

The coefficient of correlation obtained for female student teachers (r=0.5209) shows that the relationship between Altruism and Emotional intelligence of female student teachers is moderately significant.

The coefficient of correlation obtained for humanities student teachers (r=0.629) shows that there exist substantially significant relationship between Altruism and Emotional intelligence of humanities students teachers.

The coefficient of correlation obtained for science student teachers (r=0.6257) shows that the relationship between Altruism and Emotional intelligence is substantially significant.

The coefficient of correlation obtained for commerce student teachers (r=0.3819) shows that there is low significant relationship between Altruism and Emotional intelligence of commerce student teachers.

b. To find out whether there is significant relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on gender and faculty, the coefficient of correlation between the two variables were calculated and tested for significance. The 'r' value (r=0.6472) obtained for subsample male humanities student teachers shows that there is substantially significant relationship between Altruism and Emotional intelligence of male humanities student teachers.

The r value (r=0.54) obtained for female humanities student teachers shows that there is moderately significant relationship between Altruism and Emotional intelligence of female humanities student teachers.

The r value (r=0.6925) obtained for male science student teachers shows that there is substantially significant relationship between Altruism and Emotional intelligence of male science student teachers.

The r value (r=0.5240) obtained for female science student teachers shows that the relationship between Altruism and Emotional intelligence of female science student teachers is moderately significant.

The r value (r=0.3166) obtained for male commerce student teachers shows that there is low significant relationship between Altruism and Emotional intelligence of male commerce student teachers.

The r value (r=0.4594) obtained for female commerce student teachers shows that there is significant relationship between Altruism and Emotional intelligence of female commerce student teachers.

c. Comparison of Mean scores of Altruism and Emotional Intelligence between relevant subsamples based on Gender and Faculty.

i) Comparison of mean scores of Altruism between male and female student teachers reveals that there is significant difference at 0.01 level (C.R.=4.23)

ii) Comparison of Mean scores of Emotional Intelligence between male and female student teachers reveals that there is no significant difference at 0.05 level (C.R=0.398).

iii) Comparison of mean scores of Altruism between humanities and science student teachers reveals that there is no significant difference at 0.05 level (C.R = 1.64).

iv) Comparison of Mean Scores of Emotional Intelligence between humanities and science student teachers reveals that there is no significant difference at 0.05 level (C.R=0.608).

v) Comparison of Mean scores of Altruism between humanities and commerce student teachers reveals that there is no significant difference at 0.05 level (C.R = 0.30).

vi) Comparison of the mean scores of Emotional intelligence between humanities and commerce student teachers showed that there is no significant difference at 0.05 level (C.R=1.015).

vii) Comparison of the mean scores of Altruism between science and commerce student teachers showed that there is no significant difference at 0.05 level (C.R =0.99).

viii) Comparison of the mean scores of the Emotional intelligence between science and commerce student teachers reveals that there is no significant difference at 0.05 level (C.R = 1.46).

d.Main and Interaction Effects of Gender and Faculty of Altruism and Emotional Intelligence

a) Gender has significant main effect on Altruism of student teachers.

[ F = 17.961, p<0.05 for (1,649) degrees of freedom]

b) Gender has no significant main effect on Emotional Intelligence of student teachers.

[ F = 1.200, p>0.05 for (1,649) degrees of freedom]

c) Faculty has no significant main effect on Altruism of student teachers.

[F=1.340, p>0.05 for (2,648) degrees of freedom]

d) Faculty has no significant main effect on Emotional intelligence of student teachers.

[F=0.584, p>0.05 for (2,648) degrees of freedom]

e) The interaction effect of Gender and Faculty on Altruism of student teachers is not significant.

[F=0.209, p>0.05 for (2,648) degrees of freedom]

f) The interaction effect of Gender and Faculty on Emotional intelligence of Student teachers is not significant

[F=0.690, p>0.05 for (2,648) degrees of freedom]

**CONCLUSION**

a. Significant relationship was found between the variables Altruism and Emotional intelligence of total sample and total of subsamples based on gender and faculty. The extent of relationship was moderate in the case of total sample and the subsamples like total male and total female student teachers. The extent of relationship was substantiate in the subsamples total humanities and total science student teachers. Low significant relationship was found in the case of total commerce student teachers.

b. Significant relationship was found between the variables Altruism and Emotional intelligence in the subsamples based on Gender and Faculty. The extent of relationship was substantiate in the case of male humanities and male science student teachers. The extent of relationship was moderate in the case of female humanities, female science and female commerce student teachers. Low significant relationship was found in male commerce student teachers.

Hence it could be found that Altruism and Emotional intelligence were significantly related. That is the two variables are dependent on each other. This made the investigator conclude that high Emotional Intelligence guarantee high level of Altruistic behaviour.

c. Significant difference was found in the mean scores of altruism between male and female student teachers. There was no significant difference in the mean scores of altruism between humanities and science student teachers, science and commerce student teachers, humanities and commerce student teachers. There was no significant difference in the mean scores of Emotional Intelligence between male and female student teachers, Humanities and Science student teachers, Humanities and commerce student teachers and science and commerce student teachers. This made the investigator conclude that Gender plays an important role in the altruistic behaviour of a person.

d. Gender has significant main effect on Altruism of student teachers. Gender has no significant main effect on Emotional intelligence of student teachers. Faculty has no significant main effect on Altruism and Emotional intelligence of student teachers. There is no significant interaction effect of Gender and Faculty on Altruism and Emotional Intelligence of student teachers.

**TENABILITY OF HYPOTHESES**

The tenability of hypotheses is examined in the light of the above findings.

1. The hypothesis (1) States that there exists significant relationship between Altruism and Emotional Intelligence of student teachers. The findings reveal that there is significant relationship between Altruism and Emotional Intelligence of the total sample and total of subsamples based on Gender and Faculty. Therefore hypothesis 1 is fully substantiated.

2. The hypothesis 2(a) states that "there exist significant relationship between Altruism and Emotional Intelligence of student teachers in the subsamples based on Gender. The findings reveal that there is significant relationship between Altruism and Emotional intelligence of male and female student teachers. Therefore hypothesis 2(a) is accepted.

The hypothesis 2(b) states that "there exists significant relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on faculty . The finding reveal that there is significant relationship between altruism and emotional intelligence of humanities science and commerce student teachers. There fore hypothesis 2(b) is accepted .

3. Hypothesis 3(a) states that there exists significant difference in Altruism and Emotional intelligence between the relevant subsamples based on gender. The findings reveal that there is significant difference in altruism between male and female student teachers. But there is no significant difference in Emotional intelligence between male and female student teachers. Therefore Hypothesis 3(a) is partially accepted.

Hypothesis 3(b) states that there exists significant difference in Altruism and Emotional intelligence between the relevant subsamples based on faculty. The finding reveal that there is no significant difference in Altruism and Emotional intelligence between humanities and science student teachers between humanities and commerce student teachers; and between commerce and science student teachers. Therefore hypothesis 3(b) is rejected.

4. Hypothesis 4 states that there exists significant main effect of gender and faculty on Altruism and Emotional intelligence of student teachers. The findings reveal that there is significant difference in main effect of gender on Altruism. But there is no significant main effect of faculty on Altruism. There is no significant difference in the main effect of gender and faculty on emotional intelligence. Therefore hypothesis 4 is partially accepted.

5. Hypothesis 5 states that there exists significant interaction effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers. The findings reveal that there is no significant interaction effect of gender and faculty on Altruism and emotional intelligence. Therefore hypothesis 5 is rejected.

**EDUCATIONAL IMPLICATIONS**

The findings of the study reveals that there is significant relationship between Altruism and emotional intelligence of student teachers. Recent trends show an increased importance being given to Altruism and Emotional intelligence is every field of life. Altruism and Emotional intelligence are important set up of psychological abilities that related to life success and can be instrumental in many areas in the workplace and can help to achieve organizational as well as professional aggrandizement. Psychologists have remarked that in the current fast changing corporate environment we need more than just brains to run our own task. Now a days teachers and parents give more importance to academic achievement which is not enough to develop the competency required to lead a successful life. Psychologists argued that teachers and student teachers must know about the importance of Altruism and Emotional intelligence for effective decision making and productivity, speeding up adaptation to change, developing leadership skills, stimulating creativity and cooperation, responding effectively to competition, encouraging innovative thinking among children and or improving retention of key students or persons.

For this the investigator put forward the following suggestions.

- As Altruism and Emotional intelligence are significantly related they have dependence on each other. Manipulating one can bring change in the other.

- If one becomes more altruistic he will be emotionally more intelligent. So experiences to enhance altruistic behaviour in youngsters shall be provided.

