

ISSUES AND CONCERNS IN THE INTEGRATION OF PEACE EDUCATION IN HIGHER EDUCATION INSTITUTIONS (HEI's) IN BASILAN

ARGIE J. SARCO , GINA V. TUTING , EVA M. MACHUTES, EdD ,
RACHEL L. RODRIGUEZ, PhD
Basilan State College

ABSTRACT : This study determined the “Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan. One Hundred Ninety-Three (193) teachers of the six Higher Education Institutions (HEI's) in Basilan were chosen through random sampling. The instrument used in this study was adopted from the instrument generated by Kaneba (2012) which was also revised and subjected to its validity and reliability, which was to determine the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, S.Y. 2015-2016, in terms of their profile. In this study, One Hundred Ninety-Three (193) teachers in the Higher Education Institutions in Basilan. The findings of the study were: 1. Overall the Issues and Concerns affecting the integration of Peace Education in HEI's in Basilan, where categorized to a Moderate Extent on 1. Teachers' Training. 2. Resources (Financial/Materials), and on 3. Methodologies for Integration of Peace Education and on 4. Attitudes of Learners. As divulged in the findings that significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training, attitudes of learners, resource and methodology for integration of Peace Education. The findings disclosed that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training, resources and methodology for integration of Peace Education. As revealed in the findings that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training, attitudes of learners, resources and methodology for integration of Peace Education when data is analyzed based on the years of taught. The implication of this study was directed towards the formulation and generation of an Effective and Efficient Integration of Peace Education in all programs, subjects or courses in the Higher Education Institutions in the country.

THE PROBLEM AND BACKGROUND OF THE STUDY

I. INTRODUCTION

The history of Peace Education is arguably as old as human history, as cultures throughout the world have learned-and then taught the next generation-how to live peacefully with others. Diverse religious and philosophical traditions have been a rich and influential source of peace learning, even though people have also promoted violence in the names of these traditions. Peace Education in its modern form, however, has its roots in academia and the field of peace studies. Peace Education scholar Ian Harris describes this modern peace movement as beginning in nineteenth century Europe with many intellectual efforts to learn about violent conflict, evolving into socialist political thought, and spreading to the United State and elsewhere before World War I. Scholars then began to study war and started trying to educate the public about its dangers. More and more people tried to persuade each other and their government to use mediation instead of war to solve international conflicts. For example, influenced by the progressive ideas of the American educational theorist John Dewey, many teachers across the United States began using progressive education to teach their students about our common humanity in order to promote peaceful social progress (Harris, 2008).

Thus, Peace Education is teaching the information, attitudes, values, and behavioral competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial, harmonious relationships (Johnson & Johnson, 2003c, 2005c, 2006). Furthermore, the ultimate goal of Peace Education is for individuals

to be able to maintain peace among aspects of themselves (intrapersonal peace), individuals (interpersonal peace), groups (intergroup peace), and countries, societies, and cultures (international peace).

In societies with ethnic conflicts, the challenge of the content of Peace Education programs is two-fold: (1) to recognize the shared values in order to counter prejudices and (2) to respect the differences of the various ethnic groups (Nolan, 2007). Peace Education programs must have components that analyze social systems (Bischoff & Moore, 2007; Galtung, 1969) as well as challenge oppressive social structures (Opatow, Gerson, & Woodside, 2005). In addition, they need to inculcate values, such as human rights values (Narsee, 2005). They must also promote mutual understanding of the cultures of the different groups in order to create an environment that promotes peaceful coexistence (Magolda, 2002).

According to Dr. Kothari, “the destiny of a nation is shaped inside the four walls of the classroom”. Teachers are mirror of upcoming generations in the form of students and an effective element of establishing peaceful atmosphere. A teachers and school may devise other context-specific strategies to develop among students a sense of openness and comprehension about diverse cultures, histories, and fundamental shared values (Behera, 2013).

In this light, the Philippine Educational System, this focuses on education for promotion of the culture of peace as an urgent and relevant need in a democratic society, longing that schools, universities and colleges must integrate the study of Peace Education.

It is based on the premises presented that there is a need to determine the “Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI’s) in Basilan”, and serving as basis, develop an effective and efficient integration of Peace Education in all programs, subjects or courses in HEI’s.

THEORETICAL FRAMEWORK

This study determined the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI’s) in Basilan were anchored on the Program Theory and Social Interdependence Theory.

Program Theory (Lantieri & Patti, 1996)

Rogers (2000) described a program theory as an explicit representation of the “mechanisms by which program activities are understood to contribute to the intended outcomes” (p. 209). Program theory is a framework that guides practice and is “a specification of what must be done to achieve the desired goals, what other important impacts may also be anticipated, and how these goals and impacts could be generated” (Chen & Rossi, 1992). It establishes “links between what programs assume their activities are accomplishing and what actually happens at each small step along the way” (Weiss, 2000). Program Theory is a user friendly form of evaluation that can engage practitioners in the process of recording and examining an intervention. The theory for Peace Education is an amalgam of ideas that explains what Peace Education is and how it might be communicated to teachers, students and parents. The theory provides the rationale for Peace Education and its relevance in the curriculum and as a school improvement strategy (Lantieri & Patti, 1996). Peace Education is examples of program activities that can be integrate in the higher education institutions to contribute positive outcome and impact to the teachers, learners and the entire community. Between good intentions and great result lies program theory, not just a list of task but a vision of what needs to happen and how.

Social Interdependence Theory (D. W. Johnson & Johnson, 1994)

Social Interdependence Theory is a classic example of the interaction among theory, research, and practice. The premise of the theory is that the way in which goals are structured determines how individuals interact, which in turn creates outcomes. Social Interdependence Theory has been used as a guide for creating concrete practical procedures in education (D. W. Johnson & Johnson, 1994; D. W. Johnson, Johnson, & Holubec, 1998), business (Tjosvold, 1989), individual and group psychotherapy (D. W. Johnson & Matross, 1977), family therapy (D. W. Johnson, 1983), mediation (Kessel, 2000), organizational and community development (D. W. Johnson & Johnson, 1994), international conflict and peace building (Deutsch, 1983), and the full range of types and levels of social systems. It is in education, however, that the most systematic and widespread applications have taken place.

A Whole School Approach

To be more effective in infusing peace ideas, perspectives and values into the life of the whole school and even beyond, it is suggested that a whole school approach be adopted. In a whole school approach, we try to engage all the learning areas, all the members of the school community (students, faculty, and staff) and the wider community. The approach also includes other aspects of school life such as teaching practices and methods, student activities, administrative policies, school structures and relationships, as well as social action for and with the larger community.

A whole school approach is important because the consistent peace message and values found in the various aspects of the school and community will facilitate and reinforce the intended learning. The social, political and economic context within which the school finds itself may not be conducive and supportive of the school's vision-mission but it is precisely the challenge that a peaceable to be a "counterculture" to the dominant paradigm and be an initiator and facilitator of needed transformation. Surely this is a long-term and arduous process but it is a challenge that needs to be pursued. Castro &Galace, (2010), described the framework that a school in the Philippines has adopted in its attempt to use a whole school approach.

Therefore, this study is founded on these theories because it helped to provide a coherent picture and rationale of how changes may occur in the curriculum when Peace Education is integrated in the subject and as a subject and may contribute positive outcome and impact when there is social interaction of teachers, learner, administrators, heads in higher education institutions including Basilan as a community in creating consensual peace and order among Basilaños dominated by mutual goal to attain peace.

CONCEPTUAL FRAMEWORK

The study conceptualized the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.

The Independent Variables (IV) consist of the profile of the respondents in terms of gender, age, academic background, length of service in the present capacity, field of specialization and years in teaching the subject and the Dependent Variables (DV) are the issues and concerns in the integration of Peace Education in terms of Teachers' Training, Attitudes of learners, Resources (Financial/Materials) and Methodologies for Integration of Peace Education.

The Implication of this study was directed towards the formulation and generation of an Effective and Efficient Integration of Peace Education in all programs, subjects or courses in the Higher Education Institutions in the country.

STATEMENT OF THE PROBLEM

The study was to determine the Issues and Concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.

Specifically, the study sought to answer the following questions:

1. What is the respondents' profile in terms of;
 - a.) Gender;
 - b.) Age;
 - c.) Academic background;
 - d.) Length of service in the present capacity;
 - e.) Field of specialization; and
 - f.) Years in teaching the subjects
2. To what extents are the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in terms of:
 - a.) Teachers' Training;
 - b.) Attitudes of learners;
 - c.) Resources (Financial/Materials); and
 - d.) Methodologies for the Integration of Peace Education?
3. Is there a significant difference on the Issues and Concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if classified according to their profile?

SIGNIFICANCE OF THE STUDY

This study is important in the identification of the issues and concerns for the effective and efficient integration of Peace Education in Higher Education Institutions (HEI's). The findings of this study would be useful to the following:

The School Administrators and Policy Makers

The findings will be sources for administrative intervention in terms of allocating appropriate funds for the training of teachers concern, purchase of needed Peace Educational manual and activity books for peace studies, revision of the curriculum and formulating policy relevant to the educational system of the country.

The Curriculum Planners

The findings will be sources for curriculum improvement on the integration of Peace Education to make it more relevant and consistent to the needs faced by the academic community.

The Faculty

They will utilize this study as basis for the improvement of a faculty development program especially in the improvement their competencies in the different methods and strategies of teaching peace studies and other related peace activities, through series of in-service training activities. Such trainings may equip the trainee with the knowledge, skills, and attitudes compendium of Peace Education.

It helps the community to develop and enhance their active participation in peace-building efforts that is being undertaken by the civil society organizations.

The Future Researchers

It could be a basis for future researchers on curriculum development in the integration of Peace Education in higher education institutions.

