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# Perceived Satisfaction of Teachers about the Practices of Leaders of Religious Institutions to Promote Peace Education

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## Abstract

Practices of the leaders of religious institutes are fundamental in promoting peace education as their practices leave an immense impact not only on the perceptions and practices of teachers but also of the students regarding peace education. The beliefs, interests, inclinations, moral values, and competency of institutional leaders are reflected in policies they make and are presented in the practices of teachers. Owing to the importance of their practices aimed to promote peace education, there is a need to identify the extent of these practices as they are perceived by direct stakeholders, that is, teachers, which makes the aim of the current study. This research is a quantitative survey-based research. The population of this research includes the teachers of religious education institutes of Lahore. Cluster sampling method was used for the selection of sample. Data was collected from the teachers teaching to final year students and a total of 292 teachers participated in the study. A self-developed instrument was used to collect data. The instrument was based on the factors of peace education and practices used to promote them from the literature. The instrument was pilot tested and the validity and reliability of the instrument was established that was 0.87. The data was analyzed using descriptive and inferential statistics. The results indicated that teachers were satisfied with the practices of the leaders of religious institutes aimed to promote peace education. This study may help the academicians, practitioners, and policymakers to promote peace education in all schools of Pakistan.

**Keywords:** peace education, perceived satisfaction, religious institutes

## Introduction

Peace is not an alien word in all religions and cultures. If we search for the word “peace” in the Qur’ān, it appears more than 57 times. Thus peace has prime importance in the society. It is stated in Qur’ān “Peace!”- a word of salutation from a Lord Most Merciful.”<sup>1</sup> Peacemaking is a hall mark of an Islamic society as it is asked in Qur’ān as “It

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<sup>1</sup>Al-Qur’ān, Yaseen 36:58.

may be that Allah will grant love [and friendship] between you and those whom you [now] hold as enemies. For Allah has power [over all things]; and Allah is oft-Forgiving, Most Merciful.”<sup>2</sup>

Peace is defined differently by its proponents but in most of the definitions the common core is to live with harmony across the religions and races by observing equality, justice, patience, mercy, love and forgiveness.<sup>3</sup> Peace education is thus considered as a process which enables a person not only to achieve it<sup>4</sup> but to exercise it in its daily affairs.<sup>5</sup> Peace education does not only impart relevant knowledge but also develop the required skills and dispositions needed to live in a global family.<sup>6</sup> The Qur’ān has further identified it as “Peace unto you for that ye preserved in patience! Now how excellent is the final home.”<sup>7</sup> Peace education is to enable a person to adopt humility and equality, it is mentioned in Qur’ān that “the servants of [Allah] Most Gracious are those who walk on the earth in humility, and when the ignorant address them, they say, “peace!”<sup>8</sup>

One can visualize the world if the peace is established as the description given in the Qur’ān “If two parties among the Believers fall into a quarrel, make ye peace between them: but if one of them transgresses beyond bounds against the other, then fight ye[all] against the one that transgresses until it complies with the command of Allah; but if it complies, then make peace between them with justice, and be fair: for Allah loves those who are fair [and just].”<sup>9</sup>

There is a growing consciousness in Pakistan that children should be educated in the art of peaceful living. Pakistan is presently a great representation of a nation that needs harmony; its way of life is divided by class, financial matters, legislative issues, philosophies, religion, language, territory, color, and caste. The young generation, especially the school-going youngsters, are affected by this sort of turbulence. They experience this culture through their families, schools, and the cultural channels of communications, for example, the media, and other social organizations and products.<sup>10</sup>

<sup>2</sup>Al-Mumtahina 60:7.

<sup>3</sup>M. Abu-Nimer, I. Nasser, S. Ouboulaheen, “Introducing Values of Peace Education in Qur’ānic Schools in Western Africa: Advantages and challenges of the Islamic Peace-Building Model.” *Religious Education* 111 (5), (2016): 537-554.

<sup>4</sup>A. Riaz, *Faithful Education: Madrassahs in South Asia* (New Brunswick, N. J: Rutgers University Press, 2008).

<sup>5</sup>B. A. Reardon, *Militarisation, Security, and Peace Education* (Valley Forge, PA, United Ministries in Education, 1982).

<sup>6</sup>S. C. Toton, “Structural Change: the Next Step in Justice Education,” *Religious Education* 80 (3), (1985): 447-459.

<sup>7</sup>Ar-Raad 13:24.

<sup>8</sup>Al-Furqān 25:63.

<sup>9</sup>Al-Hujurāt 49:9.

<sup>10</sup>D. Bar-Tal, and Y. Rosen, “Peace Education in Societies Involved in Intractable Conflicts,” *Direct and Indirect Models Review of Educational Research* 79 (2) (2009): 557-575.

Williams (2004) states that violence influences schools at different levels by attacking people, networks, and systems, and "weakening their sense of agency." Murithi (2009) states that:

The type of world that we as human beings create in the future will depend on our ability to reject violent and militaristic approaches to solving problems. Peace education should therefore be a central pillar to improving human relations in the family, in schools, at the workplace, within countries and across borders.<sup>11</sup>

Begum, A. (2012) in her study that investigated the perceptions of teachers about peace education, shared thoughts by teacher A in the following lines,

Our societal culture is full of turbulences based on economic, socio cultural, political and religious grounds. This culture definitely exerts a huge influence in the school through teachers and students. This also creates a problem for peace education and cultivation of a peaceful and friendly environment in the school.

