



A STUDY ON INTEREST IN SOCIAL SERVICE OF B.ED COLLEGE STUDENTS IN THIRUVALLUR DISTRICT

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Abstract:

Social service in India is not a new concept. As mentioned above, since ancient times, people have believed in the welfare of society. Several renowned social reformers and activists have transformed the social landscape of India and strengthened the foundation for social service practice. Social service also advocates on behalf of underprivileged people who are unable to voice their needs. Overall, social service as a profession assists individuals in reintegrating into mainstream society. In turn, it helps people become more competent and self-determined. A self-determined person becomes a productive member of society and contributes to the growth and development of the nation. The Descriptive Survey Method was adopted for the present study. A Random Sampling Technique was used to select the samples. The Social Service Questionnaire, constructed and developed by Sarason, I. G., to assess interest in social service, was adopted for the present study. The collected data were analyzed using the mean, standard deviation, t-test, and F-test. The findings of the study reveal that B.Ed. students, irrespective of their gender, medium of instruction, type of family, and parental annual income, do not differ significantly in their interest in social service. Furthermore, the results indicate that there is a significant difference in the interest in social service among B.Ed. students with respect to the locality of the college and the father's occupation.

Introduction:

Social service is a practice based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social service. Underpinned by theories of social service, social sciences, humanities and indigenous knowledge, social service engages people and structures to address life challenges and enhance wellbeing. The above definition may be amplified at national and/or regional levels. The fundamental objective of social service is to add to the human contentment in general. Holding onto this objective, social service focuses to meet two goals: firstly, to create those conditions which assist in making life a more satisfying experience and secondly, to develop the competency within the individual and the community itself which would in turn assist them to live a more productive life. To define it in a more professional way, social service is a profession that is primarily concerned to provide solution to psycho-social problems and insufficiency that exist in the relationship between the individual and her/his environment.

Title of the Study:

A Study on Interest in Social Service of B. Ed College Students in Thiruvallur District

Methodology of the Study:

The normative survey method was used to find out the effects of independent variables namely Gender, Medium of Instruction, Locality of the College, Father's Occupation, Types of Family, Parental Annual Income, interest in social service of B.Ed. college students on the dependent variable.

Sample:

Random sampling technique was used for the present study. In this study, 200 B.Ed. college students from the Thiruvallur Educational District were chosen for the study.

Data Analysis:

The data gathered was quantitative in nature, measured and analysed by the descriptive statistics. For statistical analysis, the response was coded and entered into excel sheet. Data were tabulated and statistical analysis was done using SPSS.

Tool used for the present study

The Social Service Questionnaire, constructed and developed by Sarason, I. G., was adopted for the present study to assess interest in social service. The questionnaire consists of 27 items designed to measure the respondents' perceptions of social service. It follows a six-point rating scale: (1) Very Satisfied, (2) Fairly Satisfied, (3) A Little Satisfied, (4) A Little Dissatisfied, (5) Fairly Dissatisfied, and (6) Very Dissatisfied. The reliability coefficient of the tool is 0.97. The validity of the instrument was established through content validity. All the statements in the questionnaire are positively worded, and the tool does not contain any negatively worded items.

Objectives of the Study:

- To find out whether there is a significant difference in social service between male and female B.Ed. trainees.
- To find out whether there is a significant difference in social service between English-medium and Tamil-medium B.Ed.

trainees.

- To find out whether there is a significant difference in social service between rural and urban B.Ed. trainees.
- To find out whether there is a significant difference in social service among B.Ed. trainees based on their fathers' occupation.
- To find out whether there is a significant difference in social service between B.Ed. trainees belonging to nuclear and joint families.
- To find out whether there is a significant difference in social service among B.Ed. trainees based on their parental annual income.

Hypotheses of the Study:

- There is no significant difference in social service between male and female B.Ed. trainees.
- There is no significant difference in social service between English-medium and Tamil-medium B.Ed. trainees.
- There is no significant difference in social service between rural and urban B.Ed. trainees.
- There is no significant difference in social service among B.Ed. trainees based on their fathers' occupation (Farmer, Business, and Employee).
- There is no significant difference in social service between B.Ed. trainees belonging to nuclear and joint families.
- There is no significant difference in social service among B.Ed. trainees based on their parental annual income.

Differential Analysis:

Table 1: Comparison of the Mean Interest in Social Service Scores of Boys and Girls

Gender	Number	Mean	SD	t Value	Level of significance of 0.05 level
Boys	102	111.78	16.57	0.83	Not Significance
Girls	98	109.92	14.95		

There is conclusive evidence in the study to show that there is no significant difference between interest in social service of B.Ed. college students belonging to boys and girls. From the above Table 1, it is informed that the calculated t value is 0.83, which is lesser than the table value 1.96 at 95% level of significance find, hence null hypothesis that there is no significance different between male and female is accepted.

