A Study of College Students' Attitude Towards Peace Education

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Abstract:
Peace Education is one of the most important concepts in acquiring knowledge, values, and developing capacity limits and is a natural process of living peacefully with each other and within the environment. Students are the future of every Nation and Peace Education depends on the responsiveness of the students. This present study is quantitative in nature. In this study, the researchers studied to determine the College Students' Attitude Towards Peace Education in the Alipurduar District of West Bengal. The researchers used the descriptive survey method to conduct the present study. Multistage Random sampling techniques are used to select the sample for this present study. The researchers selected four undergraduate general degree colleges under the University of North Bengal from the district of Alipurduar. The sample of this present study comprises 80 college students only who are studying in the 5th semester, including (40 Male and 40 Female college students similarly 40 Urban and 40 Rural college students, and 30 General category college students & 50 Reserved category college students out of 80 as it is). A 5-point attitude scale is used by the researchers for collecting the data. The mean score of Male and Female, Urban and Rural, General category, and Reserved Category college student groups were tested for significance of difference using the inferential analysis 't'-test. The mean, S.D., and from the 't-test score found that in this present study, there is a significant difference between the attitudes of Male and Female college students, and there is no significant difference between Urban and Rural college students' and the attitude towards Peace Education of General Category college students & Reserved Category college students is also a not significant difference.

Keywords: College Students, Attitude, Peace Education, Violence, War.

1.0 Introduction: The concept of Peace Education was first introduced in the 1880s at an international college of Wales and the United world college of the Atlantic in the United Kingdom. International Day of Peace is also known as World Peace Day which is observed across the globe on September 21 annually. The aims of the day are to promote and maintain peace among all the people and 24 hours of the global cease-fire, non-violence for groups in active combat. Every year the International Day of Peace is celebrated with a unique theme, the theme in 2022 is "End Racism, Build Peace" Secretary General of the United Nations Antonio Guterres said that "Racism robs people of their rights & dignity. It inflames inequalities & mistrust, and it pushes people apart at a time when we should be coming together, as one human family, to repair our fractured world" (www.indiatoday.in). Peace Education is the process of inculcating the knowledge, skills, and positive attitudes and values necessary to bring about behavioral changes that enable children and adults to prevent conflict and violence, as well as to structurally develop their interpersonal, and intrapersonal capacities to resolve conflicts peacefully and create conditions conducive to peace, and build capacity at intergroup, national and also international level (UNESCO,2001). Peace Education is a humanistic philosophy and skill that equips both adults and older individuals to engage in peaceful discussion and make individual decision-making. Through Peace Education, one refrains from the conflicts that arise through the use of the tool of non-violence and instead inculcates in oneself compassion for others, justice, interconnectedness, harmony, fraternity, and values. Peace Education in various forms is needed at all levels to avoid discrimination, oppression, conflict, and exploitation. Peace Education is a science that studies the basic needs of both men and women and how to meet those needs. Peace Education is the education of a non-exploitative, non-oppressive, non-violent, and just society. The main goal of Peace Education is to equip people to build a social order in which violence is not exploited and justice is promoted. One of the main objectives of Peace Education is to develop a positive attitude among individuals about world brotherhood and international understanding, cultivate a positive attitude toward peaceful people, and create a better infrastructure to build a peaceful creative society, Peace Education creates a positive attitude in individuals about their role in maintaining peace in their country and in the world as a whole. Similarly, one of the main objectives of Peace Education is to inculcate the spiritual values of peace in developing students and educate them in ways of maintaining peace (Anand, S. 2014). Through Peace Education students focus their efforts on the diversity of cultures in society as well as their values and attitude toward tolerance and human dignity and their discussion and fundamental changes that are constantly taking place in society. Peace Education promotes communication and language development among students as well as building a peaceful relationship with each other and with the country and nation and especially with our environment. Through Peace Education, students develop a friendly attitude toward solving any problem as well as critical thinking about complex issues and renouncing conflict and non-violence (Ahmed, A., Iftekhar, S. 2017). As technology and economic conditions improve, developed countries and educational institutions are facing a massive problem in managing and maintaining peace. Some studies at the international level have shown that students carry various types of

harmful weapons in their educational sanctuaries and in addition to this, various criminal acts, creating disorder through vandalism, smoking, tobacco consumption, alcohol, and drug use, etc. are on the rise, thereby disrupting the peace process in the individuals personal and social life.

