



AWARENESS OF PEACE AND VALUE EDUCATION AMONG HIGHER SECONDARY STUDENTS

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RESEARCH ARTICLE



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Abstract

The study was conducted on “Awareness of Peace and Value education among Higher Secondary students”. The main objective of the study was to check that how much awareness is grown up among higher secondary level students. For this study sample were H.S students of Howrah District of West Bengal. The number of sample collected was 125 students, comprised of 56 boys and 69 girls from 9 schools respectively were selected by using simple random sampling. In this paper researcher had used mixed type of survey method. Questionnaire was used for collection of data consist of 30 close-ended questions and 10 open ended questions. After collecting of data it was analyzed by using different statistical tools such as mean, standard deviation and ANNOVA test in SPSS (Statistical Package for the Social Science). There was significant difference in the mean scores of Awareness of Peace & Value education between the school students of class xi and xii. Male & Female students are equally aware of Peace & Value education. This is necessary to train all the art of living in total harmony in the school, family and society with a sense of healthy outlook on awareness of peace and value education.

Keywords: Awareness, Peace Education, Value Education, Higher Secondary Students

Introduction

“Education, to be complete, must be humane; it must include not only the training of the intellect but the refinement of the heart and the discipline of the spirit. No education can be regarded as complete if it neglects the heart and the spirit.”

Dr. S. Radhakrishnan

Peace Education

Peace education is effective and meaningful when it is adopted according to the social and cultural context and the needs of a country. It should be enriched by its cultural and spiritual values together with the universal human values.

Value Education

Value education shares all-around development mental, moral, spiritual, and behavioral. Since formal education is an instrument for social, economic, and cultural adaptability hence there is an intense need of instilling value education parallel to formal education.

Studies on Peace and Value Education

Indian Studies

Borgohain, A. (2021)	“Role of Ethics and Values in Indian Higher Education”. This research dealt with the importance of moral values in education. In this work the researcher found that education is the most important invention of mankind. This paper discussed as how value education in Higher Education Institutes should be given adequate importance in restricting the existing education policies.
Bhuttah, T.M., Sarwat, S., Farid, F., Qi, Z.Y. & Bibi, A. (2020)	“Integration of Peace Education: The Role of Values, School Curriculum and Teachers in Inculcating Peace Education”. This study is significant because it helps the teachers to understand the concept of peace education and its importance for students and teachers, help the students to raise their moral behaviour, provides

	strategies that will help the teachers and students to make the environment of school peaceful, help the government to analyse the curricula and make improvements in peace education in students and teachers.
Sarkar, K. & Bhattacharya, D. (2019)	“Attitude of Teachers and Students towards Peace Education”. Major findings of this paper are- students show more negative attitude towards peace education as compare to the teachers. Male teacher shows slightly negative attitude towards peace education as compare to the female teachers. Male student shows slightly negative attitude towards peace education as compare to the female student.
Ali, H.M.B.M. (2017)	“Inculcating Universal Values via English Language Education”. Through this work recommendations have been made for implementing language examples we give in addition to those in the textbooks may more frequently be associated with ethical, moral and spiritual values which are often universal in nature. If an institution aspires to come up with its own materials, it may, of course, give more prominence to values, as it seems fit, alongside topics of general interest.
Ahuja, A. (2016)	“Need of value education for global society shows the falling standard of moral and ethical codes”. Through this work recommendations have been made for implementing values in education system both at university and school level. He also finds inculcation of value among students help them to avoid unwanted impact of phenomena.
Sarkar, S.R. (2016)	“Peace Situation among the Students of Secondary Level in West Bengal”. Major finding of this paper is students of elementary level are not significantly different from the secondary level students in respect to their peace situation in school.
Paul, U. & Guha, A. (2013)	“The Peace Situation among the Secondary School Students and their Attitude towards School – A Study on their Existence and Relationship”. The findings are proved that there is a positive correlation between the peace situation of school and student’s attitude toward school.

