



Perceptions Of School Heads, Teachers, And Parents Regarding Application Of Peace As Value Education In Public And Private Secondary Schools

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ABSTRACT- Peace is considered the cornerstone for the promotion and development of any nation because peace comes along with collaboration, positive thinking, and unity. In this descriptive study, all boys Secondary schools (both Public and Private schools) comprised the population of the study in which all male school heads, teachers, and parents were taken as the target population. The total numbers (n = 352) respondents were selected as samples of the study out of (N = 10161) respondents through John Curry Sample Size rule of thumb by applying simple random, stratified, Judgmental (purposive/ authoritative) and disproportionate sampling techniques. A self-developed questionnaire of 6- points Likert scale was used to collect data from the respondents. Content and face validity of the instrument along with reliability was ensured. Cronbach's Alpha was used to analyze and assess the internal consistency of the research instrument. The key purpose of the study was to know the perceptions of school heads, teachers, and parents regarding the application of peace as a valuable education in Public and Private Secondary schools. Data were entered into SPSS to statistically analyze it by using t-test and One Way ANOVA. Data was delimited male school heads, teachers, and parents of secondary school students in district Lakki Marwat. Findings, Results, and conclusions were drawn by revealing that teachers were more sensitive and serious regarding the application of peace on students at the school level. In the end, some recommendations were also suggested to ensure peace in all educational institutions for the betterment and quality of education.

KeyWords: Space Availability, Students, Multi-Grade, Primary Schools, Effects, Performance, Lakki Marwat, KP.

I. INTRODUCTION

(Maphosa and Kearsley 2016) described that political stability is highly mandatory for peace in the country; all developed and peaceful countries are politically stable and mature. (Auteserre, 2010) investigated that peace is the backbone of a prosperous life. A human being can lead a happy and satisfactory life in a peaceful environment and peaceful society. According to (Gatlung, 1969), in a society where there is no peace, there are so many psychological problems like depression, stress, anxiety, schizophrenia, conflicts, war, hatred, and antagonistic approach among one another in which survival of life is either impossible or quite hard and full of problems over problems. (Ozerdem, 2016)



explained that peace education is the main factor and key pillar to prevent conflicts, violence, and hatred in the country. According to (IJR, 2015), peace education is the need of the day to save the lives of others and resolve all social conflicts as well as problems. The goal of peace education includes conflict management without any destruction and violence, ensuring respect, and social justice. (UNCESAC, 2015) pointed out that attitude, knowledge, and skills are highly promoted with the help of peace education.

(Bangura, 2015) stated that peace education plays a significant role in educating individuals in a society where everyone avails his/her opportunity within a peaceful environment. (Maphosa, 2013) narrated that the true spirit of unity, patriotism, and nationality are very important to promote peace education in society. (Firer, 2008) described that peace improves the quality of an individual's life. (UNHRC, 2017) narrated that personal relations and mutual harmony between groups and people are highly developed due to peace in society. Society, where there is peace, there is no fighting, grudges, conflicts, and antagonism.

(Askerov, 2010) explained that public security, love, prosperity, freedom, and success, etc. are all possible only and only in the environment and society where there is peace. (Hoti and Ahmed, 2016) highlighted that it is the responsibility of the government to maintain peace everywhere in the country so that everybody may easily avail the opportunities available to them. (Smith and Fairman, 2005) pointed out that better health, working environment, and loving as well as prosperous life can be ensured by ensuring peace in society. (Haintzopoulos, 2010) stated that peace is very important to reduce conflicts, war, and violence due to which everybody is highly depressed, anxious, and psychologically suffer. (Harris, 2004) investigated that peace is very vital for the economic growth of individuals, reducing violence, suppression, depression, and anxiety. (Harris and Morrison, 2003) elaborated that all educational institutions can make progress when there is a peaceful environment. Peace is the only solution to other problems like crime, suicide, war, depression, stress, anxiety, hatred, conflicts, and violence, etc. (Barash, 2009) found that implementation of peace education is quite helpful and meaningful for the enhancement of quality education, economic growth, social prosperity and overall achievement in all activities in the country.

