

The Role of Education in Promoting Tolerance and Social Stability at the Secondary School Level

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ABSTRACT

This study investigates the role of education in promoting tolerance and social stability at the secondary school level, emphasizing the importance of educational institutions in fostering inclusive attitudes and harmonious social relations among students. In contemporary diverse societies, secondary education serves as a critical platform for developing values of respect, empathy, and peaceful coexistence among adolescents. The objectives of the study were to examine the role of secondary school education in promoting tolerance, to analyze the relationship between educational practices and social stability, and to identify school environment factors contributing to social cohesion. The study employed a quantitative research design using a descriptive survey method. The population comprised approximately 320 public secondary schools and 48,000 students in District Rawalpindi. A sample of 400 students was selected through a multistage sampling technique, including 20 schools selected randomly and 20 students from each school using stratified random sampling. A structured questionnaire was used as the research tool, consisting of Likert-scale items measuring tolerance and social stability. The validity of the instrument was ensured through expert review, while reliability was confirmed through a pilot study with a Cronbach's alpha value of 0.87. Data were analyzed using descriptive and inferential statistics, including mean, standard deviation, and correlation analysis. The findings of the first objective revealed that secondary education significantly promotes tolerance through teacher behavior and classroom practices; therefore, it is recommended that teachers adopt inclusive and interactive teaching strategies to further enhance tolerant attitudes among students. The study is significant as it provides valuable insights for educators and policymakers to develop effective strategies and policies aimed at promoting tolerance and ensuring social stability within educational settings and society at large.

Keywords: tolerance, social stability, secondary education, school environment, cooperative learning, Pakistan

INTRODUCTION

Education is widely recognized as a fundamental social institution that shapes individuals' attitudes, values, and behaviors, thereby playing a central role in fostering tolerance and social stability within societies. In the contemporary globalized world, characterized by cultural diversity, migration, and social complexity, the promotion of tolerance has become a critical educational objective, particularly at the secondary school level where adolescents develop social identities and moral reasoning capacities. Scholars argue that

schools function as microcosms of society, where students encounter diversity and learn to negotiate differences through structured interactions and curricula (Beyer & Brese, 2024; Ndwandwe, 2024; Sultana et al., 2024). Empirical evidence indicates that educational environments significantly influence students' attitudes toward minorities, highlighting the importance of schooling in shaping inclusive and tolerant societies. Consequently, the role of education in cultivating tolerance is directly linked to broader goals of social harmony and stability (Abbasi et al., 2025).

Tolerance, as a multidimensional construct, encompasses respect for diversity, acceptance of differing beliefs, and the ability to coexist peacefully with others. Secondary education serves as a crucial stage for instilling these values, as students are cognitively and socially prepared to engage with complex societal issues. Research suggests that structured educational interventions, such as cooperative learning and culturally responsive teaching, enhance students' social skills and empathy, which are essential components of tolerance (Sultana et al., 2024; Ahmad & Irshadullah, 2024; Zulfiqar & Nausheen, 2024). Studies conducted in secondary schools demonstrate that collaborative classroom environments promote interpersonal understanding and reduce prejudicial attitudes. Moreover, culturally responsive pedagogies have been found to strengthen relationships among students from diverse backgrounds, fostering inclusive learning environments that support social cohesion (Batool et al., 2025).

The relationship between education and social stability is deeply rooted in the development of social competencies and civic values among students. Social stability refers to the maintenance of peaceful and orderly social relations, which are underpinned by mutual respect, cooperation, and adherence to shared norms. Educational institutions contribute to this stability by promoting social adjustment, emotional intelligence, and conflict resolution skills. Empirical studies in Pakistan and other contexts indicate that students' social competence and adjustment are significantly influenced by educational experiences and school environments (Ahmad et al., 2021; Ali & Raza, 2024; Ahmad & Irshadullah, 2024). For instance, research on secondary school students highlights that positive school climates, characterized by fairness and supportive interactions, enhance both academic outcomes and social behavior. Such environments play a pivotal role in reducing aggression and promoting harmonious relationships among students (Bibi et al., 2023a).

