
INTEGRATION OF PEACE EDUCATION IN B.ED (HONS) CURRICULUM: A CASE STUDY ON TEACHER EDUCATION INSTITUTIONS IN KARACHI

Sajida Parveen

Ph.D. Scholar,
Department of Teacher Education, University of Karachi,
Sindh, Pakistan
Email: sajidashahid3112@gmail.com

Imtiaz Ahmad

Assistant Professor,
Department of Teacher Education, University of Karachi,
Sindh, Pakistan
Email: imtiaz.jam@uok.edu.pk

ABSTRACT

Peace education is a way to acquire knowledge, insight, and underpinnings, develop learning skills, and shape personalities and dispositions to live in harmony with all of the universe's creations (Omirin & Funke, 2015). This study intends to analyze the influence of peace education in the B.Ed. (Hons) curriculum on prospective teachers' knowledge, skills, and dispositions toward peace education. The empirical study adopted a descriptive research approach for this purpose. Qualitative data was collected through content analysis of three core subjects from B.Ed. (Hons.) curricula, which already integrated peace-related content to explore peace-related topics and the impact of peace content on teachers' educators and the prospective teachers' knowledge, skills, and disposition. Teachers' educators and prospective teachers were interviewed to examine their development of understanding, skills, and dispositions regarding peace education. The battery was modified according to the research context to analyze quantitative data related to the peace knowledge, skills, and dispositions of teachers' educators and prospective teachers. A convenient sampling strategy was used to collect study data from 125 respondents. Fifty questions were asked on a five-point Likert scale to prompt teachers' perspectives on the impact of peace education from the B.Ed. (Hons.) curriculum on prospective teachers and teachers' educators regarding knowledge, skills, and dispositions. SPSS was used to evaluate the data facts. Qualitative and quantitative results show that three subjects of B.Ed. (Hons) are explicitly integrated with peace education. The peace knowledge of the teachers' educators and prospective teachers is more

favorable than their skills and disposition. However, skills and attitudes must be emphasized to improve peace education practices. Prospective teachers and teachers' educators are on the same level of peace-knowledge, skills, and dispositions, whereas teachers' educators must be at a higher level. It is concluded that integrating peace education into teachers' curricula empowers and makes teachers accountable for encouraging students' personal and social advancements. Therefore, it is believed that skill and dispositions of peace influence society's ethical and moral practices, making them more responsive and consistent with universal values. Peace education is critical to forming moral knowledge, attitudes, and values; it emboldens present and prospective teachers to reshape their and their students' personalities and trains them for peace-building, peacekeeping, and peacemaking to social reform. It is suggested that peace education be integrated with each semester of teachers' curricula, so prospective teachers' consistently learn training and practice peace education to develop their moral personalities. Recruiting untrained teachers is the most influential factor that affects students' dispositions; therefore, trained teachers should be recruited as consistent individuals. Social and professional development must be pursued to transform their knowledge, skills, and dispositions regarding peace, bringing social change.

KEYWORDS

Peace education, curriculum, teacher education

INTRODUCTION

The world is now in a condition of tremendous instability, involving catastrophes, conflict, and pandemics. People are suffering in their lives, blind to the environmental, social, and behavioral violence that is wreaking havoc on the planet. Even though the globe is evolving, the worldwide breadth of peace is still being overlooked, which is extremely surprising (Bartlett, 2009). Even today, as the globe evolves, radical thought is on the upswing, conflicts are growing, and moral standards are fading. This situation is perilous for establishing universal peace; dealing with it requires transformation because peace refers to a restorative and positive global humanitarian relationship in society (Obidike et al., 2015). However, the peace culture can build equality, fairness, transparency, and human rights in society (Bedir & Arslan, 2013), which involves all life phases and individuals' socialization to construct a universal and sustainable culture of peace (Kose & Bayir, 2016).

It underlines forming cooperation by developing specific skills, coping with social conflicts, and understanding respect and tolerance towards opponents (National Education Policy, 2017). It includes all the norms, behaviors, and actions that impact the code of autonomy, purity, equilibrium, and forbearance amongst groups and

individuals (Omirin & Funke, 2015). "Education means peace" (Yousuf et al., 2010), Education is always responsible for developing individuals' invisible skills and aptitudes, but it also develops peaceful behavior through education among learners; it is an essential instrument for the perfection of humanity and the destruction of neediness (National Education Policy, 2017). Academicians believe that peace education provides a forum for exploring the causes and effects of extremism and coaxing society's perception and behavior (Bhatti, 2016; Nisa & Parveen, 2019). Our education system is not preparing students to live according to the values that develop humanity but rather trains them for a materialistic approach and convinces them to "learn just to earn," which causes increasing human extremism, violence, and warfare. Many states are considering peace education to address this problem; some have upgraded their educational systems at every level and embraced peace education to prevent violence. While Pakistan is still plagued by extremism and violence (Mansoob, 2012), to deal with the situation, it is critical to maximizing the potential of developing a peace education through a peace-based curriculum in teacher education in order to prepare prospective teachers to cultivate a culture of peace.

