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Existing Practices of Peace Education in Teacher Education Programs in Pakistan: Measuring Perceptions of Prospective Teachers

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Abstract: The researchers aimed to explore the practices of prospective teachers regarding peace education in teacher education programs in Punjab, Pakistan. A total of 500 prospective teachers from five public sector universities in Punjab, Pakistan were the population size while the sample respondents were 200 prospective teachers including 100 male and 100 female prospective teachers. The survey method was used to collect the data through a self-developed questionnaire based on 13 themes using a simple random sampling technique. The validity of the tool was properly ensured through experts' opinions and the instrument was also refined two times in the light of opinions received from experts. The reliability of Cronbach's Alpha value was found .88. The collected data was organized properly in the form of tables. Both descriptive and inferential statistics were applied to analyze the data such as frequency, mean score difference, standard deviation, percentage, t-value and p-value. The research concluded that the majority of the prospective teachers were hopeful about the practices of peace education but peace education is not presented in the curriculum of teacher education programs. Moreover, the male teachers' awareness was more as compared to female teachers.

Introduction

Violence is a problem in all societies in the world. The world is facing this problem for many decades. The world also faced two world wars and so many conflicts among different nations. The education system and educators have the responsibility to address matters of violence and conflicts. It is the need of the hour to equip teachers with such skills through teacher education programs as they meet the aims of peace education. According to UNESCO, peace education is effective when it may be implemented as per the social and cultural needs of society. So it must be implemented according to the values which should also be applicable at

the international level. Peace education not only brings changes in the behaviours of society but also inculcates the competencies of a positive attitude to respond to conflicts. So the chances of conflicts decrease by applying peace education skills and techniques effectively. In the practice of peace education, the individuals of the society feel comfortable and they approach conflict issues positively (UNESCO, 2009).

Harris (2010) argued that peace education develops values of peace such as cooperation, conflict resolution, respect for others, openness and tolerance and problem-solving. Castro and Galace (2010) stated that peace education is the

process of the development of peace knowledge, values and skills among people. The purpose of these skills is the creation of a peaceful and safe world for a living. The philosophy of peace education imparts people to promote the values of self-respect, respect for others, kindness, peaceful co-existence and sympathy among people from all societies (Harris & Morrison, 2003).

Polat (2015) viewed peace education as the process of developing the capacities, thoughts and skills of a person to develop a sense of peace in a society to live in a peaceful environment. So it is the peaceable problem-solving method in which the individuals are taught through this method, the issues of violence and uncertainty can be solved. Peace education is a process that develops respect, sympathy, human rights and problem-solving skills. Therefore, it is the source of problem-solving in society and uncertainty (Sagkal, 2011). Peace education is based on the philosophy that is used for educational understanding to encourage peace in the world (Wulf, 2009). Peace education provides a tool for the solution of problems without facing violence to raise the quality of human being all over the globe (Salomon, 2002). Peace education is also the source to promote the culture among people to decrease mental problems and enhance the chances of peace among people and solve conflicts with peaceful skills. Therefore, peace education is the promotion of peace knowledge, the development of positive peaceful attitudes and the creation of peaceful skills among people (Sagkal, 2011).

Peace education aimed to get autonomy from violence and conflicts. Peace education also develops awareness and competencies to handle the issues of peace. We see wars and violence issues over the globe. It is a need to initiate table talks and reject violence, distribute wealth based on justice and give respect to human beings. The violence and conflicts have no rationale but it forms by giving the name of democracy or justice and violence develops. Therefore, it promotes

anxiety and fear in the minds of children. Hence, a conducive environment for peace is needed and it is possible by educating teachers and children. The peaceful environment in any society puts positive impacts on everything as well as on students learning. The peaceful environment motivates students to learn as per their talents in a flexible and interesting environment. Students well managed their timings and schedules as per their needs and study requirements. They vibrantly received their teachers' feedback and they feel to remove the drawbacks identified by their class teachers for more improvement (Galtung, 2012).