In addition to classroom practices, the integration of peace education into school curricula has emerged as an effective strategy for promoting tolerance and social stability. Peace education focuses on developing skills such as dialogue, empathy, and conflict resolution, which are essential for peaceful coexistence. Recent studies emphasize that implementing peace education programs in secondary schools can significantly influence students' attitudes toward diversity and reduce tendencies toward violence and discrimination (Ndwandwe, 2024; Beyer & Brese, 2024; Sultana et al., 2024). However, challenges such as lack of teacher training, insufficient resources, and institutional barriers often hinder the effective implementation of such programs. Despite these challenges, the potential of peace education to transform school cultures and promote social cohesion remains substantial (Bibi et al., 2023b).

Furthermore, globalization and technological advancements have intensified interactions among individuals from diverse cultural and social backgrounds, making tolerance an indispensable skill for the 21st century. Educational systems are increasingly expected to prepare students for global citizenship by fostering intercultural understanding and respect. Studies highlight that exposure to diverse perspectives within educational settings enhances students' ability to critically evaluate stereotypes and develop inclusive attitudes (Beyer & Brese, 2024; Zulfiqar & Nausheen, 2024; Ndwandwe, 2024). This is particularly relevant at the secondary level, where students are forming worldviews that will influence their future participation in society. Therefore, integrating global citizenship education into secondary curricula is essential for promoting tolerance and sustaining social stability (Ibrahim et al., 2025).

The role of teachers is also critical in shaping students' attitudes toward tolerance and social harmony. Teachers serve as role models and facilitators of learning, influencing classroom dynamics and student interactions. Research indicates that teachers who adopt inclusive teaching practices and demonstrate respect for diversity contribute significantly to the development of tolerant attitudes among students (Ndwandwe, 2024; Sultana et al., 2024; Beyer & Brese, 2024). Additionally, teacher-student relationships characterized by trust and mutual respect enhance students' sense of belonging and reduce social conflicts within schools. Professional development programs that equip teachers with skills in multicultural education and conflict resolution are therefore essential for promoting tolerance in educational settings (Kiran et al., 2025).

Another important dimension is the influence of the school environment on students' behavior and attitudes. A positive school environment, characterized by clear rules, fairness, and supportive relationships, fosters a sense of security and belonging among students. Research suggests that students who feel safe and respected in school are more likely to exhibit tolerant and prosocial behaviors (Ali & Raza, 2024; Ahmad et al., 2021; Zulfiqar & Nausheen, 2024). Conversely, negative school environments, marked by discrimination and conflict, can reinforce intolerance and disrupt social stability. Therefore, creating inclusive and supportive school climates is essential for achieving educational objectives related to tolerance and social cohesion (Mahnaz, 2024).

Despite the recognized importance of education in promoting tolerance and social stability, significant gaps remain in understanding how these outcomes can be effectively achieved at the secondary school level. Many educational systems continue to prioritize academic achievement over social and emotional learning, limiting opportunities for students to develop essential social competencies. Additionally, variations in cultural, social, and institutional contexts influence the effectiveness of educational interventions aimed at promoting tolerance. For example, studies indicate that while cooperative learning and peace education are effective in some contexts, their impact may vary depending on implementation strategies and local conditions (Sultana et al., 2024; Ndwandwe, 2024; Beyer & Brese, 2024). These challenges highlight the need for context-specific research to identify best practices for promoting tolerance and social stability in secondary education (Mahnaz & Kiran, 2024a).

In conclusion, education plays a pivotal role in fostering tolerance and ensuring social stability, particularly at the secondary school level where students undergo critical developmental changes. Through the integration of inclusive curricula, cooperative learning strategies, and supportive school environments, educational institutions can cultivate values of respect, empathy, and coexistence among students. However, achieving these outcomes requires a comprehensive approach that addresses structural, pedagogical, and contextual factors. The present study aims to explore the role of education in promoting tolerance and social stability at the secondary school level, with a focus on identifying effective strategies and addressing existing challenges (Mahnaz & Kiran, 2024b).

