Pakistan Social Sciences Review
www.pssr.org.pk

RESEARCH PAPER

Peace Education: Perceptions of Secondary School Teachers of Province Punjab, Pakistan

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PAPER INFO	ABSTRACT
Corresponding Author jfaheem1@gmail.com	War and terror have grasped the whole world. Peace education is the only source to handle the situation UNO has made it mandatory for all UN member nations to impart peace education in the educational system to equip the young ones of nation it seems imperative to explore the perceptions of educators. Hence the present research study is designed to explore the perceptions of teachers about Peace Education. The focus of this study was to identify the perceptions of teachers about Peace Education themes and to compare the responses with respect to different variables. Data were collected from the sample of 240 secondary school teachers from 80 schools all over the Punjab province. Perceptions of teachers were identified by using a Peace Education Questionnaire for Teachers (PEQT). ANOVA and MANOVA were used to find out the differences between the groups from the collected data. The study findings indicated that secondary school teachers have highly positive perceptions about the Peace Education themes. It is also concluded that no significant difference was found between the perceptions of male and female teachers and about Peace Education themes and also there was no significant difference between the perceptions of rural and urban teachers about the Peace education themes.

Introduction

The word 'Peace' is not a new word in this modern era but it has an ancient origin. It was derived from the word 'pax'. The ' pax' means a pact, a contract, an agreement to stop waror between two antagonistic groups of people. Human beings arein search of peace and happiness from the inception of the universe. Their thirst for peace has always been felt throughout the history of time; but unfortunately sustainable peace has never been achieved and still seems the dream of the insane.It is difficult to define peace education as it is a broader term. In simple words peace education equips learners and educators with knowledge, skills and certain values needed to eradicate violence and injustice to promote peace culture in the society. In

the views of Theresa and Turner (1995) sited in UNESCO (2005) "Peace is the behavior that encourages harmony in the way people talk, listen and interact with each other". Peace is not a liaison of nations. Peace is actually the inner condition of humans. Peace is far more than the absence of war. It is way of thinking and acting, thus it directly relates to the human body and mind (Brussell, 1970).

Rost (2006) noted that Peace is being quite inside; it is having good feelings inside. Peace begins with in each of us and it is more than the absence of war. Due to globalization, we are living in integrated society wherein peace and security are difficult to be sought. In this scenario, re-orientation of education system is need of the hour to make the world a better place to live in (Iqbal, 2005). This study is unique in nature, as no such study has yet been conducted to explore the perception of secondary school teachers. The study has provided welcome note for all the stakeholders of education and society.

Literature Review

It is undoubtedly clear that peace education is indispensible for safe and prosperous future. Peace education inculcates essential knowledge, attitude and skills in future generations, so that they may respect and comprehend diverse human dignity. Ian and Morrison (2012) claim that "peace education refers to the teaching about peace-what is, why it doesn't exist and how to achieve it." UNICEF (1999) declares that peace education promotes knowledge, attitude, skills and values to prevent conflict and violence. According to Momodu (2013), education is the most powerful and practical source to impart these proficiencies in human behavior and progress of the society. It is also the tool for engineering the behaviors, attitudes and skills of individuals. It enables them to grow personally and contribute positively towards progress of society. Peace has intense effect on education and learning. Peace education facilitates youth to acquire knowledge, enhance their capacities in adopting peace, and developing an attitude about the perception of peace in human life.

Hence peace education is very essential and peacemaking activities promote conflict resolutions which encourage peace and respect for social justice, freedom and tolerance and harmony. United Nations celebrates every year worldwide International Peace Day on September 21st. Mishra (2013) advocates that in educational institutions, peace education needs to be an action-oriented rather abstractions. It should be taken as practice-oriented rather than mere passive teaching and learning. No doubt the classroom study is very crucial, but actions leaveever lasting impact. In developing countries like Pakistan, Sri Lanka and India, peace education is ignored at the school level and seems to have been given a less importance. Different researches indicate that current curriculum lacks peace concept as well, though, in the present scenario and our social and religious context, it is considerately relevant and imperative. Bashir and Akbar (2019)found that peace education dimensions are not discussed in Urdu and Akudulo (2006) also reports the same situation in the perspective of Nigerian curriculum. This scenario necessitated

the need for the present study to explore the perception of teachers about peace education in curriculum as at secondary level it is imperative for personality traits with reference to peace education (Mishra, 2011).