Peace education is a significant source to cultivate a culture of positive peace (UNESCO, 2005). Pakistan faced so many problems regarding peace such as violence, conflicts in society, terrorism, uncertainty, exploitation, perversity and aggressive negative attitudes. Therefore, peace was scarce in Pakistan. Pakistan was considering a violent society all over the globe. School children were the targets of these terrorists' violent activities. So promotion of peace education in Pakistan is the need of the time. The teachers' role is important for the promotion of peace in society. To inculcate peace knowledge, values and skills, trained prospective teachers for the promotion of peace is the need of the day in teacher education programs. Sakade (2009) stated that UNESCO focused on peace education all over the globe, especially in those countries that faced terrorism problems and Pakistan is one of those in these countries. The researchers aimed to measure the perceptions of prospective teachers regarding the practices of peace education.

Research Objectives

1. To examine the existing practices of peace education in teacher education programs in Punjab, Pakistan.
2. To find out the need for peace education in teacher education programs in Punjab, Pakistan.

3. To evaluate the perceptions of prospective teachers regarding the need for peace education in Punjab, Pakistan.

Research Questions

1. What are the reflected peace education existing practices of prospective teachers in teacher education programs in Punjab, Pakistan?
2. Does peace education an essential requirement for a teacher education program in Punjab, Pakistan?
3. What are the perceptions of prospective teachers about the need for peace education in Punjab, Pakistan?

Literature Review

Castro and Galace (2010) claimed that peace education promotes knowledge, values and skills of peace among people to achieve peace in the world. So peace education plays its role in different ways to promote the culture of peace all over the globe as well as in their cultures. The different agencies of the United Nations work all over the globe to promote the culture of peace education (Fountain, 2009). Peace education is the procedure of teaching about the threats of violence and developing strategies for peace in and outside the classroom (Harris, 2008; Aziz, M. F., & Jahan, F. (2021). Moderating Role of Organizational Climate between Leadership and Employee Innovative Work Behavior: An Empirical Investigation at National Level. *European Online Journal of Natural and Social Sciences*, 10(1), 153-164.). Peace education is a blend of educational policy, training, pedagogics, and organization which smooth the acquiring of knowledge to make sure peace in any condition and setting (Reardon, 2008). Peace education is also an initiative that develops awareness and competencies for outlook to investigate the hurdles in the way of peace. Educating peace is the shift from violence to peace. Educators may develop a culture of peace by educating children through classroom practices (Morrison, 2003).

The initiatives of peace should be taken according to the cultures of the people living in a particular society as giving them a supportive environment for the implementation of peace initiatives (Hooper, 2010). Different schools have developed many types of peace education programs in schools. The present-day need is to educate and train the teachers according to the needs of peace education, update the curriculum as per society's needs and develop an environment of classroom conducive to peace education. The need of the day is also to enhance the competencies of teachers and skills as they develop the framework for peace education in the classrooms from primary schools to secondary schools and inculcate the competencies in students to handle peace issues, resolve conflicts and clashes in the society according to the cultural needs (Sharma, 2010).

Henry (2012) stated that the United Nations and its affiliated organizations develop many models for peace education according to the needs of societies in the world. According to these models and studies of peace education, the curriculum of teachers was also integrated with either peace education or its related themes. The teachers were also trained with the themes of peace education. Skilled teachers not only enhance their professional skills but also impart knowledge to students in a well-organized way. The classroom environment puts positive impacts with minimum use of teaching resources. They taught the peace education sub-themes like human rights, communication skills improvement, global and international education, self-awareness, development of positive attitudes towards the resolution of conflicts, gender equality, and critical thinking. They may handle conflict issues as well as work for peacebuilding. The students in this way share the problems they are facing in different environments and cultures. So we can conclude that it is the responsibility of teachers to develop and implement the initiatives of peace education according to the local needs and society's aspirations. Teachers also have to motivate and

convey the message of peace to their students to meet the challenges of peace in the era of conflicts and clashes emerging in their respective societies.