Objectives of the Study

1. To examine the role of secondary school education in promoting tolerance among students.
2. To analyze the relationship between educational practices and social stability at the secondary school level.
3. To identify the factors within the school environment that contribute to the development of tolerance and social cohesion among students.

Hypotheses of the Study

H₁₁: Secondary school education significantly promotes tolerance among students.

H₁₂: There is a significant relationship between educational practices and social stability at the secondary school level.

H₁₃: School environment factors significantly contribute to the development of tolerance and social cohesion among students.

Statement of the Problem

In contemporary societies marked by diversity and increasing social tensions, the development of tolerance and maintenance of social stability have become critical challenges. Secondary schools, as key institutions of socialization, are expected to play a significant role in addressing these challenges by fostering inclusive attitudes and promoting peaceful coexistence among students. However, despite the recognized importance of education in this regard, there is limited empirical evidence on how educational practices, school environments, and teaching strategies contribute to the development of tolerance and social stability at the secondary school level. Furthermore, existing studies indicate inconsistencies in the implementation of tolerance-promoting programs, such as peace education and cooperative learning, due to contextual and institutional barriers. Therefore, this study seeks to investigate the role of education in promoting tolerance and social stability among secondary school students, with the aim of identifying effective strategies and addressing existing gaps in the literature.

Significance of the Study

This study holds significant importance for educators, policymakers, and researchers by providing insights into the role of education in fostering tolerance and social stability at the secondary school level. For educators, the findings will offer practical guidance on implementing effective teaching strategies and creating inclusive classroom environments that promote tolerance and social cohesion. For policymakers, the study will contribute to the development of educational policies and curricula that emphasize social and emotional learning alongside academic achievement. Additionally, the study will add to the existing body of knowledge by addressing gaps in the literature related to the relationship between education, tolerance, and social stability. Ultimately, the findings will support efforts to create more harmonious and inclusive societies by highlighting the transformative potential of education.

LITERATURE REVIEW

Tolerance in education is conceptualized as the acceptance and respect for diversity in beliefs, cultures, and social identities, which is essential for peaceful coexistence in pluralistic societies. It encompasses cognitive, emotional, and behavioral dimensions, including empathy, open-mindedness, and non-discriminatory attitudes. Research indicates that tolerance is not an innate trait but a learned behavior shaped through socialization processes, particularly within educational settings (Beyer & Brese, 2024; Hussain & Akram, 2023; Yılmaz & Kılıçoğlu, 2022). Studies conducted at the secondary school level reveal that students' tolerance is influenced by family background, peer interactions, and institutional culture, highlighting the multidimensional nature of tolerance development. Furthermore, tolerance is increasingly viewed as a core component of global citizenship education, reflecting the need for students to engage constructively with diversity in a globalized world (Beyer & Brese, 2024; Sirry et al., 2024; Ndwandwe, 2024).

Scholars emphasize that tolerance is closely linked to democratic values and human rights, making it a fundamental objective of modern education systems. Educational frameworks worldwide incorporate tolerance as a key competency, aiming to prepare students for participation in inclusive societies (Ndwandwe, 2024; Beyer & Brese, 2024; Sel Lara & Quiñonez Pech, 2023). Empirical findings suggest that students who receive structured exposure to diversity through curriculum and classroom interactions demonstrate higher levels of tolerance and reduced prejudicial attitudes. Therefore, the concept of tolerance in education extends beyond mere acceptance to active engagement in promoting equity, respect, and social justice within and beyond school environments (Mahnaz & Kiran, 2024c).

Theoretical Foundations of Tolerance and Social Stability

The theoretical understanding of tolerance in education is grounded in several frameworks, including social learning theory, contact theory, and constructivist perspectives. Social learning theory posits that students acquire tolerant behaviors through observation and imitation of role models, particularly teachers and peers (Bandura-inspired frameworks) (Hussain & Akram, 2023; Sirry et al., 2024; Ndwandwe, 2024). This highlights the importance of positive modeling in educational settings for fostering inclusive attitudes. Similarly, contact theory suggests that interaction among diverse groups under favorable conditions reduces prejudice and enhances tolerance (Beyer & Brese, 2024; Sel Lara & Quiñonez Pech, 2023; Ndwandwe, 2024). Empirical research supports this theory by demonstrating that structured intergroup interactions in schools significantly improve students' perceptions of diversity (Mahnaz et al., 2023).

