



Attitude Towards Peace among Students of Mizoram University

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Article Info

ISSN (online): 2583-8261

Impact Factor (RSIF): 8.41

Volume: 05

Issue: 01

Received: 26-11-2025

Accepted: 28-12-2025

Published: 30-01-2026

Page No: 167-170

Abstract

Since societal harmony and personal well-being depend on peace, it is becoming more and more important to examine students' views about peace. The goal of the current study was to investigate Mizoram University students' attitudes regarding peace, specifically in relation to gender disparities. The study used a descriptive survey approach, and the sample was made up of MA students from Mizoram University's Department of Education. Data were gathered using K. S. Misra's Peace Attitude Scale (PAS-MKS), and the t-test and descriptive statistics were used for analysis. Despite a somewhat higher mean score, the results showed no discernible difference in the peace attitudes of male and female students. The overall results indicated that the majority of students possessed a below-average levels of peace attitude. The study highlights the need for systematic peace education to foster positive attitudes toward peace among university students.

DOI: <https://doi.org/10.54660/IJSSER.2026.5.1.167-170>

Keywords: Attitude Towards Peace, Peace Education, University Students, Gender Differences, Mizoram University

Introduction

It is well known that human beings have paid much interest in peace from ancient times until now. The word "peace" refers to the peaceful society and the beautiful world, and it can be stated that peace is the greatest and highest goal or hope that everyone wishes to achieve personally and expects to be created in society and in the world. Therefore, the history of human beings, in one aspect, is the history of searching for peace.

Literally, the word peace is derived from the original Latin word *Pax*, which means a pact or an agreement to end war or conflict. Jawaharlal Nehru emphasized peace as a condition of mind brought about by the serenity of the soul and stated that peace is not merely the absence of war. Martin Luther King Jr. viewed peace as the presence of justice, while Albert Einstein explained peace as not merely the absence of war but the presence of justice, law, order and government.

A culture of peace will be achieved when citizens understand global problems, resolve conflicts non-violently, live by international standards of human rights and equity, appreciate cultural diversity and respect the Earth and each other. Such learning can only be achieved through systematic education for peace. Peace is a way of living together so that all members of society can accomplish their human rights, and it is increasingly recognised as a human right itself. The UN Human Rights Council reaffirms that peace is a sacred right of peoples and stresses that peace, security, development and human rights are the pillars of the United Nations system.

Generally, peace is classified into two types: internal peace and external peace. Internal peace, also called inner peace, is peace of mind or soul and is regarded as the true foundation of peace in society. External peace refers to peaceful co-existence in society, nations and the world and can be understood in a negative sense as the absence of war, violence and injustice and in a

positive sense as the presence of harmony, justice, equality and respect for human rights. Internal peace and external peace are interrelated and mutually beneficent.

Furthermore, peace can be classified into intrapersonal, interpersonal, intragroup, intergroup, intraracial, interracial, intranational, international and world peace. Peace can also be characterized as negative peace and positive peace. In conclusion, peace is classified into internal and external peace, both of which are interrelated, making its meaning wider, more positive and creative.

Rationale of the Study

It is a general observation from society, educational institutions, and day-to-day activities that people are losing their peace of mind due to various reasons such as tension, worries, terrorism-related violence, Naxal activities, injustice, rivalry, jealousy, and intolerance. Suicide in educational institutions has become a critical national problem. This is due to academic pressure, bullying, discrimination, societal expectations, injustice, and stress. Corruption in different fields of society leads to disturbances in social peace as well as mental peace. War situations in the world are becoming increasingly critical day by day, for example, the wars between Ukraine and Russia, and Israel and Palestine. The scars of war run deep, leaving long-lasting societal wounds that are difficult to heal. By recognizing the toll of war, we can understand the true value of peace and work towards preventing the needless suffering caused by conflict. Therefore, the study of peace attitude helps us to understand how individuals think, feel, and form opinions about peace, which is essential for building a peaceful society. To promote attention and wellbeing, schools and their interior environments should be safe, encouraging, and peaceful for kids. To foster a healthy learning environment, it is necessary to lessen academic pressure, stop bullying, and support mental health. Empathy, nonviolence, and conflict resolution are promoted via peace education. The startling rise in violence in school life is a reality that this article addresses. The pedagogy for peace described in this paper is intended to achieve this. In education for peace, the critical role that educators play in teaching is envisioned, and the necessity of transforming schools into peace incubators is also explored. The two main objectives of education—personality development and the promotion of responsible citizenship—are discussed in relation to this. All Indians have one thing in common: citizenship, not religion that need to be addressed.

