Original Article

Exploring the Role of Peace Education and Conflict Resolution Practices

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Abstract

This study aimed to explore the role of peace education and conflict resolution in secondary schools in Karachi. A correlational research design was employed, with a sample selected through random sampling, including teachers, students, and parents. Data were collected using a self-administered 5-point Likert scale questionnaire with items to measure perceptions of stakeholders toward peace education and conflict resolution practices. Data analysis was conducted using statistical packages, applying descriptive statistics and inferential statistics. The findings revealed that perceptions of teachers and students could shift if peace education were practically implemented within the vocational education system. Peace education was viewed as a process of acquiring relevant values and norms. Based on the findings, the study recommends integrating peace education into other subjects and ensuring regular teaching, especially at the secondary school level.

Keywords: Peace education, Conflict resolution, Teachers' perception, Students' perception, Parents perception

INTRODUCTION

Education has become one of the centre pieces of attention. Societies are dependent upon the standards of education. Education reshapes the individuals in the best possible way, bringing enhancement in their personalities and polishing the skills with the acquisition of knowledge (Benlahcene, Lashari and Lashari, 2017). Many developed countries have started to pay lot of attention on the education, bringing more improvement in the standards of education in the teaching and learning processes (Vincent and Focht, 2011). Education teaches us to gain the element of tolerance when listening and dealing with other views and it expands our outlook.

However, education in the 21st century is unlike primeval education (Keller, Parameswaran, and Jacob, 2011). The advent of technology and a world turning into a global village has changed the nature of the education given in schools, colleges and universities. The life is much more advanced and likewise the ways of getting education has also enhanced to a remarkable extent. The curriculum offered these days is very much different than old times. Therefore, educational institutes should focus on providing the learners with the broader of education which can provide the learners with more effective and efficient skills which can help the learners to develop skills providing them the edge to thrive in the evolving world of new technology (Ibrahim et al., 2017). Resulted in educational perspective and culture is fragmented by differences in terms of classes, economical status, political pressures and dispute, ideologies, religion, language, territory, caste, and colour (Begum, 2012). The scenario is affecting the younger generation, particularly the school-going

children. Even, the situation is also alarming globally as an American peace researcher, Haris (2004); characterizes peace education is a procedure where instructor prepares learners to contribute toward the accomplishment of peace. The procedure is planned on what should be instructional objectives that specifically focuses on achieving peace, developing non-violent skills and promoting peaceful attitudes. Reflecting peace education as an instruction for true security which postulates security propels is required to make communities and countries.

The essential demand of Peace education in the classrooms is preparing students with adequate skills, knowledge and attitudes through the means of affective skills including valuing others point of view, participatory, and cooperative techniques and methods (Deveci, Yilmaz, Kardag, 2008). Furthermore, it is also aimed to prepare students in a way that they can take responsibilities of their actions and consequences. So, peace education may have considered as an opportunity in improving the social well-being. Peace education helps in dual ways as firstly; it starts with an honest willingness to engage teachers and secondly; educators in the learning process, thus promote collectively efforts to foster real self-learning and breaks up cultural generalizations (stereotypes) that fossilize our own perspectives, beliefs, and assumptions. Indeed, studies show that well-designed formal and non-formal peace education can reduce student aggression, bullying and participation in violent conflict. Especially during a humanitarian crisis, such interventions can be useful. It is, therefore, particularly unfortunate that education receives less than 2% of humanitarian aid. Additionally, approach of peace education has received considerable support and attention in international education and from the United Nation (Haris, 2004).

