

EFFECTIVENESS OF PEACE EDUCATION MODEL AMONG UNDERGRADUATE LEARNERS

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Abstract

Due to the changing environmental culture at homes, schools, colleges and society at large, the students develop anxiety. In general, academic anxiety is found among the learners of Medical and Engineering studies. The researcher prepared a academic anxiety scale to measure the academic anxiety among medical and engineering learners. The learners with academic anxiety was treated with a peace education model comprising of various activities related to positivity, personality, time management, sports competence, and expectation management. There was significant difference found among the Medical and Engineering Undergraduate learners after the implementation of the peace model. The quasi – Experimental pre-test post -test non- equivalent group design was used to evaluate the development of peace education among engineering and medical learners. The inferential analysis was done by using the independent ‘t test’. The findings of the study indicated that the peace strategies used were successful.

Keywords: Medical Learners, Engineering Learners, Peace Education Model.



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INTRODUCTION:

The present curriculum of engineering and medical course is vast. As large syllabus is fitted in a short period, the course becomes extremely demanding in terms of student's efforts. Competition to excel as well as social and emotional factors influence students' mental health. The students undergoing medical course and engineering courses is more predisposed to more academic anxiety than any other course. This may affect students' performance at the

examination. The students usually are left with small amount of time gap for “self-study” within each term of examination, assignments, practical sessions, as well as long hours of lectures. Managing time, for the studies is usually a large task for the child.

An American Peace educator “Betty Reardon” defines Peace education as “Learning intended to prepare, the learners to contribute toward the achievement of Peace (Reardon)

The learners of Medical and Engineering are burdened with academic anxiety related to the academic surrounding. The student’s life being complicated and at the same time competitive trying hard to remain alive in this competitive world and trying to solve many complicated problems in academics through the competitive mind. It takes a toll and the mind becomes unstable and directionless.

Peace education brings about changes in the students by helping them to understand the inner conflict and transform themselves to live peacefully & develop a peaceful surrounding by which they are able to deal not only with oneself but also with others.

NEED OF THE STUDY:

It has been rightly said that peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on love, compassion, pure thoughts, pure feelings, pure motives and wishes. “Peace is not an absence of war; it is a virtue, a state of mind, a disposition for benevolence, confidence, and justice” (Baruch Spinoza)

Meditation and yoga helps in developing awareness and calmness in the mind, developing positivity. Role models and success stories of eminent personalities drive home a sense of direction and encouragement. The various techniques of the successes achieved in solo sports leads the student to develop a self-confidence that keeps the student motivated even under dire circumstances. The students are encouraged to communicate effectively by interaction, the practice of speaking and listening skills,

Hence the researcher zeroed upon various techniques to augment and develop positive peace. For this purpose, the researcher reviewed various literatures related to peace education

REVIEW OF RELATED LITERATURE:

The researcher reviewed various researches of peace education as well as of anxiety related to academics. Ole Henning Sommerfelt (2004) worked on “Dream of the Good” – a Peace Education Project: Exploring its Potential to Educate for Peace at an Individual Level awareness of connection between self and experience, i.e. how conscious and unconscious

thoughts, feelings and actions influence one's experiences, and how the role of calm and concentration is essential in creating well-being, access to the inner resource, and space for reflection. D'Souza, et. al. (2011) studied Global Peace: Be the change you want to see Linked Peace to positive attributes of harmony, respect, inner Peace. Vipassana is an ancient meditation technique rediscovered by Gautama Buddha about 2500 years ago (Bankar,R., & Gehlot, B, 2011). Kumar,D. and Pundeer, S.(2012) Studied the role of Educational Pillar in inculcation of peace education. Surmaya, M. (2013) studied the effectiveness of yoga as an instructional strategy in peace education for secondary students. Mishra, L(2013) studied the strengthening of peace education in secondary school curriculum, identifying strategies for integrating peace concepts in to school curriculum. Dhingra,Rakhi (2015) conducted a comparative study of awareness and attitude towards peace educations among different college teachers. Satpute. K (2018) studied the use of innovative strategies for developing a culture of Peace. Many educational intervention programmes are also carried out by Lesley (2011), Bhatnagar (2010), Borkar (2009) Karmarkar N, Saha J, Datta A, Nag K, Tripura K, Bhattacharjee P.A (2021) conducted a comparative Study on depression, anxiety, and stress among medical and engineering college students. The findings of the study revealed, that maximum depression was found among medical students (94.5%) compared to just half of the (50%) engineering students, similarly all the medical students (96.8%) were suffering from anxiety in comparison to the Engineering students and in terms of stress it was found that most of the medical students (89.7%) were stressed in comparison to engineering students. Heba Bakr Khoshaim; Areej Al – Sukayt, et al. (2020) studied the Anxiety level of University Students during Covid-19 the study examined the university students especially in Riyadh. It was found that the respondents showed, 21.5% (86), 8.8% (35), and 4.3% (17) “minimal to moderate”, “marked to severe”, and “most extreme” anxiety category grouped together as “severe to extreme anxiety” level of anxiety.

STATEMENT OF THE PROBLEM:

Effectiveness of Peace Education Model among Undergraduate learners.

OPERATIONAL DEFINITIONS

Peace Education Model

In this study the peace education model is based on the various dimensions like positivity development, time management (evaluating priorities) personality development, cultivation of solo sports competence, and expectation management

Effectiveness

The degree to which the peace education model implementation is successful in developing peace among learners.