- Provision shall be made to improve the altruistic behaviour of commerce student teachers.

- Curriculum should be modified to improve the emotional intelligence of student teachers.

- The teacher in the class must understand his/her own emotions as well as the emotions of pupils and act appropriately in the light of wise emotions.

- Teachers should create the salubrious environment in the classroom so that the student teachers will be able to identify and label their feelings in a positive way.

- In order to have successful relationship with family friends and fellow workers, Individuals should be altruistic the level of which depends on their emotional intelligence. Therefore teachers should be made competent to explore hidden curriculum and provide necessary experiences.

- Different types of group programmes can be conducted to inculcate altruistic personality in student teachers.

- Teachers should have clear idea about the altruistic personality of students so that he can guide those students who are socially inept to build good relationship with their classmates and thus to boost their emotional intelligence.

After assessing the altruistic behaviour the following can be observed to improve the altruistic behaviour of the less altruistic student teachers.

- Provide experiences to improve positive self concept of student teachers.

- Student teachers can be guided to develop empathy and self motivation in themselves.

- Student teachers can be made aware their qualities and weaknesses to make the locus of control more internal.

- Student teachers can be made aware of the social problems around them and co curricular activities can be organized to inculcate feeling of social responsibility in them.

- Internal locus of control and general efficiency were statistically significant in predicting the academic performance for all students. So experiences to improve internal locus of control can be provided.

**SUGGESTIONS FOR FURTHER RESEARCH**

Review of related studies, the findings and limitations of this study made the investigator suggest the following for further research in this area.

- Same study can be replicated at Secondary, Higher Secondary, undergraduate and Post Graduate level.

- Altruism and Emotional intelligence of student teachers in teachers training institute can be studied.

- Relationship between Altruism and academic achievement of secondary students can be studied.

- Differences in Altruism and Emotional intelligence between secondary and higher secondary teachers can be studied.

- Experimental study to improve altruistic behaviour and emotional intelligence of secondary school students can be conducted.

**SUMMARY**

Education has been referred to as an activity involving the teacher, the taught and the curriculum. The highest function of education is to help the individual to cope up with his life. The chief aim of education should be to help the growing soul to draw out that is best and make it perfect for a noble use.

Teacher education is needed to kindle the imagination of the teacher and to remove the evils of the 'hit and miss' process, to accord a professional status to the teaching profession and above all to make the optimum use of the time and energy of the teacher and taught. C.V. Good (Dictionary of Education) defined teacher education as "All formal and informal activities and experiences that help to qualify a person, to assume the responsibility as a member of the educational profession or to discharge his responsibility more effectively". It is observed that a teacher with training becomes more mature and confident to perform his task efficiently.

In an economically and technologically driven age, the teacher education needs to awaken humanistic, ethical and spiritual values in order to encourage peace, justice, freedom, equality and fraternity among the would be teachers. Understanding the values enshrined in the constitution of India with special reference to fundamental right vis-a-vis duties entailed" is specifically outlined as an objective of teacher education. Development of a positive attitude towards recognition of the value of unity in diversity in the social fabric of our country, the inculcation of basic human values among the learners, respect for the nature and environment, Altruism and values related to national interest and promotion of human rights are enumerated, among others, as the task of teacher education.

Knowledge of psychology influenced the content of education, methods of teaching and the attitude of the teacher towards the child. Psychology is being defined as the science of human and animal behaviour. A psychologist observes the behaviour of animals or human beings in various situation and tries to establish some laws and principles. Behaviour, is the subject matter of psychology because it alone can be observed.

It is educational psychology which is concerned with the application of the principles, techniques and other resources of psychology to the solution of the problems confronting the teacher attempting to direct the growth of children towards defined objectives. Educational psychology is a distinct discipline with its own theories, research method, problems and techniques.

**NEED AND SIGNIFICANCE**

Schools are the nurseries of the nation and the teachers are the architects of the future society. So the role of the teachers is crucial in the teaching learning process. Effective teachers are characterised by a fairly higher level of differentiation and integration of their cognitive and perceptual functioning. They had a superior capacity for imaginative and original thinking. More effective teachers had a well developed value system and ego organization. Professional dignity, altruistic temper, professional involvement, democratic temper and family background were correlated with teaching effectiveness. The investigator intends to assess the level of altruistic behaviour and emotional intelligence of student teachers who are about to complete their teacher education course. It can give us the valid knowledge of how far the present curriculum for teacher education could develop altruistic behaviour and emotional intelligence in student teachers.

Altruism is a behaviour carried out to benefit another without anticipation of external rewards. Hoffmann has suggested that empathic reaction towards the needy person and a cognitive sense about that person, provide the basis for altruism. Altruism, helping without any consideration for reward, constitutes a continuum from "not helping" to "helping at no loss to self" and lastly "helping even with some sacrifice of self". According to Baron and Byrne Altruism is selfless acts which benefits only the person in need sometimes involving the risk for the individual who behaves altruistically.

Emotional intelligence broadly consists of personal competencies (competencies which determine how we manage ourselves) and social competencies (competencies which determine how we handle relationship). The concept of Emotional intelligence had its roots in social intelligence. Emotional intelligence is the ability to monitor and regulates one's own and others feelings and to use feelings to guide thought and action.

An Individual with high emotional intelligence is emotionally aware and able to read universalized emotions in others. That individual is empathetic, accepts others and show compassion, instead of being demanding and intolerant. He can treat others feelings with respect and be inspiring and motivating.

Among the various important qualities and capabilities of an effective teacher altruism and Emotional Intelligence occupy a prominent position. So before entering the teaching profession an assessment of the level of altruistic behaviour and emotional intelligence of the individual who are willing to join the profession will be beneficial for the individual himself and the competent authorities who produce teachers. This signifies the present study.

**STATEMENT OF THE PROBLEM**

The present study entitled as **ALTRUISM AND EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS UNDER THE UNIVERSITY OF CALICUT**.

**DEFINITION OF KEY TERMS**

**Altruism**

Altruism is a behaviour carried out to benefit another without anticipation of external rewards.

**Emotional Intelligence**

Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well is ourselves and in our relationships. It is the measure of Emotional Quotient.

Emotional intelligence is operationally defined as the sum of the scores on the five factors viz., self awareness, self regulation, self motivation, social skill and empathy.

**Student Teachers**

It denotes the students studying for B.Ed course in college of teacher education or Teacher Education Centres.

**VARIABLES**

The variables selected for the study are the following.

**Independent variables**

Gender and faculty are treated as independent variables.

**Dependent Variables**

Altruism and emotional intelligence are considered as dependent variables.

**OBJECTIVES**

The objectives of the study are,

1. To find out the extent of relationship between Altruism and Emotional Intelligence of student teachers.

2. To find out the extent of relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on.

a. Gender

b. Faculty

3. To find out whether there exists any significant difference in Altruism and Emotional intelligence of student teachers between the relevant subsamples based on.

a. Gender

b. Faculty

4. To find out the main effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers.

5. To find out the interaction effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers.

**HYPOTHESES**

The following hypotheses were formulated for the present study.

1. There exists significant relationship between Altruism and Emotional intelligence of student teachers.

2. There exists significant relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on.

a. Gender

b. Faculty

3. There exists significant difference in Altruism and Emotional intelligence of student teachers between the relevant subsamples based on

a. Gender

b Faculty

4. There exists significant main effect of Gender and Faculty on Altruism and Emotional Intelligence of student teachers.

5. There exists significant interaction effect of gender and faculty on Altruism and Emotional intelligence of student teachers.

**METHODOLOGY**

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

**Sample**

The study has been conducted on a sample of 650 student teachers under the University of Calicut.

**Tools used for the study**

Tools used for collecting data are "Altruism Assessment Scale" and "Emotional Intelligence scale".

**Statistical Techniques used for the Analysis of Data**

The following statistical techniques have been used for the analysis of data in the present study.

1. Pearson's product moment Coefficient of correlation(r)

2. Test of significance of difference between means for different categories -'t' test for large independent sample.

3. Analysis of variance - ANOVA

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study is an attempt to find out whether there exists any significant relationship between Altruism and Emotional intelligence of student teachers. The study focuses on, altruistic behaviour, emotional intelligence and the relationship between them of student teachers. Altruism is one of the important qualities and emotional intelligence is one of the essential capacities a teacher should have. These can be modified as there are the product of one's heredity or its interaction with environment. As altruistic behaviour and emotional intelligence contribute very much to the efficiency of a student teacher, knowledge of the level of altruistic behaviour and emotional intelligence of a teacher can help him to direct or guide himself to become a more flexible and more motivating teacher. It will be more effective if student teachers have an opportunity to know the level of their Altruistic behaviour or Emotional Intelligence at the beginning and at the end of the pre service training. Attempts for improvement can be made while undergoing the course. The difference between the two can predict the practicability of the curriculum to modify them. The tool Altruism Assessment Scale can be used to assess the Altruistic behaviour of student teachers.