Wiggins (2011) argued that trained teachers help in promoting peace in society and peaceful culture. It is possible through the initiative of peace education training to shape a peaceable society. Teachers can play a role to promote peace in society. So teachers can play a key role in implementing peaceful strategies practically in schools (Cardozo, 2008). Peace educators can promote reconciliation, peaceful culture and mutual respect. Peace education is a process to enhance professional development and approaches to address the issues, and problems of peace and prevent violence in society (Bajaj, 2008). Through professional development, teachers develop their professional competencies by inculcating knowledge, values and skills of peace education and through the development of professional competencies, teachers can transfer them to next-generation (Senkumba, 2010). Paul (2010) said that it is very significant to train teachers in the field of peace education to become creative teachers and enhance the student's knowledge, values and skills about peace and peaceful culture. So, Tyrell (2012) proposed the integration of peace education into teacher education programs. In Pakistan, peace education educators are striving hard for offering peace education in teacher education programs in teachers training institutions as well as at the university level.

Tyrell (2012) indicated that in Sri Lanka only one institution of teacher training offered a peace education program. Pakistan also started initiatives for peace education and most of the research studies at the doctoral level recommend peace education to be integrated into teacher education programs. Peace is very important for every nation, society, family or person and it is the source of development in any society through development, peace can be promoted. Peace works to reduce the conflicts among societies, families, nations, regions and at the international

level. Peace education develops a sense of human rights. Naturally, humans want peace and through peace, overall development is possible. Peace is an important key to economic development and survival (Buchanan, 2015). War can be seen in every society either on any label but it is the need of the day to engage every nation and society in dialogue and give mutual respect to everyone. Conflicts are created in the name of democracy or justice but it creates a culture of violence in the minds of children and youth. A conducive environment for the creation of peace is essential to develop a peaceful culture in society. Teachers can promote a culture of peace and change the physics of society from violence to peace. Through peace education, it is possible to achieve overall development and teachers can change society by positively imparting peace education values. Peace education is the source to develop peace attitudes and transform them into the new generation (Galtung, 2008). So Pakistan needs to integrate peace education into national teacher education programs. It can be in the form of a compulsory course or optional. Through peace education, teachers can impart and deliver knowledge, values and skills of peace and transform it into the new generation and thus a peaceful society can be achieved.

Sommers (2012) said that the goals of peace education are; consensus building; promoting problem-solving thinking; addressing social problems and taking preventive measures to respond to the issues of violence in society. The teachers' role is very important for peacemaking in society. Teachers can change the behaviour of the students. Teachers are change agents and role models for their students. It is the duty of the teachers in a positive way to promote peace in society. Therefore, teachers can inculcate the knowledge, values and skills in the minds of future generations through peace education practices. Teachers want to be aware of the outcomes of their attitudes toward their students. If there is a discrepancy between the words and actions of the teacher, students will intentionally

close their eyes to guidance as well as they will not take an interest in peaceful attitudes and morals. So teachers need to encourage the students to take an interest in the practical understanding of peace values and skills.

Major Concepts of the Study

Peace: History reflects the fact that when peace existed in this universe, there was no war or violence. There is no unanimous definition of peace but peace is a two-sided process. True peace is a situation where people live in a way that allows them to meet their needs and aspirations. In a peaceful situation, poverty and economic coercion cannot contribute. Peace on the other side related to the absence of war or direct violence, such as physical assault, injury or violence. Violence is not a good situation for any society.

Peace Education: Many educationists defined peace education but I did apply the definition given by Castro and Galace (2010). Peace education promotes knowledge, values and skills of peace among people to achieve peace in the world. So peace education plays its role in different ways to promote the beliefs of peace all over the globe as well as in their societies.

Peacebuilding: Peacebuilding is the process of managing peace and preventing conflict and do efforts to develop human rights (Okoro, 2012). So this definition reflects that the peace process has before the conflict and after-conflict stages. Peacebuilding aims to create a stable basis for peace in a conflicted society (Karame, 2014). The notion of peace comprises all phases of human life; psychological, mental, moral, or socio-political paradigm (Danesh, 2006).

