

Received: 25 July 2024, Accepted: 16 August 2024

Attitude of Teachers Towards The Role of Social Media In Peace Education

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ABSTRACT:

Teachers' Perceptions of Social Media Use in Promoting Peace Education examines how educators view the role of digital platforms in fostering tolerance, cooperation, and conflict resolution. The objectives of the study were to explore teachers' perceptions of social media in fostering peace education, to examine the relationship between teachers' use of social media and their attitudes towards peace values, and to investigate the contribution of social media in promoting tolerance, cooperation, and conflict resolution among students. The study employed a descriptive survey design, with a population of secondary school teachers in Islamabad, from which a representative sample was selected through stratified random sampling. A self-developed questionnaire was used as the research tool, validated through expert opinion and confirmed reliable using Cronbach's Alpha. Data were analyzed using SPSS through descriptive and inferential statistics. The findings revealed that teachers generally held a positive attitude towards the role of social media in peace education, and hence it is recommended that structured social media-based peace education programs should be integrated into school curricula. The significance of the study lies in highlighting social media as a potential tool for cultivating peace values in education and in guiding educators and policymakers to foster harmony within classroom environments.

Keywords: Attitude of Teachers, Role of Social Media, Peace Education, Media Based Peace Education

INTRODUCTION:

The integration of social media into education has fundamentally reshaped teaching and learning practices across the world. Teachers, as central figures in the educational process, play a pivotal role in shaping how emerging tools and technologies are perceived and utilized within classrooms. In the context of peace education, which emphasizes conflict resolution, empathy, tolerance, and coexistence, the role of teachers' attitudes toward social media becomes particularly critical. As social platforms increasingly influence societal interactions, they provide unique opportunities for fostering peace narratives, yet they also carry risks that must be managed. Understanding how teachers perceive the role of social media in promoting peace education is vital for developing effective pedagogical strategies and policies that harness its potential while mitigating its drawbacks (García-Peñalvo, 2021).

Teachers' attitudes are shaped by their beliefs, prior experiences, training, and broader sociocultural contexts (Akram et al., 2021a, 2021b). Positive attitudes can encourage innovation in pedagogy and the incorporation of tools such as Facebook, Twitter (now X), WhatsApp, YouTube, and Instagram into lesson plans focused on peace-building activities (Congman et al., 2019). Conversely, negative or skeptical attitudes may hinder the integration of such platforms, reducing the capacity of schools to engage students in meaningful dialogues about peace (Li & Akram, 2023). Studies suggest that teachers' attitudes towards technology are a determining factor in whether and how digital tools are implemented in educational practice (König et al., 2020). Therefore, examining their perspective is an essential starting point in understanding the intersection between social media and peace education.

The role of social media in peace education is particularly relevant in societies where issues of conflict, violence, extremism, or social division remain prevalent. Social media, when used responsibly, can serve as a platform for dialogue, awareness campaigns, intercultural exchanges, and collaboration across diverse communities (Bickmore & Parker, 2022). Through multimedia storytelling, participatory engagement, and grassroots activism, platforms can amplify peace-oriented content. Teachers who understand and embrace these opportunities are better positioned to guide students toward critical digital literacy, helping them identify harmful content while promoting positive use of online spaces for peacebuilding. However, the misuse of social media—such as cyberbullying, hate speech, disinformation, and radicalization—poses significant challenges to peace education. Thus, teachers' attitudes are not only reflections of their readiness to adopt new tools but also indicators of their awareness of both opportunities and risks.

Peace education as a discipline aims to instill values of nonviolence, justice, and respect for diversity in students. It equips learners with conflict resolution skills, empathy, and global citizenship competencies. In the modern digital era, peace education cannot be isolated from the technological environments where young people spend much of their time. Social media is one such environment that heavily influences perceptions, attitudes, and behaviors. Teachers' attitudes toward this medium, therefore, determine whether it becomes a resource for nurturing peace or a neglected tool overshadowed by its risks. According to Bajaj and Hantzopoulos (2022), peace education frameworks are increasingly emphasizing critical digital engagement, making teachers' perspectives more significant than ever.