Peace education program proficiency can thus be caught on in terms of the likeness between the programme's circumstances, approvals, hypotheses of alter of alter, affect and execution prepare (Salomon and Cairns, 2011; Savasci and Berlin, 2012). In contrast; the peace education program is one of the most difficult and complicated area of peace research. Whereas peace educators demand for an international need for peace education, they do not defend for the intellectual capacity and criterion of approach and content due to the empirical and contextualized nature of peace education. Moreover, to preserve for a comprehension would be close to the points and science of teaching of peace education which are differing agreeing to social and political setting. So we can say, peace education plans be likely to have several broad and perspective specific goals, however to review effectiveness, precise criteria and indicators need to be recognized. Since; there is no broad and suitable for all prospectus model for peace education, result of peace education programmes is primarily based on measures and observations of its influence and results in light of what was attended by the programme organizers (Salomon and Kupermintz, 2002).

The witness on peace education program is questionable (Salomon and Nevo, 2001) found that thousands of studies and reports which dealt with the broadly defined topic of peace education during the period 1981-2000, about 30% of these items referred to a particular peace education interposition plans of these, only one third in these elements are effective in their results, some of them too vague to be classified by their effectiveness.

Role of peace education and conflict resolution in TVET in Pakistan

Despite of prevailing practices and a large number of strategies, a solid foundation for research and clear concepts to produce satisfactory result on peace education and conflict resolution is still demands as both aspects are considered as a means for aggression control to avoid the contest and to build peace all over the world (Schulte, 2003; Deveci, Yilmaz, Kardag, 2008; Hettler, Linda, Johnston, 2009). The current approach to educational system in development, of general, vocational and technical education (TVET) in developing countries is clearly out-dated (McGrath, 2011).

On the other hand, the implication of education is recent trends for development (Muller et al., 2013) lead to consider the purposes, nature and possibilities of general, vocational and technical education (TVET) as means of human development and civilisation. The path of civilisation necessitates more than mere the acquisition of material goods. Educators, rather, prioritising and preparing students for high stake test whereby the core emphasis is on competitive economic growth. Ignoring peace education and conflict resolution practices. The significance of peace education particularly at a primary level is unequivocal for the cultivation of a safe and prospering future for the world. Nevertheless, a little work is available on peace

education and conflict resolution practices particularly in government TVET schools of Pakistan at secondary level.

Hence, the current study aims to achieve insight into the current practice of peace education and to inquire it's contained for effectiveness, especially in a post-conflict formal schooling environment. To achieve this goal, the research aims to discover theoretical and pertinent aspects of peace education, and to explore key issues and ideas concerning peace education program effectiveness. So the study is also generally concerned with the nature of education systems and formal schooling in a post-conflict context which can also be obstacle to peace education. The finding of the study may provide guideline and empirical foundation for educator who focuses on studying different aspects of peace. Furthermore, the finding is study is also expected to provide an awareness and realisation on complexity in building a peaceful community and will start teaching peace education at all school levels, just like Urdu and English. Knowledge of peace processes is required for civilisation to advance.

Objectives and hypothesis of the study

Based on the evidences from prior studies, two objectives were used for the study. The objectives of study are given below:

- To determine the relationship between head teacher's perception, teacher's perception, student's perception in peace education and conflict resolution.
- To determine the role of head teacher's perception, teacher's perception, and student's perception regarding peace education practices in public secondary schools of Karachi.

To further guide the study, hypotheses were also formulated as follows:

H_1: There is no significant relationship between the perceptions of students and teachers of public secondary schools and peace education and conflict resolution practices.

H_2: There is no significant relationship between the perceptions of students and head teachers of public secondary schools and peace education and conflict resolution practices.

H_3: There is no significant relationship between the perceptions of students and their parents and peace education and conflict resolution practices.

H_4: There is no significant relationship between the perceptions of teachers and head teachers of public secondary schools and peace education conflict resolution practices.

H_5: There is no significant relationship between the perceptions of teachers and parents and peace education practices.

H_6: There is no significant relationship between the perceptions of head teachers and the parents and peace education conflict resolution practices.

H_7: There is no significant role of head teachers, teachers, students and parents and peace education practices

OVERVIEW OF PEACE EDUCATION AND CONFLICT RESOLUTION

To provide a better understanding regarding the variables of the study; a brief explanation is given in the following section.