Constructivist theory further explains that students actively construct their understanding of tolerance through experiences and social interactions. This perspective underscores the role of experiential learning, dialogue, and reflection in developing tolerant attitudes (Zulfiqar & Nausheen, 2024; Ndwandwe, 2024; Sirry et al., 2024). Additionally, theories of social cohesion and peace education link tolerance directly to social stability by emphasizing shared values, mutual respect, and conflict resolution skills (Sel Lara & Quiñonez Pech, 2023; Ndwandwe, 2024; Beyer & Brese, 2024). These theoretical foundations collectively highlight that tolerance is both a learned and socially constructed phenomenon, requiring deliberate educational interventions for its effective development (Mahnaz et al., 2025a).

Role of Secondary Education in Promoting Tolerance

Secondary education represents a critical stage for the development of tolerance, as students undergo significant cognitive, emotional, and social changes during adolescence. At this stage, individuals begin to form their identities and develop the capacity for abstract thinking, enabling them to understand complex social issues such as diversity and inequality (Mahnaz et al., 2025b). Research indicates that secondary schools play a pivotal role in shaping students' attitudes toward others through curriculum content, peer interactions, and institutional culture (Beyer & Brese, 2024; Zulfiqar & Nausheen, 2024; Kosar, 2024). Studies show that students exposed to inclusive educational practices demonstrate higher levels of empathy and acceptance of diversity .

Furthermore, secondary schools provide opportunities for students to engage in collaborative learning and social activities, which facilitate interpersonal understanding and reduce prejudice (Mahnaz et al., 2025c). Cooperative learning strategies, group discussions, and extracurricular activities encourage interaction among diverse students, promoting mutual respect and social cohesion (Sultana et al., 2024; Beyer & Brese, 2024; Ndwandwe, 2024). Evidence suggests that such practices significantly contribute to the development of tolerance and prosocial behavior among students. Therefore, secondary education serves as a crucial platform for fostering tolerance and preparing students for responsible citizenship in diverse societies (Mahnaz et al., 2023).

Educational Practices and Pedagogies for Tolerance Development

Educational practices and pedagogical approaches play a central role in promoting tolerance among students. Inclusive teaching methods, such as culturally responsive pedagogy and cooperative learning, have been widely recognized for their effectiveness in fostering tolerance. These approaches emphasize respect for diversity, active participation, and collaborative learning, enabling students to develop empathy and understanding of different perspectives (Sultana et al., 2024; Sirry et al., 2024; Ndwandwe, 2024). Research indicates that classrooms that encourage open dialogue and critical thinking create opportunities for students to challenge stereotypes and develop inclusive attitudes (Mahnaz et al., 2022).

Additionally, experiential learning strategies, such as role-playing, simulations, and community engagement, have been found to enhance students' social and emotional competencies. These methods allow students to experience diverse perspectives firsthand, promoting deeper understanding and acceptance (Sel Lara & Quiñonez Pech, 2023; Beyer & Brese, 2024; Ndwandwe, 2024). However, the effectiveness of these pedagogical approaches depends on teachers' competencies and institutional support. Studies highlight that lack of teacher training and resources can hinder the implementation of tolerance-promoting practices. Thus, effective pedagogy is essential for translating theoretical concepts of tolerance into practical outcomes within educational settings (Mahnaz et al., 2021).

Peace Education and Social Stability

Peace education is a significant component of educational efforts aimed at promoting tolerance and social stability. It focuses on developing skills such as conflict resolution, empathy, and cooperation, which are essential for peaceful coexistence. Research demonstrates that integrating peace education into secondary school curricula positively influences students' attitudes toward diversity and reduces tendencies toward violence and discrimination (Ndwandwe, 2024; Sel Lara & Quiñonez Pech, 2023; Beyer & Brese, 2024). Studies further indicate that peace education programs contribute to the development of a "culture of peace" within schools, fostering harmonious relationships among students (Mehmood et al., 2022).

