

Educational Prospects in Promoting and Strengthening Peace in Pakistan: A mixed method study

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ARTICLE INFO	ABSTRACT
ARTICLE HISTORY Received: February 20, 2023 Accepted: March 24, 2023 Published: March 31, 2023	Education plays a vital role in the establishment of Peace in a country. It does so by developing tolerance, unity of the human race, and respect for all human beings among the people. The study aimed to explore educational prospects for promoting and strengthening Peace in Pakistan. Two thousand teachers for the teacher survey (TS) were selected by multi-stage stratified and convenience sampling. Interviews of educationists and students were conducted to make cross discussion on results of TS. A mixed method, convergent parallel research design was used in this study. A Likert-type survey scale was used to collect quantitative data, and interviews were conducted to collect qualitative data about the research problem. Mean ANOVA, correlation, and regression were applied to analyze quantitative data, and thematic and content analyses were used to analyze qualitative data. The results of TS reveal that teachers are not sure that the aims of education include the promotion of Peace in the country as an objective and curriculum of the secondary and higher secondary level has sufficient material for promoting Peace in the country. The teachers agree that they adopt a peace-promoting teaching strategy and evaluation. However, the results of student interviews reveal that the teaching strategy adopted by the teachers for promoting Peace is very poor, and the evaluation of peace attitudes is informal, not formal. The results of educationists' interviews reveal that education can play a crucial role in promoting Peace in the country through aims and objectives, curriculum, teaching strategy, and evaluation.
KEYWORDS <i>Education; Prospects; Promote; Peace; Curriculum; Teaching strategy; Evaluation</i>	

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INTRODUCTION

Educational prospects mean educational possibilities adopted as change agents to bring change in society. In other words, educational policies, curriculum, teaching strategies, and evaluation are educational prospects that bring desired societal change (Bourdieu & Passeron, 1990). Policies are usually considered very important in a country's development. A policy document describes three tectonic tasks such as: identification of the area of improvement, decisions about targets to be achieved, and strategies with regard to the implementation of the promised targets (Siddiqui, 2016).

Promoting Peace means elevating, upgrading or kick upstairs the status of Peace, whereas strengthening Peace means making Peace durable in the region, or to make part of the nation's culture. Hereby, Peace means "positive peace" refers to the removal or replacement of violence with the presence of Justice and equitable customs, structures, and societal interactions (Galtung, 1969). Furthermore, according to Hasseena (2004), the only absence of violence is not Peace but respect of human rights, social and economic development, preservation of life, honour, and property, availability of social Justice, freedom of expression, democracy, provision of free education and health facilities in a state is positive Peace. So, today Pakistan requires positive Peace.

Education plays a vital role in the establishment of Peace in a country. It does so by developing tolerance, unity of the human race, and respect for all human beings among the people (Ahmed, 2017). Education brings desired changes in society. Peace is the most desirable thing in society. It is evident that Peace education programs can effectively resolve conflicts and violence (UNICEF, 2011; Barakat et al., 2008). The Future Global Agenda for Children – Imperatives for the Twenty-First Century (UNICEF, 1999) elaborates that the education and learning process should help reshape both human and social capital. Human capital means economic growth and social capital means respect for others, tolerance and the equal right of an individual to participate in family, community and economic life; and the culture of violence that threatens to destroy family and community life in so many countries should be abolished through education.

According to UNICEF, peace education is important not only for the conflicted or undergoing conflict countries but also has a central place in all societies. Because peace education generates peaceful attitudes among school-going children and the young generation, communities should resolve conflict by promoting peace education in the region (UNICEF, 1999). The Convention on the Rights of the Child (1989), article 29 states that the purpose of peace education is to prepare children for leading a responsible life in a free society with a passion for Peace, tolerance, sex equality, and friendship.

Education for All, the 1990 World Declaration describes that every person shall be able to benefit from educational opportunities organized to fulfill their basic needs of learning, such as learning tools (literacy, oral expression numeracy, and problem-solving) and learning content (knowledge, skills, values, and attitudes). These basic needs are essential for the survival of human beings, developing their full capacities, fully participating in development, improving their quality of life, making informed decisions, and continuing learning. The satisfaction of these needs empowers individuals to take responsibility for social justice in any society, to be tolerant towards social, political, and religious systems which differ from their own, and to work for international Peace and solidarity in an interdependent world.

Machel (1996) studied that content as well as the process of education, should promote social justice, Peace, acceptance of responsibility and respect for human rights. Children should learn the skills of negotiation, problem-solving, communication and rationale-based thinking that will enable them to resolve conflict without resorting to violence in society.

