

Providing a Model of Factors Affecting the Spread of Peace Culture, Based on Basic Education System of Afghanistan

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Abstract

The harmful effects of incitement to war and conflict in small and large sectors have always caused problems for countries and prevented the comprehensive growth and development of countries such as Afghanistan, which needs to be prevented by spreading culture of peace and teaching it during basic education; The best and most possible era. Accordingly, this study aims to provide a model of factors affecting the spread of a culture of peace based on the basic education system in Afghanistan; it was formed based on a mixed study. The design of this research was an exploratory mix that first collected qualitative data. The population of this research was in the qualitative part of experts in the field of basic education, culture of peace and educational cases in this field, which was obtained by sampling the criterion that was obtained after interviewing 12 people. The quantitative part of the population was all experts that are involved and addressed in the subject that are 385 people whom participated in the research in an accessible way. The research findings showed that the four main components of teacher, curriculum planning, school management and macro educational policies are related to the development of a culture of peace based on the basic education system in Afghanistan and the study of coefficients and rankings in this field showed that macro educational policies, teacher characteristics, curriculum planning and school management have the greatest impact on the spread of a culture of peace based on the basic education

system in Afghanistan, respectively. The findings of the model showed that all aspects of the model are effective in this field and the model is a good fit and has comprehensiveness.

Key words: Culture of peace; Basic education; Afghanistan; Macro educational policies

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INTRODUCTION AND THEORETICAL FOUNDATIONS

Sustainable development of societies and consequently the development of human resources depends on the fact that governments, as the most powerful economic and social factor, can use the potential of the entire active population, both men and women, while creating a suitable bed and creating the necessary space for the growth and flourishing of human talents. And make that power effective, advance the path of development and progress based on a cognition and implementation of a major and comprehensive approach in this field in the organizational and social sector (Sulej, 2021; Muringani et al., 2021). This is one of the most important and basic organizational plans and predetermined goals of a society (Eshima, 2017). Among the physical, financial, information, technology and human resources of a society, manpower has been proposed as the most strategic resource in any society that can change the system collectively or individually (Nishtar et al., 2013). Accordingly, today, all developed or developing countries to maintain or create the foundations of development and enhance their

competitiveness with other countries, the development of science and technology as the main axis of their activities and budgets is dedicated to research activities (Bisogno & Dumay, 2018). Therefore, the role of scientific research is an effective and determining mechanism in national development and is a factor that causes the growth and development of a society and its related structure (Mormina, 2019; Rull, 2014). Undoubtedly, in the training and development of human resources in all sectors, basic education and general education is the most important context and effective structure in the growth and success in this field. Education is one of the basic needs of human development and achieving a model of success and progress based on it. (Sarpkaya, 2010; Akarim, 2016); Education explains the path of progress and determines the ambition and ability to succeed of any society and its related structure (Chou and Beck, 2019).

Accordingly, any change in the structure and pattern of cultural purpose in education and its related structure must occur. Culture in any structure can play a decisive role in improving conditions and reforming affairs, and can explain and guide behavior and the process part. It is clear that strengthening cultural levels can be the basis for effective implementation of programs and success in accurately recognizing the current and desirable situation (Malmir et al., 2021). Based on what has been said, the basis of culture, beliefs and internalization of values in childhood and social beliefs is formed in elementary school. In this period, values and behavioral goals can be taught to children and individuals, and with internalization goal setting, moving towards the desired goal is possible (Jaramino et al., 2017). Examples include the culture of independence and self-sufficiency from an early age in

a country such as Japan, the culture of entrepreneurship and trade in China and the United States, and the culture of peace and tranquility in some European countries.

The culture of peace includes a pattern of calm and non-violent behavior at the individual, social and international levels. With the spread of this culture in various groups, especially children as future owners, we see a decrease in war, terror, violence and an increase in peace. (2004; McIntyre et al., 2018). Therefore, this culture needs to be institutionalized in a suitable context in children, and what is more appropriate than school and basic education, this study examines the influential factors that need to be considered in basic education, and this study In Afghanistan, as a country that has had many problems in the field of aggression, incitement to war and violence in recent decades, to identify and use in this field to see the reduction of injuries and related problems in this area.

The main question of this research is; what are the influential factors on peace culture regarding to basic education system in Afghanistan and how to introduce a model which stabilize peace culture in the basic education system of the county?

The result of this study could be a profound guideline for the basic education curriculum designer in Afghanistan, to consider the concept of peace training on their teaching plans and teaching plans needs to be globalized, and the notion of world citizen practicing also needs to be considered while designing curriculum. The study also will be helpful for teaching plan designers to educate and train the teachers to consider the training of peace concept on their teaching and teaching materials.

