

## Validity of Individual Peacebuilding Module at Elementary Level in Pakistan: An Experimental Study

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### Abstract

*The focus of this study was on the development and validation of for individual peacebuilding module (IPM). The scholars developed module comprised of six units, based on literature review and the concept of individual peace presented by Casto and Galace (2019). To validate the module, a pre-experimental design (one group pre-test-post-test) was used. For pre- and post-test evaluation, a self-made exam consisting of thirty multiple-choice questions (MCQs) was created. Thirty-eight (38) eighth-grade girls' public school pupils were pre-tested, given a 22-hour treatment plan that included teaching them the Modular Approach (MA) for Individual Peacebuilding Values (IPVs), and then retested. Data were analyzed by applying paired samples t-test. Before and after the treatment, there was a significant change in the pupils' proficiency in individual peacebuilding (IP). In comparison to the pre-test, the students' mean score on the post-test was greater. As a result, it can be said that the IP training module is both legitimate and successful. Based on MA, the Pakistani government can suggest an independent elementary-level course on individual peacebuilding. Special training to use this module and the assessment tool to school teachers may be arranged.*

Keywords: Modular Approach, Individual peacebuilding, Elementary Education

### 1. Introduction

Peace is an in-built human desire, encompassing both individual and societal aspirations. It is the ultimate aspiration shared by all individuals, and has been a subject of extensive discussion, observation, education, and analysis throughout history. Peace can be categorized into two types: internal peace, which serves as the foundation for external peace, and external peace, which refers to a peaceful and harmonious society. Galtung (2018), a pioneer of peace research, introduced the theory of peace as a coin with two sides: negative peace, the absence of personal violence, and positive peace, the absence of structural violence or social justice. In conclusion, peace is a fundamental human aspiration that has been studied extensively throughout history.

Peace researchers have proposed a classification system for different levels of peace, such as personal/individual peace, interpersonal peace, community peace, political peace and global peace. Barbey (2018) have also introduced the concept of three levels of peace: individual, social, and political. Individual peace is characterized by inner calm, free from worries and anxieties. Social peace involves relationships between people and groups, while political peace involves ethical values, political infrastructures, and accountability of actors and institutions.

Individuals become agents of positive change, taking responsibility for their behavior and actively promoting peace in their spheres of influence. Education equips individuals with conflict resolution skills, fosters intercultural understanding, promotes critical thinking, empowers active citizenship, addresses root causes of conflict, and builds resilience. Investing in education that promotes peace at an individual level contributes to a more peaceful and harmonious society.

Accomplishing individual peace is a critical aspect of living a fulfilling life, and it requires patience, commitment, and practice. Education is a influential tool for promoting individual peacebuilding globally, especially in Pakistan, as it can promote social cohesion, reduce violence, empower individuals, support sustainable development, and strengthen democracy. Individual peacebuilding is an ongoing process that recognizes the interconnected factors contributing to personal conflicts and seeks to address them holistically.

## 2. Objectives

1. To develop a module for individual peacebuilding at elementary level in Pakistan.
2. To validate the module for individual peacebuilding at elementary level in Pakistan.

## 3. Statement of the Problem

Pakistan is grappling with social disturbance, intolerance, and unrest lacking early involvement of education to promote peace, empathy, and mutual understanding. The country is experiencing the worst moral, social, and political mess, affecting security, stability, and social harmony. Individual peacebuilding is crucial for peaceful society. Although all educational policies of Pakistan emphasized it, but not being effectively implemented in the curriculum. By closing the gap between teaching and learning, the modular approach (MA) can increase efficacy and efficiency. The purpose of this project is to create and validate a module for individual peacebuilding at the elementary school level in Pakistan.

## 4. Literature Review

Numerous studies on the modular approach and peace education have been conducted both domestically and internationally, according to the associated literature review. The idea of peace is fundamental to human desires for harmony, calm, and the absence of conflict. Likewise, Gazali and Mohammed (2023) clarified that the concept of peace has been defined in a numerous means by various intellectuals. The word peace is initiated from the Latin term "PAX" which means agreement or a promise to close war. Chérif, Niemiec, and Wood (2022) emphasize the importance of character strengths in promoting inner peace, which contributes to a more prosperous life in both spiritual and material aspects.