Peace education

Peace education refers to the initial stage of learning which particularly pointing on the actualization and sound determination of conflicts with respect to man as subject of activity (McCandless and Bangura, 2007). According to this definition, peace educators teach peacemaking skills whereby the learning and instruction are concerned with peace less circumstances. Peace instruction classes put more emphasis towards educating a-non-violence as well as promoting values that provide validity to those structures. Peace education is relatively a sustainable long term solution for avoiding conflict resolution as it addresses the root cause of conflicts and allows the learner to apply correct use of behavioural changes needed to understand the challenges and violence of conflict. Resulted in enhanced level of tolerance, respect for other and increased acceptance level regardless of race, ethnicity, nationality, gender and religion (Ahmed, 2017). Hence, promoting a conducive and non-threatening environment for leaners.

Peace accepts noteworthy importance and its amalgamation in the existing society cannot be ignored at any illustration. In context to analyzing, and putting argument by (Van, Martin, and Stefano, 2013) that states, "Peace isn't just the nonattendance of war. Fundamental necessities of life are met. It includes the end of brutality,

mistreatment, avarice and ecological demolition by the productive intervention of contentions. As of now ever, we live in a fairly savage culture. Be that as it may, we can envision a serene world and work towards building a worldwide group with a culture of peace. Despite the fact that contemplating peace includes values and may appear to be hopeful, settling strife is an extremely useful issue. People who adequately manage strife are sought after in business, government, and nongovernmental organizations. Conflicts happen on a wide range of levels: individual, in groups and associations, inside social orders, and between states" (Mertens, 2014).

The process of peace education is interconnected with various procedures of acquiring values, knowledge, information about various aspects and developing the attitudes, skills, and behaviour to live in harmony with oneself, with others, and with the natural environment. It is observed that there are numerous of United Nations declarations which show the actual importance in the area of peace education.

Today, in the presences of highly competitive business environment most of developing and under developing countries management are emphases on improving their educational standards. Peace education is always considered as the process for acquiring various relevant values, norms, effective use of knowledge and information helpful for changing the ways of living standards and change people behaviour.

Peace education is a key to building and maintaining a consensual peace over time. In building a lasting peace through education, there are five essential elements. First, there must be a public education system with compulsory attendance for all children and young people, integrated so that students from previously conflicting groups interact with each other and have the opportunity to build positive interrelationships. Second, there is a need to establish a sense of mutuality and common fate that highlights mutual goals, a fair distribution of benefits from achieving goals, and a common identity. This is done primarily by using cooperative learning in schools. Third, to ensure that students know how to make difficult decisions and engage in political discourse, the constructive controversy procedure must be taught. Fourth, in order to resolve their conflicts constructively, students need to be taught how to engage in integrative negotiations and peer mediation. Finally, it is necessary to inculcate civic values that focus students on society's long-term common good. However, the educational process as a whole is considered in this paper instead of seeking the knowledge from the components of peace education.

Conflict resolution

Conflict resolution education is one of the fastest growing education school reforms in the west. The aim of this education is to facilitate and provide basic communication skills to survive in a postmodern world. The underpinning theme the basic communication skills is structured curriculum that promotes love for other, to abandon authoritarian pedagogies and remove the compulsory restriction in order to free the child's spirit. Hence, enable students to develop a sense of self-worth, build community and acquire skills of creative conflict resolution (Harris, 2004).

Conflict resolution is defined as "By and large alludes to the form of strategy, intercession, transaction, or other shapes of settlement that organises a conclusion rough debates and endeavours to resolve the issues that driven to it (McCandless and Bangura, 2007). UN archives stated that: "political, discretionary, and in some cases military mediations coordinated at bringing warring parties to agreement." Conflict resolution practices defined as "*Aims to address causes of struggle and looks for to construct modern and enduring connections between threatening groups*".

