



Relationship Between Altruism and Personality Type Among Higher Secondary School Students -A Survey

* Mrs. T. Subhashini ** Dr. D. Hemalatha Kalaimathi

* **, ASSISTANT PROFESSOR, LADY WILLINGDON IASE, TRIPLICANE, CHENNAI-5

ABSTRACT

This study is an attempt to find out the relationship between altruism and personality type among higher secondary school students. The sample consists of 300 standard XI students selected from 3 schools in Chennai. Cluster sampling technique has been adopted to select the sample. Eysenck Personality Inventory and Altruism Questionnaire were used as tools. Responses were received and analyzed through SPSS 15.0. Descriptive analysis, Relational analysis and Differential analysis were used. Results showed significantly positive relationship between altruism and personality type among higher secondary school students.

Keywords : Altruism and Personality type

INTRODUCTION

Altruism is the quality of unselfish concern for the welfare of others. It can act as a catalyst for ethical change in society. There is an inspirational quality to altruism. To act for seemingly higher purposes has the effect of giving hope and purpose to life in a world that is not always kind and giving. Altruists are often motivated to sacrifice their income and worldly pleasures in the hope that someday the world will be a much better place. The altruistic act fulfills the altruist's life and inspires others in the process. In a sense, the altruist may be fully paid for the acts of selflessness and giving, on terms they understand, appreciate, and find acceptable. An outside observer may not believe that a sacrificing mother has been compensated for the care and attention she has given her children, but that observer is not privy to all of the intimate details of her life that might show that some rewards have been received for all her seemingly selfless effort.

RATIONALE

The future of India lies in the hands of present day children and the youth. Adolescence stage is a crucial period in the life of everyone. It is the age of a second great spurt in the growth of physical, intellectual and emotional aspects of children. Personality development of adolescence is important for their career achievement in future. This personality may be altered by many values. One of the important values is altruism which is defined as one who helps others without reward. Nowadays, students concentrate only about the studies and not the values such as altruism, empathy, sympathy, sacrifice, etc. In future, altruistic behaviour among students is one of the considerable values for getting good personality and it will help them become better citizens.

THEORETICAL BACKGROUND OF THE STUDY

Batson (1987) has primarily examined contexts in which it is possible to differentiate situationally produced sympathy from situational personal distress (i.e., a self-focused, aversive reaction to others' cues of distress; also see Davis, 1983). He has argued that sympathetic responses are likely to lead to altruistically motivated helping responses, whereas personal distress may or may not lead to an egoistically motivated helping response.

OBJECTIVES OF THE STUDY

- To identify the level of altruism among higher secondary school students.
- To find out the personality type of higher secondary

school students.

- To find out the level of altruism and type of personality among higher secondary school students based on
 - Gender
 - Type of management
 - Type of family
- To study the relationship between altruism and personality type among higher secondary school students.

DESIGN OF THE STUDY

Normative method of study was thought to be appropriate to study the relationship between altruism and personality type as related to selected variables. The sample consists of 300 standard XI students were selected from 3 schools in Chennai. Cluster sampling technique has been adopted to select the sample.

Tools for the study

- Eysenck Personality Inventory .
- Altruism Questionnaire.

Collection of data

The data collection for the present investigation was under the following categories: Altruism and Personality type and related information on selected variables. The altruism questionnaire and personality inventory were administered to the students by the investigator and the information of the selected variables was collected using personal data.

DESCRIPTIVE ANALYSIS

TABLE.1

Altruism level of students based on gender

Variable	N	Mean	Standard deviation	't' - value	Level of significance
Boys	147	20.75	3.641	0.397	NS
Girls	153	20.92	3.625		

NS – Not significant

Analysis shows that there is no significant difference between the mean of altruism level of boys and girls students. The mean of altruism score for girls 20.92 is slightly higher than boys 20.75. The calculated 't' value (0.397) is less than the table value. Hence the hypothesis "There is significant difference in altruism level between boys and girls" is rejected

TABLE .2
Altruism level of higher secondary school students based on type of management

Source of variation	df	Sum of squares	Mean sum of squares (MSS)	Calculated 'F' ratio	Level of significance
Between groups	2	186.007	93.003	7.367	S**
Within groups	297	3749.660	12.625		
Total	299	3935.667			

S** - Significant at 0.01 level

Table 2 reveals that one way analysis of variance is carried out to analyse the difference in altruism level based on type of management. Since the calculated value is greater than the table value at 0.05 and 0.01 levels. It is understood from the table that there is significant difference in altruism level among higher secondary school students based on type of management.

