Opinions of Secondary School Teachers on Social Responsibility Towards Building a Peaceful Society

*Nusrat Anjum Siddiqui and **Frances Ketan Vaidya

*Principal, Iqra English High School and Junior College, Ambernath
**Associate Professor, Gandhi Shikshan Bhavan's Smt. Surajba College of Education, Mumbai

*Corresponding email: nusanjum@gmail.com

Abstract

A teacher's social responsibility is to create a welcoming and supportive learning environment for all students. Inside the school, teachers play a significant role in demonstrating a model of social personality, creating a peaceful school atmosphere and environment. In addition, a teacher's presence and central placement in the school can produce similar ripples across the neighbourhood, spreading the message of peace, social cohesion, collaboration, and building a peaceful society.

This research comprises three dimensions of a teacher's social responsibilities: the social personality of the teacher, influence on the school atmosphere, and attitude towards the environment. These are essential dimensions for understanding teachers' social responsibilities toward building a peaceful society.

This paper focuses on the social responsibilities of secondary school teachers toward building a peaceful society. The researcher used secondary school teachers as the sample. The snowball sampling technique, a non-probability sampling method, was used. The demographic variables included gender and years of experience of the teacher.

A descriptive survey was used. The researcher developed a tool to study teachers' social personality, influence on school atmosphere, and attitude towards the environment. The findings of the study show that the mean social responsibility of females (62.6) is higher than that of males (58), and the mean of more than five years of experience (63) is higher than that of less than five years of experience (56.2). These findings will be helpful to secondary school teachers in modelling their social responsibilities toward building a peaceful society.

Keywords: Social responsibilities, social personality, School atmosphere, Environment, Peaceful society

Introduction

At a young age, teachers instil transcending capacities for communication, decision-making, and social responsibilities. Teachers are responsible for instilling information, inspiring creativity, and promoting innovative ideas. A teacher's social responsibility is to create a welcoming and supportive learning environment for all students. Inside the school, teachers play a significant role in demonstrating a model of social personality, creating a peaceful school atmosphere and environment. In addition, a teacher's presence and central placement in the school can produce similar ripples across the neighbourhood, spreading the message of peace, social cohesion, collaboration, and building a peaceful society.

Operational definitions of key terms

Social Responsibility: This study defines social responsibility as the social personality of a teacher who upholds a positive attitude toward the school environment and influences their surroundings to foster a peaceful society.

Social personality: According to this study, a teacher is said to have a social personality when they have good communication skills, a positive attitude, are sensitive to others, deal with situations gently, and promote teamwork.

School Atmosphere: According to this study, a teacher's ability to instil discipline, foster social skills development, and promote a sense of responsibility has a positive impact on the school climate.

Environment: According to this study, a teacher is said to have a positive attitude toward the atmosphere if they ensure sustainability and resource conservation, which results in a clean and tranquil environment.

Peaceful society: A harmonious, inclusive, and compassionate society works together to bring about the change that its members wish to see in the world.

Literature Review

APV Appa Rao et al, in their article "Role And Responsibilities of Teacher And Student in Building Modern India" mention that a teacher's job is to influence the mind of the next generation. Constructive moulding takes place, including the growth of a scientific and humanistic mindset and sense of self, empathy, and environmental responsibility. In addition to imparting knowledge, a teacher must motivate pupils; he or she must have an impact on their lives

and personalities and provide them with the concepts and morals that will prepare them to contribute to society as worthy members.

Bouguila Sihem, in the article "Social Responsibility of Educators", conducted an exploratory study on 100 students and teachers asking questions reflecting on social responsibility and found that 80% of educators are aware of the social responsibility of education. 80% of educators believed that addressing social concerns in their lessons would help students develop into responsible citizens. Only 55% of instructors participated in social gatherings, debates and other green activities. 60% of educators interacted positively with their charges. 70% of them were motivated by their reputation among their pupils, and all agreed to be serious and stern in their duties to encourage students to practice discipline. 60% of educators regularly read and acquire new information.

Philip Bulawa and Mavis B. Mhlauli, in their article "Social Responsibilities of Schools in Botswana: The Role of Teachers in the Activities of the Community". It was a descriptive survey that used a questionnaire to gather the data. The sample was primary and secondary school teachers from Botswana's Southeast region, chosen via probability sampling. The findings of this study demonstrated that teachers in both elementary and secondary schools are aware of and actively engage in their social obligations. However, their heavy workloads occasionally prevent them from participating in community projects and activities.

