Analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan

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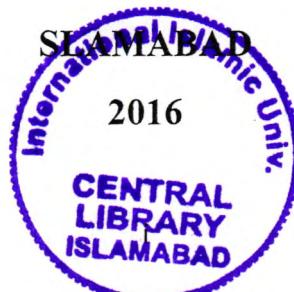
Peace- Study and teaching

Teacher training

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A thesis Submitted in Partial Fulfilment of the Requirements for the Degree of

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In the Name Of Allah, the Most Gracious, the Most Merciful

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DEDICATED

TO

My Beloved Mother and Father

My Brothers Fazli Amin and Nasir Ali

My Nephews Ahmad, Liaba and Rabin

And

My Reverend Teachers

FORWARDING SHEET

This thesis entitled "Analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan", submitted by Sufi Amin in partial fulfilment of the requirement, for the degree of Master Studies in Education, under my guidance and supervisor, is forwarded for the further necessary action.

Dated: _____   Supervisor: _____

Prof. Dr. N. B. Jummani

APPROVAL SHEET

Analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan

By

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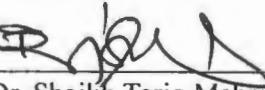
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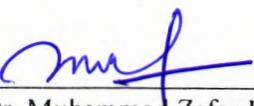
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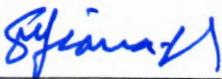
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STATEMENT OF UNDERSTANDING

I, Sufi Amin Registration No. 165-FSS/MSEDU/F13 as a student of Master Studies in Education at International Islamic University Islamabad do hereby declare that the thesis entitled "Analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan", submitted for the partial fulfilment of Master Studies in Education is my original work, except where otherwise acknowledge in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining and degree from this or any other university or institutions.

Dated: _____   Signature: _____

SUFI AMIN

ACKNOWLEDGEMENTS

ABSTRACT

This study was designed for introducing peace education in pre-service teachers training programs in Khyber Pakhtunkhwa, Pakistan. Peace education is more effective and significant, when implemented according to the social and cultural perspective and the requirements of a country. It should developed the cultural and spiritual principles together with the world-wide human principles. The objectives of the present study were :(a) to examine prevailing the practices of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa Pakistan. (b) To identify the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa Pakistan. (c) To analyze the views of teacher educators regarding the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan. (d) To analyze the views of Prospective teachers regarding the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan. It was a quantitative study. The design of the study was descriptive and survey type. Population of the study was constitutes 73 teacher educators and 772 prospective teachers of the I.E.R department of all public sector universities in Khyber Pakhtunkhwa, Pakistan. Simple random Sampling technique was used. Data were collected through a questionnaires. The questionnaires were design through five point Likert scale. The data was analysed with the help of SPSS software (Version 20). Results were presented in the form of tables and charts.

The findings and conclusions of the study showed that the majority of the participants have positive response about peace education and its components in pre-service teachers training in Khyber Pakhtunkhwa, Pakistan. There are three main components of peace education i.e. Knowledge, skills and attitudes. Most of the respondents have positive responses about these three components of peace education. Most of the respondents were agree that peace education promotes social awareness, global awareness, boost up human dignity,

promote justices in society and overcomes violence's in the society, etc. Most of the respondents were agree to integrate the contents of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan.

Recommendations of the study were: Make Contribution for the improvement of a specific peace education curriculum in pre-service teachers training programs in Khyber Pakhtunkhwa, Pakistan. To integrate peace education practices in classroom, to improve the skills, attitudes and knowledge of students about peace education. It contributes in the planning of a suitable peace education curriculum in pre-service teachers training education in Pakistan. Develop a strategy to promote peace education in pre-service teacher training programs in Pakistan.

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CHAPTER 1

INTRODUCTION

1.1. Introduction

"The true servants of the most Merciful are those who behave gently and with humility of earth and whatever the foolish quarrel with them, they reply with [words of] peace". (Al-Furqan 26:1063).

Peace education is promoting the knowledge, skills and attitudes, to improve the lifestyle, and maintain the mental silence. The Peoples of the modern world are facing continuous tension and problems, such as political, social, economic and ethical. Civilizations, ethnic conflicts and humanity to the brink of extinction to push the struggle of socio-economic struggle. It is the need of the present day for the revival of the culture of peace. At School-level peace education can go a long way to promote order in the war-ravaged society of today (Charles, 2013).

Throughout the world, we see wars instead of negotiation, the proper allocation of resources instead of exploitation, Equal treatment and respect instead of tyranny and competition rather than cooperation. In particular, wars and violence never seems to end and can even be justified in the name of justice or democracy. There has been a tendency towards 'a cultural conflict, building violence seem normal/usual, reducing the threshold (Galtung, 2008). This culture of violence inevitably has a great influence on children, causing them fear and anxiety, often through their daily lives in inner-city communities and the media (Alito & Michel, 2009).

So, it can see that, peace education as a possible way to transform the culture of violence into the culture of peace, to grow children's peaceful insolences and skills by motivating an alteration in their awareness (Harris, 2008).

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While the importance of peace education has been emphasized internationally, peace education is not commonly practiced in the UK and 'peace education is a term rarely used in British schools' (Hicks, 1996). Thus, the research on principles and practice of peace education can be useful in promoting peace education in most of the schools in the UK. According to the theoretical aspects of peace education, which can contribute to establishing the conceptual frameworks for peace education and can lead to the development of programs, since many peace education programs are implemented without theories underpinning the practice or a research rationale (Johnston, 2007).

The significance of peace education in teacher training, Pakistan needs to respond not only to meet the UNESCO guidelines, but also to solve the pervasive conflicts within the country. Since Pakistan has had unrest in the Khyber Pakhtunkhwa, provinces and deep divisions within society, it is reasonable to question the role of education and think about a revision of the teacher training process for peace education. Little research appears to have been conducted on pre-service teacher training programs for peace education in Pakistan. As a researcher I think that, this study will make a durable impact in the field of peace education for pre-service teachers training programs in KP, Pakistan.

1.2. Statement of the problem

There is a less number of peace education practices in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan. It is the need of the day to promote peace education practices in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan. To develop the skills, attitudes and knowledge of our teachers especially in pre-service teacher training programs. Peace education practices can be communicated in several methods and styles, but the prevailing study has focused on a suggested way of pre-service teachers training programs in Khyber Pakhtunkhwa, Pakistan.

Therefore, teachers are the key performers in developing peace-loving and non-violent culture among students. Thus it is essential to examine that to what degree the Pre-Service teachers are conscious about Peace education. This investigation is an endeavour to discover "Analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan".

1.3. Objectives of the study

1. To examine the prevailing practices of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan.

2. To identify the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan.

3. To analyze the views of teacher educators regarding the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan.

4. To analyze the views of Prospective teachers regarding the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan.

1.4. Research Questions

1. What types of practices are reflected in pre-service teacher training programs regarding peace education in Khyber Pakhtunkhwa, Pakistan?

2. Whether peace education is one of the fundamental requirements of pre-service training programs in Khyber Pakhtunkhwa, Pakistan?

3. What types of the courses and activities can be introduced in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan?

4. What are the views of teacher educators regarding the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan?

5. What are the views of prospective teachers regarding the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan?

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6. How peace education can be integrated into pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan?

1.5. Significance of the study

The significance of the study is:

1. To help in Policy Making.

2. To help in Educational Planning.

3. Helps in Curriculum Development.

4. To helps for Administrators and teachers.

5. To help in Teacher's training programs.

6. Furthermore, this study is valuable for those pursuing investigation in the sector of education, mainly future scholars in the field of Peace education.

1.6. Delimitations of the Study

The study was delimited to:

1. B.Ed program.

2. All public sector universities in Khyber Pakhtunkhwa.

3. I.E.R department of selected universities:

1.7. Operational Definitions

1.7.1 Peace

The state of calm and tranquil, without some debate or friendship with the living conditions in is called peace. Or Peace discusses freedom from conflict and civil unrest, resulting in peace of mind.

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1.7.2 Peace Education

Peace education as all activities that promote the knowledge, skills and attitudes that assist people of all ages, and at all levels of society, to develop the behavioural and attitudinal changes necessary for nonviolent conflict management. Or peace education is conceived as a key strategy for equipping people with the knowledge, skills and information aimed at building a culture of peace based on human rights

1.7.3 Pre-Service Teacher

Pre-service teachers are those to engage in initial teacher education programs at undergraduate or postgraduate level.

1.8. METHODOLOGY

1.8.1. Research Design

The design of the study was descriptive and survey type. Data was collected by survey method. Descriptive method has both qualitative and quantitative qualities. Large number of data were collected in quantitatively.Therefore, the contemporary study was related to quantitative features. This study was carried out under the topic of "Analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan".

1.8.2. Population of the study

The population of this investigation was prospective teachers and teacher educators of the I.E.R department in all public sector universities, in Khyber Pakhtunkhwa, Pakistan. There are 73 teacher's educators and 772 prospective teachers of the I.E.R (Institute of Educational Research) department in all public sector universities, in Khyber Pakhtunkhwa, Pakistan.

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Therefore, the researcher took the following population, which was presented in the following table:

Table of population.

Table 1.1: Show the population of the study

S. #	Name of Universities	Teacher Educators	Prospective Teachers
1	I.E.R of University of Peshawar	12	145
2	I.E.R of GU, D. I. Khan	11	92
3	I.E.R of HU, Mansehra	12	115
4	I.E.R of UOM, Chakdara	07	110
5	I.E.R of AWKU, Mardan	12	120
6	I.E.R of University of Swat	10	80
7	I.E.R of University of Kohat	09	110
Total		**73**	**772**

1.8.3. Sample

Due to the short span of time and the lengthy nature of the study, therefore this research was limited to the I.E.R department in all public sector universities, in KPK. So, a suitable sample was selected for this study, Simple random sampling technique was used by scholar in the selection of the sample and a suitable sample was selected from the following procedures providing by L.R.Gay, (2007). According to L.R.Gay If population is 772, then the sample size of about 245 was suitable, (pp.126).

Table of Sample

Table 1.2: Sample of the study

S. #	Name of Universities	Teacher Educators	Prospective Teachers
1	I.E.R of University of Peshawar	10	45
2	I.E.R of GU, D. I. Khan	07	25
3	I.E.R of HU, Mansehra	09	35
4	I.E.R of UOM, Chakdara	07	55
5	I.E.R of AWKU, Mardan	09	40
6	I.E.R of University of Swat	10	25
7	I.E.R of University of Kohat	08	20
Total		**60**	**245**

1.8.4. Research Instrument

Two questionnaires were used for data collection, one questionnaire was designed for teacher educators, and another questionnaire was designed for prospective teachers of the I.E.R department in all public sector universities, in KP, Pakistan. Five Point Likert Scales were used in questionnaire, Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree was used in the questionnaire. In all items of the questionnaire the respondents were requested to specify their level of agreement with every item on the following point scale.

The Questionnaires were coded as:

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Table 1.3

Table of Five Point Likert Scale

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
SA	A	N	DA	SDA
1	2	3	4	5

1.8.5. Data Collection

The data were collected by the researcher personally visiting to all Public Sector Universities in Khyber Pakhtunkhwa, Pakistan.

1.8.6 Data analysis

It is a quantitative research. And the data were analyze with the help of SPSS (version 20) software. Results were obtained in the form of tables, charts and graphs.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review relating to the past and present studies. This chapter is divided into seven sections. The first section is the introduction of this chapter. The second is the concepts of peace, and detailed study about peace. The third section of this chapter is peace education, which contains concepts, types, aims, contents and methods of peace education for pre-service teacher's education. The fourth section of this chapter is the conceptual framework of peace education, which explains five models of peace education, these models were: the Learning to Abolish War Model (LAWM), the Integral Model of Peace Education, the "Flower petal" Model of Peace Education (FMPE), the Education for Peace based on the Integrative Theory of Peace (EFP-ITP), and the Peace Education Program Model (PEPM). The seventh is a summary section. The fifth section of this chapter, illustrate the practices of peace education in all over the word. The sixth section explain, peace education for pre-service teacher training education. The last section of this chapter explain the need of peace education for pre-service teacher training education with detailed.

2.2 Concept of Peace

Basically, in this world different languages were spoken, and every language defined Peace in dissimilar ways. According to the Latin language, the word 'Pax' is used for peace, which means the lack of violence. In the Greek language the word 'Eirene' is used for peace, which means integrity and lack of basic violence. In Hebraic the word 'Shalom' used for peace, which means integrity and lack of basic violence. While in the Arabic language the word 'sals'am' is used for peace, which means integrity and lack of basic violence. In Chinese the word 'p'ing of p'ing', which means a well-organized conditions of mind. While in Japanese

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the word 'Heiwa and Chowa' is used, which means coherence, easiness and silence. In Hindi the word 'Shanti' is used for peace, which means self-controlled condition of mind, (Ishida, 1969). According to these definitions, peace is hypothesized such as regarding equally outer and inner aspects. At last peace can be defined in this way that it is a condition in which peoples, relatives, societies and countries practice stumpy intensities of vehemence, involve in commonly pleasant associations, collaborate to resolve battles, detail principles of righteousness, gratify rudimentary desires and the integrity of citizens' rights, (Anderson, 2004). Oxford Learner's Dictionary can define peace in such a way that, a condition and the time period in which there is no conflict or war in a country. The situations of being tranquil or moderately and the conditions of existing an alliance with someone deprived of quarreling are known as peace, (Oxford Learner's Dictionary, 9th Ed.2013). At least the word peace can indicate the following denotation: it is the situations of agreement and the lack of aggression, peaceful manner of life, the termination of fierce war; a circumstances of fairly and peacefulness, peaceful, tranquility and calm, (Dhakal, 2006). According to leading Philosophers of peace studies. They were defined peace into two ways, first is negative peace and the second one is positive peace. According to these philosophers, negative peace is the lack or decrease of violence of every type, and it is assumed that the lack of viciousness of every type is an aim to be attained. According to them positive peace, it is peaceful and imaginative conflict alteration. These theorist believe that peace in behaviour that endorses agreement in the individual's conversation, attending as well as in the procedure of their communication, for example behaviour depress fierce activities, to upset, abolish and hurt to each other's, (Galtung, 2008).

In Conclusion, it can be assumed that peace is the lack of coherence and the lack of aggression and conflict at peculiar, personal, groups as well as communal stages and outside at

nationwide and worldwide level. Finally, a culture of peace in the area of peace education makes a way.

2.3 Peace Education

In all over the world, the United Nations and other organizations has been formally established Peace education, the main purpose of the peace education is that to promote peace in everywhere, into this effort different organization are working to develop peace education in all over the world. The names of these organizations are: UNESCO, UNICEF, CCTP, HAP, and GCPE. Boulding (1988), Harris, (2003), & Reardon (2001), these philosopher and theorist illustrate meanings, definitions, mechanisms, goals, purposes, contents and pedagogy of peace education. Dane, (2012), while these theorists deliberated different model of peace education in all over the world, they developed these models according to the situation of the country. At the end of the 20th century, the continuous growth and demand of peace studies and their significant association, for example, peace movement, peace study and peace education in all over the world, campaigners and educationist caution to people about the threat of violence. Teachers and peace educators promoted peace education at Schools and Universities in everywhere the world. They were creating awareness among students that how they can accomplished conflicts in miscellaneous situations. The upcoming units deliberate the subjects connecting to peace education, for example, definitions, meaning, kinds, goals and purposes, subjects and approaches, (Harris, 2008).

According to them, peace education is a process of promoting awareness, talent and outlooks, to require, to discover the idea of peace, to investigate the hindrances of peace amongst people's and individual's, to the resolution of conflicts in a peaceful manner, ant to research in such manner of creating only and maintainable alternate prospects, (Hicks, 1988: cited in Fountain, 1999). He distinct peace education likewise to UNICEF, which emphasis

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authorizing persons with talents, outlooks and understanding, Peace education is mutually an attitude and a procedure connecting abilities. According to them it is a procedure, which includes authorizing individuals with abilities, outlooks and awareness to make a harmless globe and construct a maintainable atmosphere. This idea clarifies pacifism, adoration, sympathy and admiration for whole life, (Harris, 2008).

According to Harris's peace education boosts the wish for accomplishing and sustaining peace, (Harris's, 2008), he further says that:

"Education coincidences that extend from individuals, their requirements for peace and deliver them with peaceful choices for handling clashes and the abilities for dire examination of the fundamental provisions that authentic and crop prejudice and discrimination."

According to Sinlarat Peace education has two types. In first types he discusses 'education about peace' in this type he explain peace education with a comprehensive way, in this type of peace education, he also discusses connotations, range, method, contents, glitches and knowledge of peace education with detailed. In second type he can explain that 'education for peace'. In this type he can discuss about the problems solving and emphasized on contents of peace. He further explain that education is a process which can create peacefulness in humans as well as peace in the whole world. Therefore, education for peace covers both formal and informal education and its result, (Sinlarat, 2002).

(UNO, 2009), explain peace education, it is a development of gaining the values, the knowledge and emerging the attitudes, skills, and behaviour to alive in concord with one another, and with the situation. UNO further explain that peace education as schooling for scholastic creativities, its main points are:

o   Schools are a place where students were safe from violence and conflicts.

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o Rendering to the charter of the Convention on the rights of Childs (CRC), it support to give equal rights to children.

o To cultivate a peaceful environment amongst all supporters of educational conversation.

o The Organization plans to establish the ideologies of egalitarianism and as an equivalence.

o In the inducement of information about peace education, which presents in the society, this information is real, peaceful and entrenched in our culture.

o Grips on clashes which gives basic rights and dignity of all human beings.

o Incorporated peace, basic rights, communal respectability and world-wide related matters of peace education in curriculum.

o Provide an obvious opportunity for obvious conversation on the principles of peace and communal justice.

o Empower students and includes peace practices into their day to day life.

o Create opportunities in the field of peace, and privileges for educators and their professional development.

Figure 1. Skills, knowledge and attitude of peace (UNO, 2009)

Skills
Communication, active listening and reflection cooperation. Empathy and compassion. Critical thinking and problem solving. Artistic and aesthetic. Mediation, negotiation and conflict resolution. Patience and self control. Responsible citizenship. Imagination. Leadership, vision.

Knowledge
Self-awareness, recognition of prejudice Issues relating to: Conflict and war.
Peace and non-violence.
Environment / ecology.
Nuclear and other weapons.
Justice and power.
Theories of conflict analysis, prevention, and resolution.
Culture, race, gender, religion.
Human right and responsibilities.
Globalization.
Labour.
Poverty and international economy
International law and criminal court
United Nations, international system, standards and instruments
Healthcare, AIDS
Drug trade

Attitude
Ecological awareness.
Self-respect.
Tolerance
Respect for human dignity and difference.
Intercultural understanding.
Gender sensitivity.
Caring and empathy.
Non-violence and reconciliation.
Social responsibility.
Solidarity, world-mindedness.
Resolution.

2.4 The Need for Peace Education

This unit deals a complete picture of peace education, so it is important for all communities in all over the world, especially in Pakistan. In the first stage it was intended and applied according to the perspective of negative peace, negative peace explain the reasons of clashes and discover the substituted ways to stop upcoming clashes and battles, (Bell, 2012, Reardon, 2001, Theresa & Sunny, 2012). According to, (Theresa & Sunny, 2012), peace education was arousing in the direct come back after the 2nd world war and its destructions, Such as Nazi meditation camps, exploitation of convicts in Japanese land, and the discovery of nuclear bombs. After these outlooks, peace education was provoked in all over the world. The key aims of peace education is that to make aware the peoples war and its destructions on human being and on the nature, (Umar, 2010). According to Commission for Africa, (2005), says that a large number of peoples have killed through fierce war in most of African countries if we compare with rest of the world. To look these critical situations only few African countries incorporated peace education into their curriculum. According to, Dubois & Trabelsi (2007), in 2007 forty percent of the clashes and goriest wars were happening in Africa if we compare with the whole world. In the result of these goriest wars and clashes, realized the people about human life and their importance. According to these situations, African Commission realized the need of peace education. Through peace education they were promoting peace and prevent conflicts and violence in Africa, (Dane, 2012).

According to world-wide level, United Nations realized the need of peace education, to encourage peace education in all its members' countries. But united nation has been worse in the spread of peace education in member countries, the main reason is that these countries have been deficiency of peace education, (Reardon, 2001). The fundamental hypothesis in this situation is that clashes are an outcome of erudite outlooks and erudite behaviour, so peace education is conceivable to impact equally attitudinal and social instabilities through

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educational interferences, (Boyden & Ryder, 1996). According to new vision, it is conformed that education has the ability to change violence centered opinions in all over the world, in pinpointing the foundation of violence and promoting plans for positively, (Hayne, Auster & Dower, 2009). Peace education is compulsory in everywhere in the world, peace education is a vital tool for the construction a principle of positive peace, (Cower, 2007).

According to Gatling's (2008), to develop the culture of peace, it is important to study peace education and peace studies. Both of them were playing their part in the up gradation for the culture of peace. Ssenkumba (2010), according to them peace education improves a favorable situation in which nonviolent and reverential attitudes can be showed by members. McCrery & Henry, (2010), according to them, peace education is important to change the ancient statements about peace "if you need peace, prepare for war" it is an ancient statement about peace, while new statement about peace is, "if you need peace prepare for peace". Thus, peace education is compulsory for all communities, peace education enables the structure of the fundamental schemes which sustenance and endure a further nonviolent culture, (Ricigliano, 2003). Ezra, (2013), according to them, it is important, to teach peace education in diverse communities and peoples of dissimilar ages. Because it is the need of our society to use peaceful changes in conflict organization. Young, (2014), by the help of peace education, all types of conflicts and violence's were prevent in the world. So, it is important for those countries which have faced conflict and violence's, for example, nowadays in Pakistan, Peace education construct nonviolent communities, (Aster, 2013).

It is an urgent need to promote peace education in all over the world through a systematic ways to stop violence's and conflicts. Peace education is also plays their roles in the construction of peaceable educational institutions, groups and cultures, (Ssenkumba, 2010). Namarari, (2012), to identify, education for peace is the only one tool to stimulate values of peace. So, peace education indorses conciliatory outlooks at dissimilar stages of harmony and

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vital rudiments for a culture of peace, it contains, inward peace, relational peace, communal peace and universal peace. According to UNICEF works, it is the fundamental rights of every child everywhere in the world to provide them peace education, (Fountain, 1999).

(Bergh of Foundation, 2012), According to them, peace education is a desirable need for everyone in this contemporary world, peace education talks about each phase of life and development of culture and improved abilities, ethics and information required for constructing long-lasting peace. Therefore, peace education is very essential, so, peace education can create a clear change in the society by the assistance of conception of nonviolent awareness, these conception criticized and deject fierce attitudes,. (Harris, 2008). Peace education indorses tolerance, understanding and countrywide uplifting, (Bell & Right, 2012). According to Moore, (2009), peace education boost up human behaviour and attitude in society, institutions and offices at national and international level. United Nations have been stressing the member countries to teach the masses in peace education so as to indorse an environments of peace, (Salomon, 2011). To promote peace education, United Nations' launch, "Balkan Action Agenda for Sustainable Peace" highlights the necessity of peace education to implement in every segment of society so as to reinforce residents' capabilities to face with problem and issues positively, and peacefully, (Drowrthy, Allet & Weller, 2013).

2.5 Content of Peace Education

The key purposes and contents of peace education, which clearly illustrate that, it has numerous subjects, (Beer & Chew, 2010). According to Johnny, (2008), peace education holds on different programs and creativities by divergent intents, philosophies and courses. Miley, (2008), describe that, there is dissimilar kinds of violence is occurring, so dissimilar courses, purposes and pedagogies of peace education can be used for this violence. So, peace educators are also used dissimilar kind of syllabus for different communities in all over the world,

(Fountain, 1999, Harris, 2008, Reardon & Cabezudo, 2011). Peace education has altered forms, so, different peoples can define peace in altered ways, and therefore they were made different curricula according to the situation, (Harris, 2008).

Therefore, peace educators have makes various syllabi for different kinds of peace, for example, multiethnic education, citizens' rights education, worldwide education, clash resolve education, conservational education, interreligious education, gender education, progressive education as well as peace education, according to them, peace education pursues to talk about altered kinds of direct and indirect conflicts, (Fountain, 1999, Harris, 2008, Reardon & Cabezudo, 2011). Navaratri, (2012).

According to this research, peace education contains on human rights, conflict resolution, growth and environmental education are explained with the hope that if it is integrated in the educational system of Pakistan, it enables the formation of positive peace. Therefore, the scholar explains the significance of the certain themes of peace education in detailed, the details are:

2.5.1 Human Rights Education

Human rights is the most relevant matter, which measured the conflict as well as post conflict scenarios, (Bethe, Wilson & Brook, 2005). Human rights can develop awareness and helps to make a ground for reconciliation as well as peace building abilities, (Maier, Mulley & Saria, 2013).

(Reimers & Chung 2010), According to them, the central element of human rights education is that to acknowledge peoples of each stage, and to talk conflicts tranquilly and positively and to perceive the law of rule. It is understood that education for human rights is one of the significant tool with the rise of positive peace, (Bestow, 2012, Fountain, 1999).

Education for human rights is compulsory for all cultures as and for positive peace in the world, (Fountain, 1999).

The human rights education significance is illuminated by Bell & Right (2012), According to them, the cumulative skill to examine circumstances in the word of human rights significantly contributes to the consciousness of the damaging influences of their destruction. Thus, human rights education developing communal integrity and promoting a sagacity of accountability for protecting the privileges of each individuals containing enemies, (Bell & Right (2012); Reardon & Cabezudo, 2011). According to Fountain (1999), human rights and peace education are thoroughly connected deeds that counterpart one another. For the realization of human rights, peace is its main requirement in the advancement of human rights assurances the building of long-lasting peace, (Fountain, 1999). Navaratri (2012) According to them, human rights education assists the growth of a progressive atmosphere, for this human right is appreciated.

According to the previous discussion, human rights studies promotes cultural unity, incorporation and constancy, (Godson, 2012). Peace scholars suggested that this type of education should be a portion of teacher training programs, (Bestow, 2012; Fountain, 1999). According to them, the teacher plays a vital role to promote human rights education in teaching learning process in school and societies, Reardon & Cabezudo, (2011).

In India, Bestow (2012), teachers' plays important role to promote human rights education in society, educational institutions and homes. Bestow (2012), more papers the solemn portion of educators as intended foundation groups, who can convey correctness for human rights in institutions and societies.

2.5.2 Conflict Resolution Education

According to this research, it can be seen that, to integrate education in conflict resolution as a portion of peace education in the educational system of Pakistan, to handle such political and uncertainty of law and order situations in Pakistan, to promote peace building abilities, for example, patrician conciliation, constructive conservation, sympathy and different types of tools for conflict resolution. Pakistan has been faced political, social and terror issues, which seriously influence on the developing policies of the country, (Bratton & Mausner, 2012; Sachikonye, 2012). The contradictory condition in Pakistan has been practices of conflicts in contradiction of political enemies, (Sachikonye, 2012). Andres, Hinge & Messina (2013), & Erring & Kart, (2012), According to these scholars, conflict resolution education plays important role in teaching learning process to develop the following skills of the peoples, for example, negotiation, cooperation, conversation, understanding and problem solving skills. Malm & Löfgren (2007), According to them, conflict resolution education is a main technique in the development of training and the learning process in school, to handle violence's amongst youth. Therefore, from early 1980s, the conflict resolution education program has been implemented in the United States of America and Australia, to boost the skills of students in such a way that to solve conflicts in a peaceful way, (Malm & Lofgren, 2007). They were explaining that, in America a lot of research was conducted about the efficiency for education of conflict resolution in the USA, it is stated that, it reduces violence, conflicts, and rates of disappointments, student deferments and victimized attitude). Harris, (2008).

In the case of Pakistan, the scholar believes that education in conflict resolution as an important feature of peace education. It subsidize the growth of constructive relations and permanent peace. Which is situated for maintainable growth. The Scholar explains environmental education in upcoming unit, which as another important subject of current peace education practices.