Global culture of peace is attainable only through peace education. Hicks (2004) concluded that peace education needs to start at the primary school level, to help children develop their personal relationships and conceptual understanding of peace. Further the secondary school level is very important as students are between the ages of 14 to 16. This is sentimental period of the individuals and according toRost (2006), "when a young tree is planted straight, it will grow straight, but what if, from the beginning, it is planted crooked?"

Peace education helps to mould attitude; develop values and behavioral proficiencies to resolve conflicts amiably and thus promotes harmony (Johnson & Johnson, 2006). According to United Nations manifesto peace education aims at developing a culture of peace through educating different faculties based on human rights. So, education is not only a source of knowledge about a culture of peace as well. It also teaches different skills and modifies behavior to recognize and resolve potential conflicts thus, creates culture of peace.

Ouma (2014) says that due to rise in violence among nations, individuals and different hostile groups peace education has gained more attention. Many countries have therefore mainstreamed peace education in the curriculum of established subjects. The major ingredients of peace education and establishing peace are teaching and learning processes (UNESCO, 2008).

Salomon and Nevo (2005) summarize current peace education activities under four categories;1) changing mind set.2) cultivating a set of skills', 3) promoting human rights (particularly in the Third World countries), and finally, 4) promotion of a culture of peace'.

In every society curriculum is developed according to its needs. Peace has been considered a need of every human society since time immemorial. According to Yousuf et al., (2010) peace education encourages acceptance, sympathy and expertise in cooperation among learners (Hodge & Kress, 2001). Tanner and Tanner (2007) argue that needs of society is reflected in curriculum and Pingel (2010) points out that curriculum is the sole source to accomplish those needs and realize the sustainable peace among countries and nations.

Peace education equips learners with tolerance and promotes a culture of peace. It promotes a passion for acceptance and appreciation of the rich diverse cultures, our forms of expression and ways of being hum. Tolerance is practicing harmony among different ideologies and beliefs. Tolerance is not a goal but an essential and pivotal stage in the process of achieving the recognition of universal human dignity. It makes peace possible, contributes to the replacement of the culture of war by a culture of peace. It is flourished by acceptance of universal human rights and basic freedom of others. It cannot be used to justify the violation of these

fundamental values. Changes in values, standards and in cultural norms are being encountered by Pakistani society. The cultural troubles of society are at their peak, like jealousy, revenge, frustration, social injustice and racism. Not only this Pakistani society is divided among ethnic groups, sects, sub sects but cast system and groups also (Masud et al., 2013; Yusuf, 2011**).** Bashir and Akbar (2019)quoted.Bar-Tal, (2002); Cardozo, (2008); Harber&Sakade, (2009); Demir, (2011) and Rahman, (2014) that countries like Sodan, Japan, Sri-lanka, Nigeria, Somalia, England and Turkey are executing peace education concepts in curriculum to overcome troubled situations.

Education is the most substantial element for prevention of violence and promotion of social justice. (Demirel, 2009). Kolm (1996) is of the view that justice is ethical judgment of social entities. Peace education address more issues of violence than conflict education itself. (Jones, 2004). Peace and justice are correlated and in the words of Snauwaert (2011)peace is related with justice and absence of peace means there is no justice. Reardon and Snauwaert (2015) stated that if justice is assured violence is uprooted and peace is guaranteed. No doubt social justice is very step forward for a peaceful society. Therefore it is exigent to explore perceptions of teachers about social justice.

Material and Methods

Present study focused to find out the difference in the perceptions of secondary school teachers about peace education themes (peace concepts in curriculum, social justice and tolerance and harmony). This study was exploratory in nature as the researcher intended to explore the perceptions of teachers about peace education. To collect the data survey method was used.

Population

All the secondary school teachers, teaching the subjects of English, Pakistan Studies and Urdu at secondary level in the province of Punjab, Pakistan were taken as the population of this study.