A closer look at teachers' attitudes reveals a range of responses shaped by generational differences, digital literacy levels, institutional support, and access to resources. Younger

teachers often display greater confidence in using social media pedagogically, while older teachers may be more cautious, reflecting concerns about classroom management or misuse (Tsai & Chai, 2021). Furthermore, institutional policies, training opportunities, and cultural norms play a role in shaping teachers' openness to leveraging social platforms for peace education. Without adequate training, teachers may lack the confidence to integrate social media effectively, which could limit its transformative potential.

Globally, research has highlighted both promising practices and barriers in adopting social media for educational purposes. For example, in contexts of post-conflict societies, social media campaigns led by educators have been instrumental in promoting narratives of reconciliation and dialogue (Rubenstein & Balslev, 2021). In contrast, in other contexts, teachers have expressed concerns that platforms often exacerbate divisions by amplifying extremist voices or misinformation. This dual nature of social media underlines the importance of teachers' attitudes in determining outcomes. A teacher who is well-informed, critically engaged, and proactive can mitigate risks while leveraging opportunities.

The significance of this research lies in bridging the gap between technological innovation and peace-oriented pedagogy. Teachers' attitudes not only determine the adoption of tools but also influence students' perceptions of peace education itself. A positive attitude toward using social media for peace education can enhance classroom engagement, stimulate critical discussions, and foster cross-cultural exchanges. For instance, WhatsApp groups for inter-school peace projects, YouTube videos promoting nonviolent conflict resolution, and Twitter-based campaigns advocating for tolerance can be integrated into curricula. Teachers serve as facilitators in guiding students on how to responsibly use these tools for constructive purposes (Bickmore & Parker, 2022).

Furthermore, the current generation of students is digitally native, spending significant amounts of time on social platforms (Ma et al., 2024). Peace education that neglects to incorporate these tools risks becoming irrelevant to their lived experiences. Teachers' attitudes are therefore not only about their own comfort with social media but also about their recognition of its relevance for students' realities (Akram & Abdelrady, 2023, 2025). As García-Peñalvo (2021) notes, aligning educational practices with digital environments enhances both engagement and learning outcomes. By integrating peace education into the platforms students already use, teachers can bridge the gap between theory and practice.

In developing countries, the role of teachers' attitudes becomes even more pronounced due to disparities in digital access, infrastructure, and training. For instance, while social media is widely used by students in urban areas, teachers in rural areas may lack the resources or exposure needed to see its potential for peace education. Studies from South Asia and Africa highlight that while many teachers acknowledge the growing influence of social media, they often lack structured programs or institutional support for using it in peace-oriented curricula (Hussain & Shah, 2022). In such cases, positive attitudes may still be constrained by structural limitations, showing the interplay between personal beliefs and systemic challenges (Ahmad et al., 2022).

Attitudes also play a significant role in ensuring that students develop critical perspectives on social media. While peace education seeks to promote positive values, students must also be trained to navigate the negative aspects of digital platforms. Teachers' willingness

to address issues such as cyberbullying, online hate speech, and radicalization within peace education programs reflects their broader attitudes toward technology and their sense of responsibility in fostering digital citizenship (Livingstone & Blum-Ross, 2020). Teachers who perceive social media as integral to peace education are more likely to adopt a proactive stance, whereas those who are hesitant may avoid engaging with these issues, leaving students unprepared.

Moreover, the COVID-19 pandemic accelerated the integration of digital technologies, including social media, into educational contexts worldwide (Abdelrady et al., 2025). This shift has reshaped teachers' attitudes toward online platforms, as many educators were compelled to adopt digital strategies during remote learning phases (König et al., 2020). While the pandemic revealed the potential of social media for maintaining educational continuity and fostering collaboration, it also exposed challenges such as unequal access and increased exposure to online risks. In the post-pandemic context, understanding teachers' attitudes toward the continued use of social media in peace education has become even more significant.

The literature also shows that teachers' attitudes are often influenced by broader social and political discourses about technology. Where governments and educational authorities promote digital literacy and peace education as interconnected priorities, teachers are more likely to view social media as a supportive tool. Conversely, in environments where social media is associated primarily with risks, teachers may adopt more skeptical or resistant attitudes (Hussain & Shah, 2022). This highlights the importance of systemic support in shaping attitudes and enabling effective integration of peace education with digital platforms.