AIM OF STUDY:

To Study the effectiveness of peace education model in engineering and medical learners

Objective:

To study the effectiveness of peace education model among the Engineering and Medical learners on the basis of Various dimensions: a) Personality Development b)Positivity Development c)Time Management d)Solo Sports Competence e)Expectation Management

Hypothesis: The Null Hypothesis formulated is

There is no significant difference in the pre -test and post- test score of Peace education model of medical and Engineering learners with respect to its various modules :a) Personality Development b) Positivity Development c)Time Management d)Solo Sports Competence e) Expectation Management

Scope and Delimitation of the study:

The study is delimited to 2nd year engineering and medical students of the Mumbai region only, only a single engineering and medical college is considered for the study. The Peace education Model developed by the researcher was only considered for the study.

Methodology of the study:

The present study is aimed at implementing and evaluating the effectiveness of peace education model among engineering and medical learners. The method adopted was Experimental Method (quantitative method)

In the present study the researcher Adapted Quasi Experimental method of pre-test & post-test non-equivalent group design.

The pre-test-post –test Non-equivalent group is described symbolically as follows:

O1 X O2

O3 C O4

Where, O1 and O3 : Pre-test Scores O2 and O4 : Post-test Scores

X : Experimental Group C : Control Group

The difference between the means of O1 and O3 scores and the difference between the mean of O2 and O4 scores were tested for statistical significance.

SAMPLE AND SAMPLING TECHNIQUE:

The researcher considered the Purposive sampling technique for the present study. 50 engineering learners and 52 medical learners were considered for the Experimental study.

TOOLS OF THE RESEARCH:

The researcher constructed and validated the questionnaire for evaluating the peace education model dimensions: The 5 modules consisted of 15 items for each module (75items), The Cronbach Alpha reliability co-efficient was 0.79 for the peace education model questionnaire The researcher also prepared the Academic anxiety scale for measuring the academic anxiety among the learners. The Cronbach Alpha reliability co-efficient was found to be 0.81.

Instructional material

The peace education Model consisted of 5 modules based on Personality, positivity , Time management, solo sports competence, expectation management, various activities related to the above techniques like communication skills , meditation , Yoga , time management technique were conducted by the researcher.71 hrs for medical learners and 69 hrs for engineering learners.

TECHNIQUES OF DATA ANALYSIS:

The researcher used descriptive statistical techniques such as Measures of central tendency: Mean, Median and Mode, Measure of Variability: standard deviation and graphical representation, inferential analysis consist of independent “T” test.

Analysis and Interpretation of the data

Table 1.1 showing the pre- test and post- test score of the peace education model of Engineering Learners for the various dimensions like: Personality, Positivity, Time Management, Solo sports competence, Expectation Management.

Dimension		Mean	S.D		T-ratio	P	Significant
Personality	Pre Test	26.36	4.61	df =98	20.36	<0.0001	Significance
	Post Test	45.24	4.56				
Positivity	Pre Test	26.08	5.663	df =98	17.99	<0.0001	Significance
	Post-Test	45.66	5.239				
Time Management	Pre-Test	25.32	5.779	df =98	17.58	<0.0001	Significance
	Post - Test	46.2	6.091				
Solo sports Competence	Pre-Test	26.28	5.53	df =98	16.35	<0.0001	Significance
	Post - Test	45.22	6.03				
Expectation Management	Pre-Test	26.1	6.031	df=98	15.83	<0.0001	Significance
	Post-Test	45.82	6.422				

Here the tabulated T value = 1.984 , n=(100) , Hence the tabulated t value is lesser than the obtained T ratio in case of Personality (20.36), Positivity (17.99) , Time management (17.58), Solo sports Management (16.35), Expectation Management(15.83) at 0.05 significance . The Null Hypothesis is Rejected i.e. there is significance difference between the pre-test and Post – test score of the peace education model of Engineering learn

Table1.2 showing the pre- test and post- test score of the peace education model of Medical Learners With respect to its various dimensions like : Personality, Positivity, Time Management, Solo sports Management, Expectation Management.

Dimension		Mean	S.D		T-ratio	P	Significant
Personality Development	Pre - Test	26.26	5.198	df =102	20.19	<0.0001	Significance
	Post - Test	45.78	4.645				
Positivity Development	Pre - Test	27.53	5.069	df =102	17.01	<0.0001	Significance
	Post-Test	45.51	5.693				
Time Management	Pre-Test	25.92	4.9064	df =102	16.73	<0.0001	Significance
	Post - Test	43.98	6.0407				
Solo sports Competence	Pre-Test	27.90	4.92	df =102	19.74	<0.0001	Significance
	Post - Test	47.19	5.045				
Expectation Management	Pre-Test	27.57	5.02	df = 102	18.75	<0.0001	Significance
	Post-Test	46.42	5.225				

Here the tabulated T value = 1.984 , n=(100) , Hence the tabulated t value is lesser than the obtained T ratio in Personality (20.19) , Positivity (17.01) , Time management (16.73) , Solo sports Management (19.74) , Expectation Management (18.75) at 0.05 significance .The Null Hypothesis is Rejected i.e. there is significance difference between the pre-test and Post – test score of the peace education model of Medical learners with respect to its various dimension.

Conclusion:

From the table 1.1 and 1.2 it has been observed that there is significant difference between the Pre-test and post -test score of the peace education model of engineering and medical learners with respect to its various dimension: personality development, positivity development, time management, solo sports management, expectation management. The need of today's world is to encourage the students to develop consciousness of peace and to develop within oneself an internal intensity to overcome the conflict hence felt the peace development activities as one. The researcher was able to conclude that the above exercises had significant impact in enabling learners to develop capacities to counteract stress, and learn techniques of developing peace, thereby overcoming academic anxiety.

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