She further states that, the educators seem to comprehend the possibility of peace education and have clarified it in a few different ways that you are practicing in the educational institutions, yet they couldn't give any proof of their useful work in an arranged and composed way. Thus, such association may be considered it as a chance requiring for a harmony in instruction mediation. The teachers seem to understand the idea of peace education and they describe multiple ways that are carried out in the school yet they were incapable to exhibit practical work/activities in a planned and organized manner. Therefore, such organization may be considered as an opportunity and need for a peace education intervention.

Keeping in view the above notions, practices of leaders of religious institutions are fundamental to the promotion of peace education as their practices leave an impact on the perception and practices of teachers regarding peace education. Besides, the personal religious beliefs, interests, inclinations, moral values, and competencies of school leaders play an important role in this context as these elements are reflected in the practices employed by them. Therefore, the practices of school leaders affect the perception of teachers and they work accordingly and it can be assumed that practices of school leaders are reflected in the work of teachers. Thus, school leaders as head of the institutions can influence teachers and students to promote peace education through their practices, and by doing so peace-loving citizens can be produced.

The leaders of religious institutions are key agents/actors in promoting peace practices in their schools. Being the leaders of their schools, they have a vital role and have influence on teachers and students in connection with achieving institutional and desirous goals. There are researchers, like Harris and Synott and Baxter and Ikobwa, who have emphasized the important role of (peace) educators in influencing the success of peace

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<sup>11</sup>T. Murithi, "An African Perspective on Peace Education: Ubuntu lessons in Reconciliation," *International Review of Education* (2009):55: 223.

education initiatives. The practices of the leaders of educational institutions to promote peace education play a vital role in this regard as the effects of their practices are the perceived satisfaction of teachers.<sup>12</sup> The focus of peace education is to develop an appreciation for the global connection of all humanity and our interdependence on the finite natural resources of the earth. Peace education is defined as a process of “moral inclusion”. Moral inclusion is an essential and strategic principle of peace education<sup>13</sup> and because it stands for the willingness to extend fairness to others, allocate resources to them, and make sacrifices for the well-being of others.<sup>14</sup> The prime concern of peace education is the reconciliation of society, the protection of human rights, and the development of peace skills.<sup>15</sup> The protection of human dignity, the transformation of a society into a peaceful and harmonious society is possible through the peaceful practices of educational institution’s leaders as they have a greater influence on the perception of teachers as leaders. Hence, the practices of leaders to promote peace education influence the teachers to become an instrument of peace for the common good of society.

In the education system of Pakistan, peace education has been merged with religious education which is considered to provide grounds for social co-existence, peace, and harmony for a prosperous society and the unity of the country. The practices of institutional leaders to promote peace education is to know skills, values, attitudes, and information to achieve peace which will enable learners and young generation to live in peace and harmony but there are examples of learners in the religious schools where due to individual differences learners differ with one another and it is also reflected in the society at large. Also, the political, social, religious, and economic situation of the country shows the need of peace education in the schools in order to have prosperous society.

### 1.1. Promoting Peace through Education

Peace education has gained the reputation as a field of education, but it is still very complex and needs clarity.<sup>16</sup> Even the absence of a widely accepted definition and lack of

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<sup>12</sup>Ian Hariss, and John Synott, “Guest Editors' Introduction: Peace Education for a New Century,” *Social Alternatives* 12, no. 1 (2002): 3-6; Pamela Baxter and Vick Ikobwa, “Peace education: Why and How?,” *Forced Migration Review* 22, (2005): 28-29.

<sup>13</sup>Marianne Baker, Doris Martin, and Holly Pence, “Supporting Peace Education in Teacher Education Programs,” *Childhood Education* 85, no. 1 (2008): 20-25. doi:10.1080/00094056.2008.10523052.

<sup>14</sup>Susan Opotow, Janet Gerson, and Sarah Woodside, “From Moral Exclusion to Moral Inclusion: Theory for Teaching Peace,” *Theory Into Practice* 44, no. 4 (2005): 303-318.

<sup>15</sup>Gavriel Salomon, and Baruch Nevo, *Peace Education: The Concept, Principles, and Practices around the World* (London: Psychology Press, 2005).

<sup>16</sup>Nomisha Kurian, and Kevin Kester, “Southern Voices in Peace Education: Interrogating Race, Marginalisation and Cultural Violence in the Field,” *Journal of Peace Education* 16, no. 1 (2019): 21-48.

operationalization of the construct calls for the researchers to explore the field further.<sup>17</sup> A broad definition of peace education suggests that it is a philosophy, pedagogy and a process. A philosophy that promotes peace, emphasizes on love, creates harmony, passion, empathy and thus removes violence from the society. The pedagogy is that focuses on developing skills and attitudes to transform societies for promoting nonviolence actions and the process that brings peace into the culture.<sup>18</sup>