II. STATEMENT OF THE PROBLEM

Peace is the key factor to ensure prosperity and development in society. Without peace, human life suffers a lot. In this regard, the researcher focused on peace (universal value) in his research study. The researcher's main focus was to probe this problem was on the perceptions and responses of the stakeholders (Principals, Teachers, and Parents) regarding the application of peace as a universal value at Public and Private Secondary School levels in district Lakki Marwat.

III. RESEARCH METHODOLOGY

The current study was descriptive. All Male Public and Private Secondary Schools in district Lakki Marwat were the populations of the study. All male School Heads, Teachers, and Parents of Public and Private Secondary Schools in district Lakki Marwat were the target population of the study. The total numbers of (n = 352 respondents, Public and Private Secondary School Heads, teachers, and parents) were taken as samples of the study out of (N = 10161) respondents in district Lakki Marwat. The size of the sample was taken according to John Curry Sample Size rule of thumb. In this study, simple random, stratified, Judgmental sampling (purposive sampling or authoritative sampling) and disproportionate sampling techniques were used. Data was collected through a self-developed questionnaire of 6- points Likert scale of options "Strongly Agree, Agree, Slightly Agree, Slightly Disagree, Disagree and Strongly Disagree carrying values 1, 2, 3, 4, 5, and 6. In this study, the content and face validity of the instrument was adopted to rectify the research instrument (questionnaire). For reliability, the researcher will distribute questionnaires among male respondents (School Heads, teachers, and parents). Cronbach's Alpha will be used to analyze and assess the internal consistency of the research instrument. The



general rule of thumb is that a Cronbach's Alpha of .70 and above is good .80 and above is better, and .90 and above is best. Data will be entered into SPSS to statistically analyze it by using t-test and One Way ANOVA.

Table 1: Population of the Study

Schools	Respondents			Sub Total	N
	School Heads	Teachers	Parents		
Public Secondary Schools	56	280	4500	4836	10161
Private Secondary Schools	65	260	5000	5325	
Total	121	540	9500	10161	

Source: District Education Office Lakki Marwat

Table 2: Sample Size of the Study

Schools	Respondents			Sub Total	N
	School Heads	Teachers	Parents		
Public Secondary Schools	06	27	143	176	352
Private Secondary Schools	06	27	143	176	
Total	12	54	286	352	

Sample Size Rule of Thumb (John Curry, 1984)

- 10-100 100%
- 101-1000 10% (School Heads and Teachers fall in this category)
- 1001-5000 5%
- 5001-10000 3% (Parents fall in this category)
- 10000 + 1%

Sample Size: n =352 respondents (12 School Heads, 54 teachers, and 286 parents)

IV. DELIMITATIONS OF THE STUDY

The study was delimited to male School Heads, teachers, and parents of Public and Private Secondary Schools in district Lakki Marwat.

V. RESEARCH OBJECTIVES OF THE STUDY

This research aimed to (1) examine the perceptions of stakeholders (School Heads, Teachers and Parents) regarding the application of peace (universal value) on Public Secondary School students in district Lakki Marwat., (2) determine the perceptions of stakeholders (School Heads, Teachers and Parents) regarding the application of peace (universal value) on Private Secondary School students in district Lakki Marwat, (3) compare the perceptions of stakeholders (School Heads, Teachers and Parents) regarding the application of peace (universal value) on Public and Private Secondary School students in district Lakki Marwat.

VI. RESEARCH QUESTION OF THE STUDY

The research question was (1) what are the perceptions of stakeholders (School Heads, Teachers, and Parents) regarding the application of peace (Universal Value) on Public Secondary School students in district Lakki Marwat? (2) what are the perceptions of stakeholders (School Heads, Teachers, and Parents) regarding the application of peace (universal value) on Private Secondary School students in district Lakki Marwat?

VII. HYPOTHESES OF THE STUDY

The research hypothesis of the study was (1) there is no significant difference among the perceptions of stakeholders (School Heads, Teachers and Parents) regarding the application of peace (Universal Value) on Public Secondary School students in district Lakki Marwat. (2) there is no significant difference among the perceptions of stakeholders (School Heads, Teachers, and Parents) regarding the application of peace (Universal Value) on Private Secondary School students in district Lakki Marwat.