2.0 Overview of Related Literature: The study involves a review of different literature, some of which are as follows-

Ahmed, A. & Iftekhar, S. (2017): Conducted a study on" The Study of Peace Awareness among Undergraduate Students" the major findings of the study was that peace awareness is found to be equal in both boys and girls in all streams. The boys of all the streams like social science, arts, and science have the same awareness about their inner peace. Arts girls score less in the inner peace dimension than sciences and social sciences girls.

Chehimi, G. (2012): In his study on "Peace Education: An exploratory assessment of Lebanese university students' attitudes using Focus Group approach" The study aims to explore and assess university students' attitudes toward peace and peace education in Lebanese school system. The study shows that the grand majority of the respondents believe that peace can make a difference in the world. However, some respondents do not agree that peace exists because of political intervention and the individual agendas of some nations. The results indicate that the percentage of males is higher than that of females: 62% versus 38%.

Oyelade, A. et. al. (2017): They made a study on "Attitudes towards instructional games on Peace Education among second-year students in junior secondary schools in South-west Nigeria" the purpose of the study was to examine students' attitudes towards instructional games in peace education. The results of the study revealed that (i) students' positive attitude towards the instructional games (ii) a significant relationship between students' attitudes towards the instructional games and their achievement in peace education (iii) a significant difference in students' attitude towards the games based on gender.

Polat, S. et.al. (2015): Studied "The impact of peace education program at university-on-university students' intercultural sensitivity" The purpose of this study is to determine the impact of the Peace Education Programme that is applied to university students. The study found that there was a significant difference between participants' pre-test and post-test scores of interaction engagement and their pre-test and post-test scores of interaction attentiveness. was found that there was not a significant difference between participants' pre-test and post-test scores of respect for cultural differences and their pre-test and post-test scores of interaction confidence

Misra, K.S. (2019): Conducted a study on" A Study of Students' Attitude towards Peace" the objectives of this study was to compare the peace attitude of students studying in high school and Ph.D. classes and to construct a peace attitude scale. The findings of the study were that students of ninth and Ph.D. classes do not significantly differ in their peace attitude.

Sahibzada, H.E. (2020): He conducted a study on "An Exploration of University Teachers' and Students' Attitudes Towards Peace Education" The objectives of the study were: i. to find the level of attitude of university teachers and students related to peace education; ii. to compare the attitude of teachers with students. The study found that: i. majority of the respondents possessed a positive attitude towards peace education; ii, in comparison to students, teachers had a relatively more positive attitude towards Peace Education.

Sarkar, K. & Bhattacharyya, D. (2019): Studied "Attitude of Teachers and Students Towards Peace Education" the objective of this study was to know the difference in the attitude of teachers and students toward peace education. To find out the difference in the attitude of male teachers and female teachers towards peace education. To realize the difference in the attitude of male students and female students towards peace education. This investigation shows that there is no significant difference between the attitude of male students and female students towards peace education. It reveals that the male students show a slightly negative attitude towards peace education as compared to the female students.

3.0 Statement of the Problem: The present research problem is stated as **"A Study of College Students' Attitude Towards Peace Education"**

4.0 Significance of the Study: In the above-studied literature it has been found that none of any National or International study was done in this particular geographical area and also the specific groups of samples concerning the college students' attitude towards Peace Education. At different times in the history of the world, there have been various war situations due to which a turbulent environment has been created throughout the world. If through Peace Education, a positive attitude towards Peace Education can be developed in the students then it will be possible to make the internal and external environment of the country pleasant and peaceful, and besides, it will be possible to preserve the sense of brotherhood and national unity. At present time due to the War situation between Russia and Ukraine (Lichterman, A.2022), creating an atmosphere of unrest all over the world, and maintaining peace has become a big challenge all over the world. To control the global Peace crises there is a need to undertake programs to build peaceful societies and also make peace education an integral part of the curriculum at all levels. In this present study, the researchers focus on and also examine the young generation of college-studying students in contemporary situations. Therefore, in this present study, the researchers feel that it is reasonable and timely to undertake the present study to provide insights and Attitude Towards Peace Education among college students and its effects on various factors. The present study will provide a

strong foundation in the Peace Education curriculum for the successful implementation of Peace Education in India and in countries around the world.

