



RESEARCH PAPER

Role of Pakistani Universities in promoting Culture of Peace for achieving Sustainable Development Goals

¹Zahid Rasool* ²Khalid Khurshid

1. Ph.D. Scholar, Department of Education Bahauddin Zakariya University Multan Punjab, Pakistan
2. Professor, Department of Education Bahauddin Zakariya University Multan Punjab, Pakistan

***Corresponding Author:** Khalidkhurshid@bzu.edu.pk

ABSTRACT

Higher education can play a key role in the framework of Sustainable Development Goals (SDGs) to address the world's environmental, economic, and societal issues. SDG16 promises to develop and promote a culture of peace by 2030. In this context, Pakistan is also committed to achieve this goal through education to develop a culture peace among entire society. The major objectives of the current study were to explore the role of universities in promoting a culture of peace and to identify the challenges faced by universities to promote a culture of peace. The present study was based on descriptive design. A qualitative research approach was adopted to achieve the objectives of the study. The sample of the study consisted of twenty-four chairpersons from the faculty of sciences and arts. For this purpose, data were collected through a semi-structured interview protocol. Thematic analysis techniques were used to analyze the data. The findings of the study revealed some key roles of universities to promote peace including organizing public lectures, revising syllabi, and paradigm shifts. The study also identified some challenges including lack of awareness, an insecure environment, and a lack of budget. On the basis of the findings, the paper also suggests some measures to accelerate the process of developing a culture of peace.

KEYWORDS Role of Universities, Culture, Peace, Sustainable Development Goals

Introduction

Peace is a situation in which all the individuals and groups live collectively and peacefully. According to international law, the situation of non-war is called Peace. Similarly, a peaceful society is that where every person is treated equally irrespective of his or her creeds, religion, race and color. Everyone is given importance and gains his due constitutional, administrative, political, social and religious rights (Saeed, Saghir & Ahmad, 2023). So, promoting a culture of peace is enhancing mutual respect and love by negating all kinds of differences on the basis of humanity (Aderibigbe, Idriz, Alzouebi, AlOthman, Hamdi & Companioni, 2023). Values, attitudes, and behaviors are cultivated in a culture of peace. Normally, it is achieved through dialogue among different ethnic groups and individuals. Individual's personalities are grown, and this growth results in societal progress and prosperity (Khan, Bashir, Bazai, & Rehman 2023). Development of culture of peace depends on tolerance, democracy, human rights, greater participation of women, easy access to information and peace education.

In this modern era, the world has become a global village (Kouzes & Posner 2023). In this global village, everything relates to each other. Every person influences others, and everyone is influenced by others also (Corrington, Fa-Kaji, Hebl, Salgado, Brown & Ng 2023). Hence, we are living in a global society, and every individual contributes to this universal society. Our behaviors, attitudes, practices, and lifestyle will disturb or relax others (Anithalakshmi 2023). Therefore, we must be very conscious in life. We have to be committed to making this planet pleasant and peaceful for human beings through positive, peaceful, sympathetic and empathetic manners. We must try our best to enhance a culture of peace in society. Due to its importance, the whole world is committed to expanding a

culture of peace. For this purpose, In Sep. 2015, UN member states devised Sustainable Development Goals to make this world peaceful and prosperous. Among those global goals, SDG16 is related to culture of peace.

Pakistan is facing violent extremism for many decades and has been trying to set disputes among different ethnic groups to ensure a culture of peace in the society (Awan, Anthony, & Shahbaz 2023). Therefore, after the commencement of global agenda 2030, like other countries, Pakistan has also embraced it and build a vision 2025 to achieve it. This vision is a national roadmap and gives future directions to its universities. Higher education has cross-cutting impacts on the lives of human beings (Raza, Ali, Rafiq, Xing, Asif & Jing 2023). It is supposed to be a game-changer. It enhances the value system of the country (Bećirović & Dervić 2023). Universities are the places where higher education takes place and leaders are prepared for every walk of life. Henceforth, in the vision 2025, universities are assigned an important role to achieve SDGs (Leal Filho, Shiel, Paço, Mifsud, Ávila, Brandli & Caeiro, 2019).

Pakistan is a multicultural and multi-ethnic country. For many years, Pakistan has been undergoing terrorism and xenophobia among the educated youth (Rehman, Khan & Faheem, 2023). Students belonging to different cast, language, religion and ethnic groups are studying in the universities. They have several burning issues and serious societal problems. Unfortunately, there has been little development seen in SDG16. In this context, the researcher decided to conduct this study to explore the potential role of universities in promoting the culture of peace in institutions and to explore the main challenges in achieving a culture of peace. The perceptions of chairpersons regarding the roles to promote peace and the knowledge about hurdles in the way may help in enhancing the culture of peace in educational institutions.

Literature Review

Eradicating all types of inequality at all levels i.e. personal, interpersonal, group, intergroup, national and international level is called peace. Every person must possess self-respect, hope and love. He should tolerate and cooperate with others at national and international level. All the humans should lead a simple and sustainable lifestyle (Lazarus, 2023). All these things lead to a peaceful society. Considering its importance, international agencies have been striving to establish peaceful societies. Like others, UNO, since its establishment, has been striving to promote a culture of peace. Its commitment to enhance a culture of peace in the world is exposed in the form of several approved charters, resolutions and declarations. For example, Community-based Institutes on Peace Education (CIPE) in USA and Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) etc. (Ahmed, 2017). While expressing the importance of peace, UN global Agenda claimed that sustainable development and peace had direct relation (Sharifi, Simangan, & Kaneko 2021).

