Content Analysis of Peace Education in English Curriculum at Secondary Level

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Abstract

Every society develops its curriculum according to its needs and philosophical thoughts. A peaceful environment is an important element for the overall development of society. The researcher conducted a content analysis of peace education in the English curriculum in grade 10th at the secondary level in Punjab. The qualitative research design was adopted and the suggested framework by Braun and Clarke in 2006 was applied to the content analysis to analyze one aspect (Affective phase) of Castro and Galace Model of Peace Education. The concept map instrument based on the aspect of peace values was developed. The concept map tool was validated through experts' opinions while experts' peer reliability was established. The aspects of peace education were analyzed in the English textbook of grade 10th based on content, learning objectives and activities. The text was examined, noted and explained in the concept framework to find out the quality of the description. The learning objectives of the English curriculum in grade 10th at the secondary level reflected that peace education has not been satisfactorily addressed. Only eleven aspects of peace education are represented and there is no content on the value of gender equality. Only four units out of 13 (31%) directly addressed peace values. It is recommended to revise the English curriculum, integrate peace aspects and give equal weightage to all aspects of peace education.

Keywords: Philosophical Thoughts, English Curriculum, Content Analysis, Peace Education, Concept Framework

1. Introduction

Peace is the way to get rid of war and civil disorder, resulting in calmness and a peaceful mind while peace education refers to the promotion of knowledge, values, attitudes, beliefs and skills to gain and achieve this mental calmness and peace. In every society, there are many issues i.e. tension, socio-economic issues, political, and ethical issues and clash of civilizations and push humanity on boundaries of destruction. The revival of a peaceful culture is a need of society. Peace education can play a role in promoting a peaceful society (Chakraborty & Islam, 2013). Peace education is the process that eliminates all types of violence from someone and it is necessary to probe the social conditions under which violence is made from someone's personality (Galtung, 1981).

The idea of peace education was introduced by Immanuel Kant but formal peace education started after World War II due to the efforts of the United Nations (Mumtaz, 2019, p-5). Peace can be achieved through the efforts of people i.e. individually and socially (Bansikiza, 2004). "Sustaining peace is the task of education and all efforts should be made to keep away from war ((Montessori 1949, p. viii)". Maria Montessori identified the links between peace education and early childhood education (Ferber, 2018, p-12).

Pakistani society is facing many issues related to peace education and peace is under attack in numerous ways; ethnic, political or religious disturbances are on the rise and peace is the burning issue in Pakistan (Sinclair, 2008). The Global Peace Index (GPI) 2018, compared the peace situation in Pakistan which depicts that it deteriorated from 2008 to 2018. The only approach to sustainable peace is the cultivation of peace in minds and the integration of peace in human behaviour through sowing ideas about peace. Education is a source to change human behaviour in a positive way for peace-building (Smith, 2010).

1.1. Research Objectives

The objectives of the study were:

To find out the extent of the content provisions of peace education in the English curriculum at the secondary level in grade 10th in Punjab.

To analyze the content of peace education in the English curriculum at the secondary level in grade 10th in Punjab according to Castro and Galace's Model of Peace Education in the context of peace values (Affective Phase).

2. Review of Related Literature

Peace is the internal state of mind which reflects the behaviour of kindness, sympathy and impartiality. Peace is the trait for the success of the nations and peace education is the source to achieve this trait. Peace has two-dimensional approaches which link with the educational process of any society. The teaching of information, attitudes, standards and personal attributes are prerequisites for resolving conflicts and settling the matter without violence and serve as the first dimension of peace education. The second dimension of peace education serves to promote sustainable and harmonious relationships among people and nations around the globe (Johnson & Johnson, 2005; Karlsberg, 2005).

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Peace education promotes sympathy and acceptance among learners (Yousuf et al., 2010; Hodge & Kress, 2001). Onishi (2005) argued that the role of language is multi-aspect to promote peace and prevent violence in the world. The main purpose of the teaching of language is to enhance communication skills and language reflects the social and environmental realities. It serves as a powerful tool and sets the behaviour and actions in society. Thus responses take place as a result of what language essence (Wodak, 2002; Shapiro, 1988; Karlsberg, 2005; Fairclough, 2004).

