



A STUDY OF GANDHIJI'S PEACE EDUCATION ON CULTIVATING POSITIVE DISCIPLINE AMONG SCHOOL STUDENTS

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Gandhi once said: "Education means all-round drawing out of the best in child and man—body, mind, and spirit."

ABSTRACT :

Education is the catalyst for the development of personality in all dimensions—moral, mental and emotional. Education from the foundation on which the castles of peace and prosperity can be built. Concept of Gandhiji of peace education based on morality and ethics. Any education system that lacks these two cannot be termed as good. The reason behind such a thought is that, without morality and without ethics, no student, in a real sense, can be considered to be healthy in mental and physical terms because, for it, self-control and good character are essential. A person who is not a moralist and who does not differentiate between right and wrong cannot rise to the essential level of a true student. The attainment of spiritual growth that has been described by Mahatma Gandhi as an essential part of education can be gained only through morality and ethics. Teachers agree usually that too much energy and time is devoted to classroom management techniques and discipline interventions. It is important to create the school climate which aims to control behaviour and solve their problems and climate where students treat respectfully with positive discipline. In this paper attempt is made to investigate the impact of Gandhiji's value education on developing positive discipline among the secondary school. Total 80 students of class 09 selected as sample. Sample students were divided into two groups i.e. control group and experimental. Each group was composed of 40 students. Students of the experimental group were given Gandhiji Peace Education for two hours per week for 56 weeks. The study was experimental in nature. Data collected by using "The pre-test-post-test Equivalent Groups Design". Statistical tools i.e. the mean, standard deviation and differences of means were computed for each group. Significance of difference between the mean scores of both the experimental and control groups on the variable of pre-test and post test scores was tested at 0.05 levels by applying t-test. Result of the study reveals that there is a significant positive impact of Gandhiji Peace Education on the students for developing positive discipline.



KEYWORDS : Value, Education, Discipline, School and Education.

INTRODUCTION:

Peace education means inculcating in children a sense of the humanism, deep concern for the well beings of others and Nation. The operational concepts of peace are a factor which affects human behavior.

Values are principles, fundamental convictions and ideas, standards of life which acts as a general guide to behavior or as a reference point in decision making.

According to Gandhiji real education does not consist in packing the brain with information, facts figure and passing examination by reading prescribed books but by developing the character. The National Education Policy (1986) stress on the need of teaching values in the school system itself is statement of the gravity of the problem created by gradual disappearance of the civil society and preservations of democracy.

Mahatma Gandhiji found that there is a great deal of the moral degradation in the society. The major causes of moral degradations are

- Lack of respect for the sanctity of human life.
- Breakdown of the parental control of the children in the families.
- Lack of respect for the authority.
- Crime and corruptions.
- Use of substance abuse.
- Abuse of women and children and other vulnerable members of the society.
- Lack of the respect for others people and property.

Peace education has capacity to transform a diseased mind into young fresh, innocent, healthy, natural attentive mind. Transformed mind capable of higher sensitivity and heightened level of perceptions education is the process of bringing desirable change in behavior of learners.

Students may develop essential values through curricular and co-curricular activities in school. Teachers are key elements in inculcating values. Children need to be educated to practice the commonly held values of harmony and peace with self and others. Education is the main agency of individual transformation and social change. It is not possible to bring fundamental transformation in the society unless the individual transform. Peace education is both parent and public responsibility but school due to its institutionalization nature, ought to take the major responsibility. School personnel have an obligation towards providing the value orientated education.

The morality and ethics are not two basis of Gandhiji's peace education. The morality and ethics are interrelated to each other in the sense that both are concerned with behaviour of the man. The morality is the basis of the human life. Real progress of the society depends upon morality. Morality contributes to peace, happiness, progress and creates atmosphere for the ideal evolution of the society. Gandhiji looks every aspects of human life only from the moral stand points.