This was the reason for the collective commitment of the whole world to make the earth safe and sound for all creatures. Therefore, in 2015, they have converted Millennium Development Goals into Sustainable Development Goals. Like other countries of the world, Pakistan is also committed to achieve these global goals. Pakistan's Vision 2025 is a journey towards these goals. Vision 2025 stresses higher education institutions to play an important role in achieving this world agenda. This journey is in progress and Universities will have to go a long way to achieve this global agenda (Jurado, Loaiza, Ordóñez & Sánchez 2023). Among these SDGs, SDG16 guarantees to promote a culture of peace. Universities possess a vital role in inculcating positive behaviors and ethics in the students. So, a decent global society could be established through higher education institutions. Capitalistic are of the view that bigger is better. Whereas, Schumacher said "smart is beautiful". It emphasizes the spiritual aspect of life. It prevents keeping lust for more. This was the time of emerging the concept of human happiness (Fromm, 2023). This is a way to develop a culture of peace.

Likewise, Kakar and Bashir (2023) designed a study to investigate the role of higher education institutions to achieve SDG4 and to promote awareness of SDGs among the stakeholders of higher education in Baluchistan. The quantitative method and interview schedule were used to collect data from 120 respondents from Baluchistan's major universities. The results of the study showed that universities had a key role in the achievement of all SDGs. But the low budget, lack of research grants, and lack of modern technology were the main hurdles in achieving SDGs. Findings revealed that the university community showed insufficient knowledge of SDGs. Adhikari & Shrestha (2023) suggested to include separate subjects in the curriculum, to increase awareness through webinars, seminars and workshops, to control physical and verbal abuse, strictness in policies, ban on religious discussions, to organize healthy competitions, and to train teachers. Surely, education has cross cutting impacts on the lives of human beings and higher education institutions are game changers (Wilson, 2023).

Also, Jurado, Loaiza, Ordóñez & Sánchez (2023) conducted a study to identify the challenges in achieving SDGs that Universities were facing. A qualitative approach was adopted, and a case study design was used in the study. Situational diagnosis of the institutions in the form of opinions was considered to learn about the challenges in achieving SDG 4.7. The results of the study revealed that education plays a key role in ensuring sustainability. Therefore, it was recommended to adopt a comprehensive approach including analyzing competencies and commitments, conducting internal and external training programs, and lifelong learning. Moreover, it was recommended that the university community should play an important role in society in the areas of social leadership, institutional policy, teaching, and research. In addition, Sain (2023) designed an exploratory study to state the challenges to achieving quality education in universities. The findings of the study highlighted that there was a positive relationship between quality education and corruption in education, between quality education and curriculum, between quality education and corruption in education, and between quality education and teachers' behavior. These were the main hurdles in quality teaching and learning.

Likewise, Raza, Ali, Rafiq, Xing, Asif and Jing (2023) planned a study to understand the higher education systems of Pakistan and China. The aim of the study was to explore the perceptions of the students belonging to these two countries about sustainable development in their universities. The results showed that students' satisfaction and quality assurance were the key factors that were linked to university sustainable development programs. Also, a strong relationship was observed between the use of advanced technology in education, capacity-building programs for faculty members, and teacher-student relations. Similarly, Hinduja, Mohammad, Siddiqui, Noor & Hussain (2023) said that if we want to resolve sustainability problems in Universities, we will have to integrate sustainability concerns in the curricula. The study discussed the challenges and progress in acquiring education for sustainable development at tertiary level in Pakistan. The researcher did a content analysis of twenty-six studies. The review showed that different stakeholders contributed to the transformation process. Results of the study recommended quality education and logistic support to make progress towards the achievement of SDGs.

Also, UNESCO world conference was held in Paris in 1998. This conference stressed Universities to reduce inequalities between developed and underdeveloped countries. Therefore, the Universities are striving hard to include some international dimensions in their services. Amutuhaire (2023) conducted a study to investigate the understanding of internationalization as an equitable process that enhances mutual understanding and peace. The study revealed that if the internationalization of Universities is translated into a fair and peaceful social system, then, it is more valuable. Moreover, a study was conducted to analyze the concept of character education and its themes contained in the verses of the Quran. The study concluded that good character values could be inculcated through the continuous process of character education. The themes of the verses of the Holy Quran like peace love, friendliness, achievement, curiosity, hard work, honesty and reading characters, etc. (Karim,

Syahid, Rosmiati & Martini 2023). Furthermore, Rehman, Khan & Faheem (2023) planned to analyze the current situation of harmony in Pakistan. Albeit proposed that sectarianism should be addressed to create harmony in Pakistan.

