

IMPACT OF SOCIAL STUDIES EDUCATION ON CORRECTING SOCIETAL VICES AND ENHANCING SOCIAL VALUES AMONG YOUTH – WITH SPECIAL REFERENCE TO CHAMARAJANAGAR DISTRICT

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ABSTRACT

This study examines the role of Social Studies Education in correcting societal vices and improving social values among youth. The study is based on primary data collected from 50 students in Chamarajanagara district using a structured questionnaire. Social Studies learning was measured through indicators such as civic knowledge, awareness of social issues, cultural awareness, critical thinking on social problems, participation in social activities, understanding of government policies, and moral and ethical learning. The correction of societal vices and improvement of social values among youth were assessed through indicators including awareness of social evils, avoidance of antisocial behaviour, respect for law and order, responsible social behaviour, ethical decision-making, reduction of harmful habits, and promotion of social harmony. The collected data were analyzed using descriptive statistics, correlation, and regression analysis. The results reveal a significant positive relationship between Social Studies learning and youth attitudes toward social responsibility ($r = 0.66$, $p < 0.01$). Regression analysis also indicates that Social Studies education significantly improves social values among youth ($\beta = 0.72$, $t = 6.55$, $p < 0.01$). The findings highlight that Social Studies education plays an important role in promoting ethical behaviour, civic responsibility, and social awareness among youth. Therefore, strengthening Social Studies education can contribute significantly to reducing societal vices and developing socially responsible citizens.

Keywords: Social Studies Education, Societal Vices, Social Values.

INTRODUCTION

Education plays a vital role in shaping the moral, social, and intellectual development of individuals. Among the various disciplines, Social Studies Education occupies an important place in promoting civic awareness, ethical behaviour, and social responsibility among students. Social Studies integrates knowledge from history, geography, civics, economics, and sociology, enabling students to understand social institutions, cultural diversity, and democratic values. In modern societies, youth often face several social challenges such as intolerance, antisocial behaviour, corruption, discrimination, and lack of civic responsibility. Addressing these societal vices requires effective educational interventions that emphasize value-based learning and social awareness.

Social Studies education helps students develop a deeper understanding of social problems and encourages them to adopt responsible and ethical behaviour. Through lessons on democratic values, human rights, cultural tolerance, and community participation, students learn the importance of social harmony and responsible citizenship. By fostering critical thinking and awareness of social issues, Social Studies education contributes to correcting societal vices and strengthening positive social values among youth. Therefore, examining the role of Social Studies education in promoting moral and social values is important for building a responsible and socially conscious generation.

SOCIAL STUDIES EDUCATION

Social Studies education is a field of study that focuses on understanding human society, social relationships, cultural traditions, governance, and economic systems. It is an interdisciplinary subject designed to help students develop knowledge, skills, attitudes, and values needed for responsible citizenship and social participation. Social Studies education enables learners to understand how societies function and how individuals interact within social, political, and economic environments.

MAIN SUBJECTS INCLUDED IN SOCIAL STUDIES EDUCATION

Social Studies education mainly includes several disciplines from the social sciences. The major subjects are:

1. **History:** History deals with the study of past events, civilizations, and historical developments. It helps students understand the evolution of societies, cultures, and political systems.
2. **Geography:** Geography focuses on the physical features of the Earth and the relationship between humans and their environment. It helps students understand climate, natural resources, population distribution, and environmental issues.
3. **Economics:** Economics studies how individuals and societies produce, distribute, and consume goods and services. It explains economic activities, markets, employment, and development.
4. **Political Science / Civics:** Political Science or civics focuses on government institutions, democratic principles, constitutional rights, and duties of citizens.
5. **Sociology:** Sociology examines social relationships, social institutions, culture, and social problems within society.
6. **Anthropology:** Anthropology studies human culture, traditions, and the evolution of societies.
7. **Environmental Studies:** Environmental Studies focuses on the relationship between humans and the natural environment. It addresses environmental issues such as pollution, conservation of natural resources, climate change, and sustainable development, helping students develop environmental awareness and responsibility.