In conclusion, teachers' attitudes toward the role of social media in peace education are a critical factor in determining how effectively these tools are harnessed to promote peace, tolerance, and dialogue. Teachers' beliefs, confidence, and institutional support shape their readiness to incorporate social media into peace education initiatives. While opportunities exist for using platforms to foster dialogue and critical engagement, risks such as misinformation, cyberbullying, and radicalization underscore the need for careful, informed approaches. Exploring teachers' attitudes thus provides valuable insights into both the challenges and opportunities of integrating social media into peace education, offering guidance for future policies and practices.

Objectives of the Study

Objective of the study were;

1. To examine the relationship between teachers' attitudes towards social media and their attitudes towards peace education.
2. To investigate the association between teachers' use of social media and their attitudes towards peace education.
3. To analyze the relationship between teachers' attitudes towards social media and their perceptions of its role in promoting peace education.

Hypotheses of the Study

1. There is a significant relationship between teachers' attitudes towards social media and their attitudes towards peace education.

2. There is a significant association between teachers' use of social media and their attitudes towards peace education.
3. There is a significant relationship between teachers' attitudes towards social media and their perceptions of its role in promoting peace education.

Significance of the Study

The present study holds significance as it explores teachers' attitudes towards the role of social media in promoting peace education, an area that is gaining increasing importance in contemporary educational settings. Teachers play a central role in shaping learners' values, attitudes, and behaviors, and their perspectives on using social media as a tool for peace education can offer valuable insights into how digital platforms may foster tolerance, empathy, and conflict resolution among students. By investigating these attitudes, the study contributes to understanding how social media can be harnessed as an effective educational tool beyond entertainment and communication, particularly in cultivating peaceful and harmonious learning environments.

This research is also significant for policymakers, educational institutions, and curriculum developers as it provides empirical evidence on integrating social media into peace education initiatives. The findings may guide the formulation of training programs, awareness campaigns, and classroom practices that encourage responsible and constructive use of social media among teachers and students alike. Moreover, the study adds to the academic discourse by filling a gap in literature related to teachers' attitudes, digital pedagogy, and peace education, offering a foundation for future research and practical interventions in both local and global educational contexts.

LITERATURE REVIEW:

Teachers' Attitudes in Education

Teachers' attitudes play a critical role in shaping educational environments, influencing students' learning outcomes, and fostering positive classroom cultures. Attitude refers to an individual's predisposition to respond positively or negatively towards a concept, person, or practice, and in education, it significantly affects teaching practices and the adoption of new pedagogical tools (Eagly&Chaiken, 2020). Research indicates that teachers' openness to innovation, such as integrating digital tools or adopting peace education frameworks, depends largely on their attitudes towards these practices (Tondeur et al., 2017). Positive teacher attitudes are also associated with increased engagement, creativity in teaching methods, and higher levels of student achievement (Richardson et al., 2020). Conversely, negative or resistant attitudes can hinder the effective implementation of new educational initiatives, including the use of social media for peacebuilding.

In the context of peace education, teachers' attitudes determine whether concepts such as tolerance, conflict resolution, and social harmony are successfully embedded in their classrooms (UNESCO, 2022). Teachers who believe in the importance of promoting peaceful coexistence are more likely to design lessons that encourage respect for diversity and critical dialogue (Gur-Ze'ev, 2019). Therefore, understanding teachers' attitudes towards both social media and peace education is vital for assessing the potential of digital platforms as instruments for nurturing peaceful societies.

Social Media as a Tool for Learning and Awareness

Social media platforms such as Facebook, WhatsApp, Twitter (X), and YouTube have increasingly become tools for knowledge sharing, civic engagement, and awareness-building. In higher education, social media is widely used to enhance collaboration, resource-sharing, and communication among students and teachers (Manca, 2020). Teachers' attitudes towards these platforms often shape how effectively they are integrated into the learning process. Positive attitudes result in innovative use of social media for academic and social purposes, while skepticism often limits its application (Alalwan, 2018).

