

Exploring Indicators of Transformational Impediments to Peace Process at University level in Pakistan

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The paper represents the most active and peaceful signs of change in Khyber Pakhtunkhwa universities. The main objective of the study was to identify the major challenges facing educational institutions in relation to a culture of peaceful development. In addition, this study provides important data for the development of peace in universities. Value calculations were used to gather feedback from respondents. For this reason, an in-depth interview protocol was organized for the heads of public universities/heads of various departments of social sciences. In addition, the data were analyzed with thematic analysis nvivo which was used for in-depth analysis and presentation in a cloud-based approach (MAXQDA 18). The results of the study, however, show that universities face different levels of influence on teacher experience, student behavior, and their social impact. The study further suggests, that according to experts there is a need to formulate simple and practical strategies to overcome the problems that lead to violence in educational institutions, there is room to work on teachers and student relations,

development and positive values and environmental evaluation, and engaging students in creative and beneficial activities for peace in everyday activities.

Keywords: *Transformational impediments, Peace Process, Indicators, Khyber Pakhtunkhwa universities*

Introduction

Educational institutions are responsible for shaping attitudes and promoting human behavior. In this case, universities are the foundation that changes people's attitudes. Positive change in the behavior of young people is increasingly active in the social fabric of the country. Therefore, educational settings need to improve the harmony and coherence of ideas for learners. While Ahmar (2018) argues that the role of universities is the most important factor in the development and promotion of interpersonal skills that reduce conflict and enhances interpersonal communication skills. The transformation of universities involves the development of the character and attitudes of the student along with the strength of thought and creativity of participation in the society of the country (El-Jardali, 2018).

In the view of Waldmuller et al., (2019) lasting peace change requires the development of humanity as a whole, education is a combination of skills, knowledge, and attitudes, incorporating these elements into order in educational institutions, especially universities' yes they bring about change. In addition, Shah (2021) states that there is a strong relationship between changing each idea and the position of teachers. Motivational values developed by agents of change play an important role in accommodating different cultures in the same settings. Education continues to be a source of change for individuals especially as it provides the backbone of the life of citizens in society.

In addition, Rieckmann (2017) states that education is the key to innovation for the betterment of every region in society, the main objectives of universities are to train future leaders and enhance their professionalism. Sanaullah (2021) and Yousaf (2021) discuss the role of civilians and the impact of different ethnic groups in Pakistan. The historical methods of cultural norms are intertwined with the roots of their characteristics. In addition, this situation needs to address the changing nature of the culture of peace in universities.

Maurya (2018) and Bakar (2018) mention that the role that secular education plays in change is very important, there is a need to understand working strategies for the desired results. Combining different cultures, religions, ethnic values, and ideas requires communication skills. Universities are developing and changing these skills among people (Valenzuela, 2019). Acknowledging the agreed peace development process coupled with solid evidence from UNESCO and UN peacekeeping programs, the contribution of development goals continues to reach every aspect of life (Bergman et al., 2018).

In addition, Amadei (2021) suggests that sustaining lasting peace with the use of solving various challenges faced by institutions, and culture is a major indicator when implementing change peacefully. Therefore, Montiel (2018) notes that peace change is related to social change, social activities, and different cultural groups that are related to educational settings. Conflict and conflict exist in communities; education is the main thing that works to create peace and cultural balance in the society (Ferguson, 2018). As Chaleta et al., (2021) pointed out that in order to achieve sustainable goals universities need to create different approaches in university education courses. Self-awareness improves the environment as a whole. In addition, Paletta and Bonoli (2019) also note that the education in the universities is following the UN-mandated framework for peacebuilding.

Research Objectives

1. To identify the hurdles in the transformation of the peace process in the universities.
2. To suggest suitable indicators for the development of peace in the universities.

Research Question

1. What are the impediments to the transformation of the peace process in the universities?
2. What are the suitable indicators for the progress of peace in the universities?

Research Methodology

This study is based on qualitative analysis and further explains that analysis in descriptive and explanatory form. The qualitative techniques used to assess the behaviors. In this study design, explore the university heads/chairman opinions and perceptions that are related to transforming peace culture in the universities. Moreover, explore the leadership experiences regarding prevailing situations in the educational sectors.

Population & Sampling technique

The population of the study was all the HODs (male and female) of different social sciences and management sciences departments. According to HEIs (Higher Education Institutions), there are twenty-nine (29) public and private universities in Khyber-Pakhtunkhwa, Pakistan. From the twenty-Nine (29) universities for this study Nineteen (19) universities have the social sciences and management sciences disciplines in their institutions. With the help of convenient sampling Six (06 with 32%) universities were selected as sample to collect the qualitative data by convenient sampling technique. At the last step, twelve (12) HODs of different social sciences and management sciences departments were selected with convenient sampling from the six (06) selected universities of Khyber Pakhtunkhwa.

