

MORAL INTELLIGENCE AND SOCIAL COMMITMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS

BENILA JACOB

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DECLARATION

I, Benila Jacob., do hereby declare that this dissertation “MORAL INTELLIGENCE AND SOCIAL COMMITMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS” has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College

BENILA JACOB

CERTIFICATE

I, Umer Farooque., Do hereby declare that this dissertation “MORAL INTELLIGENCE AND SOCIAL COMMITMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS” is a record of bonafied study and research carried out by Benila Jacob., under my guidance and supervision. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College
Date:

Dr. Umer Farooque
Supervising teacher
Assistant Professor in Education
Farook Training College

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Farook Training College

BENILA JACOB

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INTRODUCTION

- *Need and significance of the study*
- *Statement of the problem*
- *Operational Definition of key terms*
- *Objectives of the study*
- *Methodology*
- *Scope and Limitations of the study*
- *Organization of the report*

Education is an essential human virtue, a necessity of society, basis of human life and sign of freedom. It is a systematic process through which the child or an adult acquires knowledge, experiences, skills and good attitude. The education is not limited to schools or colleges only, nor it is limited to age. Man is nothing but an animal. It is the education that teaches him many things, teaches the manners, rules and regulations of life etc .all these things result in converting man from an animal to well –mannered citizen. Education can train people to face the future with vision, to be broad and tolerant in outlook and also to consider the right of others .The goal of Education is also to form children into human persons committed to work, for the creation of human communities of love ,fellowship, freedom ,justice and harmony. Students are to be mould only by making them experience the significance of these values in the school itself. Now a day's educators giving much importance to research in educational field. This educational research refers to a systematic attempt to gain a better understanding of the educational process, generally with a view to improve its efficiency. It is an application of scientific methods to the study of educational problems. The purpose of educational research is progress and good life.

Education research is the scientific field of study that examines education and learning processes and the human attributes, interactions, organizations, and institutions that shape educational outcomes. Scholarship in the field seeks to describe, understand, and explain how learning takes place throughout a person's life and how formal and informal contexts of education affect all forms of learning. Education research embraces the full spectrum of rigorous methods appropriate to

the questions being asked and also drives the development of new tools and methods.

For the present research investigator selected one psychological variable and one sociological variable with the help of supervising teacher. The two variables were Moral Intelligence and Social commitment. The population selected for the study was higher secondary school students. It is because adolescent is the period in which the foundation of future life, major life roles, relationship and working towards long term productive goals are established. Adolescence as a formative stage plays a significant role in one's life. Identity formation is one of the key tasks in adolescence (Berzonsky, 2011). Children spend an incredible amount of time in school. School has great impact on student's moral development (Rahiem, 2012). Development of Moral Intelligence seems to accompany the development of identity. Individuals high in identity tend to be functioning at high level of moral reasoning, while individuals with less knowledge about his identity has low level of moral reasoning (Podd,1972).

Morality describes the principles that govern our behaviour. Without the principles in place, societies cannot survive for long. Social adjustment ensuring learning social behaviour is in harmony with social and personal needs. It would be taught through socialization process and by social interactions (Rayan &Shin, 2005). One of the main aims of education is to socialize the new generation to overcome their egoism and to become a productive member of the society. Man is a social animal and socialization brings balance to his personality.

Moral Intelligence is the capacity to understand right from wrong; it means to have strong ethical convictions and to act on them so that one behaves in the right and honourable way. It consists of seven essential virtues (Borba, 2001). Moral Intelligence developed to its fullest by 'Doug Lennick and Fred Kiel'. Moral Intelligence is "the mental capacity to determine how universal human principles should be applied to our values, goals and action" (Lennick & Kiel, 2005). In simplest terms, Moral Intelligence is the ability to differentiate right from wrong, it consists of seven essential components they are Empathy, Conscience, Self control, Respect, Kindness, Tolerance and Fairness.

The first three years are especially critical to self control because this is when the cortex develops. The cortex is where higher level thinking and moral reasoning takes place. Building our children's moral intelligence will perhaps be our greatest legacy. These virtues will remain vital long after our children leave home. Building that foundation is most crucial and challenging tasks of parents. One of the greatest gifts we can instill in our child is the deep-seated belief that says, "I am a good and moral person".

Without a good character, we can't lead a fulfilling life. By means of education, social qualities and social feelings should be developed in students. Socially committed people are conscious and aware of the appropriateness of their own actions and they are attentive to social behaviour. Student's social responsibility is based on an individual's ethics. Being socially responsible means, not only participating in socially responsible activities, but to make it as a life style.

Social commitment means eliminating corrupt, irresponsible or unethical behaviour that might bring harm to the community, its people or the environment.

Social commitment is an ethical theory, in which individuals are accountable for fulfilling their civic duty; the actions of an individual must benefit the whole of society. In this way, there must be a balance between economic growth and the welfare of society and the environment. If this equilibrium is maintained, then social commitment is accomplished.

In today's competitive world, all are in a race. No one has time to consider others. For the appropriate social life, there must be some social responsibilities. If we wish to effectively address the manifold problems that face our lives, societies and world, we will actively strive to develop Moral Intelligence in all (Clarke, 2009).

Need and significance

To lead a positive life, one must have some responsibility to the ongoing development of their moral and social capacities. In schools and classrooms there emerge so many programs to develop student's moral and social development. Socially responsible individuals show "Community mindedness" in their responses to school, local, national and global issues and events. A student must need to develop the mind of social responsibility, tolerance and also respect for the ideas and beliefs of others.

Moral Intelligence is the ability to distinguish between right and wrong. Moral Intelligence is not only provides a strong and defensible framework for

human activity but also has many applications in the real world (Moghadas & Khaleghi, 2013). Moral Intelligence reinforces appropriate behaviour; it increases the chance of survival. Without Moral Intelligence social life does not last. If student strengthen their Moral Intelligence it helps them to develop social responsibilities. All persons have some virtue of Moral Intelligence. If all virtue of Moral Intelligence is absent he will like a time bomb which is ready to explode.

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

In this modern age cybercrimes and other anti-social activities are increasing day by day. Both college and school students are the victims of these crimes. So that the investigator felt a need to conduct a study based on Moral Intelligence and Social Commitment among higher secondary school students. It is because in the present world of violence, competition and misery; social commitment is a matter of great concern.

The researcher reviews several studies conducted in our country and abroad, seen that several studies separately on Moral Intelligence and Social Commitment. But no studies were conducted combined both Moral Intelligence and Social Commitment. So the investigator hopes that this present study helped to find out the relationship between Moral Intelligence and Social Commitment among higher secondary school students. It is because the betterment and future of our country lies in the hands of coming generation. So it is necessary to propagate the virtues and eradicate evils from our society.

Statement of the problem

The present study is entitled as “Moral Intelligence and Social Commitment among Higher Secondary School Students”.

This study is intended to find out the relationship between two variables, Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and relevant sub samples.

Definition of key terms

Moral Intelligence:

Moral Intelligence is “the mental capacity to determine how universal human principles should be applied to our values, goals and actions” (Lennick & Kiel, 2005).

For the present study, Moral Intelligence is the capacity to understand right from wrong and to behave based on the value that is believed to be right. The major

components are Empathy, Conscience, Self Control, Respect, Kindness, Tolerance and Fairness. (Borba ,2001).

Social commitment

Social commitment is the social willingness to give our time and energy to something that we believe in, or a promise or firm decision to do something. (Cambridge dictionary).

For the present study, Social commitment is the responsible involvement of the individual to eliminate antisocial activities, irresponsible behaviour, and unethical behaviour to render service for the welfare of the society.

Higher Secondary School students

Higher secondary school students are defined as the students studying in plus one and plus two level.

For the present study, Higher secondary school students means that those students studying at plus one level.

Objectives of the study

- To find out the level of Moral Intelligence among Higher Secondary School Students for the total sample.
- To find out the level of Social Commitment among Higher Secondary School Students for the total sample.
- To find out whether there exist any significant difference between the male and female Higher Secondary School Students in their Moral Intelligence.

- To find out whether there exist any significant difference in Moral Intelligence of Higher Secondary School Students for the subsample based on subjects of specialization.
- To find out whether there exist any significant difference in Moral Intelligence of Higher Secondary School Students for the subsample based on type of management of schools.
- To find out whether there exist any significant difference between the male and female Higher Secondary School Students in their Social Commitment.
- To find out whether there exist any significant difference in Social Commitment of Higher Secondary School Students for the subsample based on subjects of specialization.
- To find out whether there exist any significant difference in Social Commitment of Higher Secondary School Students for the subsample based on type of management of schools.
- To find out whether there exists any significant relationship between Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and the subsample based on
 - Gender
 - Subjects of specialization
 - Type of management of schools.

Hypotheses of the study

- There exists significant difference between the male and female Higher Secondary School Students in their Moral Intelligence.

- There exists significant difference in the Moral Intelligence of Higher Secondary School Students for the subsample based on subjects of specialization.
- There exists significant difference in the Moral Intelligence of Higher Secondary School Students for the subsample based on type of management of schools.
- There exists significant difference between the male and female Higher Secondary School Students in their Social Commitment.
- There exists significant difference in the Social Commitment of Higher Secondary School Students for the subsample based on subjects of specialization.
- There exists significant difference in the Social Commitment of Higher Secondary School Students for the subsample based on type of management of schools.
- There exist significant relationship between Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and the subsample based on
 - Gender
 - Subjects of specialization
 - Type of management of schools.

Methodology

Method

For the present study, survey method was adopted as the method of research.

Sample

For the present study 620 Higher Secondary School Students of plus one class, from Calicut, Wayanad, Malappuram districts were selected as sample. The due representation was given to gender, subjects of specialization and type of management of schools.

Tools

- Moral Intelligence Assessment Scale developed and standardized by the investigator with the help of supervising teacher.
- Social Commitment Scale (Farooque & Jamseer ,2010) was modified by the investigator with the help of supervising teacher.

Data collection procedure

The investigator got permission from the heads of the institution of selected schools. After getting permission, Moral Intelligence Scale and Social Commitment Scale administered on students with clear instruction. After completing the responses the investigator collected the response sheets and scored it based on the scoring key. Then the data tabulated for analysis.

Statistical techniques

- Preliminary statistical techniques like Mean, Median, Mode, Skewness, and Kurtosis.
- Test of significance of difference between means (t-test).
- Pearson's product moment Co-efficient of Correlation.

Scope and limitations of the study

This study was an investigation to find out the relationship between Moral Intelligence and Social Commitment among Higher Secondary School Students. This study helped to find out how much students are socially committed and how much they react with social issues. It aimed to find out whether there exists any significant difference in the mean scores of Moral Intelligence and Social Commitment among Higher Secondary School Students based on gender, subjects of specialization and type of management of schools. It also aimed to find out whether there exists any significant relationship between Moral Intelligence and Social Commitment among Higher Secondary School Students. The sample was selected using stratified random sampling technique, and also used appropriate tools to collect data from the sample.

Even though attempt has been made to make the study is objective and precise as possible, there are some limitations also and they are

1. The sample of the study was limited to students of Malappuram, Kozhikode and Wayanad districts of Kerala.
2. Only three sub groups, Gender, Subject of specialization and Type of management were treated as sub samples.
3. Sub groups like Local, Parental qualification were not included in the study.
4. The sample selected for the study was limited to Higher Secondary School Students only.

The investigator hopes that the findings of the study will be useful for various purposes in the field of education.

Organization of the report

The report of the study is presented in five chapters. The details are incorporated in each chapter as follows.

Chapter 1. Presents a brief introduction of the study, statement of the problem, Definition of key terms, variable of the study, objectives of the study, hypotheses, methodology, scope of the study and organization of the report

Chapter 2. Presents the review of related literature which includes theoretical overview and review of related studies.

Chapter 3. Presents the methodology of study, details of variables, tool used, selection of the sample procedure for collection of data, scoring techniques used for analysis and statistical technique used.

Chapter 4. Brings out the details of statistical analysis of the data and discussion of result.

Chapter 5. Deals with summary of the study, major findings, educational implications of the study and suggestions for further research in this area.

REVIEW OF RELATED LITERATURE

- *Theoretical overview of Moral intelligence*
- *Studies related to Moral intelligence*
- *Theoretical overview of Social Commitment*
- *Studies related to Social Commitment*
- *Conclusion*

REVIEW OF RELATED LITERATURE

A literature review is an evaluative report of studies found in the literature related to our selected area of studies. It is an important aspect of educational research. These reviews describe, summarize, evaluate and clarify these literatures. It should give theoretical basis for the research and help us to determine the nature of our own research. It helps the researcher to gather up to date information about what has been already done in the particular area from which he intends to take up a problem for research. Here we select a limited number of works that are central to our area rather than trying to collect a large number of works that are not as closely connected to our topic area. Effective research is based upon past knowledge, review of related literature helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. This step also helps to sharpen and define understanding of existing knowledge in the problem area and provides a background for the research project.

A literature review goes beyond the search for information and includes the identification and articulation of relationships between the literature and our field of research. While the form of the literature review may vary with different types of studies, but the basic purpose remains constant; they are, it provides a context for the research, justifies the research, ensures the research hasn't been done before, shows where the research fits into the existing body of knowledge, enables the researcher to learn from previous theory on the subject etc are some of them. A review of related studies was undertaken by the investigator to get an insight into the work that

has already been in the field of investigation and also to get suggestion regarding the ways and means for the collection of relevant data and interpretation of results.

In the present study the investigator intends to examine Moral intelligence and Social commitment among Higher Secondary School students. This chapter presents some relevant literature about Moral intelligence and Social commitment. This available literature related to the present research work has been reviewed and presented under three heads viz:

- Theoretical overview
- Review of related studies on Moral intelligence and Social commitment
- Conclusion.

Theoretical overview

Moral intelligence

Moral intelligence refers to the ability to apply ethical principles to goals, values and actions. It is the ability to know right from wrong and behave ethically. Moral intelligence is newer and less studied than the more established cognitive, emotional and social intelligence, but has greatest potential to improve our understanding of learning and behaviour (Coles, 1997; Hass 1998). Lennick and Kiel defines “Moral intelligence as the mental capacity to determine how universal human principles, should be applied to our personal; goals and actions” (2005). According to them moral intelligence consists of four competencies related to integrity, three to responsibility, two to forgiveness and one to compassion (Lennick and Kiel, 2005). The four competencies of integrity are acting consistently with

principles values and beliefs, telling the truth, standing up for what is right, and keeping promises. The three competencies for responsibilities are taking personal responsibility, admitting mistakes and failures, embracing responsibilities for serving others. Forgiveness involves letting go of one's own mistakes and others mistakes. Compassion is actively caring about others.

Education is a moral endeavour (Goodlad, 1990). The role of teacher is to create a just and caring environment. The role of teacher is to create a just and caring environment (Tom, 1984). Teachers are to be models of moral education, exemplifying the virtues they seek to inspire their students. To do so, teachers need knowledge and competencies to foster morality in others. Educational leaders and administrators must act like a role model for faculties, staffs, students, parents and others to support moral education. Moral intelligence is highly associated with leadership effectiveness (Bass& Steidlmeir, 1999; Lennick &Kiel, 2005). Education influences both individual and collective moral development. The classroom is structured with moral meaning (Hansen, 1995). The programmes that take place in the classroom affect the students. It can either encourage or discourage the ability and desire of students. Creating and appreciation for the oneness of humanity, unity in diversity, open mindedness, understanding, tolerance, honesty, fairness, courage, wisdom , trustworthiness and caring sets the stage for morality and moral intelligence to emerge.

Howard Gardner and others hesitated on defining moral intelligence since gathering people around a unified moral definitions and values. But it is possible to determine universal moral codes. All over the world extortion of rights and lying is

considered as immoral. And believing democracy, freedom of religion, preference and voice, priority of law and respecting human rights s considered as moral. In our day today life, there arises so many issues to human beings, so there need to develop moral intelligence in students. The importance of moral intelligence is increasing now a day (Altan, 2011).

Moral intelligence is the competence of applying moral principles to individual goals, values and behaviours. Developing moral intelligence would result to more healthy and positive individuals and social systems. Moreover, it is accepted as an important goal of people in religious systems as a responsibility. But in modern societies, materialistic and individualistic values are given more importance, with respect to moral ideals like truth, love or fairness. But the negative results of not giving enough importance to moral values are seen in the current economic, ecologic and political crises (Clarcken, 2010). Moral intelligence and Social intelligence are related with thinking, dealing and linking others and these all are considered as the results of behaviour (Steiner, 2000). Although the studies related to moral intelligence has been less with respect to cognitive, emotional and social intelligence, it is an important potential to understand behaviour and learning. People, leaders, and teachers who are intelligent in terms of morality, affect social development by transferring these qualities to others (Clarcken ,2009).

For the present research purpose, Investigator selected the theory proposed by Borba. .According to Borba, Moral intelligence is the capacity to understand right from wrong and it consists of seven major values: Empathy, Conscience, and Self-control, Respect, Kindness, Tolerance and Fairness. The first three –Empathy,

Conscience and Self-control represent the moral core of moral intelligence (Borba, 2001). There contain seven components. They are listed below:

Empathy

It is undoubtedly strongly connected to and intertwined with emotional and social intelligence. Empathy means “the ability to identify with and feel another person’s life concern”. The foundation of empathy as moral and emotional ability is laid already in the first three years of a child’s life and also children are at the stage of satisfying their own emotional needs (Jenson 2005). Children learn the major characteristics of empathic feeling and actions through to the onset of puberty. Empathy is the capacity to understand or feel what another person is experiencing from within the other person's frame of reference, i.e., the capacity to place oneself in another's position.

Conscience

It is an interior voice which speaks to us of what is good and what is bad, is the cornerstone of every morality. The formation of the conscience is undoubtedly impregnated with many historical, cultural and religious activities (Gerjolj, 1997). Conscience means a person’s moral sense of right and wrong. It is an aptitude, faculty, intuition or judgement that assists in distinguishing right from wrong. Conscience is a personal awareness of right and wrong that you use to guide your actions to do right.

Self-control

Self-control is the quality that allows you to stop yourself from doing things you want to do but that might not be in your best interest. It is the third value of “moral core” which is more practical and also more emotional than empathy and conscience. All these three values are complimentary and supportive; if this upbringing neglects the child may become a “time bomb which is waiting to explode. Self-control is the ability to control ones emotions and behaviour in the face of temptations and impulses. In the view of moral intelligence self-control is not meant for the denial of emotions, rather for the prevention of violent reactions.

Respect

It is the sense of worth or personal value that you attach to someone. Respect is an overall evaluation you give someone based on many factors – what that person is doing with their life, how they treat you and others, whether they are honest or not and if they seem to consistently do good things, large or small, for other people. In short, respect is a positive view that you form of how someone is living their life. Having respected for someone means we think good things about who a person is or how he/ she acts. If we have respect for others, and we can have respect for our self. Showing respect to someone means to act in a way that shows our care about their feelings and wellbeing. Respect is the virtue which in Christian tradition reminds calls to mind the Fourth commandments. Only on the basis of respectful treatment by the parents towards their children, the children will able to learn how to be respectful towards themselves and others. In this way the first and most excellent

step in the direction of strengthening moral intelligence in the area of instantaneous respect is when we ourselves respect the child (Borba , 2001).

Kindness

It is the result of empathy as well as partially of the other virtues discussed and concerns itself with the good feeling of our fellow man (Borba, 2001). Kindness means demonstrating concern about the welfare and feeling of others. Kindness is a behaviour marked by ethical characteristics, a pleasant disposition, and a concern for others. It is known as a virtue, and is recognized as a value in many cultures and religions. It is the quality of being gentle, caring, and helpful.

Tolerance

According to Borba, tolerance means respecting the dignity and rights of all persons, even though whose beliefs and behaviours we disagree with. It is a fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from one's own.

Fairness

It means choosing to be open minded and to be act in a just and fair way. It is a virtue which in the frame of moral intelligence is intended to be concerned with justice. Fairness is the quality of making judgments that are free from discrimination. Judges, umpires, and teachers should all strive to practice fairness.

Social Commitment

Commitment is a state of firm emotional acceptance of a belief. Belief at this

level involves high degree of certainty. The term Social Commitment embodies a sense of being bound emotionally or intellectually to some course of action, which may include a person's relationship with another individual, group, organization or to the society.

For identifying the dimensions of the variable Social Commitment the investigator went through the related literature of the variable. There selected five components for the study. They are Altruism, Social Cognition, Social Identity, Social Justice, Social involvement. It is because these components established a frame work for the variable Social Commitment.