FINDINGS

1. There is no significant difference in altruism level between boys and girls.
2. There is significant difference in altruism level among students studying in government, government-aided and private schools.
3. There is no significant difference in altruism level between joint and nuclear family students.
4. There is significant association in personality type of students based on gender.
5. There is significant association in personality type of students based on the type of management.
6. There is no significant association in personality type of students based on the type of family.
7. There is significant relationship between altruism level and personality types among higher secondary school students.

DISCUSSION

Out of 300 samples, most of the students have moderate altruistic behaviour. Naturally human beings have a tendency to help others and more altruistic behaviour may produce harmful effects. Hence most of the students have moderate altruistic nature. Nearly half of the students have ambivert personality rather than extrovert and introvert personality. Most of the students do not act definitely either an introvert or an extrovert because the students' adjust to react differently according to the situation.

EDUCATIONAL IMPLICATIONS

Altruism is the result of natural process and it does not take place suddenly. School and teachers can play an important

role in the promotion of altruistic behaviour. The role of these socialising agents becomes even more important if we keep in mind that for many children whose home atmosphere is not the most conducive to this type of conduct the school can mean an excellent, if not unique, opportunity for learning this type of behaviour. This fact should not be overlooked in the planning of the school curriculum.

It is well known that personality plays an important role in determining not only the behavior of an individual but also his overall success and prosperity in life. In other words, personality of the individual determines the nature of the society and the society in turn influences and nurtures the personality of an individual; thus, mutually reinforcing each other. Not only the teachers in rural schools should be trained to take care of each individual but also the curriculum should be designed in a manner that the leadership qualities in each individual can be nurtured so that the overall development of personality can take place.

Conclusion

Altruism is an expression of concern for the welfare of others without any obvious benefit or motivation on the part of the individual expressing the concern. It is actually quite difficult to find examples of true altruism in the psychological sense, as many acts which are perceived as altruistic actually carry psychological rewards. In humans, helping others generally results in a feeling of pleasure or satisfaction, suggesting that humans have actually developed a biological imperative which pushes them to behave in an altruistic manner by providing an emotional reward.

When people talk about altruism, however, they don't usually mean altruism in the biological or psychological sense. They refer to an act of kindness or expression of concern which does not carry a material benefit. For example, someone who donates money to a charity might be considered altruistic, because he or she does not benefit directly from the act. Conversely, someone who builds homes for the homeless for school credit is certainly performing a charitable act, but not an altruistic one.

Many cultures view altruism as a positive personality trait, and altruistic acts are in fact highly valued. Many religions including Christianity, Buddhism, Judaism, and Islam promote altruism among their followers, stressing the idea that people are not righteous if they cannot express unselfish concern for others. The ability to help others, even at personal cost, is considered an important part of the expression of religious faith for many people.. In addition to several factors that may contribute to altruistic behaviours, parental models and other forms of social support are essential factors in the development of altruistic behaviour.

REFERENCES

- Batson, C. D. (2002).** "Addressing the altruism question experimentally". In S. G. Post, L. G. Underwood, J. P. Schloss, & W. B. Hurlbut (Eds.), *Altruism and altruistic love: Science, philosophy, and religion in dialogue*. New York: Oxford University Press. | **Batson, C. D., Van Lange, P. A. M., Ahmad, N., & Lishner, D. A. (2003).** "Altruism and helping behaviour". In M. A. Hogg & J. Cooper (Eds.), *Sage handbook of social psychology*. London: Sage Publications. | **Bishop, Jeffrey P.; Rees, Charlotte E. (2007),** "Hero or has-been: Is there a future for altruism in medical education?" *Advances in Health Sciences Education*, 12(3), 391-399. | **Bordens, K. S. and Horowitz, I. A. (2001)** "Social Psychology: Altruism", Philadelphia: Lawrence Erlbaum Associates, pp. 434-444. | **Carreon D, Davidson P, Andersen R, Nakazono T (2010),** "Altruism in dental students", *Journal of Health Care for the Poor and Underserved*, 22(1), 56-70. | **Clement, Linda M. (2008),** "Equality, human dignity, and altruism: The caring concerns", *New Directions for Student Services*, 61, 25-34. | **Curwin, Richard L. (2005),** "The healing power of altruism", *Educational Leadership*, 51(3), 36-39. | **Serow, Robert C. (2005),** "Why teach? Altruism and career choice among nontraditional recruits to teaching". *Journal of Research and Development in Education*, 26(4), 197-204. | **Rushton, J. P. (1980).** *Altruism, socialization, and society*. Englewood | Cliffs, NJ: Prentice-Hall.