Some supporters of peace education have referred conflict resolution practices as "conflict resolution education" (Harris, 2004). Because teaching practices and instructional strategies in peace education is alternate to resolve conflicts. This narrative a field of discipline which is looking towards the creation of an intervening platform that can adjudicate conflicts between diversities.

METHODOLOGY

The word 'method' starts from Greek word 'methodos' which implies 'pursuit of knowledge'. Creswell (2003); characterizes strategy as a way of doing something or efficiency of thought or behavior whereas techniques allude to a framework of strategies utilized in utilized in a specific field. Thus, it can be found in terms of the investigation that strategy alludes to the implies of doing inquire about in a deliberate way, in pursuit of acquiring fundamental data which is able at

that point create information with respect to the subject of intrigued within the inquire about (Ibrahim, DeMiranda, Lashari, and Siller, 2017).

Research design

Research methodology plays a very important role for conduction of the study (Creswell and Clark, 2017). In this study, education plays a dynamic part for promoting peace education in students as it leads towards the scale of financial improvement. The process of peace education is revolving around to determine and analyzed the values, norms, working on extracting more informative knowledge and providing more information about education for creating awareness among people.

This awareness is very helpful for changing the ways of living standards of people and societies. The researcher designed and developed research methodology about peace education under the strong consideration by covering the factor relevant to students, teachers and community changes as well. Peace education is normally acquiring various values and working on improving norms related to well perform operational functional activities in the area of education which create awareness among people and shows natural environment of society.

The research methodology is composed of various phases. Each and every phase is interconnected with one and other. First phase is about defining the research problem. This research is associated with peach in education and conflict resolution. This has become more and more challenging with the rise of misunderstandings and lack of discussion. In most cases, students use the acts of conflict to express their beliefs which directly as well as indirectly disturb the operational activities of peace education. Second phase of research methodology is reviewed the concepts, theories, models and review previous research findings relevant to show the actual facts and figures about peace education and conflict resolution. Peace education itself plays a very dynamic role for creating awareness among people and helpful tool for changing the norms and values in societies. Third phase is development of theoretical framework. This theoretical framework model is composed of two variables. These variables are independent and other one is dependent. In accordance to theoretical framework independent variables are student and teacher's perception, student and head teacher perception, students and parent

perception, teacher and head teacher perception, teacher and parent perception, head teacher and parent perception. Whereas dependent variable is peace education and conflict resolution practices. Forth phase of research methodology is to formulate hypotheses in accordance to theoretical framework. Fifth phase is research design in which the researcher transformed his or her full knowledge, idea and information about peace education shows actual value and worth beneficial for students, teacher and parents as well. Sixth phase is data collection; the process of data collection is composed of two main components. These components are primary source of information and other one is secondary source of information. The primary source of information is survey method in which questionnaire is developed. Second source of information is articles, journals, research paper etc. Seventh phase is to analyze data to show the actual strength and value of peace education. For analyzing the data researcher apply demographic information about users, correlation value and regression analysis model for determining effective variables for peace education. In the end, the researcher develops the interpret report for providing better suggestion, solutions and work for more betterment about peace education and conflict resolution.

Population of the study

All the head teachers, teachers and students of secondary schools and concerning parents of Karachi were the population of the study. Because in province of Punjab there are same procedure of recruitment of teachers and almost same books are taught in the whole province. Moreover, in terms of teaching and learning culture, educational resources, and teaching staff, students are given equal opportunities. Therefore, it is expected that there is not much difference regarding students' educational background (Alias et al., 2018). Hence, it is assumed that selection of participants from Karachi may be effectively representative of the Punjab and Pakistan and sample was chosen on convenient basis.

Sample of the study

Multistage Simple random sampling technique was used to select the sample. At first stage, all districts in Karachi were taken universally. At second stage, four public secondary schools from each tehsil, (2 rural and 2 urban schools with the bifurcation of 1 male, 1

female) were selected randomly. At third stage, 120 students (5 from each school) 120 teachers (5 from each school) 24 head teachers were selected randomly. At fourth stage, 78 parents were taken conveniently as sample of the study. Multistage Simple random sampling technique was used to select the sample. At first stage, all the districts in Karachi were taken. At second stage, four public secondary schools from each district were selected randomly. At third stage, 24 head teachers, 120 teachers (5 from each school), 120 students (5 from each school) and 78 parents were selected randomly.