DEFINITION OF TERMS

To understand better the outcome of the study, the following terms were operationally defined in this study:

Concerns- cause that affect in the integration of Peace Education in Higher Education Institutions in Basilan.

Higher Education Institutions -colleges and universities as recognized by the Commission on Higher Education and classified as public and private higher education institutions in the island province of Basilan.

Integration –incorporation of Peace Education in any subject course or any program in the higher education institution as part of the curricula.

Issues-concerns and programs being address to draw a positive impact and reaction in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.

Learners- group of students who are enrolled whether in associate or bachelor's degree in any higher education institutions in Basilan.

Peace Education- transformative education; education that seeks to change mindset values and behavior that have led to direct, structural and other forms of violence in our society; education that builds awareness, concerns and actions towards nonviolence, justice, and environmental care. It is also as academic subject that is integrated as part of the curriculum and any other programs, activities and project relative to peace studies.

Teachers' Training- the teaching personnel or staff who acquired skills on trainings and seminars on Peace Education or studies presently teaching Peace Education as integrated in the subjects/curricular in higher education institutions in Basilan.

II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a resume' of the review of related literature and studies that has relevance to the present study on the "Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan".

RELATED LITERATURE

The history of Peace Education, has various roots and has developed on various paths; nonetheless, every instance of Peace Education can be seen as part of a larger movement towards the creation of a more peaceful world. Despite their differences in local context, Peace Education teachers have much in common. Many peace educators seek to promote some combination of the following ideals: human rights and the rights of

the child, social justice and the minimization of structural violence, critical analysis and transformation of violent concepts and institution, non-violent interpersonal and inter-communal conflict resolution, universal empathy, global familiarity, and peaceful coexistence with the environment. Around the world, teachers have drawn upon the work and research of international activists, scholars, and each other for ideas. At the same time, these peace educators' work continues to inspire further work and study concerning new possibilities for Peace Education.

Thus, the trend in recent history appears to be one of moving towards an expanding information network of activists, scholars, teachers, and others that draw on each other's work to improve their understanding and promotion of peace. New participants join the movement recently every day, and Peace Education continues to evolve in its theory and in its practice.

Instructional Strategies

In terms of teaching strategies, the best approach in Peace Education is one that promotes learner-centered pedagogy. Such pedagogy allows learners to engage in critical thinking (Mahrouse, 2006) and active, practical learning (Biachoff & Moore, 2007). Effective programs are practical rather than didactic, encouraging reconciliation and cooperative community processes for dealing with conflict (Wessells, 2005). Using oral history (Bischoff & Moore, 2007) as well as listening to collective narratives of the different groups and accepting non-monolithic worldviews (Al-Jafar & Buzzelli, 2004; Kupermintz & Salomon, 2005), learners share their stories and engage in dialogue that promote justice and lasting peace. However, there is a debate as to whether Peace Education programs must have cognitive, emotional, motivational, or behavioral components (Yablon, 2007). Some are wary of the relevance of the emotional component (Yablon, 2007), while others are critical of narrow cognitive or rational component in Peace Education (Brandhorst, 2004; Davies, 2005). Technological tools, such as online communication networks, are helpful in the educational efforts for peace and reconciliation, as they promote continuing interaction (Vrasidas & Associates, 2007). Some have observed and are critical of the Eurocentric bias perspectives (Berlowitz, Long, & Jackson, 2006) and U.S. models (Jones, 2005) in Peace Education, which exclude the African American perspectives (Berlowitz, Long, & Jackson, 2006) in particular and all other non-European perspectives (Lederach, 1995). The focus and strategies appropriate to a learning community must be negotiated, considering that case studies have demonstrated that different groups have different ideas of what needs to be discussed and how they should be discussed (Tatar & Horenczyk, 2003). Based on the foregoing statements, the content and instructional strategies of Peace Education programs clearly need to be grounded on the history and social context as well as respond to the actual needs of the learners.

Peace Education: Its Strengths and Weakness of Gregorio (2009)

Strengths. It is evident that the true role of education is "change." Educating for peace simply means educating for change. The need for change in education is not a manifest syndrome of a dysfunctional system but a latent operating illness of a certain disease. This means that a mere common observation does not constitute an appropriate diagnosis. It requires reflective vigilance among educator-observer through dedicated attitude to apprehend observable stimuli and put them under the realm of research investigation. Education for peace through action research, for instance, constitutes an inseparable, parallel link between education and innovative change. Action research is the means for change.

The classroom has been and will continue to be the training ground for professionals. All actions of the educative process start and are enhanced during this stage. The classroom is the appropriate place to instigate innovative change. The teacher who knows best the "ins" and "outs" of the classroom becomes the prime actor at instigating changes.

The learners must no longer be treated as objects of observation but partners for change. This means that the learners are subjects of innovative change with the teacher as researcher from the inside. Peace Education treats the classroom as an agent of social change. Students must grasp the actual condition of society consciously, and assess social needs for change deliberately. They must possess reflective thinking in analyzing social conditions. Reflective thinking produces responsible actions. The lack or absence of it makes actions mere activism.

Weaknesses. Education for peace also has its weaknesses. According to Pradhan (1984), despite the laudable effort and noble intentions, the Peace Education programs suffer from a number of limitations. First, Peace Education programs have remained confined to small elite, and have failed to reach the masses. Second, the entire effort has suffered from a kind of "Eurocentrism" both in intellectual and organizational obsession with the threat of nuclear weapons (this was especially true during the Cold War) and interstate wars. Third, there is a problem in Peace Education at the primary or at the level of the individual. Fourth, Peace Education programs have been unable to acquire a proper philosophical and intellectual vision or outlook, which alone can give real depth, dimension a coherent substantive base to it.

Peace Education in the Philippine Setting with Focus on Mindanao

The Government of the Philippines recognizes the need and importance of Peace Education, particular in Mindanao. The efforts of the Government, through the Office of the Presidential Adviser on the Peace Process (OPAPP), have laid a strong foundation at the policy level for Peace Education. Through OPAPP's advocacy and assistance, policy instruments have been developed over the years.

The National Leadership Issued Executive Order 570 otherwise known as Institutionalizing Peace Education in the Basic Education Curriculum and Teacher Education in 2006 in order to strengthen Peace Education in the country. The response of the Department of Education was the conduct of a nationwide consultation on Peace Education and the subsequent issuance of DepED Memo 469 series of 2008, stating that all Teacher Education Institutions (TEIs) and other educational institutions include Peace Education courses and activities in the Special Topics component of the Teachers Education Curriculum. The emerging focus is now on honing the teachers with the skills, values and perspective needed to ensure that peace is learned in the classroom, integrated in student activities, and; on developing strong community awareness, knowledge and interest in Peace Education, particularly peace promotion and building a culture of peace.

After the issuance of the E.O. 570 dated September 26, 2006, the signing of the implementation guidelines of the E.O 570 took place on July 24, 2008 and it heralded the beginning of Peace Education activities all over the country. The Secretary of the Department of Education and the Commissioner of the Commission on Higher Education (CHED) as well as the Office of the Presidential Adviser on the Peace Process (OPAPP) expressed their commitment and concrete plans in 2008-2009 in order to give life to the guidelines. Some of the specific actions mentioned by the cabinet members were the issuance of memoranda to their constituencies to provide information and more concrete guidance, curriculum review and development, and capacity-building activities. The Center for Peace Education likewise committed to collaborate with the Department of Education, Commission on Higher Education (CHED) and the Office of the Presidential Adviser on the Peace Process (OPAPP).

Peace Education Effort in Mindanao

Mindanao is one of the three major islands located in the southern part of the Philippines. It is a very rich island, abundant in natural resources such as fertile soil, abounding flora and fauna, countless mineral and precious metal deposits, breathtaking landscape and beautiful coastlines. It also prides itself of colorful, diverse yet harmonious cultures that tourists would find interesting and unique.

At present, it has a population of approximately 18 million. Filipinos. It has been home to Muslims and Indigenous people since the 14th Century. Christian from the country's other islands started settling in the area in the 16th Century and migration peaked in the 1950s.

Cultural diversity primarily describes Mindanao, now a land of mixed faith, cultures and beliefs. The cultural differences in the island have caused complications and difficulties for various groups of people to know and related with each other or live together in a community. A cultural and social component like language spoken differently by two cultural groups, for example, could bar contact and communication between their people. The resulting situation tends to lend itself to misunderstanding, mistrust and mutual suspicion, or animosity.

The Philippines National Government doing its best to solve this conflict within the framework of the Philippine Constitution. Yet, the armed conflicts continue as the years go by. Many lives have been lost and substantial national resources are wasted. Mindanao is a sleeping economic giant sedated by going armed conflict that affects the entire island, and the whole nation. Its people have the initiative, they have the will and desire to have a peaceful coexistence. Forty long years of armed struggle were proven ineffective in achieving peace. The economy is declining, the whole island hunger for peace, in Mindanao, and children in conflict-affected areas are growing with very little or no opportunities to have access to education. Schools are often caught in crossfire between Moro freedom fighters and the Armed Forces of the Philippines.

The Mindanao Peace Education programs, particularly in DepEd Region XII, are used as tools for conflict resolution and for promoting better Christian-Muslim relations. The over-all framework of education for a culture has six dimensions: 1) dismantling the culture of war; 2) living with justice and compassion; 3) building cultural respect, reconciliation and solidarity; 4) promoting human rights and responsibility; 5) living in harmony with the earth; and 6) cultivating inner peace. The framework also adopts four pedagogical principles: holism where issues of peace and violence are considered dynamically interrelated; centrality of values formation, where justice, compassion, caring for life, spirituality, "one world orientation", and active non-violence are promoted; dialogue through active teaching and learning strategies, and conscientious reflection, where the active and critical consciousness of learners is formed, empowering them in the process to be catalyst for change.

