

## **Analysis of Peace Education in Social Studies Curriculum at Elementary Level**

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### **Abstract**

The subject of Social Studies has a potential to promote national and international development and is vital for peace education. The main purpose of the study was to identify the SLOs of Social Studies curriculum of (2017) regarding peace contents in the context of learning domains and to examine the status of identified peace promoting contents in classroom teaching. All the curriculum experts who were involved in curriculum development process run by Ministry of Education and currently engaged in National Curriculum Council (NCC). All the teachers of Social Studies subject were included in target population. At first phase of the study, one most relevant expert from each category i.e. Curriculum Expert, Subject Specialists and working teachers were selected through purposive sampling. SLOs of Social Studies regarding peace promoting contents were identified and validated from experts. In second phase the sample for schools & teachers were selected according to status of sector wise schools in Federal Directorate of Education (FDE). The collected data of teacher's responses were organized by using Statistical Package for Social Sciences (SPSS) for data analysis. Frequency and percentage were used to interpret the results. It was found that more focus on knowledge level domain and less emphasis on skills and attitude was there.

**Keywords:** Peace Education, Social Studies curriculum, classroom teaching

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## **Introduction**

The matter of conflict and harmony has always been a central topic in all eras of past and stages. Humankind's interest in peace can be measured by taking into account the feature that all religions, all religious books, and many spiritual rituals are committed to the reason of peace and all of these call for the end of war. Peace is when individuals are capable to resolve their clashes deprived of violence and can work together to increase their worth of life.

Pakistan has many problems such as terrorism, corruption, violence, target killing, conflicts among different sects, and terrorist attacks on educational institutions particularly at female schools across the countries. This is very terrible situation has created intolerance in the society. Education is only instrument to transform attitude of the learners towards peace (Khan, 2017).

Education is considered social change agent, through which modification and reformation of minds of the individual can be made so as to make them to live in the society with complete harmony and peace. Qadri (2010) highlighted the importance of education and defusing tensions in the society, he stated that education helps the individual to tackle difficult situation with knowledge, skills and shrewdness. Therefore peace education has tremendous importance to get rid of this turbulence from the society.

Ajala (2003) describes that peace education influences the pupils to all levels, standards and approaches that can provide an environment favorable to human life. Peace education aims to help students acquire skills for resolving non-violent conflicts and to enhance these skills for active and responsible action in society to promote peace values. Harbom, Högbladh, & Wallenstein (2006) observed peace education mostly introduces discipline in individuals. This course is one that teaches individuals the reasons of conflict or battles in the past and the present while noting the effects and mentioning ways to avoid such societal evils.

Peace education is the procedure of obtaining beliefs and information and increasing the approaches, expertise, and behaviors to live in coordination with oneself, with others and with the normal situation. The peace educational process is adopted with a fair understanding and peaceful world, where individual would be able to live with peace and harmony (Kwon, Walker, & Kristjánsson, 2018).

While teaching peace education students are made awareness about problem-solving, consensus, reflection of peace in society, conflict solution skills, love, respect, tolerance, empathy and attitudes, (Sagkal, 2011). Haavelsrud (2019) explained the term peace education means to educate the students/people regarding importance of peace as well as benefits of peace in the society. Through peace education transforming of the thinking of people is made by providing them knowledge, values, skills to handle interpersonal disputes with negotiations, mediations and dialogue. Peace education is reshaping or

shaping behaviors of the students/people to live in the society in complete peaceful manners.

This can be more effective if it is included in curriculum at elementary education because at this important stage of education, foundation for future education is made with and basic skills of life which are to be imparted to the students (Hussain, 2001). Harris (1943: cited in Polat, Arslan & Guncavdi, 2016) that peace education may be included in curriculum to each age students but particularly puberty age in order to achieve desired objectives.

Social Studies is including in general education program for schools that is concerned with preparing citizens to participate in an independent society. The supreme significant goal of teaching Social Studies in social equality is to assistance students gain a repository of confirmed social concept, or a set of principles related to modern social matters and theories (Onyabe, 1980).

The subject of social studies is taught to students so that they can understand the humanistic approach including ideas about truth, duties, and cultural differences of people, and an understanding of conflict and how to interact with people to shape the world. Social Studies students encourage critical thinking of students who have various skills to advance their careers.

The global economy and information technology have changed the global scenario through the teaching of social study, in which people can understand the cultural values of the international community by looking at the democratic characteristics of the population in both historical and social perspectives in order to benefit from the experiences of different people from different countries. This enables students to have a better understanding of themselves and other worldviews in the international marketplace.