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2.5.3. Environmental Education

Peace educators, have stated that, to incorporate environmental education in peace education, Beer & Chew (2010), Harris, (2008) & Reardon (2001). In general, peace scholars were highly concerned with the threats of conflict and their upcoming influences on natural disaster. Worries about future natural disaster containing the growth of worldwide heating, fast extermination of classes, impurity of land, air and water, reduction of jungles and shortage in over-all have, So, according to peace scholars environmental education is a basic portion of peace education, (Harris, 2008; Navaratri, 2012). According to them, Sauvé & Orellana (2004), in peace education the awareness of environmental education plays a key to role to defend demolition of nature as a shared land and source for whole lifespan. According to them, environmental education promotes understanding about day to day unnecessary destruction, (Reardon, 2001).

According to the current situation of Pakistan, so it is needed to comprise environmental education and talk the ecological squalor which has originated from the Pakistan war, (Mayas, & Nitra, 2010). Tenacious wars in Pakistan have faster environmental squalor as imitated in enormous deforestation as well as desertification, reduction of raw materials, water and air pollution, the lack of hygienic drinking water and deteriorating earth, (Mayas, 2010; Perry, 2012). It delivers proof that the Pakistani clashes have left numerous people deprived of the right use of rudimentary raw materials, for example, fresh water source, energy as well as other sources of power, (Kabala, 2012; Mayas, 2010; Perry, 2012). According to Austen (2004), the absence of raw materials and rudimentary human requirements significantly can take part in war and uncertainty. So, the crucial requirement for plummeting environmental annihilation in Pakistan, since it can take part in physical ferocity and discouragement maintainable financial and human growth, (Mayas, & Nitra, 2010). According to Beer & Chew, (2010), the significance of environmental education is to promote standards and actions that favorable in

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defensive natural resources and important for positive human growth. Therefore, in such cases, environmental education is includes in peace education to contribution in plummeting the environmental destruction, so by the helps of this way peace can promote an all over the world. (UNESCO, 2005). So, environmental education is mandatory in all over the world, it teaches people on the requirement to talk the environmental disaster and preparing a tool for them to enable people to make environmental sustainability, Harris' (2008).

2.6 Methods of Approaching Peace Education

Peace educators can presented peace education into students according to their demands in all over the world. Interactive as well as learner-centered methods of peace education stimulated by UNICEF. UNICEF used Classic techniques in peace education programs for example, supportive team work, friendly teaching, debate with each other's and small groups, joint games, thinking, priority-setting trainings, policymaking as well as consensus-building trainings, discussions, part plays and imitations, (Fountain, 1999). It's also integrated in the 1990 Jomtien Declaration which was shown from the World Conference on Education for All and Action to Meeting Basic Learning Needs on 5-9 March 1990 at Jomtien, Thailand (UNESCO, 1994).

"Vigorous knowledge or participative approaches, experimental learning, organizations in learning with pupil contribution, negotiation, individualism, storytelling as well as reply to stories, scheme work motivation on classifying enquiries and examining responses, inspiration of use of main material, conversation with children from other cultures using their own medium, imaginative education and wisdom, entire school method containing entirely staff and associations with the broader society."

It should be incredible, that peace education approaches would be dynamic collaboration, contribution and serious rational. The learner is the centre of all subjects which

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were related to peace education. Former peace educators for example, Montessori (1992), Dewey (2007), & Frigate, (1980), have focused on interactive and learner-centered method, they were used these methods in teaching learning process. It is seen that in Pakistan that these method were used to solve classical teaching and the learning process. According to these classical methods the teacher gives information to students whereas students were observed as an inactive receiver.

2.7 Conceptual Framework of Peace Education

There are numerous programs of peace education are continuing to endorse peace education practices in everywhere the world. These programs were working according to explicit sets of principles and a framework. In everywhere the world these peace education programs have a dissimilar connotations contingent of dissimilar persons in dissimilar places (Saloman, 2011).

So, numerous model of peace education is established in all over the world. These models are: Learning Abolish War Model (LAWN), The Integral model of peace education (IMPE), The "Flower-Petal" model of peace education (FMPE), the Education for peace based on the integrative theory of peace (EFP-ITP), and the Peace Education program model (PEPM).

2.7.1 The Learning to Abolish War Model

Reardon & Cabezudo was developed this model in (2011), with the peace educator's team of the teachers of Columbia University, United States of America, this team was also developed by the Hague Agenda. The learning to Abolish War Model (LAWM) is "contextualized inside and shapes upon the applicable and pedagogic progresses in peace education that grown over the last half of the 20th century".

According to the LAWM, the violence as the key glitches in the culture of peace. So, the main focus of this model was, to emphasize on education for the deterrence of conflict and all forms of violence – the main parts of this model are: a) root causes of war/culture of peace, b) international humanitarian and human rights law and institutions, c) disarmament and human security, d) Abolition, resolution and transformation of violent conflict. This model (LAWM) was formulated and first started in North America and English speaking countries (Reardon & Cabezudo, 2011).

The learning to Abolish War Model can't be an equivalent picture of peace education syllabuses in all over the world. The key idea of this model appears to challenge the contemporary glitches in the province of Khyber Pakhtunkhwa in Pakistan. Anywhere in this world we seem that the growing of weaponries has developed a plan to defend the denationalization of safety and is its supply in Pakistan, (Sarosi & Sombutpoonsiri, 2009). It is a perfect model to solve the current situation in Pakistan. Therefore, this model (LAWM), typically stressed on external circumstances for example, conflict, violence, commandment, equal basic rights, to stop the enhancement of the weapon and demilitarization. However, this model has small focused on internal situations, for example, worth of awareness of the people, which were becoming the source of conflicts. It is surprising that, the learning to Abolish War Model, is associated with the current situation of Pakistani, to stop conflict in Pakistani society. This model (LAWM), was also made on the basis of assessment with courses of the peace education from numerous nations for the teachers college of peace education team at Columbia University, USA. It was maintained by these organizations. This model was international electioneered as a source of teaching for anyone to make a contribution in the global movement for peace education.

Figure :2 Learning to Abolish War Framework
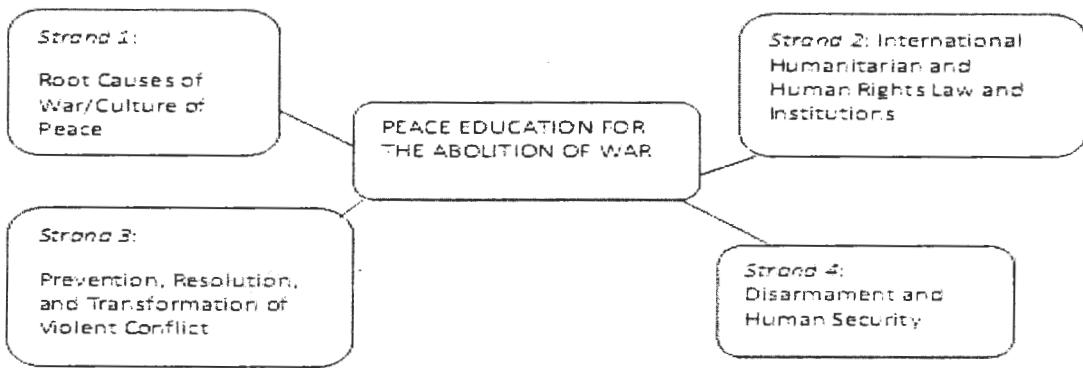
2.7.2 Integral Model of Peace Education

This model was developed by Brenes-Castro (2004), through the assistance of other peace educators from different states of Central America.

The key emphasized of this model is on person-centered theoretical construction, which were the part of United Nation's ideologies for the philosophy of peace to promote it in all over the earth. Integral Model of Peace Education reflects that peace as a practice of harmony, safety, stability and peace. The main focused of every person is based on a Self-relationship which were used in three contexts these three contexts are: the First point is that to link to self, second is linked with nature and the third is linked with health. According to the pedagogical perspective the critical method which emphasized the procedure of likeness and negotiation. Integral Model of Peace Education has been inclined by Mahayana Buddhism's belief in worldwide understanding as a key inspiring importance for social growth and it's indulgent of the interdependence of every procedure. Peace is placed at the centre of the Integral Model of Peace Education, and appears the outcome of nonviolent relations in every steps in these three contexts. In the first context, Peace with one's self: It contains of peace with body, heart and mind. These portions lead to governing person ingesting, for the upsurge of love, understanding and patience, and to attain inward harmony to grow an evocative life. It inspires the morals and

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situations of peace to anyone and in environment. According to the second context, Peace with other: it involves the philosophy of egalitarianism, dogmatic plus societal contribution, and well-being for everyone. Safety, basic human rights and well-being of every human are the main concern of this model of peace education. According to the, Peace with nature: this part contains of environmental consciousness, biodiversity as well as usual stability. Environmental consciousness, biodiversity and usual stability confirms environmental safety founded an awareness that every existing things have the right to exist. Integral Model of Peace Education in mostly concentrated with inward ego control and natural surroundings. The central notion of this model of peace education is related to Buddhist internal peace, because it was the impact of Mahayana Buddhism. Internal peace is plagiaristic from the outside peace. Still, it is not adequate to prevent conflicts to those individuals, who have no peace. Patience is upright, but Buddhists have understood excessively more patience into the organization, which functions on the physical violence, (Galtung, 2008).

According to the second part of (IMPE), model of peace education, is "peace with others" connecting communal characteristics for example, governments, basic human rights and richness of everyone in all over the world. It is also the outcome of external peace. The third element of this model is "peace with nature" it needs the consciousness of everybody and communities to create an ecosystem, it confirms that every existing things can happen in this biosphere. Whole control peace, whole internal peace and positive peace and harmony are the central concepts of this model. According to this model the whole peace is carrying a specific way in association with mystical feature and it was also linked to natural consciousness, peace of awareness and Mahayana Buddhism. The idea of Gaia peace looks similar to the Pakistani situation to consider the ecological security. We can see a lot of battles, which were becoming the causes of ecological demolition in Pakistan. It becomes the reason of violence. Integral Model of Peace Education is measured as valuable for humanizing Pakistani people in some

ways for instance, inside self-discipline and bottomless ecosystem. But, it wants nearly further awareness to transaction with the feature of incessant wars between the Taliban and Pakistan Army in Khyber Pakhtunkhwa Pakistan. Where violence is not controlled through the practice of internal peace, (Graff & Smoker, 1996).

Figure 3.Integral Model of Peace Education

2.6.3 The "Flower-Petal" Model of Peace Education

According to this model (FMPE), peace education is built on education for universal understanding emphasis on the Asian-Pacific region. UNESCO can make the idea of education for universal understanding, from till 1990s. The core purpose of EIU (Education for international understanding), is that to teach individuals of numerous areas, rivalries, nation and creeds to animate together with integrity and peace, (Lee, 2004). The structure of this model of peace education is contains of six groups of a culture of war, living with harmony in the earth, living with justice and sympathy, developing social rights and accountabilities, making cultural reverence, understanding, solidarity and cultivating inner peace, (Seitz, 2004).

The "Flower-Petal" model provides a complete interpretation about peace education. The core variance into this model of peace education and other models of peace education is

that, this model discovers peace education from the inner of the individuals to basic and social peace. The "Flower-Petal model of peace education" also suggestions pedagogic doctrines for people to teach them toward peace. There is whole consideration, negotiation, principle development and precarious authorization. The "Flower-Petal" model of peace education was developed for the Asian pacific region. Still, this model of peace education appears to display a whole structure to deal with glitches in the community and did not deliver an applied syllabus to be applied.

*Figure- 4:*Flower-petal Model of Peace Education
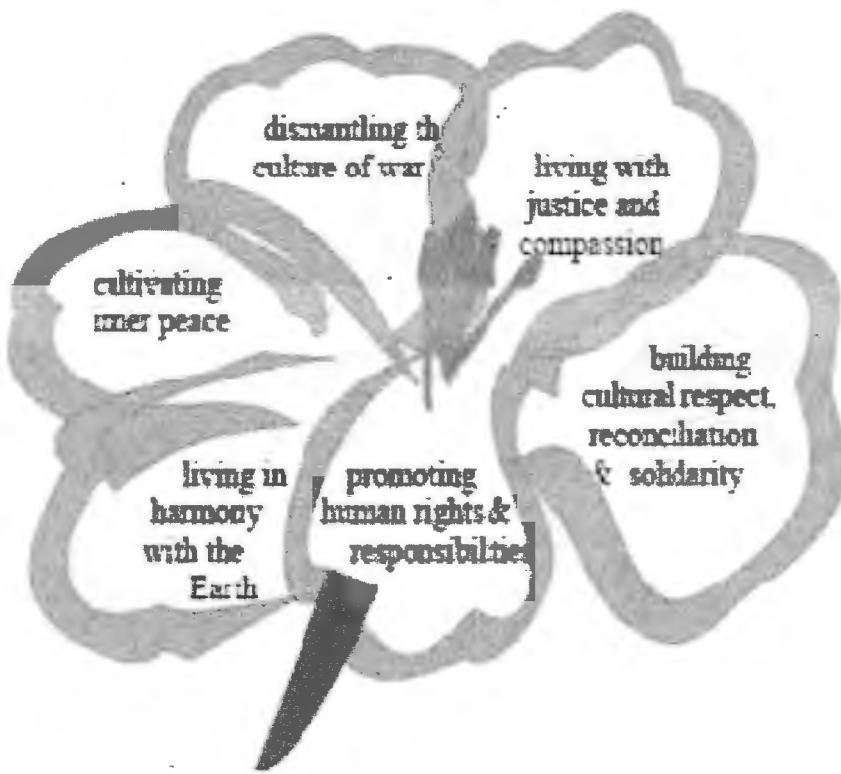
2.7.4 Education for Peace Based on the Integrative Theory of Peace (EFP-ITP).

This model of peace education discussed the core ideas that peace is a mental, societal, dogmatic, moral and mystical state with the manifestation of interpersonal, social, intergroup and worldwide part of human life, (Dane, 2012).

This model of peace model of peace education changing worldwide opinions from war orientation into peace orientation. This model of peace education was developed for this reason to resolve battles in Post-war environments. Still, the idea of "unity based global views", changing worldwide opinions to emphasized on harmony in its place of conflicts, and it also is used in Pakistan for the current situation, while people have divided our society by dogmatic opinions, communal class and as creed. Furthermore, Pakistan wants to look forward to deal with the condition afterward the battle as well. So, this model of peace education provision the information for changing people's worldwide interpretations for harmony afterward the battle condition.

Figure 5.Education fir peace based on the integrative theory of peace (EFP-ITP)
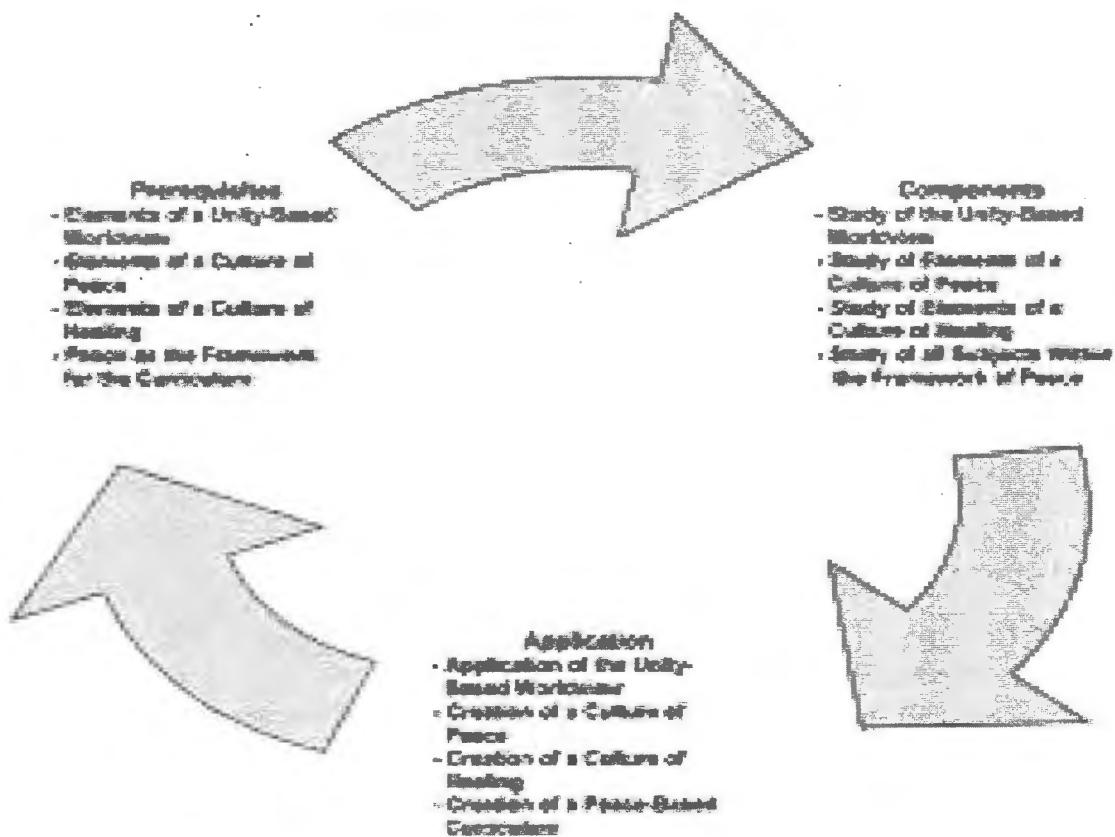
2.8 Practices of Peace Education

In the following nations, her teachers offered to deliver peace education practices in their teacher training programs and other modes of training.

2.8.1 The Northern Irish Case

This is a related cause of our study. In Northern Ireland peace education has been presented to solve a determined ethnic fight linking the two central ethno-religious groups; Catholics and Protestants (Harris, 2008; Nery, 2007; Tomes, 2012). Toper & Linger (2007), According to them Northern Ireland has been divided with battle amongst the Catholics and Protestants from its beginning in 1921, till the Belfast Agreement of 1998. Tomes (2012), point out the Belfast Agreement of 1998, and its association between these two groups have been illustrated by hostility and a small concentration battle. E.g., in what became recognized as the Difficulties from the dawn 1960s to the Belfast Agreement, militias are also involve in Northern Ireland conflict, the native police and the British Army executed about 3700 people, whereas over 40,000 were wounded in the conflicts of Northern Ireland, (Toper & Linger, 2007).

Salomon (2011), cited that the war in Northern Ireland has been inexorable, peace education program has been started, to address jointly detained and extremely imbedded dogmas about the opponent in association to the Catholic-Protestant war. In Northern Ireland it clarifies that peace education is education for shared considerate and it was used to address the lasting war among Catholics and Protestants, (Harris, 2008). In Northern Ireland Zembylas stated that, (Toper & Linger, 2007), peace education has been stressed so as to endorse understanding and clemency and ease the erection of stable and mix societies.

Researchers for example, Halen & McLinn (2005), and McGinn (2006), they have interrogated the efficiency of mix schooling in Northern Ireland. E.g., Halen & McLinn (2005),

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stated that, up to now in Northern Ireland the mix schools provide merely the minor ratio of students for the compulsory school stage. McGinn (2006), according to them, in Ireland only six percent of the students are involved in mix school system. In Northern Ireland, this shows that a large number of students enrolled in Protestant and Catholic schools and thus contradicting the entire perception of mixed schooling, (Dilfer, 2005; McGinn, 2005). In Northern Ireland it is a ground Reality which clarifies, that the promoters of mixed schooling have challenged confrontation from rooted benefits and scarcely some suggestion for a durable time, (Smith & McCully, 2013).

2.8.2. The Rwandan Case

According to the scholar's evaluation, Rwanda is the relevant case of such practices, it illuminates an African inventiveness and education systems of Africa are not invulnerable for peace education programs. It is appropriate for the contemporary investigation, which analytically inspects the contests and potentials of introducing peace education in Pakistan. In Rwanda Peace education has been presented to discourse an obstinate inter-ethnic war between the Hutus and Tutsis, (Salomon, 2011). Soothe (2009), stated that, previously from 1994 killing in Rwanda there has been extreme war between Hutus and Tutsis that steered to a civil war. In Rwandan conflict has been stimulated by containing the "discernment as well as reduction of the other". Soothe (2009), he more elucidates that how education for the occurrence was used as a partisan instrument for upholding an unsatisfactory and undue position quo preceding to the 1994 killing. In 1994 eight hundred thousand and one million Tutsis and sensible Hutus were killed in Rwandan all of these situation can be happened through dissimilarities in all parts, (Dubois & Trabelsi, 2007; Johnston, 2007; Soothe, 2009).

According to them, Khobler (2007), the past killing in Rwanda, the innovative government can take a great stress on improving the school syllabuses so as to promote a new

and comprehensive Rwandan individuality. Primary and secondary schools have been established new syllabuses and reading resources to endorse a culture of peace, pacifism, national harmony and understanding, (Albert, Gibson & Newman, 2008; Fountain, 1999; Khobler, 2007). Peace education themes were included in the new school curriculum, for example, national curative, conflict determination and serious discerning, (Schweisfurth, 2006). Nelson (2009), creates that the past killing in Rwanda, the school is stared as an actual instrument for optimistic social alteration and consistency. The main purpose of the new schools were that to give education to people that stop killing and promote peace and reconciliation, there is a great effort of the Tutsi-led government to deliver equal educational opportunities in schools, colleges, universities and other educational institutions, (Fountain, 1999; Soothe, 2010).

In Rwanda, peace education up to now facing numerous hindrances agreed that the government of Rwanda was not prospered in generating of negative peace as equipped conflict which were endlessly vented, (Khobler, 2007)). Leona (2005), In Rwanda the level of tightness has continued highly preserves that, up to now positive peace remains indefinable and it despite total consideration to develop peace building situation, in Rwanda it has seen that slight improvement in the development of maintainable peace. According to the investigator's opinion, Rwanda needs national peace education programs, which were taken on board the requirements and wellbeing of every unit of the Rwandian people, (Bell, Right & Nelson, 2012).

2.8.3. The Sri Lankan Case

Peace education has been presented as a plan for facing such obstinate and a cultural war between the two key cultural groups; one is Sinhalese (Buddhist), who were in large at number and the second ethnic group were Tamil (Hindu), who were small in number, as a same

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case in Rwanda, (Carrizo, 2010; Peel, 2011). The history of Sri Lankan conflict has been started from British colonial rule, (Adams, 2010; Boyar & Carew, 2008). E.g., Boyar & Carew, (2008), Stated that according to a policy of divide and rule, the British colonial ruler gives excessively opportunities to Tamils both in colonial administration and strategic occupations for example, law, medical and in engineering. Adams (2010), Boyar & Carew (2008) & Spinster, (1998), presented that discrimination in every part of life, unsatisfactory provision of education and the joblessness Tamils afterward freedom which were the central reasons for war between Sinhalese vs. Tamils. In the time of civil war in Sri Lanka from 1948 to 2009, it has overwhelmed to fierce wars, therefore consecutive regimes were unsuccessful to solve the complaints of the Tamil smaller in population and they were agreeing to the majority population of Sinhala, (Spinster,1998).

Previous discussion presented that peace education in Northern Ireland and Rwanda, in Sri Lanka peace education was presented so as to address straight, basic and societal fierceness (Carrizo, 2010; Hocks, 2013; Srinivas, 2010). The significant measurement is that dissimilar in the earlier cases, In Sri Lanka peace education programs have contained numerous performers for example, legislators, school principals and teachers, NGOs, religious institutes and international supporters, (Carrizo, 2010; Hocks, 2013; Srinivas, 2010). These struggles have been flattered by numerous formal, non-formal and informal peace education creativities, (Carrizo, 2010; Hocks, 2013; Srinivas, 2010). For example, the government has been maintained by several peace education creativities containing policy construction, curriculum amendment, teacher training programs, and it incorporated into all subjects of peace education. Which were presented in the different schools scheme, (Carrizo, 2010; Tailor, Risen, Monee, Collin, 2011).

According to some Authors for example Hocks (2010), Carrizo, 2010; Tailor, Risen, Monee, Collin (2011), cite them, the government of Sri Lankan, peace educators as well as

NGOs has invigorated peace education into curricular actions, inter-cultural educational interchange programs, ethnic and inter-religious doings. In Sri Lanka Peace education program has well directed the mature populace containing government bureaucrats, spiritual and communal front-runners, print media and non-governmental organization employees, (Srinivas, 2010). E.g., The University of Bradford trained mature students for Kilinochchi in September 2005, It was the main center of the war in Northern Sri Lanka, the main purpose of them were conflict resolution and peace preparation, (Srinivas, 2010).

2.8.4. The Case of Bosnia-Herzegovina

Bosnia-Herzegovina is another related case of this research, because it illuminates the significance of promoting and presenting a peace education program, it is centered on an agreement-centered world opinion, that it endorses rudimentary human requirements, for example, fairness, safety, equivalence and self-determination for everyone, (Dane, 2012). According to the previous cases, Bosnia-Herzegovina has been taking initiated steps towards peace education to address character-based war including three key cultural groups in the state; one is the Roman Catholic Croats, second is Muslim Bosniaks and third group is Eastern Orthodox Serbs, (Havas, 2009). The civil-war was triggered in the country, Blige (2010), mentions as in 'earliest detestations' containing spiritual farewell, dissimilar ancient stories, rivalry over partisan and financial assets and political prejudice. Blige (2010), Felon, (2007) & Havas (2009), stresses that relationships between these three cultural groups in Bosnia-Herzegovina initiated to decline the breakdown of the previous Yugoslavia. Such as, in the vote to regulate the upcoming of Bosnia-Herzegovina, whereas the Serbs desired to become the part of Yugoslavia, Bosniaks and Croats chose for a self-governing state, therefore important to equip conflict, (Blige, 2010; Felon, 2007; Havas, 2009).

The case of Bosnia-Herzegovina is totally dissimilar from the other cases deliberated in this unit is that, peace education in Bosnia-Herzegovina is involvement was outwardly ambitious and it was originated by universal performers, (Fellow, 2008). Cabbi (2005) & Dane (2012), elucidate that the Education for Peace program, which describe peace education happenings in Bosnia Herzegovina was introduced Education for Peace program, Global with the help of an award from the University of Luxembourg and harmonized by bureaucrats from Landegg International University, Switzerland.

The best method for peace education is mixed method, which is precarious for the envisioned of peace education programs in teacher training programs in Pakistan, therefore it stresses for peace education to a valuable influence on learning institutes, it is the necessary parts of the organizational attitude and never limited in classroom or lecture playhouse, (Cabbi, 2010; Dane, 2012). One more crucial lesson of Bosnia-Herzegovina research is that when school teachers obtain methodical and deep preparation in peace education they will clinch it in a manner of life and present them into their day-to-day classes of their particular topic parts. (Cabbi, 2010). It is the main line of my research, which meets with the objectives of my study; to analytically inspect the causes of presenting peace education at pre-service teacher training programs in Pakistan.

2.8.5. The Swedish Case

According to this investigation, the Swedish example has been nominated so as to illuminate that peace education is compulsory for each and every community containing those who supposed to be comparatively nonviolent. According to Hakvoort (2010), Salomon (2011) & Thelin (1996), Sweden is a case of a comparatively nonviolent as well as self-governing state, in which conflict features hardily occur. The matters of the state have been partially by means of peace education inventiveness, (Anver & Zante, 2012; Berdt, 1997; Thelin, 1996;

John, 2013). In Sweden Peace education has given progressive outcomes, since it has been originated and maintained by the dominant country school specialist and therefore becoming a significant feature of administration rule (Berdt, 1997; Thélin, 1996; John, 2013). According to better policy directions, the government of Swedish has been capable to effect on the application of peace education programs at dissimilar stages of culture, (John, 2013). According to the evidence peace education efforts is more imitated in the Swedish Education Act 1 Chapter 2, it clarifies that, the whole institute's legislative system or social and academic happenings, it would be molded in concordance with rudimentary basic self-governing standards. All people who working in the school-place would inspire admiration for our communal situation. Those people who work in school-place shall explicitly endorse equivalence amongst the genders and vigorously stop each and every system of intimidation and discrimination, (Salomon, 2011).

According to the Hakvoort (2010), cited that the National curriculum of Swedish recommends that the school shall be used as a significant instrument to endorse sympathy as well as empathetic feeling for others from miscellaneous circumstances. Plans for endorsing peace education creativities in Sweden have incorporated syllabus improvement, in teacher training programs, the improvement of innovative school books and connected learning resources and the use of national radio and television, (Berdt, 1997; John, 2013).