UNICEF (1999) defines peace education that it is the process of providing peace knowledge, morals and skills to the people and through this process bring changes in their behaviours to resolve the problems and prevent conflicts. Peace education inculcates moral values of self-respect, insight and non-violent skills which helps to analyze global issues. It educates on the development of alternative security systems (Kester, 2009). Harris (2004) divided peace education into five types:

- Education for conflict resolution
- Human rights Education
- Development Education
- Global Education
- Environmental Education

Lum (2013) explained that peace education should be integrated into the curriculum and also should be taught to achieve a peaceful environment in society. Peace education is representative of moral values such as respect, character building, citizenship education and tolerance and the integration of these values can change the behaviours of the individuals positively. Castro and Galace (2010) suggested the following key aspects related to the Affective phase (Values/ Attitudes) of peace education to be cultivated:

2.1. Self-respect
The sense of own worth and pride in social, cultural and family background and sense of power which enable the contribution of positive change in the society.

2.2. Respect for Others
The sense of worth and dignity for other people without considering social, religious, cultural and family backgrounds different from own.

2.3. Respect for Life/Nonviolence
The sense of giving value to human life and refusing to respond in a conflict situation in a violent way; giving preference for non-violent process i.e. collaborative problem solving and no use of weapons or physical force.

2.4. Gender Equality
The sense of value to the rights of women to their equal rights as men and free from violence and exploitation.

2.5. Compassion
The sense of value in the suffering of other people and acts with empathy and kindness towards marginalized people.

2.6. Global Concern
The caring of human beings exceeds the concern they have for the local community.

2.7. Ecological Concern
The sense of care for the natural environment and preference for a sustainable and simple life.

2.8. Cooperation
The sense of caring cooperative process on the way to work together in the pursuit of common goals.

2.9. Openness/Tolerance
It is the process of growth, change and willingness to receive other people's ideas, experiences and beliefs with critical thinking but an open mind as well as respect for spiritual, traditions, cultures and expression.

2.10. Justice
The sense of fairness towards others, keeping the principle of equality in the domain of dignity and rights and refutation of all forms of exploitation and oppression.

2.11. Social Responsibility
It is the process of taking action for the shaping of society characterized by justice, promoting the well-being of the individuals, non-violence culture and development of a sense of responsibility toward present and future generations.

2.12. Positive Vision
The sense of hope with imagining the kind of future as what individuals prefer and the realization for the achieving of it.

Peace is a necessary element for the social, cultural and economic development of any society. The integration of peace education in the school curriculum is essential to educate the youth about peace values to achieve the targets of a peaceful environment in society. Educating through peace education is not new and it has been used to resolve conflicts from generation to generation. (Harris, 2008). Education serves the needs of individuals and society and peace is the basic need of society. So education should be designed to serve society in this aspect. Peace education was formally introduced after World War II at Manchester College, USA. Peace education helps bring positive

changes in society and thus it contributes towards positive change in the form of a peaceful society (Sinclair & Davies, 2008).

3. Research Methodology

The researcher conducted a content analysis of peace education in the English curriculum in grade 10th at the secondary level in Punjab. The research design was qualitative and the suggested framework by Braun and Clarke in 2006 was applied to the content analysis to analyze one aspect (Affective Phase) of Castro and Galace Model of Peace Education. The concept map instrument based on the aspect of peace values was developed. The concept map tool was validated through experts' opinions while experts' peer reliability was established. Expert peer reliability was conducted to ensure the reliability of the data. The aspects of peace education were analyzed as suggested in the English textbook in grade 10th based on content, learning objectives and activities. The text was examined, noted and explained in the concept framework to find out the quality of the description. The learning objectives of the English curriculum in grade 10th at the secondary level reflected that peace education has not been satisfactorily addressed, with only eleven aspects of peace education represented, and no content on the value of gender equality. Only four units out of 13 (31%) directly addressed peace values.