### 1.2. Role and Practices of Institutional Leaders

In the daily course of life, a school principal encounters a multitude of responsibilities and complex professional tasks. Institutional leaders has to perform various duties such as they are to act as change agents, economic analysts, education leaders, managers for efficiency, mentors to develop values, and guides for morality.<sup>19</sup> Moreover, the leaders of the religious institutions of the contemporary era are facing heavy administrative roles, in order to meet various expectations from certain stakeholders such as parents, teaching staff and the community concerned.<sup>20</sup> Some of the seminal studies showed that culture enhancing students' learning was characterized for the effective schools.<sup>21</sup> In this connection the role of leaders of religious institutions along with teachers was identified as a main and crucial factor.<sup>22</sup> Therefore, the role of school head has been evolving and ever changing besides the role of being a leader. The role of institutional leaders can be categorized into rules developer, capacity builder and administrator in order to develop effective organizational culture. As an institutional head, he/she is sole responsible agent

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<sup>17</sup>Daniel Bar-Tal, "The Concept, Principles, and Practices around the World," in *The Elusive Nature of Peace Education, Peace Education* (2002): 27-36; Peter P. Trifonas, and Bryan Wright, *Critical Peace Education: Difficult Dialogues* (Berlin: Springer Science and Business Media, 2012).

<sup>18</sup>Iann M. Harris, and Marry Lee Morrisson, *Peace Education* (McFarland, 2012).

<sup>19</sup>Thomas R. Guskey, *Evaluating Professional Development* (Corwin Press, 2000).

<sup>20</sup>Sherry Ganon-Shilon, and Chen Schechter, "School Leaders' Sense-Making of Their Leadership Role during Reform Implementation," *International Journal of Leadership in Education* 22, no. 3 (2018): 279-300.

<sup>21</sup>Ronald Edmonds, "Effective Schools for the Urban Poor," *Educational Leadership* 37, no. 1 (1979); Lawrence W. Lezotte, *Search for and Description of Characteristics of Effective Elementary Schools: Lansing Public Schools* (A Report on the Research Project: Search for Effective Schools, 1981).

<sup>22</sup>Leithwood et al., "How Leadership Influences Student Learning, Review of Research," last modified 2004.

for building an effective culture.<sup>23</sup> An institutional head must act as a manager, an administrator, and a mentor facilitator in order to make improvement in the culture.<sup>24</sup>

Roles and practices of school principal demand from them to create a viable culture suitable for education.<sup>25</sup> However, school level variables are considered to have lower degree of impact on school culture.<sup>26</sup> Therefore, effective practices by leaders of religious institutions may synergize with school level variables to show a higher effect. Effective practices by institutional leaders harmonize well with contextual factors to create a viable culture for both teachers and students.<sup>27</sup> Effective practices showed influential effect on overall school performance, climate and teachers' performance.<sup>28</sup> The institutional leaders set certain rules, performance expectations and administrative measures to induce a positive educational culture, hence, they are able to produce professional quality from teachers and students.<sup>29</sup> Effective practices foster better communication, coordination and create an effective school climate.

### 1.3. Evolvement of Institutional Leaders' Practices

Historically, the institutional leaders were not considered responsible solely for creating educational culture and improving students' achievements. The role and practices of institutional leaders have evolved with the passage of time with the changed expectations of the society<sup>30</sup>. With the emergence of leadership's administrative roles, the heads of educational institutions have managed the extra roles such as building effective educational culture. Moreover, the school reforms have also shaped the roles and practices of institutional leaders to meet the contemporary demands in education. Therefore, today,

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<sup>23</sup>William Mulford, Halia Silins, and Kenneth Leithwood, *Educational Leadership for Organisational Learning and Improved Student Outcomes* (New York: Kluwer Academic Publishers, USA, 2004); John M. Ritchie, "The Effective and Reflective Principal," *Phi Delta Kappan* 94, no. 8 (2013): 18-21.

<sup>24</sup>L. J. Matthews and Gary M. Crow, *Being and Becoming a Principal: Role Conceptions for Contemporary School Leaders and Assistant School Leaders* (New York: Pearson College Division, 2003).

<sup>25</sup>John M. Ritchie, "The Effective and Reflective Principal," *Phi Delta Kappan* 94, no. 8 (2013): 18-21.

<sup>26</sup>Lisa M. Lee, Stephen B. Thacker, and Michael E. St. Louis, *Principles and Practice of Public Health Surveillance* (New York: Oxford University Press, USA, 2010).

<sup>27</sup>Ibid.

<sup>28</sup>Philip Hallinger, and Ronald H. Heck, "Reassessing the Principal's Role in School Effectiveness: A Review of Empirical Research, 1980-1995," *Educational Administration Quarterly* 32, no. 1 (1996): 5-44. doi:10.1177/0013161x96032001002

<sup>29</sup>Henry May, and Jonathan A. Supovitz, "The Scope of Principal Efforts to Improve Instruction," *Educational Administration Quarterly* 47, no. 2 (2011): 332-352.

<sup>30</sup>Karen Hessel, and John Holloway, *A Framework for School Leaders: Linking the ISLLC Standards to Practice* (ETS, 2002).



leaders of religious institutions are expected to act as rule setter, capacity builders and administrative reformers.