Table 1

Description of Respondents (n=318)

No.	Respondents		
	Teachers	Students	Parents
1	5	5	4
2	5	4	4
3	5	5	3
4	5	4	4
5	5	5	4
6	5	6	3
7	5	5	2
8	5	6	4
9	5	5	4
10	5	5	3
11	5	5	3
12	5	4	1
13	5	5	4
14	5	5	4
15	5	5	3
16	5	6	4
17	5	5	2
18	5	5	2
19	5	6	4
20	5	5	3
21	5	5	2
22	5	4	2
23	5	5	4
24	5	5	5
TOTAL	120	120	78

Data Collection

There are two sorts of information collection strategies which are used for process of data collection. This data is used for process the raw research data into meaningful research data in accordance to execute through peace of education by using students, teachers and parent's perception. First one data collection technique is primary source of information. This primary source of information is associated with questionnaires. This questionnaire is composed of two main parts. These parts are demographic information about users, and other one is made with the help of variables mentioned in research model. Second source of information is secondary data which is associated with journals, articles, internet published and unpublished material which directly as well as in directly support peace education in society.

Research Instruments

The developed questionnaire is distributed to the sample which refers to the Investigating Peace education and Conflict Resolution Practices in Public Secondary Schools. The overview strategy is chosen since it postures a few benefits. To begin with of all information may well be effectively collected by utilizing survey indeed if the questions are touchy for certain individuals. This is often since the character of the respondent isn't known and will be kept

mystery. Assist, in the event that fitting arrange is created the questions might be answered effortlessly. Additionally, overview questions with clear instruction and efficient course of action will offer assistance direct the respondents in replying the questions and thus the blunder rate can be diminished (Al-Ashqar, 2013), In this research, questionnaires are divided into 2 parts with a total of 45 questions (are kept same in the main study) the questionnaire in part 1 is about (demographic of respondents) and second part consist 7 sections in which 6 sections are about perception of respondents and seventh section is about peace education conflict resolution practices (See Table 3). All seven variables are included in questionnaire. The number of items in each of the study variable is given below in Table 2. Further, the questionnaire regarding peace education and conflict resolution practices is defined with five-point Likert-scales.

Table 2

Description of Variables

No	Code	Variables	No of items
1	TP	Teachers' Perception	5
3	SP	Students' Perception	7
5	PP	Parents' Perception	5

Statistical Development tools

The statistical development tools are normally used for process in which the research data set in accordance to determine results of the study. In this study, the researcher uses two different kinds of software's for process the research data determining peace education. This two-business software's are Statistical Package for the Social Sciences (SPSS) (Creswell, 2003) and other one Microsoft excel. The main functionality of SPSS software is to evaluate demographic information about users; correlation analysis used for testing of suggested hypotheses and multiple regression analysis models for determining peace education and evaluates the impact of their relevant variables derived from framework model. Secondly, Microsoft excel is use for graphically representation of research date transform into meaning full form if it is required.

RESULTS & DISCUSSION

Data analysis and finding of the study is presented in this section using statistical tests. Descriptive statistical analysis (frequencies) explores the demographic information of the data. Inferential statistics analyse association and regression.