Islamic ideology stresses to live together peacefully and lovingly (Mehfooz, 2021). Although Pakistan was established on this ideology but unfortunately, there is crime, injustice, and terrorism in Pakistan (Hussain & Kumar 2023). Here, religious sects and religions possess zero tolerance (Awan, Anthony & Shahbaz 2023). That is why, the security and stability of Pakistan is being affected (IFEJIKA 2023). We have to restore traditional ways to ensure a culture of peace such as dialogue, education, and reconciliation. Education resists the influence of the factors which cause fear. Programs and policies should be initiated to promote a culture of peace and combat extremism and violence. Enhancing global democratic culture will promote a culture of peace. Tuhuteru (2023) stated that education is supposed to develop a better human future based on mutual respect and justice among all nations. So, Universities can play a key role in developing a culture of peace in Pakistan. Although higher level of education creates a sense of peace and harmony among the students but they are seen indulging in inhuman activities. Positive attitudes and peaceful behaviors of graduates studying in the universities will create harmony among graduates and universities can play a key role in this regard (Delbanco 2023).

Material and Methods

Procedure

The study intended to investigate the role of Universities in promoting culture of peace and hurdles in this process. This study was descriptive in nature. A qualitative survey using a semi-structure interview questionnaire was conducted to collect data from chairpersons. Interview data were stored for verbatim analysis. Thematic analysis was done on the collected data. The researchers obtained informed consent from the chairpersons. They were assured confidentiality and anonymity of the provided data.

Target Population

In the province of Punjab, there were thirty-six (36) public general universities recognized by the Higher Education Commission of Pakistan, when the data were collected. Out of them, 27 were coeducational and 09 were women universities. All the chairpersons of those universities were the target population of the study.

Accessible Population

The present research study considers the accessible population to draw sample size from three (03) co-educational public sector general universities of Punjab i.e., Government college university Faisalabad (GCUF) from Northern Punjab, Bahauddin Zakariya University (BZU) from Southern Punjab, and University of Punjab (PU) from central Punjab, Pakistan. All the chairpersons of these three universities were the accessible population of the study.

Sample

To keep homogeneity and to limit the scope of the study, only coeducational universities were included in the study. Furthermore, Punjab is separated into three geographical divisions i.e., Central Punjab, Southern Punjab, and Northern Punjab. At 1st stage, the researchers randomly selected one public general university from each geographical area. At the second stage, eight departments; four from faculty of arts and four from faculty of science were purposively selected from each university. So, the study involved eight departments of two faculties from three public universities of the Punjab. Thus, a total of twenty-four chairpersons participated in the study.

Data Collection Tool

To answer the research questions, the researchers designed a semi-structured interview questionnaire after reviewing the available literature on the topic. Four interview questions were framed for chairpersons of the selected departments to explore the key roles of the Universities to promote a culture of peace and to identify the challenges in the process of enhancing a culture of peace. Seven experts in higher education curriculum and peace education validated the study questionnaire. Intimacy, fitness, wording, and relevancy opinions were requested from all experts. Keeping in view of the opinions of those experts, some changes were made. The reliability of the scale was measured by computing Cronbach's coefficient alpha and scored 0.857. Sample questions for semi-structure interview were: (1) What are the roles of universities in promoting a culture of peace? (2) What are the hurdles universities have been facing in promoting culture of peace?

Data Collection Procedure

The researcher personally contacted the chairpersons after targeting the sample, to collect data. Before starting the interview, the researchers informed all the chairpersons about the purpose and nature of the study. The researcher also sought the consent of the chairpersons to record the interviews verbatim for later analysis. Each interview lasted between 12 to 15 minutes on average. The researchers ensured all the ethical concerns while collecting, storing and reporting the collected data.

Data Analysis

First, the researcher transcribed all the interviews verbatim. Next, a code book was developed to be familiar with the data and to execute thematic analysis. Then, the researcher refined and merged certain codes to generate general themes. Then the themes were reviewed and refined. In the end, the researcher arranged all the themes in line with the questions. Then with the help of interview chunks, reported was starting. The researchers also calculated the reliability of the themes. They were realistic according to the described standards.

Results and Discussion

Here, results of the thematic analysis are reported which were inferred from the interviews of chairpersons. Results are being presented according to the interview questions and related themes. First, the researcher asked the general introductory questions, then he presented the very first question: What are the key roles which Universities may perform to promote a culture of peace?

Role of Universities in Promoting a Culture of Peace

Role of Universities in creating awareness regarding a culture of peace

The researchers analyzed this main question thematically, which was related to the first objective of the study. The researcher identified the following five themes in line with this question. 113 codes were identified presenting these themes. Then, %age of the themes was also calculated for presenting qualitative findings.

a) Raising awareness (30%); b) allocating budget (26%); c) Departmental commitment (23%); d) Community engagement (21%). The next interview chunks support these claims, an interviewee described:

“Students are strict about their family creeds. Organizing training sessions for students and public lecturers for community members and parents are necessary to raise

their awareness and importance of living harmoniously.” But unfortunately, awareness sessions could not be organized and are not being organized due to a lack of budget.” (Chairperson-7)

Another respondent shared:

“Funds are needed to arrange public lectures for community members to promote a culture of peace in HIEs. We must make arrangements for the public lectures, but our funds are curtailed, and we cannot organize workshops, webinars, and seminars without financial support.” (Chairperson-3)