BACKGROUND RESEARCH

Table 1
Research background

Author	Year	Findings
Guetta	2020	This study evaluates the teaching of a culture of peace that includes a culture of peace based on values, attitudes, and behaviors that are built to respect the lives and lives of other human beings in all areas of society. The basic concepts in this culture are personal peace, the power to defend and protect human rights, freedom of choice, the ability to listen and appreciate others, and the desire to share.
Masako	2019	The study concluded that peace education affects children's positive social behavior, increasing the number of social behavior incidents. Increases children's awareness, knowledge and skills about social behaviors and has a positive effect on children's social behaviors in society. This educational model is based on modeling, direct training and creating conditions in the training process.
Setiadi and et al	2017	The model of a culture of peace is possible based on a specific education and internalization based on the belief in a culture of mutual acceptance and peace-building conditions.
Guetta	2013	Some authors consider peace education to be both a philosophy and a process that involves a variety of abilities and adequate and respectful treatment of people's rights. Making peace is the job of education. Maria Montessori called on teachers to abandon any authoritarian teaching methods, and to replace the dynamic curriculum with one that can choose what to learn. He saw that peace depended on education that could liberate the spirit of children, promote love for others, and eliminate the atmosphere of coercive restraint.
Harber and Sakade	2009	The existence of social tensions and negative confrontations and self-acceptance are the most important obstacles in believing in and adhering to peace.
Santa Barbara	2006	By educating it, the culture of peace is the most important tool in preventing incitement to war and violence

RESEARCH METHODS

The design of this research is an exploratory mix that first

collects qualitative data. The researcher's exploratory mixed research plan seeks to find out about the uncertain

situation. The research method is exploratory mixed type, to identify the categories affecting the spread of peace culture based on the basic education system with theme analysis and in the next section based on the structural equation model the relationship was analyzed.

COMMUNITY AND SAMPLE

The community in this study consists of two groups:

In the qualitative part of experts and specialists in the field of basic education, the culture of peace was the development of a behavioral culture based on education, which was done by sampling method, including having experience and expertise and research background, which after interviewing 12 people it has been obtained.

In the quantitative part, all teachers, experts and people related to the subject of the research, including the target staff in the three schools of Kateb, Ma'arefat and Talash in Kabul, were selected by available means.

To determine the sample size in quantitative part:

$$n = \frac{(1/96)^2(0/5)(1-0/5)}{(0/5)(1-0/5)} \approx 385$$

Cochran's formula was used to determine the sample size. The point to be made about this formula is that if the value of P is not available, a value of 0.5 can be considered for it, in which case this formula is the largest and most conservative. Will give the most efficient number possible, by including the information obtained from the sample members and other indicators examined, the number of sample members was considered 385 people.

FINDINGS

Qualitative Part

The most important method of data collection in this research is based on the interview method. In order to achieve this final goal, Robert Yen proposes the logic of repetition as the basis of this method.

Three strategies were used to validate the findings in this study:

Peer review: Using this strategy, the researcher seeks help from other researchers who have information in the field of this approach and the method and concept under study, and their opinions on coding, interview form and other cases, as well as a comparative study are possible to correct the process is approved. In this context, the researcher studies the suggestions of others about how to conduct interviews or how to present the results and perceptions of researchers who have different views from others and decides which part of their views to include in the research. In this study, according to the same principle, the cooperation of two experts and colleagues who had research and executive backgrounds in the field in question was sought and the necessary changes were made based on their opinions and criticisms.

Method of taking notes and conducting research: One way to help build confidence is to explain how to follow the research steps and prepare notes. Thought-taking notes or notes in which the researcher has recorded his or her thoughts while collecting and analyzing data allow the reader to see how the researcher has reached his or her conclusions. In this regard, the researcher took notes during the interviews about the emphasis, type of speech and highlighting issues, and other important points that could be examined and used in the analysis of the findings were recorded.

Focus group: A group of samples participating in the research exchanged views to confirm the process resulting from the data analysis, and the researcher summarized his views on the obtained process to modify and review the obtained process.

An analytical study in this field showed that one of the factors influencing the spread of peace culture based on the basic education system was 101 opensource. By categorizing and focusing around the most important category, 59 indicators, 13 criteria and 4 main factors were identified, which we will discuss below. 4 main components of curriculum planning, teachers, school management, macro educational policies are effective components in this sector.

In the Table 2, we will deal with each of the identified contents.