2.9 Teacher Training for Peace Education

Peace education is the important elements to endorse peace education in proper schools, of teachers' consideration and values and preparation, whether they present peace education into the classroom or outside of the schools or educational institutions. Especially, the supportable practice of peace education in educational institutions should need the consideration and provision of the entire educational institution staff. Reardon (2008) cited

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that, the role of the teacher is one of the important components of entire educational development. For example, Tyrrell (2002) has well-informed from the investigation of circumstance of peer conciliation, if educational institutions are to make such environment, these environment can maintain peer conciliation as a portion of an entire educational institution method, it is necessary to be ready for alteration and change. Furthermore, in Northern Ireland the knowledge of indorsing peer conciliation in each and every educational institutions spectacles the necessity for further introductory teaching workshops for the entire grown up societies of the educational institutions, so that programs can be maintained from the start by entire educational institution obligation, (Stewart, 1998).

According to present study teachers training programs are associated with peace education, (Berdt, 1997), several member of the PEC, it is the subsection of the International Peace Research Association, decided that peace education is most significant for teacher training programs in schools, so peace education is very important for teachers to recognize the potentials and actions to teach it well. Particularly, it has been realized that peace education is the need for every kind of teacher training programs, whereas various scholars recommended that hypothetical and applied features of peace education is important for pre-service teacher training programs, for example, the awareness of peace, while in-service teachers training promotes many applied features, for example, conflict resolution strategies, (Berdt, 1997). Similarly, Harris (2008), according to them peace education is a part of teachers educations, so as to deliver with knowledge and skills about peace to teachers, conflict and violence, and how to create such environments into the classroom to make awareness into adults and to become peacemakers. But, presently in maximum number of nations, there has been insufficient teacher training to make educators for peace education in educational institutions, and numerous step were taken by specific teachers or educational training institutions, (Berdt, 1997, Harris, 2008). In this situation many institutions, communities and peoples are speaking to the requirement

for teacher training in peace education. E.g., in the 21st Century, Hague Appeal for Peace and Justice is a Worldwide Movement, which is based on Peace Education, its slogans is for the training of each and every teacher in matters of peace education, in addition to "Education for Europe as Peace Education" this program stresses the significance of promoting a more teachers training program, (Seitz, 2004). Moreover, Tyrrell (2002), presented that, for the development of definite forms of peace education which were war resolution and peer negotiation programs, it's the main problems, which awaken from the debate at the Annual Conference of Mediation UK in 1998 was the requirement for 'a coordinated, strategic approach in initial teacher training.' This is because of a concern that:

They [teachers] don't essentially have the training in how to enable team work, how to improve co-operation skills, how to teach teenagers to listen. These all-inclusive skills don't usually tend to be trained. Surely the stress from government and so on is in teaching exact topics and for education to become more and more compartmentalized. (Tyrrell, 2002).

In the same way, Stewart (1998) cited that, the influence of overall teacher training and outlooks of teachers towards students, with the stress on upholding discipline slightly than determining conflicts. There are many possible problems of peace education to endorse them in teacher training and connected to under the present situations of teacher education, because of the opposing values and rehearsal intricate between peace education and formal schooling. Stewart (1998), stated the problem arising from the practice of peer mediation in schools:

A more authoritarian and hierarchical philosophy within a school might make the awareness of children being authorized to deal with their own clashes seem more bullying to grownups and the participation of auxiliary staff less satisfactory. (Stewart, 1998)

These condition can be applicable to some kind of peace education program which were practiced in educational institutions, while universally 'teacher training institutes have often been characterized as demanding formations' (Davies, 2002), whereas an strict philosophy is conflicting to the knowledge of teacher training for peace education, it empowers teachers to deliver standards of collaboration, admiration for the sentiments of the child, and gratitude of alterations, (Fountain, 1999). Moreover, Harber (2002), cited that; the teaching services and capabilities that enable student and teachers to learn overpoweringly, the prevailing teacher-centered ones resultant in orthodoxy to the position quo and imitation of controlling schools and classrooms. Therefore, the teacher-centered methods commonly trained the teacher appear to be in resistance to the student-centered methods endorsed in peace education, for example, collaborating and participating teaching methods, establishing helpful team work and helping team conversations' (Fountain, 1999).

2.10 Peace Education for Pre-Service Teacher's Education.

According to Huntly (2013), numerous school system has to support the application and propagation of peace education programs in schools. Srinivasan (2010) & Wiggins (2011), cited that the current peace education needs educated teachers, syllabus improvement, helpful classroom situations and administrative and societal or community provision. According to this research teacher training programs in the field of peace education, reflected can be important and decisive, that's how teachers learn and prosper in actual classroom and school circumstances, (Pollock, 2010). The Educationist have great concern with this point that the teacher is the key indicators for the positive improvement in school, (Reardon, 2008); the trainings of teachers in the field of peace education can enable them to outline the subject in primary and secondary schools and further scholastic institutes in Pakistan. It's a dire need to integrate peace education in all compulsory subjects into pre-service teacher training programs and become the part of the curricula of prospective teachers in Pakistan. cited that peace

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education can introduced in pre-service teacher training programs can pledge a culture of peace for regular base, starting them in teacher training institutions and stemming in the schools and societies, Ssenkumba (2010).

According to Bestow (2012), who underlines that peace education is a very important process of growth and change of pre-service teacher. The reality that teachers required capabilities and abilities, which permit them to distribute peace education into students in schools and other teachers training institutions. In debating the part of pre-service teacher training program summaries that peace education offers to prospective teacher's chances to grow a concrete information base of the theme which is required for providing excellence knowledge, (Reardon, 2008; Ssenkumba, 2010).

Barrett (2010), discussed the similar views and contends that pre-service teacher training in peace education is compulsory so as to give well-informed and very competent teachers. Thus a gigantic requirement for developing teacher capability and reorienting their pedagogical methods, (Fitzduff & Jean (2012). Creating on practices from Sri Lanka, Carrizo (2010), maintains that systematic training and provision of each and every educator and the comprehensive school staff is important so that arouse the outline of actual peace education programs. It determined that when educators and scholars are prepared with important peace education values, their attitude to training and knowledge thoroughly variations and their insights of personality, others and the world around them will be completely changed. It delivers suggestion that pre-service teacher training is a significant substance for societal alteration, (Bercaw & Stooksberry). Bestow (2012), cited that educators play a vital part as the heralds, replicas and peacekeepers of training in schools. It's obviously shows that for teachers to be operative, they need an extraordinary stage of pedagogic abilities and capability to present peace education in schools, (Bell, 2012). Expand these views by emphasizing that the training of teachers about peace education empowers them to deliver the pupils with capabilities and

standards desirable in making and upholding peace at the individual, personal, communal, culture and worldwide levels John, (2013).

So, the scholar, struggles that the prevailing teacher training institutions offer some programs, which trained the teachers in Pakistan, (Aural, 2005), in our country universities and other educational institution started peace education training programs. The significance of making native teachers training programs in peace education is highlighted in Tidwell (2004), he cited that "peace teachers should not be free-fallen into a conflict region." Pre-service teacher training in peace education is a key characteristic of the program in Sri Lanka, Sri Lanka make one institution of peace education for pre-service teachers at national level to developed peach education among prospective teachers, and develop their skills and attitudes, and integrate peace education in each and every subject areas. Croatia is also working to develop Pre-service teacher training education into their country.

Borg (2006), Pre-Service teachers are primary teacher training programs at undergraduate and post graduate level. Borg discovered four key areas in Pre-Service teachers training: "Trainees' previous knowledge practises and understandings, Trainees' trust about language teaching, Trainees' judgement creation, dogmas and awareness throughout the workshop, and modification in trainees' understandings throughout teacher's educations".

Pre-service teacher education philosophy has been experiencing a change from old-style models of pre-service teacher training, which emphasis on the propagation of awareness from skilled to trainee, to learner-centred models, which emphasize a curriculum based on mutual or helpful education and discussion Kiggins (2001).

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

This chapter presents the research methodology. It consist of different section under the heading i.e. nature of study, methodology, population, sampling, research instrument, validity and reliability of instrument, data collection and data analysis. The detailed of these sections were following:

3.1 Nature of Study

The nature of the investigation is descriptive and survey type. It was a quantitative study. Large number of data were collected in quantitatively. This study was carried out under the topic of "Analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan".

Creswell (2006), According to them descriptive study explain and understand the topic. It deals with the situation and connection that present, study existing outlooks, views and practices, it is used to calculate program, to be used statewide or nationwide to survey numerous respondents through an enormous geographic region. It defines and stipulates the target population and the sample. It deliberates the proportions of the sample and the means for the stemming the sample dimension. It also deliberates the processes for managing the tools. It also obviously classifies the tools used in data collection and how they were nominated.

3.2 Methodology

The perception and range of descriptive method are relatively wide. Descriptive method has both qualitative and quantitative qualities. Therefore, the contemporary study was related

to quantitative features of the topic under investigation. So, a Statistical method was used in this study and it is the main kind of descriptive study. Descriptive method is almost used in education and other disciplines of Social Sciences. By the help of statistical method to solve a social problem. The main focused of this research was to the analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan. The present investigation elaborate collection of facts from the targeted participants. Generally, the data in such types of investigation are collected with the help of questionnaires. Therefore, such types of research depends on questionnaires. So, Two questionnaires were used for data collection, one questionnaire was designed for teacher educators, and another questionnaire was designed for prospective teachers of the I.E.R department in all public sector universities, in Khyber Pakhtunkhwa, Pakistan. Researcher used Five Point Likert Scales in the questionnaire, Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree was used in the questionnaire. In all items of the questionnaire the respondents were requested to specify their level of agreement with every items on the following point scale.

3.3 Population of the study

The population of this investigation was prospective teachers as well as teacher educators of the I.E.R department in all public sector universities, in Khyber Pakhtunkhwa, Pakistan. There are 73 teacher's educators and 772, of the I.E.R the department in all public sector universities, in Khyber Pakhtunkhwa, Pakistan. Therefore, the researcher took the following population, which was presented in the following table:

Table of population

Table 1.1 population of the study

S. #	Name of Universities	Teacher Educators	Prospective Teachers
1	I.E.R of University of Peshawar	12	145
2	I.E.R of GU, D. I. Khan	11	92
3	I.E.R of HU, Mansehra	12	115
4	I.E.R of UOM, Chakdara	07	110
5	I.E.R of AWKU, Mardan	12	120
6	I.E.R of University of Swat	10	80
7	I.E.R of University of Kohat	09	110
Total		**73**	**772**

3.4 Sample

Due to the short span of time and the lengthy nature of the study, therefore this research was limited to the I.E.R department in all public sector universities, in Khyber Pakhtunkhwa, Pakistan. So, a suitable sample was selected for this study, Simple random sampling technique was used by scholar in the selection of the sample and a suitable sample was selected by following the procedures providing by Gay, (2009). According to L.R.Gay If population is 772, then the sample size of about 245 was suitable, (pp.133).

Table of Sample

Table 1.2 Sample of the study

S. #	Name of Universities	Teacher Educators	Prospective Teachers
1	I.E.R of University of Peshawar	10	45
2	I.E.R of GU, D. I. Khan	07	25
3	I.E.R of HU, Mansehra	09	35
4	I.E.R of UOM, Chakdara	07	55
5	I.E.R of AWKU, Mardan	09	40
6	I.E.R of University of Swat	10	25
7	I.E.R of University of Kohat	08	20
Total		**60**	**245**

Total Population
845

Prospective Teacher
772

Teacher Educators
73

Simple randomly Selected

Simple Randomly selected

Teacher Educators Sample
(60)

Prospective Teachers Sample
(245)

3.5 Research Instrument

Two questionnaires were used for data collection, one questionnaire was designed for teacher educators, and another questionnaire was designed for prospective teachers of the I.E.R department in all public sector universities, in Khyber Pakhtunkhwa, Pakistan. Researcher used Five Point Likert Scales in the questionnaire, Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree was used in questionnaire. In all items of the questionnaire the respondents were requested to specify their level of agreement with every item on the following point scale.

The Questionnaires were coded as:

Table of Five Point Likert Scale

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
SA	A	N	DA	SDA
1	2	3	4	5

3.5.1 Validity of Instruments

Validity of instruments were effectively confirmed. Validity of the instruments were checked with the help of experts in the field of research. By the help of expert opinion and suggestions the questionnaires were modified and developed.

3.5.2 Reliability of Instruments

The reliability of the instruments were checked through Crone Bach Alpha. And the overall reliability of the instruments was 0.84.

3.6 Data Analysis and Interpretation

For this study Valid, reliable and well-made instruments were used for data collection. First researcher was pilot testing for checked the validity and reliability of the instruments. It is a quantitative research. And the data were analysed and interpret with the help modern statistical software SPSS (version 20). And the researcher used percentage frequency and means for data analysis and interpretation, which is a statistical method and mostly used in modern research. Results were obtained in the form of tables, charts and graphs. At last the researcher explains every tables and charts with detailed.

CHAPTER 4

DATA ANALYSIS

Introduction:

Data was gathered from teacher educators and prospective teachers regarding analysis of peace education practices in pre-service teacher training programs, and the data were analyze and obtained. The key emphasis of this investigation was to realize the views of teacher educators and prospective teachers about practices of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan.

Two questionnaires were developed for data collection for teacher educators and prospective teachers of the I.E.R departments of all public sectors Universities in Khyber Pakhtunkhwa, Pakistan. Five points Likert scale were used in the construction of the questionnaires.

The structure of questionnaires are:

Strongly Agree = 1, Agree = 2, Neutral = 3, Disagree = 4, Strongly Disagree = 5

This chapter was alienated into two parts, part 01 contains teacher educator's views regarding the need of peace education in pre-service teachers training programs in Khyber Pakhtunkhwa, Pakistan. While part 02 contains prospective teacher views regarding the need of peace education in pre-service teachers training programs in Khyber Pakhtunkhwa, Pakistan. Table and figures were intended to understand the data, in order to carry further clearness.

PART-01: TEACHER EDUCATORS RESPONSES

4.1: THE STATISTICAL ANALYSIS OF THE RESPONSES OF TEACHER EDUCATORS.

4.1.1 Analysis of Demographic Descriptions of Respondents

Table 4.1.1 Analysis of demographic descriptions in terms of gender

S. #	Gender	frequency	Percentage	Mean Score
1	Male	36	60.0	
2	Female	24	40.0	1.4
	Total	60	100	

Figure 4.1.1. Analysis of demographic descriptions in terms of gender
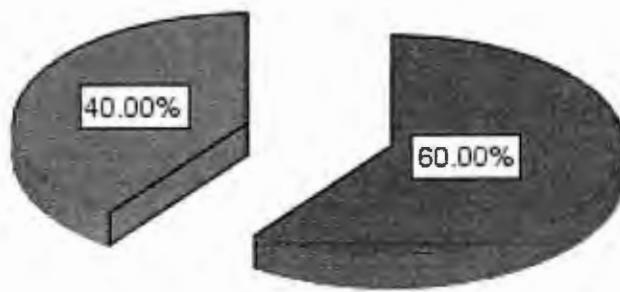
Table & Figure 4.1.1, presents that 60.0 % of the participants were male, while 40.0% of the participants were female. It can decided that a majority of the participants were male teacher.

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Table 4.1.2 Analysis of demographic descriptions in terms of academic qualification

S. #	Academic qualification	frequency	Percentage	Mean Score
1	MA/MSc	10	16.7	
2	MPhil	27	45.0	2.21
3	PhD	23	38.3	
	Total	60	100	

Figure 4.1.2. Analysis of demographic descriptions in terms of academic qualification
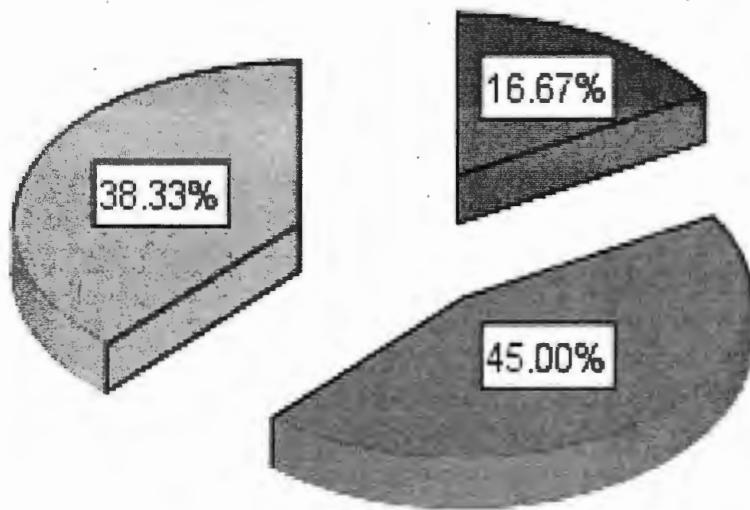
Table and Figure 4.1.2, reveals that the 16.7% of the participants were MA/MSc qualification, 45.0% of the respondents were MPhil qualification, and 38.3% of the respondents were PhD qualification. Which decided that the majority of the participants were MPhil qualification and its mean score is 2.21.

Table 4.1.3 Analysis of demographic descriptions in terms of teaching experience

S. #	Teaching Experience	frequency	Percentage	Mean Score
1	1-2	07	11.7	
2	3-5	15	25.0	
3	6-10	23	38.0	2.76
4	11-15	15	25.0	
	Total	60	100	

Figure 4.1.3. Analysis of demographic descriptions in terms of teaching experience
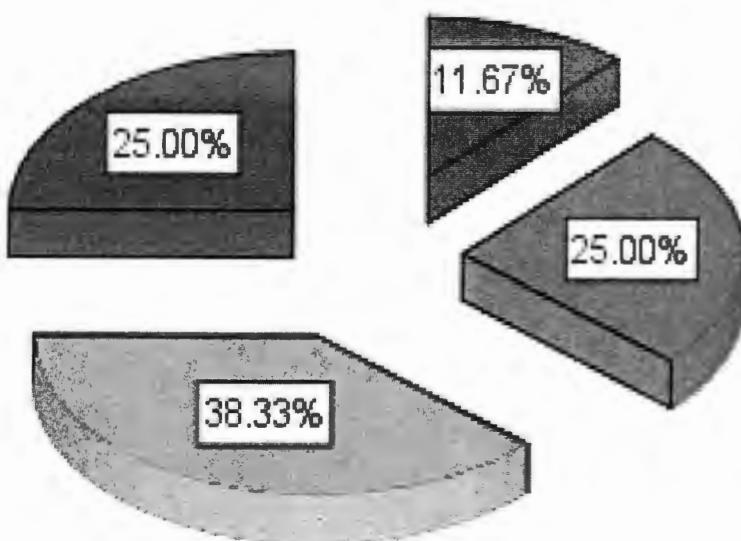
Table and Figure 4.1.3, shows that, 7% of the participants have 1-2 years teaching experience, 25.0% of the participants have 3-5 years teaching experience, 38.0% of the participants have 6-10 years teaching experience, and 25.0% of the participants have 11-15 years teaching experience. Which decided that most of the participants have 6-10 years teaching experiences, and its mean score is 2.76.

4.1 Analysis of Peace Education Practices

This section represents the analysis of Peace education practices in Pre-Service teachers training programs. A Questionnaire was consisted of 28 different items, to study the perceptions of teacher educators about various components of peace education.

Table 4.1.4 Perception of teacher's educators about conflict resolution strategies

S. #		frequency	Percentage	Mean Score
1	SA	19	31.7	
2	A	26	43.3	
3	N	05	8.3	2.15
4	DA	07	11.7	
5	SDA	03	5.0	
	Total	60	100	

Figure 4.1.4 Perception of teacher's educators about conflict resolution strategies
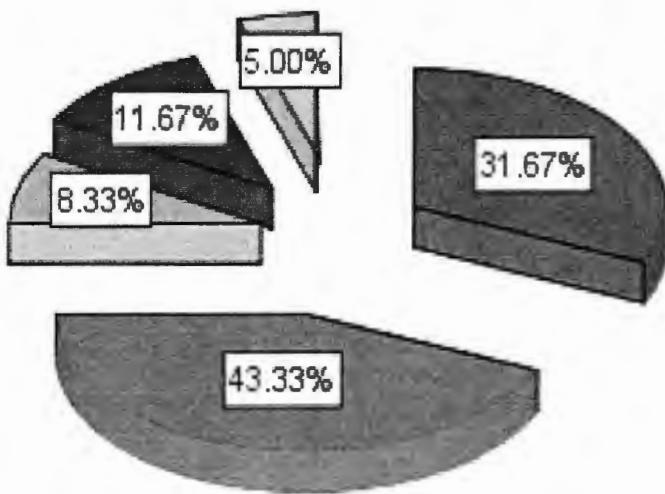
Table figure 4.1.4, shows that, 31.7% of the participants were strongly agree, 43.3% of the participants were agree, 8.3% of the participants were neutral, 11.7% of the participants were disagree and 5.0% of the participants were strongly disagree. So, it represented that

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majority of participants have a positive response towards the perception of teacher's educators about conflict resolution strategies and its mean score is 2.15.

Table 4.1.5 Perception of teacher's educators that current curriculum is promoted global awareness

S. #		frequency	Percentage	Mean Score
1	SA	19	31.7	
2	A	30	50.0	
3	N	03	5.0	2.0
4	DA	08	13.3	
5	SDA	00	0.0	
	Total	60	100	

Figure 4.1.5 Perception of teacher's educators that current curriculum is promoted global awareness
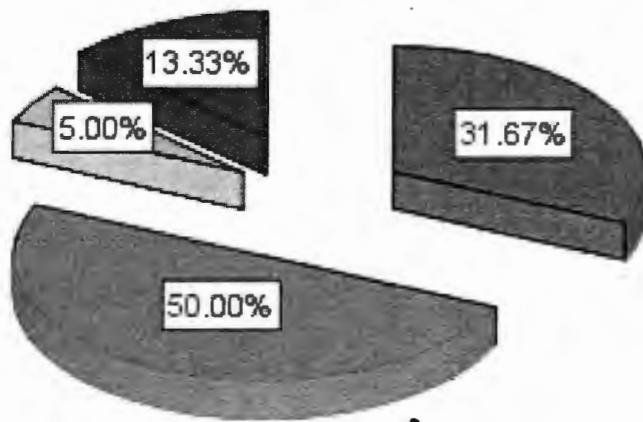
Table & figure 4.1.5, reflects that, 31.7% of the participants were strongly agree, 50.0% of the participants were agree, 5.0% of the respondents were neutral, 13.3% of the respondents were disagree and 0.0% of the respondents were strongly agree. So it is concluded that the majority of respondents have a positive response towards the perception of teacher's educators that current curriculum is promoted global awareness and its mean score is 2.0.

Table 4.1.6 Perception of teacher's educators that prevailing curriculum is promoting explicit peace curricula

S. #		frequency	Percentage	Mean Score
1	SA	10	16.7	
2	A	22	36.7	
3	N	20	33.3	2.46
4	DA	06	10.0	
5	SDA	02	3.3	
	Total	60	100	

Figure 4.1.6 Perception of teacher's educators that prevailing curriculum is promoting explicit peace curricula
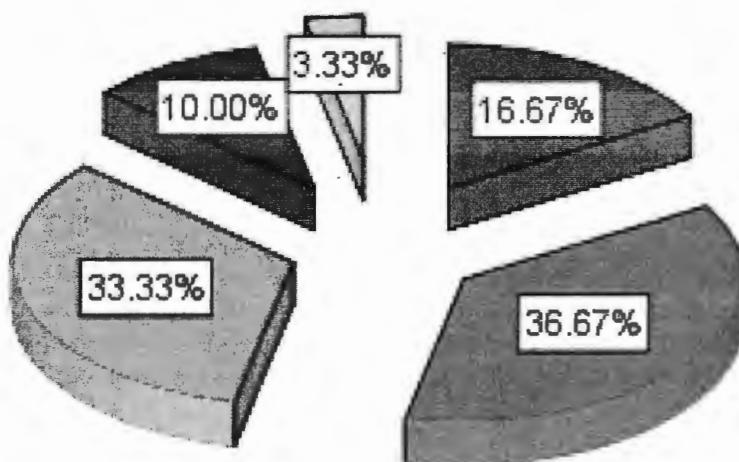
Table & figure 4.1.6, presents that 16.7% of the participants were strongly agree, 36.7% of the participants were agree, 33.3% of the participants were neutral, 10.0% of the participants were disagree and 3.3% of the participants were strongly agree. So it is concluded that the majority of participants have a positive response towards the perception of teacher's educators that the prevailing curriculum is promoting explicit peace curricula and its mean score is 2.46.

Table 4.1.7 Perception of teacher's educators that present curriculum promoting peaceful class room environment

S. #		frequency	Percentage	Mean Score
1	SA	12	20.0	
2	A	26	43.3	
3	N	11	18.3	2.36
4	DA	10	16.7	
5	SDA	01	1.7	
	Total	60	100	

Figure 4.1.7 Perception of teacher's educators that present curriculum promoting peaceful class room environment
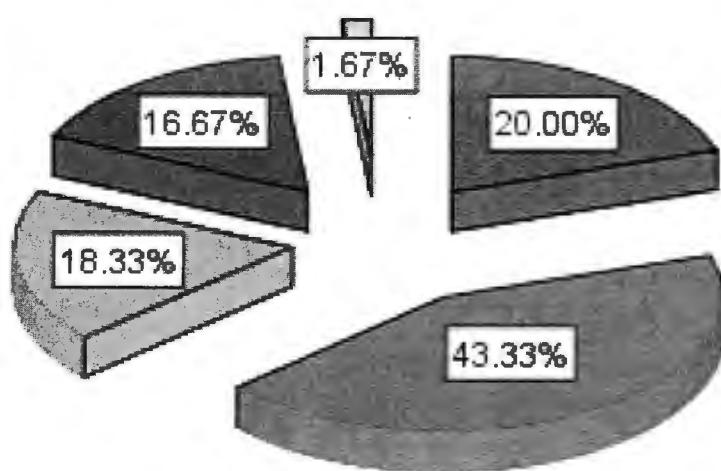
Table & figure 4.1.7 shows that, 20.0% of the respondents were strongly agree, 43.3% of the respondents were agree, 18.3% of the respondents were neutral, 16.7% of the respondents were disagree and 1.7% of the respondents were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of teacher's educators that present curriculum promoting peaceful class room environment and its mean score is 2.36.

Table 4.1.8 Perception of teacher's educators that present curriculum promote teacher preparation and training

S. #		frequency	Percentage	Mean Score
1	SA	06	10.0	
2	A	24	40.0	
3	N	17	28.3	2.65
4	DA	11	18.4	
5	SDA	02	3.3	
	Total	60	100	

Figure 4.1.8 Perception of teacher's educators that present curriculum promote teacher preparation and training
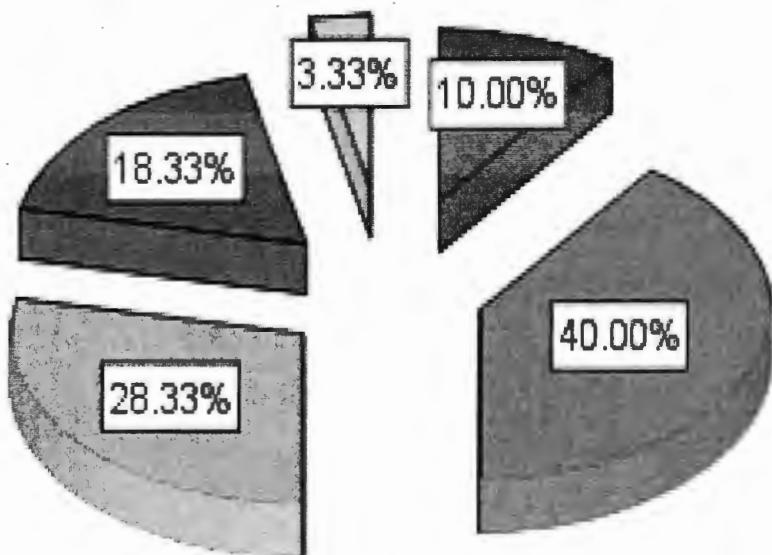
Table & figure 4.1.8, describes that 10.0% of the participants were strongly agree, 40.0% of the participants were agree, 28.3% of the participants were neutral, 18.4% of the participants were disagree and 3.3% of the participants were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of teacher's educators that the present curriculum promote teacher preparation and training, and its mean score is 2.65.

