

ATTITUDE OF TEACHERS AND STUDENTS TOWARDS PEACE EDUCATION

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Abstract: Education is essentially a mode of inculcating worth & values to furnish the children for leading a life that is gratifying to the individual in pursuance with the intended values and ideals of the society. Teachers and students are the most affecting factors in education system. Peace education depends on the teacher's sense of responsibility and responsiveness towards the students and also the position of mind of learners are responsible for this. The present investigation aimed to investigate the attitude of teachers and students towards Peace Education. Descriptive survey method has been used in this research and 150 samples were purposely chosen. The investigator has taken 50 college teachers and 100 students at the under-graduate level by using purposive sampling technique. Data were gathered with the help of peace education awareness self-constructed questionnaire with attitude scale, which was developed by the researcher himself. The combined scores of teachers and students were attitude of teacher and students towards Peace Education. To find out the significant of difference between various groups, t-test was applied for analysis and interpretation of the data.

Keywords: Attitude, Teachers, Students, Peace education.

Introduction:

Peace education develops violence free and peaceful education environment to meet social, intellectual need of students. It is an important part of quality education at the present time. It is concerned to develop an awareness of the process and skills that are inevitable for achieving peace. Thus peace education should follow to transmit such relevant information and other methods of peaceful living in the family, school, work place, society and everywhere. Peace is all comprehensive supreme value that can be broadly classified as individual and social. Its social aspect includes political, social, cultural, religious or spirituals as well as scientific. Peace at individual level is inner peace in which there is fulfillment of harmony among various spiritual forces. It is a psychological state of mind when the mind is free from tension, stress, passion, desires and conflicts. The fundamental meaning of peace is totally perfect state, free from any imperfection.

Education is the most powerful instrument to achieve peace. It is a meaningful dimension of the long term process of building up peace, tolerance, justice, intercultural understanding and civic responsibility. In educational institutes, families and neighborhood building conflict, violence and destructive behavior are alarming high. Peace has always been one of the basic needs of human beings. Despite phenomenal progress in every domain of individual and collective life, man has not been able to find lasting peace with him and with others around the world. Peace education is a process of achieving peace, at personal, inter-personal, national and international levels through education, focusing on promoting universal brotherhood, fraternity, global citizenship and the culture of peaceful co-existence.

Creating an effective peace education program in our schools, involves few steps. First, a compulsory public education system must be established in which students from the conflicting groups interact and have the opportunity to build positive relationships with each other. Second, co-operative experiences need to occur that highlight mutual goals, the just distribution of benefits from achieving the goals, and a joint identity. Third, students must be taught the constructive controversy procedure to ensure that they know how to make difficult decisions and engage in political discourse. Fourth, students must be taught how to engage in integrative negotiations and peer-mediation to resolve their conflicts of interests constructively. Finally, civic values must be inculcated that focus students on the long-term common good of society.

At present, more than ever before the plague of terrorism has spread throughout the world. The quest for peace has become the cry of the day. Children are absorbing the spirit of violence in the atmosphere and our next generation is becoming perpetrators of violence. So the need of the time is to nurture peace in the hearts of our children. The entire humanity has not learned any lesson from the ferocious consequences of the two world wars and is likely to plunge itself into another world of violence. Many institutions in the India are working for the improvement of peace and peace education. Recently, the NCERT in India has included peace education in its teacher education program for treatment with skills, attitudes, knowledge and behaviour concerned to peace education.

Significance of the study:

We are living in a global village, moving towards the challenges posted by intolerance and fundamentalism. Education has a leading role to prevent terrorism and maintain peace in the global world. Peace education a basic obligation in the inculcation of the values of national integration, international understanding and the concept of world citizenship in fostering & keeping peace. Valuable

conscientious programmes at all levels of education should offer which in turn develop desirable changes in the mind set to think and work against violence and terrorism. Education should develop inner peace in the minds of citizens to inculcate virtues of tolerance and love. This is the significance of this study.

Statement of the Problem:

The title of the problem is taken as '**Attitude of Teachers and Students towards Peace Education**'.

Objectives of the Study:

This investigation aims to know the attitude of teacher and students towards Peace Education. The major objectives are given below-

-  To know the difference in attitude of teachers and students towards Peace Education.
-  To find out the difference in attitude of male teachers and female teachers towards Peace Education.
-  To realize the difference in attitude of male students and female students towards Peace Education.
-  To understand the difference in attitude of urban students and rural students towards Peace Education.