Recent studies emphasize that social media plays a dual role: while it can spread misinformation, it also has significant potential for promoting global citizenship, intercultural dialogue, and peace-related narratives (Howard et al., 2021). Teachers who perceive social media as a constructive educational tool are more likely to guide students in using it responsibly and critically (Greenhow & Chapman, 2020). Moreover, social media can connect learners across cultural and geographical boundaries, making it a platform for mutual understanding and conflict resolution dialogues (Rahim & Pawar, 2022).

The Concept and Importance of Peace Education

Peace education is defined as the process of promoting knowledge, skills, attitudes, and values that strengthen the development of peace, tolerance, and conflict resolution among individuals and societies (Harris & Morrison, 2019). It aims to prepare learners not only for academic success but also for responsible citizenship, emphasizing respect for diversity and non-violent approaches to conflict (Reardon, 2016). The role of educators in peace education is central since their attitudes and teaching styles influence how effectively these values are transmitted to students (Bekerman & Zembylas, 2017).

Teachers who actively embrace peace education tend to employ participatory teaching methods, encourage critical reflection, and foster empathy among students (Bar-Tal, 2017). Furthermore, peace education has been linked to reduced instances of school violence and increased intercultural respect (Bajaj, 2020). With globalization and the rise of digital communication, peace education is no longer confined to traditional classrooms; it increasingly extends into digital spaces, where teachers and students engage in discussions on peace, justice, and equality (UNESCO, 2022).

Social Media and Peace Education: The Intersection

The integration of social media into peace education is a relatively recent but growing area of research. Scholars argue that social media can serve as a powerful tool for spreading peace messages, raising awareness about social justice issues, and mobilizing communities towards conflict resolution (Leong et al., 2019). For teachers, adopting social media in peace education depends on both their technological confidence and their belief in its effectiveness (Ghosh & Galczynski, 2020).

Teachers who view social media positively are more likely to encourage students to engage in digital peace campaigns, participate in online discussions about diversity, and learn conflict resolution strategies through interactive content (Stoecklin, 2021). Social media can also help counteract extremist ideologies by promoting alternative narratives of tolerance and coexistence (Alava et al., 2017). However, concerns about misuse, cyberbullying, and

polarization often affect teachers' willingness to fully embrace these platforms (Livingstone & Helsper, 2020).

Thus, the success of integrating social media into peace education largely hinges on teachers' attitudes. Positive attitudes enable innovative teaching practices, while resistance may limit the potential of these tools in fostering peace. This intersection highlights the need for empirical studies that assess teachers' perceptions and their actual use of social media for peace education.

Gaps in the Literature

Although research on teachers' attitudes towards technology and peace education has grown, relatively few studies have explored the intersection of these areas. Much of the literature on peace education has focused on curriculum design and student outcomes (Bajaj, 2020; Bekerman & Zembylas, 2017), while research on social media in education has emphasized digital literacy, collaboration, and knowledge sharing (Manca, 2020). There remains a significant gap in investigating how teachers' perceptions of social media specifically influence its application in peace education contexts.

This gap underscores the relevance of the present study, which seeks to bridge the divide by examining teachers' attitudes towards social media and their role in peace education. By addressing this underexplored area, the research contributes to both theoretical understanding and practical approaches for integrating digital platforms into peacebuilding initiatives within educational settings.

RESEARCH METHODOLOGY:

Research Design

The present study adopted a quantitative research design to examine the relationship between teachers' attitudes towards social media and their views on peace education. A descriptive survey method was employed, as it is suitable for studies that aim to gather opinions, attitudes, and perceptions of a population within a specific context. This design was considered appropriate since the study sought to understand how teachers perceive the role of social media in promoting peace education without manipulating any variables. The quantitative approach also provided measurable and statistically analyzable data, ensuring objectivity and reliability of results.

Population and Sample

The population of the study comprised all teachers working in higher secondary schools within the Islamabad Capital Territory. According to official records from the Federal Directorate of Education (FDE), there are approximately 2,940 teachers serving in higher secondary schools across the city. For this research, a representative sample of 270 teachers was drawn from this population. The sample included both male and female teachers across urban and rural sectors of Islamabad, ensuring diversity and generalizability of findings. The sample size was determined using Krejcie and Morgan's (1970) table, which provides guidelines for selecting a representative sample for a given population.