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Table 4.1.9 Perception of teacher's educators that present curriculum develop constructive thinking

S. #		frequency	Percentage	Mean Score
1	SA	15	25.0	
2	A	21	35.0	
3	N	14	23.3	2.35
4	DA	08	13.3	
5	SDA	02	3.3	
	Total	60	100	

Figure 4.1.9 Perception of teacher's educators that present curriculum develop constructive thinking
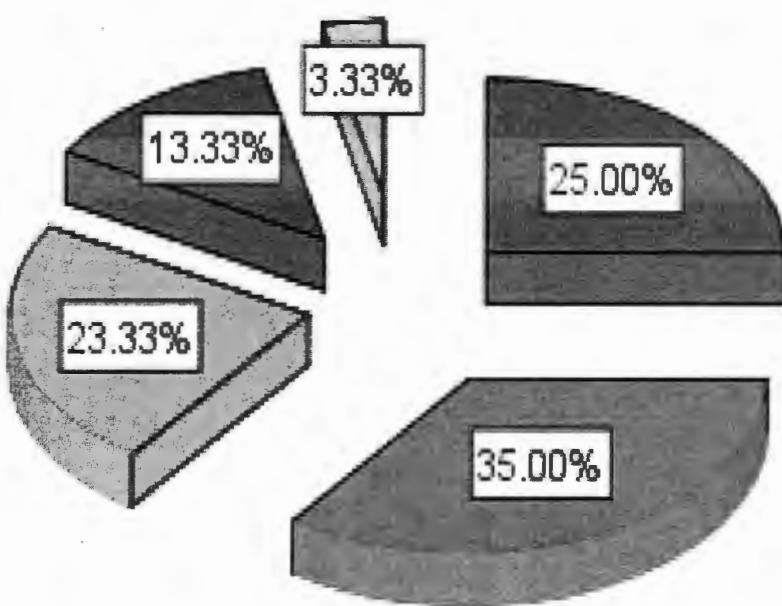
Table & figure 4.1.9 epitomises that 25.0% of the respondents were strongly agree, 35.0% of the respondents were agree, 23.3% of the respondents were neutral, 13.3% of the respondents were disagree and 3.3% of the respondents were strongly agree. So it is decided that majority of the participants a have positive response towards the perception of teacher's educators that present curriculum develop constructive thinking among teacher educators and its mean score is 2.35.

Table 4.1.10 Perception of teacher's educators that present curriculum develop human rights

S. #		frequency	Percentage	Mean Score
1	SA	12	20.0	
2	A	24	40.0	
3	N	09	15.0	2.50
4	DA	12	20.0	
5	SDA	03	5.0	
	Total	60	100	

Figure4.1.10 Perception of teacher's educators that present curriculum develop human rights
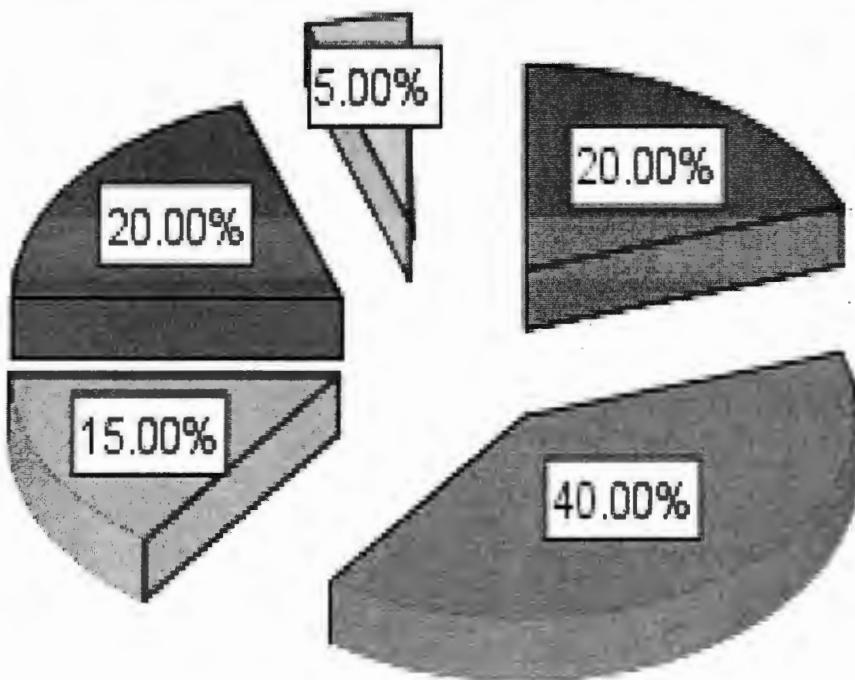
Table & figure 4.1.10 represents that 20.0% participants were strongly agree, 40.0% of the participants were agree, 15.0% of the participants were neutral, 20.0% of the participants were disagree and 5.0% of the participants were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of teacher's educators that present curriculum develop human rights and its mean score is 2.50.

Table 4.1.11 Perception of teacher's educators that existing curriculum develop self-awareness

S. #		frequency	Percentage	Mean Score
1	SA	11	18.3	
2	A	21	35.0	
3	N	17	28.3	2.46
4	DA	11	18.3	
5	SDA	00	00.0	
	Total	60	100	

Figure 4.1.11 Perception of teacher's educators that existing curriculum develop self-awareness
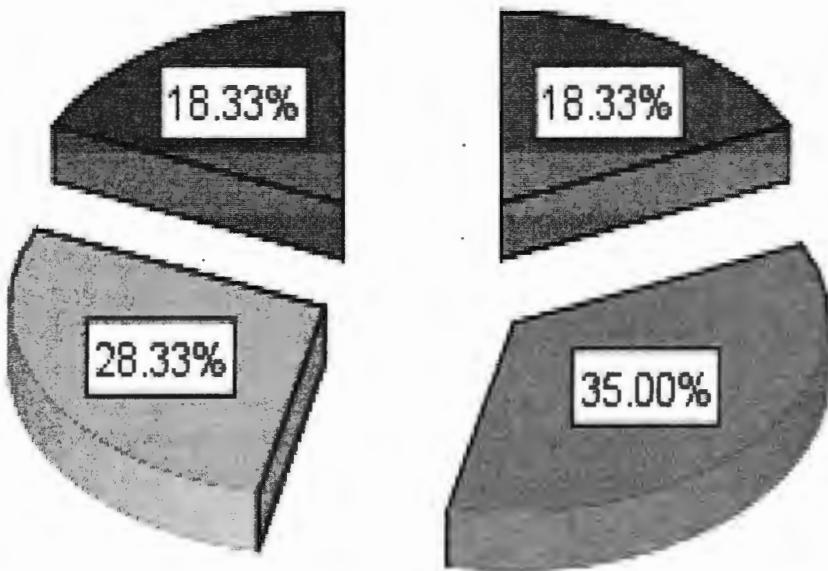
Table & figure 4.1.11 illustrates that, 18.3% of the participants were strongly agree, 35.0% of the participants were agree, 28.3% of the participants were neutral, 18.3% of the participants were disagree and 00.0% of the participants were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of teacher's educators that existing curriculum develop self-awareness among teacher educators and its mean score is 2.46.

Table 4.1.12 Perception of teacher's educators that peace education develop justice and compassion among teachers

S. #		frequency	Percentage	Mean Score
1	SA	12	20.0	
2	A	20	33.3	
3	N	16	26.7	2.51
4	DA	09	15.0	
5	SDA	03	5.0	
	Total	60	100	

Figure 4.1.12 Perception of teacher's educators that peace education develop justice and compassion among teachers
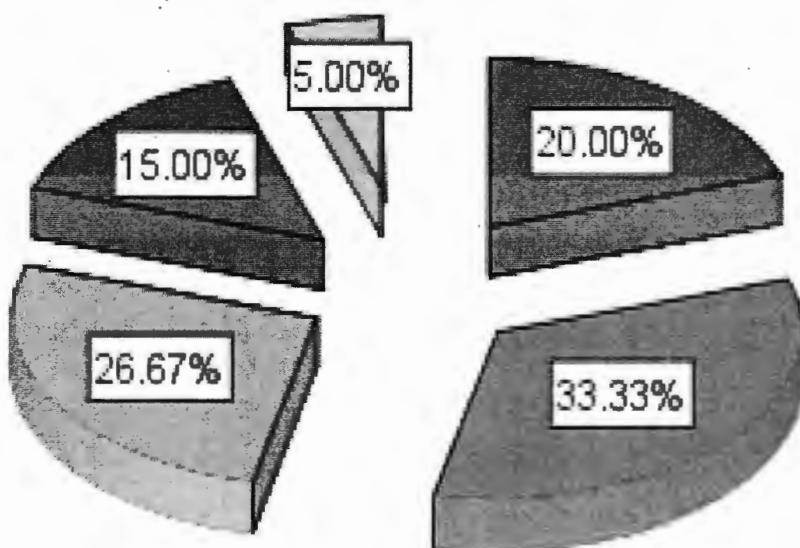
Table figure 4.1.12 represents that, 20.0% of the respondents were strongly agree, 33.3% of the participants were agree, 26.7% of the participants were neutral, 15.0% of the respondents were disagree and 5.0% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that peace education develop justice and compassion among teacher educators and its mean score is 2.51.

Table 4.1.13 Perception of teacher's educators that peace education promote peace in the society

S. #		frequency	Percentage	Mean Score
1	SA	19	31.7	
2	A	23	38.3	
3	N	11	18.3	2.13
4	DA	05	8.4	
5	SDA	02	3.3	
	Total	60	100	

Figure 4.1.13 Perception of teacher's educators that peace education promote peace in the society
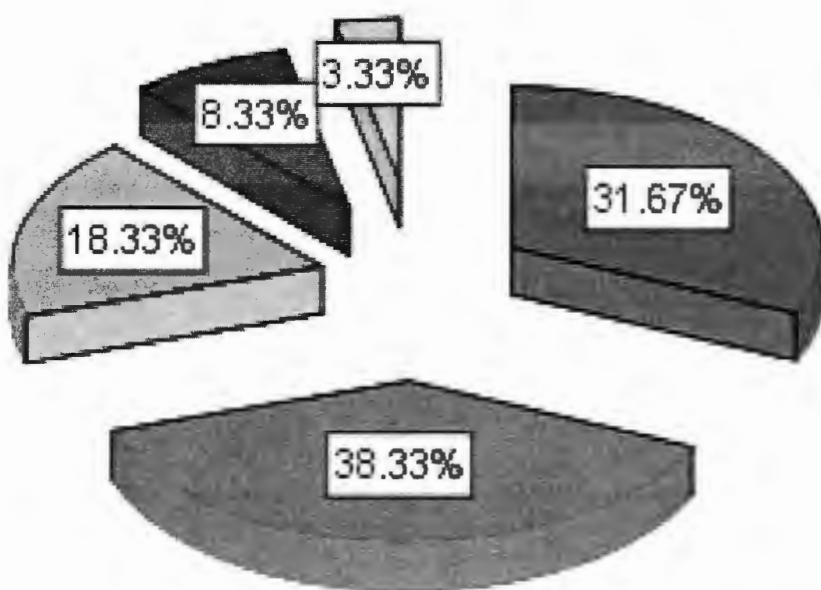
Table & figure 4.1.13 illustrates that, 31.7% of the respondents were strongly agree, 38.3% of the respondents were agree, 18.3% of the respondents were neutral, 8.4% of the respondents were disagree and 3.3% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that peace education promote peace in the society and its mean score is 2.13.

Table 4.1.14 Perception of teacher's educators that peace education boost up human dignity

S. #		frequency	Percentage	Mean Score
1	SA	20	33.3	
2	A	23	38.3	
3	N	10	16.7	2.11
4	DA	04	6.7	
5	SDA	03	5.0	
	Total	60	100	

Figure 4.1.14 Perception of teacher's educators that peace education boost up human dignity
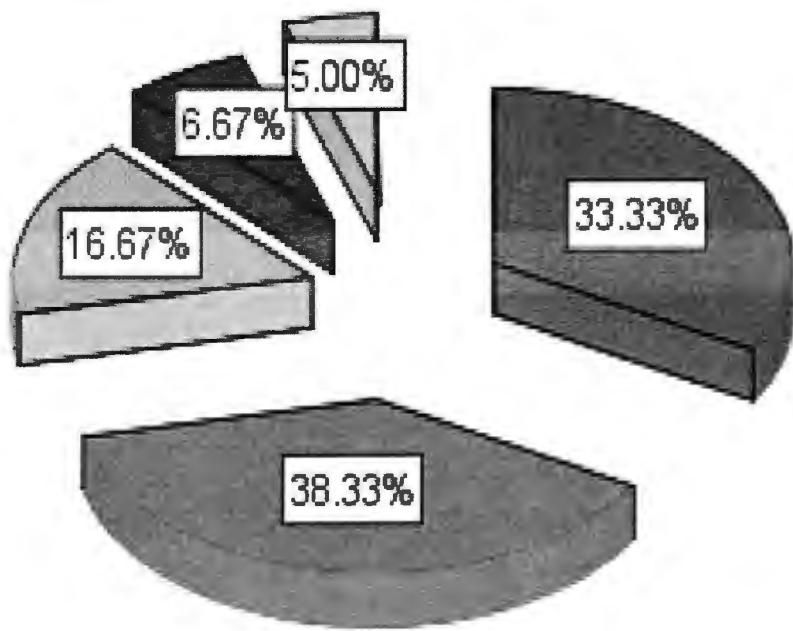

Table & figure 4.1.14 represents that, 33.3% of the participants were strongly agree, 38.3% of the respondents were agree, 16.7% of the respondents were neutral, 6.7% of the respondents were disagree and 5.0% of the respondents were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of teacher's educators that peace education boost up human dignity and its mean score is 2.11.

Table 4.1.15 Perception of teacher's educators that peace education strengthens human relations

S. #		frequency	Percentage	Mean Score
1	SA	21	35.0	
2	A	22	36.7	
3	N	11	18.3	2.06
4	DA	04	6.7	
5	SDA	02	3.3	
	Total	60	100	

Figure 4.1.15 Perception of teacher's educators that peace education strengthens human relations
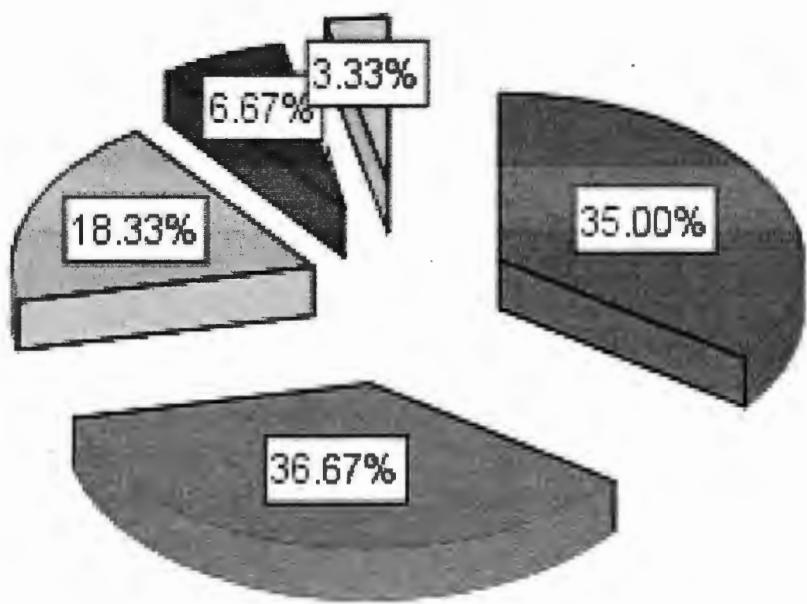
Table & figure 4.1.15 shows that, 35.0% of the participants were strongly agree, 36.7% of the respondents were agree, 18.3% of the respondents were neutral, 6.7% of the respondents were disagree and 3.3% of the respondents were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of teacher's educators that peace education strengthens human relations among teacher educators and its mean score is 2.06.

Table 4.1.16 Perception of teacher's educators that peace education promotes positive attitudes

S. #		frequency	Percentage	Mean Score
1	SA	14	23.3	
2	A	29	48.3	
3	N	08	13.3	2.25
4	DA	06	10.0	
5	SDA	03	5.0	
	Total	60	100	

Figure 4.1.16 Perception of teacher's educators that peace education promotes positive attitudes.
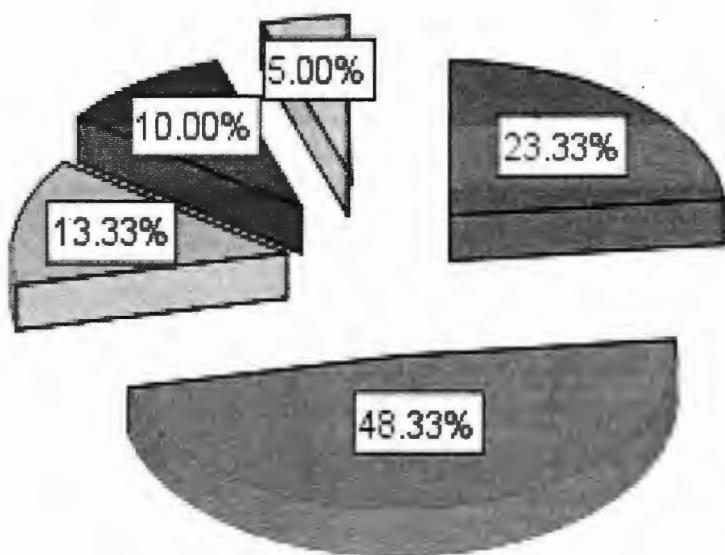
Table & figure 4.1.16 represents that, 23.3% of the participants were strongly agree, 48.3% of the participants were agree, 13.3% of the participants were neutral, 10.0% of the participants were disagree and 5.0% of the participants were strongly agree. So it is decided that majority of the participants have a positive response towards the perception of teacher's educators that peace education promotes positive attitudes among teacher educators and its mean score is 2.25.

Table 4.1.17 Perception of teacher's educators that peace education develop self-respect among teacher educators

S. #		frequency	Percentage	Mean Score
1	SA	12	20.0	
2	A	32	53.3	
3	N	10	16.7	2.20
4	DA	04	6.7	
5	SDA	02	3.3	
	Total	60	100	

Figure 4.1.17 Perception of teacher's educators that peace education develop self-respect among teacher educators
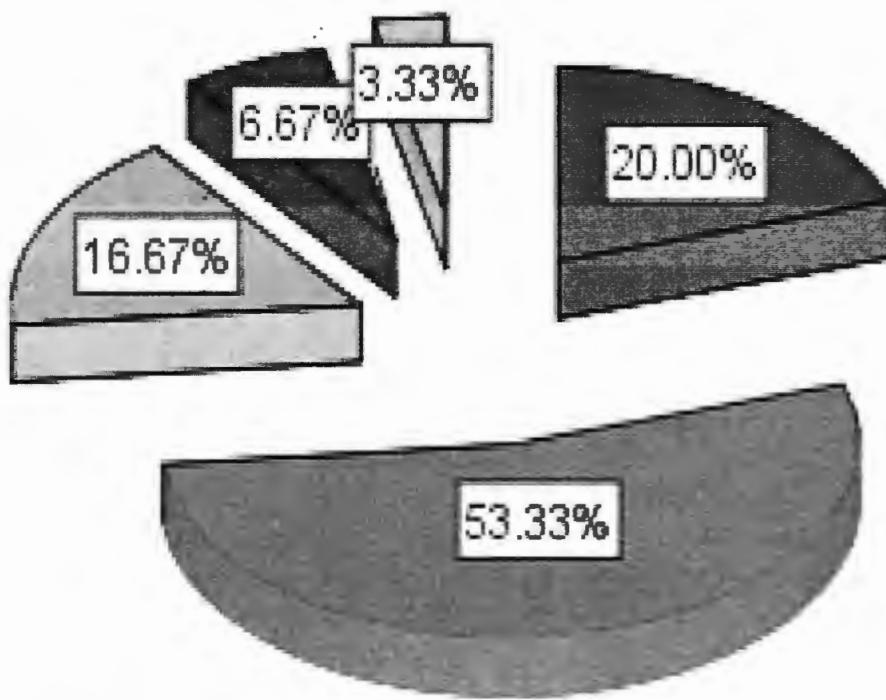
Table & figure 4.1.17 illustrates that, 20.0% of the participants were strongly agree, 53.3% of the respondents were agree, 16.7% of the respondents were neutral, 6.7% of the respondents were disagree and 3.3% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that peace education develop self-respect among teacher educators and its mean score is 2.20.

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Table 4.1.18 Perception of teacher's educators that peace education overcomes violence in the society

S. #		frequency	Percentage	Mean Score
1	SA	11	18.3	
2	A	23	45.0	
3	N	13	21.7	2.40
4	DA	05	8.3	
5	SDA	04	6.7	
	Total	60	100	

Table 4.1.18 Perception of teacher's educators that peace education overcomes violence in the society
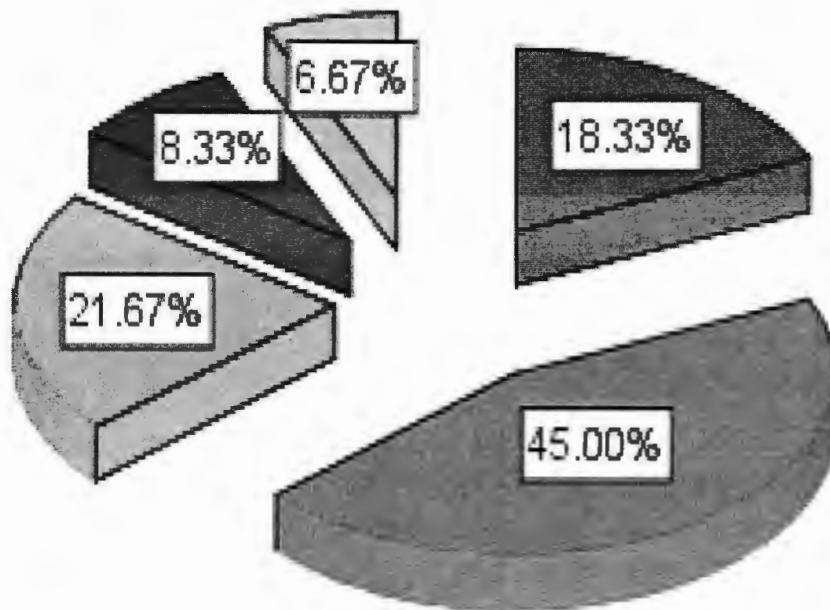

Table & 4.1.18 demonstrates that, 18.3% of the respondents were strongly agree, 45.0% of the respondents were agree, 21.7% of the respondents were neutral, 8.3% of the respondents were disagree and 6.7% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that peace education overcomes violence in the society and its mean score is 2.40.

Table 4.1.19 Perception of teacher's educators that peace education develop social justice

S. #		frequency	Percentage	Mean Score
1	SA	12	20.0	
2	A	23	38.3	
3	N	15	25.0	2.45
4	DA	06	10.0	
5	SDA	04	6.7	
	Total	60	100	

Figure 4.1.19 Perception of teacher's educators that peace education develop social justice
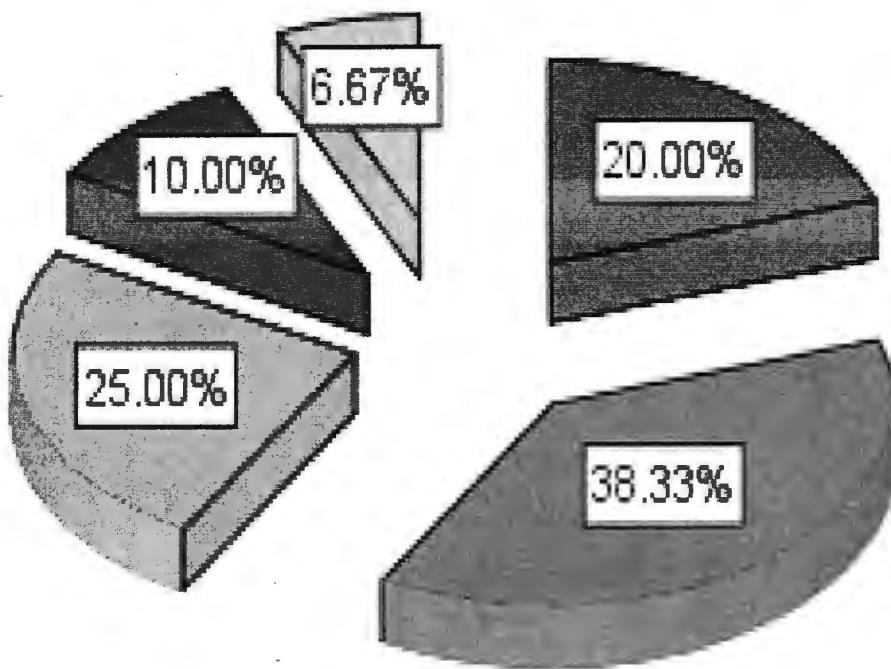
Table & figure 4.1.19 represents that, 20.0% of the respondents were strongly agree, 38.3% of the respondents were agree, 25.0% of the respondents were neutral, 10.0% of the respondents were disagree and 6.7% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that peace education develop social justice and its mean score is 2.45.

Table 4.1.20 Perception of teacher's educators that peace education develop values among teacher educators

S. #		frequency	Percentage	Mean Score
1	SA	15	25.0	
2	A	20	33.3	
3	N	13	21.7	2.45
4	DA	07	11.7	
5	SDA	05	8.3	
	Total	60	100	

Figure 4.1.20 Perception of teacher's educators that peace education develop values among teacher educators
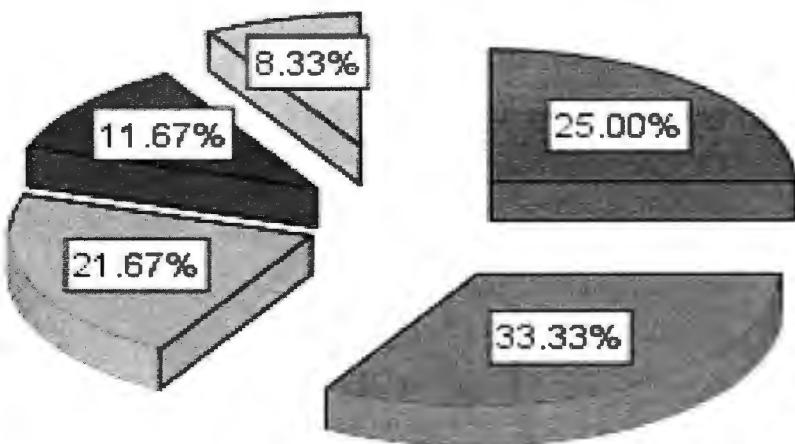
Table & figure 4.1.20 represents that, 25.0% of the participants were strongly agree, 33.3% of the participants were agree, 21.7% of the participants were neutral, 11.7% of the participants were disagree and 8.3% of the participants were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of teacher's educators that peace education develop values among teacher educators and its mean score is 2.45.

Table 4.1.21 Perception of teacher's educators that contents of peace education are included in the curriculum

S. #		frequency	Percentage	Mean Score
1	SA	12	20.0	
2	A	18	30.0	
3	N	21	55.0	2.51
4	DA	05	8.3	
5	SDA	04	6.7	
	Total	60	100	

Figure 4.1.21 Perception of teacher's educators that contents of peace education are included in the curriculum
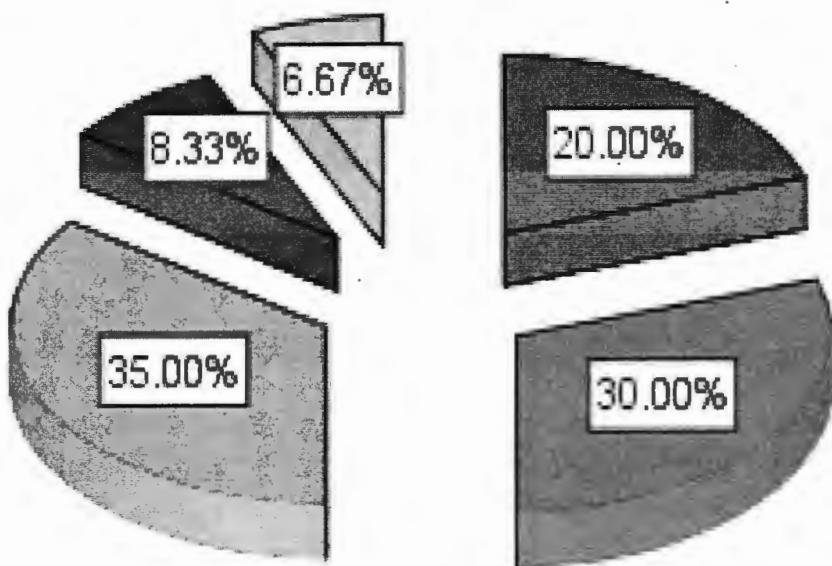
Table & figure 4.1.21 shows that, 20.0% of the respondents were strongly agree, 30.0% of the respondents were agree, 55.0% of the respondents were neutral, 8.3% of the respondents were disagree and 6.7% of the respondents were strongly agree. So it is decided that the majority of respondents have a neutral response towards the perception of teacher's educators that the contents of peace education are included in the curriculum and its mean score is 2.51.