Social Studies helps students understand the responsibilities of citizenship including themselves among societies. The main objective is to understand the functions of government, and the democratic understanding of the importance of voting with familiarity with the play in shaping the legal and political landscape. Social Studies enables students to compare and critically analyze different governmental methods in a society.

The Social Studies is taught to the students for understanding economics conditions of their society, nation and international level so that they would be able to live in the competitive environment. They will be able to understand the economic systems prevailing in various countries worldwide. This will help them how to contribute in the economic activities of the country on the basis of informed decision making. This will provide a foundation for the economics growth as responsible citizens which will ultimately contribute for peace in the society.

Social studies promotes national and international development and is vital for peace education. Social Studies focus mainly on humans, environment and the society. Its final goal is to provide people with information and considerate of peaceful and living relationships (Odia 2014). It has been perceived that countries that have used Social Studies as a counteractive quantity to rebuild and rehabilitate their civilizations have positioned great worth in implementing their Social Studies curricula because this topic disclosure those to fresh ideals and talents required to sustain peace.

### **Objectives of the Study**

Objectives of the study are:

1. To identify student learning outcomes (SLOs) of Social Studies curriculum (2017) regarding peace contents in the context of learning domains.
2. To examine the status of identified student learning outcomes (SLOs) of Social Studies curriculum (2017) in classroom teaching.

### **Delimitations of the Study**

The study was delimited to:

- Federal public school curriculum of (2017) of Social Studies for 5<sup>th</sup> Grade

### **Review of Literature**

'Peace' is an emotional, societal, governmental, moral and spiritual state with terms in areas of human life between individuals, groups and the international (Danesh, 2006). According to Osemene (2012), peace means a governmental form that guarantees honesty and societal constancy through formal and informal institutions, performs, and standards. Numerous circumstances necessity be met in order to reach and maintain peace: (1) The stability of governmental services between the numerous sets within the most ambitious world, society, or region; (2) The validity of decision-makers and decision-makers in the eyes of their crowd, as well as outdoor gatherings, is accordingly maintained by responsibility and transparency; (3) the acknowledged and assessed interdependencies between groups that foster continuing collaboration throughout eras of arrangement, dissimilarity, ordinariness and disasters; (3) Consistent and reliable organizations for conflict resolution; (4) Feeling equal and respectful, emotionally and practically, within or without groups and according to global values; (4) Understanding of human rights, interests, goals and resilience despite incompatibility.

Peace education is a procedure in which individuals study forms to create a nation of harmony, analyze the reasons of violence and study standards and expertise that are compatible with peaceful behavior Peace education is an entryway that takes people to different ways of education to appreciate peoples' modifications, but to address

imbalances honorably and fairly. Accept that additional individuals have diverse means of looking at the world and empathize with these opinions, even when they conflict with one's own views. Peace education is, in fact, a call for a holistic approach to mutual coexistence and an inclusive way of living. An inclusive way of living means living in peace with others and with the atmosphere from all views. Peace education is, in fact, the only existing technique to produce a more nonviolent world. It is the initial point from which one can effort to change individual and social thinking to wildness violent approaches (Yusuf, 2011).

Peace education is a discipline based on respect for life, manners, values, approaches, traditions and lifestyles, communication, collaboration, and the advancement of all human beings, essential rights and liberties (Oyebamiji, 2001).

Peace education narrates to training in avoiding and managing violent conflict, improving human relations, and internal harmony and collaboration between the numerous peoples in the nation (Ezeoba, 2012). Nsikak-Abasi & Nneji (2010) describes peace education as those features of informal and formal instruction, in-institution and out-of-institution setting that aims to eliminate group bias, stereotypes and hatreds that make people's desire war over peace, forcefulness against peacefulness, prohibiting for collaboration, and destroy the building. Therefore, peace education is teaching peaceful coexistence and non-violence (Ezeoba, 2012).

Osemene (2012) declares that peace education is the procedure of obtaining information, beliefs, skills and that foster a pleasant association between individuals in society. Peace education can be formal or informal. It is a thoughtful effort to teach kids and grownups in conflict dynamics and to development pacifying abilities in homes, institutes and societies around the world, spending all socialization networks and tools. It includes a procedure of pre-emptive explanation about the information and skills for observing and retorting to early warning pointers.