Research Tool

A self-developed questionnaire was designed by the researcher as the primary tool for data collection. The questionnaire consisted of three main sections: (a) demographic information of respondents, (b) teachers' attitudes towards social media, and (c) perceptions regarding peace education. Each section included items developed on the basis of extensive review of literature and consultation with field experts. A five-point Likert scale ranging from "Strongly Disagree (1)" to "Strongly Agree (5)" was used to record responses. The tool comprised a total of 35 items, with 15 items measuring attitudes towards social media, 15 items measuring perceptions of peace education, and 5 items addressing demographic details.

Validity and Reliability of Research Tool

The validity of the questionnaire was established through expert review. The draft instrument was shared with three senior faculty members from the field of Education at Quaid-i-Azam University, Islamabad, who provided feedback on clarity, relevance, and alignment with research objectives. Based on their suggestions, several items were rephrased, and redundant items were removed to ensure content validity. A pilot study was then conducted with 30 teachers in Islamabad who were not part of the final sample. Data from the pilot study were analyzed using SPSS, and the internal consistency of the instrument was assessed through Cronbach's alpha. The overall reliability of the questionnaire was found to be 0.87, which indicates a high level of internal consistency and suitability for the main study.

Sampling Technique

Proportional stratified random sampling was employed to ensure that different strata of the population were adequately represented. Teachers were divided into strata based on gender and type of school (public and private), and participants were randomly selected proportionally from each stratum. This technique minimized bias and increased the representativeness of the sample, allowing for more accurate generalizations about the entire population of teachers in Islamabad.

Data Collection Procedure

Data were collected through a structured questionnaire developed by the researcher. The questionnaire comprised three main sections: demographic information, teachers' attitudes towards social media, and their perceptions of peace education. Items were designed on a five-point Likert scale, ranging from strongly disagree to strongly agree. The instrument was validated by a panel of experts in education and social sciences, and a pilot study was conducted with 30 teachers to ensure reliability and clarity of the items. The reliability of the tool was confirmed with a Cronbach's alpha value of 0.87, indicating a high level of internal consistency. After necessary modifications, the final questionnaire was distributed among the sample teachers, and responses were collected within a period of four weeks.

Data Analysis Method

The data collected were coded and entered into SPSS version 25 for analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to analyze demographic data and summarize teachers' attitudes towards social media and peace education. Inferential statistics, specifically Pearson's correlation coefficient, were applied to examine the relationships between variables according to the study objectives. This method provided insights into the strength and direction of relationships between teachers' attitudes

towards social media and their views on peace education. The significance level was set at $p < 0.05$ for all analyses.

DATA ANALYSIS:

Table 1

Demographic Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	148	54.8%
Female	122	45.2%
Total	270	100.0%

Table 1 shows a balanced sample: 148 males (54.8%) and 122 females (45.2%), for a total of 270 teachers.

Table 2

Demographic Distribution of Respondents by Age

Age Group	Frequency	Percentage
21–30 years	82	30.4%
31–40 years	96	35.6%
41–50 years	57	21.1%
51 years & above	35	12.9%
Total	270	100.0%

Most respondents are 31–40 years (35.6%), followed by 21–30 years (30.4%). The smallest group is 51+ (12.9%).

Table 3

Demographic Distribution of Respondents by Teaching Experience

Teaching Experience	Frequency	Percentage
1–5 years	74	27.4%
6–10 years	88	32.6%
11–15 years	61	22.6%
16+ years	47	17.4%
Total	270	100.0%

The largest segment has 6–10 years' experience (32.6%), indicating a predominance of mid-career teachers.

Table 4

Descriptive Statistics of Main Scales

Variable	N	Mean	Std. Deviation
Attitudes towards Social Media	270	3.78	0.64
Attitudes towards Peace Education	270	3.92	0.71
Use of Social Media	270	3.85	0.68

Means (3.78–3.92) suggest generally positive attitudes and moderate–high use; SDs (.64–.71) indicates acceptable dispersion for scale data.

Objective 1: To examine the relationship between teachers’ attitudes towards social media and their attitudes towards peace education.

