



# ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS PEACE EDUCATION

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## Abstract

The present study was conducted with the objectives like the attitude of Secondary School Teachers towards peace education, the difference between male and female Secondary School Teachers regarding their attitude towards peace education, the difference between Government and Private Secondary School Teachers regarding their attitude towards peace education and hypothesis like there is no significant difference between male and female Secondary School Teachers in relation to their attitude towards peace education and there is no significant difference between Government and Private Secondary School Teachers in relation to their attitude towards peace education, to know the attitude of secondary school teachers towards peace education. The study revealed that majority of teachers are aware and agreed that peace education should be an essential subject of school curriculum, it can be developed by the national and emotional integration among the people of a country. school is a place where peace awareness can be inculcated. The attitude of male and female teachers towards peace education differs significantly. The attitude of government and private teachers towards peace education differs significantly.

**Key Words:** Attitude, Secondary school, Secondary school teachers, Peace Education

## Introduction:

Peace education is the process of developing positive attitudes, inculcating values, enhancing life skills, behavior, and knowledge to live happily in the natural surroundings. It is important for promoting harmony and preventing conflicts among the people. In this context, education plays an important role for enhancing knowledge, skills, attitudes, and values of the children at school level. The curriculum should be designed accordingly, and teachers' attitude should be improved for transaction of the learning materials and organising various activities with the objectives of peace education.

Article 26 of the Universal Declaration of Human Rights describes Peace Education "education that is directed to the full development of the human personality and to the strengthening of respect for human rights

and fundamental freedoms.” It promotes understanding, tolerance, and friendship among all nations, racial or religious groups and the activities of the United Nations for the maintenance of peace.

The curriculum of Peace Education includes the ways of conflict resolution, cooperation, interdependence, global awareness and social as well as ecological responsibility. Teachers believe that the study of culture, customs, and beliefs of people around the world would enable learners to appreciate differences, to discover similarities and to develop empathy for others, which can create harmonious society. Thus, teachers focus on fostering international and intercultural understanding, teaching respect and tolerance for those who are different.

UNICEF and UNESCO are advocating education for peace. Non-governmental Organizations (NGOs), educational institutions and citizen networks are working for peace education. The International Peace Research Association founded with support from UNESCO has a Peace Education Commission that brings together educators working to promote a culture of peace.

Various studies like Kumari, D. N and Devi, M. U (2023) conducted the study on “A Study on the Attitude of Secondary School Teachers towards Value Education in School Curriculum”, Sheikh, Y. A and Akhtar, R (2023) conducted the study on “Peace Education: A Pathway to the Culture of Peace”, Kalita, P (2023) conducted the study on “Importance of Life Skill Education in Present Day”, Basir, S and Akbar, R. A (2021) conducted the study on “Determining the Effect of Peace Education on Knowledge and Attitude of Prospective Teachers: An Experimental Study” have been studied by the researchers for getting ideas on methods, selecting tools etc.

### **Rationale of the Study:**

It is a general observation from the society, educational institutions and day to day activities that people are losing their peace of mind due to various reasons like tension, worries, violations due to terrorism activities, Naxal activities, injustice, rivalry, jealousy, intolerance etc. Suicide in educational institutions has become a critical, national problem. It is due to academic pressure, bullying, discrimination, and societal expectations, Injustice, stress. Corruption in different fields in our society leads to disturbance in the peace of society and mental peace. War situations in the world are becoming very critical day by day for example war between Ukraine and Russia, Israel and Palestine. The scars of war run deep, leaving long-lasting societal wounds that are difficult to heal. By recognizing and the toll of war, we can uncover the true value of peace and work towards preventing the needless suffering caused by the conflict.

Presently, education has a leading role in preventing terrorism and maintaining peace in the world. Peace education is a basic obligation for inculcating values of national integration, international understanding, and world citizenship. Education should develop inner peace in the minds of citizens to inculcate virtues of tolerance and love. Everyone wants to lead a happy life in which there is harmony, peace, and love. Thus, the challenge has always been a part of the possibilities for the establishment of a peaceful world, in which men can live without tensions, burdens and worries. Keeping this in view, the World Bank has been coordinating to develop educational programs since 1960.