Table 2
Content analysis of interviews with people related to the spread of a culture of peace

Repeatability of all sub-contents	Main sub-contents	Main contents	Rows
18	Cognitive competence, emotional competence, behavioral competence, attitudinal competence	Professional qualification of training	1
14	The intended education system, classroom teaching methods, teaching cognitions, insights and worldviews,	Type of training	2
23	Pattern of peaceful education, encouraging interpersonal skills, group convergence, emphasis on relationships, teaching peaceful coexistence, educational expressions and global examples, no racism, emphasis on a world without war	Emphasized teachings	3
20	Flexibility, introversion, openness to experience, the degree of acceptance of others with different differences	Teacher personality traits	4

To be continued

Continued

Repeatability of all sub-contents	Main sub-contents	Main contents	Rows	
22	Book chapters, emphasis on peace, emphasis on non-violent success, level of cooperation, emphasis on world peace	Content of books	5	
16	The type of goal training to present the findings, the structure and order of the training pattern, the segmentation of the goals of each topic on the enamel of a pacifist view; Lesson Plan	Target training content	6	Curriculum
14	Active and communicative learning, class teams, non-violent class competitions	Defined tools for training	7	
11	Educational order, determining negative behaviors, defining standards of violence and prevention, promoting interpersonal communication, promoting the expansion of cooperation and interaction, avoiding violence,	Creating atmospheric and situational conditions	8	
9	Prominent slogans; Educational slogans, the state of the school and its goals	Space and management	9	School management
11	Extracurricular activities, peacemaking workshops, cultural programs, communication tours, common world language,	Peripheral and marginal programs	10	
17	Peaceful goals; A peaceful view, a view of globalization, a view of non-violent education; Modeling the world leading peacekeeping systems	Design policies	11	
24	Employing pacifists in training, trained managers; Holding workshops based on promoting peace for those involved in education, adapting general education to peace-oriented policies	Executive policies	12	Macro educational policies
19	Communication and knowledge of other schools in the world, communication and interaction with other schools in other countries, close relations and promotion of patriotism alongside humanity; Build trust and hope for a bright future	Prospective policies	13	

As can be seen, the semi-structured interview showed that the four main components of teacher education, curriculum planning, school management, and macro-educational policies play a key role in promoting a culture of peace based on the basic education system in Afghanistan. In relation to the teacher, the professional competence of the teacher, the type of education, the emphasized teachings and the personality traits of the teacher; In connection with the curriculum planning of the content of the books, the content of the teaching, the purpose and the defined tools; In connection with school management: creating atmospheric and situational conditions, space and management, and peripheral and marginal programs, and in connection with macro-educational policies, design policies, executive policies, and prospective policies are the most important features related to the spread of a culture of peace. In basic education in Afghanistan.

Table 3
Evaluation of psychometric properties of a researcher-made questionnaire

Combined reliability	Cronbach's alpha	Structural validity	Factor
841/0	802/0	582/0	Teachers
860/0	823/0	663/0	Curriculum
789/0	741/0	611/0	School management
852/0	816/0	596/0	Macro educational policies

After this stage, a researcher-made questionnaire was designed based on the identified contents and sub-contents. The content validity of this questionnaire was proved by technical professors and the internal consistency of the test items was measured by Cronbach's alpha. The results of this tool were as Table 3.

Findings showed on the psychometric properties of the research instrument. Given that the value of the AVE index for all concepts and aspects of research is greater than 0.50, since the convergent validity is confirmed when the value of the average index of the extracted extract is greater than 0.50. Therefore, it can be said that convergent validity is confirmed for all concepts and aspects of research. Also, the reliability of each component, which indicates the internal fit of the test materials in all components, is greater than 0.7, which indicates the ability of the tool to be sufficient.

In the next step, the relationships of the research variables were examined.

The results of Pearson correlation relationships between research variables showed that there is a significant correlation (positive or negative) between all research components in each group.

Since the correlation coefficients of the variables were significant, it was possible to use the structural equation modeling method. In the model of structural equations, the standard model is used to determine how and to what extent the effects of latent variables affect each other, and to show the significance of these effects, a significant model is used, and to assess the fit of the model, fit indicators are used.

Then, in order to evaluate the effectiveness of the identified variables and the effects of each, the structural equation modeling method was used.

Considering that the significance coefficient was lower than 0.05 and the statistical coefficient (*t*) was higher than 1.96, it can be concluded that the identified components have a significant effect on the dependent variable.