Even though precautions were taken to make the study perfect as much as possible, some limitations are there. Some of them are the following.

1. Shortage of time made the investigator confine the study to colleges of teacher education or teacher education centres under the University of Calicut.

2. The result would have been more generalized had the investigator extended her study to the institutions under other universities in Kerala.

3. The sample size of commerce student teachers is small when compared to other faculties due to the non availability of commerce student teachers.

Though it has these limitations, the investigator has tried her best to make the study fruitful. The investigator hopes that the study can make genuine contribution in the field of education.

**MAJOR FINDINGS OF THE STUDY**

Following are the major findings obtained after analysis of the collected data.

a. To find out whether there is significant relationship between Altruism and Emotional Intelligence, the coefficient of correlation between the two variables for total sample and total of subsamples were calculated and tested for significance.

The coefficient of correlation obtained for total sample (r=0.5363) shows that the relationship between Altruism and Emotional intelligence is moderately significant.

The coefficient of correlation obtained for male student teachers (r=0.5528) shows there exists moderately significant relationship between Altruism and Emotional intelligence of male student teachers.

The coefficient of correlation obtained for female student teachers (r=0.5209) shows that the relationship between Altruism and Emotional intelligence of female student teachers is moderately significant.

The coefficient of correlation obtained for humanities student teachers (r=0.629) shows that there exist substantially significant relationship between Altruism and Emotional intelligence of humanities students teachers.

The coefficient of correlation obtained for science student teachers (r=0.6257) shows that the relationship between Altruism and Emotional intelligence is substantially significant.

The coefficient of correlation obtained for commerce student teachers (r=0.3819) shows that there is low significant relationship between Altruism and Emotional intelligence of commerce student teachers.

b. To find out whether there is significant relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on gender and faculty, the coefficient of correlation between the two variables were calculated and tested for significance. The 'r' value (r=0.6472) obtained for subsample male humanities student teachers shows that there is substantially significant relationship between Altruism and Emotional intelligence of male humanities student teachers.

The r value (r=0.54) obtained for female humanities student teachers shows that there is moderately significant relationship between Altruism and Emotional intelligence of female humanities student teachers.

The r value (r=0.6925) obtained for male science student teachers shows that there is substantially significant relationship between Altruism and Emotional intelligence of male science student teachers.

The r value (r=0.5240) obtained for female science student teachers shows that the relationship between Altruism and Emotional intelligence of female science student teachers is moderately significant.

The r value (r=0.3166) obtained for male commerce student teachers shows that there is low significant relationship between Altruism and Emotional intelligence of male commerce student teachers.

The r value (r=0.4594) obtained for female commerce student teachers shows that there is significant relationship between Altruism and Emotional intelligence of female commerce student teachers.

c. Comparison of Mean scores of Altruism and Emotional Intelligence between relevant subsamples based on Gender and Faculty.

i) Comparison of mean scores of Altruism between male and female student teachers reveals that there is significant difference at 0.01 level (C.R.=4.23)

ii) Comparison of Mean scores of Emotional Intelligence between male and female student teachers reveals that there is no significant difference at 0.05 level (C.R=0.398).

iii) Comparison of mean scores of Altruism between humanities and science student teachers reveals that there is no significant difference at 0.05 level (C.R = 1.64).

iv) Comparison of Mean Scores of Emotional Intelligence between humanities and science student teachers reveals that there is no significant difference at 0.05 level (C.R=0.608).

v) Comparison of Mean scores of Altruism between humanities and commerce student teachers reveals that there is no significant difference at 0.05 level (C.R = 0.30).

vi) Comparison of the mean scores of Emotional intelligence between humanities and commerce student teachers showed that there is no significant difference at 0.05 level (C.R=1.015).

vii) Comparison of the mean scores of Altruism between science and commerce student teachers showed that there is no significant difference at 0.05 level (C.R =0.99).

viii) Comparison of the mean scores of the Emotional intelligence between science and commerce student teachers reveals that there is no significant difference at 0.05 level (C.R = 1.46).

d.Main and Interaction Effects of Gender and Faculty of Altruism and Emotional Intelligence

a) Gender has significant main effect on Altruism of student teachers.

[ F = 17.961, p<0.05 for (1,649) degrees of freedom]

b) Gender has no significant main effect on Emotional Intelligence of student teachers.

[ F = 1.200, p>0.05 for (1,649) degrees of freedom]

c) Faculty has no significant main effect on Altruism of student teachers.

[F=1.340, p>0.05 for (2,648) degrees of freedom]

d) Faculty has no significant main effect on Emotional intelligence of student teachers.

[F=0.584, p>0.05 for (2,648) degrees of freedom]

e) The interaction effect of Gender and Faculty on Altruism of student teachers is not significant.

[F=0.209, p>0.05 for (2,648) degrees of freedom]

f) The interaction effect of Gender and Faculty on Emotional intelligence of Student teachers is not significant

[F=0.690, p>0.05 for (2,648) degrees of freedom]

**CONCLUSION**

a. Significant relationship was found between the variables Altruism and Emotional intelligence of total sample and total of subsamples based on gender and faculty. The extent of relationship was moderate in the case of total sample and the subsamples like total male and total female student teachers. The extent of relationship was substantiate in the subsamples total humanities and total science student teachers. Low significant relationship was found in the case of total commerce student teachers.

b. Significant relationship was found between the variables Altruism and Emotional intelligence in the subsamples based on Gender and Faculty. The extent of relationship was substantiate in the case of male humanities and male science student teachers. The extent of relationship was moderate in the case of female humanities, female science and female commerce student teachers. Low significant relationship was found in male commerce student teachers.

Hence it could be found that Altruism and Emotional intelligence were significantly related. That is the two variables are dependent on each other. This made the investigator conclude that high Emotional Intelligence guarantee high level of Altruistic behaviour.

c. Significant difference was found in the mean scores of altruism between male and female student teachers. There was no significant difference in the mean scores of altruism between humanities and science student teachers, science and commerce student teachers, humanities and commerce student teachers. There was no significant difference in the mean scores of Emotional Intelligence between male and female student teachers, Humanities and Science student teachers, Humanities and commerce student teachers and science and commerce student teachers. This made the investigator conclude that Gender plays an important role in the altruistic behaviour of a person.

d. Gender has significant main effect on Altruism of student teachers. Gender has no significant main effect on Emotional intelligence of student teachers. Faculty has no significant main effect on Altruism and Emotional intelligence of student teachers. There is no significant interaction effect of Gender and Faculty on Altruism and Emotional Intelligence of student teachers.

**TENABILITY OF HYPOTHESES**

The tenability of hypotheses is examined in the light of the above findings.

1. The hypothesis (1) States that there exists significant relationship between Altruism and Emotional Intelligence of student teachers. The findings reveal that there is significant relationship between Altruism and Emotional Intelligence of the total sample and total of subsamples based on Gender and Faculty. Therefore hypothesis 1 is fully substantiated.

2. The hypothesis 2(a) states that "there exist significant relationship between Altruism and Emotional Intelligence of student teachers in the subsamples based on Gender. The findings reveal that there is significant relationship between Altruism and Emotional intelligence of male and female student teachers. Therefore hypothesis 2(a) is accepted.

The hypothesis 2(b) states that "there exists significant relationship between Altruism and Emotional intelligence of student teachers in the subsamples based on faculty . The finding reveal that there is significant relationship between altruism and emotional intelligence of humanities science and commerce student teachers. There fore hypothesis 2(b) is accepted .

3. Hypothesis 3(a) states that there exists significant difference in Altruism and Emotional intelligence between the relevant subsamples based on gender. The findings reveal that there is significant difference in altruism between male and female student teachers. But there is no significant difference in Emotional intelligence between male and female student teachers. Therefore Hypothesis 3(a) is partially accepted.

Hypothesis 3(b) states that there exists significant difference in Altruism and Emotional intelligence between the relevant subsamples based on faculty. The finding reveal that there is no significant difference in Altruism and Emotional intelligence between humanities and science student teachers between humanities and commerce student teachers; and between commerce and science student teachers. Therefore hypothesis 3(b) is rejected.

4. Hypothesis 4 states that there exists significant main effect of gender and faculty on Altruism and Emotional intelligence of student teachers. The findings reveal that there is significant difference in main effect of gender on Altruism. But there is no significant main effect of faculty on Altruism. There is no significant difference in the main effect of gender and faculty on emotional intelligence. Therefore hypothesis 4 is partially accepted.