Under the above circumstances the researchers have decided to conduct the study entitled as “**Attitude of Secondary School Teachers towards Peace Education.**”

### Operational Definitions of Key Terms:

- **Attitude:** A feeling or way of thinking that affects a person's behavior. In this study, attitude deals with the feelings of Secondary School Teachers.
- **Peace Education:** - The process of acquiring values, knowledge, attitude, skills and behaviors to live in harmony with oneself, others and the natural environment.
- **Type of schools:** - The researchers collected the data from different schools in Puri District with reference to the management. In the present study, two types of schools like government and private managed schools were taken for collecting the data.
- **Government schools:** -The schools which are established, funded and managed by the government of Odisha are considered as government schools.
- **Private Schools:** The schools which are established and run by private management are considered as private schools.
- **Secondary school teachers:** The teachers are teaching in secondary schools are the secondary school teachers. Secondary school refers to the schools having classes iv to x, viii to x and i to x.

### Objectives of the Study

1. To study the attitude of Secondary School Teachers towards peace education.
2. To find out the difference between male and female Secondary School Teachers regarding their attitude towards peace education.
3. To find out the difference between Government and Private Secondary School Teachers regarding their attitude towards peace education.

### Hypothesis of the Study

1. There is no significant difference between male and female Secondary School Teachers in relation to their attitude towards peace education.
2. There is no significant difference between Government and Private Secondary School Teachers in relation to their attitude towards peace education.

### Delimitations of the Study

The present study was delimited to the Secondary School Teachers of Puri District, Odisha only.

### Method of the Study:

The present study incorporates the survey method to conduct the study.

### Population of the Study:

All the secondary school teachers of Puri district are the population of the present study.

### Sample of the Study:

In the present study, a sample of 60 teachers was selected from 10 (5 govt and 5 private) numbers of secondary schools of Puri district. Equal number of male and female teachers were taken for the study.

### Tools Used for the Study:

Attitude Scale for Secondary School Teachers was developed by the researchers for collecting the relevant data. There are 20 statements. The responses were given with the weightage of 5, 4, 3, 2, and 1 for

strongly agree, agree, undecided, disagree and strongly disagree respectively. Thus, the score will range between 20 to 100. To find the level of attitude the range of scores are divided in three groups 20-47 negative attitude 47-74 neutral or undecided and 74-100 as positive attitude.

### Procedure of Data Collection

The investigators visited the sample schools and met the secondary school teachers. They politely informed them the purpose of data collection and then administered the questionnaire with them during their leisure time.

### Analysis and Interpretation of the Result:

For the purpose of the present study, the investigators used statistics like percentages and Mean, SD and 't' test for analyzing the result.

**Objective 1:** To study the attitude of Secondary School Teachers towards peace education.

**Table: 1**  
**Attitude of teachers towards peace education (Percentage)**

Sl. No	Statements	SA	A	U	D	SD
01	At present peace education should be an essential subject of school curriculum.	41 (68.33%)	17 (28.33%)	2 (3.33%)	0 (0.00%)	0 (0.00%)
02	Peace can be developed by the national and emotional integration among the people of a country.	34 (56.66%)	23 (38.33%)	2 (3.33%)	0 (0.00%)	1 (1.66%)
03	Co-operation among the different countries is necessary for peace.	43 (71.66%)	14 (23.33%)	2 (3.33%)	1 (1.66%)	0 (0.00%)
04	A country will be developed through the proper utilization of their youth power.	41 (68.33%)	16 (26.66%)	3 (5%)	0 (0.00%)	0 (0.00%)
05	A child should learn about peace education from their early childhood.	34 (56.66%)	21 (35%)	2 (3.33%)	3 (5%)	0 (0.00%)
06	Education is one of the powerful tools by which we have learnt about peace.	39 (65%)	19 (31.66%)	2 (3.33%)	0 (0.00%)	0 (0.00%)
07	School is a place where peace awareness can be inculcated.	31 (51.66%)	21 (35%)	8 (13.33%)	0 (0.00%)	0 (0.00%)
08	The fast-growing conflict in India is due to the development science and technology.	11 (18.33%)	14 (23.33%)	18 (30%)	0 (10%)	11 (18.33%)
09	Peace education is essential to prevent war and violence.	33 (55%)	23 (38.33%)	3 (5%)	1 (1.66%)	0 (0.00%)