The study has the following objectives:

1. To study the difference in social personality of secondary school teachers based on
   a. Gender (Female and Male)
   b. Experience (below five years and above five years)

2. To study the difference in the influence on school atmosphere among secondary school teachers based on
   a. Gender (Female and Male)
   b. Experience (below five years and above five years)

3. To study the difference in the attitude towards environment among secondary school teachers based on
   a. Gender (Female and Male)
   b. Experience (below five years and above five years)

4. To study the difference in social responsibilities of secondary school teachers for the total sample based on
   a. Gender (Female and Male)
   b. Experience (below five years and above five years)

The study has the following hypotheses:
1. There is no significant difference in social personality of secondary school teachers based on

   a. Gender (Female and Male)
   b. Experience (below five years and above five years)

2. There is no significant difference in the influence on school atmosphere among secondary school teachers based on
   a. Gender (Female and Male)
   b. Experience (below five years and above five years)

3. There is no significant difference in the attitude towards environment among secondary school teachers based on
   a. Gender (Female and Male)
   b. Experience (below five years and above five years)

4. There is no significant difference in social responsibilities of secondary school teachers for the total sample based on
   a. Gender (Female and Male)
   b. Experience (below five years and above five years)

Research Methodology

A descriptive survey approach was adopted to gather information about secondary school teachers' opinions on their social personality, influence on the school atmosphere, and attitude towards the environment. A sample of 87 teachers was drawn from secondary schools using snowball sampling. Data were collected through statements on a 5-point Likert scale. A total of 15 statements were distributed among secondary school teachers. Data were analysed using Jamovi software.

Data analysis and Interpretation

The results of the study are presented descriptively in tables.

Social personality of secondary school teachers based on Gender (Female and Male)

	Gender	N	Mean	Median	Mode	SD
Social Personality	Female	48	20.9	21	22	2.89
	Male	39	19	20	20	4.04

Table no. 1a: Social personality of secondary school teachers based on Gender

The mean score of social personality of female secondary school teachers (20.9) was higher than that of male teachers (19), indicating that female teachers have a higher social personality.

Social personality of secondary school teachers based on years of experience.

	Year of Experience	N	Mean	Median	Mode	SD
Social Personality	Below 5 years	42	18.9	19	18	3.78
	Above 5 years	45	21.2	22	22	2.99

Table no. 1b: Social personality of secondary school teachers based on years of experience.

The social personality data of all teachers having experience above five years of experience had a mean of (21.2) which is higher than that of teachers having experience below five years (18.9), indicating that experienced teachers have a higher social personality.

Influence of secondary school teachers on school atmosphere based on gender

	Gender	N	Mean	Median	Mode	SD
Influence on school atmosphere	Female	48	21.5	22.5	25	3.35
	Male	39	19	19	25	4.21

Table no. 2a: Influence of secondary school teachers on school atmosphere based on gender.

The mean influence of secondary school female teachers (21.5) is higher than that of males (19), showing that female teachers have a greater influence on the school atmosphere than male teachers.

Influence of secondary school teachers on school atmosphere based on years of experience

	Year of Experience	N	Mean	Median	Mode	SD
Influence on school atmosphere	Below 5 years	42	19	19	25	4.3
	Above 5 years	45	21.6	23	25	3.12

Table no. 2b: Influence of secondary school teachers on school atmosphere based on years of experience.

The mean data of influence on school atmosphere of all teachers having experience above five years (21.6) is higher than that of teachers having experience below five years (19), showing that the higher the experience, the greater the influence on school atmosphere.

Attitude of secondary school teachers towards an environment based on gender

	Gender	N	Mean	Median	Mode	SD
Attitude towards environment	Female	48	20.2	20.5	25	3.64
	Male	39	18.1	19	20	3.86

Table no. 3a: Attitude of secondary school teachers towards an environment based on gender.

The mean score of attitudes of secondary school female teachers is (20.2) which is higher than that of males (18.1), indicating that female teachers have a higher attitude towards the environment than male teachers.

Attitude of secondary school teachers towards an environment based on years of experience

	Year of Experience	N	Mean	Median	Mode	SD
Attitude towards environment	Below 5 years	42	18.3	19	17	3.97
	Above 5 years	45	20.2	21	19	3.55

Table no. 3b: Attitude of secondary school teachers towards an environment based on years of experience.

The mean score of attitudes towards the environment of all teachers having experience above five years (20.2) is higher than that of teachers having experience below five years (18.3), indicating that experienced teachers have a higher attitude toward the environment.

Social Responsibilities of secondary school teachers based on gender

	Gender	N	Mean	Median	Mode	SD
Social Responsibilities	Female	48	62.6	63.5	57	7.55
	Male	39	56.1	58	49	9.81

Table no. 4a: Social Responsibilities of secondary school teachers based on gender.

The mean score of social responsibilities of female secondary school teachers (62.6) is higher than that of males (58), indicating that female teachers have a higher attitude toward social responsibility as compared to male teachers.

Social Responsibilities of secondary school teachers based on years of experience.