Research Methodology

The approach to the study was quantitative and descriptive to explore the potential of peace education to address the issues of peace and violence as well as to probe the practice of peace education in the teacher education program in

Pakistan. The method proposed by Danesh (2007), is a methodology of peace education and a unified theory, in which the emphasis is on unity. The population of the study was 500 prospective teachers and the sample was 200 prospective teachers including 100 males and 100 females from five public sector universities in Punjab, Pakistan. A questionnaire was used for data collection by managing personal visits. The research questionnaire was based on five points Likert scale having thirteen aspects of peace education such as 1) peace education awareness, 2) conflict resolution, 3) critical thinking, 4) self-rights awareness, 5) human rights awareness, 6) tolerance development, 7) global knowledge, 8) respect and dignity, 9) positive attitude, 10) development of justice, 11) decision making, 12) group building and 13) communication skills. A simple random sampling technique was adopted for data collection. Validation of the tool was confirmed through experts' opinions and it was improved two times. Cronbach Alpha was applied for reliability and .88 was found its value. The collected data was organized properly in the form of tables. Both descriptive and inferential statistics were applied to analyze the data such as frequency, mean score difference, standard deviation, percentage, t-value and p-value. The research concluded that the majority of the prospective teachers were hopeful about the practices of peace education but peace education is not presented in the curriculum of teacher education programs. The research also concluded about the need for peace education that most of the prospective teachers were not informed about peace education and its practices and they are optimistic about the inclusion of peace education or its ingredients in the curriculum of teacher education programs as a separate course or integration in different courses in future. Moreover, the male teachers' awareness is more as compared to female teachers. The data were presented in the form of tables and interpreted subsequently.

Data Analysis and Interpretation

The collected data were analyzed by applying descriptive statistics i.e., frequency, mean score

difference, standard deviation, percentage and inferential statistics i.e., t-test. The analyzed data were interpreted properly and presented in the form of tables accordingly.

Table 1

Existing Practices of Peace Education in Teacher Education Programs

S#	Indicators	N	Agree%	Disagree %
1.	Peace education awareness	200	45.3%	54.5%
2.	Conflict resolution	200	60.2%	39.8%
3.	Critical thinking	200	40.5%	59.5%
4.	Self-rights awareness	200	64.7%	35.3%
5.	Human rights awareness	200	57%	43%
6.	Tolerance development	200	34%	66%
7.	Global Knowledge	200	35.4%	64.6%
8.	Respect and dignity	200	58%	42%
9.	Positive attitudes development	200	48%	52%
10.	Development of justice	200	52.4%	47.8%
11.	Decision making	200	57%	43%
12.	Group building	200	59%	41%
13.	Communication skills	200	58%	42%
	Overall Percentage		51.5%	48.5%

Table 1 reflected that 45.3% of the teachers agree and 54.5% of prospective teachers disagree about peace education awareness. It depicts that most of the prospective teachers were not informed of peace education. 60.2% of prospective teachers agreed and 39.8% disagreed regarding conflict resolution. It can be concluded that most prospective teachers know how to handle and resolve conflicts. 40.5% of prospective teachers agreed and 59.5% of teachers disagree. It showed that the majority of the prospective teachers were not informed of critical thinking. 64.7% of prospective teachers agree and 53.3% disagreed. It can result that the majority of prospective teachers were informed of self-rights. 57% of prospective teachers agreed and 43% disagreed. It can result that the majority of prospective teachers were informed of human rights. 34% of prospective teachers agreed and 66% disagreed about tolerance development. It showed that the majority of the prospective teachers were aware of tolerance development. 35.4% of prospective teachers agreed and 64.6% disagreed. It can

result that the majority of the prospective teachers were not informed about global knowledge. 58% of prospective teachers agreed and 42% disagree. It indicates that the majority of prospective teachers know respect and dignity. 48% of prospective teachers agreed and 52% disagree. It reflected that most prospective teachers were not to develop positive attitudes. 52.4% of prospective teachers were agreeing and 47.8% disagreed about the development of justice. It reflected that the majority of the prospective teachers agreed about the lack of development of justice practice in the teacher education program. 57% of prospective teachers agree and 43% disagree about the decision-making activities. It indicates that the majority of the prospective teachers are agreeing on the practice of decision-making in the teacher education program. 59% of the prospective teachers agree and 41% disagree about the group-building activities. It depicts that most of the prospective teachers are agreeing about the practice of group building. 58% of prospective

teachers agree and 42% disagree on the practice of communication skills. It reflects that the majority of the prospective teachers agree about the practice of developing communication skills.

It is concluded from the total percentage that 51.5% agreed and 48.5% of teachers disagreed about practices of peace education in teacher education programs.