10	Value based education is needed to create peace awareness among the teachers.	33 (55%)	24 (40%)	3 (5%)	0 (0.00%)	0 (0.00%)
11	Conflict of our society can be removed only through education.	22 (36.66%)	31 (51.66%)	3 (5%)	3 (5%)	1 (1.66%)
12	Social awareness of the student is not essential.	6 (8.33%)	2 (3.00%)	16 (26.66%)	17 (28.33%)	20 (33.33%)
13	Feeling of oneness is necessary for peace.	22 (36.66%)	23 (38.33%)	10 (16.66%)	5 (8.33%)	0 (0.00%)
14	The rural people have more awareness about peace than urban people.	10 (16.66%)	12 (20%)	21 (35%)	11 (18.33%)	6 (10%)
15	Besides of understanding teachers should practice peace in life.	26 (43.33%)	27 (45%)	4 (6.66%)	3 (3.33%)	1 (1.66%)
16	Corruption is not the cause of violence.	5 (8.33%)	5 (8.33%)	20 (33.33%)	15 (25%)	15 (25%)
17	'Simple living and high thinking' should be the motto of peaceful living.	31 (51.66%)	21 (35%)	6 (10%)	2 (3.33%)	0 (0.00%)
18	Observation of peace-day is essential for maintaining peace.	17 (28.33%)	19 (31.66%)	16 (26.66%)	7 (11.66%)	1 (1.66%)
19	'Unity in Diversity' is the specific factor for India to maintain peace.	27 (45%)	27 (45%)	6 (10%)	0 (0.00%)	0 (0.00%)
20	Peace education should be introduced at all levels of formal education.	37 (61.66%)	17 (28.33%)	4 (6.66%)	1 (1.66%)	1 (1.66%)

From the above table, it can be concluded that majority of teachers are aware and agreed that peace education should be an essential subject of school curriculum, it can be developed by the national and emotional integration among the people of a country, Co-operation among the different countries is necessary for peace, country will be developed through the proper utilization of their youth power, a child should learn about peace education from their early childhood, education is one of the powerful tools by which we have learnt about peace, school is a place where peace awareness can be inculcated. Peace education is essential to prevent war and violence, value-based education is needed to create peace awareness among the teachers; conflict of our society can be removed only through education. Feeling of oneness is necessary for peace; 'Simple living and high thinking' should be the motto of peaceful living; 'Unity in Diversity' is the specific factor for India to maintain peace and peace education should be introduced at all levels of formal education.

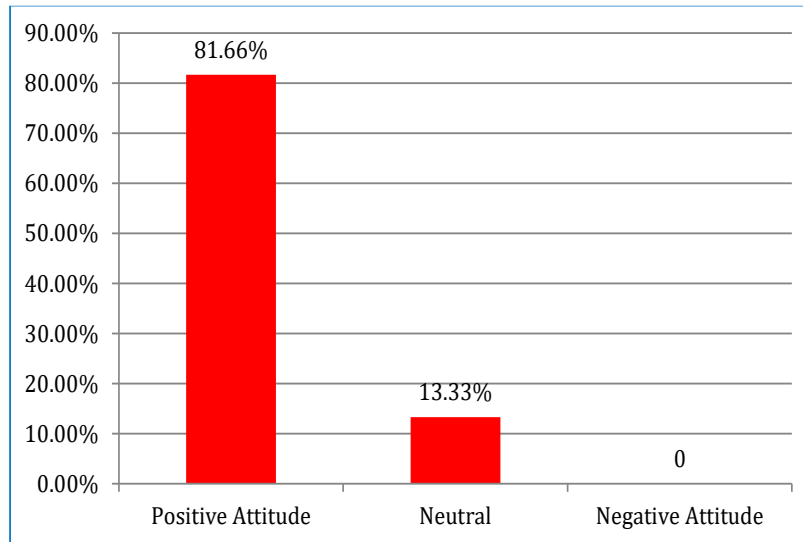


Fig.1, revealed that majority of teachers (i.e., 81.66%) have positive attitude towards peace education which shows that secondary teachers are accepting peace education in a better way. On the other way, some of the teachers (i.e., 13.33%) have neutral and there is no negative attitude towards peace education.

