



IMPACT OF PEACE EDUCATION CURRICULUM MODULE ON VALUES, ADJUSTMENT AND ATTITUDE OF SCHOOL CHILDREN

Education

Dr. Renu Bala

Assistant Prof. , C. R. College of Education , Rohtak.

ABSTRACT

The purpose of the present study is to find out the difference between the mean scores of Experimental group which was taught through self instruction module of Peace education curriculum module and conventional method administered on control group . Data collection module/lessons peace education curriculum module developed by the Investigator herself on the Values, Adjustment and Attitude towards peace of Secondary School Students. The study was conducted on 160 boys and girls studying in VIIth class selected randomly from various govt. and public schools situated in urban and rural areas of Rohtak District. To measure the significant difference 't' test was applied. The study reveals that 'Peace Education Curriculum Module' leaves a significant positive impact on all the students whether they belong to rural area or urban area or they are either studying in govt. schools or in public schools. It brings desirable changes in the values and adjustment of the subjects along with their attitude towards peace. It is the responsibility of teachers especially to provide for such congenial and conducive environment for the development of peace in the minds of students. The teacher by acting as a friend and guide is able to perform his duty well. He/she should have command over the subject and should have creativity which will help in arousing curiosity and interest among the children. Subsequently the teacher can relate the subject/content to the lofty ideal of Peace and thus can provide Peace Education to the young would be citizens of the country.

KEYWORDS

INTRODUCTION

Concept Of Peace

The concept of peace, by and large, has remained an elusive concept which has many interpretations ranging from as simple as absence of conflict or war to as complex as the ability to cope with it (conflict or war). Peace has also been associated with the peace of mind or inner peace throughout the ages. Lord Buddha propounded this concept of peace and said that mind is the forerunner of all the things. According to the socialist perspective, which emphasised on equal distribution of wealth, private property is considered as the root cause of all social evils and violence. Thus, peace is the absence of structural violence. The concept of peace, therefore, includes:

- (I) Absence of tensions, conflicts and wars;
- (II) Non-violent social system i.e., society without structural violence;
- (III) Absence of exploitation and injustice of any kind;
- (IV) International cooperation and understanding;
- (V) Ecological balance and conservation;
- (VI) Peace of mind.

The word 'peace' in the English language is derived from the Latin word 'pax'. Peace in the Roman Empire meant a cessation in fighting as well as rule over subject races. A modern equivalent is found in definitions of peace through deterrence. This definition describes peace in terms of what it is not, rather than what it is. A child might graphically represent negative peace by first drawing a weapon of war, such as a rocket or bomb, and then placing a cross over it. A limitation of this approach is that although there may be an absence of armed hostility, the foundations for the next war may be dug. For example, militaristic attitudes, the build-up of weapons, the glorification of heroic conquests in history and the use of enemy images or dehumanizing stereotypes in text may provide fertile ground for even greater conflict in the future.

The teacher is important as a model of peaceful behaviour and his or her relationship with students is a powerful feature of the learning process. Through enacting the values of peace in relationship to the teacher, the students can experience 'actual/actuated culture of peace'. Reflective discussions about the activities deepen understanding and give greater meaning to the concepts. The repetition of cooperative activities will help build trust and enjoyment, but will not in itself deepen children's concepts of peace. Sharpening students' powers of analysis and deepening their understanding will depend on the more discriminating educational use of the activities.

Peace education is an essential component of quality basic education. Peace education is the process of promoting the knowledge, skills, attitudes and values needed to bring about behavioural changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, inter-group, national or international level'. This definition represents a convergence of ideas that have been developed

through the practical experiences of UNICEF peace education programmes in developing countries.

Peace education can be considered at different levels:

- 1) Individual or self-development level.
- 2) School or community level,
- 3) National level, and
- 4) Global level

Need And Importance Of Peace Education

As discussed earlier, the advancement in science and technology has reduced the distance barrier. The world today can also be called as a 'global village'. These advancements have lead to certain benefits and also some serious threat to the world community. The living conditions of the world today have faced proliferation of war machinery, high tension in politics particularly when it comes to competition of power centres, international conflicts, uneven distribution of wealth/natural resources and violation of human rights etc. These conditions are threat to peace and may lead to the probability of war. In order to avoid this situation, there is an urgent need to develop among young generation the culture of peace and build international understanding and spirit to live together in peace and harmony. This is possible by imparting peace education to young generation. Peace education is an effort to inform students about him various aspects of human conflict and the process of resolving it. It is based on the assumption that if the students are well-informed about various alternatives to the use of force they will abjure the path of violence.