VIII. PURPOSE OF THE STUDY

The key purpose of the study was to know the perceptions of stakeholders (School Heads, Teachers, and Parents) regarding the application of peace (Universal Value) on Public and Private Secondary School students in district Lakki Marwat.,

IX. RESEARCH RESULT

Table 3: Application of Peace (Universal Value) on Students' at Secondary Level in District Lakki Marwat

Statement: Secondary school students are emphasized in their schools to be always peaceful.										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Public School Respondents	Equal variances assumed	1.349	.249	.581	85	.563	.02037	.03507	-.04935	.09009
	Equal variances not assumed			.502	36.929	.619	.02037	.04061	-.06193	.10267
Private School Respondents	Equal variances assumed	20.921	.000	3.605	85	.001	.35185	.09759	.15782	.54589
	Equal variances not assumed			3.218	39.271	.003	.35185	.10934	.13073	.57297

Table 4: Comparative Analysis of School Heads, Teachers, and Parents' Perceptions Regarding Application of Peace on Students at Secondary School Level in District Lakki Marwat

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Principals	Between Groups	1.800	3	.600	4.000	.052
	Within Groups	1.200	8	.150		

	Total	3.000	11			
Teachers	Between Groups	4.871	5	.974	5.420	.000
	Within Groups	8.629	48	.180		
	Total	13.500	53			
Parents	Between Groups	20.253	5	4.051	22.131	.000
	Within Groups	51.247	280	.183		
	Total	71.500	285			

Figure 1: Mean of Teachers Regarding Application of Peace (Universal Value) at Secondary School Level

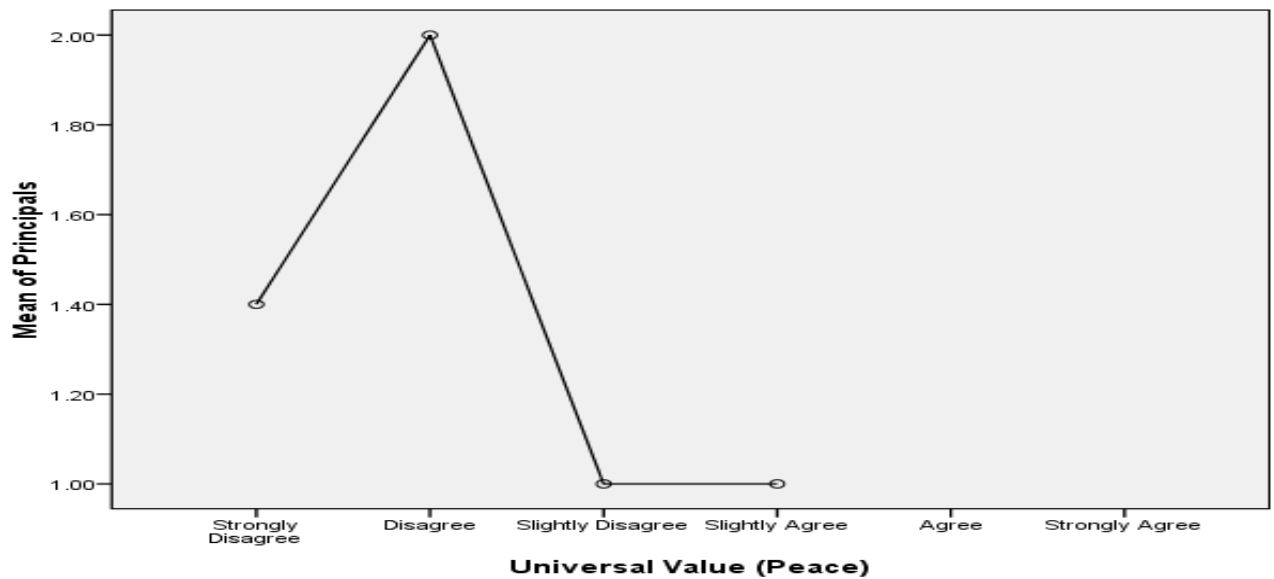


Figure 2: Mean Graph of Teachers Regarding Application of Peace (Universal Value) at Secondary School Level

