

## A Study on Perception of Secondary School Teacher towards Peace Education with Respect to Type of School, Category and Teaching Discipline

**\*Dr. Md. Akhtar Raza & \*\*Dr. Mahejabin**

### **\*Abstract**

*The main purpose of this study was to know the perception of secondary school teachers towards peace education. For the assessing the perception of secondary school teachers towards peace education, the researcher was constructed and standardized the peace education perception scale for teachers (PEPST). The reliability of this this was 0.83. The objectives of this study were to study the perception of secondary school teachers towards peace education with respect to type of school, category and teaching discipline. The researcher was used the above scale for data collection. For the data analysis the descriptive statistics and inferential statistics was used. After the data analysis the researcher was found that there is significant difference between perception of secondary school teachers towards peace education with respect to type of school but there is not significant difference found perception of secondary school teachers towards peace education with respect to category and teaching discipline.*

**Key Words: Perception, Peace Education and Teaching Discipline**

## **Introduction**

We all wish for peace in life. Day and night we pray to God that unrest may stay far away from us. Still, turbulence enters our lives like an uninvited guest. Throughout the day, the mind becomes irritable due to our daily activities, uncontrolled noise of vehicles etc. When the mind becomes irritable, it does not get engrossed in any work. Lack of interest in work creates a feeling of despair. This despair invites anger. Anger only gives rise to unrest. This disturbance has been considered completely unfavorable for us. This increases the sense of instability in the personality. The person under its influence often harms himself by taking wrong decisions. When unrest all around in our life establishes its supremacy, then we understand the importance of peace and go out in search of it. By the way, many snots are told to attain peace. Like being united with nature, reading good books and listening to favorite songs and music etc. In fact, they are all mediums.

The real source of peace is within us. Calming your mind is the formula for inner peace. In fact, all these catalysts only help in providing balance to our inner self. Peace is also necessary in our life because the creative personality of man develops only in a calm environment. Peace only increases positivity. Progress not only lies in peace, but it is also considered the first step to prosperity.

Education for peace is about empowerment of self so that individuals are equipped with knowledge, competencies and skills of conflict resolution; such individuals will have self-awareness, values of tolerance, compassion and competence to deal with crisis in creative manner. In order to develop these attitudes, skills and competencies among pupils, the institutions of family and school have to be oriented to make conscious efforts to promote peace related skills. Development of peace-skills and attitudes would entail inspiring the entire atmosphere of school, personnel and staff to nurture such attitudes and competencies for peace. Teachers being central to the entire gamut of all relationships at school, their orientation are most crucial. This programmes was organized to provide training to teachers to enable them develop knowledge and understanding of the various issues and concerns having a bearing on education for peace such as self-development, identity & prejudice,

conflict resolution, democracy, justice and human rights, sustainable economic development, gender equality etc. The teachers need to develop consciousness and insight, into their own role as peace educators, their attitudes and values, and the skills necessary for implementing peace education through activities in schools and classrooms.

### **Rationale of the Study**

Peace education enables students to become responsible citizens who are open to differences, capable of empathy and solidarity, both across borders and within social groups, and who can deconstruct the foundations of violence and advance the possibilities of peace. You can take action to increase it. Peace education is that which studies the basic needs of human beings and the true nature or nature of the society in which these needs are fulfilled. This education or science makes people aware about human rights.

There so many researches were conducted in the field of peace education and perception of teachers towards peace education in abroad and in India also such as Ajala (2003), Akudolu, L. R. (2003), Allen, D. (2007), Becka, J. (1976). Bedaei, A. R. (2010). Begum, A. (2012), Bhan, S. (2011). Bhatnagar, M. (2012). Bhatti, R. (2010). Researches conducted in the perception of teachers towards peace education. Biswas, N. B. (2012) Curriculum for Peace Education: An Integrated Approach. Brouwer, W. (1990). Perspectives on Conflict Resolution in Selected Peace Education Curricula, Brouwer, W. (1986). A Survey of Peace Education in the Canadian School System, Chauhan, V. & Khanna, S. (2009). A tool for crafting peace process at Kashmir in India, Carl, A. E. (1995). Relevant Curriculum Development in Peace Education for a Post-Apartheid South Africa, Dar, A. A. & Lalithamma, M. S. (2014) An Empirical Study on Perceptions of Youth towards Peace Education in Kashmir, Das, P. (2012). Improving Anti-violence Atmosphere in the Classroom through Peace Education: Some Perspective from Teacher, Harris, I. M. (1989). A Model for Teacher Training that Would Promote Peace, Mishra, L. (2013). Strengthening Peace Education in Secondary School Curriculum. Pushpa, G. (2013). Promoting of Peace Education through Civics Text of NCERT: A study, Puzari, M. G. (2012). Awareness and Attitude towards Peace Education among Secondary School Students of Assam: A Critical Study, Sahoo, J. (2003). A Study on Adolescents' Conceptions of Peace, Violence and

Strategies to Attain Peace in Relation to Some Psycho-Social Variables and Academic Achievement, Susan and Susanne, S. (2009). Educating Higher Education and School Leaders in Matters of Peace.