Table 4.1.22 Perception of teacher's educators that peace education make teacher more responsible

S. #		frequency	Percentage	Mean Score
1	SA	10	16.7	
2	A	27	45.0	
3	N	16	26.6	2.38
4	DA	04	6.7	
5	SDA	03	5.0	
	Total	60	100	

Figure 4.1.22 Perception of teacher's educators that peace education make teacher more responsible
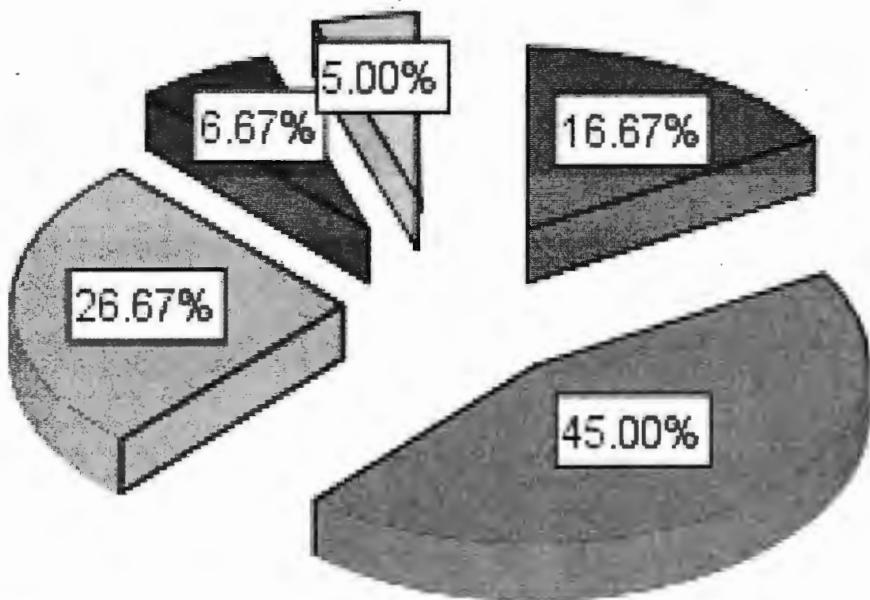
Table & figure 4.1.22 illustrates that, 16.7% of the respondents were strongly agree, 45.0% of the respondents were agree, 26.6% of the respondents were neutral, 6.7% of the respondents were disagree and 5.0% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that peace education make teacher more responsible and its mean score is 2.38.

Table 4.1.23 Perception of teacher's educators that peace education discriminating knowledge about human rights

S. #		frequency	Percentage	Mean Score
1	SA	21	35.0	
2	A	17	28.3	
3	N	15	25.0	2.15
4	DA	06	10.0	
5	SDA	01	1.7	
	Total	60	100	

Figure 4.1.23 Perception of teacher's educators that peace education discriminating knowledge about human rights
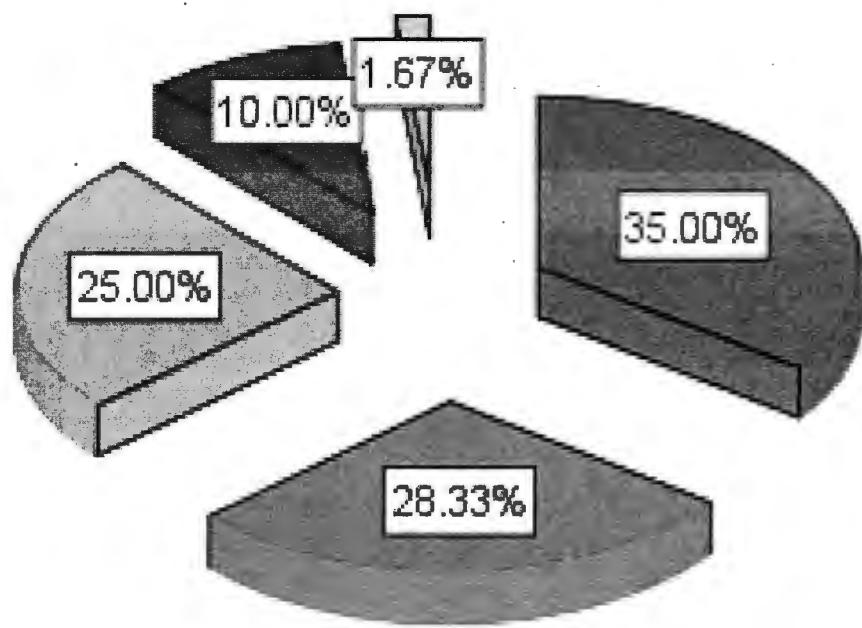

Table & figure 4.1.23 demonstrates that, 35.0% of the respondents were strongly agree, 28.3% of the respondents were agree, 25.0% of the respondents were neutral, 10.0% of the respondents were disagree and 1.7% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that peace education discriminating knowledge about human rights and its mean score is 2.15.

Table 4.1.24 Perception of teacher's educators that peace education builds harmony among teacher educators

S. #		frequency	Percentage	Mean Score
1	SA	25	41.7	
2	A	14	23.3	
3	N	14	23.3	2.05
4	DA	07	11.7	
5	SDA	00	00.0	
	Total	60	100	

Figure 4.1.24 Perception of teacher's educators that peace education builds harmony among teacher educators
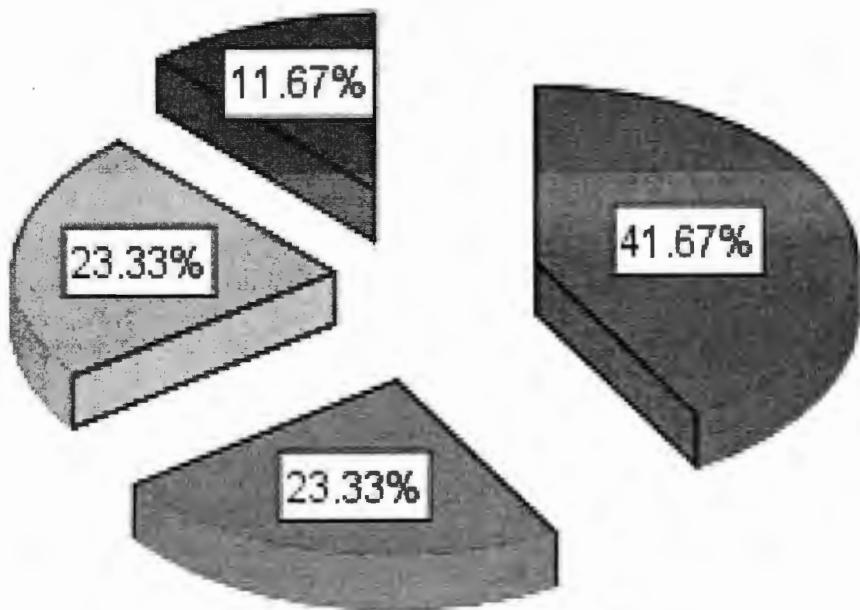
Table & 4.1.24 shows that, 41.7% of the participants were strongly agree, 23.3% of the participants were agree, 23.3% of the participants were neutral, 11.7% of the participants were disagree and 00.0% of the participants were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of teacher's educators that peace education builds harmony among teacher educators and its mean score is 2.05.

Table 4.1.25 Perception of teacher's educators that peace education develop social peace among teacher educators

S. #		frequency	Percentage	Mean Score
1	SA	23	38.3	
2	A	22	36.7	
3	N	08	13.3	2.00
4	DA	06	10.0	
5	SDA	01	1.7	
	Total	60	100	

Figure 4.1.25 Perception of teacher's educators that peace education develop social peace among teacher educators
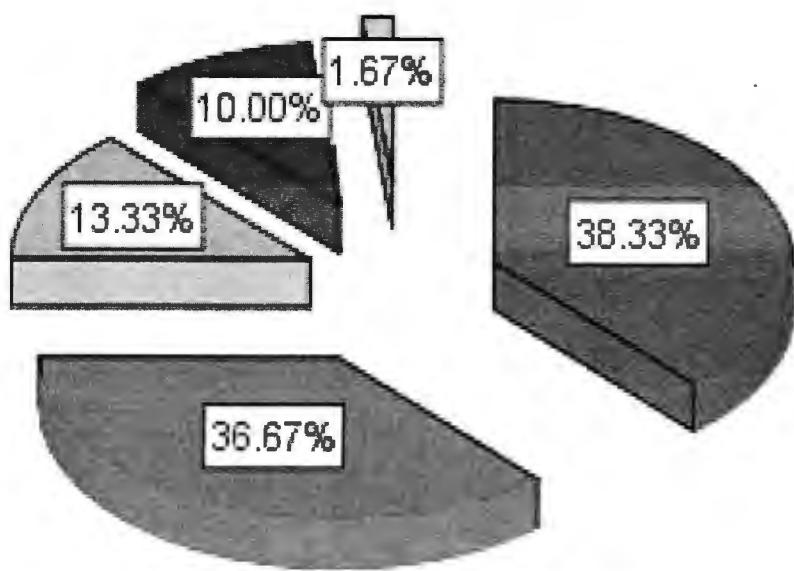
Table & figure 4.1.25 represents that, 38.3% of the respondents were strongly agree, 36.7% of the respondents were agree, 13.3% of the respondents were neutral, 10.0% of the respondents were disagree and 1.7% of the respondents were strongly agree. So it is decided that majority of the respondents have a positive response towards the perception of teacher's educators that peace education develop social peace among teacher educators and its mean score is 2.00.

Table 4.1.26 Perception of teacher's educators that peace education develop social justice among teacher educators

S. #		frequency	Percentage	Mean Score
1	SA	18	30.0	
2	A	26	43.3	
3	N	10	16.7	2.10
4	DA	04	6.7	
5	SDA	02	3.3	
	Total	60	100	

Figure 4.1.26 Perception of teacher's educators that peace education develop social justice among teacher educators
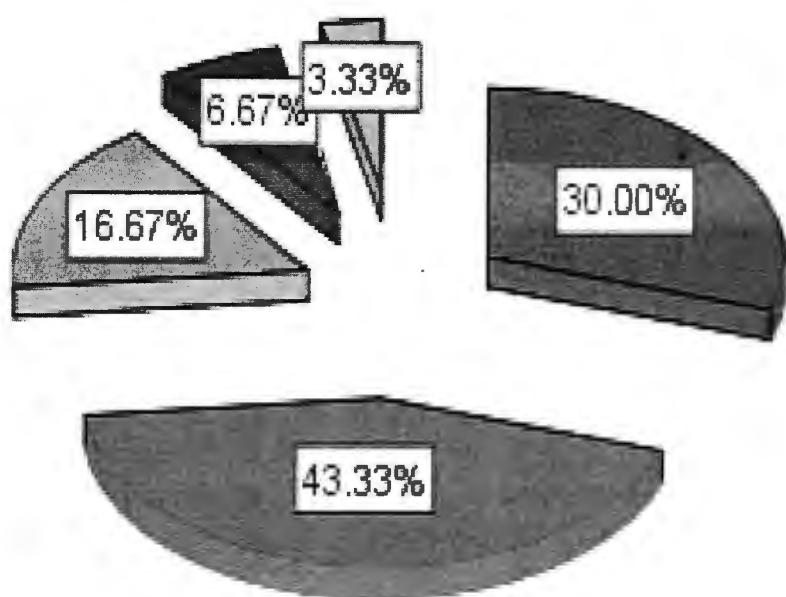

Table & figure 4.1.26 demonstrates that, 30.0% of the respondents were strongly agree, 43.3% of the respondents were agree, 16.7% of the respondents were neutral, 6.7% of the respondents were disagree and 3.3% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that peace education develop social justice among teacher educators and its mean score is 2.10.

Table 4.1.27 Perception of teacher's educators that by integration of peace education it stimulates truth among teacher educators

S. #		frequency	Percentage	Mean Score
1	SA	14	23.3	
2	A	26	43.3	
3	N	15	25.0	2.21
4	DA	03	5.0	
5	SDA	02	3.4	
	Total	60	100	

Figure 4.1.27 Perception of teacher's educators that by integration of peace education it stimulates truth among teacher educators
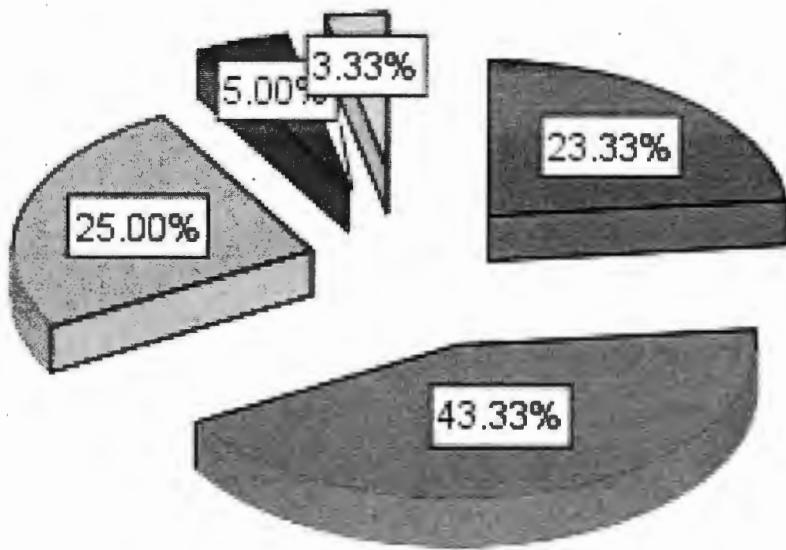

Table & figure 4.1.27 illustrates that, 23.3% of the respondents were strongly agree, 43.3% of the respondents were agree, 25.0% of the respondents were neutral, 5.0% of the respondents were disagree and 3.4% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that by integration of peace education it stimulates truth among teacher educators and its mean score is 2.21.

Table 4.1.28 Perception of teacher's educators that by integration of peace education it builds positive thinking among teacher educators

S. #		frequency	Percentage	Mean Score
1	SA	23	38.3	
2	A	28	46.7	
3	N	06	10.0	1.83
4	DA	02	3.3	
5	SDA	01	1.7	
	Total	60	100	

Figure 4.1.28 Perception of teacher's educators that by integration of peace education it builds positive thinking among teacher educators
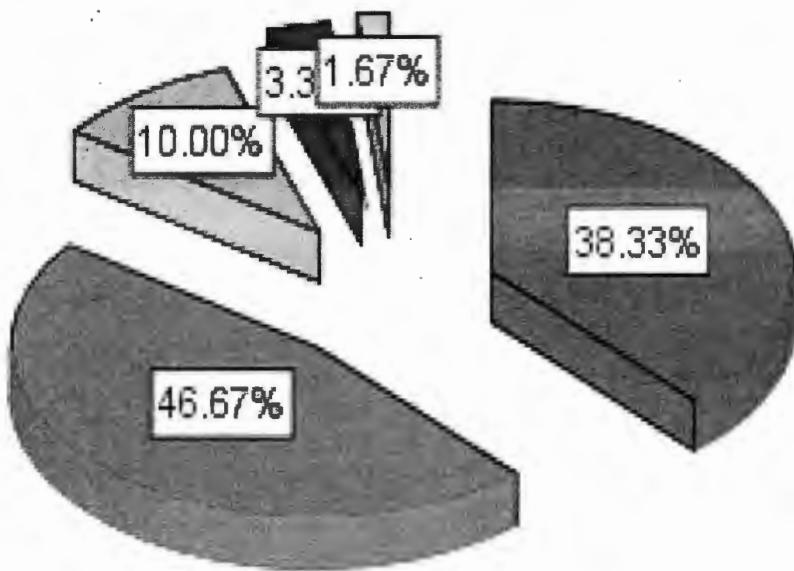

Table & figure 4.1.28 represents that, 38.3% of the participants were strongly agree, 46.7% of the respondents were agree, 10.0% of the respondents were neutral, 3.3% of the respondents were disagree and 1.7% of the respondents were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of teacher's educators that by integration of peace education it builds positive thinking among teacher educators and its mean score is 1.83.

Table 4.1.29 Perception of teacher's educators that by integration of peace education it discourage the culture of war

S. #		frequency	Percentage	Mean Score
1	SA	21	35.0	
2	A	26	43.3	
3	N	09	15.0	1.96
4	DA	02	3.3	
5	SDA	02	3.3	
	Total	60	100	

Figure 4.1.29 Perception of teacher's educators that by integration of peace education it discourage the culture of war
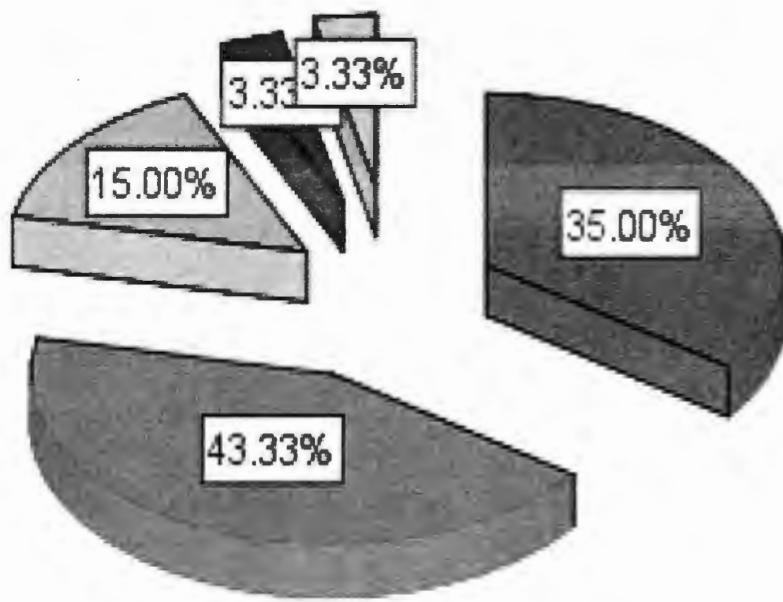
Table & figure 4.1.29 demonstrates that. 35.0% of the participants were strongly agree, 43.3% of the participants were agree, 15.0% of the participants were neutral, 3.3% of the participants were disagree and 3.3% of the participants were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of teacher's educators that by integration of peace education it discourage the culture of war and its mean score is 1.96.

Table 4.1.30 Perception of teacher's educators that by integration of peace education it develop values among teacher educators

S. #		frequency	Percentage	Mean Score
1	SA	22	36.7	
2	A	23	38.3	
3	N	12	20.0	1.95
4	DA	02	3.3	
5	SDA	01	1.7	
	Total	60	100	

Figure 4.1.30 Perception of teacher's educators that by integration of peace education it develop values among teacher educators
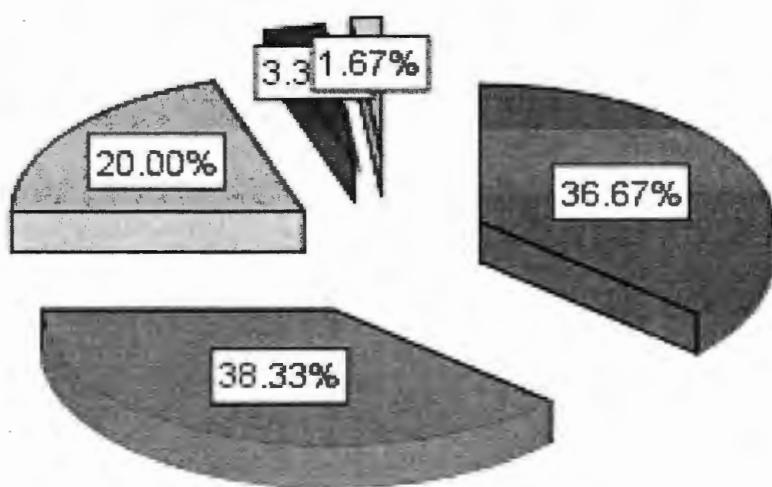
Table & figure 4.1.30 demonstrates that, 36.7% of the respondents were strongly agree, 38.3% of the respondents were agree, 20.0% of the respondents were neutral, 3.3% of the respondents were disagree and 1.7% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that by integration of peace education it develop values among teacher educators and its mean score is 1.95.

Table 4.1.31 Perception of teacher's educators that by integration of peace education it develop inner peace among teacher educators

S. #		frequency	Percentage	Mean Score
1	SA	19	31.7	
2	A	20	33.3	
3	N	15	25.0	2.15
4	DA	05	8.3	
5	SDA	01	1.7	
	Total	60	100	

Figure 4.1.31 Perception of teacher's educators that by integration of peace education it develop inner peace among teacher educators
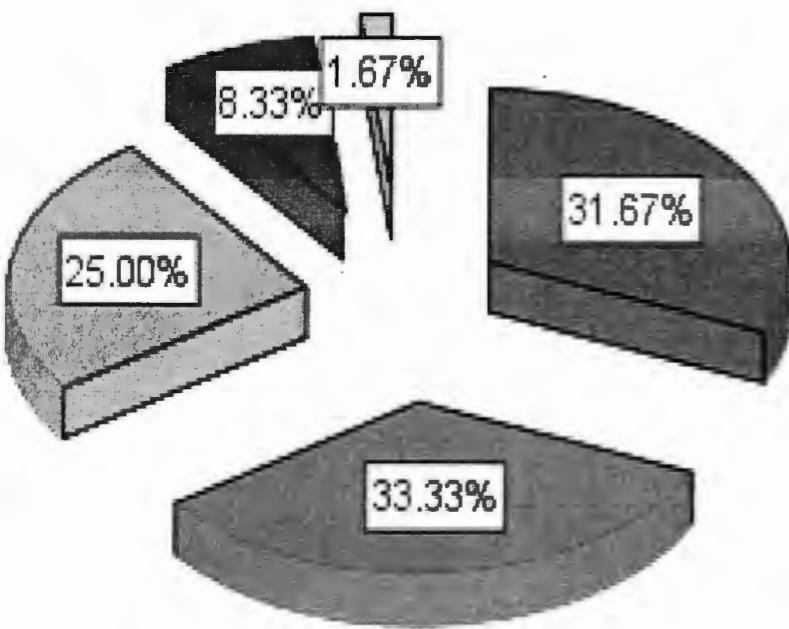

Table & figure 4.1.31 shows that, 31.7% of the respondents were strongly agree, 33.3% of the respondents were agree, 25.0% of the respondents were neutral, 8.3% of the respondents were disagree and 1.7% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of teacher's educators that by integration of peace education it develop inner Peace among teacher educators and its mean score is 2.15.

PART 02: PROSPECTIVE TEACHERS RESPONSES

THE STATISTICAL ANALYSIS OF THE RESPONSES OF PROSPECTIVE TEACHERS

Table 4.2.1 Analysis of demographic descriptions in terms of gender

S. #	Gender	frequency	Percentage	Mean Score
1	Male	162	66.9	
2	Female	83	33.1	1.33
	Total	245	100	

Figure 4.2.1 Analysis of demographic descriptions in terms of gender
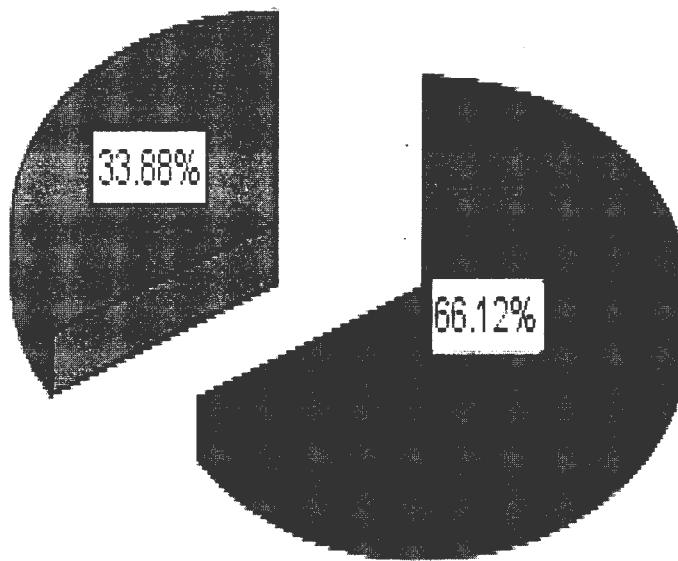
Table & figure 4.2.1 demonstrates that, 66.9 % of the participants were male while 33.1% of the participants were female. It can be concluded that majority of the participants were male prospective teachers and its mean score is 1.33.

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Table 4.2.2 Analysis of demographic descriptions in terms of academic qualification

S. #	Academic qualification	frequency	Percentage	Mean Score
1	B.A/BSc	86	35.2	
2	M.A/MSc	159	64.8	1.64
	Total	245	100	

Figure 4.2.2 Analysis of demographic descriptions in terms of academic qualification
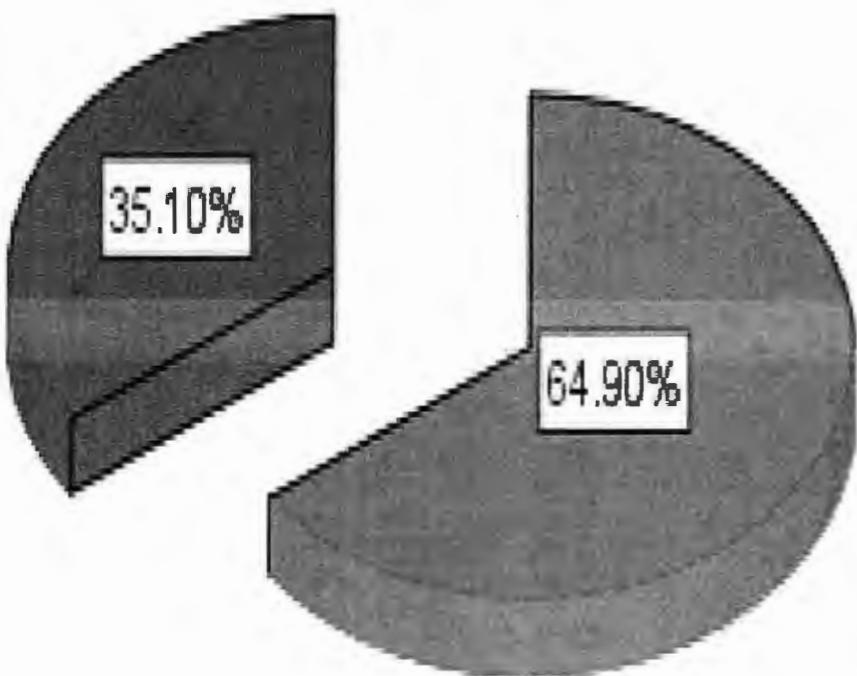
Table & figure 4.2.2, describes, the number of participants rendering to their Academic qualification. It shows that 35.2% of the participants were BA/BSc qualification, while 64.8% of the participants were MA/MSc qualification. It can be concluded that majority of the participants were MA/MSc qualification and its mean score is 1.64.