Odia (2014) expresses Social Studies as "the study that provides a person with the tools necessary to solve the problems in his emerging social and physical environment in an attempt to make society more loveable." These commands are highlighted in the context of Social Studies. Iyamu (1991) put forward the following: (a) Social Studies focus on man's relationship with the atmosphere surroundings (b) This subject attempts to study man's association with further peoples as a family fellow, peer collection, or Community, school, workplace, church, etc (C) Social Studies is relates with social relations (D) Social Studies is fundamentally a civic teaching program; (E) Social Studies is the specialty of problematic method.

Final goal of this subject is provision of such information & thoughtful relations and peace-loving living among masses. Likewise, the debate that countries that have used Social Studies as a counteractive degree to rebuild and rehabilitate their civilizations

place a high worth in implementing their social studies curricula that discloses them to new standards and abilities needed to sustain peaceful nation (Ezeoba, 2012).

The position of this subject is well recognized for supporting the peace at world level. The discipline of Social Studies contains the topics for improving the evils prevailing in society and to deal with such problems which arrows time to time. This discipline has an accommodating potential to strengthen the people at community, national and the worldwide. Therefore, government should focus on integrating Social Studies into their institute curricula or revising remaining Social Studies curricula to provide courses such as intercultural instruction and global instruction. Furthermore, Social Studies tutors and further experts must be skilled and maintained to be sufficiently prepared and learned to preach the gospel of peaceable existing amongst the states of the world.

## **Materials and Methods**

### **Population of the Study**

For Phase 1, all the experts who had involved in curriculum development process at the time of erstwhile Ministry of Education and currently engaged in National Curriculum Council (NCC) comprising curriculum experts, subject specialists, working teachers, language experts and psychometricians were included in population. Similarly, experts of textbook review committees for Social Sciences who had involved in textbook evaluation process in Curriculum Wing/National Curriculum Council (NCC), Ministry of Federal Education and Professional Training, Islamabad comprised the population.

For phase 2 all the public educational institutions run under Federal Directorate of Education (FDE) having 5<sup>th</sup> grade students from male and female schools located in each strata i.e. urban and rural comprised the population. All the teachers who teach social studies were involved in the population.

### **Sample of the Study**

The sample for phase 1 curriculum analysis one most relevant expert from each category i.e. Curriculum Expert, Subject Specialists and Working Teachers (male and female) were selected. SLOs of Social Studies regarding peace promoting contents were identified and validated from experts. In sample selection process, the opinion of the officials of NCC was considered regarding relevance, related experience, expertise and qualification of the experts. The observation was recorded according to checklist indicators

In phase 2 the sample for schools, teachers were selected according to status of sector wise schools in FDE. Two schools having 5<sup>th</sup> Grade, one boy and one girl, from each sector were selected through stratified random sampling. Hence 14 schools were selected from 7 sectors of Islamabad i.e. urban- I, urban –II, Sihala, Tarnol, Neilor, Bhara Kah

and model colleges. Urban- I & Urban –II consisted of urban sector. The sample for Social Studies teachers of Grade 5 were included in the sample. Opinionnaire was prepared to observe what extent of peace promoting contents regarding SLOs in the context of domains reflect in teaching. Opinion of the teachers were sought on a rating scale regarding teaching learning experience of peace promoting concepts and their impact

Identification of the peace contents in the curriculum and textbooks of Social Studies & their implementation in teaching. Following steps of the procedure were adopted as described by Ur (2009)

### **Deciding on Criteria**

In this Step, SLOs of Social Studies curriculum (2017) identified in the context of learning domains regarding peace promoting contents. Checklist proposed by experts who validated according to checklist indicators.

### **Applying Criteria**

In this step, the criteria which had been determined was applied in classroom teaching. Identified SLOs regarding learning domains was rated based on the criteria. On the biases of identified SLOs of curriculum opinion of Social Studies teachers were obtained regarding to what extent of peace promoting contents regarding learning domains reflected in classroom teaching.

### **Summary**

In this step, conclusions were drawn based on the rating and description. More focused on knowledge level SLOs in curriculum as well as in classroom teaching other than skills and attitudes. Mostly peace promoting contents were reflected in teaching with high frequency knowledge level domain and less emphasized on skills and attitude level domains.

### **Development of Instruments**

For curriculum mapping, a panel of expert was invited in the office of National Curriculum Council. The panel were record their observations according to a pre-designed rubric. The peace contents were recorded according to domains of learning. The data presented in the form of percentages. Opinionnaire was prepared to observe how teachers are teaching peace promoting contents in the classroom. Opinions of the teachers were sought on a rating scale regarding teaching learning experience of peace

promoting concepts and their impact. All the instruments were validated through expert opinion and reliability analysis were run to ensure reliability.