Despite its benefits, the implementation of peace education faces several challenges, including limited resources, lack of teacher training, and institutional constraints. Empirical studies highlight that these barriers significantly affect the effectiveness of peace education programs in achieving desired outcomes. Nevertheless, when effectively implemented, peace education serves as a powerful tool for promoting tolerance and ensuring social stability by equipping students with the skills needed to navigate conflicts and build positive relationships (Mehrukh et al., 2022).

Role of Teachers in Promoting Tolerance

Teachers play a crucial role in fostering tolerance among students, as they serve as role models and facilitators of learning. Their attitudes, behaviors, and teaching practices significantly influence students' perceptions of diversity and inclusion. Research indicates that teachers who demonstrate respect for diversity and adopt inclusive teaching practices contribute to the development of tolerant attitudes among students (Hussain & Akram, 2023; Sirry et al., 2024; Ndwandwe, 2024). Studies also highlight that positive teacher-student relationships enhance students' sense of belonging and reduce social conflicts within schools (Nazir et al., 2025).

Moreover, teachers' competencies in managing diverse classrooms and addressing issues related to discrimination and prejudice are critical for promoting tolerance. Professional development programs that focus on multicultural education and conflict resolution are essential for equipping teachers with the necessary skills (Ndwandwe, 2024; Beyer & Brese, 2024; Sirry et al., 2024). However, research suggests

that many teachers lack adequate training in these areas, which limits their ability to effectively promote tolerance in classrooms . Therefore, enhancing teacher capacity is a key factor in achieving educational objectives related to tolerance and social stability (Noreen et al., 2025).

School Environment and Social Cohesion

The school environment plays a significant role in shaping students' attitudes and behaviors related to tolerance and social cohesion. A positive school climate, characterized by safety, inclusivity, and supportive relationships, fosters a sense of belonging and encourages prosocial behavior among students. Research indicates that students who perceive their school environment as fair and supportive are more likely to exhibit tolerant attitudes and engage in cooperative behaviors (Kosar, 2024; Zulfiqar & Nausheen, 2024; Beyer & Brese, 2024). Studies also show that negative school environments, marked by discrimination and conflict, can reinforce intolerance and hinder social stability .

Furthermore, school policies and practices, such as anti-bullying programs and inclusive curricula, play a crucial role in promoting tolerance. Evidence suggests that schools that implement comprehensive strategies to address diversity and inclusion create environments conducive to social cohesion (Sel Lara & Quiñonez Pech, 2023; Ndwanwe, 2024; Beyer & Brese, 2024). Therefore, fostering a positive school environment is essential for achieving sustainable outcomes in tolerance education and social stability.

Challenges in Promoting Tolerance at Secondary Level

Despite the recognized importance of education in promoting tolerance, several challenges hinder its effective implementation at the secondary school level. These challenges include inadequate teacher training, lack of resources, and resistance to change within educational systems. Research indicates that institutional barriers, such as rigid curricula and assessment systems, limit the integration of tolerance-promoting practices in schools (Ndwanwe, 2024; Sirry et al., 2024; Beyer & Brese, 2024). Additionally, socio-cultural factors, such as prejudice and stereotypes, influence students' attitudes and behaviors, making it difficult to achieve desired outcomes (Waheed et al., 2025).

Another significant challenge is the lack of emphasis on social and emotional learning in educational systems, which often prioritize academic achievement over holistic development. Studies highlight that without addressing students' social and emotional needs, efforts to promote tolerance may remain ineffective (Kosar, 2024; Zulfiqar & Nausheen, 2024; Ndwanwe, 2024). Therefore, addressing these challenges requires a comprehensive approach that includes policy reforms, teacher training, and community engagement (Sarfraz et al., 2025).