Research instruments

For collecting the data a semi-structured interview was developed that consisted of six (06) questions, the interview questions were noted, recorded, and observed individually. This technique was useful for gaining maximum response of the respondent's attitudes and believes

that are related to current situations. The interviews were taken from the 12 HODs that were selected through convenient sampling from Khyber Pakhtunkhwa Universities.

Data analysis techniques

Data were analyzed with the help of subject analysis techniques (Nvivo), respondent opinions were presented in the form of different themes of the frequency table, and moreover, these word themes were analyzed with the help of a cloud word. The main theme is structured with the help of (MAXQDA 18) which provides a complete presentation of the responses of the respondents in the word cloud. This technique is given the term expression which is related to the theme structure.

QUALITATIVE ANALYSIS

Question 1:

What is the situation of intolerance in universities? The collected responses tabulated according to word cloud.

Table 1: Situation of narrow-mindedness in the universities

Reasons	Frequency	Percentage %
Mass media	4	7.84
Power Group	4	7.84
Cultural impact	5	9.81
Dearth of consciousness	6	11.76
Class discrimination	7	13.73
Learners' family	4	7.84
Class level	3	5.88
Teachers behaviors	6	11.76
Political influences	7	13.73
Education environment	5	9.81
Total	51	100

Figure 1: Situation of intolerance in the universities



The table above shows that intolerance in universities is the main reason or obstacle in the peace process in educational institutions, table, and word statistics show that the highest factor related to political influences and class discrimination (13.73%), dearth of consciousness, and teachers' behavior (11.76 %) after that culture impact and educational environment (9.81%) affect peace development, further, mass media, power groups in universities and learners' families (7.84%), and additionally, all respondents agreed that the peace process is related to moral change of teachers and learners.

Question 2:

This question highlights the challenges that stand in the way of sustainable development in universities. Most of the variables are grouped as they are below,

Table 2: Impediments for the sustainable peace development

Hurdles	Frequency	Percentage %
Scarcity of social etiquettes	12	34.28
Teachers' adverse attitude	7	20.00
Exterior Powers' influences	11	31.43
Oblivious about Peace ethos	5	14.29
Total	35	100

Figure 2: Word cloud of impediments for the sustainable peace progress

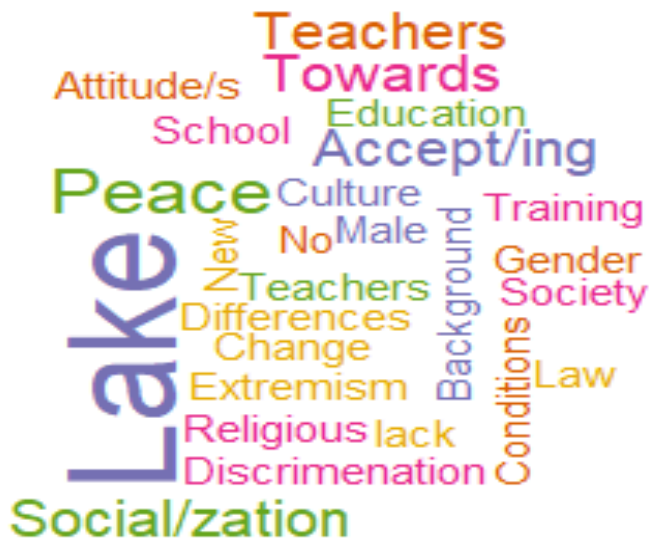


Table 2 above finds that the most common problem facing the development of a culture of peace in Khyber Pakhtunkhwa universities are a large social group (34.28%) which shows that the scarcity of social etiquette, (31.43 %) exterior powers' influences. The abundance of diversity and dearth of morality in students is important impediments to equality in universities. Moreover, acceptance of a culture of peace (20%) indicates the need to create the essence of acceptance in different communities of students and preparing them to trust each other. This requires consideration of teachers' positive attitude in organizations. The results of those who responded to the optimum level about the morals, and ethics of university students need proper grooming. They are reminded of the time of communication, the development of habits and daily affairs and the schedule of these appropriate efforts to develop positive attitudes to change the culture of peace.

Question 3:

This question explores ways to embrace it to promote peace and resilience in university Students. The strategies proposed by the head of departments are summarized below.