Additionally, Keskin (2021) highlights the Islamic concept of peace as a fundamental aspect of the faith, citing the Quran and Hadith as guidance for Muslims to foster individual and social peace. Castro and Galace (2019) introduced the concept of individual peace in their book "Peace Education: A pathway to a culture of peace Quezon City". This concept encompasses traits like Self-respect, Dignity as a human being, Inner stability, Sense of hope & confidence, Fullness of the present and Positive vision. Lefranc (2013) narrated "Bottom-up" peacebuilding initiatives oversimplify the relationship between individual peaceability and societal peace, neglecting structural factors like economic inequality and political oppression. They may not translate to broader societal transformation, and may be co-opted or marginalized by dominant groups. A holistic approach combining grassroots initiatives with policy reforms is necessary for lasting peace.

According to Tangwe (2023) educators should incorporate peace education into the curriculum and school life to accomplish the individual peace. The raising awareness about peace among adults before promoting it among children is important for peacebuilding regarding parental education, community awareness, teacher training, and a review of the national Early Childhood Education curriculum should include peace-building elements. It has the significant impact of peace education initiatives on children's emotional, physical, social, and cognitive development, including peace-making skills (Lasi et al., 2017 ; Begum et al., 2021).

Education for peacebuilding is a practical approach to addressing conflict and fostering a culture of peace. It involves acquiring values, knowledge, and developing attitudes, skills, and behavior to live in harmony with oneself, others, and the natural environment. Education plays a crucial role in fostering the culture of peace by reducing the need for peace consolidation and encouraging peaceful interactions through a comprehensive curriculum. (Isoraite, 2019; Khan, Mahmood & Aurangzeb ,2019).

As a foundational level of education, elementary school emphasizes teaching general knowledge in disciplines like science, social studies, and the arts in addition to core abilities like reading, writing, and math. It promotes the development of critical thinking and problem-solving skills as well as physical, cognitive, social, and emotional growth (Manić, & Trajković, 2019; Egerāu et al., 2022 & Summiya, et al., 2021). Formal elementary education significantly impacts students' personalities and provides a foundation for future learning and personal development. Investing in elementary education is seen as a driving resource for societal development and part of developed countries' development strategies (Sylva, 1994; Yamauchi, & Liu, 2013; Manić & Trajković, 2019).

Modules are self-contained learning activities in educational technology, designed to support students in achieving specific objectives. They can be separate tasks or independent curriculum units, providing a comprehensive understanding of the learning process (Sadiq & Zamir, 2014; Erizar & Azmi, 2017; Kafarisa, 2019). Similarly, Ali (2005) also stated that modules are self-contained, self-instructional packages suitable for students of all social backgrounds, promoting active learning and active participation in subject matter content. Shaheen (2013) explained that modules are organized into distinct phases with clear objectives, student experiences, assessment, and reaction, fostering interest and self-motivation with the teacher acting as a facilitator. Sejpal (2013) defined modules as essential components in self-sufficient instructional courses, focusing on strengthening knowledge and abilities in different units.

Numerous studies have investigated the effectiveness of the modular approach in evaluating student accomplishment, presentation, performance, and learning. These studies have also compared the efficacy of modular teaching versus traditional methods. The findings consistently indicate that modular instruction is more effective than traditional teaching methods in facilitating the teaching-learning process. Modular instruction offers several advantages. It offers an unhindered and self-directed learning experience by letting students learn at their own speed. Practice is made easier by immediate feedback, reinforcement, and response, which piques students' attention and motivates them. Moreover, modular instruction encourages active participation and engagement, enabling learners to contribute to classroom discussions and complete tasks efficiently. Thus, the students feel free to study as they required (Khatoon, 2004; Behlol, 2009; Ali et al., 2010; Sadiq & Zamir, 2014; Go Silk et al., 2017; Aalam, 2019; Manzoor, 2021; Haroon, 2021; Ashraf, 2021).

