

Study on the Attitude of University Teachers and Students towards Global Issues Pertaining to Human Rights: Exploring Global Perspective through Local Disposition

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Abstract

The present study aims at exploring the notion of human rights through investigating the attitude of university teachers and students (prospective teachers) towards global issues pertaining to human rights in Pakistan.

The overall strategy for the current study is based on survey research design. From a methodological standpoint, mixed method paradigm (survey method and case-study) is used to gain quantitative and qualitative responses. Through stratified random sampling, total sample $n=600$, i.e., 520 students (prospective teachers) currently pursuing degree in education (B.Ed/M.Ed), and 80 teachers currently teaching prospective teachers at public or private university were selected from 12 universities and four affiliated colleges of Sindh, Pakistan. For qualitative data, $n=20$ respondents were selected through purposive sampling to meet the saturation point. The quantitative data was collected using Human Rights Attitude Scale (HRAS), adapted from Attitudes toward Human Rights Inventory, ATHRI and Human Rights Questionnaire. The adapted scale was validated through Content Validity, while Cronbach's Alpha Reliability Coefficient was statistically applied to check internal consistency (calculated as .90). For qualitative data, questions were prepared to inquire in-depth knowledge through focused-group interview. Hypotheses were tested using statistical tests (chi-square and t-test), while qualitative data was analyzed using themes. For ethical considerations, participants were informed about the research study through explanatory letter, and informed consent was signed voluntarily.

The study yields that there is a significant difference in the attitude of university students and teachers towards global issues pertaining to human rights (computed value of $t= 6.22$). There is a significant difference in the attitude of university students and teachers towards social security ($t= 6.02$) and civilian constraints ($t= 4.92$), while there is no significant difference in the attitude of university students and teachers towards personal liberties ($t= 1.09$). For item-by-item analysis, sixty hypotheses were tested out of which forty

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hypotheses were rejected. Significant differences are drawn from teachers attitude towards human rights on the basis of travelling, social/political affiliation, human rights training, and experience, while significant differences among students attitude towards human rights are drawn on the basis of working status, location, schooling and last qualification.

From qualitative data, it was derived that students (prospective teachers) and teachers face multiple issues which result in scarcity of expressing ideas in solving global issues pertaining to human rights. The respondents are not satisfied with the current state of human rights in Pakistan. Role of teacher, education and higher education institution were greatly emphasized as a concrete ladder to foster positive changes in society. All the respondents highlighted the importance of incorporating global dimension in teacher education (TE) curriculum, but at the same time identified the missing gap of integrating global dimension in TE curriculum.

Based on these results, suggestions and recommendations are submitted as supplements at the end.

Introduction

The concept of globalization resulted in functionally shrinking of the world¹ into a global village² by breaking down the established hierarchies³ and deepening social and cultural interactions. This social cohesive force has strengthened⁴ distant localities in such a way that all the local happenings are seen through global lens.

Previously, globalization was linked with economic and global institutions; however, it is now seen as an interconnection between individual life and global futures.⁵

¹ Harm de Blij, *Why geography matters: Three challenges facing America* (New York: Oxford University Press, 2005), pp.31-2.

² Marshall, McLuhan, Quentin Fiore and Jerome Agel, *War and peace in the global village* (New York: Bantam Books, 1968). Also see David Held, *Democracy and the global order: From the modern state to cosmopolitan governance* (Stanford: Stanford University Press, 1995).

³ Thomas Friedman, *The World is Flat: A Brief History of the Twenty-First Century* (New York: Farrar, Straus and Giroux, 2005).

⁴ See: C.F. Alger and J.E. Harf, *Global Education: Why? For Whom? About What?* (Washington, D.C: American Association of Colleges for Teacher Education, 1985); Toni Fuss Kirkwood, 'Our global age requires global education: Clarifying definitional ambiguities', *The Social Studies*, 92:1 (2001), pp.10-16; Graham Pike, 'Global education and national identity: in pursuit of meaning', *Theory into Practice*, 39:2 (2000), pp.64-74, and Nelly Ukpokodu, 'Multiculturalism vs Globalism', *Social Education*, 63:5 (1999), pp.298-300.

⁵ Anthony Giddens, 'Anthony Giddens on globalization', UNRISD News, Vol.15, 1996. pp.4-5.

Where this catchphrase has been discussed in various fields,⁶ it has also catalyzed global education reforms.⁷ Several scholars projected multiple themes of global education,⁸ however the overall theme of global education is closely interlinked with global issues,⁹ which is strongly associated to the broader domain of human rights.

The humanity is captivated under many global challenges. Addressing these issues has become crucial to bring peace and prosperity in the global community, and to save future generations from the complexity of global challenges.

Pakistan is enmeshed in global interactions and is currently bombarded with local and global challenges. The human right issues which started before independence, still hold our rein in the form of political, social, economic and cultural issues. Although Pakistan is signatory to global conventions and also passed several laws and bills to advocate human rights, but the notion of human right violation still exist in Pakistan.

Education has been considered as a tool to empower citizens by addressing broader dimension of human rights. Interweaving human rights in education can foster positive attitude towards human rights which can bring constructive reformations in the society.