5. Hypothesis 5 states that there exists significant interaction effect of Gender and Faculty on Altruism and Emotional intelligence of student teachers. The findings reveal that there is no significant interaction effect of gender and faculty on Altruism and emotional intelligence. Therefore hypothesis 5 is rejected.

**EDUCATIONAL IMPLICATIONS**

The findings of the study reveals that there is significant relationship between Altruism and emotional intelligence of student teachers. Recent trends show an increased importance being given to Altruism and Emotional intelligence is every field of life. Altruism and Emotional intelligence are important set up of psychological abilities that related to life success and can be instrumental in many areas in the workplace and can help to achieve organizational as well as professional aggrandizement. Psychologists have remarked that in the current fast changing corporate environment we need more than just brains to run our own task. Now a days teachers and parents give more importance to academic achievement which is not enough to develop the competency required to lead a successful life. Psychologists argued that teachers and student teachers must know about the importance of Altruism and Emotional intelligence for effective decision making and productivity, speeding up adaptation to change, developing leadership skills, stimulating creativity and cooperation, responding effectively to competition, encouraging innovative thinking among children and or improving retention of key students or persons.

For this the investigator put forward the following suggestions.

- As Altruism and Emotional intelligence are significantly related they have dependence on each other. Manipulating one can bring change in the other.

- If one becomes more altruistic he will be emotionally more intelligent. So experiences to enhance altruistic behaviour in youngsters shall be provided.

- Provision shall be made to improve the altruistic behaviour of commerce student teachers.

- Curriculum should be modified to improve the emotional intelligence of student teachers.

- The teacher in the class must understand his/her own emotions as well as the emotions of pupils and act appropriately in the light of wise emotions.

- Teachers should create the salubrious environment in the classroom so that the student teachers will be able to identify and label their feelings in a positive way.

- In order to have successful relationship with family friends and fellow workers, Individuals should be altruistic the level of which depends on their emotional intelligence. Therefore teachers should be made competent to explore hidden curriculum and provide necessary experiences.

- Different types of group programmes can be conducted to inculcate altruistic personality in student teachers.

- Teachers should have clear idea about the altruistic personality of students so that he can guide those students who are socially inept to build good relationship with their classmates and thus to boost their emotional intelligence.

After assessing the altruistic behaviour the following can be observed to improve the altruistic behaviour of the less altruistic student teachers.

- Provide experiences to improve positive self concept of student teachers.

- Student teachers can be guided to develop empathy and self motivation in themselves.

- Student teachers can be made aware their qualities and weaknesses to make the locus of control more internal.

- Student teachers can be made aware of the social problems around them and co curricular activities can be organized to inculcate feeling of social responsibility in them.

- Internal locus of control and general efficiency were statistically significant in predicting the academic performance for all students. So experiences to improve internal locus of control can be provided.

**SUGGESTIONS FOR FURTHER RESEARCH**

Review of related studies, the findings and limitations of this study made the investigator suggest the following for further research in this area.

- Same study can be replicated at Secondary, Higher Secondary, undergraduate and Post Graduate level.

- Altruism and Emotional intelligence of student teachers in teachers training institute can be studied.

- Relationship between Altruism and academic achievement of secondary students can be studied.

- Differences in Altruism and Emotional intelligence between secondary and higher secondary teachers can be studied.

- Experimental study to improve altruistic behaviour and emotional intelligence of secondary school students can be conducted.

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**FAROOK TRAINING COLLEGE**

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**CALICUT**

**ALTRUISM ASSESSMENT SCALE FOR STUDENT TEACHERS**

**(2005)**

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**Instructions**

This is a scale to assess the Altruism of student teachers. This includes 54 statements indicating Altruistic behaviour. There are five alternative responses viz., Always, Often, Sometimes, Rarely and Never to each statement. Read each statement carefully and select the response which you find most suited to you and put an 'X' mark in the appropriate box against the number of each item in the response sheet. The data obtained will be kept confidential.

**STATEMENTS**

1. I help parents as much as possible.

2. I clarify doubts to students who couldn't understand school subjects.

3. I expect appreciation while helping.

4. It is with self interest I help friends

5. I strive to achieve my own goals first.

6. I can solve problems if any arise at home.

7. I try to understand others problems.

8. Everybody must reach college in time.

9. I am reluctant to share anything that I have with others even if they want it.

10. I utilize any chance I got to help friends without any hesitation.

11. In the interview for a post, the most highly qualified candidate should be considered.

12. I am reluctant to give study materials to others.

13. I can interact with others friendly.

14. I am happy if others use my belongings.

15. If there comes a situation to help more than one persons at a time I preference those who came first.

16. I demand something in return while helping others.

17. I am happy to help others.

18. I try to help friends as much as possible when they are in trouble.

19. I take initiative when if there is anything responsible to be done in a group or class.

20. I wish that others should agree with my opinion.

21. I can be happy at others success.

22. It is not desirable to behave in properly with anybody after helping them.

23. When a dispute is being compromised, it is desirable to stand with those who are dear.

24. I can clarify doubts of my friends in academic subjects.

25. I help others in the group while taking part in group activities.

26. I expose others mistakes.

27. I keep away from nursing others if they become ill.

28. When I have to perform any responsibilities to others I keep my own matters away.

29. I share my notes prepared for examination with others.

30. I am happy to tell others after helping others.

31. I think I am more generous than others.

32. Before punishing a guilty person the situation that lead to that person to be guilty should be visualised.

33. We can expect reward while helping a person.

34. I hesitate to use others belongings without their permission.

35. I share with others the learning experiences to be practised in life.

36. I am eager to perform desirable activities when others are watching.

37. When others neglect their duties I perform the duties and act as a model before them.

38. While speaking I consider others state of mind.

39. I feel jealous of my friends when they become successful in any field.

40. We must take care of our parents when they are ill.

41. I try to compromise if there is a dispute between friends justly.

42. Rights are to be preferred to duties.

43. I help friends to prepare study materials.

44. I hesitate to provide help in case of emergency.

45. I keep punctuality in performing my duties.

46. I act with interest when there is a chance to help others.

47. I blame others for my faults.

48. If I understand that I am wrong, I admit.

49. I feel hesitation to help siblings.

50. Parents should be ready to sacrifice entertainments if necessary for the progress of their children.

51. I believe myself that I have better knowledge and understanding of all matters.

52. I encourage others to perform their duties.

53. If cannot help others, in need, I approach others.

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STUDENT TEACHERS - 2005**

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**\nÀt±-i-§Ä**

A[ym-]-I- hn-ZymÀ°nIfpsS ]tcm]Imcioew (Altruism) kqNn-¸n-¡p¶ {]Øm-h-\-IÄ Xmsg sImSp¯n-cn-¡p-¶p. AXn\v \n§-fpsS {]Xn-I-cWw X¶n-cn-¡p¶ D¯-c-¡-S-em-knÂ A©v hn`m-K-§-fnÂ "FÃm-bvt¸mgpw', "an¡-t¸mgpw', "Nne-t¸mÄ', "A]qÀÆ-ambn', "Hcn-¡-ep-anÃ' CXnÂ GXm-sW¶v KpW-\-NnÓw (X) -D]-tbmKn¨v D¯-c-¡-S-em-knse tImf¯nÂ tcJ-s¸-Sp-¯p-I. {]kvXm-h-\-]-{X-¯nÂ H¶pw-Xs¶ Fgp-X-cp-Xv.

NB:- Hcp {]kvXm-h-\¡v Hcp {]Xn-I-cWw am{Xw tcJ-s¸-Sp-¯p-I.

CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-am-bn-¯s¶ kq£n-¡p-¶-Xm-sW¶pw Kth-jW Bhiy¯n\p-am-{Xsa D]-tbmKn¡p-I-bpÅp F¶pw CXn-\mÂ t\_m[ys¸-Sp-¯p-¶p.

**{]kvXm-h-\-IÄ**

1. amXm-]n-Xm-¡sf Ign-bpw-hn[w klm-bn-¡m-dp-­v.

2. ]mT`mKw a\ÊnemIm¯ Ip«n¡v B `mKw hyà-am¡n sImSp¡m-dp-­v.

3. aäp-Å-hsc klm-bn-¡p-t¼mÄ {]iwk {]Xo-£n-¡m-dp-­v.

4. Iq«p-Imsc klm-bn-¡p-¶Xv kz´w CjvS-{]-Im-c-am-Wv.

5. Bsc-sb-¦nepw klm-bn-¨-Xn-\p-tijw AXn\v km[n-¨Xv kz´w Ign-hp-sIm­Ã F¶v tXm¶mdp-­v.

6. kz´w Imcyw BZyw t\Sn-sb-Sp-¡m³ {ian-¡m-dp-­v.