Altruism

Altruism is a behaviour carried out to benefit another without anticipation of external rewards. Altruism is a genuine concern for the welfare of other people and a willingness to act on that concern. People ever help someone in need on the basis of an unselfish concern for the welfare of others. It has been taken to mean "helping without any consideration for reward", or "helping even with some sacrifice of self".

Social Cognition

Social Cognition deals with the thought process for understanding people. It is the encoding, storage, retrieval and processing of information related to the members of the same species. Social cognition, sometimes called emotional intelligence, plays a major role in children's social and emotional development. It is therefore important to understand what it is and how a child's environment can affect the development of this skill. Social cognitive theory is a learning theory

based on the ideas that people learn by watching what others do and that human thought processes are central to understanding personality. Social cognitive theory emphasizes the social origin of thinking and behaviour as well as active cognitive processes. Our sense of self can vary depending on our thoughts, feelings and behaviours in a given situation.

Social identity

Social identity is a way in which individuals and collectives are distinguished in their social relation with other individuals and collectives. Social identity relates to how we identify ourselves in relation to others according to what we have in common. Social identity can provide people with a sense of self-esteem and a framework for socializing, and it can influence their behaviour.

Social Justice

Social justice includes a vision of a society in which the distribution of resources is equitable to all members and all must be physically and psychologically safe and secure. Through social justice individuals must be self-determining and interdependent. Social justice is about assuring the protection of equal access to liberties, rights and opportunities, as well as taking care of the least advantaged members of society.

Social Involvement

Social involvement is the extent to which people connect themselves with in a social situation. The degree of involvement in social issues varies from one individual to another. Socially involved public tends to show their community

commitment and pursue collective goods in various forms: community engagement by volunteering and donation, membership in civic organizations and community projects etc.

Review of related studies

Studies on Moral intelligence

A brief report of the studies carried out on Moral Intelligence of the students is given below.

Clarcken (2010). Conducted a study on Moral Intelligence as a part of holistic education. He found that Morality and moral intelligence are important in our society and schools. Moral intelligence helps apply ethical principles to personal goals, values and actions. It consists of four competencies related to integrity, three to responsibility two to forgiveness, and one to compassion. Developing greater moral intelligence will result in individual's schools and other social systems that are more healthy and positive. Several conceptions of moral intelligence are considered along with ideas how education might look if it was to value and include morality more prominently.

Beheshiftar, Esmeli, Nekoie and Moghadam (2011) identified Effect of Moral Intelligence on Leadership. This study shows that Moral Intelligence is highly associated with leadership effectiveness and the successful leaders will inevitably be presented with moral and ethical choices. Building Moral Intelligence is an ongoing initiative, and it is one that will always need to be at the centre of what organizations do.

Kruger (2012) conducted a study on Moral intelligence: The construct and key correlates. The study was aimed at understanding the moral domain from a more integrated broad –based approach, including the moral dynamic as a form of intelligence. This study was conducted in large South African financial institutions with a sample size of 466. The moral judgement test was preferred as measure for moral reasoning and moral competence. Result revealed that the use of post –conventional stages of moral reasoning increased moral competences, which is the consistency between reasoning and action. As a result of the quantitative data, an amalgamation of the various approaches produced an integrated model on Moral Intelligence. It is envisaged that this will contribute to understanding true Moral Intelligence as a broad approach.

Moghadas & Khaleghi(2013) investigate the relationship between Moral Intelligence and Distress tolerance in Isfahan staff. Through cluster sampling technique 250 staff was selected randomly from the centres and was given questionnaire to them. The finding showed that there is a significant relationship between Moral intelligence and Distress tolerance.

Hoseinpoor and Ranjdoost(2013) . The aim of this investigation is to study the relationship between Moral Intelligence and Tabriz Junior High school students' achievement. The research method was descriptive of correlation type. Sample size we selected 210 members as sample randomly. The obtained results indicated that there is a positive and significant relationship between Moral Intelligence and students' achievement.

Faramarzi, Jahaniam, ZARBAKHSH, Salehi and Pasha (2014) examined a study on the role of Moral Intelligence and identity styles in prediction of mental health problems in health care students. 200 health care students of Bobol University of medical sciences were selected as sample and they filled out three questionnaires; General health questionnaire, Moral competency inventory, Identity style inventory. Pearson correlation, multivariate analysis variance model and multivariate regression used to analyse the data. The result revealed that there was a positive and significant relationship between moral intelligence, normative identity and mental health problems of students and was negative relationship between diffused avoidant identity and mental health problems of students.

Bozaci (2014) conducted a study; Moral intelligence and sustainable consumption, a field research on young consumers. This study is conducted to scrutinize possible relationship between moral intelligence and sustainable consumption behaviour. Initial data are collected from students of Keskin vocational Higher Secondary School of Kirikkale University by survey method. Descriptive analysis is conducted. Results indicate that moral intelligence is closely related with sustainable consumption behaviour style.

Negin, Nezhad, Fazilati and Tavakkoli (2014) conducted a study to find out the relationship among Moral Intelligence, Social Intelligence and Self Esteem in the students of central Payam-e-Nour University of Tehran south. In this research the expected results were achieved using 3 questionnaires and its distribution among a sample size of 150 students of university of Tehran, receiving the information and considering them using the Pearson's correlation coefficient. According to the

conducted considerations the relationship between Moral Intelligence and Social Intelligence is negative and inverse. There is a meaningful relationship between Moral Intelligence and Self Esteem. The amount of Moral Intelligence and Social Intelligence has an influence on students' self-esteem.

Maureen (2014) conducted a case study in Moral Intelligence. It is a case study of Aaron Feuerstein, owner of Malden mills, who when faced with an organizational crisis acted with Moral Intelligence. The case research is constructed from numerous interviews conducted with Feuerstein over a period of nearly a decade and gleaned from a variety of sources including news and journal articles that explore his leadership. His actions are compared to scholarly research defining a group of moral values considered universal. The research concludes that regardless of the final outcome for his organization, Feuerstein acted in alignment with a man of moral intelligence.

Farhan, Dasti and Khan (2015) conducted a study on Moral Intelligence and Psychological wellbeing in healthcare students. The aim of the study was to determine the relationship of Moral intelligence and Psychological wellbeing of graduate students in healthcare settings. A cross sectional correlation research was used and the data was collected through purposive sampling procedure. Seventy five participants studying in two renowned public and private universities of health sciences were recruited for this purpose. The result revealed that all the subscales of Moral intelligence positively correlated with Physical wellbeing and the total score of Moral intelligence come out as a positive predictor of Psychological wellbeing.

The results have important implications of moral education in the training of health practitioners.

Ghayumi (2015) conducted a study to find out the relationship between Moral Intelligence and Organizational health from the perspectives of managers of Islamic Azad Universities in Tehran in 2014-15. Here 234 individuals of Islamic Azad Universities were chosen as sample using stratified random sampling technique and Morgan table. In order to collect data, the two standard questionnaires of moral intelligence and organizational health were used. The findings of the research indicated that there is a positive significant relationship between Moral Intelligence and its dimensions, and organizational health from the perspectives of the managers of Islamic Azad Universities in Tehran.

Albehbahni (2015) observed “Moral intelligence identity styles and adjustment”. The sample consists of 250 high school students. The result showed that there is a significant and positive relationship between Moral Intelligence and adjustment, with informational and normative Identity styles.

Aldarabh, Almohtadi, Jwaifell and Salah (2015) conducted a research to evaluate the Moral Intelligence level of the late childhood stages children (9 – 12) year old in Al-Karak governorate in Jordan. That is the children who studying in third, fourth, fifth and sixth grades. After treating the data with the relevant statistical methods, the results showed that the level of moral intelligence was at a medium level for late childhood children. Moreover the result indicate that there were no significant difference between Moral Intelligence of the children according

to gender, family size, parents educational level and but have a significant difference of Moral Intelligence in the children on the variable parent's age in Al-Karak governorate in Jordan.

Lasitha (2015) conducted a study about Influence of Moral Intelligence on Academic performance of Higher Secondary School Students. In order to collect data there used survey method, on a representative sample of 540 Higher Secondary School Students. There came to find out that there exists low and moderate significant relationship between Moral Intelligence and Academic Performance of higher secondary school students for the total sample and relevant sub sample.

Jaseena (2016) conducted a study on Moral Intelligence among adolescence of Kerala. The main aim of the study was to find out the level of Moral Intelligence among adolescent students. The method adopted for the study was survey method. The sample consists of 500 Higher Secondary school Students of Kerala. Tool used for the moral intelligence scale, a 3 point scale consists of 40 statements. A collected data analysed through preliminary statistics and percentile analysis. The result revealed that Higher Secondary School students have an average moral intelligence and it is better to adapt certain strategies in the educational context for the development of a successful morally intelligent personality.

Roshell and Rodelando (2016) investigated a study to find Relationship of Moral Intelligence and Competitiveness of Children in Political and Non-Political Families. The respondents in the study were from a political family (N = 119) and non-political family (N =119) in Guiuan, Eastern Samar and were chosen through

purposive sampling. Correlation method was utilized to examine the moral intelligence and competitiveness of the respondents. The results of the study have shown that there is a high level of moral intelligence and a below average competitiveness in children from political family. Furthermore, it showed that there is a medium level of Moral Intelligence and an average competitiveness in children from non-political family.

Studies on Social commitment

Lavelle, Leslie, Ellen and Ryan (2001) conducted a study on predicting the social commitment of college students. The aim of the study was to investigate the nature of social beliefs and commitment during college years in relation to developmental orientations as measured by Dakota Inventory of Student Orientations (DISO). Results supported Creative- Reflective scale scores as predictive of commitment to the more humanitarian issues such as race and women's rights, whereas achieving –social scores predicted environmental concern.

Post (2005) conducted a study Altruism, Happiness, and Health: It's good to Be Good. This says about Altruistic emotions and behaviours are associated with greater well-being, health, and longevity. This study presents a summary and assessment of existing research data on altruism and its relation to mental and physical health. It suggests several complimentary interpretive frameworks, including evolutionary biology, physiological models, and positive psychology. Potential public health implications of this research are discussed, as well as directions for future studies. The study concludes, with some caveats, that a strong correlation exists between the well-being, happiness, health, and longevity of people

who are emotionally and behaviourally compassionate, so long as they are not overwhelmed by helping tasks.

Mills (2009) conducted a study on applying social cognitive career theory to college science majors. The present study applies social cognitive career theory to a group of 245 college students. This study also expands beyond the core of the theory to more peripheral theorized predictors such as learning experience, aptitude, and parent support. Structural equation modelling was used to assess model fit for the total sample as well as men and women separately. Results indicated that social cognitive career theory was a good fit for the data with some expectations; it was also found that background factors such as parent support and aptitude were important contributors of the model. No significant sex difference was found in the models. Discussion emphasizes the good fit of the model as well as the importance of background factors helping in self-efficacy, interests and goals in science.

Jamseer (2010) conducted a study about Social Commitment of B.Ed students. The main aim of the study was to find out the extent of Social Commitment of B.Ed students. There selected 602 B.Ed students as sample under University of Calicut. The Social Commitment of B.Ed students was measured using Social Commitments scale. From this study it is revealed that social commitment of B.Ed students do not differ significantly irrespective of their gender and locale. But there exists significant difference in the mean scores of social commitment of B.Ed students in the subsample based on type of management.

Jyothi (2011) studied the Perceived Comfort of School Climate and Institutional Commitment of 699 higher secondary school students from 3 districts

of Kerala. The result showed that there is a moderately significant relationship between Perceived Comfort of School Climate and Institutional Commitment.

Rebecca, Jennifer and Nancy (2011) conducted a study on the impact of School Climate and Social Emotional learning on Teacher Commitment. The sample consists of 664 public school teachers. And there found that positive school climate and social – emotional learning in the classroom predicted greater Teacher Commitment.

Poopola and Igheneghu (2011) conducted a study on influence of locus of control and Job Satisfaction on Organizational Commitment: a study of medical records personnel in university teaching hospitals in Nigeria. This study provides empirical evidences to support theoretical models which stipulate that job satisfaction has significant positive relationship with organizational commitment. This study also provides evidences to indicate that the combination of work locus of control and Job Satisfaction could significantly influence the Organizational Commitment

Indu (2013) investigated about Altruism among college students. 504 students completed a self-report questionnaire on altruism. Differential analysis indicated that female students altruistic than male students and was also revealed that post graduate students and students of commerce were more Altruistic.

Gehlawat and Gupta (2013) carried out an investigation to determine the relationship among Organizational Commitment, Job Satisfaction and Work Motivation of secondary school teachers. A sample of 400 secondary school teachers was taken. The investigators used organizational scale, job satisfaction

scale and employee's motivation schedule was used. And there found that there was a significant positive correlation between Organizational Commitment and Job Satisfaction and also work motivation is reported to be highly associated with each other.

Irefin and Mechanic (2014) investigated effect of Employee Commitment organizational performance with special interest in Coca Cola Nigeria limited. The research hypotheses were tested using the Pearson Correlation Coefficient. The result shows that the level of Employee Commitment is very high, and has high relationship with Organizational Performance.

Sajitha (2015) investigated about Perceived Comfort of Home environment and Social Commitment of student teachers at secondary level. The main objectives of the study was to find out whether there exists any significant relationship between perceived home environment and social commitment of student teachers. The method adopted for the study was survey method. The sample taken was 720 student teachers studying under Calicut University. There found that there is a positive and negligible relationship between Perceived comfort of Home Environment and Social Commitment of student teachers.

Philip (2015) conducted a study on Mobile Addiction and Academic Commitment of Higher Secondary School Students in Kerala. Main aim of the study was to find out the relationship between Mobile Addiction and Academic Commitment. The study was conducted on a sample of 760 higher secondary school students. Investigator used survey method for his study, and found that there exists a

negative and moderate significant relationship between Mobile Addiction and Academic Commitment.

Jian and Stephen (2015) examined the effect of Lecture Commitment on student perception of teaching quality and student's satisfaction in Chinese higher education. . The sample comprised 24 lecturers and 456 students at one Chinese university. Data were obtained through self-administered paper-based questionnaires. It was found that lecturer commitment to students' academic achievement and lecturer commitment to the social integration of students are both positively related to student satisfaction. However, lecturer commitment to the social integration of students did not appear to influence students' perceptions of teaching quality.

Conclusion

A lot of research has been conducted around the multiple intelligences that direct our decisions and actions in life. Gardner's (1999) multiple intelligences theory, which currently includes 9 different intelligences, is one of the prominent theories on the intelligences but there has been much written on emotional (EQ) and cognitive (IQ) intelligence. Not much has been authored on moral intelligence. Lennick & Keil (2005) define moral intelligence as our mental capacity to determine how universal human principles – like those embodied in the “golden rule” – should be applied to our personal values, goals, and actions. In simple terms, “Moral intelligence is the capacity to understand right from wrong” (Borba, 2001).

From the review of related studies, it is found that several studies related to Moral Intelligence. Developing greater Moral Intelligence helps individual to

perform well in schools and other social systems in healthy and positive manner (Clarcken, 2010). From the above studies there revealed that there was a positive and significant relationship between moral intelligence, normative identity and mental health problems of students (Faramarzi, Jahaniam , Zorbakhsh ,Salehi and Pasha, 2014).Moral Intelligence is highly associated with leadership effectiveness (Beheshiftar, Esmeli, Nekoie and Moghadam ,2011) The amount of moral intelligence and social intelligence has an influence on students' self-esteem (Negin, Nezhad , Fazilati and Tavakkoli ,2014).

Social commitment means a willingness to give your time and energy to something that you believe in or a promise or firm decision to do something. It is the commitment of a person towards the society. There conducted studies related to social commitment of B.Ed students (Jamsheer, 2010), secondary school students (Sajitha, 2015). Also conducted many studies related to work commitment, organizational commitment, academic commitment, but only fewer studies were conducted related to the variable social commitment.

Moral Intelligence is the capacity to understand right from wrong and to behave based on the value that is believed to be right, Investigator decided to conduct a study based on the variable Moral Intelligence, is found an important area to be studied and investigated. Several studies were conducted separately on Moral Intelligence and Social Commitment. But no studies were conducted combined both these variables. So the investigator gets inspired to find out the relationship between these two variables Moral Intelligence and Social Commitment among Higher Secondary School students.

METHODOLOGY

- *Variables of the study*
- *Objectives of the study*
- *Hypotheses of the study*
- *Design of the study*
- *Sample selected for the study*
- *Tools used for data collection*
- *Data collection procedure*
- *Scoring and consolidation of data*
- *Statistical techniques used for analysis*

METHODOLOGY

The procedure or technique employed in a research study is known as methodology of research. Methodology is systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It offers the theoretical underpinning for understanding which method, set of methods or best practices can be applied to specific result. The adopted methods and tools determine the validity of the study and accuracy of the result. 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 the relation between Moral Intelligence and Social Commitment among higher secondary school students. Gender, Subjects of specialization and Type of management of schools were selected as subsamples for the study.

The Methodology of the study was described under the following major sections.

1. Variables of the study
2. Objectives of the study
3. Hypotheses of the study
4. Sample used for the study
5. Tools used for the study

6. Data collection procedure, scoring and consolidation of data
7. Statistical techniques used for the study

The details of each of the above are given below.

Variables of the study

For the present study the variables are as follows.

- Moral intelligence
- Social commitment

Objectives of the study

- To find out the level of Moral Intelligence among Higher Secondary School Students for the total sample.
- To find out the level of Social Commitment among Higher Secondary School Students for the total sample.
- To find out whether there exist any significant difference between the male and female Higher Secondary School Students in their Moral Intelligence.
- To find out whether there exist any significant difference in Moral Intelligence of Higher Secondary School Students for the subsample based on subjects of specialization.
- To find out whether there exist any significant difference in Moral Intelligence of Higher Secondary School Students for the subsample based on type of management of schools.
- To find out whether there exist any significant difference between the male and female Higher Secondary School Students in their Social Commitment.

- To find out whether there exist any significant difference in Social Commitment of Higher Secondary School Students for the subsample based on subjects of specialization.
- To find out whether there exist any significant difference in Social Commitment of Higher Secondary School Students for the subsample based on type of management of schools.
- To find out whether there exists any significant relationship between Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and the subsample based on
 - Gender
 - Subjects of specialization
 - Type of management of schools.

Hypotheses of the study

- There exists significant difference between the male and female Higher Secondary School students in their Moral Intelligence.
- There exists significant difference in the Moral Intelligence of Higher Secondary School students for the subsample based on subjects of specialization.
- There exists significant difference in the Moral Intelligence of Higher Secondary School students for the subsample based on type of management of schools.
- There exists significant difference between the male and female Higher Secondary School students in their Social Commitment.
- There exists significant difference in the Social Commitment of Higher Secondary School students for the subsample based on subjects of specialization.

- There exists significant difference in the Social Commitment of Higher Secondary School students for the subsample based on type of management of schools.
- There exist significant relationship between Moral Intelligence and Social Commitment among Higher Secondary School students for the total sample and the subsample based on
 - Gender
 - Subjects of specialization
 - Type of management of schools.

Samples used for the study

Due to the limitation of conducting the study on the total population, the investigator confined the study to a sample representing the population.

The population for the present study covers the Higher Secondary School Students of Calicut, Malappuram and Wayanad Districts of Kerala. The following points were considered for the selection of sample for the study.

- Gender viz; Male and Female
- Subjects of specialization viz; Science, Commerce and Humanities subjects.
- Type of management of schools viz; Government, Aided and Unaided Schools.

A stratified sampling technique was used on the basis of gender, subjects of specialization and type of management of schools. The study was conducted on 620

students from 12 higher secondary schools of Calicut, Wayanad and Malappuram districts of Kerala.

Table 1

Final breakup of the sample.