Table 1: Description of Peace Values of Castro and Galace Model of Peace Education in Context of Analysis of English Curriculum at Secondary Level Grade 10th

1) Self-respect	6) Global Concern	11) Social Responsibility
2) Respect for others	7) Ecological Concern	12) Positive Vision
3) Respect for life/Nonviolence	8) Cooperation	
4) Gender Equality	9) Openness and Tolerance	
5) Compassion	10) Justice	

Table 1 reflected the 12 aspects of the Affective phase (Peace Values) of Castro and Galace's Model of Peace Education. The analysis was conducted by addressing only one Affective phase (Peace Values) of Castro and Galace's Model of Peace Education. The English curriculum was analyzed according to the published textbook of English for grade 10th by the Punjab Text Book Board.

Table 2: Aspects-Wise Analysis of English Curriculum Text at Secondary Level Grade 10th in Context of Peace Values of Castro and Galace Model of Peace Education

Aspects	Description of the content

3.1. Self-Respect

Unit 1 "Hazrat Muhammad (PBUH) an embodiment of Justice" caring the idea of contributing towards positive change in society as the sentence describes that the "life of Hazrat Muhammad (PBUH) was a role model for the people in every aspect of life" (p.02).

Unit 7 "Little by little one walks Far" bearing the sense of own worth as the sentence describes participation in the competition and receiving awards, for example, the Quaid-e-Azam badge in scouting, quiz prize, academic excellence award and essay writing competition, the other sentence having the sense of own power and goodness for contributing positive change in society. (p.80-81).

Unit 9 "Selecting the Right Career" highlighted the power and goodness as the sentence describes the interest in the job and mental satisfaction, acknowledging the importance of career counselling and mental and internal peace (p.107-109).

Unit 10 "A World Without Books "bears the idea of self-satisfaction as the books are the source of satisfaction (p.120).

Unit 13 "Faithfulness" highlight the sense of own worth and dignity (p.151).

3.2. Respect for others

Unit 10 "A World without Books" bears the sense of acting fairness towards others as we should identify with the character of love, the sharing of a book is an act of joy (p.119-120).

Unit 13 "Faithfulness" highlighted respecting the goodness of others as the lesson gives the idea to forgive the people and not accept the blood money (p.152).

3.3. Respect for Life/ Non-Violence

Unit 1 "Hazrat Muhammad (PBUH) an Embodiment of Justice" reflected the preference for a non-violence process instead of using force or violence as the lesson describes that when 'Kabba' was being constructed, the dispute was among the people on the 'Black Stone' but Hazrat Muhammad (PBUH) advised the people about equal sharing and set the stone (p.02).

Unit 4 "First Aid" caring is the sense of valuing human life as describing that when we are injured, we need someone's help (p.38).

Unit 13 "Faithfulness" the lesson mentions the 'Sahaba' that they became anxious about the safety of 'Hazrat Abuzar Ghafari' and their eyes filled with tears, villagers discussing as they stood for the stranger (p.152).

3.4. Gender Equality

There is no content on the value of gender equality.

3.5. Compassion

Unit 4 "First Aid" the title of the lesson is about empathy towards people, and sensitivity to the suffering of other people as we need the help of others in their time of need (p.38).

Unit 11 "Great Expectation" there is a sense about the marginalized people in the society (p.130).

Unit 13 "bearing the sense of empathy and kindness (p.152).

3.6. Global Concern

Unit 1 "Hazrat Muhammad (PBUH) an Embodiment of Justice" describes that as head of the state, Hazrat Muhammad (PBUH) decided all the cases on merit, justice and equity (p.02).

Unit 10 "A World without Books" highlight that books travel at large and during this journey, we connect with humanity (p.119).

3.7. Ecological Concern

Unit 2 "Chinese New Year" highlights the natural environment with the hope of a good future as the new year is an opportunity for people to clean their houses and hope for good luck (p.16).

Unit 12 "Population Growth and World Food Supplies" bearing the sense of care for the natural environment as mentioned that proper food supply is dependent on fertile land, water and energy, water resources, irrigation systems, rivers and lakes, the integration of biodiversity and maintaining productive environment (p.140-142).