From the above review related literature it is clear that there so many researches in the field of peace education but there is no researches found in perception of secondary school teachers towards peace education with respect to some demographic variable. So researcher decided to conduct the researches in the above mention field. On the basis of review of related literature there so many question arises in the mind of researcher.

### **Objectives of the Study**

1. To study the perception of secondary school teachers towards peace education with respect to type of school.
2. To study the perception of secondary school teachers towards peace education with respect to category.
3. To study the perception of secondary school teachers towards peace education with respect to teaching discipline.

### **Null Hypothesis**

**H<sub>01</sub>** There is no significant difference between perception of secondary school teachers towards peace education with respect to type of school.

**H<sub>02</sub>** There is no significant difference between perception of secondary school teachers towards peace education with respect to category.

**H<sub>03</sub>** There is no significant difference between perception of secondary school teachers towards peace education with respect to Teaching Discipline.

### **Methods of the study:**

According to nature of this study the descriptive survey method was appropriate. Therefore, the researcher was used the descriptive survey methods.

### **Population of the study:**

All the teachers of Jharkhand comprises population of the study for assessing the perception towards peace education.

### **Sample and Sampling Technique:**

The sample of secondary schools was selected through stratified random sampling from secondary school of Jharkhand academic council . the teacher of the selected secondary school from above procedure is taken as sample.

**Tool Used:**

For assessing the perception towards peace education the peace education perception scale (PEPST) was used. This tool was constructed and standardized by the researcher. The face validity and content validity was established through consultation and suggestion with subject expert. The reliability of this tool was split half methods and spearman brown formula was used to calculate the reliability of the scale and it was 0.83.

**Statistical Treatment:**

For the data analysis the researcher used descriptive statistics such as mean and SD. For inferential analysis the researcher was used parametric statistics such as t-test& F-test.

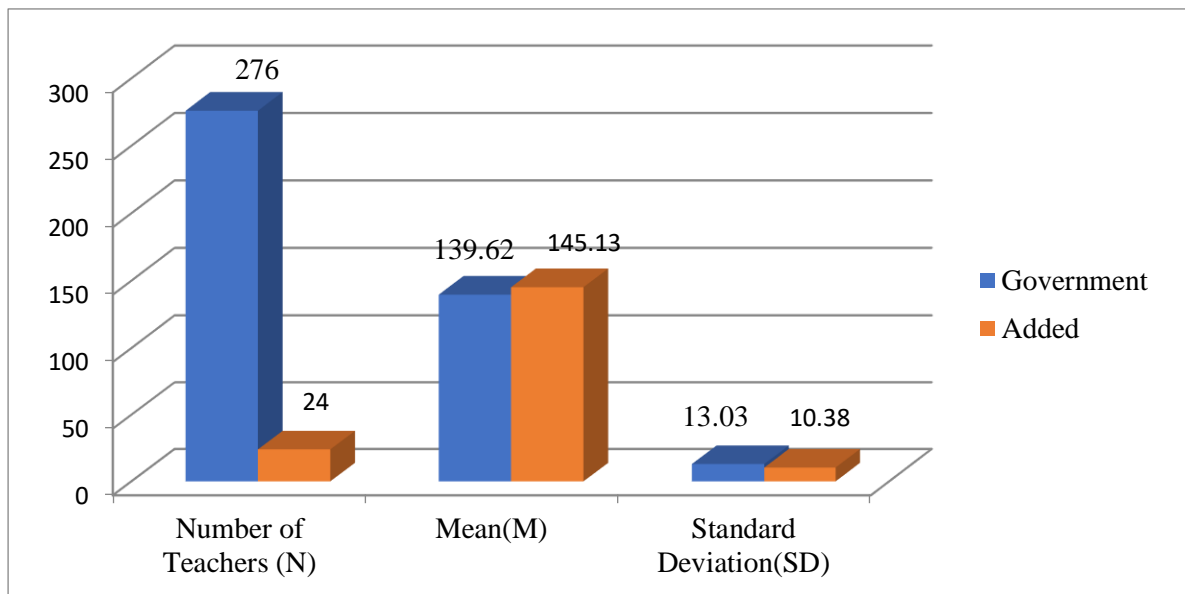
**Section -A Descriptive Analysis**

**Perception of Teacher towards Peace Education with respect to demographic variables.**

The details of mean and SD of perception of secondary schools teacher of Jharkhand academic council towards peace education with respect to gender, habitation, teaching experience has given in table no. 01, 02 & 03 and figure no. 01, 02 & 03 respectively.