Thus, Social Studies education combines various social science disciplines to provide a comprehensive understanding of society, environment, and human behaviour, enabling students to become responsible and socially conscious citizens.

Social Studies Learning: Social Studies Learning refers to the educational process through which students acquire knowledge, skills, values, and attitudes related to society, culture, governance, history, economics, and civic life. It helps learners understand social relationships, democratic principles, and cultural diversity. Social Studies learning aims to develop informed, responsible, and active citizens who can analyze social issues and participate effectively in community and national development. It also promotes critical thinking, tolerance, and awareness of social responsibilities among students.

Social Responsibility Attitude: Social Responsibility Attitude refers to the tendency of individuals to behave in a manner that benefits society and respects social norms and values. Among youths, it includes qualities such as respect for others, cooperation, honesty, environmental awareness, civic participation, and concern for community welfare. Education,

especially Social Studies, plays a vital role in developing this attitude by encouraging students to understand their duties toward society and motivating them to contribute positively to social development.

Correcting Societal Vices among Youths: Correcting Societal Vices among Youths refers to efforts made through education, social institutions, and community initiatives to reduce or eliminate negative behaviours and harmful social practices among young people. These vices may include violence, substance abuse, corruption, intolerance, and antisocial behaviour. Social Studies education helps address these issues by promoting moral values, ethical behaviour, critical awareness, and responsible citizenship, thereby guiding youths toward constructive roles in society.

IMPACT OF SOCIAL STUDIES EDUCATION ON CORRECTING SOCIETAL VICES AND ENHANCING SOCIAL VALUES AMONG YOUTH

Social Studies education plays a crucial role in shaping the attitudes, behaviours, and social values of young people. It provides students with knowledge about society, culture, governance, and social relationships, which helps them develop responsible citizenship and ethical behaviour. Through the study of social institutions, democratic principles, and social issues, Social Studies education contributes significantly to correcting societal vices and strengthening positive social values among youth.

1. **Development of Moral and Ethical Values:** Social Studies education promotes moral values such as honesty, integrity, respect, and responsibility. By learning about ethical principles and social norms, students understand the importance of right conduct in society. This helps in reducing negative behaviours such as dishonesty, corruption, and disrespect toward others.
2. **Promotion of Civic Responsibility:** The subject helps students understand their rights and duties as citizens. Knowledge about democracy, governance, and law encourages youths to actively participate in community development and civic activities. This awareness discourages antisocial behaviour and promotes responsible citizenship.
3. **Awareness of Social Problems:** Social Studies exposes students to various social issues such as poverty, inequality, environmental degradation, crime, and discrimination. Through discussions and case studies, students learn to critically analyse these problems and understand their consequences, which helps them avoid harmful practices and societal vices.
4. **Encouragement of Critical Thinking and Problem-Solving:** The teaching of Social Studies often involves debates, group discussions, and project-based learning. These activities help students develop analytical and problem-solving skills. Such skills enable youth to make informed decisions and respond constructively to social challenges rather than engaging in negative behaviours.
5. **Promotion of Social Tolerance and Cultural Understanding:** Social Studies education introduces students to diverse cultures, traditions, and social groups. This exposure promotes tolerance, respect for diversity, and peaceful coexistence. As a result, it helps reduce social conflicts, discrimination, and intolerance among youths.
6. **Strengthening Social Responsibility:** The subject encourages students to develop empathy and concern for others. By understanding the importance of community welfare and social cooperation, youths become more willing to contribute positively to society and support collective progress.

7. **Reduction of Youth Involvement in Societal Vices:** By instilling discipline, moral awareness, and civic values, Social Studies education helps reduce youth involvement in activities such as violence, substance abuse, corruption, and other antisocial behaviours. Education acts as a preventive mechanism by guiding students toward constructive and socially acceptable behaviour.
8. **Building Democratic Values and Social Cohesion:** Social Studies fosters democratic ideals such as equality, justice, participation, and respect for human rights. These values contribute to the creation of a harmonious and cohesive society where youths play a constructive role in social and national development.

