CHAPTER VI

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6.1 Major findings of the study

The important findings of the study are presented below.

- 26.7 per cent of secondary school students who practised Yoga possess high level of internalisation of peace behaviour whereas 56.7 per cent of students fall in medium level and 16.7 per cent of them possess low level of internalisation of peace behaviour.

- 11.4 per cent of secondary school students who belong to the control group possess high level of internalisation of peace behaviour while 68.6 per cent of them fall in medium level and 20 per cent of students possess low level of internalisation of peace behaviour.

- There is no significant difference between the mean scores of pre-test of experimental and control groups since ‘t’ value 2.033 is not significant at .01 level.

- There is significant difference between the mean scores of pre-test and post-test of control group since ‘t’ value 2.341 is significant at .05 level.

- There is significant difference between the mean scores of pre-test and post-test of experimental group since ‘t’ value 22.663 is significant at .01 level.

- There is significant difference between the mean scores of post-test of the experimental group and control group since C.R = 19.478 and P< 0.01. The ANOVA results also show that there exists significant difference between the means obtained by samples belonging to the
experimental and control groups since the obtained value of F (71.161) is greater than the tabled value at 0.01 level (P<0.01). So we can conclude that Yoga is highly effective in internalising peace behaviour.

• The comparison of gain scores of experimental and control groups also revealed that the difference between the two groups is significant (‘t’ value =20.756).

• There is significant difference between the pre-test and post-test scores of experimental group with respect to the first component of peace behaviour namely ‘positive thinking’, since t= 7.819 and P<0.01.

• There is significant difference between the pre-test and post-test scores of experimental group with respect to the second component of peace behaviour namely ‘compassion’, since t= 12.775 and P<0.01.

• There is significant difference between the pre-test and post-test scores of experimental group with respect to the third component of peace behaviour namely ‘inner peace’, since t= 14.268 and P<0.01.

• There is significant difference between the pre-test and post-test scores of experimental group with respect to the fourth component of peace behaviour namely ‘be your true self’, since t= 13.665 and P<0.01.

• There is significant difference between the pre-test and post-test scores of experimental group with respect to the fifth component of peace behaviour namely ‘living together’, since t= 4.998 and P<0.01.
• There is significant difference between the pre-test and post-test scores of experimental group with respect to the sixth component of peace behaviour namely ‘think critically’, since $t = 8.200$ and $P < 0.01$.

• There is significant difference between the pre-test and post-test scores of experimental group with respect to the component ‘non-violent conflict resolution’, since $t = 10.141$ and $P < 0.01$.

• There is significant difference between the pre-test and post-test scores of experimental group with regard to the component ‘respect for human dignity’, since $t = 16.670$ and $P < 0.01$.

• There is significant difference between the pre-test and post-test scores of experimental group with respect to the ninth component of peace behaviour namely ‘peace in community’, since $t = 5.927$ and $P < 0.01$.

• There is significant difference between the pre-test and post-test scores of experimental group with respect to the tenth component of peace behaviour namely ‘care for the planet’, since $t = 9.050$ and $P < 0.01$.

• There is significant difference between the mean scores of post-test of experimental group and control group with regard to the first component of peace behaviour namely, positive thinking. (C.R = 6.626 and $P < 0.01$)

• There is significant difference between the mean scores of post-test of experimental group and control group in terms of compassion since C.R = 13.254 and $P < 0.01$. 

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• There is significant difference between the mean scores of post-test of experimental group and control group with regard to the third component of peace behaviour namely, inner peace, since C.R = 15.487 and P<0.01.

• There is significant difference between the mean scores of post-test of experimental group and control group with regard to the component ‘be your true self’. (C.R = 12.593 and P<0.01)

• There is significant difference between the mean scores of post-test of experimental group and control group with regard to the fifth component of peace behaviour namely, living together, since C.R = 7.067 and P<0.01.

• There is significant difference between the mean scores of post-test of experimental group and control group with regard to the component of peace behaviour namely, ‘think critically’, since C.R = 10.603 and P<0.01.

