

Understanding Social Values of Future Teachers: Evidence from Coimbatore District

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ABSTRACT

Teachers are responsible for creating students who will build the nation in the future. Hence, it is very essential that future teachers who are going to work as teachers should possess high social values. This study aims to investigate the level of social values among the B.Ed. students in Coimbatore District. For this, a descriptive survey method was followed, and 209 future teachers were selected using the cluster sampling method. The social value scale used to gather data for this study was created by Suresh and Sabu (2018). The study found that the future teachers exhibit moderate levels of social skills. In this investigation, gender, family type, and parent education were found to be non-significant factors, and locality, sibling status, and marital status were found to be significant factors in understanding the social values of future teachers.

Keywords: Social Values, Social responsibility, Future teachers, B.Ed. students, Prospective teachers

INTRODUCTION

India is a country with a rich cultural heritage. Here, culture, tradition, and values have been disseminated from generation to generation for a long time. India is a model for other countries in preserving culture. The basis of this culture is the Indian family system (Singaravelu et al., 2016). The world has come to admire India's joint family lifestyle. In this joint family, the family members are learning various good customs, such as giving in to each other, sharing responsibilities, being respectful, and helping each other. They also practice a way of interacting with the people around them with love and kindness. They behave with extreme dignity and responsibility in public places.

Nowadays, due to the development of modern technology and urbanization, the joint family system is gradually disappearing, and Indian society is changing to a single-family system. This shift has various consequences for society. Children growing up in a single family grow up with qualities like lack of willingness to give in, lack of sharing, and thinking highly of themselves. Moreover, because these children primarily focus on their needs, their understanding of society's nature is nearly vanishing.

In a changing context, people gradually shift from community to individual living. Furthermore, as technology advances, the practice of direct interaction between people is declining. This drop is most visible among schoolchildren, particularly adolescents. It may lead to a decrease in their social abilities. It is one of the most important tasks of teachers to address this issue. As they learn social skills in schools, it is essential that teachers pay attention to them and develop them into good social behaviour. For this, teachers must have strong social ideals and instil them in their students. Teacher training institutions are primarily responsible for developing such qualified teachers. This is because students pursuing teacher education will be the future teachers who will foster the student community in the classroom by imparting valuable skills and positive social habits. This study aims to discover the social values of B.Ed. Students who are going to become teachers in future, which is an essential assignment.

REVIEW LITERATURE

Dino and Joel (2025) found that only 25% of college students had a high level of empathy in the Thiruchi district. Poornima (2025) observed that there is no significant difference between male and female students in their social responsibility. Bhowmik et al. (2024) found that urban area students had higher levels of life values than the rural area students in West Bengal. In Meerut city, boys and girls differed in their personal values at the higher secondary level (Gautam & Sheikh, 2024). Rao and Sundeep (2024) observed that parents' education level did not influence the empathy and compassion of health science students in Guntur district. Female college students showed higher level of prosocial behaviour than male students in in Delhi (Dedha & Sharma, 2023). Shinde (2019) found that male college students had higher social values than female students in Aurangabad City. Suresh and Sabu (2018) found that boys had more social values than girls at secondary schools in Wayanad District. Married and unmarried B.Ed. students did not differ in their social commitment in Coimbatore district (Menaha & Janardhana Kumar Reddy, 2018). Sarita et al. (2015) found that the demographic variables gender and locality did not influence the responsible environmental behaviour.

Definition of the terms

Social Values

Social values represent the desirable ideas, principles, and behaviours that a society anticipates individuals to maintain. In this study it was measured through Suresh and Sabu (2018) social value scale.

Future teachers

The term 'future teachers' refers to students who are studying B.Ed. in teacher educational colleges that are affiliated with Tamil Nadu Teachers Education University in Coimbatore District.

Research questions

This study tries to answer the following research questions

1. What is the level of social values among the future teachers in the Coimbatore district?
2. Do the demographic variables of gender, locality, parental education, marital status, sibling status, and family type significantly influence the social values of future teachers?

Objectives of the study

1. To find out the level of social values among the B.Ed. Students in Coimbatore district.
2. To compare the social values of B.Ed. students based on the demographic variables such as gender, locality, family type, parents education, sibling status and marital status.

Hypotheses of the study

1. There is no significant difference between the male and female B.Ed. students in their social values.
2. There is no significant difference between the rural and urban area B.Ed. students in their social values.
3. There is no significant difference between the B.Ed. students who have siblings and single-child students in their social values.
4. There is no significant difference between the B.Ed. Students who belong to nuclear families and those who belong to joint families in their social values.

5. There is no significant difference between the married and unmarried B.Ed. students in their social values.
6. There is no significant difference in the social values among B.Ed. students based on their mother's education.
7. There is no significant difference in the social values among B.Ed. students based on their father's education.

METHODOLOGY

Method

The investigator adopted descriptive survey method for this investigation to assess the social values among the B.Ed. Students.

Participants

A total of 209 B.Ed. Students were selected as a sample for this investigation by using the cluster sampling technique from five teacher education colleges in Coimbatore District. The majority of the sample in the selected participants were female students (76%) and from urban areas (66%). Most of the students' marital statuses were unmarried (82%), and they came from nuclear families (76%).

