

## PROPOSED STYLES FOR PEACE-MINDEDNESS OF THAI UNDERGRADUATE STUDENTS

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**Abstract:** The purposes of this research were 1) to study about the state of peace-mindedness of Thai undergraduate students; 2) to propose the styles of peace-mindedness of Thai undergraduate students. It involved in-depth study of data based on documentary analysis and interview of senior experts on peace-mindedness. Then, the quantitative study was carried out through the survey of the sample group of 1,600 students. Moreover, data were analyzed by performing Exploratory Factor Analysis with element extraction and varimax rotation. Research instruments included the questionnaire regarding the characteristics of peace-mindedness of Thai undergraduate students, while Cronbach's alpha internal consistency was estimated for the reliability. Naming of the styles of peace-mindedness has been conducted based on connoisseurship.

### Research Findings:

1. With respect to the state of peace-mindedness, it was found that
  - 1.1 The students continually gained peace-mindedness knowledge with the highest percentage (45.81%) in lower secondary school; then, the primary school. Meanwhile, the least percentage (7.5%) was found in the higher education.
  - 1.2 When the students encountered certain conflicts, they tended to consult their friend most at 78.81%; then, parents (64.56%), teachers-lecturers (37.00%) and no consultation (9.4%), respectively.
2. The styles of peace-mindedness derived from the analysis of 8 factors: 1.) empathy, 2. optimistic, 3.) merciful, 4.) campaign, 5.) tolerant, 6.) analytical thinking, 7.) intermediate and 8.) harmony.

**Keywords:** Peace, Mindedness, Styles

### Introduction

Peace is the thing that our nation needs most at this time. Education contributes to peace through help with developing righteousness and mine. Humans are created by it for being patient, restrained, and for knowing how to resolve problems and conflicts with wisdom. Thus, the university as institution of higher learning should pay attention to the basic idea of peace education by offering more education for peace. Also, the university has a group of academicians of various fields who are interested in peace education and able to carry out a study. However, the result of operating with regard to peace education in each university possesses no clear concrete evaluation. The result of academic meeting and seminar did not give a full body of knowledge to be concluded by

what extent undergraduate students all over the country have knowledge and understanding about peace; what is the point of desirable quality they already have and what do they still lack. In addition, no research for finding styles of peace-mindedness among undergraduate students in Thailand was conducted previously. By the reason that students at this level are the country's leading group of people who shall be builders of a way to peace in the community, country, and world at last. A study of Thai students' styles of peace-mindedness, thus, is to be the important basis for elevating peace-mindedness development. This author aimed to present Thai undergraduate students' styles of peace-mindedness in order to be a way which higher learning institutions can apply to the point needed by their students according to a different background of sex, region, type of the higher learning institution, and year level of study.

### Methods of Study

This author began by investigating and collecting ideas and theories found from documents using analysis of peace substance for giving a definition to peace-mindedness and by finding components of peace-mindedness. After that, he studied documents, analyzed substance and examined characteristics of Thai and international students and the theory related to it for a synthesis of types of characteristics of Thai students. Then, the definition of peace-mindedness and its components were synthesized in association with the types of characteristics of Thai students, which resulted in styles of peace-mindedness and its components on which creating the items in questionnaire was based. In addition, the author interviewed the experts of peace for getting the most comprehensive items.

Based on document study leading to synthesized components of peace-mindedness, and on interviewing the experts of peace, the author created a draft of 217 asking items for the first time and they were verified according to the content validity by 5 experts. The author obtained 120 items of which all had an IOC value over 0.80 and tryout of it was done with 50 students who were not a sample. The analysis of internal consistency reliability was done using Cronbach's formula for finding an alpha coefficient and it yielded a value of 0.970. After some revision, the questionnaire was used to collect the actual data. The population used in this study was a total of 2,159, 560 undergraduate students throughout the country ranging from freshmen to seniors who attended their study at any of higher learning institutions both public and private under the supervision of the Office of Commission of Higher Education (OCHE). The sample size was determined using Yamane's table of population size and its appropriate sample at the 99 % level of confidence with an error at the 0.04. It led to an appropriate sample size of 1,406. The author selected