• There is significant difference between the mean scores of post-test of experimental group and control group with regard to non-violent conflict resolution since C.R = 9.201 and P<0.01.

• There is significant difference between the mean scores of post-test of experimental group and control group with regard to respect for human dignity since C.R = 13.812 and P<0.01.

• There is significant difference between the mean scores of internalisation of peace behaviour of experimental group and control group with regard to the 9th component of peace behaviour namely, peace in community. (C.R = 9.066: P<0.01)
• There is significant difference between the mean scores of internalisation of peace behaviour of experimental group and control group with regard to the component care for the planet since C.R = 16.990 and P<0.01.

• The mean difference between the experimental and control groups were the highest for the component ‘Respect for Human Dignity. (Mean Difference = 5.32)

• The coefficient of correlation between classroom behaviour and internalisation of peace behaviour of the experimental group is 0.69, and is higher than the value set for significance at 0.01 level. Hence we can conclude that there exists significant relationship between the classroom behaviour of the experimental group and their level of internalisation of peace behaviour.

• The 10\textsuperscript{th} percentile of the score on internalisation of peace behaviour is 156 which means that 10 per cent of the secondary school students who took the test have secured below 156 while 90 per cent of them secured scores above 156.

• The 20\textsuperscript{th} percentile of the score on internalisation of peace behaviour is 170 which means that 20 per cent of the students who took the test have secured below 170 while 80 per cent of them secured scores above 170.

• The 30\textsuperscript{th} percentile of the score on internalisation of peace behaviour is 176 which means that 30 per cent of the secondary school students who took the test have secured below 176 while 70 per cent of them secured scores above 176.
• The 40\textsuperscript{th} percentile of the score on internalisation of peace behaviour is 184 which means that 40 per cent of the students who took the test have secured below 184 while 60 per cent of them secured scores above 184.

• The 50\textsuperscript{th} percentile of the score on internalisation of peace behaviour is 189 which means that 50 per cent of the students who took the test have secured below 189 while 50 per cent of them secured scores above 189.

• The 60\textsuperscript{th} percentile of the score on internalisation of peace behaviour is 194 which means that 60 per cent of the students who took the test have secured below 194 while 40 per cent of them secured scores above 194.

• The 70\textsuperscript{th} percentile of the score on internalisation of peace behaviour is 197 which means that 70 per cent of the students who took the test have secured below 197 while 30 per cent of them secured scores above 197.

• The 80\textsuperscript{th} percentile of the score on internalisation of peace behaviour is 203 which means that 80 per cent of the secondary school students who took the test have secured below 203 while 20 per cent of them secured scores above 203.

• The 90\textsuperscript{th} percentile of the score on internalisation of peace behaviour is 210 which means that 90 per cent of the students who took the test have secured below 210 while 10 per cent of them secured scores above 210.
• The 100th percentile of the score on internalisation of peace behaviour is 228 which means that 100 per cent of the students who took the test have secured below 228 and nobody secured scores above 228.

• 65 per cent of secondary school teachers who answered the questionnaire agreed that peace element is there in curriculum, 35 per cent of them opined that it is not included in the curriculum.

• 20 per cent of teachers opined that we are giving adequate attention to inculcate peace among students and 80 per cent disagreed to it.

• 85 percent of the secondary school teachers agreed upon the necessity of introducing various peace oriented programmes in the school curriculum while 15 percent marked their responses against it.

• 88 per cent of the samples agreed upon the view that peace education will develop skills to deal with conflicts peacefully while only 12 per cent of teachers disagreed.

• All the respondents supported the view that group activity method develops cooperation and sharing among the students which are essential pre requisites of peaceful living.

• A sample of 68 percent supported the view that peace education will help to attain inner peace while 32 percent did not support it.

• 73 per cent of secondary school teachers agreed that value education helps to inculcate peace among students while 27 per cent of the total sample did not consider value education as a source for inculcating peace among students.
• A majority of 69 percent agreed that youth lacks many of the human values necessary for a peaceful living while only 31 percent did not agree.