UNICEF Anti-War Agenda (1996) declares that disputes are inevitable worldwide, but violence is not. To prevent continuous cycles of conflicts, education must seek ways to promote Peace and tolerance, not fuel hatred and suspicion. School-going children, particularly, the young generation is influenced by these anti-peace components because they receive this culture through electronic and print media, their families, social rites and custom, and their schooling (Bar-tal & Rosen, 2009 as cited in Begum, 2012, p.26). For this situation, educational programming is needed to be more relevant to conflict-affected countries (UNICEF, 2011).

Begum (2012) suggests that for the effectiveness of Peace education, objectives, curriculum development, teacher training programs, and teaching strategies should be contextualized in accordance with peacebuilding. She argues that collaborative, cooperative, and participatory learning is useful for peacebuilding in the classroom as well as the institution. This cooperative culture expands from the classroom to the region.

Research by Ahmed & Shahzad showed that peace education projects influenced students' habits and reduced conflict and terrorism despite lacking necessary things like a curriculum of peace education, peace-based teacher training, and other activities (Ahmed & Shahzad, 2021).

PROBLEM STATEMENT

Bourdieu and Passeron (1990) perceived that the educational system, school in particular as a "field," gains control over the mechanisms of reproduction of social hierarchies. This is the "field" in which the change agents (i.e., teachers, curriculum, teaching strategies, and school administration) actively impose their cultural and social structures and use symbolic violence to reproduce the social structures of domination. In this study, the researcher wants to examine the educational prospects, such as aims and objectives of education, curriculum, teaching strategy, and evaluation, and whether these effectively remove violence and barriers in the way of Peace and transferring Peace in Pakistan.

Objectives of the Research

The research was conducted for the following objectives:

1. To explore the educational prospects in promoting and strengthening Peace in Pakistan.
2. To investigate the relationship among different components of the education system (Educational prospects).
3. To gauge the impact of Peace as an objective, peace-promoting curriculum, peace-promoting teaching strategy, and evaluation on objective attainment.

Research Questions

The following research questions were raised to fulfill the demands of objectives:

1. To what extent are educational prospects promoting and strengthening Peace in Pakistan?
2. Is there a significant relationship among different components of the education system?
3. Is there a significant impact of Peace as an objective, peace-promoting curriculum, peace-promoting teaching strategy, and evaluation on objective attainment?

METHODOLOGY

The study explored educational prospects for promoting and strengthening Peace in Pakistan. Two thousand secondary and higher secondary school/college teachers for teacher survey (TS) were selected by stratified and convenience sampling from 16 districts (Lahore, Faisalabad, Rawalpindi, D G Khan, Karachi, Sukkar, Hyderabad, Khairpur, Quetta, Sibi, Khuzdar, Zhob, Peshawar, D I Khan, Mardan, and Bannu), four districts from each province, and 125 teachers from each district. Furthermore, districts were selected by stratified random sampling (Terhan, 2003). Semi-structured interviews of eight (8) educationists, two from each province: Punjab, Sindh, Balochistan, and KPK (Khyber Pukhtoonkhah) and structured interviews of 480 students (120 from each province, and 30 from each district) were conducted to make cross discussion on results of the TS. A mixed method, convergent parallel research design was used in this study. A Likert-type survey scale as; strongly agree, agree, not sure, disagree, and strongly disagree was constructed to collect quantitative data, and interviews were conducted to collect qualitative data about the research problem. TSS was constructed based on Taylor & Richard's (2018) curriculum design: objectives, content selection, teaching strategy, and evaluation. Before the survey's final administration, the scale was pilot-tested and gained high reliability 0.91 on Cronbach Alpha. Lisrel 8.8 was run to make a confirmatory factor analysis. Lisrel converged 26 items into four subscales with more than .40 factors loading. The chi-square value of model fit was 462.56 (df=297), which was enough to accept the null hypothesis of a good fit ($p < 0.001$). Additionally, the RMSEA was 0.075, which is great enough (above .05) to indicate a good fit. The fifth variable was created by the sum total (means) of four variables. Mean ANOVA, correlation, and regression were applied to analyze quantitative data, and thematic and content analysis were used to analyze qualitative data.

RESULTS & FINDINGS

Results and findings of the study have been presented as under:

Description of Major Variables of Teacher Survey Scale

It is necessary to describe the major variables of the TSS to understand this study easily. There five major variables with psychometric properties have been presented in the Table below:

Table 1: Psychometric Properties of TSS Sub Scales

Sr. No	Variable	n	M	SD	Range		Skew
					Potential	Actual	
1	POE	1764	3.02	.94	1-5	1.0-5.0	.64
2	PPCC	1764	2.99	.94	1-5	1.0-5.0	.61
3	PPTS	1764	3.67	.77	1-5	1.0-5.0	.99
4	EPA	1764	3.60	.75	1-5	1.0-5.0	.82
5	AP	1764	3.21	.70	1-5	1.0-5.0	.73

Note: Peace as an Objective of Education (POE), Peace Promoting Concepts in Curriculum (PPCC), Peace Promoting Teaching Strategy (PPTS), Evaluation of Peace Attitudes (EPA), Attainment of Peace (AP)

Table 1 describes the major variables, number of participants, mean and standard deviation of each variable, potential and actual range of mean score, and normality of data.

