

A Study of Students' Attitude towards Peace

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Abstract: Differences between global and local; society and individual; traditional cultural norms and modernity; long-term and short-term goals; pressures for competition and provisions for equality of opportunities; growth of knowledge and our ability to assimilate and accommodate it; and spiritual and materialistic values often lead to conflicts and disturb the peaceful climate in the society as well as inner peace of mind.. 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' Culture of peace is needs a transformation of values, attitudes and behaviours. Education can develop favourable attitudes towards peace among students living in a complex society. The present study has been done to study peace-attitudes of students studying in high school and Ph.D. classes.

Keywords: Attitude, Peace, Education

INTRODUCTION

Objectives of the study: Following objectives have been formulated-

- To construct a Peace Attitude Scale.
- To compare peace attitude of students studying in high school and Ph.D. classes.

PROCEDURE

An attitude scale was constructed based on Likert's method for measuring students' Attitude towards peace. Comparisons were made using t-ratio.

CONSTRUCTION OF PEACE ATTITUDE SCALE

To begin with the researcher constructed an attitude scale for measuring students' attitude towards peace. Items were prepared on the basis of researcher's experience in conflict resolution strategies. The try-out form consisted of 39 statements. It had 17 negative items while 22 items were positive. The five alternate responses were 'Strongly agree, agree, undecided, disagree, and Strongly disagree'. The try-out form was administered on a sample of 240 students of IX and X classes and 60 students enrolled in different departments of the University of Allahabad. Scoring was done by awarding a score of 5, 4, 3, 2, and 1 for these responses respectively. All scores were added together to get a score for peace attitude. Firstly after scoring scales filled up by 240 students were taken. They were arranged in an ascending order of scores on the Peace Attitude Scale. Then 27 % of the sheets i.e. 65, were selected from either ends. Thereafter t-ratios were computed. They have been given in table 1. A look at the table shows that ten values of t-ratios are not significant at .05 level. These items were not included in the final form of the Peace Attitude Scale (PAS). Chi-squares were also computed. They have been shown in table 2. Perusal of the table shows that five chi-squares are not significant at .05 level. They were rejected for inclusion in the final form of PAS. In this way 13 items were rejected. Thus, the final form consists of 26 items. Items at s.no.1,2, 3, 5, 8, 11, 13, 16, 17, 19, 22, 23, and 26. Are negative and the remaining 13 items are positive.

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Table-1: Showing means, standard deviations and t-ratios for various items of the Peace Attitude Scale

Item no. in try-out form	Means for		Standard Deviations for		t-ratio
	High group	Low group	High group	Low group	
1	3.7385	2.4154	1.1494	1.4884	5.6722*
2	3.0923	2.1385	1.5178	1.3906	3.7358*
3	3.6154	2.5692	1.2953	1.4574	4.3256*
4	4.1538	3.4308	0.9879	1.3106	3.5519*
5	2.7538	2.0308	1.4581	1.2621	3.0230*
6	3.6154	3.0154	1.4544	1.453	2.3449*
7	4.6615	4.000	0.6441	1.1859	3.9522*
8	3.5692	2.9077	1.4358	1.3077	2.7463*
9	2.8462	2.5385	1.1889	1.2879	1.1453
10	2.7385	2.2154	1.3143	1.3404	2.2465*
11	2.5538	2.7077	1.5414	1.5075	0.5753
12	3.4462	2.7385	1.4687	1.5740	2.6203*
13	3.3077	2.8000	1.4244	1.4383	2.0220*
14	3.4923	4.2769	1.0534	1.5524	3.3718*
15	3.9692	2.3538	1.1854	1.3161	7.3526*
16	4.0615	3.4000	0.8817	1.2349	3.5150*
17	2.8615	2.7231	1.3906	1.4844	0.5488
18	4.3692	2.4308	1.0242	1.4681	8.7306*
19	3.7692	3.4923	1.2218	1.4375	1.1834
20	3.5385	3.2462	1.1467	1.5003	1.2480
21	2.2615	2.1538	1.3379	1.2403	0.4759
22	4.2462	3.7538	0.7912	1.0757	2.9723*
23	4.4000	3.7538	0.9152	1.2873	3.2982*
24	2.9385	2.9077	1.4456	1.4331	0.1219
25	3.3462	2.8923	1.3742	1.5013	2.9862*
26	4.6769	3.5231	0.9033	1.4589	5.4215*
27	4.0308	3.1846	1.2621	1.3907	3.6325*
28	3.8154	2.8154	1.1577	1.2234	4.7866*
29	3.9538	3.2923	0.9088	1.2957	3.3700*
30	4.0923	2.8769	1.2083	1.5763	4.9336*
31	4.2000	2.5846	0.9552	1.5400	7.1866*
32	3.2462	2.6308	1.3697	1.4314	2.5043*
33	4.2923	3.8000	0.9138	1.1347	2.7243*
34	3.6923	2.3231	1.3101	1.3475	5.8737*
35	3.6923	3.4615	1.0595	1.3000	1.1094
36	3.2000	2.9846	1.3370	1.4196	0.8905
37	2.6000	2.9231	1.3323	1.5442	1.2771
38	3.6769	2.8308	1.1195	1.4850	3.6682*
39	4.3231	3.000	1.1334	1.4252	5.8579*