This study could significantly play a supportive role in highlighting the importance of peace concepts for educators, prospective teachers, and administrators of educational institutions, researchers, educationists, parents, and society because it focuses on continuous training and capacity building through integrating peace education into the teachers' curricula. Teachers' educators and prospective teachers are fully liable, whereas institutions, educational authorities, and NGOs are passively accountable for spreading peace education in educational settings.

LITERATURE REVIEW

Peace depicts man as a human from the dawn of humanity forward (Rico, 2020) because it is not a metaphor for a specific period or situation; rather, it is the robust activity of intelligent living in the world (Aslam, 2016). Harris and Mische (2004) proposed that peace education includes knowledge and understanding of peace-based concepts and values; challenges based on conflict, violence, deprivation, and injustice are addressed in the educational system; and a secure and safe environment is built to prevent aggressive behaviour. A constructive approach to understanding intercultural conflicts through mitigation by teaching and learning peace education creates knowledge and skills to inculcate social justice and respect for life (Odia, 2014). Sri-Amnuay (2011) clarified that the inclusion of peace research in the 20th century necessitated a mutual relationship between peace-related activities, peace research, and peace education by educators and campaigners to warn people of the dangers of violence. Teachers should instruct students in peace activities to help them manage conflicts in various environments.

Thus, numerous other intellectuals and researchers offered different concepts, objectives, components, and instructional strategies for peace education. According to Pr6-Paz (2005), social psychologists believe that aggressive and violent conduct are not inherited by birth or DNA but rather formed through the social environment. Concepts of peace contribute to the understanding of peace. Since social, economic, and cultural disparities are the root causes of conflict, eradicating them is essential to achieving global peace. Human rights are essential to establishing justice, harmony, and long-term stability. To foster tolerance in children and adolescents, institutions must instill an optimistic perspective and a positive mindset (Urias, 2016). The Pakistani National Curriculum was revised in 2006 as part of a broader strategy for social change that emphasized integration and social peace.

The focus of the secondary-level Pakistan Study is imparting "knowledge of Pakistan's complex history" to assist students in understanding cultural diversity and developing acclimation to the notion of "unity in difference" (Halai & Durrani, 2018). Galtung (1987) asserted that peace studies could be integrated as an academic perspective into curricula because peace studies must be an integral part of the educational system (Yousuf et al., 2010). Peace education in the curriculum aims to transmit standard knowledge with modern challenges and pedagogical concepts that improve previous knowledge (Bacon, 2018). However, education connects people to society, the environment, and themselves. It supports the growth of knowledge and a good attitude. That is why peace education must be a part of teacher education curricula and instructional practices to help students live peacefully and prevent them from becoming hopeless or incapable of achieving life goals (Pathak, 2012).

This study attempts to analyze the B.Ed. (Hons.) 4-year curriculum to investigate the existence of peace education in the curriculum and its implications for prospective teachers developing peace knowledge, skills, and dispositions. Three courses were selected out of 45 courses from B.Ed. (Hons.), which explicitly includes peace education content (Kalsoom et al., 2019; Durrani et al., 2017). However, in an educational setting teachers develop an awareness and knowledge of social values (Falade, 2014), but a lack of satisfying relationships and an acceptable educational climate have been found to reduce hostile and violent behaviors (Khalid et al., 2011). Therefore, children must be taught peace values, social justice, human rights, conventions, and other parts of a peaceful lifestyle (Falade, 2014). Teachers are crucial role models for decreasing violence and encouraging constructive peace behaviour in schools (Redfering, 2014; Evasco, 2015)

RESEARCH OBJECTIVES

1. To assess the existing curriculum of B.Ed. (Hons.) to determine the presence or absence of content about peace education.

2. To investigate to what extent teacher educators and the prospective teachers of B.Ed. (Hons.) possess the knowledge, skills, and disposition for peace education.

RESEARCH QUESTIONS

1. The empirical study mainly intends to explore the following research questions, which are formulated in the light of the literature review:
2. How does the curriculum of B.Ed. (Hons.) provide essential content for building peace-related knowledge, skills, and disposition to comprehensively understand peace education and determine peace values in educational settings?
3. To what extents are teachers' educators of B.Ed. (Hons.) possessed the knowledge, skills, and disposition for peace education?

RESEARCH METHODOLOGY

A descriptive research approach was used; it is effective for analyzing a wide range of issues. 125 educators and prospective teachers were randomly selected to respond to the survey using convenience sampling. However, 10 teachers' educators and 15 prospective teachers from the B.Ed. (Hons.) 4-year program were chosen for the interview by the University of Karachi and the affiliated public colleges. Three subjects from B.Ed. (Hons) curricula were picked up to analyze the existence and effectiveness of curricula to cultivate peace education among the prospective teachers, and the content analysis is generally summarized and descriptively presented (Given, 2008; Cohen et al., 2007). The emphasis was on obtaining information from reliable sources. The qualitative data were categorized into major themes and presented using a thematic approach.