5.0 Objectives of the Study: After reviewing the literature the researcher formulated the objectives of the present study are-
A) To study the college students' Attitude Towards Peace Education.
B) To study the college students' Attitude Towards Peace Education in relation to Gender, locality, and Caste category.

6.0 Hypotheses of the Study: In the present study, on the basis of research objectives the researchers formulated some hypotheses for conducting this present study as follows-
Ho1: There is no significant difference between the Male and Female college students' Attitude Towards Peace Education.
Ho2: There is no significant difference between the Urban and Rural college students' Attitude Towards Peace Education.
Ho3: There is no significant difference between the General Category and Reserved Category college students' Attitude Towards Peace Education.

**7.0 Delimitation of the Study:** The present study is delimited in the following areas -
- This present study delimited the geographical area of the Alipurduar district of West Bengal.
- This present study is restricted to the Four undergraduate colleges (Birpara College, Falakata College, Vivekananda College, and Lilabati Mahavidyalaya) studying students under the University of North Bengal from that district of Alipurduar.
- This present study only measures the college students' attitude towards Peace Education, those students who are studying in the 5th semester of general degree colleges as considered the subjects for the present study.
- This present study is conducted only at ground level. For measuring the college students' attitudes toward Peace Education, the researcher constructed and administered an attitude scale by himself, and send it to the experts for their opinion.
- In this present study, only a part of the University of North Bengal in Alipurduar districts of Male and Female College Students Similarly Urban and Rural college students, General Category and Reserve Category college students were selected as a sample of the study.

8.0 Methodology of the Study: The methodology used by the researchers to conduct this study comprises various elements which are listed and included to systematically complete the present study-

8.1 Method: The researcher used the descriptive survey method to conduct the present study.

8.2 Population: The General degree college students under the University of North Bengal in the Alipurduar district of West Bengal comprised the total population of this present study.

8.3 Sample and Sampling Procedure: The sample of this present study comprise (80) students of (4) general degree colleges out of (7) colleges under the University of North Bengal in the Alipurduar district of West Bengal and were taken as a sample from the whole population. Multistage Random sampling techniques are used to choose the colleges and samples for the present study.
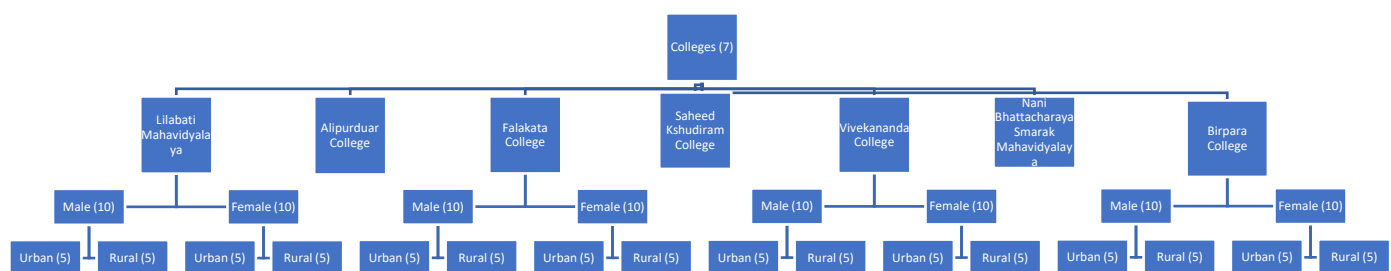
8.4 Tools of the study: This present study aims to measure College students' Attitude Towards Peace Education. For data collection, the researcher developed a self-made attitude scale that includes 25 items,4 of the 25 items (5,12,15, & 25 no item) are negatively worded and were reversely scored negatively. The scale was based on a 5-point Likert scale, Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4, Strongly Agree-5. The 25 items used in the present study are based on the concepts of the items used by various researchers in their research on Peace Education. For conducting the present study, appropriate items are developed by the researchers to investigate whether there is any significant difference between various dimensions like Male- Female, Urban-Rural, and General-Reserved category college students or whether there is no significant difference between the attitude Towards Peace Education among them.

8.5 Statistical Technique: The researchers used the Mean, S.D, and parametric inferential analysis 't'-test to analyze the collected data and test the formulated hypotheses.