7. hn\bw \ncq-Õm-l-s¸-Sp-t¯­ Hcp kz`m-h-hn-ti-j-am-Wv.

8. ho«nÂ Fs´-¦nepw {]iv\-§Ä D­m-bmÂ AXv ]cn-l-cn-¡m³ Ign-bm-dp-­v.

9. aäp-Å-h-cpsS {]iv\-§Ä a\-Ên-em-¡m³ {ian-¡m-dp-­v.

10. tImtfPnÂ FÃm-hcpw IrXy-k-a-b¯v F¯-Ww.

11. aäp-Å-hÀ¡v Bh-iy-apÅ km[-\-§Ä ssIbn-ep-s­-¦nepw sImSp¡m³ aSn-bm-Wv.

12. Iq«p-Imsc klm-bn-¡p-hm³ In«p¶ Ah-k-c-§Ä bmsXmcp aSn-bp-an-ÃmsX D]-tbmKs¸-Sp--¯mdp­v.

13. Hcp tPmen¡v th­n CâÀhyq \S-¯p-t¼mÄ Gähpw IqSp-XÂ tbmKyX-bpÅ hyàn-sb-bmWv ]cn-K-Wn-t¡-­-Xv.

14. ]T-\-km-a-{Kn-IÄ aäp-Å-hÀ¡v sImSp¡m³ aSn-bm-Wv.

15. GsXmcmtfmSpw kvt\l-]qÀÆw s]cp-am-dm³ Ign-bm-dp-­v.

16. Xsâ km[-\-§Ä aäp-Å-hÀ D]-tbmKn¡p-¶Xv CjvS-am-Wv.

17. Hc-h-k-c-¯nÂ H¶n-e-[nIw t]sc klm-bn-t¡­ L«w h¶mÂ BZyw h¶-hÀ¡v ap³K-W\ \ÂIm-dp-­v.

18. Bsc-sb-¦nepw klm-bn-¡p-t¼mÄ]I-c-ambn Fs´-¦nepw Bh-iy-s¸-Sm-dp-­v.

19. GsXmcmsf klm-bn-¡p-¶Xpw kt´mjapÅ Imcy-am-Wv.

20. Iq«p-ImÀ \_q²n-ap-«p-t¼mÄ Ign-hn-\-\p-k-cn¨v klm-bn-¡m³ {ian-¡m-dp-­v.

21. ¢mÊn-tem {Kq¸n-tem D¯-c-hm-Zn-Xz-t¯msS sNt¿-­-Xmb Imcyw hcp-t¼mÄ kzta-[bm ap³ssI FSp-¡m-dp-­v.

22. Xsâ A`n-{]mbw aäp-Å-hÀ AwKo-I-cn-¡Ww F¶v Ft¸mgpw B{K-ln-¡p-¶p.

23. aäp-Å-h-cpsS hnP-b¯nÂ kt´mjn¡m-dp-­v.

24. Bsc-sb-¦nepw klm-bn-¨-Xn\vtijw Ah-tcmSv tamiambn s]cp-am-dp-¶Xv Hgn-hm-t¡-­-Xm-Wv.

25. XÀ¡apÅ Imcy-§Ä H¯p-XoÀ¸m-¡m³ Hcp-§p-t¼mÄ ASp-¸-ap-Å-h-tcmSv A\p-Iq-e-ambn \ne-sImÅWw.

26. Iq«p-Im-cpsS ]mTy-hn-j-b-§-fn-epÅ kwi-b-§Ä XoÀ¯p-sImSp¡m³ Ign-bm-dp-­v.

27. kwL-{]-hÀ¯-\-§-fnÂ ]s¦-Sp-¡p-t¼mÄ IqsS-bp-Å-hÀ¡v Imcy-§Ä sN¿m³ kuIcyw sNbvXp-sImSp¡m-dp-­v.

28. aäp-Å-h-cpsS Ipäw FSp-¯p-]-d-bm-dp-­v.

29. aäp-Å-hÀ¡v AkpJw hcp-t¼mÄ Ahsc ]cn-N-cn-¡p-¶-XnÂ\n¶v Hgn-ªp-am-dpw.

30. aäp-Å-h-tcmSpÅ D¯-c-hm-ZnXzw \nÀÆ-ln-t¡-­n-h-cp-t¼mÄ kz´w Imcy-§Ä kzta-[bm amän-h-bv¡m-dp-­v.

31. ]co-£m-k-a-b¯v kz´-ambn D­m-¡nb t\m«pIÄ aäp-Å-hÀ¡v sImSp¡m-dp-­v.

32. Bsc-sb-¦nepw klm-bn-¨mÂ AXv aäp-Å-h-tcmSv ]d-bp-¶-XnÂ kt´mjw tXm¶mdp-­v.

33. Rm³ aäp-Å-hsc¡mÄ DZm-c-\mWv F¶v Nn´n-¡m-dp-­v.

34. sXäp- sNbvsXmcmsf in£n-¡p-¶Xn-\p-ap³]v B sXän\v CS-bm-¡nb kml-Ncyw hne-bn-cp-¯-Ww.

35. Hcmsf klm-bn-¡p-t¼mÄ Abm-fnÂ\n¶v {]Xn-^ew B{K--ln-¡mw.

36. aäp-Å-hcpsS hkvXp-¡Ä Ah-cpsS A\p-hm-Z-an-ÃmsX D]-tbmKn¡m³ aSn-bm-Wv.

37. Pohn-X-¯nÂ]IÀt¯­ ]T-\m-\p-`-h-§Ä aäp-Å-h-cp-ambn ]¦p-h-bv¡m-dp-­v.

38. aäp-Å-hÀ {i²n-¡p-t¼mÄ \Ã Imcyw sN¿m³ IqSp-XÂ XmÂ]cyw ImWn-¡m-dp-­v.

39. aäp-Å-hcpsS IS-a-IÄ AhÀ \nÀÆ-ln-¡m-Xn-cn-¡p-t¼mÄ AXv kzbw \nÀÆ-ln¨v AhÀ¡v amX-rIbmIm-dp-­v.

40. kwkm-cn-¡p-t¼mÄ aäp-Å-h-cpsS am\-kn-Im-hØ ]cn-K-Wn-¡m-dp-­v.

41. Iq«p-ImÀ GsX-¦nepw cwK-§-fnÂ t\«w ssIh-cn-¡p-t¼mÄ Ah-tcmSv Akqb tXm¶mdp­v.

42. amXm-]n-Xm-¡Ä¡v AkpJw h¶mÂ Ahsc ]cn-N-cn-t¡-­-Xm-Wv.

43. Iq«p-ImÀ¡n-S-bnÂ XÀ¡-§-fp-­m-Ip-t¼mÄ \oXn-]qÀÆw ]cn-l-cn-¡m³ {ian-¡m-dp-­v.

44. aäp-Å-hsc klm-bn-¡p¶ Imcy-¯nÂ Rm³ ap³]-´n-bn-em-Wv.

45. Ah-Im-i-§Ä¡v IS-a-I-sf-¡mÄ ap³Xq¡w \ÂI-Ww.

46. ]T-t\m]I-c-W-§Ä D­m-¡p-hm³ Iq«p-Imsc klm-bn-¡m-dp-­v.

47. ASn-b-´ncklmbw Bh-iy-ap-Å-t¸mÄ AXv \ÂIp-¶-XnÂ aSn-Im-Wn-¡m-d-p­v.

48. IrXy-\n-jvT-tbmsS Imcy-§Ä sNbvXp-XoÀ¡m-dp-­v.

49. aäp-Å-hsc klm-bn-¡m-\pÅ Ah-kcw e`n-¡p-t¼mÄ DÕmlw ImWn-¡m-dp-­v.

50. kz´w t]mcmbva-IÄ¡v aäp-Å-hsc Ipäw ]d-bm-dp-­v.

51. sNbvXXv sXämsW¶v t\_m[ys¸-«mÂ AXv Xpd-¶p-]-d-bm-dp-­v.

52. ktlmZc-§sf klm-bn-¡p-hm³ aSn-tXm¶mdp-­v.