**Table No. 01 Mean and SD of Perception of Teachers towards Peace Education w.r.t. Type of School**

Type of School	Number of Teachers (N)	Mean(M)	Standard Deviation (SD)
Government	276	139.62	13.03
Added	24	145.13	10.38

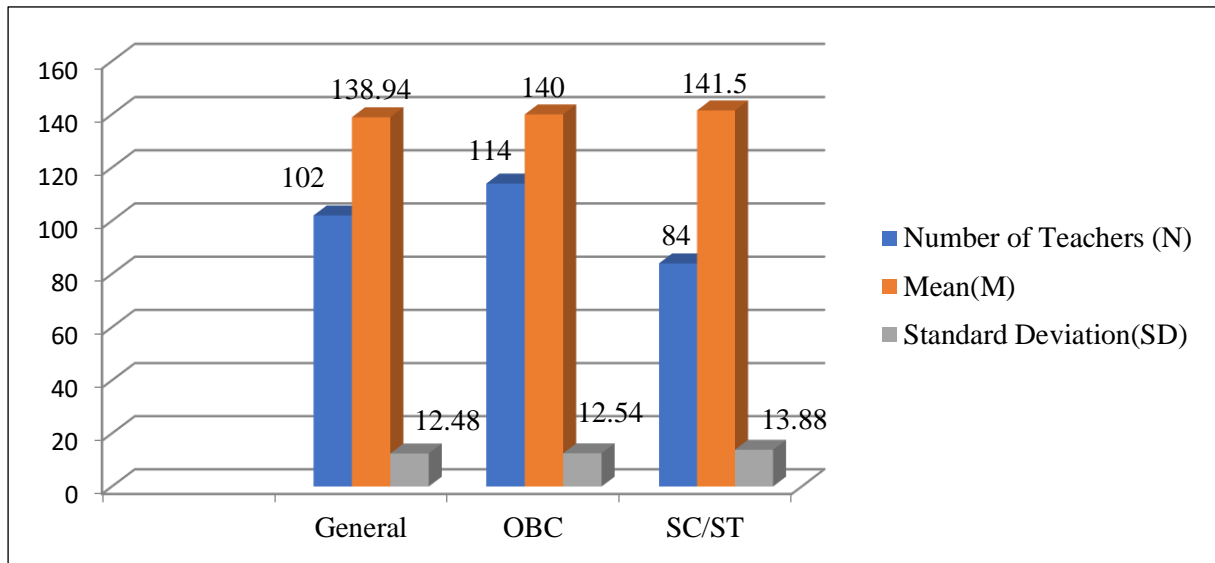


**Figure No. 01 Mean and SD of Perception of Teachers towards Peace Education w.r.t. Type of School**

It can be seen in the above table no. 01 the mean (M) of perception of government schools teacher and added schools teacher towards peace education are 139.62 with SD 13.03 and 145.13 with SD 10.38 respectively. It can be confirmed through the figure no. 01. Since, the mean score added schools teacher and government schools teacher is not equal in perception towards peace education. Therefore, it can be concluded that teacher of secondary schools of Jharkhand academic council possess different perception towards peace education and perception of added schools teacher towards peace education are better than government schools teachers.

**Table No. 02 Mean and SD of Perception of Teachers towards Peace Education w.r.t. Category**

Category	Number of Teachers (N)	Mean(M)	Standard Deviation (SD)
General	102	138.94	12.48
OBC	114	140.00	12.54
SC/ST	84	141.50	13.88