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them by multi-stage random sampling with an equal proportion of each group for help with controlling variables. So, 320 students were selected from each region and the 5 regions made 1,600 students, which comprised a larger size than that from the Yamane's table and that would help with decreasing an error of data. The steps of sampling were as follows:

- 1) Two large-sized universities which offered 4 disciplines in each of all regions – one was public, the other was private totaling 10 were randomly selected.
- 2) Each university was divided proportionally into 4 discipline groups (OCHE's criterion): those of health science, science and technology, humanities and social sciences, and business administration. To do so was to control the different variables in each region. Each of 4 discipline groups comprised randomly selected 40 group members. Four discipline groups of each university comprised 160 people.
- 3) Students selected randomly by year level of study comprised 40 for each discipline group and each year level consisted of 10 people. So, 4 discipline groups from whom the data were collected comprised 160 people per one university. In random selection of sex from each university, an equal number of 80 for each sex were selected. As each region comprised 2 universities, data would be supposed to collect from 320 people of each region. Five regions made a total of 1,600 people.

After the data were collected from the samples out of each of regions throughout the country, data from the questionnaire were analyzed with basic statistics. An analysis of survey components was done using the SPSS program to get an extract of principal components by means of turning the orthogonal axis with the Varimax Rotation method until it gained 8 usable components through a criterion of Exploratory Factor Analysis (FFA). In order to use a component, it has to have 3 qualities: first, there must be at least 3 single variables or indicators to describe each of the specific components; second, each component has to have an Eigenvalue of more than 1 (Supamas Angsuchot et al., 2008); and the last each single indicator has to have a value of factor loading more than, or equal to, 0.3 (John Stone, 1981). The component that has such qualities is to be determined as a common indicator or quality. After that the author gave them the name 'styles of peace-mindedness (a draft)' for being analyzed in comparison with the data like variables of sex, region, type of institution, discipline group, and year level of study by using statistics of t-test and ANOVA. As for the interpretation of score values of degrees of students' peace-mindedness from the questionnaire, the standard of norm-referenced score analysis was used. After the score values were interpreted, this author created empirical data into information for qualified persons to use in the SWOT analysis through the TOWS

Matrix technique. The data deriving from empirical study were considered for naming styles of peace-mindedness through the connoisseurship-referenced process.

## Results

1. Results of analyzing data from a survey of the peace-mindedness state in Thai students revealed that:

- 1) Knowledge of peace was gained at the first time by most of students at the lower secondary level or 45.81% of them; next below were students at the primary level or 29.31% of them; and the least were students at the higher learning level.
- 2) Students who consulted their friend when having a conflict problem consisted of 78.82% of them, consulted their parents consisted of 64.56%, consulted their teachers 37.00% and consulted nobody 9.4% respectively.

2. Results of analyzing components of peace-mindedness of undergraduate Thai students using the SPSS program disclosed that groups of the variables were categorized into 8 components. Component 1 possessed the highest number of 27 variables, and component 8 possessed the least number of 4 variables. The details of each of component were as follows:

Component 1 was called 'peace-mindedness style of those who understand and appreciate the human value'. The symbol used was E (Empathy). It comprised 27 variables, had factor loading of 12.22, and most described the variance by 10.10%.

Component 2 was called 'peace-mindedness style of those who were optimists'. The symbol used was O (Optimistic). It comprised 19 variables, had factor loading of 7.95, and most described the variance of 6.57%.

Component 3 was called 'peace-mindedness style of those who were merciful'. The symbol used was M (Merciful). Its comprised 18 variables, had factor loading of 7.88, and most described the variance of 6.51%.

Component 4 was called 'peace-mindedness style of those who launched their campaign'. The symbol used was C (Campaign). It comprised 22 variables, had factor loading of 7.13, and most described the variance of 5.89%.