Today, Peace Education is implemented not only in schools, colleges and universities but also in the grassroots through community peace-building efforts. Post-conflict human resources development programs of international aid organizations in Mindanao have integrated Peace Education in one form or another in their training designs. There are Mindanao-wide activities organized by the network of peace educators namely: the observance of the week of peace; inter-religious dialogues; solidarity activities during Ramadan for the Muslims and the Christmas season for Christians; peace concerts, peace essay contests and other advocacy and social mobilization activities.

The Efforts toward a Peaceable Curriculum

The Efforts Toward a Peaceable Curriculum are the: Peace perspectives and themes are integrated across the curriculum; A special peace-focused curriculum and text is used in the grade 7 social studies subject; A 3 –unit college-level course, “Introduction to Peace Studies” is offered as a required major course in the International Studies Department and is taken as an elective course by the other students. Likewise, the course” Education for Peace, Gender Equality and the Environment” is a required major course in the College of Education; A peace Studies minor is one of the options available to the undergraduate students; A 1-unit course called MC 101 that introduces the core values of the school--- peace, social justice, gender equality and environmental care --- is taken by all undergraduate and graduate students; and Sessions on Nonviolent Conflict Resolution are a part of the regular High School, College and Adult Education homeroom/development programs for students.

Teaching –Learning Methods

The teachers, particularly of the courses mentioned above, strive to use methods that are cooperative, participatory, dialogical and experiential. They consist of cooperative learning approaches, reflection and sharing , imagination exercises, simulation or role playing followed by debriefing , film or documentary showing followed by discussion, interview of outside resource persons, conflict resolution exercise, use of stories and music, et.

Co-Curricular and Student Activities

Out-of-classroom student activities also help in the learning and appreciation of peace. The Pac Christi student organizations in the different units have helped enliven these activities. Among those that been used to raise peace consciousness are exhibits during the International Day of Peace Education (September 21) and throughout that week; Poster-making on themes such as “No War toys this Christmas”; making of Peace Quilts and banners; putting up of an outdoor display called “Pinwheels for Peace”; mini-workshops on ‘Vision of Peace Among Religious” and “Confronting Gun Violence”; peace-focused liturgical and para- liturgical services, songfests and stage presentations. Examples of the latter are the Grades study Center’s value-laden annual plays.

A twinning project between Miriam College whose students are mostly Catholic Christians and a school in Mindanao attended by Muslims (Rajah Muda High School in Pikit, Cotabato) enables the students of both schools to know each other more and help breaks down the age-old barriers of prejudice. The project’s theme is “Building Bridges of Peace” and was launched in 2004. The activities have included the following; exchange of letters, joint training on Peace Education between the teachers and the students, production of joint newsletters and mutual assistance. Students from Rajah Muda High School have given presentations to Miriam students which have increased the latter’s understanding of the Mindanao conflict situation while Miriam students, parents and school employees have cooperated to help materially and through advocacy.

Peace-Related Material and Other Resources

A special collection of books and other materials on peace and nonviolence is available as a separate section in the College Library. This makes the collection very accessible to both faculty and students. The school features in its own publication’s articles related to peace and nonviolence.

Peace-focused books have been produced such as *Tungosa Isang Mapayapang Mundo* (Toward a Peaceful World) and *Conflict Resolution and Peer mediation Sourcebook* as well as research-based papers on peace topics. The school has a Peace Garden, a special resource located in the campus’ Mini Forest Park, where a person can deepen one understands of the meaning of peace. The garden features sayings on peace, inscribed on tablets placed on the natural rock formations, from Jesus, St. Francis of Assisi, Mahatma Gandhi and Mother Teresa. The garden also features a peace Pole, an international peace symbol with over 100,000 planted around the world.

Enrichment Activities for Administration and Faculty

The Enrichment activities for administration and faculty are the: Seminars/talks on Peace Education, peace spirituality, conflict resolution and alternatives to violence have been held; Before the start of the schools' year, a workshop on Peace Education is given to the entire newly hired faculty. A shorter orientation is given to other new employees; a peace core group consisting of representatives from the various units has undergone more intensive sessions in order that they can serve as catalyst in their units. They are also sent to growth opportunities outside of the school, e.g., to the annual Mindanao Peace building Institute. The foregoing is an attempt to illustrate how a school can begin to take steps towards a whole school approach. Institutional and administrative supports are crucial in this process and the commitment of those who will take the lead and those who will cooperate is essential. There will be demands in terms of time and preparation for the different elements in the approach, but the rewards will be worth the effort. It means being able to celebrate a school culture that is not only peaceable but is also facilitate of the needed changes in the larger society.

Infusion Approach to Peace Education

There are two basic approaches to bringing Peace Education into the schools; introducing Peace Education—or some of its elements—as a new subject, or infusing it into the existing curriculum subjects. The school curricula in the Middle East tend to be quite over crowded, making the infusion approach easier to implement. The infusion approach means that teachers will incorporate Peace Education concepts and values into their subject matter lessons where appropriate. It is important to understand, however, that this requires careful planning in order for the integrity of the academic lesson to be preserved. Following are some ideas on where Peace Education might be infused into curriculum.

Language education is perhaps one of the most receptive curriculum area for Peace Education, since language teaching is not bound by any particular texts. For reading lessons, select literature and poetry that portray positive, humanizing values and community-building. Use literature to nurture empathy and to develop students' awareness of human universal, such as loss and mourning, the need to belong and to be loved, and the struggle for survival. When preparing language lessons, use materials that widen students' understanding of social problems and important global issues, and assign writing tasks that promote a sense of agency, e.g. letters to municipal officials. (See Ghosn, 2003; Reardon, 1997) Research projects can be structured around human rights, the rights of the child and violence against women, for example.

The teaching of history often focuses on wars and conquests, thus legitimizing war as a means to resolve conflicts between nations. History textbooks also usually present events from a given national or group perspective, failing to present multiple perspectives or experiences of the "the other". Peace Education can be infused into history lessons, for example, by teaching multiple perspectives and by inviting students to explore how a given war might have been avoided. Reardon (1997) suggests to invite students to write "a history of the future recounting how the plague of intolerance was cured through education for tolerance and how the coming of tolerance led to peace". By examining media coverage of an event from different sources can develop their ability to identify bias.

In Mathematics classes students can explore economic equality and distributive justice, two Peace Education values. Use statistics about literacy to reveal patterns of educational disadvantages, and have students compare figures of defense budget and war expenditure with money spent on education and social services to illustrate the huge portion of the world's wealth that is spent for purposes of war and violent conflict (Reardon, 1997).

Teach Science and Technology from a global perspective. In natural science class, students should explore the earth as a single biosphere or ecosystem and the effects of introducing new elements into this system. Discuss the scarcity of water in some countries and explore what could be done to provide everyone with access to clean water, one of our very basic needs. When studying metals and minerals, include the human dimension of those involved in mining, such as the living, working and health conditions of tin, coal and diamond miners and their families. Study the impact of energy consumption and environmental degradation on the economic and political stability in different parts of the world. Students should also examine the ethical implications of the use of physics in weapons industry.

Art and Music express universal human aspirations and are thus an ideal medium for Peace Education. Study works of arts from different cultures to identify human universals and their diverse expressions. Assign art projects with themes of human rights, tolerance and ecological awareness. Select songs that stress concerns over war, freedom, equality and justice (e.g. Blowing in the wind; Where have all the flowers gone; If I had a hammer)

III . RESEARCH DESIGN AND PROCEDURES

This chapter outlined the overall methodologies used in the study. This includes the Research Method, Respondents of the study, Research Instrument, Research Locale, the Instrument Validity and Reliability, Data Gathering Procedure and Statistical Treatment of Data.

THE RESEARCH METHOD

Chandaran (2004) describes research design as an understanding of conditions for collection and analysis of data in a way that combines their relationship with the research to the economy of procedures. Krishnasway (2009) suggests that research design deals with the detailing of procedures that was adopted to carry out the research study.

This study employed a Descriptive Survey Research Design. Descriptive Survey Research Design is used in preliminary and exploratory studies to allow researchers to gather information, summarized, present and interpret for the purpose of clarification (Orodho, 2002). Wilson (1987) describes the Descriptive Survey Research Design as involving population or universities based on the data gathered from a sample drawn from them. Borg & Gall (1989) noted that Descriptive Survey Research is intended to produce statistical information about the aspect of education that interest policy makers and educators.

THE RESPONDENTS OF THE STUDY

The respondents' sample size was determined by using the Slovin's formula $n = \frac{N}{1 + Ne^2}$, where n is the sample size, N is the number of population and e is the margin of error.

In this study, with a desired margin of error of 5%, the sample size was the One Hundred Ninety Three (193) teachers in the Higher Education Institutions in Basilan. The respondents of this study were selected through a stratified random sampling procedure using proportionate percentage. Table 1 shows the distribution of teachers of all Higher Education Institutions (HEI's) in Basilan.

Table 1 : The Distribution of the Teachers' Population and Respondents

School/HEI's	Teachers	
	Population	Respondents
Basilan State College	196	102
Claret College of Isabela	68	35
COMTECH Institute-Basilan	9	5
Furigay College Inc.	43	22
Juan S. Alano School of Midwifery	19	10
Mindanao Autonomous College Foundation, Inc.	37	19
Total	372	193

THE RESEARCH INSTRUMENT

The main tool of data collection for this study was a questionnaire-checklist. Questionnaire was used for data collection because it offers considerable advantages in the administration. It also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data.

Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity helps to produce more candid answer than is possible in an interview. The questionnaires were used to collect data from teachers. The researcher used the standardized type of instrument with modification for this study which was adopted from Kaneba (2012) and was revised to conform to its validity and reliability.

The questionnaire for teachers comprised of two sections. Part A collected the general information (profile) of teachers. Part B collected information related to the extents of the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in relation to teachers' training, attitudes of learners, resources (financial/materials) and methodologies of integrating Peace Education.