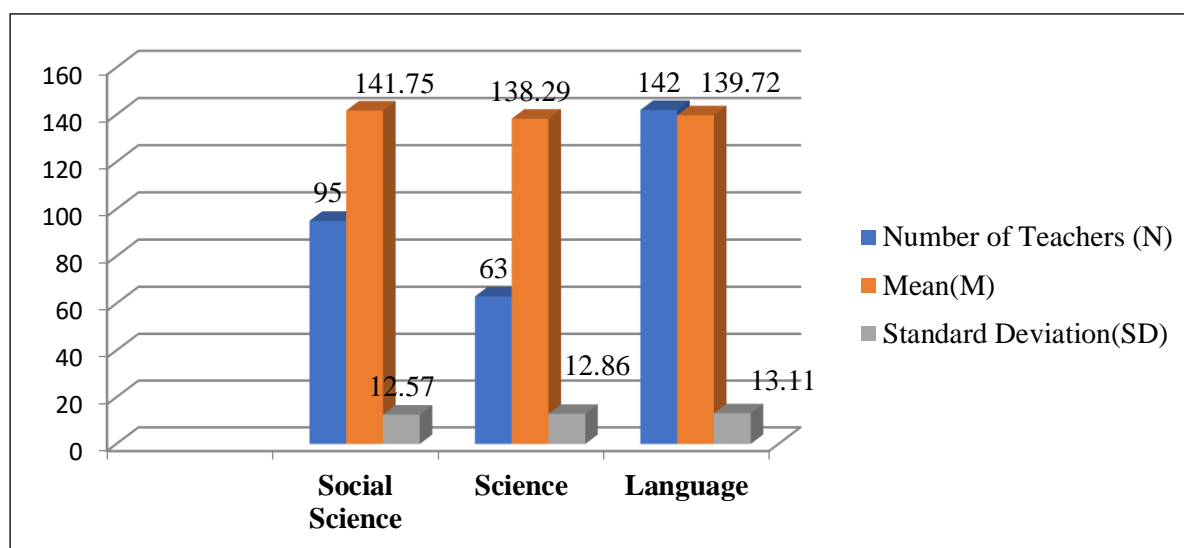


**Figure No. 02 Mean and SD of Perception of Teachers towards Peace Education w.r.t. Category**

It can be seen in the above table no. 02 the mean (M) of perception towards peace education of General, OBC and SC/ST teacher are 138.94 with SD 12.48, 140.00 with SD 12.54 and 141.50 with SD 13.88 respectively. It can be confirmed through the figure no. 02. Since, the mean score of General, OBC and SC/ST schools teacher towards peace education are nearly equal in perception towards peace education. Therefore, it can be concluded that teacher of secondary schools of Jharkhand academic council possess different perception towards peace education but perception of General, OBC and SC/ST schools teacher towards peace education are nearly equal.

**Table No. 03 Mean and SD of Perception of Teachers towards Peace Education w.r.t. Teaching Discipline**

Teaching Discipline	Number of Teachers (N)	Mean(M)	Standard Deviation (SD)
Social Science	95	141.75	12.57
Science	63	138.29	12.86
Language	142	139.72	13.11



**Figure No. 03 Mean and SD of Perception of Teachers towards Peace Education w.r.t. Teaching Discipline**

It can be seen in the above table no. 03 the mean (M) of perception of social science, science and language teacher towards peace education are 141.75 with SD 12.57, 138.29 with SD 12.86 and 139.72 with SD 13.11 respectively. It can be confirmed through the figure no. 03. Since, the mean score of social science, science and language teacher are nearly equal but the mean score of social science teacher better among all the three teaching discipline's teachers. Therefore, it can be concluded that teacher of secondary schools of Jharkhand academic council possess different perception towards peace education but perception of social science teacher towards peace education are better among all the three teaching discipline's teacher.

### **Section -BInferential Analysis**

**Objective No.01**To study the perception of secondary school teachers towards peace education with respect to type of school.

**H<sub>01</sub>**There is no significant difference between perception towards peace education of secondary school teachers with respect to type of school.

The t-test was performed to compare the perception towards peace education of teachers with respect to type of school. The Levene's test was applied and p-value 0.211 is found greater than the 0.05 level of significance. It confirms the equality of variances between samples.

**Table No. 04 Levene's test for Type of Schoolwise Compression of Teachers**

F value	Significance ( <i>p</i> value)
1.572	0.211

\* $p > 0.05$ . Variance is equal

**Table No. 05: t-Test for Type of School wise Compression of Teachers**

Variable	Type of school	N	Mean	SD	df	t	<i>p</i> Value
Perception Towards Peace Education	<b>Government</b>	276	139.62	13.03	<b>298</b>	<b>2.02</b>	<b>0.045</b>
	<b>Added</b>	24	145.13	10.38			

**\* $p < 0.05$ , Significant at 0.05 level**

It can be seen that from the table no. 05 the obtained t-value was found 2.02, which is greater than the t-tabulated value 1.96 at 0.05 level of significance with df 298. Hence, t-value is significant and null hypothesis is rejected.

Thus, it can be concluded that there is significant difference between perception of government schools teacher and added schools teacher towards peace education.

Therefore, it may be interpreted that the added schools teacher is better perception compared than government schools teacher. This present study supported previous study conducted by Wahlstrom (1987) finally, it may be concluded that the added schools teacher is better perception towards peace education compared than government schools teacher.