Table 2

Comparison of the Existing Practices and Needs of Peace Education in Teacher Education Programs

S#	Indicators	N	Mean Score	SD	SD Error
1.	Practices of Peace Education	100	3.875	1.778	.082
2.	Need for peace education	100	4.882	1.725	.089

Table 2 reflected that the mean value of the practices of peace education in the teacher education program is ($M = 3.875$), and the mean value of the need for peace education is ($M =$

4.882). So, it reflected that most of the prospective teachers were agreeing about the need for peace education as compared to existing practices of peace education.

Table 3

Gender-Wise Comparison on Practices of Peace Education in the Teacher Education Programs

Gender	N	Mean Score	SD	SD Error	t-Value	p-value
Practices of Peace Education	100	4.38	1.542	1.121	3.135	.001
Need for peace education	100	3.18	1.121	.0079		

Table 3 indicated that the mean gain score of male teachers is higher than the female teacher gain score ($Mean = 4.38, 3.18$); and ($t\text{-value} = 3.135$ and $P\text{-value} = .001$ at $P > .05$) which reflected that there is a significant difference among the male and female perspective teachers' opinions in the context of the existing practices of peace education. Therefore, it was concluded that male teachers were significantly aware of the while female teachers were less informed regarding the existing practices of peace education.

Discussion

Peace education is one important need of every society because all over the globe all communities face peace issues. The development of peace is possible through the development of a peace curriculum at all stages of education and especially in teacher education programs as the teachers are the nuclei of the education system and they easily inculcate the thoughts of peace in the minds of the future generation. It is a fact that there is no separate course of peace education at any stage of education in Pakistan as well as at

teacher education programs. Pakistan is one of the countries that faced peace issues in the past as well as facing today. Pakistan faced thousands of casualties due to terror accidents. The curriculum at every stage of education in Pakistan is under blame and there is a need for a separate course of peace education to develop peaceful thoughts and attitudes in the community in the future and it is possible through teacher education programs. The main objective of this research study was to explore peace education practices in teacher education programs in Punjab, Pakistan. The study explains that most of the prospective teachers were not informed of peace education and its practices. The opinions of the prospective teachers about the need for peace education practices in teacher education programs in Punjab, Pakistan were observed. The majority of the prospective teachers were not familiarized with the practices about the need for peace education. The prospective teachers are in the hope to integrate peace education or its ingredients in teacher education courses in future. They also feel the

need for a separate course of peace education in teacher education programs. Furthermore, the male teachers' awareness is more as compared to female teachers.

Conclusions and Recommendations

The researchers aimed to explore the opinions of teachers regarding the existing practices of peace education in teacher education programs in Punjab, Pakistan. It was concluded that most of the prospective teachers were hopeful regarding the existing practices as well as concluded that the participants majority reacted that peace education practices are not present in the Pakistan curriculum of teachers' training programs in Punjab, Pakistan. Peace education exists in diverse subjects of teacher training programs in Punjab, Pakistan, such as contemporary trends and issues in education, the teaching of social studies, school, community and teacher, the foundation of education, child development, educational psychology, test development and evaluation, Pakistan study and classroom management.

The researchers examined the opinions of the teachers regarding the need for peace education and concluded that most participants were not informed of peace education and its practices but they were in the hope of the inclusion of peace education in the teacher education curriculum in the future. The teachers agreed that there are many sub-topics of peace education in the curriculum but there is a need to develop a separate subject in the curriculum of teacher education.

The respondents of the research study regarding the need for peace education were optimistic. They agreed on the point that Pakistan faced challenges of peace in the recent era. So it is essential to develop peace education courses for teacher education programs to sponsor peace in society with the help of teachers. The overall results reflected the fact that teachers have a positive outlook regarding peace education and they agreed on the point to

integrate or develop a separate course of peace education.

It is recommended to develop peace education as a compulsory or at least an optional course in teacher education programs. To bring positive changes in the current curriculum and integrate the important ingredients of peace education in teacher education programs. The positive attitude of teachers toward peace education is also important to be developed for the promotion of a peaceful culture. It is also recommended to conduct teacher training to enhance the skills of teachers in peace education.

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