

# **DEVELOPING A MODEL OF PEACE EDUCATION AT SECONDARY LEVEL IN PAKISTAN**



By

**Basharat Ali Khan**  
(107-FSS/PHDEDU/S13)

Submitted in partial fulfillment of the requirements for the Doctorate of Philosophy in  
Education at the Faculty of Social Sciences, International Islamic University, Islamabad

**Department of Education  
Faculty of Social Sciences  
INTERNATIONAL ISLAMIC UNIVERSITY,  
ISLAMABAD  
2020**



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# **DEVELOPING A MODEL OF PEACE EDUCATION AT SECONDARY LEVEL IN PAKISTAN**



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**DEDICATED**


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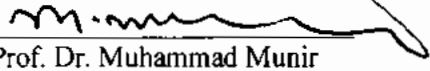
**My Family and my Teachers**

## FORWARDING SHEET

The thesis entitled “**Developing a Model of Peace Education at Secondary Level in Pakistan**” submitted by Basharat Ali Khan, in partial fulfillment of PhD Degree in Education, has been completed under my supervision and guidance. I am satisfied with the quality of student’s research work and allow him to submit this thesis for further process as per IIUI rules and regulations.

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## APPROVAL SHEET

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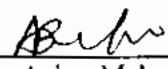
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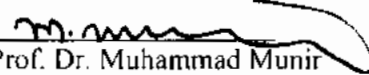
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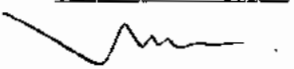
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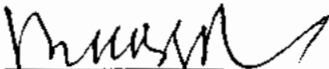
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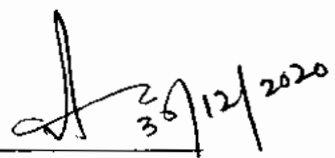
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## STATEMENT OF UNDERSTANDING

I, Basharat Ali Khan Registration No. 107-FSS/PHD/EDU/F13 as a student of PhD in Education at International Islamic University Islamabad do hereby declare that the thesis entitled **“Developing a Model of Peace Education at Secondary Level in Pakistan”**, submitted for the partial fulfilment of PhD in Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining any degree from this or any other university or institutions.

Dated: \_\_\_\_\_

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**Basharat Ali Khan**

## ABSTRACT

Pakistan is a prominent example of a country which is disturbed by a lot of problems like insecurity, terrorism, corruption, threats, violence, conflicts, suicide and target killing and peace is not found everywhere in all the areas of the country. Pakistan is considered the most disturbed country in the world due to terrorist activities. Education is a fundamental agent to build the behaviors of the students. It assists the people in dealing all kinds of problems by using skills and knowledge. A known fact is that education brings peace in the world. In order to fulfill this purpose, we need to work and formulate the curriculum for peace education at secondary level. Thus, this current study was designed to develop a model of peace education at secondary level in Pakistan. The objectives of the study were: (1) to examine the perceptions of stakeholders regarding peace education at secondary level; (2) to explore the approaches of introducing peace education in existing curriculum at secondary level in Pakistan; (3) to identify the barriers regarding implementation of peace education at secondary level curriculum; and (4) to develop a model of peace education at secondary level in Pakistan. In present research study, the concurrent triangulation research design of mixed methods was used. In this mixed method, quantitative and qualitative data were collected at the same time and then the results of quantitative and qualitative data were presented. All the Heads (991) of Public Sector Secondary Schools of Rawalpindi Division, all the Secondary School Teachers (3240) of Public Sector Secondary Schools of Rawalpindi Division, all the Parents of 10<sup>th</sup> class students of Public Sector Schools of Rawalpindi Division and Curriculum experts of Punjab Curriculum and Textbook Board Lahore were the population of the study. Sample was selected through simple random sampling technique for getting quantitative data. Overall 10% Head Teachers and Secondary School Teachers selected for collecting quantitative data and for qualitative data ten (10) Head Teachers, ten (10) Secondary School Teachers and ten (10) Parents of 10<sup>th</sup> class students of Public Sector Secondary Schools of Rawalpindi Division were selected through purposive sampling technique. Five (5) Curriculum experts of Punjab were selected through convenient sampling technique. A validated questionnaire was used in this study for achieving the research objectives. For in-depth understanding of peace education, Interview guide was used as data collecting information. The interviews duration session of the researcher and teachers about 20 to 25 minutes times convenient to respondents. Data were collected from the Head teachers and Secondary school teachers through correspondence and personal visits. The two different approaches were applied for analyzing the quantitative and qualitative data. Quantitative data collected from the research questionnaire were analyzed through by using one way Chi square. The qualitative data produced from the interview guide were classified in different themes in the light of the objectives of the research study and it was presented in narrative form. The major findings were drawn that majority of the respondents favoured, peace education should be added as a subject and it should be the part of disciplines of social sciences. It was recommended by the researcher that professional training courses may be arranged for the training of stakeholders for effective implementation of peace education at school level and proper planning and financing may be encouraged by the government for implementation of this new discipline. Lastly based on analysis, a model of peace education was proposed by the researcher.

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## **LIST OF ABBREVIATIONS**

CEO	Chief Executive Officer
FMPE	Flower-petal Model of Peace Education
GCE	Global Citizenship Education
GTI	Global Terrorism Index
HRE	Human Rights Education
LAWM	Learning to Abolish War Model
MDGs	Millennium Development Goals
ME	Multicultural Education
NDU	National Defense University
NGOs	Non-Governmental Organizations
NUST	National University of Science and Technology
PE	Peace Education
PPUP	Peace Pledge Union Project
PCTB	Punjab Curriculum and Textbook Board
SED	School Education Department
SATP	South Asia Terrorism Portal
SST	Secondary School Teacher
UNICEF	United Nations International Children's Emergency Fund.
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

# **CHAPTER 1**

## **INTRODUCTION**

Education is a fundamental agent to build the behaviors of the students. It assists the people in dealing all kinds of problems by using skills and knowledge. Numerous styles and ways help children, youth and grownups with information, skills and progress. It is reality that education can bring peace in the world. It changes the attitudes and behaviours of students (Jenkins, 2007).

Education develops peace building because it helps in altering the negative behaviors among the people. Education delivers the vastly perceptible payments, which are the backbone of peace dividends. Furthermore, ways of education are comprehensive and lead towards nurturing encourage to mutual understanding, patience, and esteem, thus civilizations become inclined to the forceful clash. After the events of September 11, 2001, the function of education in constructing and maintaining peace particularly came into the focus (UNESCO, 2011).

One of the key aims of education according to Millennium Development Goals (MDGs) is to give knowledge and abilities to children so that they run away from poverty, which is the cause of violence. It delivers chances to attain well-adjusted and broader visions if we educate the many dimensional nations (World Bank, 2005). However, the current system of education does not essentially contribute to the above- mentioned positive effect of schooling on peace. On the contrary, education can cause clashes as now a days, aggressors use scholastic settings to coach and control children (Sommers, 2002).

Peace is a state of calm, restfulness, community calmness, liberty from fighting and harmony of thoughts among dissimilar individuals (Oyebamiji, 2001). There is no war among

the groups or realms of the world in a condition. Peace can be elaborated and illuminated according to different languages and nations of the world. In the culture of West, the Roman idea of peace usually means nonappearance of fierceness under the rule of law. There are also diverse concepts of peace in Eastern culture. The Japanese concept of peace specifies harmony, easiness and silence. According to the Indian people, peace means discouraging the murdering events and preserving non-violence atmosphere (Morrison, 2008).

After Cold War, various international memorandums of understanding have been signed for global introduction of peace education. Countries, NGOs and various international organizations have effectively highlighted the influenced areas for active promotion of peace education. For this purpose, modern techniques should be used. Consequently, peace education has been replaced in various other expressions including all areas of conflict resolving methods of education (Dorfler & Klagenfurt, 2002).

In addition, various peace education programmes are different in their basic ideology. The volatile nature of these programmes have not generated the reliable data on global peace education theories. Consequently, the conflict influenced nations and working groups are incapable to apply the peace education theories in their true spirit (Reardon 1998; Bar-Tal, 2002).

Peace Education is may be the best suitable instrument for fighting violent conflicts in secondary school. Peace education is capable of rebuilding an individual with a ferocious mental standpoint and produce in the human perception and responsibility to the means of peace (UNESCO, 2005). Peace Education makes vivacity and generates peace-building struggles that enable an individual to cleave for peace at any given moment in time, believing that youths in secondary schools present inspired vims and strong potential for the conversion of violent clashes in the nation as well as the world at large. It is well understood that education

is a planetary for fostering peace thinking. Consultants of peace education have a duty to dialogue with the learners in secondary schools on awareness, values, abilities, and behaviors that are encouraging to fostering global harmony and social integrity which are likely to result into peace. Peace as defined by Harris (2008) is the nonappearance of corporeal and operational violence. Hence, it is mandatory that pupil should be seen to be discovering the reasons of clash, comprehend worldwide laws of humanitarian , think about substitute arrangements of safety and acquire skills for supervising latent and full flagged clashes of non-violence.

On the contrary, the surge of violent conflicts in secondary schools is a worry some situation. While educational consultants, parents, caretakers and various nations have the hope of raising out of school fully functional persons who have abilities of paying completely to the growth of individuals and that of their nations at large, studies by Vusumzi and Shumba (2013) have shown that most learners who get tangled in violent conflicts or law-breaking behavior, have problems in conceptualizing intellectual work, thus stimulating their capabilities to perform specially in their academia. Formal secondary schools are thought to consist most of the youths who are almost the same ages of the life. These learners appearing in secondary schools might benefit from peace building initiatives within education. Children belonging to this age group are skillful of critical replications and can assimilate the standpoints of the self and the other into a mutual perspective as in the words of Fosnot (2005:6), "Others are to understand and be understood". Thus as secondary pupils can judgmentally reflect on concepts of culture, conflict and peace they might achieve from peace education initiatives. This age range shows where the forthcoming state leadership, human resource and equipment lie.

Such a challenging condition places the governance actors and the coach agency at an organized pace of motion in trying to adopt a culture of peace in order to create an permitting



learning environment that will help to alleviate violent conflicts and increase learner performance in secondary schools for the Education is highly documented for its crucial role.

In preserving , a peace culture and reproving occurrences in which education is destabilized in order to fight social equality and lenience. The Ministry of Education (2000) has set equal rights to educational opportunities that are skilled of producing a learner who escalates various ethnic cultures, customs and traditions. This is a learner who is capable of sovereignty, peace, independence and freedom, increase admittance to knowledge and life skills training that seeks to bring about personal fulfilment, which is historically committed to Peace Education.

It enlightens learners about the effects of violence by coaching skills that cope clashes on-violently; generating a desire to seek peaceable resolve of security of the nation in the upcoming days to come. The goal of peace education, based on scholarly progresses to date, is tutoring to answer all the types of violence at different stages (UNESCO, 1995).

Ajala (2003) specified that peace education comprises all the approaches, behaviors, esteem for life, reproduction of forcefulness, pledge to principle of liberty, integrity, harmony, patience among persons , groups and individuals. Hick (1988) elucidated that the aims of peace education can be accumulated into three namely; attainment of skills, awareness about problems and perfection of attitudes. This is in line with Oyebamiji (2001). The group, working on Peace Education at UNICEF, offers a concise definition of peace education as the process of endorsing the knowledge, skills, and beliefs for bringing changes in behaviour of children, youth and groups for stopping skirmish and vehemence at an interpersonal, intergroup, national or international level (UNESCO, 2011).

Peace Education may be visualized as the development of information, talents, approaches, manners and ethics that empower students to classify and comprehend foundations

of native and worldwide problems and attain constructive and suitable understandings to these complications; eliminate clashes and to accomplish integrity in good manners; living according to global values and fairness by escalating social multiplicity, esteem for all (Kumar& Kumar, 2010).

Researchers exemplified peace education in a diverse ways, depending on the chosen aim. Peace education is helpful in encouraging the changes that will empower people to escape encounter and fierceness, to solve clashes and such ways which inspire peace at different levels (Fountain, 1999). According to Jenkins, Peace education is a process which creates a positive change regarding dogmas of people and stops violence and conflict (Jenkins, 2007).

Johan Galtung, forebear of peace studies states that peace education is a way of empowering and enabling public to settle clashes more innovatively and a minor amount violently (Galtung, 1997).

It is said by Harris and Synott (2002) peace education is the process of getting the knowledge, the values, the skills and behavior to live in accordance with oneself, and others and the natural environment for the unanimity and progress. According to Aweiss (2001) that peace education, is practical in prevailing plans in the Middle East (especially in Palestine and Israel), focused on improving real knowledge related to peace.

It confirms describing education for peace as the study of the universal. The Combined framework on education for peace, human privileges and democracy brings an impression of the wide commitments of peace education (Mark, 2004). The vital objective of education for peace, human rights and classlessness is to develop a sense of global principles and kinds of manner on which a culture of peace is stranded. It is likely to categorize even in different socio-cultural settings standards that are likely to be generally well known (UNESCO, 1999).

It is possible to set peace education as part of the larger field of peace and conflict studies, which may be segmented into peace study, peace lessons, peace education and peace activism. Peace education can find its roots in the work of several instructors (Galtung 1997). Toh adding, life-threatening humanist authors and peace activists inclined PE thought through their practices of social critique, civil noncompliance and active nonviolence. Many heads of states, as well as Jose Ramos-Hora, Oscar Arias, His Holiness the Dalai Lama, and His Majesty King Hussein of Jordan, also impact practices in the field through their contacts with peace organizations and institutions (Toh, 2004).

According to Bandura (1977) the texts of Thoreau, Tolstoy, and James are used to teach peace lessons, as is the academic work. The field has a number of theoretical outlines that aid to emphasize the increasing programs and taught content areas, much initiating from the afore said thinkers. The afore said definitions confirm the idea that peace education can be dignified as an umbrella term that includes dissimilar educational programs aimed at stimulating problems of equal opportunity and social justice, and providing a continuous charter of this inclusive understanding of peace education which licenses its exhibition to the choice of political contexts that clarify societies. The integration effect is well cleared that peace education is a partaking universal process (Boulding, 1988).

## **1.1 RATIONALE OF THE STUDY**

The researcher conducted this research on peace education due to some reasons. First reason is that peace is not only a problem of Pakistan but it has become a worldwide problem. Second reason is that Pakistan is declared on 3<sup>rd</sup> number amongst the countries which are facing a problem of terrorism according to Global Terrorism Index reported by Hyslop and Morgan (2014). Third reason is that there is found high dangers of fear based on oppression in the country and everyone is feeling insecure. Fourth reason is that the two prominent incidents of terrorists' attacks, attack on Army Public School Peshawar in 2014 and attack on Bacha Khan

University in 2016 totally changed the scenario of education .Majority of the innocent students and teaching staff were died. Therefore it was need to change the mind and vision of young generation through giving peace education.

Pakistan is a prominent example of a country which is disturbed by a lot of problems like insecurity, terrorism, corruption, threats, violence, conflicts, suicide and target killing and peace is not found everywhere in all the areas of the country. Pakistan is considered the most disturbed country in the world due to terrorist activities. Especially the school going children are affected by this disturbance. The parents of the children are confused by prevailing violence (BarTal & Rosen, 2009). It has been observed by Khan, Mahmood and Aurangzeb (2019) that violence is affecting the educational institutions at all levels by attacking the students and currently their condition is pitiable. It is the requirement of current era that we should work against the rejection of the violence and violence problems can be solved through using peaceful approaches of teaching. Through giving, the concept of peace education to the students, human relations and mutual understanding can be improved in the all the level of life. Through the teaching of peace education at school level, a safe future for the nation can be nurtured (Murithi, 2009). The purpose of teaching peace education in classrooms is to provide necessary peace related content materials and developing positive attitudes through participating, reverential, cooperative strategies (Deveci, Yilmaz, Kardag, 2008) .Children must be awared about their duties in the society, and they must be encouraged for performing their duties in good ways. Peace education will provide an opportunity to the teachers and students in the teaching learning process for improving the social set up of the people (Morton, 2007).

The calculation of death ratio in Pakistan has been increased from 164 in 2003 to 3318 in 2009.Approximately 35,000 people have been murdered from 11<sup>th</sup> September,2001 to May 2011. The 68 billion dollars have been spent for controlling the terrorists' activities from 2000

to 2010. In 2012, Pakistan government started to think about countering terrorism in the country and All Parties Conference (APC) was called, in which it was decided to initiate the negotiation with the aggressive groups and it was considered first step for the solution of this major issue. When the negotiation process failed due to continuous attacks of militants, Pakistan Government ordered the armed forces to take action against the militant groups in 2013 and Zarb -e-Azb operation was started.

According to Hyslop & Morgan (2014) Global Terrorism Index, Pakistan was declared on third number amongst the list of countries, which are facing a problem of terrorism. In Pakistan 12 % of terrorist activities have been increased from 2002 to 2009. The total 1468 deaths, 2,459 injuries have been caused and 458 assets related to properties were destroyed during 910 attacks in 2011. According to Statistics in South Asia Terrorism Portal Pakistan has faced a loss of 19350 citizens, 5906 security personnel from 2003 to 2014. Pakistan is seriously up against it, to stabilize its economy due to rapidly increasing terrorists' activities. . Although the government of Pakistan has not collected, any data related to attacks of schools, colleges and Universities.

However, the Global Terrorism Database (GTD) has collected such data according to which during 867 attacks on educational institutions in Pakistan 392 people lost their lives and 724 people were injured from 2007 to 2015. The Global Coalition to Protect Education reported that the schools in Pakistan were attacked almost 838 times and 360 buildings of schools were demolished between 2009 and 2012. The attacks of terrorists on schools are not only harming the school going children and families but also it has longstanding negative effect on Pakistani culture . We have to eradicate the root cause of above-mentioned problems, which is unknown. Hence, the mind of the children can be altered through teaching peace education. The main idea of peace education is that violence and crimes are big hurdle for getting progress and prosperity. In order to fulfill this purpose, we need to work and formulate the curriculum for

peace education at secondary level. The uniqueness of this study lies in the original contribution to knowledge and content materials regarding peace education in the context of Pakistan. The findings of this research study will provide understanding to control the conflicts and violence.

## **1.2 STATEMENT OF THE PROBLEM**

Pakistan is facing a lot of problems like insecurity, terrorism, threats, violence, conflicts, suicide attacks and target killing. That's why Pakistan is declared on third number in the list of those countries which are facing a problem of terrorism and violence according to the Global Terrorism Index. The parents of the students are confused by prevailing violence and terrorists' activities and students are particularly affected by this disturbance. In this situation everyone is feeling insecure. That's why it is mandatory to make any planning, formulate some strategies of peace and models of peace for addressing the above mentioned problems. These strategies and models may be helpful for altering the minds of the youngsters from negative to positive directions because violence begins in the minds of the children. Thus, the current study was designed to develop a model of peace education at secondary level in Pakistan.

## **1.3 OBJECTIVES OF THE STUDY**

Following were the objectives of the study.

1. To examine the perceptions of stakeholders regarding peace education at secondary level.
2. To explore the approaches of introducing peace education in existing curriculum at secondary level in Pakistan.
3. To identify the barriers regarding implementation of peace education at secondary level curriculum.
4. To develop a model of peace education at secondary level in Pakistan.

## **1.4 RESEARCH QUESTIONS**

1. What are the perceptions of stakeholders regarding peace education at secondary level?
2. Through which approaches can peace education be introduced in the existing curriculum?
3. Which type of barriers can be faced in implementation of peace education in existing curriculum of secondary level?

## **1.5 SIGNIFICANCE OF THE STUDY**

This study is beneficial for bringing peaceful environment in the world. The findings of this study are helpful for the policy makers of education system, administrators, teachers, experts of curriculum, curriculum designers, developers and other stake holders who are working on peace education, they will be able to formulate their plans and policies in better ways. This study provides the guidelines to the teachers of all level, what type of instructional materials should be taught to the students or learners. The teachers will be able to teach the peace related knowledge, values and skills to the learners for contesting against violent forces for retaining peace. The findings of this study are helpful for all the Head Teachers and Secondary School Teachers in producing safe and encouraging environment in teaching learning process. They can bring peace in the minds of the learners and avoid from violence and conflicts. The findings and results of this research study are helpful to provide an insight, awareness and knowledge of peace education to the curriculum experts 'Head teachers, teachers and other stakeholders. The particularity of this study lies in the creative contribution to knowledge addition and content materials regarding peace education in the context of Pakistan. The findings of this research study are also helpful in providing an understanding for controlling conflicts and problems to the people. The findings of this study are also useful in provide an insight to the Heads of institutions for creating an encouraging and protective

learning environment in their institutions. The findings of the current research study are helpful for those researchers who want to develop new models and strategies of peace education in the future.

## **1.6 DELIMITATIONS OF THE STUDY**

Due to limited time and resources, the study was delimited to

1. All the Head Teachers of Public Sector Secondary Schools of Rawalpindi Division of Punjab province.
2. All the Secondary School Teachers (SSTs) of Public Sector Secondary Schools of Rawalpindi Division of Punjab province.
3. The parents of 10<sup>th</sup> class students of Public Sector Secondary Schools of Rawalpindi Division of Punjab province.
4. The curriculum experts of only Punjab Curriculum and Textbook Board of Punjab province.

## **1.7 OPERATIONAL DEFINITIONS**

### **1.7.1 Peace**

Peace is a state having no terror or no troubling situation (Waterkamp, 2006).

### **1.7.2 Peace Education**

Peace education is the process of teaching and educating the children, young and adults about the threats and dangers of violence or conflicts and policies for peace.

### **1.7.3. Model**

Model is an information input, an information processor and an output of expected results.

### **1.7.4. Conflict**

Refers to a misunderstanding or disagreement in opinions between two or more people (Tjosvold, 2004).



### **1.7.5. Curriculum**

Refers to all learning, which is planned and guided by the school.

### **1.7.6. Social justice**

“ Refers to equality and fairness between human beings, working on the universal principles that guide people in knowing what is right and wrong, a balance between groups of people in the society”.

### **1.7.7. Violence**

Refers to unlawful exercise of physical force or intimidation by the exhibition of such force that can harm someone or damage property.

## **1.8 METHODOLOGY**

### **1.8.1 Design of the Study**

In present research study, concurrent triangulation research design of mixed methods was used. A mixed methods research design was employed to better achieve the research objectives. In this mixed methods, quantitative and qualitative data were collected at the same time and then the results of quantitative and qualitative data were presented.

### **1.8.2 Population of the study**

The population of the study:

- i. All the Head Teachers (991) of Public Sector Secondary Schools of Rawalpindi Division
- ii. All the Secondary School Teachers (3240) of Public Sector Secondary Schools of Rawalpindi Division
- iii. All the Parents of 10<sup>th</sup> class students (2,13000) of Public Sector Schools of Rawalpindi Division
- iv. All the Curriculum experts (20) of Punjab Curriculum and Textbook Board Lahore who were working in administrative set up.

### **1.8.3 Sample of the Study**

Sample was selected through simple random sampling. Overall, 10% Head Teachers and Secondary School Teachers were selected for collecting quantitative data through using random sampling technique and for getting qualitative data, (10) Head Teachers, (10) Secondary School Teachers, (10) Parents of 10<sup>th</sup> class students of Public Sector Secondary Schools of Rawalpindi Division and (5) Curriculum experts of Punjab Curriculum and Textbook Board were selected through purposive and convenient sampling and then they were interviewed.

### **1.8.4 Research Instrument**

A validated questionnaire was used in this study for achieving the research objectives. For in-depth understanding of peace education, Interview guide was used as data collection. The interview duration of the session of the researcher and teachers was about 15 to 25 minutes time convenient to respondents.

### **1.8.5 Reliability of Research Instrument**

To determine reliability of the research instrument, it was pre-tested on randomly selected participants from the population who were excluded in the sample.

### **1.8.6 Data Collection**

Data were collected from the Head teachers, Secondary school teachers and parents of the students through correspondence and personal visits.

## **CHAPTER 02**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the literature review related to present and past research studies regarding peace education. This chapter is divided into twenty three sections. These sections are presented in the following sequence, concept of peace, peace, violence and conflicts, concept of peace education, core concepts of peace education, objectives of peace education, contextual perspectives of peace education, peace education :A multi-disciplinary field, brief history of peace education in Islam, history of peace education in general perspectives, emergence of peace education in Western civilization, importance of peace education in schools, violence in secondary schools, inclusion and scope of peace education in the school curriculum, effectiveness of peace education in secondary schools, peace education and pedagogy at the school, methods of teaching and peace education, approaches to research and practices in peace education, peace education as conflict resolution training for unity and development, militarism and peace education, peace education in the 20<sup>th</sup> and 21<sup>st</sup> century, why peace education is mandatory in Pakistan?, peace education in Pakistan and models of peace education.

#### **2.1. Concept of Peace**

Peace is a state of calm, restfulness, community calmness, liberty from fighting and harmony of thoughts among dissimilar individuals (Oyebamiji, 2001). There is no war among the groups or realms of the world in a condition. Peace is a concept of well-being (Waterkamp, 2006). Peace can be elaborated and illuminated according to different languages and nations of the world. In the culture of West, the Roman idea of peace usually means nonappearance of fierceness under the rule of law. There are also diverse concepts of peace in Eastern culture. The Japanese concept of peace specifies harmony, easiness and silence. According to the

Indian people, peace means discouraging the murdering events and preserving non-violence atmosphere (Morrison, 2008).

Peace is a necessary part of Islam. The origin of the word 'Islam' is s-l-m, which is used in Arabic for peace. Islam itself means peace. Islam raises peace and harmony both at social and communal level. Muslims are impelled to settle their frictions and disagreements in a nonviolent way, preferably through negotiation. "The word Islam is educed from the Arabic root Silm meaning,, peace", ,, submission", ,, deliverance" and,, safety". From the Quranic view, a Salih Amal (good deeds) and the concept of Sulh. Salih, like sulha leads to the peace (Sulaiman, 2007). The Holy Prophet (SAW) called peace as part of Islam. He (SAW) said, "A Muslim is one from whose tongue and hands other Muslims are saved". In other words, a Muslim, infact, is an individual who does not harm anyone (Qadri, 2010). Peace has no stress (Edikpa, 2006). It is a particular era of the world where conflicts and fights do not exist. It promotes social advancement among the students and cognizance the awareness of common humanity. (Aghulor & Iwegbu, 2010).

In the world peace is thought to be non-existence of war and global trades of armaments (Anand, 2014). Hence, there is a need of altering negative thinking of the minors through implementing peace education. Peace education is the education in which children are taught about peaceful environment. Young and old get skills to solve and resolve disputes for peace. The target of peace education is to equip the children with nonviolent systematic plan of dealing with disputes and conflicts (Ajala, 2003).

"In the modern world persons having dissimilar ethnicities, philosophies, political views and societal modules live together and it is unavoidable; being tolerant is necessary to produce the environment of mutual respect (Tatar, 2009). It is requisite to create an environment grounded on sovereignty, democracy, integrity, forbearance and unanimity to construct a worldwide culture of peace (UNESCO, 2005). For this input culture to flourish

and for culture of peace to be prevailing, it is critical to improve peace culture with the assistance of education (Demir, 2011). The prominent mediator to generate culture of peace is the mankind themselves, because peaceful links and systems can be developed through efforts of individuals. Individuals ought to be groomed with peace education and understanding since young ages (Polat, 2015), and the tone and the potency of this education are nearly linked to creating safe, avoiding harassment and peaceable philosophies at institutions. Teenagers may be educated the replacements of fury and the techniques of living in peace (Harris & Morrison, 2003).

“The concept of peace is defined in a variety of ways in literature. Turkish Language Association (TDK, 2015) stated the concept of peace as the discourse created with symphony, reciprocal cognition and tolerance; and this definition stresses on interpersonal peace. Keskin (2009) described peace as the group of esteems which includes respecting characteristics such as race, gender, physical appearance, religion, and age; cooperation, unity, appreciate diversities, tolerance and being fair’. Harris (2002) explained the two levels of peace which are inner peace and exterior peace. While inner peace is the positive thinking of an individual for others, exterior peace exists in cultures, societies, folks and universal dealings”.

## **2.2. PEACE, VIOLENCE AND CONFLICTS**

The most usual definition of peace states that peace is the absence of war or absence of long-term conflict. Peace can also be seen as a behavior, attitude, and specific relations among people or tone of relations (Waterkamp, 2006). The concept of peace has developed throughout history as a result of shifts in the world order and modifications in a state of existence. Furthermore, in the modern world, understanding of peace varies largely within geographical and cultural contexts.

A more precise definition of peace is required to avoid semantic confusion and for using the term in an academic research context. Johan Galtung (1969), one of the best recognized

theorists of innovative peace research, states peace through social goals as a main part of a scientific method. The terms peace and violence are tightly linked to each other, where peace is thought as an absence of structural (indirect) and personal (direct) violence. Harris & Morrison (2003) extend that peace is related with different forms of violence and it functions at different levels of existence of humans. Traditionally, peace is connected to nations and their power to settle disputes. However, the understanding of peace and war being correlatives can be misdirecting. The absence of peace is often taken as a war, although not always. The state of absence of war can be seen as peace, but may not necessarily be peaceful.”

The father of peace studies, Johan Galtung (1996) explains the difference between positive peace and negative peace. He says that positive peace means the presence of just and well-being of all and negative peace means absence of all types of violence. Violence can be conveyed not only in a direct manner (e.g. physical confrontations) but also through structural violence (e.g. conditions that limit life, economical oppression, deprivation of basic human needs, discrimination). Peace is a concept that encourages and inspires imagination, pointing out more than the absence of violence. It implies group action, respect for life and human rights, and the prestige of each human being without discrimination or prejudice (Bajaj, 2008; Aspeslagh & Burns, 2014).

Throughout history, there has not been consensus on theories about the root causes of violence. There are theories that say aggression is imbedded in human nature (Konrad Lorenz, Sigmund Freud), some view human ferocity as a result of antagonism brought about by frustration. There is also a set of theories that stress on the role of socializing in violent behavior where violence is essentially based on simulated behavior. Thus, violence is not inevitable. The focus can be on the possibilities of peaceful behavior rooted within our social and cultural learning/teaching process (Harris & Morrison, 2003).

The forms of violence in the international system as well as in specific societies and in the minds of people are so implanted that a strong determination and obstinacy are needed to break up the concept of peace. Peace educators are busy in a frustrating endeavor: living in a violent world, they teach about peace to make the world less violent, but the most they can do is to change attitudes of students and tendencies towards violence (Harris & Morrison, 2003). Ahmed (2007) defines that conflict is observed difference between two or more groups of people causing in mutual disagreement. Conflict is started when people cannot get their benefits according to their interests.

Even though peace education (PE) is generally an individual scheme—meaning changing one individual at the time (Harris, 2004), many of its strategies are corporate. PE is the necessary work for “inner peace” or “holistic peace” which covers an individual compassion for human need, joined with an attempt at identifying with and a feel of compassionate efficacy to transmute the suffering of others, induced by structural violence—a term used here as an absence of basic human needs or actual physical violence (Harris, 2008).

Hence, the purpose of non-violent peace education (PE) is to build in the minds of people both for a hope to live in a non-violent world and to offer them skills so they might construct that world. Non-violence does not predicate passivity. It is rather a dynamic process that uses democratic practices and the forces of morality and non-violent strategy to overcome the problem, not the person(s) involved (Galtung, 1996; Harris & Morrison, 2003).

### **2.3. CONCEPT OF PEACE EDUCATION**

Peace education is mandatory to obtain peace and stability in the world. It is exceptionally hard to allot a widespread meaning of peace education (Khan, Mahmood and Aurangzeb, 2019). Peace is not only a nonappearance of war; peace is something a long way that a domain in which human beings can get the greatest level of internal peace. Peace

education is not only established in constructing peace with oneself, yet it likewise joins and correlates with each issue of life (Bull, 2000).

The possibility of peace education gave the idea of assurance of a sustainable culture and completion of the prevailing government. It is because of this significance of peace education that it is productive like other social and systematic innovations in education. Just like the perspective of Bar-Tal (2002) phenomena peace education has set up for the most part developing, such projects vary distinctly with reference to their speculative and helpful conclusions and the prominence on numerous sections of the curriculum. Concerning the existing over-all situation, Salomon (2004) has clarified the events in regards to peace education exercises in four sets:

- a. Shifting common methodologies through peace education
- b. Fostering a culture peace related aptitudes
- c. Sympathetic human rights
- d. Ecology, arms reduction, and the improvement of morals of peace

Peace education is a procedure amid which the ideas, outlooks, material, aptitudes and standards are educated to people which enable them to live in peace (Polat, 2018). Peace education utilizes embracing an informative comprehension for all the more reasonable and peaceful globe and making an act along these lines as base (Wulf, 1999). People and undergraduates are instructed critical thinking, reproduction, unanimity, encounter arrangement aptitudes and attitude, for example, love, regard, resilience, compassion (Sağkal, Kabasakal & Turnuklu, 2015). Reardon defines that peace education is a process of creating reflective and contributing capacities with regard to accomplishing and looking after peace. It is planned to instill the peaceable options vital for tackling clashes without savagery and for constructing equal agreement through peace education (Reardon, 2007). Peace education is an



act of teaching the persons about the terrors of conflicts, wars and violence. It authorizes their abilities to counter and build workable peace in their societies (Srinivasan, 2009).

According to Collins, & O'Brien (2011), peace education may be dissevered into three steps: In first stage, problem of violence is identified, in second stage, individuals are taught about different solutions of controlling the problem and in third stage, and practically actions are taken for addressing the problems of violence. Freire (2006) elucidates that peace education is a strategy to change the culture of violence in the culture of peace by awaking the people about their world, issues, rights and problems.

Page (2008) says that peace education enhances the confidence of the individuals as well as their social structures, environment as a result students are encouraged to love the world and they ideate peaceful future. Yusuf (2011) stated that peace education is a type of education that indoctrinates discipline among the people. It is the program of study in which causes of conflicts or wars, dangers of war are taught to the people and ways and strategies are educated for peace. According to Gutek (2006) Peace education is a tool to provide social skills and value education to the people for creating positive relationship among the various nations of the world.

Seitz (2004) explains that peace education is a new discipline which is supportive and helpful in reconciliation, conflict prevention and peace building. According to Fountain (1999), peace education is a process of delivering knowledge, values and skills among the behaviors of the children, youth and adults for preventing conflict and violence at personal, within the group and international level. Peace education can be clarified in simple words that it is the way towards teaching the youngsters inside the classrooms or outside the classrooms about the dangers of savagery and the strategies and methodologies of looking after peace (Harris, 2008). Sinlarat (2002) describes peace education in two different ways; teaching about peace and for peace, so education can develop tranquility in people, joy in the public eye and peace on the

planet. The education for peace covers formal and casual training and the instructive results are particularly for peace.

“Peace education typifies students and educators in a procedure which is change oriented; additionally it adds to them to carry on peacefully and to be accommodated. This commitment keeps up after education has completed, so it makes solution-oriented atmosphere, where no components of brutality exist or where clashes are settled practically, conceivable; and this is esteemed as very essential for educational process, advancement and personal satisfaction (Salomon, 2002; UNESCO, 2005). Peace education is taken into account with peaceful pedagogics and the subject of this teaching method is comprised of cooperative learning, egalitarian society, ethical affectability, critical thinking and forbearance (Harris, 2002). Additionally it is expressed that people's hostility inclinations and psychological issues diminish, their productive conflict arrangement abilities enhance and they have more uplifting demeanors towards being secluded from brutality with the aid of peace education (Sağkal, , Kabasakal, , & Tümnüklü, (2015).” In this way, peace education is viewed as a standout amongst the best approaches to make positive, peace culture tailored societies (UNESCO, 2005).

In numerous nations with little ranks of advancement (Kenya, Ethiopia, Somali and Sudan), the peace education is incorporated into syllabuses since pre-school education; anyway the program of peace education is not observed in Turkey, let alone incorporating it in curriculum (Kamaraj & Aktan, 2006). Next to these, “it is realized that the psyches of schoolchildren are not changed by peace education, despite the fact that peace education is one of the primary targets of basic education, in a few countries (e.g. Israel) (Vered, 2015). When peace education in Turkey was inspected, it was seen that this instruction Program is applied by voluntary foundations and a systematic studies. Keskin and Keskin (2009) featured that there were educational trainings and fulfillments about showing the idea of peace as an esteem, anyway there were issues about teaching these achievements, in their examination called 'Place

of "Peace" as an Incentive in Elementary School Social Studies Curricula and the Courses in the Extent of Social Studies in Turkish Republican Period".

Peace does surely look like individual bliss and satisfaction dependably there, inferred in our psychosomatic make-up and repetitively clear in our societal conduct and social principles. Peace is a pre-condition for passionate welfare, however a peaceful perspective is subject to insightful interferences and antagonistic flare-ups. Peace education is a quality arranged field that objectives to nurture in students the learning, demeanors, abilities, and behaviors whereupon a culture of peace is established (UNESCO, 1995). Reardon clarifies that the advancement of learning that will empower individuals to dispose of the institution of contention and swap it with the principles of a peaceful culture the Overall Declaration of Human Rights left overs a staple of the peace education mission (Reardon, 1999).

Peace education does not just mean finding out about conflict and how to determine them tranquilly. It should also be individual interests of youngsters in communicating their own particular thoughts and participating with one another so as to wipe out viciousness in our individual lives, in our networks and in our cultures. Peace education is more viable and important cope with it is received by the social and cultural content and the nation's needs and desires. It should be fed by its social and spectral values together with the all-inclusive human qualities (Castro & Galance, 2008).

Fountain (1999) states that peace education is exercises that develop the learning, abilities and attitudes important to clarify ideas of peace, probe into the issues to peace (both in individuals and civilization), to determine conflicts in a peaceful and just route, and to contemplate strategies for building impartial and viable substitute future. Galtung thinks 'peace studies' as creating from an attention on research and constructing knowledge to a stress on aptitude building. Understanding into the origin of violence must be poised with work on making ways overpowered, decrease avoid from savagery. For Galtung, the transforming of

societies and social developments that are adversative to peace is the crucial challenge (Galtung, 1996). As indicated by Rosen, Peace education is a need, since conflict is the natural law of life. Strife can have both positive and negative effects, proposing that contention may work as a way to empower activity, innovativeness and compromise, yet it can likewise prompt viciousness that causes annihilation. Peace education attempts to stir the students' innovativeness in settling conflict without savagery so conflict can have positive effects forever (Rosen, 2009).

Peace education is both a reasoning and a procedure that is concerning about the obtaining knowledge and peace-production abilities. The main purpose of peace education is to expose the students to elective peacefulness methods for managing disputes. Perhaps, it is on this premise Aghulor and Iwegbu (2010) portray "peace education as an instructive program intended to teach into citizens the pertinence of peace in the community, individual and national life. It emphasizes different means of accomplishing long-term and ecological peace in humankind. The present extent of national weakness caused by ethno-religious junctures; youth tensions and unrests for fair dispersion of national assets has made it basic, more than at some other time in the cheered history of this country to tow the way of peace education". Peace education is presently seen as a philosophy and process including abilities of listening, reflection, critical thinking, participation and conflict resolution (Audu, 2009).

Nwafor (2007) clarifies that peace education creates intelligent, critical thinking, erasing in the mind of people militarism, culture of prejudices and all types of wickedness propensities, while teaching in them the way of life of peace important for amicable living and peaceful conjunction. Nwafor keeps up that peace education contradicts all types of persecution and congruity. The advancement and accomplishment of peace and congruity make for us a win-win circumstance. It likewise advances comprehension, resilience and companionship among all groups of people having different religions. Through humanizing procedure of

coaching and knowledge, peace mentors accomplish and encourage human development. They strain to neutralize the dehumanization triggered off by poverty, bias, rape, discernment, confrontation and fierceness.

Peace education is problem modeling education that endeavors to work in each individual the all-inclusive qualities and conduct on which an acculturation of peace is supported, including the improvement of peaceful compromise abilities and a pledge to cooperating to understand a mutual and favored future (Kester, 2009). As opposed to advancing society of encounter and furnished goals to conflict, peace education advances discourses, intervention and creative undertakings keeping in mind the end goal to change a framework with savage introduction to a culture of peace. Peace education, subsequently, shows the estimations of self-respect, understanding and peacefulness, presents abilities for analyzing worldwide conflicts and instruct for elective security frameworks (Kester, 2009). More than at any other time in the history of Nigeria, the presentation of peace education in institutes has turned out to be vital. This is to guarantee that the country finds ways of addressing the root cause of contentions through education that are in charge of national uncertainty. Igbuzor (2011) has recognized that for feasible peace in any society, there must be justice, just and responsible authority, insurance of human rights, impartial dispersion of assets, peace and safekeeping education.

Through education of peace, schoolchildren are urged to bear their own particular duties. Along these lines, peace education should be viewed as a chance to enhance the social prosperity and duties of the both tutors and pupils. It begins with a fair ability to connect with teachers and instructors in the learning procedure, which is a basic and intense approach to change their selves exclusively and all things considered. It cultivates genuine self-learning and separates social speculations that petrify our own particular points of view, convictions, and suspicions (Morton, 2007).

## **2.4. CORE CONCEPTS OF PEACE EDUCATION**

The following key themes and concepts of peace education are interrelated to the current study.

### **2.4.1 Peace**

Peace means having no violence in the environment (Nweze, 2014).

### **2.4.2 Negative Peace**

Negative peace means having no corporeal violence in the environment for avoiding wars, disputes and conflicting situation (Galtung, 1969).

### **2.4.3 Positive Peace**

Positive peace means having no structural violence for increasing democratic system (Galtung, 1969).

### **2.4.4 Peace Education**

Peace education is a process of providing value education and social skills to the people for creating positive relationship among various cultures of different countries (Gutek, 2006; Reardon, 2008).

### **2.4.5 Conflict**

Conflict is a situation, which disturbs the running activities of life. It occurs when work in disharmonious situation (Onwe, 2006).

### **2.4.6 Direct Violence**

Violence that is occurred in a direct way through physical destruction. The buildings, properties and things are destroyed and people are killed in direct violence (Harris& Morrison, 2003).

#### **2.4.7 Indirect Violence**

Violence that is arisen in indirect way and people are deprived of civil rights, education and health facilities etc.

#### **2.4.8 Peace Studies**

In peace studies, concept of peace, procedure of peace, grounds of disputes, violence, clashes and battles are studied and how can the people prevent from those (Harris& Morrison,2003).

#### **2.4.9 Critical Thinking**

Critical thinking is the capability of logical thinking and analysis of any issue or problem. The knowledge, which does not develop critical thinking among the children, is useless. Critical thinking is considered very important in the field of peace education. In Islam, ijtilhad or critical thinking is considered as a principle of the solution of the problems (Syed & Kramar, 2009).

#### **2.4.10 Patience**

Patience means ability to tolerate the harmful activities of other people. A research scholar differentiates between patience and nonviolent. He says that patience produces an inspiration for peaceful behavior, however impatience or non-violent forces for a fierce behavior (Khan, 2010).

#### **2.4.11 Culture of Peace**

A culture of peace is made of different values and behaviours, which is helpful in rejecting the aggressive and violence forces for preventing the conflicts. In this way, root

causes of conflicts are identified and conflicts are resolved through the negotiation process (UNESCO, 1999).

