

Validation of Module for Teaching Peace at the University level in Pakistan

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Abstract

Peaceful coexistence among people is the key to a stable and progressing world. Focus of the study was to develop and validate a module for teaching peace. It was developed keeping in view the guidelines given in Source Book for Teacher Education and Tertiary level Education 1998 'Learning to Live Together in Peace and Harmony', published by UNESCO- APNIEVE and through the review of relevant literature. It was consisted of nine units. The content validity, construct validity and face validity of the module were ensured by a panel of experts from Department of Education, University of Sargodha. An experiment was conducted to validate the module for teaching peace. A pre-experimental (one group pre-test, post-test design) was used for this purpose. The experiment was carried out among forty students of BS final year. To collect the data for pre-test and post-test a self-reported five-point likert-type scale consisted of 50 items was developed for the students, based on the activities included in the module for teaching peace. It was validated by expert opinion and the reliability value 0.94 also made the rating scale reliable. Pre-test was conducted among the participants of the experiment to measure their peace-loving attitude. A twenty seven hours treatment was given to the participants, which lasted for 9 weeks. Mean gain score of post-test was significantly greater than the mean gain score of pre-test. It means that the teaching peace through modular approach caused significantly positive change in the attitude of the university students after giving treatment. They maintained more peace-loving attitude as compare to before treatment. Hence, it is obvious that the material designed in this study as a module for teaching peace has been proved valid and effective. The study recommended that Higher Education of Pakistan may suggest a separate course for teaching peace, recommend modular approach for its teaching, and organise training for the university teachers to enable them for teaching peace effectively through modular approach.

Keywords: module, peace, teaching peace,

Introduction

Peace education is all about teaching and learning for peace. It is more than

merely learning about conflicts and their peaceful resolution. That is why peace education needs to be promoted in all parts of the world for the creation

of a culture of peace (Navarro-Castro & Nario-Galace, 2010). It will be more effective and meaningful when adopted according to social and cultural context and aspiration of the people (Gross, 2017).

International Organizations have been trying to promote peace education. UNESCO has declared the years 2001 to 2010 as the International Decade for Culture of Peace in the World which aims at developing a culture of peace by promoting education for all (Sri-Amnuay, 2011). Likewise, UNICEF has also launched different educational programs (United Nations International Day of Peace, Peace and Security Agenda) for the promotion of peace education (UNICEF, 2018). Peace is the focus of international organisations, which is aligned with Islamic teachings.

Promotion and teaching of peace to their followers is focus of Islam. Similar thoughts have been expressed in all living religions. For example the concept of 'Shanti' in Hinduism, 'Ahimsa' in Buddhism, the concept of 'Ping' in Chinese language stand for harmony and realizing the unity in diversity, the 'Shalom' in Hebrew as the central concept of Christianity and Judaism which imply, peace, love and reconciliation. Moreover, 'Salām' in Arabic is the core value of Islam. Entire life of each Muslim should be spent in its service to fulfill his religious obligation (Abubakar, 2007; Campanini, 2010; Gaudefroy-Demombynes, 2013; Macdonald, 2003; Navarro-Castro & Nario-Galace, 2010).

Peace values mentioned in National Education Policy 2009 and

Vision 2025 could be accomplished by only when it would have been executed in true letter and spirit. It eventually calls for the inclusion of sufficient content on peace education in the curriculum; usage of proper teaching methods; and teachers' training to carry out peace education practices (Saeed, 2013). The proper implementation of these pre-requisites might be helpful in producing a peaceful next generation. Educationists and activists in the field of peace education have been trying to launch peace studies in universities since last few years. But, they focused on peace studies or peace sciences not on peace education (Sri-Amnuay, 2011). This situation necessitates institutionalizing the peace teaching activities. But in spite of the recognition of peace promoting values in the education policies, no proper mechanism yet exists for their teaching. This uncertain situation motivated the researcher to develop and validate a module on teaching peace at higher education level in Pakistan.

Objectives of the Study

Objective of the study was to:

1. develop and validate the module for teaching peace in order to ensure its effectiveness

Following hypotheses were formulated for this purpose

H₀₁: There is no significant difference in students' attitude towards learning peace before and after the treatment.

H₀₂: There is no significant difference in students' attitude towards learning subsidiary values of peace before and after the treatment.

Methodology:

Development of Module for Teaching Peace

A peace teaching module was developed to teach peace and its subsidiary values to the university students. It was consisted of nine units. Nine lessons plans (love, compassion, Harmony, tolerance, caring and sharing, interdependence, empathy, spirituality and gratitude) were developed for this purpose—one for each unit. The duration of a lesson plan was 3 hours with a 20 minutes short break. The twenty seven hours experiment was considered as 3 credit hours (three working hours per week). Module was discussed with the educational experts from the University of Sargodha in order to ensure its content validity, construct validity and face validity.

Validation of the Module for Teaching Peace

An experiment was conducted to assess the validation and effectiveness of module for teaching peace.

Research Design for the Study

Different types of experimental research designs are being used by researchers of various fields such as; true experimental design for comparison of two groups after manipulation, Solomon four-group design for comparison of four groups (2 control, 2 experimental), quasi experimental for multiple experiments and pre-experimental for one group pre-test, post-test design (Creswell & Clark, 2017; Gay, Mills, & Airasian, 2009). Phase-III of current study was based on experiment with one group. The pre-experimental (one group pre-test, post-test design) involves a single group that is pretested, exposed to a treatment, and then tested again (Gay et al., 2009). So, Pre-experimental (one group pre-test, post-test design) was used for this purpose.