9.0 Analysis and Interpretation of Data: The researchers collected the data from Male and Female college students, Urban and Rural, similarly General Category and Reserve category college students. Based on the collected data, the researcher analyzes the data through statistical and graphical representation. The researchers first test the research objectives and then testS the other 3 research Hypotheses in this present study.

Objectives A: To study the college students' Attitude Towards Peace Education.

Table No-01

Category	N	Mean (M)	S.D.
College Students	80	90.82	6.31

(Source: Primary Data)

- **Interpretation of the Result:** Table 01 shows that with the help of the cut-off point, the researchers test the research objective to study the college students' Attitude Towards Peace Education. Here the cut-off point is M+ - 1σ (S.D). It means that here the mean = 90.82, σ =6.31, N=80. Hence M +1σ = (M+1 x σ) = 90.82+1x 6.31= 97.13 and, M-1σ = (M - σ) = 90.82 - 6.31 =84.51. so, most of the college students were between 84.51 to 97.13 scores (56 students in number including 70% of the college students).

Figure No -01

Graphical Representation of College Students' Attitude Towards Peace Education.
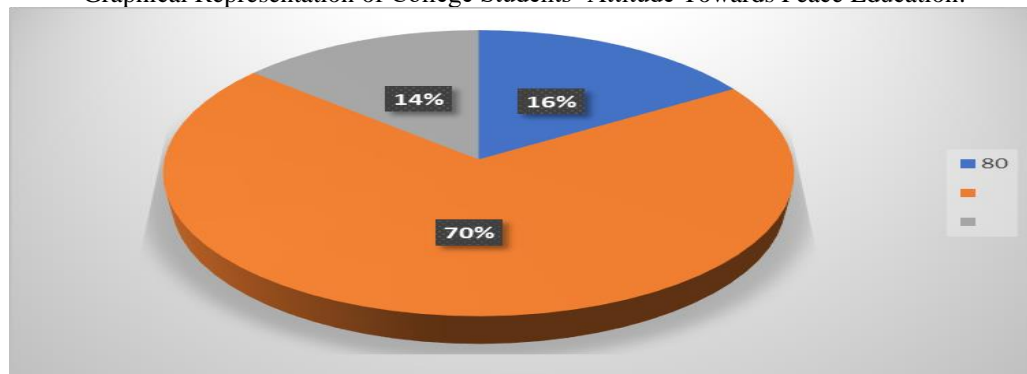
So, the above diagram depicts the college students' Attitude Towards Peace Education, there are 13 college students 16 % out of 80 shows a lower positive attitude, and 56 numbers of college students = 70 % out of 80 shows a moderately positive attitude and the number of 11 college students = 14 % out of 80 shows the highly positive attitude towards Peace Education. Here the 3 words lower positive, moderately positive, and highly positive are used not based on any measurement scale, the researcher used the term only to clarify the meaning of the statistical discussion.

Ho1: There is no significant difference between the Male and Female college students' Attitude Towards Peace Education.

Table No -02

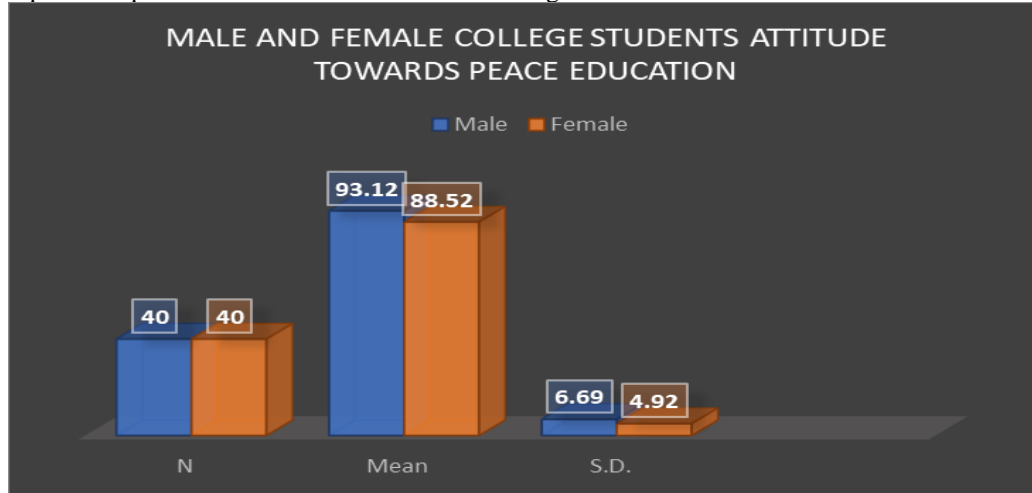| Group	N	Mean	S.D.	df	Calculated 't' value	Tabulated 't' value at 0.05 level	Tabulated 't' value at 0.01 level	Remark
Male College Students'	40	93.12	6.69	78	3.53	1.99	2.64	't' Significant Difference at both levels
Female College Students'	40	88.52	4.92					