Educational Prospects in Promoting & Strengthening Peace in Pakistan

To address the research question, "what extent, educational prospects are promoting and strengthening Peace in Pakistan", data were analyzed by SPSS using 15version applying Mean, Mode and St. Deviation, and results were compiled in the given Table.

Table 2: Educational Prospects in Promoting & Strengthening Peace in Pakistan

Sr. No	Educational Prospects	n	M	Mode	SD	Remarks
1	Peace as an objective of education	1764	3.02	3.00	.94	Teachers are not sure that NAE include Peace as an objective.
2	Peace promoting concepts in curriculum	1764	2.99	3.00	.94	Teachers are not sure that curriculum has sufficient material on Peace.
3	Teaching strategy & promotion of Peace	1764	3.67	4.00	.77	Adopting good strategy for promotion of Peace
4	Evaluation of peace attitudes	1764	3.60	4.00	.75	Always evaluated by teachers

Source: Teacher Survey

Note: National aims of education (NAE)

Table 2 manifested that teachers are not sure ($M=3.02$, $Mode=3.00$, $SD=.94$) that national aims of education include Peace as an objective. Moreover, teachers are not sure ($M=2.99$, $Mode=3.00$, $SD=.94$) that the secondary and higher secondary-level curriculum has sufficient peace-promoting concepts. Furthermore, teachers of secondary and higher secondary levels are adopting good teaching strategies ($M=3.67$, $Mode=4.00$, $SD=.778$) for the promotion of Peace in the country, and teachers always evaluate peace attitudes ($M=3.60$, $Mode=4.00$, $SD=.75$) of students for promotion of Peace in the country. The results of the last two variables, teaching strategy and evaluation of peace attitudes, contradict the results of students' interviews conducted on 'teaching strategy and evaluation' as shown in Table 7.

Designation-Wise-Comparison of Teachers' Views on Educational Prospects in Promoting & Strengthening Peace

To compare designation-wise- views of teachers on educational prospects in promoting and strengthening Peace in Pakistan, data were analyzed applying one-way ANOVA and results were given in Table 3.

Table 3: Designation-Wise-Comparison of Teachers' Views on Educational Prospects

Factors/Variable	SS	df	MS	F	η^2
POE	Between Groups	40.82	2	20.41	23.64***
	Within Groups	1520.51	1761	.86	
	Total	1561.34	1763		
PPCC	Between Groups	87.25	2	43.63	52.04***
	Within Groups	1476.19	1761	.83	
	Total	1563.45	1763		
PPTS	Between Groups	39.00	2	19.50	33.35***
	Within Groups	1029.55	1761	.58	
	Total	1068.55	1763		
EPA	Between Groups	44.15	2	22.07	40.14***
	Within Groups	968.45	1761	.55	
	Total	1012.60	1763		
AP	Between Groups	24.10	2	12.05	29.05***
	Within Groups	730.46	1761	.41	
	Total	754.56	1763		

Note: Peace as an Objective of Education (POE), Peace Promoting Concepts in Curriculum (PPCC), Peace Promoting Teaching Strategy (PPTS), Evaluation of Peace Attitudes (EPA), Attainment of Peace (AP)
*** $p < 0.001$

Table 3 depicted that there is a significant difference among designation-wise- teachers' views on educational prospects such as Peace as an objective of education $F(2, 1761) = 23.64, p < .001$ with small effect size (.02), Peace promoting concepts in curriculum $F(2, 1761) = 52.04, p < .001$ with small effect size (.05), teaching strategy $F(2, 1761) = 33.35, p < .001$ with small effect size (.03), evaluation of peace attitudes $F(2, 1761) = 40.14, p < .001$ with small effect size (.04), objective attainment $F(2, 1761) = 29.05, p < .001$ with small effect size (.03) for promoting and strengthening Peace in the country.