Peace as a concept connotes more than cessation of war. It implies human beings working together to resolve conflicts, satisfy basic needs, respect justice and honour human rights. More comprehensively, it is a 'way of life' based on:

- (I) Respect for life, denouncing of violence and promotion and practice of non-violence through education, dialogue and cooperation;
- (II) Respect for the principles of sovereignty, territorial integrity and political independence of states and non-interventions in matters, which are essentially within the domestic jurisdiction of any state of accordance with the Charter of United Nations and International Law.
- (III) Respect for and promotion of human rights and fundamental freedom.
- (IV) Commitment to peaceful settlement of conflicts;
- (V) Efforts to cater to the developmental and environmental needs of present and future generation;
- (VI) Respect for and promotion of equal rights and opportunities for women and other deprived section of the society;
- (vii) Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations.

Values

Education and its reforms have become a matter of great importance in

our country. Everyone is showing great dissatisfaction with the educational system and its product. Thus the subject which needs the development in political, social, economic and educational fields is the problem of values. Dr. Radha Krishnan has well stated the importance of values in imparting the education. He says, "education is not limited to the imparting of information or the training in skills. It has to give the educated a proper sense of values. An important objective of education is to shape the personalities of its students and teachers.

Man acts to satisfy his wants. Since wants are both material and non material goods, likewise values are also of two types i.e. Material and Non-Material in nature. Many persons have so many needs which are attached in the values of truth, beauty and goodness. These are so called the non-material values. Some people like beauty, some believe in truth and others in goodness. So everybody is directly related to values. In addition to these different concepts and evaluations of values, there are the methodical investigations to know the types of values. Physical values are commonly comprehended by all values in a way to constitute an inter-dependent dimensions altogether.

The whole of Brahmand or the universe is the expansion of the reality called the physical reality. Economic values are common observation. Man needs eating which constitutes his living. Economic values are however, instrumental values. The whole society and its working are founded on economic values.

According to Sherry and Verma, "Value is a concept of desirable ends, goals, ideals or modes of action, which makes human behaviour selective."

Adjustment

The problem of adjustment differs from student to student. There may be difference in the problem of high achievers and low achievers. Adjustment of the students, infact, to a greater degree, depends upon the treatment they receive at home. In turn, it may well be assumed that education of parents does have an impact on how they treat their children.

In the present day school situations a majority of students with heterogeneous level of intelligence, have crowded the class rooms. In practice our class room techniques are suited only to the average students and neglect the students with high or with low level of intelligence. In such situations the students of superior and inferior ability do not feel properly adjusted.

We generally find that adolescents at this period need social approval and independence but if they are not accepted by the family or teachers they feel mal-adjusted. They find many problems at this stage as adjustment to physical growth, to intellectual competition, to emotional disturbances, home adjustment and sex adjustment. So teachers and parents should seriously view the problem of such children and should seek to provide avenues so that they may feel significant to themselves. If the problems of the adolescents are properly identified and solved, their education can be considered meaningful and useful.

In our daily life, we consider a particular student to be better adjusted than others. No student is well-adjusted in all aspects as the perfect adjustment is an ideal. There is a fine distinction between adjustment and mal-adjustment, as these lie on a linear continuum. A well-adjusted student usually possess some characteristics in greater degree than the mal-adjusted one.

Attitude

An attitude is a characteristic which implies a type of relationship between the person and specific aspects of his environment. Third, attitudes differ from many other personality constructs in their possession of an evaluative function. Fourth, attitudes, rather than being overt responses, serve as predispositions to respond overtly. Therefore, as with any mediating variable, it is necessary to measure them indirectly.

We especially wish to differentiate attitudes from such other similar constructs in social psychology as opinion, belief, and value, and from such constructs in general psychology as habit, cognition, motivation, set and trait. Of these, it is most important to discriminate between attitude and the constructs of concept, belief, and motive.