Objectives of the Study

1. To find out the attitudes towards peace among students of Mizoram University with reference to gender.
2. To find out the overall attitude towards peace among students of Mizoram University.

Hypothesis of the Study

There is no significant difference between male and female students in Mizoram University in their attitude towards peace.

Review of Related Literature

Suja (2021) ^[1] studied on Development of A module to inculcate peace related attitudes and values among adolescents. The objectives of the study were to develop a

module to inculcate peace related attitudes and values among adolescents and to make an intervention by employing the module to assess its effectiveness to help the adolescents to acquire the peace related attitudes and values. The results showed that the intervention made through the peace education module was highly effective in helping the adolescents to acquire peace related attitudes and values.

Fabio *et al.* (2022) ^[2] Studies on Peace attitude and friendliness influence cooperative choices in context of uncertainty. The aim of this study was to investigate the role of peace attitudes and personality factors in cooperation choices. Forty-nine adults filled out the Peace Attitude Scale and the Big Five Questionnaire and were submitted to five versions of the iterated Prisoner's Dilemma game (tit for tat, cooperate, unforgiving, random, and defect). The results showed that participants with high levels of peace attitude and friendliness cooperated more than participants with low levels of peace attitude and friendliness in tit for tat and cooperate settings, but changed strategy in the unforgiving, random, and defect settings.

Yolbilmez (2023) ^[3] Examine 'Exploring the Nexus: Attitudes Toward War and Peace, their Relationship with Economic Thoughts, People's Future Perspectives, and the Importance of Sustainable Development'. The present study intends to examine different factors including peace and war attitudes, economic thoughts, preoccupation about the future, social dominance orientation, and beliefs in meritocracy. The study reveals that individuals with strong pro peace attitudes tend to have egalitarian economic views and are less inclined toward war, females exhibited higher levels of future concern and pro-peace attitudes.

Swain (2024) ^[4] Attitude of Secondary School Teachers Towards Peace Education. The present study was conducted with the objectives like the attitude of Secondary School Teachers towards peace education, the difference between male and female Secondary School Teachers regarding their attitude towards peace education, the difference between Government and Private Secondary School Teachers regarding their attitude towards peace education and the result shown that the attitude of male and female teachers towards peace education differs significantly. The attitude of government and private teachers towards peace education differs significantly.

Eryilmaz (2025) ^[5] Research on Relationship of Peace Attitudes with Personality Traits, Gender and Age Groups According to results, female adolescents have higher positive attitudes towards peace than male adolescents. On the other hand, there is no gender difference according to attitudes towards peace among elders. Besides, elders have much more positive attitudes towards peace than adolescents. In addition to this, agreeableness of the five-factor personality model predicted attitudes towards peace among both adolescents and elders.

Methodology Of the Study

Method of Study: Since the main objective of this research is to study the attitude of Mizoram University students towards peace attitudes with reference to gender, descriptive research approach was followed for the present study.

Population and sample: The population of the present study is MA students from the Department of Education in Mizoram University. A sample of 200 students was taken, out

of which 80 were male and 120 were female.

Tool used: For the present study, Manual for Peace Attitude Scale (PAS-MKS) 2020 by Prof.K.S. Misra (2018) is used to assess Attitudes Towards Peace Among Students of Mizoram University. The scale consists of a total of 26 questions ranging from Strongly Agree, Agree, Undecided, Disagree, and Strongly Agree. The questionnaire consisted of 26 items. The scoring for the positive items is for strongly agree, a

score of 5 is given, for agree score of 4, for undecided 3, for disagree 2, and strongly disagree a score of 1 were given. The scoring for the negative items is for strongly disagree, a score of 5 is given, for disagree score of 4, for undecided 3, for agree 2, and strongly agree a score of 1 were given. Scoring this questionnaire for the students has five possible responses to each item to be answered as Strongly agree, Agree, Undecided, Disagree and Strongly disagree.

Table 1: Scoring System

Nature of item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Collection of Data: The investigator completed the test in the systematic manner of offline approach. Hard copies of questionnaire were distributed to the II Semester students of Education. There were 200 responses from (80 male and 120 female). The students were instructed to respond and freely select one of the given options. The investigator obtained helping getting necessary cooperation from the subjects and assured them that responses would be kept strictly confidential and would be utilized for research purposes only.

Mode of Analysis: After scoring the peace attitude scale responses, the data obtained from the 40 students o were scored as per the standard scoring method provided for each test. Each student was allotted a serial number according to

the variables under study. The test score was then entered in the tabulation sheet and were subject to statistical treatment by employing the following statistical techniques for the analysis.

Descriptive Statistical Measures: Measures of Central Tendency and Dispersion were used in order to find out the nature of score distribution and for the classification of respondents in different categories.