The reviewed literature highlights the critical role of education in promoting tolerance and social stability at the secondary school level. It emphasizes that tolerance is a multidimensional construct shaped by educational practices, school environments, and social interactions. Theoretical frameworks, such as social learning theory and contact theory, provide a strong foundation for understanding how tolerance can be developed through education. Empirical studies demonstrate that inclusive pedagogies, peace education, and supportive school environments significantly contribute to fostering tolerance among students (Shaheen et al., 2022).

However, the literature also identifies several challenges that hinder the effective implementation of tolerance-promoting practices, including lack of resources, inadequate teacher training, and institutional constraints. Addressing these challenges requires a holistic approach that integrates tolerance education into curricula, enhances teacher competencies, and creates inclusive school environments. Overall, the literature

underscores the transformative potential of education in building tolerant and socially stable societies, particularly at the secondary school level.

RESEARCH METHODOLOGY

Research Design

The present study adopts a quantitative research design, specifically employing a descriptive survey method to investigate the role of education in promoting tolerance and social stability at the secondary school level. This design is considered appropriate as it enables the researcher to collect data from a large number of respondents and generalize the findings to a broader population. The descriptive survey approach facilitates the systematic collection of information regarding students' perceptions, attitudes, and experiences related to tolerance and social cohesion within educational settings. Furthermore, this design allows for the identification of relationships among variables without manipulating the study environment, thereby ensuring naturalistic observation of phenomena. The use of structured instruments enhances objectivity and reliability in data collection and analysis.

Research Philosophy

The study is grounded in the positivist research philosophy, which emphasizes objectivity, measurement, and empirical analysis of observable phenomena. Positivism is suitable for this research as it focuses on quantifying social variables such as tolerance and social stability and analyzing their relationships through statistical methods. This philosophical approach assumes that reality is stable and can be understood through systematic observation and measurement. The researcher maintains neutrality and minimizes subjective bias by employing standardized data collection tools. Additionally, the positivist paradigm supports hypothesis testing, which aligns with the objectives of this study. The reliance on numerical data further strengthens the credibility and replicability of the research findings.

Population

The population of the study comprises all public secondary schools and their students in District Rawalpindi. According to the records of the District Education Authority (DEA), Rawalpindi, there are approximately 320 public secondary schools operating within the district. The total number of students enrolled at the secondary level in these schools is estimated to be around 48,000. This population provides a diverse representation of students from different socio-economic, cultural, and educational backgrounds. The inclusion of a large population enhances the generalizability of the study findings. The population is considered appropriate for examining the role of education in promoting tolerance and social stability at the secondary level.

Sample and Sampling Technique

A sample of 400 students was selected from the total population using a multistage sampling technique. In the first stage, 20 public secondary schools were selected through simple random sampling to ensure equal representation. In the second stage, 20 students from each selected school were chosen using stratified random sampling based on gender and class level. This approach ensured proportional representation of different subgroups within the population. The sample size of 400 was considered adequate to achieve statistical reliability and validity. The use of probability sampling techniques minimizes bias and enhances the representativeness of the sample.

Research Tool

A structured questionnaire was used as the primary research instrument for data collection. The questionnaire was developed based on an extensive review of relevant literature and consisted of two sections: demographic information and statements related to tolerance and social stability. The second section included Likert-scale items ranging from strongly agree to strongly disagree, designed to measure students' attitudes and perceptions. The tool covered key dimensions such as respect for diversity, empathy, cooperation, and conflict resolution. The questionnaire was designed in simple and clear language to ensure comprehension by secondary school students. The use of a standardized instrument facilitates consistency and comparability of responses.

Validity and Reliability of Research Tool

The validity of the research instrument was ensured through expert review and pilot testing. The questionnaire was evaluated by three experts in the field of education to assess content validity, clarity, and relevance of items. Necessary modifications were made based on their feedback to improve the quality of the instrument. A pilot study was conducted on 40 students outside the sample to test the reliability of the tool. The reliability coefficient was calculated using Cronbach's Alpha, which yielded a value of 0.87, indicating high internal consistency. These measures ensured that the instrument was both valid and reliable for data collection.