3.8. Cooperation

Unit 2 "Chinese New Year" highlights the principle of working together by describing that all people visit their relatives on this occasion and serve food to each other, and families go out of their homes and thanks for the past year (p.17-18).

Unit 13 "Faithfulness" mentions the cooperative value as describing that accusers agreed on the point to allow for leaving (p.151).

3.9. Openness and Tolerance

Unit 1 "Hazrat Muhammad (PBUH) an Embodiment of Justice" describes the 'Holy Prophet' was famous for his justice even to non-Muslims for example Jews as they were bitter enemies (p.03).

3.10. Justice

Unit 1 "Hazrat Muhammad (PBUH) an Embodiment of Justice" describes that justice should be maintained in all circumstances, Hazrat Muhammad (PBUH) treats other people with justice as 'Hazrat Ali (R.A) reported that when two men come to you for justice, never decide in one favour but hear them and know the details, the Holy Prophet said that if I owed something from anyone he may take revenge (p.3-4).

Unit 5 'The Rain" the poem states that the rich get a golden chance and whatever remains trickles down to poor people, rejecting all forms of exploitation (p.56).

Unit 13 "Faithfulness" describes that an old man hit a camel with a stone and the camel fell dead reflecting that responding with violence is undesirable, mention also about the caliph upholding the principle of justice (p.150).

3.11. Social Responsibility

Unit 13 "Faithfulness" describes the sense of responsibility as 'Hazrat Umer' (R.A) sitting in the mosque of the 'Holy Prophet' and was busy with state affairs, the people present were surprised at the honesty (p.150-152).

3.12. Positive Vision

Unit 2 "Chinese New Year" Imagine a positive future with hope as the holidays celebrating with family and enjoying with them by giving gifts on the occasion of the new year, people celebrate the new year as they hang posters of happiness on their doors and walls and giving red envelopes to children (p.16-17).

Unit 3 "Try again" the poem captures the sense of hope for a better future as the poem highlights the importance of trying and trying again to pave the way to success (p.28).

Unit 5 "The Rain" bears a sense of equality in society and it is like sunshine which evenly spreads all over the world (p.56).

Unit 7 "Little by Little One Walks Far" describes the responsibility and maturity about the future, pursuing the realization of a better future by all the possible means (p.81).

Unit 8 "Peace" the poem describes that when the wind is in the form of a storm (like a violent man) it smashes everything but when the wind is gentle (as its very nature be) it lives to plants, birds and human beings. Man is peaceful in his very nature (p.92).

Unit 9 "Selecting the Right Career" highlights the student's plans to become a professional in any field of life (p.107).

Unit 11 "Great Expectation" highlights the efforts that bring success and the success that made the way for a successful career (p.130-131).

Unit 12 "Population Growth and World Food Supplies" bears the sense of pursuing a better ecological future through all possible ways as mentioned the strategies for the future should be based on careful management of natural resources like land, water and energy (p.142).

Table 2 reflected the content analysis in the context of peace values and described that peace values were found in the English curriculum in the context of peace values of Castro and Galace Model of Peace Education i.e., self-respect; respect for others; respect for life; compassion; global concern; ecological concern; cooperation; openness

and tolerance; justice; social responsibility and positive vision while peace value regarding gender equality was not found in the English curriculum at the secondary level in grade 10th in Punjab.

Table 3: Aspects-Wise Analysis Results of English Curriculum at Secondary Level in Grade 10th in the Context of Peace Values of Castro and Galace Model of Peace Education

Aspects	F	%age
Self-Respect	7	18.42%
Respect for Others	3	7.90%
Respect for Life	3	7.90%
Gender Equality	0	0.00%
Compassion	3	7.90%
Global Concern	2	5.26%
Ecological Concern	3	7.90%
Cooperation	2	5.26%
Openness & Tolerance	1	2.63%
Justice	3	7.90%
Social Responsibility	1	2.63%
Positive Vision	10	26.30%
Total	38	100%