Tool used for the study

The investigator used Social Value Scale which was developed by Suresh and Sabu (2018) for this study. This five-point Likert scale consists of 34 items. Likert scale rating was strongly Agree to strongly disagree. A maximum score can be obtained from this scale is 170 and minimum score is 34. The Cronbach Alpha for this scale is 0.87 and content validity was established through expert validation.

Statistical techniques used

The Student t-test and One-Way ANOVA were utilised to assess if any differences existed in the study variable with respect to the demographic variables.

FINDINGS OF THE STUDY

Table 1 Level of social values among the B.Ed. students

Score range	Level	No of students	Percentage
34-79	Low	22	11%
80-125	Moderate	170	81%
126-170	High	17	08%

Table 1 shows that 81% of B.Ed. students had moderate level of social values; 8% of students only had high level of social values and 11% of B.Ed. students had low level of social values. Hence, most of the B.Ed. students in Coimbatore district had moderately level of social values.

Table 2 Social values of B.Ed. Students based on gender, locality, family type, sibling status and marital status

Demographic Variable	Sub variables	N	Mean	S.D.	't'	'p'	Significant at 0.05 level
Gender	Male	51	101.86	16.26	0.97	0.335	Not significant
	Female	158	104.45	17.54			
Locality	Rural	71	107.71	14.99	2.50	0.013	Significant
	Urban	138	101.82	18.00			
Family type	Nuclear	159	102.77	18.06	1.81	0.073	Not significant
	Joint	50	107.18	13.91			
Sibling status	With Siblings	163	108.82	14.06	2.56	0.012	Significant
	Single child	46	102.41	17.81			
Marital status	Single	172	102.11	17.58	3.83	0.000	Significant
	Married	37	111.79	12.98			

The table 2 reveals that the calculated 't' values 0.97 and 1.81 represent the difference in the social values among the B.Ed. Students with respect to gender and family type respective. These values are less than the table value 1.96 at 0.05 level of significance. Hence the hypotheses 1 and 4 are accepted.

However, the calculated "t" values of 2.50, 2.56, and 3.83 showed that the B.Ed. students' social values vary according to their marital status, sibling status, and location. These values exceed the table value of 1.96 at the significance level of 0.05. As a result, hypotheses 2, 3, and 5 are rejected. Therefore, the demographic factors of marital status, sibling status, and locality affected the future teachers' social values.

Table 3 Social values of B.Ed. Students based on their parent education

Variable	No formal education		School education		College education		F(2,206)	'p'
	M	S.D.	M	S.D.	M	S.D.		
Mother Education	103.50	13.06	103.41	17.85	105.32	17.93	0.209	0.812
Father Education	104.21	13.62	102.64	17.81	106.90	17.32	1.087	0.339

Table 3 shows that the calculated 'F' values of 0.209 and 1.087 represent the difference in social values among B.Ed. students based on their father's and mother's educational levels, respectively. These values are less than the table value of 3.00 at the 0.05 level of significance. Therefore, hypotheses 6 and 7 are accepted.

DISCUSSION

In this study, the investigator discovered that the majority of future teachers in the Coimbatore District held moderate social values. Students' social engagement and values may be declining due to rapid urbanisation, technological advancements, and shifting cultural environments.

This study found that rural students have more social values than urban students. This may be due to the fact that people in rural areas continue to live collective and dependent lifestyles, and they may participate in public

events and cultural activities more than the people of urban areas. But this result is contradictory to the result of Suresh & Sabu (2018), who identified that urban area students had more social values than rural area students. Hence, further investigation is needed in this area.

The investigators identified that B.Ed. students who have siblings had more social values than the single-child students. This may be because students who grow up with siblings are more likely to learn social skills such as adjustment, cooperation, working together, and sharing than children who grow up as only children.

This study discovered that married students had higher social values than unmarried B.Ed. students. Marriage is a social contract in this culture, and married people are expected to behave responsibly, which could explain why married people have higher social values than unmarried students. This result differs from the findings of Menaha & Janardhana Kumar Reddy (2018), who found that married and unmarried student teachers did not differ in their social commitment. Thus, further investigation is needed in this area for more clarity.

CONCLUSION

This study aimed to assess the social values of B.Ed. students in Coimbatore district. This study reports are based on student self-reports. In case the data is collected from multiple sources, it may torch more on B.Ed. students' social values. This study solely focuses on the Coimbatore District.

This study recommends that educational institutions should provide more socially engaging activities for students to uplift their social values from a moderate level to a high level. This study revealed that students from urban areas and those who are single children showed lower levels of social values in comparison to their classmates from rural areas and students with siblings. Hence, parents and professors must focus on these values and support them in order to increase their social participation. It was found that unmarried B.Ed. students had lower levels of social values than married ones. Therefore, the professors should create more opportunities for the unmarried students to increase their social commitment, which may help them to use their time effectively and decrease their digital distractions.

The results of this study may help students, professors, college management, and curriculum developers understand the level of social values among future teachers. Finally, this research provides some insights on the social value of B.Ed. students based on various demographic variables. The research provides opportunity for future researchers to elaborate on this study in different aspects.

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