• 84 per cent of the total sample agreed that without inner peace social peace cannot be attained while 16 per cent of teachers are of the opinion that inner peace is not a requisite for attaining social peace.

• To the 10th question, will peace education result in the spiritual development of man 83 percent of the total samples responded positively and 17 percent responded negatively.

• 100 per cent of secondary school teachers agreed that family plays a very important role in inculcating the value of peace among the students.

• 65 per cent of teachers who answered the questionnaire agreed that practising Yoga helps people to lead a peaceful living while 35 per cent of them opined that it is not helpful for leading a peaceful living.

• 68 per cent of the total sample supported the view that accepting social norms help in maintaining peace while 32 per cent of them did not support it.

• The 14th question was whether forgiveness is a precondition for peaceful living. 84 percent of the respondents agreed it while 16 percent of them disagreed.

• 73 per cent of teachers believe that we cannot attain peace without positive thinking, but 27 per cent of them disagreed with this view.

• A majority of 89 per cent of the total sample agreed that only a peace oriented teaching can build up a peace oriented generation of
students. Only a minority of 11 per cent of teachers disagreed with this view.

- All the teachers who answered the questionnaire consider counselling as an important source for providing peace among students.

- 72 percent of the total sample believes that the present educational system gives due importance to the emotional development of the students. But 28 percent of them have the opinion that the present educational system is not giving due importance to the emotional development of students.

- The whole sample (100 per cent) supported moral education to be included as a part of Curriculum.

- 97 per cent of the participants of the survey supported the view that a good teacher student relationship will improve the moral behaviour of students while only a minority of 3 per cent disagreed with this view.

- 72 percent of the total sample opined that the present educational system suffers from unhealthy competition which hinders peaceful living. But 28 percent of them did not support this view.

- All the samples of the survey reported that Human Rights Education helps in promoting the value of peace.

- The 23rd item of the questionnaire dealt with the necessity of a humanistic management approach to maintain peace and order in educational institutions. This view was strongly supported by 88 per cent of the total sample while only 12 per cent of them disagreed with it.
• 93 percent of teachers supported including relaxation exercises and meditation as part of curriculum while 7 percent did not support it.

• All the respondents of the questionnaire agree that Environmental Education helps the students to establish harmony with nature.

• 86 percent of secondary school teachers agreed that every subject cannot be taught through a peace perspective while 14 percent hold the opposite view.

• 89 per cent of samples believe that teachers should develop their own peace oriented teaching strategies while 11 per cent did not support the same.

• 73 per cent of secondary school teachers believe that children are having positive attitude towards Gandhian principles, but 27 per cent of them disagreed with this view.

• 89 per cent of the total sample opined that they are unaware of any national level effort for making the present educational system more peace oriented. Only a minority of 11 per cent of secondary school teachers agreed to be aware of it.

• 83 per cent of the total sample agreed that school environment plays an important role in inculcating the value of peace among the students. 17 per cent of teachers are of the opposite view.

6.2 Tenability of hypotheses

The study proved that Yoga is highly effective in internalizing peace behaviour. The investigator used t - test for comparing the mean scores of the experimental and control groups with regard to internalisation of peace behaviour. Comparison of pre-test scores of experimental and control groups
proved that the two groups do not differ with respect to their pre-test scores since ‘t’ value 0.03 is not significant at 0.01 level. Hence the first hypothesis that ‘there is significant difference between the mean scores of pre-test of experimental group and control group’ is rejected. The study also revealed that there is significant difference between the pre-test and post-test scores of the experimental group since ‘t’ value 22.663 is significant at 0.01 level. Hence the hypothesis formulated in this regard that ‘there is significant difference between the mean scores of pre-test and post-test of experimental group’ is accepted.

The comparison of pre-test and post-test scores of the control group proved that there is significant difference between the two scores since ‘t’ value 2.341 is significant at 0.05 level. Thus the third hypothesis that ‘there is significant difference between the mean scores of pre-test and post-test of control group’ is accepted.