However, a battery was used to collect quantitative data to obtain a comprehensive picture of the phenomenon of peace education and its components. The researcher used a self-organized questionnaire based on 50 items, which consisted of three variables: 1-Teacher Knowledge: which includes thirteen (13) items for measuring peace knowledge. 2-Teacher Skills (TS) includes sixteen (16) items for measuring peace skills, and 3-Teacher Dispositions includes twenty-one (21) items for measuring peace dispositions. Two experts were asked to validate the tool and follow their recommendations in organizing items of tools. The instrument's internal consistency was (87.9 %) which is good for examining this study.

FINDINGS

The qualitative data were analyzed through thematic analysis, while the survey results were reported in frequency and percentages, analyzed by the SPSS.

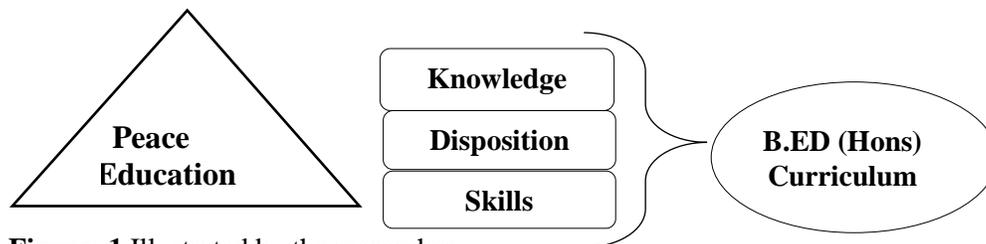
Conceptual Model


Figure: 1 Illustrated by the researcher

Ethical consideration

A rigorous code of ethics requires the transcription of all research data to enhance the confidentiality of all discussions and the validity of the research process. These moral concerns are crucial for this study to ensure trust and morality are established for questionnaire responses. The researcher and institution kept participant confidentiality. It was made clear that their information must be preserved, and their names and institutions will not be disclosed without their consent. The researcher provided a copy of the consent form to alleviate discrepancies and inconsistencies.

Qualitative Findings

Content analysis

1. School, Community, and Teacher.

The course defines the relationship between culture and institutions by briefly introducing the role of formal and informal institutions in Pakistan. It demonstrates how socioeconomic variables influence education and institutional functions in Pakistan's national and international education reform. Contrary to popular belief, this unit incorporates peace education into the process of socialization and community connection. The course seeks to broaden teachers' and prospective teachers' understanding of society's culture and how it intersects within and outside the formal institution. It raises awareness of social and cultural factors that influence and are related to education, such as gender issues, inclusivity, and cultural/social change. It gives students the confidence to speak up as role models in society. Educators are encouraged to portray formal institutions as a platform for the community to participate in a teaching-learning environment. Some units address societal issues such as gender inequalities, a lack of necessities, and limited facilities. Faculty materials covering the teaching process and peace education methodologies are eventually provided. Instructional strategies, rules, and extracurricular activities are all included in each unit.

2. Semester 4: The teaching of Social Studies.

The course consisted of three major categories; civics, geography, and history. The

course's objectives are not focused on instructing peace education, while some units are based on peace values. Cultural diversity, societies, and historical events are among the many topics that social studies teachers should be acquainted with in their lessons. A civic sense is defined by connecting history and geography in a multicultural, interconnected society. Units 2 and 3 focus on effective social studies teaching pedagogies and activities to assist prospective teachers in organizing lesson plans and presentations. Other lessons address advocacy, communication, and conflict resolution at the local and state levels and educate students about human rights, ethnicity, and social skills. The last unit goes over evaluation techniques, tactics, and challenges. An alternative syllabus includes using ICT to learn and teach geography, history, and civics. The document focuses on teaching methods and extracurricular activities that help students understand the subject.

3. Semester 6: Contemporary Issues and Trends in Education.

The course examines the goals of education in a globalized society and how societies can evaluate peace and conflict in light of human development and modern issues. Considering gender, religion, skill, culture, and socioeconomic status, the document lacks methods to encourage students and teachers to be peaceful. It promotes tolerance and equality and prepares prospective teachers to teach peace in a multicultural society. Unit 3 explicitly discusses peace education, locally and globally, in terms of conflict resolution and transformative learning. It encourages educators to engage in critical thinking and problem-solving in their daily lives and educational settings. According to the document, prospective teachers are prompted to support women's rights, human rights, justice, and the protection of the environment. Unit 5 facilitates understanding of peace education as "Peace as a Change Agent," which discusses how personal and societal factors influence the performance of educators. The alternative syllabus concerns the use of technology and its influence on moral and ethical concepts, values, and teaching activities. It is based on the concept that teachers must create a safe, supportive, and competent learning environment devoid of dishonesty, harassment, and violence. Some units comprehensively describe gender, adolescent, and women's empowerment and scrutinize administrative and economic aspects of education in Pakistan. Peace education is mentioned in the whole document, which is based on extensive information. Prospective teachers take an active part in hands-on activities during each session. It includes references and notes. The document included handouts on the ten peacemaking stages, which teach some skills and behaviors for personal and professional development.