53. Ip«n-I-fpsS DbÀ¨bv¡vth­n Bh-iy-apÅ Ah-k-c-§fnÂ hnt\mZ§Ä shSn-bm³ c£n-Xm-¡Ä X¿m-dm-tI-­-Xm-Wv.

54. Imcy-§-sf-¡p-dn¨v hyà-amb Adnhpw [mc-Wbpw Ds­¶v kzbw hniz-kn-¡p-¶p.

55. IS-a-IÄ \nÀh-ln-¡p-¶-Xn-\p-th­n aäp-Å-hsc t{]mÕmln-¸n-¡m-dp-­v.

56. A[ym-]-\-¯nÂ A`n-cpNn (Teaching Aptitude) CÃm-¯-hcpw ]Tn-¸n-¡m³tbmKycm-Wv.

57. Bsc-sb-¦nepw klm-bn-t¡­ Ah-k-c-§-fnÂ AXn\v km[n-¡m-sX-h-cp-t¼mÄ aäm-sc-sb-¦nepw kao-]n-¡m-dp-­v.

**RESPONSE SHEET**

**hyàn-]-c-amb hnh-c-§Ä:**

t]cv : ………………………. H]vj-WÂ: ……………

hbÊv: ……………………… ]Tn-¡p¶ Øm]-\-¯nsâ t]cv:

]pcp-j³/kv{Xo Kh¬saâv/FbvUUv/A¬-F-bvUUv

hnhmlnX(³) BWv/AÃ

Xma-k-Øew: hoSv/tlmÌÂ

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| Sl. No. | **FÃm-bv t¸mgpw** | **an¡-t¸mgpw** | **Nne-t¸mÄ** | **A]qÀÆ-ambn** | **Hcn-¡-ep-anÃ** |  | Sl. No. | **FÃm-bv t¸mgpw** | **an¡-t¸mgpw** | **Nne-t¸mÄ** | **A]qÀÆ-ambn** | **Hcn-¡-ep-anÃ** |
| 1 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 31 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 2 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 32 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 3 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 33 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 4 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 34 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 5 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 35 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 6 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 36 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 7 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 37 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 8 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 38 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 9 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 39 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 10 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 40 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 11 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 41 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 12 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 42 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 13 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 43 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 14 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 44 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
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| 16 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 46 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
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| 18 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 48 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
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| 21 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 51 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 22 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 52 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
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**APPENDIX I**

**FAROOK TRAINING COLLEGE**

**P.O. FAROOK COLLEGE**

**CALICUT**

**ALTRUISM ASSESSMENT SCALE FOR   
STUDENT TEACHERS - 2005**

**ABDUL HAMEED MUKTAR MAHAL BUSHIRA. P.K**

Lecturer in Education M.Ed. Student

Farook Training College Farook Training College

**\nÀt±-i-§Ä**

A[ym-]-I- hn-ZymÀ°nIfpsS ]tcm]Imcioew (Altruism) kqNn-¸n-¡p¶ {]Øm-h-\-IÄ Xmsg sImSp¯n-cn-¡p-¶p. AXn\v \n§-fpsS {]Xn-I-cWw X¶n-cn-¡p¶ D¯-c-¡-S-em-knÂ A©v hn`m-K-§-fnÂ "FÃm-bvt¸mgpw', "an¡-t¸mgpw', "Nne-t¸mÄ', "A]qÀÆ-ambn', "Hcn-¡-ep-anÃ' CXnÂ GXm-sW¶v KpW-\-NnÓw (X) -D]-tbmKn¨v D¯-c-¡-S-em-knse tImf¯nÂ tcJ-s¸-Sp-¯p-I. {]kvXm-h-\-]-{X-¯nÂ H¶pw-Xs¶ Fgp-X-cp-Xv.

NB:- Hcp {]kvXm-h-\¡v Hcp {]Xn-I-cWw am{Xw tcJ-s¸-Sp-¯p-I.

CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-am-bn-¯s¶ kq£n-¡p-¶-Xm-sW¶pw Kth-jW Bhiy¯n\p-am-{Xsa D]-tbmKn¡p-I-bpÅp F¶pw CXn-\mÂ t\_m[ys¸-Sp-¯p-¶p.

**{]kvXm-h-\-IÄ**

1. amXm-]n-Xm-¡sf Ign-bpw-hn[w klm-bn-¡m-dp-­v.

2. ]mT`mKw a\ÊnemIm¯ Ip«n¡v B `mKw hyà-am¡n sImSp¡m-dp-­v.

3. aäp-Å-hsc klm-bn-¡p-t¼mÄ {]iwk {]Xo-£n-¡m-dp-­v.

4. Iq«p-Imsc klm-bn-¡p-¶Xv kz´w CjvS-{]-Im-c-am-Wv.

5. Bsc-sb-¦nepw klm-bn-¨-Xn-\p-tijw AXn\v km[n-¨Xv kz´w Ign-hp-sIm­Ã F¶v tXm¶mdp-­v.

6. kz´w Imcyw BZyw t\Sn-sb-Sp-¡m³ {ian-¡m-dp-­v.

7. hn\bw \ncq-Õm-l-s¸-Sp-t¯­ Hcp kz`m-h-hn-ti-j-am-Wv.

8. ho«nÂ Fs´-¦nepw {]iv\-§Ä D­m-bmÂ AXv ]cn-l-cn-¡m³ Ign-bm-dp-­v.

9. aäp-Å-h-cpsS {]iv\-§Ä a\-Ên-em-¡m³ {ian-¡m-dp-­v.

10. tImtfPnÂ FÃm-hcpw IrXy-k-a-b¯v F¯-Ww.

11. aäp-Å-hÀ¡v Bh-iy-apÅ km[-\-§Ä ssIbn-ep-s­-¦nepw sImSp¡m³ aSn-bm-Wv.

12. Iq«p-Imsc klm-bn-¡p-hm³ In«p¶ Ah-k-c-§Ä bmsXmcp aSn-bp-an-ÃmsX D]-tbmKs¸-Sp--¯mdp­v.

13. Hcp tPmen¡v th­n CâÀhyq \S-¯p-t¼mÄ Gähpw IqSp-XÂ tbmKyX-bpÅ hyàn-sb-bmWv ]cn-K-Wn-t¡-­-Xv.

14. ]T-\-km-a-{Kn-IÄ aäp-Å-hÀ¡v sImSp¡m³ aSn-bm-Wv.

15. GsXmcmtfmSpw kvt\l-]qÀÆw s]cp-am-dm³ Ign-bm-dp-­v.

16. Xsâ km[-\-§Ä aäp-Å-hÀ D]-tbmKn¡p-¶Xv CjvS-am-Wv.

17. Hc-h-k-c-¯nÂ H¶n-e-[nIw t]sc klm-bn-t¡­ L«w h¶mÂ BZyw h¶-hÀ¡v ap³K-W\ \ÂIm-dp-­v.

18. Bsc-sb-¦nepw klm-bn-¡p-t¼mÄ]I-c-ambn Fs´-¦nepw Bh-iy-s¸-Sm-dp-­v.

19. GsXmcmsf klm-bn-¡p-¶Xpw kt´mjapÅ Imcy-am-Wv.

20. Iq«p-ImÀ \_q²n-ap-«p-t¼mÄ Ign-hn-\-\p-k-cn¨v klm-bn-¡m³ {ian-¡m-dp-­v.

21. ¢mÊn-tem {Kq¸n-tem D¯-c-hm-Zn-Xz-t¯msS sNt¿-­-Xmb Imcyw hcp-t¼mÄ kzta-[bm ap³ssI FSp-¡m-dp-­v.

22. Xsâ A`n-{]mbw aäp-Å-hÀ AwKo-I-cn-¡Ww F¶v Ft¸mgpw B{K-ln-¡p-¶p.

23. aäp-Å-h-cpsS hnP-b¯nÂ kt´mjn¡m-dp-­v.

24. Bsc-sb-¦nepw klm-bn-¨-Xn\vtijw Ah-tcmSv tamiambn s]cp-am-dp-¶Xv Hgn-hm-t¡-­-Xm-Wv.

25. XÀ¡apÅ Imcy-§Ä H¯p-XoÀ¸m-¡m³ Hcp-§p-t¼mÄ ASp-¸-ap-Å-h-tcmSv A\p-Iq-e-ambn \ne-sImÅWw.

26. Iq«p-Im-cpsS ]mTy-hn-j-b-§-fn-epÅ kwi-b-§Ä XoÀ¯p-sImSp¡m³ Ign-bm-dp-­v.

27. kwL-{]-hÀ¯-\-§-fnÂ ]s¦-Sp-¡p-t¼mÄ IqsS-bp-Å-hÀ¡v Imcy-§Ä sN¿m³ kuIcyw sNbvXp-sImSp¡m-dp-­v.

28. aäp-Å-h-cpsS Ipäw FSp-¯p-]-d-bm-dp-­v.

29. aäp-Å-hÀ¡v AkpJw hcp-t¼mÄ Ahsc ]cn-N-cn-¡p-¶-XnÂ\n¶v Hgn-ªp-am-dpw.