Sl.No	Name of the school	Subjects of specialization			Type of management of schools			Gender	
		Science	Commerce	Humanities	Aided	Unaided	Government	Male	Female
1	St. George H.S.S Velemcode	23	50		73			41	32
2	Government H.S.S Puthupadi	51					51	23	28
3	Mar Baselious H.S.S Engapuzha	40				40		21	19
4	Venemi Higher Secondary School , Farook		41			41		19	22
5	Government Vocational HSS Thamarassery		57				57	25	32
6	NSS HSS Kalpetta	32		30		62		31	31
7	St. Josephs HSS Kodenchery			54	54			21	33
8	St. Josephs HSS , Pulurampara	47			47			17	30
9	SKMJ HSS Kalpetta		49		49			24	25
10	JDT Islam HSS Vellimadukunnu		47			47		30	17
11	Fathima Matha HSS			36		36		20	16
12	Govt . HSS Vazhakkad			63			63	21	42
Total		193	244	183	223	226	171	293	327

Tools used for the study

To carry out a research the researcher must gather data with which to test the hypotheses or answer the questions. So data collection is major part of the research process. For an effective data collection, an effective tool or technique has to be selected and the necessary steps in the preparation of the tool or conduction of technique were to be adopted. The tool or technique may vary as per the complexity, design, administration and interpretation of the research.

The investigator used the following tools for the study:

- Moral Intelligence Assessment Scale (Farooque & Benila, 2016)
- Social Commitment Scale (Farooque, Jamseer & Benila, 2016).

Description of the tool

I. Moral Intelligence Assessment Scale (Farooque & Benila ,2016)

A Five point rating scale on Moral intelligence was prepared by the investigator with the help of supervising teacher to assess the Moral Intelligence of higher secondary school students. After planning the components suitable for the Moral Intelligence, the investigator prepared a rating scale consisting of 41 items for different situations related to each component. The items were prepared with five responses each.

Planning and preparation of the tool

The investigator initially considered various definitions available for the term Moral Intelligence. From the various definitions and descriptions, the investigator

analysed and pooled a list of components of the term, which would comprehensively represent it as per their operational definition given by the investigator. From reviewing many studies related with Moral intelligence and also from the discussion with the supervising teacher, the investigator developed a final list of relevant components for the preparation of the tool.

Components of Moral intelligence

Seven major components of Moral Intelligence were identified viz: Empathy, Conscience, Self Control, Respect, Kindness, Tolerance, and Fairness.

1. Empathy

The component Empathy refers, identifying with and feeling other peoples concern. Empathy is the ability to feel what others are feeling. It is the capacity to identify so intimately with the emotions of another that it's like being insider the other person's skin .But beyond sharing the feeling of another, it is the willingness to imagine how the persons is impacted by their emotions.

Example:

You met with a road accident, when you come to school. You will:

- a. Ignore the accident and go to school
- b. Stand there, in helpless manner
- c. Inform neighbours about the accident
- d. Inform police
- e. Try to hospitalize the people, who met with accident.

2. Conscience

Conscience means knowing the right and decent way to act and acting in that way. It is the aptitude, faculty, intuition or judgement that assists in distinguishing right from wrong. It is a person's moral sense of right and wrong, viewed acting as a guide to one's behaviour; also is an internal rational capacity that bears witness to our value system.

Example:

While visiting a waterfall with your friends, a person in other group accidentally fall into the water. You will:

- a. Try to collect videos in your mobile phone
- b. Stand still by thinking some other people may save him
- c. Become frozen, without knowing what to do
- d. Inform fire force office
- e. Try to save his life.

3. Self-control

Self-control means regulating our thoughts and actions so that we can stop any pressures from inside or outside and act the way we know and feel is right. It is an aspect of inhibitory control is the ability to regulate one's emotions, thoughts and behaviour in the face of temptations and impulses. As an executive function, self-control is a cognitive process that is necessary for regulating one's behaviour in order to achieve specific goals.

Example:

Teacher came to your class in drill period you will:

- a. Behave in angry manner
- b. Don't listen to the class, by making disturbance in the class
- c. Make conversation with other friends
- d. Sit sad, by keeping silence
- e. Listen to the class with patience

4. Respect

The component respect means showing you value others by treating them in a courteous and considerate way. It is a feeling of deep admiration for someone or something elicited by their abilities, qualities or achievements. It is a way of treating or thinking about someone or something. If you respect your teacher, you admire her and treat her well.

Example:

Consider a last period in your school time. Teacher was absent during that time and rang the bell for National Anthem. You will:

- a. Sit in chair itself
- b. Talk with friends by standing
- c. Keep books in bag to run fast
- d. Stand properly
- e. Stand properly and will sing National Anthem with all respect.

Kindness

Kindness refers demonstrating concern about the welfare and feeling of others.

Kindness is a behaviour marked by ethical characteristics, a pleasant disposition and concern for others. It is known as a virtue, and recognized as a value in many cultures and religions. It is the quality of being friendly, generous and considerate.

Example:

You came to see that one of your friend's living conditions is very pathetic.

You will:

- a. Try to avoid friendship with that friend
- b. Tease him in front of others
- c. Feel sympathy towards him
- d. Inform his conditions to administrators
- e. Try to collect money, in order to help him

5. Tolerance

Tolerance means, respect the dignity and rights of all persons, even those beliefs and behaviour we may disagree with. Tolerance is the ability to accept ideas, behaviours, and feelings that are different than those of the individual or the ability to deal with something unpleasant or annoying or to continue existing despite bad or difficult conditions.

Example:

It was a long queue in front of the wash basin soon after your lunch. You will:

- a. Wash your Tiffin box without consider the queue
- b. Snatch the place in front of my friend
- c. Didn't wash Tiffin box
- d. Since don't have any other option, follow the queue
- e. Follow the queue by considering others mindset too.

6. Fairness

The component fairness refers, choosing to be open-minded and to act in a just and fair way. It is an impartial and just treatment or behaviour without favouritism or discrimination.

Example:

Teacher continued the class after ringing the bell. You will:

- a. Used to mock at teacher occasionally
- b. Make chat with friends
- c. Used to lay down on the desk
- d. Patiently wait the teacher to wind up the class
- e. Carefully listen to the class

Item analysis for Moral Intelligence.

The scale was administered on a sample of 370 Higher Secondary School Students, selected using stratified sampling method by giving due representation to

gender, subjects of specialization and type of management of schools. After scoring the response sheet as per the scoring procedure they are arranged in ascending order of total score. Then the highest 27 percentage and lowest 27 percentage were separated. The mean and standard deviation of the scores obtained for each item of the upper and lower group were calculated separately. The critical ratio for each items were calculated using the formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Items with a critical ratio greater than 1.96 were selected for the final scale. The critical ratio obtained for the items together with the means and standard deviations of the groups are given in the below table 2.

Table 2

The critical ratio obtained for the items

Item No:	Groups	Mean	Standard Deviation	t - value
1	high	4.47	0.72	8.95
	low	3.1	1.35	
2	high	4.5	0.71	7.82
	low	3.43	1.17	
3	high	4.63	0.92	4.98
	low	3.73	1.55	
4	high	4.51	0.78	11.2
	low	2.72	1.40	
5	high	4.05	0.81	7.89
	low	2.83	1.32	
	high	4.34	1.04	

Item No:	Groups	Mean	Standard Deviation	t - value
6	low	3.08	1.43	7.12
	high	4.59	0.64	
7	low	3.39	1.24	8.62
	high	4.38	0.89	
8	low	3.29	1.17	7.45
	high	4.32	0.64	
9	low	4.05	0.81	6.05
	high	4.3	0.97	
10	low	2.77	1.2	9.94
	high	4.28	0.65	
11	low	3.01	1.25	9.00
	high	4.57	0.61	
12	low	3.61	1.3	6.68
	high	3.9	0.83	
13	low	3.05	0.98	6.65
	high	3.82	2.97	
14	low	2.64	1.2	3.71
	high	4.29	0.77	
15	low	3.4	1.26	6.02
	high	4.64	0.82	
16	low	3.18	1.33	9.38
	high	3.67	1.4	
17	low	2.66	1.3	5.3
	high	4.21	0.70	
18	low	3.04	1.2	8.57
	high	4.43	0.86	
19	low	3.43	1.3	6.44
	high	3.93	0.92	
20	low	2.78	1.25	7.39
	high	4.25	0.87	
21	low	2.95	1.23	8.65
	high	3.67	0.69	

Item No:	Groups	Mean	Standard Deviation	t - value	
23	low	3.03	0.94	5.52	
	high	3.68	0.94		
24	low	2.83	1.23	5.48	
	high	4.72	0.68		
25	low	3.64	1.41	6.89	
	high	4.22	0.63		
26	low	3.23	1.30	6.85	
	high	4.38	1.03		
27	low	3.11	1.5	7.1	
	high	4.73	0.60		
28	low	3.86	2.23	3.76	
	high	4.27	0.79		
29	low	3.22	1.24	7.13	
	high	4.42	0.912		
30	low	3.29	1.39	6.81	
	high	4.63	0.75		
31	low	3.5	1.22	7.91	
	high	4.52	0.88		
32	low	3.33	1.51	6.8	
	high	4.63	0.79		
33	low	3.14	1.40	9.24	
	high	4.69	0.58		
34	low	3.71	1.23	7.2	
	high	4.47	0.63		
35	low	3.38	1.3	7.66	
	high	4.28	0.74		
36	low	3.59	1.3	4.65	
	high	4.43	0.83		
37	low	3.3	1.4	7.03	
	high	4.41	0.712		
38	low	2.97	1.38	9.3	
	high	4.41	0.77		
38	low	3.03	1.23	9.28	

Item No:	Groups	Mean	Standard Deviation	t - value
39	high	4.16	0.873	8.69
	low	2.77	1.33	
40	high	3.94	0.94	5.5
	low	3.04	1.34	
41	high	3.87	0.923	6.5
	low	2.96	1.39	

All items are accepted. Because of the critical ratio of all items are greater than 1.96.

The copy of the final scale is given as appendix 1 and 2.

Table 3

Items under each dimensions of Moral intelligence

Dimensions	Item number
Empathy	1 , 2, 15, 16, 24, 25, 30, 41
Conscience	3, 4, 17, 26, 31, 39
Self control	5, 6, 18, 32, 35, 40
Respect	7, 8, 19, 27, 33
Kindness	9, 10, 20, 28, 37
Tolerance	11, 13, 21, 29
Fairness	12, 14, 22, 23,34, 36, 38

Validity

Validity in surveys relates to the extent at which the survey measures right elements that need to be measured. In simple terms, validity refers to how well an instrument as measures what it is intended to measure. The validity of the present scale (Moral Intelligence) was ensured through both content validity and face

validity. Face Validity is the most basic type of validity and it is associated with a highest level of subjectivity because it is not based on any scientific approach. In other words, in this case a test may be specified as valid by a researcher because it may seem as valid, without an in-depth scientific justification. Each item in Moral Intelligence scale was carefully analysed by an expert with the help of supervising teacher. So Moral Intelligence scale possess sufficient face validity. The items included in the Moral Intelligence scale have been prepared on the basis of relevant theories of the variable. Special care was taken to include all the relevant areas in the preparation of items. Hence it can be reasonably assume that the Moral Intelligence scale possesses satisfactory content validity.

Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results. Reliability is the degree of consistency that the instrument of procedure demonstrates whatever it is measuring. Reliability can be found in Cronbach's alpha, frequently referred to as alpha coefficient of reliability. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. Cronbach's alpha is not a statistical test – it is a coefficient of reliability (or consistency).

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Here N is the number of items, c -bar is the average inter-item covariance among the items and v -bar equals the average variance.

The value of Cronbach's alpha is found to be 0.94, which suggest that scale is highly reliable.

II. Social Commitment Scale ((Farooque, Jamseer & Benila, 2016).

Investigator adapted the tool prepared by Dr.Umer Farooque and Jamseer P.k to measure the Social Commitment among higher secondary school students. It consists of 54 statements; out of this 33 are positively scored and 21 are negatively scored. Scores of the negative items are scored reversely by the investigator. To get the total assertiveness score, the final scores of each item are added. The components selected for social commitment scale was Altruism, Social Cognition, Social Identity, Social Justice, Social involvement.

Components of Social Commitment

1. Altruism

Altruism or selflessness is the principle or practice of concern for the welfare of others. It is a traditional virtue It is a behaviour carried out to benefit other, without anticipation of external rewards. It can even be at the expense of oneself and of the group as a whole. Altruism is a feeling to do well without reward.

Example:

You used to help others without expecting any profitable benefit.

2. Social Justice

Social Justice is about assuring the protection of equal access to liberty rights and opportunities, as well as taking care of all members of society. It is a fair and just relation between the individuals and society.

Example:

You believe that criminals are getting suitable punishments

3. Social Cognition

Social Cognition deals with the thought process for understanding people. It is the encoding, storage, retrieval and processing of information related to members of the same species.

Example:

Anti social attitude among children hurts you

4. Social Involvement

Social Involvement means, it is the extent to which people connect to themselves and engage in social pursuits.

Example:

Tries to participate in all religious activities

5. Social Identity

Social identity is the way in which individuals and collectives are distinguished in their social relation with other individuals and collectives.

Example:

Labours should be paid properly according to their work time.

Table 4

Items under each dimensions of Social Commitment

Dimensions	Item number
Altruism	1, 2, 3, 4, 5, 8, 16, 27, 49, 53
Social Cognition	6, 7, 9, 12, 13, 18, 19, 32, 33, 34, 44, 52
Social Identity	10, 11, 14, 15, 21, 22, 28, 29, 47, 50, 51
Social Justice	17, 20, 23,24, 36, 37, 38, 40,43, 45, 48
Social involvement	25 ,26, 30, 31, 35 ,39, 41 ,42, 46, 54

Data collection procedure scoring and consolidation of data

Administration of the tool

After selecting the sample the investigator contacted the head of institutions and sought permission to administer the tool. The head of all institutions, teaching and non-teaching staff were so co-operative during the time of data collection. The tools were distributed among the students and were given enough time to fill the sheets after some general instructions by the investigator. The investigator clarified the doubts of students during the time of administration of tools.

Scoring and consolidation of data

According to the scoring scheme of the tool prepared all the responses were needed to score. Tools include positive as well as negative items and scores arranged according to the items.

In Moral Intelligence scale, items are given in the form of some situations, based on that five responses were also given, students can choose appropriate responses. To get the total of Moral Intelligence the final scores of each item were added.

In Social Commitment scale, there contains positive and negative statements. The negative statements were scored inversely. Scores of the negative items were reversely scored by the investigator. To get the total of Social Commitment, the final scores of each item were added.

Statistical techniques used for the study

- **Preliminary analysis**

Preliminary analysis was done in order to arrive at conclusions about the nature of distribution. Preliminary analysis involves the following statistical techniques.

- Measure of central tendency
- Standard deviation
- Skewness
- Kurtosis

- **Pearson's product moment coefficient of correlation**

The most often used and most precise coefficient of correlation is Pearson's product moment coefficient of correlation. The degree of relationship between the

variables, Moral intelligence and Social commitment was measured and represented by the coefficient of correlation which can be calculated using the formula,

$$r_{xy} = \frac{N \sum XY - (\sum X \sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

N = number of pairs of scores

Σ = denotes the summation of items

ΣXY = sum of the product of paired scores

ΣX = sum of X scores

ΣY = sum of Y scores

ΣX^2 = sum of squared X scores

ΣY^2 = sum of squared Y scores

The value of 'r' obtained in the class is described in terms of:

- Size of 'r'
- Statistical significance of the coefficient
- Direction of 'r'

Interpretation of computed correlation coefficient

The computed correlation coefficient between two variables is then interpreted to find out Whether there exists any relationship between the two variables and if any such exists, how far the relation is significant.

The interpretation of correlation coefficient is presented in table 5.

Table 5

The interpretation of correlation coefficient

Range of computed correlation	Interpretations
0	Zero correlation , absolutely no relationship
0.21 to +/- 0.40	Slight ; almost negligible relationship
0.41 +/- 0.60	Moderate relation, Substantial, but small relationship.
0.61 +/- 0.80	High correlation. Marked relationship
0.81 +/- 0.99	Very high correlation
+/- 1	Perfect correlation; almost identical or opposite relationship

In this study correlation coefficient ‘r’ is used to find out relationship between Moral intelligence and Social commitment among Higher Secondary School students

- **Test of significance of difference between means of different categories**

The statistical technique, test of significance of difference between means (t-test); statistical significance indicates whether or not the difference between two group’s averages most likely reflects a ‘real’ difference in the population from which the groups were sampled.

t-test for different categories was used to find out the difference between male/ female, urban/ rural, government/aided, science/commerce etc.

The tabled value for 0.01 level of significance is 2.58 and the tabled value for 0.05 level of significance is 1.96.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where:

\bar{X}_1 = mean of sample 1

\bar{X}_2 = mean of sample 2

N_1 = number of subjects in sample 1

N_2 = number of subjects in sample 2

σ_1 = Standard Deviation of sample 1

σ_2 = Standard Deviation of sample 2.

If the obtained value is greater than the tabled value, there exists a significant difference in the Mean.

ANALYSIS AND INTERPRETATION

- *Objectives of the study*
- *Hypotheses of the study*
- *Variables of the study*
- *Preliminary analysis*
- *Major analysis*
- *Tenability of Hypotheses*

ANALYSIS AND INTERPRETATION OF DATA

In Chapter three, researcher had discussed the research design and methodology, origin of the research, design of the research, variable of the research, population and sample of the research, tools for data collection, procedure for data collection, statistical analysis done in research work. Data analysis is considered to be important step and heart of the research in research work. After collection of data with the help of relevant tools and techniques, the next logical step, is to analyze and interpret data with a view to arriving at empirical solution to the problem.

This chapter deals with analysis and interpretation of data described in the methodology chapter. The present study is mainly intended to find out the relationship between Moral intelligence and Social commitment among Higher Secondary School students. Here done both Preliminary analysis and Major analysis to arrive solution to the problem.

The following are the objectives set for the study.

Objectives of the study

- To find out the level of Moral Intelligence among Higher Secondary School Students for the total sample.
- To find out the level of Social Commitment among Higher Secondary School Students for the total sample.
- To find out whether there exists any significant difference between the male and female Higher Secondary School Students in their Moral Intelligence.

- To find out whether there exists any significant difference in Moral Intelligence of Higher Secondary School Students for the subsample based on subjects of specialization.
- To find out whether there exists any significant difference in Moral Intelligence of Higher Secondary School Students for the subsample based on type of management of schools.
- To find out whether there exist any significant difference between the male and female Higher Secondary School Students in their Social Commitment.
- To find out whether there exist any significant difference in Social Commitment of Higher Secondary School Students for the subsample based on subjects of specialization.
- To find out whether there exist any significant difference in Social Commitment of Higher Secondary School Students for the subsample based on type of management of schools.
- To find out whether there exists any significant relationship between Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and the subsample based on
 - Gender
 - Subjects of specialization
 - Type of management of schools.

Hypotheses of the study

The present study designed to test the following hypotheses.

- There exists significant difference between the male and female higher Secondary School Students in their Moral Intelligence.
- There exists significant difference in the Moral Intelligence of Higher Secondary School Students for the subsample based on subjects of specialization.
- There exists significant difference in the Moral Intelligence of Higher Secondary School Students for the subsample based on type of management of schools.
- There exists significant difference between the male and female higher secondary school students in their Social Commitment.
- There exists significant difference in the Social Commitment of Higher Secondary School Students for the subsample based on subjects of specialization.
- There exists significant difference in the Social Commitment of Higher Secondary School Students for the subsample based on type of management of schools.
- There exist significant relationship between Moral Intelligence and Social Commitment among higher secondary school students for the total sample and the subsample based on
 - Gender
 - Subjects of specialization
 - Type of management of schools.

Preliminary analysis

As the first step of analysis the investigator has done preliminary analysis. The important statistical properties of scores on the variables under the study were analysed as the preliminary step. The mean, median, mode, standard deviation, skewness, kurtosis were computed for the whole sample.

The details of the preliminary analysis for Moral Intelligence and Social Commitment are presented in table 6.

Table 6

The details of preliminary analysis

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Moral Intelligence	620	157.59	161	165	20.69	-0.881	1.180
Social Commitment	620	206.92	209	213	23.52	-0.340	-0.264

Discussion

The important statistical constants of the selected variables for the total samples and sub samples were analysed. The measures like Mean, Median, Mode, Standard Deviation, Skewness, and Kurtosis were computed for the whole sample.

For the variable Moral Intelligence, the values of Mean (157.59), Median (161) and Mode (165) are almost similar. This indicates that the distribution of the scores approximate closely what is expected for a normal curve. The values of Skewness(-0.881) and Kurtosis(1.18) indicates that the distribution is negatively

skewed and Platykurtic. So the variable Moral intelligence can be considered Normally distributed.