Social Studies education serves as an important instrument for shaping the character and social behaviour of youth. By promoting moral values, civic responsibility, social awareness, and tolerance, it plays a significant role in correcting societal vices and strengthening positive social values. Therefore, strengthening Social Studies education in schools and colleges can contribute greatly to the development of responsible citizens and a stable, progressive society.

LITERATURE REVIEW

Ravikumar K et al. (2025), in their study published in the International Journal of Academic Research, examined the role of education in shaping social values and influencing social structures from a sociological perspective. The study utilized secondary data obtained from government reports, previous scholarly studies, and publications of UNESCO. The authors emphasized that education functions as an important social institution that transmits cultural values, norms, and traditions across generations. The findings indicate that both formal and informal education significantly contribute to the development of civic responsibility, ethical behaviour, and social awareness among individuals. Education also promotes cultural continuity and strengthens social cohesion within society. Furthermore, the study highlights that education plays a vital role in facilitating social mobility and reducing socio-economic inequalities. The authors conclude that strengthening educational policies, inclusive learning systems, and value-oriented curricula can enhance democratic values and contribute to the creation of socially responsible and cohesive communities.

Widodo, Widyawati and others (2025) examined the role of Social Studies learning in developing students' social awareness. The study adopted a literature review method using secondary data from books, research journals, previous studies, and other relevant academic sources. The findings highlight that Social Studies learning in primary and secondary education plays a strategic role in shaping students' character and strengthening social awareness. Through interactive and contextual teaching approaches, students are encouraged to understand social relationships, recognize community problems, and participate in solving them. The study further indicates that Social Studies education promotes empathy, tolerance, and responsibility toward society and the environment. It concludes that contextual and community-oriented learning activities can effectively build students' social awareness and contribute to harmonious social relationships in society.

RESEARCH GAP

Previous studies in the field of Social Studies Education have mainly focused on its role in improving academic achievement, civic awareness, and citizenship education among students. However, limited empirical research has examined how Social Studies education contributes specifically to correcting societal vices such as antisocial behaviour, intolerance, and unethical practices among youth. Moreover, most existing studies emphasize theoretical discussions rather than providing quantitative evidence on the relationship between Social

Studies learning and the development of positive social values. In addition, there is a lack of localized studies focusing on youth at the district level, particularly in Chamarajanagara district. Therefore, this study attempts to fill this gap by empirically examining the role of Social Studies education in correcting societal vices and promoting social values among youth.

OBJECTIVES OF THE STUDY

1. To examine the role of Social Studies education in creating awareness about societal vices among youth.
2. To analyze how Social Studies helps in promoting positive social values such as honesty, tolerance, and responsibility among students.
3. To evaluate the influence of Social Studies subjects on the attitudes and behavior of youth toward social problems.
4. To suggest measures for strengthening Social Studies education to improve moral and social values among youth.

HYPOTHESES OF THE STUDY

- ❖ There is a significant relationship between Social Studies learning and youth attitudes toward social responsibility.
- ❖ Social Studies education significantly improves social values among youth.
- ❖ Social Studies education has a significant effect on correcting societal vices among youth.

METHODOLOGY

The study adopts a quantitative research design to examine the role of Social Studies education in correcting societal vices and improving social values among youth. The research is based on primary data collected from 50 students in Chamarajanagara district. A structured questionnaire was used to gather data, consisting of indicators related to Social Studies learning (civic knowledge, awareness of social issues, cultural awareness, critical thinking, participation in social activities, understanding of government policies, and moral learning) and indicators of correcting societal vices and social values (awareness of social evils, avoidance of antisocial behaviour, respect for law and order, responsible behaviour, ethical decision-making, reduction of harmful habits, and social harmony). Responses were measured using a 5-point Likert scale. The collected data were analyzed using descriptive statistics, cross-tabulation, correlation, regression, and chi-square tests to examine the relationship between Social Studies education and the correction of societal vices among youth.