Positive Discipline is not only about avoiding corporal punishment and respecting the basic rights of the child. It also provides a pedagogical toolkit aiming at supporting children's growth, giving them information, allowing them to develop their full potential, and preparing them to become happy, balanced and successful individuals. When it comes to teachers in particular, it shows them how to achieve their teaching goals and help their students handle difficult or challenging situations, while remaining calm, respectful and effectively managing their classroom. This is based on a set of principles that ensure a safe learning environment for children in schools. Based on an extensive PD literature review, we can classify these principles as follows

- Dignity
- Discipline that teaches
- Understanding
- Fairness
- Personal development
- Social and life skills
- Potential and autonomy
- Encouragement instead of praise

Positive Discipline is a teaching and parenting model that strikes a balance between two main considerations: effective teaching on the one hand, and respecting the rights of the child on the other hand. The Convention on the Rights of the Child protects children from all forms of violence, including physical and emotional punishment. It also recognizes children's rights to respect and dignity. This consideration is at the heart of the PD model, which focuses on reinforcing the good behaviours of children and reducing the bad behaviours without physical or verbal aggression.

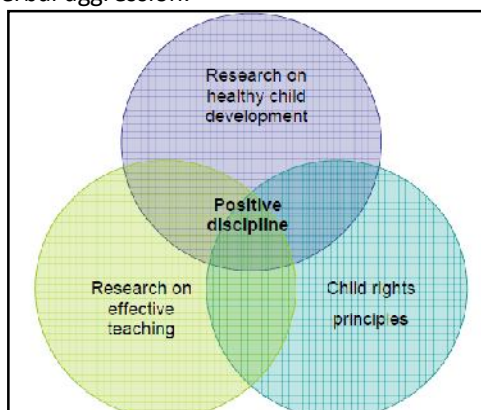


Fig-1 Positive Discipline

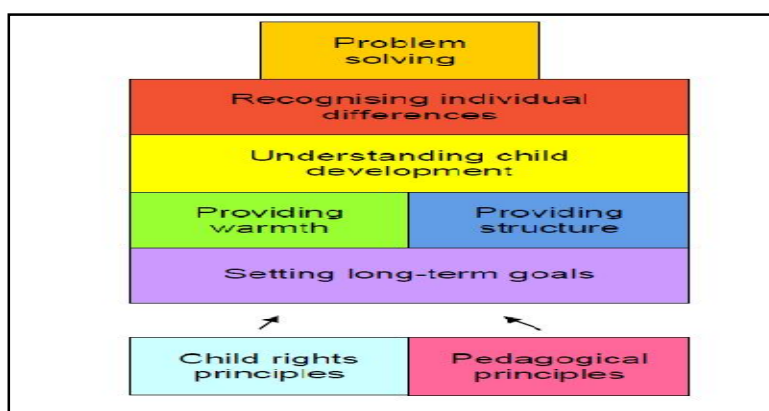


Fig 2-The foundation of positive discipline is child rights and pedagogical principles.

STATEMENT OF THE PROBLEM

The paper under research was specially designed to explore the effects of Gandhiji's Peace education on the nurturing the positive discipline among secondary school students. Therefore, the statement of the problem was entitled as "A Study of Gandhiji's Peace Education on Cultivating Positive Discipline among School Students". The objectives of this study are:

1. To explore the effects of Gandhiji's Peace Education on developing positive discipline among secondary school students.
2. To suggest workable recommendations for developing positive discipline among secondary school students.

HYPOTHESES OF THE STUDY

The following three null hypotheses were developed for the achievement of above mentioned objectives:

1. There is no significant difference between the performance of control & experimental groups on pre-test.
2. There is no significant difference between the performance of control & experimental groups on post-test.
3. There is no significant difference between the performance of control & experimental groups on retention test.

METHODS

1. Population of the Study

All the secondary school students in the study constituted the population of the study.

2. Sample & Sampling Technique

Eighty students of class 09 of the private school were selected as sample through purposive sampling technique. Sample students were classified into two groups i.e. control group and experimental group. In each group, 40 students were included.

3. Delimitations of the Study

The study was delimited only to the students of one school only. The study was further delimited to the students of 09th class. The study was also delimited to the rural co- educational school only.

