



**ORIGINAL RESEARCH PAPER**

**Education**

**STUDY THE ATTITUDE OF UG LEVEL STUDENTS TOWARDS PEACE EDUCATION**

**KEY WORDS:** UG, Attitude, Peace, Peace Education

**Mantu Mahata**

State Aided College Teacher, Department of Education, Nistarini College, Purulia(WB),India

**Balaram Kar\***

Assistant Professor, Ramkrishna Mahato Memorial Teachers' Training College, Purulia(WB), India\*Corresponding Author

**ABSTRACT**

Peace is a common term to all of us. Nevertheless, there is absence of peace in our day to day life. Almost every day we hear or see news of some kinds of violence. The degree of violence is increasing day by day. Therefore, the present study was conducted for measuring the attitude of UG level students towards Peace Education in Purulia by taking 160 students from different colleges under Sidho-Kanho-Birsha University. Descriptive survey method has been adopted for this present study. A well designed self made questionnaire has been used to collect the primary data. The study revealed that male and female students, rural and urban students, arts and science students and reserve and un-reserve students have equal attitude towards peace education.

**1. INTRODUCTION:**

Peace is usually a special state of mind and society. It emphasizes living in harmony with oneself and society. It is the all comprehensive supreme value that can be broadly classified as individual and social. Peace at individual level is inner peace in which there is fulfill of harmony among various spiritual forces. It is a psychological state of mind. Peace is the freedom of the mind from annoyance, distraction, an anxiety, an obsession; etc. The fundamental meaning of peace is totally perfect state, free from any imperfection. It is a multidimensional concept and it can be viewed through the lens of both negative and positive peace. In the word of **Martin Luther King, Jr** – *“Peace is not merely the absence of some negative force -war, tension, confusion, but it is the presence of some positive force-justice, goodwill, the power of the kingdom of God.”*

So, negative peace means absence of war, conflict and violence. Other hand, positive peace means presence of tranquility, harmony, strengthened human bonds, shared human values, shared feelings of humanity etc.

Education is the most powerful instrument for peace building. All the values, art, strategy, skill, attitude, knowledge and behavior that are most needed for achieving sustainable peace in human being and society as well as in the world can be developed through the process of proper education.

Peace education is a great educational endeavor for a quality living. Peace education trying to make our earth a paradise where there will be only peace. Therefore, peace education deals with the development of values, knowledge, attitude and behavior in students for their peaceful life. In the Word of **UNICEF** - *“Peace Education refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable the 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, intergroup, national or international level.”*

**2. REVIEW OF RELATED LITERATURE:**

Habib Elahi Sahibzada(2020)- Found that, majority of the respondents(university level teachers and students) possessed positive attitude towards peace education and in comparison to students, teachers had relatively more positive attitude towards peace education.

Prof (Dr.) D. Bhattacharyya and K.sarkar(2019)- After the study they are show that, there is no significant difference between attitude of male and female students toward 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.

Altaf Ahmad Dar and Prof. M.S.Lalithamma(2014)- After the empirical study they are found that the youth respondents have highly positive attitude towards peace education.

**3. VARIABLES OF THE STUDY:**

**Independent Variables:**

- Gender- Male and Female
- Locale- Rural and Urban
- Stream- Arts and Science
- Category- Reserve and Un-reserve
- Peace Education

**Dependent Variable:**

- Students' Attitude

**4. OBJECTIVES OF THE STUDY:**

The study was conducted with the following objectives:

- To know the attitude of male and female students towards peace education. To know the attitude of arts and science students towards peace education.
- To identify the attitude of rural and urban students towards peace education.
- To find out the attitude of reserve and un-reserve students towards peace education.

**5. HYPOTHESES OF THE STUDY:**

The study was conducted with the help of following objectives:

- There is no significant difference between male and female students in respect of their attitude towards peace education.
- There is no significant difference between arts and science students in respect of their attitude towards peace education.
- There is no significant difference between rural and urban students in respect of their attitude towards peace education.
- There is no significant difference between reserve and un-reserve students in respect of their attitude towards peace education.

