A Study on Awareness and Attitude towards Peace Education among School Teachers of East Kameng District of Arunachal Pradesh

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ABSTRACT

The present study was conducted to study the awareness and attitude towards peace education among school teachers of East Kameng District of Arunachal Pradesh. For this purpose, normative survey method of research was used. The sample consists of 80 elementary school teachers comprising 40 males and 40 females from East Kameng District of Arunachal Pradesh. Peace Education awareness test and Attitude scale for teachers developed by Dr. Jayadeba Sahoo, Professor, Dept. of Education, RGU; Rono Hills were used for data collection. Mean (M), Standard deviation (SD), and t-test were used to analyze the data and the result revealed that the elementary school teachers have better attitude and awareness towards peace education in East Kameng District, Arunachal Pradesh. It also found that male and female of elementary school teachers does not differ regarding awareness and attitude toward peace education and tribal elementary school teachers are having better attitude of peace education than non-tribal elementary school teachers. Based on these findings some suggestions were given with great implication for further studies.

INTRODUCTION

Education remains the most viable tool for the transformation of human behaviours and development of the society. It is also the vehicle for engineering the behaviors, attitudes and skills of individuals towards empowering them to positively contribute not only to their personal growth but also to the development of the society. The world scenario today represents a gloomy picture of utter disharmony, discord and disarray, appears on the brink of insanity. Violence and violations has become the way of life. Disorder has become the order of the day. The cosmos is breaking up into chaos and tensions. Kidnapping and hijacking, rape and murder are becoming popular arts. Violence is not only a pervasive problem in our schools, but also in our communities and around the world. We hear stories of murders, rapes and gang violence on our local news and stories of war and sectarian violence in the world. Before proceeding directly into a discussion of peace education, it is important to develop an understanding of the concept of peace. Peace and peace education are intricately linked, yet the latter seems to naturally assume the existence of or at least the conceptual visioning of, the former, in the contemporary world understanding of peace varies from country to country and within different context. Many people think of peace as tranquility or the absence of war. But peace is a positive concept that implies much more than the absence of war. Peace involves standards of justice, living in balance with nature, and providing meaningful participation to citizens in their government. “Peace, a concept” has been defined by Joel Kovel as a state of existence where: Neither the overt violence of war nor the covert violence of unjust systems is used as an instrument for extending the interests of a particular nation or group. It is a world where basic human needs are met and in which justice can be obtained and conflict resolved through nonviolent process and human material resources are shared for the benefit of all people. Thus, “peace” a concept that motivates the imagination, cannot more than “nonviolence”. It implies human beings working together to resolve conflicts, respect standards of justice, satisfy basic needs and honor human rights. Peace involves a respect for life and for the dignity of each human being without discrimination or prejudice. Peace education aims at teaching individuals the information, attitude, values and behavioral competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial harmonious relationships. Fountain (1999) defined peace education as “the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable 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, inter-group, national or international level”. Everyone wants to leads a happy life in which there is harmony, peace and love. Thus, the challenge has always been a part of the possibilities for the establishment of a peaceful world, in which men can live without tensions, burdens and worries and has health, wealth and his potentialities are fully developed, his relationships with fellow human beings are good and love based and his divine nature has fully blossomed and contribution of education to these peace building process. In this crisis of peace in India in particular, a totally new approach is needed for the creation of peaceful society through educational program making peace education an integral part of curriculum in all levels. Therefore, the researcher feels it reasonable and timely to undertake the present study to provide insights into the awareness and attitude towards peace education among the school teachers and effects of various factors on it. Teachers are the main pillars of peace building. A teacher is the mentor of his students. In the present perspective, nurturing the child holistically, building his character and preparing him for a tough world is the responsibility of the teachers. Violence is emerging in an unprecedented manner in
all the societies. Therefore, instilling some peace values in the minds of students have become the necessity today. But in order to do so, teachers themselves need to be oriented towards peace. Thus, it is very essential for the teacher to have awareness of peace education. It is, at the same time, also necessary for the teachers to have a positive attitude towards peace education. Under such circumstances, it seems to be very important to know the teachers attitude and awareness towards peace education. Thus, the investigator was prompted to take up the study.

**REVIEW OF RELATED LITERATURE**

Das, K.K and Das, Swarnalata (2014), studied on “Attitude and awareness of teachers towards peace education- An analytical study”. It result revealed that a total of 97.5% teachers are of the opinion that peace education is an urgent need of the present society. Majority of the teachers stated that in the present situation many students are engaged in various kinds of violent and criminal activities and peace education can be the best means to reduce such activities amongst students.

Sahoo, J. (2003) Investigated the impact of academic achievement and settlement on the concept of peace of adolescent students (Class VII and X). The investigator found that there were significant differences between urban and rural adolescent urban adolescent were more aware that their rural counter parts. Regarding academic achievement variable the investigator found that the adolescent students of high academic achievement had significantly better concept of peace than the students of low academic achievement.