Table 4: Post Hoc Test Describing Mean Difference among Teachers on Educational Prospects

Dependent Variable	Designation(I)	Designation(J)	Mean Difference(I-J)
POA	SS T	SS	-.40*
		Lecturer/ AP	-.06
	SS	Lecturer/ AP	.34*
PPCC	SS T	SS	-.53*
		Lecturer /AP	.02
	SS	Lecturer/ AP	.56*
PPTS	SS T	SS	.16*
		Lecturer/AP	.33*
	SS	Lecturer/ AP	.17*
EPA	SS T	SS	.19*
		Lecturer /AP	.35*
	SS	Lecturer/ AP	.15*
AP	SS T	SS	-.14*
		Lecturer /AP	.16*
	SS	Lecturer/ AP	.30*

Note: Peace as an Objective of Education (POE), Peace -Promoting Concepts in Curriculum (PPCC), Peace -Promoting Teaching Strategy (PPTS), Evaluation of Peace Attitudes (EPA), Attainment of Peace (AP), Secondary School Teacher (SST), Specialist Subject (SS), Assistant Professor or Associate Professor (AP).

* The mean difference is significant at the .05 level.

The post hoc test results revealed a significant mean difference among SST—SS and SS—Lecturer/AP but no difference between SST and Lecturer/AP on Peace as an objective of education. Similarly, the significant mean difference among SST—SS and SS—Lecturer/AP and no mean difference between SST and Lecture/AP has been computed on the peace-promoting curriculum. Furthermore, there is a significant Mean difference among all the teachers on teaching strategy, evaluation and objective attainment. The Mean (3.32) and (3.43) of SS are high regarding Peace as an objective and peace-promoting concept in the curriculum, respectively. Mean (3.84) and (3.73) of SST are high regarding PPTS and EPA, respectively. Moreover, the mean (3.84) of SS is high regarding the Attainment of Peace.

Relationships among Educational Prospects

To address the research question, is there a relationship among educational prospects; data were analyzed applying Pearson Correlation, and results were composed in Table.

Table 5: Pearson Correlation Matrix

	POE	PPCC	PPTS	EPA	AP
POE	1				
PPCC	.83**	1			
PPTS	.29**	.26**	1		
EPA	.25**	.20**	.80**	1	
AP	.81**	.79**	.72**	.69**	1

Note: Peace as an Objective of Education (POE), Peace Promoting Concepts in Curriculum (PPCC), Peace Promoting Teaching Strategy (PPTS), Evaluation of Peace Attitudes (EPA), Attainment of Peace (AP)

** Correlation is significant at the 0.01 level (2-tailed).

Pearson Correlation Matrix indicated that POE is highly correlated with PPCC ($r = .837$), AP ($r = .817$) and less correlated with PPTS ($r = .291$) and EPA ($r = .252$). Moreover, PPCC are less correlated with PPTS ($r = .264$), EPA ($r = .204$), and highly correlated with AP ($r = .795$). Furthermore, PPTS highly correlates with EPA ($r = .802$) and AP ($r = .727$). EPA is also highly correlated with AP ($r = .690$).

Table 5 indicates that elements of (curriculum) system of education are correlated with each other. PPCC and POE are less correlated with PPTS, and EPA. The cause of less correlation is that teachers are not sure that NAE includes Peace as an objective and curriculum of secondary and higher secondary levels have sufficient Peace-promoting concepts. Correlation among different curriculum elements is due to teachers' views on PPCC (2.99) and POE (3.02) that are near to agree.

Impact of POE, PPCC, PPTS and EPA on AP

To evaluate the impact of Peace as an objective of education, peace-promoting concepts in curriculum, peace-promoting teaching strategy, and evaluation of peace attitudes on the promotion of Peace (attainment of Peace), data were analyzed applying multiple regressions and results were shown in Table.

Table 6: Multiple Regressions examining the Impact of Objectives of Education, Curriculum, Teaching Strategy and Evaluation on

Predictors	Objective Attainment		
	Model 1 <i>B</i>	<i>t-value</i>	95% CI
Constant	.004***	.55***	[-.011, .019]
POE	.35***	90.70***	[.243, .254]
PPCC	.35***	91.89***	[.244, .255]
PPTS	.29***	82.74***	[.246, .258]
EPA	.28***	80.16***	[.242, .254]
<i>R</i> ²	.96		
<i>F</i>	54782.36***		
Adjusted <i>R</i> ²	.92		
<i>F</i> change	54782.36***		

Note: Confidential Interval (CI), Peace as an Objective of Education (POE), Peace Promoting Concepts in Curriculum (PPCC), Peace Promoting Teaching Strategy (PPTS), Evaluation of Peace Attitudes (EPA), Attainment of Peace (AP),

