



Opinion of Teachers on the Need and Scope of Peace Education at Intermediate Level

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ABSTRACT

Often intersecting with systemic inequity and injustice, young people's exposure to community violence has been linked to a myriad of developmental impacts. A growing literature demonstrates the potential of peace education programs to promote resilient and pro-social outcomes for these individuals. It is to this end that this paper outlines the opinion of Junior College Lecturers on the need and scope of peace education at intermediate level. The data was collected from 267 respondents using a questionnaire. Frequencies and percentages were obtained to analyze the data. The study showed that a majority of junior college lectures perceive that peace education is the need of the hour and there is much scope to integrate peace education both in the curricular, co-curricular and extra-curricular activities. Integration of value education, human rights education, moral education, environmental education, maintaining good teacher - student relationship, regular yoga practice, group activities etc would ensure internalization of peace behavior among intermediate students.

Keywords: Peace Education, Opinion, Intermediate Level

I. INTRODUCTION

In the world today, we are living through an age of tensions and confusions, both without and within us. The external challenges oppress us and render our lives sorrow and unhappy ridden. According to Bhagvad Gita and Vedas the purpose of education is not just earning a degree and attaining job. But,

the real purpose of education is to build world peace through which will enable to build a society with good moral values and ethics.

The National Policy on education has laid special stress on value-education. It has said, in our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

II. CONCEPT OF PEACE EDUCATION

In the words of Bhagawan Sri Sathya Sai Baba education is for man-making, nation-building and promotion of peaceful world order.

Peace Education teaches love, compassion, trust, fairness, cooperation and reverence for the human family and all life on our beautiful planet. Peace building is the task of every human being and the challenge of the human family. Peace education is the need of the hour and in our educational pursuits this should be the touchstone of every subject which the teachers teach in the class.

UNESCO suggested that Peace Education is more effective and meaningful when it is imparted taking into account the social and cultural context and the needs of a country. It should be enriched by its cultural and spiritual values and with the universal human values. It should also be globally relevant. As Peace Education is multidimensional and comprehensive in nature therefore, there are no universally accepted definitions as such.

“A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the Earth and each other. Such learning can only be achieved with systematic education for peace.” – Hague Appeal for Peace, Global Campaign for Peace Education.

Peace Education aims at the all round development of the child and therefore it should be utilized as an instrument to protect children from falling into different ways of violence in society. Peace education attempts to develop a set of behavioral skills necessary for peaceful living and peace building from which the whole of humanity will benefit. Thus, peace education need to be included in the curriculum by integrating value education, human rights education, environment education, education for non-violence, education for international understanding and global education. Peace education concerns with peace research, peace ideas, peace studies, and peace activities.

III. CURRENT STATUS OF EDUCATION

Egbochukwu (2007) ⁽¹⁾ cited that 78% of the students experienced hurtful behavior by others. Similarly, 85% of the students have admitted that they bullied other students. Another study by Aluede and Fajoku mentioned in Aluede (2011) ⁽²⁾ that 62.4% of the students have experienced bullying, whereas 29.6% students mentioned that they have bullied others. Asamu (2006) ⁽³⁾ has stated that bullying behavior is more specifically related to junior secondary school children (22.5%), whereas 21% of the male participants had bullied others. Omoteso (2010) ⁽⁴⁾ found that the prevalence of aggression in students is 67.2%. So 88.1% students have been bullied whereas 33.1% were bullying others.

The above mentioned studies clearly indicate the present status of student's behavior. And there is an urge to inculcate peace among the minds of students to build a peaceful nation.

IV. NEED OF PEACE EDUCATION

Everyone will agree that the need for generating peace consciousness among the growing generation is vital. This is especially so in the contemporary world where violence is increasing vertically and horizontally. We are living in an era of unprecedented violence in the forms of war, terrorism, crimes, injustice, oppression and exploitation amidst a seemingly outward development enjoyed by a few. The majority of mankind lives in stark poverty, struggling for bare survival. There is so much confusion and disorder in the society man has built for himself. Today teachers complain about increasing disciplinary problems in educational institutions. The youth of our nation seem to be selfish, narrow minded, lacking in intellectual depth, susceptible to the violent and corrupt social pressures and insensitive to the problems of society.