Table 3 represented the aspects-wise analysis results of the English curriculum at the secondary level in grade 10th in Punjab in the context of peace values of Castro and Galace Model of Peace Education and found the aspects of peace values i.e., self-respect ($f = 7$, 18.42%); respect for others ($f = 3$, 7.90%); respect for life ($f = 3$, 7.90%); gender equality ($f = 0$, 0%); compassion ($f = 3$, 7.90%); global concern ($f = 2$, 5.26%); ecological concern ($f = 3$, 7.90%); cooperation ($f = 2$, 2.63%); openness and tolerance ($f = 1$, 2.63%); justice ($f = 3$, 7.90%); social responsibility ($f = 1$, 2.63); positive vision ($f = 10$, 26.30%). The overall peace values aspects found were ($f = 38$, 100%).

Table 4: Unit-Wise Analysis of Grade 10th English Curriculum Regarding Peace Values

Total Number of Units (F)	Number of Units on Peace Values	%age
13	4	31 %

Table 4 indicated the unit-wise analysis of English textbooks for 10th grade. It reflected that a total of 4 units out of 13 (31%) are addressing the peace values of the Castro and Galace Model of Peace Education.

4. Discussion

Any society can promote peace and its philosophy through its language. Language can promote peace by using peaceful words and changing the behaviour of individuals positively. The analysis reflected that the description related to the aspects of peace education is insufficient. The majority of the aspects fall in the less representation category. Eleven aspects of the affective Phase of Castro and Galace Model of Peace Education are addressed at the secondary level in the English curriculum while only one aspect i.e., gender equality has no representation in grade 10th. The findings of the study were linked with Jamal et al. (2024) and Jamal et al. (2023) who analyzed the English curriculum of 9th grade in Punjab and the Educational Psychology curriculum of teacher education in Pakistan. The findings also corresponded with Jamal et al. (2022) who analyzed the Social Studies curriculum of teacher education.

The results are linked with Castro and Galace (2010) who recommended the integration of different examples and stories related to peace education and argued that it is the need of the time and it will help to develop a peaceful society. The integration of all aspects of peace education will promote self-respect, respect for others, respect for human life, human rights, cooperation, compassion and tolerance. It will help us to develop peace in society and eliminate terror extremism. Violence is the main hurdle in the way of the overall development of human society. The effects of violence remain long-term on society. Inclusion of peace education aspects is essential and it will help in developing a peaceful society. Sustainable peace is possible by integrating peace values into the textbooks. The findings also supported the claim of Hayat (2019) who argued that the preference was given to peace values in secondary curriculum.

5. Conclusions

The English curriculum of grade 10th was analyzed at the secondary level and the conclusions were drawn i.e., the learning objectives of the English curriculum of grade 10th were analyzed and there are only two learning objectives about the aspects of peace education but there is no single learning objective in the English textbook in grade 10th about peace education. Only eleven aspects of peace education are addressed at the secondary level of the English curriculum in grade 10th but are less represented. The missing aspect of peace education is gender equality. Few activities are suggested in the textbook in the exercises but there are no guidelines to the managers for the conduction and promotion of co-curricular activities. There is a need to involve the whole school in

managing different activities i.e., conducting cleanliness activities, academic competition quizzes, sports activities, speech activities, celebration of national days and important national events, parents' meetings and prizes distribution activities but the curriculum does not provide guidelines to managers to support these activities. It is concluded that only 4 units out of 13 (31%) content of the English curriculum of grade 10th addresses the values of Castro and Galace's Model of Peace Education (2010).

6. Recommendations

The researcher drew the subsequent recommendations:

It is recommended that a separate subject on "Peace Education" for the promotion of a peaceful society by inculcating peace values, knowledge and skills in the minds of the students and behaviour modification.

There are only three learning objectives about the aspects of peace education in 10th grade. The need of the time is to integrate peace education into the English curriculum in 10th grade at the secondary level in Pakistan.

The value of "Gender equality" in the 10th grade may be integrated to promote gender respect and equal rights value in the minds of future generations.

It is recommended that the English textbook for 10th grade may be revised and there is a need to give equal weightage to all peace values and peace education-related ingredients in all units.

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