The main hub for transmitting values, beliefs and in shaping positive attitude towards global issues pertaining to human rights is

⁶ Leon Tikly, 'Globalization and education in the postcolonial world: towards a conceptual framework', *Comparative Education*, 37:2 (2001), pp.151-71, and Tony Gallagher, 'Mediating globalisation: local responses to political and economic pressures', *British Educational Research Journal*, 31:1 (2005), pp.121-28.

⁷ E.E. Heilman, 'Terrains of global and multicultural education: What is distinctive, contested, and shared?', in T.F. Kirkwood-Tucker (ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools* (New York: Peter Lang, 2009), pp.25-46.

⁸ See: R.G. Hanvey (ed.), *An attainable global perspective* (Denver: Center for Teaching International Relations, 1976); Toni Fuss Kirkwood, 'Our global age requires global education: Clarifying definitional ambiguities', *The Social Studies*, 92:1 (2001), pp.10-16; L. Anderson, 'A rationale for global education', in K. A. Tye (ed.), *Global Education: From Thought to Action* (Alexandria, VA: Association for Supervision and Curriculum Development, 1990), pp.13-34; J.M. Becker (ed.), 'The world and the school: A case for world-centered education' in J.M. Becker (ed.), *Schooling for a global age* (New York: McGraw-Hill, 1979), pp.33-56, and Willard M. Kniep, *Next steps in global education: A handbook for curriculum development* (New York: American Forum, 1987).

⁹ Toni Fuss Kirkwood, *op.cit.*, pp.10-16.

higher education institutions, i.e., universities. The rationale for promoting human rights at higher education lies in the fact that it has a responsibility to disseminate global knowledge to tackle current human rights challenges. The underlying principle behind finding the attitude of university students and teachers (faculty/department of education) lies in the disposition that they are the torchbearer of sharing multicultural knowledge¹⁰ who shape positive attitude of students and the whole society towards human rights by transmitting values and knowledge, important for constructing right attitude. Society places great responsibility on the shoulders of teachers to advance human rights practices and to shape positive attitude of society towards solving global issues. It makes central to uncover the trend of attitude of the disseminator of knowledge to envisage the convergent or divergent attitude of society towards global issues, constructed through the efforts of teachers.

At university level, both, teachers and students must be capable enough to understand rights, ponder, revisit their knowledge and find the practical solutions to the problems so that society can also build better attitude towards global issues pertaining to human rights. Knowing, what trends of attitude exist, particularly of those who are involved in the process of transmitting and acquiring knowledge, i.e., teachers, play a key role in identifying current human rights practices in society. If the teacher lacks positive attitude, we cannot expect optimistic construction of attitude among youth, and eventually the transition in society cannot be met effectively. Therefore it is crucial to know what attitude the key stake holders of knowledge have developed from the surroundings towards global issues pertaining to human rights.

Few of the researches were conducted in the eastern and western countries to find the attitude of primary and secondary students towards hopes and fears;¹¹ towards different domains of human rights,¹² besides

¹⁰ See: J. Tucker, 'Global education partnerships between schools and universities', in Tye, K.A (ed.), *op.cit.*, pp.109-124, and P. Haavensson, G. Savukova and T. Mason, 'Teacher education reform and global education: United States and Russian perspectives', *The International Journal of Social Education*, Vol.13, 1998, pp.29-47.

¹¹ See: David Hicks and Cathie Holden (eds.), *Teaching the Global Dimension: Key Principles and Effective Practice* (New York: Routledge, 2007); Megumi Yamasaki, 'Human Rights Education: An Elementary School Level Case Study' PhD dissertation, University of Minnesota, 2002 and Joe Tucci, Janise Mitchell, and Chris Goddard, *Children's fears, hopes and heroes-Modern childhood in Australia* (Australia: Monash University

teachers attitude towards human rights at primary and secondary level;¹³ however, the existing literature on the attitude of university students and teachers towards human rights is sparse.¹⁴ In Pakistan, limited researches are conducted to find the intersection of teachers and prospective teachers' attitude and preparedness towards global issues.¹⁵

& Australian Childhood Foundation & Child Abuse Prevention Research, 2007).

- ¹² See: Atolagbe Emman and Otubanjo Femi, 'Attitudes of Nigerian College Students towards Fundamental Human Rights', *Social Behavior and Personality*, 12:1 (1984), pp.91-6; Van der Ven Johannes, Jaco S. Dreyer and Hendrik Pieterse, 'Adolescent's Attitudes towards Human Rights in 18 European Countries', *Religion and Theology*, 7:1 (2000), pp.249-83; Michael H. Crowson, 'Human Rights Attitude Dimensionality and Psychological Correlates', *Ethics and Behavior*, 14:3 (2004), pp.235-53; K. John and E. Frank, 'A Survey of Student Attitude toward and Knowledge of Civic Liberties and Human Rights Law', *History & Social Science Teacher*, 15:2 (1980) pp.79-82, and Suhakam, 'Assessing Knowledge of Human Rights Practices in Malaysian Schools', *Human Rights Education in Asian Schools*, Vol. 8, 2005, http://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2005/03/assessing-knowledge-of-human-rights-practices-in-malaysian-schools.html

- ¹³ Loretta Cicognani, 'To Punish or Discipline? Teachers' Attitudes towards the Abolition of Corporal Punishment', M.Ed Dissertation, University of the Witwatersrand, Johannesburg, 2004, and Kerim Gundogdu, 'The Effect of Constructivist Instruction on Prospective Teachers' Attitudes toward Human Rights Education', *Electronic Journal of Research in Educational Psychology*, 8:1 (2010) pp.333-52.

