

## **A STUDY OF STUDENTS' ATTITUDE TOWARDS PEACE**

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Delors Report has identified seven tensions confronting humanity, tensions that have direct implications for the teaching of values. They are the tensions between the global and local; between the universal and the individual; between tradition and modernity; between long- and short-term considerations; between the need for competition and concern for equality of opportunity; between the rapid expansion of knowledge and our capacity to assimilate it; and between the spiritual and the material (Passi, Shu and Teasdale, 2004). Nan-Zhao(2004) stated "A 'culture of peace' reflects 'active, positive, participatory process where diversity is respected, difference is tolerated, dialogue is encouraged, and conflicts solved in a spirit of mutual understanding and co-operation' (UNESCO). It's a process that grows out of the beliefs and actions of people and develops differently in each country and region, depending on their traditions, cultures, religion. Therefore, a culture of peace is by necessity a long-term, multi-dimensional process, a process of transformation of values, attitudes, behaviours and ways of life in favour of peaceful living together in an increasingly interdependent world." Education is a principal means of peace building; it constitutes a major foundation, a cornerstone and a core component of a culture of peace. The present study has been done to find out whether male and female students of Central and State Government Schools differ in their attitude towards peace.

### **Objectives of the Study**

The objectives of the study are as follows:

1. To compare male and female students on attitude towards peace.
2. To find out whether students of central and state Government schools differ from one another on attitude towards peace.
3. To find out the effect of interaction between gender and type of school on attitude towards peace.

### **Method**

**Sample:** It comprised of 100 students studying in IX grade in three schools of Allahabad. It included 50 boys and 50 girls studying in one Central

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School and two U.P. State Government Schools.

**Tools used:** Self constructed Peace Attitude Scale has been used to measure students' attitude towards peace.

**Statistics used:** Two way ANOVA with two levels of gender (male and female) and two levels of school type (i.e. Central and U.P. State Government) has been used to analyze the data.

## Results and Discussion

**Table 1: Means and Standard Deviations for peace attitude scores of students from Central and U.P. State Government Schools**

| Gender | School | Mean    | Std. Deviation | N   |
|--------|--------|---------|----------------|-----|
| Male   | SGS    | 89.8400 | 8.93346        | 25  |
|        | CS     | 85.9600 | 10.55730       | 25  |
|        | Total  | 87.9000 | 9.87524        | 50  |
| Female | SGS    | 92.7200 | 11.29351       | 25  |
|        | CS     | 98.5200 | 10.34054       | 25  |
|        | Total  | 95.6200 | 11.10964       | 50  |
| Total  | SGS    | 91.2800 | 10.18210       | 50  |
|        | CS     | 92.2400 | 12.13287       | 50  |
|        | Total  | 91.7600 | 11.15376       | 100 |

CS: Central School, SGS: State Govt. School

**Table 2: Summary of results of 2x2 ANOVA showing the effects of gender and school type on peace attitude**

| Source         | Sum of Squares | DF  | Mean Square | F        |
|----------------|----------------|-----|-------------|----------|
| A: Gender      | 1489.960       | 1   | 1489.960    | 13.999** |
| B: School Type | 23.040         | 1   | 23.040      | .216     |
| AxB            | 585.640        | 1   | 585.640     | 5.502*   |
| Error          | 10217.600      | 96  | 106.433     |          |
| Total          | 854306.000     | 100 |             |          |

\*\*/\* significant at .01/.05 level

It was hypothesized that 'male and female students do not differ on attitude towards peace'. Table 1 shows that mean peace attitude score for male and female students are 87.90 and 95.62 respectively. Table 2 shows that the value of F-ratio is 13.999, which is significant at .01 level. So, the null hypothesis can be rejected. It means that the main effect of gender on peace attitude is significant. As the mean for female students is greater than that for male students, it can be inferred that female students exhibit more favourable attitude towards peace than male students. It seems to reflect the impact of socialization process in which



female students are expected to avoid conflicts and aggression while masculinity in our society is expected to be linked with aggressiveness and dominance.

It was also hypothesized that 'students of Central and State Government schools do not differ on attitude towards peace'. Table 1 shows that mean peace attitude score for students of Central and State Government schools are 92.240 and 91.280 respectively. Table 2 shows that the value of F-ratio is .216, which is not significant at .05 level. So, the null hypothesis can be accepted. It means that the main effect of school type on peace attitude is not significant. Thus, it can be inferred that students of Central and State Government schools exhibit equally favourable attitude towards peace than male students. This reflects the fact that peace education is not taught in the schools run by U.P. State Government as well as Central Government.

The third hypothesis is 'effect of interaction between gender and type of school on attitude towards peace is not significant'. Table 2 shows that the value of F-ratio is 5.502, which is significant at .05 level. So, the null hypothesis can be rejected. It means that the effect of interaction between gender and school type on peace attitude is significant. In other words it can be said that the effect of gender on peace attitude is not the same for the students of Central and U.P. State Government schools. Table 1 shows that the means for male students of Central and U.P. State Government schools are 85.96 and 89.84 respectively. So, Male students of U.P. State Government schools exhibit more favourable attitudes towards peace than male students of Central schools. Table 1 also shows that means for female students of Central and U.P. State Government schools are 98.52 and 92.72 respectively. So, female students of U.P. State Government schools exhibit less favourable attitudes towards peace than female students of Central schools. This may be a reflection of the impact system of co-education which might have forced the female students of central schools to adopt more favourable attitude towards peace so that their studies do not suffer due to aggressive attitude of male students and conflicts do not crop up. Male students of the central schools are under pressure to control their aggressiveness. So, perhaps their peace attitudes decrease.

## Conclusion

To sum up it can be said that female students have more favourable attitude towards peace than male students, students of central and U.P. State

Government schools do not differ on peace attitudes and the effect of gender on peace attitude are not the same for the students of central and U.P. State Government schools.

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