	Year of Experience	N	Mean	Median	Mode	SD
Social Responsibilities	Below 5 years	42	56.2	56.5	66	9.96
	Above 5 years	45	63	63	58	7

Table no. 4b: Social Responsibilities of secondary school teachers based on years of experience.

The mean score of social responsibilities of all teachers having experience five years (63) is higher than that of teachers having experience below five years (56.2), indicating that experienced teachers have higher attitudes toward social responsibility.

Inferential analysis of the study was done using independent t – test to verify hypotheses which are presented in the form of the table given below

Hypothesis 1a: There is no significant difference in social personality of secondary school teachers based on gender

Social Personality	Student's t	Statistic	df	p
		2.54	85	0.013

Table no. 1a. Social personality of secondary school teachers based on gender.

To assess differences in social personality between female and male secondary school teachers, an independent sample t-test was utilized. The results showed a significant difference (p=0.013) in the social personality of females (N=48, M=20.9, SD=2.89) and male teachers (N=39, M=19, SD=4.04). Hence, the null hypothesis is rejected.

Hypothesis 1b: There is no significant difference in the social personality of secondary school teachers based on their experience.

Social Personality	Student's t	Statistic	df	p
		-3.16	85	0.002

Table no. 1b Social personality of secondary school teachers based on their experience

To assess the differences in social personality between those having experience below five years and those having experience above five years, an independent sample t-test was utilized. The results indicated a significant difference (p=0.002) in the social personality of secondary school teachers having experience below five (N=42, M=18.9, SD=3.78) and above five years (N=45, M=21.2, SD=2.99). Hence, the null hypothesis is rejected.

Hypothesis 2a: There is no significant difference in the influence on school atmosphere among secondary school teachers based on gender

Influence on school atmosphere	Student's t	Statistic	df	p
		3.06	85	0.003

Table no. 2a. Influence on school atmosphere among secondary school teachers based on gender

To assess the differences in influence on school atmosphere between female and male secondary school teachers, an independent sample t-test was utilized. The results revealed a significant difference (p = 0.003) in the influence of female teachers (N=48, M=21.5, SD=3.35) and male

teachers (N=39, M=19, SD=4.21) on the school atmosphere. Hence, the null hypothesis is rejected.

Hypothesis 2b: There is no significant difference in the influence on school atmosphere among secondary school teachers based on experience

Influence on school atmosphere	Student's t	Statistic	df	p
		-3.24	85	0.002

Table no. 2b. Influence on school atmosphere among secondary school teachers based on experience

To assess the differences in the influence of teachers having experience below five years and above five years on the school atmosphere, an independent sample t-test was utilized. The results showed a significant difference (p=0.002) in the influence of secondary school teachers having experience below five years (N=42, M=19, SD=4.3) and above five years (N=45, M=21.6, SD=3.12) on the school atmosphere. Hence, the null hypothesis is rejected.

Hypothesis 3a: There is no significant difference in the attitude towards environment among secondary school teachers based on gender

Attitude towards environment	Student's t	Statistic	df	p
		2.64	85	0.01

Table no.3a. Attitude towards environment among secondary school teachers based on gender

To assess differences in attitudes towards the environment between female and male secondary school teachers, an independent sample t-test was utilized. The results showed a significant difference (p=0.01) in attitudes towards the environment between female teachers (N=48, M=20.2, SD=3.64) and male teachers (N=39, M=18.1, SD=3.86). Hence, the null hypothesis is rejected.

Hypothesis 3b: There is no significant difference in the attitude towards environment among secondary school teachers based on experience

Attitude towards environment	Student's t	Statistic	df	p
		-2.43	85	0.017

Table 3b. Attitude towards environment among secondary school teachers based on experience

To assess the differences in attitude towards the environment between those having experience below five years and those having experience above more than five, an independent sample t-test

was utilized. A statistical difference was observed in the results (p=0.017) in the attitude towards the environment of secondary school teachers with less than five years of experience (N=42, M=18.3, SD=3.97) and more than five years of experience (N=45, M=20.2, SD=3.55). Hence, the null hypothesis is rejected.

Hypothesis 4a: There is no significant difference in social responsibilities of secondary school teachers for the total sample based on gender

Social Responsibilities	Student's t	Statistic	df	p
		3.49	85	<.001

Table 4a. Social responsibilities of secondary school teachers for the total sample based on gender

To assess the differences in social responsibilities between female and male secondary school teachers, an independent sample t-test was conducted. The results revealed a significant difference (p < .001) in the social responsibilities of females (N=48, M=62.6, SD=7.55) and male teachers (N=39, M=58, SD=9.81). Hence, the null hypothesis is rejected.

Hypothesis 4b: There is no significant difference in social responsibilities of secondary school teachers for the total sample based on experience

Social Responsibilities	Student's t	Statistic	df	p
		-3.73	85	<.001

Table 4b. Social responsibilities of secondary school teachers for the total sample based on experience.