Foreign Studies

Cuga, C., Budimansyah, D. & Maftuh, B. (2019)	“The Effectiveness of Peace Education Learning Models toward Students” Understanding of Peace-Loving and Anti-Violence”. The findings indicate that after students learn by using the Peace Education model, they tend to behave peacefully.
Stika, P. (2012)	The findings suggested teacher of humanities are more ready to acknowledge the impact of values than teacher of sciences. University teachers were found to see values as less important than teachers from lower level education.

Statement of the Problem

The problem for investigation is ‘Awareness of Peace and Value Education Among the Higher Secondary Students’.

Objectives

O1: To find out the present scenario about the Awareness of Peace & Value education of higher secondary students of various schools under Howrah district.

O2: To know the Awareness of Peace & Value education among higher secondary students of class xi and xii.

O3: To understand the Awareness of Peace & Value education of the students of higher secondary classes in respect to different categorical variables.

Hypotheses

The following hypotheses are taken for the present enquiry:

Ho1: There is no significant difference about the Awareness of Peace & Value education in respect to different demographic variables.

Variable

The main variable of the study was

- Awareness of Peace and Value Education among the higher secondary students

The categorical variables taken for this study were

- Class
- Gender
- Locality of School
- Parent’s qualification
- Parent’s occupation
- Monthly Family income

- Category
- Stream

Methodology & Approach of the Study

In the present study the investigator had used mixed type of survey method for conducting research along with observation under descriptive research.

In this study population was taken from higher secondary students of class XII & XII from 9 schools in Howrah Districts. Researcher had collected 125 samples comprised of 56 boys and 69 girls by using simple random sampling.

Tools for Data Collection

In the present study, the questionnaire consists of thirty (30) statements which were of close ended type. Along with this 10 open ended statements were also there. Tool used for data analysis was SPSS, while tool used for collection of data was Questionnaire.

Scoring System: For scoring of the collected data, researcher here used the 5-point Likert scale. Scoring system of the statements were as follows:

Type of statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Positive statement	5	4	3	2	1
Negative statement	1	2	3	4	5

Findings of the Study

After analyzing the data and information required for the present study the researcher has found out the following major findings of the study:

- 58 % of respondents agree that they actively participate in all school programs. But 25 % of respondents disagree with this statement.
- Around 68 % of respondents agree that they never hurt plants and animals. But some respondent said that they just hit that animal badly.
- 47 % of respondents agree that they feel free to talk to parents about personal problem. But maximum respondent, nearly 45 % disagree with this statement.
- 40 % of respondents agree that they do not use foul language during conversation with friends. But nearly 30 % of respondents disagree with this statement.
- Around 60 % of respondents agree that they do not consider that “tit for tat” is fitting reply to any attack. But nearly 17% of respondents disagree with this statement. Some respondent said they have nothing to do whenever their friends are engage in conflict.
- Nearly 59 % of respondents agree that they do not use mobile during study unnecessarily. But nearly 21% of respondents disagree with this statement. Thus it can be said that one of the major issue which students answered that they did not give up mobile, want to sink into it.
- There is significant difference in the mean scores of Awareness of Peace & Value education between the school students of class xi and xii.
- Male & Female students do not differ significantly in their Awareness of Peace & Value education.
- Students of Rural and Urban do not differ significantly in their Awareness of Peace & Value education.
- No significant difference in Awareness of Peace & Value education according to parent’s educational qualification.
- Parents who have different occupation groups viz., “Government job”, ‘Private job’, ‘Business’ and ‘Labour worker’, do not differ significantly in their Awareness of Peace & Value education.
- There is no significant difference in Awareness of Peace & Value education according to different family income.
- Students who are included in different category groups viz., ‘SC’, ‘ST’, ‘OBC’ and ‘GENERAL’, differ significantly in their Awareness of Peace & Value education.
- Students who have different stream groups viz. ‘Arts’, ‘Commerce’ and ‘Science’, differ significantly in their Awareness of Peace & Value education.