The term belief emphasizes some level of acceptance of a proposition regarding the characteristics of an object or event. **Anderson and Fishbein (1965)** define belief as: "Belief in something in acceptance, at some level of probability that the thing exists, while belief about a thing is defined as the probability that specific relations exist between the concept and some other object, concept, value, or goal". These beliefs may have an evaluative quality regarding preferability of the characteristics or the existence of an object. This concept of belief is similar to that advanced by other authors. As Rokeach uses the term, belief involves any expectancy, set, or proposition which the individual accepts as true of the object or event. If we accept these definitions, a belief becomes an attitude when it is accompanied by an affective component which reflects the evaluation of the preferability of the characteristics or existence of the object. The attitude would be the sum of such belief about the object. A belief that something does not exist would be attitudinal in nature when its non-existence was considered preferable or non-preferable to some degree. Concept is a more generic term than attitude and, as a cognitive process, provides the basis for the formation of evaluations. Conception is essentially the act of placing any two or more experientially demarcated entities or events into some relationship. Attitudes are similar to motives in that both terms refer to the directionality of behaviour but not to behaviour itself. Attitudes differs from the constructs of set, habit, and trait in the following ways. Set and habit reflect an action tendency. Set emphasizes motor readiness. An attitude is revealed in generalized behaviour toward a specific object (referent), whereas a trait is reflected in either a specific or a general behaviour toward a wide variety of objects (generality of the behaviour depending upon whether it is a cardinal or secondary trait).

Justification

Violence in its multiple forms at all levels of the global social order is a major problem. Violence is present in society in multiple forms from simple social conflicts to world wars. Wars have always caused destruction of human as well as material resources. Not only the present generation but the coming generations are also adversely affected by such wars. Post war effects compel us to think in this direction. Since wars begin in the minds of men, it is the minds of men that the defence of peace must be constructed. For nearly five decades educators concerned with this problem have argued that education has a responsibility to address the related issues through instruction in the school system, in the education of teachers, and, theoretically in the carving out of appropriate knowledge and in the development of pedagogies which are both relevant to the substance in achieving the learning goals of the field.

We should equip our youngsters with enquiring minds, critical thinking, the ability to question rationally, with respect for human dignity, and an understanding of today's complex world. Through peace education, we must build peace in the minds of people by creating a positive self image in individual students, by helping them become aware of the nature and causes of threats to peace and security, and by developing the values of tolerance and respect for others, open-mindedness and commitment to justice. In this way, we can create a culture of peace by means of "education for all throughout the entire life span to disarm history, to forge the attitude of respect, admiration and why not love towards others and to think about future generations. Violence in its multiple forms at all levels of the global social order is a major problem. Peace Education is now the subject of UN policy, research and training by UNESCO, the Council of Europe and ministries of education, various universities throughout the world and a worldwide transnationally conceived and conducted NGO Global Campaign for Peace Education.

The panacea for all the ills of the present sick world is the maintenance of peace. Looking back at the history of the world from the beginning of the present century to the present time we find political isolationism, economic exploitation, cut-throat competition and irrational narrow-mindedness. The world has seen two world wars. The Damocle's sword of third war is constantly hanging over the famished nations. League of Nations rose and failed. U.N.O. is threatened day in and day out. There are obstacles on the road to peace. There are clashes of national interests. No one denies the pressure of populations upon resources. But it must be realized that war is not the wise and economical solution to these difficulties. Basis for enduring peace have to be thought of and practiced upon. Ever-widening circles of interdependence compel us to extend our knowledge and broaden our interest. So far we have evaded and neglected these. We have had

enough of forced hatreds, mutual jealousies, destruct and violation of higher values. World has been torn as under by power politics. Worth of the individual has destroyed. Virtues of civilization and culture have been thrown over-board. Emphasis must shift. Outlook must change. Modern science has not only made it necessary but inevitable and sine qua non. If the people of world want to enjoy a full measure of personal liberty, freedom, dignity and want to enjoy the nature's bounty then education will have to prepare our children for living in a world community, which in the words of U.N. Charter will have to "reaffirm faith in the fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small and in the promotion of social progress and better standards of life." To build that peace in the minds of men is our task. It is for this reason that the present problem was conceived. The present investigator delineates the research problem more clearly as under:

Statement Of The Problem

"IMPACT OF PEACE EDUCATION CURRICULUM MODULE ON VALUES, ADJUSTMENT AND ATTITUDE OF SCHOOL CHILDREN".