**Objective No.02 To study the perception of secondary school teachers towards peace education with respect to category.**

**H<sub>0</sub> There is no significant difference among perception towards peace education of secondary school teachers with respect to category.**

The F-test was performed to compare the perception towards peace education of teachers with respect to category. The Levene's test was applied and p-value 0.442 is found greater

than the 0.05 level of significance, which confirms the homogeneity of variances among the samples.

**Table No. 06 Levene's test for Category wise Compression of Teachers**

Levene Statistic	df1	df2	Significance( <i>p</i> Value)
0.818	2	297	0.442*

\* $p > 0.05$ . Variance is equal

**Table No. 07: F-test for Category wise Compression of Teachers**

Variable		Sum of Square	df	Mean Square	F	p Value
Perception Towards Peace Education	<b>Between Groups</b>	302.28	2	151.14	<b>0.91</b>	<b>0.405*</b>
	<b>Within Groups</b>	49506.65	297	166.69		
	<b>Total</b>	49808.92	299			

\* $p > 0.05$ , Not Significant at 0.05 level

It can be seen from the table no. 07 the obtained F-value was found 0.91, which is less than the F-tabulated value 3.03 at 0.05 level of significance with between groups df 2 and within groups df 297. Hence, F-value is not significant and null hypothesis is not rejected. Thus, it can be concluded that there is no significant difference among perception of secondary school teachers towards peace education with respect to category.

**Objective No. 03 To study the perception of secondary school teachers towards peace education with respect to teaching discipline.**

**H<sub>03</sub> There is no significant difference among perception towards peace education of secondary school teachers with respect to teaching discipline.**

The F-test was performed to compare the perception towards peace education of teachers with respect to teaching discipline. The Levene's test was applied and p-value 0.749 is found greater than the 0.05 level of significance, which confirms the homogeneity of variances among the samples.

**Table No. 08 Levene's test for Teaching Discipline wise Compression of Teachers**

Levene Statistic	df1	df2	Significance( <i>p</i> Value)
0.290	2	297	0.749*

\**p* > 0.05. Variance are equal

**Table No 09: F-test for Teaching Discipline wise Compression of Teachers**

Variable		Sum of Square	df	Mean Square	F	<i>p</i> -Value
Perception Towards Peace Education	Between Groups	485.39	2	242.70	<b>1.46</b>	<b>0.234*</b>
	Within Groups	49323.53	297	166.07		
	Total	49808.92	299			

**\**p* > 0.05, Not Significant at 0.05 level**

It can be seen from table no. 09 that the obtained F-value was 1.46, which is less than the F-tabulated value of 3.03 at a 0.05 level of significance with between groups df 2 and within groups df 297. Hence, the F-value is not significant and the null hypothesis is not rejected. Thus, it can be concluded that there is no significant difference in the perception of secondary school teachers towards peace education with respect to teaching discipline.

**Major Finding of the Study:**

1. There is a significant difference found between the perception of secondary school teachers with respect to type of school (Government and Aided)
2. There is no significant difference found among the perception of secondary school teachers towards peace education with respect to category.
3. There is no significant difference found among the perception of secondary school teachers towards peace education with respect to teaching discipline (science, Arts and Commerce).

**Educational Implication**

On the basis of the above findings of this study, the researcher identifies the educational implications of this study, which are as follows:

1. The present study found the significant difference between perception of teacher towards peace education with respect to type of school. The added schools teacher have better perception towards peace education than government teacher. There is need of awareness programme and orientation course related peace education for the in-service teachers.
2. There is not significant difference found among the perception of secondary school teachers towards peace education with respect to category. But SC/ST teacher have lowest level of perception towards peace education among the group. Therefore, there is need of orientation programme related to peace education for SC and ST secondary school teachers.
3. There is not significant difference found among the perception of secondary school teachers towards peace education with respect to teaching discipline (science, Arts and Commerce). But the perception of secondary school teacher has average level. Therefore, there is need of awareness programme organized by the government.
4. There is a need of enrichment of co-curricular activities related to peace education in secondary school curriculum on regular interval throughout the academic year.

### **Conclusion**

Finally, it may be concluded that on the basis of above major finding the type of school affect significantly on perception of secondary school teachers towards peace education. But the category and teaching discipline not significantly affect on perception of secondary school teachers towards peace education. It may be also concluded that the added school teacher has better perception than the government school teachers. On the basis of the finding of this study there is need orientation and awareness programme related to peace education in the district and state level for every level of teacher such as primary, secondary, senior secondary and higher level.

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