#### **2.4.12 Civic Education**

Civic education provides the knowledge of rights and duties and develops a sense of citizenship among the people. It motivates the people for performing their duties according to the notion of the country (USAID, 2002).

#### **2.4.13 Multicultural Education**

Multicultural education is a process of proving the knowledge of different cultures of the world which promotes the respect for the cultures of other people (Reardon, 2008).

#### **2.4.14 Environmental Education**

Environmental education is a process in which environmental problems are learnt for improving the present environment. Learners are given a perception of environmental challenges, problems and issues (Reardon, 1988).

#### **2.4.15 Human rights education**

Human rights education gives an insight to the learners that how they perform their duties regarding humanity (UNESCO, 1999).

#### **2.4.16 Global Citizenship Education**

In global citizenship education, individuals are provided an awareness of global issues, respect for humanity for making the world more peaceful (Oxfam, 2006).



#### **2.4. 17 Conflict Resolution Education**

Conflict resolution education is the education in which the knowledge is given to the people for understanding of conflicts. Different strategies for managing conflicts are taught for settling the conflicts and disputes peacefully (Harris & Morrison, 2003).

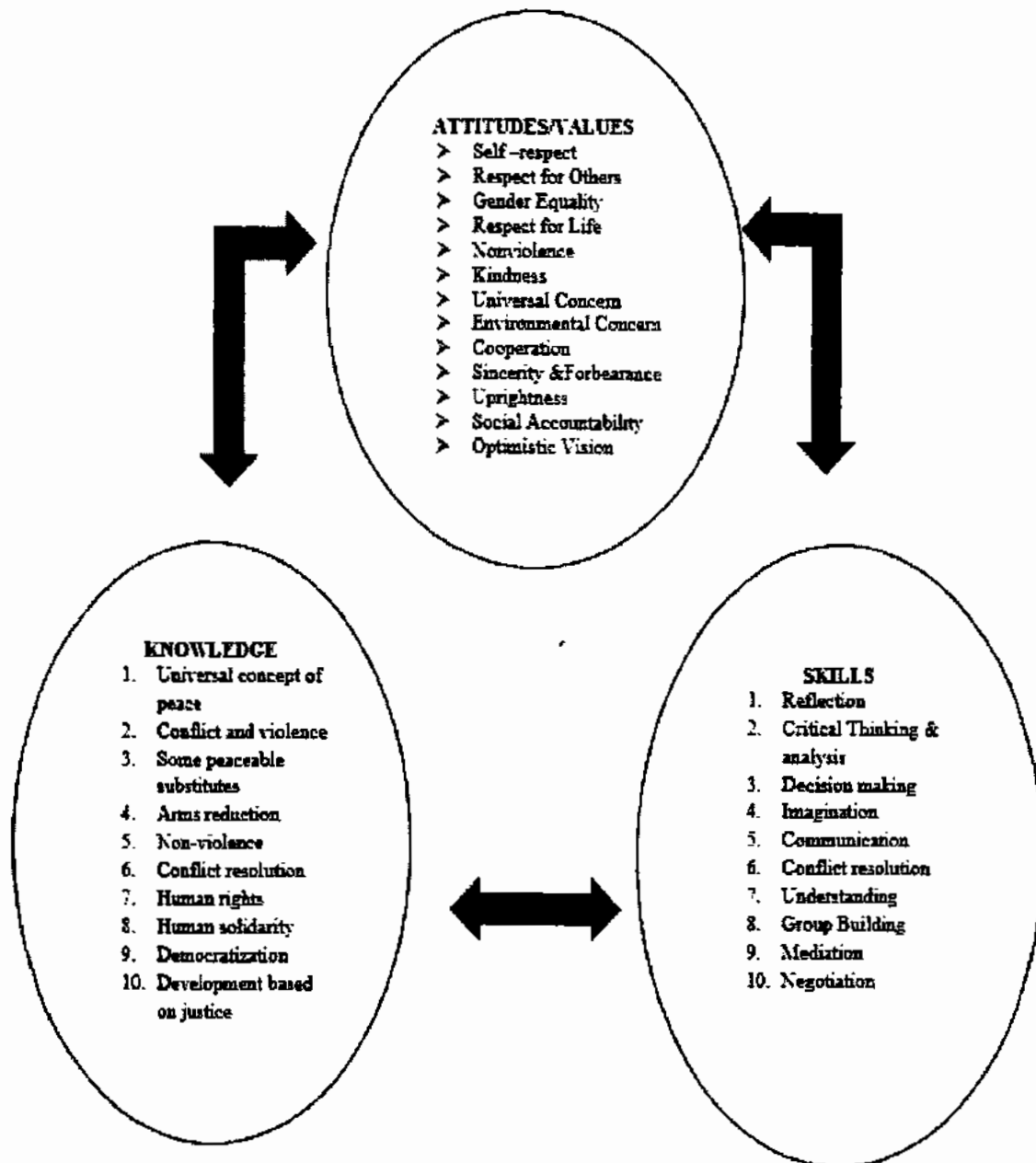
#### **2.5. MAJOR AREAS OF PEACE EDUCATION**

The knowledge, values and skills related to peace are three major areas of peace education. These three areas of peace education bring changes the minds of the children from negative to positive directions (UNICEF, 2009). The content materials (knowledge) related to peace (peace, conflict, violence, terrorism, human rights, non-violence ,conflict resolution strategies, duties and rights of citizens, globalization ,aggression ,dangers of wars some peaceable substitutes, disarmament etc.) are considered first major area of peace education. The values related to peace (mutual respect, cooperation, tolerance, equality, respect, social responsibility, justice, sympathy, piety, caring, openness of mind, honesty etc.) are considered second major area of peace education. The cultivation of these above mentioned values among the people are obligatory for bringing peace in the society. The skills and strategies related to peace (mediation, critical thinking and analysis, reconciliation .negotiation, decision making, problem solving, compassion, conflict resolution strategies etc.) are considered third major area of peace education .Now it is need to teach the skills or strategies to the young generation because these skills are helpful for resolving the conflicting situations (Sri-Amnuay,2011).

Castro and Galance (2008) wrote the book “Peace Education: A Pathway to a Culture of Peace “and presented the list of key areas of peace education. According to them,the knowledge, values and skills are integral part of peace education. They also presented the

subcategories of knowledge, values and skills in a good way and made the diagram for explaining key areas of peace education.

Figure 2.1. Major three areas of Peace education



(Castro & Galance, 2008)

## **2.6. OBJECTIVES OF PEACE EDUCATION**

As indicated by Johnson and Johnson (2006), the fundamental point of peace training is to give peace in people's interior universes, their relational relations, and furthermore to give peace among gatherings, nations, social orders and societies. Harris (2002), then again, recorded the points of peace instruction as understanding the abundance of peace, investigating the feelings of dread, giving learning about frameworks to living securely, understanding savage practices, enhancing intercultural understanding, supporting ideas of social equity and peace, empowering regard forever and finishing brutality. Not with standing these, Sommers (2002) characterizes the points of peace instruction as guaranteeing understudies' assessing the contentions with more inspirational dispositions; picking up agreement based and critical thinking based reasoning techniques; moving toward all the more generally towards social issues; expanding resilience and acknowledgment for clashes that outcome from political, religious or racial contrasts; acquiring people's aptitude of taking duties basic leadership, activity and intelligent reasoning; and by doing these keeping up peace both in people's inside world and in the public eye. Peace instruction means to comprehend clashes without brutality, to fabricate peace for shared amicability, and to change people's psychological models (Reardon, 2007).

Harris refered to in Sertel and Kurt, 2004) and Demir (2011) proposed that the training of peace must be linked to each age group however particularly to understudies who are in their delicate premature age instead of all together for peace instruction to achieve its point. On the contrary, a few scientists (Türnüklü, 2006; Kamaraj & Kerem, 2006) favoured that peace production was more critical in preschool or preschool instruction. According to Kamaraj and Kerem (2006), Peace education has a strong connection with young ones. It can work betterly by educating the youngsters instead of the old ones. Peace education should be imparted at the age of 0-8 years. It should go from preschool to grade schools. Subsequently, obviously

educators of each instructor are relied upon to give preparing to peace training. Salomon (2002), the noteworthy target of peace instruction is to create peace abilities among the youngsters for the assurance of human rights.

Harris (2002) recognized some objectives for viable peace instruction:

- i. To discuss fears;
- ii. To explain security frameworks;
- iii. To understand fierce conduct;
- iv. To generate intercultural understanding;
- v. To give space to a future introduction;
- vi. To highlight peace as a practice;
- vii. To give an idea of peace and social equity;
- viii. To animate a regard forever;
- ix. To end viciousness.

UNESCO, an expansive association attempting to assemble peace through training with various nations of the Unified Countries framework, embraced the points of instruction for peace, human rights and vote based system as pursues:

- i. Initiate the growth of such feelings, which may generate widespread qualities to provide the culture of peace among persons.
- ii. Build up the capacity to esteem opportunity and the abilities to meet its challenges. This implies getting ready residents to adapt to troublesome and questionable circumstances and fitting them for individual self-rule and obligation.
- iii. To teach how to perceive and acknowledge the qualities which exist in different kinds of people, sexual orientations, people groups and societies and show how to convey, offer, and co-work with others.

- iv. Develop the aptitude of peaceful compromise and advance the betterment of inward peace with the goal which can set up in a more solid way characteristics of resilience, sympathy, sharing and minding.
- v. Provide in subjects the capacity to remain on educated decisions, on the judgments and activities of current circumstances and also on picture desired.
- vi. Teach residents to consider the social legacy, ensure the earth, and embrace strategies for creation and examples of utilization, which prompt maintainable advancement.
- vii. Create solidarity and value advancement at the national and global levels (UNESCO, 1995).

The points of peace training in UNICEF have been ordinarily communicated as improving understudies' information, abilities and states of mind towards peace. Another association supporting peace instruction in the early years is the Peace Promise Association Undertaking (PPUP), the most established common conservative association in England, giving instructive assets to contemplating and educating peace. Be that as it may, the PPUP characterized the points of peace instruction uniquely in contrast to UNICEF, which was worried about a more extensive setting and appears to fit to more extensive members instead of particular to kids. The points are tended to as pursues:

- i. To comprehend the nature and beginnings of brutality and its consequences for both victim and culprit
- ii. To make structures for accomplishing serene, innovative social orders
- iii. To hone mindfulness about the presence of un-quiet connections among individuals and inside and between countries
- iv. To research the reasons for clashes and viciousness installed inside observations, qualities and dispositions of people.

- v. To empower the look for option or conceivable peaceful abilities
- vi. To outfit youngsters and grown-ups with individual compromise abilities.

(PPUP, 2008)

## **2.7. CONTEXTUAL PERSPECTIVES OF PEACE EDUCATION**

Significant variety in peace education is developed by the countless contexts in which it is performed. As there are many ways for attaining security and safety, there are numerous diverse paths to peace that are described in peace education (PE). Each dissimilar kind of ferocity needs a unique type of peace education which can address the approaches that could resolute its conflicts. Peace education (PE) tries to explain opponent descriptions and to take away from aggressive behavior, relying upon multiculturalism and knowledge about the suffering of those involved in the conflict as well as promoting condolences for the affected groups. PE in areas free from corporate physical violence teaches about the cause of public and local violence and tries to develop an interest in universal matters, the troubles of poverty, ecological sustainability, and the force of non- violence (Harris, 2008). Peace education (PE) assumes that international tensions and wars result from categorizing and the dissemination and analysis of knowledge about the people of the world and their problems can encourage international understanding (Gutek, 2006).

During the 20<sup>th</sup> century, human rights received attention and it led to the establishment of international organizations that could address the various types of violence for integrity. These attempts are conducted by the Universal Declaration of Human Rights that delivers a statement of standards to be indicted in order to increase financial, societal, and political awareness. A number of speeches related to human rights are extracted from a superior set of rules that are internationally appropriate and that replaced state laws. Peace through justice and reposes on the perception that people have firm unalienable rights that governmental should shelter (Gutek, 2006; Harris, 2008).

In the 1980s, the teaching of conflict resolutions at schools started to expand which has resulted in one of the firmest growing school reforms in the West. The mentors of conflict resolution focus on social relations and schemes that are helpful in settling the quarrels through communication skills (Guttek, 2006; Harris, 2008; Moody, 2006). One of the approaches used in PE, in difficult problems in specific, tries to value the standpoint of the “other”. This does not mean that we agree with the other party, but rather try to understand its point of view as correct, which can help to decrease the tension between two conflicting parties (Harris, 2008). The objective here is to observe the dispute from the “enemy” and then develop some pity for them. (Salomon, 2002).

Another point developed in PE in the 20th century says that foundations for peaceful existence depends on environmental health and sustainability. Environmental education helps people become aware of the environmental problems; we can overcome these crises by using the mechanisms to produce ecological sustainability and the education to apply means in an inexhaustible manner. In the past, the world had concentrated the risk of a nuclear exchange but with the increase of other problems like global warming, shortages of water, speedy classes destruction, and the bad effects of pollution on the environment, it has been realized that talk about only military threats and foreign security is not sufficient (Harris, 2008). Common achievement for peace education is that provides help in apprehending the basis of aggressiveness and to impart substitutes to it. Even though types of peace education (PE) vary by objectives and glitches of violence, which they talk, they share a common concern about destruction instigated by violence and consciousness about approaches to handle that violence. PE is slower merely concerned with mutual contention but also studies ways to settle violence within the state and the devastation that comes from religious and identity -based conflicts (Harris, 2008).

## **2.8. PEACE EDUCATION: A MULTI-DISCIPLINARY FIELD**

There are multiple views concerning peace and a number of conceptual frame works that depict these differing images. For example, Aspeslagh and Burns (2014) organize peace education in five common themes: the human rights, peace, development, international system and the environment. Harris (2004) splits the field into five general themes: human rights education, development education, environmental education, international education, and conflict resolution education. Toh (2004) conceptualizes the field through six themes: human rights education, environmental peace, education for justice and compassion, dismantling the culture of war, cultivating intercultural solidarity, and harnessing inner peace. And Hicks (2004) organizes peace education around matters of non-violence, human rights, ecological balance, world-mindedness, social justice, meaningful engagement, and personal peace.

Of these various approaches to peace education, it is clear that three themes are interlinked throughout: international studies, eco-peace, and human rights. Hicks (2004) and Toh (2004) additionally included inner peace, or personal peace. These four themes blended represent the different levels of peace education as stated by Maria Montessori (1949/1995), discussed earlier in this chapter. Human rights are the international prescriptive documents through which these levels of peace are phrased and purportedly protected by regional, national and international courts.

## **2.9. BRIEF HISTORY OF PEACE EDUCATION IN ISLAM**

The root of the word Islam is “**silm**” and the meaning of silm is peace. Islam gives the lesson of peace and does not allow the Muslims to fight against non-combatants (those people who do not fight). However, Islam gives permission to the Muslims to fight for the protection of their faith (Munir, 2011). Islam is the religion of multi millions of people. The name of this religion (Islam), is the most significant argument upon peaceful nature of this belief. It seems quite unnatural that a religion having the name of peace may become the cause of violence and



distress for the people. According to the commandments of Allah who is the creator of this religion, nobody is permitted to cross the limits of gentle and pious behavior and always be peaceful and kind for all others. In Islam, wars are allowed only for defending and maintaining peace. Generally the people cannot reach the true spirit of Quranic verses of Qital (fighting) and hence the misinterpretation is created to understand the message of the text (Munir, 2018). The significance of peace in Islam has been mentioned in the Holy Quran and Hadith at multiple times.

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِلْمِ وَالْغِنَاوَانِ ۚ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

“And always cooperate with one another in (actions of) virtue and piety but do not cooperate in (actions of) misdeed and evil-doing. And always be afraid of Allah, otherwise in the form of disobeying will be strictly punished by Allah”.

(Al-Maidah, 5:2)

الَّذِينَ يُنْفِقُونَ فِي السَّرَّاءِ وَالصَّرَّاءِ وَالْكُظُمِينَ الْخَيْطِ وَالْعَافِينَ عَنِ النَّاسِ ۗ وَاللَّهُ يُحِبُّ الْمُحْسِنِينَ

“They are the ones who spend their lives in the cause of Allah whether they are rich or poor (in both the conditions) remove their anger and forgive the faults of the people; and Allah loves those who are beneficial to others”.

(Al-Imran, 3:134)

وَالْعِثَّةُ أَكْبَرُ مِنَ الْقَتْلِ

“And this evil act is more fatal than brutal killings”.

(Al-Baqra, 2:217)

وَجَادِلْهُمْ بَالِغٍ هِيَ أَحْسَنُ

“And dialogue with the people argumently and in a good way”.

(Al-Nahl, 16:125)

وَلَا يَجْرِمَنَّكُمْ شَنَاٰنُ قَوْمٍ عَلَىٰ أَلَّا تَعْلَمُوا ۖ إِغْلَبُوا ۚ هُوَ أَقْرَبُ لِلتَّقْوَىٰ

“And let not (even) the extreme enmity against any nation aggravate you into refraining from justness or fairness (in their case).”

(Al-Maaiada, 5:8)

وَقَاتِلُوهُمْ حَتَّىٰ لَا تَكُونَ فِتْنَةٌ وَيَكُونَ لِلَّهِ مِطْلَقٌ فَلَا غِنَٰوَانٌ إِلَّا عَلَى الظَّالِمِينَ

“You may also fight them to eliminate oppression, and to worship GOD freely. If they refrain, you shall not aggress; aggression is permitted only against the aggressors.” (Al-Baqra, 2:193)

لَا إِكْرَاهَ فِي الدِّينِ ۚ قَدْ تَبَيَّنَ الرُّشْدُ مِنَ الْغَيِّ ۚ

“There is no compulsion where the religion is concerned.” (Al-Baqra, 2:256)

Islam delivers unconditional right to live for everyone. Allah says in the Holy Quran

مَنْ قَتَلَ نَفْسًا بِغَيْرِ نَفْسٍ أَوْ فَسَادٍ فِي الْأَرْضِ فَكَأَنَّمَا قَتَلَ النَّاسَ جَمِيعًا ۚ وَمَنْ أَحْيَاهَا فَكَأَنَّمَا أَحْيَا النَّاسَ جَمِيعًا

“He who kills a soul unless it be (in legal punishment) for murder or for causing disorder and corruption on the earth will be as if he had killed all humankind and he who saves a life will be as if he had saved the lives of all humankind.” (Al-Maaiada, 5: 32)

The promotion of peace and its importance has been stated in various Hadiths as well as the actions of Hazrat Muhammad (SAW) have also established an ultimate model of peaceful living for all creatures. In this regard, the Hadith is mentioned as below:

Hazrat Abu Huraira (R.A) described: The Holy Prophet (SAW) said to us:  
لَا تَدْخُلُونَ الْجَنَّةَ حَتَّى تُؤْمِنُوا وَلَا تُؤْمِنُوا حَتَّى تَحَابُّوا أَوْ لَا أَذَلَّكُمْ عَلَى شَيْءٍ إِذَا فَعَلْتُمُوهُ تَحَابَبْتُمْ أَفْشَوْا السَّلَامَ بَيْنَكُمْ  
“Your belief is incomplete without love for one another and if your belief is incomplete then you don’t deserve Paradise. The only way to grow love among yourselves is to promote peace within your community.”  
( Sahih Muslim : 54)

Hazrat Abu Huraira (R.A.) described: Hazrat Muhammad (SAW) said:  
لَا تَمَنَّوْا لِقَاءَ الْعَدُوِّ فَإِذَا لَقَيْتُمُوهُمْ فَاصْبِرُوا  
“Do not desire to encounter the opponents, but if you encounter them, then become stronger to face them.”  
(Sahih Bukhari: 2863)

Hazrat Ali Ibn Abu Talib (R.A) stated: The Holy Prophet (SAW) said:  
إِنَّهُ سَيَكُونُ بَعْدِي اخْتِلَافٌ أَوْ أَمْرٌ فَإِنْ اسْتَطَعْتَ أَنْ تَكُونَ السَّلَامَ فَافْعَلْ  
“Verily, after my leaving the world, there will be clashes or differences, therefore if it is possible for you then try to solve the conflicts peacefully.”  
( Musnad Ahmad: 697)

Abdullah Ibn Amr (R.A.) said: Hazrat Muhammad (SAW) described:  
اعْبُدُوا الرَّحْمَنَ وَأَفْشُوا السَّلَامَ  
“Bow before the Most Kindhearted Allah and promote peace among people.”  
( Sunan Ibn Majah: 3694).

Abu Umamah(R.A.) narrated:  
أَمَرَنَا نَبِيُّنَا صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ نُفْشِيَ السَّلَامَ  
“The Holy Prophet (SAW) ordered us to promote peace everywhere.”  
(Sunan Ibn Majah : 3693).

Hazrat Abu Umamah (R.A.) narrated: The Holy Prophet (SAW) said:  
إِنَّ أَوْلَى النَّاسِ بِاللهِ مَنْ بَدَأَهُمُ بِالسَّلَامِ  
“Behold? Allah loves those people who promote peace while they meet each other”.  
(Abu & Hasan, 2007).

At 35 years old long periods of the Sacred Prophet (SAW), reproduction of Kaaba Sharif occurred. The pioneers of non-Muslims clans fought with each other for putting the Hijr-e-Aswad .It was concluded that one who will start things out in Kaaba tomorrow, he will put that Hijr-e-Aswad .So the Blessed Prophet (SAW) started things out and spread the cloth, Hijr-e-Aswad was put on it and every one of the pioneers were encouraged to hold the fabric .On

this choice ,they all wound up upbeat and the quarreling circumstance was finished and Hijr-e-Aswad was put on the Kaaba. It was the instructing of peace training by the Blessed Prophet (SAW) for the people” (Heikal, 2013).

Sulah-e-Hudaibiya occurred on sixth Hijri, it was an arrangement between the Heavenly Prophet (SAW) and individuals of Makkah .It had six conditions, one of them was; the point at which any non-adherent comes in the Muslim gathering, he will come back to the non-devotee gathering. Amid the time, Hazrat Abu Jandal (R.A) comes in the Muslim gathering, the Blessed Prophet (SAW) requested him to return despite the fact that the marks were not done on the arrangement. The Blessed Prophet (SAW) gave us the exercise of peace instruction through this model. (Malik, 2016).

At the season of Ghuzwa-e-Mutah in seventh Hijri, the Sacred Prophet (SAW) exhorted his allies and gave the accompanying guidelines; above all else you welcome the general population for tolerating Islam, in the event that they acknowledge Islam then you return back and on the off chance that they decline then you battle with them and don't execute the youngsters, ladies and old individuals and stay away from pulverizing the houses. These activities are the primary driver of brutality that is the reason the Heavenly Prophet (SAW) exhorted the general population not to do such activities and gave the exercise of peace instruction (Daem, 2015).In eighth Hijri ,when the Makkah was vanquished .The Blessed Prophet (SAW) excused his adversaries with the accompanying conditions, anyone will be in peace ,in the event that he remains in the home of Hazrat Abu Safian (R.A) and somebody shuts the entryway of his home and the general population who will enter in Baitullah Sharif. This is likewise another indication of peace training given by the Sacred Prophet (SAW) to the people (George, 2011).

Islam has given the rules related to the battle or fighting and allows fighting with those people who fight against you. In fighting, mujahedeen (holy warriors) are bound to follow the

rules of Islamic law. They should avoid the civil casualties and they must try to win the sentiments of the civil individuals (Munir, 2011). In tenth Hijri, the Sacred Prophet (SAW) went to Taif and welcomed the general population of Taif for tolerating Islam. The offspring of the Taif individuals tossed stones on the Heavenly Prophet (SAW). And, after it's all said and done the Blessed Prophet (SAW) was harmed gravely however the He (SAW) never rendered retribution and did not ask against them. It was the purpose of peace teaching (Alwi, 2011).

After the time of the Blessed Prophet (SAW), the period of Hazrat Abu Bakar Siddique (R.A) was valuable one of the Islamic history. Anyway the early time of Siddiqui period was brimming with crises however it is for the most part related outside territories. Inside there was no distress in the nation. The entire air was serene. In his time, the non-Muslims vanquished territories with full regard of their rights. Amid the Rule of Hazrat Umer Farooq (R.A) when the Lure ul Muqadas was conquest a settlement was done within the sight of Caliph and He (R.A) prompted his colleagues, the property, temples won't be wrecked and the general population won't be constrained in the matter of religion. When a period Christian ruler of Ghassan came to meet Caliph Umer e Farooq (R.A) the lord was pushed unexpectedly by a Bedouin. On this activity, the lord beat the Bedouin indignantly .Bedouin whined against the ruler. Caliph gave the choice, Bedouin will beat the ruler. The ruler said that how a Bedouin can be permitted to contact the lord .Caliph answered that the law is same for the general population As indicated by equity section of Islam, the Ruler, poor and, rich are equivalent (Moeen, 2011).

In the period of Hazrat Usman Ghani (R.A), the Najranian Christians against the Muslims presented a few grumbings. They were not happy from the Muslims. The devout caliph, Hazrat Usman (R.A) made a move quickly on that whine and composed the exceptional letters to the Legislative leader of Najran for arrangement of that issue in this way, He (R.A)

gave the exercise of peace training and equity to the general population (Deen, 2016). At the point when Hazrat Ali (R.A) turned into the fourth caliph of Islam, the water system arrangement of the non-Muslims was exasperates because of a few issues. So Hazrat Ali (R.A) composed a letter to the related Senator Tarfa Receptacle Kab and requested him to reestablish the water system arrangement of the non-Muslims instantly in light of the fact that it is the obligation of the Muslims. It was the down to earth case of uniformity and peace instruction of Islam (Ahmad, 2015).

“In 712 A.D. Muhammad Bin Qasim in Sind and remained for a long time in India .Numerous sanctuaries were constructed and some were renovated for the non-Muslims. Brahmins and Ministers were granted grants by Muhammad Canister Qasim. When he entered in Sind and declared his approach for the general population of Sind. He said that in our Administration, everyone will be free in the matter of religion and if any one doesn't acknowledge Islam, he won't be constrained for tolerating Islam (Deen, 2016).

“The time of Ghiasuddin Balban was perfect section in the reference of Hindu Muslims connections and building up peace "Palm" had been found in the exhibition hall of Paleontology of Delhi. The accompanying sentences were composed in "Palm "about Balban. Sultan has assumed the liability of the weight of the world on their shoulders .Vishnu and Sheesh Bother were free from playing out their obligations. It demonstrates that Sultan Balban had given serene condition to the general population. Sultan Babar established the framework of the Mughal regime in India. In the perspectives of Educator Smash Prasad Khosla, Babar was essentially free from religious partiality and fanaticism. He prompted his child Hamayun in his ailment time. Keep in mind, India is loaded with various religions and it is the gift of Allah who made you the ruler of this place, it is your obligation to evacuate every religious partiality and give equity to the general population as per their religions. It was additionally the exercise of peace instruction (Khosla, 1976).

Sultan Tipu was an incredible and fearless leader of the Muslims. He had an awesome love for his nation and Islam. In the time of Sultan Tipu, Hindus, Brahamins and other non-Muslims were given significant positions and respect. The Head administrator of Tipu was a Brahamin named Punnayya and Tipu's military authority was a Brahamin named Krishn Ras. Tipu used to give money related guide to 156 sanctuaries of the Hindus on yearly premise. At last we can state that since the commencement of Islamic lead is brimming with peace and resistance occasions and models. Now it is the need of time that the Legislatures of the world ought to pursue the peace related examples of Islam for building up peace in the entire world.

## **2.10. HISTORY OF PEACE EDUCATION IN GENERAL PERSPECTIVES**

Comenius was, probably, the first European, who used the phrase of peace education (1642/1969), the Czech educator who believed that universally shared knowledge could be helpful to achieve peace. The method claims that accepting values and culture of others will eliminate the variances that are cause of conflicts among the nations. As the universal end of education, is a world in which people may live in harmony and peace with one another accepting the variety of cultures? In 19<sup>th</sup> era, after the war of Napoleonic, broadminded intellectuals and political leaders showed serious concern and formed civilizations to study the dangers of warfare and possibilities to achieve world peace. After the 1<sup>st</sup> World War, organizations established in about all European countries and in new-fangled countries: Italy and Germany concerning peace. Close to the end of 19<sup>th</sup> century, mentors, learners and lecturers made peace institutes to coach and to give awareness to common people about the fatalities of combat. In early 19<sup>th</sup> century, Americans and Europeans established peace societies and formed peace movements to handle the circumstances that directed to the World War 1. Bertha von Suttner convinced Alfred Nobel for launching prize for peace. He also worked in the form of writing narratives counter to confrontation and arranged many global congresses of peace (Hamann, 1996).

It was decided by these congresses that global issues and clashes should be settled through negotiation not with wars. Such congregations on peace education were aimed at building up ruling alliance against the circumstances that directed to First World War. In 1912, a School Peace League had sections in almost all states in U.S.A. that were upholding through school...the interests of worldwide integrity (Scanlon, 1959). They had vigorously planned to prepare more than 500000 teachers for the propagation of peace. In the era between two World Wars, students were taught international relations to mitigate the desire of war against the foreigners. The schools were limited to teach the students about common humanity. Teaching of inter nations harmony and respect for others helped to disruption nationwide obstacles that go to war. Numerous of the contributing peace pedagogues early in the 21st century were females. Jane Addams belonged to American who was awarded Nobel Prize for peace in 1931. She advocated institutes to embrace refugee clusters. Peace and bread was fundamental slogan of her work and enunciated that poverty was a root of hostilities. She believed in true democracy wherein rights of all individuals are considered. She disdained the traditional curricula that minimized and limited the choices and opportunities for women. She worked for reforms to end child labour and was an active member of the League of Nations established after First World War to bring the nations of the world to outlaw wars.

At about the same time, Maria Montessori, an Italian, travelled Europe to urge the teachers to get rid of authoritarian pedagogies. She convinced the teachers to use dynamic curriculum that may allow the students to choose what to study. She presented that when children are taught through authoritative mood, their thinking faculties are adversely affected. She believed that the building of peace depends upon an education that would free the youngster's spirit, encourage love of others, and eliminate visionless obedience to authority. After the World War II, a new interest for 'Education for World Citizenship' took rise. Read (1946/1974) worked for the combination of art and peace education. He presented that by using

creative abilities of human beings, mankind could be saved from the pitfalls of destructions of the war. At college level, in 1948, first peace study program was established in Manchester College, Soon after that peace education was developed as a 'science of peace' in the 1950s to counter act the science of war that had caused mass killing.

Bertrand Russell and Albert Einstein issued a Manifesto that was signed by other distinguished academics and scientists from all political parties were persuaded to discuss the threat to civilization posed by thermonuclear weapons. Galtung (1969) is acknowledged as pioneer of peace education. He gave the concept of positive peace and worked to remove the negative attributions generally connected with peace education. He expanded the scope of peace education and linked it with other related fields like disarmament studies, sustainable development studies and human right studies etc. Reardon (1980) presented the core values during school period as care, concern and commitment, global citizenship and humane relationships. Purpose of peace education is to save humanity from violence and destruction in whatever form. To gain this objective, peace minded people from all over the world are working. This greater end can only be achieved through education that is a means to mould the minds of the new generation towards sustainable peace.

## **2.11. EMERGENCE OF PEACE EDUCATION IN WESTERN CIVILIZATION**

Many scholars, theologians, philosophers, practitioners gave the concept of peace to name some Plato, Desiderius Erasmus, Comenius, Immanuel Kant, Mahatma Gandhi, Martin Luther King, Maria Montessori, Jean-Jacques Rousseau, John Dewey, Teilhard de Chardin, Johan Galtung and others (Harris & Morrison, 2003). In the 17<sup>th</sup> Czech educator Comenius was first person who said that global peace can be brought by universally sharing peace related content material (Harris, 1988).



The development of PE depends on the education, awareness of common humanity and steps taken to promote peace movement in the social and economic life (Harris, 2008). The concept of 'peace studies' as an educational discipline has been developing since 1940s. The first academic peace studies program was established in the U.S. in 1948. After that it was established as science of peace in 1950 the field of peace research developed as a "science of peace" in the 1950s (Harris, 2008; Steinberg, 2006).

In the 1980s, the danger of atomic war encouraged instructors all over the world to tell about the future destruction. Reardon underlined a new pattern of honesty and unity in peace education. According to her presentation, the schooling must take care of some basic values like care, concern and strong determination towards achieving objectives. Hence, the concept of peace education should be applied to whole community education system, including all schools, colleges and universities and it should lead the educational environment in this regard. (Reardon, 1988). Moreover, Harris, while describing the civic societies in relation to human bonding, narrates that the approach of peace education being a universal approach must comprise the basic contents such as; mutual learning environment, freedom based community in political decisions, sensitivity to moralities and inquisitive thinking (Harris, 1988; 2008). Strongly influenced by Gandhi, Johann Galtung sees the value of action, compassion and the importance of the search for openings, for possibilities of transcending those trends (Galtung, 1980).

The campaigners give the message through community-based peace education activities. Instructors teach peace lessons in all the educational institutions. (Harris, 2008). At the end of the 20<sup>th</sup> century, advancement of peace education directs to an important symbolic connection between peace engagements.

## **2.12. IMPORTANCE OF PEACE EDUCATION IN SCHOOLS**

According to Tuvilla Rayo (2004) education is a discourse between the performers based on learning which supports the intellection of the world. It is the best way to take advantage of individual's abilities to get success from emerging changes. The role of school is very important to develop peace education and to create a peaceful interaction and respectable connection between people and society. The constructivists say that the school is the most important place and plays a vital role for gaining the true meanings of peace education by keeping in mind all the necessities of a society.

The role of school in peace building in perspectives of war and post war has been investigated (Bretherton, Weston & Zbar, 2003; Maoz, 2000; Markovich, 2015; Spink, 2005). Without any doubt, peace education plays a vital role where hatred and violence are widespread and the peace instructors have an important challenge to tackle students to deal with main forms of violence like killing, modern war, bigotry etc. and teach students to develop social values like forbearance and coexistence (McGlymn, Zembylas, Bekerman & Gallagher, 2009).

In this situation, it is the duty of a teacher to instruct his students that they can point out problems and address those problems by themselves, thus they can tackle the circumstances that can lead to violence. In institutes and public backdrops, they channel to their pupils the values of global leadership, environmental demeanor and social relationships (Harris, 2004). Nevertheless, likewise the freedom from any nature of violence, the areas of interest of peace education are very vast such as transformation of conflict containing also those intrapersonal and interpersonal equality, human rights, inter culturalism, responsive education, development studies and in over-all, world view constructive revolution. It is the foremost duty of a teacher to focus mainly on the democratic values in the classroom. It is very necessary to promote co-existence among the people in the society. Environmental education is also very important to create a sense of caring among the people. The classroom is a place of creating connection of

brotherhood between the members of different backgrounds. A wish to establish the classroom as a community of communication requires an intercultural approach to generate nonviolent culture and the removal of prejudice from the societies (Martinez Guzman, 2005). In intercultural settings, the role of school in values constitution for tolerance includes some addressing topics. One of the addressing topics is recognition of the interactions taking place between cultures and values inhered in them, exploring the advantages and disadvantages of authorities and upgrading the status of migrant societies, continuously challenging ethnocentric debates, increasing multiethnic approach to gain knowledge about the capability of arts so that the good qualities of different cultures among many people can be enjoyed in a better way (Reardon, 1994).

The main purpose of peace education is transmitting attitudes and knowledge, which further defines the formation and human activities. Peace education cannot be treated as a neutral discourse after analyzing the knowledge by applying some philosophical principles. The role of schools in their production and idealization is referred to peace, co-existence and conflict is very important. Harber & Sakade (2009) state that schools are reproducing violence by failing to hold it but also handling it through the actions of educational systems and individual instructors.

Furthermore, schools also play a very important role in the production of physical violence. Here it is necessary to understand that teachers cannot put an end to clashes that are integral to human beings however; they can motivate their students and transform the skills towards progress and development of peace.

Harris (2004) presents five claims for Peace Education:

1. It clarifies the origins of violence;
2. It imparts substitutes to violence;

3. It adjusts to cover various kinds of violence;
4. Peace itself is a process that is different according to background;
5. Conflict is universal.

Borders (2010) highlights the primal doctrines to guarantee it, in school peace education is intended at generating settings that are more democratic and acknowledging miscellaneous standpoints. These fundamental principles comprise:

- (1) Teachers and students are provided a same learning environment where they learn from each other.
- (2) Coalescing theoretical education with practical application towards transformation of society to ensure peace and coexistence.
- (3) Examining problems in a universal manner and comprises the global, indigenous and individual stages; and
- (4) Encouraging values such as kindness, diversity, interrelationship, equality, supportable and give space.

In our scenario, we can see that the schools do not have a planned curriculum or books for teaching peace. Furthermore, many educational workers notice that the schools cannot give special time to peace education (Harber & Sakade, 2009).

There are many schools of thought in the support of peace education. One says it should be taught as a subject and the other says that it should be merged in all disciplines. The most important approach in this regard is the one that understands the role for peace education is schools as a blending of knowledge, skills and attitudes (Galtung, 2008; Reardon, 1988).

## 2.13. VIOLENCE IN SECONDARY SCHOOLS

Clashes/Conflicts among and between individuals are bound to happen / inevitable, violence wasn't. Violence was simply a method of responding to tussles/ conflict. Globally, violent conflicts are one amongst the key harmful forces that obstruct development in several of the world's poorest countries nowadays. It had eaten within the organic process fiber of the entire world (Davies 2005). According to Bryceson, Gough, Rigg, & Agergaard (2009) violence was additional serious a reason for death and incompetence, drains a country's resources and handicaps children's ability to contribute to social and economic progress. Violent conflicts didn't solely have an effect on the physical landscape of the globe however additionally the psychological and emotional minds of individuals. The trauma of huge scale violent conflicts takes generations to heal. It affected the society within the long haul and have become associate degree obstacle for people to measure with dignity and reach their full potentials (UNESCO, 2011). It is stated by Henderson (2019) that a well-organized system of education is required to stop the cycle of violence in the world.

Violence disturbs each establishment as well as schools. Violence had been thus embankment associate degree movement a threat of changing into an endemic drawback, in that learners were half of the actors. The delinquent behaviour among learners in secondary schools extremely head to what the citizenry cannot bear. Learners had knowledgeable numerous forms of conflicts that include; aggression, harassment, bullying, anti-social behaviour, sexual violence, ethnicity, rascality each among and outside faculty premises, corporal penalization, riotous behaviour and; conflicts of numerous nature (Wright & Keetley 2003). Learners additionally became volatile over unhealthy diet, unhealthy state of sanitation, corporal penalization and different unhealthy conditions that hamper their learning. The lies of weapons such as guns and knives square measure associated with incidence of violence. Violence in school settings had become a problem of national concern as a result of it gave a

mirrored image of the health state of affairs of the nation. Since violence affects the learners' psychological mind, most learners tend to conflict with others and their lecturers, thus the Peace Education stands in need (Balali, 2013).

Various cults of delinquent associates had turned schools into a dangerous place where learners become devils of their own societies as reported by Banja (2002). Colleges in Mansa district have had their own clashes to bear. The 2014 scum at Mabumba secondary faculty saw the faculty infrastructure badly vandalized over associate degree allegation of a male teacher active occultism over the pupils. The grave evil took four days of police service intervention to stop additional rascality. Saint Clement, a religion primarily based secondary faculty was additionally famous for riotous behaviours each time the grades 12s and 9s completed their exams. The delinquency behaviour of 2014 and 2015 end of year events saw the rascality of the faculty infrastructure price covert quantity of money\_ each time the grade twelve's exited into the communities once the completion of their schooling age, they do fail to conduct themselves. They additionally rioted against the administration over the arrogation of cell phones from the pupils, citing the inclusion of data Communication Technology subject within the syllabus for that they declared the importance of them having access to the gargets. This issue took to task the workplace of the District instructional Board Secretary to settle, and thus dissatisfactory to the learner.

Another incident of violence was throughout the inter-schools sporting games of rs" June 2016, pupils from Saint Clement acting on their habitat picked up a quarrel with lecturers from Mansa secondary faculty. This quarrel became a grudge for Saint Clement and on the zs" once their time came to take up the ball games from Mansa secondary faculty soccer grounds, a fight erupted to pay them back for his or her misconduct whereas at their home ground. It absolutely was a significant fight that attracted the presence of the army to quench (Singh, 2016).

Nazar, Zanis, & Melochick (2011) stated that the police in Monze apprehended forty eight pupils of Monze Boarding {high faculty| high school} for riotous behaviour and inflicting harm to school property and infrastructure, Deputy Manager's workplace, faculty Manager's home and employees homes. Within the same vein, he also reported the rascality of Chikankata high faculty and setting of an employee's house ablaze in Mazabuka district. The pupils rioted over reports of revelations of associate degree admitted pupil to Chikankata hospital UN agency allegedly was seeing a human face of the teacher in his sleep giving him contemporary meat to eat. The pupils of Kenneth solon secondary faculty in Chinsali district ran amok destroying faculty property and broke a private vehicle of an employee whose price wasn't disclosed. They additionally tried to attack Chinsali ladies secondary faculty however the police's quick action prevented them from getting into the faculty premises. Ellis, & Ter Haar (2007) carried a report of Mpika Boys High faculty where ever a pupil's riot resulted within the death in the death of a pupil and pointed out that additional 10 high colleges had rioted in 2008 educational year alone. The question that arose was why secondary colleges knowledgeable an honest variety of violence once peace education was among their reach.

## **2.14. INCLUSION AND SCOPE OF PEACE EDUCATION IN THE SCHOOL CURRICULUM**

An ample variety of peace education is promoted by the various contexts during which it is practiced. Davies (2005) extols the incorporation of peace education into the whole side of the varsity syllabus that reflects the various teams and their problems among the society that desires attention. There square measure several completely different methods to peace that square measure being explained in peace education categories. Peace education programs takes completely different forms as a result of the wide selection of violent conflicts that plague human existence. Peace education relies upon the problems of would like, interests, conditions, and culture, moreover as views and power of the educators (Bar-Tal, 2002).

The scope of peace education is guided by the entire curriculum of associate degree self-reliant nation causing a message of peace in schools thus as to equip the learners for tomorrow's security and safety. This suggests that all the subjects instructed specific faculty establishment square measure capable of delivering peace values to the learners and however it is finished is very important. The humanists' perspective of Peace education is additional involved regarding civil, domestic, cultural, and ethnic forms of violence, making an attempt to heal the traumas of violent cultures, it includes skills as anger management, impulse management, emotional awareness, sympathy development, self-assertiveness, and drawback determination wide famous as human relations skills. These basic communications skills are necessary for survival. Peer mediation programs however, they profit the learners could be a question one must raise, as a result of violence remains embankment (Balili, 2013).