Sample

For the sample selection, four districts (Lahore, Sahiwal, Faisalabad and Multan) were selected randomly. 10 Male (5 male schools from rural and 5 from urban area) and 10 female (5 female schools from rural and 5 from urban area) schools were selected randomly from every selected district. Overall 20 schools were taken randomly from one district and from each school three secondary school teachers who were teaching subjects i.e. English, Pakistan Studies and Urdu were selected conveniently. So, total sample comprised of 80 secondary level schools and 240 (120 male and 120 female) secondary school teachers.

Research Instrument

Keeping in view the research objectives and after detailed review of literature a Peace Education Questionnaire for Teachers was developed by the researcher himself. Three peace education themes (Peace concepts in curriculum, Social Justice and Tolerance and harmony) were taken to develop questionnaire. This questionnaire was developed on five point likert scale and was translated into Urdu language for the better comprehension of the respondents. So the questionnaire was administered in bilingual form. The Cronbach's Alfa of the questionnaire was .93. The present questionnaire was finalized after pilot testing on 50 secondary school teachers (both genders) other than the sample.

Statistical Analysis

Data were analyzed using MANOVA and ANOVA to find the difference in the groups regarding peace education themes. Detail of results is presented as under:

Results and Discussion
Gender wise Comparison of Teachers

Table 1
Multivariate Analysis of Variance

Wilks' Lambda	F	Hypothesis df	Error df	p	η^2
.898	3.096[a]	8.000	217.00	.002	.102

In Table 1 MANOVA results indicate that F-value ($F(8, 217) = 3.096$[a], $p=.002<0.01$, Wilks' Lambda = .898) is significant, which means that significant difference exists between the male and female teachers' perceptions about peace education themes.

Table 2
One way Analysis of Variance

Sr. #		Teachers' perceptions				ANOVA	
	PEQT Themes	**Male**		**Female**			
		Mean	**SD**	**Mean**	**SD**	**F**	**P**
1	Peace Concepts in Curriculum	3.67	0.54	3.90	0.50	12.37	.001
2	Social Justice	4.20	0.54	4.14	0.46	0.95	.332
3	Tolerance and harmony	4.09	0.50	4.05	0.53	0.23	.634

**p<.01

In Table 2, gender wise comparison of teachers is calculated. To find out the difference among themes (peace education concepts in curriculum, social justice and tolerance and harmony) One Way ANOVA was applied. On the basis of *F* and its significant value it is proved that two out of three themes of PEQT viz. Social Justice (F=0.95, p<0.01) and Tolerance and harmony (F=0.23, p<0.01), showed no significant difference in the perception of male and female teachers while, Peace concepts in curriculum theme (F=12.37, p<0.01) showed a significant difference in the

perceptions of male and female teachers with reference to different peace education themes. Overall mean scores of male and female teachers are 3.99 and 4.03 respectively, which showed positive perception of both genders better perception of female teachers towards peace education themes is comparatively better.

Locality wise comparison of teachers

To analyze the difference in the perceptions of rural and urban teachers about peace education themes, following research question was designed and results are presented in table 3.

Table 3
Multivariate Analysis of Variance

Wilks' Lambda	F	Hypothesis df	Error df	*P*	η²
.916	2.480ᵃ	8.000	217.00	.014	.084

In Table 3 MANOVA results showed that F-value (F (8, 217) = 2.480ᵃ, p=.014>0.01, Wilks' Lambda= .974) is not significant, it indicates that there is no significant difference between the rural and urban teachers' perceptions about the peace education themes.

Table 4
One way Analysis of Variance

Sr. #		Teachers' perceptions				ANOVA	
	PEQT Themes	**Rural**		**Urban**			
		Mean	**SD**	**Mean**	**SD**	**F**	**P**
2	Peace Concepts in Curriculum	3.77	0.51	3.81	0.55	0.28	.599
3	Social Justice	4.20	0.54	4.14	0.46	0.95	.332
6	Tolerance and harmony	4.10	0.50	4.04	0.52	0.77	.380

**p<.01

Table 4 illustrated locality wise comparison of teachers. To calculate the difference One Way ANOVA was applied. On the basis of F and its significant value it is found that all the three themes of PEQT viz. Peace Concepts in Curriculum (F=0.28, p>0.01), Social Justice (F=0.95, p>0.01) and Tolerance and Harmony (F=0.77, p>0.01) revealed no significant difference in the perceptions of rural and urban teachers. Overall mean scores of rural and urban teachers are 4.02 and 4.00 respectively, which indicate positive perception of teachers of both rural and urban areas but mean scores comparison points out better perceptions of the rural area teachers towards peace education themes.