Statistical Analysis

The limit of sample size is not more than 300 students gaining knowledge from different Public secondary schools, 120 teachers, 24 head teachers and 100 parents. Some of the important frequencies analysis relevant to determine and analyse peace education is presented in the form of tabulation are assume under:

Table 3

Demographic Information of the Respondents

Respondents	Gender	Frequency	Percentage
Students	Male	60	18.868
	Female	60	18.868
Teachers	Male	60	18.868
	Female	60	18.868
Parents	Male	28	8.805
	Female	50	15.723
	Total	318	

Correlations Analysis

Correlation analysis is considered as statistical term which is normally used for testing of suggested hypotheses. These suggested hypotheses are derived from theoretical framework model which interconnected with independent and dependent variable. In accordance to the results, independent variables are student and teacher's perception, student and head teacher perception, student and parent

perception, teacher and head teacher perception, teacher and parent perception, head teacher and parent perception. The results of correlation analysis are given below in Table 5.

Table 3

Correlations among the Variables

		TP	SP	PP
TP	Pearson Correlation	1		
SP	Pearson Correlation	.293**	1	
PP	Pearson Correlation	0.106**	0.134*	1

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

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation analysis reveals significant relationships between various variables in the dataset.

Table 4

Hypotheses Assessment Summary

Hypotheses	Sign Level	Status
Teachers' perception is positively associated with peace education conflict resolution practices	0.000	Supported
Students' perception is positively associated with peace education conflict resolution practices	0.000	Supported
Parents' perception is positively associated with peace education conflict resolution practices	0.000	Supported

The results of hypotheses assessment summary are composed of three main aspects, first one aspect is hypotheses, second one is level of significant and third one is status.

Discussion

In-addition, research has supported that notion that the Peace is promoted through education. The finding is in-line with finding of Ahmed (2017) who claimed that students in his study strongly agreed that most of times, as in assemblies, head teachers and teachers must talk about peace and conflict resolution in society. Teachers should relate practical activities to build peace. Furthermore, Deveci, et al (2008) stressed on the opinion that teachers are very communicative about their perception of peace in society so teachers have a lot of time to do practical activities to build peace in school environment. Hence, teachers are required to implement peace in education by relating everyday topics in their lectures.

Hettler, Linda and Johnston (2009) on the other hand have claimed that head teachers have great responsibility towards building peace in educational institutions. Since, head teachers are highly deliberating to the peace education. Therefore, it is dependent on the head teachers which course should be taught to deliver to provoke peace in education because he has the administrative authority and curriculum organizer.

The finding on parental involvement towards nourishing peace education is in consistent with the work of McCandles & Bangura (2007). They found that parent's collaboration in peace education is very much of high concern. Parents through different aspect can build peace because parents are the first teacher of their children. Parents consider that today; student is more violent than past. So they want their children to be peaceful.

Thus, findings of the study revealed that the importance of peace education cannot be neglected at any instance. Peace education tends to bridge large number of gapes that result in the conflict. Peace education needs to be practically implemented.

CONCLUSIONS

The present study was conducted to explore the peace education and conflict resolution practices at secondary schools in Karachi. Population of the study was comprised of all head teachers, teachers, and concerning Parents of secondary schools in Karachi. Multistage random sampling technique was used for sample selection. Data analysis instruments were descriptive and inferential. Finding reveals that head teachers, students and parents are positively associated with peace education and conflict resolution practices. Moreover, it is also revealed that student and teachers' perception, students and parents' perception and teacher

and parent's perception are good predictor of peace education and conflict resolution. Since; peace education and conflict resolution plays a significant role in education. The importance of education cannot be neglected at any instance. Peace education tends to bridge large number of gapes that result in the conflict. Peace education needs to be practically implemented in general, technical and vocational education system.

Since independence, overall seventh decades are passed, and Pakistan travelled a long way in which corporate governance making strides in different direction but still need to be required lot of development. In which the character of education is innovative. The secure future is ensured of a person who receives good education. It can be analyzed that the secure future is interdependent on the need of providing education in a peaceful environment to the learners which can further help the learners to develop effective conceptual learning and acquisition of knowledge. Education teaches us to gain the element of tolerance when listening and dealing with other views and it expands our outlook. Peace education is not only helps the individuals in the development and polishing of the skills but also helps the country to move to the smooth road of development and growth.

Competing Interests

The authors did not declare any competing interest.

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