(Source: Primary Data)

- **Interpretation of the Result:** Table 02 shows that the degree of freedom (df) 78, the Tabulated value of 't' at the 0.05 level is 1.99 and the 0.01 level is 2.64. Here the calculated value is 3.53 and it is

$$3.53 > 1.99 \text{ (0.05 level)}$$
$$3.53 > 2.64 \text{ (0.01 level)}$$

Here the calculated value is 3.53 which is larger than the tabulated 't' value at both 0.05 level and 0.01 levels. So, there is a significant difference between the attitude of Male and Female college students toward Peace Education. The null hypothesis is rejected and the alternative hypothesis is 'There is a significant difference between Male and Female college students towards Peace Education is accepted. The difference Male students have high positive attitude than Female students towards Peace Education.

Figure No -02
Graphical Representation of Male and Female College Students' Attitude Towards Peace Education.

Ho2: There is no significant difference between the Urban and Rural college students' Attitude Towards Peace Education.

Table No -03

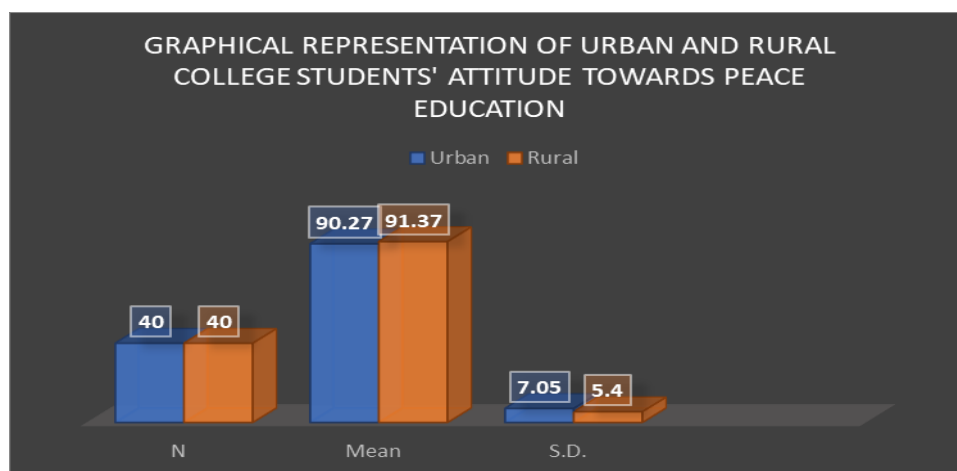| Group	N	Mean	S.D.	df	Calculated 't' value	Tabulated 't' value at 0.05 level	Tabulated 't' value at 0.01 level	Remark
Urban College Students'	40	90.27	7.05	78	0.78	1.99	2.64	't' Not Significant
Rural College Students'	40	91.37	5.40					

(Source: Primary Data)

- **Interpretation of the Result:** Table 03 shows that the degree of freedom(df) 78, the critical value of 't' at the 0.05 level is 1.99 and the 0.01 level is 2.64. Here the calculated value is 0.78 and it is

$$0.78 < 1.99 \ (0.05 \ level)$$

The above table depicts that the calculated 't' value of 0.78 which is smaller than the tabulated 't' value at the 0.05 level, and hence the value is not significant. The Null Hypothesis is Accepted. So, it concluded that the locational difference is not a major factor in the differentiation of college students' Attitude Towards Peace Education.

Figure No -03
Graphical Representation of Urban and Rural College Students' Attitude Towards Peace Education.

Ho3 There is no significant difference between the General Category and Reserved Category college students' Attitude Towards Peace Education.