Muthuchamy, I and Bharathi, K (2009), studied on “Attitude of teacher towards the introduction of peace education in the school curriculum”. This study reveals that those male and female teachers, graduate and post graduate teachers; the teachers who were working in government and private school have similar in their attitude with regards to introduction of peace education in the school curriculum. This study also reveals that the teachers who taught arts subjects and the teachers who taught science subject differs significantly in their attitude towards the introduction of peace education in school curriculum.

Pujari, M.G (2011), studied on “Attitude and awareness towards peace education among the secondary school students of Assam: A critical study”. This study reveals that those male and female secondary students of Assam, rural and urban students and who were studying in government and private school of class IX and X students have similar in their attitude and awareness regarding to introduction of peace education in school curriculum.

Based on the above review of the related study, it is clear that peace education can be positively used to eliminate behaviours and attitudes that engender conflict and violence in any social system including the school teachers. This is because it has the potential to modify unwanted human behaviors that are inimical to peaceful co-existence by fostering the holistic social, psychological and intellectual development of human beings, with a view to help them to achieve their goals and aspirations in life.

**OBJECTIVES OF THE STUDY**

The objectives of the study are:

1. To study the peace education awareness among the male and female elementary school teachers of East Kameng District, Arunachal Pradesh.
2. To study the peace education awareness among the tribal and non-tribal elementary school teachers of East Kameng District, Arunachal Pradesh.
3. To study the peace education attitude among the male and female elementary school teachers of East Kameng District, Arunachal Pradesh.
4. To study the peace education attitude among the tribal and non-tribal elementary school teachers of East Kameng District, Arunachal Pradesh.

**HYPOTHESIS OF THE STUDY**

The following hypotheses are:

1. There is no significant difference between the peace education awareness among the male and female elementary school teachers of East Kameng District, Arunachal Pradesh.
2. There is no significant difference between the peace education awareness among the tribal and non-tribal elementary school teachers of East Kameng District, Arunachal Pradesh.
3. There is no significant difference between the peace education attitude among the male and female elementary school teachers of East Kameng District, Arunachal Pradesh.
4. There is no significant difference between the peace education attitude among the tribal and non-tribal elementary school teachers of East Kameng District, Arunachal Pradesh.

**Design of the study:**

The present study was conducted to study the awareness and attitude towards peace education among elementary school teachers. For this purpose, normative survey method of research was employed in the present investigation.

**Sample of the study:**

The sample was collected using the random sampling technique. It consists of 80 elementary school teachers of East Kameng District of Arunachal Pradesh. It was divided into two male and female, tribal and non-tribal school teachers.

**Tool used:**

The following tools were used to collect the relevant data.

1. Attitude scale to measure the teachers towards peace education by Prof. J. Sahoo (2015).
2. Awareness scale to measure the teachers towards peace education by Prof. J. Sahoo (2015).

**Statistical techniques used:**

For analysis of data statistical techniques Mean, standard deviation and t-test were employed.
ANALYSIS & INTERPRETATION OF RESULTS

Table No.1 Awareness towards peace education Mean scores, standard deviation, SED and ‘t’ value of male and female elementary school teachers in East Kameng District (A.P).

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>SED</th>
<th>‘t’ Value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>40</td>
<td>45.875</td>
<td>9.962</td>
<td>2.057</td>
<td>0.668</td>
<td>No significant</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>40</td>
<td>44.5</td>
<td>8.375</td>
<td>2.523</td>
<td>0.606</td>
<td>No significant</td>
</tr>
</tbody>
</table>

Table No.1 shows the mean scores of male and female elementary school teachers of East Kameng District (A.P) on awareness towards peace education are 45.875 and 44.5 and standard deviation are 9.962 and 8.375 respectively. The calculated ‘t’ value is 0.668 which is less than the table value of 1.97 at 0.05 level of significance and 2.60 at 0.01 level of significance. Thus, in the hypothesis that there is no significant difference in awareness of male and female elementary school teachers towards the peace education of East Kameng District, A.P is accepted. Hence, it is found that male and female elementary school teachers do not differ in their awareness towards peace education.

Table No.2 shows the mean scores of tribal and non-tribal elementary school teachers of East Kameng District A.P on awareness towards peace education are 46.5 and 44 and standard deviation are 9.137 and 9.275 respectively. The calculated ‘t’ value is 0.66 which is less than the table value of 1.97 at 0.05 level of significance. Thus, the hypothesis that there is no significant difference in awareness of tribal and non-tribal elementary school teachers towards the peace education of East Kameng District, A.P is accepted. Hence, it is found that tribal and non-tribal elementary school teachers do not differ in their awareness towards peace education.