Table 3: Operational strategies to develop peace

Strategies	Frequency	Percentage %
Innovative accomplishments	6	8.69
Preferment of Peace Notion	7	10.14
Creativity in work	4	5.80
Teacher Inspiration/performance	9	13.04
Role of Models	5	7.25
Ethical Mentoring	5	7.25
Orientation of values	4	5.80
Thought-provoking course	5	7.25
Peace/perception	6	8.70
Working out peace	5	7.25
Students' Preparation	3	4.35
Motivational workings	7	10.14
Workshops/seminars	3	4.35
Total	69	100

Figure 3: Word cloud about the operational strategies to develop peace

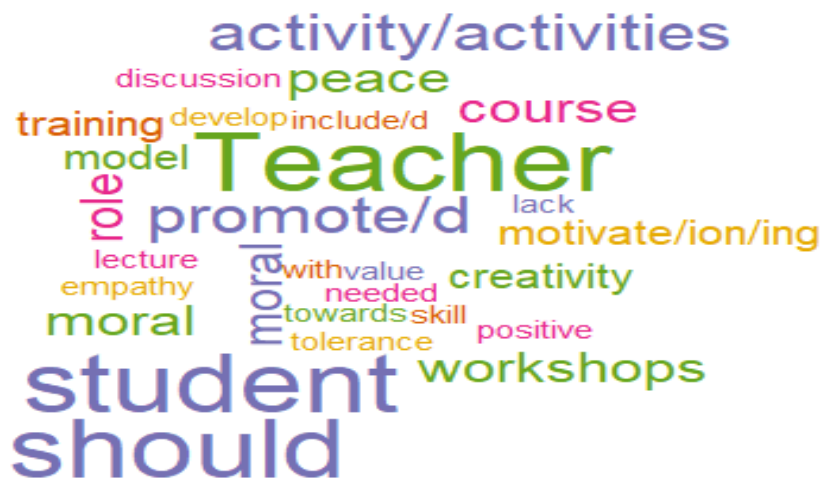


Table 3 shows the evaluation of the activities in different paradigms assumes the most important words i.e. training, motivation, empathy, moral, develop, etc. refer to ways of feeding a culture of peace in the university by teachers' inspiration and performance (13.04%), motivational working and preferment of peace notion (10.14 %). The majority of respondents agreed that inspiration and performance of educators, motivational working, and preferment of peace notion, are related to attitudes, moral teaching, and exercise regarding the culture of the social peace process. These are useful for the development of a culture of peace in universities. Furthermore, in general, respondents have an estimate that creative workshops and peace talks are also helpful in the peace process.

Question 4:

This section explores the challenges the country faces in creating a culture of easy peace in a university environment. These problems are summarized in the back table and word cloud.

Table 4: Challenges in Pakistan for the developing of peace culture

Challenges	Frequency	Percentage
Neighbor Nations impact	11	13.75
Trade and industry condition	9	11.25
Shortage of concentration	10	12.50
Joblessness	11	13.75
Justice Discrimination	11	13.75
Job Uncertainty	6	7.50
Existing Circumstances/Satisfaction	7	8.75
Cultural Activism	8	10.00
Less developed manners	7	8.75
Total	80	100

Figure 4: Word cloud of challenges in Pakistan for the developing of peace culture



The statements above reflect the ratings of those who responded about the challenges of peace process cultural development. The great problems the country is looking for in creating a culture of peace at universities are related to the neighboring nations impact, joblessness, and justice discrimination (13.75%), shortage of concentration (12.50%), trade and industry condition (11.25%) and cultural activism (10.00%). Nearly 13% agreed with these four key issues that Pakistan has looked for in creating a culture of peace in universities. Furthermore, the respondents informed that the execution of justice in the administrative stages and in the departments also has an impact on the cultural development of the peace process.

Question 5:

This question is identified with the steps taken by university departments to promote a culture of peace. The contents are summarized in the recurrence table and word cloud,

Table 5: Activities in the departments for promoting peace in youth

Adopted Strategies	Frequency	Percentage
Hale and hearty Sports event	3	8.82
Artistic agendas	3	8.82
Ethical Working out	4	11.76
Vigorous contributions	3	8.82
Motivational accomplishments	5	14.71
Seminars by intellectuals	4	11.76
Workshops	4	11.76
Educational Excursions	3	8.82
Peace Competitions	5	14.71
Total	34	100

Figure 5: Word cloud related to activities in the departments for promoting peace in youth.



Table 5 provides information on the different approaches adopted by the university departments for the development of a culture of peace. The heads of the different departments have different views on the activities of bringing peace at the university level. The first basic activities are motivational accomplishments and peace competitions with (14.71%) gained acceptance to promote peace among students. The next parameters are ethics, intellectual seminars, and arrangement of workshops (11.76%) were regarded as the best for the peace process. Educational excursions, sports activities, and vigorous contribution and artistic activities on the part of a university with (8.82%) play a vital role in the development of the peace process. Motivational accomplishments, related to, discussion, planning, and various competitions of sports organized by the departments on a regular basis, and a variety of methods related to the types of ethical working out, seminars by intellectuals, and arrangement of workshops for students and educators to bring and maintain peace at universities. Nearly (8.82%) departments focus on hale and hearty sports events, educational excursions, and artistic agendas to create positive attitudes among students.