Data Collection Procedure

The data collection process was conducted systematically to ensure accuracy and reliability. Prior permission was obtained from the District Education Authority and the heads of selected schools before administering the questionnaire. The researcher personally visited the schools to distribute and collect the questionnaires, ensuring proper guidance to respondents. Students were briefed about the purpose of the study and instructed on how to respond to the questionnaire. Adequate time was provided to complete the instrument to ensure thoughtful responses. The collected data were carefully checked for completeness and consistency before analysis.

Ethical Consideration

Ethical principles were strictly followed throughout the research process to ensure the rights and well-being of participants. Informed consent was obtained from the respondents, and participation was entirely voluntary. The confidentiality and anonymity of the participants were maintained by not collecting personally identifiable information. The data were used solely for academic purposes and were not shared with any unauthorized individuals or organizations. Additionally, the researcher ensured that the study did not cause any psychological or emotional harm to the participants. Ethical approval was also considered in accordance with institutional guidelines.

DATA ANALYSIS

The collected data were analyzed using statistical techniques to achieve the objectives of the study. Descriptive statistics, including mean, standard deviation, frequency, and percentage, were used to summarize the data. Inferential statistics, such as t-tests and correlation analysis, were applied to examine relationships between variables and test the hypotheses. Statistical software (e.g., SPSS) was utilized to ensure accuracy and efficiency in data analysis. The results were presented in the form of tables and interpreted in relation to the research objectives. This systematic approach facilitated meaningful conclusions and recommendations.

Table 1: Demographic Variable – Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	210	52.5%
Female	190	47.5%
Total	400	100%

The table presents the gender distribution of the respondents included in the study. It indicates that 52.5% of the participants were male, while 47.5% were female, showing a relatively balanced representation of both genders. This balance enhances the reliability of the findings by reducing gender bias. The inclusion of both male and female students allows for a comprehensive understanding of tolerance and social stability across different perspectives. The data suggest that the sample adequately represents the gender composition of secondary school students in the district.

Table 2: Demographic Variable – Class Level of Respondents

Class Level	Frequency	Percentage
9th Class	200	50%
10th Class	200	50%
Total	400	100%

The table illustrates the distribution of respondents based on their class level. It shows that 50% of the students were from the 9th class, while the remaining 50% were from the 10th class, ensuring equal representation. This equal distribution supports the comparability of responses across both academic levels. Including students from both classes provides a broader perspective on tolerance and social stability at the secondary level. The balanced representation strengthens the validity of the study findings and ensures that conclusions are applicable to both grades.

DATA ANALYSIS

Objective 1: To examine the role of secondary school education in promoting tolerance among students

Statement	Mean	SD	Interpretation
Education promotes respect for diversity	4.12	0.76	High
Classroom activities enhance tolerance	4.05	0.81	High
Students learn acceptance of different views	3.98	0.85	High
School encourages inclusive behavior	4.08	0.79	High
Teachers promote respectful interaction	4.15	0.72	High

The table indicates that students strongly agree that secondary education plays a significant role in promoting tolerance. The highest mean score (4.15) reflects the role of teachers in encouraging respectful interaction, followed by respect for diversity (4.12). The relatively low standard deviation values indicate consistency in responses among students. Overall, the findings suggest that educational practices at the secondary level effectively foster tolerance. The results highlight the importance of structured classroom activities and teacher influence in shaping students' attitudes toward diversity.

Objective 2: To analyze the relationship between educational practices and social stability

Statement	Mean	SD	Interpretation
Education promotes peaceful behavior	4.10	0.78	High
Schools reduce conflicts among students	3.95	0.84	High
Cooperative learning improves relationships	4.07	0.80	High
Education develops conflict resolution skills	4.03	0.82	High
School environment supports harmony	4.11	0.77	High

The table demonstrates that educational practices have a strong positive relationship with social stability. The highest mean value (4.11) indicates that the school environment supports harmony, while cooperative learning (4.07) also plays a significant role. The findings suggest that students perceive education as a key factor in reducing conflicts and promoting peaceful coexistence. The low variability in responses further strengthens the reliability of the results. Overall, the data confirm that effective educational practices contribute to social stability among students.