*** $p < .001$

F ratio (4, 1759) = 54 782.36 indicated the model's fitness, which is significant at the level of .001. $R^2 = .98$ determination of co-efficient showed that 98% variance in peace attainment is due to POE, PPCC, PPTS and EPA, and other factors. Table 6 indicated that significant *t*-value (90.70, 91.89, 82.74 and 80.16) of POE, PPCC, PPTS and EPA, respectively confirm the impacts on Peace Attainment. The teachers are not sure that NAE includes Peace as an objective and curriculum has sufficient Peace- promoting concepts at the secondary higher secondary level. In spite of this, POE and PPCC have significant impacts on the dependent variable i.e., peace attainment. The reason is that teachers' opinion about POE (3.02) and PPCC (2.99) is near to agree. *B* of POE showed that a one unit increase in POE would increase 24% attainment of Peace in the country. Similarly, one unit increase in PPCC will increase 25% attainment of Peace. Moreover, one unit increase in PPTS will increase 25% the opportunity of peace attainment. Furthermore, one unit increase in EPA will increase 24% the opportunity of peace attainment in the country. Adjusted R^2 indicates that 92% actual variance in peace attainment is due to POE, PPCC, PPTS and EPA.

Students' Interviews Conducted on Teaching Strategy and Teachers' Evaluation in regard of Promoting Peace

Students' interviews were analyzed using the method of content analysis. Students' views on teaching strategy and teachers' evaluation in perspective of peace-promoting in the country, were coded in the form of 'Yes' and 'No'; and results were presented in tables.

Table 7: Content Analysis of Students' Interviews

Peace or peace related programs are arranged in your school?	Frequency	Percent
Yes	128	26.7
No	352	73.3
Total	480	100.0
Peace prize is given to any student in your school?		
Yes	96	20.0
No	384	80.0
Total	480	100.0
Your teachers evaluate your peace or peace related attitudes for example cooperation with one another, honesty or truthfulness?		
Yes	224	46.7
No	256	53.3
Total	480	100.0
What do you want to become in future besides doctor, engineer, teacher, judge etc.		
Humanitarian	95	19.0
Silent	385	81.0
Total	480	100.0

Source: Structured Interview of Students

When students were asked that in their school, peace-promoting programs are arranged, 26.7% answered 'yes', whereas 73.3% said 'No'. When students were asked that in their school, a peace prize or peace medal is given to any student, 80% answered 'No' whereas 20 % said 'yes'. Say 'Good' was also considered as a prize. When students were asked that their teachers evaluate their peace attitudes; for example, cooperation with one another, honesty, and truthfulness, 46.7% answered 'Yes' whereas 53.3 % said 'No'. Students further explained that their teachers evaluated their peace or peace-related attitudes informally not formally. When students were asked what they wanted to become in the future besides doctor, engineer, teacher, judge, etc. 81% remained 'Silent' whereas 19% said that they wanted to serve humanity, and no one said to be a peaceful citizen. So, the conclusion of the students' interviews is that the teaching strategy adopted by teachers for the promotion of Peace is very poor and the evaluation of peace attitudes is also informal, not formal. Students' views in regard of teaching strategy and evaluation for promoting and strengthening Peace are contradicted to the views of teachers on teaching strategy and evaluation. It means that teachers were enforced by social desires and did not speak the truth in TSS.

Thematic analysis of Interviews of Educationists conducted on the current position of Pakistan in Educational perspective

Thematic analysis was done by using the following procedure: "The process of organizing, general sense-making, coding, drawing themes, and, finally, interpreting and making meaning out of the collected data" (Cresswell, 2003 as cited in Bagum, 2012, p.31) was followed in analyzing interviews.

The Role of Education in Promoting Peace

Table 8: Inductively Developed Theme about the Role of Education in promoting Peace

Category & No of Interviewee	Responses	Key Words	Theme
Punjab (1) KPK (3), (4) Sindh (7), (8)	How education can play role in promoting Peace in Pakistan. capability in individuals to be a peaceful Tolerance, patience and brotherhood, people learn how to live peacefully, it is long term process	Teachers' role, Capability to be peaceful, Tolerance, patience and brotherhood, long term process,	Central role of teacher, Capability in individuals to be a peaceful in society. Tolerance, patience and brotherhood, long term process
Blouchistan (5)	compulsory subject especially social studies, English, Urdu and Islamic studies	compulsory subject	social studies, English, Urdu and Islamic studies
Punjab (2)	Education system is leading us to polarization rather than social harmonization, Different school systems, Different types of curriculum, superior to other, stratification among the nation	Polarization, social harmonization, School System, superior to other	polarization rather than social harmonization, Different schools systems, Different types of curriculum
Blouchistan (6)	Sense of inferiority in poor class and sense of superiority in elite class All these elements are isolating and polarizing the nation. Peace and national harmony need Uniform system of education and uniform curriculum in Pakistan	Sense of inferiority Sense of superiority Uniform system of education	Sense of inferiority in poor class and sense of superiority in elite class, Uniform system of education and uniform curriculum

Source: Semi-Structured Interview of Educationists

Table 8 argues that education can play an important role in peace-building in a country. The education system can bring Peace in society through change agents i.e. teacher and curriculum. The teacher is great reformer; he can do so what he wants. Many examples exist in the history of human life about role of the teacher in characterization. The curriculum must have peace-promoting concepts such as social justice, national unity, social integrity etc.