4. Appointment of Teachers for Experimentation

As the study was experimental in nature, therefore, two social science teachers having equal qualifications and teaching experience were selected. Provision of such teachers was a strenuous and tiring job for the researchers but after great efforts, they succeeded in providing Gandhiji's Peace education, teachers with equal teaching experience and qualifications. Both these teachers have been serving in the same school of the study area. Their qualifications were M.A and B.Ed. The students of experimental group, were given Gandhiji's peace education this way- they were engaged in Gandhiji's peace education for two hours per week for fifty six weeks.

5. Research Design

Research design is an important stage of a research study. Precise results of a research study depend upon the effectiveness of research design and instrument. This study was experimental in nature, therefore, "The pre-test-post-test Equivalent Groups Design" was carried out. According to this design, subjects are randomly adjusted to the both groups. Following is the symbolic representation of the design:

R	E	-	O1	T	O2
R	C	=	O3		O4

Where

R = Denotes for Randomly selected

E = Denotes for Experimental Group

C = Denotes for Control Group

O = Denotes for Observation or Measurement

T = Denotes for the experimental treatment

6. Instrumentation

The study was experimental type and therefore pre-test and post-test technique was used for the collection of data. To collect data from both groups i.e. control and experimental groups, questionnaire on positive discipline are used. Questionnaire was then distributed among the participants of both groups

before the treatment as pre-test. Likewise, another question paper was made and distributed among the students of both groups after treatment as post-test. These questionnaires on positive disciplines were used as a research tool.

7. Data Collection

In order to collect data, the researchers along with other two social science teachers administered a pre-test, post-test and then a retention test to the both groups. For this purpose, questionnaires were developed. In this way, raw data was collected by the conduction of both tests.

8. Data Analysis

The analysis of data, raw scores obtained from tests i.e. pre-test, post-test and retention test were presented in tabular form. Statistical tools i.e., mean, standard deviation, and differences of means were calculated for each group. Significance of difference between the mean scores of both the experimental and control groups on the variable of pre-test scores, post test scores and retention test scores was tested at 0.05 levels by applying t-test.

ANALYSIS OF DATA AND RESULTS

The purpose of the study was to examine the effects of Gandhiji's Peace education on nurturing positive discipline among secondary school students. The study was experimental type and pre-test and post-test technique was used as research instrument. Sample students were classified into two groups on the basis of pre-test scores i.e., control group and experimental group. Both these groups were taught by two Social Science teachers. For the students of experimental group, Gandhiji's peace education taught during school hours. Total two hours devoted for the same

This experiment was completed in fifty six weeks. Then, the researchers along with two other social science teachers administered a post-test immediately to investigate whether students of experimental group have developed the positive discipline as compared to the students of control group. For this purpose the researchers made questionnaire on positive discipline for the both groups. After fifty six weeks, the researchers again administered the same post-test with slight changes in the sequences of the questionnaire on positive discipline to the students of both groups. In this way data was collected and compared. The whole statistical process is explained as under:

Ho 1: There is no significant different between the performance of control and experimental groups on pre-test.

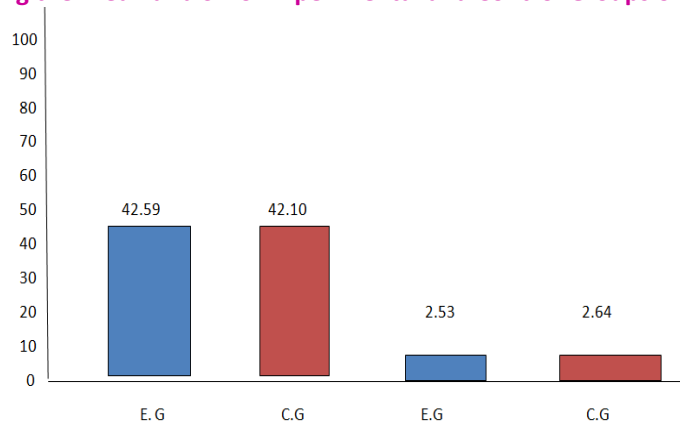
Table 2. Significance of difference between the mean scores on pre-test of control and experimental group