For the variable Social Commitment also, the values of Mean (206.92), Median (209) and Mode (213) are almost similar. The values of Skewness (-0.34) and Kurtosis (0.264) indicates that the distribution is negatively skewed and Mesokurtic. So the variable Social Commitment can be considered as normally distributed.

Graphical representation of scores of the variable Moral Intelligence of Higher Secondary School students is represented in Figure 1.

The Histogram with Normal Probability Curve of the total score of the variables Moral Intelligence among Higher Secondary School Students for the total sample is represented in Figure 1.

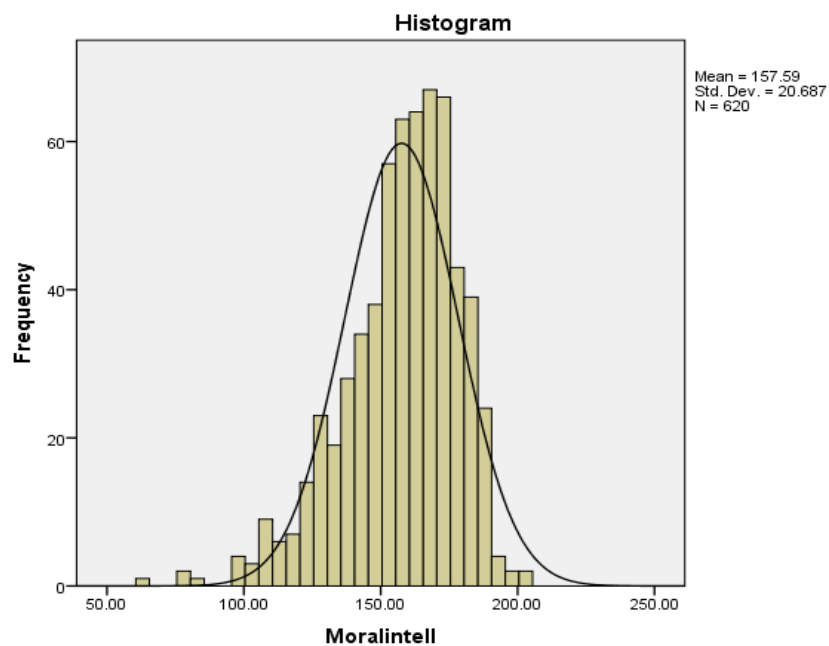


Figure 1: Frequency curve of the scores of Moral Intelligence for the total sample.

The statistical constants and graphical representation of the variable Moral Intelligence of Higher Secondary School students follow approximately a Normal distribution.

Graphical representation of scores of the variable Social Commitment of Higher Secondary School students is represented in Figure 2.

The Histogram with Normal Probability Curve of the total score of the variables Social Commitment among Higher Secondary School Students for the total sample is represented in Figure 2.

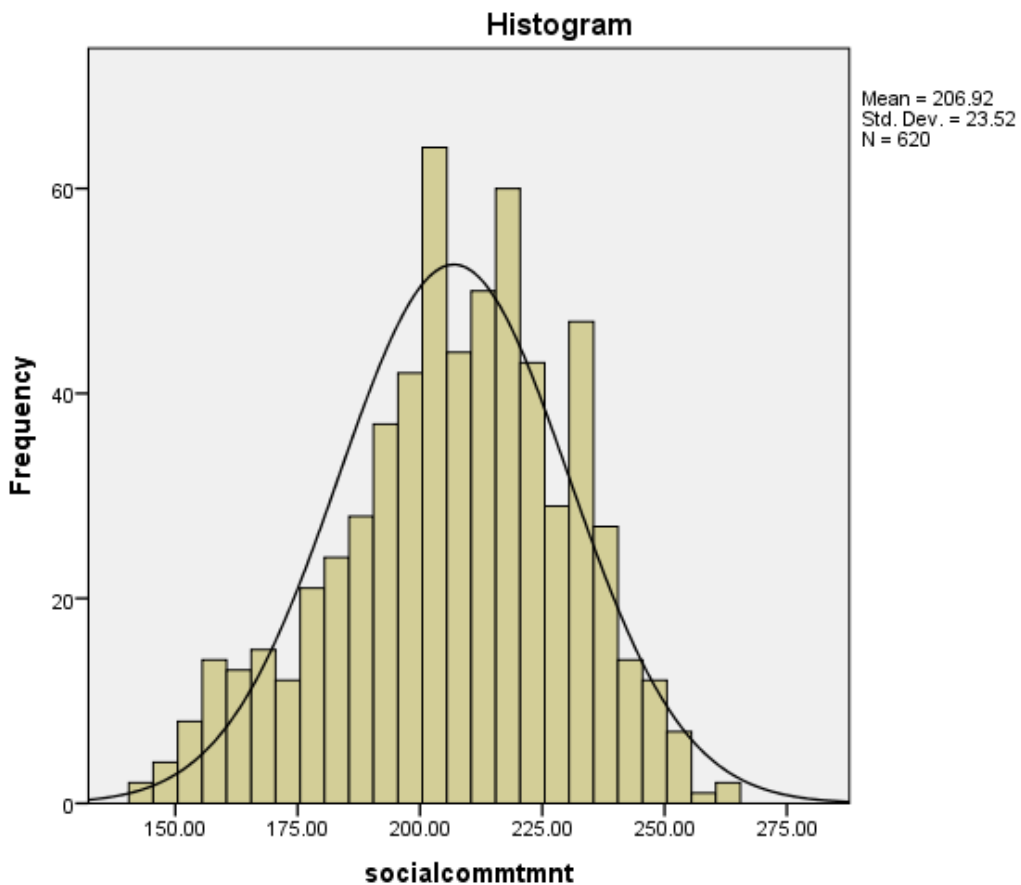


Figure 2: Frequency curve of the scores of Social Commitment for the total sample.

The statistical constants and graphical representation of the variable Social Commitment of Higher Secondary School students follow approximately a Normal distribution.

Level of Moral Intelligence for the total sample

The different levels of Moral Intelligence among Higher Secondary School Students were determined by classifying the whole sample into three groups high, average and low. The Higher Secondary School Students who obtained scores above the value of (mean + SD) were considered as high group and who obtained scores below the value of (mean-SD) were considered as low group. The students whose scores lie between (mean +SD) and (mean-SD) were considered as moderate group. The percentage of the total sample falling into three groups (high, moderate, low) is given in table 7.

Table 7

Percentage of total sample on Moral Intelligence falling into three groups (high, moderate and low).

Variable	Level	Score	Percentage
Moral intelligence	High	> 178.28	13.7
	Moderate	136.9- 178.28	68
	low	< 136.9	18.2

The Mean score obtained for Moral Intelligence for the total sample is 157.59, and standard deviation 20.69. Mean score liesbetween 178.28 (Mean + Standard Deviation) and 136.9 (Mean - Standard Deviation). 18.2 percent higher secondary school student’s lies below the value 136.9 and it shows that they have

below average Moral Intelligence and 13.7 percent students lies above the value 178.28 ,it shows that they have high Moral Intelligence. 68 percent of people show moderate range of Moral Intelligence, it lies between 136.9 and 178.28. Its shows that the level of Moral Intelligence for the total sample is in moderate range.

Level of Social Commitment for the total sample

The different levels of Social Commitment among Higher Secondary School Students were determined by classifying the whole sample into three groups high, average and low. The Higher Secondary School Students who obtained scores above the value of (mean + SD) were considered as high group and who obtained scores below the value of (mean-SD) were considered as low group. The students whose scores lie between (mean +SD) and (mean-SD) were considered as moderate group. The percentage of the total sample falling into three groups (high, moderate, low) is given in table 8.

Table 8

Percentage of total sample on Social Commitment falling into three groups (high, moderate and low).

Variable	level	Score	Percentage
Social commitment	High	> 232.52	14.4
	Moderate	232.52- 185.48	70.8
	low	< 185.48	14.8

The Mean score obtained for Social Commitment for the total sample is 209.00, and standard deviation 23.52. Mean score lies between 232.52 (Mean + Standard Deviation) and 185.48(Mean - Standard Deviation). 14.8 percent higher

secondary school student's lies below the value 185.48 and it shows that they have below average Social Commitment and 14.4 percent students lies above the value 232.52 ,it shows that they have high Social Commitment. 70.8 percent of people lies between 185.48 and 232.52, show moderate range of Social Commitment. Its shows that the level of Social Commitment for the total sample is in moderate range.

Major Analysis

Comparison of the Mean scores of Moral Intelligence between Male and Female Higher Secondary School Students.

In this analysis, the investigator compared the difference for significance between Male and Female Higher Secondary School students in their Moral Intelligence. Comparison of total mean scores of Moral Intelligence between Male and Female Higher Secondary School Students was done. The result obtained is presented in the table 9.

Table 9

Data and results of the test of significance of difference in Moral Intelligence between Male and Female Higher Secondary School Students.

Gender	N	Mean	SD	t- value	Level of significance
Male	293	153.17	22.04		
Female	327	161.54	18.55	5.13	0.01

From the above table, it was found that the mean scores of Moral Intelligence obtained for Male and Female Higher Secondary School Students are 153.17 and 161.54 respectively. It also shows that the standard deviations are 22.04

and 18.55 respectively. The calculated 't' value is 5.13, which is greater than 2.58, the table value required for significance at 0.01 level. Hence it can be interpreted as there exists significant difference between Male and Female Higher Secondary School Students in their Moral Intelligence.

Discussion

The analysis of the above data shows that there is significant difference in the mean scores of Moral Intelligence between Male and Female Higher Secondary School Students. Hence it can be concluded that Female Higher Secondary School Students shows more Moral Intelligence than their counterparts.

Comparison of the Mean scores of Moral Intelligence between Science and Commerce Higher Secondary School Students.

In this analysis, the investigator compared the difference between Science and Commerce Higher Secondary School students in their Moral Intelligence. Comparison of total mean scores of Moral Intelligence between Science and Commerce Higher Secondary School students was done. The result obtained is presented in the table 10.

Table 10

Data and results of the test of significance of difference in Moral Intelligence between Science and Commerce Higher Secondary School Students.

Subject of specialization	N	Mean	SD	t- value	Level of significance
Science	193	155.89	19.87	1.29	NS
Commerce	244	158.53	22.24		

From the above table, it was found that the mean scores of Moral Intelligence obtained for Science and Commerce Higher Secondary School students are 155.89 and 158.53 respectively. It also shows that the standard deviations are 19.87 and 22.24 respectively. The calculated 't' value is 1.29, which is less than 1.96, the table value required for significance at 0.05 level. Hence it can be interpreted as there is no significant difference between Science and Commerce Higher Secondary School students in their Moral Intelligence.

Discussion

The analysis of the above data shows that there is no significant difference in mean scores between Science and Commerce Higher Secondary School students in their Moral Intelligence. Hence it can be concluded that Commerce Higher Secondary School Students shows more Moral Intelligence than their counterparts.

Comparison of the Mean scores of Moral Intelligence between Science and Humanities Higher Secondary School Students.

In this analysis, the investigator compared the difference between Science and Humanities Higher Secondary School students in their Moral Intelligence. Comparison of total mean scores of Moral Intelligence between Science and Humanities Higher Secondary School students was done. The result obtained is presented in the table 11.

Table 11

Data and results of the test of significance of difference in Moral Intelligence between Science and Humanities Higher Secondary School Students.

Subject of specialization	N	Mean	SD	t- value	Level of significance
Science	193	155.89	19.87	1.10	NS
Humanities	183	158.13	19.34		

From the above table, it was found that the mean scores of Moral Intelligence obtained for Science and Humanities Higher Secondary School students are 155.89 and 158.13 respectively. It also shows that the standard deviations are 19.87 and 19.34 respectively. The calculated 't' value is 1.10, which is less than 1.96, the table value required for significance at 0.05 level. Hence it can be interpreted as there is no significant difference between Science and Humanities Higher Secondary School students in their Moral Intelligence.

Discussion

The analysis of the above data shows that there is no significant difference in mean scores between Science and Humanities Higher Secondary School students in their Moral Intelligence. Hence it can be concluded that Humanities Higher Secondary School Students shows more Moral Intelligence than their counterparts.

Comparison of the Mean scores of Moral Intelligence between Commerce and Humanities Higher Secondary School Students.

In this analysis, the investigator compared the difference between Commerce and Humanities Higher Secondary School students in their Moral Intelligence. Comparison of total mean scores of Moral Intelligence between Commerce and Humanities Higher Secondary School students was done. The result obtained is presented in the table 12.

Table 12

Data and results of the test of significance of difference in Moral Intelligence between Commerce and Humanities Higher Secondary School Students

Subject of specialization	N	Mean	SD	t- value	Level of significance
Commerce	244	158.53	22.24	0.2	NS
Humanities	183	158.13	19.34		

From the above table, it was found that the mean scores of Moral Intelligence obtained for Commerce and Humanities Higher Secondary School students are 158.53 and 158.13 respectively. It also shows that the standard deviations are 22.24 and 19.34 respectively. The calculated 't' value is 0.2, which is

less than 1.96, the table value required for significance at 0.05 level. Hence it can be interpreted as there is no significant difference between Commerce and Humanities Higher Secondary School students in their Moral Intelligence.

Discussion

The analysis of the above data shows that there is no significant difference in mean scores between Commerce and Humanities Higher Secondary School students in their Moral Intelligence. Hence it can be concluded that Humanities and Commerce Higher Secondary School students shows almost same Moral Intelligence.

Comparison of the Mean scores of Moral Intelligence between Government and Aided Higher Secondary School Students.

In this analysis, the investigator compared the difference between Government and Aided Higher Secondary School students in their Moral Intelligence. Comparison of total mean scores of Moral Intelligence between Government and Aided Higher Secondary School students was done. The result obtained is presented in the table 13.

Table 13

Data and results of the test of significance of difference in Moral Intelligence between Government and Aided Higher Secondary School Students

Type of management	N	Mean	SD	t- value	Level of significance
Government	171	159.47	16.23		
Aided	223	161.88	21.68	1.22	NS

From the above table, it was found that the mean scores of Moral Intelligence obtained for Government and Aided Higher Secondary School students are 159.47 and 161.88 respectively. It also shows that the standard deviations are 16.23 and 21.68 respectively. The calculated 't' value is 1.22, which is less than 1.96, the table value required for significance at 0.05 level. Hence it can be interpreted as there is no significant difference between Government and Aided Higher Secondary School students in their Moral Intelligence.

Discussion

The analysis of the above data shows that there is no significant difference in mean scores between Government and Aided Higher Secondary School students in their Moral Intelligence. Hence it can be concluded that Aided Higher Secondary School Students shows more Moral Intelligence than their counterparts.

Comparison of the Mean scores of Moral Intelligence between Government and Unaided Higher Secondary School Students.

In this analysis, the investigator compared the difference between Government and Unaided Higher Secondary School students in their Moral Intelligence. Comparison of total mean scores of Moral Intelligence between Government and Unaided Higher Secondary School students was done. The result obtained is presented in the table 14.

Table 14

Data and results of the test of significance of difference in Moral Intelligence between Government and Unaided Higher Secondary School Students

Type of management	N	Mean	SD	t- value	Level of significance
Government	171	159.47	16.23	3.84	0.01
Unaided	226	151.92	21.48		

From the above table, it was found that the mean scores of Moral Intelligence obtained for Government and Unaided Higher Secondary School students are 159.47 and 151.92 respectively. It also shows that the standard deviations are 16.23 and 21.48 respectively. The calculated 't' value is 3.84, which is greater than 2.58, the table value required for significance at 0.01 level. Hence it can be interpreted as there is significant difference between Government and Unaided Higher Secondary School students in their Moral Intelligence.

Discussion

The analysis of the above data shows that there is significant difference in mean scores between Government and Unaided Higher Secondary School students in their Moral Intelligence. Hence it can be concluded that Government Higher Secondary School Students shows more Moral Intelligence than their counterparts.

Comparison of the Mean scores of Moral Intelligence between Aided and Unaided Higher Secondary School Students.

In this analysis, the investigator compared the difference for significance between Aided and Unaided Higher Secondary School students in their Moral

Intelligence. Comparison of total mean scores of Moral Intelligence between Aided and Unaided Higher Secondary School students was done. The result obtained is presented in the table 15.

Table 15

Data and results of the test of significance of difference in Moral Intelligence between Aided and Unaided Higher Secondary School Students

Type of management	N	Mean	SD	t- value	Level of significance
Aided	223	161.88	21.68	4.9	0.01
Unaided	226	151.92	21.48		

From the above table, it was found that the mean scores of Moral Intelligence obtained for Aided and Unaided Higher Secondary School students are 161.88 and 151.92 respectively. It also shows that the standard deviations are 21.68 and 21.48 respectively. The calculated t' value is 4.9, which is greater than 2.58, the table value required for significance at 0.01 levels. Hence it can be interpreted as there is significant difference between Aided and Unaided Higher Secondary School students in their Moral Intelligence.

Discussion

The analysis of the above data shows that there is significant difference in mean scores between Aided and Unaided Higher Secondary School students in their Moral Intelligence. Hence it can be concluded that Aided Higher Secondary School Students shows more Moral Intelligence than their counterparts.

Comparison of the Mean scores of Social Commitment between Male and Female Higher Secondary School Students.

In this analysis, the investigator compared the difference for significance between Male and Female Higher Secondary School students in their Social Commitment. Comparison of total mean scores of Social Commitment between Male and Female higher secondary school students was done. The result obtained is presented in the table 16.

Table 16

Data and results of the test of significance of difference in Social Commitment between Male and Female Higher Secondary School Students

Gender	N	Mean	SD	t- value	Level of significance
Male	293	199.34	23.88	7.97	0.01
Female	327	213.17	21.01		

From the above table, it was found that the Mean scores of Social Commitment obtained for Male and Female higher secondary school students are 199.34 and 213.7 respectively. It also shows that the standard deviations are 23.88 and 21.01 respectively. The calculated 't' value is 7.97, which is greater than 2.58, the table value required for significance at 0.01 level. Hence it can be interpreted as there is significant difference between Male and Female Higher Secondary School Students in their Social Commitment.

Discussion

The analysis of the above data shows that there is significant difference in mean scores between Male and Female Higher Secondary School students in their Social Commitment. Hence it can be concluded that Female Higher Secondary School Students are more socially committed than their counterparts.

Comparison of the Mean scores of Social Commitment between Science and Commerce Higher Secondary School Students.

In this analysis, the investigator compared the difference for significance between Science and Commerce Higher Secondary School students in their Social Commitment. Comparison of total mean scores of Social Commitment between Science and Commerce Higher Secondary School students was done. The result obtained is presented in the table 17.

Table 17

Data and results of the test of significance of difference in Social Commitment between Science and Commerce Higher Secondary School Students

Subject of specialization	N	Mean	SD	t- value	Level of significance
Science	193	209.04	21.46	1.9	NS
Commerce	244	204.57	26.28		

From the above table, it was found that the mean scores of Social Commitment obtained for Science and Humanities Higher Secondary School students are 209.04 and 204.57 respectively. It also shows that the standard deviations are 21.46 and 26.28 respectively. The calculated 't' value is 1.9, which is

less than 1.96, the table value required for significance at 0.05 level. Hence it can be interpreted as there is no significant difference between Science and Commerce Higher Secondary School students in their Social Commitment.

Discussion

The analysis of the above data shows that there is no significant difference in mean scores between Science and Commerce Higher Secondary School students in their Social Commitment. Hence it can be concluded that Science Higher Secondary School Students shows more Social Commitment than their counterparts.

Comparison of the Mean scores of Social Commitment between Science and Humanities Higher Secondary School Students.

In this analysis, the investigator compared the difference for significance between Science and Humanities Higher Secondary School students in their Social Commitment. Comparison of total mean scores of Social Commitment between Science and Humanities Higher Secondary School students was done. The result obtained is presented in the table 18.

Table 18

Data and results of the test of significance of difference in Social Commitment between Science and Humanities Higher Secondary School Students.

Subject of specialization	N	Mean	SD	t- value	Level of significance
Science	193	209.04	21.46	0.6	NS
Humanities	183	207.80	21.46		

From the above table, it was found that the mean scores of Social Commitment obtained for Science and Humanities Higher Secondary School students are 209.04 and 207.80 respectively. It also shows that the standard deviations are 21.46 and 21.46 respectively. The calculated 't' value is 0.56, which is less than 1.96, the table value required for significance at 0.05 level. Hence it can be interpreted as there is no significant difference between Science and Humanities Higher Secondary School students in their Social Commitment.