**6. SIGNIFICANCE OF THE STUDY:**

We are living in a globalized era. And today's world is being suffering from a serious disease i.e. violence. Education has a leading role to prevent terrorism and maintain peace in the global world. Peace Education should offer at all levels of education which in turn develops knowledge, skills and attitude to think and work against violence and terrorism and to maintain peace internally and externally. This is the significance of this study.

**METHODOLOGY:**

**POPULATION OF THE STUDY:**

All the under graduate level students of Purulia district, west Bengal (India) are the population of the study.

**SAMPLE OF THE STUDY:**

A sample of size 160 UG level students from different colleges under Sidho- Kanho- Birsha University, Purulia was selected using simple random sampling technique.

**TOOLS OF THE SUDY:**

Different types of tools are used for collect the different types of data. The purpose of the present study was to judge the attitude of students towards Peace Education. Therefore, the researcher developed an attitude scale following Likert scale. This questionnaire was consist 20 items and five responses are provided for each item i.e. strongly agree, agree, neutral, disagree and strongly disagree.

**7. ANALYSIS AND INTERPRETATION OF DATA:**

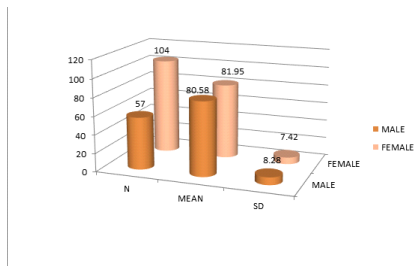
**DESCRIPTIVE STATISTICS:**

One of the most frequently used measures of statistics is descriptive statistics. It helps us to know the overall characteristics of a sample. Here, the researchers were used different types of measures of descriptive and inferential statistics like mean, standard deviation, t test. Here, we present our descriptive data with the help of mean and standard deviation (SD) along with "t" critical ratio for attitude towards Peace Education.

**H<sub>0</sub>1:** There is no significant difference between male and female students in respect of their attitude toward peace education.

**Table 1: Mean, standard deviation and t-value of 57 male and 104 female students on attitude towards peace education.**

Pair	N	Mean	SD	Mean Difference	df	Calculated t-value	Table t-value	Remark
Male	57	80.58	8.28	1.37	159	1.08	1.98(0.05) 2.61(0.01)	Not Significant
Female	104	81.95	7.42					



**Interpretation of the result:**

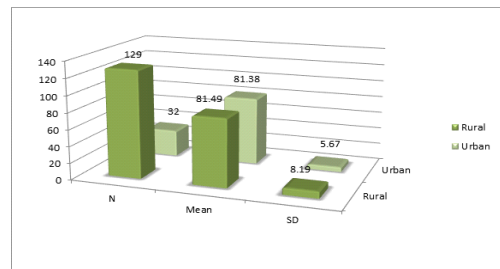
It is found that the mean scores of both male and female are 80.58 and 81.95 respectively. When the t-test is applied to compare the mean scores of both the groups, it is found that the calculated t-value 1.08 is not significant at 0.05 or 0.01

level of significance. Hence hypothesis H<sub>0</sub>1 is accepted i.e. there is no significant difference between male and female students in respect of their attitude towards peace education. It further reveals that the male students shows slightly negative attitude towards peace education as compare to the female students.

**H<sub>0</sub>2:** There is no significant difference between rural and urban students in respect of their attitude towards peace education.

**Table 2: Mean, Standard deviation and t-value of 129 rural and 32 urban students on attitude towards peace education.**

Pair	N	Mean	SD	Mean Difference	df	Calculated t-value	Table t-value	Remark
Rural	129	81.49	8.19	0.11	159	0.07	1.98(0.05) 2.61(0.01)	Not Significant
Urban	32	81.38	5.67					



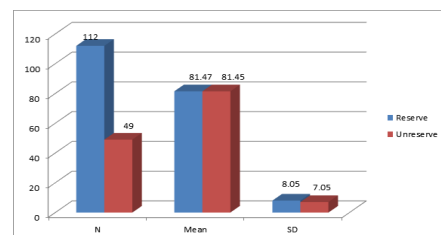
**Interpretation of the result:**

It is found that the mean scores of both rural and urban are 81.49 and 81.38 respectively. When the t-test is applied to compare the mean scores of both the groups, it is found that the calculated t-value 0.07 is not significant at 0.05 or 0.01 level of significance. Hence hypothesis H<sub>0</sub>2 is accepted i.e. there is no significant difference between rural and urban students in respect of their attitude towards peace education. It further reveals that the urban students shows slightly negative attitude towards peace education as compare to the rural students.