- ¹⁴ See: Yasemin Karaman-Kepeneci, 'A Study of University Students' Attitudes towards Children's Rights in Turkey', *The International Journal of Children's Rights*, 14:3 (2006), pp.307-18; Elvi Piršl, Marusic-Stimac, Orjana and Alessandra Pokrajac-Bulian, 'The Attitudes of Students and Teachers towards Civic Education and Human Rights', *Metodicki obzori*, 2:2 (2007) and F. Waldron, A. Kavanagh, R. Kavanagh, C. Maunsell, R. Oberman, M. O'Reilly, S. Pike, A. Prunty and B. Ruane, *Teacher, Human Rights and Human Rights Education: Knowledge, Perspectives and Practices of Primary School Teachers in Ireland* (Dublin: The Centre for Human Rights and Citizenship Education, 2011).

- ¹⁵ See: Zhanna Barchuk, and Mary Jane Harkins, 'Why teach about globalization? Pre-Service Teacher's Perceptions of the Benefits and Challenges of Teaching Globalization Issues', *Social Studies Research and Practice*, 5:1 (2010), pp.13-23; Elvi Piršl, Orjana Marusic-Stimac and Alessandra Pokrajac-Bulian, *op.cit.*, Abdurrahman Harman and Omer F. Tutkun, 'Attitude of Prospective Teacher's Towards Violence',

There has been a lack of empirical data base studies on attitude of teachers and students (prospective teachers) towards human rights at university level in the world, particularly in Pakistan. No researches have so far been conducted at the university level in Pakistan which touches the overall domain of human rights.

The researcher strongly believes that if we need to find the pattern of global interaction, it is desirable to find the attitude of teachers and prospective teachers at higher levels in understanding their competitive nature and preparedness. It will certainly reflect the reality, how well the teachers as well as future teachers are prepared to face and act towards global issues pertaining to human rights.

Main research questions

1. What is the attitude of university students and teachers towards global issues pertaining to human rights?

Subsidiary research questions

1. What is the attitude of university students and teachers towards social security?
2. What is the attitude of university students and teachers towards personal liberties?
3. What is the attitude of university students and teachers towards civilian constraints?

Research design

Strategy: The overall strategy for the current research is based on survey research design. Based on the nature of the research objectives, main and subsidiary research questions, the researcher embraced mix-method paradigm, i.e., use both qualitative and quantitative approaches.¹⁶ In the current study, mix-method adopts the following methods:

1. Survey Research Method (Quantitative)
2. Case-study Method (Qualitative)

International Online Journal of Educational Sciences, 3:1 (2011), pp.67-78, and Yan Wing Leung, and Yan Lam Lo, *Are Liberal Studies teachers ready to prepare human rights respecting students?: A portrait of teachers' attitudes towards human rights*, The Hong Kong Institute of Education, 2011.

¹⁶ Larry B. Christensen, R. Burke Johnson and Lisa A. Turner, *Research methods, design, and analysis* (Boston, MA: Allyn & Bacon, 2010), 11th ed.

Population: The target population of interest for the current study includes all the students and teachers of public and private sector universities in Sindh from faculty/ department of education.

Sampling: All the students (prospective teachers) currently enrolled in either B.Ed or M.Ed course, and all the teachers teaching any subject at B.Ed or M.Ed level in public or private sector universities in Sindh are termed as sample frame. The sample size of $n=600$ is derived through stratified random sampling method.

Table No.1. Showing the Distribution of Sample

Categories	No. of Institutions	No. of Teachers	No. of Students	G. Total
Public University	6	30	180	
Private Universities	6	30	220	
Affiliated Colleges	4	20	120	
Sample Size	16	80	520	600

For qualitative data, $n=20$ respondents are selected through purposive sampling to meet the saturation point.

Research Instrument

To gain in-depth responses, four principal tools are designed in the light of literature, research questions and expert's opinions

1. Demographic and Basic Information Questionnaire for Students
2. Demographic and Basic Information Questionnaire for Teachers
3. Human Rights Attitude Scale for Students and Teachers
4. Questions (For Focused Group Interview)

Validity and reliability: To find multi-dimensional attitude towards human rights, Human Rights Attitude Scale was developed using Attitudes toward Human Rights Inventory (ATHRI)¹⁷ and Human Rights Questionnaire (HRQ).¹⁸ Survey instrument was validated by panel of experts, while reliability (internal consistency) was checked using Cronbach's alpha, which was 0.90 for the overall scale, whereas interview questions were validated through face and content validity.

¹⁷ Darcia Narvaez, Steve Thoma and Irene Getz, *Guide for using the Attitudes toward Human Rights Inventory (ATHRI)*, Center for Ethical Education, University of Notre Dame, 2006.