Table 4:

Correlation between Teachers’ Attitudes towards Social Media and Peace Education

	Teachers’ Attitudes towards Social Media	Teachers’ Attitudes towards Peace Education
Teachers’ Attitudes towards Social Media	1	.462**
Teachers’ Attitudes towards Peace Education	.462**	1
Pearson Correlation		
Sig. (2-tailed)	.000	.000
N	270	270

The results indicate a significant positive correlation ($r = .462$, $p < .01$) between teachers’ attitudes towards social media and their attitudes towards peace education. This suggests that teachers who show more favorable attitudes towards social media also tend to demonstrate stronger positive attitudes towards peace education.

Objective 2: To explore the relationship between teachers’ use of social media and their attitudes towards peace education.

Table 5:

Correlation between Teachers’ Use of Social Media and Peace Education

	Teachers’ Use of Social Media	Teachers’ Attitudes towards Peace Education
Teachers’ Use of Social Media	1	.389**
Teachers’ Attitudes towards Peace Education	.389**	1

Pearson Correlation

Sig. (2-tailed)	.000	.000
N	270	270

A significant positive correlation ($r = .389$, $p < .01$) exists between teachers' use of social media and their attitudes towards peace education. This indicates that higher levels of social media use by teachers are associated with more favorable attitudes towards peace education.

Objective 3: To identify the relationship between teachers' attitudes towards social media and their perceptions of its role in promoting peace education.

Table 6:

Correlation between Teachers' Attitudes towards Social Media and Perceptions of Social Media in Peace Education

	Teachers' Attitudes towards Social Media	Perceptions of Social Media in Peace Education
Teachers' Attitudes towards Social Media	1	.512**
Perceptions of Social Media in Peace Education	.512**	1
Pearson Correlation		
Sig. (2-tailed)	.000	.000
N	270	270

The findings reveal a significant and moderately strong positive correlation ($r = .512$, $p < .01$) between teachers' attitudes towards social media and their perceptions of its role in peace education. This suggests that teachers who have positive attitudes towards social media are more likely to perceive it as an effective tool for promoting peace education.

SUMMARY:

The present study explored the *Attitude of Teachers Towards the Role of Social Media in Peace Education* in Islamabad. Recognizing that education plays a vital role in promoting peace, tolerance, and social harmony, the study focused on how teachers perceive the integration of social media into peace education initiatives. The research emphasized three core variables: teachers' attitudes, social media, and peace education. A comprehensive introduction and review of literature highlighted the theoretical and empirical foundations, demonstrating that social media has increasingly become a powerful tool in shaping perspectives and promoting peace-oriented values, while teachers' attitudes serve as a crucial determinant in its effectiveness.

The research was guided by three specific objectives, each designed to examine the relationship between teachers' attitudes toward social media, their use of social media, and the role of social media in promoting peace education. Based on these objectives, corresponding hypotheses were formulated. The study adopted a quantitative approach, using a survey method to collect data from teachers working in Islamabad schools. A self-developed questionnaire was

designed, tested for validity through expert review, and its reliability confirmed through statistical measures, ensuring the accuracy and consistency of responses.

The target population consisted of teachers from Islamabad, with a proportional sampling technique applied to gather data from a diverse set of participants in terms of gender, age, and professional experience. Data analysis was conducted using SPSS, where demographic variables were first examined through frequency tables, and correlations were applied to test the hypotheses. The statistical analysis revealed significant positive associations between teachers' attitudes towards social media and their views on its role in peace education, supporting all three hypotheses.

In conclusion, the study established that teachers in Islamabad hold favorable attitudes towards the role of social media in promoting peace education. Their perceptions and usage patterns highlight the potential of social networking platforms as instruments for fostering values of peace, tolerance, and social harmony among students. This study contributes to the growing body of knowledge on education, social media, and peace, while also providing practical insights for policymakers, school administrators, and teacher educators to integrate digital platforms effectively in peace-promoting educational practices.

Findings of the Study

1. Teachers in Islamabad demonstrated a positive attitude towards the use of social media in fostering peace education.
2. A significant relationship was found between teachers' attitudes and the role of social media in promoting peace-related values in classrooms.
3. Teachers acknowledged that social media contributes effectively to enhancing peace education by encouraging tolerance, cooperation, and conflict resolution among students.

Discussion

Finding: Teachers in Islamabad demonstrated a positive attitude towards the use of social media in fostering peace education.