Thematic analysis

A thematic approach is used for analyzing the results in the context of the research variables. The results were transcribed and categorized from the transcribed data into

four key themes. This research focuses on participants' perceptions of peace-related instructional content and practices.

Theme 1: The influence of B.Ed. Program to transform teachers' educators and prospective teachers.

One of the teachers' educators stated about the impact of this program on prospective teachers: *"I keep on observing when students first enter this program, they mainly act like small kids, but slowly they become accustomed to being responsible.* The other teacher educator said, "Some students are naturally outstanding and exhibit some peace values such as cooperation, responsibility, assistance, and environmental adjustment. Another teacher educator replied, *"Some of the students develop as modest and down-to-earth personalities while cultivating more pompous after completion of the program."* However, one of the prospective teachers responded that *"Students who have absorbed knowledge exhibit humility, whereas those who just learn to get marks to become arrogant."*

As one of the teachers' educators defined the impact of the teaching of B.Ed. (HONS)' s curricula that *"Teachers are usually required to teach after completing a substantial amount of material that requires them to develop specific skills and behaviors. A good teacher always observes himself first; for example, after completing a professional development course and incorporating that knowledge into my teaching, I felt my teaching improved effectiveness. After training, whenever students go to the teaching practice, they use the same methodology and get their students to do fieldwork, so kids enjoy it a lot."*

The result shows the efficacy of the B.Ed. Program in terms of curricula' content, teaching techniques and activities make the B.Ed. Program more effectively develops knowledge, skills, and disposition in the prospective teachers and professional development of teacher's educators'.

Theme 2: The influence of B.Ed. curricula to transform teachers' educators and the prospective teachers

One of the prospective teachers commented, *"Every subject is incorporated with values which develop students how to be a good person and citizen, such as social studies but I have not seen peace education by title in this subject.* Similarly, teachers' educators responded, "I have not seen peace education by the title in any subject, but there are many values in social studies *related to peace values such as respect, freedom, patience, tolerance, and acceptance. We keep teaching students about these values in teaching practices and lesson planning."*

Another teachers' educator explained that *"there is a course "school community and teacher' in which units of seventh and eighth, related to the practical field of experiences about "critical thinking" and "classroom management." These are essential components of the course,"* and other teachers' educator stated that *"the*

course outline of "school community and teacher" includes some topics such as social interaction with schools and communities, competition, socializing, communication, social attitudes and values, and cultural diversity, Role of teachers within and outside of school, teachers' responsibilities in promoting language among states." One prospective teacher commented, "I have found peace education with the title in "school community and teacher." There are various peace themes and topics such as Patience, Openness, Justice, Tolerance, Balance, Endurance, Diversity, Adjustment, and Compromise."

A group of prospective teachers responded that *"In the course of "Contemporary Trends and issues in education" includes a unit on peace education. We have learned many concepts in this subject such as we must accept others' opinions, whether we agree or disagree, but respect others' words and their arguments or opinion."* Other participants agreed with this statement that *"Peace education exists with a brief explanation about existing predispositions and topics regarding social education.*

However, one of the prospective teachers complained that *"we have learned a lot but do not know how to apply this knowledge in daily life experiences such as: 'The topic of conflict resolution and problem-solving skill but we still could not able to resolve our concerns since it was simply a topic discussion, not a lesson for skill-building."*

The result shows that the B.Ed. (Hons)'s curricula content and the topics included in selected subjects explicitly provide essential peace knowledge to develop peace skills and transform peace disposition.

Theme 3: The influence of teachers to transform the prospective teachers in terms of peace building

Teachers' knowledge:

A group of teachers' educators defined that *"we do not have an erudite concept of peace education, but the word peace refers to living together with harmony and understanding others. Another teacher's educator stated, "There are many peace values in the B.Ed. (HONS) curricula like citizenship, compassion, tolerance, kindness, and support. Therefore teachers try to develop these values in learners because proficient teachers help promote peace attitudes through peace-rich content."* A group of prospective teachers replied that *"We have been taught peace education but do not remember this time. Honestly saying that we do not have a clear concept about it."* Others stated, *"We have learned some topics about peace-related concepts but not with the title of peace education. We would suggest that peace education needs to be taught with the title so that students get knowledge and skills about peace building."*