### Data Collection

With the permission of the concerned authority, the researcher was personally visited sample schools, distribute and gather the data from the respondents.

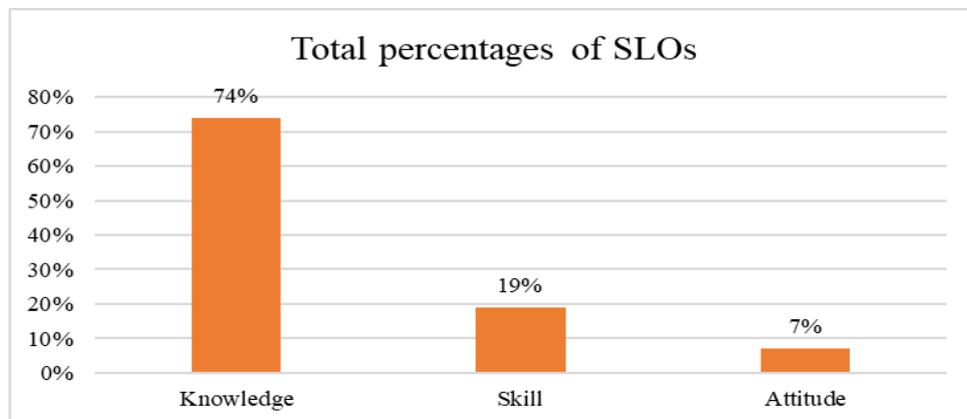
### Data Analysis

The collection of data was organized and entered in the computer, after cleaning of data the statistical package for data analysis version 20<sup>th</sup> (SPSS) was used to calculate frequency and percentages.

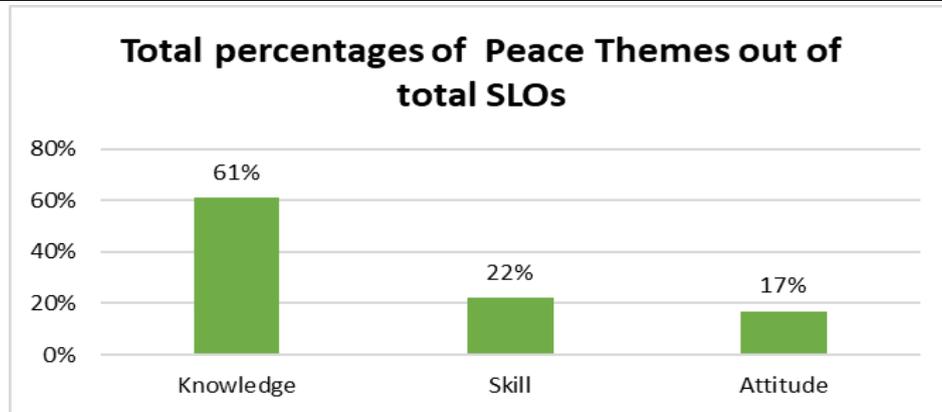
### Analysis of Curriculum for Grade 5 Social Studies

Curriculum of Social Studies for Grade 5 has been developed to impart knowledge, skills and attitude development among the students. The analysis of Grade 5 of Social Studies was made which are presented in the following tables.

Table: Analysis of Curriculum of Social Studies regarding total SLOs and for Peace Promoting contents for Grade 5



K = knowledge, S = skills, A = attitude



K = knowledge, S = skills, A = attitude

Data shows that in curriculum of Social Studies for Grade 5 have been designed with total 82 SLOs out of which 23 are related with peace education. The learning domains indicate that majority of the SLOs are related with knowledge, 19% of skills and 7 percent with attitude respectively. Similarly 61% of peace contents related with SLOs are knowledge level, 22% of skills and 17% are related with attitude. The proportion of total SLOs indicates that a major portion is related with peace promoting contents.