Table 4.2.3 Analysis of demographic descriptions in terms of professional qualification

S. #	Professional qualification	frequency	Percentage	Mean Score
1	B.Ed	45	18.4	
2	M.Ed	200	81.6	1.81
	Total	245	100	

Figure 4.2.3 Analysis of demographic descriptions in terms of professional qualification
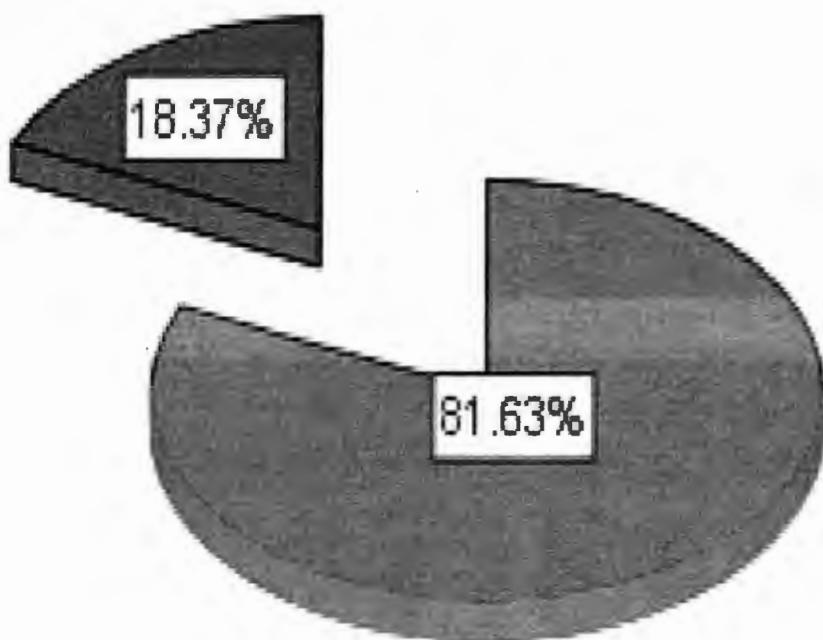
Table & figure 4.2.3 shows the number of participants according to their Professional qualification. It demonstrations that 18.4% of the participants were B.Ed qualification, while 81.6% of the participants were M.Ed qualification. It can be concluded that majority of the participants were M.Ed qualification and its mean score is 1.81.

Table 4.2.4 Perception of prospective teachers about conflict resolution strategies

S. #		frequency	Percentage	Mean Score
1	SA	117	47.8	
2	A	98	40.0	
3	N	20	8.2	1.70
4	DA	06	2.4	
5	SDA	04	1.6	
	Total	245	100	

Figure 4.2.4 Perception of prospective teachers about conflict resolution strategies
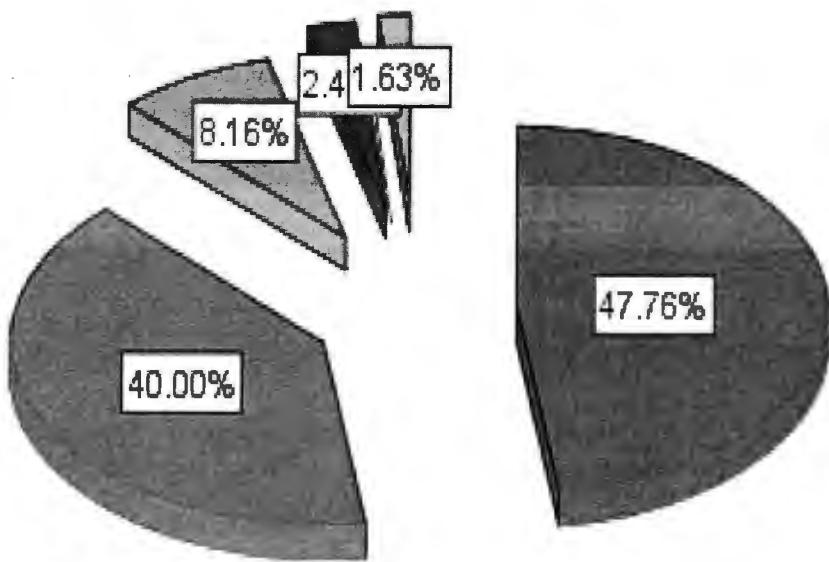
Table & figure 4.2.4 represents that, 47.8% of the respondents were strongly agree, 40.0% of the respondents were agree, 8.2% of the respondents were neutral, 2.4% of the respondents were disagree and 1.6% of the respondents were strongly agree. So it is decided that the majority of participants have a positive response of prospective teachers about conflict resolution strategies, and its mean score is 1.70.

Table 4.2.4 Perceptions of prospective teachers about prevailing curriculum promote global awareness among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	54	22.0	
2	A	138	56.3	
3	N	44	18.0	2.04
4	DA	07	2.9	
5	SDA	02	0.8	
	Total	245	100	

Figure 4.2.4 Perception of prospective teachers about prevailing curriculum promote global awareness among prospective teachers
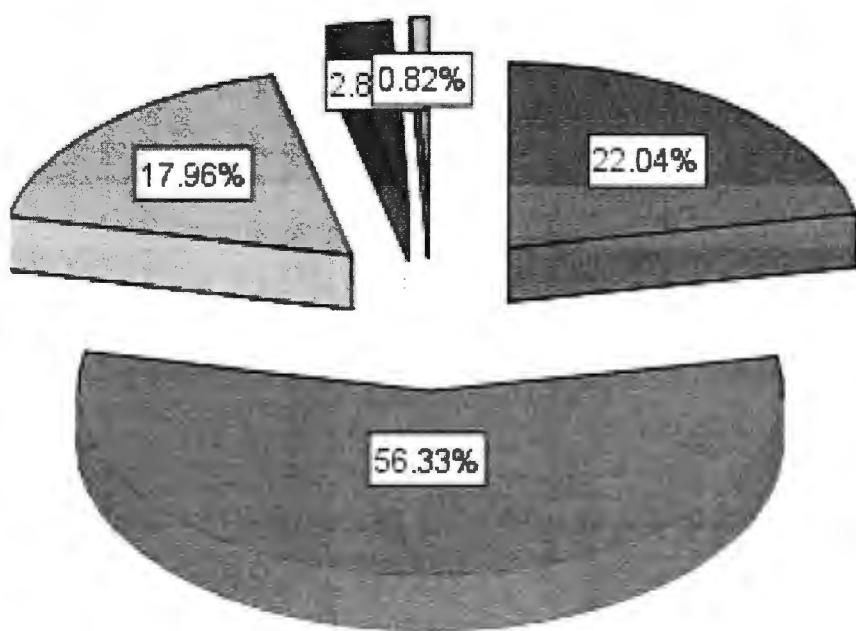
Table & figure 4.2.5 demonstrates that, 22.0% of the respondents were strongly agree, 56.3% of the respondents were agree, 18.0% of the respondents were neutral, 2.9% of the respondents were disagree and 0.8% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of prospective teachers that prevailing curriculum promote global awareness among prospective teachers and its mean score is 2.04.

Table 4.2.6 Perceptions of prospective teachers about existing curriculum develop explicit peace curricula

S. #		frequency	Percentage	Mean Score
1	SA	57	23.3	
2	A	113	46.1	
3	N	52	21.2	2.18
4	DA	19	7.8	
5	SDA	04	1.6	
	Total	245	100	

Figure 4.2.6 Perception of prospective teachers about existing curriculum develop explicit peace curricula
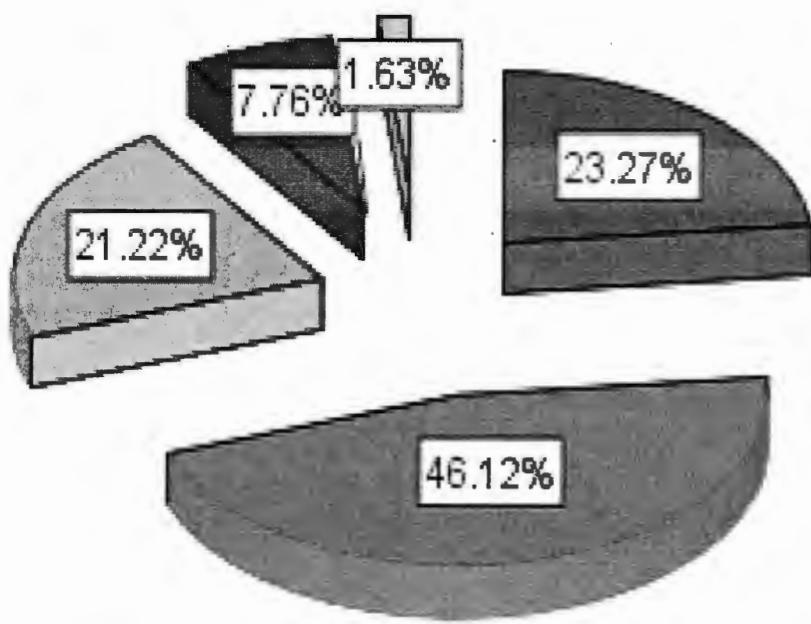
Table & figure 4.2.6 represents that, 23.3% of the respondents were strongly agree, 46.1% of the respondents were agree, 21.2% of the respondents were neutral, 7.8% of the respondents were disagree and 1.6% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of prospective teachers that existing curriculum develop explicit peace curricula and its mean score is 2.18.

Table 4.2.7 Perceptions of prospective teachers about present curriculum develop peaceful class room environment

S. #		frequency	Percentage	Mean Score
1	SA	68	27.8	
2	A	108	44.1	
3	N	50	20.4	2.09
4	DA	16	6.5	
5	SDA	03	1.2	
	Total	245	100	

Figure 4.2.7 Perception of prospective teachers about present curriculum develop peaceful class room environment
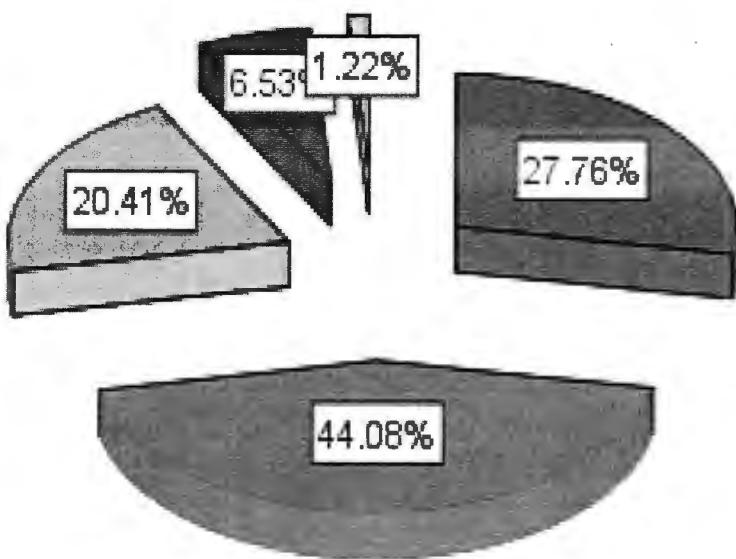
- Table & figure 4.2.7 reveals that, 27.8% of the respondents were strongly agree, 44.1% of the respondents were agree, 20.4% of the respondents were neutral, 6.5% of the respondents were disagree and 1.2% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of prospective teachers that present curriculum develop peaceful class room environment and its mean score is 2.09.

Table 4.2.8 Perceptions of prospective teachers about prevailing curriculum develop teachers preparation and training

S. #		frequency	Percentage	Mean Score
1	SA	55	22.4	
2	A	103	42.0	
3	N	60	24.5	2.28
4	DA	17	6.9	
5	SDA	10	4.1	
	Total	245	100	

Figure 4.2.8 Perception of prospective teachers about prevailing curriculum develop teachers preparation and training
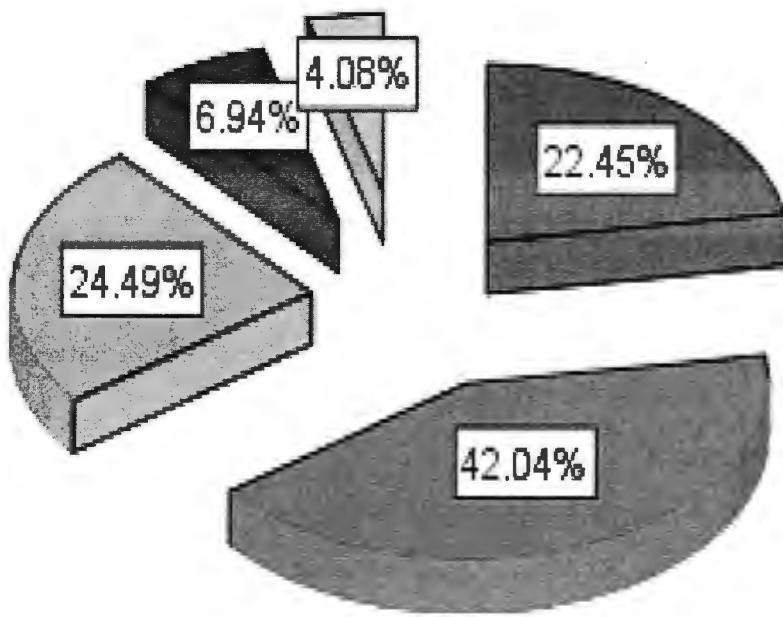

Table & figure 4.2.8 illustrates that, 22.2% of the respondents were strongly agree, 42.0% of the respondents were agree, 24.5% of the respondents were neutral, 6.9% of the respondents were disagree and 4.1% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of prospective teachers that prevailing curriculum develop teacher's preparation and training and its mean score is 2.28.

Table 4.2.9 Perceptions of prospective teachers about present curriculum develop constructive thinking among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	61	24.9	
2	A	89	36.3	
3	N	65	26.5	2.30
4	DA	19	7.8	
5	SDA	11	4.5	
	Total	245	100	

Figure 4.2.9 Perception of prospective teachers about present curriculum develop constructive thinking among prospective teachers
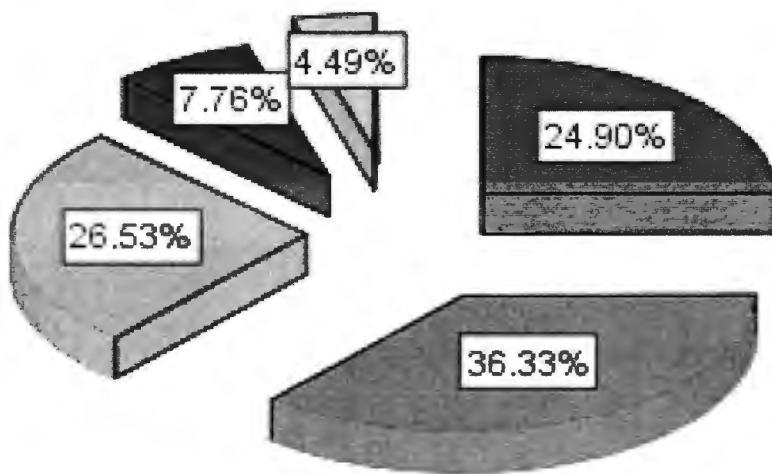

Table & figure 4.2.9 reflects that, 24.9% of the respondents were strongly agree, 36.3% of the respondents were agree, 26.5% of the respondents were neutral, 7.8% of the respondents were disagree and 4.5% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of prospective teachers that present curriculum develop constructive thinking among prospective teachers and its mean score is 2.30.

**Table 4.2.10 Perceptions of prospective teachers about existing curriculum develop human rights among prospective teachers**

S. #		frequency	Percentage	Mean Score
1	SA	58	23.7	
2	A	97	39.6	
3	N	65	26.5	2.26
4	DA	18	7.3	
5	SDA	07	2.9	
	Total	245	100	

Figure 4.2.10 Perception of prospective teachers about existing curriculum develop human rights among prospective teachers
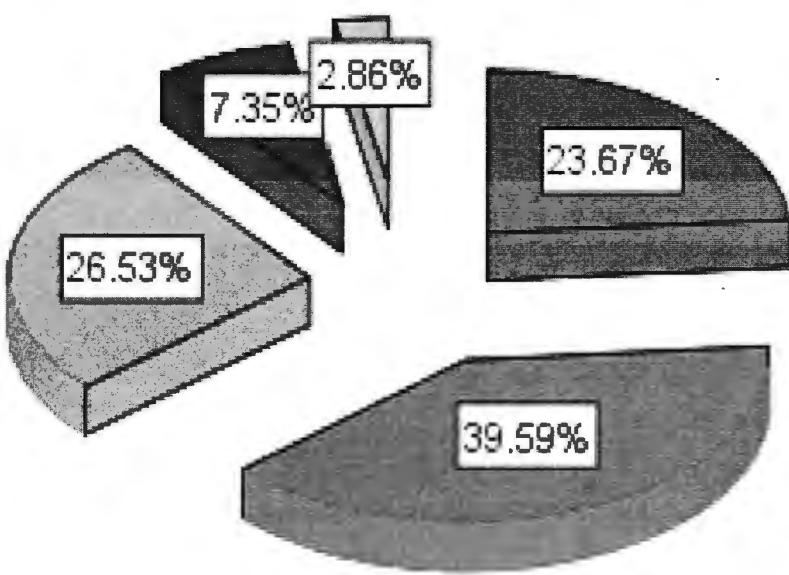
Table & figure 4.2.10 represents that, 23.7% of the participants were strongly agree, 39.6% of the participants were agree, 26.5% of the participants were neutral, 7.3% of the participants were disagree and 2.9% of the participants were strongly agree. So it is decided that the majority of participants have a positive response towards perception of prospective teachers that existing curriculum develop human rights among prospective teachers and its mean score is 2.26.

Table 4.2.11 Perceptions of prospective teachers that peace education promote self-awareness among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	60	24.5	
2	A	108	44.1	
3	N	54	22.0	2.18
4	DA	17	6.9	
5	SDA	06	2.4	
	Total	245	100	

Figure 4.2.11 Perceptions of prospective teachers that peace education promote self-awareness among prospective teachers
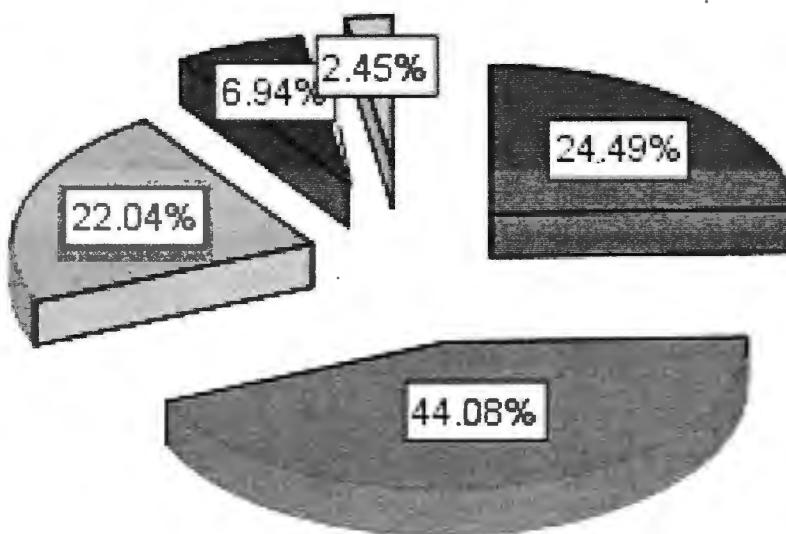
Table & figure 4.2.11 demonstrates that, 24.5% of the respondents were strongly agree, 44.1% of the respondents were agree, 22.0% of the respondents were neutral, 6.9% of the respondents were disagree and 2.4% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response about the perceptions of prospective teachers that peace education promote self-awareness among prospective teachers and its mean score is 2.18.

Table 4.2.12 Perceptions of prospective teachers that peace education develop justice and compassion among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	63	25.7	
2	A	105	42.9	
3	N	52	21.3	2.19
4	DA	17	6.8	
5	SDA	08	3.3	
	Total	245	100	

Figure 4.2.12 Perceptions of prospective teachers that peace education develop justice and compassion among prospective teachers
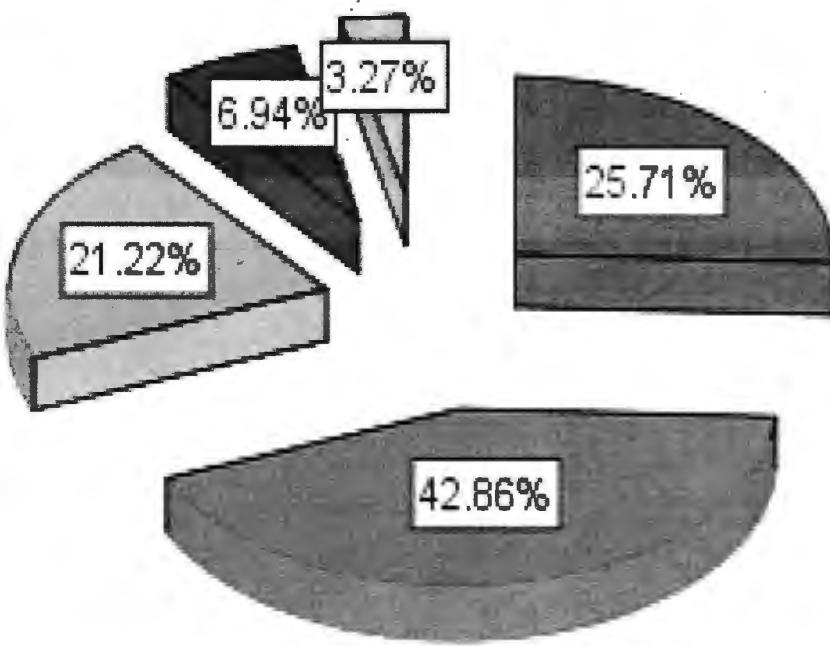

Table & figure 4.2.12 represents that, 25.7% of the respondents were strongly agree, 42.9% of the respondents were agree, 21.3% of the respondents were neutral, 6.8% of the respondents were disagree and 3.3% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards perceptions of prospective teachers that peace education develop justice and compassion among prospective teachers and its mean score is 2.19.

Table 4.2.13 Perceptions of prospective teachers that peace education promotes peace in the society

S. #		frequency	Percentage	Mean Score
1	SA	104	42.4	
2	A	95	38.8	
3	N	26	10.6	1.87
4	DA	12	4.9	
5	SDA	08	3.3	
	Total	245	100	

Figure 4.2.13 Perceptions of prospective teachers that peace education promotes peace in the society
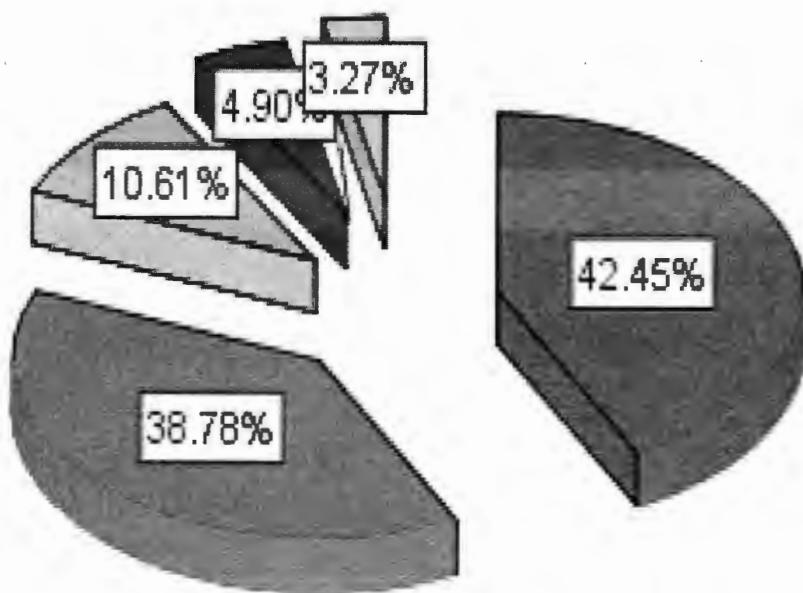

Table & figure 4.2.13, represents that, 42.4% of the respondents were strongly agree, 38.8% of the respondents were agree, 10.6% of the respondents were neutral, 4.9% of the respondents were disagree and 3.3% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards perceptions of prospective teachers that peace education promotes peace in the society and its mean score is 1.87.

Table 4.2.14 Perceptions of prospective teachers that peace education boost up human dignity among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	57	23.3	
2	A	125	51.0	
3	N	50	20.4	2.08
4	DA	12	4.8	
5	SDA	01	0.5	
	Total	245	100	

Figure 4.2.14 Perceptions of prospective teachers that peace education boost up human dignity among prospective teachers
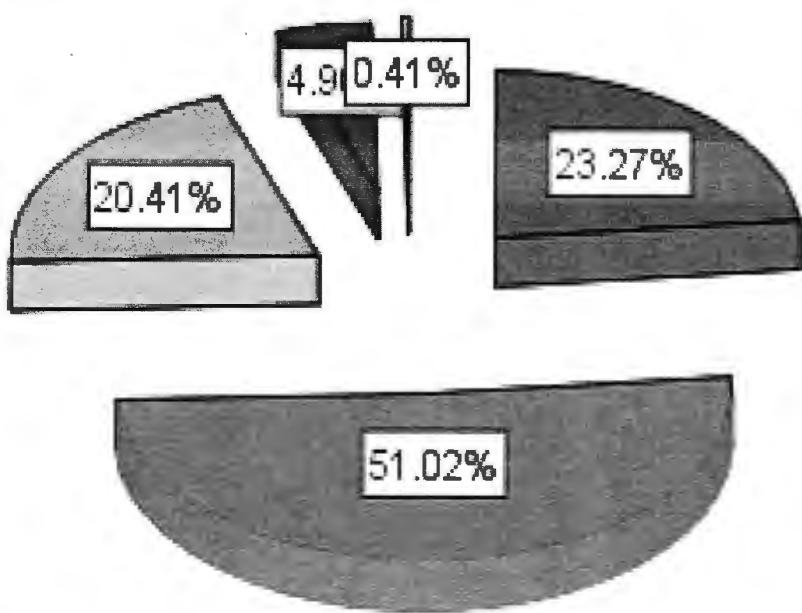

Table & figure 4.2.14 represents that, 23.3% of the respondents were strongly agree, 51.0% of the respondents were agree, 20.4% of the respondents were neutral, 4.8% of the respondents were disagree and 0.5% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response that peace education boost up human dignity among prospective teachers and its mean score is 2.08.

Table 4.2.15 Perceptions of prospective teachers that peace education strengthens human relations among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	50	20.4	
2	A	100	39.8	
3	N	76	30.0	2.27
4	DA	16	7.5	
5	SDA	03	2.2	
	Total	245	100	

Figure 4.2.15 Perceptions of prospective teachers that peace education strengthens human relations among prospective teachers
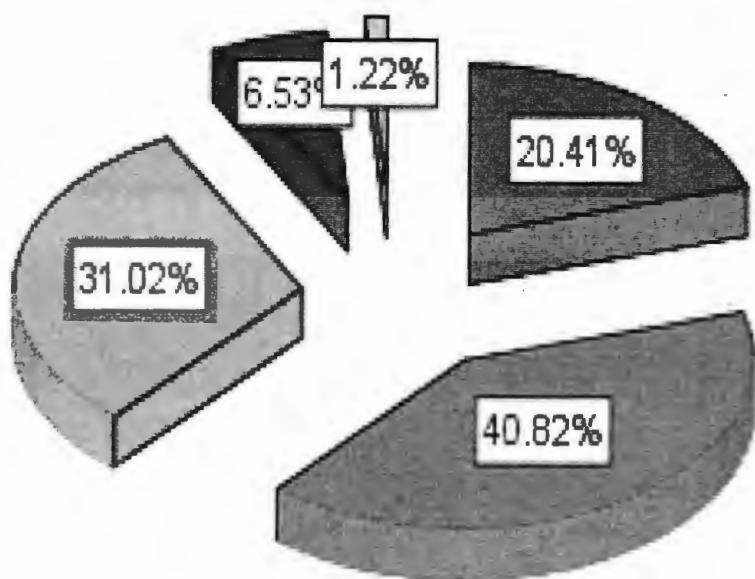

Table & figure 4.2.15 demonstrates that, 20.4% of the respondents were strongly agree, 39.8% of the respondents were agree, 31.0% of the respondents were neutral, 7.5% of the respondents were disagree and 2.2% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response about the perceptions of prospective teachers that peace education strengthens human relations among prospective teachers and its mean score is 2.27.