Discussion

The analysis of the above data shows that there is no significant difference in mean scores between Science and Humanities Higher Secondary School students in their Social Commitment. Hence it can be concluded that Science Higher Secondary School Students shows more Social Commitment than their counterparts.

Comparison of the Mean scores of Social Commitment between Commerce and Humanities Higher Secondary School Students.

In this analysis, the investigator compared the difference for significance between Commerce and Humanities Higher Secondary School students in their Social Commitment. Comparison of total mean scores of Social Commitment between Commerce and Humanities Higher Secondary School students was done. The result obtained is presented in the table 19.

Table 19

Data and results of the test of significance of difference in Social Commitment between Commerce and Humanities Higher Secondary School Students

Subject of specialization	N	Mean	SD	t- value	Level of significance
Commerce	244	204.57	26.28	1.36	NS
Humanities	183	207.80	21.46		

From the above table, it was found that the mean scores of Social Commitment obtained for Commerce and Humanities Higher Secondary School students are 204.57 and 207.80 respectively. It also shows that the standard deviations are 26.28 and 21.46 respectively. The calculated 't' value is 1.36, which is less than 1.96, the table value required for significance at 0.05 level. Hence it can be interpreted as there is no significant difference between Commerce and Humanities Higher Secondary School students in their Social Commitment.

Discussion

The analysis of the above data shows that there is no significant difference in mean scores between Commerce and Humanities Higher Secondary School students in their Social Commitment. Hence it can be concluded that Humanities Higher Secondary School students are more Socially Committed than Commerce students.

Comparison of the Mean scores of Social Commitment between Government and Aided Higher Secondary School Students.

In this analysis, the investigator compared the difference for significance between Government and Aided Higher Secondary School students in their Social

Commitment. Comparison of total mean scores of Moral Intelligence between Government and Aided Higher Secondary School students was done. The result obtained is presented in the table 20.

Table 20

Data and results of the test of significance of difference in Social Commitment between Government and Aided Higher Secondary School Students

Type of management	N	Mean	SD	t- value	Level of significance
Government	171	210.87	21.73	0.13	NS
Aided	223	211.16	23.76		

From the above table, it was found that the mean scores of Social Commitment obtained for Government and Aided Higher Secondary School students are 210.87 and 211.16 respectively. It also shows that the standard deviations are 21.73 and 23.76 respectively. The calculated 't' value is 0.13, which is less than 1.96, the table value required for significance at 0.05 level. Hence it can be interpreted as there is no significant difference between Government and Aided Higher Secondary School students in their Social Commitment.

Discussion

The analysis of the above data shows that there is no significant difference in mean scores between Government and Aided Higher Secondary School students in their Social Commitment. Hence it can be concluded that Aided Higher Secondary School students shows more Social Commitment than their counterparts.

Comparison of the Mean scores of Social Commitment between Government and Unaided Higher Secondary School Students.

In this analysis, the investigator compared the difference for significance between Government and Unaided Higher Secondary School students in their Social Commitment. Comparison of total mean scores of Social Commitment between Government and Unaided Higher Secondary School students was done. The result obtained is presented in the table 21

Table 21

Data and results of the test of significance of difference in Social Commitment between Government and Unaided Higher Secondary School Students.

Type of management	N	Mean	SD	t- value	Level of significance
Government	171	210.87	21.73	4.89	0.01
Unaided	226	199.74	22.95		

From the above table, it was found that the mean scores of Social Commitment obtained for Government and Unaided Higher Secondary School students are 210.87 and 199.74 respectively. It also shows that the standard deviations are 21.73 and 22.95 respectively. The calculated t' value is 4.89, which is greater than 2.58, the table value required for significance at 0.01 level. Hence it can be interpreted as there is significant difference between Government and Unaided Higher Secondary School Students in their Social Commitment.

Discussion

The analysis of the above data shows that there is significant difference in mean scores between Government and Unaided Higher Secondary School Students in their Social Commitment. Hence it can be concluded that Government Higher Secondary School Students shows more Social Commitment than their counterparts.

Comparison of the Mean scores of Social Commitment between Aided and Unaided Higher Secondary School Students.

In this analysis, the investigator compared the difference for significance between Aided and Unaided Higher Secondary School Students in their Social Commitment. Comparison of total mean scores of Social Commitment between Aided and Unaided Higher Secondary School students was done. The result obtained is presented in the table 22.

Table 22.

Data and results of the test of significance of difference in Social Commitment between Aided and Unaided Higher Secondary School Students

Type of management	N	Mean	SD	t- value	Level of significance
Aided	223	211.16	23.76	5.18	0.01
Unaided	226	199.74	22.95		

From the above table, it was found that the mean scores of Social Commitment obtained for Aided and Unaided Higher Secondary School students are 211.16 and 199.74 respectively. It also shows that the standard deviations are 23.76 and 22.95 respectively. The calculated 't' value is 5.18, which is greater than 2.58,

the table value required for significance at 0.01 level. Hence it can be interpreted as there is significant difference between Aided and Unaided Higher Secondary School students in their Social Commitment.

Discussion

The analysis of the above data shows that there is significant difference in mean scores between Aided and Unaided Higher Secondary School Students in their Social Commitment. Hence it can be concluded that Aided Higher Secondary School students shows more Social Commitment than their counterparts.

Relationship between Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and subsamples.

The collected data were analysed to find out the co-efficient of correlation between Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and subsamples based on Gender, Subjects of specialization and Types of management of schools. The coefficient correlation (r) shows the relationship between the two variables. Details are given in table 23.

Table 23

Coefficient of Correlation between Moral Intelligence and Social Commitment among Higher Secondary School students

Si.No:	Sample	Correlation r
1	Total	0.69
2	Male	0.67
3	Female	0.68
4	Science	0.80
5	Commerce	0.69
6	Humanities	0.60
7	Government	0.71
8	Aided	0.56
9	Unaided	0.78

The Coefficient of Correlation between Moral Intelligence and Social Commitment among Higher Secondary School students were analysed for the total sample and the subsamples,

Based on Gender, Subjects of specialization and Type of management of schools.

Discussion

- The Coefficient of Correlation between Moral Intelligence and Social Commitment among Higher Secondary School students was analysed. Coefficient of Correlation 'r' for the total sample is 0.69, which shows there is a marked positive relationship between Moral Intelligence and Social Commitment among Higher Secondary School students. It is evident from the result that when Moral Intelligence increases Social Commitment will also increase, and Vice versa.

- The Coefficient of Correlation between Moral Intelligence and Social Commitment of Male Higher Secondary School students was analysed. The Coefficient of Correlation is 0.67, which shows there is a marked positive relationship between Moral Intelligence and Social Commitment among Male Higher Secondary School students.
- The Coefficient of Correlation between Moral Intelligence and Social Commitment of Female Higher Secondary School students was analysed. The Coefficient of Correlation is 0.68, which shows there is a marked positive relationship between Moral Intelligence and Social Commitment among Female Higher Secondary School students.
- The Coefficient of Correlation between Moral Intelligence and Social Commitment of Science Higher Secondary School students was analysed. The Coefficient of Correlation is 0.80, which shows there is a marked positive relationship between Moral Intelligence and Social Commitment among Science Higher Secondary School students.
- The Coefficient of Correlation between Moral Intelligence and Social Commitment of Commerce Higher Secondary School students was analysed. The Coefficient of Correlation is 0.69, which shows there is a marked positive relationship between Moral Intelligence and Social Commitment among Commerce Higher Secondary School students.
- The Coefficient of Correlation between Moral Intelligence and Social Commitment of Humanities Higher Secondary School students was analysed. The

Coefficient of Correlation is 0.60, which shows there is a marked positive relationship between Moral Intelligence and Social Commitment among Humanities Higher Secondary School students.

- The Coefficient of Correlation between Moral Intelligence and Social Commitment of Government Higher Secondary School students was analysed. The Coefficient of Correlation is 0.71, which shows there is a marked positive relationship between Moral Intelligence and Social Commitment among Government Higher Secondary School students.

- The Coefficient of Correlation between Moral Intelligence and Social Commitment of Aided Higher Secondary School students was analysed. The Coefficient of Correlation is 0.56, which shows there is a moderate positive relationship between Moral Intelligence and Social Commitment among Aided Higher Secondary School students.

- The Coefficient of Correlation between Moral Intelligence and Social Commitment of Unaided Higher Secondary School students was analysed. The Coefficient of Correlation is 0.78, which shows there is a marked positive relationship between Moral Intelligence and Social Commitment among Unaided Higher Secondary School students.

Tenability of Hypotheses

- The first Hypothesis states that there exists significant difference between the Male and Female Higher Secondary School students in their Moral Intelligence.

The study reveals that there is a significant difference between Male and Female Higher Secondary School students in their Moral Intelligence. ($t=5.13$)

Hence the first Hypothesis is accepted.

- The second Hypothesis states that there exists significant difference in the Moral Intelligence of Higher Secondary School students for the subsample based on Subject of Specialization.

The study reveals that there is no significant difference in the Moral Intelligence of Higher Secondary School students for the subsample based on Subjects of Specialization. ($t=1.29$, $t= 1.10$, $t= 0.20$).

Hence the second Hypothesis is rejected.

- The third Hypothesis states that there exists significant difference in the Moral Intelligence of Higher Secondary School students for the subsample based on Type of Management of schools.

The study reveals that there exists significant difference in the Moral Intelligence between aided - unaided and government –unaided Higher Secondary School Students. ($t=3.84$, $t = 4.90$). And no significant difference in Moral Intelligence between aided and government Higher Secondary School Students. ($t=1.22$).

Hence the third Hypothesis is partially accepted.

- The fourth Hypothesis states that there exists significant difference between the Male and Female Higher Secondary School students in their Social Commitment.

The study reveals that there is a significant relationship between Male and Female Higher Secondary School students in their Social Commitment. ($t= 7.97$) Hence the fourth Hypothesis is accepted.

- The fifth Hypothesis states that there exists significant difference in the Social Commitment of Higher Secondary School students for the subsample based on Subjects of Specialization

The study reveals that there is no significant difference in the Social Commitment of Higher Secondary School students for the relevant subsample based on Subjects of Specialization. ($t=1.9$, $t=0.6$, $t= 1.36$).

Hence the fifth Hypothesis is rejected.

- The sixth Hypothesis states that there exists significant difference in the Social Commitment of Higher Secondary School students for the subsample based on Type of management of schools.

The study reveals that there exists significant difference in the Social Commitment between aided - unaided and government –unaided higher secondary school students. ($t = 4.89$, $t = 5.18$). And no significant difference in the Social Commitment between aided and government Higher Secondary School students. ($t= 0.13$).

Hence Hypothesis is partially accepted.

- The seventh Hypothesis states that there exist a relationship between Moral Intelligence and Social Commitment among higher secondary school students for the total sample and the subsample based on Gender, Subjects of specialization and Type of management of schools.

The study reveals that there exists significant positive relationship between Moral Intelligence and Social Commitment among Higher Secondary School students for the Total sample ($r = 0.69$) and the sub sample, based on Gender, male ($r=0.67$) female ($r=0.68$). Subject of specialization, Commerce ($r=0.69$), humanities ($r=0.60$) and Science ($r=0.80$) Type of management of schools, government ($r=0.71$), aided ($r=0.56$), Unaided ($r=0.78$)

Hence the seventh Hypothesis accepted.

Conclusion

Analysis and interpretation of data helps to discover solutions to the research problem. In preliminary analysis it was found out the level of Moral Intelligence and Social Commitment among Higher Secondary School Students, and the study reveals that it is in moderate range. Major analysis shows the comparison of the mean scores of Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and the subsamples. The study reveals that there is a significant relationship between male and female Higher Secondary School Students in their Moral Intelligence and Social Commitment and no significant difference in the Moral Intelligence and Social Commitment of Higher

Secondary School Students for the subsample based on Subjects of specialization. Also found that there exists significant difference in the Moral Intelligence and Social Commitment between aided - unaided and government –unaided Higher Secondary School Students. And no significant difference in Moral Intelligence and Social Commitment between aided - government higher secondary school students. There exists significant positive relationship between Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and the subsamples based Gender, Subjects of specialization and Types of management of schools.

SUMMARY, FINDINGS AND SUGGESTIONS

- *Study In Retrospect*
- *Variables of the study*
- *Objectives of the study*
- *Hypotheses of the study*
- *Methodology of the study*
- *Major Findings*
- *Educational Implications*
- *Suggestions for Further Research*

SUMMARY, FINDINGS AND SUGGESTIONS

This chapter provides a summary of procedure, major findings, educational implication and suggestion for the further research.

Study in retrospect

The various aspects related to the present study like the variables, objective, hypotheses methodology and statistical techniques are following in brief.

Restatement of the Problem

The study was entitled as Moral Intelligence and Social Commitment among Higher Secondary School Students.

Variables

The main variables involved in the study are:

- Moral Intelligence
- Social Commitment

Gender, Subjects of specialization and Type of Management of schools are treated as the Classificatory variables.

Objectives of the study

- To find out the level of Moral Intelligence among Higher Secondary School Students for the total sample.

- To find out the level of Social Commitment among Higher Secondary School Students for the total sample.
- To find out whether there exist any significant difference between the male and female Higher Secondary School Students in their Moral Intelligence.
- To find out whether there exist any significant difference in Moral Intelligence of Higher Secondary School Students for the subsample based on subjects of specialization.
- To find out whether there exist any significant difference in Moral Intelligence of Higher Secondary School Students for the subsample based on type of management of schools.
- To find out whether there exist any significant difference between the male and female Higher Secondary School Students in their Social Commitment.
- To find out whether there exist any significant difference in Social Commitment of Higher Secondary School Students for the subsample based on subjects of specialization.
- To find out whether there exist any significant difference in Social Commitment of Higher Secondary School Students for the subsample based on type of management of schools.
- To find out whether there exists any significant relationship between Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and the subsample based on
 - Gender

- Subjects of specialization
- Type of management of schools.

Hypotheses of the study

- There exists significant difference between the male and female Higher Secondary School Students in their Moral Intelligence.
- There exists significant difference in the Moral Intelligence of Higher Secondary School Students for the subsample based on subjects of specialization.
- There exists significant difference in the Moral Intelligence of Higher Secondary School Students for the subsample based on type of management of schools.
- There exists significant difference between the male and female Higher Secondary School Students in their Social Commitment.
- There exists significant difference in the Social Commitment of Higher Secondary School Students for the subsample based on subjects of specialization.
- There exists significant difference in the Social Commitment of Higher Secondary School Students for the subsample based on type of management of schools.
- There exist significant relationship between Moral Intelligence and Social Commitment among Higher Secondary School Students for the total sample and the subsample based on
 - Gender
 - Subjects of specialization
 - Type of management of schools.

Methodology

- For the present study, survey method was adopted as the method of research.
- There selected 620 Higher Secondary School Students of plus one class, from Calicut, Wayanad, Malappuram districts were taken as sample. The due representation was given to gender, subjects of specialization and type of management of schools.
 - Tools used for the study was
 - Moral Intelligence Assessment Scale
 - Social Commitment Scale

Statistical techniques

- Preliminary statistical techniques like Mean, Median, Mode, Skewness and Kurtosis.
- Test of significance of difference between means (t-test).
- Pearson's product moment of Co-efficient of correlation.

Major Findings of the study

- The level of Moral Intelligence for the total sample is in moderate range.
- The level of Social Commitment for the total sample is in moderate range.
- There exists significant difference in mean scores between male and female higher secondary school students in their Moral Intelligence. It is because of the calculated 't' value is 5.13, which is greater than 2.58, the table value required for significance at 0.01 level.

- There is no significant difference in the mean scores between science and commerce higher secondary school students in their Moral Intelligence, the calculated 't' value 1.29, which is less than 1.96, the table value required for significance at 0.05 level.
- There is no significant difference in mean scores between commerce and humanities higher secondary school students in their Moral Intelligence because the calculated 't' value is 0.2, which is less than 1.96.
- There is no significant difference in mean scores between science and humanities higher secondary school students in their Moral Intelligence, The calculated 't' value is 1.10, which is less than 1.96, the table value required for significance at 0.05 level.
- There is no significant difference in mean scores between government and aided higher secondary school students in their Moral Intelligence. It is because the calculated 't' value is 1.22, which is less than 1.96, the table value required for significance at 0.05 level,
- There is significant difference in mean scores between government and unaided higher secondary school students in their Moral Intelligence. The calculated 't' value is 3.84, which is greater than 2.58, the table value required for significance at 0.01 level.
- There is significant difference in mean scores between aided and unaided higher secondary school students in their Moral Intelligence. The calculated 't' value is 4.89, which is greater than 2.58, the table value required for significance at 0.01 level.

- There is significant difference in mean scores between male and female higher secondary school students in their Social Commitment, The calculated 't' value is 7.97, which is greater than 2.58, the table value required for significance at 0.01 level.
- There is no significant difference in mean scores between science and commerce higher secondary school students in their Social Commitment. The calculated 't' value is 1.90, which is less than 1.96, the table value required for significance at 0.05 level.
- There is no significant difference in mean scores between science and humanities higher secondary school students in their Social Commitment because the calculated 't' value is 0.56, which is less than 1.96, the table value required for significance at 0.05 level.
- There is no significant difference in mean scores between commerce and humanities higher secondary school students in their Social Commitment, The calculated 't' value is 1.36, which is less than 1.96.
- There is no significant difference in the mean scores between government and aided higher secondary school students in their Social Commitment, the calculated 't' value is 0.13, which is less than 1.96, the table value required for significance at 0.05 level.
- There is significant difference in mean scores between government and unaided higher secondary school students in their Social Commitment , the calculated 't' value is 4.9, which is greater than 2.58, the table value required for significance at 0.01 level.

- There is significant difference in mean scores between aided and unaided higher secondary school students in their Social Commitment because the calculated 't' value is 5.18, which is greater than 2.58, the table value required for significance at 0.01 level.
- There is a marked positive relationship between Moral Intelligence and Social Commitment among higher secondary school students. The coefficient of correlation between Moral Intelligence and Social Commitment among higher secondary school students was analysed, and found that coefficient of correlation 'r' for the total sample is 0.69.
- There is a marked positive relationship between Moral Intelligence and Social Commitment among male higher secondary school students, the coefficient of correlation is 0.67.
- There is a marked positive relationship between Moral Intelligence and Social Commitment among female higher secondary school students, the coefficient of correlation is 0.68.
- There is a marked positive relationship between Moral Intelligence and Social Commitment among Science higher secondary school students the coefficient of correlation is 0.80.
- There is a marked positive relationship between Moral Intelligence and Social Commitment among commerce higher secondary school students, the coefficient of correlation is 0.69.

- There is a marked positive relationship between Moral Intelligence and Social Commitment among humanities higher secondary school students, the coefficient of correlation is 0.60.
- There is a marked positive relationship between Moral Intelligence and Social Commitment among government higher secondary school students, the coefficient of correlation is 0.71.
- There is a moderate positive relationship between Moral Intelligence and Social Commitment among aided higher secondary school students, the coefficient of correlation is 0.56.
- There is a marked positive relationship between Moral Intelligence and Social Commitment among unaided higher secondary school students, because the coefficient of correlation is 0.78.

Educational Implications

The main aim of the present study is to find out whether there exists any significant relationship between Moral Intelligence and Social Commitment among Higher Secondary School students. The results revealed that there is a marked positive relationship between Moral Intelligence and Social Commitment among Higher Secondary School students.

Based on the findings of the study the investigator put forward the following suggestions to improve the present system in education and also to develop moral values and virtues in students.

- To teach children good behaviours, teacher must show children what the virtue looks like in action. Teachers should reduce the lectures there need to increase the visuals etc. Children also learn more by seeing an example in context not by hearing or reading about it.
- Teacher should offer diversity experience to students which helps them to empathize with others whose needs and views may differ from theirs.
- Teachers and parents should boost internal gratification in students, so that student can develop moral values.
- Teacher need to surround child with moral examples by affirming role model and surround child with people of high character.
- Encourage cultural heritage in students its helps to nurture in your child a sense of pride in her culture, heritage, and identity.
- To teach kids self-control, teacher must behave like a living example of self-control.
- It is the duty of parents and teachers to emphasize the impact of the virtue, also shows the impact empathy (or respect, kindness, justice) on others, so child understands its importance.
- Teachers and Students should take an active role in literacy campaigns. They can teach the illiterate to read and write.
- School authorities should be enthusiastic about opening blood donation camps, founding gymnasiums, blind schools, health centres, libraries, etc. Such enterprises benefit a large number of people, and help in maintaining the society in a good condition.