To assess the differences in social responsibilities between those having experience below five years and those having experience above five years, an independent sample t-test was utilized. The results revealed a significant difference (p <.001) in the social responsibilities of secondary school teachers having experience below five years (N=42, M=56.2, SD=9.96) and above five years (N=45, M=63, SD=7). Hence, the null hypothesis is rejected.

Findings

The above study reveals that female teachers had a higher social personality than male teachers, and that, overall, experienced teachers had a higher social personality than those with less experience. Female teachers had a greater influence on the school atmosphere than male teachers, and experienced teachers were more likely to influence the school atmosphere than less experienced teachers. Female teachers had a higher attitude toward the environment than male

teachers, and experienced teachers also had a higher attitude towards the environment than less experienced teachers. The social responsibility of female teachers was higher than that of male teachers, and more experienced teachers exhibited higher social responsibility than less experienced teachers.

Discussions

These findings show that female teachers have a better understanding of students' mental and emotional needs. They are good counsellors, create an inclusive, safe, and peaceful environment, focus on their holistic development, and thus have a higher mean for their social responsibility. The findings also revealed that experienced teachers have a higher mean for their social responsibility because experience makes them well equipped to assist their students in overcoming challenges and rising above them.

Recommendations

More research is required to better understand teachers' social responsibility toward building a peaceful society. More time should be available in schools so that students can participate in social activities. Teachers should be given guidance to empower them to carry out their social responsibilities. School administration should encourage teachers for their community involvement by fostering a sense of community among them, which would improve the education of children, aiding in building a peaceful society.

Conclusion

When teachers teach compassionately, students benefit from sharing their thoughts, trying new things, and academically and socially challenging themselves. A positive attitude is one of the most important characteristics of teachers. This has the potential to positively influence students' learning.

Discipline also influences the school atmosphere, which helps make substantial educational developments. When there is an established discipline code that both students and teachers are conscious of and acknowledge, everyone can learn in a secure and encouraging environment. Social skills help in students' communication and in becoming compassionate and concerned members of their communities. Students learn to achieve individual goals, perseverance, and abilities that are critical for their smooth transition into adulthood.

A healthy and pleasant environment is likely to make one feel at ease and tranquil. The environment must be kept clean, and all needs must be met. Through their teaching, teachers can instil these qualities and help build a peaceful society.

Teachers are pioneers in shaping students' lives. Students are makers of the future and represent the nation. Teachers are the ones who not only teach but are also first-role models. They help and inspire the students. Consequently, being a great inspiration is essential, and being a great inspiration entails having an excellent social personality. Teachers must continue to perform their social responsibilities to build a peaceful society.

References

1. Amit Chaturvedi, Reena Kumari, & Satyendra Singh. (2014, July 2). Environmental Awareness Through Education. Retrieved March 21, 2022, from https://www.spijebhu.in/SPIJ-July-14%20pp9-13.pdf

2. APV Appa Rao et al (2017) 'Role And Responsibilities of Teacher And Student in Building Modern India ', International Journal of Current Advanced Research, 06(09), pp. 5971-5973. DOI: http://dx.doi.org/10.24327/ijcar.2017.5973.0844. Retrieved March 21, 2022, from https://journalijcar.org/sites/default/files/issue-files/2873-A-2017.pdf

3. Bouguila Sihem. (2012, November 23). The social responsibility of teaching. *ResearchGate.* Retrieved March 27, 2022, from https://www.researchgate.net/publication/255724211_The_Social_Responsibility_of_Teaching/link/5bf3b58492851c6b27cc14fa/download

4. Dr Santosh Kumar Behera. (2013). Role of teacher and peace education. Retrieved March 21, 2022, from https://dialog1.webs.com/sejv2i1/samwaad_2.pdf

5. Lajos Goncz. (2017, June 22*).* Teacher personality: A review of psychological research and guidelines for a more comprehensive theory in educational psychology. Taylor & Francis. Retrieved March 21, 2022, from
https://www.tandfonline.com/doi/full/10.1080/23265507.2017.1339572

6. Philip Bulawa, & Mavis B. Mhlauli. (2012, January 1). Social Responsibilities of Schools in Botswana: The Role of Teachers in the Activities of the Community. International Journal of Social Sciences and Education. Retrieved March 21, 2022, from https://ijsse.com/sites/default/files/issues/2012/volume%202%20issue%201%20Jan%202012/paper%2016/paper-16.pdf

7. Rajendrakumar Muljibhai Parmar. (n.d.). Role of teacher for peace education, Mr Rajendrakumar Muljibhai Parmar. Academia.edu - Share research. https://www.academia.edu/7313532/Role_Of_Teacher_For_Peace_Education_Mr_Rajendrakumar_Muljibhai_Parmar