**H<sub>0</sub>3:** There is no significant difference between reserved and unreserved students in respect of their attitude towards peace education.

**Table 3: Mean, standard deviation and t-value of 112 reserved and 49 unreserved students on attitude towards peace education.**

Pair	N	Mean	SD	Mean Difference	df	Calculated t-value	Table t-value	Remark
Reserved	112	81.47	8.05	0.02	159	0.02	1.98(0.05) 2.61(0.01)	Not Significant
Unreserved	49	81.45	7.05					



**Interpretation of the result:**

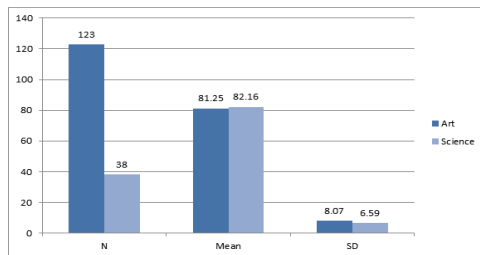
It is found that the mean scores of both reserved and unreserved students are 81.47 and 81.45 respectively. When the t-test is applied to compare the mean scores of both the groups, it is found that the calculated t-value 0.02 is not significant at 0.05 or 0.01

unreserved are 81.47 and 81.45 respectively. When the t-test is applied to calculate the significant difference between the mean scores of both the groups, it is found that the calculated t-value 0.02 is not significant at 0.05 or 0.01 level of significance. Hence hypothesis H03 is accepted i.e. there is no significant difference between reserved and unreserved students in respect of their attitude towards peace education. It further reveals that the un-reserve students shows slightly negative attitude towards peace education as compare to the reserve students.

H<sub>0</sub>4: There is no significant difference between Art and Science students in respect of their attitude towards peace education.

**Table 4: Mean, standard deviation and t-value of 123 art and 38 science students on attitude towards peace education.**

Pair	N	Mean	SD	Mean Difference	df	Calculated t-value	Table t-value	Remark
Arts	123	81.25	8.07	0.91	159	0.63	1.98(0.05)	Not significant
Science	38	82.16	6.59				2.61(0.01)	



**Interpretation of the result:**

It is found that the mean scores of both Art and Science are 81.25 and 82.16 respectively. When the t-test is applied to calculate the significant difference between the mean scores of both the groups, it is found that the calculated t-value 0.63 is not significant at 0.05 or 0.01 level of significance. Hence hypothesis H04 is accepted i.e. there is no significant difference between Art and Science students in respect of their attitude towards peace education. It further reveals that the arts students shows slightly negative attitude towards peace education as compare to the science students.

**1. DISCUSSION:**

This paper was a partially exploratory effort to measure the attitude of UG level students attitude towards Peace Education in relation to gender, locale, stream and reservation. The study revealed that male and female students, rural and urban students, arts and science students and reserve and un-reserve students have equal attitude towards peace education. According to mean score male students shows slightly low attitude towards peace education as compare to the female students, rural students shows slightly high attitude towards peace education as compare to the urban students, un-reserve students shows slightly low attitude towards peace education as compare to the reserve students and the science students shows slightly high attitude towards peace education as compare to the arts students.

**2. CONCLUSION:**

Attitude is a most fundamental factor of any activity. High attitude leads to high motivation in work. If we want a peaceful world, we must have a positive attitude towards peace. From the above finding and discussion it can be deduced that there is no significant deference in attitude towards peace education between male and female students, arts and science students, reserve and un-reserve student and urban and rural students. but the study also shows that male students

shows slightly negative attitude towards peace education as compare to the female students, urban students shows slightly negative attitude towards peace education as compare to the rural students, un-reserve students shows slightly negative attitude towards peace education as compare to the reserve students and arts students shows slightly negative attitude towards peace education as compare to the science students.

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