## 5. Methodology

Individual peacebuilding module was developed to teach individual peace to the elementary level students. The concept of individual peacebuilding and its six basic characteristics like self-respect, dignity as a human being, inner stability, hope & confidence, fullness of the present and positive vision was adapted by Castro and Galace (2019) presented the concept of individual peace in their book "Peace Education: A pathway to a culture of peace Quezon City". Module consisted of six units named by all six basic characteristics of individual peacebuilding was developed for the determination. The experimental treatment for each unit lasted 3 hours, with a 15-minute break in between, totaling 22 hours. To ensure the validity of the Instructional Planning Model (IPM), it was reviewed and discussed with educational experts from several reputable institutions, including the University of Punjab, Lahore, University of Education, Lahore, International Islamic University, Islamabad, Leads University, Lahore, and Minhaj University, Lahore. This collaborative review process helped establish the IPM's content validity, construct validity, and face validity.

## 6. Research Design

A one-group pre-test-post-test experimental research approach was used in this study to assess the efficacy and validity of each peacebuilding module separately. As described by Gay et al. (2019), this design involves a single group of participants who are administered a pre-test, exposed to an intervention, and then given a post-test. This pre-experimental design was deemed suitable for the present study, allowing for an assessment of the module's impact on the participants.

## 7 Procedure of the Experiment

To validate the individual peacebuilding teaching module, an experimental study was conducted involving 38 Grade 8 students (academic session 2024-2025) from a public sector girls' school in Lahore. The participants were selected after obtaining the necessary permission from the school principal.

## 8 Research Instrument

pretests and posttests based on research questions, objectives, participant characteristics, and resources had recommended by various researchers. Pre-tests and post-tests are effective for monitoring teaching methods, counseling, medical treatments, and psychological constructs, with pre-tests potentially yielding similar or better results in post-tests. Likewise, Iwasaki (2002) narrated that a pretest-posttest experiment is a dynamic technique for assessing treatment effects in various research fields. In light of the individual peacebuilding values (IPVs) listed in Table 1, a self-reported multiple-choice test with 30 items was created for students based on the activities in the individual peacebuilding module.

**Table 1**

*IPVs-Wise Breakup of Test Items*

Theme of Questions	Range	No.of Items
Concept of Peace	1-3	3
Concept of Individual peace	4-6	3
Self-Respect	7-10	4
Dignity as a Human Being	11-14	4
Inner Stability	15-18	4
Hope & Confidence	19-22	4
Fullness of the Present	23-26	4
Positive Vision	27-30	4

(Self-Respect with 6 sub values, For the purpose of gathering data for the pre-test and post-test, six subvalues were selected: Dignity as a Human Being, Inner Stability, Hope & Confidence, Fullness of the Present, and Positive Vision. Expert opinion and Cronbach Alpha were used to validate it, and the test's reliability value was determined to be 0.83.

**Table 2**

*Alpha Reliability of Rating Scale 30 Items (Pre and Post Tests)*

Respondents	Grade	N	Pre-test	Post-test
Students of Girls' Public School	8	38	0.83	0.83

## 9 Procedure of the Experiment

The experiment involved a structured process with objectives, materials, equipment, and instruments. Pre-test was steered from the participants of the experiment about competency towards individual peacebuilding before treatment. Participants were given a 22-hour treatment

with teaching of six units, lasting 6 weeks. The study used a modular approach, teaching through role playing, discussion, storytelling, and activity-based teaching. A post-test assessed competency towards individual peacebuilding. The experiment provided valuable insights into modular teaching methods.

### 10 Data Collection

The researcher collected data directly using a self-constructed multiple-choice test administered before and after the experiment. The purpose of the pre-test was to gauge the participants' current proficiency levels with relation to the importance of "individual peace" and associated ideals. On the other hand, the post-test aimed to confirm the module's impact by assessing how well it caused the students' proficiency levels to improve.

### 11 Data Analysis

To draw reliable conclusions, inferential statistics were employed. Specifically, a paired samples t-test was used to compare the pre-test and post-test results, thereby assessing the positive impact and effectiveness of the Individual Peacebuilding Module (IPM).

### 12 Results

The data collected through pre-test and post-test before and after the treatment by the subjects of the experiment were examined through using inferential statistics (paired samples t-test) to measure the reconstruction and difference in students' competency and proficiency regarding Individual peacebuilding Values (IPVs).

**Table 3**

*Change in Students' Competency towards Individual Peacebuilding*

Value	Level	Mean	Means Difference	SD	t	p
Individual Peacebuilding	Pre-test	12.5	-11.08	3.79	-18	000*
	Post-test	23.5				

df= 37, \* $p < 0.01$ .