¹⁸ J. Diaz-Veizades, K.F. Widaman, T.D. Little and K.W. Gibbs, 'The Measurement and Structure of Human Rights Attitudes', *The Journal of Social Psychology*, 135:3 (1995), pp.313-28.

Table No.4. *t-test Results Comparing University Students and Teachers Attitude towards Civilian Constraints*

Level	N	Mean	SD	SE	SE(M)	t-cal	t-crit	df	Decision
U. Students	520	71.20	7.46	0.32					
					0.72	4.92	1.96	598	Rejected
U. Teachers	80	67.31	6.50	0.72					

$\alpha=0.05$

Table No.5. *t-test Results Comparing University Students and Teachers Attitude towards Personal Liberties*

Level	N	Mean	SD	SE	SE(M)	t-cal	t-crit	df	Decision
U. Students	520	68.24	6.71	0.29					
					0.72	1.09	1.96	598	Accepted
U. Teachers	80	67.41	6.41	0.71					

$\alpha=0.05$

Data analysis (qualitative)

The main areas for qualitative research are:

- Major human rights issues among university students and teachers
- Current human rights condition in Pakistan in shaping attitude towards human rights
- Role of teachers, students (prospective teachers), education and higher education institutions in promoting the concept of human rights
- Importance of integrating global dimension in teacher education

These areas are explored in the light of narratives, supported by literature and triangulated by quantitative findings, wherever applicable. Important themes are briefly shared below:

Major human right issues among teachers and students

Students (Prospective Teachers) and teachers are the backbone of higher education, who play important role in promoting human rights practices in society; but these intellectual themselves face array of issues within and outside the higher institute of learning. In response to the first question, the students (prospective teachers) and teachers identified several issues, face by them which are linked with human rights violation. Few of the important issues are discussed below:

Issues of discrimination: The respondents highlighted the issue of discrimination as one of the major issues face by university teachers and students (prospective teachers). One of the respondents shared

Individual differences in the name of religion, post, experience, etc., are common among teachers and

administration. There is biasness among academic staff as juniors are often discriminated by giving more workload and given less importance than the senior teachers.

Due to cultural barriers and lack of awareness, valuing others identities is rarely practiced in society, which eventually promote individual differences and trigger violence and conflict in the form of human rights abuses. The researcher feels that lack of awareness about global issues, human rights and global values could possibly be few of the reasons for practicing individual differences at university level. The other reasons could be gender difference, age,¹⁹ conflict of ideas, gap between theory and practice,²⁰ which promotes discriminatory practices.

Students politics: Generally, the active involvement of student organization aims at promoting healthy interactive development. Student politics within premises is mushrooming in Pakistani universities, particularly in Sindh. It is a healthy sign of democratic participation; however, it has taken negative turn in Pakistan due to the mis-use of power. Rather working for creating awareness towards civic and political rights, the organizations have emerged as a rivalry and prefer solving issues through the medium of violence. The respondents identified the growth of negative consequences of political involvement within the higher education institution. One of the respondents said

Political parties are very active and influential in universities. Their political involvement within the premises distracts student's attention to study effectively.

Political activities in university campuses have occasionally led to political violence, particularly in Karachi, where severe implications were observed. There are some cases identified by the respondents related to physical harassment, but were reluctant to share personal experiences. Such incidents incline youth towards radical tendencies.²¹ The current research identified least involvement of students (prospective teachers) and teachers in politics but still, their participation and support to politics exist. The same is endorsed by the study

¹⁹ N. Sellars and K.J. Stevens, 'Three problems in the relationship of educational theory and teaching', *Australian Journal of Teaching Practice*, 3:2 (1983).

²⁰ A. Waghorn and K. Stevens, 'Communication between theory and practice: How student teachers develop theories of teaching', *Australian Journal of Teacher Education*, 21:2 (1996), pp.48-55.

²¹ Saba Noor, *Tarakkhiyati Amal: Intiha Pasandi kay Tadaruk Main Muaawin*, monthly *Tajziat*, 2010, Islamabad.

conducted by PIPS.²² The current study also identified significant difference in the attitude of teachers towards human rights, who support political or social organizations, which is a point to ponder.

Favorism: Injustice and favoritism are highlighted as commonly observed issue, which has taken varieties of form, and mostly practiced on the basis of gender²³ or similar attitudes and beliefs.²⁴ The same issue is identified by the respondents, where gender discrimination exists among students and teachers at university level. One of the respondents said

...there is a discriminatory attitude of teachers towards female students. This fact must be notified that majority of the females are pursuing degree in education but still dominating class discriminate their rights. Thus in many points at many instances, women are subjected to ignorance.

Teachers shared that discrimination on the basis of gender rarely occur and is based on individual acceptance. One of the respondents endorsed

Teachers try their level best to avoid discrimination but it is a fact that it happens at times, when such issues occur, but are not brought into the notice of senior teachers and administrative staffs, which give rise to the culture of discrimination.

The respondents endorsed that favoritism among university teachers and administrative staff exists. One of the respondents highlighted

Teachers have lobbies and parties within public universities which promote the concept of favoritism in gaining academic promotions and other perks.

