

## IDENTIFYING FACTORS OF PEACE AMONG ADOLESCENT STUDENTS

**Sujata Adamuthe<sup>1</sup>, Ph. D. & Asst. Prof. Shaheen Ansari<sup>2</sup>**

<sup>1</sup>*Principal, Arihant College of Education, Pune*

<sup>2</sup>*H. G. M. Azam College of Education, Pune*

### Abstract

*The present study focuses on identifying the factors of peace according to adolescent students. Peace is an important aspect in towards world which needs to be revisited in a new manner. A sample of 175 students belonging to adolescent stage was selected by incidental sampling. It was found that the students have an understanding of peace and its importance. The students were also able to identify the factors which contribute towards peace. The factors for peace identified and enlisted were absence of violence, happiness, critical thinking, decision making, values, equality, and justice. Importance of existence of life skill was also seen in the students.*

**Keywords:** *Decision making, equality, justice, Life skills, critical thinking.*



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### Introduction

The simplest and most widespread understanding of peace was that of absence of death and destruction as a result of war and physical/direct violence, an understanding that was used as the initial point of departure in peace research (Thee, 1982).

As late as 1966 the noted French thinker, Raymond Aron defined peace narrowly as a condition of “more or less lasting suspension of violent modes of rivalry between political units” (Barash, 1999). Like many others who preceded him, he defined peace as the absence of war or other direct forms of organized violence.

The present study focused on finding the factors related to peace according to adolescent students. Peace with nature is considered the foundation for “positive peace” (Mische, 1987).

The understanding of peace has many levels. They are peace between humans and the earth, global peace, interpersonal peace, intrapersonal peace, and personal peace.

The most important of all is understanding of peace within one self. Knowing what makes up towards a peaceful act is essential.

### Need and Importance of the study:

- Knowledge of peace and its factors is essential for varied reasons.

- This study emphasised on finding out the factors of peace according to adolescent students. These factors will suggest the thought process of the students.

### **Review of Literature**

Chiriswa (2015) states that The Kenya Government recognizes the role of peace in socio economic development as emphasized in the national anthem while the national goals of education endeavour to promote national unity, sustainable development, peace, respect for diversity, and international consciousness among others. This research used a cross-sectional survey design approach to investigate peace education outcome on learners. A sample of 59 teachers and 15 curriculum developers was chosen for the study. Data was collected using questionnaires and document analysis. The study confirmed that peace education is not sufficiently integrated in the curricula hence the secondary school curriculum may not be effectively contributing to peace in Kenya. Paul, James, & Gary (2014) emphasise on Most efforts in international relations scholarship focus on understanding war and conflict. To the extent that peace is considered, it is often treated as an afterthought or a control condition.

Allan ( 2001), distinguishes Just Peace from its closest ‘moral’ neighbours — a stable (but usually unjust) peace and positive peace. Drawing on both consequentialist and deontological considerations, Allan develops an international ethical scale to evaluate different acts from a moral standpoint, with different levels of conflict as the baseline of ethical behavior.

### **Operational definitions**

1. Peace: Factors contributing towards existence of a stress free situation and positive approach.
2. Adolescent : Students studying in grades 8<sup>th</sup> -10<sup>th</sup> .

**Statement of problem:** To find the factors of peace in adolescent students of Pune city.

### **Objectives**

1. To find the factors of peace existing among the adolescent students.

### **Scope of the study**

- i. The results of the study will be applicable to all the adolescent students of Pune city.

### **Delimitations of the study**

- i. The present study will be delimited to English medium schools of pune region only.
- ii. The present study will focus only on factors related to Peace.
- iii. The study will be delimited to students in adolescent age (grade 8-10) only.

### **Limitations of the study**

- i. The results will depend upon the analysis of the responses given by the participants.
- ii. The results of the study may be affected by various factors like interest, attitude, motivation, etc.

### **Research question**

What are the factors of peace which exist in the adolescent students?

### **Research methodology**

Survey method was used to find the factors of peace among adolescents.

### **Population**

All the adolescent students studying in class 8<sup>th</sup> to 10<sup>th</sup> of Pune city.

### **Sample**

A sample of 175 students was selected through incidental sampling technique.

### **Tool for data collection**

A questionnaire comprising of closed and open-ended questions was prepared and administered to the students.

A semi-structured interview was also administered.

### **Data analysis**

The data obtained was analysed using qualitative data analysis method.

### **Findings**

1. According to the students belonging to the adolescent stage there are various factors that lead towards peace.
2. Many students identified few factors about peace which were common to them.
3. Factors like happiness, free of violence, resilience, decision making , creative thinking were the once most identified with the adolescent students.

### **Conclusion**

According to the study conducted the students of the adolescent age group were aware of the importance of peace and how peace in any state can lead towards its growth and development. The students were also able to identify and tell the factors which lead towards peace. The existence of these factors was also justified by them. Factors such as absence of violence, happiness, sense of justice , equality, critical thinking, decision making were key

factors suggested by them. Apart from these few students emphasised on attitude, gender equity, empathy and freedom to also contribute towards peace.

### **Discussion**

Peace is an essential factor in any nation's development. Knowing and understanding what makes up or contributes towards peace is a key towards maintaining peace. The factors which affect peace if known at adolescent stage can help the stakeholders to plan and prepare the activities according to the demand of the students. The schools can design their curriculum in a way which leads towards promotion of the factors leading towards peace. Also identifying the factors in students can help in resolving issues if any in the students of this age group. Promoting positive aspects of peace will lead towards a peace loving individual. A distortion in any peace building attribute can lead to inappropriate behaviour. If these factors are identified correctly, consequences can be reduced and nullified.

### **References**

- Best, J.W. & Kahn, J.V. (2008). *Research in education* .( 10th.ed.). New Delhi. Prentice hall of India.
- Chiriswa, A., Thinguri.R.( 2015). *The Contribution of the Secondary School Curriculum to Peace in Kenya*,Journal of Education and Practice,6, 164-173.
- Hettler, S.; Johnston, L. ( 2009 )*Living Peace: An Exploration of Experiential Peace Education, Conflict Resolution and Violence Prevention Programs for Youth Journal of Peace Education*, 6 , 101-118.
- Ide, K. ( 2015). *For the Sake of Peace: Maintaining the Resonance of Peace and Education, Ethics and Education*, 10 ,73-83
- Koul, L.( 2012 ). *Methodology of Educational Research*. (4 th. ed. ). Haryana. Vikas publishing house.
- Leo, N. (2008)*The Peace Scale: Conceptualizing and Operationalizing Non-Rivalry and Peace, Conflict management and peace science*, 25,67-80.
- Zuker, H. (2014). *Development of a scale to measure individuals' ratings of peace. Conflict and health*.