Groups	N	Mean	SD	SE	t-value	p-value
Excremental	40	42.59	2.53	0.76	00.051	0.097
Control	40	42.10	2.64			

Non-Significant ($p > 0.05$) df = 78

Table 2 indicates that the calculated value of t was found to be 0.051 which is statistically non-significant as it is less than the critical table value of t at 0.05 level. Hence the null hypothesis that "There is no significant difference between the performance of control and experimental groups on pretest" is accepted. It unambiguously shows that the students of both groups showed equal performance on pre-test. It was further explained by the following graph.

Figure 1. Showing the Mean and SD of Experimental and Control Groups on Pre-Test Fig -1



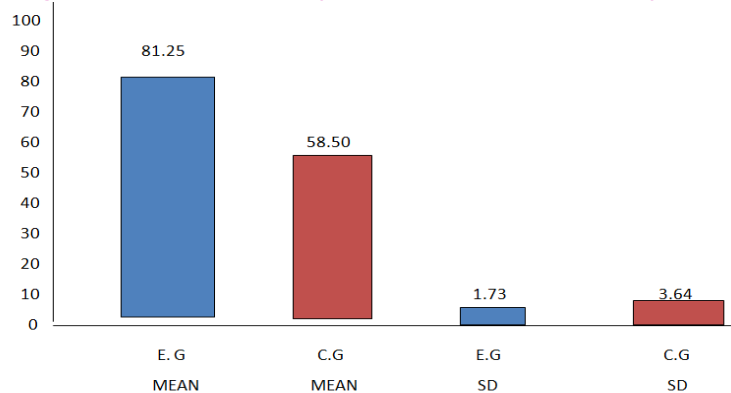
Ho 2: There is no significant difference between the performance of the control and Experimental groups on post-test.

Groups	N	Mean	SD	SE	t-value	p-value
Excremental	40	81.25	1.73	0.065	24.64	0.00
Control	40	58.50	3.64			

***Significant (p<0.05) df = 78**

Table 3 illustrates that the computed value of t was found to be 24.64 which is statistically significant as it is greater than the critical table value of t at 0.05 level. Hence the null hypothesis that “There is no significant difference between the performance of control and experimental groups on post-test” is rejected. It clearly indicates that the students of experimental group showed significantly excellent performance as compared to the students of control group on post-test. It was further clarified by the following graph:

FIG-2 Showing the Mean and SD of Experimental and Control Groups on Post -Test



Ho 3: There is no significant difference between the performance of control and experimental groups on retention test.

Groups	N	Mean	SD	SE	t-value	p-value
Excremental	40	79.28	2.36	0.47	30.73*	
Control	40	62.04	1.77			

***Significant (p<0.05) df = 78**

table value of t at 0.05 = 2.01

Table 4 depicts that the computed value of t was found to be 30.73 which is statistically significant as it is greater than the table value of t at 0.05 level. Hence the null hypothesis that “There is no significant

difference between the performance of control and experimental groups on retention test" is rejected. It explicitly depicts that the students of experimental group showed significantly excellent performance as compared to the students of control group on retention test. It was further clarified by the following graph:

Figure 3. Showing the Mean and SD of Experimental and Control Groups on Retention Test



CONCLUSIONS

After statistical analysis of the data, the researchers arrived at the following conclusions:

1. There is a significant positive effect of Gandhiji's peace education on nurturing positive discipline among secondary school students. Gandhiji's peace education is very effective in raising the positive discipline, level of students.
2. The students of experimental group showed surprising better performance than the students of Control group. Gandhiji's peace education Private tuition was found to be more effective and useful because each student was given special attention by the teacher. In addition, it was also found effective in raising the motivational level of the students. Retention of the students of experimental group was also found much better than that of the students of control group.

CONCLUDING REMARKS

In nutshell, it was concluded that Gandhiji's peace education has a significant positive effect on the discipline level of secondary school students.

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