Violence: Pakistan is currently facing turmoil situation of security, and universities are gripped by the issues of insecurities. These views are opined by the respondents who shared that killing, disappearance, torture and murder of innocent students and teachers raise brows over the issues of security. Respondents shared that there is lack of security within premises. Due to the political involvement within the universities

²² *Radicalization: Perceptions of Educated Youth in Pakistan* (Islamabad: Pakistan Institute for Peace Studies, 2010).

²³ J.B. Dusek and G. Joseph, 'The bases of teacher expectancies: a meta-analysis', *Journal of Educational Psychology*, 75:3 (1983), pp.327-46.

²⁴ See: J.E. Susskind and C. Hodges, 'Decoupling Children's Gender-based In-Group Positivity from Out-Group Negativity', *Sex Roles*, Vol. 56, 2007, pp.707-16; John Turner, *Rediscovering the social group: A self categorization theory* (Oxford: Basil Blackwell, 1987), and Jim Sidanius and Felicia Pratto, *Social Dominance: An Intergroup Theory of Social Hierarchy and Oppression* (New York: Cambridge University Press, 1999).

campuses, rivalry and other internal issues, cases of murder of students and faculty are happening in Pakistan. Murder of faculty member and students of different universities²⁵ are also reported by print media, which endorse sense of insecurity within the campuses. Researches²⁶ also endorse that academic freedom is limited at higher education institutions in Pakistan. The students (prospective teachers) in particular shared that their rights are abandoned at times which results in violation and disruption.

State of human rights in Pakistan

The situation of human rights in Pakistan is complex. Right through history, she has experienced sordid condition of human rights. The respondents were asked to throw light on the current condition of human rights in Pakistan.

From the analysis, it was revealed that there is a blur image and anguish among students and teachers over dissatisfactory condition of human rights. All the respondents view human rights condition as a portrayal of violence, intolerance and inequity. The similar findings were revealed by a research study²⁷ which shared negative attitude and frustration of youth over political and social condition in Pakistan.

One of the biggest challenges for Pakistan is to deal with the issues of extremism. There is a vibe of religious extremism, radicalization and terrorism in Pakistan. The respondents shared that old traditions in the name of culture are being imposed, which abandon people to raise their voice for their rights. Additionally, religious extremists are worsening the condition of Pakistan by creating ethnic and sectarian violence. Javaid²⁸ shared that education institutions are also under attack which possibly shape negative attitude of people from

²⁵ See: Ali, 'Murder of teachers in Balochistan', *Dawn*, 20 May 2010, accessed 4 August 2013, <http://archives.dawn.com/archives/67090>; Munawer Azeem, 'University professor booked in murder case', *Dawn*, 13 April 2013, accessed 14 July 2013, <http://beta.dawn.com/news/802248/university-professor-booked-in-murder-case>; 'Fourteen female students killed in Quetta blast', Geo TV, 15 June 2013, accessed 15 July 2013, <http://www.geo.tv/article-105368-Fourteen-female-students-killed-in-Quetta-blast>.

²⁶ Siddiq Kalim, *Pakistan: An educational spectrum* (Lahore: Arsalan Publication, 1978), and N.A. Qureshi, 'Education as a change agent', *Journal of Elementary Education*, 1:7 (1997) pp.56-70.

²⁷ *Radicalization: Perceptions of Educated Youth in Pakistan*, op.cit.

²⁸ Umbreen Javaid, 'Religious Militant Extremism: Repercussions for Pakistan', *Journal of Political Studies Issue*, Vol.17, 2010, pp.53-62.

academics. The religious conflict portrays societal polarization and radicalism in Pakistan.²⁹ The ignorant attitude of most of the people towards human rights condition in Pakistan is due to restriction of civic rights in making liberal decisions. Furthermore, thinking is often shaped by culture, while limited knowledge is disseminated by the education institutions, which does not significantly contribute in shaping positive attitude towards solving global challenges.

The condition of women and children rights is highly criticized by the respondents. They shared that they are suffering from getting access to fundamental rights. Interior cities are badly affected and are deprived of their rights due to lack of awareness. In rural and far wide remote areas where education is inaccessible, the trend of women discrimination exists. The respondents shared that violence against women is common in urban areas which provide glimpse of ignorance and lack of access to their rights. Pakistan is signatory to several international treaties and articulated gender equality in the Constitution of Pakistan, several bills were also passed to mark right of women, yet violence against women is still practiced. One of the respondents shared example

The story about a lady who was stoned to death after being raped is a prime example of women rights violation on a high level. Not only was she the original victim, but then she was punished (horribly) compounding the feeling she would already of had that it was her fault (something which most rape victims feel).

Other issues identified by the respondents include global warming, economic issues and crisis, health and water issue, corruption and hatred, natural issues include natural disaster, lack of sincere and devoted leader, lack of access to basic facilities.