The comparison of gain scores of experimental and control groups also revealed that the difference between the two groups is significant at 0.01 level (‘t’ value =20.756). Hence the fourth hypothesis that ‘there is significant difference between the mean gain scores of the experimental and control groups’ is accepted.

The t-test between the means of post-test scores of the experimental group and the control group also proved that there is significant difference between the two since t=19.478 and is significant at 0.01 level. So the fifth hypothesis ‘there is significant difference between the mean scores of post-test of experimental group and control group’ is accepted. It should also be noted that the difference between the means obtained by samples belonging to the experimental and control groups are significant since the obtained
value of F (71.161) is greater than the tabled value at 0.01 level. So it can be concluded that Yoga is highly effective in internalising peace behaviour.

When comparing the pre-test and post-test scores of the experimental group with respect to positive thinking it can be seen that there is significant difference between the scores with respect to the first component of peace behaviour namely ‘positive thinking’, since $t = 7.819$ and $P<0.01$. Hence the hypothesis that ‘there is significant difference between the mean scores of pre-test and post-test of experimental group with respect to positive thinking’ is accepted.

There is also significant difference between the pre-test and post-test scores of experimental group with respect to the second component of peace behaviour namely ‘compassion’, since $t = 12.775$ and $P<0.01$. Hence the seventh hypothesis that ‘there is significant difference between the mean scores of pre-test and post-test of experimental group with respect to compassion’ is accepted.

The eighth hypothesis ‘there is significant difference between the mean scores of pre-test and post-test of experimental group with respect to inner peace’ is accepted since the t value 14.268 is significant at 0.01 level.

Since there is significant difference between the pre-test and post-test scores of experimental group with respect to the fourth component of peace behaviour namely ‘be your true self’, as $t = 13.665$ and $P<0.01$, the hypothesis ‘there is significant difference between the mean scores of pre-test and post-test of experimental group with respect to the component be your true self’ is accepted.

There is significant difference between the pre-test and post-test scores of experimental group with respect to the fifth component of peace
behaviour namely ‘living together’, as $t= 4.998$ and $P<0.01$. So the hypothesis ‘there is significant difference between the mean scores of pre-test and post-test of experimental group with respect to living together’ is accepted.

Since there is significant difference between the pre-test and post-test scores of experimental group with respect to the sixth component of peace behaviour namely ‘think critically’, as $t= 8.200$ and $P<0.01$, the eleventh hypothesis that ‘there is significant difference between the mean scores of pre-test and post-test of experimental group with respect to the component think critically’ is accepted.

There is significant difference between the pre-test and post-test scores of experimental group with respect to the component ‘non-violent conflict resolution’, since $t= 10.141$ and $P<0.01$. So the hypothesis ‘there is significant difference between the mean scores of pre-test and post-test of experimental group with respect to non-violent conflict resolution’ is accepted.

The hypothesis ‘There is significant difference between the pre-test and post-test scores of experimental group with regard to the component ‘respect for human dignity’ is accepted, since $t= 16.670$ and $P<0.01$.

There is significant difference between the pre-test and post-test scores of experimental group with respect to the ninth component of peace behaviour namely ‘peace in community’, since $t= 5.927$ and $P<0.01$. Hence the hypothesis that ‘there is significant difference between the mean scores of pre-test and post-test of experimental group with respect to peace in community’ is accepted.
The hypothesis that there is significant difference between the pre-test and post-test scores of experimental group with respect to the tenth component of peace behaviour namely ‘care for the planet’ is also accepted, since $t=9.050$ and $P<0.01$.

The t-test between the means of post-test scores of the experimental group and the control group in terms of the various components of peace behaviour revealed that the two groups differ significantly with regard to their scores on each component of peace behaviour. Hence the investigator accepts the hypothesis that ‘There is significant difference between the mean scores of post-test of experimental group and control group with respect to various components of peace behaviour.