Table: Unit Wise analysis of peace contents of Total SLOs in Curriculum of Social Studies for Grade 5

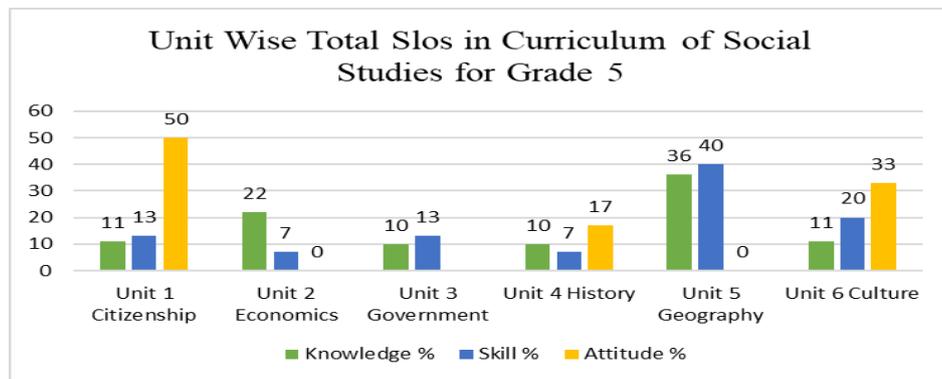
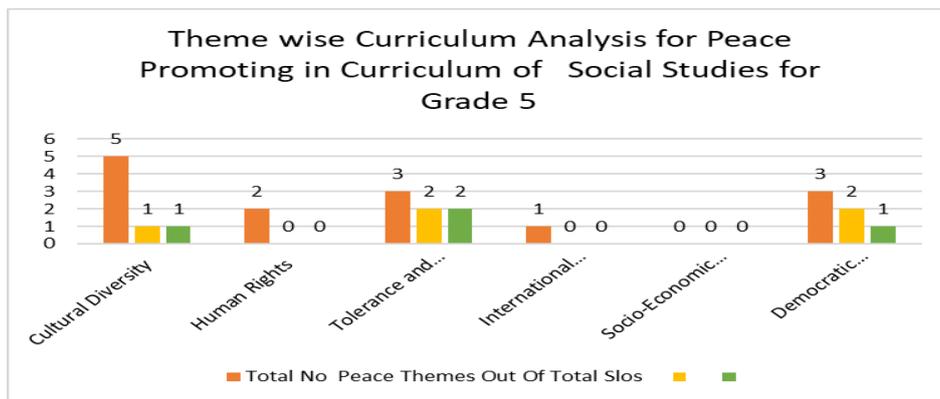


Table indicates that curriculum of Social Studies for Grade 5 covered six units including citizenship, economic, government, history, geography and culture. The analysis indicates that 36% of knowledge level SLOs has been allocated in unit- 5 geography followed by 22% in unit- 2 economics, 11% in unit-1 citizenship and unit-6 culture. It is very interested to note that skills related SLOs have also been allocated 40% in unit-5

geography followed by unit-6 culture i.e.20%, the other remaining units indicates balanced equal percentage i.e.13% and 7% which means that balanced curriculum have been developed for Grade 5 level students for the Social Studies subject. The third important learning domain is attitude, analysis of attitude domain shows that 50% in citizenship unit and 33% balanced percentage in the remaining 6 units and 17 % in unit-4 history.

Table: Peace content wise Curriculum Analysis of Social Studies for Grade 5



K = knowledge, S = skills, A = attitude

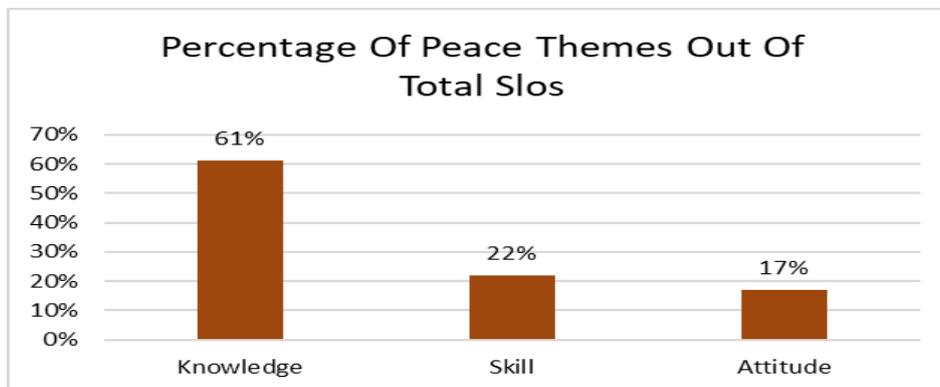


Table illustrates that curriculum of Social Studies for Grade 5, includes democratic values, human right, cultural diversity, tolerance & conflict resolution, international peace/security, socio-economic development & global citizenship. The analysis indicates that 61% SLOs are related with knowledge level learning domains, 22% are related with skills and 17% are related with attitude respectively. This shows a balanced among

learning domains for Social Studies subject for same Grade students. These peace contents play important role in change the society in positive manners so that experts explain with respect to domains in depth.