The respondents were asked to respond to items on a Five-Point Likert Scale to determine the extents of the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.

Each item has five alternative responses, consisting of:

1 - Strongly Disagree (SD)

2	-	Disagree (D)
3	-	Neither Agree nor Disagree
4	-	Agree (A)
5	-	Strongly Agree (SA)

The following scale was used to interpret the results:

1.00 - 1.80	=	No extent (NE)	
1.81 - 2.60	=	Least Extent (LE)	
2.61 - 3.40	=	Moderate Extent	(ME)
3.41 - 4.20	=	Great Extent (GE)	
4.21 - 5.00	=	Very Great Extent (VGE)	

The weighted mean rating of equal to or less than 1.80 would mean that the teachers consider the statement/situation as No Extent. A mean rating 1.81 to 2.60 would signify that the teachers consider the statement/situation as Least Extent. A mean rating of 2.61 to 3.40 would be interpreted that the teachers consider the statement/situation as Moderate Extent. A mean rating of 3.41 to 4.20 implies that the teachers consider the statement /situation as Great Extent. Finally, a mean rating of greater than or equal to 4.21 would indicate that the teachers consider the statement /situation as Very Great Extent.

RESEARCH LOCALE

The province of Basilan is one of the island provinces of the Autonomous Region in Muslim Mindanao (ARMM) and is separated from the mainland of Mindanao by a strait of about 17 miles at its narrowest margin. When Basilan Province became part of the ARMM per Republic Act No. 9054 (Expanded ARMM Law), it was composed of six (6) municipalities namely; Lamitan, Lantawan, Maluso, Sumisip, Tipo-Tipo and Tuburan. Isabela City opted not to be part of the ARMM. However, in 2006 and 2007, the Fifth Legislative Assembly of ARMM approved the creation of additional municipalities following separate plebiscites in the municipalities of Tipo-Tipo, Tuburan, Lantawan, and Sumisip. The additional municipalities are UngkayaPukan under Muslim Mindanao Autonomy Act (MMA Act) No. 190 and Al-Barka (MMA Act No. 191). And for Tuburan that was separated into two: Hadji Mohammad Ajul (MMA Act No. 192) and Akbar (MMA Act No. 193).

Subsequently, island municipalities were also created in 2007; these are HadjiMuhtamad Municipality (MMA Act No. 200) which was separated from Lantawan Municipality and TABUAN-LASA Municipality (MMA Act No. 187) from Sumisip Municipality. Also on June 18, 2007 by virtue of Republic Act No. 9393, Lamitan became a component city, the second city in the province.

The Basilan Province has tertiary schools that provide college education to its constituents, these are Basilan State College which is the only tertiary school in the province subsidized by the National Government, the rest of the college are run by private entity such as Claret College of Isabela, COMTECH Institute, Furigay College Inc, Juan S. Alano School of Midwifery, Mindanao Autonomous College Foundation, Inc.

The study was conducted at these six (6) mentioned Higher Education Institutions (HEI's) in Basilan. The respondents of this research were their teachers.

THE INSTRUMENT VALIDITY

According to Borg and Gall (1989), Validity is the degree to which a test measures what it purports to measure. The content validity of an instrument is improved through expert judgment. The proposed instrument was validated using the jury method. Three (3) experts in Educational Management were asked to evaluate the questionnaire items for suitability. Each was asked to rate an item as being:

- (1) Not Suitable (2) Needs Revision (3) Suitable

The items were judged by at least two (2) out of three (3) raters was deemed as suitable, were retained. An analysis of variance (ANOVA) or F-Test was conducted to determine whether significant differences on their ratings on the suitability of instrument items exist. The ANOVA revealed an F-Value of 0.751, indicating at 0.05 level of significance. Thus, there are no significant differences in their ratings made by the three experts on the validity of the items.

THE INSTRUMENT RELIABILITY

The reliability of a survey instrument can be established by examining the individual test items using the Cronbach's Alpha (Gall, et al., 1996) Cronbach's Alpha is a model of internal consistency reliability, which is based on the average inter-item correlation. According to Del Siegle (2002), a test is reliable to the extent that what whatever it measures, it measures it's consistently.

Thus, this questionnaire items were tested through Cronbach's Alpha Model of Inter-Item Analysis. The interpretation scale proposed by DeVellis (1991) was adopted:

Below .60	Unacceptable
Below .60 and .65	Undesirable
Between .65 and .70	Minimally Acceptable
Between .70 and .80	Respectable
Between .80 and .90	Very Good
Much Above .90	Very Good, consider shortening scale

A pre-testing of the questionnaire was conducted on thirty (30) teachers not included as respondents in this study. A reliability analysis was then conducted on the responses that were collected. The inter-item reliability analysis has shown a Cronbach's Alpha value of 0.913, indicating a very good scale of reliability.

DATA GATHERING PROCEDURE

The researcher had coursed an official letter to school administrators, heads, directors or presidents of the Higher Education Institutions (HEI's) in Basilan to ask for his/her permission to conduct the research study in their respective schools and used their teachers as the respondents of the study.

Once the permission was granted by the school administrators, heads, directors or presidents of the Higher Education Institutions (HEI's), the researcher personally administered the questionnaire-checklist to the respondents.

STATISTICAL TREATMENT OF DATA

The statistical analyses of the data utilized were the frequency, percentage, ranking, weighted mean, T-test of Independence, and the One-way Analysis of Variance (ANOVA).

To determine the profile of the teacher-respondents, the frequency and percent count were used.

To determine the extents of the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, the weighted mean and ranking were used.

To determine the significant differences between extent of the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, if classified according to their profile, the T-test of Independence and Analysis for Variance (ANOVA) were used.

IV . PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter dealt with the presentation of results and discussion of the data gathered based on the research problem and hypotheses posited for this study. The presentation of data was in the order arranged according to the statements of problem to answer them.

The first research question that this study sought to answer is, "What is the respondents' profile in terms of; gender; age; academic background; length of service in the present capacity; field of specialization; and years in teaching the subjects?"

Shown in Table 2 is the profile of 193 Higher Education Institutions (HEI's) Teachers in Basilan who served as the respondents of the study.

Table 2. Respondents' Profile

Profile	Frequency	Percentage
Gender		
Male	94	48.7
Female	99	51.3
Total	193	100
Age		
20-30	79	40.9
31-40	59	30.6
41-50	47	24.4

51 and Above	8	4.1
Total	193	100
Academic Background		
Certificate	2	1
2 Years Diploma	8	4.1
Undergraduate Degree	70	36.3
Graduate	94	48.7
Postgraduate	19	9.8
Total	193	100
Length of Service in Present Capacity		
Less than 5 Years	90	46.6
5-10 Years	40	22.8
11-15 Years	16	8.3
16-20 Years	17	8.8
Over 20 Years	26	13.5
Total	193	100
Field of Specialization		
Social Science	78	40.4
Mathematics	12	6.2
English	24	12.4
Filipino	13	6.7
General/Natural Science	15	7.8
Computer Science	28	14.5
Medical/Allied Science	23	11.9
Total	193	100
Years Teaching the Subjects		
Less than 5 Years	87	45.1
5-10 Years	53	27.5
11-15 Years	15	7.8
16-20 Years	16	8.3
Over 20 Years	22	11.4
Total	193	100

The findings of the study in table above shown that majority of the respondents (51.3%) were female while 48.7% were male. Most of the respondents (40.9%) were aged between 20 and 30 years. In terms of academic background indicated in the table above, 48.7% of the respondents held their graduate degree. These findings indicated that majority of the teachers employed in the Higher Education Institutions in Basilan have attained graduate degree and are therefore knowledgeable enough to provide information issues and concerns in the integration of Peace Education in the subjects. In terms of teachers' length of service in present capacity, Rank 1 for Less than 5 Years with the frequency of 90 or 46.6%. In terms of teachers' field of specialization, the findings of the study in the table above shown that majority, 40.4% of the respondents had specialized courses in Social Sciences, followed by those who specialized in Computer Science with 14.5%. As to the Number of Years in Teaching the Subject about, 45.1% of the respondents had taught the specialized subject for a period of at least less than 5 Years.

The second research question of this study was “To what extents are the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI’s) in terms of: teachers’ training; attitudes of learners; resources (financial/materials); and methodologies for the integration of Peace Education?”

Table 3: Extents of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI’s) in Terms of Teachers’ Training

A. TEACHERS’ TRAINING	Weighted Mean	Verbal Description	RANK
Statement			
1. The teachers were trained on peace studies with in the institution.	3.17	Moderate	5
2. The teachers were trained on peace studies by other agencies.	3.10	Moderate	6
3. The teachers have attended trainings/seminars on Peace Education curriculum.	3.18	Moderate	4
4. Before the start of the school year, a workshop on peace education is conducted for the newly hired faculty and other new employees.	2.72	Moderate	7
5. Teachers with Peace Education trainings/seminars can appropriately integrate elements of Peace Education into all learning activities.	3.64	Great	2.5
6. Teachers with Peace Education trainings/seminars can use strategies appropriate to the situation (e.g. age, class, level of intellectual development of the learners, etc.) to guide learners in the process of acquiring peace-building, peace-making and peace- affirming skills.	3.76	Great	1
7. Teachers with Peace Education trainings/seminars are gender –sensitive in personal and professional dealings.	3.64	Great	2.5
8. There are adequate of teachers teaching Peace Education due to the lack of trainings and seminars.	2.36	Least Extent	8
9. The teachers with Peace Education trainings and seminars are involved in the process of revising the curriculum with the integration of Peace Education.	3.34	Moderate	3
Overall Weighted Mean	3.21	Moderate	NA

The teachers’ rated on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI’s) on the following items above in terms of Teachers’ Training to a Great Extent, were ranked as follows:

1. Item 6- Teachers with Peace Education trainings/seminars can use strategies appropriate to the situation (e.g. age, class, level of intellectual development of the learners, etc.) to guide learners in the process of acquiring peace-building, peace-making and peace- affirming skills (3.76).
2. Item 5- Teachers with Peace Education trainings/seminars can appropriately integrate elements of Peace Education into all learning activities (3.64).
3. Item 7- Teachers with Peace Education trainings/seminars are gender – sensitive in personal and professional dealings (3.64).