Table 2: Comparison of Mean Interest in Social Service Scores of B.Ed. College Students with Respect to Their Medium of Instruction

Subsample	Number	Mean	SD	t value	Level of significance at 0.05 level
English	160	109.8	15.52	1.87	Not significance
Tamil	40	115.15	16.3		

There is sufficient evidence from the study to conclude that there is no significant difference in the interest in social service between English-medium and Tamil-medium B.Ed. college students. As shown in Table 2, the calculated t-value is 1.87, which is less than the critical table value of 1.96 at the 0.05 level of significance. Hence, the null hypothesis stating that there is no significant difference in the interest in social service between English-medium and Tamil-medium B.Ed. college students is accepted.

Table 3: Comparison of the Mean Interest in Social Service Scores of B. Ed College Students Residing at Rural and Urban

Subsample	Number	Mean	SD	t value	Level of significance at 0.05 level
Rural	57	107.64	13.79	1.976	Significance
Urban	143	112.16	16.38		

There is conclusive evidence in the study to show that there is significant difference between interest in social service of B.Ed. college students belonging to rural and urban. The students residing at urban areas have high level of interest in social service of B.Ed. college students who are residing at rural areas. from the above Table 3, it is informed that calculated 't' value is 1.976 is greater than the table value 1.96 at 95% level of significance find hence the null hypothesis that there is significant difference between Rural and Urban is rejected.

Table 4: F Ratio for Interest in Social Service Scores of B. Ed College Students with Their Fathers Occupation

Sub Sample	d.f	Sum of Square	Mean Square	F Ratio	Level of significance at 0.05 level
Between Groups	2	6994.146	3497.073	16.177	Significant
Within Groups	197	42595.729	216.222		
Total	199	45589.875			

It is clear from table 4 that 'F' ratio is found to be significant at 0.05 level. Hence, the null hypothesis is rejected. It is concluded that the B.Ed. college students whose fathers occupation differ significantly in their social service. There is significance difference among the B.Ed. Trainers whose father's occupation.

Table 5: Comparison of Mean Interest in Social Service Scores of B.Ed. College Students with Respect to Their Type of Family

Sub Sample	Number	Mean	SD	t value	Level of significance at 0.05 level
Nuclear	97	110.97	17.63	0.091	Not significance
Joint family	103	110.77	13.91		

There is sufficient evidence from the study to conclude that there is no significant difference in the interest in social service between B.Ed. college students belonging to nuclear and joint families. As shown in Table 5, the calculated t-value is 0.091, which is less than the critical table value of 1.96 at the 0.05 level of significance. Hence, the null hypothesis stating that there is no significant difference in the interest in social service between B.Ed. college students belonging to nuclear and joint families is accepted.

Table 6: F Ratio for Interest in Social Service Scores of B. Ed College Students with Their Parental Annual Income

Sub Sample	D.F	Sum of Square	Mean Square	F Ratio	Level of significance at 0.05 level
Between Groups	2	1149.108	574.554		
Within Groups	197	48440.767	245.892		Not Significance
Total	199	49589.875		2.337	

It is clear from table 6 that 'F' ratio is found to be not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that the B.Ed. college students whose parental annual income do not differ significantly in their social service. There is no significance difference among the B.Ed. Trainers whose parental annual income.

Findings of the Study:

- There is no significant difference in the interest in social service between male and female B.Ed. college students.
- There is no significant difference in the interest in social service between English-medium and Tamil-medium B.Ed. college students.
- There is a significant difference in the interest in social service between rural and urban B.Ed. college students.
- There is a significant difference in the interest in social service among B.Ed. college students based on their fathers' occupation.
- There is no significant difference in the interest in social service between B.Ed. college students belonging to nuclear and joint families.
- There is no significant difference in the interest in social service among B.Ed. college students based on their parental annual income.

Recommendations:

- Adequate opportunities should be provided for play activities, physical exercise, and participation in social service programmes for B.Ed. college students.
- Proper guidance in addressing students' emotional, social, and individual problems should be provided to promote their interest in social service.
- B.Ed. college students should be encouraged and guided to face and solve their problems with patience and tolerance.
- Teachers should provide adequate opportunities for the self-expression and overall personality development of B.Ed. college students.
- To improve students' interest in social service, they should be actively engaged in meaningful and community-oriented activities, as participation in useful work promotes social responsibility and service-mindedness.

Suggestions for Further Research:

- Similar studies may be conducted among higher secondary school students.
- The study may be extended to Arts and Science college students.
- The study may be extended to other districts of Tamil Nadu as well as other states of India.
- Similar studies may be undertaken by considering additional variables such as aptitude, academic achievement, attitude, or personality in relation to interest in social service.
- A comparative study on the interest in social service among male and female B.Ed. college students may also be conducted.

Conclusion:

The present investigation reveals that the majority of B.Ed. college students studying in the Thiruvallur District, Tamil Nadu, India, have a moderate level of interest in social service. This suggests that there is considerable scope for enhancing students' involvement in social service activities. Therefore, teacher education institutions should provide opportunities and motivation for B.Ed. college students to develop a constructive attitude and a greater interest in social service, thereby fostering responsible citizenship and community engagement.

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