During early years of nineteenth century the concept of principal teachers emerged. During that era teachers were assigned an additional role of institutional leadership and they had not specific instructional responsibilities.<sup>31</sup> At that particular time the role of the head of the institution was just to meet the clerical requirements. Even the institutional leaders were not assigned the duty to hire the teachers, for that purpose town meeting were held and teachers' recruitment process took place.<sup>32</sup> With the passage of time the schools grew in size and communities emerged so some teachers were assigned organizational duties such as, cleanliness, maintenance of equipment and maintaining attendance.<sup>33</sup> Along with the mentioned roles and duties, the role of administrative roles of institutional leaders during that era was also to maintain the facilities in the classrooms. After some time, the role of institutional leaders emerged as liaison as they worked as a link between school and school district.<sup>34</sup> District office at that time was not concerned with instructional role of principal teachers, rather their mere concern was the improved day to day operation of schools.<sup>35</sup> By the end of the nineteenth century almost all the schools had a principal teacher to ensure the completion of all the daily occurring tasks.

Gradually, the teachers were given additional tasks such as discipline maintenance and requisitioning of supplies.<sup>36</sup> Ultimately, larger schools met the designation of institutional head or the school principal.<sup>37</sup> At the start of twentieth century, the change in educational institutions was realized and the role of institutional leaders emerged as professional leaders. The leaders of the educational institutions were assigned all the important role of administration. For example, the school leaders were given bureaucratic roles and they were now working as professional school leaders rather than principal teacher. However, worth to mention here that rural areas were still neglected to have a professional principal. The professional institutional leaders in urban area had a role of administrators. The duties of professional institutional leaders included hiring the teachers, terminating them and also

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<sup>31</sup>Linda J. Gill, "Understanding New School Leaders' Transition to Instructional Leadership," (PhD diss., The George Washington University, 2018).

<sup>32</sup>James Griffith, "Relation of Principal Transformational Leadership to School Staff Job Satisfaction, Staff Turnover, and School Performance," *Journal of Educational Administration* 42, no. 3 (2004):333-356. doi:10.1108/09578230410534667

<sup>33</sup>Judith Kafka, "The Principal ship in Historical Perspective," *Peabody Journal of Education* 84, no. 3 (2009): 318-330.

<sup>34</sup>Ibid.

<sup>35</sup>Kate Rousmaniere, "Presidential Address: Go to the Principal's Office: Toward a Social History of the School Principal in North America," *History of Education Quarterly* 47, no. 1 (2007): 1-22.

<sup>36</sup>Judith Kafka, "The Principal ship in Historical Perspective."

<sup>37</sup>Ibid.



assigning the teachers with duties.<sup>38</sup> Moreover, institutional leaders were expected to act like supervisors to the teachers to ensure the quality of teaching.<sup>39</sup> With the passage of time and growing size of schools, the need of additional staff was also felt. So, the additional staff such as clerks, admission officers, attendance keepers and maintenance workers were also given the supervision of the institutional leaders.<sup>40</sup> The repair and maintenance duties were also assigned to the institutional leaders.<sup>41</sup> The leaders of institutions at that era were mainly concerned with typical administrative duties such as attendance, communication, class assignment, and provision of supplies and personnel management rather than the instructional practices.

#### 1.4. Teachers' Perception of the Institutional Leaders

Teachers perceive the institutional leaders as the system designer and organizer, as an influencer, a creator of harmonious working environment, a stimulator for teachers' job satisfaction, as a head of the entire structure, a peace mobilizer and mediator, and a caretaker of the teachers' rights. In a nutshell, the leaders of educational institution are the persons who lead the schools' entire organizational structure with his/her in-depth foresight and with most effective and efficient decisions.

#### 1.5. Conceptual Framework

The current study aimed at identification of the perceived satisfaction of teachers about the practices of institutional leaders to promote teacher education. The underlying assumption is that the practices of institutional leaders play an importance role in, developing perceived sense of satisfaction of teachers about the promotion of any phenomenon, so in current study it will be investigate how the practices influence the perceived satisfaction towards promotion of peace education. The practices of institutional leaders can be divided into three main categories of i. rule developer, ii. Capacity builder and iii. Administrator. These three categories were further sub-divided into twelve categories including; (i) developing codes of conduct for classes, (ii) developing a school discipline guide, (iii) practices for developing self-esteem, (iv) using special activities and exercises for developing peaceful competencies, (v) moral instruction for the day, (vi) school/classroom wallpaper, (vii) displaying peace mottos (viii) peace day/week, (ix) appointing class mediators, (x) appointing a peace committee, (xi) conducting morning assembly and (xii) the school link programs.<sup>42</sup>

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<sup>38</sup>Ibid.

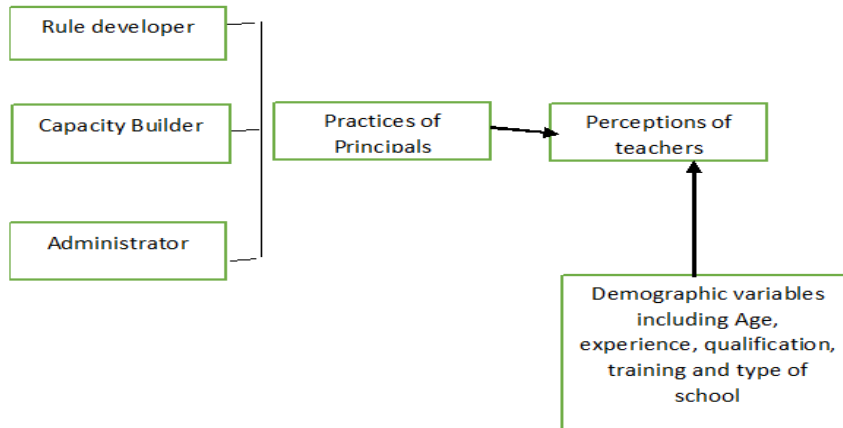
<sup>39</sup>Kate Rousmaniere, "Presidential Address: Go to the Principal's Office: Toward a Social History of the School Principal in North America."

