

Peace Values for Personality Formation among Secondary Schools Students of Karnataka

(Sr) Chrisia Laura Pinto^{1*} and Kalpana Venugopal²

¹Research Scholar, Regional Institute of Education, (NCERT) Mysuru, Karnataka, India

²Faculty of Education, Regional Institute of Education, (NCERT) Mysuru, Karnataka, India

*Corresponding author: clpjul31@gmail.com

ABSTRACT

Peace is dynamic, so is 'Education for Peace'. Peace Values that are imparted to the students through their curriculum, school environment and through their teachers build form them towards fullness of life. This paper discusses about Peace Values and Personality Formation more precisely among adolescence. These students are of KV and JNV's of Karnataka who through their Text Books (NCERT Text Books) have ample opportunity to build themselves as good citizen of the country and world at large.

Keywords: Peace, dynamic, Text Books, NCERT, Karnataka, Personality Formation

Values are underlying principles and priorities on which people base their lives morally. Differences in values are inevitable. If we are to experience peace within as well as around, we need to value relationships. Today living in peace with these relationships upholding universally and constitutionally accepted values is becoming extremely challenging and time testing in the life of a person. If there is no peace value in the mind of the individual life how there can be peace in the world. If one has an educated mind without peace it will be sure to transmit negative peace with fuller knowledge. Persons need to evaluate ones actions and live as a better person who is reflected in his/her personality. Hence knowing self comes before knowing others even in manner of solving personal problems and striving to live in peace in harmony. Education for peace seeks to nurture the knowledge, skills, attitudes, and values that comprise a culture of peace.

Reviews of related literature

Vogt (2016) makes known of how theologians have drawn fruitfully of growing interest in virtues from neuroscience and anthropology fields arguing that a more expensive, inter-disciplinary engagement would enhance theological understandings of virtue, formation and social transformation. Pohling *et al.* (2017), expresses the role of gratitude and moral elevation in moral identity development. Anselma *et al.* (2016), are of the opinion that Morality's centrality to liking, respecting and understanding others. These have examined morality's relationship to three distinct dimensions of social projection: liking, respecting and knowing a person. They have arrived at an understanding that certain moral traits were more important than others especially honesty, compassion and fairness. Education for peace is holistic. Inner peace is the kernel of collective peace. It is the ability to respond justly and affirmatively to the needs and sufferings of the others is the

hallmark of authentic inner peace. It is to enable individuals to choose the path of peace rather than the path of violence- NCF-EFP (2005).

Peace Values: These are the values that promote a culture of peace in the life of a person either personally, socially, culturally, nationally as well as internationally.

In this study, the definition of Peace Value as given by NCERT in its Position Paper on Education for Peace is accepted for its comprehensiveness. According to NCF-2005, Peace Value consists of eight dimensions and the components there in as mentioned below:

- ⊙ Peace Values for Personality Formation
- ⊙ Peace Values and Shared Spirituality
- ⊙ Peace Values, vis-à-vis, Indian History and Culture
- ⊙ Peace Values, Human Rights, and Democracy
- ⊙ Peace Values and Lifestyle
- ⊙ Peace Values and National Unity
- ⊙ Violence: What it is and What it
- ⊙ Peace Values and Globalization

Presently this article is focusing only on the Peace Values and Personality Formation.

Personality Formation

It is an organized pattern of behaviour and attitudes that make a person distinctive. It occurs by the on-going interaction of temperament, character, environment, and personality.

Secondary School Students

Identity among adolescence begins developing a lifelong process. Personality identity is a cohesive sense of self-says Rachel summer. Although it begins during teen years, it is still a lifelong process. Secondary School Students who are adolescence studying in class IX in KV and JNV's were part of this study.