The teachers’ rated on issues and concerns the integration of Peace Education in Higher Education Institutions (HEI’s) on the following items above in terms of Teachers’ Training to a Moderate Extent, were ranked as follows:

1. Item 9- The teachers with Peace Education trainings and seminars are involved in the process of revising the curriculum with the integration of Peace Education (3.34).
2. Item 3- The teachers have attended trainings/seminars on Peace Education curriculum (3.18).
3. Item 1- The teachers were trained on peace studies with in the institution (3.17).
4. Item 2- The teachers were trained on peace studies by other agencies (3.10).
5. Item 4- Before the start of the school year, a workshop on peace education is conducted for the newly hired faculty and other new employees (2.72).

The teachers' rated on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) on item 8- There are adequate of teachers teaching Peace Education due to the lack of trainings and seminars (2.36), in terms of Teachers' Training to a Least Extent.

Overall, the issues and concerns the integration of Peace Education in Higher Education Institutions (HEI's) on Teachers' Training, to a Moderate Extent.

Table 4: Extents of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Terms of Attitudes of Learners

B. ATTITUDES OF LEARNERS	Weighted Mean	Verbal Description	RANK
Statement			
1. The students appreciate the integration of Peace Education in their subject(s).	3.62	Great	5
2. The students are interested to attend classes which integrate Peace Education.	3.58	Great	6
3. The students improved their interaction with the community after the integration on Peace Education in their subjects.	3.67	Great	4
4. Through Peace Education, learners become aware of the roots of conflict in their daily lives.	3.87	Great	1
5. Through the integration of Peace Education, learners are equipped with skills to promote peace and human dignity at all levels of interaction.	3.78	Great	3.5
6. Through the integration of Peace Education, the learners are motivated to get involved in peace activity in the community.	3.78	Great	3.5
7. The integration of Peace Education, help learners engage in self-expression and become aware of the consequences of their actions.	3.80	Great	2
8. Through the integration of Peace Education, the learners learnt how to resolve conflicts by means of dialogue instead of by fighting.	3.78	Great	3.5
Overall Weighted Mean	3.73	Great	NA

The teachers' rated on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) on the following items above for Attitudes of Learners, to a Great Extent were ranked as follows:

1. Item 4- Through Peace Education, learners become aware of the roots of conflict in their daily lives (3.87).
2. Item 7- Through the integration of Peace Education, help learners engage in self-expressions so that while they listen to one another, they become aware of and assess consequences of their actions (3.80).
3. Item 5- Through the integration of Peace Education, learners are equipped with skills to promote peace and human dignity at all levels of interaction (3.78).
4. Item 6- Through the integration of Peace Education, the learners are motivated to get involved in peace activity in the community (3.78).
5. Item 8- Through the integration of Peace Education, the learners have learnt how to resolve conflicts by means of dialogue instead of by fighting (3.78).
6. Item 3- The students improved their interaction with the community after the integration on Peace Education in their subjects (3.67).
7. Item 1- The students appreciate the integration of Peace Education in their subject(s) (3.62).
8. Item 2- The students are interested to attend classes which integrate Peace Education (3.58).

Overall, as issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) on Attitudes of Learners, as to Great Extent.

Table 5
Extents of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Terms of Resources (Financial/Materials)

C. RESOURCES (Financial/Materials)	Weighted Mean	Verbal Description	RANK
Statement			

1. There is allocation of budget to purchase Peace Educational manual and instructional materials.	2.59	Least	9
2. The school provides adequate funding/budget for the trainings/seminars and workshop of teachers.	2.77	Moderate	7
3. There is available Peace Education manual on peace studies.	2.76	Moderate	8
4. There are available Peace Education activity books on peace studies.	2.78	Moderate	6
5. Multi-media collections are made available for the activities on Peace Education.	2.86	Moderate	5
6. Books and other materials on peace and nonviolence are available and very accessible to both faculty and students.	2.89	Moderate	4
7. The school published articles related to peace and nonviolence.	3.23	Moderate	3
8. There is a peace center in the school for activity and gathering.	3.33	Moderate	1
9. The school is networking with other agencies for the training and purchasing of instructional manuals and books on Peace Education.	3.30	Moderate	2
Overall Weighted Mean	2.94	Moderate	NA

Practically all, except one, the ratings of the teachers on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) on the following items above in terms of Resources (Financial/Materials) to Moderate Extent.

The teachers' rated on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan in terms of Resources (Financial/Materials), to the Least Extent.

1. Item 1- There is allocation of budget to purchase Peace Education manual and instructional materials (2.59).

The ratings of the teachers' on the following items for the area of resources on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Moderate Extent, were ranked as follows:

1. Item 8- There is a peace center in the school for activity and gathering (3.33).

2. Item 9 - The school is networking with other agencies for the training and purchasing of instructional manuals and books on peace education (3.30).

3. Item 7 -The school published articles related to peace and nonviolence (3.23).

4. Item 6 - Books and other materials on peace and nonviolence are available and very accessible to both faculty and students (2.89).

5. Item 5 -Multi-media collections are made available for the activities on Peace Education (2.86).

6. Item 4 - There are available Peace Education activity books on peace studies (2.78).

7. Item2 - The school provides adequate funding/budget for the trainings/seminars and workshops of teachers (2.77).

Overall, issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in terms of Resources (Financial/Materials), as to a Moderate Extent.

Table 6: Extents of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Terms of Methodologies for Integration of Peace Education

D. METHODOLOGIES FOR INTEGRATION OF PEACE EDUCATION	Weighted Mean	Verbal Description	RANK
Statement			
1. Peace Education has been integrated in other subjects.	3.34	Moderate	6
2. Peace Education is taught separately as a subject.	2.98	Moderate	9
3. Peace Education is as a required subject.	3.03	Moderate	8
4. Conventional teaching method is used as a technique and strategy of teaching Peace Education	3.34	Moderate	6
5. The teachers use modern techniques and strategies of teaching Peace Education.	3.45	Moderate	3
6. The school organizes regular programs on Peace Education such as conferences, symposia, and public forum.	3.38	Moderate	5

7. Syllabus on integrating Peace Education is regularly updated and revised.	3.08	Moderate	7
8. Collaborative approach is practiced for the development of the culture of peace in the learners.	3.41	Moderate	4
9. Participatory instructional strategy is used in the teaching of peace-related topics.	3.38	Moderate	5
10. Speakers are invited to Peace Education forum in school.	3.57	Great	2
11. Students are engaged in community immersion for building relationship with the community.	3.61	Great	1
Overall Weighted Mean	3.32	Moderate	NA

Except for two items, all enumerated items of the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in terms of Methodologies for Integration of Peace Education, to a Moderate Extent.

The following items below of the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in terms of Methodologies for Integration of Peace Education, to a Great Extent.

1. Item 11- Students are engaged in community immersion for building relationship with the community (3.61).

2. Item 10 - Speakers are invited to Peace Education forum in school (3.57).

The ratings of the teachers' on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) on the following items above in terms of Methodologies for Integration of Peace Education, to a Moderate Extent, ranked as follows:

1. Item 5- The teachers use modern techniques and strategies of teaching Peace Education (3.45).

2. Item 8- Collaborative approaches are practice for the development of the culture of peace in the learners (3.41).

3. Item 6- The school organizes regular programs on Peace Education such as conferences, symposium, and public forum (3.38).

4. Item 9- Participatory instructional strategy is used in the teaching of peace-related topics (3.38).

5. Item 1- Peace Education has been integrated in other subjects (3.34).

6. Item 4- Conventional teaching method is used as a technique and strategy of teaching Peace Education (3.34).

7. Item 7- Syllabus on integrating Peace Education is regularly updated and revised (3.08).

8. Item 3- Peace Education is as a required subject (3.03).

9. Item 2- Peace Education is taught separately as a subject (2.98).

Overall, issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in terms of Methodologies for Integration of Peace Education, as to Moderate Extent.

Shown in Table 7 the summary of means, description, and ranks of the ratings on the extents of the Issues and Concerns in the integration of Peace Education in the Higher Education Institutions(HEI' s) in Basilan in terms of : Teachers' Training, Attitudes of Learners, Resources (Financial/Materials) and Methodologies in the integration of Peace Education.

Table 7

Summary of Means, Descriptions and Ranks of the Ratings on the Extents of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan in Terms of All Areas

AREA	MEAN	DESCRIPTION	RANK
Teachers' Training	3.21	Moderate	3
Attitudes of Learners	3.73	Great	1
Resources	2.94	Moderate	4
Methodologies for Integration of Peace Education	3.32	Moderate	2
OVERALL	3.30	Moderate	NA

On the extents of the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan in terms of Attitudes of Learners, as to Great Extent.

On the extents of the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan in terms of Teachers' Training, Resources (Financial/Materials) and Methodologies for integration on Peace Education, as to Moderate Extent.

As a whole, the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in four areas (Teachers' Training, Attitudes of Learners, Resources and Methodologies for Integration of Peace Education), as to Moderate Extent.