Role of teachers, education and higher institutions

Teachers: Teachers, particularly prospective teachers are symbolized as the supporter of peace and democracy. Teachers transform students (prospective teachers) into learned population whose involvement in

²⁹ Abdul Basit and Mujtaba Rathore, 'Trends and Patterns of Radicalization in Pakistan', *Conflict and Peace Studies*, 3:2 (2010), p.11, and Moonis Ahmar, 'The Challenge of Extremism in Pakistan: Are there Lessons to be Learnt from the Experience of Singapore?', *IPRI Journal*, 11:2 (2011), pp.44-63.

implementing human rights is profitable in shaping positive attitude of society towards human rights.³⁰

The respondents were asked to throw the light on the role of teacher and students (prospective teachers) in promoting the concept of human rights. Overall, the role of teacher is highlighted as a key element of hope in promoting human rights practice which has direct link with the intellectual development of society.

Teachers and students (prospective teachers) play an integral role in influencing others through their advice and indirectly through modeling desirable behavior. They are expected to practice the philosophy of human right by showing positive attitudes. Those teachers who are aware of social issues take keen interest to promote human rights. One of the respondents shared

Youth is the stage where lots of physical, mental and emotional changes take place. They are the forecast of future while teachers are the transformers. If the concept of teachers about human rights is clear, they can spread their knowledge through their actions in the society by integrating it in teaching practices.

Education: It is a concrete ladder which constructs personality and character. It is a meaningful experience which quest for better knowledge. The respondents were asked to throw light on the role of education in promoting human rights. All the respondents see education as a ray of hope in shaping human right attitude in society, and consider it as a last resort for solving global issues. The respondents shared that education is the agent of social change which develops mutual respect for humanity and helps to maintain positive attitude at the time of violence or conflict.³¹ The concept of education in Pakistan is ideologically bounded, however the respondents emphasized for the integration of global content in education: inclusion of global dimension.³² Respondents highlighted that education is the best solution to solve issues pertaining to human rights. One of the respondents highlighted

³⁰ C. Del Felice and A. Wissler 'The Unexplored Power and Potential of Youth as Peace-builders', *Journal of Peace Conflict & Development*, 11:11 (2007).

³¹ Mario Novelli and Alan Smith, *The Role of Education in Peace Building. A synthesis report of findings from Lebanon, Nepal* (New York: United Nations Children's Fund, 2011).

³² Knight Jane, 'Updated Internationalization Definition', *International Higher Education*, Vol.33, 2003, pp.2-3.

Education is a concrete ladder that helps to construct the personality and character building of student. It shall foster the unity on racial and moral grounds. It will to dissipate student politics and deadly student clashes at university and college level.

The respondents shared that human rights education fosters rights, respect culture and embed understanding towards human rights. Such education develops consciousness among students on the value of human rights by restraining from those activities which may disfigure the image of the noble profession.

The respondents shared that all prevailing bad habits such as discriminatory acts in society can be nip into bud through education. Additionally, education has prospects to rekindle and remove ignorance and provides equalization of opportunity and develop positive human rights attitude. The respondents highlighted that education at higher level can provide practical exposure to raise voice for rights. The importance of teacher's knowledge in promoting human right education is highlighted by the respondents. One of the respondents added

Education helps us to better comprehend the concept of human rights and how the rights can be practiced. If our teachers do not understand human rights then the students will act vice versa.

Role of universities: Universities are fertilizing soil which embodied the value of intellectual and academic freedom by maintaining moral and intellectual standards. The respondents were asked to highlight the role of universities in promoting the concept of human rights. Overall, the respondents are not satisfied with the current role, playing by universities in shaping human rights attitude through education. The respondents discussed that the role of university is to provide ethical training which serve as a supportive source. One of the respondents said

The role of university besides providing education is to provide ethical training to the students so that when they enter the society they can spread it and bring change through their positive attitude; it is a proper channel for the students to get knowledge.

In a nutshell, teachers are the real essence of bringing democratic changes in society. Their role is significant in bringing transformation in society towards human rights through knowledge, attitude and global competencies. Additionally, universities are required to introduce courses about real world problems that are noticeable in local communities.

Importance of integrating global dimension in teacher education curriculum

The success of education for human rights largely depends on teaching profession. Learned teachers and curriculum are the powerful weapons to transform society. All the respondents highlighted the importance of integrating global dimension in TE curriculum, but at the same time identified missing gaps. The respondents shared that the syllabus content for all the universities, offering teacher education is similar in context and theoretical in nature. Sadruddin & Wahab³³ identified missing global dimension in teacher education curriculum. Several global researches³⁴ also identified lack of inclusion of ethical training in teacher education curriculum. One of the respondents highlighted

Tolerance, pluralism, human rights, diversity, these progressive elements are missing in TE curriculum.

Inclusion of topics related to international politics, culture, religion should be included to promote tolerance... there should be a separate course for human rights issues

In response to the subject where inclusion of global dimension is important, the respondents shared Urdu, Islamiyat, Ethics, Social Studies as crucial subjects, but at the same time demanded for a separate curriculum of human rights. Teachers shared that some knowledge about issues are taught to the students in the subject of educational psychology, but its scope in preparing global competent teacher is too narrow. One of the respondents said

Our curriculum promotes regionalism rather than globalism.

We do not find any direct linkages of global dimensional aspect of human rights in respect of curriculum design.

³³ Munir Moosa Sadruddin, and Zaira Wahab, 'Are we Preparing Global Competent Teachers?-Evaluation of the Incorporation of Global Education Perspectives in Teacher Education Curriculum in Pakistan', *Bulletin of Education and Research*, 35:1 (2013), pp.75-94.