Hypotheses:

For the present study, based on the objectives, the researcher formulated the following hypothesis-

- Ho₁:** There is no significant difference between attitude of teachers and students towards Peace Education.
- Ho₂:** There is no significant difference between attitude of male teachers and female teachers towards Peace Education.
- Ho₃:** There is no significant difference between attitude of male students and female students towards Peace Education.
- Ho₄:** There is no significant difference between attitude of urban students and rural students towards Peace Education.

Delimitation of the Study:

Due to limited time and available resources, the recent study is delimited to the extent as under:

-  The investigation is confined to the students at under graduate level and teachers of general degree college level only.
-  The study is delimited to 50 teachers and 100 students from two general degree colleges in North 24 Parganas district only.
-  Out of the two colleges, one College is for Girls and other is Co-Ed College.
-  The Colleges were selected purposively.

Methodology:

In this investigation, the descriptive survey method was applied. This research design was used because it allows the researcher to describe and explain the attitude of teacher and students towards Peace Education.

Sample:

In the present study, the sample of colleges selected included two different colleges in North 24 Parganas district. These two colleges are affiliated to West Bengal State University. This college was selected purposely. For this purpose a total sample of 150 were selected on the bases of purposive sampling method. Then the researcher randomly selected 50 teachers and 100 students.

Tool Used:

The purpose of the present investigation was to judge the attitude of teachers and students towards Peace Education. Data was collected through a self-made questionnaire that included closed ended 30 questions. For the study the attitude scale was prepared by the researcher following Likert scale.

Analysis and Interpretations of Data:

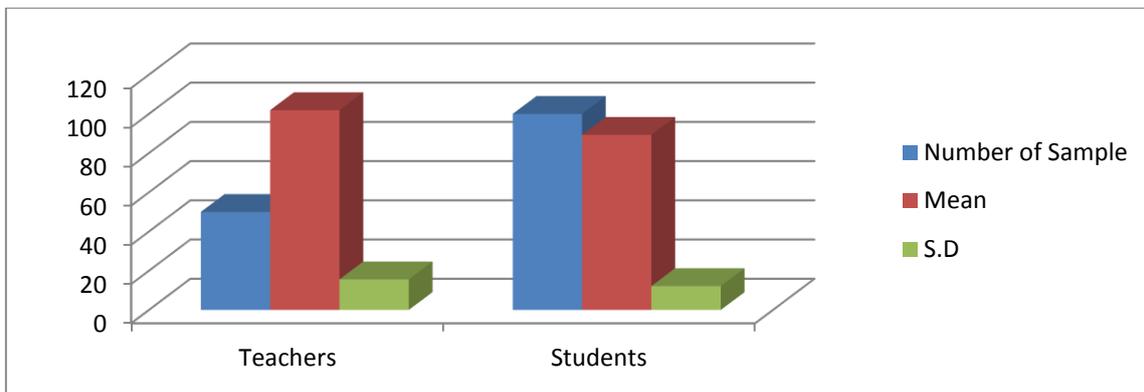
Hypothesis I: There is no significant difference between attitude of teacher and students towards Peace Education.

Table-01

Difference between attitude of teachers and students towards Peace Education

Groups	N	Mean	SD	Mean Difference	SE _D	df	't'
Teachers	50	101.90	15.59	3.39	2.52	148	5.00**
Students	100	89.30	12.20				