On the Issues and Concerns in the integration of Peace Education in Higher Education Institutions in Basilan, to a Great Extent, as follows:

1. Teachers with Peace Education trainings/seminars can use strategies appropriate to the situation (e.g. age, class, level of intellectual development of the learners, etc.) to guide learners in the process of acquiring peace-building, peace-making and peace-affirming skills. (Teachers' Training)
2. Teachers with Peace Education trainings/seminars are gender – sensitive in personal and professional dealings. (Teachers' Training)
3. Through Peace Education, learners become aware of the roots of conflict in their daily lives. (Attitudes of Learners)
4. The integration of Peace Education, help learners engage in self-expression and become aware of the consequences of their actions. (Attitudes of Learners)
5. Through the integration of Peace Education, learners are equipped with skills to promote peace and human dignity at all levels of interaction. (Attitudes of Learners)
6. Through the integration of Peace Education, the learners are motivated to get involved in peace activity in the community. (Attitudes of learners)
7. Through the integration of Peace Education, the learners learnt how to resolve conflicts by means of dialogue instead of by fighting. (Attitudes of Learners)
8. The students improved their interaction with the community after the integration on Peace Education in their subjects. (Attitudes of Learners)
9. The students appreciate the integration of Peace Education in their subject(s). (Attitudes of Learners)
10. The students are interested to attend classes which integrate Peace Education. (Attitudes of Learners)
11. Students are engaged in community immersion for building relationship with the community. (Methodologies for Integration of Peace Education)

12. Speakers are invited to Peace Education forum in School. (Methodologies for Integration of Peace Education)

The Issues and Concerns in the integration of Peace Education in Higher Education Institutions in Basilan, to a Moderate Extent, on the following:

1. The teachers with Peace Education trainings and seminars are involved in the process of revising the curriculum with the integration of Peace Education. (Teachers' Training)
2. The teachers have attended trainings/seminars on Peace Education curriculum. (Teachers' Training)
3. The teachers were trained on peace studies with in the institution. (Teachers' Training)
4. The teachers were trained on peace studies by other agencies. (Teachers' Training)
5. Before the start of the school year, a workshop on Peace Education is conducted for the newly hired faculty and other new employees. (Teachers' Training)
6. There is a peace center in the school for activity and gathering. (Resources)
7. The school is networking with other agencies for the training and purchasing of instructional manuals and books on Peace Education. (Resources)
8. The school published articles related to peace and nonviolence. (Resources)
9. Books and other materials on peace and nonviolence are available an very accessible to both faculty and students. (Resources)
10. Multi-media collections are made available for the activities on peace education. (Resources)
11. There are available Peace Education activity books on peace studies. (Resources)
12. The school provides adequate funding/budget for the trainings/seminars and workshops of teachers. (Resources)
13. There is available Peace Educational manual on peace studies.(Resources)
14. There is allocation of budget to purchase Peace Education manual and instructional materials. (Resources)
15. The teachers use modern techniques and strategies of teachingPeace Education. (Methodologies)
16. Collaborative approach is practiced for the development of the culture of peace in the learners. (Methodologies)
17. The school organizes regular programs on Peace Education such as conferences, symposium, and public forum. (Methodologies)
18. Participatory instructional strategy is used in the teaching of peace-related topics. (Methodologies)
19. Peace Education has been integrated in other subjects. (Methodologies)
20. Conventional teaching method is used as a technique and strategy of teaching Peace Education. (Methodologies)
21. Syllabus on integrating Peace Education is regularly updated and revised. (Methodologies)
22. Peace Education is as a required subject. (Methodologies)
23. Peace Education is taught separately as a subject. (Methodologies)

On Issues and Concerns in the integration of Peace Education in Higher Education Institution (HEI'S) in Basilan, to a Least Extent on the following:

1. There are adequate of teachers teaching Peace Education due to the lack of trainings and seminars. (Teachers' Training), this means teachers' rated Least Agree that HEI's have adequate of teachers who are teaching Peace Education due to lack of training and seminars related to peace studies.
2. There is allocation of budget to purchase Peace Educational manuals and instructional materials. (Resources), this means teachers' rated Least Agree that HEI's allocate budget to purchase educational materials.

The third research question that this study sought to answer is, **"Is there a significant difference on the Issues and Concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if classified according to their profile?"**

Table 8: Significant Difference of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to Their Gender

Variables	Overall Mean Rank		t-value	P value	Decision on Ho
	Male	Female			
Teachers' Training	3.21	3.20	0.25	0.980	Accept
Attitudes of Learners	3.73	3.74	-0.144	0.886	Accept
Resources	2.91	2.97	-0.545	0.587	Accept
Methodologies for Integration of Peace Education	3.32	3.33	-0.031	0.975	Accept

Table 8 presents the result of T-test Uncorrelated in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in Basilan when data is analyzed based on the respondents' gender. As divulged in the findings that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training ($t = 0.25$), attitudes of learners ($t = -0.144$), resources ($t = -0.545$) and methodologies for integration of Peace Education ($t = -0.031$) and the p values greater than $\alpha = 0.05$ level of significance, hence, the posited null hypothesis is accepted since there is no statistical significant difference in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) when the respondents were grouped according to their gender. The data are evidently supported by the mean ratings obtained by the respondents along the areas of teachers' training, attitudes of learners, resources and methodologies for integration of Peace Education. The data imply that the respondents, regardless of their gender, don't differ in their perception on the issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's). And therefore, it answers the question that there is no significant difference on the issues and concerns in the integration of Peace Education in higher education institutions in Basilan. Hence, the findings suggest that this can be useful instrument in the integration of Peace Education in higher education institutions.

Table 9: Significant Difference of the Issues and Concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to Their Age

Variables	Overall Mean Rank				F-value	P value	Decision on Ho
	20-30 Years old	31-40 Years old	41-50 Years old	51-60 Years old			
Teachers' Training	3.32	3.37	3.43	2.88	0.998	0.395	Accept
Attitudes of Learners	3.64	3.79	3.92	3.23	2.571	0.049	Reject
Resources	3.01	2.93	2.89	2.63	0.714	0.545	Accept
Methodologies for Integration of Peace Education	3.31	3.38	3.37	2.84	1.095	0.353	Accept

Table 9 presents the result of One-way ANOVA in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in Basilan when data is analyzed based on the respondents' age. The findings disclosed that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training ($F = 0.998$), resources ($F = -0.714$) and methodologies for integration of Peace Education ($F = 1.095$) with the p values greater than $\alpha = 0.05$ level of significance. Since majority of variables established no significant difference, then, the posited null hypothesis is accepted in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) when the respondents were grouped according to their age.

However, in terms of attitudes of learners ($F = 2.571$), the significant difference does exist when the variable age was used to classify the respondents' responses. This implies that the age of respondents have significant bearing on their perceptions toward the issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's).

Table 10: Significant Difference of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to Their Academic Background

Variables	Overall Mean Rank					F-value	P value	Decision on Ho
	Certificate	Diplo- ma	Under Graduate	Graduate	Post Graduate			
Teachers' Training	2.83	2.59	3.37	3.41	3.28	1.776	0.135	Accept
Attitudes of Learners	2.93	2.56	3.77	3.84	3.67	6.232	0.000	Reject
Resources	3.00	2.41	3.05	2.93	2.83	2.339	0.045	Reject
Methodologies for Integration of Peace Education	3.18	2.27	3.41	3.42	2.99	5.136	0.001	Reject

Table 10 presents the result of One-way ANOVA in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in Basilan when data is analyzed based on the respondents' academic background. As revealed in the findings the significant difference does exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of attitudes of learners ($F = 6.232$), resources ($F = 2.339$) and methodologies for integration of Peace Education ($F = 5.136$) with the p values lesser than $\alpha = 0.05$ level of significance. Since majority of the variables established significant difference, then the posited null hypothesis is rejected in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) when the respondents were grouped according to their academic background. In support, the mean ratings clearly indicate the respondents have assessed differently the variables when their academic background were considered.

The table shows that those who have earned graduate studies degree program have higher mean ratings as compared to other respondents when other classification of their academic background. Therefore, this finding implies that the respondents with their academic background differ in believe towards the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in Basilan.

However, in terms of teachers' training ($F = 1.776$) the significant does not exist when the variables of academic background was used to classify the respondents' responses. These imply that the academic background of respondents' does not differ in believe towards the level of issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.

Table 11: Significant Difference of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to Their Length of Service in Present Capacity

Variables	Overall Mean Rank					F-value	P value	Decision on Ho
	Less than 5 Years	5-10 Years	11-15 Years	16-20 Years	Over 20 ears			
Teachers' Training	3.41	3.33	3.20	3.58	3.04	2.127	0.079	Accept
Attitudes of Learners	3.78	3.61	3.88	4.01	3.51	1.588	0.179	Accept
Resources	3.00	3.01	2.69	3.11	2.67	1.685	0.155	Accept
Methodologies for Integration of Peace Education	3.41	3.21	3.22	3.65	3.08	1.863	0.119	Accept

Table 11 presents the result of One-way Analysis of Variance in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in Basilan when data is analyzed based on the respondents' length of service in present capacity. As revealed in the findings that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training ($F = 2.127$), attitudes of learners ($F = 1.588$), resources ($F = 1.685$) and methodologies for integration of Peace Education ($F = 1.863$) and the p values greater than $\alpha = 0.05$ level of significance, hence, the posited null hypothesis is accepted since there is no statistical

significant difference in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) when the respondents were grouped according to their length of service in present capacity. The data are evidently supported by the mean ratings obtained by the respondents. This implies that the respondents don't differ in their believe regarding issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) along the areas of teachers' training, attitudes of learners, resources and methodologies for integration of Peace Education when the years of service was then considered.