## **2.15. EFFECTIVENESS OF PEACE EDUCATION IN SECONDARY SCHOOLS**

Davies (2005) stressed the increasing public concern for safety of kids at schools against aggression and harassment. He also requires to develop a systematic proof to measure and verify the magnitude of this aggression and harassment among school-aged learners. Moreover, the counter measures against this youth violence, may be figured out to minimize the extent of crimes Therefore, in today's up to date school settings, managing youth violence is no longer thought of the sole responsibility of lecturers and faculty directors, however associate degree issue that extends on the far side the boundaries of individual school into whole communities. Thus, facilitators' across the world are involved regarding overall increase within the incidence of violent confrontations among students and particularly between students of various cultural backgrounds. There are no "quick fix" solutions and no simple answers to reducing school violence and also the frightening trends towards intimidation.



Despite these shortcomings, Davies (2004) reported that some countries have worked onerous to seek out solutions to sterilization the drawback of violence as a necessity to produce safer and secure teaching and learning environments capable of fabricating a dependable and fruitful person the world will ever have. Within the same line, schools have figured out innovative ways and adopted a hands- on approach to counteract the increasing incidences of violence. The crucial task of educators is to show various ways of handling conflicts, providing them an opportunity to be ingenious, creative, and to develop new ways of hindrance and mitigation. These programs embrace peer mediation, violence hindrance, cooperative discipline, anti-bullying and ant-social campaigns and discipline with distinction. These programs could scale back the levels of hostility and tension in school and promote peaceful and cooperative behaviour among students. The combination of artistic policies, coaching to enhance students' skills in understanding conflict, and efforts to form a safer and secure faculty setting that will bring the issue of youth violence out from the shadows and into the spotlight.

Davies (2005) counseled the incorporation of peace education into the whole side of the school syllabus that reflects the various teams among the society. There are completely different forms of violence and every needs a novel type of peace education strategy that would resolve it. Thus, teachers in secondary colleges are dealing with collective physical and psychological violence that is the cause of domestic and civil violence. They additionally attempt to develop an interest in world problems, poverty, environmental property and also the power of non-violence. Their concern regarding issues of underdevelopment, starvation, poverty, illiteracy, associate degreed lack of human rights that seeks an below standing of the crises that exist in poorer countries and solutions under laying them. Development studies give insights into the numerous aspects of structural violence that specialize in social establishments with their hierarchies and tendency for supremacy and oppression. Such studies emphasize peace-building ways that improve human development and communities. Civic and 'political'

education supports peace building by educating members of society regarding their rights and responsibilities and their relationship to the nation as voters. Education models democratic behaviours in decision-making forums.

A modern tendency from educators and researchers is that they consult with students and try to know about their views and thinking. Through this process, they are able to know the reasons of frustration and violence in the society. After that they imposed policy solution (Salomon, 2004). Schools instruct the learners on citizenship and democratic values that makes our society additional peaceful. That is why education for peace is cardinal for peace-building initiatives as a result of it aims at developing a peaceful world that needs a social pedagogy primarily based on the framework of social-constructivism (Verwimp, 2009).

## **2.16. PEACE EDUCATION AND PEDAGOGY AT THE SCHOOL**

The effectiveness of peace education will take place when peace and conflict resolution skills are actively learned and this is modeled by environment of the school where students get educated. And these values can be achieved by taking responsibility by school teachers and administrators (Baldo & Fumiss, 1998). In order to support learning and well-being of students' teachers must not only increase positive social interactions with children but also create and retain positive collaborative relationships with families and community. That is the reason of teachers learning with universal values i.e. liberty, integrity, human rights, gender equality, patience, and respect for the right to live (Deveci, Yilmaz, Kardag, 2008).

Bar-Tal and Rosen (2009) described that aims of peace education can be achieved by preparing school system for drastic changes i.e. setting the new educational objectives and courses, update school textbooks, instructional material and also need to train teachers for creating environment necessary for peace education. Researchers also provided that peace education program to teachers help them to adopt peace values into their own personalities. Educators who work on peace education with the involvement of students play important role

in peace pedagogy. Bretherton, Weston and Zbar (2003) put stress on child centered, participative and innovative pedagogies in their “peace education kit”. They focus on combination of pedagogy with curriculum contents and also teacher source is created which is easily usable and developed in simple language. They support to work in line with already existing system rather than working against it.

Deutsch (1993) explained that children’s thinking regarding love and hate is influenced by schools and families. And argued that different initiatives i.e. conflict management steps, cooperative learning environment and setting of dispute resolution centers in schools help students to spend life in peaceful world. On the other hand students should give a chance to speak and express their opinions which will help them to build confidence and boost their personalities (Salomon, 2002). Experimental learning pedagogy serve as tool for rising knowledge about peace and violence, motivations, construction of ideas and skill for making the world as best place to live (Weigert, 1999).

Hettler and Johnston, (2009) stated that experimental learning helps in changing school environments regarding peace by providing the opportunities to students to teach and influence public, practice violence prevention and conflict resolution programs. Participants in their experiments were given opportunities to express their views regarding earth, peaceful relationships and human responsibilities.

Teachers while following peace education strategies in school provides full opportunities to students to take active part in learning. Students should not be under pressure. They should feel free to express their views and here teacher serves as facilitator not as dominator. Harris and Morrison (2003) stated that Peace education pedagogy should serves as a process which provides different skills i.e. listening, problem solving, reflection, conflict resolution and cooperation. This process will create safe and sustainable world by enhancing skills, knowledge and attitude of people.

Bar-Tal (2002) differentiates the objectives of peace education from traditional education system through providing its importance through points. Peace education is a philosophy and open minded which focus on different alternatives of situation than supporting dogma. It focuses on real life problems. It requires active learning which increases internalization and reflection than traditional approaches. Teacher is the main factor for success of this education because he understands and models peace education.

Peace education is affected by different culture and traditions of different societies. Case study conducted by Windmueller, Wayne and Botes (2009) in Tajikistan which proves that local culture and context effect competences and pedagogical approaches. Abu-Nimer (2000) also researched the educator's perception, their role and also highlights the problems they faced and conclude that in Jewish and Arab societies there are different needs.

## **2.17. METHODS OF TEACHING AND PEACE EDUCATION**

While the ideas and substance of peace instruction programs fluctuate, there is a wide accord among peace instructors that peace training should: animate intelligence and basic exchange (Balasooriya, Corpo, & Hawkins (2010). Strategies for education should reflect the possibility of peace and auxiliary peacefulness and the educating and learning procedure ought to be participatory and intuitive (Galtung, 2008; Haavelsrud, 2008). Besides, peace training needs student focused and participatory instructional method with the end goal to be successful (Bretherton et al., 2003; Green, 1997). It is likewise generally perceived that educating about peace is not sufficient yet instructing by quiet means is the best approach to peace.

Furthermore, Bar-Tal (2002) claims that, since peace training means to shape a perspective, it is an important method of guidance target understanding. Experiential learning is the key technique for the securing and disguise of peace-related information, mentalities, abilities and social inclinations. Disguise of peace-related qualities can't be accomplished by just lecturing and addressing; its primary securing component is rehearsal. Students need to

live under the conditions depicted in peace instruction with the end goal to disguise its targets and set in motion the lifestyles recommended for society by peace training for the accomplishment of its goals. Such a learning atmosphere ought to incorporate conditions that mirror the destinations of peace instruction, for example, resilience, collaboration, quiet compromise, sympathy, peacefulness and regard for human rights. Be that as it may, setting up experiential learning in schools is a troublesome undertaking for instructors, it requires academic mastery as well as, more essentially, requests that educators have what it takes and capacity to deal with the learning condition while filling in as good examples for students.

In perspective of the experiential idea of peace training, the Worldwide Battle for Peace Instruction prescribes the utilization of comprehensive and participatory ways to deal with educating for and about peace. While different proposals have dependably been made for the utilization of student focused techniques in educating/learning for all subjects over the educational modules, a few requirements restrict their real use in schools (Maxwell, 2004).

Some even contend that the hierarchical structure must be changed, for instance in a school setting (Haavelsrud, 2008) as the point of peace instruction can be comprehended to change the psyches of people, as well as the structures of a given organization or even society (Snauwaert, 2008). Perceiving that peace training requires an academic move in encouraging strategies and instructor mentalities with the end goal to make peace-related results for students, educational systems and structures should be tended to by peace training as well.

As indicated by the UNESCO system for peace instruction (Evans, 1999), training for peace ought to saturate all parts of school life, with suggestions for students, instructors and chairmen. Showing techniques, disciplinary methodology and activities, basic leadership forms in classroom and school and every other part of the school condition are as much a piece of instructing for peace as the educational programs itself (Maxwell, 2004; Hutchinson, 1996).

Hutchinson (1996) points out that it is a logical inconsistency to announce a quiet end however to endeavor to achieve this end by socially fierce means in the classroom, recommending that to instruct for a serene future infers doing it in tranquil, well-disposed and dialogical ways, not dictator, unpleasant and monological ways. In this manner to teach for an evenhanded and majority rule future suggests doing it in non-chauvinist, non-supremacist and participatory courses and to instruct for a related and environmentally reasonable future infers doing it through co-agent gather work instead of independently aggressive learning situations.

## **2.18. APPROACHES TO RESEARCH AND PRACTICE IN PEACE EDUCATION**

“Haavelsrud ( 1996) groups four kinds of demobilization training which can be, stretched out to the bigger field of peace instruction to order the various bearings that exist inside it .The four classifications are significant in understanding ways to deal with peace training in both research and practice.

The principal classification is the Hopeful Methodology in which there are overall thoughts of issues and arrangements and little consideration is paid to various societal gatherings and their connections. (Haavelsrud ,1996) refers to the UNESCO introduction as illustrative of this methodology that announces that wars are started 'in the brains of men' and in this manner the specific new age, versus the 'old,' requests peace training to counter the rough propensities everywhere throughout the world. The level of investigation is the individual and there is a focus on social solidarity. This methodology, regularly embraced by NGOs and global activities, ignores issues of physical disparities in surrounding peace instruction and, as per the creator, may take out activity to advance peace. The second methodology is the Scholarly one (Haavelsrud, 1996).The primary accentuation is on the scholastic investigation of peace and strife issues to give information among students.

Multicultural perspectives on peace/demobilization issues are spoken to so the instructive substance is typically recognized by a few political specialists.

The Scholarly methodology needs both all-inclusive logical substance and political purchase in with the goal that all performers are spoken to. The constraints of this methodology, Haavelsrud contends, are that such guessed unbiasedness is on edge with illogicalities and there is little notice of how understanding the circumstance can prompt reflection and techniques for activity and change.

The Ideological methodology is the third methodology (Haavelsrud, 1996). Established in a neo-Marxist examination of tutoring, the school is viewed as a mechanical assembly that repeats social control by the predominant class (Althusser, 2006). In that capacity, all educational modules (and shrouded educational programs) will be inclined towards the interests of people with significant influence in light of the social and social multiplication that happens in schools. Consequently, peace instruction, it is contended, ought to happen outside of the formal instructive framework. From this point of view, schools as foundations exemplify brutality (Harber, 2004) and subsequently offer little to advancing peace. The fourth methodology is the Politicization approach (Haavelsrud, 1996).

This methodology recognizes that training, alongside different endeavors towards social change outside of schools, has a valuable task to carry out in advancing peace. Tying down tutoring in its bigger social setting, Haavelsrud requires a nearby connection between research, instruction, and activity in a general procedure of social change. Instructive shape, content, and hierarchical structure ought to be adjusted to advance peace training. Reverberating Freire's (2000) accentuation on raising understudies' basic cognizance, this methodology uses formal and non-formal training to motivate both reflection and activity. This fourth classification that calls for activity around peace and equity issues, with regard for

originations dependent on inside and out learning and examination of nearby truths is most much the same as the recovered basic peace instruction that I contend is important for our field.

## **2.19. PEACE EDUCATION AS CONFLICT RESOLUTION TRAINING FOR UNITY AND DEVELOPMENT**

The Webster Word reference of English Dialect depicts peace as a "condition of serenity, opportunity from war; end of threats; and amicability. The program of peace instruction fixates on compromise which normally centered on the social behavioural manifestations of contention, preparing people to determine between close to home debate through systems of arrangement bone-dry mediation. It will likewise assist people with managing outrage, battle reasonable, and enhance correspondence through abilities, for example, tuning in, turn-taking, recognizing needs, and isolating actualities from feelings. These comprise the primary components of these programmes. Van Slyck, Stern, what's more, Ezeoba (2012) accentuates that this kind of program methodologies will modify convictions, states of mind and practices from negative to uplifting demeanors toward struggle as a reason for forestalling brutality.

Since the early many years of the twentieth century, "peace training" programs on the planet have spoken to a range of central subjects including against nuclearism, global understanding, ecological duty, relational abilities, peacefulness, compromise strategies, majority rules system, human rights mindfulness, resistance of assorted variety, conjunction and sexual orientation correspondence among others.

Brabeck, (2001) in his very own commitment, has additionally tended to some profound measurements of internal agreement, or orchestrated some of the swearing off issues into projects on world citizenship. While the scholastic talk regarding the matter has progressively perceived the requirement for a more extensive, more all-encompassing way to deal with peace instruction, an audit of field-based undertakings uncovers that three varieties of peace training



are generally normal. These are: compromise preparing, vote based system training and human rights. New methodologies are developing and raising doubt about a portion of the hypothetical establishments of the models just made reference to. The most noteworthy of these new methodologies centers on peace training as a procedure of world view change. World view change to peace training approaches as indicated by Clarke-Habbibi (2005) are startling from bits of knowledge gathered from brain science which perceive the formative idea of human psychosocial manners. Basically, while clashes advancing states of mind and practices are normal for prior periods of human improvement, solidarity advancing dispositions and practices rise in later periods of sound advancement.

Danesh (2006) proposes an integrative hypothesis of peace in which peace is comprehended as a psychosocial, political, good and profound reality. Peace instruction, he says, must spotlight on the solid improvement and development of human cognizance through helping individuals to look at and change their realities sees. Perspective as indicated by Danesh are characterized as the subliminal focal point (procured through social, family, verifiable, impacts) through which individuals see four key issues which include:

1. The idea of the real world.
2. Human instinct.
3. The motivation behind presence.
4. The standards administering fitting human connections.

Danesh (2007) looking over a mass of material, contends that the lion's share of individuals and social orders on the planet hold struggle perspectives, which communicates in strife intrapersonal, relational, intergroup and worldwide connections. He additionally expressed through the securing of a more integrative solidarity based perspective that human ability to moderate clash, make solidarity in the setting assorted variety and build up feasible societies of peace, is expanded be it in the home, at school, at work or in the worldwide network.

## **2.20. WHY PEACE EDUCATION IS MANDATORY IN PAKISTAN?**

Pakistan is facing violence, terror, target killing and threats from militants. If the main causes are needed to be understood, the issues of socio-political deprivation, nexus of drugs and smugglings, mushroom growth of Afghan refugees and the others external factors must be looked into. Furthermore, in this globalized world, the factors of international interference cannot also be ignored. Peace education is mandatory for Pakistan due to the following reasons.

### **2.20.1. Religious Extremism**

Pakistan is a country where any individual can without much of a stretch show other out of Islam by putting a few claims. There are activist wings of every single religious gathering, which are consistent dangers for the resistances. These gatherings pressurize government and are predominantly associated with partisan brutality. Residents of Pakistan can't play out their religious commitments straightforwardly because of psychological militant assaults on mosques and Imam Barghas, so it is need to teach peace education in the educational institutions (Younas, 2011).

### **2.20.2. Economic Inequality**

Hamid (2011) guaranteed that mounting neediness and overpowered monetary disparity caused aggravation in the psyches of denied ones. The living status of upper class in the general public is winding up better step by step and the lower class is ending up most noticeably bad every day that outcomes criminology and vicious mentalities creating in our general public. Malady, Neediness and yearning have harmed humanity constantly. People can be effortlessly purchased for savage exercises. The ground-breaking does not mind the life of a typical man. Toward the end, viciousness and weapon turns into the last choice to get nourishment. That's why teaching of peace education is necessary for removing economic inequality.

### **2.20.3. Social Injustice**

Social shamefulness and imbalance assume the job of an impetus while in the execution of the plans of the psychological militants. These shameful acts can incorporate the hardship of one from his/her essential human rights. Denied individuals look for their push in the ill will towards everybody since he/she assigns the entire network in charge of his/her present status and is prepared to render retribution. In his vengeance, the objectives are recorded and security faculties are sadly taken as number one answerable, so his/her outrageous weapon is in the state of suicide besieging, in which impacts end a few lives including the plane.

The psychological militants/fanatics are in the pursuit of socially denied individuals. Sadly, the Khyber Pakhtunkhwa and innate belt supplies adequate number of such denied individuals, who are prepared to take different lives notwithstanding the expense of their own lives (Hussain, 2007). Now it is need to accept the opinions or religious thoughts of others and this passion can be created through giving the concept of peace education.

### **2.20.4. Absence of Resilience**

As indicated by the expression of Blessed Prophet Mohammad (SAW) "No individual can be a Muslim until and except if other individual isn't protected from his hands and tongue". Islam is the religion of resistance however tragically that our general public is inadequate with regards to it. In Pakistani society because of ethnicity; Shia and Sunni, Barallvi and Duebandi are calling Kaffer (non-Muslim) to each other. Non-Muslims are not endured by the fanatics and these radicals assault mosques and imam barghas as well as they assault chapels which made their effectively low positions as the least in the inside society in this manner they are criticizing the immense Muslim nation (Hamid, 2011).

### **2.20.5. Political Insecurity**

"Tragically, there stayed conflicting governments in Pakistan. More often than not tyrants administered the nation and the considerable popularity based culture didn't prosper

here and the outcome was that these despots made universal accords to fortify their Administration rather to help national improvement. Along these lines East Pakistan moved toward becoming Bangladesh and Afghan displaced people moved to Pakistan with unlimited issues to be begun. This political insecurity welcomed numerous remote components to meddle in the issues of our nation and Pakistan turned into an atomic instable nation (Abbas, 2004).”

#### **2.20.6. Suicide Bombing**

A suicide bombarding is a kind of assault on an objective, in which points of the aircraft is to execute or cause extreme misfortune. Suicide assaults are especially connected with various gatherings and associations, which are neutralizing the Legislature and winning viciousness in the nation. (Ahmad, 2013).

Keeping all the above factors that cause disruption, killing, militancy and socio-economic instability in Pakistan, it is vivid that peace education in Pakistan is the need of the day.

### **2.21. PEACE EDUCATION IN PAKISTAN**

Peace education is one of the most famous area in the modern world. Most of the countries of the world are adopting peace education but the efforts of United States (US) for peace education are matchless .Rajagopalan (2009) argues that Pakistani nation is facing a tug of war among the Taliban, the Pakistani Government and U.S. war on terror. Most of the South Asian countries are facing militancy and clashes but Pakistan has been suffering most of them because Pakistan is a multi –cultural country. In these circumstances, implementation of peace education is mandatory for spreading peace, mutual respect and patience.

In National Education Policy 2009, peace education related elements such as encouraging interreligious harmony and human rights were discussed but these were not implemented because of variation in provincial policies. Pakistan has not taken discipline of peace education in its front line education. However, some of the educational institutions in Pakistan are adopting peace education such as The Grammar School System in Rawalpindi

city. It is one of the institution, which is upholding and encouraging peace education, besides developing curriculum, textbooks and other relevant instructional materials for the department of school education.

There are a few institutions in Pakistan which are working on peace education while some NGOs' are working for the purpose of peace namely; Children Museum for Peace and Human Rights, Idara -e-Taleemo-Aagahi ,Simorgh and SAHE. Some Pakistani universities have established the departments of peace education such as NUST, NDU and Peshawar University.( Ali, 2018). The three pillars of peace education in Pakistan are; the public sector educational institutions, the private sector educational institutions and the madrassa education system. Ahmad (2007) says that private sector institutions are very expensive for the poor people but madrassa educational institutions provide free education to the children. Due to this reason, they admit their children in madrassa institutions.

In 2007, a training program was arranged for the instructors and learners of madrassa by USIP in Islamabad (Sirinivasan, 2009). There should be trainings to promote peace education in Pakistan but unfortunately we are lacking behind to serve this purpose .We hope that such initiatives will go ahead in the coming years.

Peace Education Welfare Organization (PEWO) is struggling for promoting peace and Pakistan is a part of this organization. Zahid presented a report that how Peace Education Welfare Organization is stimulating peace in the educational institutions of Pakistan. He stated that I observed the project of Peace Education Welfare Organization (PEWO) "World Learning Grammar School" in Lyari in Karachi. This school was established in 2004. Actually in Lyari, violence and gang fighting had been observed for the previous years. The children of this school were taught the peer mediation skills for managing the conflicts. The main objective of this organization is to provide a peaceful culture in a learning process through schools. Through

this project, the children of the school were changed and later they were found friendly, cooperative and peaceful (Ahmad, 2013).

According to Sirinivasan (2009), there is an increasing number of peace education initiatives in Pakistan for the improvement of curriculum. However many organizations face difficulties in working with the government schools. The focus in Pakistan is not on peace education but on democratic and civic education.

## **2.22. MODELS OF PEACE EDUCATION**

The models of Peace education stress on the causes of conflicts, strategies of tackling the conflicts, teaching of global laws, awareness of human rights and disarmament. In the study of literature review, few models of peace education were included in the present study for developing a new model of peace education. These models provided the guidelines to the researcher. These were proved as helpful in developing the research instruments (Questionnaire & Interview schedule). Different ideas and statements were included in the questionnaire and interview schedule from these models. Through the study of literature, the following models of peace education were found which are mentioned below:

- i) The "Flower-petal" Model of Peace Education (Toh, 2004).
- ii) The Learning to Abolish War Model (Reardon & Cabezudo, 2002).
- iii) The Integral Model of Peace Education (Brenes, 2004).
- iv) The Muslim Model for Peace (El-Awaisi, 2016).
- v) The SALAM Model (Ahmed, 2007).

### **2.22.1. The Learning to Abolish War Model (LAWM)**

The Learning to Abolish War Model focuses on four themes of learning. Root causes of conflict, international law, conflict management and global disarmament are included in this model. This model explains that violence is considered a starting point of wars and teaches us

that non-violence and understanding of global issues are essential for bringing peace. This model also discusses that international law for sustaining worldwide justice, peace building strategies are mandatory for nurturing a culture of peace. This model suggests that education should be peace related education for the eradication of war. Peace education through this background teaches the instructional materials for non-violence and produce active citizenship among students.

Figure-1. Learning to Abolish War Framework

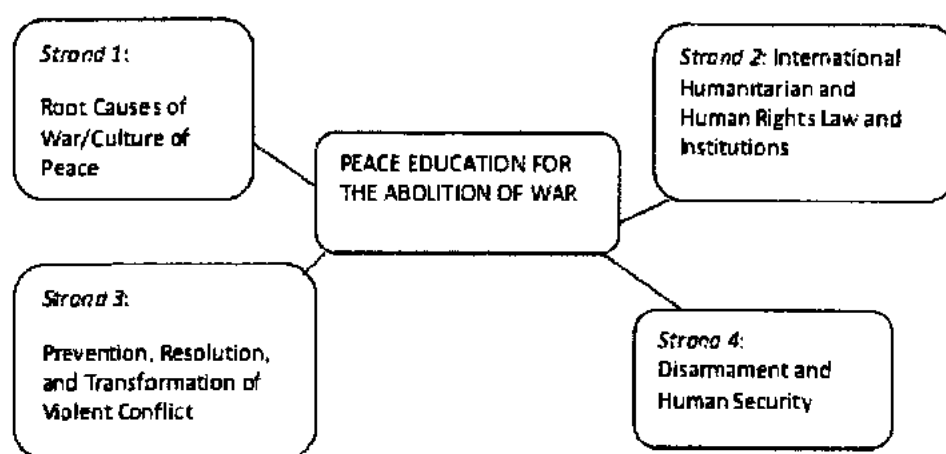


Figure 2.2. Learning to Abolish War Framework

Source: Adapted from (Reardon & Cabezudo, 2002)

**Theme 1: Root Causes of War/Culture of Peace:** This theme explains the major causes and threats of war or conflicts. The teachers must give an insight to the learners about the dangers of war or violence and create a culture of peace for eradicating the conflicting situation.

**Theme 2: International Humanitarian and Human Rights Law and Institutions:** This theme focuses on human rights law and suggests that the students must be taught about the international humanitarian law and human rights.

**Theme 3: Prevention, resolution, and transformation of violent conflict:** This theme gives the awareness of three conflict stages (prevention, resolution, and transformation) The prevention stage has two sub categories conflict anticipation and analysis of conflict

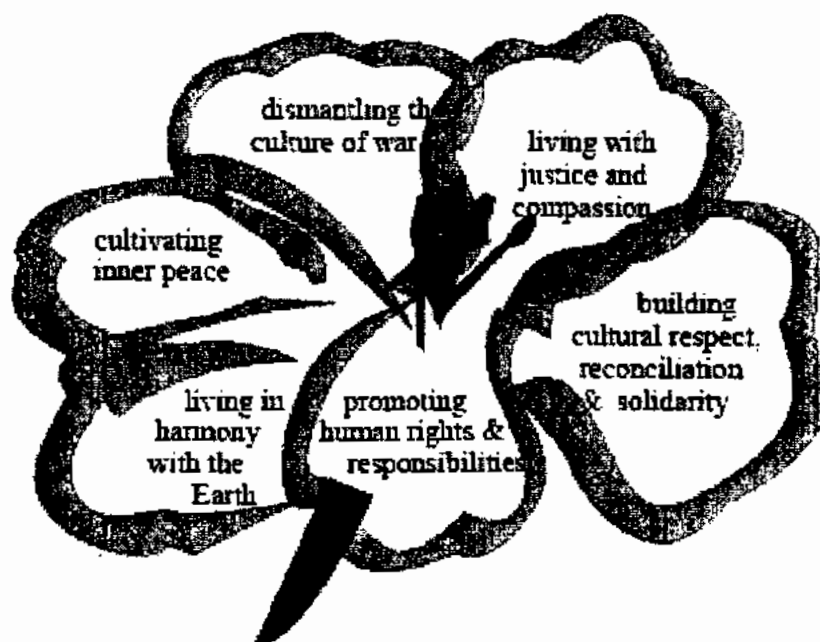
.In resolution stage, problem- solving management of conflict are considered sub categories and strategies for change, settlement and construction of positive relationships are the sub categories of transformation stage.

Theme 4: Disarmament and Human Security: This theme claims that the teachers must teach to the students how to make human security effective. The war weapons should be reduced through giving peace education.

#### 2.22.2. The "Flower-petal" Model of Peace Education

The "Flower-petal" Model of Peace Education (FMPE) provides the International Understanding to the learners, which is presented by Swee Hin. However, the idea of Education for International Understanding (EIU) was given by UNESCO since the 1990s. It is mandatory to reconstruct EIU through teaching the individuals belonging with different areas, cultures and beliefs for justice and peace. The framework of The "Flower-petal" Model of Peace Education (FMPE) contains of six themes for culture of peace. (Toh, 2004).

Figure 2.3.The "Flower-petal" Model of Peace Education



Source: Illustrated by (Toh, 2004)



The figure shows six themes which are given equal importance as the petals of a flower. Now we'll discuss each theme one by one.

**Dismantling the culture of war:** This theme elaborates that how can we eliminate the culture of war or fighting amongst the different nations of the world. We can apply the different approaches of negotiation and mediation and teaching through formal and informal ways for this purpose.

**Living in harmony with the earth:** This theme explains that human activities are disturbed through environmental issues and problems. Therefore, the environmental education should be the part of peace education and learners should be taught about the root cause of environmental destruction. The people of different societies should be taught how to live peacefully in the land of the world. They must be educated about justice and empathy for this purpose.

**3. Building cultural respect, reconciliation, and solidarity:** This theme emphasizes to develop a deep understanding and sense of empathy for cultural respect, reconciliation and solidarity.

**4. Promoting human rights and responsibilities:** In this theme of the Flower-Petal Model of Peace Education, people are taught about the ideal global citizenship and human rights.

**5. Living in harmony:** This theme teaches us to live in harmony with other people in the world.

**6. Cultivating inner peace:** This theme claims that students must be taught cultivating inner peace. Therefore the students learn how to manage feelings of anger and sadness.

### **2.22.3. The Integral Model of Peace Education**

The Integral Model of Peace Education was presented for launching peace in post-conflict civilizations. It was claimed that this model highlights “a spirit of community”, as a fundamental value for promoting peace, which was built-up, by United Nation’s University of Peace and Central American Governments. This model is a person-centered framework that includes peace with oneself, others and nature (Brenes, 2004).

# **Fundamental Values and Traits of the Integral Model of Education for Peace, Democracy and Sustainable Development**

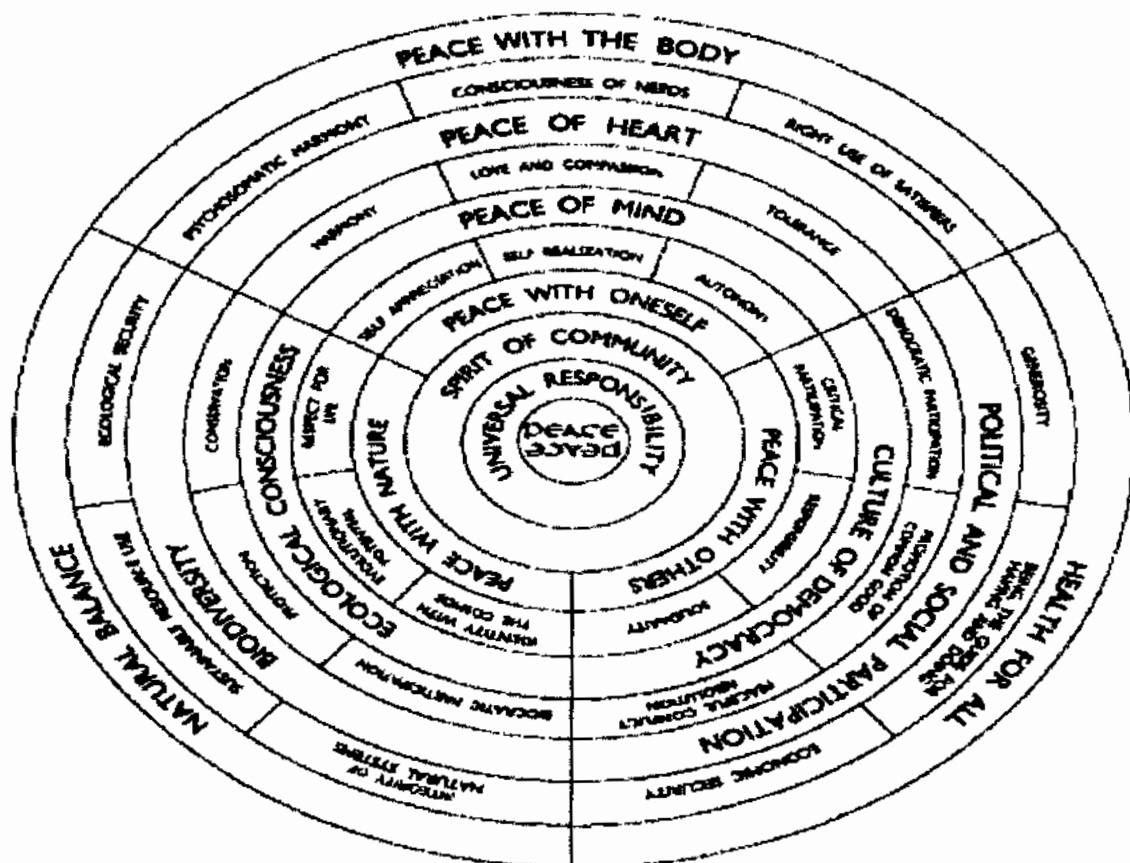


Figure 2.4. The Integral Model of Peace Education. Source: (Brenes-Castro, 2004)

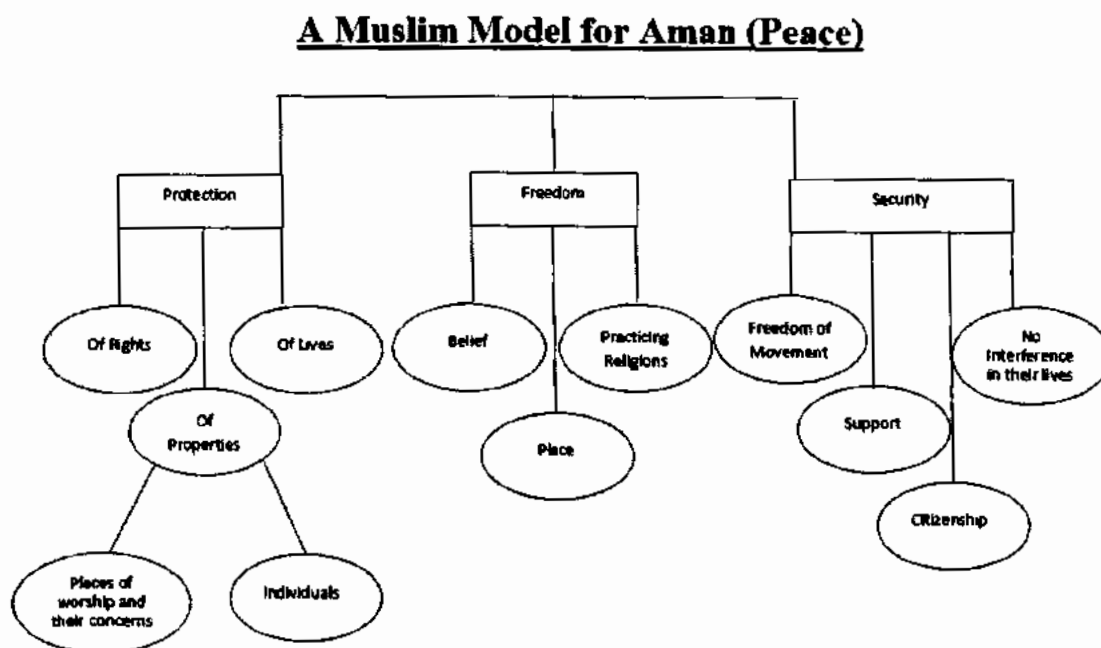
The Integral Model of Peace Education stresses that all human beings rely upon one another. Thus, they have to share the same planet. Connor (2012) says that in distributed social environment e.g. Somalia, teaching for societies such as Somalia, teaching for multiplicity is the finest method to motivate civic education and growing strong bonding among selected societies.

#### 2.22.4. A Muslim Model for Amman (Peace)

The Muslim Model for peace is consisted of following three major themes.

1. Protection
2. Freedom
3. Security

Figure 2.5.A Muslim Model for Aman (Peace)



(El-Awaisi, 2016).

- ❖ Protection: This claims the protection of the rights and lives and properties of the people. All the worship places and individual properties should be protected.
- ❖ Freedom: In Islam, everyone has freedom in his belief and religion because Islam has taught us about the human rights.

- ❖ **Security:** Islam teaches us that without any reason, don't harm anyone. It provides the security to all human beings.

#### 2.22.5. Salam Model

The SALAM model is related peace education is a systematic process of identifying the conflicts and presents a fair solution for avoiding the conflicts. Ahmed presented this model, which consist of the following five steps.

Figure 2.6. SALAM Model

#### **SALAM MODEL**

<b>S</b>	<b>Stating the conflicting view</b>
<b>A</b>	<b>Agreeing that conflict exists</b>
<b>L</b>	<b>Listening and learning the difference</b>
<b>A</b>	<b>Advising one another</b>
<b>M</b>	<b>Minimizing areas of disagreements</b>

(Ahmed, 2007)

- ❖ **Stating the conflicting view:** It is the first step of this model. All parties are given an opportunity to state their problems and conflicts.
- ❖ **Agreeing that conflict exists:** In this step, all the people of different groups are agreed or acknowledged that a conflict is existed here. Conflicts may be resolved just through stating the factors of conflicts obviously.
- ❖ **Listening and learning the difference:** In the third step, all the people are given chances to listen and learn from each other and difference is explained.
- ❖ **Advising one another:** In this stage, the affected people are provided an opportunity to advising one another for finding the best possible solution.

- ❖ Minimizing areas of disagreements: It is a final step of this model. In this step, it is tried to minimize the areas of disagreements related to the issue or conflicts. Negotiation process can be adopted for minimizing the areas of disagreements (Ahmed, 2007).

## **2.23. RELATED RESEARCH STUDIES**

In Kenya, a survey research study on factors affecting the implementing peace education curriculum in primary schools was conducted by Matindi (2013) who concluded that peace education was being taught integrated with other subjects and lack of instructional materials of peace education, lack of trained teachers for teaching peace education were identified as barrier in implementing peace education curriculum. A doctoral research study was conducted in Khyber Pakhtunkhwa by Iqbal (2016) on peace building and conflict resolution and it was concluded in the study that education played a vital role in peace building and conflicts resolution and recommended that peace education can be included in the curriculum as a separate subject or integrated approach. Khan, Mahmood & Aurangzeb (2019) conducted a research on incorporating peace education in existing curriculum at secondary level in Pakistan and concluded that peace education is mandatory for establishing cordial relations and it was recommended that seminars and sessions should be arranged for introducing peace education in existing curriculum.

Mishra (2015) conducted his research on implementing peace education and concluded that teaching of peace education should started in beginning classes of school level and he recommended that there is an urgent need of formulating comprehensive curriculum of peace education for addressing the challenges of conflicts. Wisdom and Imo (2010) conducted the research study which were related with co-curricular activities for improvement of peace education in educational institution and concluded that co-curricular activities related peace are obligatory for promoting peace education.

Ezeoba (2012) conducted the study on peace education in Nigeria and concluded that secondary level curriculum of social studies should be integrated with peace contents. In the study conducted by Deveci, Yilmaz and Karadag (2008), it was recommended that peace education should be the part of teachers' trainings courses and peace education contents should be taught in service trainings of teachers.

A study was conducted by Demir (2011) and Mutluer (2016) who concluded that teachers have less knowledge about peace education. Yunus (2020) conducted the research study on peace education and concluded that direct integration of peace education into the subjects of religious education and citizenship education is more effective. Khan and Mahmood (2019) conducted their research study on peace education at secondary level and concluded that peace related elements were found only in twenty one (21) lessons of existing curriculum of Urdu textbook of secondary level.

## **2.24. THEORETICAL FRAMEWORK**

This research is based on educational theory, presented by Freire. This theory is very effective in the field of peace education and helpful for learners in depressive situation. He proposed in his theory that people should try to remove the depressive condition for changing their current condition. The basic concepts of peace education are taken from prominent features of Freire theory which are the banking education vs problem posing education, the strategy of dialogue, critical consciousness, the democratic relationship of teacher-student and co-construction of knowledge (Bartlett, 2010).

The banking education means that instructors can change the minds of the learners because they have grater knowledge than the learners. The role of learners in banking education is passive. The problem posing education promotes the consciousness of learners for solving the problems because the role of students is active in problem solving. The problem posing

education is considered a fundamental of peace education. The dialogue method gives a chance to the instructors and learners for sharing their knowledge. It increases critical consciousness and builds relationship among the learners. Freire (2006) prefers democratic relationship between the instructors and the learners in educational process. According to this theory, knowledge is gained through social activities and interaction of the instructors and learners.

## **2.25. SUMMARY OF THE CHAPTER**

Peace is thought to be non-existence of war and global trades of armaments in the world. Johan Gatling explained the concept of negative peace and positive peace. Negative peace means the absence of war (direct violence) and positive peace means the absence of structural and cultural violence. Peace education is the education in which children are taught about peaceful environment. The target of peace education is to equip the children with non-violent systematic plan of dealing with disputes and conflicts. Peace, negative peace, positive peace, conflict, direct violence, indirect violence, critical thinking, patience, a culture of peace, civic education, multicultural education, environmental education, human rights education, global citizenship education and conflict resolution are considered the core concepts of peace education. The main objectives of peace education are to build up the capacity to esteem, to provide the culture of peace and to empower the look for option or conceivable peaceful abilities. Peace education assumes that international tensions and wars result from categorizing, dissemination and analysis of knowledge about the people of the world and their problems can encourage international understanding.

Peace education is a multi-disciplinary field. Islam gives the lesson of peace and do not allow the Muslims to fight against non-combats. Islamic history is full of events related to peace. After the 1<sup>st</sup> World war, different organizations established in all the European countries. In early 19<sup>th</sup> century, Americans and Europeans established peace societies and started peace movements to handle the circumstances that directed to the 1<sup>st</sup> World war. In the 17<sup>th</sup> century

Czech educator Comenius was the first person who said that global peace can be brought by universally sharing peace related content material. The role of school is very important to develop peace education and to create a peaceful interaction and respectable connection between people and society.

Teachers can promote the peace related values among students. Violence in school settings has become a problem of national concern. So the inclusion of peace education related materials is mandatory in school curriculum. Educators who work on peace education with the involvement of the students play an important role in peace pedagogy. Peace education provides conflict resolution training for maintaining unity and development in the world. Peace analysts have shown that enormous arms spending while human needs are neglected compromise basic savagery since uses on arms come to the detriment of human needs. Due to the religious extremism, economic inequality, social injustice, absence of resilience, political insecurity, suicide bombing, teaching of peace education is mandatory for Pakistan. Pakistani nation is facing a tug of war among the Taliban, The Pakistan Government and U.S. war on terror. The Flower –Petal Model of peace education, The Learning to abolish war model, the Integral model of peace education, the Muslim Model for peace and the SALAM Model were reviewed for creating a model of peace education.