Major Objectives

- 1) To study the impact of Peace Education Curriculum Module on Values of secondary school students.
- 2) To study the impact of Peace Education Curriculum Module on Adjustment of secondary school students.
- 3) To study the impact of Peace Education Curriculum Module on Attitude towards peace of secondary school students.

Main Hypotheses (In Null Form)

- 1) There is no significant impact of Peace Education Curriculum Module on Values of secondary school students.
- 2) There is no significant impact of Peace Education Curriculum Module on Adjustment of secondary school students.
- 3) There is no significant impact of Peace Education Curriculum Module on Attitude towards peace of secondary school students.

Procedure Of The Study

The study is pre-experimental in design. One group Pre-Test and Post-Test design is chosen by the investigator. When an investigator uses this design he/she measures dependent variable before the independent variable is applied or withdrawn and takes its measurement again afterwards. The difference in the measurement of dependent variable, if any, is computed and is taken as the amount of change as a result of the application or withdrawing of independent or treatment variables. The study is carried out to find out the impact of peace education curriculum module developed by the Investigator herself on the Values, Adjustment and Attitude towards peace of Secondary School Students. The study was conducted on 160 boys and girls studying in VIIth class selected randomly from various govt. and public schools situated in urban and rural areas of Rohtak District.

Research Design

The study is pre-experimental in design. One group Pre-Test and Post-Test design is chosen by the investigator. When an investigator uses this design he/she measures dependent variable before the independent variable is applied or withdrawn and takes its measurement again afterwards. The difference in the measurement of dependent variable, if any, is computed and is taken as the amount of change as a result of the application or withdrawing of independent or treatment variables (Best, 1992 P.125).

For The Purpose Of Collecting Data The Procedure Was Used In Three Different Phases As Follows:

First Phase:

In first phase a pre-test was conducted to study the Values, Adjustment and Attitude towards peace among secondary school students.

Second Phase:

To achieve the objectives of the present study, a Peace Education Curriculum Module was developed by the investigator herself from various subjects and topics of VIIth Class syllabus of C.B.S.E. and Haryana Board both. Related topics from various subjects were selected. Stories of Panchtantra were also perused. Relevant stories carrying the message of Peace Education were well integrated with the course contents of VIIth class thereby a booklet of Peace Education Curriculum Module was developed. The contents from this booklet were used in providing treatment to the subjects. One period of 40 minutes was set apart for this purpose in various schools. Since it was

not possible for the investigator to give treatment to all the subjects, studying in various schools by herself, so in a few schools the teachers (one teacher in each school) were trained to give treatment in Peace Education Curriculum Module to the selected subjects. The treatment continued for three months in each school.

Third Phase:

In third phase a post test was conducted to see the impact of Peace Education Curriculum Module on Values, Adjustment and Attitude towards peace of Secondary School Students.

Tools

From the survey of related literature and the list of psychological tools, the researcher selected the following tools suitable for the present study:

1. Personal Value Questionnaire of Dr.G.P.Sherry and Dr.R.P.Verma for measuring values.
2. Adjustment Inventory for School Students (AISS) by Dr.A.K.P. Sinha and Dr.R.P. Singh for adjustment.
3. Attitude towards peace Scale developed by Prof.R.D.Mehta et. al. and adapted by the Investigator herself.
4. Peace Education Curriculum Module developed by the Investigator herself.

Statistical Techniques

- (I) Means,
 - (II) Standard Deviations and
 - (III) 't' value
- aforsaid statistical techniques were applied to obtain results.