Table 12: Significant Difference of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to Their Field of Specialization

Variables	F-value	P value	Decision on Ho
Teachers' Training	1.005	0.424	Accept
Attitudes of Learners	1.796	0.102	Accept
Resources	2.231	0.042	Reject
Methodologies for Integration of Peace Education	1.345	0.239	Accept

As gleaned in Table 12, the result of One-way ANOVA in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in Basilan when data is analyzed based on the respondents' field of specialization. The findings revealed that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training ($F=1.005$), attitudes of learners ($F=1.796$) and methodologies for integration of Peace Education ($F=1.345$) with the p values greater than $\alpha = 0.05$ level of significance. Since majority of variables established no significant difference, then, the posited null hypothesis is accepted in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) when the respondents were grouped according to field of specialization.

However, in terms of resources ($F= 2.231$) the significant does exist when the variable field of specialization was used to classify the respondents' responses. These imply that the fields of specialization of respondents have significant bearing on their perceptions toward the issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's). The respondents have moderate mean ratings on variable resources with respondents whose field of specialization is general/natural science have lowest mean rating as shown in Table 12.

Table 13: Significant Difference of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to Their Years Teaching the Subject

Variables	Overall Mean Rank					F-value	P value	Decision on Ho
	Less than 5 Years	5-10 Years	11-15 Years	16-20 Years	Over 20 Years			
Teachers' Training	3.38	3.35	3.22	3.63	3.04	1.839	0.123	Accept
Attitudes of Learners	3.74	3.66	3.81	4.11	3.54	1.450	0.219	Accept
Resources	2.97	3.02	2.85	3.10	2.60	1.441	0.222	Accept
Methodologies for Integration of Peace Education	3.38	3.33	3.13	3.61	3.04	1.469	0.211	Accept

Table 13 presents the result of One-way Analysis of Variance in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in Basilan when data is analyzed based on the respondents' years teaching the subject. As revealed in the findings that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training ($F= 1.839$), attitudes of learners ($F= 1.450$), resources ($F= 1.441$) and methodologies for integration of Peace Education ($F= 1.469$) and the p values greater than $\alpha = 0.05$ level of significance, hence, the posited null hypothesis is accepted since there is no statistical significant difference in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) when the respondents were grouped according to their years teaching the subject. This implies that the respondents don't differ in their believe regarding issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) along the areas of teachers' training, attitudes of learners, resources and methodologies for integration of Peace Education when the years teaching the subject was then considered

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary of the findings of the research, drawn inferences and generalization, and proposes recommendations for the effective and efficient integration of Peace Education in the HEI's in Basilan and it consisted of the following:

SUMMARY OF FINDINGS

This research was conducted to determine the “Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.”

The findings of the study are as follows:

I- On the Profile of the Teachers- Respondents:

The findings of the study revealed majority of the respondents (51.3%) were female while 48.7% were male. Most of the respondents (40.9%) were aged between 20 and 30 years. In terms of academic background indicated in the table above, 48.7% of the respondents held their graduate degree. These findings indicated that majority of the teachers employed in the Higher Education Institutions in Basilan have attained graduate degree and are therefore knowledgeable enough to provide information issues and concerns in the integration of Peace Education in the subjects. In terms of teachers' length of service in present capacity, Rank 1 for Less than 5 Years with the frequency of 90 or 46.6%. In terms of teachers' field of specialization, the findings of the study in the table above shown that majority, 40.4% of the respondents had specialized courses in Social Sciences, followed by those who specialized in Computer Science with 14.5%. As to the Number of Years in Teaching the Subject about, 45.1% of the respondents had taught the specialized subject for a period of at least less than 5 Years.

II- On the Extents of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan:

A. In terms of Teachers' Training:

The following Teachers' Training statements on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Great Extent, ranked as follows:

1. Teachers with Peace Education trainings/seminars can use strategies appropriate to the situation (e.g. age, class, level of intellectual development of the learners, etc.) to guide learners in the process of acquiring peace-building, peace-making and peace-affirming skills.
2. Teachers with Peace Education trainings/seminars can appropriately integrate elements of Peace Education into all learning activities.
3. Teachers with Peace Education trainings/seminars are gender-sensitive in personal and professional dealings.
4. There are adequate of teachers teaching Peace Education due to the lack of trainings and seminars.

The following Teachers' Training statements issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Moderate Extent, ranked as follows:

1. The teachers with Peace Education trainings and seminars are involved in the process of revising the curriculum with integration of Peace Education.
2. The teachers have attended trainings/seminars on Peace Education curriculum.
3. The teachers were trained on peace studies with in the institution.
4. The teachers were trained on peace studies by other agencies.
5. Before the start of the school year, a workshop on peace education is conducted for the newly hired faculty and other new employees.

The teachers' rated on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) is there are adequate of teachers teaching Peace Education due to the lack of trainings and seminars in terms of Teachers' Training to a Least Extent.

Overall, the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) on Teachers' Training, to a Moderate Extent.

B. In terms of Attitudes of Learners,

All statements of attitudes of learners on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Great Extent.

Overall, on Attitudes of Learners of the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Great Extent.

C. In terms of Resources (Financial/Materials),

Except for one statement, all enumerated statements on resources for the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Moderate Extent.

Below is the statement on Resources (Financial/Materials) as issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Least Extent.

1. There is allocation of budget to purchase Peace Educational manual and instructional materials.

Overall, Resources (Financial/Materials) as issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Moderate Extent.

D. In terms of Methodologies for Integration of Peace Education:

The following Methodologies for Integration of Peace Education statements on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Great Extent, ranked as follows:

1. Speakers are invited to Peace Education forum in school.
2. Students are engaged in community immersion for building relationship with the community.

The following statements on Methodologies for the Integration of Peace Education as issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Moderate Extent, were ranked as follows:

1. Peace Education has been integrated in other subjects.
2. Peace Education is taught separately as a subject.
3. Peace Education is as a required subject.
4. Conventional teaching method is used as a technique and strategy of teaching Peace Education.
5. The teachers use modern techniques and strategies of teaching Peace Education.
6. The school organizes regular programs on Peace Education such as conferences, symposia, and public forum.
7. Syllabus on integrating Peace Education is regularly updated and revised.
8. Collaborative approach is practice for the development of the culture of peace in the learners.
9. Participatory instructional strategy is used in the teaching of peace-related topics.

Overall, the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) on Methodologies for Integration of Peace Education, as to Moderate Extent.

III- On the Significant Difference of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to Their Gender:

As divulged in the findings that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training ($t = 0.25$), attitudes of learners ($t = -0.144$), resources ($t = -0.545$) and methodologies for integration of Peace Education ($t = -0.031$) and the p values greater than $\alpha = 0.05$ level of significance when data is analyzed based on the respondents' gender.

The data are evidently supported by the mean ratings obtained by the respondents along the areas of teachers' training, attitudes of learners, resources and methodologies of integration of peace. The data imply that the respondents, regardless of their gender, don't differ in their perception on the issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in Basilan.

IV- On the Significant Difference of the Issues and Concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to Their Age:

The findings disclosed that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training ($F = 0.998$), resources ($F = -0.714$) and methodologies for integration of Peace Education ($F = 1.095$) with the p values greater than $\alpha = 0.05$ level of significance when data is analyzed based on the respondents' age.

However, in terms of attitudes of learners ($F = 2.571$), the significant difference does exist when the variable age was used to classify the respondents' responses. This implies that the age of respondents have significant bearing on their perceptions toward the issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's).

V- On the Significant Difference of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to Their Academic Background:

As revealed in the findings the significant difference does exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of attitudes of learners ($F=6.232$), resources ($F=2.339$) and methodologies for integration of Peace Education ($F=5.136$) with the p values lesser than $\alpha = 0.05$ level of significance, when the respondents were grouped according to their academic background. In support, the mean ratings clearly indicate the respondents have assessed differently the variables when their academic background were considered.

It shows that those who have earned graduate studies degree program have higher mean ratings as compared to other respondents when other classification of their academic background. Therefore, this finding implies that the respondents with their academic background differ in believe towards the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in Basilan.

However, in terms of teachers' training ($F=1.776$) the significant does not exist when the variables of academic background was used to classify the respondents' responses. These imply that the academic background of respondents' does not differ in believe towards the level of issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.

VI- On the Significant Difference in the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to their Length of Service in Present Capacity:

As revealed in the findings that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training ($F=2.127$), attitudes of learners ($F=1.588$), resources ($F=1.685$) and methodologies for integration of Peace Education ($F=1.863$) and the p values greater than $\alpha = 0.05$ level of significance when data is analyzed based on the respondents' length of service in present capacity.

The data are evidently supported by the mean ratings obtained by the respondents. This implies that the respondents don't differ in their believe regarding issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) along the areas of teachers' training, attitudes of learners, resources and methodologies of integration of Peace Education when the years of service was then considered.

VII- On the Significant Difference of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to their Field of Specialization:

The findings revealed that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training ($F=1.005$), attitudes of learners ($F=1.796$) and methodologies for integration of Peace Education ($F=1.345$) with the p values greater than $\alpha = 0.05$ level of significance when data is analyzed based on the respondents' field of specialization.

However, in terms of resources ($F=2.231$) the significant does exist when the variable field of specialization was used to classify the respondents' responses. These imply that the fields of specialization of respondents have significant bearing on their perceptions toward the issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's). The respondents have moderate mean ratings on variable resources with respondents whose field of specialization is general/natural science have lowest mean rating.

VIII- On the Significant Difference of the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if Classified According to Their Years Teaching the Subject:

As revealed in the findings that the significant difference does not exist in the level of issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) in terms of teachers' training ($F=1.839$), attitudes of learners ($F=1.450$), resources ($F=1.441$) and methodologies for integration of Peace Education ($F=1.469$) and the p values greater than $\alpha = 0.05$ level of significance when data is analyzed based on the years teaching the subject.

This implies that the respondents don't differ in their believe regarding issues and concerns in the integration of Peace Education in Higher Education Institution (HEI's) along the areas of teachers' training, attitudes of learners, resources and methodologies of integration of peace when the years teaching the subject was then considered.