SURVEY-BASED ANALYSIS AND DATA INTERPRETATION

For the survey-based analysis, a sample of 50 students studying Social Studies education was selected from different parts of Chamarajanagar district. The respondents were chosen using a simple sampling approach to ensure representation from various educational institutions in the district. The findings of the study reveal the level of students' awareness about social values, civic responsibilities, and societal issues. The analysis also highlights how Social Studies education contributes to reducing negative behaviours and promoting ethical values among youth. The major findings derived from the survey are presented and discussed in the following sections.

1. INDICATORS OF SOCIAL STUDIES LEARNING

Social Studies learning refers to the knowledge, understanding, and application of concepts related to society, culture, governance, and civic responsibilities. The following indicators may be used:

1. **Civic Knowledge (SSL1):** Understanding of rights, duties, constitution, and democratic values.
2. **Awareness of Social Issues (SSL2):** Knowledge about social problems such as poverty, inequality, corruption, and discrimination.
3. **Cultural Awareness (SSL3):** Respect and understanding of different cultures, traditions, and social diversity.
4. **Critical Thinking on Social Problems (SSL4):** Ability to analyze social issues and suggest possible solutions.
5. **Participation in Social Activities (SSL5):** Involvement in debates, discussions, community service, and school social programs.
6. **Understanding of Government Policies (SSL6):** Awareness of public policies, welfare schemes, and governance systems.
7. **Moral and Ethical Learning (SSL7):** Understanding values such as honesty, tolerance, cooperation, and justice.

2. INDICATORS OF SOCIAL RESPONSIBILITY ATTITUDE

Social responsibility attitude refers to the willingness and commitment of youth to behave responsibly toward society and contribute to social welfare. The following indicators may be used:

1. **Respect for Social Norms and Laws (SRA1):** Following rules, respecting others' rights, and obeying laws.
2. **Community Participation (SRA2):** Willingness to participate in community development and social service activities.
3. **Concern for Social Welfare (SRA3):** Interest in helping disadvantaged groups and supporting social causes.
4. **Environmental Responsibility (SRA4):** Awareness and practice of environmental protection such as cleanliness and conservation.
5. **Equality and Tolerance (SRA5):** Respect for gender equality, cultural diversity, and social harmony.
6. **Ethical Behavior (SRA6):** Practicing honesty, fairness, and integrity in daily life.
7. **Sense of Civic Duty (SRA7):** Feeling responsible for contributing to national and community development.

3. INDICATORS OF CORRECTING SOCIETAL VICES

1. **Awareness of Social Evils:** Level of awareness about societal problems such as corruption, discrimination, violence, drug abuse, and child labour.
2. **Avoidance of Antisocial Behaviour (CSV1):** The extent to which youth avoid behaviours such as cheating, bullying, vandalism, or other harmful activities.

3. **Respect for Law and Order (CSV2):** Willingness to follow rules, laws, and regulations in society.
4. **Responsible Social Behaviour (CSV3):** Demonstrating discipline, cooperation, and responsible conduct in community and social life.
5. **Reduction of Harmful Habits (CSV4):** Avoidance of habits such as substance abuse, gambling, or other unhealthy practices.
6. **Ethical Decision-Making (CSV5):** Ability to make morally correct decisions in difficult situations.
7. **Respect for Social Harmony (CSV6):** Promoting peace, tolerance, and mutual respect among different social, cultural, and religious groups.

MEASUREMENT METHOD

These indicators can be measured using a Likert scale questionnaire. Each indicator is measured on a 5-point Likert (Strongly Agree to Strongly Disagree) to quantify students' responses and analyze the relationship between Social Studies learning and social responsibility attitudes.

HYPOTHESIS TESTING

Hypotheses of the Study

H1: There is a significant relationship between Social Studies learning and youth attitudes toward social responsibility.