Table 4.2.16 Perceptions of prospective teachers that peace education develop positive attitudes among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	61	24.9	
2	A	93	38.0	
3	N	61	25.0	2.27
4	DA	23	9.5	
5	SDA	07	2.9	
	Total	245	100	

Figure 4.2.16 Perceptions of prospective teachers that peace education develop positive attitudes among prospective teachers
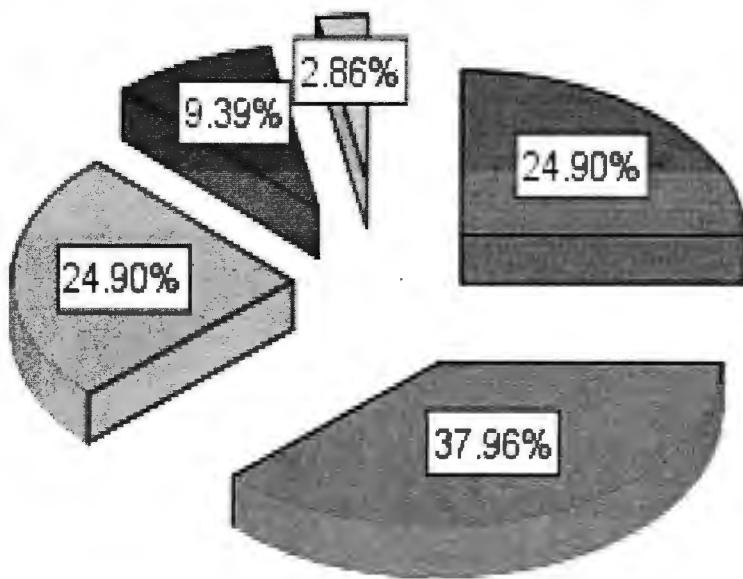

Table & figure 4.2.16 illustrates that, 24.9% of the respondents were strongly agree, 38.0% of the respondents were agree, 25.0 % of the respondents were neutral, 9.5% of the respondents were disagree and 2.9% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perceptions of prospective teachers that peace education develop positive attitudes among prospective teachers and its mean score is 2.27.

Table 4.2.17 Perceptions of prospective teachers that peace education develop self-respect among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	51	20.8	
2	A	105	42.9	
3	N	65	25.5	2.28
4	DA	17	7.8	
5	SDA	07	3.0	
	Total	245	100	

Figure 4.2.17 Perceptions of prospective teachers that peace education develop self-respect among prospective teachers
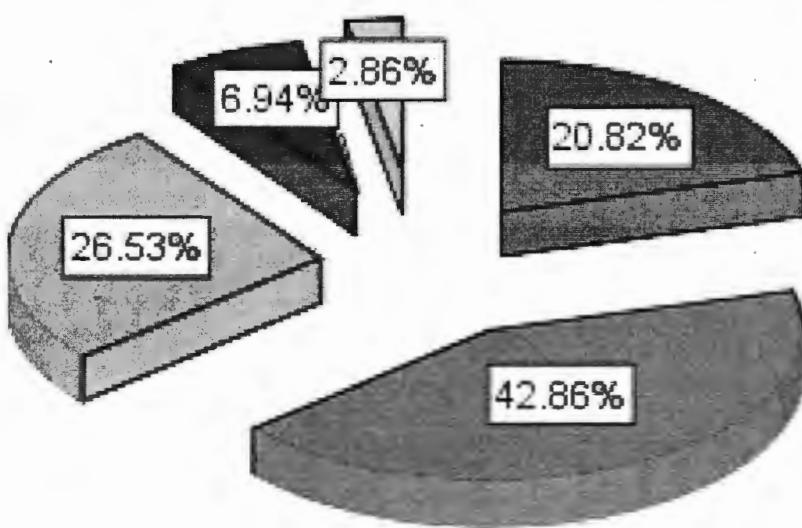

Table & figure 4.2.17 represents that, 20.8% of the respondents were strongly agree, 42.9% of the respondents were agree, 25.5% of the respondents were neutral, 7.8% of the respondents were disagree and 3.0% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perceptions of prospective teachers that peace education develop self-respect among prospective teachers and its mean score is 2.28.

Table 4.2.18 Perceptions of prospective teachers that peace education overcomes violence in the society

S. #		frequency	Percentage	Mean Score
1	SA	54	22.0	
2	A	102	41.9	
3	N	58	23.7	2.31
4	DA	21	8.6	
5	SDA	10	4.1	
	Total	245	100	

Figure 4.2.18 Perceptions of prospective teachers that peace education overcomes violence in the society
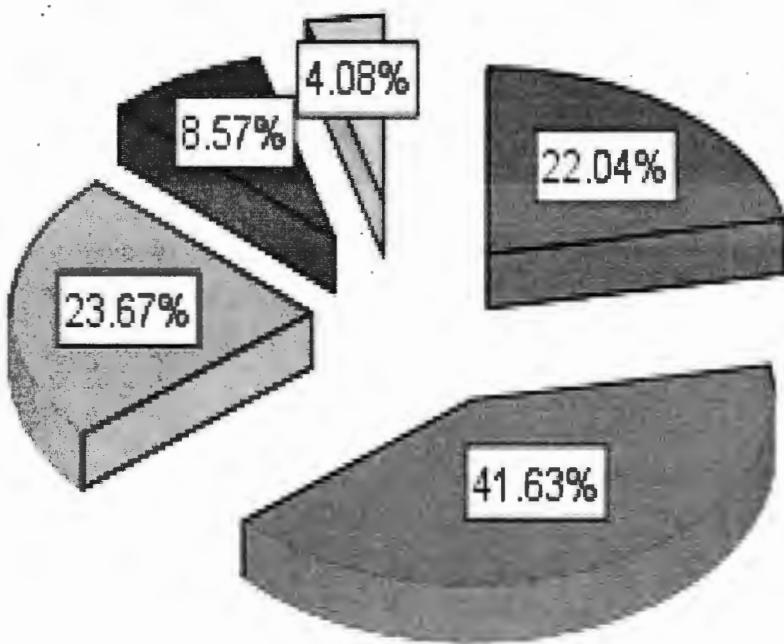

Table & figure 4.2.18 illustrates that, 22.0% of the respondents were strongly agree, 41.9% of the respondents were agree, 23.7% of the respondents were neutral, 8.6% of the respondents were disagree and 4.1% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards perceptions of prospective teachers that peace education overcomes violence in the society and its mean score is 2.31.

Table 4.2.19 Perceptions of prospective teachers that peace education develop social justice among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	51	22.8	
2	A	95	38.8	
3	N	71	29.0	2.36
4	DA	14	5.7	
5	SDA	14	5.7	
	Total	245	100	

Figure 4.2.19 Perceptions of prospective teachers that peace education develop social justice among prospective teachers
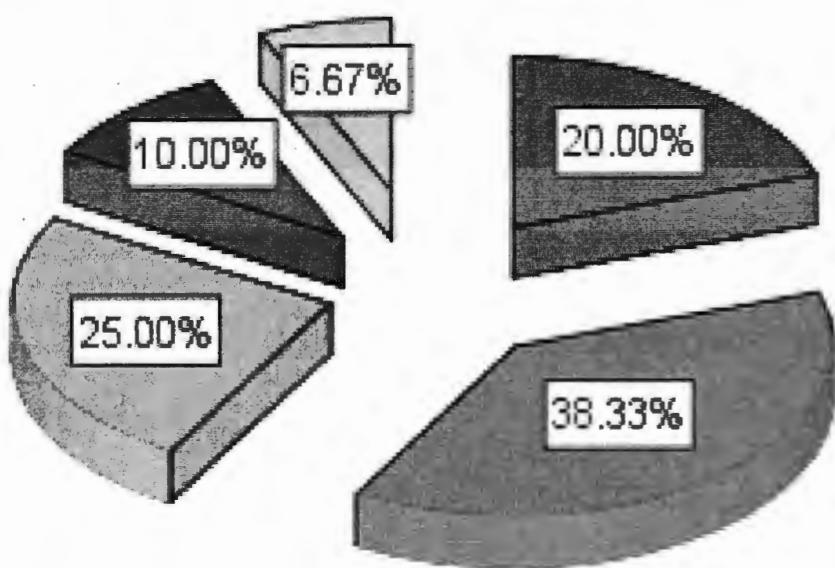
Table & figure 4.2.19 demonstrates that, 22.8% of the participants were strongly agree, 38.8% of the participants were agree, 29.0% of the participants were neutral, 5.7% of the participants were disagree and 5.7% of the participants were strongly agree. So it is decided that the majority of participants have a positive response towards the perceptions of prospective teachers that peace education develop social justice among prospective teachers and its mean score is 2.36.

Table 4.2.20 Perceptions of prospective teachers that peace education develop values among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	59	24.1	
2	A	109	44.5	
3	N	53	21.6	2.20
4	DA	17	6.9	
5	SDA	07	2.9	
	Total	245	100	

Figure 4.2.20 Perceptions of prospective teachers that peace education develop values among prospective teachers
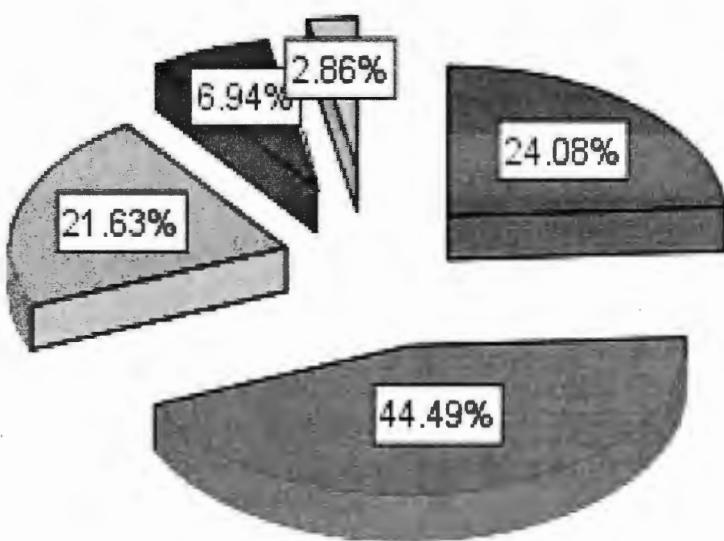
Table & figure 4.2.20 shows that, 24.1% of the respondents were strongly agree, 44.5% of the respondents were agree, 21.6% of the respondents were neutral, 6.9% of the respondents were disagree and 2.9% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perceptions of prospective teachers that peace education develop values among prospective teachers and its mean score is 2.20.

Table 4.2.21 Perceptions of prospective teachers about the contents of peace education

S. #		frequency	Percentage	Mean Score
1	SA	49	20.0	
2	A	106	43.3	
3	N	58	23.7	2.33
4	DA	24	9.8	
5	SDA	08	3.3	
	Total	245	100	

Figure 4.2.21 Perceptions of prospective teachers about the contents of peace education
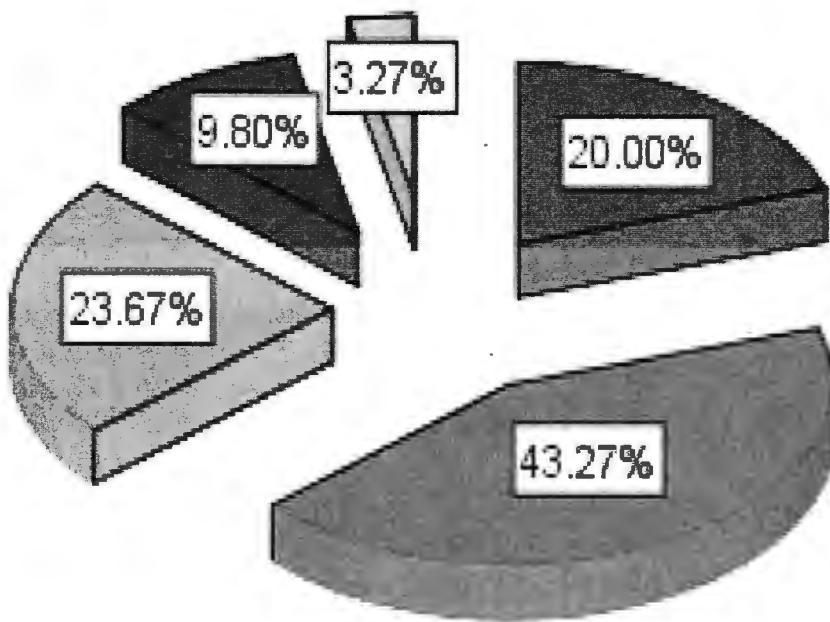

Table & figure 4.2.21 demonstrates that, 20.0% of the respondents were strongly agree, 43.3% of the respondents s were agree, 23.7% of the respondents were neutral, 9.8% of the respondents were disagree and 3.3% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perceptions of prospective teachers about the contents of peace education and its mean score is 2.33.

Table 4.2.22 Perceptions of prospective teachers that peace education make teachers more responsible

S. #		frequency	Percentage	Mean Score
1	SA	67	27.3	
2	A	95	38.8	
3	N	53	21.6	2.22
4	DA	22	9.0	
5	SDA	08	3.3	
	Total	245	100	

Figure 4.2.22 Perceptions of prospective teachers that peace education make teachers more responsible
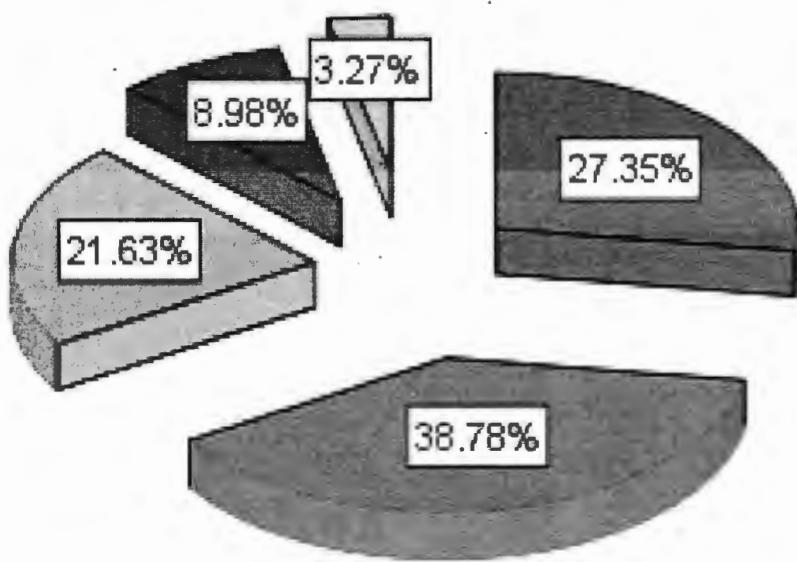
Table & figure 4.2.22 illustrates that, 27.3% of the respondents were strongly agree, 38.8% of the respondents were agree, 21.6% of the respondents were neutral, 9.0% of the respondents were disagree and 3.3% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perceptions of prospective teachers that peace education make teachers more responsible and its mean score is 2.22.

Table 4.2.23 Perceptions of prospective teachers that peace education discriminating knowledge about human rights

S. #		frequency	Percentage	Mean Score
1	SA	39	15.9	
2	A	114	46.5	
3	N	57	23.3	2.41
4	DA	22	9.0	
5	SDA	13	5.3	
	Total	245	100	

Figure 4.2.23 Perceptions of prospective teachers that peace education discriminating knowledge about human rights
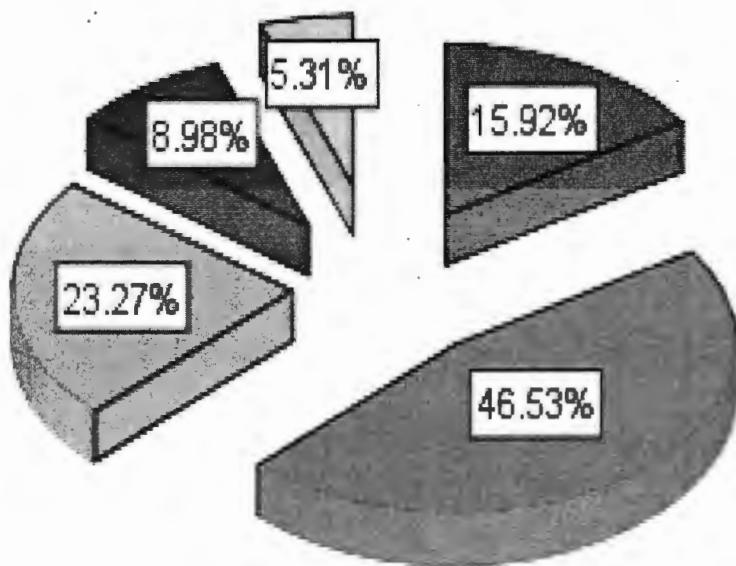
Table & figure 4.2.23 represents that, 15.9% of the participants were strongly agree, 46.5% of the participants were agree, 23.3% of the participants were neutral, 9.0% of the participants were disagree and 5.3% of the participants were strongly agree. So it is decided that the majority of participants have a positive response towards perceptions of prospective teachers that peace education discriminating knowledge about human rights and its mean score is 2.41.

Table 4.2.24 Perceptions of prospective teachers that peace education builds harmony among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	56	22.9	
2	A	109	44.5	
3	N	51	20.8	2.24
4	DA	23	9.5	
5	SDA	06	2.5	
	Total	245	100	

Figure 42.24 Perceptions of prospective teachers that peace education builds harmony among prospective teachers
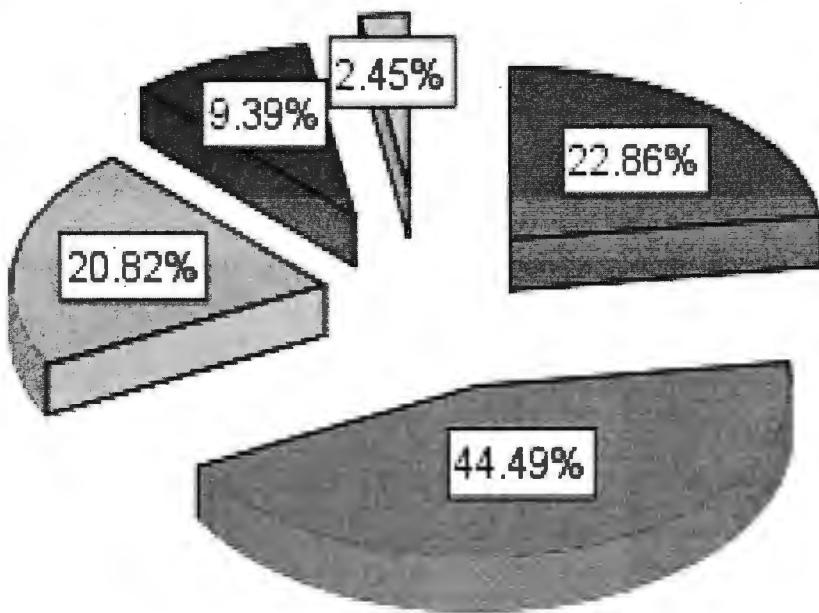
Table & figure 4.2.24 demonstrates that, 22.9% of the respondents were strongly agree, 44.5% of the respondents were agree, 20.8% of the respondents were neutral, 9.5% of the respondents were disagree and 2.5% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perceptions of prospective teachers that peace education builds harmony among prospective teachers and its mean score is 2.24.

Table 4.2.25 Perceptions of prospective teachers that peace education develop social peace among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	62	25.3	
2	A	105	42.9	
3	N	65	26.5	2.12
4	DA	11	4.9	
5	SDA	02	0.8	
	Total	245	100	

Figure 4.2.25 Perceptions of prospective teachers that peace education develop social peace among prospective teachers
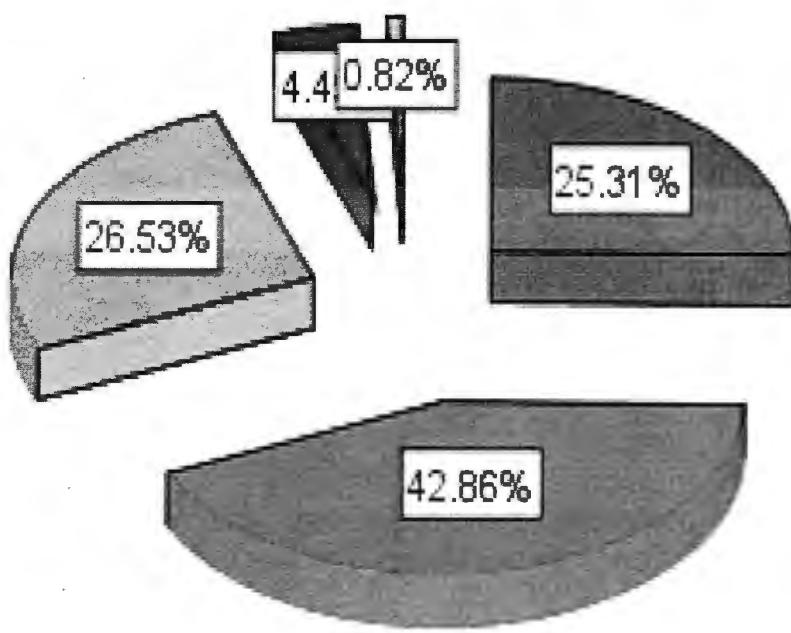


Table & figure 4.2.25 represents that, 25.3% of the respondents were strongly agree, 42.9% of the respondents were agree, 26.5% of the respondents were neutral, 4.9% of the respondents were disagree and 0.8% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perceptions of prospective teachers that peace education develop social peace among prospective teachers and its mean score is 2.12.

Table 4.2.26 Perceptions of prospective teachers that peace education develop social justice among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	59	24.1	
2	A	99	40.4	
3	N	66	26.9	2.23
4	DA	13	5.3	
5	SDA	08	3.3	
	Total	245	100	

Figure 4.2.26 Perceptions of prospective teachers that peace education develop social justice among prospective teachers
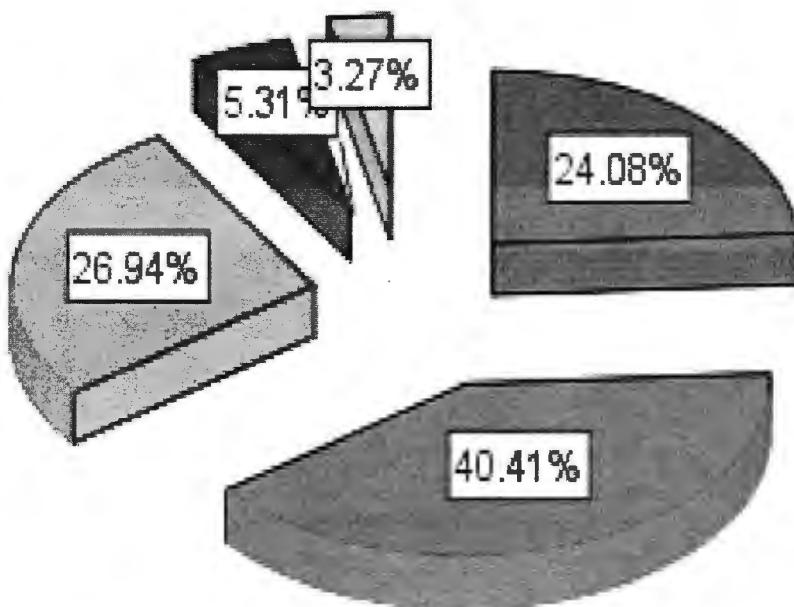

Table & figure 4.2.26 represents that, 24.1% of the respondents were strongly agree, 40.4% of the respondents were agree, 26.9% of the respondents were neutral, 5.3% of the respondents were disagree and 3.3% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perceptions of prospective teachers that peace education develop social justice among prospective teachers and its mean score is 2.23.

Table 4.2.27 Perception of prospective teachers that by integration of peace education it stimulates truth among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	54	22.0	
2	A	105	42.9	
3	N	62	25.3	2.28
4	DA	11	4.5	
5	SDA	13	5.3	
	Total	245	100	

Figure 4.2.27 Perception of prospective teachers that by integration of peace education it stimulates truth among prospective teachers
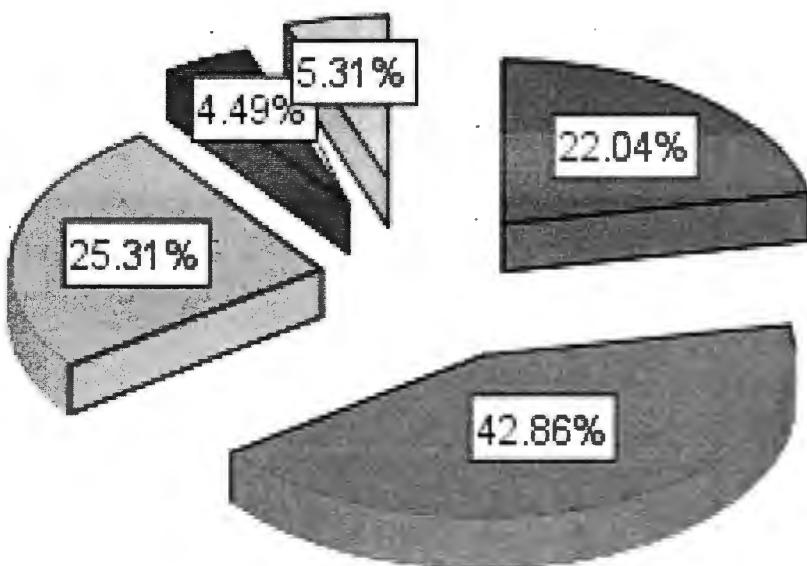
Table & figure 4.2.27 demonstrates that, 22.0% of the participants were strongly agree, 42.9% of the participants were agree, 25.3% of the participants were neutral, 4.5% of the participants were disagree and 5.3% of the participants were strongly agree. So it is decided that the majority of participants have a positive response towards the perception of prospective teachers that by integration of peace education it stimulates truth among prospective teachers and its mean score is 2.28.

Table 4.2.28 Perception of prospective teachers that by integration of peace education it's builds positive thinking among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	65	26.5	
2	A	101	41.2	
3	N	53	21.6	2.18
4	DA	20	8.2	
5	SDA	06	2.4	
	Total	245	100	

Figure 4.2.28 Perception of prospective teachers that by integration of peace education it's builds positive thinking among prospective teachers
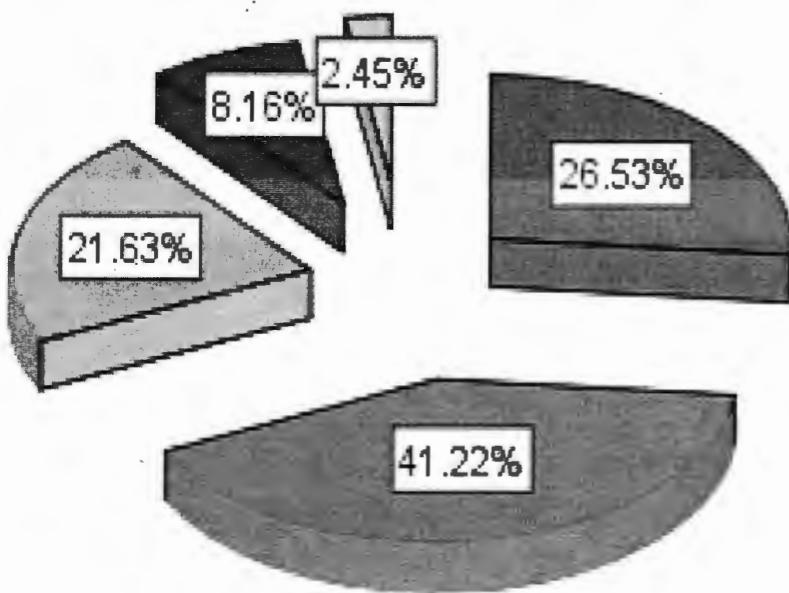
Table & figure 4.2.28 demonstrates that, 26.5% of the respondents were strongly agree, 41.2% of the respondents were agree, 21.6% of the respondents were neutral, 8.2% of the respondents were disagree and 2.4% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards perception of prospective teachers that by integration of peace education it's builds positive thinking among prospective teachers and its mean score is 2.18.