Teachers' skills

A group of prospective teachers responded, *"we cannot cope with most of the life problems while we all regularly face domestic, social and environmental strife. One*

of the teachers' educators stated, *"I usually strive to focus on comprehension rather than memorization since this allows students to learn comprehensively."* Another teacher stated, *"Students adopt many behaviors and skills during the course such as 'I noticed that they develop managing and organizing skills in the classroom so after the completion of this course they would teach their students the same manner."* A few teachers' educators responded, *"We constantly split students into groups for their mentoring and training. Everyone makes friends throughout the class, not only in specific groups, to build a cooperative, helping and supportive attitude so that they collaborate and tolerate others."* One other teacher stated, *"Once I noticed a group of girls that often lived together wrote 'Sindhi' on their tables after we fragmented them and merged with other groups. Then we observed they adjusted and interacted with other group members."*

Teachers' dispositions

One of the prospective teachers commented that *"When a teacher imparts with patience and does not show any negative attitude while students are frequently questioning, it gives optimistic energy to the students, but some teachers do not like questioning in the class."* A teacher's educator defined that *"students some time show negative disposition such as 'whenever handouts are shared in the class, students often complain, that Teacher! We have not got handouts because some students do not have sharing attitude."* One another teacher also commented that *"students are scared of sharing knowledge that no one else takes the number on behalf of their struggle, so they hide and do not show helping and supporting disposition."* A group of the prospective teachers stated that *"some of the students do not show supportive behavior so it effects on the student's disposition and destroys the morals. Some teachers' educators suggested that "if teachers develop a positive attitude through peace education by telling them that sharing is a nature you go to the extension, the more helpful you are, the more positive you will be in life."*

The findings show that those teachers' educators who teach the selected subjects accommodate students with peace knowledge while the other teachers are not well informed about peace education. Hence, they focus on developing them to some extent in a moral way. In comparison, teachers foster students in terms of skills and disposition through having to serve the curricula subject matter, which already includes various appropriate approaches. It helps modify prospective teachers to grow valuable skills and behaviors, making them future positive teachers. However, it is also discovered that teachers' educators are more focused on knowledge building rather than skills and disposition development.

Theme 4: The influence of Teaching Methods and curricular activities to develop a sense of peace building in prospective teachers

Some teachers' educators responded, "*We usually keep evaluating students and train them to manage their behaviors, gain knowledge and develop skills.*" Others stated, "*We help students regulate themselves through different activities and methods.*" However, *students develop the knowledge, skills and dispositions through various activities and teaching methods such as role models and sharing & pairing, role-play, situations, and debates to develop various skills by absorbing content knowledge.*" A Group of the participants suggested that "*Integration of peace building activities and teaching strategies such as activity-based learning, life experiences, sharing, and case studies can help students groom their ethics and personality.*" Some prospective teachers stated, "*Incorporating any effective activity or teaching method is up to the teacher and delivery course content, how the teacher engages students and train them to develop knowledge, skills and disposition.*"

The result shows that the curricula of B.Ed. (Hons) is incorporated with various teaching methods and the curricular and co-curricular activities, which equip teachers' educators to make their teaching more effective and raise the classroom learning activities. Teachers' educators use these activities according to the length of a course outline, classroom timings, study and holiday count down, and the students' performance. However, some students suggested integrating some effective teaching methods and the curricular activities supporting peace-building.

Quantitative Findings

Demographics Analysis

The following findings could be derived from the demographic data:

1. 80% of prospective teachers and 20% of teacher educators were selected to deliver effective content in transforming peace concepts.
2. Teachers' educators and prospective teachers comprise 97 % of the female participants while 24% male participants.
3. The current research was carried out at the University of Karachi and four affiliated public colleges with UOK, with an equal number (20%) of participants chosen from each institute to escape prejudice and explore the fair result.
4. The age group was divided into four categories, starting at 19-29 and ending at 50+, with each group based on ten-year intervals. Most of the participants were 19-29 age groups with 74%.
5. Five groups were formed to gather data about the participants' qualifications. While the basic competence required for admission to B.Ed. (Hons) starts with intermediate certification, the data indicates that 75.2 percent of prospective teachers had an intermediate qualification.
6. Five groups were organized to investigate professional experience, with the first group having 1-5 years of experience and the last having no experience. The results show that 57.6% of participants have no teaching experience.
7. The number of participants in each semester varies because of B.Ed. Program for

4-years is not running equally in all institutions. Three institutions (GJMCE, GECEHA, and GECEQA) were offering a B.Ed. 4-years, but most students do not complete 4-years instead drop the program after two years and get an ADE certificate, whereas B.Ed. (HONS) 4-year program was only running in the UOK and GECEFB. The participants of the 4th semester participated only from UOK and GECEFB and, below the 5th semester, participated conveniently from all institutions. 30.0 % of the participants belonged to the third semester, while 3.0 % belonged to the sixth and eighth semesters.

Item analysis

Table 1: Participants' knowledge of peace education regarding the integration of peace education in the curriculum of B.Ed. (Hons.)