- It is the duty of students and teachers to undertake the responsibility of fighting anti-social activities of a few corrupt people.
- There need to take necessary actions to eradicate drugs and drinks from localities.
- Whenever there is a general crisis like the outbreak of malaria, or floods or earthquakes, students are expected to come to the aid of the distressed.
- It is the duty of parents and teachers to provide opportunities for your child to experience different perspectives and views.
- Tune up your child's social graces and make courtesy a priority in your home itself.
- Teachers and parents must encourage your child to lend a hand so he or she will understand the power of doing well.

Suggestions for further research

Based on the findings of the study, investigator put forward the following suggestions for further research.

- This study can be replicated on Secondary school students also.
- A case study can be conducted to find out the Moral Intelligence of students in Juvenile homes.
- Influence of Moral intelligence on Social acceptance among under graduate students can be studied.
- Social commitment of students in SPC, NCC can be studied.

- A study can conduct to find out the relationship between Moral Intelligence and leadership quality among Higher Secondary School students.
- A study can conduct find out the relationship between Social Commitment and School environment among Secondary school students.
- Influence of Moral Intelligence on self-efficacy can be studied.

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APPENDICES

APPENDIX I

FAROOK TRAINING COLLEGE MORAL INTELLIGENCE SCALE

Dr. T. K. Umer Farooque
Assistant Professor
Farook Training College

Benila Jacob
M.Ed Student
Farook Training College

Instruction

Given below are some of the contexts and their responses related to you put '✓' mark on the response suitable for you. Give one response for each context. Your response should be kept confidential. It should be used for research purpose only.

1. You met with a road accident when you came to school. You will:
 - a. Ignore that accident and will go to school
 - b. Stand there, by looking the accident
 - c. Inform neighbours about the accident
 - d. Inform police
 - e. Try to hospitalize the people, who met with accident.
2. One of your friends failed in a examination. You will :
 - a. Laugh at him
 - b. Try to console him
 - c. Ask him about the reason for failure
 - d. Encourage him to do best in next examination
 - e. Help him to study well
3. While visiting waterfalls with your friends, a person in other group accidentally fall into water. You will:
 - a. Try to collect videos in your mobile phone
 - b. Stand still by thinking some other people save him
 - c. Become frozen, without knowing what to do.
 - d. Inform fire force
 - e. Try to save his / her life.

4. Consider you are the leader of the school. There need to celebrate some religious functions in school. You will:
 - a. Stand against the religious activities held in school
 - b. Don't participate in other religious functions
 - c. Consider only my own religious celebrations
 - d. Inform the students to take initiatives for their own religious celebrations
 - e. Take initiatives and leadership for all religious activities.
5. Consider a teacher is coming to your class in your drill period. You will:
 - a. Behave to teacher in an angry manner.
 - b. Don't listen to the class by making disturbance in the class
 - c. Chat with friends
 - d. Sit sad, by keeping silence
 - e. Listen to the class with patience
6. Your friends exempt you during play time. You will:
 - a. Decide to make revenge to friends
 - b. Try to make some trouble during play
 - c. Stay alone with sadness
 - d. Try to find out the reason for exemption
 - e. Wait for your chance
7. A middle aged man coming to your home whiles you watching television. You will:
 - a. Continue watch T.V without considering the guest
 - b. Inform mother, that someone is coming
 - c. Sit properly
 - d. Switch off the T. V and stand still to welcome the guest
 - e. Give proper welcome to the guest.

8. Consider a last period in school time. Teacher was absent during that time, and rang bell for National Anthem. You will:
 - a. Sit in your chair itself
 - b. Make chat with your friends by standing
 - c. Keep books in bag to run fast to home
 - d. Stand properly
 - e. Stand properly and will sing National Anthem with all respect.
9. One of your friends falls down and cause some fracture in hands during an exam time. You will:
 - a. Prepare for exam without considering his problem
 - b. Make some excuses, without doing any help.
 - c. Try to console your friend
 - d. Ask friend's sibling to write notes which he want to study.
 - e. Prepare study materials for him during your study time.
10. One day you came to see that your friends living condition is very pathetic. You will:
 - a. Try to avoid friendship with your friend
 - b. Tease your friend in front of others
 - c. Used to feel sympathy towards him
 - d. Inform his pathetic condition to the administrators
 - e. Try to collect money, in order to construct a house.
11. It was a long queue in front of the wash basin soon after your lunch. You will:
 - a. Wash Tiffin without consider the queue.
 - b. Snatch the place in front of your friend
 - c. Didn't wash the Tiffin box
 - d. Since don't have any other option, follow the queue.
 - e. Follow the queue by considering others mindset.

12. Teacher continued the class after ringing the bell. You will:
 - a. Used to mock at teacher occasionally
 - b. Make chat with friends
 - c. Used to lay down on the desk
 - d. Patiently wait the teacher to wind up the class
 - e. Carefully listen to the class
13. Teacher divided the whole class into groups and asked write assignment and you were selected as the leader of one group. You will:
 - a. Didn't consider the suggestion of below average students in your class
 - b. Consider your own suggestion during the time of discussion
 - c. Consider the suggestion of those who perform well in class
 - d. Ready to hear the suggestions of all
 - e. Complete the assignment with the participation of all group members.
14. Consider your teacher is talking about a topic, which you have least interest. You will:
 - a. Behave in a indecent manner
 - b. Do some other things without consider the teacher.
 - c. Act like listening to the class
 - d. Try to create interest about the particular topic
 - e. Carefully listen in the class
15. A beggar begged to you while entering to the hotel to have food. You w
 - a. Avoid that beggar
 - b. Gave sympathy towards him
 - c. Give money to have food
 - d. Give food to him
 - e. Take necessary measures to take them to the rescue home.

16. One of your neighbour's child is laid up with some illness. His mother came near to you to take her to the hospital. You :
 - a. Didn't consider her words
 - b. Try to avoid her by saying other reasons
 - c. Try to console the mother
 - d. Arrange a vehicle to take the child to the hospital
 - e. Take them to the hospital under your own risk
17. On an exam day you were in a hurry to reach the school. You saw a visually impaired person try to cross the road. You:
 - a. Try to mislead him by giving wrong suggestions
 - b. Ignore that person and go to school
 - c. Just watch whether he is crossing the road safely
 - d. Ask another person, to help the visually impaired person
 - e. Help him to cross the road by holding his hands.
18. A person used wrong words about your father. You will:
 - a. React in same manner that he behave
 - b. Become angry due to his behaviour
 - c. Inform neighbours and family members
 - d. Keep silence
 - e. Try to find out the reason for his indecent behaviour
19. You are participating in a wedding function. With your friends you sitting on a chair and making enjoyment; and you found that an aged women searching for a chair. You will:
 - a. Try to tease her by using funny words
 - b. Avoid her and continue with your enjoyments.
 - c. Ask her to sit on another chair by showing it.
 - d. Give your chair to that aged lady
 - e. Try to find out another chair and give company to her.

20. Your grandfather is lying on bed because of illness. You will:
- Pray for his death as soon as possible
 - Used to think that your parents need to care him
 - Make sympathy towards him
 - Spent time to talk with him
 - Try to take care of him
21. Consider teacher's day celebration is conducting in your school and one person is delivering his speech and it is taking long time for his speech. You:
- Become angry and walk out from the function
 - Make some other talks with your friends
 - Sleep during the function
 - Listen to the speech with patience
 - Consider the midst of the person who deliver the speech and listen to him.
22. A guest came to your home when you quarrelling with your sibling. You:
- Show your angriness towards the guest
 - Blame your sibling for the reason of quarrel
 - Behave in usual manner
 - Stop quarrelling and invite the guest
 - Invite the guest in pleasant mood
23. You saw a second standard student in your school is crying on the road. You will:
- Tease the child
 - Ignore the child
 - Ask the reason for his tears
 - Try to console the child
 - Inform the authority

24. You saw an ill pet dog is wandering nearby your home. You :
- Kill that dog
 - Throw stones
 - Give food to that dog
 - Take care of that dog
 - Give advertisement to find out the owner.
25. You are travelling in a bus, a mother with small child gets into the bus. You will:
- Ignore that lady
 - Show the reservation seat to the lady and ask her
 - Take the child and care the baby
 - Give some space for the lady in your seat
 - Give your seat to that lady.
26. You saw a person felt down while he walking through the road. You will:
- Laugh at him
 - Ignore him and walk forward
 - Think , let him to stand himself
 - Help him to stand
 - Give proper care to him
27. Consider August 15 is a second Saturday. Teachers ask all students to come to school on that day.
- Don't go to school and take rest in your own home
 - Did not participate in the function because of less interest
 - Participate in another independence programme
 - Reached school because of compulsory attendance
 - With full interest, reached to school and participate in all functions.

28. Your friends ask you to help him to improve his studies. You will:
- Ignore his words
 - Avoid him by shying some excuses
 - Ask him to go for tuition
 - Will assign another friend to help him
 - Help him to improve his studies.
29. You are discussing with your family members about new system of education. An illiterate neighbour came to your home and says some opinion during the discussion. You :
- Ask him to keep silence
 - Continue discussion without consider his words
 - Act like listening his words
 - Listen what he saying
 - Consider his words and continue the discussion.
30. Your mother is laid up with some sickness .A lot of kitchen works are remaining. You will:
- Become angry to your mother, for not preparing food
 - I used to sleep
 - Help mother in kitchen works
 - Bought some food from nearby restaurants and give it to mother.
 - Ask mother to take rest and will ready to take the duties in home.
31. You make some quarrel with your friend, and then came to realize that mistake is yours. You will:
- Blame your friend for the quarrel
 - Try to find out another friend
 - Stand in your own opinion
 - Try to make friendship again with your friend
 - Say sorry to your friend, for your mistake.

32. You saw your friend is having lunch, when you came to classroom with hunger. You will:
- Will get angry for having your lunch
 - Ask friend to gave back your lunch box
 - Used to glance helpless
 - Ask the reason for him for not bringing the lunch
 - Share and have the food.
33. Teacher is making discussion about a certain topic. And asking you to say some opinion. You will:
- Make some conversation with your friends without participate in the discussion
 - Avoid the words of your teacher
 - Show less interest to participate in the discussion
 - Sit and give answer to the teacher
 - Answer in standing position
34. Consider you borrow some money from your neighbours. You :
- Behave as if didn't borrow the money
 - Would not try to give back the money
 - Will give back the money as per your wish
 - Will give back the money after getting it
 - Try to give back the money as soon as possible
35. Teacher decides to conduct an examination for a subject that you face difficulty. You will:
- Question the teacher for conduction the examination
 - Find out the reason for not writing the exam
 - Become afraid
 - Decide to write the examination
 - Decide to write the examination with self-confidence.

36. Your friend got first prize in youth festival competition. You :
- Try to prove, he is not deserving that prize
 - Avoid him, while seeing
 - Feel jealousy
 - Congratulate him
 - Tell others, about friend's achievement.
37. While playing you came to see a cat accidentally falling into a well. You will:
- Ignore and continue the play
 - Peep into the well
 - Will cry out
 - Inform your friends
 - Try to save the cat
38. As a result of genuine reason, you entered late to the class and were scolded by your teacher. You will:
- Talk back harshly
 - Show your anger towards other pupil
 - Stand helplessly
 - Show patience
 - Explain the reason for late coming
39. Your friend faced a situation to stay alone in his home during an exam time. You will:
- Didn't mind the problem of your friend
 - Give courage him to stay alone
 - Advise him to stay in hotel
 - Decide to stay with friend
 - Ask him to stay in your home.

40. You are coming to home with hunger and came to see that your mother just started cooking. you will:
- a. Become angry and shout at your mother
 - b. Go to room with anger
 - c. Remain silent
 - d. Help mother to make food as soon as possible
 - e. Patiently wait for food.
41. There conducting an excursion from your school. But your father doesn't have enough money to allow you for excursion.
- a. Shout at your father for not having money
 - b. Ask him to borrow money from some where
 - c. Became sad
 - d. Don't participate in the excursion
 - e. Arrange money by doing some other job.

APPENDIX II

FAROOK TRAINING COLLEGE
MORAL INTELLIGENCE

Dr. T. K. Umer Farooque
Assistant Professor
Farook Training College

Benila Jacob
M.Ed Student
Farook Training College

നിർദ്ദേശങ്ങൾ

നിങ്ങളുമായി ബന്ധപ്പെട്ടുകൊണ്ടിരിക്കുന്ന ചില സന്ദർഭങ്ങളും അതിന് സാധ്യമാകുന്ന അഞ്ച് പ്രതികരണങ്ങളുമാണ് താഴെ നൽകിയിരിക്കുന്നത്. നിങ്ങൾക്ക് യോജ്യമെന്ന് തോന്നുന്ന പ്രതികരണത്തിന് ✓ എന്ന് അടയാളപ്പെടുത്തുക. ഒരു സന്ദർഭത്തിന് ഒരു പ്രതികരണം മാത്രമേ രേഖപ്പെടുത്താവൂ. നിങ്ങളുടെ പ്രതികരണങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണാവശ്യത്തിന് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്നും ഉറപ്പുതരുന്നു.

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1. രാവിലെ സ്കൂളിലേക്ക് വരുമ്പോൾ നിങ്ങൾ ഒരു വാഹന അപകടത്തിനു സാക്ഷിയായി.
 - a) അപകടം കില്ലെന്നു നടിച്ചു സ്കൂളിലേക്ക് പോകും.
 - b) അപകട സ്ഥലത്തുചെന്ന് കാഴ്ചക്കാരനായി നോക്കി നിൽക്കും.
 - c) ഓടിച്ച് അടുത്തുള്ളവരോട് വിവരം അറിയിക്കും.
 - d) പോലീസിൽ വിവരം അറിയിക്കും.
 - e) അപകടത്തിൽപ്പെട്ടവരെ ആശുപത്രിയിൽ കൈമാറ്റം ചെയ്യുന്നതിനുള്ള രക്ഷാപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടും.
 2. നിങ്ങളുടെ ഒരു സുഹൃത്തിന് സുഹൃത്തിനും പരീക്ഷയിൽ തോൽവി സംഭവിച്ചു.
 - a) സുഹൃത്തിനെ കളിയാക്കും.
 - b) 'സാരമില്ല' എന്നു പറഞ്ഞു ആശ്വസിപ്പിക്കും.
 - c) തോൽവിയുടെ കാരണം ചോദിച്ചു മനസ്സിലാക്കും.
 - d) അടുത്ത പരീക്ഷയിൽ കൂടുതൽ മാർക്ക് വാങ്ങാൻ പ്രോത്സാഹിപ്പിക്കും.
 - e) പഠിക്കാൻ സഹായിക്കും.
 3. സുഹൃത്തുക്കളുടെ കൂടെ വെള്ളച്ചാട്ടം സന്ദർശിക്കവെ മറ്റൊരു സംഘത്തിലെ അംഗം കാൽ വഴുതി വെള്ളത്തിലേക്കുവീണു.
 - a) രംഗം ക്യാമറയിൽ പകർത്താൻ ശ്രമിക്കും.
 - b) മറ്റുള്ളവർ രക്ഷപ്പെടുത്തട്ടെ എന്നു കരുതി മിടയ്ക്കാനിരിക്കും.
 - c) സ്തംഭിച്ചു നിൽക്കും.

- d) ഫയർഫോഴ്സിൽ വിളിച്ചുവിവരം പറയും.
 - e) അയാളെ രക്ഷപ്പെടുത്താൻ ശ്രമിക്കും.
4. താങ്കൾ സ്കൂൾ ലീഡറാണെന്ന് സങ്കല്പിക്കുക. മതപരമായ ആഘോഷങ്ങൾ സ്കൂളിൽ നടത്തേ സാഹചര്യമായി.
- a) മതപരമായ ആഘോഷപരിപാടികൾ സ്കൂളിൽ നടത്തുന്നതിനെ എതിർക്കും.
 - b) മറ്റു മതങ്ങളുടെ ആഘോഷത്തിൽ നിന്നും വിട്ടുനിൽക്കും.
 - c) എന്റെ മതവുമായി ബന്ധപ്പെട്ട ആഘോഷങ്ങൾ മാത്രം പരിഗണിക്കും.
 - d) അതാത് മതസ്ഥരോട് പരിപാടികൾ ഏറ്റെടുത്ത് നടത്താൻ ആവശ്യപ്പെടും.
 - e) എല്ലാ മതങ്ങളുടെ ആഘോഷ പരിപാടികളും മുൻകൈ എടുത്ത് നടത്താൻ ശ്രമിക്കും.
5. PET പിരിയഡിൽ വേറൊരു അധ്യാപകൻ ക്ലാസ്സ് എടുക്കാൻ വന്നു എന്നുസങ്കല്പിക്കുക.
- a) അധ്യാപകനോടു പ്രതിഷേധപൂർവ്വം സംസാരിക്കും.
 - b) ദേഷ്യം സൂഹ്യത്തുക്കളുമായി പങ്കുവെച്ച് ക്ലാസ്സിൽ ശ്രദ്ധിക്കാതിരിക്കും.
 - c) മറ്റു കുട്ടികളുമായി സംസാരിച്ച് ഇരിക്കും.
 - d) സങ്കടത്തോടെ മിടാതെ ഇരിക്കും.
 - e) ക്ഷമയോടെ ക്ലാസ്സ് ശ്രദ്ധിക്കും.
6. കളിക്കുന്നതിനിടയിൽ സൂഹ്യത്തുക്കൾ കളിയിൽ നിന്നും നിങ്ങളെ ഒഴിവാക്കി.
- a) സൂഹ്യത്തുക്കളോട് പകരം വീട്ടാൻ ശ്രമിക്കും.
 - b) കളിക്കുന്നവരെ ശല്യപ്പെടുത്താൻ ശ്രമിക്കും.
 - c) വിഷമിച്ച് മാറി നിൽക്കും.
 - d) ഒഴിവാക്കാനുള്ള കാരണം അന്വേഷിക്കും.
 - e) അവസരത്തിനായി കാത്തിരിക്കും.
7. നിങ്ങൾ ടി.വി. കളികളിൽ നിന്നും മധ്യവയസ്കനായ ഒരു അപരിചിതൻ വീട്ടിലേക്കു കടന്നു വരുന്നത് കാണുന്നു.
- a) ടി.വി. പരിപാടിയിൽ തന്നെ ശ്രദ്ധിച്ചു കിടക്കും
 - b) അമ്മയോട് 'ആരോ' വരുന്നു എന്നു വിളിച്ചു പറയും.
 - c) എഴുന്നേറ്റ് ഇരിക്കും.
 - d) ടി.വി. ഓഫ് ചെയ്തു എഴുന്നേറ്റു നിൽക്കും.
 - e) എഴുന്നേറ്റു ചെന്ന് അദ്ദേഹത്തെ സ്വീകരിക്കും.
8. ഒരു ദിവസം സ്കൂളിൽ അവസാനത്തെ പിരിയഡിൽ ടീച്ചർ ക്ലാസ്സിലില്ല. ദേശീയ ഗാനത്തിനായി ബെൽ അടിച്ചു.
- a) ഇരിപ്പിടത്തിൽ തന്നെ ഇരിക്കും.
 - b) നിന്നുകൊണ്ട് സഹപാഠിയുമായി സംസാരിക്കും.