Test of Significance for Mean Difference: The significant difference between the mean scores of Mizoram University students with reference to gender was tested by using the 't' test.

Analysis and Interpretation of Data

Objective 1: Level of Attitude Towards Peace Among Students of Mizoram University with reference to gender

Table 2: Attitudes Towards Peace Among Students of Mizoram University with reference to gender

Gender	Respondents	Mean	SD	t.value	sig. level
Male	80	81.1	3.21	1.46	NS
Female	120	83.11	5.13		

NS means not significant at 0.05 level

As shown in the Table 2, there was no significant difference in attitude towards peace among students of Mizoram University to their gender. Hence, the null hypothesis stating

that there is no significant difference in the attitude towards peace among students of Mizoram University with reference to gender remained accepted.

Objective 2: Overall level of attitude towards peace among students of Mizoram University

Table 3: The overall level of Attitude Towards Peace Among Students of Mizoram University

Levels of Peace Attitude	Number	Percentage
Above Average	5	2.5%
Average	70	35%
Below Average	110	55%
Low	15	7.5%
Total	200	100%

The above table 3 reveals that out of 200 respondents, the majority 110 (55%) of the students have below average level of Peace Attitude, while 70 (35%) of the students have average level of peace attitude and 15 (7.5%) students have low level of peace attitude and there are 5 (2.5%) students that have above average level of peace attitude. Therefore, we can conclude that students of MA from the Department of Education have below average levels of peace attitude which indicates that majority of Mizos studying under Mizoram

University has rigorous need and use of strategies like mindfulness, meditation, and to keep the mind in balance so as to enhance academic focus.

Major Findings

The findings regarding attitude towards peace among students of Mizoram University with reference to gender:

1. There is no significant difference among male and female students towards a peaceful attitude.

- The mean score of female students is higher than the mean score of male students.

The findings regarding the overall level of attitude towards peace among students of Mizoram University: The findings of the present study revealed that out of 200 students (80 male and 120 female students);

- 5 (2.5%) students have above average level of Peace Attitude.
- 15 (7.5%) students have a low level of Peace Attitude.
- 70 (35%) students have an average level of Peace Attitude.
- 110 (55%) students have below average level of Peace Attitude.

Suggestions

Following are some of suggestions for further research studies:

- The present study has focused only on students of Mizoram University an extensive study could be possible at various levels of education in Mizoram.
- The present study is confined to students only. However, this type of study needs to be conducted on the teachers and parents as well.
- It is suggested that the study may be conducted by involving some of other variables like anxiety, aptitude, interest, personality, self-concept etc.
- The study may be conducted on the development of students' conception of peace, violence and war.
- Similar study can be conducted with reference to their age in postgraduate and undergraduate students.
- A study can be conducted towards the impact of home and school environment on the attitude towards peace.
- A study can be conducted towards the impact of literature, art, culture, co-curricular activities, on the development of attitude towards Peace.
- Similar study can be conducted by using different psychological assessments.
- Government should take initiatives to provide peace and value based educational instruction to the educational institutes.

Conclusion

Peace is usually a special state of mind and society. It emphasizes living in harmony with oneself and society. It is all the comprehensive supreme value that can be broadly classified as individual and social. Peace at individual level is inner peace in which there is harmony among various spiritual forces. It is a psychological state of mind. Peace is the freedom of the mind from annoyance, distraction, an anxiety, an obsession; etc. The fundamental meaning of peace is a totally perfect state, free from any imperfection. It is a multidimensional concept and it can be viewed through the lens of both negative and positive peace. Attitude is a most fundamental factor of any activity. High attitude leads to high motivation in work. If we want a peaceful world, we must have a positive attitude towards peace. From the findings, it can be deduced that there is no significant difference in attitude towards peace between male and female students, the study also shows that both male and female students show a slightly below average attitude towards peace. When you operate from a peaceful attitude, you are more creative, curious, self-confident, energetic, open-

mindful, empathic, resilient, find joy in challenges, have more willingness to forgive, have trust in the process of life, have a disinterest in judging others, and feel a sense of wholeness. Peace has always been among humanity's highest values for some, supreme. Consider Peace at any price. The most disadvantageous peace is better than the most just war. Peace is more important than all justice. Prefer the most unjust peace to the justest war that was ever waged. There was never a good war and a bad peace.

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How to Cite This Article

Lalhriatpuii, Ralte LM, Lalchhanhima H, Lalruatpuii C, Lalhruaitluangi K. Attitude towards peace among students of Mizoram University. *Int J Soc Sci Except Res.* 2026;5(1):167-170. doi:10.54660/IJSSER.2026.5.1.167-170.

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