The findings demonstrated that, both before and after the treatment, there was a statistically significant difference in the students' proficiency with individual peacebuilding and its fundamental elements. The mean value derived from the pre-test results was found to be lower than the mean value derived from the post-test results.

**Table 4**

*Difference in Students' Competency towards Individual Peacebuilding and its Related Values*

Values	Level	Mean	Mean Difference	SD	t	p
Concept of Peace	Pre-test	1.53	-1.32	0.53	-15.44	000*
	Post-test	2.84				
Concept of Individual peace	Pre-test	0.58	-1.76	0.75	-14.47	000*
	Post-test	2.34				
Self-Respect	Pre-test	2.03	-1.55	0.95	-10.07	000*
	Post-test	3.58				
Dignity as a Human Being	Pre-test	1.84	-1.05	0.70	-9.33	000*
	Post-test	2.89				
Inner Stability	Pre-test	1.63	-1.39	0.95	-9.09	000*
	Post-test	3.03				
Hope & Confidence	Pre-test	1.95	-1.13	0.66	-10.50	000*



	Post-test	3.08				
Fullness of the Present	Pre-test	0.89	-1.68	0.74	-14.05	000*
	Post-test	2.58				
Positive Vision	Pre-test	2.16	-1.13	0.78	-8.98	000*
	Post-test	3.29				
Individual Peacebuilding	Pre-test	12.5	-11.08	3.79	-18	000*
	Post-test	23.5				

df= 37, \* $p < 0.01$ .

The statistics in table 4 designates the positive change in students' competency before and after the treatment toward individual peacebuilding. Paired samples t-test was applied to analyze the difference and transformation. The results showed that a significant difference was measured in students' competency before and after the treatment, towards concept of peace, concept of individual peace, self-respect, dignity as a human being, inner stability, hope & confidence, fullness of the present, positive vision. Mean value counted through post-test scores was found higher than the mean value attained through pre-test scores.

### 13 Discussion

The modular approach has gained significant attention in recent times as an effective strategy for teaching-learning processes. This approach involves organizing learning experiences in classroom settings, and has become an integral part of the teaching-learning process across all educational levels. A modular instructional package is a self-contained, planned unit of subject material that allows students to work at their own pace and in a suitable learning environment. To effectively implement modular instruction in classrooms, various practices and theories are available to guide educators. The creation and verification of an individual peacebuilding module was the main goal of the current study. So, the teaching module was developed under the basic concept of individual peace presented by Castro and Galace (2019). It consisted of six units. With a 15-minute break in between, each unit's treatment lasted roughly three hours, for a total of 22 hours. Students' proficiency in individual peacebuilding before and after the treatment differed significantly. Therefore, it was concluded that the content created by this study as a component of personal peacebuilding was proven to be reliable and efficient.

The current study investigated the effectiveness of the modular approach and instruction in engaging elementary-level students. The findings revealed that the modular approach was more beneficial than traditional and conventional teaching methods. This is due to the fact that learners can study at their own speed, according to their own needs and skill levels, thanks to modular training. The study's findings are in line with earlier studies that indicated the modular approach was superior to traditional teaching techniques in terms of fostering students' moral sensibilities. The success of the modular strategy was demonstrated by the considerable difference between the pre-test and post-test mean scores. Thus, it verified the validity and efficiency of content utilized as a module which provided evidence of modular approach 's effectiveness. Moreover, the results are in line with the findings of some prior studies which provided evidence that the modular approach is better than conventional methods of teaching. The findings of the present study are in lined and supporting to the results of several previous studies (Sadiq & Zamir, 2014; Aalam, 2019; Manzoor, 2021; Rashid, 2021; Ashraf, 2021; Rafique, 2022).

### 14 Conclusions

The researcher overwhelmingly has established the individual peacebuilding module; which is now available to be used by the teachers and the researchers along with its protocol. Before and

after the treatment, there was a notable change in the pupils' proficiency with individual peacebuilding. Therefore, it can be said that the content created for this individual peacebuilding module has been shown to be reliable and successful.

## 15 Recommendations

Based on the results of the research are formulated following recommendations:

1. It is recommended to develop modules based on individual peacebuilding values for all levels of education.
2. A distinct teacher training program for teaching peace values is recommended to be launched.
3. It should be used the module as a standard teaching tool to change teacher behaviors.

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