DISCUSSION OF RESULTS

It is evident from the findings that the Peace Education Curriculum Module has a significant impact on Aesthetic, Democratic and Social values in a number of groups. These findings are in consonance with the general observations of the people. When the subjects received a treatment for three months they got an opportunity to think which resulted in the change in their mindset. Consequently, in the post-test the subjects scored better on the aforsaid values. In some groups such impact was also observed in Economic, Power, Family Prestige and Health values which might be due to the reasons beyond the control of the investigator. On the other hand, this module has least impact on Religious, Knowledge and Hedonistic values which is quite logical because such values are a bit difficult to change in short duration of time. So far as Religious value is concerned, it is learnt from home environment, rituals and cultural ethos of the family. It is very difficult to hold that a curriculum taught for three months can change the Religious values and attitude. Regarding Knowledge, it more or less depends upon the aptitude or educability of the persons than on any training or treatment. Hedonistic values are hard to change because their foundation is laid in the family and peer group in the early childhood or we can say that it depends upon the nurturance of the child.

Peace Education Curriculum Module has a significant impact on Adjustment of the subjects. All the groups whether of govt. schools or public schools, rural, urban, boys or girls exhibited remarkable improvement in their adjustment scores after they received the treatment. This change is quite natural because adjustment is the ability to keep pace with the environment which can be modified through discussions, treatment or counselling.

A perusal of the findings also reveals that the treatment has a significant positive impact on the attitude of the subjects irrespective of their groups. All the subjects scored higher on the post-test of Attitude towards peace than their pre-test scores. This indicates that they became more inclined to peace as a result of the treatment.

CONCLUSIONS

After going through the results of the investigation it has been concluded that 'Peace Education Curriculum Module' leaves a significant positive impact on all the students whether they belong to rural area or urban area or they are either studying in govt. schools or in public schools. It brings desirable changes in the values and adjustment of the subjects alongwith their attitude towards peace. So if it is made a part of the school curriculum most of our current day problems can be solved which exist in the minds of the people. Since wars begin in the minds of men, it is the minds of men that the defence of peace must be constructed. If the mind of the people is trained to live

with peace, the development of the nation and the whole human society can touch the greater heights. Delors Commission (1996) says that education must be organised on four pillars such as (i) Learning to know; (ii) Learning to do; (iii) Learning to live together and (iv) Learning to be. Only then education will help the students to learn to live together peacefully in the society. The parents, their values and family environment can play a very important role in developing a positive attitude among children. So Peace Education Curriculum Module may not only be included in school curriculum but the parents can also be trained with positive attitude so that the teachers as well as parents go hand in hand for the betterment of whole human race.

Educational Implications

The most outstanding characteristics of any research are that it contributes some thing new to the development of the area concerned. Keeping this objective in mind the investigator has to suggest the educational implications of her study.

Now-a-days society, the educational institutions, the schools, the colleges and the families are so complex that the students are facing a number of problems in their daily life. It is the responsibility of the researchers, teachers, parents that the problems should be identified at an early stage and the immediate remedial measures should be provided to the students for the betterment of their life.

The present study has its implications for parents, teachers, guidance workers and educational administrators. Parents should identify the potentialities of their wards because they are first who come in contact with the child in the family. As the saying goes '*catch them young*' parents should inspire their children for better development of values, adjustment and attitude towards peace right from their childhood.

The teachers in the class room face the problem of the development of moral behaviour, they should emphasize the concept of learning together, education for better adjustment and try to inculcate values through content, methods of instruction and co-curricular activities.

It is the responsibility of teachers especially to provide for such congenial and conducive environment for the development of peace in the minds of students. The teacher by acting as a friend and guide is able to perform his duty well. He/she should have command over the subject and should have creativity which will help in arousing curiosity and interest among the children. Subsequently the teacher can relate the subject/content to the lofty ideal of Peace and thus can provide Peace Education to the young would be citizens of the country.

The specialised guidance services should provide guidance to the students at different stages of their school age especially at the stages which denotes the transition from one stage to another so that they can have clear cut goals and may not face aimlessness and frustration which may lead to undesirable behaviour. So guidance services should be provided to develop values like non-violence, cooperation, brotherhood and democratic values in the students for better adjustment.

It is the responsibility of educational administrators that they integrate peace education subjects with curriculum in schools. Methods of teaching should be according to the needs, interests, ability and the potential of the students. Care should also be taken to provide maximum opportunities for the development of the child so that his innate abilities may not remain inchoate in the absence of a meaningful exposure.

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