### Opinions of Teachers Regarding Social Studies Grade 5

Table: Cultural Diversity in Social Studies textbook for Grade 5

S#	Peace promoting contents (as identified in SLOs of curriculum)	Domain	Fully covered		Partially covered		Not covered	
			f	%	f	%	f	%
<b>1</b>	<b>Cultural diversity</b>		f	%	f	%	f	%
i.	K1: Compare the life of the people living in different physical regions of Pakistan.	K	9	64	5	36	-	-
ii.	K2: Define and describe the concept of nationalism	K	3	21	11	79	-	-
iii.	K3: Identify the diverse culture groups living in Pakistan.	K	2	14	12	86	-	-
iv.	K 4: Describe the cultural diversity of Pakistan (crafts, languages, festival, clothes, important events, folk songs, foods).	K	4	29	10	71	-	-
v.	K 3: Identify the advantages of a multicultural society.	K	3	21	11	79	-	-
vi.	S1: Celebrating cultural day (showing all the provinces of Pakistan).	S	6	43	8	57	-	-
vii.	A1: Celebrating cultural day (showing all the provinces of Pakistan).	A	6	43	8	57	-	-

Table depicts that majority of cultural diversity SLOs have been covered in knowledge learning domain and only one statement is related with skill and attitude learning domain. The items wise frequency data show that 64% respondents fully and 36 % partially agreed that knowledge domain of learning has been covered in the statement, “relate the life of the individuals living in diverse physical areas of Pakistan. 21% respondents fully and 79% partially agreed that peace promoting theme knowledge level domain of learning has been covered in the statement, “identify the advantages of a multi-cultural society”. Skill and attitude learning domain related statements indicate that 43% respondents fully and 57% partially agreed that peace promoting theme skill

level domain of learning has been covered in the statement, “celebrating cultural day (showing all the provinces of Pakistan)”. Data further shows that 43% respondents fully and 57% partially agreed that peace promoting theme attitude level domain of learning has been covered in the statement, “celebrating cultural day (showing all the provinces of Pakistan)”.

It was found that cultural diversity contents regarding peace education has been described in SLOs in the Social Studies textbooks for same Grade covering knowledge in five different statements, skill related and attitude domain of learning also covered in one statement each. The main focus was found on knowledge domain of learning in cultural diversity related statements in Social Studies subject for same Grade level students.

Table: Human Rights in Social Studies Textbook for Grade 5

S#	Peace promoting contents (as identified in SLOs of curriculum)	Domain	Fully covered		Partially covered		Not covered	
			f	%	f	%	f	%
<b>2</b>	<b>Human rights</b>							
i.	K1: identify the basic rights as stated by UN	K	5	36	9	64	-	-
ii.	K2: Understand that everyone has the right to voice	K	6	43	8	57	-	-

Table shows that only knowledge level learning domain has been covered in human rights related statements, whereas, skill and attitude could not be found in Social Studies subject. Table data indicates that 36% respondents fully and 64 % partially agreed that knowledge domain of learning has been covered in this statement. Data also indicates that 43% respondents fully and 57% partially agreed that peace promoting content related to knowledge level domain of learning has been covered in the statement, “understand that everyone has the right to voice”. It is quite clear from above table that only human rights contents regarding peace education has been described in SLOs in the Social Studies textbooks for same Grade covering knowledge level of learning domain, whereas skill and attitude domain of learning both have been ignored.

Table: Tolerance and Conflict Resolution in Social Studies Textbook for Grade 5

S#	Peace promoting contents (as identified in SLOs of curriculum)	Domain	Fully covered		Partially covered		Not covered	
			f	%	f	%	f	%
<b>3</b>	<b>Tolerance and conflict resolution</b>							
i.	K1: Understand that all individuals have equal rights and not to hurt the feeling of any individual or groups based on differences.	K	6	43	8	57	-	-

ii.	K2: Understand the importance of discussion and negotiation as tools for resolving conflicts at home and school.	K	4	29	7	50	3	21
iii.	K3: Propose ways to create peace and harmony	K	7	50	7	50	-	-
iv.	S1: Celebrating cultural day (showing all the provinces of Pakistan).	S	5	36	9	64	-	-
v.	S2: create a public service message on current social or environmental issues through poster cards/flash cards.	S	6	43	8	57	-	-
vi.	A2: Celebrating cultural day (showing all the provinces of Pakistan).	A	8	57	6	43	-	-
vii	A2: Mind map: make a mind map of the qualities of good citizens on notebooks with a title “good citizens are responsible”	A	4	29	10	71	-	-