Peace Values for Personality Formation (PVPF)

PVPF is *the ability to intrinsically and extrinsically feel driven uninterruptedly for peace personality formation.*

Its various components are:

- ⊙ Love,
- ⊙ Truth,
- ⊙ Purity—*both physical and mental (think, speak, and do what is right);*
- ⊙ Beauty and Harmony—*appreciating the unity in diversity of people and nature;*
- ⊙ Spirit of Appreciation (*gratitude*);
- ⊙ Sense of Responsibility,
- ⊙ Ahimsa,
- ⊙ Humility—*the willingness to be corrected and the courage to accept one's mistakes,*
- ⊙ Spirit of Service,
- ⊙ Leadership—*initiatives to make peace or to improve a given situation;*
- ⊙ Positive thinking and Optimism,
- ⊙ Discipline—*self-control, concentration, hard work, and growth;*
- ⊙ Other-orientation—*the skills to cope with 'otherness' and the ability to think for others and to help them;*
- ⊙ Growth—*both for the self and for the neighbour.*

Objectives of the study

1. To study the level of Peace Values for Personality Formation among class IX students of KV and JNV schools of Karnataka
2. To study the level of Peace Values for Personality Formation among boys and girls of IX standard students of Karnataka.

Hypothesis of the study

- H_{01} . There is no significant difference in the level of Peace Values for Personality Formation among class IX students of KV and JNV schools of Karnataka
- H_{02} . There is no significant difference in the level of Peace Values for Personality Formation

among boys and girls of IX standard students of Karnataka.

Methodology

Sample for the study: Out of 6960 total number of students belonging to class IX in KV and JNV's students 10% of the population of the 696 students, 469 were from Kendriya Vidyalayas and remaining 227 from Jawahar Navodaya Vidyalayas was selected across Karnataka. Karnataka state in India has from 4 Educational Divisions. Two Districts from each Division was selected in order to identify the required schools. Of the 696 students, 257 (54.8%) Males and 212 (45.2%) Females were from Kendriya Vidyalayas (32.6%) and remaining 111(48.9%) Males and 116 (51.1%) Females are from Jawahar Navodaya Vidyalayas. Hence, 368(52.9%) Males and 328(47.1%) Females in total participated in the study.

Tools used for this study: Peace Value Student Checklist (PVSC) is the tool prepared by the researcher. Peace Values for Personality Formation is one of the dimension of this tool consist of 27 items.

RESULTS

Total sample:

Variable		Type of School		Total
		KV	JNV	
Total	Frequency/ Percent	469 (67.4%)	227 (32.6%)	696 (100.0%)

A total of 696 students were selected from Kendriya Vidyalaya and Jawahar Navodaya Vidyalaya schools. Of the 696 students, 469 (67.4%) were from Kendriya Vidyalaya's (32.6%) and remaining 227 from Jawahar Navodaya Vidyalayas.

The overall PVPF of students were categorised into three categories, i.e. low, moderate and high level of PVPF

Sample distribution in terms of type of school and Gender

Variable		Type of School		Total	
		KV	JNV		
Gender	Total	Frequency/ Percent	469 (67.4%)	227 (32.6%)	696 (100.0%)
	Male	Frequency/ Percent	257 (54.8%)	111 (48.9%)	368 (52.9%)
	Female	Frequency/ Percent	212 (45.2%)	116 (51.1%)	328 (47.1%)

On the whole we find that a majority of the sample selected had high levels of Peace Values for Personality Formation to the extent of 93.1%, followed by 6.9% of them had moderate levels of Peace Values for Personality Formation and none of them had low levels of Peace Values for Personality Formation. Chi-square test revealed a significant difference between these groups of frequencies of high and moderate levels ($X^2=517.24$; $p=.001$) further confirming that a large majority of the

Table: Distribution of selected sample by gender and Levels of Peace Values for Personality Formation and results of test statistics

Levels		Gender		Total
		Male	Female	
Low (1-9)	Frequency/ Percent	0 (0%)	0(0%)	0(0%)
Moderate (10-18)	Frequency/ Percent	30(8.2%)	18(5.5%)	48(6.9%)
High (19-27)	Frequency/ Percent	338(91.8%)	310(94.5%)	648(93.1%)
Test statistics (Overall)		$X^2=517.24$; $p=.001$		
Test statistics (Between genders)		$X^2=1.917$; $p=.166$		

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.917	1	.166

sample selected had high levels of Peace Values for Personality Formation.