Component 5 was called 'peace-mindedness style of those who were tolerant'. The symbol used was T (Tolerant). It comprised 9 variables, had factor loading of 5.21, and most described the variance of 4.31%.

Component 6 was called 'peace-mindedness style of those who were an analytical thinker'. The symbol used was A (Analytical Thinking). It comprised 1 variable, had factor loading of 5.19, and most described the variance of 4.29%.

Component 7 was called 'peace-mindedness style of those who were an intermediary'. The symbol used was I (Intermediate). It comprised 10 variables, had factor loading of 4.652, and most described the

variance of 3.84%.

Component 8 was called 'peace-mindedness style of those who were creators of harmony.' The symbol used was H (Harmony). It comprised 4 variables, had factor loading of 2.96, and most described the variance of 2.45%.

3. Conclusion of results from analysis of components of all the 8 peace-mindedness styles and variables needed to study was made through sex, region, and type of institution, group of discipline and year level of study. As the human personality alone was considered, some certain personality style was hard to find in one group of people. The highest means were considered for the first 3 rankings for determination of style of each person or their group. The author concluded the levels of peace-mindedness and compared the styles of them according to the variables as follows:

- 1) Females gained higher averages than males as a whole. Especially in the merciful peace-mindedness style, females' average score was significantly higher than males at the .05 level. However, both male and female Thai students had the same peace-minded style, saying the EOA style. That is, they had the empathy (E), optimistic (O), as well as analytical thinking (A), peace-mindedness style in their personality.
- 2) Each region as a whole was significantly different from one another at the .05 level. The Northeast (E-saan) gained the highest average score in peace-mindedness, while the North gained the lowest. However, almost all of The Thai students in every region had the same peace-mindedness EOA style. That is, having a peace-mindedness style of the most understanding and appreciating the human value (E); the styles of being optimistic (O) and of analytical thinking (A) were next below respectively. As for the South, students had the peace-mindedness EAO style, saying being highest in understanding and appreciating the human value (E) followed by analytical thinking (A) and being optimistic (O) respectively. However, students from the South had the highest average of the peace-mindedness style in understanding and appreciating the human value (E), while those from the Northeast in being optimistic (O) and also the Northeast in analytical thinking (A).
- 3) Students of private higher learning institutions as a whole gained a higher mean score than that gained by those of the public institutions, especially in the peace-mindedness style of being optimistic and merciful. In this style, the former gained a higher score of this peace-mindedness style than the latter significantly at the .05 level. However, students of both public and private higher learning

institutions had the peace-mindedness style of EOA in common. That is, they had the highest peace-mindedness style of empathy (E), while the scores of being optimistic (O) and analytical thinking (A) were next below respectively.

- 4) The group of the humanities and social sciences discipline as a whole gained the highest average score of the overall peace-mindedness; especially they made a significant difference from the other discipline groups for the peace-mindedness styles of being merciful, campaign, and harmony at the .05 level. The group of the health science discipline gained the lowest average score in the degree of the overall peace-mindedness. However, students of every discipline group belonged to the peace-minded style of EOA. That is, they had high empathy (E) and had the peace-mindedness styles of being optimistic (O) and analytical thinking (A) next below respectively.
- 5) The freshmen as a whole gained the highest average score of the overall peace-mindedness; especially they made a significant difference from students of others year-levels in the peace-mindedness styles of empathy (E), being optimistic (O), and being merciful (M) at the .05 level. The juniors gained the lowest score in the degree of the overall peace-mindedness. However, freshmen, sophomores and juniors possessed the peace-mindedness EOA style. That is, they had high empathy (E) and the peace-mindedness styles of being optimistic (O) and analytical thinking (A) came in order of lower importance respectively. The seniors were in an exception of having the peace-mindedness style of EAO instead. That is, they had high empathy (E) while qualities of analytical thinking (A) and being optimistic (O) according to them were next below in importance respectively. The freshmen possessed the highest qualities of the peace-mindedness style in empathy (E), optimistic (O), merciful (M), tolerant (T), and intermediate (I), whereas the sophomores possessed the lowest peace-mindedness in merciful (M), the juniors – the highest qualities in being tolerant and analytical thinking (T & A).
4. The conclusions of results from analysis of the peace-mindedness styles based on the background variables showed a significant difference between the means of the background variables at the .05 level based on the degree of peace-mindedness style in question as follows:
  - 1) According to empathy (E), the variables that resulted in a significant difference in comparison at the .05 level were:

- 1.1 Region. Students of every region had peace-mindedness in the quality at the high level. The pair of the South and North made a significant difference: the South gained the highest average score, while the North – the lowest.
- 1.2 Type of Institution. Students had peace-mindedness in this quality at the high level. Students of private institutions gained a higher average score significantly than that of public ones.
- 1.3 Year Level. Students had peace-mindedness in this quality at the moderate level. Those that made a significant difference were between the freshmen who gained the highest average score in peace-mindedness and the sophomores and juniors each who gained the lowest one.
- 2) According to being optimistic (O), the variables that resulted in a significant difference in comparison at the .05 level were:
  - 2.1 Region. Students of every region had peace-mindedness in this quality at the moderate level. Those that made a significant difference were between students from the Northeast who gained the highest average and students from the North who gained the lowest.
  - 2.2 Type of Institution. Students from both public and private institutions of higher learning were at the moderate level in this quality. The average score of those from the private institutions was higher significantly than that of those from the public ones.
  - 2.3 Year Level. Students of every year-level had peace-mindedness in this quality at the moderate level. Those that made a significant difference were between the freshmen whose average score in this quality was highest and the juniors whose average score was lowest.
- 3) According to being merciful (M), the variables that resulted in a significant difference in comparison at the .05 level were:
  - 3.1 Sex. Both male and female students were at a low degree of peace-mindedness. However, females gained a higher average score than males.
  - 3.2 Region. Students of every region had this quality of peace-mindedness at the low level. The students from the Northeast gained the highest average score and were significantly different from that gained by those from the North, who got the lowest score.
  - 3.3 Type of Institution. Students from both public and private institutions of higher learning were at the low level in this quality. The average score of those from the private institutions was higher significantly than that of those from the public institutions.
  - 3.4 Discipline Group. Students of every discipline group had a low degree of peace-mindedness in the merciful quality. Students of the discipline group of business administration, who gained the highest average score, were significantly different from those of the discipline in humanities and social sciences, who gained the lowest average score.
  - 3.5 Year Level. Students of every year-level had a moderate peace-mindedness. Freshmen who got the highest average score were significantly different from the juniors who got the lowest average score.
- 4) According to campaign (C), the variables that resulted in a significant difference in comparison of campaign at the .05 level were:
  - 4.1 Region. Students from every region had peace-mindedness in this quality at the moderate level. The pair that made a significant difference was between the Northeast region students that got the highest average score and the East region students that got the lowest one.
  - 4.2 Discipline Group. Students of every discipline group had a moderate average score of the campaign quality of peace-mindedness. The pair that made a significant difference was between the students of business administration that got the highest average and those of health science that got the lowest average.
- 5) According to being tolerant (T), the variables that resulted in a significant difference in comparison of being tolerant at the .05 level were:
  - 5.1 Region. Students of every region had this tolerant quality of peace-mindedness at the moderate level. The pair that made a significant difference was between the Northeast region students that got the highest average and the East region students that got the lowest average.
  - 5.2 Year Level. Students of every year-level had a moderate peace-mindedness in this tolerant quality. Freshmen and seniors who were the groups that gained the highest peace-mindedness average scores were significantly different from the juniors who got the lowest average score of being tolerant.
- 6) According to analytical thinking (A), the variables that contributed to a significant difference in comparison of the analytical

thinking quality of peace-mindedness at the .05 level were:

- 6.1 Region. Students of every region had the analytical thinking quality of peace-mindedness at the moderate level. The pair that made a significant difference was between the students of the Northeast region that got the highest average and of the North region that got the lowest one.
- 7) According to being intermediate, the variables that contributed to a significant difference in comparison of this quality of peace-mindedness at the .05 level were:
  - 7.1 Region. Students of every region in accordance with having quality of being intermediate were found at the low level. The pair that made a significant difference was between the students of the Northeast region that got the highest average and of the East that got the lowest one.
  - 7.2 Type of Institution. Students from both public and private institutions of higher learning were at the low level in the quality of being intermediate. Students of the private institutions gained a higher average than that gained by those of the public institutions.
- 8) According to harmony (H), the variables that contributed to a significant difference in comparison of this harmony quality of peace-mindedness at the .05 level were:
  - 8.1 Region. Students of the South region gained the highest average score in this respect, while those of other regions gained the low average scores of this quality of peace-mindedness. The pair that was found significantly different was between those of the South, who got the highest average score and those of the North, who got the lowest score.
  - 8.2 Discipline Group. Students of every discipline group had a low average of this harmony quality. The pair that made a significant difference was between the students of humanities and social sciences that got the highest average and those of health science who got the lowest one.

### Discussion of the Study Results

1. Peace-mindedness styles of Thai students The 8 styles of peace-mindedness in Thai students deriving from an analysis of components in comparison with the 9 styles of Thai students' peace-mindedness which came from a synthesis of Thai students' characteristics and enneagram revealed as follows:

Component 1: Peace-mindedness style of understanding and appreciating the human value. It was congruent with the peace-mindedness style of freedom from the document analysis. People of this style do not like to be under the rules. They usually think freely according to their belief as they like, understand others'

feeling, are sensitive and able to think and to transmit their feeling to be known by others. They may be good at showing it in the work of art, poetry, song, writing, play or music.

Component 2: Peace-mindedness style of an optimist. It was congruent with the peace-mindedness style of happiness-ism from the document analysis. People of this style have feeling of sense of beauty, are happy with their life and not complicated, like anything simple, think that every matter is simply easy, find peacefulness easily by themselves, and cope with the truculent matter easily as if nothing ever happens.

Component 3: Peace-mindedness style of a merciful person. It was congruent with the peace-mindedness style of those who practice the Dharma according to the document analysis. People of this style are a merciful Dharma scholar, like to share, do not like to trouble others, like to help someone in trouble, have patience and maintain self-control, never mind, and like to be a detached and to forgive others easily.

Component 4: Peace-mindedness style of a campaigner. It was congruent with the peace-mindedness style of a leader from the document analysis. People of this style like to lead others, desire to change, like to do a process of trial and error, want to make different things better according to their opinion, want a change to occur with their own obvious position, dare to think and try. It was also congruent with the peace-mindedness style of an activist from the document analysis that states that people of this style like to participate in a campaign, often participate in the campaign activity for demanding interest in changing the society into peace, cannot bear it when social incorrectness occurs, which results in showing their position immediately in one way or another.

Component 5: Peace-mindedness style of a self-control maintainer. It was congruent with the peace-mindedness style of those who practice the Dharma from the document analysis. People of this style are a merciful Dharma scholar, like to share, do not like to trouble others, like to help those in trouble, have patience and restrain themselves, never mine, like to be a detached and to forgive others easily.

Component 6: Peace-mindedness style of an analytical thinker. It was congruent with the peace-mindedness style of an idealist from the document analysis. People of this style are an analytical thinker, academician of peace, investigator and social leader.

Component 7: Peace-mindedness style of being intermediate. It was congruent with the peace-mindedness style of a conciliator from the document analysis. People of this style are a healer of interest conflicts, act as a mediator, able to bring the parties together, make improvements or find a way out, admit the conflict and take an advantage from the conflict.