*Significant at .05 level

Table-2: Values of frequencies for various responses and chi-square for various items of the Peace Attitude Scale for the sample of secondary level students

Item no. in try-out form	Frequencies for responses					Chi-square	Item no. in final form
	Strongly disagree	Disagree	undecided	Agree	Strongly agree		
1	46	48	26	73	47	23.208**	1
2	77	66	21	47	29	47.000**	2
3	42	65	21	63	49	26.667**	3
4	11	37	30	85	77	83.833**	4
5	80	63	33	43	21	46.417**	5
6	37	38	40	62	63	14.708**	6
7	7	7	21	64	141	270.750**	7
8	42	54	56	47	51	1.792	
9	48	66	65	39	22	28.542**	
10	69	65	33	45	18	48.000**	8
11	80	42	34	45	39	28.042**	
12	57	37	34	56	56	10.958*	9
13	48	57	47	43	45	2.417	
14	20	20	19	70	111	142.958**	10
15	41	38	23	80	58	39.542**	11
16	10	13	76	77	64	94.792**	12
17	43	72	32	51	42	18.792**	
18	37	26	27	58	92	64.208**	13
19	23	31	29	91	66	71.833**	
20	22	47	39	83	49	41.333**	
21	86	70	35	34	15	70.458**	
22	2	19	41	99	79	136.833**	14
23	12	11	19	82	116	193.458**	15
24	49	51	47	47	46	0.333	
25	31	47	27	63	72	31.917**	16
26	19	24	12	46	139	229.125**	17
27	30	26	28	74	72	44.167**	18
28	23	53	71	54	39	27.000**	19
29	13	25	52	97	53	87.417**	20
30	34	44	23	54	85	46.708**	21
31	36	28	24	72	70	39.167**	22
32	41	76	32	51	40	24.208**	23
33	7	14	25	100	94	170.542**	24
34	49	50	46	55	40	2.542	
35	14	33	52	58	53	62.958**	
36	31	53	43	68	45	15.583**	
37	46	60	36	55	43	7.625	
38	28	44	58	69	41	20.958**	25
39	20	29	36	64	91	70.708**	26

*Significant at .05 level

Table-3: Values of frequencies for various responses and chi-square for various items of the Peace Attitude Scale for the sample of Ph.D. students