Between gender and levels of Peace Values for Personality Formation, a non-significant association was observed ($X^2=1.917$; $p=.166$), indicating that pattern of levels of Peace Values for Personality Formation were same for male and female students selected. Whether it is male or female sample, both genders had high levels of Peace Values for Personality Formation followed by moderate levels, which is further depicted in the Fig. 1.

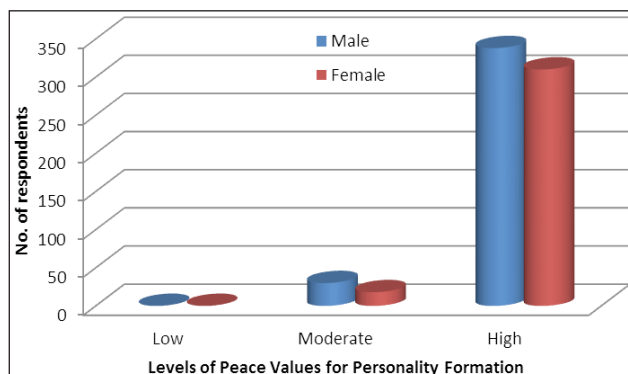


Fig. 1: Distribution of the selected sample by gender and Levels of Peace Values for Personality Formation.

H2a:

*Peace Values for Personality Formation * Type of School*

Table: Distribution of selected sample by Peace Values for Personality Formation and Type of School

Levels		Type of School		Total
		KV	JNV	
Low (1-9)	Frequency/ Percent	0 (0.0%)	0 (0.0%)	0 (0.0%)
Moderate (10-18)	Frequency / Percent	38 (8.1%)	10 (4.4%)	48 (6.9%)
High (19-27)	Frequency/ Percent	431 (91.9%)	217 (95.6%)	648 (93.1%)
Test statistics (Overall)		$X^2 = 517.241^b$; $p = .001$		
Test statistics (Between school types)		$X^2 = 3.256$; $p = .071$		

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.256	1	.071

On the whole we find that a majority of the sample selected had high levels of Peace Values for Personality Formation to the extent of 93.1% followed by 6.9% of them had moderate levels of Peace Values for Personality Formation and none of them had low levels of Peace Values for Personality Formation. Chi-square test revealed a significant difference between these groups of frequencies of high moderate and low levels ($X^2 = 517.241$; $p = .001$).

Between type of Schools and levels of Peace Values for Personality Formation, a non-significant association was observed ($X^2=3.256$; $p=.071$), indicating that pattern of levels of Peace Values for Personality Formation were same for KV and JNV students selected. Whether it is KV or JNV sample, both type of schools had high levels of Peace Values for Personality Formation which is further depicted in the Fig. 2.

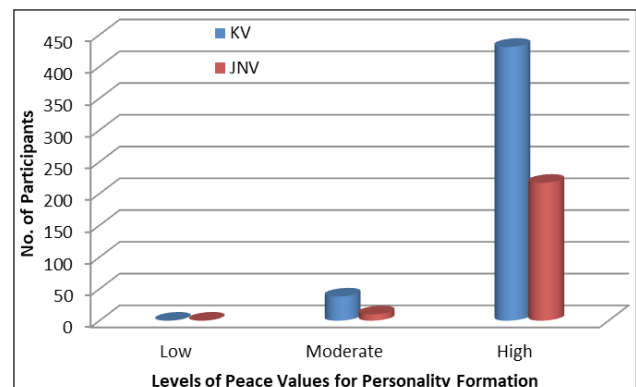


Fig. 2: Distribution of the selected sample by Type of School and Levels of Peace Values for Personality Formation.

Findings

1. *PVPF with regard to Gender:* 91.8% of males and 94.5% females from KV and JNV Secondary School Students of Karnataka have high level of PVPF. There is significant difference with regard to the gender of students belonging to different level of PVPF.