Limitation of the Study

- Present study is limited to those students who are studying at the higher secondary level of West Bengal.
- The study is limited to only one district (Howrah) of West Bengal.
- Present study is limited to Bengali medium students only.
- The study is limited to only nine schools of Howrah District.

Discussion

To describe Awareness of Peace & Value education among higher secondary students it is clear that mean scores of class xi and xii, class xi student are significantly different from class xii in respect to Awareness of Peace & Value education. The mean score of class xi student was slightly lower than class xii mean score. It means that class xi student significantly possesses a negative Awareness of Peace & Value education than class xii student.

The Awareness of Peace & Value education in different category groups viz., 'SC', 'ST', 'OBC' and 'General' and different stream groups viz. 'Arts', 'Commerce' and 'Science' differ significantly.

Bhuttah, T.M., Sarwat, S., Farid, F., Qi, Z.Y. & Bibi, A. (2020) conducted a research work on "Integration of Peace Education: The Role of Values, School Curriculum and Teachers in Inculcating Peace Education". This study is significant because it helps the teachers to understand the concept of peace education and its importance for students and teachers, help the students to raise their moral behaviour, provides strategies that will help the teachers and students to make the environment of school peaceful, help the government to analyse the curricula and make improvements in peace education in students and teachers.

Sarkar, K. & Bhattacharya, D. (2019) performed a research on "Attitude of Teachers and Students towards Peace Education". Major findings of this paper are- students show more negative attitude towards peace education as compare to the teachers. Male teacher shows slightly negative attitude towards peace education as compare to the female teachers. The rural students shows slightly negative attitude towards peace education as compare to the urban students. This review paper is contradictory to the present paper. In current study researcher found that Male & Female students & the students of Rural and Urban do not differ significantly in their Awareness of Peace & Value education.

Paul, U. & Guha, A. (2013) studied a research work on "The Peace Situation among the Secondary School Students and their Attitude towards School – A Study on their Existence and Relationship". The findings are proved that there is a positive correlation between the peace situation of school and student's attitude toward school. The review paper had similarity with the recent study. 86 % of students learned about values from their teachers.

Educational Implication

1. Male & Female students are equally aware of peace & value education.
2. Some students are freely talked about their own personal problems to their parents. But maximum students are heisted to share it.
3. More than 30% students they use foul language during conversation with friends.
4. There is significant difference in the mean scores of Awareness of Peace & Value education between the higher secondary students. Students of class xii are more aware about peace and value education than class xi.
5. One of the major issues which are 21% of respondents disagrees to do not use mobile during study unnecessarily. They did not give up mobile, love to sink into it.
6. Students of high secondary nearly 17% said that they have nothing to do whenever their friends are engage in conflict.
7. Students who are included in different category belonging to 'SC', 'ST', 'OBC' and 'General', differ significantly in their Awareness of Peace & Value education.
8. Students of different stream groups of 'Arts', 'Commerce' and 'Science', having different awareness about peace & value education.

Recommendations & Suggestions for Further Research

1. Researches may be conducted only on the recommendation on Awareness of Peace & Value education.
2. Researches may be conducted on the Awareness of Peace & Value education in all levels, such as Pre-Primary, Primary, Secondary, Higher Education, Teacher Education, Woman Education, Adult Education, Population Education, Non-Formal Education etc.
3. Researches may also be conducted separately on the Peace & Value education Policy and its recommendations towards Awareness.
4. It is recommended to higher authority that they should have look into the matter of peace and value related awareness programme.
5. Government should take initiatives to provide peace and value based educational instruction to the educational institutes.
6. All teachers should follow up proper peace and value based speech of great persons during interaction with students.
7. It is recommended to every family that they should have looked after their child more carefully main in adolescent's period.

Conclusion

In this study researcher had tried to find out awareness of peace and value education among the higher secondary students. Some of the issues were identified such as class xi student significantly possesses a negative awareness of peace & value education than class xii student. Male & Female students are equally aware of peace & value education. But female are slightly more aware than male. Students are engaged in mobile unnecessarily during their study is checked through open ended questions. But this problem can be check out through proper guidance by family members.

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