Component 8: Peace-mindedness style of a harmony creator. It was congruent with the peace-mindedness style of a marketing expert from the document analysis. People of this style are an advertiser who wants to be in harmony

by showing that they are a part of society. It was congruent with the peace-mindedness style of a follower from the document analysis. People of this style are afraid of change and fear for everything, dare not to think of change, like to join together, love friends and the group they belong to, follow the way of the group in anything, and cooperate with the group by heart and soul.

2. Peace-mindedness styles of Thai students classified by background variables

2.1 Females had a higher average score of peace-mindedness as a whole than that of males. This finding was congruent with the research by Waree Pisanpatrakul (1988) on an experiment in doing activity for promoting peace of Prathom Suksa 6 students under the Office of National Primary Education Commission, which revealed that female students had a higher attitude towards peace than that of male students at the .01 level. The study on 'forceful means behavior of the youth towards others' reports that the youth of different sexes had significantly different behavior of using forceful means toward others at the .05 level. It states that females are characterized by being over-sympathetic and having empathy, while males – by aggressiveness and by brave to express themselves, (Terman and McGuire, 1973, cited in Narumon Siripan, 1989: 38). It is congruent with Wiley (1961, cited in Narumon Siripan, 1989: 38) who states that males have aggressiveness, dare brave to express themselves, have a character of oppressor, threaten and use violence, while females often remain silent, do not like to fight, like to go along with other, compromise and like to comply with others. It can be concluded that sex results in a degree of peace-mindedness of students. However, both males and females had the style of peace-mindedness as EOA, saying the peace-mindedness style of highly understanding and appreciating the value of humans (E), and styles of optimists (O) and of analytical thinking (A) which were in secondary importance respectively. It was congruent with Juree Vijitvathakarn (2008), who indicated that Thai people love peace, follow the Middle Way are cool and at peace. She wrote in the book 'Thai Person Personality' that Thai people are considerate of themselves, understand and sympathize with others, love enjoyment and like simplicity, like to ponder, conceal feeling, avoid expressing themselves, like social smoothness and harmony, avoid confrontation, have high self-restraint, like to make conversation and to interact with others, love friends and relatives, are not vengeful, forgive, forget it easily and like to compromise.

2.2 Students from the North had a style of the overall peace-mindedness as EOA, saying a peace-mindedness style of highly understanding and appreciating the value of humans (W) and styles of being optimistic (O) and of analytical thinking (A) are in secondary importance respectively. People in the North are polite, understand others easily, accept a cultural difference very well, are optimistic and kind, have analytical thinking, and are good at solving problems.

They had the same style of peace-mindedness as students from the central part, the East, and the Northeast of Thailand had. The students in the South were in an exception by having the peace-mindedness style of EAO, saying a peace-mindedness style of highly understanding and appreciating the value of humans (E) including the styles of analytical thinking (A) and of being optimistic (O) which were next below respectively. It is so, because Thai people love peace, understand, and have empathy, love enjoyment, like simplicity. Apart from this, an obvious difference is that a peace-mindedness style of harmony was found the highest from the students of the South, while it was found lowest from students of the North. That is congruent with the study conducted by Mate-ta Kritwit and Pachnee Choei-janya (1987), which says that the location of a school in a different region has a great influence on the idea of peace among the children. It can be concluded that the location of a higher learning institution has an influence upon the degree of peace-mindedness among students.

2.3 Students from the private institution of higher learning had a higher average score of peace-mindedness than that gained by students from the public one. Maybe it is because the private higher learning institution has more flexibility according to the regulations and has less competitiveness and open an opportunity for students to express themselves (2-way communication, students can express themselves as a feedback). Feeling frustrated in students of the private institutions, thus, is rarely found. The easy-going environment results in being a happy student. It is different from the public higher learning institution as a whole which is still a bureaucracy – lacking flexibility and ease of operation. However, the public and private institutions of higher learning had a peace-mindedness style as EOA by having highest understanding and appreciation of a value of humans (E), and having the qualities of being optimistic and of analytical thinking (A), which are next below respectively. It can be concluded that the type of institution has an influence upon the degree of peace-mindedness among students