The ratings made by the investigator about the classroom behaviour of the experimental group showed substantial relationship with the final scores of internalisation of peace behaviour. The two sets of scores used for finding out the relationship were Observation Schedule scores and the scores obtained from the scale for measuring internalisation of peace behaviour. The relationship between these variables was calculated by using Karl Pearson’s Product Moment Coefficient of Correlation. The coefficient of correlation 0.69 is higher than the value set for significance at 0.01 level. Hence the hypothesis ‘there is significant relationship between classroom behaviour and internalisation of peace behaviour through Yoga’ is accepted. Details regarding the tenability of hypotheses are given below in table 6.1
Table 6.1
Details regarding the tenability of hypotheses

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Hypotheses</th>
<th>Tenability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is significant difference between the mean scores of pre-test of experimental group and control group.</td>
<td>Rejected</td>
</tr>
<tr>
<td>2</td>
<td>There is significant difference between the mean scores of pre-test and post-test of experimental group.</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>There is significant difference between the mean scores of pre-test and post-test of control group.</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>There is significant difference between the mean gain scores of the experimental and control groups.</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>There is significant difference between the mean scores of post-test of experimental group and control group.</td>
<td>Accepted</td>
</tr>
<tr>
<td>6</td>
<td>There is significant difference between the mean scores of pre-test and post-test of experimental group with respect to positive thinking.</td>
<td>Accepted</td>
</tr>
<tr>
<td>7</td>
<td>There is significant difference between the mean scores of pre-test and post-test of experimental group with respect to compassion.</td>
<td>Accepted</td>
</tr>
<tr>
<td>8</td>
<td>There is significant difference between the mean scores of pre-test and post-test of experimental group with respect to inner peace.</td>
<td>Accepted</td>
</tr>
<tr>
<td>9</td>
<td>There is significant difference between the mean scores of pre-test and post-test of experimental group with respect to the component be your true self.</td>
<td>Accepted</td>
</tr>
<tr>
<td>10</td>
<td>There is significant difference between the mean scores of pre-test and post-test of experimental group with respect to living together.</td>
<td>Accepted</td>
</tr>
<tr>
<td>11</td>
<td>There is significant difference between the mean scores of pre-test and post-test of experimental group with respect to</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
The component think critically.

12 There is significant difference between the mean scores of pre-test and post-test of experimental group with respect to non-violent conflict resolution. Accepted

13 There is significant difference between the mean scores of pre-test and post-test of experimental group with respect to the component respect for human dignity. Accepted

14 There is significant difference between the mean scores of pre-test and post-test of experimental group with respect to peace in community. Accepted

15 There is significant difference between the mean scores of pre-test and post-test of experimental group with respect to care for the planet. Accepted

16 There is significant difference between the mean scores of post-test of experimental group and control group with respect to various components of peace behaviour namely,

- Positive thinking
- Compassion
- Inner peace
- Be your true self
- Living together
- Think critically
- Non-violent conflict resolution
- Respect for human dignity
- Peace in community and
- Care for the planet.

17 There is significant relationship between classroom behaviour and internalisation of peace behaviour through Yoga Accepted
6.3 Recommendations for improving educational practice

The findings of the study ‘Effectiveness of Yoga as an instructional strategy in Peace Education for secondary school students’ is highly relevant in the present day world especially in the field of education. A culture of peace is an essential precondition for the development of human beings both as individuals and as a collectivity. So the inculcation of the value of peace in the minds of the growing generation assumes great significance. The present study experimentally proved the effectiveness of Yoga on internalisation of peace behaviour. The major suggestions based on the findings of the study are listed below.