**Significant at 0.01 level.



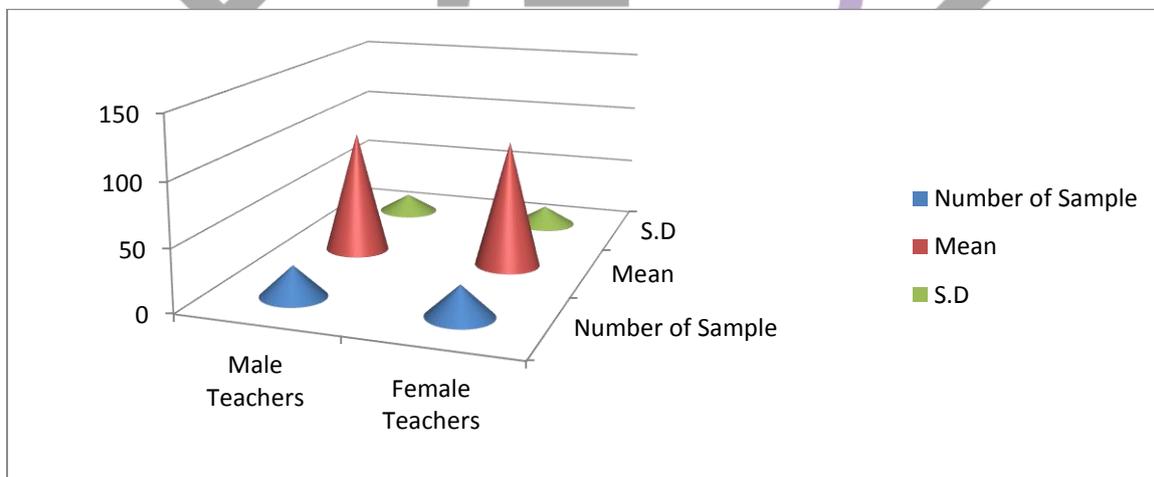
Interpretation of the result: Table 01 shows that the calculated t-value is 5.00, which is more than the table value (2.61) at 0.01 levels with df 148. It reveals that there exists significant difference between the attitude of teachers and students towards peace education. Hence, the hypothesis framed earlier i.e. there is no significant difference between the attitude of teachers and students towards peace education stands rejected. It further shows that the mean score of teachers and students on the attitude of peace education are 101.90 and 89.30. It reveals that the students shows more negative attitude towards peace education as compare to the teachers.

Hypothesis II: There is no significant difference between attitude of male teachers and female teachers towards Peace Education.

Table-02
Difference between attitude of male teachers and female teachers towards Peace Education

Groups	N	Mean	SD	Mean Difference	SE _D	df	't'
Male Teachers	25	100.70	15.23	0.60	4.39	48	0.14*
Female Teacher	25	103.30	15.83				

** No significant at 0.05 and 0.01 level.



Interpretation of the result: Table 02 shows that the calculated t-value is 0.14 which is less than the table value (2.68) at 0.01 levels and table value (2.01) at 0.05 levels with df 48. It reveals that there is no significant difference between the attitude of male teachers and female teachers towards peace education. Hence, the hypothesis framed earlier i.e. there is no significant difference between the attitude of male teachers and female teachers towards peace education stands accepted. It further shows that the mean score of male teachers and female teachers on the attitude of peace education are 100.70 and 103.30. It reveals that the male teachers shows slightly negative attitude towards peace education as compare to the female teachers.

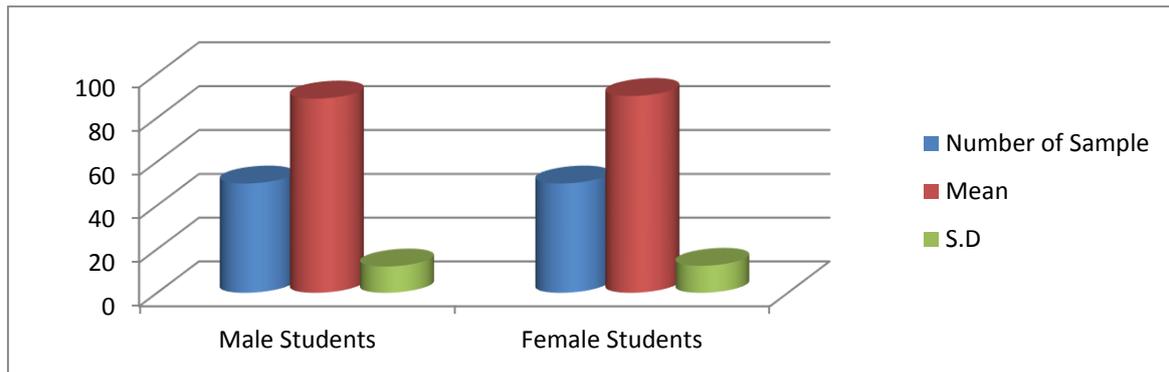
Hypothesis III: There is no significant difference between attitude of male students and female students towards Peace Education.

Table-03

Difference between attitude of male students and female students towards Peace Education

Groups	N	Mean	SD	Mean Difference	SE _D	df	't'
Male Students	50	88.69	12.02	0.34	2.44	98	0.14*
Female Students	50	89.90	12.36				

** No significant at 0.05 and 0.01 level.



Interpretation of the result: Table 03 shows that the calculated t-value is 0.14 which is less than the table value (2.63) at 0.01 levels and table value (1.98) at 0.05 levels with df 98. It reveals that there is no significant difference between the attitude of male students and female students towards peace education. Hence, the hypothesis framed earlier i.e. there is no significant difference between the attitude of male students and female students towards peace education stands accepted. It further shows that the mean score of male students and female students on the attitude of peace education are 88.69 and 89.90. It reveals that the male students shows slightly negative attitude towards peace education as compare to the female students.