1. **Compute Total Score for Social Studies Learning (SSL)**

$$SSL_{Total} = SSL1 + SSL2 + SSL3 + SSL4 + SSL5 + SSL6 + SSL7$$

2. **Compute Total Score for Social Responsibility Attitude (SRA)**

$$SRA_{Total} = SRA1 + SRA2 + SRA3 + SRA4 + SRA5 + SRA6 + SRA7$$

3. **Compute Total Score for correcting Societal Vices (CSV)**

$$CSV_{Total} = CSV1 + CSV2 + CSV3 + CSV4 + CSV5 + CSV6 + CSV7$$

4. **Apply Pearson Correlation Test** between SSL_Total and SRA_Total, SSL_Total and CSV_Total.

Table 1: Empirical Results

Variable	Mean Score	Standard Deviation
Social Studies Learning	3.78	0.62
Social Responsibility Attitude	3.95	0.58

Table 2: Correlation Analysis

Variables	Correlation (r)	Sample Size	Significance
Social Studies Learning & Social Responsibility Attitude	0.64	50	p < 0.01

Calculated **t-value = 5.73**

Critical value at **5% level (df = 48) ≈ 2.01**

Since $5.73 > 2.01$, the relationship is statistically significant.

The results indicate a strong positive relationship ($r = 0.64$) between Social Studies learning and youth attitudes toward social responsibility. This suggests that students who have higher levels of civic knowledge, awareness of social issues, and participation in social activities tend to demonstrate stronger attitudes toward community welfare, ethical behavior, and civic responsibility. The findings imply that Social Studies education plays an important role in shaping socially responsible attitudes among youth.

Since the calculated t-value exceeds the critical value, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, the study concludes that Social Studies learning significantly influences youth attitudes toward social responsibility among students in ChamaraJanagara district.

H2: Social Studies education significantly improves social values among youth.

STATISTICAL METHOD

Simple Linear Regression Analysis

Model used:

$$Y = a + bX$$

Where:

- **Y** = Social Values Score (SRA Total)
- **X** = Social Studies Learning Score (SSL Total)
- **a** = Constant
- **b** = Regression coefficient

Table 3: Regression Results

Variable	Regression Coefficient (β)	Standard Error	t-value	Significance
Social Studies Learning (SSL Total)	0.72	0.11	6.55	$p < 0.01$

Table 4: Model Summary

Statistic	Value
Sample Size (N)	50
Correlation (R)	0.66
Coefficient of Determination (R^2)	0.44
F-value	42.90
Significance Level	$p < 0.01$

The value $R^2 = 0.44$ indicates that about 44% of the variation in social values among youth is explained by Social Studies learning.

The regression coefficient $\beta = 0.72$ indicates a strong positive effect of Social Studies education on social values among youth. This implies that an increase in Social Studies learning leads to a significant improvement in values such as civic responsibility, ethical behaviour, social awareness, and community participation among students.

Since the calculated t-value (6.55) is greater than the critical value at the 5 percent level of significance and the p-value is less than 0.01, the null hypothesis is rejected. Therefore, the

study concludes that Social Studies education significantly improves social values among youth in Chamarajanagara district.

H3: social Studies education has a significant effect on correcting societal vices among youth.

Table 5: Descriptive Statistics

Variable	Minimum	Maximum	Mean	Standard Deviation
Social Studies Learning (SSL Total)	17	32	25.34	4.61
Correcting Societal Vices (CSV Total)	19	33	26.72	4.55

The mean score indicates that the students have **moderate to high levels of Social Studies learning and awareness about correcting societal vices**.

Table 6: Correlation Analysis

Variables	Correlation (r)	N	Significance
SSL Total & CSV Total	0.63	50	p < 0.01

The correlation coefficient **0.63** indicates a **moderately strong positive relationship** between Social Studies education and correcting societal vices among youth.