The following mean score of teachers' knowledge (TK) related to peace education is drawn.

S. N	Items		SD	D	NS	A	SA	Me an
1	Peace is expected to encourage a culture of tolerance and discourage violence at every level.	Frequency	6	10	31	42	36	3.7
		Percent	4.8	8.0	24.8	33.6	28.8	
2	Peace content supports appreciating the feelings of others and accepting their point of view.	Frequency	5	3	13	64	40	4.0
		Percent	4.0	2.4	10.4	51.2	32.0	
3	Peace education can be integrated with the module into teachers' education curricula to prepare teachers for cultivating peace knowledge, skills, and dispositions.	Frequency	4	1	4	62	54	4.2
		Percent	3.2	.8	3.2	49.6	43.2	
4	Peace awareness	Frequency	6	9	14	60	36	3.8

	must be developed domestically, locally, and in the state of Pakistan.	Percent	4.8	7.2	11.2	48.0	28.8	
5	Peace is considered the absence of violence and the existence of respect and acceptance.	Frequency	5	2	14	75	29	3.9
		Percent	4.0	1.6	11.2	60.0	23.2	
6	Peace education helps reduce the mental, verbal and physical absence of violence.	Frequency	1	5	11	68	40	4.1
		Percent	.8	4.0	8.8	54.4	32.0	
7	Peace education is a proper way to develop moral living standards in Pakistani society.	Frequency	0.0	3	17	66	39	4.1
		Percent	0.0	2.4	13.6	52.8	31.2	
8	The prospective teachers must be trained in peace knowledge, skills, and disposition in our society because they are not being taught peace education.	Frequency	5	2	9	43	66	4.3
		Percent	4.0	1.6	7.2	34.4	52.8	
9	Peace education can be taught through an integrated approach under multiple disciplines, e.g.; (Islamic studies, social studies, ICT, Foundation of education, Classroom & School	Frequency	5	4	22	51	43	3.9
		Percent	4.0	3.2	17.6	40.8	34.4	

	management, Research methods in B.Ed. (Hons) 4- years program.							
10	Peace Education could be integrated into compulsory courses rather than optional courses.	Frequency	2	4	13	47	59	4.2
		Percent	1.6	3.2	10.4	37.6	47.2	
11	Peace education is necessary for teachers' educators to transfer peace concepts effectively.	Frequency	4	23	42	42	14	3.3
		Percent	3.2	18.4	33.6	33.6	11.2	
12	The Teacher's curriculum does not provide a good sense of peace education.	Frequency	0.0	0.0	17	61	47	4.2
		Percent	0.0	0.0	13.6	48.8	37.6	
13	Teaching about peace can reduce everyday violence in society and increase humanistic values such as respect.	Frequency	2	4	11	64	44	4.1
		Percent	1.6	3.2	8.8	51.2	35.2	

The interpretation of (table 1) of the first variable, "teachers' knowledge," revealed that educators and the prospective teachers had adequate knowledge toward embracing Peace and Peace education concepts about the existing B.Ed. (Hons)' s curricula.

It shows the mean score of items 1 to 13, above 3.6 to 4.2. The mean score results indicate that teachers and prospective teachers keep a piece of sufficient information regarding integrating a concept of peace and peace education in the curriculum of B.Ed. (Hons).

Table 2: Participants' views about their peace skills were influenced and developed through the curriculum of B.Ed. (Hons.) in terms of peace education

The following mean score of teachers' skills (TS) related to peace education is drawn.

S. No	Item		SD	D	NS	A	SA	Mean
1	I am a highly disciplined person.	Frequency	3	9	26	52	35	3.8
		Percent	2.4	7.2	20.8	41.6	28.0	
2	I keep my faith even during hard times	Frequency	3	4	10	68	40	4.1
		Percent	2.4	3.2	8.0	54.4	32.0	
3	I am a good listener and love to work hard	Frequency	1	3	21	55	45	4.1
		Percent	.8	2.4	16.8	44.0	36.0	
4	Peace skills required some additional training for teachers	Frequency	1	5	13	65	41	4.1
		Percent	.8	4.0	10.4	52.0	32.8	
5	Teachers guide in promoting the sense of cooperation among students	Frequency	3	6	10	63	43	4.0
		Percent	2.4	4.8	8.0	50	34.4	
6	Students are taught to show tolerance in the classrooms fights	Frequency	4	4	8	63	46	4.1
		Percent	3.2	3.2	6.4	50.4	36.8	
7	Prospective teachers are taught to encourage a sense of appreciation of different cultures and languages	Frequency	2	1	9	69	44	4.2
		Percent	1.6	.8	7.2	55.2	35.2	
8	Prospective teachers and educators should be engaged in seminars or activities on peace education	Frequency	3	6	9	67	40	4.0
		Percent	2.4	4.8	7.2	53.6	32.0	