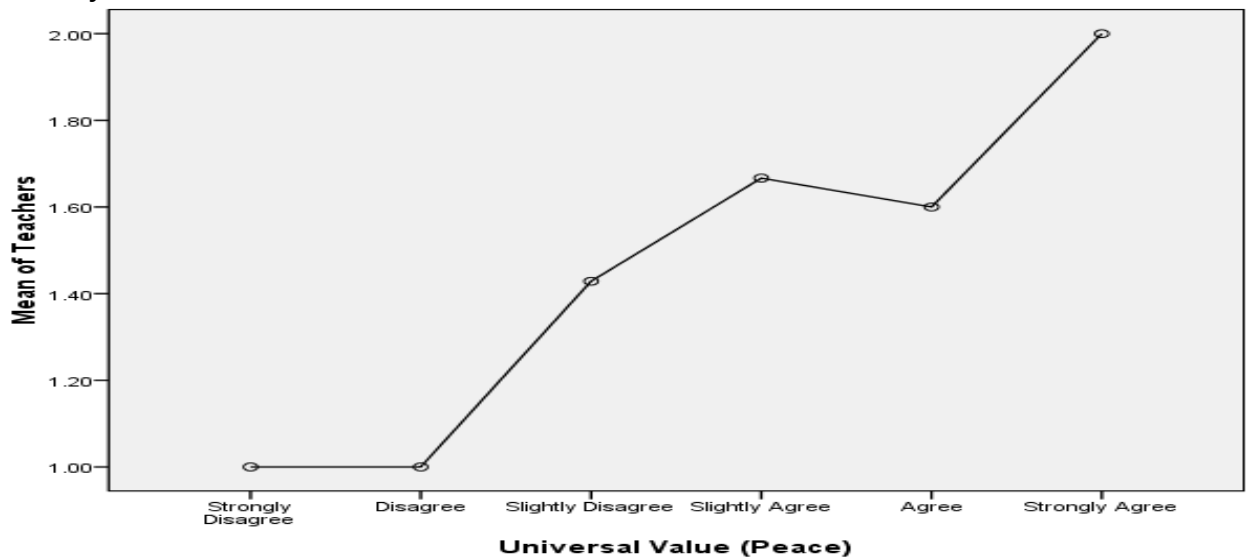
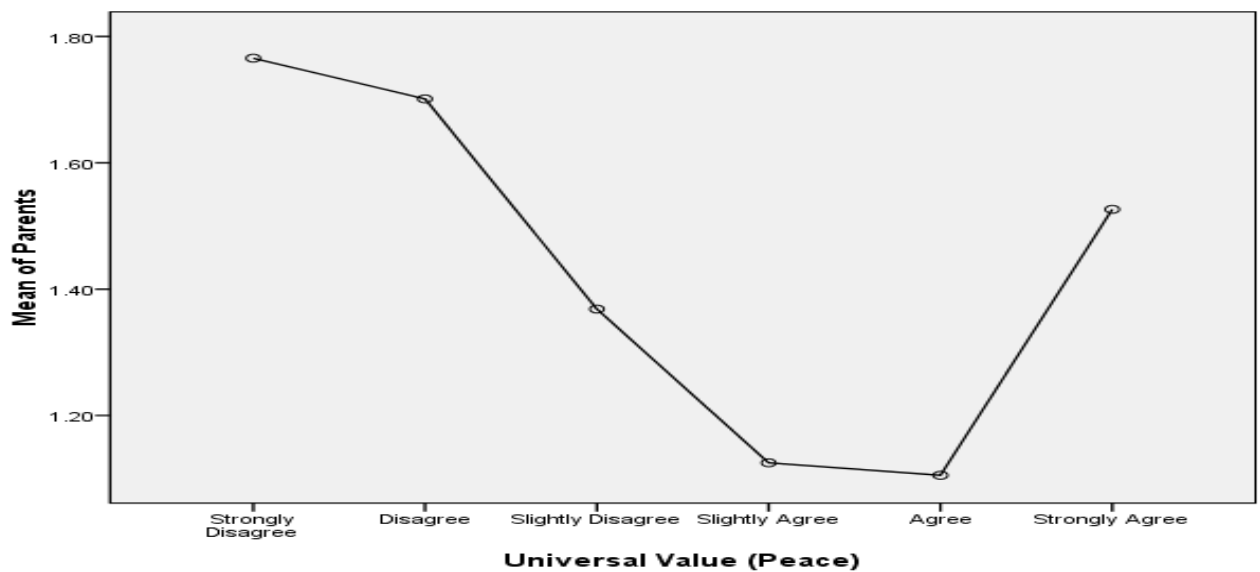