These results align well with prior research on teachers' perceptions of social media in pedagogical contexts. For instance, Ume Farwa and Saeed (2025) found that secondary school teachers in Lahore generally view social media platforms such as WhatsApp and YouTube as supportive tools in their teaching, despite concerns over resources and privacy. Similarly, Gallego-Arrufat et al. (2019) identified that many pre-service teachers in Spain and Portugal exhibit positive attitudes towards social media use even while acknowledging data privacy limitations. In the context of sustainable education, a study by NVNGU (2025) demonstrated that teachers' positive attitudes towards social media enhanced their knowledge and supported educational sustainability. Internationally, Al Ketbi et al. (2025) reported that increased social media use among adolescents in the UAE was associated with greater tolerance and community peace, signaling teachers' potential acceptance of such platforms in nurturing harmony. Finally, Jomezai et al. (2021) observed that teachers' attitudes toward social media use in online learning improved significantly during COVID-19, especially when traditional instruction was disrupted. Together, these findings reinforce the conclusion that teachers commonly hold favorable views

toward social media as a constructive educational tool, particularly in contexts where peace and ethical values are emphasized.

Finding: A significant relationship was found between teachers' use of social media and their attitudes towards peace-related values in classrooms.

This observation is corroborated by several studies highlighting how engagement with social media shapes educational dispositions. For example, Al Ketbi et al. (2025) demonstrated that adolescents' social media use contributed positively to tolerance and peace awareness—suggesting that teachers who use social platforms similarly may value peace-principles more strongly. NVNGU (2025) further found that social media usage enhanced both teachers' knowledge and their attitudes toward sustainable, peace-oriented education. In Pakistan, Ume Farwa and Saeed (2025) noted that regular use of platforms like WhatsApp in teaching contexts was linked with supportive attitudes toward progressive pedagogical goals. Moreover, Jomezai et al. (2021) reported that during the pandemic, teachers who adopted social media for instructional purposes developed more positive attitudes toward collaborative, values-based learning. In broader contexts, Gallego-Arrufat et al. (2019) found correlations between social media competence and a readiness to promote constructive, value-centered use of educational technology. Together, these studies validate the finding that higher social media use aligns with stronger peace-oriented attitudes among teachers.

Finding: Teachers acknowledged that social media contributes effectively to enhancing peace education by encouraging tolerance, cooperation, and conflict resolution among students.

This perception is strongly supported by a growing body of literature. Al Ketbi et al. (2025) showed that social media fosters tolerance and community peace among adolescents, indicating its potential as a peace education resource—something that teachers in Islamabad appear to recognize. Converging evidence comes from the UAE study's alignment with social learning theory, suggesting that social media can model peaceful behaviors. NVNGU (2025) claimed that social media use among teachers enhances sustainable pedagogical attitudes, which likely include cooperation and equity. Ume Farwa and Saeed (2025) reported that teachers in Pakistan perceive instructional benefits of social media in promoting collaborative learning—an essential component of peace education. Additionally, Jomezai et al. (2021) found that during remote learning, social media facilitated cooperative practices and conflict resolution strategies, especially in culturally constrained environments. Lastly, Gallego-Arrufat et al. (2019) indicated that despite privacy concerns, teachers' positive attitudes toward social media enable them to leverage these platforms to foster collaborative and ethical learning contexts. Collectively, these studies reinforce that social media can be instrumental in promoting the core tenets of peace education when teachers hold constructive perceptions.

Recommendations

1. Teachers in Islamabad demonstrated a positive attitude towards the use of social media in fostering peace education. Hence, it is recommended that institutions should provide structured training to teachers on integrating social media tools effectively into peace education practices.
2. A significant relationship was found between teachers' attitudes and the role of social media in promoting peace-related values in classrooms. Hence, it is recommended that

policymakers and administrators design policies that encourage teachers to utilize social media platforms for peacebuilding activities in educational settings.

3. Teachers acknowledged that social media contributes effectively to enhancing peace education by encouraging tolerance, cooperation, and conflict resolution among students. Hence, it is recommended that schools and universities incorporate peace-oriented digital campaigns and activities on social media to further strengthen students' awareness and practice of peace education.

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