It is quite natural that this state of confusion and disorder in the society is affecting children's innocent minds. Children naturally absorb the spirit of violence in the atmosphere and will soon grow to be the next generation of perpetrators of violence. Therefore, the need to nurture peace in the hearts of children has arisen as an urgent issue to be addressed. Hence, peace component should be included in the process of education.

Research studies have come out with evidence which shows that changes in knowledge alone are not likely to generate measurable changes in behavior. So a goal oriented approach becomes an imperative for inculcating positive values in children. But this was not adequately translated into practice and the school curriculum went on emphasizing the acquisition of knowledge. Consequently, cognitive learning at the cost of developing children's emotional, social, moral and humanistic aspects dominated the syllabus of education at all levels. The consequences of such imbalanced learning are evident today in the form of youth unrest with their anti-social attitudes and behavioral problems manifesting in alcoholism, substance abuse, ragging, promiscuity, violence, etc. Against this backdrop, the present study is an attempt to find out the opinion of Junior college lecturers on the need and scope of peace education.

V. REVIEW OF LITERATURE

Prasad (1998) ⁽⁵⁾ concluded that the Environmental Education and peace is essential for better human survival. Every human being must have proper knowledge of the ecology, which is the base of a culture of peace. Kopko (2007) ⁽⁶⁾, Silva, et al. (2007) ⁽⁷⁾, and Georgious (2008) ⁽⁸⁾ studies found that the adolescents develop their aggression and dependency from their parents. Pass (2000) ⁽⁹⁾, Bhatnagar (2010) ⁽¹⁰⁾, Mishra (2013) ⁽¹¹⁾, Maya (2015) ⁽¹²⁾ & Olowo, Oluwatoyin Olusegun (2016) ⁽¹³⁾ conducted a study and found that spreading awareness for developing Peace Education among prospective teachers is the need of the hour. Every educational institute must integrate Peace Education Programs such as Human Rights (Sharma and Jain, 2012) ⁽¹⁴⁾, non-violence, respect, love, forgiveness, value systems, natural resources and resource problems in the curriculum. Borker (2014) ⁽¹⁵⁾ study found that the story telling is an effective method of providing Peace Education to the students. Mahmood, et al. (2014) ⁽¹⁶⁾ concluded that the teachers were not clearly aware of peace education. The study also revealed that the teachers were aware with the concepts such as sustainable development, democratization and non-violence.

Rajeswari, K (2013) ⁽¹⁷⁾ revealed that only 2% of the teachers always importing peace education while 55% of the teachers did it sometimes. It was followed by lack of support from colleagues (54%) and lack of training (78%). Regarding practical difficulties, the highest difficulty with rigid timetable (89%) and the teachers suggested that the timetable should be rescheduled and a separate period should be allotted for imparting Peace Education.

Das (2013) ⁽¹⁸⁾, Diazgranados and Noonam (2015) ⁽¹⁹⁾, Lee, P & Bierman, K. L (2018) ⁽²⁰⁾, Scherzinger, M & Wettstein, A (2019) ⁽²¹⁾ and Walker, S & Graham, L. (2019) ⁽²²⁾ studies revealed that the students' attitude, characteristics and adjustment with the classroom climate can influence teacher-student relationship.

Das and Das (2014) ⁽²³⁾ study revealed that the teachers are found to be aware about different aspects of peace education and most of the teachers have given positive view regarding the need of Peace Education.

VI. OBJECTIVES OF THE STUDY

- ❖ To study the opinion of the teachers towards the need of Peace Education.
- ❖ To know the opinion of the teachers towards the scope of Peace Education.

VII. METHODOLOGY

Method:

Descriptive survey method has been used by the investigator for the purpose of the study.

Tools:

An opinionnaire developed by Suramya Mathai and & M. S. John (2013) ⁽²⁴⁾ has been adopted and modified by the investigator.

Sample:

For the purpose of the study the investigator has adopted stratified random sampling technique. At the first stage, four districts viz., Anathapuramu, Chittoor, Kurnool and Prakasham were selected for the study out of '13' districts from the state of Andhra Pradesh. At the second stage, from each district eight Junior Colleges were selected at random, covering both Government and Private managements, four from each management. At the third stage, from each college nine Junior Lecturers have been selected using simple random sampling technique, so as to make a sample of '288' teachers.