Table shows that the knowledge related data shows that 43% respondents fully and 57 % partially agreed that knowledge domain of learning has been covered in the statement, “understand that all individuals have equal rights and not to hurt the feeling of any individual or groups based on differences. Data shows that 50% respondents fully and same range of respondents partially agreed that peace promoting content knowledge level domain of learning has been covered in the statement, “propose ways to create peace and harmony”. Skill domain of learning related data indicate that 36% respondents fully and 64% partially agreed that peace promoting theme skill domain of learning has been covered in the statement, “Celebrating cultural day (showing all the provinces of Pakistan)”. Attitude learning domain related data shows that 29% respondents fully and 71% partially agreed that peace promoting content attitude level domain of learning has been covered in the statement, “mind map: make a mind map of the qualities of good citizens on notebooks with a title “good citizens are responsible”. It was found that tolerance and conflict resolution contents regarding peace education has been described in SLOs in the Social Studies textbooks for same Grade covering knowledge in three different statements, skill domain of learning in two statements and attitude domain of also in two statements. It is clear that balanced has been maintained among the learning domains.

Table: International Peace/ Security and Global Citizenship in Social Studies Textbook for Grade 5

S#	Peace promoting contents (as identified in SLOs of curriculum)	Domain	Fully covered		Partially covered		Not covered	
			f	%	f	%	f	%
<b>4</b>	<b>International peace/ security and global citizen ship</b>							
i.	K1: Recognize the services of the national and international heroes (Quaid-e-Azam, Abdul Sattar Edhi, Mother Teresa and Nelson Mandela)	K	2	14	10	71	2	14

Table shows that 14% respondents fully and 71 % partially agreed that knowledge domain of learning has been covered in the statement, “Recognize the services of the national and international heroes (Quaid-e-Azam, Abdul Sattar Edhi, Mother Teresa and Nelson Mandela, But 14% respondents disagreed with the statement. The skill and attitude domain of learning have been ignored in international peace contents in Social Studies textbooks for same Grade level students.

Table: Democratic Values in Social Studies Textbook for Grade 5

S#	Peace promoting contents (as identified in SLOs of curriculum)	Domain	Fully covered		Partially covered		Not covered	
			f	%	f	%	f	%
<b>5</b>	<b>Democratic values</b>							
i.	K1: Understand the importance of the constitution.	K	6	43	7	50	1	7
ii.	K2: Describe the importance of rule of law against unjust and illegal activities.	K	4	29	8	57	2	14
iii.	K3: Describe the functions of political parties in democratic system.	K	5	36	6	43	3	21
iv.	S1: Mind map: make a mind map of the qualities of good citizens on notebooks with a title “good citizens are responsible”	S	4	29	10	71	-	-
v.	S2: Select a class representative following democratic way of selection	S	4	29	9	64	1	7
vi.	A1: Recognize and practice common etiquettes in the civilized world of today.	A	3	21	9	64	2	14

Table shows that majority of SLOs have been covered in knowledge learning domain as compared to skill and attitude learning domains. Data shows that 43% respondents fully and half percent respondents partially agreed that knowledge domain of learning has been covered in the statement, “understand the importance of the constitution. Data regarding skill learning domain indicate that 29% respondents fully and 71% partially agreed that peace promoting content related to skill domain of learning has been covered in the statement, “mind map: make a mind map of the qualities of good citizens on notebooks with a title “good citizens are responsible”. Data regarding attitude indicates that 21% respondents fully and 64% partially agreed that peace promoting content attitude domain of learning has been covered in the statement, “recognize and practice common etiquettes in the civilized world of today”. It was found that democratic values contents regarding peace education has been described in SLOs in the Social Studies textbooks for same Grade covering knowledge in three different statements, skill domain of learning in two statements and attitude domain of also in one statement.

### **Conclusions**

Curriculum analysis of Social Studies Grade 5 has been designed with total 82 SLOs related to peace education. The presentation of total SLOs have more emphasis to give the students knowledge, skills and attitude of insight development. Unit wise curriculum of Social Studies of same grade had been given balanced elaborating presentation of SLOs such as focused on knowledge domain SLOs in geography followed by economics, citizenship and culture. Analysis of attitude domain has also been present balanced presentation in citizenship and other remaining units. Hence three units i.e. economics, government and geography have given no importance in curriculum of same Grade. The peace content wise curriculum analysis of Social Studies for grade 5 was also indicate majority of SLOs are related with knowledge level learning domains followed by skills and attitude. Curriculum analysis of Social Studies more emphasized regarding to knowledge followed by skills and attitude. This is clear indication that learning process is started by acquiring knowledge with leads towards skill and attitude development.