Compulsory subjects such as social studies, English, Urdu and Islamic studies are taught for this purpose. All these subjects have concepts of tolerance, equality, unity of the human race, justice and honesty, etc. Such concepts promote national integrity and social harmony among students. The problem is that our education system is leading us to polarization rather than social harmonization, such as; Beacon School System, City School System, Ghazali School System, Educator, Allied School System, Punjab Group of Colleges, etc. Different types of curriculum are taught there. Every education system considers itself superior to others. It is generating stratification among the nation rather than national integration. Day by day, the sense of inferiority in the poor class and the sense of superiority in the elite class is increasing. All these elements are isolating and polarizing the nation. Peace and national harmony need a Uniform system of education and a uniform curriculum in Pakistan. So, education can play a key role in the establishment of Peace in the country through objectives, curriculum, teaching strategy and evaluation.

National Objectives of Education

Table 9: Inductively Developed Theme about National Objectives of Education

Category & No of Interviewee	Responses	Key Words	Theme
Punjab (1), (2) KPK (3), (4) Sindh (7), (8) Blochistan (5), (6)	National objectives of education Yes, establishment of Peace, compression of sectarianism, elimination of terrorism, social justice, economic equalities, reduction of poverty and equal access to education exist as objectives in recent education policy but implementation is equal to nothing	National objectives of education	Establishment of Peace, compression of sectarianism, elimination of terrorism, social justice, economic equalities, reduction of poverty and equal access to education already exist as objectives in recent education policy but implementation is equal to nothing

Table 9 inductively describes that national objectives of education include the establishment of Peace, compression of sectarianism, elimination of terrorism, social justice, economic equality, political stability and equal access to education but the problem is in implementation.

Peace- Promoting Concepts in Secondary and Higher Secondary Curriculum

Table 10: Inductively Developed Theme about Peace -Promoting Concepts in Secondary and Higher Secondary Curriculum

Category & No of Interviewee	Responses	Key Words	Theme
Punjab (1), (2) KPK (3) Sindh(7)	What should be in secondary and higher secondary curriculum for peace building in the country? Equality, brotherhood, justice and national harmony.	Secondary curriculum, equality, brotherhood, justice	equality, brotherhood, justice and national harmony, curriculum s' subjects such as social studies, Urdu, English, and Islamic education, etc.
Sindh (8) Blouchistan (6)	curriculum lacks Peace promoting concepts, teachers do not convey the message of contents properly	Lack of peace concepts, message of contents	Curriculum lacks Peace promoting concepts; teachers do not convey the message of content
Punjab (1) KPK (4), (3) Blochistan(5)	Uniform curriculum in public, private school and madaris	uniform curriculum	uniform curriculum in public and private schools, and madaris

Table 10 reveals that concepts of equality, brotherhood, justice and national harmony exist in secondary curriculum s' subjects such as social studies, Urdu, English, Islamic education, etc. Still, there is a need for training and practical or some curriculum implementations. Unluckily, the curriculum is limited to just knowledge or information, but there is a shortage of training and practicals that requires for the establishment of a peaceful society. The teachers do not convey the message of contents properly and truly to the students. Teachers concentrate only on students' marks in examinations and not on character building. Furthermore, Pakistan needs a uniform curriculum in private and public schools, and Madaris for social harmony.

Teacher as a Nation Builder

Table 11: Inductively Developed Theme about Teacher as a Nation Builder

Category & No of Interviewee	Responses	Key Words	Theme
Punjab (1) KPK (3), (4)	As a nation builder, how can he perform role for establishment of Peace in the country? Nation builder and hidden curriculum, not only providing information and good marks in examination but also characterization	Nation builder Hidden curriculum. characterization of students	Nation builder and hidden curriculum, not only information and good marks in examination but also characterization
Punjab(2) Sindh (7)	Part time teacher not full time teacher, other jobs after teaching, not pays full attention.	part time teacher	Part time not full time teacher, other jobs after teaching, not pays full attention
Blouchistan (5) (6) Sindh (8)	model of honesty, justice, Peace and spirit to serve the nation and so no.	honesty, justice, Peace, spirit to serve	model of honesty, justice, Peace and spirit of serve to the nation and so no.

Table 11 demonstrates that the teacher is a nation builder and hidden curriculum. He can produce everything that he wants. The teacher is not only responsible for providing information to students and student obtaining good marks in examinations, but also characterization is the prime objective of a teacher. Unfortunately, our teachers focus on high scores in examinations rather than the character-building of students. Teacher should preach moral values to students. He should be a full-time teacher and pay full attention on character building of his students. A teacher can create characteristics of Peace in students through activity-based programs and collaborative learning.