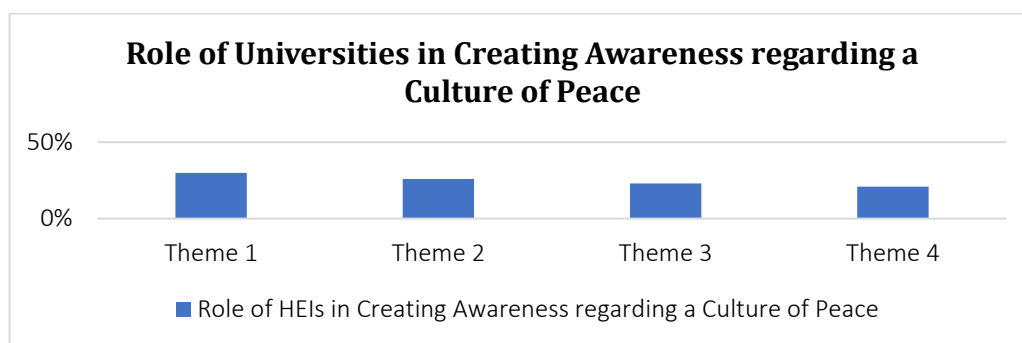
One more respondent said:

“Peace could not be promoted without departmental commitment. We are required to teach the syllabus in time. So, exam-oriented teaching and learning is being focused on in our department. We have a very short time to complete the syllabus and that is why, our foremost preference is to complete the syllabus in a short time. But during lectures, we also advise the students to live lovingly with each other.” (Chairperson-21)

Another respondent opined:

“Universities must serve as a neutral platform and safe space for different sects and ethnic groups of the society to discuss freely on burning issues. Public lectures are required to train parents and community members about the culture of peace.” (Chairperson-23)

The following figure presents the results:



Role of Universities in promoting a culture of peace at inclusion level

Since universities are performing various roles at inclusion level, it was pertinent to ask chairpersons how they can perform their role to promote a culture of peace. Generally, inclusion level consists of education related roles, research related roles and roles related to campus initiatives. Chairpersons indicated the same roles in their replies. Total, 47 codes were identified, and three key themes and subsequent themes were formed under this question:

Education/training/curriculum related

a) revising curriculum/integrating courses/unit of courses (17%); b) establishing student club, teacher society, staff group (10%); c) Designing assessment tools/schedules (13%) =40%

The following interview chunks support these claims, one chairperson stated

“Courses are not designed to train students to live tenderly. Especially, syllabus of the programs of faculty of science is not integrated with concept.” (Chairperson-19)

Another chairperson responded:

“Students and teachers could be provided with role models through making teachers’ societies and students’ clubs. So, we are going to establish students’ clubs and teachers’ societies to arrange model activities to train our students.” (Chairperson-11)

One more chairperson claimed:

“Assessment tools are required to know the current status of peace in universities. But these tools are not designed to measure the current status of these concepts and distance from the indicators. Evaluation reports related to these concepts is not being published frequently.” (Chairperson-22)

Research/Scholarly activities related:

- a) Publications, scholarly activities (15%).

One chairperson said:

“Students and faculty members must be engaged in scholarly activities related to promoting a culture of peace. Besides, incentives are required to tempt students to conduct research related to enhance peaceful behaviors in higher education institutions.” (Chairperson-11)

Related to Campus Initiatives

- a) safe environment (26%); b) establishing social media groups (19%) =45%

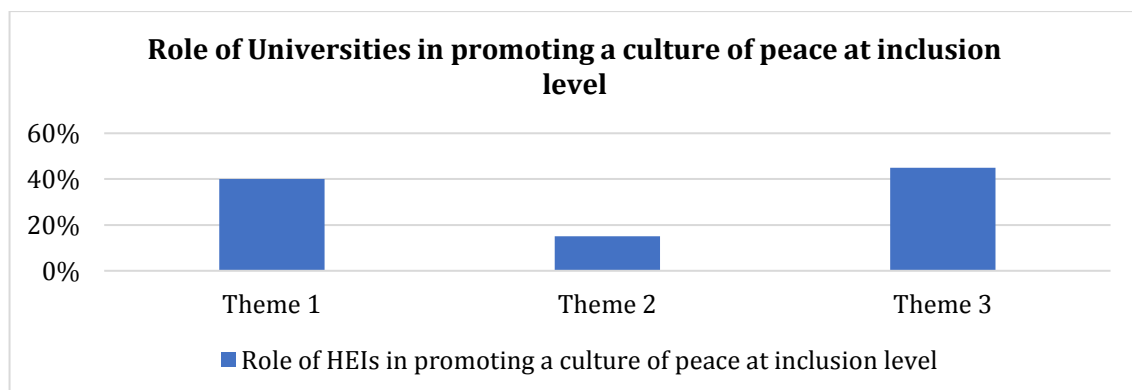
A respondent answered:

“Environment in Universities is not safe and secure. We must make decisions on the basis of justice. Burning issues should be resolved. A secure and safe environment in all Universities is essential to achieve these goals. There is unhealthy environment in universities for different ethnic groups and minorities.” (Chairperson-17)

Another respondent opined:

“Social students discuss freely and friendly with their peers on social issues. We can make social media groups of the students to make them sociable.” (Chairperson-14)

The following represents the results:



Role of Universities in showing commitment to promote a culture of peace

Every work requires a commitment to do it efficiently. Therefore, the researcher asked the following question to know the commitment of chairpersons to promote a culture of peace. The researcher identified 38 codes under this question. Then the researcher formulated nine key themes for this question.

a) Issuing a list of indicators (31%); b) organizing and reporting on workshops, seminars, public lectures (28%); c) collaboration and coordination with others and engagement with other Universities (22%); d) exhibit professional behavior (19%). The following interview fragments support these claims: One respondent stated:

“HEC has not issued indicators and milestones for these goals. HEC are not providing guidelines in black and white to achieve these goals and thus there is no baseline or indicator list to enhance peace.”(Chairperson-9)

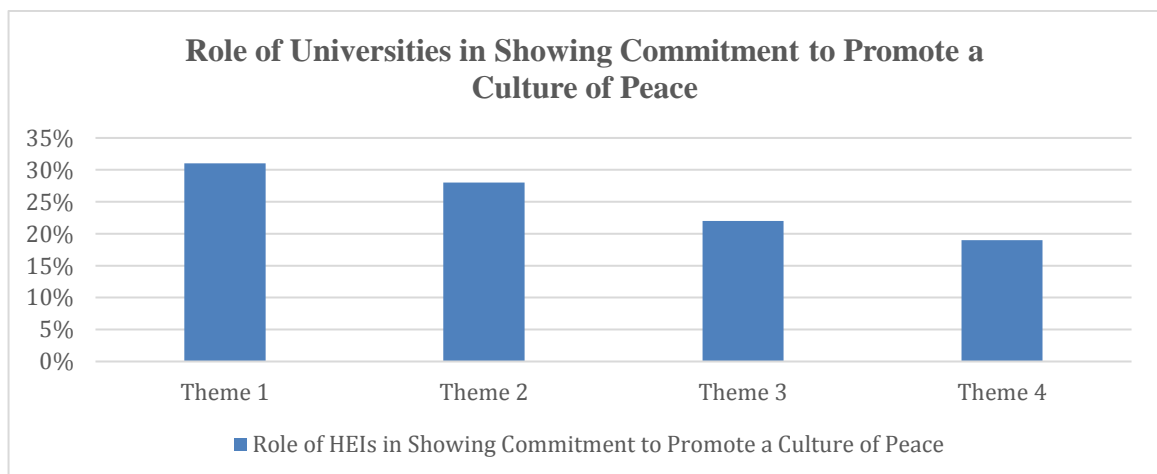
One chairperson claimed:

“To achieve these goals, collaboration and coordination is crucial but there is no collaboration among depts. and Universities. Moreover, we shall engage ourselves with other community organizations like NGOs to promote a culture of peace” (Chairperson-4).

Another respondent stated:

“There is a lack of professional behavior in universities which is necessary to achieve these goals. We can organize workshops, seminars, and webinars to train our staff to behave professionally. Similarly, we should publish a report on the activities conducted in the departments to promote a culture of peace. Also, we must provide a separate corner and chair to resolve disputes among the students. Besides, our youth is using WhatsApp, Facebook, twitter etc. now a days and we can promote a culture of peace by making their social media groups to resolve their conflicts” (Chairperson-5)

The following figure shows the results in percentage:



Role of Universities in on campus operations to promote a culture of peace

Considering the above-mentioned question, the researcher asked chairpersons how they could play a role in on campus operations while promoting a culture of peace. There were in total 51 codes emphasized, and the researcher formed three themes to report results. The following were the significant themes: a) Including in departments’

vision/mission/strategic plan/policy (42%); b) Safe environment (38%); c) designing exchange programs between universities (20%)

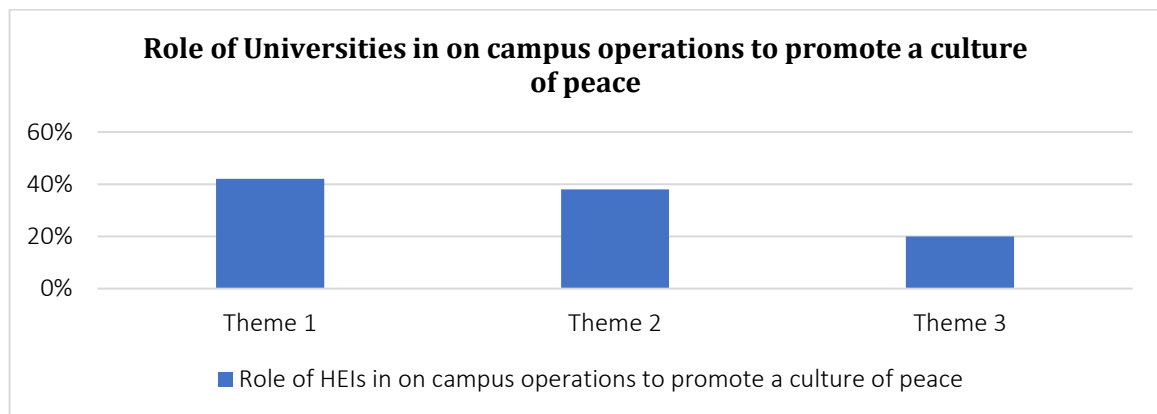
As to performing a role to promote a culture of peace, most of the respondents indicated to include this concept in strategic plan of the department, as one of the respondent's stated that:

"To play an active role, Universities will have to include these concepts in the strategic plan of the depts./Universities. Universities need legislation and consistency in policy to promote these areas. Universities must include these concepts in the departmental mission statement. Paradigm shift is required to play this role" (Chairperson-18)

Another respondent explained:

"Universities have to organize Inter and intra university exchange programs to mingle the students with each other to promote a culture of peace" (Chairperson-1)

The following graph represents the results in percentage:



Challenges Faced In Promoting a Culture Of Peace **Challenges faced in creating awareness regarding a culture of peace**

The other objective of the study was to identify the challenges in promoting a culture of peace. Chairpersons were presented with the following question: what the challenges they were facing in creating a culture of peace. The researchers identified four themes in line with this question. In total, 125 codes were identified presenting these themes. Besides, for better presentation of qualitative findings, the researchers calculated percentages of themes. a) Lack of budget to organize workshops, seminars, public lectures (55%); b) students belonging to rigid families (35%) c) Lack of commitment (10%). Some interview chunks are offered to support the claims: As one respondent replied:

"Students are ignorant of human rights. They behave negatively with their peers belonging to another religion. Because they think themselves on the right path and others are on the wrong path. There is entire need to aware them the human laws and the benefits of living a harmonious life." (Chairperson-20)

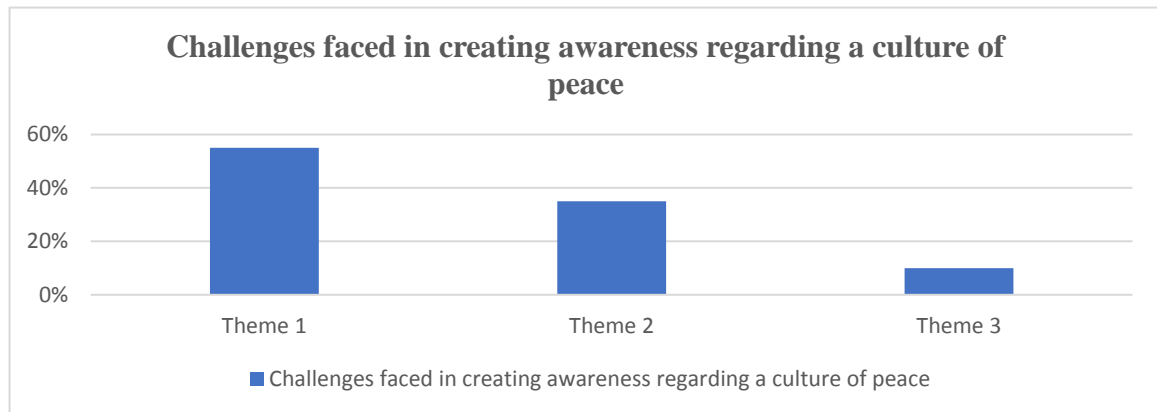
Another respondent stated:

"Students having rigid background, belonging to rigid families hold negative and conservative thinking. They are firm in their rituals. They are psycho persons. They are hurdles in peace making decisions." (Chairperson-15)

One more respondent claimed:

“Exam oriented teaching is ongoing in our department. Our leaders are busy with scholarly activities. They are committed to their exam-oriented teaching. They are not committed for the tasks which are not required to them.” (Chairperson-08)

The following figure presents the results:



Challenges faced in promoting a culture of peace at inclusion level

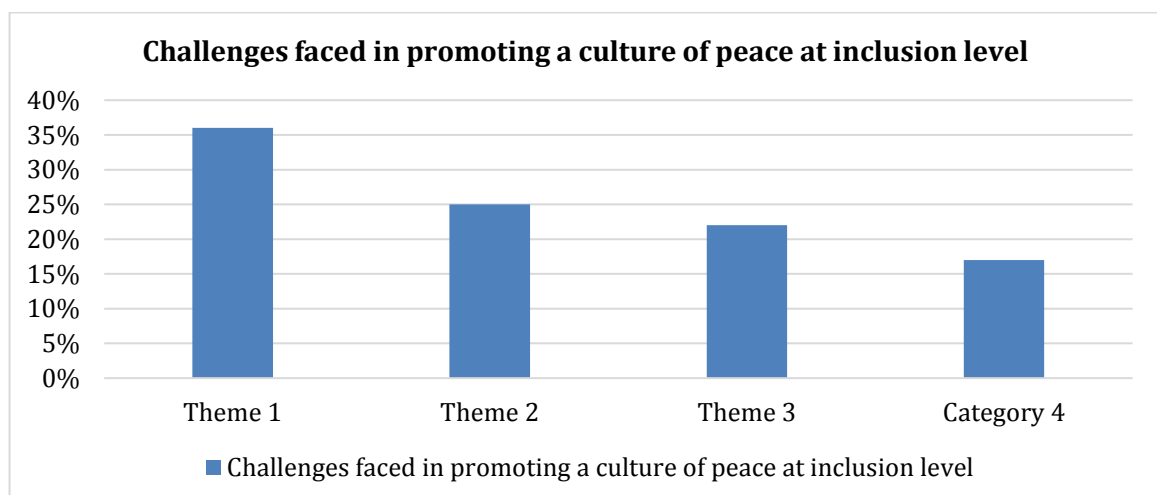
Considering the above-mentioned question, chairpersons were asked the challenges they were facing in at inclusion level in promoting a culture of peace. a) Lack of budget to take initiatives (36%); b) unsafe and unsecure environment (25%); c) Nature of the syllabus of the faculty of science programs (22%); f) lack of assessment tools to measure progress (17%). The following interview chunks support these claims, a chairperson said:

“Funds are curtailed in higher education. No budget is allocated specifically to promote a culture of peace. So, departments are unable to take initiatives to promote a culture of peace.”(Chairperson-2)

Another respondent replied:

“Pakistan is a multicultural country. Intolerance is prevailing in our society. Students are ready to quarrel about trivial things. There is an insecure, unsafe, and unhealthy environment for minorities and different ethnic groups. This is a challenging situation in promoting a culture of peace.” (Chairperson-03)

The following figure presents the %age of themes arisen under this theme:



Challenges faced in showing commitment to promote a culture of peace

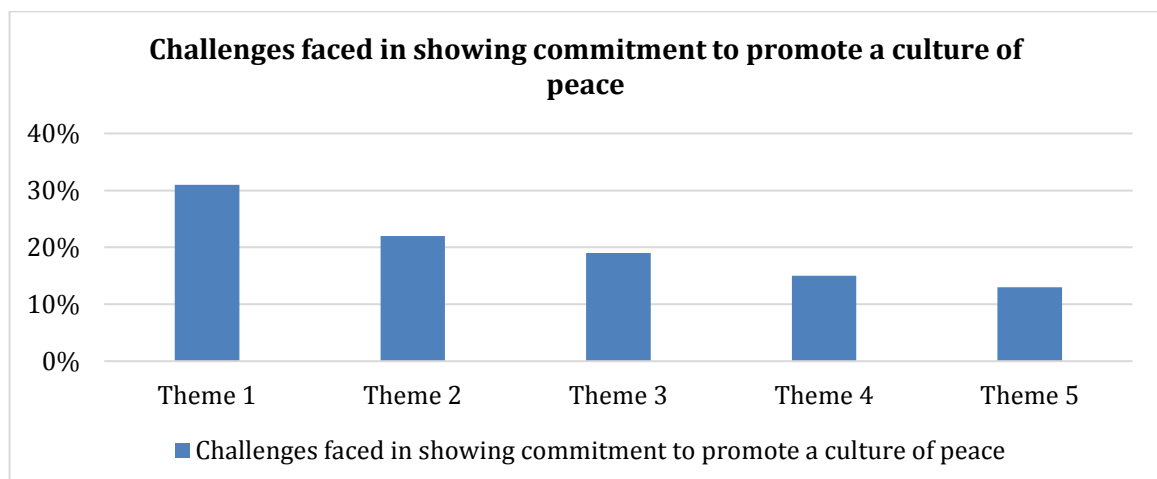
Chairpersons were also inquired about the challenges in showing commitment to promote a culture of peace. The researcher identified 33 codes and formed three themes. Six key themes were formulated on the basis of this question. a) Lack of budget (31%); b) over involvement of political elements (22%); c) unprofessional behavior of staff (19%); d) uncommitted leadership (15%); e) lack of coordination and collaboration (13%). The following interview chunks are offered to support the claims: A chairperson stated in the following way:

“Unfair attitudes, non-professional behaviors and injustice dealing with students, all are the hurdles in promoting a culture of peace. Students feel this disparity and in response deal with other students accordingly.” (Chairperson-10)

Another respondent described:

“Leadership does not show any commitment in this regard because students and parents demand only high grades in studies.” (Chairperson-15)

The following figure presents the results:



Challenges faced in on campus operations to promote a culture of peace

To know the challenges faced in on campus operations to promote a culture of peace, the researcher asked the following question. From the responses, the researcher marked 37 codes. Three key themes were formulated on the basis of this question. a) Could not be a part of strategic plan (40%); b) lack of coordination and collaboration (31%); c) lack of exchange programs (29%)