## **CHAPTER NO.3**

### **RESEARCH METHODOLOGY**

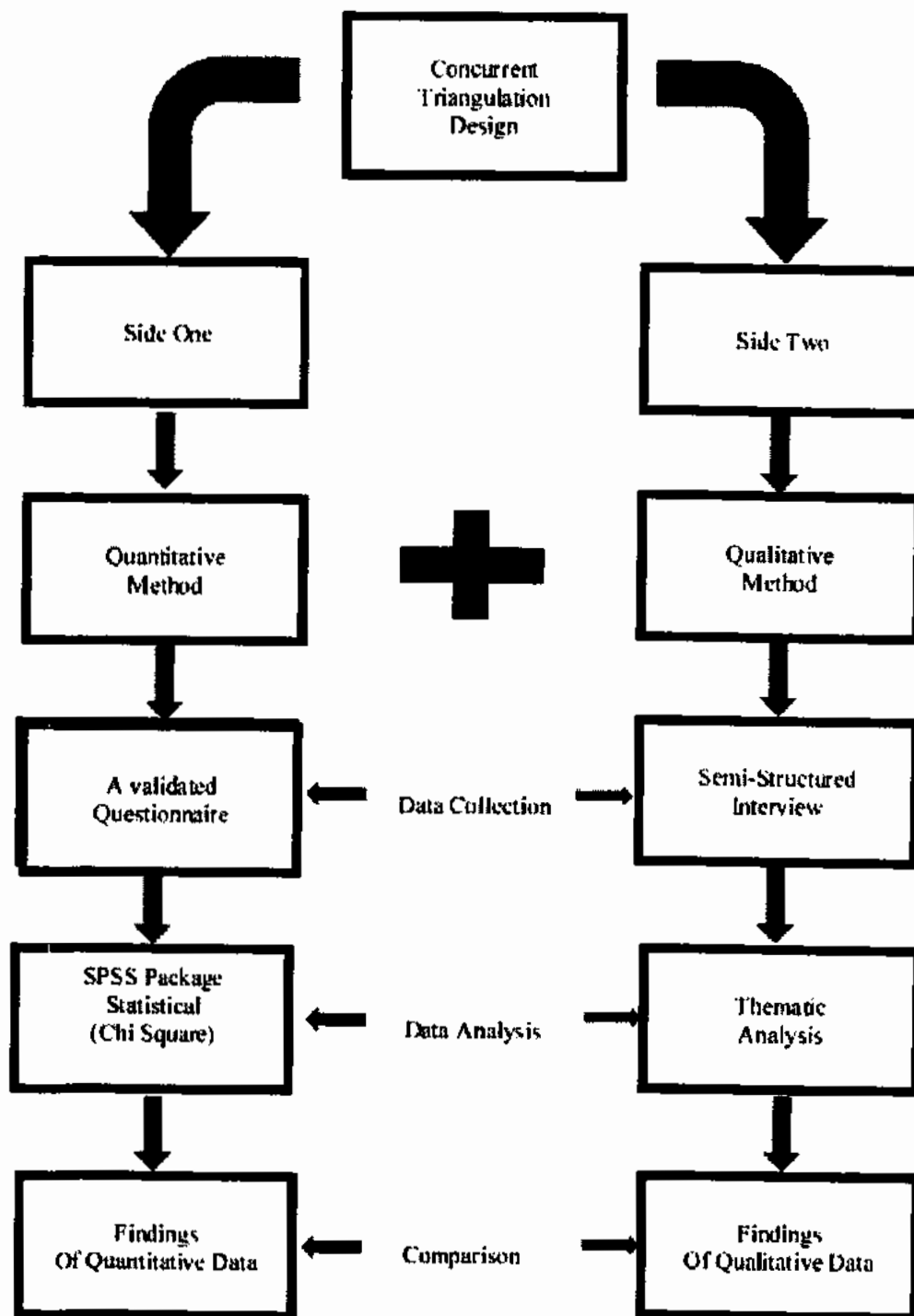
This chapter presents the discussion on the methodology of research applied in the current study which includes the design of the research, population of the study, size of sample, adopted procedure of sampling and instruments of the research. This section also covers the procedure of data collection, data analysis techniques, reliability and validity of the research tools. The purpose of this research was to meet the objectives and research questions of this study. Ethical considerations and strategies of collecting data have been explained in this section.

#### **3.1. RESEARCH DESIGN**

A research design is a detailed description of the study. It provides a detailed information that how a study was conducted, which instrument was used for research, how the data were collected and how the data were analyzed (Mugenda, 2008). The researcher in this research study applied the mixed methods approach because one of type of quantitative research or qualitative research is not enough to achieve the objectives of the research. The researcher can make comparison easily between the collected quantitative and qualitative data to find out the precise solution of the research questions by using the mix methods approach. The usage of mixed methods of research enhances the credibility of the research results by triangulating information from both qualitative and quantitative method (Hesse-Biber, 2010). In mixed methods of research, qualitative and quantitative methods are used to answer the objectives and research questions of a single study (Mertens, 2007). Mixed methods research is a strategy to combine both qualitative and quantitative forms of any research study (Creswell & Clark, 2017). The researcher applied the concurrent triangulation design of the mixed methods research in this study for achieving the research objectives. In concurrent triangulation design

of the mixed methods, qualitative and quantitative data are collected at the same time and then the results of qualitative and quantitative data are compared for concluding the differences and similarities.

### 3.1.1. Diagram of Research Design of Mixed Methods



### 3.2. POPULATION OF THE STUDY

The population of the study was:

Population 1: All the Head Teachers (991) of Public Sector Secondary Schools of Rawalpindi Division

Table 3.2.1 District Wise Population of Head Teachers of Rawalpindi Division

<b>Districts</b>	<b>Head Teachers (Male)</b>	<b>Head Teachers (Female)</b>	<b>Total</b>
Attock	119	106	225
Rawalpindi	199	189	388
Chakwal	120	110	230
Jhelum	72	76	148
<b>Total</b>	<b>510</b>	<b>481</b>	<b>991</b>

(Source : ( Data of 2017) D.E.O. &E.D.O. offices of Rawalpindi Division)

Population 11: All the Secondary School Teachers (3240) of Public Sector Secondary Schools of Rawalpindi Division

Table 3.2.2 District Wise Population of Secondary School Teachers of Rawalpindi Division

<b>Districts</b>	<b>GHS Teachers (Male)</b>	<b>GGHS Teachers (Female)</b>	<b>Total</b>
Attock	357	396	753
Rawalpindi	710	590	1300
Chakwal	437	194	631
Jhelum	322	234	556
<b>Total</b>	<b>1826</b>	<b>1414</b>	<b>3240</b>

(Source : ( Data of 2017) D.E.O. &E.D.O. offices of Rawalpindi Division)

Population III: All the Parents (213000) of the students of the 10<sup>th</sup> class of Rawalpindi division

Population IV: All the Curriculum experts (20) of Punjab Curriculum & Textbook Board (PCTB) who were working in administrative set up

### **3.3. SAMPLE OF THE STUDY**

Sampling is the process of choosing a number of individuals for a study. The selected individuals must represent the population from which they were selected. Selecting a sample is considered very important step in conducting a research study. Gay (2005) suggested in his book “Educational Research” that in descriptive study 10% to 20% sample is sufficient. Therefore, the researcher took 10% sample of total population of Head Teachers and Secondary School Teacher of Public Sector Secondary Schools of Rawalpindi division by using random sampling technique.

Sample I: The sample was taken 10% (99) Head Teachers by applying random sampling technique from the total (991) Head Teachers of Public Sector Secondary Schools of Rawalpindi division for collecting quantitative data and 10 Head Teachers were taken through using purposive sampling. They were interviewed for getting qualitative data.

Sample II: The sample was taken 10% (324) Secondary School Teachers (SSTs,) by applying random sampling technique from the total (3240) Secondary School Teachers of Public Sector Secondary Schools of Rawalpindi division for collecting quantitative data and 10 Secondary School Teachers were taken through using purposive sampling. They were interviewed to collect qualitative data regarding their perceptions on peace education.

Sample III: Ten (10) parents of 10<sup>th</sup> class students of Rawalpindi division were taken as a sample through using purposive sampling technique. They were interviewed to collect qualitative data regarding their perceptions on peace education.

Sample IV: Five (5) curriculum experts of Punjab Curriculum and Textbook Board were taken as a sample through using convenient sampling technique and they were interviewed to collect

qualitative data regarding their perceptions on peace education.

### **3.4. RESEARCH INSTRUMENTS**

Research instruments are tools, which are used to collect the data regarding the subject of research study (Creswell, 2009). Research instruments for this study were developed with great care. In the study of literature review, few models of peace education were included in the present study for developing a new model of peace education. These models provided the guidelines to the researcher. These were proved as helpful in developing the research instruments (Questionnaire & Interview schedule). Different ideas and statements were included in the questionnaire and interview schedule from these models. The following two tools, a self-made questionnaire and interview guide by the researcher were employed in this study. The questionnaire was used for collecting quantitative data and interview guide was used for collecting qualitative data.

#### **3.4.1. Questionnaire**

In order to collect data for the study, the following six variables (Concept of peace, Peace education, Aim of peace education, Content areas of peace education, Inclusion approaches of peace education in curriculum and barriers in implementation of peace education) based on 58 items pertaining to important areas divided among the variables for attaining quantitative data. These questionnaires were distributed separately to the Head Teachers and Secondary School Teachers (SSTs') in order to collect the relevant information. Then the data were analyzed minutely by the researcher and five point scale was used to get the intensity of responses i.e. strongly agreed (SA=1), agreed (A=2), undecided (UD=3), disagreed (DA=4) and strongly disagreed (SDA=5).

#### **3.4.2. Interview Guide**

Interview guide was used for data collection to the level of understanding of respondents about peace education. The duration of interviews consisted of 20 to 25 minutes

between the researcher and interviewees because it was found sufficient for getting the required information. Most of the interviews conducted by the researcher bearing the time period of 20 to 25 minutes and only one or two interview were less than 20 minutes. Interview is mostly used in qualitative research studies because it is the best source of gathering information and relevant data from the persons through conversation. Interviews provide an opportunity to the participants of research study to express their opinions (Cohen, Manion, & Morrison, (2007).

Bryman (2008) states that the semi-structure interview consists of a list of questions which includes the required topics of the research study and interviewees feel free in expressing their point of views. In the direct interviews, respondents' views are considered valuable and respectable because they provide authentic information.

In this study, semi-structured interviews were conducted with the help of special prepared interview guide and the following topics were covered

- a. Concept of peace
- b. Concept of peace education
- c. Aims of teaching peace education
- d. Content areas of peace education
- e. Inclusion approaches for peace education in curriculum
- f. Expected barriers in implementation of peace education

Interviews were taken face to face in this research study. The researcher took interviews from respondents personally. The questions of interview were provided to the respondents for study before the scheduled dates of interviews. The researcher took appointments from Head teachers, Secondary school teachers and parents of the students. Few interviews were conducted through telephonically due to failed appointments because they were not available for face-to-face interviews, they were too busy in those days in their official duties. However,

the interview of Director of curriculum of Punjab Curriculum and Textbook Board Lahore was conducted as face to face but others curriculum experts were interviewed telephonically.

Table3.4.2 .1

*Categories and Number of Interviewees*

<b>Type of Interviewees</b>	<b>N</b>
Head Teachers	10
Secondary School Teachers	10
Parents of students	10
Curriculum Experts	05
<b>Total</b>	<b>35</b>

### 3.5. VALIDITY OF RESEARCH INSTRUMENTS

According to the views of Mugenda and Mugenda (2003), Validity means the research instruments should measure accurately the data in the study and it tells the accurateness of the instruments in the research. The tools of the research should be relevant to the objectives and research questions of the study. (Knap & Mueller, 2010). The data collection tools were discussed with the supervisor before the pilot testing and it was administered to expert opinions to measure the content validity and at that particular time it was decided that there was no need any other type of validity. Therefore researcher delimited his study to only content validity. To ensure validity, the research supervisors reviewed the instrument. The validity of the research instruments were sufficiently ensured. The two experts Dr. Bakare Najimdeen, Assistant Professor of Peace & Conflict Studies and Dr. Muhammad Makki, Assistant Professor of Peace & Conflict Studies of Centre of International Peace & Stability (CIPS) department of National University of Science and Technology (NUST), Islamabad and one expert Dr. Asma Shakir Khawaja, Assistant Professor of Peace & Conflict Studies of National Defense University, Islamabad were approached for the purpose of validation of research instrument regarding "Developing a Model of Peace Education at Secondary Level in Pakistan". Dr. Tariq



Mehmood, (Ph.D. Edu) Chief Executive Officer (CEO) Rawalpindi School Education Department was also consulted for the validation of research instrument. All the experts studied all the items of research instruments (Questionnaire, Interview Guide) and gave their opinions. The comments, views and suggestions of all experts incorporated before employing research instruments. In the beginning, the questionnaire consisted of seventy (70) statements or items. After validation process, twelve (12) items or statements were deleted from the questionnaire.

### **3.6. RELIABILITY OF RESEARCH INSTRUMENTS**

Reliability of the research instrument is considered very important for a quality of the research study. Miller (2008) said that in reliability process, the numerous researchers get same or similar results in conducting the same study, if they do not get same results, it is considered measurement error. According to Webb, Shavelson, & Haertel (2006), Cronbach's alpha is a common and proper measurement to be used as reliability coefficient. It presents an estimation of the significance of the research instrument items as a relationship among different items. It also works as an internal consistency coefficient since it presents an estimation of significance. Kahn (1998) recommended that the basic requirement for a questionnaire to be valid is that it should ask the right questions, which should be clear, precise and properly worded. It is also advised that all the terms must be properly defined in the questionnaire so that all respondents are able to draw the same meaning from them. To determine reliability, the questionnaire was pre-tested on randomly selected participants. It proved the results were similar to those obtained from the sample; therefore, it proved that the questionnaire was a reliable instrument.

After professionally updating, the questionnaire was tried out to 10 Head Teachers of Secondary schools, 10 Secondary school teachers and 10 parents of students and then they were excluded in the sample of the study. The participants were invited to express their views

related to the all items. They were also invited to propose new items, if it is needed and point out the repetition as well as vagueness in the current items. After receiving back the filled questionnaires from those participants, the questionnaire was revised and enriched in the light of their remarks and recommendations. The prime objective of pilot testing was to identify the mistakes of the questionnaire and to determine the effectiveness of instrument. The remarks, opinions, observations and proposals of the experts related to the statements of research instrument were merged before applying it.

The collected data was entered in SPSS. Cronbach's Alpha was applied and internal consistency was calculated, which showed that all items were correlated with other.

Table: 3.6.1.

*Cronbach's Alpha*

No. of Items	Alpha
Reliability of questionnaire items regarding "Developing a Model of Peace Education at Secondary Level in Pakistan."	
58	0.840

### 3.7. CONDUCTING OF QUANTITATIVE RESEARCH

A validated questionnaire was used by the researcher for collecting the quantitative data from Head Teachers and Secondary School Teachers of Public Sector Secondary Schools of Rawalpindi division regarding peace education. It consisted of six (6) sections and 58 items. When the researcher conducted questionnaires, first, introduced and then explained the purposes of research study. Questionnaire was filled from the respondents through personal visits and correspondence. Four hundred (400) questionnaires were administered for Secondary Schools Teachers and one hundred twenty (120) questionnaires were administered for Head

Teachers. Eighty one (81%) of total Secondary School Teachers and 83% of total Head Teachers were returned.

### **3.8 CONDUCTING OF QUALITATIVE RESEARCH**

Qualitative data were collected through using the interview guide from the participants: Head Teachers of Secondary Schools, Secondary School Teachers, Parents of 10 class students and curriculum experts regarding peace education. The interview guide contained six divisions, similar to those in the questionnaires. The ten (10) Head Teachers ,ten (10) Secondary School Teachers, ten (10) Parents of 10<sup>th</sup> class students from secondary schools and five (5) Curriculum experts were interviewed by the researcher. Before taking interview, interview questions were sent to the respondents in advance for study. Mostly interviews were taken face to face and few interviews were taken through telephone or mobile calls.

### **3.9 DATA COLLECTION**

The quantitative data were collected through using the valid and well-designed questionnaire from the Head Teachers and Secondary School Teachers of Public Sector Secondary Schools of Rawalpindi Division who were included in the sample of study through personal visits and correspondence. The Research instruments (questionnaire and interview schedule) were in printed form and maximum questionnaires were filled through personal visits. Few questionnaires were filled by mailing to the respondents. Interview questions were electronically mailed to the respondents before face to face interaction. Interviews as a primary source of qualitative information collection were used to remain focused and structured in face-to-face interactions. So interviews were taken from the Head Teachers, Secondary School Teachers, and Parents of the 10th class students for collecting the qualitative data through interview guide. However, the interview questions were sent to the participants in advance for study.

The researcher took interviews from their participants and did not object on their conversation for collecting qualitative data. Mostly interviews were taken face to face but few interviews were conducted by telephonically. The audio recording of the participants' interviews were taken with their consent for the purpose of researcher record. The researcher avoided to take face to face interviews of ladies participants because they did not agreed for this activity. The quantitative data were collected through a validated questionnaire and maximum questionnaires were filled from the respondents through personal visits and correspondence. The collected information from all the participants through questionnaire and interview schedule was kept secret and confidential.

### **3.10. DATA ANALYSIS PROCEDURE**

The researcher analyzed the collected data according to the mixed methods design. The two different approaches were applied for analyzing the quantitative and qualitative data. Quantitative data collected from the five rating scale questionnaires were analyzed through using mean score and chi square. Thematic analysis method was used for the collected qualitative data. The qualitative data produced from the interview guide were classified in different themes in the light of the objectives of the research study and it was presented in narrative form. The present research study responses were received back through questionnaire from the respondents and were categorized statement-wise into the following categories in terms of frequencies and percentages: i) strongly agree (ii) Agree (iii) Undecided (IV) Disagree (v) Strongly disagree. The responses of participants of the study were arranged in tabulated form according to its frequency. The aggregate frequency of every answer was summed up for each class. According to the concurrent parallel analysis both, the qualitative and quantitative analysis results were compared and merged for interpretation. Data collected through questionnaire were tabulated and analyzed through Chi square.

### **3.11. ETHICAL CONSIDERATIONS**

Ethical issues are considered very important in conducting the research. I (being a researcher) informed the prime purpose and nature of the research study to the participants and also mentioned clearly in the information sheet. I told the participants of research study that they had the right to withdraw at any time from their given information. The schedule of interviews was adjusted on the availability of participants so that their academic duties and activities in the institutions were not disturbed. The interview questions regarding the research study “Developing a Model of Peace Education at Secondary Level in Pakistan “were mailed to the participants before the schedule dates of interviews. When the researcher took interviews from the participants, he did not object on their conversation. The researcher gave proper time to the participants for the conversation. The opinions of the participants were appreciated and valued. The collected information from all the participants through questionnaires and interviews were kept secret and confidential. The privacy of the interviews was also kept. The participants were given the chance to review or edit their provided information. The audio recording of the participants ‘interviews were taken with their consent for the purpose of researcher’s record.

The researcher also informed the participants that the primary research data were kept as a record till the final approval of research study. After the final approval, all the data which were collected from the participants and respondents were destroyed. Being a Muslim research scholar avoided and neglected the face-to-face interviews of ladies participants because it was against the Islamic teachings.

## CHAPTER 04

### INTERPRETATION AND DATA ANALYSIS

This chapter deals with in-depth analysis and interpretation of the data gathered in the research study. The study was designed to gain a holistic viewpoint of head teachers, secondary school teachers, parents and curriculum experts regarding to develop a model of peace education at secondary level.

Table 4.1

*Demographic Information of the Respondents*

Variables	Frequency	Percentage
Professional status		
Headmaster	99	23.4
SST	324	76.6
Gender		
Male	232	54.8
Female	191	45.2
Total	423	100

According to table 4.1 shows that 23.4% were headmasters, 76.6% respondents were 76.6% were SSTs according to professional status of the respondents. While 54.8% respondents were male and 45.2% female teachers take participation in this study. Thus, most of the respondents are male.

Table 4.2.

*Descriptive Statistics of the different scale*

<b>Variables</b>	<b>No. of Items</b>	<b>A</b>	<b>Mean</b>	<b>Std. Deviation</b>
Concept of Peace	10	.83	18.90	5.41
Concept of Peace Education	13	.83	24.65	5.80
Aims of Peace Education	8	.76	16.39	4.07
Content of Peace Education	8	.77	17.07	4.39
Approaches of Peace Education	12	.78	26.70	6.37
Barriers of Peace Education	7	.60	16.46	4.80

Table 4.2 presents different scale of peace education i.e. concept of peace (M= 18.90, SD= 5.41), Concept of Peace Education (M= 24.65, SD= 5.80), Aims of Peace Education (M= 16.39, SD= 4.07), Content of Peace Education (M= 17.07, SD= 4.39), Approaches of Peace Education (M= 26.70, SD= 6.37) and Barriers of Peace Education (M= 16.46, SD= 4.80). Thus, it shows that the highest mean score is 26.70 regarding approaches of peace education and lowest mean score is 16.46 towards barriers of peace education. It is concluded most of the respondents agreed about approaches of peace education.

Table 4.3.

*Descriptive Statistics of Concept of Peace, Concept of Peace Education, Aims of Peace Education, Content of Peace Education, Approaches of Peace Education and Barriers of Peace Education according to their professional status.*

Variables	G	N	Mean	Std. Deviation
Concept of Peace	Headmaster	99	19.02	6.08
	SST	324	18.86	5.19
	Total	423	18.90	5.41
Concept of Peace Education	Headmaster	99	24.74	5.75
	SST	324	24.62	5.82
	Total	423	24.65	5.80
Aims of Peace Education	Headmaster	99	16.46	4.70
	SST	324	16.37	3.87
	Total	423	16.39	4.07
Content of Peace Education	Headmaster	99	17.06	4.07
	SST	324	17.07	4.49
	Total	423	17.07	4.39
Approaches of Peace Education	Headmaster	99	27.96	6.98
	SST	324	26.32	6.13
	Total	423	26.70	6.37
Barriers of Peace Education	Headmaster	99	17.54	4.63
	SST	324	16.14	4.81
	Total	423	16.46	4.80

Table 4.3 explain the descriptive statistics of concept of peace, concept of peace education, aims of peace education, content of peace education, approaches of peace education and barriers of peace education according to their professional status. The total mean score and standard deviation (M= 18.90, S.D= 5.41) about concept of peace. The total mean score and standard deviation (M= 24.65, S.D= 5.80) about concept of peace education. The total mean



score and standard deviation ( $M = 16.39$ ,  $S.D = 4.07$ ) about aims of peace education. The total mean score and standard deviation ( $M = 17.07$ ,  $S.D = 4.39$ ) about content of peace education. The total mean score and standard deviation ( $M = 26.70$ ,  $S.D = 6.37$ ) about content of peace education. The total mean score and standard deviation ( $M = 26.70$ ,  $S.D = 6.37$ ) about approaches of peace education. The total mean score and standard deviation ( $M = 16.46$ ,  $S.D = 4.80$ ) about barriers of peace education according to their professional status. The highest mean score is 26.70 about approaches of peace education, while lowest mean score is 16.39 about aims of peace education. It is concluded that most of the respondents agreed with approaches of peace education according to their professional status.

Table 4.4.

*Descriptive Statistics of Concept of Peace, Concept of Peace Education, Aims of Peace Education, Content of Peace Education, Approaches of Peace Education and Barriers of Peace Education according to Gender*

Variables	G	N	Mean	Std. Deviation
Concept of Peace	Male	232	19.01	5.72
	Female	191	18.75	5.01
	Total	423	18.90	5.41
Concept of Peace Education	Male	232	24.51	6.30
	Female	191	24.81	5.15
	Total	423	24.65	5.80
Aims of Peace Education	Male	232	16.72	4.38
	Female	191	15.99	3.64
	Total	423	16.39	4.07
Content of Peace Education	Male	232	16.10	4.24
	Female	191	17.17	4.57
	Total	423	17.07	4.39
Approaches of Peace Education	Male	232	26.84	6.73
	Female	191	26.54	5.91
	Total	423	26.70	6.37
Barriers of Peace Education	Male	232	16.31	4.91
	Female	191	16.65	4.67
	Total	423	16.46	4.80

Table 4.4 represents about descriptive statistics of concept of peace, concept of peace education, aims of peace education, content of peace education, approaches of peace education and barriers of peace education according to gender. The total mean score and standard deviation (M= 18.90, S.D= 5.41) about concept of peace. The total mean score and standard deviation (M= 24.65, S.D= 5.80) about concept of peace education. The total mean score and

standard deviation (M= 16.39, S.D= 4.07) about aims of peace education. The total mean score and standard deviation (M= 17.07, S.D= 4.39) about content of peace education. The total mean score and standard deviation (M= 26.70, S.D= 6.37) about approaches of peace education. The total mean score and standard deviation (M= 16.46, S.D= 4.80) about barriers of peace education. The highest mean score is 26.70 approaches of peace education, while lowest mean score is 16.39 about aims of peace education. It is concluded that most of the respondents agreed with approaches of peace education.

Table 4.5.

*Gender difference among Concept of Peace, Concept of Peace Education, Aims of Peace Education, Content of Peace Education, Approaches of Peace Education and Barriers of Peace Education using independent sample t-test.*

Variables	Groups	N	Mean	S. Deviation	t-statistic	p-value
Concept of Peace	Male	232	19.02	5.72	.50	.30
	Female	191	18.75	5.01		
Concept of Peace Education	Male	232	24.51	6.30	-.53	.03
	Female	191	24.81	5.15		
Aims of Peace Education	Male	232	16.72	4.38	1.82	.02
	Female	191	15.99	3.64		
Content of Peace Education	Male	232	16.10	4.24	-.40	.43
	Female	191	17.17	4.57		
Approaches of Peace Education	Male	232	26.84	6.73	.48	.10
	Female	191	26.54	5.91		
Barriers of Peace Education	Male	232	16.31	4.91	-.72	.89
	Female	191	16.65	4.67		

Table 4.5 shows the gender difference among Concept of Peace, Concept of Peace Education, Aims of Peace Education, Content of Peace Education, Approaches of Peace Education and Barriers of Peace Education using independent sample t-test. The t-value and p-

value (t-statistic= .50, p-value= .30) about the concept of Peace. The t-value and p-value (t-statistic= -.53, p-value= .03) about the concept of Peace Education. The t-value and p-value (t-statistic= 1.82, p-value= .02) about the aims of Peace Education. The t-value and p-value (t-statistic= -.40, p-value= .43) about the content of Peace Education. The t-value and p-value (t-statistic=.48, p-value= .10) about the content of Peace Education. The t-value and p-value (t-statistic= -.72, p-value= .89) about the content of Peace Education.

Table 4.6.

*Professional Status difference among Concept of Peace, Concept of Peace Education, Aims of Peace Education, Content of Peace Education, Approaches of Peace Education and Barriers of Peace Education using independent sample t-test.*

Variables	Groups	N	Mean	Std. Deviation	t-statistic	p-value
Concept of Peace	Headmaster	99	19.02	6.08	.27	.01
	SST	324	18.86	5.19		
Concept of Peace Education	Headmaster	99	24.74	5.76	.18	.83
	SST	324	24.62	5.82		
Aims of Peace Education	Headmaster	99	16.46	4.70	.19	.00
	SST	324	16.37	3.87		
Content of Peace Education	Headmaster	99	17.06	4.07	-.03	.47
	SST	324	17.08	4.49		
Approaches of Peace Education	Headmaster	99	27.96	6.98	2.26	.25
	SST	324	26.32	6.13		
Barriers of Peace Education	Headmaster	99	17.54	4.63	2.56	.24
	SST	324	16.14	4.81		

Table 4.6 presents the Professional Status difference among Concept of Peace, Concept of Peace Education, Aims of Peace Education, Content of Peace Education, Approaches of Peace Education and Barriers of Peace Education using independent sample t-test. The t-value and p-value (t-statistic= .27, p-value= .01) about the concept of Peace. The t-value and p-value

(t-statistic= .18, p-value= .83) about the concept of Peace Education. The t-value and p-value (t-statistic= .19, p-value= .00) about the aims of Peace Education. The t-value and p-value (t-statistic= -.03, p-value= .47) about the content of Peace Education. The t-value and p-value (t-statistic= 2.26, p-value= .25) about the content of Peace Education. The t-value and p-value (t-statistic= 2.56, p-value= .24) about the content of Peace Education.

#### 4.7 ANALYSIS OF HEAD TEACHER'S QUESTIONNAIRE

Table 4.7.1

*Peace Means Absence of Violence*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	52	35	5	7	99	3.40	62.73*
Percentage	52.5	35.4	5.1	7.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.1 reveals that greater number heads of schools (68%) acknowledged that peace means absence of violence; while (7%) did not favour and only (5%), heads of schools were uncertain. The calculated value of Mean (3.40) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that greater number heads of schools agreed that peace means absence of violence.

Table 4.7.2

*Peace is a Non-Violent State of Mind*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	42	45	7	5	99	3.55	57.081*
Percentage	42.4	45.5	7.1	5.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.2 presents that greater number heads of schools (87%) acknowledged that peace is a non-violent state of mind, while (5%) did not agree the statement and (7%) heads of schools

were uncertain. The calculated value of Mean (3.55) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It reveals that a greater number heads of schools gave opinions that peace is a non-violent state of mind.

Table 4.7.3

*Peace Means Justice*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	34	42	7	14	2	99	3.08	30.952*
Percentage	34.5	42.4	7.1	14.1	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.7.3 depicts that greater number heads of schools (77%) believed that peace means justice; while (16%) did not agree the statement and (7%) heads of school were uncertain. The calculated value of Mean (3.08) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that a great number heads of schools approved that Peace means justice.

Table 4.7.4

*Peace Means Right to Choose*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	22	49	16	10	2	99	3.44	64.889*
Percentage	22.2	49.5	16.2	10.1	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

According to table 4.7.4 shows that greater number heads of school (72%) acknowledged that peace means right to choose, while (12%) disagreed the statement and (16%) head teachers were uncertain. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It was concluded

that maximum heads of school assumed that peace means right to choose.

Table 4.7.5

*Peace Means Availability of Basic Needs*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	26	45	16	10	2	99	3.65	55.596*
Percentage	26.3	45.5	16.2	10.1	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

As per table 4.7.5 specifies that greater number heads of school (72%) acknowledged that peace means availability of basic needs, while (12%) disagreed the statement and (16%) of heads of schools were uncertain. The calculated value of Mean (3.65) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads of schools anticipated that peace means availability of basic needs.

Table 4.7.6

*Peace is Reduction of Violence*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	29	61	4	5	99	3.43	86.98*
Percentage	29.3	61.6	4.0	5.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

According to table 4.7.6 reveals that greater number heads of schools (91%) acknowledged that peace is reduction of violence, while (5.1%) disagreed the statement and (4%) heads of schools were uncertain. The calculated value of Mean (3.43) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that a large number heads of schools supposed that peace is reduction of violence.

Table 4.7.7

*Peace is a Peaceful Situation at All Levels*

Description	SA	A	DA	Total	Mean Score	$\chi^2$
Frequency	48	48	3	99	3.01	40.909
Percentage	48.5	48.5	3.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 2.

Table 4.7.7 displays that greater number heads of schools (96%) stated that peace is a peaceful situation at all levels, while (3%) did not agree about the statement. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that a large number of the heads of schools assumed that peace is a peaceful situation at all levels.

Table 4.7.8

*Peace is Tranquility (Free from Stress)*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	41	48	3	7	99	3.22	64.60*
Percentage	41.4	48.5	3.0	7.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

As per table 4.7.8 reveals that greater number heads of schools (90%) revealed that peace is tranquility (free from stress), while (7%) heads of schools disagreed the statement as well as (3%) heads of schools were uncertain. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. Thus, it shows that maximum heads of schools approved that peace is tranquility (free from stress).



Table 4.7.9

*Peace Is the Condition of Well-Being*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	30	45	14	8	2	99	3.33	62.061*
Percentage	30.3	45.5	14.1	8.1	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.7.9 presents that greater number heads of schools (76%) thought that peace is the condition of well-being, while (10%) head of schools disagreed the statement as well as (14%) heads of schools were uncertain. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. Hence, it is concluded that maximum heads of schools assumed that peace is the condition of well-being.

Table 4.7.10

*Peace is a Calm Environment*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	35	51	9	4	99	3.35	59.505
Percentage	35.4	51.5	9.1	4.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.10 discloses that greater number heads of schools (86%) acknowledged that Peace is a calm environment, while (4%) disagreed the statement and (9%) heads of schools were uncertain. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum heads of schools favoured that Peace is a calm environment

Table no.4.7.10.1.

Combine table of Analysis from item no.4.7.1 to 4.7.10 regarding concept of Peace

Concept of peace	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.7.1	52	35	05	07	0	3.4	62.737
Table.no.4.7.2	42	45	7	05	0	3.5	57.081
Table.no.4.7.3	34	42	7	14	2	3.08	30.952
Table.no.4.7.4	22	49	16	10	2	3.44	64.889
Table.no.4.7.5	26	45	16	10	2	3.6	55.596
Table.no.4.7.6	29	61	4	5	0	3.4	86.980
Table.no.4.7.7	48	48	3	0	0	3.0	40.909
Table.no.4.7.8	41	48	3	7	0	3.2	64.603
Table.no.4.7.9	30	45	14	8	2	3.3	62.061
Table.no.4.7.10	35	51	9	4	0	3.3	59.505

Table 4.7.10.1 reveals that greater number heads of schools (87) agreed and (5) Uncertain, and (7) disagreed. The calculated value of Mean (3.40) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that greater number heads of schools agreed that peace means absence of violence. Greater number heads of schools (87) agreed and (7) Uncertain, and (5) disagreed. The calculated value of Mean (3.55) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value.

Hence, the statement is significant. It reveals that a greater number heads of schools gave opinions that peace is a non-violent state of mind. Greater number heads of schools (76) agreed and (14) Uncertain, and (2) disagreed. The calculated value of Mean (3.08) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that a great number heads of schools approved that Peace means justice. Greater number heads of schools (71) agreed and (16) Uncertain, and (12) disagreed. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It was concluded that maximum heads of school assumed that peace means right to choose. Greater number heads of schools (71) agreed and (16) Uncertain, and (12) disagreed. The calculated value of Mean (3.65) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum heads of schools anticipated that peace means availability of basic needs. Greater number heads of schools (91) agreed and (4) Uncertain, and (5) disagreed. The calculated value of Mean (3.43) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that a large number heads of schools supposed that peace is reduction of violence. Greater number heads of schools (96) agreed and (0) Uncertain, and (4) disagreed. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that a large number of the heads of schools assumed that peace is a peaceful situation at all levels. Greater number heads of schools (89) agreed and (3) Uncertain, and (7) disagreed. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. Thus, it shows that maximum heads of schools approved that peace is tranquility (free from stress). Greater number heads of schools (75) agreed and (14) Uncertain, and (2) disagreed. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-

statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. Hence, it is concluded that maximum heads of schools assumed that peace is the condition of well-being. Greater number heads of schools (86) agreed and (9) Uncertain, and (4) disagreed. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more r than the p-value. Hence, the statement is significant. It specifies that maximum heads of schools favored that Peace is a calm environment.

Table 4.7.11

*Peace Education Is a Process of Promoting Moral Values for Reducing Conflicts*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	34	59	4	2	99	3.66	89.16*
Percentage	34.3	59.6	4.0	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Greater number heads of schools (87) agreed and (7) Uncertain, and (5) disagreed. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. Therefore, it specifies that maximum heads of schools supposed that peace education is a process of promoting moral values for reducing conflicts.

Table 4.7.12

*Peace Education Is a Process of Developing Skills for Conflict Resolution*

Description	SA	A	DA	Total	Mean Score	$\chi^2$
Frequency	28	67	4	99	3.01	61.273*
Percentage	28.3	67.7	4.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 2.

Table 4.7.12 shows that greater number heads of schools (96%) stated that peace education is a process of developing skills for conflict resolution, whereas (4%) heads of schools disagreed

the statement. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum heads of schools assumed that peace education is a process of developing skills for conflict resolution.

Table 4.7.13

*Peace Education Is a Process of Moral Inclusion among People*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	27	50	13	9	99	3.00	41.56*
Percentage	27.3	50.5	13.1	9.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

As per table 4.7.13 directs that greater number heads of schools (78%) admitted that peace education is a process of moral inclusion among people, but (9%) heads of schools disagreed the statement as well as (13%) heads of schools were uncertain. The calculated value of Mean (3.00) favored the statement. The value of  $\chi^2$  is enumerated as (41.566), it is bigger than tabulated value at  $\alpha = 5\%$ . It shows that maximum heads of schools supposed that peace education is a process of moral inclusion among people.

Table 4.7.14

*Peace Education Enables the People to Handle Conflicts*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	31	65	1	2	99	3.88	110.73*
Percentage	31.3	65.7	1.0	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

According to table 4.7.14 shows that greater number heads of schools (96%) stated that peace education enables the people to handle conflicts, whereas (2%) disagreed the statement as well as (1%) heads of schools were uncertain. The calculated value of Mean (3.88) favored the

statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. Hence, it reveals that maximum heads of schools assumed that peace education enables the people to handle conflicts.

Table 4.7.15

*Peace Education Is a Capacity Building*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	24	42	21	12	99	3.01	19.182*
Percentage	24.2	42.4	21.2	12.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.15 displays that (66%) greater number heads of schools acknowledged that peace education is a capacity building, although (12%) heads of schools disagreed the statement whereas (21%) heads of schools were uncertain. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. Thus, it shows that maximum heads of schools favoured that peace education is a capacity building.

Table 4.7.16

*Peace Education Leads to Everlasting Peace at All Dimensions*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	36	46	9	8	99	3.10	44.717*
Percentage	36.4	46.5	9.1	8.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.16 shows that (83%) greater number heads of schools acknowledged that Peace education leads to everlasting peace at all dimensions, whereas (8%) heads of schools disagreed the statement as well as (9%) heads of schools were uncertain. The calculated value of Mean (3.10) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value.

Hence, the statement is significant. Thus, it reveals that maximum heads of schools supposed that peace education leads to everlasting peace at all dimensions.

Table 4.7.17

*Peace Education Is Mandatory For the Stability of the Country*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	44	44	5	6	99	3.44	59.909*
Percentage	44.4	44.4	5.1	6.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.17 reveals that (88%) greater number heads of schools acknowledged that peace education is mandatory for the stability of the country, whereas (6%) disagreed the statement as well as (5%) respondents were uncertain. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies maximum heads of schools supported that peace education is mandatory for the stability of the country.

Table 4.7.18

*Peace Education Instills the Spirit of Patriotism among People*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	22	53	23	1	99	3.33	55.465*
Percentage	22.2	53.5	23.2	1.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.18 directs that (76%) greater number heads of schools acknowledged that peace education instills the spirit of patriotism among people, while (1%) disagreed the statement and (23%) heads were uncertain. The calculated value of Mean (3.33) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads of schools understood that peace education instills the spirit of

patriotism among people.

Table 4.7.19

*Peace Education Cultivates Mutual Respect and Social Justice*

Description	SA	A	DA	Total	Mean Score	$\chi^2$
Frequency	25	70	4	99	3.39	68.909*
Percentage	25.3	70.7	4.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 2.

According to table 4.7.19 displays that (95%) greater number heads of schools approved that peace education cultivates mutual respect and social justice, whereas (4%) disagreed the statement. The calculated value of Mean (3.39) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads of schools understood that peace education cultivates mutual respect and social justice.

Table 4.7.20

*Peace Education Leads to Progress and National Security*

Description	SA	A	UNC	Total	Mean Score	$\chi^2$
Frequency	31	58	10	99	3.02	35.091*
Percentage	31.3	58.6	10.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 2.

Table 4.7.20 illustrates that (90%) greater number heads of schools acceded that peace education leads to progress and national security, however (10%) were uncertain the statement. The calculated value of Mean (3.02) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum heads of schools believed that peace education leads to progress and national security.



Table 4.7.21

*Peace Education Leads to Unity*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	33	51	12	3	99	3.11	56.273*
Percentage	33.3	51.5	12.1	3.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.21 specifies that (85%) greater number heads of schools agreed that Peace education leads to unity, although (3%) disagreed the statement while (12%) respondents were uncertain. The calculated value of Mean (3.11) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum heads of schools understood that Peace education leads to unity.

Table 4.7.22

*Understand the Dynamics of Social Harmony*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	23	55	16	5	99	3.41	55.949*
Percentage	23.2	55.6	16.2	5.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

As per table 4.7.22 directs that (78%) greater number heads of schools agreed that peace education enables people to understand the dynamics of social harmony, while (5%) disagreed the statement and (16%) head of schools were uncertain. The calculated value of Mean (3.41) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads supported that peace education enables people to understand the dynamics of social harmony.

Table 4.7.23

*Establishing Peaceful/Cordial Relations among the Nations*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	25	68	3	3	99	3.81	113.80*
Percentage	25.3	68.7	3.0	3.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.23 shows that (93%) greater number heads of schools agreed that peace education supports in establishing peaceful/cordial relations among the nations, whereas (3%) disagreed the statement as well as (3%) head of schools were uncertain. The calculated value of Mean (3.81) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It spectacles that maximum heads favoured that peace education supports in establishing peaceful/cordial relations among the nations.

*Table no.4.7.23.1.**Combine table of Analysis from item no.4.7.11 to 4.7.23 regarding concept of Peace Education*

Concept of peace education	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.7.11	34	59	4	02	0	3.66	89.162
Table.no.4.7.12	28	67	0	04	0	3.01	61.273
Table.no.4.7.13	27	50	13	09	0	3.00	41.566
Table.no.4.7.14	31	65	01	02	0	3.88	110.737
Table.no.4.7.15	24	42	21	12	0	3.10	19.182
Table.no.4.7.16	36	46	9	8	0	3.10	44.717

Table.no.4.7.17	44	44	5	6	0	3.44	59.909
Table.no.4.7.18	22	53	23	1	0	3.33	55.465
Table.no.4.7.19	25	70	0	4		3.39	68.909
Table.no.4.7.20	31	58	10	0	0	3.02	35.091
Table no.4.7.21	33	51	12	3	0	3.11	56.273
Table no.4.7.22	23	55	16	5	0	3.41	55.949
Table no.4.7.23	25	68	3	3	0	3.81	113.808

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Table 4.7.23.1 show that Greater number heads of schools (87) agreed and (7) Uncertain, and (5) disagreed. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. Therefore, it specifies that maximum heads of schools supposed that peace education is a process of promoting moral values for reducing conflicts. Greater number heads of schools (96) agreed and (0) Uncertain, and (4) disagreed. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that maximum heads of schools assumed that peace education is a process of developing skills for conflict resolution. Greater number heads of schools (77) agreed and (13) Uncertain, and (9) disagreed. The calculated value of Mean (3.00) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that maximum heads of schools supposed that peace education is a process of moral inclusion among people. Greater number heads of schools (96) agreed and (2) Uncertain, and (2) disagreed. The calculated value of Mean (3.88) favored the statement. Based

on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. Hence, it reveals that maximum heads of schools assumed that peace education enables the people to handle conflicts. Greater number heads of schools (66) agreed and (21) Uncertain, and (12) disagreed. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. Thus, it shows that maximum heads of schools favoured that peace education is a capacity building. Greater number heads of schools (83) agreed and (9) Uncertain, and (8) disagreed. The calculated value of Mean (3.10) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. Thus, it reveals that maximum heads of schools supposed that peace education leads to everlasting peace at all dimensions. Greater number heads of schools (88) agreed and (5) Uncertain, and (6) disagreed. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It specifies maximum heads of schools supported that peace education is mandatory for the stability of the country. Greater number heads of schools (76) agreed and (23) Uncertain, and (1) disagreed. The calculated value of Mean (3.33) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum heads of schools understood that peace education instills the spirit of patriotism among people. Greater number heads of schools (96) agreed and (0) Uncertain, and (4) disagreed. The calculated value of Mean (3.39) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum heads of schools understood that peace education cultivates mutual respect and social justice. Greater number heads of schools (89) agreed and (2) Uncertain, and (9) disagreed. The calculated value of Mean (3.02) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum heads of schools believed that peace education leads to progress and

national security. Greater number heads of schools (84) agreed and (12) Uncertain, and (3) disagreed. The calculated value of Mean (3.11) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum heads of schools understood that Peace education leads to unity. Greater number heads of schools (78) agreed and (16) Uncertain, and (5) disagreed. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum heads supported that peace education enables people to understand the dynamics of social harmony. Greater number heads of schools (93) agreed and (3) Uncertain, and (3) disagreed. The calculated value of Mean (3.81) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It spectacles that maximum heads favored that peace education supports in establishing peaceful/cordial relations among the nations.