Table No.2 shows the mean scores of tribal and non-tribal elementary school teachers of East Kameng District A.P on awareness towards peace education are 46.5 and 44 and standard deviation are 9.137 and 9.275 respectively. The calculated ‘t’ value is 0.66 which is less than the table value of 1.97 at 0.05 level of significance. Thus, the hypothesis that there is no significant difference in awareness of tribal and non-tribal elementary school teachers towards the peace education of East Kameng District, A.P is accepted. Hence, it is found that tribal and non-tribal elementary school teachers do not differ in their awareness towards peace education.

Table No.2 Awareness towards peace education Mean scores, standard deviation, SED and ‘t’ value of tribal and non-tribal elementary school teachers in East Kameng District (A.P).

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>SED</th>
<th>‘t’ Value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tribal</td>
<td>40</td>
<td>46.5</td>
<td>9.137</td>
<td>4.12</td>
<td>0.606</td>
<td>No significant</td>
</tr>
<tr>
<td>2</td>
<td>Non-tribal</td>
<td>40</td>
<td>44</td>
<td>9.275</td>
<td>4.23</td>
<td>0.606</td>
<td>No significant</td>
</tr>
</tbody>
</table>

Table No.3 indicates that the computed t-value is -0.33 and the computed t-value (-0.33) is smaller than criterion (table) t-value (1.96) at 0.05 level of confidence for 78 (df). It implies that the computed t-value (-0.33) is not significant. Therefore, the formulated hypothesis “there will be no significant different in the attitude of male and female, elementary school teachers toward peace education” is accepted. From this it is interpreted that the male and female elementary school teachers do not differ in their attitude towards peace education.

Table No.3 Attitude towards peace education Mean scores, standard deviation, SED and ‘t’ value of male and female elementary school teachers in East Kameng District (A.P).

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>SED</th>
<th>‘t’ Value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>40</td>
<td>130.25</td>
<td>27.63</td>
<td>6.04</td>
<td>-0.33</td>
<td>No significant</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>40</td>
<td>132.25</td>
<td>26.35</td>
<td>6.04</td>
<td>-0.33</td>
<td>No significant</td>
</tr>
</tbody>
</table>

The table 4 indicates that the computed t-value is 3.5 and the computed t-value (3.5) which is more than the criterion (table) t-value (1.96) at 0.05 level of confidence for 78 (df). It implies that the computed t-value (3.5) is significant. Therefore, the formulated hypothesis “there will be no significant different in the attitude of male and female, elementary school teachers toward peace education” is rejected. Hence, it implies that tribal teachers have better attitudes towards peace education than the non-tribal teachers in East Kameng District of Arunachal Pradesh.

DISCUSSION AND CONCLUSIONS

From the findings of the study it can be concluded that Application of t-test shows that the mean scores of elementary school teachers of East Kameng (A.P) do not differ significantly gender-wise, i.e. when the awareness and attitude towards peace education of males and females were compared they did not differ significantly. This study shows that gender does not influence the awareness and attitude towards peace education among elementary school teachers. It is found that tribal and non-tribal elementary school teachers do not differ in their awareness towards peace education. In the study it also reveals that tribal elementary school teachers have favorable attitudes towards peace education than the non-tribal elementary school teachers in East Kameng District of Arunachal Pradesh. It is important to state that the role of the teacher in the transaction of the concepts of peace in the classroom is a very crucial one. It follows from this that teachers would require to orientate themselves not only in providing information about various aspects of human conflicts but also in teaching them the skills of developing a culture of peace. It result will provide information to teachers education planners and school administrators about their responsibility in providing adequate facilities for peace education services in order that the student and teacher receives quality peace education. It will also reveal the various problematic areas in which school teachers need awareness and attitude towards peace education for the development of their potentialities and proper adjustment teaching field. The findings of the study are having different educational implications and those are put as under: some training programmes should be organized to give training to in-service school teachers concerning to various physical, mental etc benefits options for teachers. Financial assistance must be provided to organize the peace education awareness programme in school, peace education awareness should give for ensuring parental involvement in elementary school so as to enhance, and better life of teachers and their children and awareness programme toward peace education for student should be organized by the schools, NGOs and government. More interaction between teachers and students, parents and teachers should be encouraged at the school and community level. Co-curricular activities like games, exercises and physical fitness should be included in the regular school.
programme of the student as well as the society as a whole. Developing awareness and attitude towards peace education should be our main concern, in particular when considering means to foster such conceptions in the course of peace building activities. So, Observed variations in relation to psycho-social variations should be taken into account when promoting such peace building activities. Indian culture is generally a spiritual oriented peaceful culture, as the finding of Yoga/spirituality as a strategy of peace should also be taken into account and integrated in peace education curricula as desired by Dr. Sarvopalli Radhakrishnan. It remains the responsibility of the teachers to transform the thinking process of the students from violent solutions of various issues to non-violent processes. It is indeed a challenging task and therefore teachers need to have a positive attitude and awareness in order to bring ultimate peace on earth.

REFERENCES