- c) വീട്ടിലേക്കു പോകാനുള്ള തിടുക്കത്തോടെ പുസ്തകം ബാഗിൽ എടുത്തുവെക്കും.
 - d) എഴുന്നേറ്റു നിൽക്കും.
 - e) അച്ചടക്കത്തോടെ എഴുന്നേറ്റു നിന്ന് ദേശീയഗാനം ആലപിക്കും.
9. പരീക്ഷ അടുത്തിരിക്കുന്ന വേളയിൽ നിങ്ങളുടെ സുഹൃത്ത് വീണു കൈ ഒടിഞ്ഞ് കിടക്കുകയാണ്.
- a) അത് ശ്രദ്ധിക്കാതെ പരീക്ഷയ്ക്ക് വേ 1 തയ്യാറാകും.
 - b) ഒഴിവുകഴിവുകൾ പറഞ്ഞ് രക്ഷപ്പെടാൻ ശ്രമിക്കും.
 - c) സുഹൃത്തിനെ ആശ്വസിപ്പിക്കും.
 - d) സുഹൃത്തിന്റെ സഹോദരിയോടു നോട്ടുകൾ എഴുതിയെടുക്കാൻ ആവശ്യപ്പെടും.
 - e) പഠിക്കുന്നതിനൊപ്പം സുഹൃത്തിനു പഠിക്കാനുള്ള നോട്ടുകൾ തയ്യാറാക്കും.
10. നിങ്ങളുടെ സഹപാഠി അടിസ്ഥാന സൗകര്യങ്ങൾ ഒന്നും ഇല്ലാത്ത വീട്ടിൽ കഴിയുന്നത് കാണുവാൻ ഇടയായി.
- a) സഹപാഠിയുമായുള്ള സൗഹൃദം ഒഴിവാക്കും.
 - b) സഹപാഠിയെ പരിഹസിക്കും.
 - c) സഹതപിക്കും.
 - d) വിവരം അധ്യാപകരെ അറിയിക്കും.
 - e) കൂട്ടുകാരുമായി ചേർന്ന് വീട് നിർമ്മിക്കാനുള്ള പണം സ്വരൂപിക്കും.
11. ഉച്ചഭക്ഷണത്തിനു ശേഷം പാത്രം കഴുകുവാൻ സ്കൂളിലെ പൈപ്പിനടുത്തേക്കു ചെല്ലുമ്പോൾ നീ ക്യൂ ആണ് നിങ്ങൾ കാണുന്നത്.
- a) ക്യൂ പാലിക്കാതെ പൈപ്പിനടുത്തു ചെന്ന് പാത്രം കഴുകും.
 - b) ക്യൂവിലുള്ള സുഹൃത്തിന്റെ മുന്നിൽ കയറി നിൽക്കും.
 - c) പാത്രം കഴുകാതെ തിരിച്ച് വീട്ടിൽ കൊുപോകും.
 - d) മറ്റു മാർഗം ഇല്ലാത്തതിനാൽ ക്യൂ പാലിക്കും.
 - e) മറ്റുള്ളവരുടെ മാനസികാവസ്ഥ പരിഗണിച്ചു കൊ ്കൂ ക്യൂ പാലിക്കും.
12. ബെൽ അടിച്ചതിനുശേഷവും അധ്യാപകൻ ക്ലാസ്സ് തുടരുകയാണ്.
- a) അധ്യാപകനെ അനാവശ്യ ചേഷ്ടകൾ കാണിക്കും.
 - b) സുഹൃത്തുമായി സംസാരിച്ചിരിക്കും.
 - c) ഡെസ്കിൽ തല ചായ്ച്ച് കിടക്കും.
 - d) ക്ഷമയോടെ ക്ലാസ്സ് തീരുവാനായി കാത്തിരിക്കും.
 - e) ക്ലാസ്സിൽ ശ്രദ്ധിച്ചിരിക്കും.

13. ടീച്ചർ ക്ലാസ്സിൽ ഗ്രൂപ്പായി തിരിച്ച് ഒരു അസൈൻമെന്റ് എഴുതാൻ ആവശ്യപ്പെട്ടു. താങ്കളാണ് ഒരു ഗ്രൂപ്പിന്റെ ലീഡർ.
 - a) ക്ലാസ്സിൽ പിന്നോക്കം നിൽക്കുന്ന കുട്ടിയുടെ വാക്കുകൾ ശ്രദ്ധിക്കില്ല.
 - b) എന്റെ അഭിപ്രായങ്ങൾക്ക് മുൻഗണന നൽകും.
 - c) നന്നായി പഠിക്കുന്ന കുട്ടിയുമായി ചേർന്ന് എഴുതും.
 - d) എല്ലാവരുടെയും അഭിപ്രായങ്ങൾ കേൾക്കാൻ തയ്യാറാകും.
 - e) എല്ലാവരുടെയും പങ്കാളിത്തത്തോടെ അസൈൻമെന്റ് പൂർത്തിയാക്കാൻ ശ്രമിക്കും.
14. നിങ്ങൾക്കു താല്പര്യമില്ലാത്ത വിഷയത്തെക്കുറിച്ച് അധ്യാപകൻ സംസാരിക്കുമ്പോൾ
 - a) അധ്യാപകനെ പരിഹസിക്കുന്ന രീതിയിൽ പ്രതികരിക്കും.
 - b) ശ്രദ്ധ കൊടുക്കാതെ മറ്റു കാര്യങ്ങൾ ചെയ്യും.
 - c) ശ്രദ്ധിക്കുന്ന ഭാവത്തിൽ ഇരിക്കും.
 - d) വിഷയത്തിൽ താല്പര്യം ജനിപ്പിക്കുന്നതിനുവേണ്ടി ശ്രമിക്കും.
15. നിങ്ങൾ ഭക്ഷണം കഴിക്കുവാനായി ഹോട്ടലിൽ കയറുമ്പോൾ ഒരു യാചകൻ ഭക്ഷണത്തിന് പണം ആവശ്യപ്പെട്ടു.
 - a) ചില്ലറയില്ല എന്നു പറഞ്ഞ് ഒഴിവാക്കും.
 - b) അയാളെ നോക്കി സഹതപിക്കും.
 - c) ഭക്ഷണത്തിനു പണം നൽകും.
 - d) ഭക്ഷണം വാങ്ങി നൽകും.
 - e) പുനഃരധിവാസ കേന്ദ്രത്തിൽ എത്തിക്കാനുള്ള പ്രവർത്തനങ്ങൾ ചെയ്യും.
16. അയൽവീട്ടിലെ കുട്ടിക്ക് തീരെ സുഖമില്ല, ആശുപത്രിയിൽ പോകാനായി കുട്ടിയുടെ അമ്മ നിങ്ങളുടെ അടുത്തേക്ക് ഓടി വന്നു.
 - a) കേട്ട ഭാവം നടിക്കില്ല.
 - b) മറ്റ് കാരണങ്ങൾ പറഞ്ഞ് ഒഴിവാക്കും.
 - c) അവരെ ആശ്വസിപ്പിക്കും.
 - d) ആശുപത്രിയിലേക്ക് പോകാൻ വഴി വിളിച്ചുകൊടുക്കും.
 - e) അവരെ ആശുപത്രിയിൽ എത്തിക്കും.
17. പരീക്ഷ ദിവസം തിരക്കിട്ടു സ്കൂളിലേക്കുള്ള യാത്രയിൽ അന്ധനായ ഒരു വ്യക്തി റോഡ് മുറിച്ച് കടക്കാൻ ശ്രമിക്കുന്നത് നിങ്ങളുടെ ശ്രദ്ധയിൽപ്പെട്ടു.
 - a) അയാളെ കബളിപ്പിക്കുവാൻ തെറ്റായ നിർദ്ദേശങ്ങൾ നൽകും.
 - b) കില്ലെന്ന് നടിച്ച് സ്കൂളിലേക്ക് പോകും.
 - c) അയാൾ അപകടം കൂടാതെ റോഡ് മുറിച്ച് കടക്കുന്നതുവരെ നോക്കി നിൽക്കും.

- d) അയാളെ സഹായിക്കാൻ മറ്റൊരു വ്യക്തിയെ ചുമതലപ്പെടുത്തി സ്കൂളിലേക്ക് പോകും.
 - e) അയാളെ കൈപിടിച്ച് റോഡ് മുറിച്ചുകടക്കാൻ സഹായിക്കും.
18. നിങ്ങളുടെ അച്ഛനെക്കുറിച്ച് ഒരാൾ മോശമായി സംസാരിച്ചു.
- a) മോശമായ രീതിയിൽ തിരിച്ച് പ്രതികരിക്കും.
 - b) ദേഷ്യത്തോടെ തിരിച്ച് പ്രതികരിക്കും.
 - c) വീട്ടുകാരെ വിവരം അറിയിക്കും.
 - d) മൗനം പാലിക്കും.
 - e) അങ്ങനെ പറയാനായ കാരണം അന്വേഷിക്കും.
19. ഒരു വിവാഹവിരുന്നിൽ സുഹൃത്തുക്കളുമായി കസേരയിൽ ഇരുന്നു സംസാരിച്ചു കൊണ്ട് കിടന്നുകൊടുത്തുകൊണ്ട് ഒരു വയോധിക ഇരിപ്പിടം തേടി വരുന്നത് നിങ്ങളുടെ ശ്രദ്ധയിൽപ്പെട്ടു.
- a) പ്രായമായവർക്കു വീട്ടിൽ ഇരുന്നാൽ പോരെ എന്നു തമ്മിൽ പറഞ്ഞു ചിരിക്കും.
 - b) കിടന്നുകൊടുത്തുകൊണ്ട് സംസാരം തുടരും.
 - c) മറ്റൊരു കസേര ചൂണ്ടിയിട്ട് അവിടെ പോയിരിക്കാൻ ആവശ്യപ്പെടും.
 - d) ഇരിപ്പിടം അവർക്കുനൽകി സുഹൃത്തുക്കളോടൊപ്പം മാറി നിൽക്കും.
 - e) മറ്റൊരു കസേര കഞ്ഞി അവരെ നിങ്ങളോടൊപ്പം ഇരുത്താൻ ശ്രമിക്കും.
20. രോഗാവസ്ഥയിൽ നിങ്ങളുടെ മുത്തച്ഛൻ കിടപ്പിലാണ് എന്ന് സങ്കല്പിക്കുക നിങ്ങൾ:-
- a) വേഗം മരിക്കാൻ പ്രാർത്ഥിക്കും.
 - b) മാതാപിതാക്കൾ നോക്കട്ടെ എന്നു കരുതി മാറി നിൽക്കും.
 - c) അനുകമ്പയോടുകൂടി നോക്കി നിൽക്കും.
 - d) എല്ലാ ദിവസവും അരികെ ചെന്നു സംസാരിക്കും.
 - e) സ്നേഹത്തോടെ പരിചരിക്കും.
21. നിങ്ങളുടെ സ്കൂളിൽ അധ്യാപക ദിനാഘോഷം നടക്കുകയാണ്. ആഘോഷത്തോടനുബന്ധിച്ചുള്ള പരിപാടിയിൽ പ്രസംഗം ദീർഘനേരം നീളം പോകുന്നു.
- a) ദേഷ്യത്തോടെ ഇറങ്ങിപ്പോകും.
 - b) കൂട്ടുകാരുമായി സംസാരിച്ചിരിക്കും.
 - c) പരിപാടിക്കിടയിൽ ഉറങ്ങും.
 - d) ക്ഷമയോടുകൂടി പ്രസംഗം ശ്രവിക്കും.
 - e) പ്രഭാഷകനെ പരിഗണിച്ചുകൊണ്ട് വാക്കുകൾ കേൾക്കാൻ ശ്രമിക്കും.

22. സഹോദരനുമായി തമ്മിൽ വഴക്കുകൂടുന്നതിനിടയിൽ ഒരു അതിഥി നിങ്ങളുടെ വീട്ടിലേക്ക് കടന്നുവന്നു.
- a) സഹോദരനോടുള്ള ദേഷ്യം അതിഥിയോടും പ്രകടിപ്പിക്കും.
 - b) വഴക്കിന്റെ കാരണം സഹോദരന്റെ മേൽ ആരോപിച്ചു തന്നെ ന്യായീകരിക്കാൻ ശ്രമിക്കും.
 - c) ഒന്നും സംഭവിച്ചിട്ടില്ല എന്ന രീതിയിൽ പെരുമാറും.
 - d) വഴക്കു നിർത്തി അതിഥിയുടെ അരികിലേക്ക് ചെല്ലും.
 - e) ദേഷ്യം മാറ്റിവെച്ച് ചിരിച്ചുകൊണ്ട് അതിഥിയെ സ്വീകരിക്കും.
23. നിങ്ങൾ സ്കൂളിൽ നിന്നും മടങ്ങി വരുമ്പോൾ രാവം ക്ലാസ്സിൽ പഠിക്കുന്ന ഒരു കുട്ടി റോഡിൽ നിന്നും കരയുന്നതു കണ്ടു.
- a) കരയുന്നതിന് കുട്ടിയെ കളിയാക്കും.
 - b) കില്ലെന്നു നടിച്ചു നടന്നുകൊള്ളും
 - c) അടുത്ത് ചെന്ന് കാര്യം തിരക്കും.
 - d) കുട്ടിയെ സമാധാനിപ്പിക്കാൻ ശ്രമിക്കും.
 - e) അധ്യാപകരെ വിവരം അറിയിക്കും.
24. രാവം ദിവസമായി രോഗബാധിതനായ ഒരു വളർത്തുനായയെ നിങ്ങളുടെ വീടിന്റെ അരികെ കണ്ടുവരുന്നു.
- a) അതിനെ കൊല്ലും.
 - b) കല്ല് എടുത്ത് എറിയും.
 - c) അതിനു ഭക്ഷണം നൽകും.
 - d) പരിചരണം നൽകി അതിനെ വളർത്തും.
 - e) ഉടമസ്ഥനെ കണ്ടെത്താൻ പരസ്യം നൽകും.
25. സീറ്റിലിരുന്നു യാത്ര ചെയ്യുമ്പോൾ കൈക്കുഞ്ഞുമായി ഒരു അമ്മ ബസ്സിൽ കയറി.
- a) അവരെ കില്ലെന്ന് നടിക്കും.
 - b) 'അമ്മയും കുഞ്ഞും' എന്ന സീറ്റ് കാണിച്ചുകൊടുക്കും.
 - c) കുഞ്ഞിനെ വാങ്ങി മടിയിൽ ഇരുത്തും.
 - d) സീറ്റ് അവരുമായി പങ്കുവെക്കും
 - e) ഇരിക്കുന്ന സീറ്റ് അവർക്ക് ഒഴിഞ്ഞു നൽകും.
26. നിങ്ങൾ വഴിയരികിലൂടെ നടന്നുപോകുമ്പോൾ ഒരാൾ കാൽതെറ്റി വീഴുന്നതു കാണാനിടയായി.
- a) കയ്യൊപ്പം മാത്രയിൽ പൊട്ടിച്ചിരിക്കും.
 - b) കില്ലെന്നു നടിച്ചു മുന്നോട്ടു നടക്കും.
 - c) സ്വയം എഴുന്നേൽക്കട്ടെ എന്നു വിചാരിക്കും.

- d) പിടിച്ച് എഴുന്നേൽപ്പിക്കും.
 - e) ആവശ്യമായ ശുശ്രൂഷകൾ നൽകും.
27. ആഗസ്റ്റ് -15 ഒരു രാവ് ശനിയാഴ്ചയാണ് എല്ലാ വിദ്യാർത്ഥികളും സ്കൂളിൽ എത്തിച്ചേരണമെന്ന് അധ്യാപകർ ആവശ്യപ്പെട്ടു.
- a) അവധി ദിവസമായതിനാൽ വീട്ടിൽ തന്നെ വിശ്രമിക്കും.
 - b) താൽപര്യമില്ലാതെ സ്കൂളിൽ എത്തിച്ചേർന്നതിനാൽ പരിപാടിയിൽ നിന്നും വിട്ടുനിൽക്കും.
 - c) സ്കൂളിൽ പോകാതെ നാട്ടിലെ സ്വാതന്ത്ര്യ ദിനാഘോഷത്തിൽ പങ്കുചേരും.
 - d) ഹാജർ നിർബന്ധമായതിനാൽ സ്കൂളിൽ എത്തിച്ചേരാൻ ശ്രമിക്കും.
 - e) ഉന്മേഷത്തോടെ സ്കൂളിൽ എത്തിച്ചേരുകയും ആഘോഷത്തിൽ പങ്കെടുക്കുകയും ചെയ്യും.
28. പഠനത്തിൽ പിന്നോക്കമായ സഹപാഠി നിങ്ങളോട് പഠനം മെച്ചപ്പെടുത്തുവാൻ സഹായിക്കണം എന്ന് ആവശ്യപ്പെട്ടു.
- a) സഹപാഠിയുടെ വാക്കുകൾ ശ്രദ്ധിക്കാതിരിക്കും.
 - b) സമയമില്ല എന്നു പറഞ്ഞു ഒഴിവാക്കും.
 - c) ട്യൂഷനു പോകാൻ ഉപദേശിക്കും.
 - d) മറ്റൊരു സുഹൃത്തിനെ ഏർപ്പെടുത്തും.
 - e) സമയം കണ്ടതി സഹായിക്കും.
29. നിങ്ങൾ പുതിയ പഠനരീതികളെക്കുറിച്ച് വീട്ടുകാരുമായി സംസാരിക്കുമ്പോൾ, വിദ്യാഭ്യാസം ഇല്ലാത്ത അയൽവാസി ഇടയിൽ കയറി അഭിപ്രായം പറയുന്നു.
- a) അയാളോട് മിഠിമിരിക്കാൻ ആവശ്യപ്പെടും.
 - b) അയാളുടെ വാക്കുകൾ ശ്രദ്ധിക്കാതെ സംസാരം തുടരും.
 - c) കേൾക്കുന്നതായി നടിക്കും.
 - d) അയാളുടെ വാക്കുകൾ ശ്രദ്ധിക്കും.
 - e) അയാളുടെ അഭിപ്രായങ്ങൾ പരിഗണിക്കുന്ന രീതിയിൽ സംസാരിക്കും.
30. നിങ്ങളുടെ അമ്മയ്ക്ക് അസുഖമാണ്. ധാരാളം വീട്ടുജോലികൾ ബാക്കിനിൽക്കുന്നു.
- a) ഭക്ഷണം തയ്യാറാക്കാത്തതിനു ദേഷ്യപ്പെടും.
 - b) കിടന്നുറങ്ങും.
 - c) അമ്മയെ വീട്ടുജോലികളിൽ സഹായിക്കും.
 - d) പുറത്തുനിന്ന് ഭക്ഷണം വാങ്ങി അമ്മയ്ക്ക് നൽകും.
 - e) ജോലി സ്വയം ഏറ്റെടുത്ത് അമ്മയോട് വിശ്രമിക്കാൻ ആവശ്യപ്പെടും.

31. ഒരിക്കൽ നിങ്ങളും സുഹൃത്തും തമ്മിൽ വഴക്കുകൂടുകയു ായി, തെറ്റ് നിങ്ങളു ടെ ഭാഗത്താണെന്ന് പിന്നീട് മനസ്സിലാകുകയും ചെയ്തു. നിങ്ങൾ:-
- a) കൂട്ടുകാരന്റെ മേൽ കുറ്റം ആരോപിക്കും.
 - b) വേറെ സുഹൃത്തിനെ തേടും.
 - c) തന്റെ നിലപാടിൽ ഉറച്ചുനിൽക്കും.
 - d) സുഹൃത്തുമായി വീും സൗഹൃദം സ്ഥാപിക്കാൻ ശ്രമിക്കും.
 - e) തെറ്റ് ഏറ്റുപറഞ്ഞു മാപ്പു ചോദിക്കും.
32. നിങ്ങൾ വിശന്ന് വലഞ്ഞ് ക്ലാസ്സിലേക്ക് ഓടിവരുമ്പോൾ, സുഹൃത്ത് നിങ്ങളുടെ ഭക്ഷണപ്പൊതി കഴിക്കുന്നതാണ് കത്.
- a) ഭക്ഷണം കഴിച്ചതിന് ദേഷ്യപ്പെടും.
 - b) ഭക്ഷണപ്പൊതി തിരിച്ചുവാങ്ങും.
 - c) നിസ്സഹായനായി നോക്കിനിൽക്കും.
 - d) ഭക്ഷണം കൊ ുവരാത്തതിന്റെ കാരണം അന്വേഷിക്കും.
 - e) ഭക്ഷണം പങ്കുവെച്ച് കഴിക്കും.
33. ക്ലാസ്സിൽ അധ്യാപകൻ ഒരു വിഷയത്തെക്കുറിച്ച് ചർച്ച നടത്തുകയാണ്. നിങ്ങളോട് ഓരോരുത്തരുടെയും അഭിപ്രായങ്ങൾ പറയാൻ പറയുന്നു.
- a) ചർച്ചയിൽ പങ്കെടുക്കാതെ സഹപാഠിയുമായി സംസാരിച്ചിരിക്കും.
 - b) അധ്യാപകന്റെ വാക്കുകൾ ശ്രദ്ധിക്കാതിരിക്കും.
 - c) ചർച്ചയിൽ പങ്കെടുക്കാൻ മടികാണിക്കും.
 - d) ഇരുന്നു കൊ ് മറുപടി പറയും.
 - e) എഴുന്നേറ്റു നിന്നു മറുപടി പറയും.
34. അയൽപ്പക്കത്തെ സുഹൃത്തിനോട് നിങ്ങൾ പണം കടമായി വാങ്ങി എന്നു സങ്കല്പിക്കുക.
- a) പണം വാങ്ങിയിട്ടില്ല എന്നു ഭാവിക്കും.
 - b) പണം തിരിച്ചു നൽകാൻ ശ്രമിക്കില്ല.
 - c) എപ്പോഴെങ്കിലും പണം നൽകാം എന്നു കരുതും.
 - d) പണം ലഭിക്കുമ്പോൾ അത് തിരിച്ചു നൽകാം എന്ന് വിചാരിക്കും.
 - e) എത്രയും വേഗം പണം തിരിച്ചു നൽകാൻ ശ്രമിക്കും.
35. നിങ്ങൾക്കു ഏറ്റവും പ്രയാസമുള്ള വിഷയത്തെന്റെ പരീക്ഷ അപ്രതീക്ഷിതമായി നടത്താൻ തീരുമാനിച്ചു.
- a) പരീക്ഷ നടത്തുന്നതിനെ ചോദ്യം ചെയ്യും.
 - b) പരീക്ഷ എഴുതാതിരിക്കാനുള്ള കാരണങ്ങൾ കുപടിക്കും.
 - c) പേടിച്ചു വിറയ്ക്കും.
 - d) പരീക്ഷ എഴുതാൻ തീരുമാനിക്കും.