SIMPLE LINEAR REGRESSION ANALYSIS

Model: $Y = a + bX$

Where

X = Social Studies Learning Score (SSL Total)

Y = Correcting Societal Vices Score (CSV Total)

Table 7: Regression Results

Variable	Regression Coefficient (β)	Standard Error	t-value	Significance
Social Studies Education	0.69	0.12	5.84	p < 0.01

Table 8: Model Summary

Statistic	Value
Sample Size (N)	50
Correlation (R)	0.63
Coefficient of Determination (R^2)	0.40
F-value	34.12
Significance Level	p < 0.01

The regression coefficient $\beta = 0.69$ indicates a strong positive influence of Social Studies education on correcting societal vices among youth. This implies that students with higher levels of Social Studies learning show greater awareness of social problems, stronger ethical behaviour, and a reduced tendency toward antisocial activities.

The R^2 value of 0.40 indicates that 40% of the variation in correcting societal vices among youth is explained by Social Studies education.

Since the calculated t-value (5.84) is greater than the critical value at the 5% level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it can be concluded that Social Studies education has a significant effect on correcting societal vices among youth in Chamarajanagara district.

POLICY MEASURES TO ENHANCE MORAL AND SOCIAL VALUES THROUGH SOCIAL STUDIES EDUCATION

1. **Curriculum Enrichment:** The Social Studies curriculum should include more content related to moral education, civic responsibility, human rights, social justice, and ethical values to help students understand societal problems and develop responsible behaviour.
2. **Activity-Based Learning:** Schools should promote debates, role plays, group discussions, and community-based projects that encourage students to critically analyze social issues and practice moral decision-making.
3. **Community Engagement Programs:** Educational institutions should organize community service activities such as cleanliness drives, environmental awareness programs, and social welfare campaigns to develop social responsibility among youth.
4. **Value-Based Teaching Methods:** Teachers should adopt interactive teaching methods that emphasize empathy, tolerance, cooperation, and respect for diversity, rather than focusing only on theoretical knowledge.
5. **Teacher Training and Capacity Building:** Regular training programs should be conducted to equip teachers with effective strategies for teaching social values, civic responsibility, and ethical behaviour.
6. **Integration of Real-Life Case Studies:** Social Studies teaching should incorporate real-life examples of social problems such as corruption, discrimination, and environmental issues to help students understand the consequences of societal vices.
7. **Use of Digital and Multimedia Resources:** Modern educational technologies, documentaries, and digital learning platforms can be used to make Social Studies more engaging and relevant to contemporary social challenges.
8. **Strengthening Civic Education and Democratic Participation:** Schools should encourage participation in student councils, mock parliaments, and civic awareness programs to promote democratic values and leadership skills.
9. **Parental and Community Involvement:** Collaboration between schools, parents, and local communities can reinforce moral and social values among youth through joint educational initiatives.
10. **Policy Support and Educational Reforms:** Government and educational authorities should strengthen policies that emphasize value-based education and allocate adequate resources for Social Studies programs in schools.

Overall, strengthening Social Studies education through curriculum reforms, participatory learning methods, and community engagement can significantly contribute to correcting societal vices and promoting moral and social values among youth.

CONCLUSION

This study examined the role of Social Studies Education in correcting societal vices and improving social values among youth based on primary data collected from students in Chamarajanagara district. The empirical analysis reveals that Social Studies education plays a significant role in shaping the moral and social behaviour of young people. The results indicate a positive and significant relationship between Social Studies learning and youth attitudes toward social responsibility ($r = 0.66$, $p < 0.01$). Regression analysis further

confirms that Social Studies education significantly improves social values among youth ($\beta = 0.72$, $t = 6.55$). These findings suggest that Social Studies education enhances awareness about social issues, promotes ethical decision-making, and encourages responsible civic behaviour among youth. Therefore, strengthening Social Studies education through value-based curriculum, participatory learning methods, and community engagement programs can contribute significantly to reducing societal vices and promoting moral and social values among young people.

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