30. aäp-Å-h-tcmSpÅ D¯-c-hm-ZnXzw \nÀÆ-ln-t¡-­n-h-cp-t¼mÄ kz´w Imcy-§Ä kzta-[bm amän-h-bv¡m-dp-­v.

31. ]co-£m-k-a-b¯v kz´-ambn D­m-¡nb t\m«pIÄ aäp-Å-hÀ¡v sImSp¡m-dp-­v.

32. Bsc-sb-¦nepw klm-bn-¨mÂ AXv aäp-Å-h-tcmSv ]d-bp-¶-XnÂ kt´mjw tXm¶mdp-­v.

33. Rm³ aäp-Å-hsc¡mÄ DZm-c-\mWv F¶v Nn´n-¡m-dp-­v.

34. sXäp- sNbvsXmcmsf in£n-¡p-¶Xn-\p-ap³]v B sXän\v CS-bm-¡nb kml-Ncyw hne-bn-cp-¯-Ww.

35. Hcmsf klm-bn-¡p-t¼mÄ Abm-fnÂ\n¶v {]Xn-^ew B{K--ln-¡mw.

36. aäp-Å-hcpsS hkvXp-¡Ä Ah-cpsS A\p-hm-Z-an-ÃmsX D]-tbmKn¡m³ aSn-bm-Wv.

37. Pohn-X-¯nÂ]IÀt¯­ ]T-\m-\p-`-h-§Ä aäp-Å-h-cp-ambn ]¦p-h-bv¡m-dp-­v.

38. aäp-Å-hÀ {i²n-¡p-t¼mÄ \Ã Imcyw sN¿m³ IqSp-XÂ XmÂ]cyw ImWn-¡m-dp-­v.

39. aäp-Å-hcpsS IS-a-IÄ AhÀ \nÀÆ-ln-¡m-Xn-cn-¡p-t¼mÄ AXv kzbw \nÀÆ-ln¨v AhÀ¡v amX-rIbmIm-dp-­v.

40. kwkm-cn-¡p-t¼mÄ aäp-Å-h-cpsS am\-kn-Im-hØ ]cn-K-Wn-¡m-dp-­v.

41. Iq«p-ImÀ GsX-¦nepw cwK-§-fnÂ t\«w ssIh-cn-¡p-t¼mÄ Ah-tcmSv Akqb tXm¶mdp­v.

42. amXm-]n-Xm-¡Ä¡v AkpJw h¶mÂ Ahsc ]cn-N-cn-t¡-­-Xm-Wv.

43. Iq«p-ImÀ¡n-S-bnÂ XÀ¡-§-fp-­m-Ip-t¼mÄ \oXn-]qÀÆw ]cn-l-cn-¡m³ {ian-¡m-dp-­v.

44. aäp-Å-hsc klm-bn-¡p¶ Imcy-¯nÂ Rm³ ap³]-´n-bn-em-Wv.

45. Ah-Im-i-§Ä¡v IS-a-I-sf-¡mÄ ap³Xq¡w \ÂI-Ww.

46. ]T-t\m]I-c-W-§Ä D­m-¡p-hm³ Iq«p-Imsc klm-bn-¡m-dp-­v.

47. ASn-b-´ncklmbw Bh-iy-ap-Å-t¸mÄ AXv \ÂIp-¶-XnÂ aSn-Im-Wn-¡m-d-p­v.

48. IrXy-\n-jvT-tbmsS Imcy-§Ä sNbvXp-XoÀ¡m-dp-­v.

49. aäp-Å-hsc klm-bn-¡m-\pÅ Ah-kcw e`n-¡p-t¼mÄ DÕmlw ImWn-¡m-dp-­v.

50. kz´w t]mcmbva-IÄ¡v aäp-Å-hsc Ipäw ]d-bm-dp-­v.

51. sNbvXXv sXämsW¶v t\_m[ys¸-«mÂ AXv Xpd-¶p-]-d-bm-dp-­v.

52. ktlmZc-§sf klm-bn-¡p-hm³ aSn-tXm¶mdp-­v.

53. Ip«n-I-fpsS DbÀ¨bv¡vth­n Bh-iy-apÅ Ah-k-c-§fnÂ hnt\mZ§Ä shSn-bm³ c£n-Xm-¡Ä X¿m-dm-tI-­-Xm-Wv.

54. Imcy-§-sf-¡p-dn¨v hyà-amb Adnhpw [mc-Wbpw Ds­¶v kzbw hniz-kn-¡p-¶p.

55. IS-a-IÄ \nÀh-ln-¡p-¶-Xn-\p-th­n aäp-Å-hsc t{]mÕmln-¸n-¡m-dp-­v.

56. A[ym-]-\-¯nÂ A`n-cpNn (Teaching Aptitude) CÃm-¯-hcpw ]Tn-¸n-¡m³tbmKycm-Wv.

57. Bsc-sb-¦nepw klm-bn-t¡­ Ah-k-c-§-fnÂ AXn\v km[n-¡m-sX-h-cp-t¼mÄ aäm-sc-sb-¦nepw kao-]n-¡m-dp-­v.

**RESPONSE SHEET**

**hyàn-]-c-amb hnh-c-§Ä:**

t]cv : ………………………. H]vj-WÂ: ……………

hbÊv: ……………………… ]Tn-¡p¶ Øm]-\-¯nsâ t]cv:

]pcp-j³/kv{Xo Kh¬saâv/FbvUUv/A¬-F-bvUUv

hnhmlnX(³) BWv/AÃ

Xma-k-Øew: hoSv/tlmÌÂ

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| Sl. No. | **FÃm-bv t¸mgpw** | **an¡-t¸mgpw** | **Nne-t¸mÄ** | **A]qÀÆ-ambn** | **Hcn-¡-ep-anÃ** |  | Sl. No. | **FÃm-bv t¸mgpw** | **an¡-t¸mgpw** | **Nne-t¸mÄ** | **A]qÀÆ-ambn** | **Hcn-¡-ep-anÃ** |
| 1 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 31 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 2 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 32 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 3 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 33 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 4 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 34 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 5 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 35 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 6 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 36 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 7 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 37 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 8 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 38 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 9 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 39 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 10 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 40 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
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| 13 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 43 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| 14 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 44 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
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| 16 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 46 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
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| 18 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 48 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
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| 21 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  | 51 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
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**APPENDIX II**

**FAROOK TRAINING COLLEGE**

**P.O. FAROOK COLLEGE**

**CALICUT**

**ALTRUISM ASSESSMENT SCALE FOR   
STUDENT TEACHERS - 2005**

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A[ym-]-I- hn-ZymÀ°nIfpsS ]tcm]Imcioew (Altruism) kqNn-¸n-¡p¶ {]Øm-h-\-IÄ Xmsg sImSp¯n-cn-¡p-¶p. AXn\v \n§-fpsS {]Xn-I-cWw X¶n-cn-¡p¶ D¯-c-¡-S-em-knÂ A©v hn`m-K-§-fnÂ "FÃm-bvt¸mgpw', "an¡-t¸mgpw', "Nne-t¸mÄ', "A]qÀÆ-ambn', "Hcn-¡-ep-anÃ' CXnÂ GXm-sW¶v KpW-\-NnÓw (X) -D]-tbmKn¨v D¯-c-¡-S-em-knse tImf¯nÂ tcJ-s¸-Sp-¯p-I. {]kvXm-h-\-]-{X-¯nÂ H¶pw-Xs¶ Fgp-X-cp-Xv.

NB:- Hcp {]kvXm-h-\¡v Hcp {]Xn-I-cWw am{Xw tcJ-s¸-Sp-¯p-I.

CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-am-bn-¯s¶ kq£n-¡p-¶-Xm-sW¶pw Kth-jW Bhiy¯n\p-am-{Xsa D]-tbmKn¡p-I-bpÅp F¶pw CXn-\mÂ t\_m[ys¸-Sp-¯p-¶p.