CONCLUSIONS

Based on the findings of this study:

1. The hypothesis that enumerated on issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Moderate Extent, in terms of:

- a. Teachers' Training: is accepted on the basis that the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Moderate Extent.
- b. Attitudes of learners: is accepted on the basis that the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Great Extent.
- c. Resources: is accepted on the basis that the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Moderate Extent.
- d. Methodologies for integration of Peace Education: is accepted on the basis that the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan, to a Moderate Extent.

2. The hypothesis that, there are no significant differences in the extents of issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan if classified according to their profile:

I- Significant Difference in the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan If Classified According to Their Gender:

The null hypothesis was accepted, since there is no significant difference at 0.05 level of significance when the data is analyzed according to the respondent's gender.

[The data imply that the respondents, regardless of their gender, don't differ in their perception on the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.

II- Significant Difference in the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan If Classified According to Their Age:

The null hypothesis was accepted, since there is no significant difference at 0.05 level of significance in the level of issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in terms of teachers' training, resources and methodologies for integration of Peace Education when the data is analyzed according to the respondents' age.

However, in terms of attitudes of learners, is rejected since there is significant difference when variable age was used to classify the respondents' responses. This implies that age of respondents have significant bearing on their perceptions towards the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.

III- Significant Difference in the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan If Classified According to Their Academic Background:

The null hypothesis was rejected, since there is significant difference at 0.05 level of significance in the level of issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in terms of attitudes of learners, resources and methodologies for integration of Peace Education when the data is analyzed according to their academic background.

However, in terms of teachers' training, is accepted since there is no significant difference when variable academic background was used to classify the respondents' responses. These imply that the academic background of respondents' does not differ in believe towards the level of issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.

IV- Significant Difference in the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan If Classified According to Their Length of Service in Present Capacity:

The null hypothesis was accepted, since there is no significant difference at 0.05 level of significance in the level of issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) when the data is analyzed according to their length of service in present capacity.

This implies that the respondents don't differ in their believe regarding issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) along the areas of teachers' training, attitudes of learners, resources and methodologies for integration of Peace Education when the length of service in present capacity was considered.

V- Significant Difference in the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan If Classified According to Their Field of Specialization:

The null hypothesis was accepted, since there is no significant difference at 0.05 level of significance in the level of issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in terms of teachers' training, attitudes of learners and methodologies for integration of Peace Education when the data is analyzed according to their field of specialization.

However, in terms of resources, is rejected since there is significant difference when variable field of specialization was used to classify the respondents' responses. This implies that field of specialization of respondents have significant bearing on their perceptions towards the issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in Basilan.

VI- Significant Difference in the Issues and Concerns in the Integration of Peace Education in Higher Education Institutions (HEI's) in Basilan If Classified According to Their Years Teaching the Subject:

The null hypothesis was accepted, since there is no significant difference at 0.05 level of significance in the level of issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) in terms of teachers' training, attitudes of learners, resources and methodologies for integration of Peace Education when the data is analyzed according to their years teaching the subject.

This implies that the respondents don't differ in their believe regarding issues and concerns in the integration of Peace Education in Higher Education Institutions (HEI's) along the areas of teachers' training, attitudes of learners, resources and methodologies for integration of Peace Education when the years teaching the subject was considered.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were forwarded:

For the Curriculum Planners

1. The teachers with Peace Education trainings and seminars must be given opportunity to be involved in the process of revising the curriculum with the integration of Peace Education.
2. Within the institution, there should be additional in-service trainings/seminars on Peace Education.
3. Other agencies should be invited to train teachers on peace studies.
4. There should be trainings/seminars/workshops on Peace Education for students of different year levels.
5. The curriculum planner may design programs to teachers of other field of specializations aside from Social Studies, a separate and distinct content as well as to help them in changing the perceptions of Peace Education.

For the Administrators:

1. Gleaned that on the resources (financial/materials) that has Least Extent Category, the institution may allocate budget to purchase Peace Education manual, instructional materials, multi-media resources, and activity books.
2. Increase the attendance of teachers on trainings/seminars on Peace Education.

For the Dean

1. Students will be required to engage on activities on community immersion.
2. Any intervention programs of the college that would be designed for each item to improve the methodologies in the integration of Peace Education as:
 1. Peace Education has been integrated in other subjects.
 2. Peace Education is taught separately as a subject.
 3. Peace Education is as a required subject.

4. Conventional teaching method is used as a technique and strategy of teaching Peace Education.
5. The teachers use modern techniques and strategies of teaching Peace Education.
6. The school organizes regular programs on Peace Education such as conferences, symposia, and public forum.
7. Syllabus on integrating Peace Education is regularly updated and revised.
8. Collaborative approach is practice for the development of the culture of peace in the learners.
9. Participatory instructional strategy is used in the teaching of peace-related topics.

For the Teachers

1. Since the learner's attitudes is of Great Extent, the teachers who are teaching peace educators, should enrich, their activities and upgrade their teaching strategies for maximum development.

For Future Researchers

1. Conduct parallel or wider studies involving other Higher Education Institutions (HEI's) in other Regions to validate the results of this study.
2. Conduct a tracer study as follow – up on the effective and efficient integration of Peace Education in the different subjects.
3. Conduct studies on the effectiveness of Peace Education as a separate subject
4. Conduct studies on other variables not mention on this study.

BIBLIOGRAPHY

A. BOOKS

- [1]. Castro, L.N. &Galace, J.N. Peace Education: Pathway to a culture of Peace, Center for Peace Education, Miriam College, Quezon City, Philippines, 2010.
- [2]. Gregorio, Bienvenido L., Peace and Development Education: An Introduction to the Core Concepts in Peace and Development Education for College Students. Published in 2009 by C & E Publishing, Inc. 839 EDSA, South Triangle, Quezon City, 2009.
- [3]. Harris, I. "History of Peace Education" in Monisha Bajaj, ed., Encyclopedia of Peace Education. Charlotte, NC: Information Age Publishing, 2008 Retrieved from ([http://www.Tc.edu/centers/epe/PDF % 20 articles/Harris_ch2_22feb08.pdf](http://www.Tc.edu/centers/epe/PDF%20articles/Harris_ch2_22feb08.pdf))
- [4]. Lantieri& Patti, J. Education, Assessment and Society, Buckingham, Open University Press, 1996.
- [5]. Mugenda, O. & Mugenda, A. Research Methods: Qualitative and Quantitative Approaches, Nairobi: Acts Press, 1999.
- [6]. Sevilla, C.G., et al. Research Methods, Revised Edition, Rex Printing Company, Inc., 84 P. Florentino St., Quezon City, 1994.
- [7]. Reardon, Betty. Peace Education: A review and Projection. In International Companion to Education. Moon, Brown &Peretz, eds. Routledge, New York, 2000.
- [8]. Ry, R.R. The State, NGOs, Social Movement, and Civil Society The Struggle for Power, Human Rights, Social Justice and Social Change, LAP LAMBERT Academic Publishing, Akademikerverlag GmbH & Co, KG Heinrich-Str. 6-8, 66121 Saarbrücken, Deutschland/Germany., 2013 Westmood, S. Critical Approaches to Adult Education, pp-65. In A.C. Tuijnman. International Encyclopedia of Adult Education and Training. 2nd Ed. Oxford: Pergamaon, 1996.
- [9]. United Nations. (1945). Preamble of the UN Charter. Retrieved from <http://www.un.org/cyberschoolbus/peace/frame2.htm>.

B. JOURNALS

- [10]. Akudolu, L. The Formal, Non-Formal and Informal Continuum in Peace Education Curriculum, Presented during the 8th Biennial Conference on Developing Peace Education Curriculum for Nigeria on 18-23 October 2010.
- [11]. Behera, SK. Role of Teacher in Peace Education, Vol. 2 Iss.1, ISSN: 2277-7490, 2013
- a. Galtung, J. Violence, Peace and Peace Research. Journal of Peace Research, 6, 167- 191
- [12]. PEACE EDUCATION in Mindanao Schools and Communities, Assisted by the Education and Livelihood Skills Alliance (ELSA) under the USAID/EQuALLs2 Project, pp. 4- 7. Peace Works: Peace is in our Hands, Vol. X No. 7, Zamboanga City, Published by the Peace Advocates Zamboanga, 2/F San Luis & Sons Bldg., San Jose Road. Zamboanga City, July 2011.
- [13]. Srinivana, A. A Survey of Civil Society Peace Education Programmes in South Asia, Educational Policy Research Series, Volume 1 Number 2, August 2009

- [14]. C. UNPUBLISHED MATERIALS
- [15]. Akinyoadé D. & Adeyemi. "An Examination of the Knowledge, Attitude, and Perception of Obafemi Awolowo University Undergraduate on Peace Education and Culture of Peace." University of Ibadan, Ibadan, Nigeria & Obafemi Awolowo University, Ile-Ife, Nigeria
- [16]. Griño, D.I. "A Proposed Syllabus on Peace Education for the Tertiary Level." (Unpublished Master's Thesis, Basilan State College), 1991.
- [17]. Kaneba, L.M. "Challenges Facing the Implementation of Peace Education Curriculum in Public Primary Schools in Kenya: Case of Nakuru County." (Unpublished Master's Thesis, University of Nairobi), 2012.
- [18]. Nair, S.S. & Nath, B.K. Integrating Principles of peace Through Effective Transaction, (Unpublished M.A. Thesis). Department of Education, University of Calicut, 2009.
- [19]. Tawasil, S.A. "Perception of Peace by the Basilan State College Students and Its Implication to Unity and Progress." (Unpublished Master's Thesis, Basilan State College), 2003
- [20]. Wawira, E. "Factors Influencing Implementation of Peace Education Programme in Primary Schools: A case of Tharaka North District." (Unpublished Master's Thesis, University of Nairobi), 2013.