9	Prospective teachers are taught to work co-operatively by using technological advancement	Frequency	3	6	9	67	40	4.0
		Percent	2.4	4.8	7.2	53.6	32.0	
10	Prospective teachers are taught to display openness towards other cultures.	Frequency	2	12	17	44	50	4.0
		Percent	1.6	9.6	13.6	35.2	40.0	
11	You try to promote a sense of cooperation among students	Frequency	1	3	14	68	39	4.1
		Percent	.8	2.4	11.2	54.4	31.2	
12	Peace and harmony are significant parts of your lessons taught in class.	Frequency	6	3	12	75	29	3.9
		Percent	4.8	2.4	9.6	60	23	
13	I do not know how to cope in a critical situation.	Frequency	21	24	18	44	18	3.1
		Percent	16.8	19.2	14.4	35.2	14.4	
14	I sometimes feel difficult to understand and accept others' points of view.	Frequency	15	17	22	50	21	3.3
		Percent	12.0	13.6	17.6	40.0	16.8	
15	I always follow the rules.	Frequency	7	12	27	54	25	3.6
		Percent	5.6	9.6	21.6	43.2	20.0	
16	I can work together to reduce conflict.	Frequency	5	8	19	64	29	3.8
		Percent	4.0	6.4	15.2	51.2	23.2	

Table 3: Participants' views about their peace dispositions were influenced and developed through the curriculum of B.Ed. (Hons.) in terms of peace education
 The following mean score of teachers' disposition (TD) related to peace education is drawn.

S. No	Item		SD	D	NS	A	SA	Mean
1	I enjoy being part of a group.	Frequency	3	8	8	85	21	3.9
		Percent	2.4	6.4	6.4	68.0	16.8	
2	I admit when I do something wrong.	Frequency	4	3	16	75	27	3.9
		Percent	3.2	2.4	12.8	60.0	21.6	
3	I love to make other people happy.	Frequency	1	3	8	57	56	4.3
		Percent	.8	2.4	6.4	45.6	44.8	
4	I am not particularly eager to take revenge.	Frequency	6	17	17	45	40	3.7
		Percent	4.8	13.6	13.6	36.0	32.0	
5	Doing things for others when they need help is not essential to me.	Frequency	41	36	8	28	12	2.4
		Percent	32.8	28.8	6.4	22.4	9.6	
6	Content of Peace education in an educational setting attempts to shape students' disposition positively.	Frequency	1	6	15	63	40	4.0
		Percent	.8	4.8	12.0	50.0	32.0	
7	The social, economic, political, and cultural circumstances make a significant contribution to influencing our dispositions	Frequency	4	7	14	57	43	4.0
		Percent	3.2	5.6	11.2	45.6	34.4	

8	I respect different cultural groups.	Frequency	0.0	1	13	57	54	4.3
		Percent	0.0	.8	10.4	45.6	43.2	
9	Teachers' educator shows reasonable and unbiased behavior in any setting.	Frequency	4	2	5	75	39	4.1
		Percent	3.2	1.6	4.0	60.0	31.2	
10	I always behave sensibly toward people.	Frequency	2	6	21	60	36	3.9
		Percent	1.6	4.8	16.8	48.0	28.8	
11	You are against every verbal and physical violence	Frequency	6	8	20	56	35	3.8
		Percent	4.8	6.4	16.0	44.8	28.0	
12	Teachers' educators promote a sense of environmental concern among students.	Frequency	5	17	24	61	18	3.5
		Percent	4.0	13.6	19.2	48.8	14.4	
13	I always respect and value human rights.	Frequency	2	7	16	59	41	4.0
		Percent	1.6	5.6	12.8	47.2	32.8	
14	I always stop others from doing verbal and physical violence.	Frequency	5	19	13	55	33	3.7
		Percent	4.0	15.2	10.4	44.0	26.4	
15	The Teacher's curriculum promotes a team-building spirit among students.	Frequency	3	3	25	58	36	3.9
		Percent	2.4	2.4	20.0	46.4	28.8	
16	Teachers sometime treat male and	Frequency	17	20	20	46	22	3.2
		Percent	13.6	16.0	16.0	36.8	17.6	

	female students differently							
17	I do not give a second chance to anyone to hurt me.	Frequency	8	21	26	42	28	3.4
		Percent	6.4	16.8	20.8	33.6	22.4	
18	Female teachers are more affected by peace education than males.	Frequency	5	14	34	46	26	3.5
		Percent	4.0	11.2	27.2	36.8	20.8	
19	The B.Ed.'s curriculum provides comprehensive peace education content to develop peace dispositions.	Frequency	36	26	13	29	21	2.7
		Percent	28.8	20.8	10.4	23.2	16.8	
20	Subjects of the B.Ed.'s curriculum develop peace awareness to improve moral behaviors.	Frequency	36	28	14	32	15	2.6
		Percent	28.8	22.4	11.2	25.6	12.0	
21	As a teacher, I feel strong enough to be a good peacemaker.	Frequency	2	1	12	55	55	4.2
		Percent	1.6	.8	9.6	44.0	44.0	

The interpretation of (table 3) about “teachers’ disposition” revealed that teachers’ educators and the prospective teachers hold on to peace disposition to some extent toward showing a peace attitude according to concepts of peace and peace education which are existed in B.Ed. (Hons) ’s curricula. It shows the mean score of items 1 to 21, which is 2.4 to 4.3. The result of the mean score indicates that teachers and prospective teachers show less peaceful behavior than knowledge and skills.