Question 6:

This question is linked to the implementation signal for the SDGs to change the culture of peace in universities. The study is summarized in the table of cloud returns.

Table 6: Indicators to implement SDGs for peace culture in the universities

Suggestions	Frequency	Percentage
Proficiency of Teachers	7	14.29
Taking part of youngblood	9	18.37
Involvement in Peace procedure	3	6.12
Positive undertakings/Congruence	5	10.20
Inclusive Mentoring	9	18.37
Workshops on standards	3	6.12
Seminar on ethics	4	8.16
Positive understanding vs Deleterious expertise	4	8.16
Peaceful discussions vs discourse expertise	5	10.20
Total	49	100

Figure 6: Word cloud of Indicators to implement SDGs for peace culture in the universities



Table 6 details the study of the implications for the implementation of the SDGs and the transformation of the culture of peace in the universities, it is seen that the main ideas given by the heads of the departments at universities about the peace process and sustainable implementation of the SDGs (Sustainable Development Goals) require working on public awareness activities, workshops, and training for students and educators. The teaching staff in higher educational institutions focus on inclusive mentoring and youth participation in constructive activities (18.37%) for transforming the culture of peace and implementing the SDGs, to strengthen the learning environment for peace development. Ideas were found with the proficiency of teachers (14.29%), and (10.20 %) peaceful discussions vs discourse expertise, and the positive undertakings/congruence were considered the best indicator for bringing and developing peace in universities. Seminars on ethics and Positive understanding vs deleterious expertise with (8.16 %); Involvement in Peace procedure and workshops on standards (6.12 %) were other indicators to implement SDGs for peace culture in the universities. The whole process develops each of the concepts related to attention to morality, positive attitudes about environmental issues and useful information are combined.

Discussion

The results of the study show that there are different facets and perceptions facing peace development in the universities. From the results of the study, the indicators suggest that policymakers need to address current problems and solve them in a timely manner. In addition to the role that leadership plays in the institutional structure, this sheds light on the time of leadership and teachers as leaders in the classroom, the classroom is also a platform for the next generation to develop, for so the value of the teacher's role and the teacher's behavior in the classroom builds creative thinking or terrorist thinking. In addition, Fisher et al., (2021) and Jamal (2021) in their work have related outcomes that also focus on the game system and further research that provides detailed information on the sustainability environment and explaining different cultures in the classroom and workshops and seminars also motivates students to a culture of peace and harmony. In addition, Bragin et al., (2021) and Saeed (2021) also argued in their study that traditional teaching styles are obstacles to the implementation of the peace process at a public university. In addition, Verwoerd (2019) in the study noted that students are representatives of peace and systemic change is possible with the positive participation of young people in the community. External fire groups and political influences in educational institutions need to be controlled, moreover, Ganesan (2019) states that student unions and unions have turned to development projects. Higher education institutions must provide ample opportunity for teachers and students to change their attitudes for peaceful development in universities. Quality education requires a secure law for all stakeholders. There are various studies conducted for the development of peace, as the study of Karliani and Triyani (2020) noted that the attitudes of the students are more effective. Further, Kurian & Kester (2019) discusses that in the early days of peace ideas were related to social values and attitudes, but among young people, there was a need to build peace principles for truth. In addition, changes in people's attitudes respond to climate change, both academic and social, in a positive way (Tanyel & Kiralp, 2021). From the results of the study, the indicators suggest that policymakers need to address current problems and solve them in a timely manner. In addition to the role that leadership plays in the institutional structure, this sheds light on the time of leadership and teachers as leaders in the classroom, the classroom is also a platform for the next generation to develop, for so the value of the teacher's role and the teacher's behavior in the classroom builds creative thinking or terrorist thinking.

Conclusion

On the basis of our research above, this study found that there are various problems such as teacher-student relationships, lack of discipline in the classroom. Therefore, the present study suggests that in order to promote a culture of peace in universities there is a need to take action and follow the indications presented. In addition, the existing culture of the universities requires care to design a comprehensive plan to achieve the required success. In the final results, it is suggested that the indicators shown in this study will be implemented correctly.

Based on the findings, the following recommendations are listed,



1. There is a need to follow specific policies at the government and university levels to transform peace in higher education institutions.
2. Incorporate good knowledge and prestige in the overall reading comprehension
3. External influences on universities should be managed with good and honest leadership.
4. This study has further expanded to private universities and other major educational institutions.

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