Variables of the Study:

A. Dependent Variable: Opinion of Junior Lecturers towards Scope and Need of Peace Education.

B. Independent Variables: Sex, Age, Management, Educational Qualification, Subject Specialization and Teaching Experience.

Scoring Procedure:

All the items in the questionnaire were scored as '0' and '1' based on the responses of the lecturers.

Statistical Techniques Used:

The data has been analyzed by applying Frequencies and Percentages.

VIII. RESULTS AND DISCUSSION

Unless the teachers possess favorable attitude towards peace, it is not possible to internalize the peace behavior among the students by them. Therefore, an attempt has been made in this study to investigate the opinion of Junior College Lecturers on peace education. An Opinionnaire having '30' items has been used and the data was collected from '288' Junior College Lecturers. But, 21 scripts have been ignored due to incomplete data to make a final sample of 267 junior lecturers. Their responses with respect to the need and scope of peace education have been analyzed in terms of frequencies and percentages. The obtained results are presented below:

Opinion of Junior College Lecturers on the Need of Peace Education:

Table-1: Frequencies and Percentages (%) of Junior College Lecturers on Need of Peace Education through the curriculum

Item No.	Statement of the Item	Yes		No	
		Frequency	Percentages	Frequency	Percentages
16	Do you think that it is necessary to introduce various peace oriented programs in the curriculum?	263	98%	04	02%
17	Do you feel that the peace education will help the students to develop skills to deal with conflicts peacefully?	210	79%	57	21%
18	Do you think that the peace education will helps the students to attain inner peace?	262	98%	05	02%
19	Will peace education result in the spiritual development of a person?	209	78%	58	22%
20	Do you agree that only a peace oriented teaching can build up a peace oriented generation of students?	178	67%	89	33%
21	Do you think that it is necessary to include moral education as a part of the curriculum?	260	97%	07	03%
22	Do you think that the teachers should develop their own peace oriented teaching strategies?	133	50%	134	50%

The results from the above table as regards the opinion of Junior Lecturers on the need of integration of peace education in the curriculum reveals that there is a need to introduce various peace oriented programs in the curriculum (98%), as peace education helps to attain inner peace among students (98%), to include moral education in the curriculum (97%), to develop skills to deal with conflicts peacefully (79%), and for spiritual development (78%). The faculty also expressed that peace oriented teaching can build the peace oriented generation of the students (67%) and therefore, it is necessary to develop peace oriented teaching strategies for their students (50%). Similar results were found by Pass

(2000), Rajeswari, K (2013), Das and Das (2014), Maya (2015), and Olowo, Oluwatoyin Olusegun (2016).

Therefore, as emphasized by NEP-2020, peace education has to be made a part of the intermediate curriculum and the teacher has to be properly trained on peace oriented education, so as to ensure peaceful behavior among the students.

Table-2: Frequencies and Percentages (%) of Junior College Lecturers on the Need of Peace Education through other activities

Item No.	Statement of the Item	Yes		No	
		Frequency	Percentages	Frequency	Percentages
23	Are we giving adequate attention to inculcate peace among the students?	64	24%	203	76%
24	Do you feel that the youth lack many of the human values necessary for a peaceful living?	263	98%	04	02%
25	Without 'inner peace', 'social peace' cannot be attained. Do you agree?	256	96%	11	04%
26	Forgiveness is said to be a pre-condition for a peaceful living. Do you agree?	261	98%	06	02%
27	Can we attain peace without promoting positive thinking?	152	57%	115	43%
28	Does the present education system suffer from unhealthy competition?	254	95%	13	05%
29	Is it necessary to have a humanistic management approach to maintain peace and order in educational institutions?	259	97%	08	03%
30	Do you think that the college students possess positive attitude towards the Gandhian principles?	67	25%	200	75%

From the above results, it is observed that to inculcate peace among students it is necessary to adopt peace oriented teaching strategies (98%) and the teacher has to be a role model of forgiveness (98%). Care has to be taken by the authorities concerned to have a humanistic management approach in the institution (97%). Majority (96%) of the teachers believe that inner peace is essential for social peace

(96%). But the education system suffers from unhealthy competition (95%). Results also reveal that adequate attention has not been given to inculcate peace among the students (76%). Therefore, it is necessary to promote positive thinking among the students (43%), as only a few (25%) students possess positive attitude towards Gandhian principles. The results are in agreement with the results of Bhatnagar (2010).