<sup>40</sup>Ibid.

<sup>41</sup>Beck and Murphy, *Understanding the Principal ship*,

<sup>42</sup>Ajith S. Balasooriya, *Learning the /Way of Peace: A Teachers' Guide to Peace Education* (New Delhi: Scientific and Cultural Organization, 2001).

These practices are important in determining the peace education promotion in educational institutions among the institutional leaders. Therefore, the current study focuses on the relationship institutional leaders' peace education practices and its perception by teacher in private schools. The following figure 1 presents the conceptual framework of the study.



**Figure 1.** Conceptual framework of the study

## 2. Methodology

This research study is quantitative in nature using survey research design and aiming to collect data from large number of population. The study was limited to religious education institutions owing to the permission by the institutional leaders to collect data from teachers.

### 2.1. Objectives of Study

Following are the objectives of study:

1. To identify the perceived satisfaction of teachers about practices of institutional leaders to promote peace education
2. To identify role of demographic variables on perceived satisfaction of teachers about role of institutional leaders in promoting peace education

### 2.2. Research Question

The research questions based on each objective of the study are as follows:

- 1.1 What is perceived level of satisfaction of teachers about practices of institutional leaders to promote peace education?
- 1.2 How gender, school type, age, training, qualification, experience differences influence in the perception about peace education practices?

### 2.3. Population, Sample and Sampling Technique

The targeted population of the study was 1219 religious educational institutions in a metropolitan city. Though the unit of analysis was all the teachers working in these schools but the population of teachers working in these institutions remained unknown due to unavailability of actual data.

The convenient sampling technique was used to collect data from the teachers. About 450 questionnaires were distributed from which 327 were returned with the response rate of 72.66 %. Out of 327 respondents, 35 were not included in this study on the basis of missing data. Remaining 292 responses were used for the analysis of the data.

#### 2.3.1. Instrument of the Study

In order to collect data a survey instrument entitled “perceived satisfaction of teachers with the institutional practices for promoting peace education”. It was a self-developed instrument with two main parts: first part was intended to collect biographic data while the second part was focused to perceived satisfaction of teachers about role of institutional leaders’ practices to promote peace education. The information inquired in the first part of the instrument was about age, gender, prior training, experience and qualification. While second part was composed of three factors that were subdivided into twelve sub-factors focusing on perceived practices of institutional leaders. Following table presents, sub-factors and their subsequent number of items.

**Table 1.** Factors and sub-factors of the study

Factors	Sub-factors	Total number of items
Rules Developer	Developing codes of conduct for class	7
	Developing a school discipline guide	
	Practices for developing self-esteem	
	Using special activities and exercises for developing peaceful competencies	
Capacity builder	Moral instruction for the day	19
	School/classroom wallpaper	
	Displaying peace mottos	
	Peace day/week	
	Appointing class mediators	
Administrator	Appointing a peace committee	13
	The morning assembly	
	School link programs	

**2.3.1.1. Pilot** Validity and reliability of the instrument were established before administration to sample. The validity was ensured by using Lawshe’s model of content validity ratio by taking expert opinion from seven experts from the field of education and political sciences. After responses were collected the content validity index (CVI) was

calculated manually by applying standard formula for each sub-factor and as a whole for instrument<sup>43</sup>. The overall value of CVI for the instrument was .87.

The instrument was pilot tested on sample of one hundred teachers (other than sample) in order to establish reliability of the instrument, later the Cronbach alpha values was calculated for sub-factors and factors, following table presents both values.

**Table 2.** *Reliability of the Scale and sub-factors*

Factors	Sub-factors	CVI/CVR	Cronbach's $\alpha$
Rules Developer	Developing codes of conduct for class	.99	.691
	Developing a school discipline guide	.78	
Capacity builder	Practices for developing self-esteem	.99	.890
	Using special activities and exercises for developing peaceful competencies	.99	
	Moral instruction for the day	.75	
	School/classroom wallpaper	.78	
	Displaying peace mottos	.78	
	Peace day/week	.99	
Administrator	Appointing class mediators	.99	.887
	Appointing a peace committee	.62	
	The morning assembly	.99	
	School link programs	.75	
Total		.87	.879

The frequency scale was used for the instrument ranging from 1 (never) to 5 (always). Total number of items before validity were 87 which were reduced to 39 after validity and reliability tests. Ethical considerations were kept in view before data collection and respondents were given a brief on purpose of study, data collection process and confidentiality of the data. Only the participants who volunteered after briefing took part into the study without any incentive or pressure.