Evaluation of Peace Attitude

Table 12: Inductively Developed Theme about Evaluation of Peace Attitude

Category & No of Interviewee	Responses	Key Words	Theme
Punjab (1),(2) KPK (3) Sindh (7), (8) 7	How an objective of Peace can be evaluated? Objectives of peace building can be evaluated, assessed or observed and cannot be measured through tests.	evaluated, assessed or observed and not measured	Evaluated, assessed or observed and not measured through tests.
KPK (4) Blouchistan (5) (6)	observe during curricular activities and co-curricular activities	curricular activities co-curricular activities	observe during curricular activities and co-curricular activities

Table 12 indicates that a change occurring in students relevant to Peace can be observed and assessed but not measured numerically; furthermore, peace effects on student behavior can be studied during curricular activities and co-curricular activities. Unfortunately, our students are learning peace behavior informally. It can be observed in sports, athletics, teamwork, or in trips.

DISCUSSION

According to the teacher survey, the teachers are not sure that national aims of education include the promotion of Peace in the country as an objective. Document analysis of the national education policy (NEP) 2009 indicates that NEP does not include the 'promotion of peace in the country' as a prime objective/ principal objective. However, creating social cohesion, unity, brotherhood, national integrity, and social harmony are such objectives that have been determined in NEP article 53. Determining such objectives, policy action, and development of moral values based curriculum as mentioned in article 88, and peace education demonstrate the endeavors of the Government of Pakistan for the promotion of Peace in the country. In this view, it is concluded that the promotion of Peace in the country can be an objective of education but not prime or principal objective of education. In other words, social and cultural harmony, sense of unity, nationhood, and national cohesion are indirect objectives for the promotion of Peace in the country but not clearly (with name; promotion of Peace) exist in the list of 20 aims and objectives of NEP 2009. So, the results of the documents analysis of NEP and interviews of educationists do not support the results of the teacher survey (Khan, 2017).

Moreover, teachers are not sure that the curriculum at secondary and higher secondary levels has sufficient peace-promoting concepts. Whereas, text analysis of the curriculum shows sufficient peace-promoting concepts in the curriculum in all provinces of Pakistan (Khan, 2017). So, the results of text analysis and interviews of educationists do not testify to the results of TS, variable 2. When teachers are not sure that the curriculum has sufficient Peace promoting concepts, how can they promote Peace in the country?

Teachers at secondary and higher secondary levels are adopting a peace-promoting teaching strategy for the promotion of Peace in the country and teachers always evaluate peace attitudes of students for promotion of Peace in the country. The students' views regarding teaching strategy and evaluation for promoting, and strengthening Peace contradict the teachers' views on teaching strategy and evaluation. It means that teachers are enforced by social desirability and did not show a true response in TS. It was found that the peaceful attitudes of students are not evaluated by the teachers formally and properly. A change occurring in students' behavior, relevant to Peace can be observed and assessed but not measured numerically; however, peace effects on student behavior can be studied during curricular and co-curricular activities. As effectiveness of peace education is measured by observation on the basis of its operations, outcomes set by its designers, or as a theory of change, rationale, and implementation process (Najjuma, 2011; Harris; 2002; Salomon, 2002). It can be observed in the classroom, sports, athletics, and teamwork or in trips.

Pearson correlation matrix of teachers' views on educational prospects demonstrates that PPCC and POE are less correlated with PPTS, and EPA. The cause of less correlation is that teachers are not sure, the national aims of education (NAE) include Peace as an objective and the curriculum has sufficient peace-promoting concepts at secondary and higher secondary levels. Correlation among views of teachers on different elements of the curriculum is due to teachers' views on PPCC (2.99) and POE (3.02) which are near to agree, and PPTS (3.57) and EPA (3.67) agree. As Farrakh et al. (2016) describe that the elements of the curriculum are correlated so that objectives may be obtained. It is essential to the attainment of Peace in the country.

The interviews of students indicate that fault lies in teaching strategy and evaluation. Therefore, Peace (objective) is not being achieved in the country.

According to an educationist, unluckily evaluation system of Pakistan is students' score assessment centered, not character or personality assessment centered. Teachers focus on students' scores and not on personality or character. Peace or peace related attitudes are totally linked to character or personality of students. These are not evaluated in the system of evaluation in Pakistan. Furthermore, teachers do not give attention on students' personality and character building.