Table 4.7.24

*Peace Education Aims To Develop the Ethical Values*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	37	48	7	7	99	3.50	53.364*
Percentage	37.7	48.5	7.1	7.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.24 directs that (85%) greater number heads of schools agreed that peace education aims to develop the ethical values, whereas (7%) disagreed the statement and (7%) head of schools were uncertain. The calculated value of Mean (3.50) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads supported that Peace education aims to develop the ethical values.

Table 4.7.25

*Peace Education Aims To Build a Culture of Peace in Society*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	37	60	1	1	99	3.76	101.84*
Percentage	37.4	60.6	1.0	1.0	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.25 shows that (97%) greater number heads of schools agreed that peace education aims to build a culture of peace in society, whereas (1%) disagreed the statement and (1%) heads of schools were uncertain. The calculated value of Mean (3.76) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It illustrates that maximum heads supported that peace education aims to build a culture of peace in society.

Table 4.7.26

*Provide Knowledge and Understanding about Peaceful Co-Existence*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	29	53	15	2	99	3.37	57.727*
Percentage	29.3	53.5	15.2	2.0	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.26 displays that greater number heads of schools (82%) acknowledged that peace education aims to provide knowledge and understanding about peaceful co-existence, but (2%) disagreed the statement and (15%) head of schools were uncertain. The calculated value of Mean (3.37) favored the statement. The value of  $\chi^2$  is enumerated as (57.727) and it is more than tabulated value at  $\alpha = 5\%$ . It shows that maximum heads favoured that peace education aims to provide knowledge and understanding about peaceful co-existence.

Table 4.7.27

*Aim of Teaching Peace Education Is To Empower Students*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	29	27	24	19	99	3.37	2.293**
Percentage	29.3	27.3	24.2	19.2	100		

\*\* The result is insignificant because  $p\text{-value} (0.514) > \alpha (0.05)$  at degrees of freedom = 3.

Table 4.7.27 shows that greater number heads of schools (56%) presented that the aim of teaching peace education is to empower students; while (19%) disagreed the statement as well as (24%) head of schools were uncertain. The calculated value of Mean (3.37) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is lower than the  $p\text{-value}$ . Hence, the statement is insignificant. It shows that maximum heads understood that the aim of teaching peace education is to empower students.

Table 4.7.28

*Shaping the Attitude of the Students Positively In the Classroom*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	34	59	2	4	99	3.80	89.162*
Percentage	34.3	59.6	2.0	4.0	100		

\*Result is declared significant ( $p\text{-value} = 0.0000$ ) at degrees of freedom = 3.

Table 4.7.28 shows that greater number heads of schools (93%) stated that peace education aims at shaping the attitude of the students positively in the classroom, but (4%) disagreed the statement and (2%) respondents were uncertain. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the  $p\text{-value}$ . Hence, the statement is significant. It specifies that maximum heads assumed that peace education aims at shaping the attitude of the students positively in the classroom.

Table 4.7.29

*Peace Education Teaches Rights and Responsibilities*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	23	62	7	7	99	3.79	81.646*
Percentage	23.2	62.6	7.1	7.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

According to table 4.7.29 directs that greater number heads of schools (85%) acknowledged that peace education teaches rights and responsibilities, whereas (7%) disagreed the statement as well as (7%) head of schools were uncertain. The calculated value of Mean (3.79) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that maximum heads supposed that Peace education teaches rights and responsibilities.

Table 4.7.30

*Peace Education Promotes Non-Competitive Classroom Environment*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	14	39	14	32	99	3.09	19.667*
Percentage	14.1	39.1	14.1	32.3	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.30 presents that greater number heads of schools (53%) stated that peace education promotes non-competitive classroom environment, however (32%) disagreed the statement and (14%) head of schools were uncertain. The calculated value of Mean (3.09) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads assumed that peace education promotes non-competitive classroom environment.



Table 4.7.31

*Peace Education Breaks Barrier within Self*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	25	44	11	19	99		
Percentage	25.3	44.4	11.1	19.2	100	3.44	23.949*

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

According to table 4.7.31 directs that greater number heads of schools (69%) admitted that peace education breaks barrier within self, whereas (19%) disagreed the statement and (11%) respondents were uncertain. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that maximum heads favoured that peace education breaks barrier within self.

Table no.4.7.31.1

*Combine table of Analysis from item no.4.7.24 to 4.7.31 regarding aims of Peace Education*

Aims of peace education	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.7.24	37	48	07	07	0	3.50	53.364
Table.no.4.7.25	37	60	1	1	0	3.76	101.848
Table.no.4.7.26	29	53	15	2	0	3.37	57.727
Table.no.4.7.27	29	27	24	19	0	3.37	2.293
Table.no.4.7.28	34	59	2	4	0	3.80	89.162
Table.no.4.7.29	23	62	7	7	0	3.79	81.646
Table.no.4.7.30	14	39	14	32	0	3.09	19.667

Table.no.4.7.31	25	44	11	19	0	3.44	23.949
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Table 4.7.31.1 shows that greater number heads of schools (85) agreed and (7) Uncertain, and (7) disagreed. The calculated value of Mean (3.50) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads supported that Peace education aims to develop the ethical values. Greater number heads of schools (97) agreed and (1) Uncertain, and (1) disagreed. The calculated value of Mean (3.76) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It illustrates that maximum heads supported that peace education aims to build a culture of peace in society. Greater number heads of schools (82) agreed and (15) Uncertain, and (2) disagreed. The calculated value of Mean (3.37) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads favoured that peace education aims to provide knowledge and understanding about peaceful co-existence. Greater number heads of schools (59) agreed and (24) Uncertain, and (19) disagreed. The calculated value of Mean (3.37) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is lower than the p-value. Hence, the statement is insignificant. It shows that maximum heads understood that the aim of teaching peace education is to empower students. Greater number heads of schools (93) agreed and (2) Uncertain, and (4) disagreed. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It specifies that maximum heads assumed that peace education aims at shaping the attitude of the students positively in the classroom. Greater number heads of schools (85) agreed and (7) Uncertain, and (7) disagreed. The calculated value of Mean (3.79) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It

shows that maximum heads supposed that Peace education teaches rights and responsibilities. Greater number heads of schools (53) agreed and (14) Uncertain, and (32) disagreed. The calculated value of Mean (3.09) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum heads assumed that peace education promotes non-competitive classroom environment. Greater number heads of schools (69) agreed and (11) Uncertain, and (19) disagreed. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum heads favoured that peace education breaks barrier within self.

Table 4.7.32

*Peace Education Is Study about Conflict Resolution*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	27	65	3	2	2	99	3.89	152.061*
Percentage	27.3	65.7	3.0	2.0	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.7.32 directs that large number heads of schools (92%) acknowledged that peace education is study about conflict resolution; while (4%) disagreed the statement and (3%) head of schools were uncertain. The calculated value of Mean (3.89) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads supported that peace education is study about conflict resolution.

Table 4.7.33

*Peace Education Is Study about Civic Education*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	14	58	14	13	99		
Percentage	14.1	58.6	14.1	13.1	100	3.40	59.586*

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.33 shows that greater number heads of school (72%) presented that peace education is study about civic education, while (13%) disagreed the statement and few (14%) head of schools were uncertain. The calculated value of Mean (3.40) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum head teachers understood that peace education is study about civic education.

Table 4.7.34

*Peace Education Is Study about Environmental Issues*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	22	39	16	20	2	99		
Percentage	22.2	39.4	16.2	20.2	2.0	100	3.22	35.596*

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.7.34 shows that greater number heads of schools (61%) presented that peace education is study about environmental issues, although (22%) disagreed the statement and (16%) head of schools were uncertain. The calculated value of Mean (3.22) favored the statement. The value of  $\chi^2$  is enumerated as (35.596), it is more than the tabulated value at 5% level of significance (i.e.  $\alpha = 0.05$ ). It specifies that maximum heads favoured that Peace education is study about environmental issues.

Table 4.7.35

*Peace Education Is Study about Human Rights*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	25	67	5	2	99		
Percentage	25.3	67.7	5.1	2.0	100	3.84	108.79*

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

According to table 4.7.35 specifies that greater number heads of school (92%) shown that peace education is study about human rights, while (2%) disagreed the statement and (5%) head of schools were uncertain. The calculated value of Mean (3.84) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that highest number of heads favoured that peace education is study about human rights.

Table 4.7.

*36 Peace Education Is Study about Democratic Education*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	19	55	12	13	99		
Percentage	19.2	55.6	12.1	13.1	100	3.03	50.455*

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.36 directs that greater number heads of schools (74%) said that peace education is study about democratic education, whereas (13%) disagreed the statement and few (12%) head of schools were uncertain. The calculated value of Mean (3.03) favored the statement. The value of  $\chi^2$  is enumerated as (50.455) and it is greater than the tabulated value at 5% level of significance (i.e.  $\alpha = 0.05$ ). It shows that maximum heads supported that peace education is study about democratic education.

Table 4.7.37

*Peace Education Teaches Multicultural Education*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	17	56	18	08	99	3.10	55.061*
Percentage	17.2	56.6	18.2	8.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.37 shows that greater number heads of schools (73%) presented that peace education teaches multicultural education, while (8%) disagreed the statement and (18%) heads of schools were uncertain. The calculated value of Mean (3.10) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It specifies that maximum heads supposed that Peace education teaches multicultural education.

Table 4.7.38

*Peace Education Provides the Developmental Education*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	8	50	18	23	99	3.02	39.061*
Percentage	8.1	50.5	18.2	23.2	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

As per table 4.7.38 specifies that greater number heads of schools (58%) acknowledged regarding peace education provides the developmental education, although (23%) disagreed the statement and (18%) head teachers of schools were uncertain. The calculated value of Mean (3.02) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that maximum heads supposed that peace education provides the developmental education.

Table 4.7.39

*Peace Education Gives Moral Education*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	24	68	5	2	99	3.80	112.27*
Percentage	24.2	68.7	5.1	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.39 shows that greater number heads of schools (92%) acknowledged regarding peace education gives moral education, however (2%) disagreed the statement and (5%) head teachers of schools were uncertain. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that maximum heads favoured that Peace education gives moral education

Table no.4.7.39.1

*Combine table of Analysis from item no.4.7.32 to 4.7.39 regarding contents of Peace Education*

Contents of peace education	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.7.32	27	65	3	2	2	3.89	152.061
Table.no.4.7.33	14	58	14	13	0	3.40	59.86
Table.no.4.7.34	22	39	16	20	2	3.22	35.596
Table.no.4.7.35	25	67	5	2	0	3.84	108.798
Table.no.4.7.36	19	55	12	13	99	3.03	50.455
Table.no.4.7.37	17	56	18	8	0	3.10	55.061
Table.no.4.7.38	8	50	18	23	0	3.02	39.061

Table.no.4.7.39	24	68	5	2	0	3.80	112.273
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Table 4.7.39.1 shows that greater number heads of schools (92) agreed and (3) Uncertain, and (4) disagreed. The calculated value of Mean (3.89) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum heads supported that peace education is study about conflict resolution. Greater number heads of schools (72) agreed and (14) Uncertain, and (13) disagreed. The calculated value of Mean (3.40) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It specifies that maximum head teachers understood that peace education is study about civic education. Greater number heads of schools (69) agreed and (20) Uncertain, and (2) disagreed. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It specifies that maximum heads favoured that Peace education is study about environmental issues. Greater number heads of schools (92) agreed and (5) Uncertain, and (2) disagreed. The calculated value of Mean (3.84) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is higher than the p-value. Hence, the statement is significant. It shows that highest number of heads favoured that peace education is study about human rights. Greater number heads of schools (74) agreed and (12) Uncertain, and (13) disagreed. The calculated value of Mean (3.03) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum heads supported that peace education is study about democratic education. Greater number heads of schools (73) agreed and (18) Uncertain, and (8) disagreed. The calculated value of Mean (3.10) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It specifies that maximum heads supposed that Peace education teaches multicultural education. Greater number heads of schools (58) agreed and (18) Uncertain, and



(23) disagreed. The calculated value of Mean (3.02) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum heads supposed that peace education provides the developmental education. Greater number heads of schools (92) agreed and (5) Uncertain, and (2) disagreed. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum heads favoured that Peace education gives moral education.

Table 4.7.40

*Introduced As a Separate Subject at Secondary Level*

Description	SA	A	DA	Total	Mean Score	$\chi^2$
Frequency	24	68	2	99	3.80	112.27*
Percentage	24.2	68.7	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.40 directs that greater number heads of schools (92%) acknowledged that peace education should be introduced as a separate subject at secondary level, whereas (2%) disagreed the statement. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads favoured that Peace education should be introduced as a separate subject at secondary level.

Table 4.7.41

*Peace Education Should Be Added As A Subject in the Section of General Education Course as A Compulsory Subject*

Description	SA	A	DA	Total	Mean Score	$\chi^2$
Frequency	40	37	22	99	2.77	5.636**
Percentage	40.4	37.4	22.2	100		

\*\*The result is insignificant because p-value (0.060) is more than the value of  $\alpha$  at degrees of freedom = 3.

According to table 4.7.41 specifies that greater number heads of schools (77%) acknowledged that peace education should be added as a subject in the section of general education course as a compulsory subject, whereas (22%) disagreed the statement. The calculated value of Mean (2.77) do not favour with statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is lower than the p-value. Hence, the statement is insignificant. It shows that largest number of the heads favoured that Peace education should be added as a subject in the section of general education course as a compulsory subject.

Table 4.7.42

*Include As a Subject in the Section of Elective Course*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	20	43	4	32	99	3.11	33.889*
Percentage	20.2	43.4	4.0	32.3	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.42 directs that greater number heads of schools (63%) acknowledged that peace education should include as a subject in the section of elective course, while (32%) disagreed the statement as well as (4%) respondents were uncertain. The calculated value of Mean (3.11) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the

statement is significant. It shows that maximum heads understood that Peace education should include as a subject in the section of elective course.

Table 4.7.43

*Introduced Through Unit Approach at Secondary Level*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	24	57	3	15	99	3.54	65.000*
Percentage	24.2	57.6	3.0	15.2	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.43 reveals that greater number heads of schools (81%) acknowledged that peace education should be introduced through unit approach at secondary level, whereas (15%) disagreed the statement and (3%) heads of schools were uncertain. The calculated value of Mean (3.54) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum heads of schools assumed that Peace education should be introduced through unit approach at secondary level.

Table 4.7.44

*Peace Education Should Be As a Unit in Textbook of 10<sup>th</sup> Urdu*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	22	51	1	25	99	3.32	50.939*
Percentage	22.2	51.5	1.0	25.3	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.44 directs that (73%) of the heads of schools acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Urdu, whereas (25%) disagreed the statement as well as (1%) respondents were uncertain. The calculated value of Mean (3.32) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum heads supposed that Peace education should be as a unit in textbook

of 10<sup>th</sup> Urdu.

Table 4.7.45

*Peace Education Should Be As a Unit in Textbook of 10<sup>th</sup> Pakistan Studies*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	23	55	1	20	99	3.43	60.798*
Percentage	23.2	55.6	1.0	20.2	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

According to table 4.7.45 directs that (78%) of the heads of schools acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Pakistan Studies, while (20%) disagreed the statement and (1%) respondents were uncertain. The calculated value of Mean (3.43) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> Pakistan Studies.

Table 4.7.46

*Peace Education Should Be As a Unit in Textbook of 10<sup>th</sup> Islamic Studies*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	26	52	1	20	99	3.17	53.768*
Percentage	26.2	52.5	1.0	20.2	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.46 depicts that (79%) of the heads of schools acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Islamic Studies, whereas (20%) disagreed the statement and (1%) heads of schools were uncertain. The calculated value of Mean (3.17) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> Islamic Studies.

Table 4.7.47

*Peace Education Should Be As a Unit in Textbook of 10<sup>th</sup> English*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	22	47	4	26	99	3.13	37.768*
Percentage	22.2	47.5	4.0	26.3	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.47 shows that (70%) of the heads of schools acknowledged that peace education should be as a unit in textbook of 10<sup>th</sup> English, while (26%) disagreed the statement and few (4%) heads of schools were uncertain. The calculated value of Mean (3.13) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum heads favoured that Peace education should be as a unit in textbook of 10<sup>th</sup> English.

Table 4.7.48

*Peace Education Should Be Introduced Through Integrated Approach*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	19	53	19	8	99	3.29	46.253*
Percentage	19.2	53.5	19.2	8.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.48 specifies that (72%) of the heads of schools acknowledged that peace education should be introduced through integrated approach, whereas (19%) disagreed the statement and (8%) heads of schools were uncertain. The calculated value of Mean (3.29) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads supposed that Peace education should be introduced through integrated approach.

Table 4.7.49

*Peace Education Should Be Taught Through an Interdisciplinary Approach*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	15	52	17	15	99	3.17	40.111*
Percentage	15.2	52.5	17.2	15.2	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.49 shows that (67%) of the heads of schools acknowledged that peace education should be taught through an interdisciplinary approach, while (15%) disagreed the statement and few (17%) heads of schools were uncertain. The calculated value of Mean (3.17) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads of schools favoured that Peace education should be taught through an interdisciplinary approach.

Table 4.7.50

*Included In the Disciplines of Sciences at Secondary Level*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	15	52	17	15	99	3.17	40.111*
Percentage	15.2	52.5	17.2	15.2	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.50 specifies that (67%) of the heads of schools acknowledged that peace education should be included in the disciplines of Sciences at secondary level, while (15%) disagreed the statement and (17%) heads of schools were uncertain. The calculated value of Mean (3.17) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum heads supposed that Peace education should be included in the disciplines of Sciences at secondary level.

Table 4.7.51

*Included In the Disciplines of Social Sciences at Secondary Level*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	3	33	12	51	99	3.42	56.273*
Percentage	3.0	33.3	12.1	51.5	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.51 reveals that (36%) of the heads of schools acknowledged that about Peace education should be included in the disciplines of Social Sciences at secondary level, while (51%) disagreed the statement as well as (12%) respondents were uncertain. The calculated value of Mean (3.42) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads assumed that Peace education should be included in the disciplines of Social Sciences at secondary level.

Table no.4.7.51.1

*Combine table of Analysis from item no.4.7.40 to 4.7.51 regarding approaches of peace education*

Inclusion of approaches of peace education	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.7.40	24	68	0	03	0	3.80	112.273
Table.no.4.7.41	40	37	0	22	0	2.77	5.636
Table.no.4.7.42	20	43	4	32	0	3.11	33.889
Table.no.4.7.43	24	57	3	15	0	3.54	65.000
Table.no.4.7.44	22	51	0	25	0	3.32	50.939
Table.no.4.7.45	23	55	1	20	0	3.43	60.798

Table.no.4.7.46	26	52	1	20	0	3.17	53.768
Table.no.4.7.47	22	47	4	26	0	3.13	37.768
Table.no.4.7.48	19	53	19	8	0	3.29	46.253
Table.no.4.7.49	15	52	17	15	0	3.17	40.111
Table.no.4.7.50	15	52	17	15	0	3.17	40.111
Table.no.4.7.51	3	33	12	51	0	3.42	56.273

Table no.4.7.51.1 shows greater number heads of schools (95) agreed and (2) Uncertain, and (2) disagreed. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads favoured that Peace education should be introduced as a separate subject at secondary level. Greater number heads of schools (77) agreed and (0) Uncertain, and (22) disagreed. The calculated value of Mean (2.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is lower than the p-value. Hence, the statement is insignificant. It shows that largest number of the heads favoured that Peace education should be added as a subject in the section of general education course as a compulsory subject. Greater number heads of schools (63) agreed and (4) Uncertain, and (32) disagreed. The calculated value of Mean (3.11) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads understood that Peace education should include as a subject in the section of elective course. Greater number heads of schools (81) agreed and (3) Uncertain, and (15) disagreed. The calculated value of Mean (3.54) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum heads of schools assumed that Peace education should be introduced



through unit approach at secondary level. Greater number heads of schools (73) agreed and (1) Uncertain, and (25) disagreed. The calculated value of Mean (3.32) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum heads supposed that Peace education should be as a unit in textbook of 10<sup>th</sup> Urdu. Greater number heads of schools (78) agreed and (1) Uncertain, and (20) disagreed. The calculated value of Mean (3.43) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> Pakistan Studies. Greater number heads of schools (78) agreed and (1) Uncertain, and (20) disagreed. The calculated value of Mean (3.17) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum heads assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> Islamic Studies. Greater number heads of schools (69) agreed and (4) Uncertain, and (26) disagreed. The calculated value of Mean (3.13) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum heads favoured that Peace education should be as a unit in textbook of 10<sup>th</sup> English. Greater number heads of schools (72) agreed and (19) Uncertain, and (8) disagreed. The calculated value of Mean (3.29) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum heads supposed that Peace education should be introduced through integrated approach. Greater number heads of schools (67) agreed and (17) Uncertain, and (15) disagreed. The calculated value of Mean (3.17) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum heads of schools favoured that Peace education should be taught through an interdisciplinary approach. Greater number heads of schools (67) agreed and (17) Uncertain, and (15) disagreed. The calculated value of Mean (3.17) favored the statement.

Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

It specifies that maximum heads supposed that Peace education should be included in the disciplines of Sciences at secondary level. Greater number heads of schools (36) agreed and (12) Uncertain, and (51) disagreed. The calculated value of Mean (3.42) favored the statement.

Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

It shows that maximum heads assumed that Peace education should be included in the disciplines of Social Sciences at secondary level.

Table 4.7.52

*Peace Education Can Face Inter Sectarian Problems*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	29	52	7	11	99	3.22	51.101*
Percentage	29.3	52.5	7.1	11.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.52 directs that (81%) of the heads of schools acknowledged that Peace education can face inter sectarian problems, while (11%) disagreed the statement and (7%) heads of schools were uncertain. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It specifies that maximum heads of schools understood that Peace education can face inter sectarian problems.

Table 4.7.53

*Lack of Political Will to Adopt Peace Education as a Part of Education Policy*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	24	38	22	15	99	3.02	11.263*
Percentage	24.2	38.4	22.2	15.2	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.53 specifies that (62%) of the heads of schools acknowledged that there is a lack of

political will to adopt peace education as a part of Education policy, while (15%) disagreed the statement and (22%) heads of schools were uncertain. The calculated value of Mean (3.02) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It specifies that maximum heads understood that there is a lack of political will to adopt peace education as a part of Education policy.

Table 4.7.54

*There Is a Lack of Financial Resources for Implementation of Peace Education*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	20	54	13	12	99	3.55	47.626*
Percentage	20.2	54.5	13.1	12.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

Table 4.7.54 shows that (74%) of the heads of schools acknowledged that there is a lack of financial resources for implementation of peace education, whereas (12%) disagreed the statement and few (13%) heads of schools were uncertain. The calculated value of Mean (3.55) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that maximum believed that there is a lack of financial resources for implementation of peace education.

Table 4.7.55

*Lack of Proper Understanding and Interest in Peace Education by All the Stakeholders*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	7	28	25	35	4	99	3.66	83.747*
Percentage	7.1	28.3	25.3	35.4	4.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.7.55 shows that (35%) of the heads of schools acknowledged that there is a lack of

proper understanding and interest in peace education by all the stakeholders, while (39%) disagreed the statement and (35%) heads of schools were uncertain. The calculated value of Mean (3.66) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that maximum heads assumed that there is a lack of proper understanding and interest in peace education by all the stakeholders.

Table 4.7.56

*Peace Education Will Not Be Implemented Due To Non-Availability of Instructional Materials*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	19	20	14	44	2	99	3.25	47.313*
Percentage	19.2	20.2	14.1	44.4	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.7.56 shows that (39%) of the heads of schools acknowledged that peace education will not be implemented due to non-availability of instructional materials, whereas (46%) disagreed the statement and (14%) heads of schools were uncertain. The calculated value of Mean (3.25) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that maximum heads assumed that Peace education will not be implemented due to non-availability of instructional materials.

Table 4.7.57

*There Is a Lack of Teachers' Skills and Knowledge Related Peace Education*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	19	46	2	29	3	99	3.63	69.232
Percentage	19.2	46.5	2.0	29.3	3.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.7.57 indicates that (65%) of the heads of schools acknowledged that there is a lack of teachers' skills and knowledge related peace education, while (32%) disagreed the statement and few (2%) respondents were uncertain. The calculated value of Mean (3.63) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It is concluded that maximum heads understood that there is a lack of teachers' skills and knowledge related peace education.

Table 4.7.58

*Effect of the Current Exams Oriented Teaching Methodology Is A Hurdle to Achieve the Integrated Objectives of Peace Education*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	13	46	11	27	2	99	3.57	59.535*
Percentage	13.1	46.5	11.1	27.3	2.0	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

According to table 4.7.58 shows that (59%) of the heads of schools acknowledged that the effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace education, whereas (29%) disagreed the statement as well as (11%) heads of schools were uncertain. The calculated value of Mean (3.57) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that maximum heads supposed that the effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace education.

Table no.4.7.58.1

*Combine table of Analysis from item no.4.7.52 to 4.7.58 regarding barriers regarding implementation of Peace Education*

Barriers regarding implementation of peace education	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.7.52	29	52	7	11	0	3.22	51.101
Table.no.4.7.53	24	48	22	15	0	3.02	11.263
Table.no.4.7.54	20	54	13	12	0	3.55	47.626
Table.no.4.7.55	7	28	25	35	4	3.66	83.747
Table.no.4.7.56	19	20	14	44	2	3.25	57.313
Table.no.4.7.57	19	46	2	29	3	3.63	69.232
Table.no.4.7.58	13	46	11	27	2	3.57	59.535

Table no.4.7.58.1 shows that greater number heads of schools (81) agreed and (7) Uncertain, and (11) disagreed. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It specifies that maximum heads of schools understood that Peace education can face inter sectarian problems. Greater number heads of schools (62) agreed and (22) Uncertain, and (15) disagreed. The calculated value of Mean (3.02) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It specifies that maximum heads understood that there is a lack of political will to adopt peace education as a part of Education policy. Greater number heads of schools (74) agreed and (13) Uncertain, and (12) disagreed.

The calculated value of Mean (3.55) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that maximum believed that there is a lack of financial resources for implementation of peace education. Greater number heads of schools (35) agreed and (25) Uncertain, and (39) disagreed. The calculated value of Mean (3.66) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that maximum heads assumed that there is a lack of proper understanding and interest in peace education by all the stakeholders. Greater number heads of schools (39) agreed and (14) Uncertain, and (46) disagreed. The calculated value of Mean (3.25) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that maximum heads assumed that Peace education will not be implemented due to non-availability of instructional materials. Greater number heads of schools (65) agreed and (2) Uncertain, and (32) disagreed. The calculated value of Mean (3.63) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It is concluded that maximum heads understood that there is a lack of teachers' skills and knowledge related peace education. Greater number heads of schools (59) agreed and (11) Uncertain, and (29) disagreed. The calculated value of Mean (3.57) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that maximum heads supposed that the effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace education.

## 4.8 ANALYSIS OF SST QUESTIONNAIRE

Table 4.8.1

*Peace Means Absence of Violence*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	157	147	8	10	2	324	3.98	392.451
Percentage	48.5	45.4	2.5	3.1	.6	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.1 shows that (93%) large number of the SST acknowledged that peace means absence of violence, while (4%) disagreed the statement and (3%) SST were uncertain. The calculated value of Mean (3.98) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' understood that Peace means absence of violence.

Table 4.8.2

*Peace is a Non-Violent State of Mind*

Description	SA	A	UNC	SDA	Total	Mean Score	$\chi^2$
Frequency	118	163	38	5	324	3.65	194.04*
Percentage	42.4	45.5	7.1	5.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 3.

According to table 4.8.2 directs that (87%) large number of the SST acknowledged that peace is a non-violent state of mind, while (5%) disagreed the statement and only (7%) respondents were uncertain. The calculated value of Mean (3.65) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that peace is a non-violent state of mind.



Table 4.8.3

*Peace Means Justice*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	116	141	32	29	6	324	3.79	219.79*
Percentage	35.8	43.5	9.9	9.0	1.9	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.3 specifies that (79%) large number of the SST acknowledged that peace means justice, while (11%) disagreed the statement as well as (10%) SST were uncertain. The calculated value of Mean (3.79) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' favoured that Peace means justice.

Table 4.8.4

*Peace Means Right to Choose*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	74	175	35	30	10	324	3.83	267.45*
Percentage	22.8	54.0	10.8	9.3	3.1	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

According to table 4.8.4 depicts that (76%) large number of the SST acknowledged that peace means right to choose, while (12%) disagreed the statement and only (9%) SST were uncertain. The calculated value of Mean (3.83) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It displays that maximum SSTs' favoured that Peace means right to choose.

Table 4.8.5

*Peace Means Availability of Basic Needs*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	82	165	43	30	4	324	3.78	242.576
Percentage	25.3	50.9	13.3	9.3	1.2	100		

\*Significant df= 4  $\chi^2$  at p-value 0.05= .000

Table 4.8.5 displays that (76%) large number of the SST acknowledged that peace means availability of basic needs, while (10%) disagreed the statement and (13%) SST were uncertain. The calculated value of Mean (3.78) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace means availability of basic needs.

Table 4.8.6

*Peace Is Reduction of Violence*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	98	170	38	16	2	324	3.92	296.49*
Percentage	30.2	52.5	11.7	4.9	.6	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.6 specifies that (83%) large number of the SST acknowledged that Peace is reduction of violence, while (5%) disagreed the statement and (12%) SST were uncertain. The calculated value of Mean (3.92) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' understood that peace is reduction of violence.

Table 4.8.7

*Peace Is a Peaceful Situation at All Levels*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	147	123	34	15	5	324	3.74	264.64*
Percentage	45.4	38.0	10.5	4.6	1.5	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.7 shows that (83%) large number of the SST acknowledged that Peace is a peaceful situation at all levels, whereas (6%) disagreed the statement as well as (11%) SST were uncertain. The calculated value of Mean (3.74) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' apprehended that Peace is a peaceful situation at all levels.

Table 4.8.8

*Peace Is Tranquility (Free From Stress)*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	132	148	29	14	1	324	3.94	298.93*
Percentage	40.7	45.7	9.0	4.3	.3	100		

\*Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.8 shows that (86%) large number of the SST acknowledged that peace is tranquility (free from stress), however (6%) disagreed the statement and (9%) respondents were uncertain. The calculated value of Mean (3.94) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that large number of the SSTs' thought that Peace is tranquility (free from stress).

Table 4.8.9

*Peace is the Condition of Well-Being*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	97	169	36	18	4	324	3.90	287.20*
Percentage	29.9	52.2	11.1	5.6	1.2	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.9 shows that (82%) large number of the SST acknowledged that peace is the condition of well-being, while (7%) disagreed the statement and (11%) SST were uncertain. The calculated value of Mean (3.90) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum SSTs' favoured that Peace is the condition of well-being.

Table 4.8.10

*Peace is a Calm Environment*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	122	157	33	8	4	324	3.97	304.11*
Percentage	37.7	48.5	10.2	2.5	1.2	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.10 reveals that (86%) large number of the SST acknowledged that peace is a calm environment, while (4%) disagreed the statement and (10%) SST were uncertain. The calculated value of Mean (3.97) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It reveals that maximum SSTs' understood that Peace is a calm environment.

Table no .4.8.10.1

*Combine table of Analysis from item no.4.8.1 to 4.8.10 regarding concept of Peace*

Concept of peace	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.8.1	157	147	8	10	2	3.98	392.451
Table.no.4.8.2	118	163	38	0	5	3.65	194.049
Table.no.4.8.3	116	141	32	29	6	3.79	219.796
Table.no.4.8.4	74	175	35	30	10	3.83	267.451
Table.no.4.8.5	82	165	43	30	4	3.78	242.576
Table.no.4.8.6	98	170	38	16	2	3.92	296.492
Table.no.4.8.7	147	123	34	15	5	3.74	264.642
Table.no.4.8.8	132	148	29	14	1	3.94	298.932
Table.no.4.8.9	97	169	36	18	4	3.90	287.204
Table.no.4.8.10	122	157	33	8	4	3.97	304.117

Table no .4.8.10.1 shows that most of the heads of schools (304) agreed and (8) Uncertain, and (2) disagreed. The calculated value of Mean (3.98) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' understood that Peace means absence of violence. Greater number heads of schools (267) agreed and (38) Uncertain, and (5) disagreed. The calculated value of Mean (3.65) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value.

Hence, the statement is significant. It directs that maximum SSTs' assumed that peace is a non-violent state of mind. Greater number heads of schools (257) agreed and (32) Uncertain, and (35) disagreed. The calculated value of Mean (3.79) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' favored that Peace means justice. Greater number heads of schools (249) agreed and (35) Uncertain, and (40) disagreed. The calculated value of Mean (3.83) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It displays that maximum SSTs' favoured that Peace means right to choose. Greater number heads of schools (247) agreed and (43) Uncertain, and (34) disagreed. The calculated value of Mean (3.78) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace means availability of basic needs. Greater number heads of schools (260) agreed and (38) Uncertain, and (18) disagreed. The calculated value of Mean (3.92) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' understood that peace is reduction of violence. Greater number heads of schools (270) agreed and (34) Uncertain, and (20) disagreed. The calculated value of Mean (3.74) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' apprehended that Peace is a peaceful situation at all levels. Greater number heads of schools (280) agreed and (29) Uncertain, and (15) disagreed. The calculated value of Mean (3.94) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that large number of the SSTs' thought that Peace is tranquility (free from stress). Greater number heads of schools (266) agreed, (36) Uncertain, and (22) disagreed. The calculated value of Mean (3.90) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies

that maximum SSTs' favoured that Peace is the condition of well-being. Greater number heads of schools (279) agreed, (8) Uncertain, and (2) disagreed. The calculated value of Mean (3.97) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It reveals that maximum SSTs' understood that Peace is a calm environment.

Table 4.8.11

*Peace Education Is a Process of Promoting Moral Values for Reducing Conflicts*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	123	186	10	5	324	3.75	291.43*
Percentage	38.0	57.4	3.1	1.5	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.11 directs that (95%) large number of the SST acknowledged that Peace education is a process of promoting moral values for reducing conflicts, while (2%) disagreed the statement but (3%) SST were uncertain. The calculated value of Mean (3.75) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' thought that Peace education is a process of promoting moral values for reducing conflicts.

Table 4.8.12

*Peace Education Is a Process of Developing Skills for Conflict Resolution*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	84	191	37	11	1	324	3.82	370.87*
Percentage	25.9	59.0	11.4	3.4	.3	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.12 directs that (84%) large number of the SST acknowledged that Peace education

is a process of developing skills for conflict resolution, whereas (4%) disagreed the statement and (11%) SST were uncertain. The calculated value of Mean (3.82) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' favoured that Peace education is a process of developing skills for conflict resolution.

Table 4.8.13

Peace education is a process of moral inclusion among people

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	96	173	38	11	6	324	3.77	304.79*
Percentage	29.6	53.4	11.7	3.4	1.9	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

According to table 4.8.13 shows that (83%) large number of the SST acknowledged that Peace education is a process of moral inclusion among people, while (5%) disagreed the statement and (12%) SST were uncertain. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' understood that Peace education is a process of moral inclusion among people.

Table 4.8.14

*Peace Education Enables the People to Handle Conflicts*

Description	SA	A	UNC	SDA	Total	Mean Score	$\chi^2$
Frequency	107	166	39	12	324	3.40	108.09*
Percentage	33.0	51.2	12.0	3.7	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.



Table 4.8.14 reveals that (84%) large number of the SST acknowledged that Peace education enables the people to handle conflicts, whereas (3%) disagreed the statement and (12%) SST were uncertain. The calculated value of Mean (3.40) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that Peace education enables the people to handle conflicts.

Table 4.8.15

*Peace Education Is a Capacity Building*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	82	165	56	19	2	324	3.69	253.93*
Percentage	25.3	50.9	17.3	5.9	.6	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.15 shows that (76%) large number of the SST acknowledged that Peace education is a capacity building, however (7%) disagreed the statement as well as (17%) SST were uncertain. The calculated value of Mean (3.69) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' supposed that Peace education is a capacity building.

Table 4.8.16

*Peace Education Leads to Everlasting Peace at All Dimensions*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	115	141	47	16	5	324	3.77	225.93*
Percentage	35.5	43.5	14.5	4.9	1.5	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.16 reveals that (79%) large number of the SST acknowledged that peace education

leads to everlasting peace at all dimensions, but (7%) disagreed the statement and (15%) SST were uncertain. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' understood that peace education leads to everlasting peace at all dimensions.

Table 4.8.17

*Peace Education Is Mandatory For the Stability of the Country*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	119	149	32	21	3	324	3.76	225.32*
Percentage	36.7	46.0	9.9	6.5	.9	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.17 reveals that (83%) large number of the SST acknowledged that peace education is mandatory for the stability of the country, whereas (8%) disagreed the statement and (10%) SST were uncertain. The calculated value of Mean (3.76) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' supposed that peace education is mandatory for the stability of the country.

Table 4.8.18

*Peace Education Instills the Spirit of Patriotism among People*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	85	171	53	13	2	324	3.87	259.88*
Percentage	26.2	52.8	16.4	4.0	.6	100		

\* Result is declared significant (p-value = 0.0000) at degrees of freedom = 4.

Table 4.8.18 presents that (79%) large number of the SST acknowledged that peace education instills the spirit of patriotism among people, although (5%) disagreed the statement and (16%)

SST were uncertain. The calculated value of Mean (3.87) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that large number of the SSTs, understood that peace education instills the spirit of patriotism among people.

Table 4.8.19

*Peace Education Cultivates Mutual Respect and Social Justice*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	111	174	29	10	324	3.42	213.50*
Percentage	34.3	53.7	9.0	3.1	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.19 directs that (88%) large number of the SST acknowledged that peace education cultivates mutual respect and social justice s, whereas (3%) disagreed the statement and (8%) SST were uncertain. The calculated value of Mean (3.42). favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that peace education cultivates mutual respect and social justice.

Table 4.8.20

*Peace Education Leads to Progress and National Security*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	124	164	28	7	1	324	3.90	341.21*
Percentage	38.3	50.6	8.6	2.2	.3	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.20 reveals that (89%) large number of the SST acknowledged that peace education

leads to progress and national security, although (2%) disagreed the statement as well as (9%) SST were uncertain. The calculated value of Mean (3.90) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' understood that Peace education leads to progress and national security.

Table 4.8.21

*Peace Education Leads to Unity*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	112	163	37	12	1	324	3.45	177.55*
Percentage	34.6	50.3	11.4	3.7	.3	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.21 shows that (85%) large number of the SST acknowledged that peace education leads to unity, whereas (4%) disagreed the statement as well as (11%) SST were uncertain. The calculated value of Mean (3.45) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that peace education leads to unity.

Table 4.8.22

*Peace Education Enables People to Understand the Dynamics of Social Harmony*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	94	162	54	14	324	3.33	147.506*
Percentage	29.0	50.0	16.7	4.3	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.22 directs that (79%) large number of the SST acknowledged that peace education enables people to understand the dynamics of social harmony, whereas (4%) disagreed the

statement as well as (17%) SST were uncertain. The calculated value of Mean (3.33) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' favoured that Peace education enables people to understand the dynamics of social harmony.

Table 4.8.23

*Establishing Peaceful/Cordial Relations among the Nations*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	90	170	42	18	4	324	3.66	279.45*
Percentage	27.8	52.5	13.0	5.6	1.2	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.23 directs that (80%) large number of the SST acknowledged that peace education supports in establishing peaceful/cordial relations among the nations, whereas (7%) disagreed the statement and (13%) SST were uncertain. The calculated value of Mean (3.66) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace education supports in establishing peaceful/cordial relations among the nations.

Table no.4.8.23.1

*Combine table of Analysis from item no.4.8.11 to 4.8.23 regarding concept of Peace Education*

Concept of peace education	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.8.11	123	186	10	5	0	3.75	291.432
Table.no.4.8.12	84	91	37	11	1	3.82	370.877
Table.no.4.8.13	86	173	38	11	6	3.77	304.796
Table.no.4.8.14	107	166	39	0	12	3.40	108.099
Table.no.4.8.15	82	165	56	19	2	3.69	253.932
Table.no.4.8.16	115	141	47	16	5	3.77	225.932
Table.no.4.8.17	119	149	32	21	3	3.76	225.321
Table.no.4.8.18	85	171	53	13	2	3.87	259.889
Table.no.4.8.19	111	174	29	10	0	3.42	213.506
Table.no.4.8.20	124	164	28	7	1	3.90	341.216
Table no.4.8.21	112	163	37	12	1	3.45	177.556
Table no.4.8.22	94	162	54	14	0	3.33	147.506
Table no.4.8.23	90	170	42	18	4	3.66	279.457

Table no.4.8.23.1 show that most of the heads of schools (309) agreed, (10) Uncertain, and (5) disagreed. The calculated value of Mean (3.75) favored the statement. Based on  $\chi^2$  test-

statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' thought that Peace education is a process of promoting moral values for reducing conflicts. Most of the heads of schools (275) agreed and (37) Uncertain, and (12) disagreed. The calculated value of Mean (3.82) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' favoured that Peace education is a process of developing skills for conflict resolution. Most of the heads of schools (269) agreed and (38) Uncertain, and (17) disagreed. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' understood that Peace education is a process of moral inclusion among people. Most of the heads of schools (273) agreed and (39) Uncertain, and (12) disagreed. The calculated value of Mean (3.40) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that Peace education enables the people to handle conflicts. Most of the heads of schools (247) agreed and (56) Uncertain, and (21) disagreed. The calculated value of Mean (3.69) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' supposed that Peace education is a capacity building. Most of the heads of schools (269) agreed and (47) Uncertain, and (21) disagreed. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' understood that peace education leads to everlasting peace at all dimensions. Most of the heads of schools (269) agreed and (32) Uncertain, and (24) disagreed. The calculated value of Mean (3.76) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' supposed that peace education is mandatory for the stability of the country. Most of the heads of schools (256) agreed and (53) Uncertain, and

(15) disagreed. The calculated value of Mean (3.87) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that large number of the SSTs, understood that peace education instills the spirit of patriotism among people. Most of the heads of schools (285) agreed and (29) Uncertain, and (10) disagreed. The calculated value of Mean (3.42) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is higher than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that peace education cultivates mutual respect and social justice. Most of the heads of schools (278) agreed and (28) Uncertain, and (8) disagreed. The calculated value of Mean (3.90) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' understood that Peace education leads to progress and national security. Most of the heads of schools (275) agreed, (37) Uncertain, and (13) disagreed. The calculated value of Mean (3.45) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that peace education leads to unity. Most of the heads of schools (265) agreed and (54) Uncertain, and (14) disagreed. The calculated value of Mean (3.33) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' favoured that Peace education enables people to understand the dynamics of social harmony. Most of the heads of schools (260) agreed and (42) Uncertain, and (22) disagreed. The calculated value of Mean (3.66) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace education supports in establishing peaceful/cordial relations among the nations.



Table 4.8.24

*Peace Education Aims To Develop the Ethical Values*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	108	186	24	6	324	3.38	254.66*
Percentage	33.3	57.4	7.4	1.9	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 3.