Participants of the Experiment

Students of BS Education (7th semester, session 2016-2020), from Department of Education, University of Sargodha (forty in total) were taken as participants of the experiment for the validation of module for teaching peace. Selection of the participants was made after seeking the permission from the Chairman, Department of Education.

Research Tool

A self-reported five-point likert-type rating scale, consisted of 50 items, was developed for students, based on the activities included in the module for teaching peace, keeping in view the peace teaching values (Love with 9 sub values, Compassion with 6 sub values ,

Harmony with 6 sub values, Tolerance with 6 sub values, Caring and Sharing with 2 sub values, Interdependence with 9 sub values, Empathy with 2 sub

values, Spirituality 8 sub values and Gratitude with 2 sub values) for the collection of data for pre-test and post-test.

Table 1 Alpha Reliability of Rating Scale 50 Items (Pre and Post Tests)

Participants	N	Reliability Value
1. BS class	40	0.94

Procedure of the Experiment

Pre-test was conducted from the participants of the experiment about attitude towards learning peace before treatment. A twenty seven hours treatment was given to the participants. Nine lessons plans were developed for this purpose—one for each unit. The duration of a lesson plan was 3 hours with a 20 minutes short break. The twenty seven hours experiment was considered as 3 credit hours (three working hours per week). The experiment lasted for 9 weeks.

Participants were taught through modular approach. Each session was consisted of three segments, beginning segment, a short break and concluding segment. The beginning segment involved an ice breaking activity, orientation of topic and the execution of main activity. This segment lasted for one and a half hour. At the end of the beginning segment the students were allowed to have 20 minutes break for refreshment. The concluding segment included discussion on the activity carried out in the beginning segment, students'

feedback and evaluation of students' attitude. At the end of the treatment post-test was conducted among the participants of the study about their attitude towards learning peace.

Data Collection

The researcher personally collected data with the help of a self-reported five-point likert-type rating scale before and after the experiment. Data through pre-test were collected with the intent to see to what extent participants of the study have favour able attitude towards the value of 'peace' and its subsidiary values. The purpose of the collecting data in the post-test was to validate the effectiveness of the module as how it was succeeded in bringing about positive change in the attitudes of the understudies.

Data Analysis

Data collected 'through pre-test and post-test before and after the treatment' from the participants of the experiment were analysed by applying inferential statistics (paired samples t-test) to assess the difference in students' attitude towards learning peace.

Table 2 Change in Students' Attitude towards Learning Peace

Sr.#	Values	Levels	Mean	Mean Difference (Pre-test-Post-test)	SD	t	p
1	Peace	Pre-test	3.79	-0.75	0.53	-8.94	.000
		Post-test	4.54				

df= 966, p<0.05

Table 2 indicates the change in students' attitude before and after the treatment. Paired samples t-test was applied to test the hypothesis. The results showed that the null hypothesis that 'there is no significant difference in student attitude towards learning peace,

before and after the treatment', was rejected. Significant difference was found in students' attitude before and after the treatment. Mean value of post-test was found higher than the mean value of pre-test.

Table 3 Difference in Students' Attitude towards Learning Peace and its Subsidiary Values

Sr.#	Values	Levels	Mean	Mean Difference (Pre-test-Post-test)	SD	t	P
1. Peace							
1	Love	Pre-test	3.67	-0.77	0.66	-7.23	.000
		Post-test	4.44				
2	Compassion	Pre-test	3.88	-0.65	0.58	-7.03	.000
		Post-test	4.53				
3	Harmony	Pre-test	3.71	-0.99	1.40	-4.45	.000
		Post-test	4.70				
4	Tolerance	Pre-test	3.84	-0.69	0.67	-6.46	.000
		Post-test	4.53				
5	Caring and Sharing	Pre-test	3.84	-0.67	0.89	-4.81	.000
		Post-test	4.51				
6	Interdependence	Pre-test	3.84	-0.73	0.57	-8.18	.000
		Post-test	4.57				
7	Empathy	Pre-test	3.96	-0.55	0.93	-3.76	.000
		Post-test	4.51				
8	Spirituality	Pre-test	3.70	-0.83	0.54	-9.7	.000
		Post-test	4.53				
9	Gratitude	Pre-test	4.19	-0.54	0.76	-4.46	.000
		Post-test	4.73				
Overall		Pre-test	3.79	-0.75	0.53	-8.94	.000
		Post-test	4.54				

df= 40, p<0.05

Table 3 depicts the change in students' attitude before and after the treatment. Paired samples t-test was applied to test the hypothesis. The results showed that

the null hypothesis that 'there is no significant difference in students' attitude towards learning subsidiary values of peace before and after the

treatment', was failed to be accepted. Significant difference was measured in students' attitude towards learning subsidiary values of peace before and after the treatment. Mean value of post-test was found higher than the mean value of pre-test.

Conclusions

1. Peace teaching module was developed in the light of the guidelines given in Source Book for Teacher Education and Tertiary level Education 1998 'Learning to Live Together in Peace and Harmony', published by UNESCO- APNIEVE and through the review of relevant literature. It was consisted of nine units (love, compassion, Harmony, tolerance, caring and sharing, interdependence, empathy, spirituality and gratitude).
2. Mean gain score of post-test was significantly greater than the mean gain score of pre-test. It means that the peace teaching through modular approach caused significantly positive change in the attitude of university students after treatment, they maintained comparatively more peace-loving attitude as was before the treatment. Hence, it is obvious that the material designed for this study as a module for teaching peace has been proved valid and effective.

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