It was found that cultural diversity related contents regarding peace education has been described in SLOs in the Social Studies textbooks for same Grade covering knowledge in five different statements, skill related and attitude domain of learning also covered in one statement each. The main focus was found on knowledge domain of learning in cultural diversity related statements in Social Studies subject for same Grade level students. It is quite clear from above table that only human rights related contents regarding peace education has been described in SLOs in the Social Studies textbooks for same Grade covering knowledge level of learning domain, whereas skill and attitude domain of learning both have been ignored. It was found that tolerance and conflict

resolution related contents regarding peace education has been described in SLOs in the Social Studies textbooks for same Grade covering knowledge in three different statements, skill domain of learning in two statements and attitude domain of also in two statements. It is clear that balanced has been maintained among the learning domains. The skill and attitude domain of learning have been ignored in international peace themes in Social Studies textbooks for same Grade level students. It was found that democratic values related contents regarding peace education has been described in SLOs in the Social Studies textbooks for same Grade covering knowledge in three different statements, skill domain of learning in two statements and attitude domain of also in one statement.

### **Discussion**

The current study shows Curriculum analysis of Social Studies Grade 5 has been designed with total 82 SLOs related to peace education. The presentation of total SLOs have more emphasis to give the students' knowledge, skills and attitude of insight development. This idea is supported to Danesh (2006), Social Studies can serve as a source of peace both countrywide and globally. Social studies are viewed as a tool for worldwide peace founded on the following views: logical and screening. The current study shows Unit wise curriculum of Social Studies of 5<sup>th</sup> Grade had been given balanced elaborating presentation of SLOs such as analysis of attitude domain has also been present balanced presentation in citizenship and other remaining units. This idea is supported by Schilling and Nzang (2012) that social science includes peace and struggle studies in which recognizes and studies forceful and non-violent manners as well as the structural mechanisms of societal struggle, with the goal of understanding the procedures that lead to more desirable human living conditions. The current study shows that content curriculum analysis of Social Studies for Grade 5 also indicates that majority of SLOs were related with knowledge level learning domains followed by skills and attitude. This is clear indication that learning process is started by acquiring knowledge with leads towards skill and attitude development. This idea is supported US Social Studies curriculum pays significant attention to strategies for writing, reading, and analysis, application and communication skills development. The current study shows It is quite clear from above table that only human rights theme regarding peace promoting has been described in SLOs in the Social Studies textbooks for same Grade covering knowledge level of learning domain, whereas skill and attitude domain of learning both have been ignored. This idea is supported by UNESCO (1999) that in human rights education, individuals and people are taught about human rights. They were aware of their duties at the global level. The current study shows it was found that tolerance and conflict resolution theme regarding peace promoting has been described in SLOs in the Social Studies textbooks for same grade covering knowledge in three different

statements, skill domain of learning in two statements and attitude domain of also in two statements. This idea is supported by Page (2010) that peace education is the procedure of giving peace-related information, beliefs and expertise to resolution encounters without violence and to form and maintain pleasant and equally helpful relations.

### **Recommendations**

On the basis of conclusions drawn by the study the following recommendations are suggested.

1. It was concluded that curriculum of Social Studies for Grade 5 in curriculum as well as textbooks SLOs have been emphasized on knowledge domain of learning and less numbers of SLOs have been included related with skills and attitude. Therefore it is recommended that SLOs may be included by maintaining a balanced proportionate in the Social Studies subjects for primary level students.
2. It is recommended that unit wise peace contents of curriculum of Social Studies subject for Grade 5 may also be arranged with equal numbers of domain of learning knowledge, skill and attitude enabling the students to develop behavior for personality growth.
3. The understanding regarding various domains i.e. cognitive, affective and psychomotor. Learning domains by covering cognitive, with emphasizing of first three i.e. knowledge, understanding, and application. Similarly affective receiving, responding and in psychomotor only accommodating learning level have been covered. It is recommended that equal weight-age may also be given to cognitive level i.e. analysis, synthesis and evaluation, affective levels i.e. valuing, organization, characterization and psychomotor levels, perceiving, patterning, refining, varying and improving.
4. It is proposed that future research may be conducted by including Social Studies for higher classes.

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