### 3. Results

In the following section, the results will be discussed according to the objectives and research questions of the study. The collected data were entered and cleaned using SPSS software. The following table presents the percentage of respondents.

<sup>43</sup>C. H. Lawshe, "A Quantitative Approach to Content Validity," *Personnel Psychology* 28, no. 4 (1975): xx, doi:10.1111/j.1744-6570.1975.tb01393.x.

**Table 3.** Frequency estimates of selected variables of teachers

Variable	Category	N	% age
Age	20-25	100	34.2
	26-30	71	24.3
	31-35	44	15.1
	36-40	43	14.7
	41-45	18	6.2
	46-50	12	4.1
	Above 50 years	4	1.4
Gender	Male	51	17.5
	Female	241	82.5
School Type	Higher Socio Economic	144	49.3
	Lower Socio Economic	148	50.7
Acquired Training	Yes	98	27.5
	No	258	72.5
Work experience	1-5 years	138	47.3
	6-10 years	81	27.7
	11-15 years	34	11.6
	16-20 years	16	5.5
	Above 20 years	23	7.9
Qualification	Graduation	156	53.4
	Masters	113	38.7
	MPhil	23	7.9

In order to achieve the aim of the study data from 292 teachers was collected from the various schools of a Metropolitan city of the country. Table 2 states that, the majority of the teachers fell into the age group of 20-25 years catering 34.2% of the total sample, whereas, other major age categories are as follows: 26-30-year age group (24.3%), 31-35 years age group (15%). However, the lowest age group was found above 50 years only (1.4%) of the whole sample. There were more female teachers in the sample data (82.5%) than male teachers (17.5%). Regarding the school type, two types of schools were catered for the study higher socio-economic schools (52.4%) and lower socio-economic schools (47.6%). As far as the training acquired is concerned, the data revealed teachers who acquired training (49.3%) and who did not acquire the training (50.7%) are almost the same. The job experience was also the part of this study and data revealed that most of the teachers were having an experience of 1-5 years (47.7%) after that 6-10 years of experience and 16-20 years of experienced teachers (5.5%) were the lowest in the data. Most of the teachers' qualification was Graduation. (53.4%), whereas, respondents with a master's degree were 38.7%, and very few of the teachers were having M.Phil. degree 7.9%.

***Objective one: Up to what extent teachers perceive their institutional leaders' peace education practices are satisfactory?***

The first objective and its respective research question of the study was to determine the perception of the teachers about principal's practices in connection with the promotion of peace education. The section of the questionnaire, regarding principal's practices about peace education was based on three main factors, which had further twelve factors, in the reflection of peace education practices, i.e.; rule developer, capacity builder and administrator. Descriptive statistics on scores of teachers' perception for peace education is given in following table

**Table 4.** Descriptive statistics on scores of teachers' perceived satisfaction about intuitional leaders' practices to promote peace education

Factors	<i>M</i>	<i>SD</i>	<i>MPI</i>
Rules Developer	26.62	4.23	4.23
Capacity builder	70.32	14.18	3.33
Administrator	45.60	11.84	3.60
Total	142.44	30.25	3.72

N= 292: MPI= mean per item

The table 3 shows the descriptive analysis of teachers' perception in terms of mean, mean per item (MPI), and standard deviation of the factors, constituting questionnaire, regarding institutional leaders' practices to promote peace education. According to the table, the teachers responded to be inclined towards the presence of practices in institutional leaders to promote peace education in the schools of Lahore ( $MPI = 3.70$ ,  $SD = 30.25$ ). It shows that the teachers of schools in Lahore, perceive their institutional leaders are following practices to promote peace education.

As identified in the theoretical framework of the study, three factors of peace education practices were identified, i.e. rules developer, capacity builder and administrator. Analysis report indicates the perception about rules developer practice was the strongest perception in the teachers ( $MPI = 4.23$ ,  $SD = 4.23$ ). After that administrator role of institutional leader was perceived in an attempt to promote peace education ( $MPI = 3.60$ ,  $SD = 11.84$ ), whereas, the lowest perceived practice was capacity builder ( $MPI = 3.33$ ,  $SD = 14.18$ ).

***Objective two: How demographic factors influence the perceived satisfaction of teachers about the practices of institutional leaders in promoting peace education***

Multiple demographics including bio-graphics (age, gender) and professional factors (including experience, qualification and training) were included for the identification of effect on perceptions. Each of them is separately tested with total score of the instrument. Following tables shows the tests and consequent results.

In order to explore the gender difference between male and female teacher that how they develop a perception about their leader's practices in promoting peace education, an

independent-samples t-test was conducted to compare the difference in perceived satisfaction among males and females.

**Table 5.** Mean difference on score of Teachers' perceived satisfaction about practices of institutional leaders to promote peace education on basis of gender, type of school, training

Variables		<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	Sig.
Gender	Male	51	150.78	31.88	1.26	.126
	Female	241	144.33	26.22		
Socio-Economic status	High	153	144.18	25.48	.838	.403
	Low	139	146.87	29.29		
Training	Yes	144	147.64	24.42	11.34	.179
	No	148	143.33	29.85		

According to the table 4.3, there was not a significant difference in the scores for male teachers ( $M = 150.78$ ,  $SD = 28.82$ ) and female teachers ( $M = 144.33$ ,  $SD = 26.22$ );  $t(292) = 1.26$ ,  $p = .126$ , in perception about institutional leaders' practices to promote peace education. These results suggest that the gender has no difference in perception about institutional leaders' peace education promotion in teachers of educational institutions.