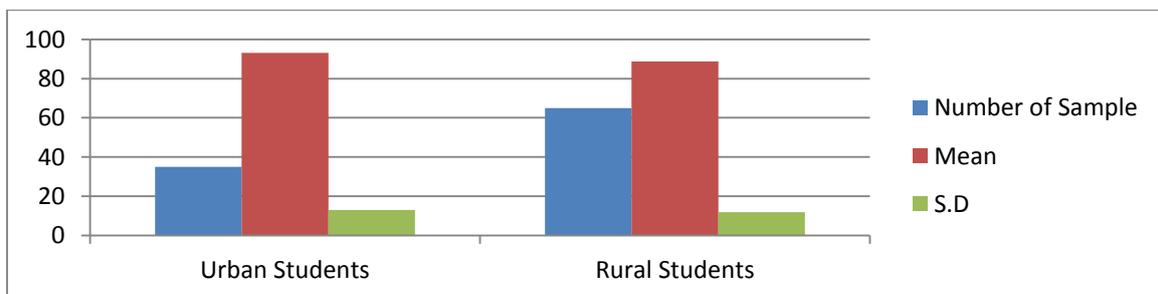
Hypothesis IV: There is no significant difference between attitude of urban students and rural students towards Peace Education.

Table-04

Difference between attitude of urban students and rural students towards Peace Education

Groups	N	Mean	SD	Mean Difference	SE _D	df	't'
Urban Students	35	93.07	13.02	1.13	2.65	98	1.61*
Rural Students	65	88.81	11.89				

** No significant at 0.05 and 0.01 level.



Interpretation of the result: Table 04 shows that the calculated t-value is 1.61 which is less than the table value (2.63) at 0.01 levels and table value (1.98) at 0.05 levels with df 98. It reveals that there is no significant difference between the attitude of urban students and rural students towards peace education. Hence, the hypothesis framed earlier i.e. there is no significant difference between the attitude of urban students and rural students towards peace education stands accepted. It further shows that the mean

score of urban students and rural students on the attitude of peace education are 93.07 and 88.81. It reveals that the rural students shows slightly negative attitude towards peace education as compare to the urban students.

Findings and Discussion:

The findings of this investigation are -

-  Analysis of data shows that, there exists significant difference between the attitude of teachers and students towards peace education. It reveals that the students shows more negative attitude towards peace education as compare to the teachers.
-  It is found that, there is no significant difference between the attitude of male teachers and female teachers towards peace education. It reveals that the male teacher shows slightly negative attitude towards peace education as compare to the female teachers.
-  This analysis displays that, there is no significant difference between attitude of male students and female students towards Peace Education. It reveals that the male students shows slightly negative attitude towards peace education as compare to the female students.
-  This investigation shows that, there is no significant difference between attitude of urban students and rural students towards Peace Education. It reveals that the rural students shows slightly negative attitude towards peace education as compare to the urban students.

Conclusion:

Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education. Nonviolence is manifested through values such as respect for human rights, freedom and trust. Social justice is realized by principles of equality, responsibility, and solidarity. In order to achieve these ideals, peace education programmes across the world address a wide range of themes. These include nonviolence, conflict resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communication skills, coexistence, and international understanding and tolerance of diversity.

Teachers play the role of parents and guardian for the community in schools. Taking the responsibilities and having the capacities, they can sow the seeds of peace among the students. Students are needed to learn the different values for inculcation of Peace among themselves and for a peaceful society. The values come from participation and inclusion; inclusion of all children, especially those who are differently able or with abilities, disadvantaged, marginalized, migrants, refugees, etc. Teachers should shoulder the responsibility and behave in a model way for being ideal for the students to inculcate the right kind of values, attitudes and behaviour.

Now the question arises what a school can do for peace education. School should develop good attitude in students and teachers as well, e.g. co-operation, mutual respect, healthy emotional development in students, facilitate socialization through participation in interactive and co-operative learning activities, improve students' discipline and moral behaviour, develop creativity both in students and teachers, improve standard of quality of teaching and learning.

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