³⁴ See: M.T. Estrela, 'Ética e formação profissional dos educadores de infância', *Cadernos de Educação de Infância*, Vol.52,1999, pp.27-32; F.K. Oser, 'Moral Perspectives on Teaching', *Review of Educational Research*, Vol.20, 1994, pp.57-121; D.T. Hansen, 'Teaching as a moral activity', in V. Richardson, *Handbook of Research on Teaching* (Washington: American Educational Research Association, 2001), pp.826-57; G. Colnerud, 'Teacher ethics as a research problem: syntheses achieved and new issues', *Teachers and Teaching: theory and practice*, 12:3 (2006), pp.365-85 and M. Willemse, M. Lunenberg and F. Korthagen, 'Values in education: a challenge for teachers educators', *Teaching and Teacher Education*, Vol.21, 2005, pp.205-17.

Lack of integration of global element in curriculum, and limited space to promote human rights in Pakistan show that universities failed to conceptualize human rights. The respondents shared that in order to foster positive attitude towards tolerance, respect, solidarity, responsibility, awareness campaigns should be launched, and also demanded for the establishment of human right resource centers in all the universities. Global competitive subjects like global studies, drug education, peace education, multicultural education should be introduced as compulsory subject.

Results (quantitative)

1. There is a significant difference in the attitude of university students and teachers towards global issues pertaining to human rights
2. There is a significant difference in the attitude of university students and teachers towards Social Security
3. There is a significant difference in the attitude of university students and teachers towards Civilian Constraints
4. There is no significant difference in the attitude of university students and teachers toward Personal Liberties

Results (quantitative)

The results drawn for the qualitative research are:

1. Students (prospective teachers) and teachers face multiple issues which result in diffident of expressing ideas in solving global issues pertaining to human rights which include but not limited to individual differences, discrimination, favoritism, institutional politics, lack of tolerance, lack of security and lack of freedom.
2. There is a blur image and anguish among the respondents over dissatisfactory condition of human rights in Pakistan.
3. The respondents highlighted the positive role of teachers in promoting the concept of human rights.
4. The respondents considered education as the best tool in shaping positive attitude and symbolize it as a driving agent of social and moral transformation of society. Overall, the respondents are not satisfied with the current role, playing by teacher education in shaping human rights attitude.
5. The respondents highlighted the role of higher education institution as important to construct social behavior. Overall, the respondents are not satisfied with the current role, playing by universities in shaping human rights attitude and in solving local and global problems, manifested in society.

6. All the respondents highlighted the importance of integrating global dimension in Teacher education curriculum. The respondent shared that due to unavailability of crucial elements of global issues in the curriculum, universities in Pakistan has limited scope in promoting the concept of human rights.

Discussion

The study has begun to scratch the surface of attitude of university teachers and students towards human rights in Pakistan. Support for human rights is not an isolated feature of an individual; rather a collective work. The purpose of the study was to find the attitude of university teachers and students towards global issues pertaining to human rights. It was revealed that there is a significant difference in the attitude of university teachers and students towards global issues pertaining to human rights. Through item-by-item analysis, it was revealed that teachers showed negative attitude towards rights of eunuchs, right of security, grant of welfare assistance, rights of old people, democracy, right to protest against government policies, individuals rights and religious rights, while students showed negative attitude towards rights of equality and academic freedom. Both students and teachers showed negative attitude towards political rights, cultural rights, constitutional rights, women rights and voting rights.

Global education is a multi-dimensional phenomenon, which is based on the philosophical concept of human rights.³⁵ The current study was conducted in Pakistan, which is one of the largest and predominant multi-cultural Muslim populated countries in the world.³⁶ In current context, Pakistan is beset with serious local and global challenges which are rarely addressed due to its sensitive nature. However, education is considered as one of the most important areas, which can contribute in producing intellectuals, who can transform the whole society and can build positive attitude of the world community towards human rights. To meet this purpose, higher education is the most potential area, where

³⁵ Hilary Landorf, 'Toward a philosophy of global education', in T.F. Kirkwood-Tucker (ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools* (New York: Peter Lang, 2009), pp.47-67.

³⁶ CIA *Factbook*, 2010, accessed 19 July 2013, www.cia.gov/library/publications/the-world-factbook/geos.pk.html

intellectual assets can be groomed; however, multifarious challenges are attached to the role of higher education in Pakistan.³⁷

It is assumed that teachers can bring global transformations and can shape positive attitude of society towards human rights, which require vigorous attention of education institutions in preparing globally competent teachers.³⁸ A number of studies have focused on the role of teachers as human rights educators.³⁹ Researchers highly criticize quality of teacher education in Pakistan.⁴⁰ It was subjected to politicization due to which, much productive and effective outputs are not gained. Preparedness of teachers towards global knowledge particularly towards global issues pertaining to human rights is not well garnered. From the current study, it was revealed that majority of the students and teachers view global issues as an important area of learning and dire need to bring reformation in teacher education was also emphasized. It was found that majority of the students and teachers are inclined towards global mindedness, but their preparedness towards global issues lacks in many areas due to lack of integration of global issues pertaining to human rights in the curriculum, cultural barriers, religious domination, etc.