In order to explore the institutional difference in high socio-economic and low socio-economic schoolteacher that how they develop a perception about their leader's practices in promoting peace education, an independent-samples t-test was conducted to compare the difference perceived satisfaction in high socio-economic and low socio-economic educational institutions.

According to table 4, there was not a significant difference in the scores for the teachers working in high socio-economic schools ( $M = 144.18$ ,  $SD = 25.48$ ) and teachers working in high socio-economic educational institutions ( $M = 146.87$ ,  $SD = 29.29$ );  $t(292) = -.838$ ,  $p = .403$ , in perception about school leaders' practices to promote peace education. These results suggested that teachers working in high and low socio-economic school types have no difference in perception about institutional leaders' peace education promotional practices in educational institutions.

In order to explore the teachers' training difference that how they develop a perception about their head's practices in promoting peace education, an independent-samples t-test was conducted to compare the difference perceived satisfaction in teachers with training acquired and teachers with no training acquired.

According to the table 4, there was not a significant difference in the scores for teachers with prior training ( $M = 147.64$ ,  $SD = 24.42$ ) and teachers with no prior training ( $M = 143.33$ ,  $SD = 29.85$ );  $t(292) = 1.34$ ,  $p = .179$ , in perception about institutional leaders' practices to promote peace education. These results suggest that teachers with having prior training and teacher with no training have no difference in perception about institutional leaders' peace education promotion in educational institutions.



**Table 6.** One-way ANOVA between scores on perceived satisfaction of teachers on practices of institutional leaders' and age, qualification and experience

Variable		SS	df	MS	F	Sig.
Age	Between groups	10555	6	1759	2.41	.027
	Within groups	20710	285	726		
Experience	Between groups	5555	4	1388	1.87	.114
	Within groups	212104	287	739		
Qualification	Between groups	15550	2	7775	11.11	.000
	Within groups	20219	289	699		

SS=Sum of squares; MS= Mean square

One-way ANOVA test was conducted to compare the effect of teachers' age on their perception of institutional leaders' practice of peace education in age bracket of group 1 (21-25 years), group 2 (26-30 years), group 3 (31-35 years), group 4 (36-40), group 5 (41-45), group 6 (46-50) and group 7 (above 50). Table 4.6 shows the results of one-way ANOVA test between different age groups of teachers to compare their perception institutional leaders' practices for peace education.

According to table 4.6, there was a significant effect of age of the teachers on their perceived satisfaction at the  $p < .05$  level for the seven groups of age [ $F(6, 285) = 2.41, p = 0.027$ ]. It shows that the teachers with different age groups have different levels of perception about institutional leaders' peace education practices.

Tukey post hoc test indicated that there is significant relationship between the age group 41-45 years and 46-50 years of teachers and their perception about institutional leaders' peace education practices ( $p < .05$ ). It means that the teachers of age group 41-45 years and 46-50 years have stronger perception about their institutional leaders' peace education practices. On the other hand, there was found no significant difference between all the age groups ( $p > .05$ ). (Table in Appendix)

#### ***Experience influence the teachers' perception about school leaders' practices for peace education***

One-way ANOVA test was conducted to compare the effect of teachers' experience on their perception of institutional leaders' practice of peace education in experience bracket of group 1 (1-5 years), group 2 (6-10 years), group 3 (11-15 years), group 4 (16-20), and group 5 (Above 20 years). The table 4 shows the results of one-way ANOVA test between different age groups of teachers to compare their perception institutional leaders' practices for peace education.

According to table 4.8, there was not significant effect of experience of teachers on their perception about institutional leaders' practices of peace education  $p > .05$  level for the five groups of experience of teachers of Lahore [ $F(4, 287) = 1.87, p = .114$ ]. It shows that the experience of teachers does not influence their perception about institutional leaders' practices of peace education.

***Does qualification influence the teachers' perception about institutional leaders' practices for peace education?***

One-way ANOVA test was conducted to compare the effect of teachers' qualification on their perception of institutional leaders' practice of peace education in experience bracket of group 1 (Graduation), group 2 (Masters), group 3 (M.Phil.). Table 4 shows the results of one-way ANOVA test between different qualification groups of teachers to compare their perception intuitional leaders ' practices for peace education.

According to table 4, there was a significant effect of qualification of teachers on their perceived satisfaction at the  $p < .05$  level for the seven groups of age [ $F(2, 289) = 11.11$ ,  $p = 0.000$ ]. It shows that the teachers with different qualifications have different levels of perception about institutional leaders' peace education practices.

In order to explore the effect of qualification-related effect of teachers' perception, post hoc test was conducted. Table 4 illustrates multiple comparisons among qualification groups and teachers' perception about intuitional leaders' peace education practices. The Tukey post hoc test indicated that there is significant relationship between all the qualification groups and their perception about institutional leaders' peace education practices ( $p < .05$ ). It means that the teachers of all qualification groups have stronger perception about their institutional leaders' peace education practices.