Table 4
Results of structural equation model implementation

Status	Significance factor (t-value)	Determination coefficient	Relation destination: Dependent latent variable (Or change η)	Relation Origin: Independent latent variables (Or ζ variables)	Rows
Confirmed relation	38/8	44/0	Spread the culture of peace	Teachers	1
Confirmed relation	45/7	42/0	Spread the culture of peace	Curriculum	2
Confirmed relation	16/6	39/0	Spread the culture of peace	School management	3
Confirmed relation	98/9	49/0	Spread the culture of peace	Macro educational policies	4

CHECK THE APPROPRIATENESS OF THE MODEL

The following table shows the results of the indicators obtained from the implementation of the model:

Table 5
A culture of peace based on basic education

RMSEA	CFI	GFI	AGFI	χ^2	Statistical indicators
009/0	94/0	94/0	96/0	93/402	A culture of peace based on basic education

According to the fit indices presented in the table above, the relative chi-square (χ^2) value calculated on the degree of freedom is less than 3 and in the other indices AGFI; GFI; CFI is above 0.9 which indicates adequate adequacy and RMSEA is less than 0.05. In other words, it can be said that the research model has a good fit and the model presented in this field is efficient.

RANKING

Table 6
Ranking of the studied aspects

Peace culture	
Rank	Factor
1	Macro educational policies
2	Characteristics of teachers
3	Curriculum
4	School management

Df=3
Sig=0.001

According to the findings, macro-educational policies, teacher characteristics, curriculum planning and school management have the greatest impact on the development of a culture of peace based on the basic education system in Afghanistan, respectively. Also, according to the results of Friedman test, which shows a significance level of less than 0.01, the ranking of factors in all groups at the level of 0.99 confidence is significant.

CONCLUSION

Education is the most important element of a society's development that should be given special attention in any situation (Hall et al., 2020). In this regard, one of the main concepts to describe the developments of globalization and

progress is the structure of an efficient education system (Lewellen, 2010). Education is the main educational factor and the most important component affecting the structure of a society and nurturing the next generation in the process of knowledge transfer (Lilian, 2016). Therefore, education is the most important dimension that can be relied on to develop the desired concepts and in relation to a specific issue in relation to society. One of the most important concepts in the recent era is the concept of peace and its importance for the international community and being in a world without war and conflict (Yazdani, 2020). Afghanistan, as a country in great challenges with this issue in recent times, has always suffered from these conditions, and this has hindered the expected growth and progress in this country. Accordingly, this research was formed with the aim of promoting a culture of peace and based on attention to basic education in spreading such a belief based on a mixed approach. Findings of research in this field showed that the four main components of teacher, curriculum planning, school management and macro educational policies in relation to the development of a culture of peace based on the basic education system in Afghanistan are effective. The context showed that macro-educational policies, teacher characteristics, curriculum planning and school management, respectively, have the greatest impact on the spread of a culture of peace based on the basic education system in Afghanistan. Also, the model findings showed that all aspects of the model are effective in this field and the model has a good fit and comprehensiveness. These results were evaluated by a study by Guetta (2020) that this study evaluated the teaching of peace culture in a peace-based culture based on values, attitudes and behaviors developed from childhood in this field and also Masako (2019) research that evaluated the culture of peace in relation to a multidimensional structure, and Estiadi et al. (2017) that the model of peace culture based on a specific education and internalization based on belief in mutual acceptance culture and peace-building conditions. It is possible to know that it has alignment with the findings obtained, in this regard, no study was observed that is inconsistent with the findings obtained in this study. The root of this similarity in the findings goes back to two main issues. The first is the methodological and correct structure of research that shows the correct method of implementation in this field, and the second is the importance of culture and beliefs taught in childhood in the manifestation of

behavioral in the future (Daines et al., 2021). Extensive studies in the structure of psychology and society indicate that a large part of the behavior of each individual is a reflection of the lessons learned during childhood and education. Other sections also showed behaviors similar to their own childhood, which indicates the importance of education and the pattern of education in each person's life. The concept of peace also needs to be believed and valued, and this structure must be culturally formed and strengthened from the beginning of childhood and from the beginning of education to be shown in the future. This study, with an in-depth study in this field and with a mixed view that simultaneously qualitatively examined the opinion of experts and quantitatively related to the target issue, had a comprehensive view of the impact of dimensions and examined them from a quantitative perspective. To confirm the effect; Design a more accurate and comprehensive scheme of the problem, which has both wider and more aspects and a combination of both qualitative and quantitative methods.

In a general conclusion, the culture of peace is achieved in the basic conditions and considering all possible dimensions. In this regard, it is necessary to have macro-educational policies in the direction of this culture and to promote the education of the world system free from violence, which is evident in most curricula and curricula in this field. On the other hand, it is necessary for schools and teachers, as tools of these slogans, by accepting and acknowledging this belief, to make efforts to internalize and originalize and value these concepts in order to achieve a culture of peace based on basic education.

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