Table 4.8.24 directs that (91%) large number of the SST acknowledged that peace education aims to develop the ethical values, while (2%) disagreed the statement and few (7%) SST were uncertain. The calculated value of Mean (3.38) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace education aims to develop the ethical values.

Table 4.8.25

*Peace Education Aims To Build a Culture of Peace in Society*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	119	183	18	4	324	3.77	268.46*
Percentage	36.7	56.5	5.6	1.2	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 3.

According to table 4.8.25 shows that (92%) large number of the SST acknowledged that Peace education aims to build a culture of peace in society, although (2%) disagreed the statement as well as (6%) SST were uncertain. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' understood that Peace education aims to build a culture of peace in society.

Table 4.8.26

*Peace Education Aims To Provide Knowledge and Understanding about Peaceful Co-Existence*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	98	175	39	10	2	324	3.87	321.89*
Percentage	30.2	54.0	12.0	3.1	.6	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.26 shows that (84%) large number of the SST acknowledged that peace education aims to provide knowledge and understanding about peaceful co-existence, whereas (4%) disagreed the statement and (12%) respondents were uncertain. The calculated value of Mean (3.87) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It specifies that maximum SSTs favoured that Peace education aims to provide knowledge and understanding about peaceful co-existence.

Table 4.8.27

*Aim of Teaching Peace Education Is To Empower Students*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	73	165	69	13	4	324	3.53	254.70*
Percentage	22.5	50.9	21.3	4.0	1.2	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.27 shows that (73%) large number of the SST acknowledged that the aim of teaching peace education is to empower students, however (5%) disagreed the statement as well as (22%) SST were uncertain. The calculated value of Mean (3.53) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It

directs that maximum SSTs' assumed that the aim of teaching peace education is to empower students.

Table 4.8.28

*Peace Education Aims at Shaping the Attitude of the Students Positively In the Classroom*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	88	191	33	12	2	324	3.80	237.210
Percentage	27.2	59.0	10.0	3.7	.6	100		

\*Significant df= 4  $\chi^2$  at p-value 0.05= .000

According to table 4.8.28 reveals that (86%) large number of the SST acknowledged that peace education aims at shaping the attitude of the students positively in the classroom, whereas (4%) disagreed the statement as well as (10%) SST were uncertain. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that peace education aims at shaping the attitude of the students positively in the classroom.

Table 4.8.29

*Peace Education Teaches Rights and Responsibilities*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	92	169	38	25	324	3.44	158.64*
Percentage	28.4	52.2	11.7	7.7	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 3.

According to table 4.8.29 shows that (83%) large number of the SST acknowledged that peace education teaches rights and responsibilities, whereas (8%) disagreed the statement as well as (12%) SST were uncertain. The calculated value of Mean (3.44) favored the statement. Based

on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' favoured that peace education teaches rights and responsibilities.

Table 4.8.30

*Peace Education Promotes Non-Competitive Classroom Environment*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	46	121	80	60	17	324	2.97	93.377*
Percentage	14.2	37.3	24.7	18.5	5.2	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.30 shows that (50%) large number of the SST acknowledged that Peace education promotes non-competitive classroom environment, but (25%) disagreed the statement as well as (25%) respondents were uncertain. The calculated value of Mean (2.97) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that higher number of the SSTs' understood that Peace education promotes non-competitive classroom environment.

Table 4.8.31

*Peace Education Breaks Barrier within Self*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	54	149	78	36	7	324	3.22	178.25*
Percentage	16.7	46.0	24.1	11.1	2.2	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.31 displays that (62%) large number of the SST acknowledged that peace education breaks barrier within self, but (13%) disagreed the statement and (24%) SST were uncertain. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It reveals that

larger number of the SSTs' understood that peace education breaks barrier within self.

Table no.4.8.31.1

*Combine table of Analysis from item no.4.8.24 to 4.8.31 regarding aims of Peace Education*

Aims of peace education	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.8.24	108	186	24	06	0	3.38	254.667
Table.no.4.8.25	119	183	18	4	0	3.77	268.469
Table.no.4.8.26	98	175	39	10	2	3.87	321.895
Table.no.4.8.27	73	165	69	13	4	3.53	254.704
Table.no.4.8.28	88	191	33	12	2	3.80	237.210
Table.no.4.8.29	92	169	38	25	0	3.44	158.642
Table.no.4.8.30	46	121	80	60	17	2.97	93.377
Table.no.4.8.31	54	149	78	36	7	3.22	178.253

Table no.4.8.31.1 shows that most of the heads of schools (294) agreed, (24) Uncertain, and (6) disagreed. The calculated value of Mean (3.38) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace education aims to develop the ethical values. Most of the heads of schools (302) agreed, (18) Uncertain, and (4) disagreed. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' understood that Peace education aims to build a culture of peace in society. Most of the heads of schools (273) agreed, (39)

Uncertain, and (12) disagreed. The calculated value of Mean (3.87) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum SSTs favoured that Peace education aims to provide knowledge and understanding about peaceful co-existence. Most of the heads of schools (238) agreed, (69) Uncertain, and (17) disagreed. The calculated value of Mean (3.53) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that the aim of teaching peace education is to empower students. Most of the heads of schools (279) agreed, (33) Uncertain, and (24) disagreed. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that peace education aims at shaping the attitude of the students positively in the classroom. Most of the heads of schools (269) agreed, (38) Uncertain, and (25) disagreed. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' favoured that peace education teaches rights and responsibilities. Most of the heads of schools (167) agreed, (80) Uncertain, and (77) disagreed. The calculated value of Mean (2.97) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that higher number of the SSTs' understood that Peace education promotes non-competitive classroom environment. Most of the heads of schools (203) agreed, (78) Uncertain, and (43) disagreed. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It reveals that larger number of the SSTs' understood that peace education breaks barrier within self.

Table 4.8.32

*Peace Education Is Study about Conflict Resolution*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	83	189	34	17	1	324	3.94	355.87*
Percentage	25.6	58.3	10.5	5.2	.3	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4

Table 4.8.32 specifies that (84%) large number of the SST acknowledged that Peace education is study about conflict resolution, whereas (5%) disagreed the statement as well as (11%) SST were uncertain. The calculated value of Mean (3.94) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supported that Peace education is study about conflict resolution.

Table 4.8.33

*Peace Education Is Study about Civic Education*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	45	183	64	30	2	324	3.90	301.21*
Percentage	13.9	56.5	19.8	9.3	.6	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.33 shows that (80%) large number of the SST acknowledged that Peace education is study about civic education, whereas (10%) disagreed the statement and (20%) SST were uncertain. The calculated value of Mean (3.90) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace education is study about civic education.

Table 4.8.34

*Peace Education Is Study about Environmental Issues*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	60	135	76	49	4	324	3.88	305.93*
Percentage	18.5	41.7	23.5	15.1	1.2	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.34 shows that (60%) large number of the SST acknowledged that Peace education is study about environmental issues, whereas (16%) disagreed the statement as well as (24%) SST were uncertain. The calculated value of Mean (3.88) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace education is study about environmental issues.

Table 4.8.35

*Peace Education Is Study about Human Rights*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	101	172	27	15	9	324	3.78	282.82*
Percentage	31.2	53.1	8.3	4.6	2.8	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.35 shows that (84%) large number of the SST acknowledged that peace education is study about human rights, whereas (8%) disagreed the statement as well as (8%) SST were uncertain. The calculated value of Mean (3.78) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' stated that Peace education is study about human rights.



Table 4.8.36

*Peace Education Is Study about Democratic Education*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	65	180	43	28	8	324	3.65	179.858
Percentage	20.1	55.6	13.3	8.6	2.5	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.36 indicates that (76%) large number of the SST acknowledged that Peace education is study about democratic education, whereas (12%) disagreed the statement as well as (13%) respondents were uncertain. The calculated value of Mean (3.65) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It reveals that maximum SSTs' thought that Peace education is study about democratic education.

Table 4.8.37

*Peace Education Teaches Multicultural Education*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	60	149	76	32	7	324	3.73	286.49*
Percentage	18.5	46.0	23.5	9.9	2.2	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

As per table 4.8.37 directs that (65%) large number of the SST acknowledged that Peace education teaches multicultural education, whereas (11%) disagreed the statement as well as (24%) value of  $\chi^2$  was respondents were uncertain. The calculated value of Mean (3.73) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that Peace education teaches

multicultural education.

Table 4.8.38

*Peace Education Provides the Developmental Education*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	59	182	41	35	7	324	3.70	350.034
Percentage	18.2	56.2	12.7	10.8	2.2	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.38 shows that (74%) large number of the SST acknowledged that peace education provides the developmental education, whereas (13%) disagreed the statement as well as (13%) SST were uncertain. The calculated value of Mean (3.70) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' supported that Peace education provides the developmental education.

Table 4.8.39

*Peace Education Gives Moral Education*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	211	168	28	5	2	324	3.70	290.84*
Percentage	37.3	51.9	8.6	1.5	.6	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

As per table 4.8.39 directs that (89%) large number of the SST acknowledged that peace education gives moral education, whereas (2%) disagreed the statement as well as (9%) SST were uncertain. The calculated value of Mean (3.70) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that

maximum SSTs' assumed that peace education gives moral education.

Table no.4.8.39.1

*Combine table of Analysis from item no.4.8.32 to 4.8.39 regarding contents of Peace Education*

Contents of peace education	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.8.32	83	189	34	17	1	3.94	355.877
Table.no.4.8.33	45	183	64	30	2	3.90	301.216
Table.no.4.8.34	60	135	76	49	4	3.88	305.938
Table.no.4.8.35	101	172	27	15	9	3.78	282.821
Table.no.4.8.36	65	180	43	28	8	3.65	179.858
Table.no.4.8.37	60	149	76	32	7	3.73	286.496
Table.no.4.8.38	59	182	41	35	7	3.70	350.034
Table.no.4.8.39	211	168	28	5	2	3.70	290.846

Table no.4.8.39.1 shows that most of the heads of schools (266) agreed, (34) Uncertain, and (18) disagreed. The calculated value of Mean (3.94) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supported that Peace education is study about conflict resolution. Most of the heads of schools (218) agreed, (64) Uncertain, and (32) disagreed. The calculated value of Mean (3.90) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace education is study about civic education. Most of the heads of schools (195) agreed, (76)

Uncertain, and (53) disagreed. The calculated value of Mean (3.88) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace education is study about environmental issues. Most of the heads of schools (273) agreed, (27) Uncertain, and (24) disagreed. The calculated value of Mean (3.78) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' stated that Peace education is study about human rights. Most of the heads of schools (245) agreed, (43) Uncertain, and (36) disagreed. The calculated value of Mean (3.65) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It reveals that maximum SSTs' thought that Peace education is study about democratic education. Most of the heads of schools (239) agreed, (76) Uncertain, and (39) disagreed. The calculated value of Mean (3.73) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that Peace education teaches multicultural education. Most of the heads of schools (241) agreed, (41) Uncertain, and (42) disagreed. The calculated value of Mean (3.70) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' supported that Peace education provides the developmental education. Most of the heads of schools (279) agreed, (28) Uncertain, and (7) disagreed. The calculated value of Mean (3.70) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that peace education gives moral education.

Table 4.8.40

*Peace Education Should Be Introduced As a Separate Subject at Secondary Level*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	105	166	24	26	3	324	3.55	199.36*
Percentage	32.4	51.2	7.4	8.0	.9	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.40 reveals that (83%) large number of the SST acknowledged that Peace education should be introduced as a separate subject at secondary level, whereas (9%) disagreed the statement as well as (7%) respondents were uncertain. The calculated value of Mean (3.55) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It displays that maximum SSTs' assumed that Peace education should be introduced as a separate subject at secondary level.

Table 4.8.41

*Added As A Subject in the Section of General Education Course as A Compulsory Subject*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	66	158	36	57	7	324	3.50	177.69*
Percentage	20.4	48.8	11.1	17.6	2.2	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.41 directs that (69%) large number of the SST acknowledged that peace education should be added as a subject in the section of general education course as a compulsory subject, whereas (20%) disagreed the statement as well as only (11%) SST were uncertain. The calculated value of Mean (3.50) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum

SSTs' favoured that Peace education should be added as a subject in the section of general education course as a compulsory subject.

Table 4.8.42

*Peace Education Should Include As a Subject in the Section of Elective Course*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	58	154	43	59	10	324	3.50	170.69*
Percentage	17.9	47.5	13.3	18.2	3.1	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.42 shows that (65%) large number of the SST acknowledged that Peace education should include as a subject in the section of elective course, whereas (21%) disagreed the statement but (13%) SST were uncertain. The calculated value of Mean (3.50) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum SSTs' favoured that peace education should include as a subject in the section of elective course.

Table 4.8.43

*Introduced Through Unit Approach at Secondary Level*

Description	SA	A	UNC	DA	Total	Mean Score	$\chi^2$
Frequency	59	210	41	14	324	3.90	374.61*
Percentage	18.2	64.8	12.7	4.3	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.43 presents that (83%) large number of the SST acknowledged that Peace education should be introduced through unit approach at secondary level, whereas (4%) disagreed the statement but (13%) SST were uncertain about the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$

is bigger than the p-value. Hence, the statement is significant. The calculated value of Mean (3.90) favored the statement. It shows that maximum SSTs' assumed that peace education should be introduced through unit approach at secondary level.

Table 4.8.44

*Peace Education Should Be As a Unit in Textbook of 10<sup>th</sup> Urdu*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	63	199	28	30	4	324	3.97	360.50*
Percentage	19.4	61.4	8.6	9.3	1.2	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.44 directs that (81%) large number of the SST acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Urdu, whereas (10%) disagreed the statement but (9%) SST were uncertain. The calculated value of Mean (3.97) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that higher number of the SSTs' assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> Urdu.

Table 4.8.45

*Peace Education Should Be As a Unit in Textbook of 10<sup>th</sup> Pakistan Studies*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	65	196	27	31	5	324	3.94	384.27*
Percentage	20.1	60.5	8.3	9.6	1.5	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.45 reveals that (81%) large number of the SST acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Pakistan Studies, whereas (12%) disagreed the

statement but (8%) SST were uncertain. The calculated value of Mean (3.94) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It presents that maximum SSTs assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> Pakistan Studies.

Table 4.8.46

*Peace Education Should Be As a Unit in Textbook of 10<sup>th</sup> Islamic Studies*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	90	192	28	12	2	324	3.64	258.03*
Percentage	27.8	59.3	8.6	3.7	.6	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.46 directs that (87%) large number of the SST acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Islamic Studies, whereas (5%) disagreed the statement but (9%) respondents were uncertain. The calculated value of Mean (3.64) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> Islamic Studies.

Table 4.8.47

*Peace Education Should Be As a Unit in Textbook of 10<sup>th</sup> English*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	63	171	61	28	1	324	3.84	287.14*
Percentage	19.4	52.8	18.8	8.6	.3	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.47 shows that (71%) large number of the SST acknowledged that peace education should be as a unit in textbook of 10<sup>th</sup> English, whereas (9%) disagreed the statement



but (19%) SST responses uncertain. The calculated value of Mean (3.84) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that most of the SSTs' assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> English.

Table 4.8.48

*Peace Education Should Be Introduced Through Integrated Approach*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	63	178	60	18	5	324	3.77	281.556
Percentage	19.4	54.9	18.5	5.6	1.5	100		

\*Significant df= 4  $\chi^2$  at p-value 0.05= .000

As per table 4.8.48 directs that (74%) large number of the SST acknowledged that peace education should be introduced through integrated approach, whereas (7%) disagreed the statement but (19%) SST responses uncertain. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that Peace education should be introduced through integrated approach.

Table 4.8.49

*Peace Education Should Be Taught Through an Interdisciplinary Approach*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	54	175	73	19	3	324	3.05	106.00*
Percentage	16.7	54.0	22.5	5.9	.9	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.49 shows that (71%) large number of the SST acknowledged that peace education

should be taught through an interdisciplinary approach, whereas (6%) disagreed the statement but (23%) SST were uncertain. The calculated value of Mean (3.05) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace education should be taught through an interdisciplinary approach.

Table 4.8.50

*Included In the Disciplines of Sciences at Secondary Level*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	37	123	70	79	15	324	3.73	252.883
Percentage	11.4	38.0	21.6	24.4	4.6	100		

\*Significant df= 4  $\chi^2$  at p-value 0.05= .000

Table 4.8.50 reveals that (49%) large number of the SST acknowledged that peace education should be included in the disciplines of Sciences at secondary level, whereas (29%) disagreed the statement but (22%) SST were uncertain. The calculated value of Mean (3.73) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs assumed that peace education should be included in the disciplines of Sciences at secondary level.

Table 4.8.51

*Included In the Disciplines of Social Sciences at Secondary Level*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	81	169	36	30	8	324	3.62	228.03*
Percentage	25.0	52.2	11.1	9.3	2.5	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.51 reveals that (77%) large number of the SST acknowledged that peace

education should be included in the disciplines of Social Sciences at secondary level, whereas (12%) disagreed the statement but (11%) SST were uncertain. The calculated value of Mean (3.62) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that Peace education should be included in the disciplines of Social Sciences at secondary level.

Table no. 4.8.51.1

*Combine table of Analysis from item no.4.8.40 to 4.8.51 regarding approaches of peace education*

Inclusion of approaches of peace education	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.8.40	105	166	24	26	3	3.55	199.364
Table.no.4.8.41	66	158	36	57	7	3.50	177.698
Table.no.4.8.42	58	154	43	59	10	3.50	170.690
Table.no.4.8.43	59	210	41	14	0	3.90	374.611
Table.no.4.8.44	63	199	28	30	4	3.97	360.506
Table.no.4.8.45	65	196	27	31	5	3.94	384.272
Table.no.4.8.46	90	192	28	12	2	3.64	258.037
Table.no.4.8.47	63	171	61	28	1	3.84	287.142
Table.no.4.8.48	63	178	60	18	5	3.77	281.556
Table.no.4.8.49	54	175	73	19	3	3.05	106.000
Table.no.4.8.50	37	123	70	79	15	3.73	252.883

Table.no.4.8.51	81	169	36	30	8	3.62	228.037
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Table no. 4.8.51.1 shows that most of the heads of schools (271) agreed, (24) Uncertain, and (29) disagreed. The calculated value of Mean (3.55) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It displays that maximum SSTs' assumed that Peace education should be introduced as a separate subject at secondary level. Most of the heads of schools (224) agreed, (36) Uncertain, and (64) disagreed. The calculated value of Mean (3.50) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' favoured that Peace education should be added as a subject in the section of general education course as a compulsory subject. Most of the heads of schools (212) agreed, (43) Uncertain, and (69) disagreed. The calculated value of Mean (3.50) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It specifies that maximum SSTs' favoured that peace education should include as a subject in the section of elective course. Most of the heads of schools (269) agreed, (41) Uncertain, and (14) disagreed. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. The calculated value of Mean (3.90) favored the statement. It shows that maximum SSTs' assumed that peace education should be introduced through unit approach at secondary level. Most of the heads of schools (262) agreed, (28) Uncertain, and (34) disagreed. The calculated value of Mean (3.97) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  bigger than the p-value. Hence, the statement is significant. It directs that higher number of the SSTs' assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> Urdu. Most of the heads of schools (259) agreed, (27) Uncertain, and (36) disagreed. The calculated value of Mean (3.94) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It presents that maximum SSTs assumed that Peace education should be as a unit

in textbook of 10<sup>th</sup> Pakistan Studies. Most of the heads of schools (282) agreed, (28) Uncertain, and (14) disagreed. The calculated value of Mean (3.64) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> Islamic Studies. Most of the heads of schools (234) agreed, (61) Uncertain, and (29) disagreed. The calculated value of Mean (3.84) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that most of the SSTs' assumed that Peace education should be as a unit in textbook of 10<sup>th</sup> English. Most of the heads of schools (231) agreed, (60) Uncertain, and (23) disagreed. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that Peace education should be introduced through integrated approach. Most of the heads of schools (229) agreed, (73) Uncertain, and (22) disagreed. The calculated value of Mean (3.05) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that Peace education should be taught through an interdisciplinary approach. Most of the heads of schools (160) agreed, (70) Uncertain, and (94) disagreed. The calculated value of Mean (3.73) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that maximum SSTs assumed that peace education should be included in the disciplines of Sciences at secondary level. Most of the heads of schools (250) agreed, (36) Uncertain, and (39) disagreed. The calculated value of Mean (3.62) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that Peace education should be included in the disciplines of Social Sciences at secondary level.

Table 4.8.52

*Peace Education Can Face Inter Sectarian Problems*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	68	165	53	33	5	324	3.57	233.37*
Percentage	21.0	50.9	16.4	10.2	1.5	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.52 presents that (72%) large number of the SST acknowledged that peace education can face inter sectarian problems, whereas (12%) disagreed the statement but (16%) SST were uncertain. The calculated value of Mean (3.57) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that maximum SSTs' favoured that Peace education can face inter sectarian problems.

Table 4.8.53

*Lack of Political Will to Adopt Peace Education as a Part of Education Policy*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	75	163	56	28	2	324	3.34	148.93*
Percentage	23.1	50.3	17.3	8.6	.6	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

As per table 4.8.53 presents that (73%) large number of the SST acknowledged that there is a lack of political will to adopt peace education as a part of Education policy, whereas (10%) disagreed the statement but (17%) SST were uncertain. The calculated value of Mean (3.34) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that there is a lack of political will to adopt peace education as a part of Education policy.

Table 4.8.54

*There Is a Lack of Financial Resources for Implementation of Peace Education*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	62	146	49	54	13	324	3.30	156.93*
Percentage	19.1	45.1	15.1	16.7	4.0	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.54 reveals that (64%) large number of the SST acknowledged that there is a lack of financial resources for implementation of peace education, whereas (21%) disagreed the statement but (15%) SST were uncertain. The calculated value of Mean (3.30) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that there is a lack of financial resources for implementation of peace education.

Table 4.8.55

*Lack of Proper Understanding and Interest in Peace Education by All the Stakeholders*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	76	188	43	14	3	324	3.88	342.26*
Percentage	23.5	58.0	13.3	4.3	.9	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

According to table 4.8.55 directs that (81%) large number of the SST acknowledged that there is a lack of proper understanding and interest in peace education by all the stakeholders, whereas (5%) disagreed with the statement but (14%) SST were uncertain. The calculated value of Mean (3.88) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that there is

a lack of proper understanding and interest in peace education by all the stakeholders.

Table 4.8.56

*Peace Education Will Not Be Implemented Due To Non-Availability of Instructional Materials*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	47	147	66	56	8	324	3.03	160.16*
Percentage	14.5	45.4	20.4	17.3	2.5	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.56 reveals that (60%) large number of the SST acknowledged that peace education will not be implemented due to non-availability of instructional materials, whereas (20%) disagreed the statement but (20%) respondents were uncertain. The calculated value of Mean (3.03) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that peace education will not be implemented due to non-availability of instructional materials.

Table 4.8.57

*There Is a Lack of Teachers' Skills and Knowledge Related Peace Education*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	69	146	42	61	6	324	3.22	163.62*
Percentage	21.3	45.1	13.0	18.8	1.9	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

As per table 4.8.57 reveals that (66%) large number of the SST acknowledged that there is a lack of teachers' skills and knowledge related peace education, whereas (21%) disagreed the statement but (13%) SST were uncertain. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement



is significant. It shows that maximum SSTs' supposed that there is a lack of teachers' skills and knowledge related peace education.

Table 4.8.58

*Effect of the Current Exams Oriented Teaching Methodology Is A Hurdle to Achieve the Integrated Objectives of Peace Education*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	$\chi^2$
Frequency	70	154	47	43	10	324	3.42	181.77*
Percentage	21.6	47.5	14.5	13.3	3.1	100		

\* Result is declared significant (p-value = 0.0000) with degrees of freedom = 4.

Table 4.8.58 shows that (69%) large number of the SST acknowledged that the effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace education, whereas (16%) disagreed the statement but (15%) SST were uncertain. The calculated value of Mean (3.42) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It directs that maximum SSTs' supposed that the effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace education.

Table no.4.8.58.1

*Combine table of Analysis from item no.4.8.52 to 4.8.58 regarding barriers regarding implementation of Peace Education*

Barriers regarding implementation of peace education	SA	A	UNC	DA	SDA	M. Score	$\chi^2$
Table.no.4.8.52	68	165	53	33	5	3.57	233.377
Table.no.4.8.53	75	163	56	28	2	3.34	148.932
Table.no.4.8.54	62	146	49	54	13	3.30	156.939
Table.no.4.8.55	76	188	43	14	3	3.88	342.265
Table.no.4.8.56	47	147	66	56	8	3.03	160.167
Table.no.4.8.57	69	146	42	61	6	3.22	163.623
Table.no.4.8.58	70	154	47	43	10	3.42	181.772

Table no.4.8.58.1 presents that most of the heads of schools (233) agreed, (53) Uncertain, and (38) disagreed. The calculated value of Mean (3.57) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' favoured that Peace education can face inter sectarian problems. Most of the heads of schools (238) agreed, (56) Uncertain, and (30) disagreed. The calculated value of Mean (3.34) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that there is a lack of political will to adopt peace education as a part of Education policy. Most of the heads of schools (208) agreed, (49) Uncertain, and (67) disagreed. The calculated value of Mean (3.30) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It directs that maximum SSTs' assumed that there is a lack

of financial resources for implementation of peace education. Most of the heads of schools (286) agreed, (43) Uncertain, and (17) disagreed. The calculated value of Mean (3.88) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that there is a lack of proper understanding and interest in peace education by all the stakeholders. Most of the heads of schools (196) agreed, (66) Uncertain, and (64) disagreed. The calculated value of Mean (3.03) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant. It shows that maximum SSTs' assumed that peace education will not be implemented due to non-availability of instructional materials. Most of the heads of schools (215) agreed, (42) Uncertain, and (67) disagreed. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant. It shows that maximum SSTs' supposed that there is a lack of teachers' skills and knowledge related peace education. Most of the heads of schools (214) agreed, (47) Uncertain, and (53) disagreed. The calculated value of Mean (3.42) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant. It directs that maximum SSTs' supposed that the effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace education.

#### **4.9. THEMATIC ANALYSIS OF QUALITATIVE DATA (INTERVIEWS)**

Qualitative data were analyzed with the help of thematic analysis. Thematic analysis is a method for identifying, Analyzing, and reporting patterns (themes) within data. Following procedure was used for thematic analysis of qualitative data:

1. Familiarize yourself with your data.
2. Assign preliminary codes to your data in order to describe the content.
3. Search for patterns or themes in your codes across the different interviews.
4. Review themes.
5. Define and name themes.
6. Produce your report.

#### **Interviews of Curriculum Experts of Punjab Curriculum and Text Book Board Lahore**

##### **Q. What is peace according to you?**

Respondent 1:- According to me, peace is a state of mind, act, maintain, perform and feel level of comfort at every level.

Respondent 2:- Peace is a condition of environment, where people can solve easily their conflicts and problems. They live with each other in cooperative way.

Respondent 3:- Peace is a state or condition in which people live, work without any tension and fear. In others words, we can say, fighting or war free environment is called peace.

Respondent 4:- According to my perception, peace means the environment where fear, violence and conflicts are not found and everybody is free to perform their activities.

Respondent 5:- Peace is a state or condition and environment where no form of violence is found or observed. Everyone is living in safety and without threat of violence.

**Explanation Q1:**

This question is regarding what is peace. R-1 point out that peace is a state of mind, act, maintain, perform and feel level of comfort at every level. While R-2, R-3, R-4 and R-5 have the same about peace. According to them Peace is a state or condition in which people live, work without any tension and fear. In others words, we can say, fighting or war free environment is called peace.

**Q. What is Peace Education?**

Respondent 1:- Peace education is a mode of education, which enable the students, personal and human for a sustainable society, a society which may be error free, a society which ensures the rights of the people.

Respondent 2:- Peace education approves of acquiring skills, values, knowledge and developing attitudes to live in harmony with each other.

Respondent 3:- Peace education is a process of promoting peace related knowledge, skills and attitudes for resolving conflicts in peaceful ways.

Respondent 4:- peace education is a process of educating children for establishing a peaceful society on the basis of nonviolence tolerance, quality respect and social justice.

Respondent 5:- Peace education is teaching about the root causes of conflict and strategies of conflict resolutions for bringing or maintaining peace in the society.

**Explanation Q2:**

This question is regarding what is peace. Respondent-1 point out that Peace education is a mode of education which enable the students, personal and human for a sustainable society, a society which may be error free, and a society which ensures the rights of the people. Respondents-2 & 3 determined that it is a process of promoting peace related knowledge, skills and attitudes for resolving conflicts in peaceful ways. While R-4 assesses that peace education is a process of educating children for establishing a peaceful society on the basis of nonviolence

tolerance, quality respect and social justice. And R-5 finds out that Peace education is teaching about the root causes of conflict and strategies of conflict resolutions for bringing or maintaining peace in the society.

**Q. What are the aims of teaching peace educations?**

Respondent 1:- To decrease violence to make claim environment, to give knowledge of managing conflicts, to promote moral values.

Respondent 2:- To bring peace in society, to provide conducive environment, to create a peaceful culture, to reduce violence.

Respondent 3:- to promote a culture of peace, to minimize violence, to promote global & moral values.

Respondent 4:- To establish mutual understanding, to bring peace in the world, to establish peaceful relations among different nations.

Respondent 5:- Children with personal conflict resolution skills, to encourage possible non-violent skills, reducing violence to create constructive behaviors for eliminating conflicts.

**Explanation Q3:**

This question is regarding what are the aims of teaching peace education? R-1 assess that peace education decreases violence to calm the environment, to give knowledge of managing conflicts, to promote moral values. R-2 & R-3 find out that peace education to bring peace in society, to provide conducive environment, to create a peaceful culture, to reduce violence. R-4 identified that peace education is a process of mutual understanding, to bring peace in the world, to establish peaceful relations among different nations. And R-5 finds out that peace education develop personal conflict resolution skills, to encourage possible non-violent skills, to reducing violence to create constructive behaviors for eliminating conflicts.

**Q. What are Content areas of peace education?**

Respondent 1:- Concept Peace & Violence, Importance of peace education global values human rights & laws, Moral values of Islam may be the part of Peace education.

Respondent 2:- Global values, human rights, peace and conflict, causes of conflicts, strategies for conflict resolution and moral values can be included in peace education.

Respondent 3:- Global citizenship, human rights, concept Peace, forms of violence, advantages of Peace. Promotion of Peace skills should be the part of Peace education.

Respondent 4:- Environmental issues, concept of violence and non-violence, Democracy, human right, Global values may be a part of Peace education.

Respondent 5:- Human rights, Global values, last address of the Holy Prophet (SAW), Charter of UNO, Universal values should be taught.

**Explanation Q4:**

This question is regarding what are Content areas of peace education? R-1 revealed that Concept Peace & Violence, Importance of peace education global values human rights & laws, Moral values of Islam may be the part of Peace education. R-2 & R-3 shows that Global values, human rights, peace and conflict, causes of conflicts, strategies for conflict resolution and moral values can be included in peace education. R-4 finds out that Environmental issues, concept of violence and non-violence, Democracy, human right, Global values may be a part of Peace education. And R-5 stated that Human rights, Global values, last address of the Holy Prophet (SAW), Charter of UNO, and Universal values should be taught.

**Q. What are the expected barriers in implementing peace education at secondary level?**

Respondent 1:- According to my perception, everyone needs peace, so there is no hurdle in implementation of peace education.

Respondent 2:- lack of teaching skills related to peace may be hurdle.

Respondent 3:- Introducing as a subject it will be burden for students and teachers because at

secondary level, students are being taught eight subjects.

Respondent 4:- Stake holders have a lack of proper understanding of Peace concept.

Respondent 5:- According to my opinion, no hurdle or barrier is found in implementation of peace education.

#### **Explanation Q5:**

This question is regarding what are the expected barriers in implementing peace education at secondary level? R-1 stated that, everyone needs peace, so there is no hurdle in implementation of peace education. R-2 showed that lack of teaching skills related to peace may be hurdle. R-3 presented that Introducing as a subject it will be burden for students and teachers because at secondary level, students are being taught eight subjects. R-4 revealed that Stake holders have a lack of proper understanding of Peace concept. And R-5 presented that According to my opinion, no hurdle or barrier is found in implementation of peace education.

#### **Interviews of Head Teachers**

##### **Q. What is peace according to you?**

Respondent 1:- Peace is a state of mind, which is free from violence.

Respondent 2:- Peace is a very precious characteristic of a society. Peace means a condition in which no one is disturbed it is a clam environment.

Respondent 3:- Peace means no violence everywhere.

Respondent 4:- Peace means availability of freedom for everyone.

Respondent 5:- Peace is calm environment and everyone is saved from any harm.

Respondent 6:-Peace is tension free environment.

Respondent 7:- Peace is a condition in which everyone is free to perform their duties.

Respondent 8:- Peace means having no violence.

Respondent 9:- Peace is stress free environment.

Respondent 10:- Peace means providing justice and it is a non-violent state of mind.



**Explanation Q1:**

This question is regarding what is peace according to you? R-1, R-3, 8 & R-10 stated that Peace means providing justice and it is a non-violent state of mind. R-2 presented that Peace is a very precious characteristic of a society. Peace means a condition in which no one is disturbed it is a calm environment. R-4, R-5 and R-9 revealed that Peace is calm environment and everyone is saved from any harm.

**Q. What is Peace according to you?**

Respondent 1:- Peace is a state of mind, which is free from violence.

Respondent 2:- Peace is a very precious characteristic of a society. Peace means a condition in which no one is disturbed. It is calm environment.

Respondent 3:- Peace means no violence everywhere.

Respondent 4:- Peace means availability of freedom for everyone.

Respondent 5:- Peace is tension free environment.

Respondent 6:- Peace is calm environment and everyone is saved from any harm.

Respondent 7:- Peace is a condition in which everyone is free to perform their duties.

Respondent 8:- Peace means having no violence.

Respondent 9:- Peace is stress free environment.

Respondent 10:-Peace means providing justice and it is a non-violent state of mind.

**Explanation Q2:**

This question is regarding what is Peace according to you. According to R-1, R-3, R-8, and R-10 stated that Peace means providing justice and it is a non-violent state of mind. R-2 showed that Peace is a very precious characteristic of a society. Peace means a condition in which no one is disturbed. It is calm environment. R-2, R-5 and R-9 presented that Peace means availability of freedom for everyone. Moreover, R-9 stated that Peace is environment of stress free.

**Q. What is Peace Education?**

Respondent 1:- Peace education is a process of developing positive behavior in individuals and enables to accept the others opinions.

Respondent 2:- Peace education is teaching about the different concepts of peace for maintaining peace.

Respondent 3:- Peace education is the process of giving the awareness of skills or knowledge to the children for bringing peace.

Respondent 4:- Peace education is a process of promoting moral values for reducing the violence or conflicts.

Respondent 5:- Peace education is a process of providing peace related knowledge and skills for handling conflicts.

Respondent 6:- Peace education is teaching of moral values for developing positive thinking for reducing violence.

Respondent 7:- Peace education is teaching about peace related content materials.

Respondent 8:- Peace education is teaching of such knowledge, skills and values related to peace.

Respondent 9:- Peace education is a process of enabling the people to handle conflicts.

Respondent 10:- Peace education is a process of cultivating mutual respect and social justice.

**Explanation Q3:**

This question is regarding what is Peace Education? According to R-1 & R-6 presented that Peace education is a process of developing positive behavior in individuals and enables to accept the others opinions. R-2 presented that Peace education is teaching about the different concepts of peace for maintaining peace. R-3, R-5 and R-8 showed that Peace education is the process of giving awareness of skills or knowledge to the children for bringing peace. And R-4, R-7 and R-10 presented that Peace education is a process of providing peace related

knowledge and skills for handling conflicts.

**Q. What are the aims of teaching Peace Education?**

Respondent 1:- To bring peace in society, to create harmony in different religious groups, to tolerate others' opposite opinions.

Respondent 2:- To prepare peaceful society, to eradicate violence, to spread fragrance of Peace.

Respondent 3:- To promote moral values, to develop positive attitude, to create passion of tolerance.

Respondent 4:- To develop positive thinking, to promote moral values, giving awareness of rights and duties.

Respondent 5:- To promote moral values, to develop positive thinking.

Respondent 6:- To develop positive behavior, to promoting Islamic values, to provide peaceful society.

Respondent 7:- Eradication of terrorism & fear, to bring peace in society.

Respondent 8:- Promotion of Islamic values, to bring peace in society, revolving violence.

Respondent 9:- Awareness of rights and wrong, promote global values.

Respondent 10:- To promote ethical values, to empower students for handling conflicts.

**Explanation Q4:**

This question is regarding what are the aims of teaching Peace Education. According to R-1, R-2 and R-8 it is to bring peace in society, to create harmony in different religious groups, to tolerate the others opposite opinions. R-3, R-4, R-5 and R-7 stated to develop positive thinking, to promote moral values, giving awareness of the rights and duties. And R-6, R-9 & R-10 it is to develop positive behavior, to promoting Islamic values, to provide peaceful society.

**Q. What are the content areas of Peace Education?**

Respondent 1:- Concept of peace & conflicts, causes of conflicts, Dangers of wars are the content areas of Peace education.

Respondent 2:- Meaning of Peace, objective, of peace, Teaching Methods of peace education, knowledge of conflicts, aftershocks of wars, global values.

Respondent 3:- Human right, moral values, concept of peace in different religions.

Respondent 4:- Conflict & strategies for conflict resolution, global values peace related events of the Holy prophet (SAW) life.

Respondent 5:- Peace related events of the Holy prophet's life.

Respondent 6:- Islamic values, concept of violence, causes of conflicts, dangers of wars. Peace related events of the Holy Prophet's (SAW) life.

Respondent 7:- concept of conflict, dangers of conflicts, human rights.

Respondent 8:- What is peace, objectives, aims and goals of peace education, Global values, and peace related examples of the Holy prophet's (SAW) life.

Respondent 9:- Environmental issues, human rights related content should be included.

Respondent 10:- Concept conflict, causes of conflicts, strategies of conflict resolution.

#### **Explanation Q5:**

This question is regarding what are the content areas of Peace Education? According to R-1 and R-2 presented that Meaning of Peace, objective, of peace, Teaching Methods of peace education, knowledge of conflicts, aftershocks of wars, global values. According to, R-3, R-7 and R-9 Environmental issues, human rights related content should be included. R-4, R-6 and R-8 showed that Islamic values, concept of violence, causes of conflicts, dangers of wars. Peace related events of the Holy Prophet's (SAW) life. R-5 presented that Peace related events of the Holy prophet's life. And R-10 revealed that Concept conflict, causes of conflicts, strategies of conflict resolution.

#### **Q. How can we introduce peace education in existing curriculum?**

Respondent 1:- Through unit approach and integrate approach peace education should be introduced.

Respondent 2:- Peace education first should be introduced as a pilot project in the beginning if the results are good, we should continue it. Firstly peace education should be introduced through unit approach and integrated approach, later it should be introduced as a separate subject.

Respondent 3:- Peace education can be introduced as integrated approach and inter discipline approach.

Respondent 4:- Peace education should be introduced as a separate subject, if it is not possible then it should be included at secondary level.

Respondent 5:- Peace education as a compulsory subject should be included at secondary level.

Respondent 6:- Peace education is a need of hour; it should be introduced as a new subject in group of social sciences subjects.

Respondent 7:- Peace education as subject may be included in the existing curriculum.

Respondent 8:- Peace education as a new and separate subject must be introduced for controlling terrorist's minds.

Respondent 9:- Peace education as a unit in Islamic study should be introduced at secondary level.

Respondent 10:- Peace education should be introduced through inter disciplinary approach.

#### **Explanation Q5:**

This question is regarding how can we introduce peace education in existing curriculum?

According to R-1 and R-3, Peace education can be introduced as integrated approach's and inter discipline approach. R-2 presented that peace education first should be introduced as a pilot project in the beginning if the results are good one, we should continue it. Firstly peace education should be introduced through unit approach and integrated approach, later it should be introduced as a separate subject. R-4 and R-8 showed that peace education should be introduced as a separate subject, if it is not possible then it should be included at secondary

level. R-5 revealed that peace education as a compulsory subject should be included at secondary level. R-6 presented that Peace education is a need of hour; it should be introduced as a new subject in group of social sciences subjects. R-7 stated that Peace education as subject may be included in the existing curriculum. R-9 showed that Peace education as a unit in Islamic study should be introduced at secondary level. And R-10 revealed that Peace education should be introduced through inter disciplinary approach.

**Q. What is the expected barriers in implementing peace education at secondary level?**

Respondent 1:- Political leaders have no vision about peace education and teachers have lack of peace related skills.

Respondent 2:- According to me, no barrier in implementing peace education, everyone is ready to accept peace education.

Respondent 3:- Teacher is not trained and skillful for teaching peace education and political leaders or stakeholders are not role model of peace. There are found many conflicts among them.

Respondent 4:- Fundamentalists can be hurdle in implementation of peace education. Our working present teachers are not capable of teaching peace education.

Respondent 5:- Our policy maker means political representatives are not highly qualified they are big hurdle and our teachers need to train for its teaching.

Respondent 6:- Lack of trained teachers, our current examination system, may be a hurdle for its teaching because peace education is participatory approach.

Respondent 7:- Non-cooperation of Govt. may be hurdle because the political teachers don't have first preference for education sector.

Respondent 8:- Lack of trained teachers lack of awareness of peace in political stake holders.

Respondent 9:- Lack of financial resources lack of proper understanding of stakeholders.

Respondent 10:- Lack of teacher's skills and knowledge related peace.

### **Explanation Q6:**

This question is regarding what is the expected barriers in implementing peace education at secondary level? R-1 presented that Political leaders have no vision about peace education and teachers have lack of peace related skills. R-2 showed that there is, no barrier in implementing peace education, everyone is ready to accept peace education. R-3, R-8 and R-10 presented that Teacher is not trained and skillful for teaching peace education and political leaders or stakeholders are not role model of peace. There are found many conflicts among them. R-4 revealed that Fundamentalists can be hurdle in implementation of peace education. Our working present teachers are not capable of teaching peace education. R-5 and R-7 presented that our policy maker means political representatives are not highly qualified they are big hurdle and ours teachers need to be trained for its teaching. R-6 presented that Lack of trained teachers and our current examination system may be a hurdle for its teaching because peace education is participatory approach. And R-9 revealed that there is Lack of financial resources lack of proper understanding of stakeholders.

### **Interviews of SST**

#### **Q. What is peace according to you?**

Respondent 1:- Peace means saving the people from any harm and trouble.

Respondent 2:- Peace means absence of violence, which means violence free environment.

Respondent 3:- Peace means the concept of harmony and condition of calm.

Respondent 4:- Peace is a non-violent state of mind.

Respondent 5:- Peace is a situation in which all People may live in satisfied environment.

Respondent 6:- According to me, peace means no violence.

Respondent 7:- Peace means justice and availability of basic needs.

Respondent 8:- Peace is very vast term, however we can say that it is reducing process of violence.

Respondent 9:- Peace is calm environment.

Respondent 10:- Peace means no violence.