The education system can bring Peace in society through change agents i.e. teachers and curriculum. Compulsory subjects such as Pakistan studies, English, Urdu and Islamic studies are being taught for this purpose. The concepts of equality, brotherhood, justice and national harmony already exist in secondary curriculums' subjects such as Pakistan studies, Urdu, English, and Islamic education, etc. Still, there is a need for training, practical and curriculum implementations. The basic flaw is in implementing the curriculum (Siddiqui, 2007). Execution of the curriculum largely depends on the quality of teachers and their variety of teaching methods. Teacher education is considered to be crucial for the provision of qualified teachers as well as effective teaching strategies (Siddiqui, 2016). Begum (2012) argues that teachers should also accept responsibility for training peaceful students because a teacher is a central player in this field.

Interviewees 3 and 4 (educationists) argue that different schools systems of Pakistan are leading the students to polarization rather than social harmonization, such as; Beacon School System, City School System, Ghazali School System, Educator, Allied School System, Punjab Group of Colleges, and so on. Different types of curriculums are being taught there. Different parallel education systems are running in Pakistan, such as: Government system, private system and Madarassa system (Ahmed, 2017). Every education system considers itself superior to that of others. It is generating stratification among the nation rather than national integration. Day by day, the sense of inferiority in poor class and sense of superiority in elite class is increasing. All these elements are isolating and polarizing the nation.

Peace in advanced countries such as Canada, the U.S.A., England, China, and France is due to the unbiased curriculum. National integrity, unity, Peace, and political stability in those countries are due to a healthy education system. Sri Lanka and Nepal are such countries where peace education programs were started, and now there is Peace (Ahmed, 2017). So, the teachers can develop attitudes of tolerance, patience, honesty, equality, Justice, unity of the human race, and respect for others among students through collaborative, cooperative, and participatory learning, Scouting, study tour, sports, and athletics in the presence of peace-promoting curriculum. Therefore peace education needs professional training and skills because teachers are not well trained to inculcate a philosophy of Peace to students. Furthermore, Pakistan's evaluation system is unsuitable for evaluating the objectives of peace education and needs further research.

CONCLUSIONS

According to the teacher survey, the teachers are not sure that national aims of education include the promotion of Peace in the country as an objective and curriculum at secondary and higher secondary levels has sufficient Peace promoting concepts. Contrary to this, teachers at secondary and higher secondary levels are adopting a peace-promoting teaching strategy for promoting Peace in the country, and teachers always evaluate Peace attitudes of students for promoting Peace in the country. The results of students' interviews reveal that the teaching strategy adopted by the teachers for the promotion of Peace is very poor, and the evaluation of peace attitudes is also informal and not formal.

According to the teacher survey, there is a significant difference among views of designation-wise- teachers on educational prospects such as Peace as an objective of education, peace-promoting concepts in the curriculum, teaching strategy, and evaluation of peace attitudes, and attainment of Peace, for promoting and strengthening Peace in Pakistan. Pearson Correlation Matrix of teachers' opinion indicated that Peace as an objective of education (POE) is highly correlated with peace-promoting concepts in the curriculum (PPCC), attainment of Peace (AP), and less correlated with Peace-promoting teaching strategy (PPTS), and evaluation of peace attitudes (EPA). Moreover, peace-promoting concepts in curriculum (PPCC) are less correlated with peace-promoting teaching strategy (PPTS), evaluation of peace attitudes (EPA), and highly correlated with the attainment of Peace (AP). Furthermore, PPTS is highly correlated with EPA, and AP. Evaluation of peace attitudes (EPA) is also highly correlated with attaining Peace (AP).

There is a significant impact of Peace as an objective of education (POE), peace-promoting concepts in the curriculum (PPSC), peace-promoting teaching strategy (PPTS), and evaluation of peace attitudes (EPA) on the attainment of Peace (AP). Ninety-eight (98) % variance in peace attainment is due to POE, PPCC, PPTS and EPA, rest

of due to other factors. If POE, PPCC, PPTS and EPA respectively (fully support) increase, peace attainment will increase in the country.

From the thematic analysis of educationists' interviews, it was concluded that the education system could bring Peace in society through change agents i.e., teachers and curriculum. Teachers do not convey the message of contents properly and truly to the students. Teachers concentrate only on students' marks in examinations and not on character building. A change occurring in students' behavior relevant to Peace can be observed and assessed but not measured numerically during curricular activities and co-curricular activities. Different school systems in Pakistan are leading the students to polarization rather than social harmonization. Different types of curricula are being taught there. Every education system considers itself superior to that of others. It is generating stratification among the nation rather than national integration.

Therefore it can be concluded based on this extensive research that teachers can develop and assess the attitudes of tolerance, patience, honesty, equality, brotherhood, unity of the human race, and respect for others among students if they are trained well in the existence of the present curriculum. Furthermore, the establishment of Peace in Pakistan needs a uniform curriculum and a uniform system of education.

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