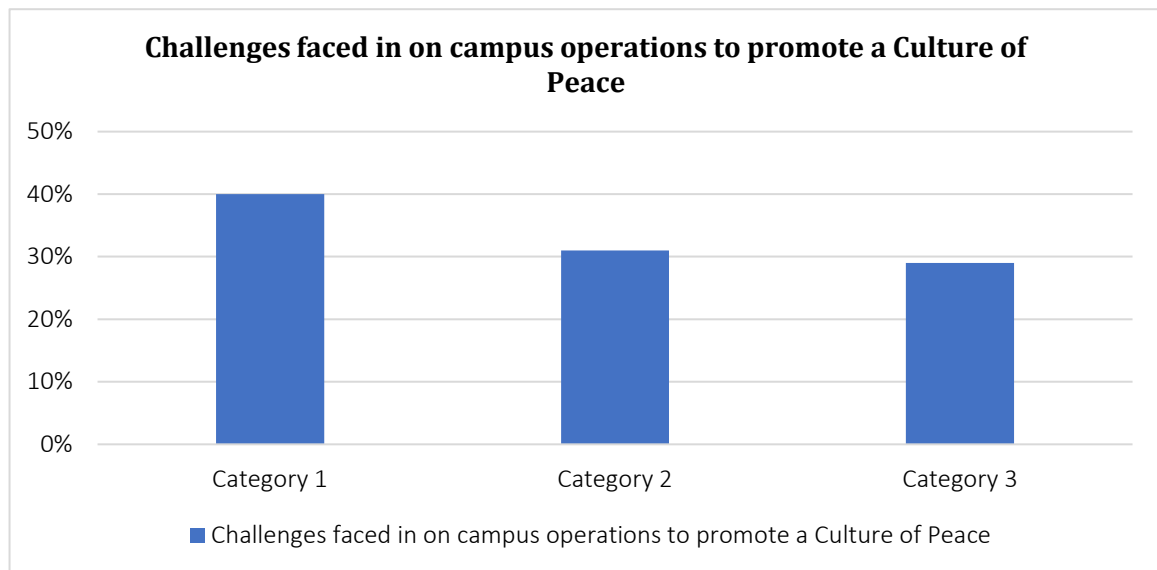
Some fragments from the interview are presented here to support these claims. An interviewee explained:

“Culture of peace is a topic of social science. It cannot be the part of life sciences programs.” (Chairperson-06)

Another chairperson explained in the following way:

“There is a lack of inter-faculty cooperation and coordination within the university. It is necessary to organize inter-faculty and inter-university exchange activities and programs to make them sociable, so that they could understand the viewpoints of each other.” (Chairperson-04)

The following graph shows the results:



Conclusions

The study was conducted to identify key roles of universities in the promotion of a culture of peace and to know the hurdles in the achievement of a culture of peace. There were little data in literature to compare our results in the context of higher education institutions of Pakistan. Therefore, the researchers tried to compare the findings of the study with the findings of the studies conducted in international context. Analysis showed a number of roles of universities in the development of a culture of peace. These results are in accordance with the study findings of Rehman, Khan & Faheem (2023). They planned a study to analyze the current situation of harmony in Pakistan. The study found sectarianism in Pakistan. The study also discussed the positive role of youth and media in creating national harmony.

Our study findings are also in line with the findings of Asiyai (2015) which stated that funding related, climate related, life skills related, and curricula related strategies are necessary for building a culture of peace in Nigeria. They conducted their research in a Nigerian context and reached the same conclusions. Khairuddin, Abd Razak, Idrus & Ismail (2019) identified the challenges in offering peace education like lack of interests and lack of expertise among students. Besides, school educational leaders have found low levels of awareness, knowledge, and skills related to peace education. Furthermore, study findings, educational leaders were well aware of the peaceful education and also with peace culture.

Naz and Khurshid (2022) conducted a study to identify the challenges facing universities in the way of developing a sustainable peace. They also intended to study the role of universities as transformers for the development of sustainable peace. Additionally, the study identified the hurdles that were responsible for the development of peace culture. The study found the following challenging themes: cultural barriers, lack of communication skills, lack of awareness about peace; pressure group and peer group, and injustice are the prevailing issues. While the institutions were facing different obstacles, just like lack of resources, lack of the support system for administer, and law and order situation in the institutions. These results also verify our findings. Our findings revealed that students belonging to rigid families act depressingly with their fellows, some teachers hold bias attitude and behave negatively with the students, which is in line with the study results of Naz, Khurshid & Iqbal (2021). They planned a study to identify the main obstacles that universities were facing to develop a culture of peace. The results manifested the various challenges related to student behaviors and teacher competency.

The results of our study are in line with the results of the study of (Bar-Tal 2011). They concluded that negative mutual images, ignoring commonalities, non-friendly relations, distrust, fear, hate, and anger, and hopelessness, negative attitude towards peace process, unpleasant events, untrained teachers, biased teachers, stereotypes, discrimination, and narrow minds are the hurdles in promoting peace between Israel and Palestine. Our findings are completely allied with the findings of Enaigbe & Igbinochene (2016). They conducted the study in the Nigerian context and reached the same conclusion. They pointed out several challenges such as inadequate knowledge, lack of peace courses, lack of political will, lack of funds, parents and guardians are often reluctant, deprived of basic survival needs, inappropriate methods of teaching.

Recommendations

Based on the conclusions, the following recommendations were presented:

1. Universities should ensure a safe, sound, and healthy environment for all students irrespective of their gender, caste, and ethnic group on the basis of humanity.
2. Incentives must be offered to conduct research around peace.
3. Teachers' societies students' clubs must be established to present role models for the students.
4. Departments and universities must include the concept related to peace in their vision, mission, statement, and strategic plan.
5. Collaboration and coordination among the departments and universities must be initiated to promote a culture of peace.
6. Concepts related to peace should be included in the syllabus of BS Programs of both faculties. i.e., faculty of science and faculty of arts.
7. Webinars, seminars, and workshops should be organized, and public lectures should be delivered to engage the community and to raise awareness regarding the importance of peace.
8. HEC must allocate budget for universities to take initiatives to promote a culture of peace.
9. HEC must issue guidelines and baseline indicators to Universities and all the departments of Universities in black and white.

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