- In order to inculcate the value of peace among students, peace element should be included in the curriculum. So curriculum designers must give due consideration for the same.
- Only a peace-oriented teaching can develop a peace-oriented generation of students. Hence teachers must develop their own teaching strategies and skills to teach each subject from a peace perspective.
- Training on how to teach from a peace perspective must be imparted to teachers as well as teacher trainees.
- Special in-service and pre-service programmes may be arranged for teachers to make them aware of the importance of education in peace building and reconstruction.
- Since the general environment of the institution exerts considerable influence in the formation of attitudes of the students, it is important to create and maintain an atmosphere of peace in the educational
institutions for helping students to internalise peace behaviour. For this a management technique based on a peace perspective should be adopted and implemented.

- Training may be provided for students to develop skills for non-violent conflict resolution.

- Relaxation exercises and meditation should be made part of curriculum which would help students to attain inner peace and establish peace and harmony with others and with nature.

- Special programmes may be arranged for parents and other members of the family to make them aware of the role, the family plays in inculcating the value of peace among children.

- The present Moral and Value Education must be made more peace-oriented and it may be extended to places where they are not followed now.

- Provision for counselling must be arranged in all the educational institutions as a source for providing peace among students.

- Due importance shall be given to Human Rights Education and Environmental Education which will help students to establish harmony with the society and nature.

- Steps must be taken to free the present education system from unhealthy competition which generates values that hinder peace.

- Effective steps should be taken to make the teacher-student relationship more peace-oriented.
• The study experimentally proved that Yoga is highly effective in helping students to internalise peace behaviour. Hence it will be highly beneficial if Yoga is included in the curriculum for practising Peace Education.

• Since the practice of Yogic asanas and pranayamas help to relax, rejuvenate and energise the body and mind, time may be set apart for the practice of Yogic exercises in the curriculum.

6.4 Suggestions for further research

It is hoped that the present study may be supplemented by a series of studies related to Peace Education based on the findings and suggestions given here. The investigator offers the following suggestions for further research.

1. The present study takes into account a single factor contributive to peace viz. Yoga. It can be extended to other programmes related to Peace Education.

2. A similar study can be conducted at other levels of education.

3. The study can be repeated with a large sample to verify its reliability.

4. The same or similar studies can be conducted to test its effectiveness on some other components of peace behaviour.

5. A case study can be conducted to find out the reasons for different levels of internalisation of peace behaviour among the students.

6. A comparative study can be conducted between two strategies for practising Peace Education.
7. A similar experimental study can be conducted to find out the effect of teaching different subjects on internalisation of the value of peace among students.

8. A survey to find out teachers’ view on the scope of Peace Education can be conducted among teachers belonging to different levels of education.

9. A survey can be conducted to find out the role of family in inculcating the value of peace among children.

10. The study can be extended by including new variables like intelligence, personality etc. to find out how they affect the internalisation of peace behaviour of students.

11. A comparative study on the effect of various Peace Education Programmes among children and adults can be conducted.

12. A survey on the level of internalisation of teachers on the basis of their teaching experience, educational qualification and teaching subjects may be conducted.

13. The same study can be tested with samples selected from rural and urban areas to measure the difference in internalisation of peace behaviour based on the degree of urbanization.

6.5 Conclusion

Peace education has been identified as the most pressing need of the time. The practice of various peace education programmes help the participants to engage in peaceful relations rather than simply teaching them techniques. Hence it develops skills, attitudes, knowledge and an environment of tolerance, care, and respect needed for peaceful living. The
The present study intended to find out the effectiveness of Yoga as an instructional strategy in Peace Education has experimentally proved that there is significant difference in the level of internalisation of peace behaviour of those who practise Yoga and those who do not practise Yoga. The practice of Yoga succeeded in developing qualities like positive thinking, compassion, inner peace, higher self-awareness, willingness to live together, critical thinking, capability for non-violent conflict resolution, respect for human dignity, concern for peace in community and care for the planet among students who practise it. Since the building a culture of peace is not easy, but difficult to accomplish, we need more explicit inclusion of Peace Education in the present system of education for achieving the goal of world peace. Peace Education needs to be integrated into teacher education for building a culture of peace. Moreover learning environments suitable for peace education programmes must be created and efforts must be made to make our educational institutions, homes and hearths a good place to start in building a culture of peace.