Item no. in try-out form	Frequencies for responses					Chi-square
	Strongly disagree	Disagree	undecided	Agree	Strongly agree	
1	3	11	7	21	19	19.41
2	12	22	5	18	4	20.393
3	0	3	8	30	20	29.033
4	5	6	7	32	11	41.869
5	13	32	4	8	4	44.656
6	3	3	10	36	9	61.541
7	8	3	2	32	16	50.23
8	4	4	4	35	14	59.41
9	6	26	5	18	6	28.918
10	4	10	11	21	15	13.016
11	15	23	7	10	6	15.967
12	7	23	15	11	5	16.787
13	8	31	8	11	3	38.918
14	5	1	6	42	7	92.689
15	10	37	6	5	3	65.148
16	5	3	8	36	9	59.902
17	3	15	10	26	7	25.803
18	1	7	8	30	15	40.557
19	14	13	10	23	1	20.557
20	2	9	11	34	5	52.689
21	3	17	4	26	11	30.066
22	3	2	6	40	10	82.361
23	5	2	6	34	14	55.148
24	16	23	7	12	3	19.902
25	7	23	11	13	7	14.164
26	2	5	5	22	27	42.852
27	6	4	5	25	21	32.689
28	4	12	10	25	10	19.738
29	3	4	8	34	12	52.852
30	9	11	3	25	13	21.377
31	14	31	7	6	3	41.541
32	10	13	5	25	8	19.574
33	3	4	7	39	8	74.984
34	14	27	9	5	6	26.459
35	2	8	17	29	5	39.246
36	6	14	10	22	9	12.525
37	4	21	12	19	5	19.902
38	4	1	14	37	5	70.721
39	4	4	5	20	28	143.042

The same PAS was administered on students enrolled in Ph.D. class. Chi-squares were calculated. They have been presented in table 3. The perusal of the table shows that all values are significant at .05 level. So, all items were retained in the final form.

Reliability and validity

Alpha and split half reliability for the PAS are .718 and .807 for the sample of research students. For the students of ninth class they are .623 and .703.

Table-4: Item-total correlations for Peace Attitude Scale for students of class IX and Ph.D.

Item no.	Item-total correlations for		Item no.	Item-total correlations for	
	IX class (N= 80)	Ph.D. class (N =40)		IX class	Ph.D. class
1	.309	.358	14	.289	.580
2	.281	.389	15	.246	.750
3	.311	.406	16	.299	.386
4	.232	.655	17	.372	.365
5	.294	.361	18	.239	.748
6	.249	.739	19	.305	.339
7	.258	.724	20	.257	.604
8	.268	.351	21	.364	.620
9	.267	.392	22	.438	.349
10	.267	.620	23	.260	.352
11	.476	.345	24	.239	.513
12	.286	.521	25	.284	.740
13	.492	.634	26	.421	.536

Item validity was ascertained by finding out correlation between score on the PAS and each item of it for the sample of ninth and Ph. D. students. The values of item-total correlations have been given in table 4. For ninth class students they ranged from .232 to .421 for IX class students and .349 to .750 for research students. Face validity was ascertained by experts' opinion.

Study of differences in peace attitudes of students of ix and ph.d classes

Table-5: Means, Standard Deviations, and t-ratio showing differences between students of class IX and Ph.D.

GRADE	N	Mean	Std. Deviation	Std. Error Mean	t-ratio
Ph. D.	40	88.8000	10.72309	1.69547	1.714
9	80	92.2750	10.33977	1.15602	

It was hypothesized that students of ninth and Ph.D. classes do not significantly differ on their peace attitudes. Mean and standard deviation for students of ninth class are 92.275 and 10.33977 respectively. Mean and standard deviation for students of ninth class are 88.80 and 1.72309 respectively. The value of t-ratio is 1.714 which is not significant at .05 level. So, the null hypothesis can be accepted and it can be inferred that students of Ph.D. do not differ from students of Ph.D. on their peace attitudes. When means are divided by no. of items in the tool, it is found that students of both the classes have favourable attitudes toward peace. It means that with the passage of time or as a result of higher education and research, there occurs no change in the peace attitude of students of both the groups. Students understand the need of peace and the process of socialization in the Indian set-up along with pressures of sanskritization and modernization, students' attitude remain equally favourable. However, it implies the need of peace education at Ph. D. level so as to make students' attitudes towards peace more favourable.

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