- e) ആത്മവിശ്വാസത്തോടെ പരീക്ഷ എഴുതാൻ തയ്യാറാകും.
- 36. നിങ്ങളുടെ സുഹൃത്ത് കലോത്സവത്തിൽ ഉന്നതവിജയം കൈവരിച്ചു.
 - a) നേട്ടത്തിന് അർഹനല്ല എന്ന് സ്ഥാപിക്കാൻ ശ്രമിക്കും.
 - b) സുഹൃത്തിനെ കാണുമ്പോൾ ഒഴിഞ്ഞ് മാറി നടക്കും.
 - c) നേട്ടത്തിൽ അസൂയപ്പെടും.
 - d) ഓടിച്ചെന്ന് സുഹൃത്തിനെ അഭിനന്ദിക്കും.
 - e) സുഹൃത്തിന്റെ വിജയം മറ്റുള്ളവരെ അറിയിക്കാൻ ശ്രമിക്കും.
- 37. നിങ്ങൾ കളിച്ചുകൊണ്ടിരിക്കുമ്പോൾ ഒരു പുച്ച കിണറ്റിൽ വീഴുന്നതു കാണാനിടയായി.
 - a) കിണറ്റിനടുത്തു നടിച്ചു കളി തുടരും.
 - b) കിണറ്റിലേക്ക് നോക്കി നിൽക്കും.
 - c) ബഹളം ഉണ്ടാകും.
 - d) കൂട്ടുകാരെ വിവരം അറിയിക്കും.
 - e) പുച്ചയെ രക്ഷിക്കാൻ ശ്രമിക്കും.
- 38. ന്യായമായ കാരണം കൊണ്ട് ഒരു ദിവസം ക്ലാസ്സിൽ വൈകിയതിന് അധ്യാപകൻ നിങ്ങളോട് കയർത്തു സംസാരിക്കുന്നു.
 - a) ദേഷ്യത്തോടെ തിരിച്ചു സംസാരിക്കും.
 - b) അധ്യാപകനോടുള്ള ദേഷ്യം മറ്റുള്ളവരിൽ പ്രകടിപ്പിക്കും.
 - c) നിസ്സഹായവസ്ഥയിൽ സ്വയം വേദനിക്കും.
 - d) ക്ഷമയോടെ കേട്ടുനിൽക്കും.
 - e) വൈകിയതിന്റെ കാരണം വിശദീകരിക്കാൻ ശ്രമിക്കും.
- 39. ഒരു പരീക്ഷ കാലത്ത് നിങ്ങളുടെ സുഹൃത്ത് അവന്റെ വീട്ടിൽ തനിച്ച് നിൽക്കേ ഒരു സാഹചര്യം ഉടലെടുത്തു.
 - a) സുഹൃത്തിന്റെ വിഷമം കില്ലെന്ന് നടിക്കും.
 - b) തനിച്ച് നിൽക്കാൻ ധൈര്യം നൽകും.
 - c) ഹോസ്പിറ്റലിൽ നിൽക്കാൻ ഉപദേശിക്കും.
 - d) സുഹൃത്തിന് കൂട്ട് നിൽക്കാൻ തയ്യാറാകും.
 - e) വീട്ടിൽ വന്നു താമസിക്കാൻ സുഹൃത്തിനെ നിർബന്ധിക്കും.
- 40. വിശന്നു വലഞ്ഞ് സ്കൂൾ വിട്ട് വീട്ടിലെത്തിയപ്പോൾ അമ്മ ഭക്ഷണം പാകം ചെയ്യാൻ തുടങ്ങുന്നതാണ് കാണുന്നത്.
 - a) ഭക്ഷണം നേരത്തെ തയ്യാറാക്കി വെക്കാത്തതിന് ദേഷ്യപ്പെടും.
 - b) അമ്മയോട് പിണങ്ങി മുറിയിലേക്ക് പോകും.
 - c) വിഷമിച്ച് മിടുങ്ങി ഇരിക്കും.

- d) വേഗം ഭക്ഷണം തയ്യാറാക്കാൻ സഹായിക്കും.
 - e) ഭക്ഷണം തയ്യാറാകുന്നതുവരെ ക്ഷമയോടെ കാത്തിരിക്കും.
41. സ്കൂളിൽ നിന്നും വിനോദയാത്ര പോകാൻ ആവശ്യമായ പണം അച്ഛന്റെ പക്കലില്ല.
- a) വീട്ടിൽ വന്നു ദേഷ്യപ്പെട്ടു സംസാരിക്കും.
 - b) കടം വാങ്ങാൻ അച്ഛനോട് ആവശ്യപ്പെടും.
 - c) വീട്ടിൽ വന്നു സങ്കടപ്പെടും.
 - d) വിനോദയാത്രയിൽ പങ്കെടുക്കില്ല.
 - e) വിനോദയാത്ര പോകാനായി സ്വയം അധ്വാനിച്ച് പണം കണ്ടെത്തും.

APPENDIX III

**FAROOK TRAINING COLLEGE
SOCIAL COMMITMENT SCALE**

Dr. T. K. Umer Farooque
Assistant Professor
Farook Training College

Benila Jacob
M.Ed Student
Farook Training College

Instruction

To examine social commitment some of the statements are given below. For each statement, there are given five responses, they are strongly agree, agree, undecided, disagree, strongly disagree. Put '✓' for your response. Give one response for each statement. Your responses should be kept confidential. It should be used for research purpose only.

1. You used to help others without expecting any profitable benefit.
2. Give help to people, those who suffering from illness
3. Help poor children in schools
4. Don't share learning materials with other pupil
5. Helping others by seeking your own interest
6. You don't like to interfere in others issues
7. Anti social attitude among children hurts you
8. Tries to transact your knowledge to others
9. You are not affected by your friends problem
10. Labours should be paid properly according to their work time.
11. No need of giving equal consideration to all individuals in the society.
12. Do not prefer friendship to other religious people.
13. You feel mawkish while seeing beggars
14. Try to make good relationship with teachers
15. You try to make good relation with people in your community
16. Do not mind the fainted person lying aside the road

17. Anti social activities towards women hurts you.
18. Do not avoid the people who need help
19. Tears of poor disturbs you
20. Give fake information to those who ask way
21. Consider other peoples opinion
22. Wish the upliftment of all religion equally
23. Anti social activities towards children hurts you
24. Stay away from wrecked activities of the society
25. Tries to participate in all religious activities
26. Get irritated due to environmental polluted activities
27. For getting marks you participate in co- curricular activities like N.S.S, N.C.C, and S.P.C.
28. Feel proud when works for your school
29. Not participate in the discussions take place in the classroom
30. Always make you disturb the anti customs exists in society
31. Not confident to fight against social problems
32. You have desire to mingle with the society
33. Try to give help in adequate stages of blood donation
34. Try to try to reach front without following the queue
35. Share accident pictures through mobile phones
36. There need to prevent the usage of mobile phones in schools
37. You have objection to the people for not giving proper land to built the road
38. It is the duty of teachers to prohibit students , who came by motor vehicles
39. It is the duty of students to keep school and surrounding clean
40. You believe that criminals are getting suitable punishments
41. Don't react against the problems in the society
42. Used to throw wastes to public places
43. Do not react if someone disgrace the national flag

Appendices

44. Share both happiness and sadness with other pupil
45. There need to close the buildings which create threats to the society
46. Its hurts you, children studying in insecure buildings
47. To get praise, you participating in social activities
48. All the beverages are supposed to be prohibited near the premises of the school
49. Wish to get membership in palliative care unit
50. Do not try to make good relationship with other members in the society.
51. Like to participate in nationally important days
52. Used to irritate, when friends and relatives coming to your home.
53. Used to help friends while they face some problems
54. Tries to give help for the development of your school.

APPENDIX IV

FAROOK TRAINING COLLEGE
SOCIAL COMMITMENT SCALE

Dr. T. K. Umer Farooque
Assistant Professor
Farook Training College

Benila Jacob
M.Ed Student
Farook Training College

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ സാമൂഹ്യപ്രതിബദ്ധത പരിശോധിക്കുന്നതിനുള്ള ചില പ്രസ്താവനകൾ താഴെ കൊടുത്തിരിക്കുന്നു. ഓരോ പ്രസ്താവനയ്ക്കും പൂർണ്ണമായും യോജിക്കുന്നു, യോജിക്കുന്നു, അല്പപ്രായമില്ല, വിയോജിക്കുന്നു, പൂർണ്ണമായും വിയോജിക്കുന്നു എന്നിങ്ങനെ അഞ്ച് പ്രതികരണങ്ങൾ നൽകിയിരിക്കുന്നു. നിങ്ങളുടെ പ്രതികരണത്തിനു നേരെ (✓) അടയാളം രേഖപ്പെടുത്തുക. ഒരു പ്രസ്താവനയ്ക്ക് ഒരു പ്രതികരണം മാത്രമേ നൽകാവൂ. മുഴുവൻ പ്രസ്താവനകൾക്കും പ്രതികരണങ്ങൾ രേഖപ്പെടുത്തേതു്. നിങ്ങളുടെ പ്രതികരണങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുമെന്നും ഗവേഷണാവശ്യത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂവെന്നും ഉറപ്പ് നൽകുന്നു.

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1. ലാഭേച്ഛ ഇല്ലാതെയാണ് നിങ്ങൾ മറ്റുള്ളവരെ സഹായിക്കാറുള്ളത്.
 2. രോഗികൾക്കു സഹായങ്ങൾ ചെയ്തുകൊടുക്കാറു്.
 3. സ്കൂളിലെ നിർധനരായ കുട്ടികളെ സഹായിക്കാറു്.
 4. പഠനസഹായികൾ സഹപാഠികളുമായി പങ്കുവെക്കാറില്ല.
 5. സ്വതന്ത്രപര്യടങ്ങൾ മുന്നിൽ കുമാത്രമേ സാമൂഹിക പ്രവർത്തനങ്ങളിൽ പങ്കുചേരാറുള്ളൂ.
 6. സുഹൃത്തുക്കളുടെ പ്രശ്നങ്ങളിൽ നിങ്ങൾ ഇടപെടാറില്ല.
 7. കുട്ടികൾക്കിടയിലുള്ള സാമൂഹ്യവിരുദ്ധ മനോഭാവം നിങ്ങളെ വേദനിപ്പിക്കാറു്.
 8. മറ്റുള്ളവർക്ക് അറിവുകൾ പകർന്ന് നൽകാൻ ശ്രമിക്കാറു്.
 9. സുഹൃത്തുക്കളുടെ വിഷമങ്ങൾ നിങ്ങളെ അലട്ടാറില്ല.
 10. തൊഴിലാളികൾക്ക് ജോലി സമയത്തിനും അധാനത്തിനുമനുസരിച്ചുള്ള ശമ്പളം നൽകേതാണ്.
 11. സമൂഹത്തിലെ എല്ലാ വ്യക്തികൾക്കും ഒരേപോലെ പരിഗണന നൽകേതില്ല.
 12. അന്യമതസ്ഥരോട് സുഹൃത്തബന്ധം സ്ഥാപിക്കാറില്ല.

13. ഭിക്ഷാടകരെ കാണുമ്പോൾ നിങ്ങൾക്ക് അറപ്പ് തോന്നാറുണ്ട്.
14. അധ്യാപകരുമായി നല്ല ബന്ധം സ്ഥാപിക്കാൻ ശ്രമിക്കാറുണ്ട്.
15. നിങ്ങളുടെ സമുദായത്തിലുള്ള ആളുകളുമായി മാത്രമേ ഞാൻ ബന്ധം സ്ഥാപിക്കാറുള്ളൂ.
16. വഴിയരികിൽ തളർന്ന് കിടക്കുന്നവരെ കാൽ ഗൗനിക്കാറില്ല.
17. സ്ത്രീകൾക്കുനേരെയുള്ള കയ്യേറ്റങ്ങൾ നിങ്ങളെ വേദനിപ്പിക്കാറുണ്ട്.
18. സഹായം അഭ്യർത്ഥിച്ചു വരുന്നവരെ ഒഴിവാക്കാറില്ല.
19. പാവപ്പെട്ടവന്റെ കണ്ണുനീർ നിങ്ങളെ അലട്ടാറുണ്ട്.
20. വഴിചോദിച്ച് വരുന്നവർക്ക് തെറ്റായ വഴി കാണിച്ചുകൊടുക്കാറുണ്ട്.
21. മറ്റുള്ളവരുടെ അഭിപ്രായങ്ങൾ മാനിക്കാറുണ്ട്.
22. എല്ലാ സമുദായങ്ങളും ഒരുപോലെ ഉയരണമെന്ന് നിങ്ങൾ ആഗ്രഹിക്കുന്നു.
23. കുട്ടികൾക്ക് നേരെയുള്ള അതിക്രമങ്ങൾ നിങ്ങളെ വിഷമിപ്പിക്കാറുണ്ട്.
24. സമൂഹത്തിന്റെ തകർച്ചയ്ക്ക് കാരണമാകുന്ന പ്രവർത്തനങ്ങളിൽ നിന്നും മാറി നിൽക്കാറുണ്ട്.
25. എല്ലാ മതവിഭാഗത്തിന്റെയും ആഘോഷങ്ങളിൽ പങ്കുചേരാറുണ്ട്.
26. പരിസ്ഥിതിയെ മലിനമാക്കുന്നത് നിങ്ങളെ അലോസരപ്പെടുത്താറുണ്ട്.
27. N.S.S, S.P.C പോലുള്ള പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ പങ്കുചേരുന്നത് മാർക്കിനുവേണ്ടി മാത്രമാണ്.
28. വിദ്യാലയത്തിനു വേണ്ടി പ്രവർത്തിക്കുമ്പോൾ അഭിമാനം തോന്നാറുണ്ട്.
29. ക്ലാസ്സിൽ നടക്കുന്ന ചർച്ചകളിൽ പങ്കെടുക്കാറില്ല.
30. സമൂഹത്തിൽ നിലനിൽക്കുന്ന അനാചാരങ്ങൾ നിങ്ങളെ അലട്ടാറുണ്ട്.
31. സാമൂഹിക പ്രശ്നങ്ങളോട് പൊരുതാൻ നിങ്ങൾക്ക് ധൈര്യമില്ല.
32. സമൂഹത്തിലേക്ക് ഇറങ്ങിച്ചെല്ലുവാൻ ആഗ്രഹിക്കാറുണ്ട്.
33. രക്തദാനം ആവശ്യമായ ഘട്ടങ്ങളിൽ സഹായം നൽകാറുണ്ട്.
34. ക്യൂ നിയമം പാലിക്കാതെ മുന്നിൽ എത്താൻ ശ്രമിക്കാറുണ്ട്.
35. അപകടരംഗങ്ങൾ മൊബൈൽ ഫോണിലൂടെ പങ്കുവെക്കാറുണ്ട്.
36. സ്കൂളിൽ വിദ്യാർത്ഥികൾ മൊബൈൽ ഫോൺ കൊടുവരുന്ന് തടയണം എന്ന് ആഗ്രഹിക്കുന്നു.
37. റോഡിനു ആവശ്യമായ സ്ഥലം നാട്ടുകാർ വിട്ടുനൽകാത്തതിനോടു എനിക്ക് എതിർപ്പാണ്.
38. സ്കൂളിൽ വിദ്യാർത്ഥികൾ വാഹനവുമായി വരുമ്പോൾ അധ്യാപകർ എതിർക്കേണ്ടതില്ല.

39. സ്കൂളും പരിസരവും വൃത്തിയായി സൂക്ഷിക്കുക എന്നത് വിദ്യാർത്ഥികളുടെ കടമയാണ്.
40. കുറ്റവാളികൾക്ക് അർഹമായ ശിക്ഷ കോടതി നൽകാൻ എന്ന് വിശ്വസിക്കുന്നു.
41. പൊതുസ്ഥലത്ത് ഉറക്കുന്ന പ്രശ്നങ്ങൾക്കെതിരെ പ്രതികരിക്കാറില്ല.
42. പൊതുവഴിയിലേക്ക് അവശിഷ്ടങ്ങൾ വലിച്ചെറിയാറുണ്ട്.
43. ദേശീയ പതാകയെ നിന്ദിക്കുന്നതു കാൾ ഞാൻ പ്രതികരിക്കാറില്ല.
44. സന്തോഷവും ദുഃഖവും നിങ്ങൾ സഹപാഠികളുമായി പങ്കുവെക്കാറുണ്ട്.
45. സമൂഹത്തിന് ഭീഷണി ഉയർത്തുന്ന സ്ഥാപനങ്ങൾ അടച്ചുപൂട്ടണം എന്ന് അഭിപ്രായപ്പെടാറുണ്ട്.
46. തകർന്നുവീഴാനായ കെട്ടിടങ്ങളിൽ കുട്ടികൾ പഠിക്കുന്നത് നിങ്ങളെ വേദനിപ്പിക്കാറുണ്ട്.
47. സാമൂഹിക പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കുന്നത് മറ്റുള്ളവരുടെ പ്രശംസനേടാനാണ്.
48. സ്കൂൾ സമീപത്തുള്ള മദ്യഷാപ്പുകളുടെ പ്രവർത്തനത്തെ എതിർക്കാറുണ്ട്.
49. പാലിയേറ്റീവ് കെയർ യൂണിറ്റിൽ അംഗത്വം ലഭിക്കാൻ നിങ്ങൾ ആഗ്രഹിക്കുന്നു.
50. സമൂഹത്തിലെ മറ്റു വ്യക്തികളോട് നല്ല ബന്ധം പുലർത്താൻ ശ്രമിക്കാറില്ല.
51. ദേശീയ ദിനാചരണങ്ങളിൽ സജീവമായി പങ്കുചേരാറുണ്ട്.
52. ബന്ധുക്കളും സുഹൃത്തുക്കളും വീട്ടിലേക്ക് വരുമ്പോൾ നിങ്ങൾക്ക് ഇഷ്ടമല്ല.
53. സഹപാഠികൾക്ക് പ്രശ്നങ്ങൾ ഉറക്കുമ്പോൾ അവരെ സഹായിക്കാറുണ്ട്.
54. വിദ്യാലയത്തിന്റെ ഉയർച്ചയ്ക്ക് ആവശ്യമായ സഹായങ്ങൾ നൽകാറുണ്ട്.

APPENDIX V
MORAL INTELLIGENCE SCALE
RESPONSE SHEET

PERSONAL DATA

Name of the students:

Gender : Male/Female

Name of the school :

Locality : Urban/Rural

Type of Management : Govt. /Aided/Unaided

Subject : Science/Humanities/Commerce

Answer					
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APPENDIX VI
SOCIAL COMMITMENT SCALE
RESPONSE SHEET

Name of the Student: _____ Gender : Male/Female

Name of the school: _____ Locality : Urban/Rural

Type of Management: Govt./Aided/Unaided

Subject : Science/Humanities/Commerce

ക്രമ നമ്പർ	പൂർണ്ണമായി യോജിക്കുന്നു,	യോജിക്കുന്നു	അല്പപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു.
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ക്രമ നമ്പർ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അല്പപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു.
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