Table 4.2.29 Perception of prospective teachers that by integration of peace education it discourage the culture of war

S. #		frequency	Percentage	Mean Score
1	SA	62	25.3	
2	A	102	41.6	
3	N	53	21.6	2.23
4	DA	17	6.9	
5	SDA	11	4.5	
	Total	245	100	

Figure 4.2.29 Perception of prospective teachers that by integration of peace education it discourage the culture of war
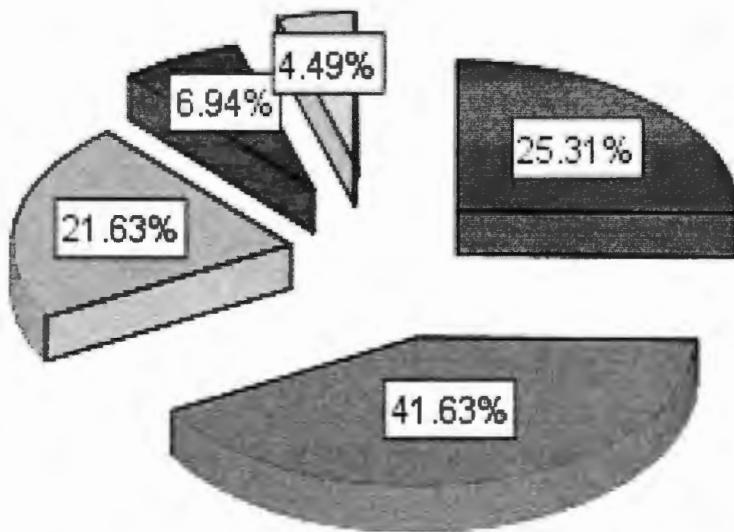
Table & figure 4.2.29 represents that, 25.3% of the respondents were strongly agree, 41.6% of the respondents were agree, 21.6% of the respondents were neutral, 6.9% of the respondents were disagree and 4.5% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards perception of prospective teachers that by integration of peace education it discourage the culture of war and its mean score is 2.23.

Table 4.2.30 Perception of prospective teachers that by integration of peace education it develop values among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	66	26.9	
2	A	112	45.7	
3	N	48	19.6	2.11
4	DA	12	5.0	
5	SDA	07	2.8	
	Total	245	100	

Figure 4.2.30 Perception of prospective teachers that by integration of peace education it develop values among prospective teachers
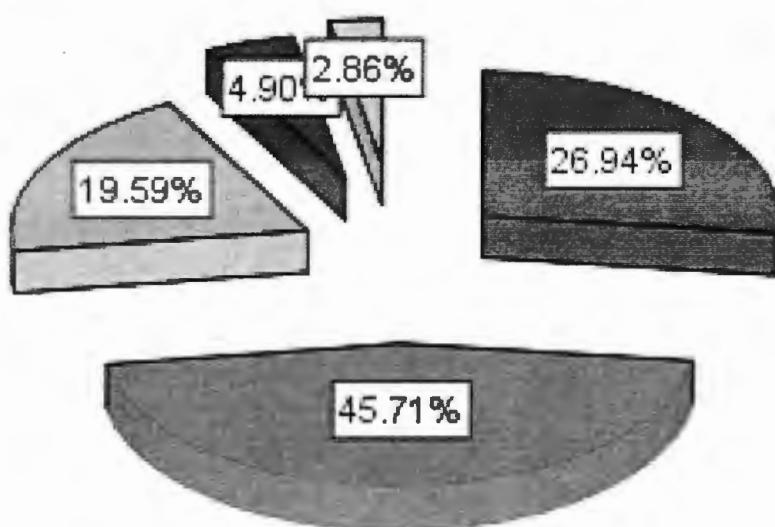

Table & figure 4.2.30 shows that, 26.9% of the respondents were strongly agree, 45.7% of the respondents were agree, 19.6% of the respondents were neutral, 5.0% of the respondents were disagree and 2.8% of the respondents were strongly agree. So it is decided that majority of respondents have positive response towards perception of prospective teachers that by integration of peace education it develop values among prospective teachers and its mean score is 2.11.

Table 4.2.31 Perception of prospective teachers that by integration of peace education it develops inner peace among prospective teachers

S. #		frequency	Percentage	Mean Score
1	SA	94	38.4	
2	A	91	36.1	
3	N	43	17.6	2.02
4	DA	13	5.3	
5	SDA	04	2.6	
	Total	245	100	

Figure 4.2.31 Perception of prospective teachers that by integration of peace education it develops inner peace among prospective teachers
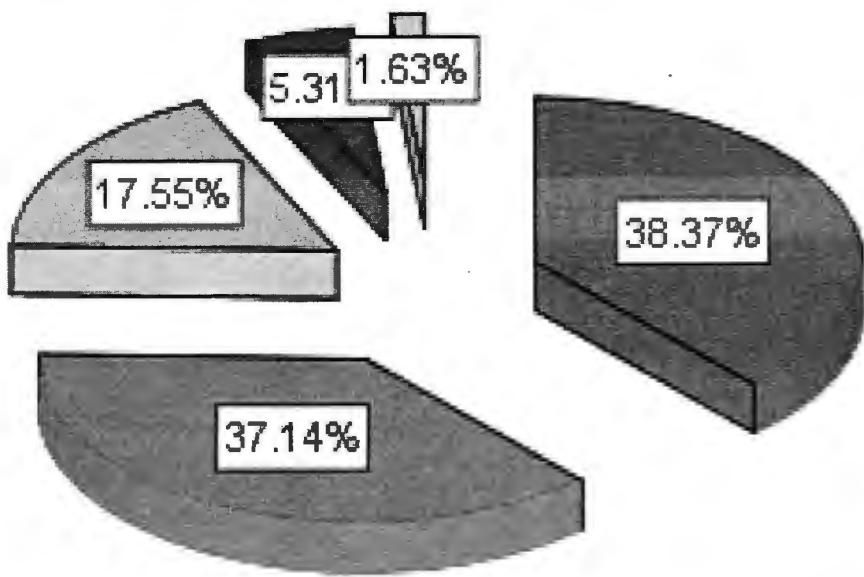

Table & figure 4.2.31 demonstrates that, 38.4% of the respondents were strongly agree, 37.1% of the respondents were agree, 17.6% of the respondents were neutral, 5.3% of the respondents were disagree and 1.6% of the respondents were strongly agree. So it is decided that the majority of respondents have a positive response towards the perception of prospective teachers that by integration of peace education it develops inner peace among prospective teachers and its mean score is 2.02.

CHAPTER 05

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 SUMMARY

Peace is the usual impulse of the human community. Therefore, must be taken responsibility to be kept and preserved and maintained in societies. . It is a large number of techniques and means can be attained through implementing, in the practice of peace education. Peace education is the name of the process, it can promote skills, attitudes and knowledge into people's living into this contemporary world, it can bring angelic characteristic among peoples, by the help of peace education man's overwhelmed animal nature, peace education discusses all forms of wars and told us the that how we can overcome these problems. To promote peace education might be a different mode; being a formal mode, is one of the famous mode to develop peace education. Peace education is a blooming and miscellaneous field of study, and taught as a discipline or a subject. It is studied in different countries in all over the world. Although there is no formal system of peace education in Pakistan, but the need of peace education was realized everywhere in the world. The current study was directed to determine the 'Analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan'. The problem under investigation was, "Analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan". The intent of the present study to find out: (a) to examine the prevailing practices of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa Pakistan. (b) To identify the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa Pakistan. (c) To analyze the views of teacher Educators regarding the need of peace education in pre-service teacher training

programs in Khyber Pakhtunkhwa Pakistan. (d) To analyze the views of Prospective teachers regarding the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa Pakistan. The following was the Research Question that was posed for investigation:-

1. What types of practices are reflected in pre-service teacher training programs regarding peace education in Khyber Pakhtunkhwa Pakistan?

2. Whether peace education is one of the fundamental requirements of pre-service training programs in Khyber Pakhtunkhwa Pakistan?

3. What types of the courses and activities can be introduced in pre-service teacher training programs in Khyber Pakhtunkhwa Pakistan?

4. What are the views of teachers Educators regarding the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa Pakistan?

5. What are the views of perspective teachers regarding the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa Pakistan?

6. How peace education can be integrated into pre-service teacher training programs in Khyber Pakhtunkhwa Pakistan?

The Population of the contemporary investigation was constituted 73 teacher Educators, and 772 Prospective teachers, of the I.E.R department of all public sector universities in Khyber Pakhtunkhwa, Pakistan. The Simple random sampling technique was used. This is a quantitative study. The Design of the study was Descriptive and Survey type. Data were collected through a Questionnaires. The Questionnaires were designed through five point Likert scale. The data was analysed with the help of SPSS (version 20) software. Results were presented in the form of tables, charts and graphs. The key findings, conclusions and recommendations of the contemporary investigation have been deliberated in the upcoming part.

5.2 FINDINGS

5.2.1 Section 1: Teacher Educators responses

Finding related to Analysis of peace education practices in Pre-Services teachers training:

1. Table and Figure 4.1.1 presents that, 43.3% teacher educators were agree and 11.7% of teacher educators were disagree the perception of teacher's educators disagree that the present curriculum of peace education develops conflict resolution strategies among teacher educators.

2. Table and figure 4.1.2 reflects that, 50.0% of teacher educators were agree and 13.3% of teacher educators were disagree about the perception of teacher's educators that the current curriculum is promoted global awareness among teacher educators.

3. Table and Figure 4.1.3 presents that, 36.7% of teacher educators were agree and 10.0% of teacher educators were disagree about the perception of teacher's educators that the prevailing curriculum is promoted explicit peace curricula.

4. Table and Figure 4.1.4 reveals that, 43.3% of teacher educators were agree and 16.7% of teacher educators were disagree about the perception of teacher's educators that the present curriculum promoting peaceful class room environment.

5. According to table and figure 4.1.5, 40.0% of teacher educators were agree and 18.4% of teacher educators were disagree about the perception of teacher's educators that the present curriculum promotes teacher preparation and training.

6. Table and Figure 4.1.6 discloses that, 35.0% of teacher educators were agree while 13.3% of teacher educators were disagree, that the present curriculum develop constructive thinking among teacher educators.

7. According to table and figure 4.1.7, 40.0% of teacher educators were agree and 20.0% of teacher educators were disagree about the perceptions of teacher's educators that the present curriculum develop human rights among teacher educators.

8. Table & figure 4.1.8 reveals that 35.0% teacher educators were agree and 18.3% of teacher educators were disagree, about the perception of teacher's educators that the existing curriculum develop self-awareness among teacher educators.

9. According to table & figure 4.1.9, only 33.3% of teacher educators were agree and 15.0% of teacher educators were disagree that peace education develop justice and compassion among teacher educators.

10. Figure & Table 4.1.10 shows that, 38.3% of teacher educators were agree and 8.4% of teacher educators were disagree that peace education promoting peace in the society.

11. According to table & figure 4.1.11, 38.3% teacher educators were agree and 6.7% of teacher educators were disagree about peace education boost up human dignity among teacher educators.

12. Table & figure 4.1.12 reflects that, 36.7% of teacher educators were agree, and 6.7% of teacher educators were disagree, that peace education strengthen human relations among teacher educators.

13. Table & figure 4.1.13 presents that, 48.3% of teacher educators were agree and 10.0% of teacher educators were disagree that peace education promotes positive attitude among teacher educators.

14. Table & figure 4.1.14 reveals that, Only 53.3% of teacher educators were agree and 6.7% of teacher educators were disagree that peace education develop self-respect among teacher educators.

15. According to table & figure 4.1.15, 45.0% teacher educators were agree and 8.3% of teacher educators were disagree that peace education overcomes violence in the society.

16. According to table & figure 4.1.16, only 38.8% of teacher educators were agree and 10.0% of teacher educators were disagree that peace education develop social justice among teacher educators.

17. Table & figure 4.1.17 shows that, 33.3% of teacher educators were agree and 11.7% of teacher educators were disagree that peace education develop values among teacher educators.

18. Table & figure 4.1.18 shows that, 30.0% of teacher educators were agree and 8.3% of teacher educators were disagree about the contents of peace education.

19. According to table & figure 4.1.19, 45.0% teacher educators were agree and 6.7% of teacher educators were disagree that peace education contributing to make teacher more responsible.

20. Table & figure 4.1.20 reveals that, only 28.3% of teacher educators were agree and 10.0% of teacher educators were disagree that peace education discriminating knowledge about human rights among teacher educators.

21. Table & figure 4.1.21 presents that, 23.3% of teacher educators were agree and 11.7% of teacher educators were disagree that peace education builds harmony among teacher educators.

22. Table & figure 4.1.22 illustrates that, 36.7% of teacher educators were agree and 10.0% of teacher educators were disagree that peace education develop social peace.

23. According to table & figure 4.1.23, 43.3% teacher educators were agree and 6.7% of teacher educators were disagree that peace education promotes social justice among teacher educators.

24. Table & figure 4.1.24 demonstrates that, 43.3% of teacher educators were agree and 5.0% of teacher educators were disagree that peace education stimulates truth among teacher educators.

25. Table & figure 4.1.25 reveals that, 46.7% of teacher educators were agree and 11.7% of teacher educators were disagree that peace education builds positive thinking among teacher educators.

26. Table & figure 4.1.26 reflects that,43.3% of teacher educators were agree and 3.3% of teacher educators were disagree that peace education discourage the culture of war.

27. Table & figure 4.1.27 presents that, 38.3% teacher educators were agree and 3.3% of teacher educators were disagree that pace education develop values among teacher educators.

28. Table & figure 4.1.28 reveals that, 33.3% of teacher educators were agree and 8.3% of teacher educators were disagree that peace education develop inner peace among teacher educators.

5.2.2 Section 2: Prospective teacher's responses

Finding related to Analysis of peace education practices in Pre-Services teachers training:

1. Table and Figure 4.2.1 presents that, 40.0% Prospective teachers were agree and 2.4% of Prospective teachers were disagree that the present curriculum of peace education develops conflict resolution strategies among prospective teachers.

2. According to table & figure 4.2.2, 56.3% of Prospective teachers were agree and 2.9% of Prospective teachers were disagree that the prevailing curriculum of peace education develop global awareness among prospective teachers.

3. Table and Figure 4.2.3 reflects that, 46.1% of Prospective teachers were agree and 7.8% of Prospective teachers were disagree that the present curriculum develop explicit peace curricula.

4. According to table & figure 4.2.4, 44.1% of Prospective teachers were agree and 6.5% of Prospective teachers were disagree that the current curriculum provide peaceful class room environment.

5. Table and Figure 4.2.5 reveals that, 42.0% of Prospective teachers were agree and 6.9% of Prospective teachers were disagree that the current curriculum promotes peace through teacher preparation and training.

6. Table & Figure 4.2.6 reflects that, 36.3% of Prospective teachers were agree and 7.8% of Prospective teachers were disagree that peace education develop constructive thinking among prospective teachers.

7. According to table & figure 4.2.7, 39.6% of Prospective teachers were agree and 7.3% of Prospective teachers were disagree that peace education develop human rights among prospective teachers.

8. Table & Figure 4.2.8 reveals that, 44.1% Prospective teachers were agree and 6.9% of teacher educators were disagree that peace education develop self-awareness among prospective teachers.

9. According to table & figure 4.2.9, 42.9% of Prospective teachers were agree and 6.9% of Prospective teachers were disagree that peace education promotes justice and compassion among prospective teachers.

10. Table & Figure 4.2.10 shows that, 38.8% of Prospective teachers were agree and 4.9% of Prospective teachers were disagree that peace education promoting peace in the society.

11. According to table & figure 4.2.11, 51.0% Prospective teachers were agree and 4.9% of Prospective teachers were disagree that peace education boost up human dignity among prospective teachers.

12. Table & Figure 4.2.12 presents that, 40.8% of Prospective teachers were agree and 6.5% of Prospective teachers were disagree that peace education strengthen human relations among prospective teachers.

13. Table & Figure 4.2.13 reveals that, 38.0% of Prospective teachers were agree and 9.4% of Prospective teachers were disagree that peace education promotes positive attitude among prospective teachers.

14. According to table & figure 4.2.14, 42.9% of Prospective teachers were agree and 6.9% of Prospective teachers were disagree that peace education develop self-respect among ·prospective teachers.

15. According to table & figure 4.2.15, 41.9 % Prospective teachers were agree and 8.6% of Prospective teachers were disagree that peace education overcomes violence in the society.

16. Table & Figure 4.2.16 represents that, 38.8% of Prospective teachers were agree and 5.7% of Prospective teachers were disagree that peace education develop social justice among prospective teachers.

17. Table & Figure 4.2.17 illustrates that, 44.5% of Prospective teachers were agree and 6.9% of Prospective teachers were disagree that peace education develop values among prospective teachers.

18. Table & Figure 4.2.18 reveals that, 43.3% of Prospective teachers were agree and 9.8% of Prospective teachers were disagree about the contents of peace education.

19. According to table & figure 4.2.19, 38.8% Prospective teachers were agree and 9.0% of Prospective teachers were disagree that peace education contributing to make teacher more responsible.

20. According to table & figure 4.2.20, 46.5% of Prospective teachers were agree and 9.0% of Prospective teachers were disagree that peace education discriminating knowledge about human rights among prospective teachers.

21. Table & Figure 4.2.21 shows that, 44.5% of Prospective teachers were agree and 9.4% of Prospective teachers were disagree that peace education builds harmony among prospective teachers.

22. Table & Figure 4.2.22 reveals that, 42.9% of Prospective teachers were agree and 4.9% of Prospective teachers were disagree peace education develop social peace in society.

23. Table & Figure 4.2.23 presents that, 40.4% Prospective teachers were agree and 5.3% of Prospective teachers were disagree that peace education promotes social justice among prospective teachers.

24. According to table & figure 4.2.24, 42.9% of Prospective teachers were agree and 4.5% of Prospective teachers were disagree that peace education stimulates truth among prospective teachers.

25. According to table & figure 4.2.25, 41.2% of Prospective teachers were agree and 8.2% of Prospective teachers were disagree that peace education builds positive thinking among prospective teachers.

26. Table & Figure 4.2.26 reflects that, 41.6% of Prospective teachers were agree and 6.9% of Prospective teachers were disagree that peace education discourage the culture of war.

27. Table & Figure 4.2.27 replicates that, 45.7% Prospective teachers were agree and 4.9% of Prospective teachers were disagree that peace education develops values among prospective teachers.

28. According to table & figure 4.2.28, 37.1% of Prospective teachers were agree and 5.3% of Prospective teachers were disagree that peace education develop inner peace among prospective teachers.

5.3 DISCUSSION

This study mostly concerned about the prevailing practices of peace education in pre-service teacher training programs. Where the researcher measured the prevailing practices of peace education in pre-service teacher training programs. The Research question that was presented at the start of the research was to assess with reference to the findings. The prevailing study clarifies that the majority of the participants were positive attitudes towards the prevailing practices of peace education in pre-service teacher training programs. The researcher measured in the responses of the respondent, that peace education practices is not exist at all in curriculum, it present in parts, in different subject, for example, classroom management, educational philosophy, educational administration and leadership, etc. The findings of the current study was a sharp contrast with the findings of the research carried out by Richard Makoni (2015), Lokanath Mishra (2011), and Anne Bratlett (2009), who carried out an investigation regarding peace education practices in pre-service teachers training programs, and concluded that teachers have positive attitudes about the peace education practices.

In the current, research the researcher discusses the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan. The finding of the study presented that, most of the participants have a positive attitude about the need of peace education in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan. Pakistan has faced conflict and violence's in the province of Khyber Pakhtunkhwa. It is the need of the day to integrate peace education practices in pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan. To develop the skills, attitudes and knowledge of teacher about peace education, to overcome violence and conflict in Khyber Pakhtunkhwa, Pakistan.

Views of teacher educators and prospective teachers which were investigated in this study. The findings of the study reflected that, the teacher educators have positive attitudes about peace education in pre-services teachers training programs. Peace education in pre-

service teacher training program develop human right, peace, social justice, makes teacher more responsible, overcome violence in the society, self-respect, boost up human dignity, inner peace, positive attitudes, stimulates truth, positive thinking, discoursing the culture of war, develop values, constructive thinking, conflict resolution strategies, justice and compassion and self-awareness. To integrate Peace education in pre-service teacher training programs and in extra-curricular activities in the classroom and out-side the classroom. The outcome of the current research was in conformity same as the results put forth by Aree Sri-Annuay (2011), this research was steered in Thailand, who carried out an investigation regarding integration of peace education in teachers training programs.

5.4 CONCLUSION

After the analysis as well as findings of the current research, the conclusions of the current investigation were:

1. According to table and figure 4.1.2, Most of the respondents having PhD, MPhil, MA/MSc, BA/BSc qualification and having significantly better awareness about the components of peace education.

2. Table & figure 4.1.2 reveals that, Most of the participants having M.Ed and B.Ed professional qualification was ominously better consciousness about the components of peace education.

3. According to the table and figure 4.1.7, Majority of the respondents were positive attitudes about peace education in pre-service teachers training programs.

4. Table and figure 4.1.9 reflects that, Most of the respondents were positive attitudes that the practices of peace education peace education in pre-service teachers training programs.

5. Table and figure 4.1.14 reveals that, Most of the respondents were agree that peace education is a key needs for pre-service teacher training programs.

6. According to the table and figure 4.1.20 represents that, Most of the respondents were agree that peace education develop knowledge of teachers about peace.

7. Table and figure 4.1.27 reflects that, Most of the respondents were agree that peace education develop attitudes of teachers.

8. Table and figure 4.2.13 reveals that, Most of the respondents were agree that peace education develop skills of teachers.

9. According to the table and figure 4.2.21, majority of the respondents were agree that peace education is the fundamental requirements of pre-services teachers training programs.

10. Table and figure 4.2.24 reflects that, Most of the respondents were agree that different types of courses and activities included in pre-service teachers training programs.

11. According to the table and figure 4.2.26, the majority of the participants agree that to integrate peace education in pre-service teacher training programs.

5.5 RECOMMENDATIONS

According to the outcome of the prevailing research, the scholar makes precise recommendations for teacher educators, prospective teachers, policy makers and program-makers, they were the main performers in teacher training programs in Pakistan.

5.5.1 Recommendations to Teacher Educators and Prospective Teachers at Pre-Service Teacher Education Programs In Pakistan.

1. Make Contribution for the improvement of a specific peace education curriculum for pre-service teachers training education in Khyber Pakhtunkhwa, Pakistan.

2. Integrating peace education practices in the classroom, to improve the skills, values and knowledge of students about peace education.

3. Distributing material on peace education in school communities.

4. Cooperating with related institutes to endorse peace education.

5.5.2 Recommendations to Policymakers and Programme-Makers at Pre-Service Teacher Education Programs In Pakistan.

1. Contribute in the planning of a suitable peace education curriculum for pre-service teachers training education in Pakistan.

2. Develop a strategy, to promote peace education in pre-service teacher training programs in Pakistan.

3. Ministry of Education provides every opportunity for the development of peace education in teacher training programs in Pakistan

4. Create political struggles to affect the government, to deliver financial provision for peace education in teachers training programs in Pakistan.

5. Provide edifices and procedures that promote peace education in teacher training programs in Pakistan.

5.6 FURTHER RESEARCH

This research is the first study of peace education at pre-service teacher training programs in Khyber Pakhtunkhwa, Pakistan. From this research, there are numerous key areas that need to be developed in further studies.

1. This research was conducted in pre-service teacher training programs. But, in-service teacher training programs, also needs to improve a method to emerging teachers' understandings of peace education. More researches should pay consideration to in-service teacher education, for example, developing short training programs for peace

education. Peace education might have more of a chance to impact on pupils if we can implement it through in-service teachers.

2. Literature and my study propose that Pakistan has a multiplicity of societies, cultures as well as religions, which contribute to violence and conflict. I would endorse that further research on peace education should be directed in relation to the specific outlooks and ambitions of traditional, cultural and religious communities. They may have understood or concepts, it gives help in the teaching on peace education. All at once, it could help in the advancement of their individual identities.

3. Curriculum assessment from a peace education outlook can be another important field for further study.

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Questionnaire for Teachers Educators

Dear Teachers Educators,

     I am student of MS education at International Islamic University Islamabad. My research topic is "**Analysis of Peace Education Practices in Pre-Service Teacher Training Programs in Khyber Pakhtunkhwa, Pakistan**". I am collecting data. In this regard, one questionnaire is dispatched. Can you please spare 20 minutes to fill it out. I shall be thankful for your cooperation.

<div align="right">

Yours Sincerely,
SUFI AMIN
Reg.No: 165-FSS/MSEDU/F13

</div>

Name (Optional) _____ University_____

Please tick your relevant column.

Gander		Male	Female	
Academic Qualification	M.A/MSc		MPhil/PhD	
Professional Qualification	B.Ed		M.Ed	
Teaching Experience	1-2	3-5	6-10	11-15

Please read out the statements carefully and tick the most appropriate option/answer.

Strongly Agree = SA, Agree = A, Neutral = N, Disagree = D, Strongly Disagree = SDA

S.No	Statements	SA	A	N	DA	SDA
1	The current curriculum of pre-service teacher training programs providing conflict resolution strategies.					
2	The prevailing curriculum of pre-service teacher training can promoted Global Awareness among teachers.					
3	The existing curriculum of pre-service teacher training programs can develop explicit peace curricula among teachers.					
4	The present curriculum of pre-service teacher training programs can promoting peaceful class room environment.					
5	The prevailing curriculum of pre-service teacher training programs can promote peace through teacher preparation and training.					
6	The present curriculum of pre-service teacher training programs can develop Constructive thinking among prospective teachers.					
7	The existing curriculum of pre-service teacher training programs can develop human rights among prospective teachers.					
8	Self-awareness can promote among teachers through existing curriculum of pre-service teacher training programs.					
9	Justice and compassion can be developed among prospective Teachers through pre-service teacher training programs.					

		SA	A	N	DA	SDA
10	Peace education can promote peace in the society through pre-service teacher training programs.					
11	Peace education boots up human dignity among prospective Teachers through pre-service teacher training programs.					
12	Through pre-service teacher training programs peace education can strengthens human relations.					
13	Peace education promotes positive attitudes among teachers through pre-service teacher training programs.					
14	Through pre-service teacher training programs Peace education develops self-respect among teachers.					
15	Through pre-service teacher training programs Peace education overcomes violence in the society.					
16	Through pre-service teacher training programs Peace education develops social justice among teachers.					
17	Peace education develops values among prospective teachers through Pre-service teacher training program.					
18	Contents about peace education are included in the curriculum being taught to teachers.					
19	Peace education in Pre-service teacher training program are contributing to make teacher more responsible.					
20	Pre-service teacher training programs are discriminating knowledge about human rights.					
21	Peace education in Pre-service teacher training programs building harmony among teachers.					
22	Peace education in Pre-service teacher training program develop social peace.					
23	Integration of peace education in pre-service teacher training programs is important to promote social justice.					
24	Integration of peace education in pre-service teacher training programs stimulates truth.					
25	Integration of peace education in pre-service teacher training programs builds positive thinking.					
26	Integration of peace education in pre-service teacher training programs will discourage the culture of war in KPK.					
27	Integration of peace education in pre-service teacher training programs will develop values.					
28	Integration of peace education in pre-service teacher training programs will develop inner-peace.					

		SA	A	N	DA	SDA
10	Peace education promote peace in the society through pre-service teacher training programs.					
11	Peace education boost up human dignity among prospective Teachers through pre-service teacher training programs.					
12	Through pre-service teacher training programs peace education can strengthens human relations.					
13	Peace education promotes positive attitudes among prospective teachers through pre-service teacher training programs.					
14	Through pre-service teacher training programs Peace education develops self-respect among prospective teachers.					
15	Through pre-service teacher training programs Peace education overcomes violence in the society.					
16	Through pre-service teacher training programs Peace education develops social justice among prospective teachers.					
17	Peace education develops values among prospective teachers in Pre-service teacher training program					
18	Contents about peace education are included in the curriculum being taught to prospective teachers.					
19	Peace education in Pre-service teacher training program are contributing to make teacher more responsible.					
20	Peace education is discriminating knowledge about human rights in Pre-service teacher training programs.					
21	Peace education in Pre-service teacher training programs building harmony among prospective teachers.					
22	Peace education in Pre-service teacher training program develop social peace.					
23	Integration of peace education in pre-service teacher training programs is important to promote social justice.					
24	Integration of peace education in pre-service teacher training programs stimulates truth.					
25	Integration of peace education in pre-service teacher training programs builds positive thinking.					
26	Integration of peace education in pre-service teacher training programs will discourage the culture of war in KPK.					
27	Integration of peace education in pre-service teacher training programs will develop values.					
28	Integration of peace education in pre-service teacher training programs will develop inner-peace.					