DISCUSSION

The empirical study was intended to explore two main research questions. In order to find the answers to those research questions, this study employed some qualitative and quantitative research methods. The qualitative and quantitative findings of the study show some significant results which describe the purpose of the study in a comprehensive manner.

The conversion of research data is drawn as follows:

Q1: How does the curriculum of B.Ed. (Hons.) provide essential content for building peace-related knowledge, skills, and disposition to comprehensively understand peace education and determine peace values in educational settings?

The conversion of the QUAL & QUAN findings of the study revealed that the selected subjects of B.Ed. (Hons)' s curricula explicitly included peace education to develop peace knowledge, skills, and dispositions in the existing and the prospective teachers. Rests of the subjects do not have explicit evidence of inclusion in peace education, and all the semesters' courses have the capacity for integrating peace education. The curriculum of B.Ed. (Hons.) is included in various teaching methods, learning activities, and teaching resources. However, different peace values in the curriculum indicate that peace education develops the teacher's credibility and makes them the change agents for society. It also shows those teachers' educators and the prospective teachers. They have been taught and learned the selected subjects arrested enough knowledge about peace education. However, the other subject and prospective teachers were not well informed about peace education. Still, they could use the word peace to define unscholarly ideas about peace education and exemplify peace values. So it can be concluded through the findings that the curriculum needs to integrate-related content into other foundation, core, and teaching subjects. All the teachers' educators must be developed peace awareness to transfer the concepts and knowledge to the prospective teachers. The prospective teachers must be holistically taught peace education to use this knowledge in their teaching practices and transform secondary school students in terms of passing peace knowledge, skills, and disposition to bring positive change in society.

Q2: To what extent are teachers' educators of B.Ed. (Hons.) possess the knowledge, skills, and disposition for peace education?

The conversion of the QUAL & QUAN findings of the study revealed that teachers' educators cultivate the learners' peace knowledge, skills, and disposition by teaching and training the subject matter of existing curricula, which already includes various effective teaching methods. It helps transform prospective teachers to develop worthwhile skills and behaviors, making them future competent teachers. However, it is also noticed that teachers' educators are more focused on knowledge building rather than skills and disposition development. it can be concluded that the curricula

of B.Ed. (Hons) is incorporated with compelling content and various teaching methods, curricular and co-curricular activities, which equip teachers' educators to make their teaching more productive and boost the classroom learning activities. Teachers' educators practice these activities according to the length of a course outline, classroom timings, study and holiday count down, and the students' performance. However, some students suggested integrating some effective teaching methods and the curricular activities supporting peace-building.

This proposed research evaluated existing B.Ed. (Hons.) curricula to determine the prevalence of peace education content and the knowledge, skills, and dispositions of prospective teachers of B.Ed. (Hons.) about fostering peace education. However, peace education develops teachers to make them more effective, productive, and confident in peacebuilding, peacekeeping, and peacemaking. Incorporating peace education into the teachers' curricula trains the prospective teachers to be resourceful and accountable, encouraging personal and social development. Education for peacebuilding provides a ground-level understanding of human development from a personal, social, political, and economic perspective, which leads to the formation of social structure and practical knowledge for overcoming real-life problems and realizing other opportunities (Mishra, 2011). Even so, additional attention must be paid to teachers' skills and behaviors in enhancing their teaching methodologies to alter their moral doctrines to better adhere to universal values.

RECOMMENDATIONS

1. As an essential part of the education system of Pakistan, peace education should be integrated with teachers' curricula.
2. Peace education techniques should be mainstream in Pakistan, though certain educational institutions attempt to build a learning environment by fostering values and behavioral development programs that help improve awareness and observations from administrators, teachers, and concerned citizens.
3. The most severe issue affecting students' disposition is recruiting untrained teachers; therefore, capacity building to implement peace education should be focused on, and trained teachers should be recruited consistently.
4. Social and professional development must be pursued to transform their knowledge, skills, and dispositions regarding peace, which may bring social change.
5. Teachers and educator's must-have skills and experiences in teaching peace, moral or ethical education, and moral personality development must not be sacrificed in this respect.
6. Prospective teachers should be encouraged to reduce personal and societal gaps by leading and sharing ideas and criticism so that Peace education contributes to developing a coherent objective and determination to improve group performance.

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