Difference between the perceptions of teachers belonging to different districts

To analyze the difference in the perceptions of teachers belonging to different districts about peace education themes, following research question was designed. The results are given in the following table:

Table 5
Multivariate Analysis of Variance

Wilks' Lambda	F	Hypothesis df	Error df	*p*	η^2
.815	1.921	24.000	629.967	.005	.066

In Table 5, MANOVA results showed that F-value (F (24, 629) = 1.921, p=.005<0.01, Wilks' Lambda= .815) is significant, which means that significant difference was found, in the perceptions of teachers about peace education themes belonging to different districts.

Table 6
One way Analysis of Variance

Sr. #	PEQT Themes	Teachers perceptions with respect to Districts								ANOVA	
		Sahiwal		Multan		Faisalabad		Lahore			
		M	SD	M	SD	M	SD	M	SD	F	P
1.	Peace Concepts in Curriculum	3.79	0.50	3.80	0.57	3.72	0.64	3.91	0.50	0.64	.590
2.	Social Justice	4.19	0.51	4.10	0.50	4.31	0.39	4.19	0.51	0.39	.761
3.	Tolerance and Harmony	4.09	0.51	4.04	0.51	3.96	0.57	4.09	0.51	0.22	.885

**p<.01

In Table 6, difference between the perceptions of teachers of different districts is calculated. To find out the difference among various peace education themes One Way ANOVA was applied. On the basis of F and its significant value, it is evident that all three themes of PEQT viz. Peace Concepts in Curriculum (F=0.64, p>0.01), Social Justice (F=0.39, p>0.01) and Tolerance and Harmony (F=0.22, p>0.01), indicated there is no significant difference in the perceptions of teachers belonging to different districts. Overall mean scores of teachers of different districts (Sahiwal, Multan, Faisalabad and Lahore) are 4.02,3.98, 4.00 and 4.06 respectively which indicate that perception of teachers of all districts is positive, but this comparison points out the better perceptions of the Lahore district teachers towards peace education themes.

Findings

1. Findings of the study revealed that no significant difference was found in the perception of male and female teachers regarding peace education themes. Further comparing the perceptions of teachers towards peace education themes, no difference was found in social justice and tolerance and harmony themes while overall better perception of female teachers than those of male teachers had been calculated regarding peace education themes.

2. There was no significance difference in comparison of rural and urban area teachers about peace education themes. Mean scores comparison pointed out better perception of the rural area teachers towards peace education themes.

3. Regarding peace education themes there is significant difference in the perceptions of teachers belonging to different districts. But the comparison points out the better perceptions of the Lahore district teachers towards peace education themes.

4. On the whole, all the participating groups had positive perception about peace education themes.

Conclusion

The focus of the present study was to explore the perceptions of secondary school teachers about three (peace concepts in curriculum, social justice, tolerance and harmony) peace education themes. Results of the study revealed that all the teacher groups had positive perception about peace education themes while perceptions of female teachers were more positive than male teachers. Based on the results of the study, it was concluded that secondary school teachers have highly positive perceptions about the Peace Education themes. The results of the current study are in accordance with the results of Sahibzada (2020) who found that the respondents had positive attitude towards peace education and there found to be no significant difference between teachers of different groups but the study of Sahibzada (2020) showed more positive attitude of male participants while in the current study female teachers had better perception. The present study also concluded that no significant difference was found between the perceptions of male and female teachers and about peace education themes. Another study conducted by Alnufaishan (2018) had shown the same results and even locality wise there is no difference among the perceptions of respondents. But the results of the study conducted by Begum (2012), narrates that rural area teachers had better and clear picture of peace perception.

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