Opinion of Junior College Lecturers on the Scope of Peace Education:

Table-3: Frequencies and Percentages (%) of Junior College Lecturers on Scope of Peace Education for curriculum integration

Item No.	Statement of the Item	Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Do you feel that the peace element is already included in the curriculum?	56	21%	211	79%
2	Do you feel that the present educational system gives due importance to the emotional development of the students?	59	22%	208	78%
3	Does the Human Rights Education helps in promoting the value of peace?	228	85%	39	15%
4	Do you think that the Environmental Education helps the students to establish harmony with the nature?	263	99%	04	01%
5	Do you feel that every subject can be taught through a peace perspective?	130	49%	137	51%
6	Are you aware of any national level effort for making the present educational system more peace oriented?	62	23%	205	77%
7	Do you think that the physical education helps in mental development of the students?	199	75%	68	15%
8	Does the value education helps in inculcating peace among the students?	246	92%	21	08%

From the above table, the responses of Junior College Lecturers clearly reveal that by integrating Environmental Education (99%), Value Education (92%), Human Rights Education (85%), and Physical Education (75%) in the curriculum at Intermediate level, it is possible to internalize peace behavior among intermediate students. Around half of the teachers (49%) opine that there is scope in every subject to internalize peace behavior among students.

Majority (77%) of the teachers opine that no sincere efforts are made at national level for making the present education system for development of peace behavior among students. Most (78%) of the teachers deny that no due importance is given to the emotional development of students at Intermediate level. And 79% of the teachers express that peace element is not included in the curriculum. The results are supported by the results of Prasad (1998), Sharma and Jain (2012), and Mishra (2013).

NEP-2020 in its vision clearly emphasized the need of Value Education to ensure peace behavior among the students. Therefore, all the necessary steps should be taken by the curriculum developers and text-book writers to include all the above mentioned components in the curriculum at intermediate level so as to ensure peace behavior among the students.

Table-4: Frequencies and Percentages (%) of Junior College Lecturers on Scope of Peace Education through other activities

Item No.	Statement of the Item	Yes		No	
		Frequency	Percentage	Frequency	Percentage
9	Does the group activity method develop cooperation and sharing among the students?	261	98%	06	02%
10	Do you agree that the family plays a very important role in inculcating the value of peace among the students?	261	98%	06	02%
11	Do you think, accepting social norms help in maintaining peace?	229	86%	38	14%
12	Is counseling an important source for providing peace among the students?	186	70%	81	30%
13	Does a good teacher and student relationship improves' the moral behavior of the students?	266	100%	01	-
14	Do you feel that the college environment plays an important role in inculcating the value of peace among the students?	265	99%	02	01%

15	Do you consider that the Yogic practices can help the people in leading a peaceful living?	262	98%	05	02%
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From the above table, the results with respect to the scope of peace education 100% of the teachers believe that a good teacher and student relationship improves moral behavior of the students. The results are in agreement with the results of Lee, P & Bierman, K. L (2018). The teachers also express that school environment (99%), yoga practice (98%), group activity (98%), family (98%), accepting social norms (86%) and counseling (70%) plays very important role in inculcating the value of peace among the students. The obtained results are in agreement with the studies of Kopko (2007), Silva, et al. (2007), Georgious (2008), Diazgranados and Noonam (2015).

Therefore, principals of the college should ensure that good student-teacher relationship is maintained in the college and sensitize the parents to maintain congenial environment at home for their wards. The faculty should plan group activities so as to develop the values like co-operation and sharing among the students. Also, necessary steps should be taken by the policy makers to include yoga as a regular practice and to establish counseling cells in the institutions so as to ensure peaceful living among the students. The students should also be trained in accepting the social norms so as to maintain peace in the college.

IX. CONCLUSION

Educating for peace involves engaging students in developing peaceful relations, rather than simply teaching some techniques. It involves the creation of trust, responsibility, support, care and love. It also involves a mutual sharing of thoughts, ideas and experiences rather than holding on to and maintaining a hierarchical power relationship at various levels of inter-personal relationships as between the teacher and the learner, parents and children, elders and the young. Educating for peace is ultimately about learning peace from concrete situations and contexts, and not learning about peace as an abstract concept.

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