Objective 3: To identify the factors within the school environment that contribute to tolerance and social cohesion

Statement	Mean	SD	Interpretation
Positive school climate promotes tolerance	4.18	0.70	High
Equal treatment enhances social cohesion	4.09	0.78	High
Peer interaction builds understanding	4.06	0.82	High
School rules ensure fairness	4.02	0.83	High
Extracurricular activities support unity	3.97	0.86	High

The table reveals that various school environment factors significantly contribute to tolerance and social cohesion. The highest mean score (4.18) highlights the importance of a positive school climate. Equal treatment (4.09) and peer interaction (4.06) also play crucial roles in fostering understanding among students. The findings indicate that both formal and informal school practices influence students' social behavior. The consistency of responses suggests that students widely recognize the importance of school environment in promoting tolerance.

DISCUSSION

The findings of Objective 1 indicate that secondary education significantly promotes tolerance among students, particularly through teacher behavior and classroom practices. This result aligns with the study of Beyer and Brese (2024), which found that school-based interactions positively influence students' attitudes toward diversity. Similarly, Sultana et al. (2024) reported that cooperative learning strategies enhance tolerance and social skills among secondary school students. Furthermore, Ndwandwe (2024) emphasized that structured educational interventions, such as peace education, play a critical role in fostering inclusive attitudes. The present study confirms that education serves as a powerful tool for promoting tolerance, especially when supported by effective teaching practices.

The results of Objective 2 demonstrate a strong relationship between educational practices and social stability, with students perceiving schools as environments that promote peaceful behavior and reduce conflicts. This finding is consistent with Ali and Raza (2024), who concluded that positive school environments significantly contribute to students' social adjustment and behavior. Additionally, Ahmad et al. (2021) highlighted that educational experiences influence students' ability to maintain harmonious relationships. Similarly, Zulfiqar and Nausheen (2024) found that classroom interactions play a key role in developing social cohesion among students. These findings collectively support the notion that education is instrumental in maintaining social stability.

The findings related to Objective 3 reveal that school environment factors, such as positive climate and equal treatment, significantly contribute to tolerance and social cohesion. This result is supported by Kosar (2024), who identified school climate as a major determinant of students' social behavior and adjustment. Beyer and Brese (2024) also reported that inclusive school environments foster higher levels of tolerance among students. Moreover, Sel Lara and Quiñonez Pech (2023) emphasized that school policies promoting fairness and inclusion enhance social cohesion. The present study reinforces the importance of creating supportive and inclusive school environments to achieve educational goals related to tolerance and stability.

CONCLUSION

The study concludes that secondary school education plays a significant role in promoting tolerance among students. Educational practices, particularly those involving teacher interaction and classroom activities, contribute to the development of respectful and inclusive attitudes. The findings highlight that tolerance is not only a social value but also an educational outcome that can be effectively nurtured through structured learning experiences.

Furthermore, the study establishes a strong relationship between educational practices and social stability. Schools serve as platforms for developing peaceful behavior, conflict resolution skills, and cooperative relationships among students. The results indicate that a well-structured educational system can significantly reduce social conflicts and promote harmony within the student community.

Finally, the study concludes that the school environment is a critical factor in fostering tolerance and social cohesion. A positive school climate, equal treatment, and supportive peer interactions are essential for achieving these outcomes. Therefore, creating inclusive and supportive educational environments is necessary for ensuring long-term social stability and harmony.

FINDINGS

1. Secondary education significantly promotes tolerance through teacher behavior and classroom practices.

2. Educational practices have a strong positive relationship with social stability among students.
3. Positive school climate and equal treatment are key factors in developing tolerance and social cohesion.

RECOMMENDATIONS

1. Teachers should adopt inclusive teaching strategies to further enhance tolerance among students.
2. Schools should strengthen educational practices that promote peaceful behavior and conflict resolution.
3. Educational institutions should create supportive environments that ensure fairness and encourage positive peer interaction.

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