³⁷ Shahid Siddiqui, *Rethinking Education in Pakistan-Perceptions, Practices, and Possibilities* Paramount Publishing Enterprise, 2010, 3rd ed.

³⁸ Sri Vidhya Jayakumar, *Human Rights Education – the Role of Teacher*, paper presented in Western Regional Seminar held in H.J. College of Education, 2007, accessed 29 March 2013, http://www.vpmthane.org/law1/princ-articles/human_rights_education.pdf

³⁹ See: Audery Osler and Hugh Starkey, *Teachers and human rights education*, Trentham, 2010; Todd Jennings, 'Human Rights Education Standards for Teachers and Teacher Education', *Teaching Education*, 17:4 (2006), pp.287-98, and N. Flowers and D. Shiman, 'Teacher education and human rights vision', in G.J. Andreopoulos and R.P. Claude (eds.), *Human rights education for the twenty-first century* (Pennsylvania: University of Pennsylvania Press, 1997), pp.157-76.

⁴⁰ See: Aga Khan Foundation, *Putting the child first: Teacher education for quality learning and school improvement*, (Social Policy Forum. Pakistan-Canada Social Institutions Development Programme, 1998; *Options and Recommendations for Education Sector Budget Support in Pakistan*, DIFSD & USAID, 2008; M.A. Nizamani, M.I. Malik and Manzoor-ul-Haque, *Report for the study on critical evaluation of teacher training institution in Sindh: Under the teacher training project* (Washington: U.S. Agency for International Development Office of Inspector General, 1998); *The Development of Education: National Report of Pakistan* (Islamabad: Ministry of Education, 2004), and *Draft of National Plan of Action on Education For All (2000-2015)* (Islamabad: Ministry of Education, 2002).

Changing education without improving professional capital cannot make significant progression unless we have globally trained teachers for educating good citizens with an integration of global issues such as human rights, tolerance, pluralism, diversity, etc.; particularly in the current context of Pakistani society we need to robust teacher training system to achieve ultimate changes.

The global knowledge about different perspectives towards global issues contributes in shaping positive attitude towards human rights.⁴¹ From the current study it was found that majority of the students lack knowledge about documents on human rights, while majority of the teachers are familiarized with local and global documents on human rights; however the attitude of teachers is negative towards more items as compare to the attitude of students (prospective teachers), which significantly shift attention of the researcher towards various factors which influence attitude of teachers at university level.

Comparing the knowledge and attitude of people from the western side, it is well- documented that teachers and students desire to work for solving global issues.⁴² From the current research, missing gap of integration of global content in teacher education was found as one of the reasons which contribute in shaping negative attitude towards crucial segments of human rights. Besides that, the issues which influence in shaping human right attitude of the respondents include current state of human rights in Pakistan, denial of rights, tackling with global challenges, undefined roles of universities in shaping human rights attitude.

Suggestions

1. The respondents desire to recognize their rights by respecting their choices, viewpoints and preferences. Rights of teachers and students must be framed at university level. Promotion of teachers and students autonomy in teaching HR with appropriate responsibilities must be initiated.
2. The respondents emphasized to shun personal differences between teachers and students. Political organizations must work to promote

⁴¹ H.A. Grace and V. Van Velzer, 'Attitudes toward the Universal Declaration of Human Rights', *International Journal of Opinion and Attitude Research*, Vol.5, 1951, pp.541-52, and Thomas Barrows, *College Students' Knowledge and Beliefs: A Survey of Global Understanding* (New Rochelle: Change Magazine Press, 1981).

⁴² David Hicks and Cathie Holden (eds.). *Teaching the Global Dimension: Key Principles and Effective Practice* (New York: Routledge, 2007).

human rights with good will. Improvement of university environment through active participation of teachers and students in management, involvement in community and university affairs is the need of time.

3. Those teachers, who are teaching at university level must be provided with ample of human rights refresher sessions to keep themselves up-to-date.
4. Human rights training must be made mandatory. Additionally, Human Right Attitude Scale can be used as a tool for assessing human rights attitude of teachers before recruitment.
5. Teacher education curriculum should be revised. Policy makers should be re-educated to make globally competent teacher education curriculum.
6. Pakistan studies and International relations are the subjects, which can share global knowledge to shape the positive attitude of teachers and students towards global issues pertaining to human rights. Therefore, there is a dire need to make this subject compulsory in teacher education.
7. The educational institutions at higher level, particularly those, offering teacher education, must offer intellectual leadership to society by developing humanistic perspective, necessary in promoting consciousness towards human rights.

The researcher recommends re-conceptualizing the role of teacher in Pakistan by providing competency based training to the teachers. The need of time is to bring changes in the role of teachers and students in Pakistan for the sustainability of the future generation.

Note: This paper has been extracted from the Ph.D Thesis, titled ‘Study on the Attitude of University Teachers and Students Towards Global Issues Pertaining to Human Rights- Exploring Global Perspective through Local Disposition’, under the Supervision of Research Supervisor, Dr. M. Hameed-ur-Rehman.