**{]kvXm-h-\-IÄ**

1. amXm-]n-Xm-¡sf Ign-bpw-hn[w klm-bn-¡m-dp-­v.
2. ]mT`mKw a\ÊnemIm¯ Ip«n¡v B `mKw hyà-am¡n sImSp¡m-dp-­v.
3. aäp-Å-hsc klm-bn-¡p-t¼mÄ {]iwk {]Xo-£n-¡m-dp-­v.
4. Iq«p-Imsc klm-bn-¡p-¶Xv kz´w CjvS-{]-Im-c-am-Wv.
5. kz´w Imcyw BZyw t\Sn-sb-Sp-¡m³ {ian-¡m-dp-­v.
6. ho«nÂ Fs´-¦nepw {]iv\-§Ä D­m-bmÂ AXv ]cn-l-cn-¡m³ Ign-bm-dp-­v.
7. aäp-Å-h-cpsS {]iv\-§Ä a\-Ên-em-¡m³ {ian-¡m-dp-­v.
8. tImtfPnÂ FÃm-hcpw IrXy-k-a-b¯v F¯-Ww.
9. aäp-Å-hÀ¡v Bh-iy-apÅ km[-\-§Ä ssIbn-ep-s­-¦nepw sImSp¡m³ aSn-bm-Wv.
10. Iq«p-Imsc klm-bn-¡p-hm³ In«p¶ Ah-k-c-§Ä bmsXmcp aSn-bp-an-ÃmsX D]-tbmKs¸-Sp--¯mdp­v.
11. Hcp tPmen¡v th­n CâÀhyq \S-¯p-t¼mÄ Gähpw IqSp-XÂ tbmKyX-bpÅ hyàn-sb-bmWv ]cn-K-Wn-t¡-­-Xv.
12. ]T-\-km-a-{Kn-IÄ aäp-Å-hÀ¡v sImSp¡m³ aSn-bm-Wv.
13. GsXmcmtfmSpw kvt\l-]qÀÆw s]cp-am-dm³ Ign-bm-dp-­v.
14. Xsâ km[-\-§Ä aäp-Å-hÀ D]-tbmKn¡p-¶Xv CjvS-am-Wv.
15. Hc-h-k-c-¯nÂ H¶n-e-[nIw t]sc klm-bn-t¡­ L«w h¶mÂ BZyw h¶-hÀ¡v ap³K-W\ \ÂIm-dp-­v.
16. Bsc-sb-¦nepw klm-bn-¡p-t¼mÄ]I-c-ambn Fs´-¦nepw Bh-iy-s¸-Sm-dp-­v.
17. GsXmcmsf klm-bn-¡p-¶Xpw kt´mjapÅ Imcy-am-Wv.
18. Iq«p-ImÀ \_q²n-ap-«p-t¼mÄ Ign-hn-\-\p-k-cn¨v klm-bn-¡m³ {ian-¡m-dp-­v.
19. ¢mÊn-tem {Kq¸n-tem D¯-c-hm-Zn-Xz-t¯msS sNt¿-­-Xmb Imcyw hcp-t¼mÄ kzta-[bm ap³ssI FSp-¡m-dp-­v.
20. Xsâ A`n-{]mbw aäp-Å-hÀ AwKo-I-cn-¡Ww F¶v Ft¸mgpw B{K-ln-¡p-¶p.
21. aäp-Å-h-cpsS hnP-b¯nÂ kt´mjn¡m-dp-­v.
22. Bsc-sb-¦nepw klm-bn-¨-Xn\vtijw Ah-tcmSv tamiambn s]cp-am-dp-¶Xv Hgn-hm-t¡-­-Xm-Wv.
23. XÀ¡apÅ Imcy-§Ä H¯p-XoÀ¸m-¡m³ Hcp-§p-t¼mÄ ASp-¸-ap-Å-h-tcmSv A\p-Iq-e-ambn \ne-sImÅWw.
24. Iq«p-Im-cpsS ]mTy-hn-j-b-§-fn-epÅ kwi-b-§Ä XoÀ¯p-sImSp¡m³ Ign-bm-dp-­v.
25. kwL-{]-hÀ¯-\-§-fnÂ ]s¦-Sp-¡p-t¼mÄ IqsS-bp-Å-hÀ¡v Imcy-§Ä sN¿m³ kuIcyw sNbvXp-sImSp¡m-dp-­v.
26. aäp-Å-h-cpsS Ipäw FSp-¯p-]-d-bm-dp-­v.
27. aäp-Å-hÀ¡v AkpJw hcp-t¼mÄ Ahsc ]cn-N-cn-¡p-¶-XnÂ\n¶v Hgn-ªp-am-dpw.
28. aäp-Å-h-tcmSpÅ D¯-c-hm-ZnXzw \nÀÆ-ln-t¡-­n-h-cp-t¼mÄ kz´w Imcy-§Ä kzta-[bm amän-h-bv¡m-dp-­v.
29. ]co-£m-k-a-b¯v kz´-ambn D­m-¡nb t\m«pIÄ aäp-Å-hÀ¡v sImSp¡m-dp-­v.
30. Bsc-sb-¦nepw klm-bn-¨mÂ AXv aäp-Å-h-tcmSv ]d-bp-¶-XnÂ kt´mjw tXm¶mdp-­v.
31. Rm³ aäp-Å-hsc¡mÄ DZm-c-\mWv F¶v Nn´n-¡m-dp-­v.
32. sXäp- sNbvsXmcmsf in£n-¡p-¶Xn-\p-ap³]v B sXän\v CS-bm-¡nb kml-Ncyw hne-bn-cp-¯-Ww.
33. Hcmsf klm-bn-¡p-t¼mÄ Abm-fnÂ\n¶v {]Xn-^ew B{K--ln-¡mw.
34. aäp-Å-hcpsS hkvXp-¡Ä Ah-cpsS A\p-hm-Z-an-ÃmsX D]-tbmKn¡m³ aSn-bm-Wv.
35. Pohn-X-¯nÂ]IÀt¯­ ]T-\m-\p-`-h-§Ä aäp-Å-h-cp-ambn ]¦p-h-bv¡m-dp-­v.
36. aäp-Å-hÀ {i²n-¡p-t¼mÄ \Ã Imcyw sN¿m³ IqSp-XÂ XmÂ]cyw ImWn-¡m-dp-­v.
37. aäp-Å-hcpsS IS-a-IÄ AhÀ \nÀÆ-ln-¡m-Xn-cn-¡p-t¼mÄ AXv kzbw \nÀÆ-ln¨v AhÀ¡v amX-rIbmIm-dp-­v.
38. kwkm-cn-¡p-t¼mÄ aäp-Å-h-cpsS am\-kn-Im-hØ ]cn-K-Wn-¡m-dp-­v.
39. Iq«p-ImÀ GsX-¦nepw cwK-§-fnÂ t\«w ssIh-cn-¡p-t¼mÄ Ah-tcmSv Akqb tXm¶mdp­v.
40. amXm-]n-Xm-¡Ä¡v AkpJw h¶mÂ Ahsc ]cn-N-cn-t¡-­-Xm-Wv.
41. Iq«p-ImÀ¡n-S-bnÂ XÀ¡-§-fp-­m-Ip-t¼mÄ \oXn-]qÀÆw ]cn-l-cn-¡m³ {ian-¡m-dp-­v.
42. Ah-Im-i-§Ä¡v IS-a-I-sf-¡mÄ ap³Xq¡w \ÂI-Ww.
43. ]T-t\m]I-c-W-§Ä D­m-¡p-hm³ Iq«p-Imsc klm-bn-¡m-dp-­v.
44. ASn-b-´ncklmbw Bh-iy-ap-Å-t¸mÄ AXv \ÂIp-¶-XnÂ aSn-Im-Wn-¡m-d-p­v.
45. IrXy-\n-jvT-tbmsS Imcy-§Ä sNbvXp-XoÀ¡m-dp-­v.
46. aäp-Å-hsc klm-bn-¡m-\pÅ Ah-kcw e`n-¡p-t¼mÄ DÕmlw ImWn-¡m-dp-­v.
47. kz´w t]mcmbva-IÄ¡v aäp-Å-hsc Ipäw ]d-bm-dp-­v.
48. sNbvXXv sXämsW¶v t\_m[ys¸-«mÂ AXv Xpd-¶p-]-d-bm-dp-­v.
49. ktlmZc-§sf klm-bn-¡p-hm³ aSn-tXm¶mdp-­v.
50. Ip«n-I-fpsS DbÀ¨bv¡vth­n Bh-iy-apÅ Ah-k-c-§fnÂ hnt\mZ§Ä shSn-bm³ c£n-Xm-¡Ä X¿m-dm-tI-­-Xm-Wv.
51. Imcy-§-sf-¡p-dn¨v hyà-amb Adnhpw [mc-Wbpw Ds­¶v kzbw hniz-kn-¡p-¶p.
52. IS-a-IÄ \nÀh-ln-¡p-¶-Xn-\p-th­n aäp-Å-hsc t{]mÕmln-¸n-¡m-dp-­v.
53. Bsc-sb-¦nepw klm-bn-t¡­ Ah-k-c-§-fnÂ AXn\v km[n-¡m-sX-h-cp-t¼mÄ aäm-sc-sb-¦nepw kao-]n-¡m-dp-­v.