Table No - 04

| Group	N	Mean	S.D.	df	Calculated 't' value	Tabulated 't' value at 0.05 level	Tabulated 't' value at 0.01 level	Remark
General Category College Students'	30	92.46	6.74	78	1.78	1.99	2.64	't' Not Significant
Reserve Category College Students'	50	89.84	5.81					

(Source: Primary Data)

- **Interpretation of the Result:** Table 04 shows that the degree of freedom (df) 78, the critical value of 't' at the 0.05 level is 1.99 and the 0.01 level is 2.64. Here the calculated value is 1.78 and it is

$$1.78 < 1.99 \ (0.05 \ level)$$

The above table depicts that the calculated 't' value of 1.78 which is smaller than the tabulated 't' value at the 0.05 level. So, the Null Hypothesis is Accepted. So, it is concluded that the Caste Category is not a major factor in the differentiation of college students' attitudes toward peace education and the difference in the value of both the category is due to sampling error only, there is no significant difference between the attitude of Reserve Category and General Category students towards Peace Education.

Figure No - 04

Graphical Representation of General and Reserve Category college students' Attitude Towards Peace Education.
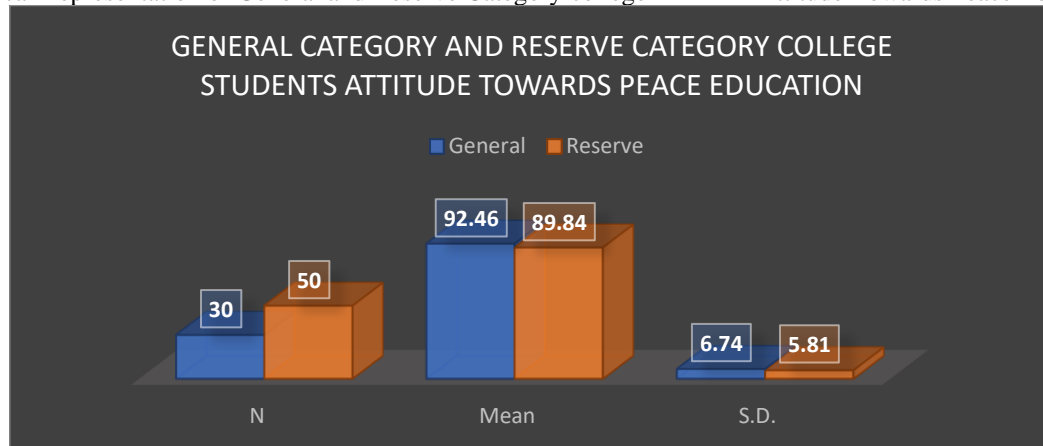
10.0 Findings and Discussion: The findings of the study are that as per the Mean, S.D. and inferential parametric analysis 't'-test of this present study are-

- Analysis of the present study shows that the majority of college students have a favorable Attitude Towards Peace Education.
- The present study found that Male and Female college students have a significant difference in Attitude Towards Peace Education.
- In the present study analysis of the data, the Mean score indicates that Rural college students have a better Attitude than Urban college students towards Peace Education.
- The analysis of the present study displays the mean scores that depict General category college students have a better attitude than Reserved category college students towards Peace Education.

Conclusion: Peace is an acquired value it can be achieved through the interaction of the child's intellectual and physical development. Peace is a type of behavior that helps individuals to maintain a cohesive attitude in connecting with others. It is based on mutual trust, compassion, and justice. It is a process that develops the right attitudes and ideals among people. Peace Education is a process that brings about behavioral change and reduces conflict and violence by instilling in children, youth, and adults and

necessary knowledge, attitudes, values, etc. to resolve conflicts peacefully and create an environment of peace at interpersonal, intra-personal, National, and international levels. What is peace and what to do to maintain peace needs to be inculcated and taught first in the family and then in schools and successively in higher education as it is a constructive thinking process that guides the individuals through learning experiences that connect the individuals and their environment. Most people in the world today are victims of religion, language, caste, and cultural discrimination. Peace education will guide the students to the path of peace to save mankind from this. UNESCO mentions Learning to Live Together or Education for peaceful coexistence in its four pillars of education, everyone appreciates each other's values and traditions. Peace education will help students to welcome human differences, identify commonalities and take the initiative to build positive human relationships. Therefore, in order to achieve the goal of peace education at all levels of education various state and central education boards as well as colleges and universities must take steps to develop a consistent curriculum related to this peace education and practice the necessary practices.

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