#### 4. Discussion

It is the need of time to consider the importance of peace education in the countries that have been in the condition of unrest. It was unique area of inquiry to explore the practices of a school principal as perceived by teachers which can ensure peace education. Only few empirical researches were found in the literature based on peace education practices by an educational institution<sup>44, 45, 46</sup>. In view of this gap in knowledge with regards to the prerequisite skills to perform tasks to promote peace educational practices in schools, this study finds important practices which are necessary for institutional leaders to promote peace education. Moreover, this study also finds an important area that what the expectations of teachers from their institutional leaders are. This gap in literature may also hurdle the process of institutional leaders' training programs to enable them to prepare with needed skills of the 21<sup>st</sup> century in order to promote peace education. It is important to measure peace education practices in fragile and conflict affected countries.<sup>47</sup> The

<sup>44</sup>Maria Hantzopoulos, "Institutionalizing Critical Peace Education in Public Schools: A Case for Comprehensive Implementation," *Journal of Peace Education* 8, no. 3 (2011): 225-242.

<sup>45</sup>Clive Harber and Noriko Sakade, "Schooling for Violence and Peace: How does Peace Education Differ from 'Normal' Schooling?," *Journal of Peace Education* 6, no. 2 (2009): 171-187. doi:10.1080/17400200903086599.

<sup>46</sup>Gal Levy, "Is there a Place for Peace Education? Political Education and Citizenship Activism in Israeli schools," *Journal of Peace Education* 11, no. 1 (2014): 101-119.

<sup>47</sup>Robiollle-Moul, "Peace Education in Fragile States: A Case Study of the Influence of Global Discussions of Peace Education in Conflict Settings on National Education Policy and Local NGO

literature indicated the importance of peace education that can transform teachers of an institutions. <sup>48</sup> Therefore, the need to investigate the role of institutional head, such as principal, in promoting peace education is very important.

The findings of the current research indicated that practices in promoting peace education by a institutional leaders in Pakistan are consistent with that of the framework identified by the literature. Moreover, the perceived satisfaction of teachers from institutional leaders were also identified. There was found not any significant difference between teachers' perception about institutional leaders on the basis of gender, school type, experience and training acquired. According to the perceived satisfaction of teachers, with regards to the age and qualification was identified. Owing to the presence of peace education practices in institutional leaders, the teachers identified these practices in their leaders.

Moreover, the institutional leaders found to be more likely to instill a positive change in the teachers with respect to the practices for peace education. As far as bringing about the change through peace education in schools is concerned, there is contradiction between different authors. For example, schools are not the proper sites to bring about change as schools promote status quo<sup>49</sup>. While Christopher and Taylor argued that classrooms at school are an important place where the change occurs and peace education at the same place can transform teachers and students at the same time<sup>50</sup>. Moreover, Brantmeier also argued that peace education in schools transforms teachers at the first place and these teachers then become the important source of change process.<sup>51</sup> This research also proposes that school leaders are the nucleus of peace education and through them the radical change is observed in teachers. Institutional leaders play an important role in shaping a positive perception in teachers and students about peace education, who in return become an important element for the society.<sup>52</sup>

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Efforts in Afghanistan,” (PhD diss., Fletcher School of Law and Diplomacy, Tufts University, 2016).

<sup>48</sup>Doris H. Christopher, and Marilyn J. Taylor, “Social Justice and Critical Peace Education: Common Ideals Guiding Student Teacher Transformation,” *Journal of Peace Education* 8, no. 3 (2011): 295-313.

<sup>49</sup>Michael W. Apple, “Creating Difference: Neo-Liberalism, Neo-Conservatism and the Politics of Educational Reform,” *Educational Policy* 18, no. 1 (2004): 12-44.

<sup>50</sup>Christopher and Taylor, “Social Justice and Critical Peace Education: Common Ideals Guiding Student Teacher Transformation.”

<sup>51</sup>Edward J. Brantmeier, “Toward Mainstreaming Critical Peace Education in US Teacher Education,” in *Critical Pedagogy in the Twenty First Century: A New Generation of Scholars*, 349-375, 2011.

<sup>52</sup>Doris H. Christopher, and Marilyn J. Taylor, “Social Justice and Critical Peace Education: Common Ideals Guiding Student Teacher Transformation.”

## 5. Conclusion

This study explores the peace education practices of an institutional leaders and perception of these practices in teachers. This area of inquiry was neglected in the existing literature. However, this study starts with the importance of education in conflict affected and fragile states. Literature reveals that literacy rate is quite horrible in fragile states due to the less spending on education. Moreover, international authorities are also unable to address this issue. In fragile states, like Pakistan, where there is a situation of internal war and educational sector has not taken the attention of governmental spending. Owing to this important reason, the behavior of such fragile states has changed very rapidly. As internal war has affected the individuals in shaping their attitude and behavior, so a severity has been observed in the people of such countries. Education is the only weapon which can take care of the behaviors of the people in countries like Pakistan. In this connection peace education is an important tool to eradicate severity in the behaviors of the people. In this connection, schools are found to be an important place from where the peace education can be initiated. Literature on peace education is lacking on the practices of a school principal to promote peace education, so this study has explored some important practices to promote peace education in schools. Moreover, how these practices are perceived by schoolteachers and students. This research found that peace education practices are positively perceived by the schoolteachers.

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