**Explanation Q1:**

This question is regarding what is peace according to you? R-1 presented that Peace means saving the people from any ham and trouble. R-2, R-4, R-6 and R-10 presented that Peace means absence of violence which means violence free environment. R-3 and R-9 showed that Peace means the concept of harmony and condition of calm. R-5 showed that peace is a situation in which all people may live in satisfied environment. And R-8 & R-10 presented that Peace is very vast term, however we can say is reducing process of violence.

**Q. What is Peace Education?**

Respondent 1:- Peace education is a process of teaching etiquettes to people for performing their duties and teaching about peace.

Respondent 2:- Peace education is a process of developing moral values among the students for reducing conflicts.

Respondent 3:- Peace education is a process of acquiring knowledge, values and positive attitudes to the children.

Respondent 4:- Peace education is processes of promoting moral values among the learners for bringing peace in the society.

Respondent 5:- Peace education is a process of developing moral values among the students for reducing conflicts.

Respondent 6:- Peace education is about to teach the skills and social values for reducing conflicts.

Respondent 7:- Peace education is a process of cultivating mutual respect among people.

Respondent 8:- Peace education is a process of developing moral values among the students for reducing conflicts.



Respondent 9:- Peace education is a process of developing capacity building for handling conflicts.

Respondent 10:- Peace education is a process of enabling the people for handling conflicts.

**Explanation Q2:**

This question is regarding what is Peace Education? According to R-1, Peace education is a process of teaching etiquettes to people for performing their duties and teaching about peace. R-2 and R-3 stated that Peace education is processes of promoting moral values among the learners for bring peace in society. R-4, R-5 and R-8 stated that Peace education is a process of developing moral values among the students for reducing conflicts. R-6 showed that Peace education is about to teach the skills and social values for reducing conflicts. R-7 revealed that Peace education is a process of cultivating mutual respect among people. R-9 reflected that Peace education is a process of developing capacity building for handling conflicts. And R-10 presented that Peace education is a process of enabling the people for handling conflicts.

**Q. What are the Aims of Teaching Peace Education?**

Respondent 1:- To bring peace in society, positivity in behaviors of people.

Respondent 2:- To develop ethical values to promote culture of peace.

Respondent 3:- To manage conflicts, to give knowledge of other cultures.

Respondent 4:- To teach for bringing peace, to give knowledge of moral values. To secure the people from violence.

Respondent 5:- To develop ethical values to build a culture of peace.

Respondent 6:- To develop positive attitude, to introduce the best ways of talking. To fight against terrorists forces.

Respondent 7:- To empower the students for handling conflicts to give knowledge of rights and wrongs.

Respondent 8:- To bring peace in society, rejection of conflicts, give knowledge of strategies

of conflict resolution.

Respondent 9:- To build a culture of peace, ethical values.

Respondent 10:- To promote culture of equality, to develop positivity.

**Explanation Q3:**

This question is regarding what are the aims of Teaching Peace Education. According to R-1 and R-8 it was shown that to bring peace in society, rejection of conflicts, to give knowledge of strategies of conflict resolution. R-2, R-5 and R-9 presented that to develop ethical values to build a culture of peace. According to R-3 and R-10 it was shown that to promote culture of equality, to develop positivity. R-4 revealed that it was to teach for bringing peace, to give knowledge of moral values. To secure the people from violence. R-6 presented that to develop positive attitude, to introduce the best ways of talking. To fight against terrorists forces. And R-7 revealed that to empower the students for handling conflicts to give knowledge of right and wrong.

**Q.4 what are the content areas of Peace Education?**

Respondent 1:- Multicultural education and moral education related contents should be included and peace related events of the Holy prophet's (SAW) life should be included.

Respondent 2:- Environmental issues, human rights, ethical values must be the part of contents of peace education.

Respondent 3:- Moral education, Democratic education, human right, management of conflicts are included in the subject of peace education.

Respondent 4:- Concept of conflicts, causes of conflicts, strategies for conflict resolution and moral education should be the part of peace education.

Respondent 5:- Human rights, moral education, multi-cultural education and democratic education related contents must be included in peace.

Respondent 6:- Global values, human rights, Multicultural education values, concept of peace

in Islam, importance of peace education should be included in peace education.

Respondent 7:- Ethical values, environmental issues, strategies for bringing peace etc should be included.

Respondent 8:- Up to date contents of peace ethics, Global Islamic values promotion.

Respondent 9:- Human rights, moral values and peace related events of the Holy Prophet's (SAW) life, Nature of Ghuzusat-e-Must be included.

Respondent 10:- Concept of violence, concept of peace, advantages of peace, dangers of wars, causes of wars should be included in peace education subject.

**Explanation Q4:**

This question is regarding what are the content areas of Peace Education? According to R-1, R-5, R-6 and R-9 presented that Multicultural education and moral education related contents should be included and peace related events of the Holy prophet's (SAW) life should be included. R-2, R-3 and R-7 stated that Environmental issues, human rights, ethical values must be the part of contents of peace education. Moral education, Democratic education, human right, management of conflicts are included in the subject of peace education. R-4 and R-5 presented that Concept of conflicts, causes of conflicts, strategies for conflict resolution and moral education should be the part of peace education. Human rights, moral education, multi-cultural education and democratic education related contents must be included in peace.

**Q. How can we introduce Peace Education in exiting curriculum at secondary level?**

Respondent 1:- Peace education can be introduced through integrated approach and interdisciplinary approach.

Respondent 2:- Peace education should be introduced as a separate subject as a compulsory subject.

Respondent 3:- It is need of hour to introduce peace education through unit approach in different subjects.

Respondent 5:- Peace education should be introduced as a unit approach or seminar approach. Later it can be included in social sciences.

Respondent 6:- Peace education is the best to introduce as a subject otherwise, it can be introduced as a unit in different subjects.

Respondent 7:- Peace education should be introduced as a subject.

Respondent 8:- As a subject, peace education should be introduced and it should be the part of compulsory subjects.

Respondent 9:- Peace education should be introduced as a subject.

Respondent 10:- Peace education should be introduced as new subject.

**Explanation Q5:**

This question is regarding how can we introduce Peace Education in existing curriculum at secondary level? According to R-1 presented that Peace education can be introduced through integrated approach and interdisciplinary approach. R-2 and R-8 presented that as a subject, peace education should be introduced and it should be the part of compulsory subjects. R-3 and R-6 presented that Peace education is the best to introduce as a subject otherwise it can be introduced as a unit in different subjects. R-5 showed that Peace education should be introduced as a unit approach or seminar approach later it can be included in social sciences. R-6 showed that Peace education is the best to introduce as a subject otherwise it can be introduced as a unit in different subjects. R-7, R-8 and R-10 presented that as a subject, peace education should be introduced and it should be the part of compulsory subjects.

**Q. What are the expected barriers in implementation of peace education?**

Respondent 1:- Lack of teacher's skills related peace may be a big barrier.

Respondent 2:- Teachers may consider it as a burden to teach a new subject.

Respondent 3:- Lack of interests of stakeholders, lack of teacher's skills related to peace, political bodies have conflicts and they have no sense of peace.

Respondent 4:- Political leaders may be a hurdle because they have no will to introduce this subject.

Respondent 5:- Lack of financial resources, lack of stakeholder's interest and lack of trained teachers related peace.

Respondent 6:- Lack of proper understanding of peace, lack of teaching skills for peace.

Respondent 7:- Lack of political interests related to peace.

Respondent 8:- Anti forces of peace may be hurdle.

Respondent 9:- Lack of trained teachers.

Respondent 10:- Lack of political will, lack of teachers skills.

#### **Explanation Q6:**

This question is regarding what are the expected barriers in implementation of peace education?

According to R-1, R-3, R-6 and R-10 presented that Lack of interests of stakeholders, lack of teacher's skills related to peace, political bodies have conflicts and they have no sense of peace.

Lack of political will, lack of teachers skills. Lack of teacher's skills related peace may be a big barrier. R-2 presented that Teachers may consider it as a burden to teach a new subject. R-4 and R-5 showed that Political leaders may be a hurdle because they have no will to introduce this subject. Lack of financial resources, lack of stakeholder's interest and lack of trained teachers' related peace. And R-7, R-8 and R-9 presented that Lack of political interests related to peace. Anti-forces of peace may be hurdle. Lack of trained teachers.

#### **Interviews of Parents of Students**

##### **Q. What is peace according to you?**

Respondent 1:- I think Peace means rejection of all kinds of violence.

Respondent 2:- Peace means calm environment.

Respondent 3:- Peace means justice or availability of basic needs.

Respondent 4:- Peace means the condition of well-being of human being.

Respondent 5:- Peace means reduction of violence.

Respondent 6:- Pace means peaceful situation at all levels of lives.

Respondent 7:- Peace means no fear at any place.

Respondent 8:- Peace means stress free environment.

Respondent 9:- Peace means nonviolence situation.

Respondent 10:- Peace means, a way of living peacefully.

**Explanation Q1:**

This question is regarding what is peace according to you? According to R-1, R-2, R3 and R-4 presented that I think Peace means rejection of all kinds of violence. Peace means calm environment. Peace means justice or availability of basic needs. Peace means the condition of well-being of human being. R-5, R-6 and R-7 showed that Peace means reduction of violence. Pace means peaceful situation at all levels of lives. Peace means no fear at any place. R-8, R-9 and R-10 stated that Peace means stress free environment. Peace means nonviolence situation. Peace means way of living peacefully.

**Q. What is peace education?**

Respondent 1:- Peace education is teaching about the skills for conflict resolution.

Respondent 2:- Peace education is a process of establishing good relations among the nations.

Respondent 3:- Peace education is process of changing the negative thinking into positive thinking of the students.

Respondent 4:- Peace education empowers the people to handle conflicts.

Respondent 5:- Pace education is the process of delivering the peace related knowledge to the students.

Respondent 6:- Peace education is a process of teaching about conflicts, dangers of conflicts and strategies for conflict resolution.

Respondent 7:- Peace education is a process of teaching manners for living peacefully.

Respondent 8:- Peace education enables the people to control the conflicts less violently.

Respondent 9:- Peace education is a process of teaching about peace and conflict resolution strategies.

Respondent 10:- Peace education is the name of character building of the learners.

**Explanation Q2:**

This question is regarding what is peace education? According to R-1, R-8 and R-9 presented that Peace education is teaching about the skills for conflict resolution. Peace education enables the people to control the conflicts less violently. Peace education is a process of teaching about peace and conflict resolution strategies. R-2 and R-3 has shown that Peace education is a process of establishing good relations among the nations. Peace education is process of changing the negative thinking into positive thinking of the students. R-4 and R-10 has shown that Peace education empowers the people to handle conflicts. Peace education is a process of teaching about peace and conflict resolution strategies. R-5, R-6 and R-7 presented that Pace education is the process of delivering the peace related knowledge to the students. Peace education is a process of teaching about conflicts, dangers of conflicts and strategies for conflict resolution. Peace education is a process of teaching manners for living peacefully

**Q. What are the aims of teaching peace education?**

Respondent 1:-To give the concept of peace strategies, to promote peace values, to empower the student with knowledge and skills related peace.

Respondent 2:-To provide skill for solving conflicts, to shape positive behavior, to give understanding of Peace.

Respondent 3: To give the knowledge of strategies for managing conflict to make peaceful environment, to promote ethical values.

Respondent 4: To give knowledge of right and wrong, to bring peace in society, to empower people with peace related strategies.

Respondent 5:- To provide knowledge and understanding of peaceful co-existence, to bring peace.

Respondent 6:- To secure the children from violence, to establish peaceful society, to promote moral values for peace.

Respondent 7:- To be aware about dangers of conflicts, to build a culture of peace, to promote moral values among people.

Respondent 8:- To promote peaceful values to give knowledge of positive behaviors to provide sense of peace and conflicts.

Respondent 9: To promote ethical values, to empower with skills of peace, to bring peace in society.

Respondent 10: To build a culture of peace, to promote a culture of equality, to give insight to the strategies of avoiding conflicts.

### **Explanation Q3:**

This question is regarding what are the aims of teaching peace education. According to R-1, R-2, R-3 and R-4 presented that to give the concept of peace strategies, to promote peace values, to empower the student with knowledge and skills related peace. To provide skill for solving & Conflicts, to shape positive behavior, to give understanding of Peace. To give the knowledge of strategies for managing conflict to make peaceful environment, to promote ethical values. To give knowledge of right and wrong, to bring peace in society, to empowering people with peace related strategies. R-5, R-6, R-7 and R-8 has shown that to provide knowledge and understanding of peaceful co-existence, to bring peace. To secure the children from violence, to establish peaceful society, to promote moral values for peace. Aware about dangers of conflicts, to build a culture of peace, to promote moral values. To promote peaceful values to give knowledge of positive behaviors to provide sense of peace and conflicts. R-8, R-9 and R-10 said, to promote peaceful values to give knowledge of positive behaviors to



provide sense of peace and conflicts. To promote ethical values, to empower with skills of peace, to bring peace in society. To build a culture of peace, to promote a culture of equality, to give insight to the strategies of avoiding conflicts.

**Q. What are the content areas of peace education?**

Respondent 1:- Concept of peace, concept of violence, causes of conflicts, environment issues should be the part of peace education.

Respondent 2:- Concept of peace and violence, causes of wars, dangers for wars, strategies for conflicts resolution should be the part of peace education.

Respondent 3:- Human rights moral values and multi-cultural education related materials should be taught to the student.

Respondent 4:- Islamic and global values, human rights, concept of peace & conflict, causes of conflicts may be included for teaching in peace education.

Respondent 5:- Environmental issues, Ethical values, strategies for conflict resolution, Peace related events of life of the Holy prophet (SAW) must be the part of peace education.

Respondent 6:- Concept of violence concept of peace studies, human rights should be included in peace education.

Respondent 7:- global & Islamic values environmental issues must be taught to students.

Respondent 8:- Democratic education concept of peace in different religious, organizations role in peace, Khutb-e-Hijatull widda and role of UNO in peace related topics should be included in peace education.

Respondent 9:- Concept of conflict causes of conflicts dangers of wars, peace related strategies should be taught.

Respondent 10:- Human rights, Global & Islamic values and multicultural education related topics should be included.

**Q. How can we introduce peace education in existing curriculum at secondary level?**

Respondent 1:- Peace education should be introduced as a new subject.

Respondent 2:- Concept education should be taught as a compulsory subject.

Respondent 3:- Peace education can be introduced as a separate subject.

Respondent 4:- Peace education may be introduced through united approach.

Respondent 5:- Through integrated approach peace education should be introduced.

Respondent 6:- As a new discipline, peace education must be introduced.

Respondent 7:- Peace education should be included in the group of social sciences.

Respondent 8:- Peace education can be introduced through integrated approach.

Respondent 9:- Interdisciplinary approach may be applied for introducing peace education.

Respondent 10:- Peace education should be introduced as a new subject.

**Explanation Q4:**

This question is regarding how can we introduce peace education in existing curriculum at secondary level? According to R-1, R-2, R-3, R-4 and R-5, Peace education should be introduced as a new subject. Concept education should be taught as a compulsory subject. Peace education can be introduced as a separate subject. Peace education may be introduced through united approach. Through integrated approach peace education should be introduced. And R-6, R-7, R-8, R-9 and R-10 revealed that as a new discipline peace education must be introduced. Peace education should be included in the group of social sciences. Peace education can be introduced through integrated approach. Interdisciplinary approach may be applied for introducing peace education. Peace education should be introduced as a new subject.

**Q. What are the expected barriers in implementing peace education at secondary level?**

Respondent 1:- Financial resources are not sufficient for introducing new subjects.

Respondent 2:- Lack of teachers skills and knowledge related peace education may be a hurdle in the beginning.

Respondent 3:- There is a lack of proper understanding of stake holders which may be a big hurdle.

Respondent 4:- Political will is found for introducing peace education.

Respondent 5:- Lack of trained teachers for introducing peace education.

Respondent 6:- New subject as a peace education may be hurdle or Burden for teachers.

Respondent 7:- Lack of proper understanding of teachers concept of peace.

Respondent 8:- Lack of financial resources may be a hurdle in implementation of peace education.

Respondent 9:- Teachers are not skillful for teaching peace education.

Respondent 10:- There is a lack of proper understanding of stakeholder's related peace.

**Explanation Q5:**

This question is regarding what are the expected barriers in implementing peace education at secondary level? According to R-1, R-2, R-3, R-4 and R-5, financial resources are not sufficient for introducing new subjects. Lack of teacher's skills and knowledge related peace education may be a hurdle in the beginning. There is a lack of proper understanding of stake holders which may be a big hurdle. Political will is found for introducing peace education. Lack of trained teachers for introducing peace education. And R-6, R-7, R-8, R-9 and R-10 revealed that new subject as a peace education may be a hurdle or Burden for teachers. Lack of proper understanding of teacher's concept of peace. Lack of financial resources may be hurdle in implementation of peace education. Teachers are not skillful for teaching peace education. There is a lack of proper understanding of stakeholder's related peace.

## **CHAPTER 05**

# **SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

### **5.1 SUMMARY**

Education is a fundamental agent to build the behaviors of the students. It assists the people in dealing the problems through skills, knowledge and promoting peace. There are many approaches and ways for empowering children, youth and grownups with information, skills and progress. It is an admitted fact that the vibrant role of education is to sustain peace in the world. The main idea of peace education is that violence and crimes are a big hurdle in the way of getting progress and prosperity. In order to fulfill this purpose, we need to work and formulate the curriculum for peace education at secondary level. The uniqueness of this research study lies in the original contribution to knowledge and content materials regarding peace education in the context of Pakistan.

Pakistan is currently a prominent example of a country which is disturbed by a lot of problems like insecurity, terrorism, corruption, threats, violence, conflicts, suicide and target killing and peace is not found everywhere in all the areas of the country. Pakistan is considered the most disturbed country in the world due to terrorist activities. Especially the school going children are affected by this disturbance. Following were the objectives of the study. To examine the perceptions of stakeholders about peace education at secondary level, To explore the approaches of introducing peace education in existing curriculum at secondary level in Pakistan, To identify the barriers regarding implementation of peace education at secondary level curriculum, and to develop a model of peace education at secondary level in Pakistan.

Due to limited time and resources, the study was delimited to: All the Head Teachers of Public Sector Secondary Schools of Rawalpindi Division of Punjab province, All the

Secondary School Teachers (SSTs') of Public Sector Secondary Schools of Rawalpindi Division of Punjab province, All the parents of 10<sup>th</sup> class students of Public Sector Secondary Schools of Rawalpindi Division of Punjab province, and All the curriculum experts of only Punjab Textbook Board and Curriculum wing of Punjab province.

In present research study, concurrent triangulation research design of mixed methods will be used. A mixed methods research design was employed to better achieve the research objectives. In this mixed method, quantitative and qualitative data were collected at the same time and then the results of quantitative and qualitative data were presented. The population of the study were: All the Head Teachers (991) of Public Sector Secondary Schools of Rawalpindi Division, All the Secondary School Teachers (3240) of Public Sector Secondary Schools of Rawalpindi Division, and All the Parents of 10<sup>th</sup> class students of Public Sector Schools of Rawalpindi Division and Curriculum experts of Curriculum Bureau of Punjab.

Sample was selected through simple random sampling technique. Overall 10% Head Teachers and Secondary School Teachers were selected for collecting quantitative data and for qualitative data Parents of 10<sup>th</sup> class students of Public Sector Secondary Schools of Rawalpindi Division and Curriculum experts of Punjab was interviewed.

A questionnaire was used in this study for achieving the research objectives. For in-depth understanding of peace education, Interviews guide was used as data collecting information. The interviews duration session of the researcher and teachers about 40 to 45 minutes times convenient to respondents. After professionally updating, the questionnaire was tried out to 10 Head teachers, 10 Secondary school teachers and 10 parents of students for pilot testing and then they were excluded in the sample. The participants of the study were requested to express their views related to all the items. The reliability of the research instrument was tested by using pilot testing method. Data were collected from the secondary school teachers, parents of the students and subject specialists through correspondence and personal visits. Both

quantitative and qualitative research data was analyzed through two different approaches. Quantitative data collected from the research questionnaire was analyzed through by using one way Chi square.

The qualitative data produced from the interview guide were classified in different themes in the light of the objectives of the research study and it was presented in narrative form. The present research study responses were received back through questionnaire from the respondents and were categorized statement-wise into the following categories in terms of frequencies and percentages. The responses of participants of the study were arranged in tabulated form according to its frequency. The aggregate frequency of every answer was summed up for each class. Data collected through questionnaire was tabulated and analyzed through Chi square.

## **5.2 FINDINGS**

### **5.2.1. Quantitative findings of the study regarding Head Teachers Questionnaire**

Quantitative findings of the study regarding Head Teachers Questionnaire were:

1. Table 4.7.1 revealed that greater number heads of school (68%) acknowledged that peace means absence of violence, while (7%) did not favour and only (5%) heads of school were uncertain. The calculated value of Mean (3.40) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
2. Table 4.7.2 presented that greater number heads of school (87%) acknowledged that peace is a non-violent state of mind, while (5%) disagreed the statement and (7%) heads of schools were uncertain. The calculated value of Mean (3.55) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

3. Table 4.7.3 indicated that greater number heads of school (77%) believed that peace means justice, while (16%) disagreed the statement and (7%) heads of schools were uncertain. The calculated value of Mean (3.08) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
4. Table 4.7.4 showed that greater number heads of school (72%) believed that peace means right to choose, while (12%) disagreed the statement and (16%) head teachers were uncertain. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
5. Table 4.7.5 indicated that greater number heads of school (72%) acknowledged that peace means availability of basic needs, while (12%) disagreed the statement and (16%) respondents were uncertain. The calculated value of Mean (3.65) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
6. Table 4.7.6 revealed that greater number heads of school (91%) acknowledged that peace is reduction of violence, while (5.1%) disagreed the statement and (4%) heads of schools were uncertain. The calculated value of Mean (3.43) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
7. Table 4.7.7 displayed that greater number heads of school (96%) stated that peace is a peaceful situation at all levels, while (3%) heads of schools disagreed about the statement. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
8. Table 4.7.8 revealed that greater number heads of school (90%) revealed that peace is tranquility (free from stress), while (7%) heads of schools disagreed the statement as well as (3%) heads of schools were uncertain. The calculated value of Mean (3.01)

favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.

9. Table 4.7.9 presented that greater number heads of school (76%) said that peace is the condition of well-being, while (10%) heads of schools disagreed the statement as well as (14%) heads of schools were uncertain. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
10. Table 4.7.10 indicated that greater number heads of schools (86%) acknowledged that Peace is a calm environment, while (4%) disagreed the statement and few (9%) respondents were uncertain. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
11. Table 4.7.11 showed that greater number heads of school (93%) acknowledged that peace education is a process of promoting moral values for reducing conflicts, but (2%) heads of schools disagreed the statement as well as (4%) heads of schools were uncertain. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
12. Table 4.7.12 showed that greater number heads of schools (96%) stated that peace education is a process of developing skills for conflict resolution, whereas (4%) heads of schools disagreed the statement. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
13. Table 4.7.13 indicated that (78%) heads of schools that peace education is a process of moral inclusion among people, but (9%) heads of schools disagreed the statement as well as (13%) heads of schools were uncertain. The calculated value of Mean (3.00)



avored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

14. Table 4.7.14 showed that greater number heads of school (96%) stated that peace education enables the people to handle conflicts, whereas (2%) disagreed the statement as well as (1%) heads of schools were uncertain. The calculated value of Mean (3.88) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
15. Table 4.7.15 displayed that (66%) greater number heads of school acknowledged that peace education is a capacity building, although (12%) heads of schools disagreed the statement whereas (21%) heads of schools were uncertain. The calculated value of Mean (3.01) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
16. Table 4.7.16 showed that (83%) greater number heads of school acknowledged that Peace education leads to everlasting peace at all dimensions, whereas (8%) heads of schools disagreed the statement as well as (9%) heads of schools were uncertain about the statement. The calculated value of Mean (3.10) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
17. Table 4.7.17 revealed that (88%) greater number heads of school acknowledged that peace education is mandatory for the stability of the country; whereas (6%) disagreed the statement as well as (5%) respondents were uncertain. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
18. Table 4.7.18 indicated that (76%) greater number heads of schools acknowledged that peace education instills the spirit of patriotism among people, while (1%) disagreed the statement and few (23%) respondents were uncertain. The calculated value of Mean

(3.33) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

19. Table 4.7.19 displayed that (95%) greater number heads of school agreed that peace education cultivates mutual respect and social justice, whereas (4%) disagreed the statement. The calculated value of Mean (3.39) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
20. Table 4.7.20 illustrated that (90%) greater number heads of school agreed that peace education leads to progress and national security, however (4%) Uncertain the statement. The calculated value of Mean (3.02) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
21. Table 4.7.21 specified that (85%) greater number heads of school agreed that Peace education leads to unity, although (3%) disagreed the statement while (12%) respondents were uncertain. The calculated value of Mean (3.11) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is lower than the p-value. Hence, the statement is insignificant.
22. Table 4.7.22 showed that (78%) greater number heads of school agreed that peace education enables people to understand the dynamics of social harmony, while (5%) disagreed the statement and few (16%) head of schools were uncertain. The calculated value of Mean (3.41) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
23. Table 4.7.23 indicated that (93%) greater number heads of school agreed that peace education supports in establishing peaceful/cordial relations among the nations, whereas (3%) disagreed the statement as well as (3%) head of schools were uncertain. The calculated value of Mean (3.81) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

24. Table 4.7.24 showed that (85%) greater number heads of school agreed that peace education aims to develop the ethical values, whereas (7%) disagreed the statement and (7%) head of schools were uncertain. The calculated value of Mean (3.50) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
25. Table 4.7.25 showed that (97%) greater number heads of school agreed that peace education aims to build a culture of peace in society, whereas (1%) disagreed the statement and (1%) respondents were uncertain. The calculated value of Mean (3.76) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
26. Table 4.7.26 displayed that greater number heads of school (82%) acknowledged that peace education aims to provide knowledge and understanding about peaceful co-existence, but (2%) disagreed the statement and (15%) head of schools were uncertain. The calculated value of Mean (3.37) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is grater than the p-value. Hence, the statement is significant.
27. Table 4.7.27 showed that greater number heads of school (56%) presented that the aim of teaching peace education is to empower students; while (19%) disagreed the statement as well as (24%) head of schools were uncertain. The calculated value of Mean (3.37) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
28. Table 4.7.28 showed that greater number heads of school (93%) stated that peace education aims at shaping the attitude of the students positively in the classroom, but (4%) disagreed the statement and (2%) heads of schools were uncertain. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.

29. Table 4.7.29 indicated that greater number heads of school (85%) acknowledged that peace education teaches rights and responsibilities, whereas (7%) disagreed the statement as well as (7%) head of schools were uncertain. The calculated value of Mean (3.79) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
30. Table 4.7.30 presented that greater number heads of school (53%) stated that peace education promotes non-competitive classroom environment, however (32%) disagreed the statement and (14%) head of schools were uncertain. The calculated value of Mean (3.09) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
31. Table 4.7.31 indicated that greater number heads of school (69%) showed that peace education breaks barrier within self, whereas (19%) disagreed the statement and (11%) heads of schools were uncertain. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
32. Table 4.7.32 revealed that large number heads of school (92%) acknowledged that peace education is study about conflict resolution; while (4%) disagreed the statement and (3%) head of schools were uncertain. The calculated value of Mean (3.89) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
33. Table 4.7.33 showed that greater number heads of school (72%) presented that peace education is study about civic education, while (13%) disagreed the statement and few (14%) head of schools were uncertain. The calculated value of Mean (3.40) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

34. Table 4.7.34 showed that greater number heads of school (61%) presented that peace education is study about environmental issues, although (22%) disagreed the statement and (16%) head of schools were uncertain. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
35. Table 4.7.35 showed that greater number heads of school (92%) shown that peace education is study about human rights, while (2%) disagreed the statement and (5%) head of schools were uncertain. The calculated value of Mean (3.84) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
36. Table 4.7.36 displayed that greater number heads of school (74%) said that peace education is study about democratic education; whereas (13%) disagreed the statement and few (12%) head of schools were uncertain. The calculated value of Mean (3.03) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
37. Table 4.7.37 showed that greater number heads of school (73%) presented that peace education teaches multicultural education, while (8%) disagreed the statement and (18%) head of schools were uncertain. The calculated value of Mean (3.10) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
38. Table 4.7.38 indicated that greater number heads of school (58%) acknowledged regarding peace education provides the developmental education, although (23%) disagreed the statement and (18%) heads of schools were uncertain. The calculated value of Mean (3.02) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

39. Table 4.7.39 showed that greater number heads of school (92%) acknowledged regarding peace education gives moral education, however (2%) disagreed the statement and (5%) heads of schools were uncertain. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
40. Table 4.7.40 indicated that greater number heads of school (92%) acknowledged that peace education should be introduced as a separate subject at secondary level, whereas (2%) disagreed the statement. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
41. Table 4.7.41 specified that greater number heads of school (77%) acknowledged that peace education should be added as a subject in the section of general education course as a compulsory subject, whereas (22%) disagreed the statement. The calculated value of Mean (2.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is lower than the p-value. Hence, the statement is insignificant.
42. Table 4.7.42 revealed that greater number heads of school (63%) acknowledged that peace education should include as a subject in the section of elective course, while (32%) disagreed the statement as well as (4%) heads of schools were uncertain. The calculated value of Mean (3.11) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
43. Table 4.7.43 revealed that greater number heads of school (81%) acknowledged that peace education should be introduced through unit approach at secondary level, whereas (15%) disagreed the statement and (3%) heads of schools were uncertain. The calculated value of Mean (3.54) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

44. Table 4.7.44 showed that (73%) of the heads of schools acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Urdu, whereas (25%) disagreed the statement as well as (1%) heads of schools were uncertain. The calculated value of Mean (3.32) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
45. Table 4.7.45 indicated that (78%) of the heads of schools acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Pakistan Studies, while (20%) disagreed the statement and (1%) heads of schools were uncertain. The calculated value of Mean (3.43) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
46. Table 4.7.46 depicted that (79%) of the heads of schools acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Islamic Studies, whereas (20%) disagreed the statement and (1%) heads of schools were uncertain. The calculated value of Mean (3.17) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
47. Table 4.7.47 showed that (70%) of the heads of schools acknowledged that peace education should be as a unit in textbook of 10<sup>th</sup> English, while (26%) disagreed the statement and few (4%) heads of schools were uncertain. The calculated value of Mean (3.13) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
48. Table 4.7.48 specified that (72%) of the heads of schools acknowledged that peace education should be introduced through integrated approach, whereas (19%) disagreed the statement and (8%) heads of schools were uncertain. The calculated value of Mean (3.29) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.

49. Table 4.7.49 showed that (67%) of the heads of schools acknowledged that peace education should be taught through an interdisciplinary approach, while (15%) disagreed the statement and few (17%) heads of schools were uncertain. The calculated value of Mean (3.17) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
50. Table 4.7.50 specified that (36 %) of the heads of schools acknowledged that peace education should be included in the disciplines of Sciences at secondary level, while (51%) disagreed the statement and few (12%) heads of schools were uncertain. The calculated value of Mean (3.42) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
51. Table 4.7.51 revealed that (67%) of the heads of schools acknowledged that about Peace education should be included in the disciplines of Social Sciences at secondary level, while (15%) disagreed the statement as well as (17%) respondents were uncertain. The calculated value of Mean (3.17) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
52. Table 4.7.52 showed that (81%) of the heads of schools acknowledged that Peace education can face inter sectarian problems, while (11%) disagreed the statement and (7%) heads of schools were uncertain. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
53. Table 4.7.53 specified that (62%) of the heads of schools acknowledged that there is a lack of political will to adopt peace education as a part of Education policy, while (15%) disagreed the statement and (22%) heads of schools were uncertain. The calculated value of Mean (3.02) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.



54. Table 4.7.54 showed that (74%) of the heads of schools acknowledged that there is a lack of financial resources for implementation of peace education, whereas (12%) disagreed the statement and (13%) heads of schools were uncertain. The calculated value of Mean (3.55) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
55. Table 4.7.55 showed that (35%) of the heads of schools acknowledged that there is a lack of proper understanding and interest in peace education by all the stakeholders, while (39%) disagreed the statement and (35%) heads of schools were uncertain. The calculated value of Mean (3.66) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
56. Table 4.7.56 showed that (39%) of the heads of schools acknowledged that peace education will not be implemented due to non-availability of instructional materials, whereas (46%) disagreed the statement and (14%) respondents were uncertain. The calculated value of Mean (3.25) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
57. Table 4.7.57 indicated that (65%) of the respondents acknowledged that there is a lack of teachers' skills and knowledge related peace education, while (32%) disagreed the statement and (2%) heads of schools were uncertain. The calculated value of Mean (3.63) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
58. Table 4.7.58 showed that (59%) of the heads of schools acknowledged that the effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace education, whereas (29%) disagreed the statement as well as (11%) heads of schools were uncertain. The calculated value of Mean (3.57) favored the

statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

### **5.2.2. Quantitative findings of the study regarding SST Questionnaires**

1. Table 4.8.1 showed that (93%) of the SST acknowledged that peace means absence of violence, while (4%) disagreed the statement and (3%) SST were uncertain. The calculated value of Mean (3.98) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
2. Table 4.8.2 indicated that (87%) of the SST acknowledged that peace is a non-violent state of mind, while (5%) disagreed the statement and only (7%) SSTs' were uncertain. The calculated value of Mean (3.65) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
3. Table 4.8.3 specified that (79%) of the SST acknowledged that peace means justice, while (11%) disagreed the statement as well as (10%) SST were uncertain. The calculated value of Mean (3.79) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
4. Table 4.8.4 showed that (76%) of the SST acknowledged that peace means right to choose, while (12%) disagreed the statement and only (9%) SST were uncertain. The calculated value of Mean (3.83) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
5. Table 4.8.5 showed that (76%) of the SST acknowledged that peace means availability of basic needs, while (10%) disagreed the statement and (13%) SST were uncertain. The calculated value of Mean (3.78) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
6. Table 4.8.6 specified that (83%) greater number of the SST acknowledged that Peace is reduction of violence, while (5%) disagreed the statement and (12%) SST were

uncertain. The calculated value of Mean (3.92) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

7. Table 4.8.7 showed that (83%) greater number of the SST acknowledged that Peace is a peaceful situation at all levels, whereas (6%) disagreed the statement as well as (11%) SST were uncertain. The calculated value of Mean (3.74) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
8. Table 4.8.8 showed that (86%) a big number of the SST acknowledged that peace is tranquility (free from stress), however (6%) disagreed the statement and (9%) respondents were uncertain. The calculated value of Mean (3.94) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
9. Table 4.8.9 showed that (82%) a big number of the SST acknowledged that peace is the condition of well-being, while (7%) disagreed the statement and (11%) SST were uncertain. The calculated value of Mean (3.90) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
10. Table 4.8.10 revealed that (86%) greater number of the SST acknowledged that peace is a calm environment, while (4%) disagreed the statement and (10%) SST were uncertain. The calculated value of Mean (3.97) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
11. Table 4.8.11 showed that (95%) a big number of the SST acknowledged that Peace education is a process of promoting moral values for reducing conflicts, while (2%) disagreed the statement but (3%) SST were uncertain. The calculated value of Mean (3.75) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

12. Table 4.8.12 indicated that (84%) a big number of the SST acknowledged that Peace education is a process of developing skills for conflict resolution, whereas (4%) disagreed the statement and (11%) SST were uncertain. The calculated value of Mean (3.82) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
13. Table 4.8.13 showed that (83%) a huge number of the SST acknowledged that Peace education is a process of moral inclusion among people, while (5%) disagreed the statement and (12%) SST were uncertain. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
14. Table 4.8.14 revealed that (84%) a huge number of the SST acknowledged that Peace education enables the people to handle conflicts, whereas (3%) disagreed the statement and (12%) SST were uncertain. The calculated value of Mean (3.40) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
15. Table 4.8.15 showed that (76%) a huge number of the SST acknowledged that Peace education is a capacity building, however (7%) disagreed the statement as well as (17%) SST were uncertain. The calculated value of Mean (3.69) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
16. Table 4.8.16 revealed that (79%) a huge number of the SST acknowledged that peace education leads to everlasting peace at all dimensions, but (7%) disagreed the statement and (15%) SST were uncertain. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.

17. Table 4.8.17 revealed that (83%) a huge number of the SST acknowledged that peace education is mandatory for the stability of the country, whereas (8%) disagreed the statement and (10%) SST were uncertain. The calculated value of Mean (3.76) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
18. Table 4.8.18 presented that (79%) a huge number of the SST acknowledged that peace education instills the spirit of patriotism among people, although (5%) disagreed the statement and (16%) SST were uncertain. The calculated value of Mean (3.87) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
19. Table 4.8.19 directs that (88%) a big number of the SST acknowledged that peace education cultivates mutual respect and social justice s, whereas (3%) disagreed the statement and (8%) SST were uncertain. The calculated value of Mean (3.42) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
20. Table 4.8.20 revealed that (89%) a big number of the SST acknowledged that peace education leads to progress and national security, although (2%) disagreed the statement as well as (9%) SST were uncertain. The calculated value of Mean (3.90) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
21. Table 4.8.21 showed that (85%) large number of the SST acknowledged that peace education leads to unity, whereas (4%) disagreed the statement as well as (11%) SST were uncertain. The calculated value of Mean (3.45) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

22. Table 4.8.22 depicted that (79%) a big number of the SST acknowledged that peace education enables people to understand the dynamics of social harmony, whereas (4%) disagreed the statement as well as (17%) SST were uncertain. The calculated value of Mean (3.33) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
23. Table 4.8.23 indicated that (80%) a big number of the SST acknowledged that peace education supports in establishing peaceful/cordial relations among the nations, whereas (7%) disagreed the statement and (13%) SST were uncertain. The calculated value of Mean (3.66) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
24. Table 4.8.24 displayed that (91%) a big number of the SST acknowledged that peace education aims to develop the ethical values, while (2%) disagreed the statement and few (7%) SST were uncertain. The calculated value of Mean (3.38) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
25. Table 4.8.25 showed that (92%) a big number of the SST acknowledged that Peace education aims to build a culture of peace in society, although (2%) disagreed the statement as well as (6%) SST were uncertain. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
26. Table 4.8.26 showed that (84%) a huge number of the SST acknowledged that peace education aims to provide knowledge and understanding about peaceful co-existence, whereas (4%) disagreed the statement and (12%) SST were uncertain. The calculated value of Mean (3.87) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

27. Table 4.8.27 showed that (73%) a huge number of the SST acknowledged that the aim of teaching peace education is to empower students, however (5%) disagreed the statement as well as (22%) SST were uncertain. The calculated value of Mean (3.53) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
28. Table 4.8.28 revealed that (86%) greater number of the SST acknowledged that peace education aims at shaping the attitude of the students positively in the classroom, whereas (4%) disagreed the statement as well as (10%) SST were uncertain. The calculated value of Mean (3.80) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
29. Table 4.8.29 showed that (83%) greater number of the SST acknowledged that peace education teaches rights and responsibilities, whereas (8%) disagreed the statement as well as (12%) SST were uncertain. The calculated value of Mean (3.44) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
30. Table 4.8.30 showed that (50%) greater number of the SST acknowledged that Peace education promotes non-competitive classroom environment, but (25%) disagreed the statement as well as (25%) respondents were uncertain. The calculated value of Mean (2.97) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
31. Table 4.8.31 displayed that (62%) a big number of the SST acknowledged that peace education breaks barrier within self, but (13%) disagreed the statement and (24%) SST were uncertain. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
32. Table 4.8.32 specified that (84%) large number of the SST acknowledged that Peace

education is study about conflict resolution, whereas (5%) disagreed the statement as well as (11%) SST were uncertain. The calculated value of Mean (3.94) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

33. Table 4.8.33 showed that (80%) large number of the SST acknowledged that Peace education is study about civic education, whereas (10%) disagreed the statement and (20%) SST were uncertain. The calculated value of Mean (3.90) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

34. Table 4.8.34 showed that (60%) large number of the SST acknowledged that Peace education is study about environmental issues, whereas (16%) disagreed the statement as well as (24%) SST were uncertain. The calculated value of Mean (3.88) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

35. Table 4.8.35 showed that (84%) large number of the SST acknowledged that peace education is study about human rights, whereas (8%) disagreed the statement as well as (8%) SST were uncertain. The calculated value of Mean (3.78) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

36. Table 4.8.36 indicated that (76%) large number of the SST acknowledged that Peace education is study about democratic education, whereas (12%) disagreed the statement as well as (13%) SSTs' were uncertain. The calculated value of Mean (3.65) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.

37. Table 4.8.37 depicted that (65%) large number of the SST acknowledged that Peace



education teaches multicultural education, whereas (11%) disagreed the statement as well as (24%) SSTs' were uncertain. The calculated value of Mean (3.73) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

38. Table 4.8.38 showed that (74%) large number of the SST acknowledged that peace education provides the developmental education, whereas (13%) disagreed the statement as well as (13%) SST were uncertain. The calculated value of Mean (3.70) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
39. Table 4.8.39 indicated that (89%) large number of the SST acknowledged that peace education gives moral education, whereas (2%) disagreed the statement as well as (9%) SST were uncertain. The calculated value of Mean (3.70) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
40. Table 4.8.40 revealed that (83%) large number of the SST acknowledged that Peace education should be introduced as a separate subject at secondary level, whereas (9%) disagreed the statement as well as (7%) SSTs' were uncertain. The calculated value of Mean (3.55) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
41. Table 4.8.41 displayed that (69%) large number of the SST acknowledged that peace education should be added as a subject in the section of general education course as a compulsory subject, whereas (20%) disagreed the statement as well as only (11%) SST were uncertain. The calculated value of Mean (3.50) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
42. Table 4.8.42 showed that (65%) large number of the SST acknowledged that Peace

education should include as a subject in the section of elective course, whereas (21%) disagreed the statement but (13%) SST were uncertain. The calculated value of Mean (3.50) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

43. Table 4.8.43 presented that (83%) large number of the SST acknowledged that Peace education should be introduced through unit approach at secondary level, whereas (4%) disagreed the statement but (13%) SST were uncertain about the statement. The calculated value of Mean (3.90) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

44. Table 4.8.44 indicated that (81%) large number of the SST acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Urdu, whereas (10%) disagreed the statement but (9%) SST were uncertain. The calculated value of Mean (3.97) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

45. Table 4.8.45 revealed that (81%) large number of the SST acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Pakistan Studies, whereas (12%) disagreed the statement but (8%) SST were uncertain. The calculated value of Mean (3.94) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

46. Table 4.8.46 displayed that (87%) large number of the SST acknowledged that Peace education should be as a unit in textbook of 10<sup>th</sup> Islamic Studies, whereas (5%) disagreed the statement but (9%) SSTs' were uncertain. The calculated value of Mean (3.64) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

47. Table 4.8.47 showed that (71%) large number of the SST acknowledged that peace

education should be as a unit in textbook of 10<sup>th</sup> English, whereas (9%) disagreed the statement but (19%) SST were uncertain. The calculated value of Mean (3.84) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.