Figure 3: Mean Graph of Teachers Regarding Application of Peace (Universal Value) at Secondary School Level



The results of the current study indicate that there was no significant difference among the perceptions of stakeholders (School Heads, Teachers and Parents) regarding the application of peace (Universal Value) on Public Secondary School students in district Lakki Marwat by statistically revealing that P-value (Sig. value) is $.563 > 0.05$ which shows that **hypothesis 1** is accepted regarding the application of peace (Universal Value) on Public Secondary School students in district Lakki Marwat whereas the P-value (Sig. value) about the perceptions of School Heads, Teachers, and Parents regarding the application of peace (Universal Value) on Private Secondary School students is $.003 < 0.05$ revealing that **hypothesis 2** regarding the application of peace (Universal Value) on Private Secondary School students in district Lakki Marwat is rejected. Furthermore, the results of the ANOVA table shows that the responses of teachers were more in favor of the application of peace (universal value) on Secondary School students as compared to School Heads and parents as shown in the Mean Graph of teacher also. See (Figure 2: Mean Graph of Teachers Regarding Application of Peace (Universal Value) at Secondary School Level).

X. RESEARCH DISCUSSION

The results of the current study revealed that there was a significant difference among the perception of stakeholders (School Heads, teachers, and parents) on Private Secondary School students whereas a significant difference among the said stakeholders was not found. Teachers were more anxious for the proper application of peace (universal value) on Secondary school students. School Heads were more inclined about the application of peace on students as compared to parents. According to the previous study by (Simotwo, Kandagor, and Kiprono 2012) described that when there is peace in society, there will be no violence and hostility in society. Peace is very helpful in reducing conflicts and fears due to which psychological problems like stress, depression, and stress are also reduced to a maximum level.

XI. RESEARCH CONCLUSIONS

The researcher concluded that amongst the three different stakeholders (School Heads, Teachers, and Parents), teachers were found more active and interested regarding the application of peace on Secondary School students in district Lakki Marwat as shown in the Mean graph of figure title "Application of Peace (Universal Value) at Secondary School Level". The researcher further concluded that School Heads were



more serious about the application of peace on Secondary school students while parents were found passive and disinterested in this regard.

I. SIGNIFICANCE OF STUDY

1. The study is very significant for the students to promote their visions regarding peace in life.
2. The study is very important for teachers to develop the concept of peace among students.
3. The study is vital for promoting a peaceful environment.
4. The study is very significant for parents to awareness and encourages their children about the importance and value of peace in society.
5. The study is highly useful for the government to ensure peace.
6. The study is very important for policymakers to promote peace by making useful policies.
7. The study is significant of the community members to encourage school children, parents, and teachers regarding the proper application of peace in schools.

XII. RESEARCH SUGGESTIONS

The following recommendations were drawn by keeping in view the objectives and results of the study:

1. The government may ensure peace throughout the country.
2. The teachers may teach their students the practical application of peace at the school level.
3. The parents may advise their children to be peaceful and learn about peace for their better future.
4. The education department may stress all teachers and related personnel to promote peace in all educational institutions.
5. The students may conduct and arrange workshops regarding peace in society.
6. The policymakers may decide on peace-related workshops and seminars for school students.

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