2. *PVPF with regard to Type of School*: 91.9% students of KV while 95.6% students from JNV Secondary School in Karnataka have high level of PVPF respectively. There is significant difference with regard to type of school students belong to different levels of PVPF.

DISCUSSION

Peace is the right and decision of all people we must focus on our well being built on personal peace. Universal law of nature or of God Almighty is applicable to one and all. It is observed that persons can be not being true to their own self. Knowing the truth about self at experiential and attitude level can solve many problems. Once the self is at peace it is able to acknowledge the rewards of peace bestowed on the law of nature. If persons are at peace there flows compassion, love, truth, sincerity, beauty, harmony—appreciating the unity in diversity of people and nature; Spirit of Appreciation (gratitude) towards others and everything in the universe; Sense of Responsibility exhibited by the individuals, practice of nonviolence, Humility—the willingness to be corrected and the courage to accept one's mistakes, Spirit of Service, leadership—initiatives to make peace or to improve a given situation; Positive thinking and Optimism, Discipline—self-control, concentration, hard work, and growth; Other-orientation—the skills to cope with 'otherness' and the ability to think for others and to help them; Growth(NCF-EFP-2005).

If one lives by the truth one does not have to be violent. He simply accept what one is be content with what oneself. Such person lives in contentment without cravings, without regretting the past, or being over anxious of the future. Then one lives in peace

Implications

- ⊙ Teachers are role models who help students to achieve what they want to be in future.
- ⊙ Teachers need to talk on values that promote a culture of peace as they teach their lessons as and when it is suitable.
- ⊙ Since peace values are intra-curricula it is not so much to be taught separately subject which

is also expressed by NCF-2005 (Education for Peace).

- ⊙ Placing them in the right environment to be responsible individuals and to explore where they are more suitable or fit.
- ⊙ Student s need to regularly monitored with a regular school counsellor even KV's and JNV's are need of that faculty.
- ⊙ Schools should encourage activities that bring out best in the persons as students leading them to be good human beings which are the ultimate goal of education. Peace value for personality formation among secondary school students emerges as influential force. Hence teachers are expected to be 'peace teachers' or 'models of peace values' in the class rooms.
- ⊙ In comparison to the residential and non-residential students non-residential student s have better personality formation than their counterparts in residential set ups. This could be more likely due to the parental love, guidance, and care and family value systems. So there is need of parental love and care and guidance even to the non-residential Students.
- ⊙ More open days could be encouraged to the residential schools students so there is mutual and free interaction between a parent and student who is also an adolescent as well as their teachers.
- ⊙ There is lot of public criticism on the personality formation of young /adolescents. If adolescence emerges from value based families they exhibit as well as transmit similar values that promote culture of peace collectively in the society.
- ⊙ Special lectures cold be organised in educational institutions on personality formation.

REFERENCES

- Anselma G. Hartley R. Michael Furr, Eric G. Helzer, Eranda Jayawichkr Cassidy R. Velasquez, William Fleeson 2016. Morality's centrality to liking, respecting and understanding others. *Sage journal on social psychological and personality Science*, June 16,2016, ISSN:1948-5506 online ISSN-19485514
- Christopher P. Vogt. 2016. Virtue: Personal formation and social transformation' journals. Sage pub.com Feb, 22, 2016.

Michael Amaladas S.J. 2012. *Blessed are the peace makers -they will be called children of God,-theological reflections :The New Leader Publications Chennai, India.ISBN97881-910683-3-7*

National Council of Educational Research and Training (NCERT), National Focus Group on Education For Peace-2005, New Delhi.

Rachel Summer- 'Who am I – Identity formation in Adolescence -cornel university (www.actfor youth.net-resources-n-ide)

Richo Pohling, Rhett Diessner, Anja Strobel, 2017. 'The role of gratitude and moral evaluation in moral identity development', *International Journal of Behaviour Development*, **42**(4): 405-415.

www.healthofchildren.Com