2.4 Students of every discipline group had a peace-mindedness style of being EOA as a whole: having highest understanding and appreciation of the value of humans (E) and the secondary importance goes to being optimistic (O) and analytical thinking (A) respectively. Students who studied in the discipline group of humanities and social sciences gained a higher average score of peace-mindedness than that gained by any other discipline group. Maybe it is because the discipline group of humanities and social sciences comprises the field of arts, humanities, social science, liberal arts, education, etc. The study courses put much emphasis on social skills, such as the human relationship course. It was congruent with the viewpoint of Wallapa Thepahatsadin Na Ayudhaya (1985) that education in various disciplines is able to would and change a character of learners of the specific discipline into a

common one. Students of the discipline of arts and humanities have qualities like good language, high value of aesthetics, decisive and strong reasoning but being emotional, being uncertain in personality, being unreasonable in politics, economics or theories. Students of the discipline of science have ability in calculation, have a stable emotion, have a rather conservative viewpoint, have a systematic plan, and have a low value of aesthetics but a high thinking of politics, society and economics. Pornchulee Achawa-amrung (1982) asserts that the program which is offered at the higher learning level has an influence upon experience in self-development among students. The discipline group, thus, results in a change of students' character.

2.5 Students of every year-level had the overall peace-mindedness style as EOA with the greatest emphasis on understanding and appreciation of humans' value (E), the secondary importance goes to the quality of being optimistic (O), and the last importance goes to the quality of analytical thinking (A). The seniors were with exception, they have a peace-mindedness style of EAO, whereas the freshmen gained the highest score of peace-mindedness. It is congruent with the viewpoint of Porntip Mangkhang (2004) who found that the freshmen had most desire to involve themselves in activities offered by their university. The reason for their most desire to participate in doing activity is that they were optimistic. It is congruent with a character of students of each year-level according to Wallapa Thepahatsadin Na Audhaya (1985) that the freshmen are excited and interested in surrounding things. No matter what the university offers is, they are prompt to involve in it. The sophomores begin to affiliate themselves with the group of common interest. They may depart from the group and begin to have a conflict in opinion with their instructor. They feel they became a mature student. The juniors have a smaller group of friends, are self-interested, and spend more time for being self-concerned, begin to stay with their group of friends and have social indifference. The seniors are ready to graduate, find somewhere to go for further study or for getting a job. Most of them are interested in the future advancement or study. It is congruent with the study conducted by Mate-ta Kritwit and Pachanee Choei-janya (1987), which found that 'age' results in an idea among children on peace. Pornchulee Achawa-amrung (1982) says that students who enter into the university have to adjust themselves to suit the university's mold at the beginning until graduation. The year-level, then, has an influence on the degree of students' peace-mindedness.

In conclusion, a way to developing students' peace-mindedness comprises 3 aspects: cognitive domain, affective domain, and psychomotor domain. The development of peace-mindedness in the cognitive domain is to give knowledge of peace and to be informed about message and academic peace-mindedness, while the development of peace-mindedness in the affective domain is to cultivate values of peace-mindedness deeply

into conscious mind, to admit the peace-mindedness value, to clarify the value itself. The development of peace-mindedness in psychomotor domain is to give a train in it, for example, letting them know that 'giving' is a good thing, then, a train about it is needed.

### Recommendations of Study

1. It was found in this study that component 8 or the very-low-level peace-mindedness style of a harmony creator in students of different backgrounds is concerned with the sex variables, especially male, with the region variables of the East and the North, with the discipline group variables of health science and business administration, and with the educational year-level variables, especially the sophomores. Thus, it is extremely necessary to insist on developing the students into possession of the 8<sup>th</sup> style peace-mindedness quality – harmony creator.

2. All of the 8 peace-mindedness styles deriving from this study could be taken into consideration for determining students' desirable qualities in higher learning institutions.

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