48. Table 4.8.48 revealed that (74%) large number of the SST acknowledged that peace education should be introduced through integrated approach, whereas (7%) disagreed the statement but (19%) SST responses were uncertain. The calculated value of Mean (3.77) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
49. Table 4.8.49 showed that (71%) large number of the SST acknowledged that peace education should be taught through an interdisciplinary approach, whereas (6%) disagreed the statement but (23%) SST were uncertain. The calculated value of Mean (3.05) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.
50. Table 4.8.50 revealed that (49%) large number of the SST acknowledged that peace education should be included in the disciplines of Sciences at secondary level, whereas (29%) disagreed the statement but (22%) SST were uncertain. The calculated value of Mean (3.73) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.
51. Table 4.8.51 revealed that (77%) large number of the SST acknowledged that peace education should be included in the disciplines of Social Sciences at secondary level, whereas (12%) disagreed the statement but (11%) SST were uncertain. The calculated value of Mean (3.62) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.
52. Table 4.8.52 presented that (72%) large number of the SST acknowledged that peace

education can face inter sectarian problems, whereas (12%) disagreed the statement but (16%) SST were uncertain. The calculated value of Mean (3.57) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

53. Table 4.8.53 presented that (73%) large number of the SST acknowledged that there is a lack of political will to adopt peace education as a part of Education policy, whereas (10%) disagreed the statement but (17%) SST were uncertain. The calculated value of Mean (3.34) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

54. Table 4.8.54 revealed that (64%) large number of the SST acknowledged that there is a lack of financial resources for implementation of peace education, whereas (21%) disagreed the statement but (15%) SST were uncertain. The calculated value of Mean (3.30) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

55. Table 4.8.55 depicted that (81%) large number of the SST acknowledged that there is a lack of proper understanding and interest in peace education by all the stakeholders, whereas (5%) disagreed with the statement but (14%) SST were uncertain. The calculated value of Mean (3.88) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.

56. Table 4.8.56 revealed that (60%) large number of the SST acknowledged that peace education will not be implemented due to non-availability of instructional materials, whereas (20%) disagreed the statement but (20%) SSTs' were uncertain. The calculated value of Mean (3.03) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is bigger than the p-value. Hence, the statement is significant.

57. Table 4.8.57 revealed that (66%) large number of the SST acknowledged that there is

a lack of teachers' skills and knowledge related peace education, whereas (21%) disagreed the statement but (13%) SST were uncertain. The calculated value of Mean (3.22) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is more than the p-value. Hence, the statement is significant.

58. Table 4.8.58 showed that (69%) large number of the SST acknowledged that the effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace education, whereas (16%) disagreed the statement but (15%) SST were uncertain. The calculated value of Mean (3.42) favored the statement. Based on  $\chi^2$  test-statistic,  $\alpha=0.05$  is greater than the p-value. Hence, the statement is significant.

### **5.3. KEY FINDINGS**

5.3.1. Key findings related to Research Question no.1. (What are the perceptions of stakeholders about the inclusion of peace education content areas in our curriculum?

- ❖ A large number of the heads of schools (68%) and SSTs' (93%) acknowledged that peace means absence of violence.
- ❖ A large number of the heads of schools (87%) and SSTs' (87%) acknowledged that peace is a non-violent state of mind.
- ❖ A large number of the heads of schools (90%) and SSTs' (86%) acknowledged that peace is tranquility (free from stress).
- ❖ A large number of the heads of schools and SSTs' having same percentage (86%) acknowledged that peace is a calm environment.
- ❖ A large number of the heads of schools (93%) and SSTs' (95%) acknowledged that peace education is a process of promoting moral values for reducing conflicts.

- ❖ A large number of the heads of schools (66%) and SSTs' (76%) agreed that peace education is a capacity building.
- ❖ A large number of the heads of schools (88%) and SSTs' (83%) acknowledged that peace education is mandatory for the stability of the country.
- ❖ A large number of the heads of schools (97%) and SSTs' (92%) favoured that peace education aims to build a culture of peace in society.
- ❖ A large number of the heads of schools (92%) and SSTs' (84%) admitted that peace education is study about human rights.
- ❖ A large number of the heads of schools (85%) and SSTs' (83%) acknowledged that peace education teaches rights and responsibilities.

#### 5.3.2. Key Findings related to Research Question no.2 (Through which approaches can peace education be introduced in the existing curriculum?)

- ❖ A large number of the heads of schools (92%) and SSTs' (83%) acknowledged that peace education should be introduced as a separate subject at secondary level.
- ❖ A large number of the heads of schools (63%) and SSTs' (69%) acknowledged that peace education should be added as a compulsory subject at secondary level.
- ❖ A large number of the heads of schools (63%) and SSTs' (65%) acknowledged that peace education should include as a subject in the section of elective course.
- ❖ A large number of the heads of schools (81%) and SSTs' (83%) acknowledged that peace education should be introduced through unit approach at secondary level.

- ❖ A large number of the heads of schools (79%) and SSTs' (87%) acknowledged that peace education should be as a unit in the textbook of 10<sup>th</sup> Islamic studies.
- ❖ A large number of the heads of schools (72%) and SSTs' (74%) acknowledged that peace education should be introduced through integrated approach.
- ❖ A large number of the heads of schools (67%) and SSTs' (71%) acknowledged that peace education should be taught through interdisciplinary approach.
- ❖ A large number of the heads of schools and SSTs' having same percentage (51%) disagreed that peace education should be included in the disciplines of sciences.
- ❖ A large number of the heads of schools (67%) and SSTs' (72%) acknowledged that peace education should be included in the disciplines of social sciences.

#### 5.3.3. Key Findings related to Research Question no.3 (Which barriers can be faced in implementation of peace education?)

- ❖ A large number of the heads of schools (81%) and SSTs' (72%) acknowledged that peace education can face inter sectarian problems in implementing process..
- ❖ A large number of the heads of schools (62%) and SSTs' (73%) acknowledged that there is a lack of political will to adopt peace education as a part of education policy.

- ❖ A large number of the heads of schools (74%) and SSTs' (64%) acknowledged that there is a lack of financial resources for implementation of peace education.
- ❖ Only 35% of the heads of schools favoured and 81% of SSTs' acknowledged that there is a lack of proper understanding and interest in peace education by all the stakeholders.
- ❖ A large number of the heads of schools (65%) and SSTs' (66%) acknowledged that there is a lack of teachers' skills and knowledge related peace education

#### **5.4. TRIANGULATION (INTEGRATION OF QUANTITATIVE FINDINGS AND QUALITATIVE FINDINGS)**

The findings of six key areas and their subtopics from the questionnaire and the semi-structured interview can be integrated into the six following topics:

- ❖ Concept of Peace
- ❖ Concept of Peace Education
- ❖ Aims of Peace Education
- ❖ Contents of Peace Education
- ❖ Inclusion approaches of Peace Education in existing curriculum
- ❖ Steps for removing barriers in implementing peace education

The section perception regarding the concept of peace is made of the combined quantitative findings from questionnaire item 1 to 10 (see appendix 1) shows that a large number of the heads of schools (68%) and SSTs' (93%) acknowledged that peace means absence of violence. A large number of the heads of schools (87%) and SSTs' (87%) acknowledged that peace is a non-violent state of mind. A large number of the heads of schools (90%) and SSTs' (86%) acknowledged that peace is tranquility (free from stress).A



large number of the heads of schools and SSTs' having same percentage (86%) acknowledged that peace is a calm environment.

The findings of qualitative data from the interview schedule question no.1 (see appendix 2). Shows that all the participants (Curriculum experts, Head teachers, Secondary school teachers and parents) defined that peace is a state or condition in which people live, work without any tension and fear. In others words, we can say no, fighting or war free environment is called peace. Peace means providing justice and it is a non-violent state of mind. Peace means a condition in which no one is disturbed it is a clam environment. Peace is calm environment and everyone is saved from any harm.

The section perception regarding the concept of peace education is combined the quantitative findings from the questionnaire item 11 to 23 (see appendix 1) shows that a large number of the heads of schools (93%) and SSTs' (95%) acknowledged that peace education is a process of promoting moral values for reducing conflicts. A large number of the heads of schools (66%) and SSTs' (76%) agreed that peace education is a capacity building.

The findings of qualitative data from the interview schedule question no.2 (see appendix 2).shows that all the participants (Curriculum experts, Head teachers, Secondary school teachers and parents) explained that peace education is a mode of education, which enable students, personal and human for a sustainable society, a society which may be error free, a society which ensures the rights of the people. It is a process of promoting peace related knowledge, skills and attitudes for resolving conflicts in peaceful ways. Peace education is a process of educating children for establishing a peaceful society on the basis of nonviolence tolerance, quality respect and social justice. Peace education is teaching about the root causes of conflict and strategies of conflict resolutions for bringing or maintaining peace in the society.

The section perception regarding aims of peace education is made up of the quantitative findings from questionnaire item 24 to 31 (see appendix 1) shows that a large number of the heads of schools (97%) and SSTs' (92%) favoured that peace education aims to build a culture of peace in society and the qualitative findings from the interview schedule question no.3 (see appendix 2) shows that all the participants (Curriculum experts, Head teachers, Secondary school teachers and parents) answered that peace education decreases violence to make calm environment, to give knowledge of managing conflicts, to promote moral values. Peace education to bring peace in society, to provide conducive environment, to create a peaceful culture, to reduce violence.

The section perception regarding contents of peace education is made up of the quantitative findings from the questionnaire item 32 to 39 (see appendix 1) shows that a large number of the heads of schools (92%) and SSTs' (84%) admitted that peace education is study about human rights. A large number of the heads of schools (85%) and SSTs' (83%) acknowledged that peace education teaches rights and responsibilities. And the qualitative findings from the interview schedule question no.4 (see appendix 2) shows that most of respondents (Curriculum experts, Head teachers, Secondary school teachers and parents) replied that Concept of Peace & Violence, Importance of peace education global values human rights & laws, Moral values of Islam may be the part of Peace education. Global values, human rights, peace and conflict, causes of conflicts, strategies for conflict resolution and moral values can be included in peace education.

The section inclusion approaches of peace education in existing curriculum were made up of the quantitative findings from questionnaire item 40 to 51 (see appendix 1) shows that A large number of the heads of schools (92%) and SSTs' (83%) acknowledged that peace education should be introduced as a separate subject at secondary level. A large number of the heads of schools (63%) and SSTs' (69%) acknowledged that peace education should be

added as a compulsory subject at secondary level. A large number of the heads of schools (63%) and SSTs' (65%) acknowledged that peace education should include as a subject in the section of elective course. A large number of the heads of schools (81%) and SSTs' (83%) acknowledged that peace education should be introduced through unit approach at secondary level. A large number of the heads of schools (79%) and SSTs' (87%) acknowledged that peace education should be as a unit in the textbook of 10<sup>th</sup> Islamic studies. A large number of the heads of schools (72%) and SSTs' (74%) acknowledged that peace education should be introduced through integrated approach. A large number of the heads of schools (67%) and SSTs' (71%) acknowledged that peace education should be taught through interdisciplinary approach and the qualitative findings from the interview schedule question no.5 (see appendix 2) Shows that most of respondents (Curriculum experts, Head teachers, Secondary school teachers and parents) replied that Peace education can be introduced through integrated approaches and inters discipline approach. Peace education first should be introduced as a pilot project in the beginning if the results are good, we should continue it. Firstly, peace education should be introduced through unit approach and integrated approach, later it should be introduced as a separate subject. Peace education should be introduced as a separate subject; if it is not possible then it should be included at secondary level. Peace education as a compulsory subject should be included at secondary level.

The section steps for removing barriers in implementing peace education is made up the quantitative findings from the questionnaire item 52 to 58 (see appendix 1) shows that a large number of the heads of schools (81%) and SSTs' (72%) acknowledged that peace education can face inter sectarian problems in implementing A large number of the heads of schools (62%) and SSTs' (73%) acknowledged that there is a lack of political will to adopt peace education as a part of education policy. A large number of the heads of schools (74%)

and SSTs' (64%) acknowledged that there is a lack of financial resources for implementation of peace education. Only 35% of the heads of schools favoured and 81% of SSTs' acknowledged that there is a lack of proper understanding and interest in peace education by all the stakeholders.

A large number of the heads of schools (65%) and SSTs' (66%) acknowledged that there is a lack of teachers' skills and knowledge related peace education and the qualitative findings from the interview schedule question no.6 (see appendix 2).shows that most of respondents (Curriculum experts, Head teachers, Secondary school teachers and parents) replied Political leaders have no vision about peace education and teachers have lack of peace related skills. Only a single one has shown that there is, no barrier in implementing peace education, everyone is ready to accept peace education. Teacher is not trained and skillful for teaching peace education and political leaders or stakeholders are not role model of peace. There are found many conflicts among them. Fundamentalists can be hurdle in implementation of peace education. Our working present teachers are not capable of teaching peace education. Our policy maker means political representatives are not highly qualified which is a big hurdle and our teachers need to be trained for its teaching. Lack of trained teachers and our current examination system may be a hurdle for its teaching because peace education is participatory approach. Lack of financial resources lack of proper understanding of stakeholders. The entire findings of the questionnaire and interview schedule were implicated into the framework of the peace education model at secondary level in Pakistan.

## **5.5. DISCUSSION**

The main purpose of the present study was to develop a Model of Peace Education at Secondary Level in Pakistan. A large number of studies reveal developing a Model of Peace Education at Secondary Level in Pakistan. The objectives of the current study as presented at the start of the research were to assess these with reference to the findings. The current study

revealed that majority of the respondents showed the perceptions of stakeholders about regarding peace education at secondary level.

The researcher measured the responses of the respondents that Peace means absence of violence; Peace is a non-violent state of mind; Peace education is a process of promoting moral values for reducing conflicts; Peace education is a process of developing skills for conflict resolution; Peace education is a process of moral inclusion among people; Peace education enables the people to handle conflicts; Peace education leads to everlasting peace at all dimensions; Peace education is mandatory for the stability of the country; Peace education instills the spirit of patriotism among people; Peace education cultivates mutual respect and social justice; Peace education enables people to understand the dynamics of social harmony; Peace education supports in establishing peaceful/cordial relations among the nations; Peace education aims to develop the ethical values; Peace education aims to build a culture of peace in society; Peace education aims to provide knowledge and understanding about peaceful co-existence; The aim of teaching peace education is to empower students; Peace education aims at shaping the attitude of the students positively in the classroom; Peace education teaches rights and responsibilities; Peace education promotes non-competitive classroom environment and Peace education breaks barrier within self.

The inferences of the current study show an acute contrast with the outcomes of research convened by Crough, (2012), Walther, (2006), Bratlett, (2010), Danesh, (2006), Kester, (2009), Zembylas & Bekeman, (2013), Salomon, (2004), Abu-Nimer, Naseer & Ouboulahcen (2016), and Shuayb, (2015) who convened an investigation regarding the perceptions of stakeholders regarding peace education at secondary level, and the researchers measured the positive attitudes of respondents only towards the perceptions of stakeholders regarding peace education at secondary level.

The researcher measured the responses of the respondents regarding approaches of

introducing peace education in existing curriculum at secondary level in Pakistan. The current study revealed that majority of the respondents showed the perceptions regarding approaches of introducing peace education in existing curriculum at secondary level in Pakistan. The researcher measured the responses of the respondents that Peace education should be introduced as a separate subject at secondary level; Peace education should be added as a subject in the section of general education course as a compulsory subject; Peace education should include as a subject in the section of elective course; Peace education should be introduced through unit approach at secondary level; Peace education should be as a unit in textbook of 10<sup>th</sup> Urdu; Peace education should be as a unit in textbook of 10<sup>th</sup> Pakistan Studies; Peace education should be as a unit in textbook of 10<sup>th</sup> Islamic Studies; Peace education should be as a unit in textbook of 10<sup>th</sup> English; Peace education should be introduced through integrated approach; Peace education should be taught through an interdisciplinary approach, Peace education should be included in the disciplines of Sciences at secondary level and Peace education should be included in the disciplines of Social Sciences at secondary level.

There was a great difference between the current findings and the findings of the research of Crough (2012), Walther (2006), Bratlett, (2010), Sri-Ammuay, (2011), Bar-Tal & Rosen, (2009), Deveci, Yilmaz & Karadaz, (2008), Shuayb, (2015) and Bajaj, (2015) as they did an investigation regarding the approaches of introducing peace education in existing curriculum at secondary level in Pakistan and the researchers measured the positive attitudes of respondents only towards the approaches of introducing peace education in existing curriculum at secondary level in Pakistan.

The researcher measured the responses of the respondents regarding to identify the barriers regarding implementation of peace education at secondary level curriculum. The current study revealed that majority of the respondents showed the perceptions regarding to identify the barriers regarding implementation of peace education at secondary level

curriculum. The researcher measured the responses of the respondents that Peace education can face inter sectarian problems; There is a lack of political will to adopt peace education as a part of Education policy; There is a lack of financial resources for implementation of peace education; There is a lack of proper understanding and interest in peace education by all the stakeholders; Peace education will not be implemented due to non-availability of instructional materials; There is a lack of teachers' skills and knowledge related peace education and The effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace education.

The inferences of the current study showed an acute contrast with the outcomes of research convened by Crough (2012), Walther (2006), Bratlett, (2010), Sri-Ammuay, (2011), Deveci, Yilmaz & Karadaz, (2008), Bajaj, (2015) and, Bar-Tal & Rosen, (2009) who convened an investigation regarding to identify the barriers regarding implementation of peace education at secondary level curriculum and the researchers measured the positive attitudes of respondents only towards to identify the barriers regarding implementation of peace education at secondary level curriculum. The overall findings of the present study are related to the following previous study. Mishra (2015) conducted his research on implementing peace education and concluded that teaching of peace education should started in beginning classes of school level and he recommended that there is an urgent need of formulating comprehensive curriculum of peace education for addressing the challenges of conflicts but in the present study, it was concluded that teaching of peace education should be started at secondary level classes. Wisdom and Imo (2010) conducted the research study which were related with co-curricular activities for improvement of peace education in educational institution and concluded that co-curricular activities related peace are obligatory for promoting peace education but in the present, it was concluded that peace education should be introduced through (curricular activities) curriculum. Ezeoba (2012) conducted the study on peace

education in Nigeria and concluded that secondary level curriculum of social studies should be integrated with peace contents but in the present study, it was concluded that peace education should be included as a unit approach or single separate subject at secondary level curriculum.

## **5.6. CONCLUSIONS**

### **5.6.1. Quantitative Data Conclusion**

The present study was examine to examine “Developing a Model of Peace Education at Secondary Level in Pakistan”. Therefore, the first objective of the study was to find out the perceptions of stakeholders about regarding peace education at secondary level. According to this objective researcher collected the responses of the respondents. Thus, it was concluded that the majority of the respondents gave positive responses about the statement that the perceptions of stakeholders about regarding peace education at secondary level. The researcher measured the responses of the respondents that Peace means absence of violence; Peace is a non-violent state of mind; Peace education is a process of promoting moral values for reducing conflicts; Peace education is a process of developing skills for conflict resolution; Peace education is a process of moral inclusion among people; Peace education enables the people to handle conflicts; Peace education leads to everlasting peace at all dimensions; Peace education is mandatory for the stability of the country; Peace education instills the spirit of patriotism among people; Peace education cultivates mutual respect and social justice; Peace education enables people to understand the dynamics of social harmony; Peace education supports in establishing peaceful/cordial relations among the nations; Peace education aims to develop the ethical values; Peace education aims to build a culture of peace in society; Peace education aims to provide knowledge and understanding about peaceful co-existence; The aim of teaching peace education is to empower students; Peace education aims at shaping the attitude of the students positively in the classroom; Peace education teaches rights and responsibilities; Peace education promotes non-competitive classroom environment and Peace education breaks



barrier within self.

The second objective was to examine the approaches of introducing peace education in existing curriculum at secondary level in Pakistan. The researcher measured the responses of respondents regarding this objective. It was concluded that the majority of the school teachers showed positive responses about the statement that Peace education should be introduced as a separate subject at secondary level; Peace education should be added as a subject in the section of general education course as a compulsory subject; Peace education should be included as a subject in the section of elective course; Peace education should be introduced through unit approach at secondary level; Peace education should be as a unit in textbook of 10<sup>th</sup> Urdu; Peace education should be as a unit in textbook of 10<sup>th</sup> Pakistan Studies; Peace education should be as a unit in textbook of 10<sup>th</sup> Islamic Studies; Peace education should be as a unit in textbook of 10<sup>th</sup> English; Peace education should be introduced through integrated approach; Peace education should be taught through an interdisciplinary approach; Peace education should be included in the disciplines of Sciences at secondary level and Peace education should be included in the disciplines of Social Sciences at secondary level.

The third objective was to identify the barriers regarding implementation of peace education at secondary level curriculum. The researcher measured the responses of respondents regarding this objective. The researcher concluded that the majority of the school teachers have positive responses about the statement that Peace education can face inter sectarian problems; there is a lack of political will to adopt peace education as a part of Education policy, There is a lack of financial resources for implementation of peace education, There is a lack of proper understanding and interest in peace education by all the stakeholders, Peace education will not be implemented due to non-availability of instructional materials, There is a lack of teachers' skills and knowledge related to peace education, and The effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace

education.

### **5.6.2. Qualitative Data Conclusion**

1. All the participants agreed that Peace is a state or condition in which people live, work without any tension and fear. In others words, we can say no, fighting or war free environment is called peace. Peace means providing justice and it is a non-violent state of mind. Peace is a very precious characteristic of a society. Peace means a condition in which no one is disturbed. Peace is calm environment and everyone is saved from any harm.
2. Almost all the respondents supported that peace education is a mode of education, which enable students, personal and human for a sustainable society, a society which may be error free, a society which ensures the rights of the people. It is a process of promoting peace related knowledge, skills and attitudes for resolving conflicts in peaceful ways. Peace education is a process of educating children for establishing a peaceful society on the basis of nonviolence tolerance, equality, respect and social justice. Peace education is teaching about the root causes of conflict and strategies of conflict resolutions for bringing or maintaining peace in the society. Peace means providing justice and it is a non-violent state of mind. Peace is a very precious characteristic of a society. Peace means a condition in which no one is disturbed. It is calm environment. Peace means availability of freedom for everyone. Peace is environment which is stress free.
3. Peace education decreases violence to make calm environment, to give knowledge of managing conflicts, to promote moral values. Peace education to bring peace in society, to provide conducive environment, to create a peaceful culture, to reduce violence. Peace education is a process of mutual understanding, to bring peace in the world, to establishing peaceful relations among different nations. Peace education develops

personal conflict resolution skills, to encourage possible non-violent skills, to reduce violence to create constructive behaviors for eliminating conflicts. Peace education is a process of developing positive behavior in individuals and enables to accept others opinions. Peace education is teaching about the different concepts of peace for maintaining peace. Peace education is the process of giving awareness of skills or knowledge to the children for bringing peace. Peace education is a process of providing peace related knowledge and skills for handling conflicts.

4. Most of the respondents revealed that Concept of Peace & Violence, Importance of peace education global values human rights & laws, Moral values of Islam may be the part of Peace education. Global values, human rights, peace and conflict, causes of conflicts, strategies for conflict resolution and moral values can be included in peace education. Environmental issues, concept of violence and non-violence, democracy, human right, Global values may be a part of Peace education. Human rights, Global values, last address of the Holy Prophet (SAW), Charter of UNO, and Universal values should be taught. Peace education brings peace in society, to create harmony in different religious groups, to tolerate the others opposite opinions. It develops positive thinking, to promote moral values, giving awareness of the rights and duties. It develops positive behavior, to promoting Islamic values, to provide peaceful society.
5. Almost all the respondents agreed that everyone needs peace, so there is no hurdle in implementation of peace education. Lack of teaching skills related to peace may be a hurdle. Introducing as a subject it will be burden for students and teachers because at secondary level, students are being taught eight subjects. Stake holders have a lack of proper understanding of peace concept. According to my opinion, no hurdle or barrier is found in implementation of peace education. Peace, objective of peace, teaching methods of peace education, knowledge of conflicts, aftershocks of wars, global values,

environmental issues, human rights related content should be included. Islamic values, concept of violence, causes of conflicts, dangers of wars, and peace related events of the Holy Prophet (SAW) life should be included.

6. Peace education can be introduced through integrated and interdisciplinary approach.

Peace education first should be introduced as a pilot project in the beginning, if the results are good, we should continue it. Firstly, peace education should be introduced through unit approach and integrated approach, later it should be introduced as a separate subject. Peace education as a compulsory subject should be included at secondary level. Peace education is a need of hour; it should be introduced as a new subject in group of social sciences subjects. Peace education as subject may be included in the existing curriculum. Peace education as a unit in Islamic study should be introduced at secondary level.

7. Political leaders have no vision about peace education and teachers have lack of peace related skills. R-2 has shown that there is, no barrier in implementing peace education, everyone is ready to accept peace education. Teacher is not trained and skillful for teaching peace education and political leaders or stakeholders are not role model of peace. There are found many conflicts among them. Fundamentalists can be hurdle in implementation of peace education. Our working present teachers are not capable of teaching peace education. Our policy maker means political representatives are not highly qualified which is a big hurdle and our teachers need to be trained for its teaching. Lack of trained teachers and our current examination system may be a hurdle for its teaching because peace education is participatory approach. Lack of financial resources lack of proper understanding of stakeholders.

## **5.7. RECOMMENDATIONS**

On the basis of findings and conclusions, the researcher drew the following recommendations:

1. Peace education may be included in the curricula of teacher education programmes for pre-service teachers who teach at secondary level.
2. Suitable planning and implementation may vastly spread the latest revisions and refinements in the curriculum.
3. Professional training courses may be arranged for training of head teachers and teaching staff of schools for effective implementation of peace education at school level.
4. Seminars, workshops and discussion forums related to peace education may be conducted for awareness of the learners.
5. Schools may be encouraged to increase a culture of peace through the assistance of the stakeholders in the society.
6. The stakeholders may ensure that there is a regular Peace Education Campaign within the secondary schools activities. The campaign should aim at sensitizing the public members on need for harmonious coexistence
7. It may be desired to create a favorable learning environment in order to attract the learners towards achieving the significant skills, know how, values and behaviors to equip them with required techniques to take part effectively in recent most modern diversified and segregated society.
8. The public sector may arrange conferences, seminars, meetings and other relevant activities at different forums for the teachers to engage them in the programmes relevant to peace education.

9. Peace education may be introduced as a full-fledged subject at secondary level in Pakistan.
10. Peace education may specifically be integrated to the existing secondary school curriculum.
11. In the light of proposed model, the curriculum of peace education may be formulated by the Government at secondary level.
12. By using the proposed model, researchers may be developed new and unique models of peace education in the context of Pakistan in the future.

## **5.8. INTEGRATION OF QUANTITATIVE AND QUALITATIVE FINDINGS FOR THE MODEL**

The findings of six key areas and their subtopics from the questionnaire and the semi-structured interview can be integrated into the six following groups as:

- ❖ Concept of Peace
- ❖ Concept of Peace Education
- ❖ Aims of Peace Education
- ❖ Contents of Peace Education
- ❖ Inclusion approaches of Peace Education in existing curriculum
- ❖ Steps for removing barriers in implementing peace education

The section perception regarding the concept of peace is made of the combined findings from questionnaire item 1 to 10 (see appendix 1) and the findings from the interview schedule question no.1 (see appendix 2).

The section perception regarding the concept of peace education is combined the findings from the questionnaire item 11 to 23 (see appendix 1) and the findings from the interview schedule question no.2 (see appendix 2).

The section perception regarding aims of peace education is made up of the findings from questionnaire item 24 to 31 (see appendix 1) and the findings from the interview schedule question no.3 (see appendix 2).

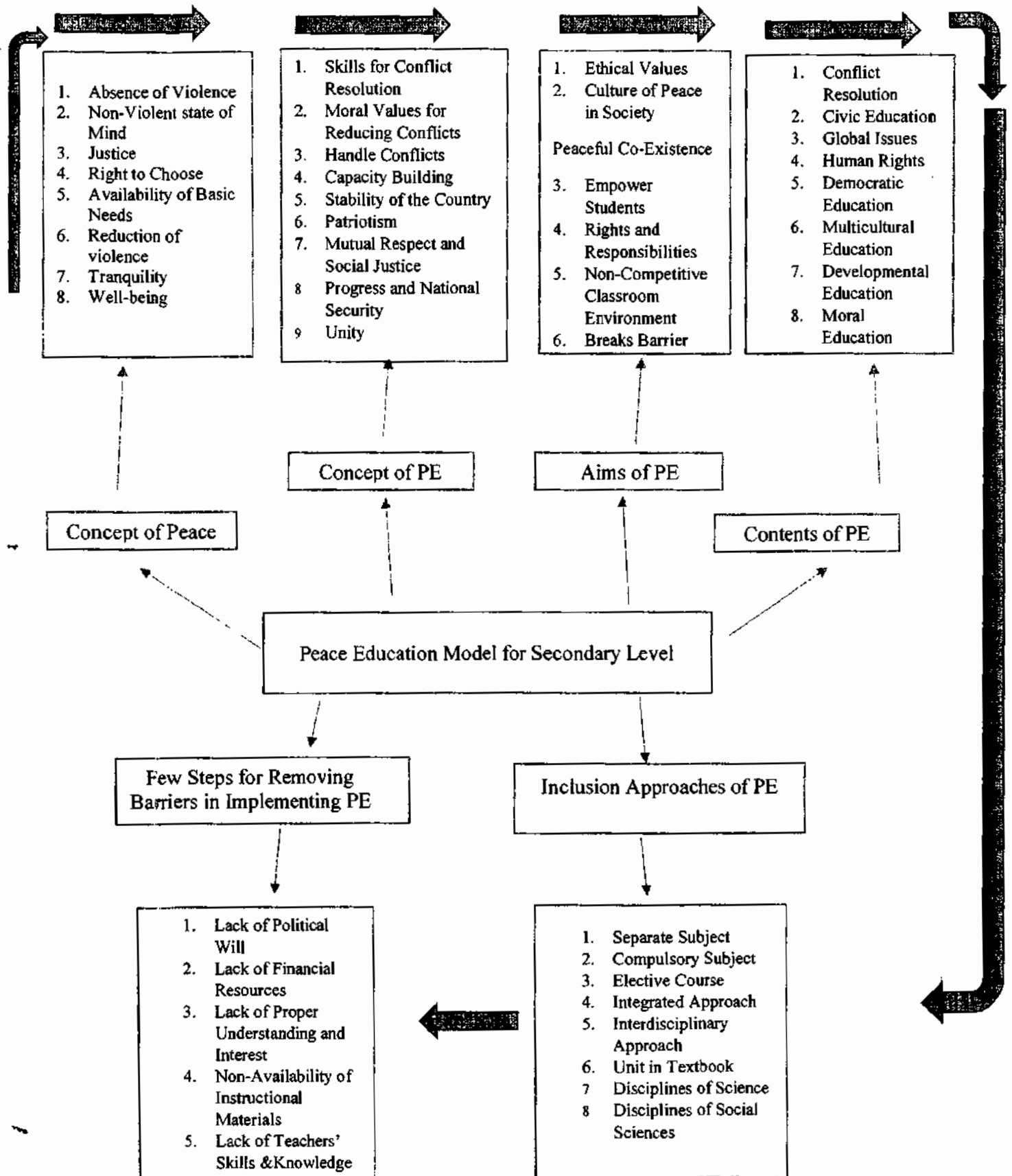
The section perception regarding contents of peace education is made up of the findings from the questionnaire item 32 to 39 (see appendix 1) and the findings from the interview schedule question no.4 (see appendix 2).

The section inclusion approaches of peace education in existing curriculum were made up of the findings from questionnaire item 40 to 51 (see appendix 1) and the findings from the interview schedule question no.5 (see appendix 2).

The section steps for removing barriers in implementing peace education is made up the findings from the questionnaire item 52 to 58 (see appendix 1) and findings from the interview schedule question no.6 (see appendix 2).

The entire findings of the questionnaire and interview schedule were implicated into the framework of the peace education model at secondary level in Pakistan showed in figure 5.9.

### 5.9. Proposed Model of Peace Education at Secondary Level





## **Rationale for Proposed Model of Peace Education at Secondary Level**

On the basis of findings and conclusions this model of peace education is developed. Five principles of this model are developed. The principles are briefly explained below:

### **Principle 1: Concept of Peace**

Peace is a necessary part of Islam. The origin of the word 'Islam' is s-l-m, which is used in Arabic for peace. Islam means a religion of peace. Islam raises peace and harmony both at social and communal level. Concept of peace is divided into two levels which are internal peace and external peace. While internal peace is about thinking of an individual about others and respecting them, external peace represents the peace in cultures, societies, families and international relations. Peace is required to avoid confusion and for using the term in an academic research context.

Peace is nonappearance of war. The concept of peace is defined in a variety of ways in literature. Peace is the absence of war or long term conflict. Peace can also be seen as a behavior, attitude, and specific relations among people or tone of relations.

### **Principle 2: Concept of Peace Education**

Peace education is mandatory to obtain peace and stability in the world. It is exceptionally hard to allot a widespread meaning of peace education. Peace is not just a general public without weapons. It is not only a nonappearance of war; peace goes a long way that a domain in which all people can enjoy the highest level of internal peace. Peace education is not just established in building peace with oneself, yet it, likewise interconnects and interrelates with each issue of life. Peace education is raised up to an idea as peace education has extended vitality constrained the educationist to recognize as a critical and fundamental part to lead culture towers popular government and advancement with its completeness. That is the reason it is justifiable that peace education as a product of modern times is equivalent of other social and systematic innovations.

Peace education is a procedure amid which the ideas, information, attitudes, aptitudes and values are taught to people which enable them to live in peace. In other words, peace education is an instructive procedure during which peaceful critical thinking strategies, rather than critical thinking techniques in view of brutality and strife, are educated to people. Peace education is a strategy to change the culture of violence in the culture of peace by awaking the people about their world, issues, rights and problems.

Peace education can be clarified in simple words that it is the way towards teaching the youngsters inside the classrooms or outside the classrooms about the dangers of savagery and the strategies and methodologies of looking after peace. Peace education is problem posing education that endeavors to work in each individual the all-inclusive qualities and conduct on which a culture of peace is supported, including the improvement of peaceful compromise abilities and a pledge to cooperating to understand a mutual and favored future.

### **Principle 3: Aims of Peace Education**

Peace education is a tool to provide social skills and value education to the people for creating positive relationship among the various nations of the world. Peace education is a strategy to change the culture of violence in the culture of peace by awaking the people about their world, issues, rights and problems. Peace education is both a reasoning and a procedure that is concerning about the obtaining knowledge and peace-production abilities. The main role of peace education is to expose the students to elective peacefulness methods for managing conflicts. Peace education creates intelligent, critical thinking, erasing in the mind of people militarism, culture of prejudices and all types of wickedness propensities, while teaching in them the way of life of peace important for amicable living and peaceful conjunction. Peace education is problem posing education that endeavors to work in each individual the all-inclusive qualities and conduct on which a culture of peace is supported, including the

improvement of peaceful compromise abilities and a pledge to cooperating to understand a mutual and favored future.

#### **Principle 4: Contents of Peace Education**

The following key contents of peace education are related to the present study: Conflict resolution education, Peace education, Culture of peace, Direct violence, Environmental education, Global citizenship, Human rights education, Indirect violence, Multicultural education, Positive peace, Negative peace, Structural violence, Civic education Conflict, Conflict resolution education, Culture of peace, direct violence, Indirect violence, Environmental education, Global citizen, Human rights education, Multicultural education, Negative peace, Peace education, Peace studies, Positive peace and Structural violence

#### **Principle 5: Peace Education in Existing Curriculum**

The scope of peace education is guided by the entire curriculum of associate degree self-reliant nation causing a message of peace in schools thus as to equip the learners for tomorrow's security and safety. This suggests that all the subjects instructed specific faculty establishment square measure capable of delivering peace values to the learners and however, it is finished is very important. The humanists' perspective of Peace education also includes civil, domestic, cultural, and ethnic forms of violence, making an attempt to heal the traumas of violent cultures, it includes skills as anger management, impulse management, emotional awareness, sympathy development, self-assertiveness, and drawback determination wide famous as human relations skills. These basic communications skills are necessary for survival. Peer mediation programs however they profit the learners could be a question one must raise, as a result of violence remains embankment.

Peace education programs take completely different forms as a result of the wide selection of violent conflicts that plague human existence. Peace education relies upon the problems of would like, interests, conditions, and culture, moreover as views and power of the

educators.

#### **5.10. RECOMMENDATIONS FOR FURTHER RESEARCHES**

According to the knowledge of researcher, this research study is the first research study of developing a model of peace education at secondary level in the context of Pakistan. I would recommend that further research studies related to peace education may be conducted at secondary level. Peace education may be included in the curricula of teacher education programmes for pre-service teachers who teach at secondary level. So it is need of research studies on developing a programme of peace education or developing a model of peace education for pre-service teachers. Any further research study may be conducted to evaluate the effectiveness of this proposed model of peace education. I would recommend that further research study may be conducted on developing a curricula of peace education for secondary level. I would also recommend the further research studies may be conducted on identifying the pedagogical strategies for teaching peace education at different levels of education.

#### **5.11. LIMITATIONS OF THE STUDY**

A few limitations were found in this research study. The busy and tough schedule in working places made it difficult to carry out detailed interviews from the respondents. However, efforts were made to approach such respondents for interview through telephonically. All the interviews were recorded with permission because it was the requirement of the researcher. That's why few respondents felt hesitation and did not answer openly to the researcher. The number of respondents were kept low as a sample which could have reduced the opportunity for comparison of opinions among the same category of respondents. A few female respondents were not agreed for interviewing. Efforts, however were made to convince the female respondents for interview.

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## APPENDICES

### A. QUESTIONNAIRE

Mr. \_\_\_\_\_

Asslam-o-Alakum

I am a student of Ph.D. (Education) at International Islamic University Islamabad. My research project topic is **“Developing a Model of Peace Education at Secondary Level in Pakistan”**. In view of your expertise and experience, you are requested to fill the questionnaire and return to the undersigned as earliest as possible. In most of the questions, there are five choices and you are requested to tick mark the box that indicates the best response in your opinion. The collected information will be kept confidential and your name will be kept in secret.

Looking for your co-operation and an early reply.

Yours sincerely,  
Basharat Ali Khan  
Village and Post Office Hattar,  
Tehsil Fateh Jang District Attock  
Contact No.03125714711

**Section 1: Introductory information**

1. Name: -----
2. Gender: ☐ Male ☐ Female
3. Academic Qualification \_\_\_\_\_
4. Professional Qualification \_\_\_\_\_
5. Age: -----
6. Name of institution: \_\_\_\_\_
7. Subject taught: \_\_\_\_\_

Read the following statements carefully and tick mark on any of the box for your best expression.

SA stands for Strongly Agree

A stands for Agree

UNC stands for Uncertain

DA stands for Disagree

SDA stands for Strongly Disagree

**Perception regarding concept of Peace**

Item No.	Statements	SA	A	UNC	DA	SDA
1	Peace means absence of violence.					
2	Peace is a non-violent state of mind.					
3	Peace means justice.					
4	Peace means right to choose.					
5	Peace means availability of basic needs.					
6	Peace is reduction of violence.					
7	Peace is a peaceful situation at all levels.					
8	Peace is tranquility (free from stress).					
9	Peace is the condition of well-being.					
10	Peace is a calm environment.					

**Perception regarding the concept of Peace education**

Item No.	Statements	SA	A	UNC	DA	SDA
11	Peace education is a process of promoting moral values for reducing conflicts.					

12	Peace education is a process of developing skills for conflict resolution					
13	Peace education is a process of moral inclusion among people.					
14	Peace education enables the people to handle conflicts.					
15	Peace education is a capacity building.					
16	Peace education leads to everlasting peace at all dimensions.					
17	Peace education is mandatory for the stability of the country.					
18	Peace education instills the spirit of patriotism among people.					
19	Peace education cultivates mutual respect and social justice					
20	Peace education leads to progress and national security.					
21	Peace education leads to unity.					
22	Peace education enables people to understand the dynamics of social harmony.					
23	Peace education supports in establishing peaceful/cordial relations among the nations.					

#### Perception regarding aims of Peace Education

Item No.	Statements	SA	A	UNC	DA	SDA
24	Peace education aims to develop the ethical values.					
25	Peace education aims to build a culture of peace in society.					
26	Peace education aims to provide knowledge and understanding about peaceful co-existence.					
27	The aim of teaching peace education is to empower students.					
28	Peace education aims at shaping the attitude of the students positively in the classroom.					
29	Peace education teaches rights and responsibilities.					
30	Peace education promotes non-competitive classroom environment.					
31	Peace education breaks barrier within self.					

#### Perception regarding contents of Peace Education

Item No.	Statements	SA	A	UNC	DA	SDA
32	Peace education is study about conflict resolution.					
33	Peace education is study about civic education.					
34	Peace education is study about environmental issues.					
35	Peace education is study about human rights.					
36	Peace education is study about democratic education.					
37	Peace education teaches multicultural education.					
38	Peace education provides the developmental education.					
39	Peace education gives moral education.					

### Inclusion approaches of Peace education in existing curriculum

Item No.	Statements	SA	A	UNC	DA	SDA
40	Peace education should be introduced as a separate subject at secondary level.					
41	Peace education should be added as a subject in the section of general education course as a compulsory subject.					
42	Peace education should include as a subject in the section of elective course.					
43	Peace education should be introduced through unit approach at secondary level.					
44	Peace education should be as a unit in the textbook of 10 <sup>th</sup> Urdu.					
45	Peace education should be as a unit in the textbook of 10 <sup>th</sup> Pakistan Studies.					
46	Peace education should be as a unit in the textbook of 10 <sup>th</sup> Islamic Studies.					
47	Peace education should be as a unit in the textbook of 10 <sup>th</sup> English.					
48	Peace education should be introduced through integrated approach.					
49	Peace education should be taught through an interdisciplinary approach.					
50	Peace education should be included in the disciplines of Sciences at secondary level.					
51	Peace education should be included in the disciplines of Social Sciences at secondary level.					

### Barriers regarding implementation of peace education in existing curriculum

Item No.	Statements	SA	A	UNC	DA	SDA
52	Peace education can face inter sectarian problems.					
53	There is a lack of political will to adopt peace education as a part of Education policy.					
54	There is a lack of financial resources for implementation of peace education.					
55	There is a lack of proper understanding and interest in peace education by all the stakeholders.					
56	Peace education will not be implemented due to non-availability of instructional materials.					
57	There is a lack of teachers' skills and knowledge related peace education					
58	The effect of the current exams oriented teaching methodology is a hurdle to achieve the integrated objectives of peace education					

## **B. Interview Guide**

Q.1.What is peace for you?

Q.2.What is Peace Education?

Q.3.What can be the aims of Peace Education at secondary level?

Q.4.What we should teach in Peace Education?

Q5.How can Peace Education be included in existing curriculum at secondary level?

Or Through which approaches of curriculum Peace education can be introduced in existing curriculum?

Q.7.What are the expected barriers in implementation of peace education?

Or How Peace education can resolve our problems?