**Objective 2:** To find the difference between male and female Secondary School teachers regarding their attitude towards peace education.

**Table: 2**  
**Difference on the basis of gender**

Gender	N	Mean	S. D	Standard error	t- value
Male	30	78.77	9.687	2.45	1.98
Female	30	83.63	9.290		

Table no 2 revealed that the obtained 't' value is significant at 0.05 level. Hence, the null hypothesis "There is no significant difference between male and female Secondary School Teachers regarding their attitude towards peace education." Is rejected and retained. The result leads to infer that the attitude of male and female teachers towards peace education is somewhat differ significantly.

**Objective 3-** To find out the difference between Government and Private Secondary School Teachers regarding their attitude towards peace education.

**Table: 3****Difference on the basis of type of schools**

Types of School	N	Mean	S. D	Standard error	t- value
Government	30	26.55	796.5	2.412	2.43
Private	30	34.45	1033.5		

Table no 3 revealed that the obtained 't' value is significant at 0.05 level. Hence, the null hypothesis "There is no significant difference between Government and Private Secondary School Teachers regarding their attitude towards peace education" is rejected. Result leads to infer that the attitude of government and private teachers towards peace education is differing significantly.

**Major Findings**

- It is also found that majority of teachers are aware and agreed that peace education should be an essential subject of school curriculum, it can be developed by the national and emotional integration among the people of a country, Co-operation among the different countries is necessary for peace, country will be developed through the proper utilization of their youth power, a child should learn about peace education from their early childhood, education is one of the powerful tools by which we have learnt about peace, school is a place where peace awareness can be inculcated.
- It is revealed that majority of teachers (i.e. 81.66%) have positive attitude towards peace education which shows that secondary teachers are accepting peace education in a better way. On the other way, some of the teachers (i.e. 18.33%) have neutral and there is no negative attitude towards peace education
- It is revealed that the obtained 't' value is significant at 0.05 level. Hence, the null hypothesis "There is no significant difference between male and female Secondary School Teachers regarding their attitude towards peace education." Is rejected and retained. Result leads to infer that the attitude of male and female teachers towards peace education is differing significantly.
- It is revealed that the obtained 't' value is significant at 0.05level. Hence, the null hypothesis "There is no significant difference between Government and Private Secondary School Teachers regarding their attitude towards peace education" is rejected. Result leads to infer that the attitude of government and private teachers towards peace education is differing significantly.

**Educational Implication of the Study**

The current study seeks to investigate secondary school teachers' attitudes toward peace education, considering gender and school types. The findings have significant educational implications, potentially inspiring authorities in secondary education to introduce peace studies as a distinct subject. The study reveals a positive correlation between teachers' attitudes toward peace education and their backgrounds, highlighting the need for improvements both within and beyond the classroom environment. It offers valuable insights and guidance for

educators involved in teaching peace education, as well as for curriculum designers and other stakeholders in the field. By helping educational institutions identify target groups for peace awareness initiatives, the study can facilitate more effective programming. Given the contemporary challenges of escalating violence and conflict, peace education emerges as a critical area of focus. Thus, the study is anticipated to provide valuable input for enhancing peace education programs in India. Its theoretical and empirical findings contribute to the refinement and development of holistic peace education frameworks.

## References

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**Pujari, Mrinali Goswami (2011).** *Study on ‘Awareness and attitude towards peace education among the secondary school students of assam.’*

## Related Internet Sites:

1. UNESCO: [www.unesco.org](http://www.unesco.org)
2. Peace Education Foundation: [www.peace-ed.org](http://www.peace-ed.org), [www.Peace education.com](http://www.Peace education.com)
3. World Peace 2000: [www.worldpeace 2000.org](http://www.worldpeace 2000.org)