Assessing Teachers' Readiness to Teach Peace Education in a Philippine State University

Ave Maila D. Moscoso ᵃ*

ᵃ University of Antique-Main Campus, Antique, Philippines.

Author's contribution

The sole author designed, analyzed, interpreted and prepared the manuscript.

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ABSTRACT

Anchored to the theory of transformative education, this study determined the teachers' readiness to teach peace education in terms of knowledge, attitude and values, and skills. This paper employed the quantitative research design particularly the descriptive-comparative approach. The respondents were the total enumeration of 55 state university teachers. It was responded to using a validated and reliability-tested questionnaire and was analyzed using descriptive and inferential tools. The results revealed that the teachers possessed a high readiness level to teach peace education. In sex, both male and female possessed a high readiness level to teach peace education. Likewise, in educational attainment, the result was a consistently high readiness level for both bachelor's and postgraduate degrees. In campus affiliation, both campuses had teachers with high readiness to teach peace education. Meanwhile, there was no difference in their readiness when grouped by sex, educational attainment, and campus affiliation. However, a difference was revealed in skills when grouped to campus affiliation, in favor of teachers on the main campus who possessed a higher readiness level compared to teachers from the external campuses.

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*Corresponding author: Email: avemmoscoso1967@gmail.com;

Nevertheless, this did not affect the general result. Hence, the teachers' readiness is essential in materializing peace education. Here, the researcher recommends the inclusion of Peace Education as a stand-alone subject, and that the university administration should give formal training to teachers. In addition, the university, in line with mainstreaming peace education through curriculum innovation, should promote harmonized curricula and pedagogical standards toward an effective peace education program in state colleges and universities. Finally, to be abreast with this innovation, the university must also be established as a center for peace education.

1. INTRODUCTION

The 20th century has brought about tremendous developments in science and technology. However, this century has also caused massive loss of human lives because of wars, and strife, the social structure being confronted by various forms of unrest, violence, conflict, greed, hostilities, human degradation, and several other ways of undermining people by those who wanted to be in control. Colloquially, people refer to themselves as humanity, what would be left of them if they fail to live as human beings? In 1993, during the E-9 Summit in New Delhi, an important statement, education is the only defense against war, was declared and education alone can teach human beings to live in peace and with dignity (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005).

Peace education is the process of relating with others and with the natural environment. It includes training, skills, and information directed towards cultivating a culture of peace based on human rights principles. This education not only provides knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote and establish a culture of peace and non-violence (Education and Livelihood Skills Alliance, 2011). Nonetheless, education for peace can be a framework from which schools may devise a program transmitting universal values and enduring attitudes, as well as developing skills that will enable students to become active citizens in the modern world (International Schools Association [ISA], 2021).

People are the greatest resource for building a culture of peace. Through them, peaceful relationships and structures are created. Therefore, a need to educate this person towards a culture of peace is of great importance.

Through peace education, the outlook and values of people may be transformed and changed to something vital, like building awareness and understanding, developing concern, and challenging personal and social action that will enable people to live, relate, and create conditions and systems that actualize nonviolence, justice, environmental care, and other peace values (Castro & Galace, 2008).

In delivering peace education, there is a need for a proper setting. While it may take place in churches, summer camps, youth organizations, and so forth, the most natural setting for peace education is the school (Johnson & Johnson, 2006). Through formal education and instruction, the concept of peace education may be introduced to the next generation through curricular innovations. Peace education may be introduced to the academe as a part of the curriculum. However, before this can be realized, a need to evaluate the readiness of teachers to teach peace education must be determined. This is imperative for effective and productive innovation. Bual and Madrigal (2018), Bual and Madrigal (2021), Banusing and Bual (2021), and Jorilla and Bual (2021) believe that successful teaching is very dependent on the educator having certain attitudinal qualities.

Teaching is considered as an art. It is a highly creative field where the teacher's personality comes into full play as she/ he interacts with the multi-faceted personalities of his/her charges. To succeed in the art of teaching, the teacher must be an artist. He must also be a humanist because his charges are human beings. He must likewise be a technician because teaching consists of many complex activities for which professional preparation is essential to acquiring the various techniques that are the components of effective teaching. Because teachers deliver the program, assurance that they possess certain qualities considered vital to the concept is

an integral part of this process. Few teachers have received formal training in education for peace, but, it should be axiomatic that the teaching staff should also exhibit the values, attitudes, and skills already identified as desirable among students. Schools committed to giving education for peace a central place in their program may need to reassess teachers' development needs to increase their impact in promoting a culture of peace. As stated by Johnson and Johnson (2006), by teaching our students to think, care, and act, we empower them to build a peaceful future. 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.

The state university where this study was conducted is the only state university in the province, hence, the influx of enrollees in the school. These students expect to be equipped with the necessary skills and potential for employment and career; however, what is learning without values? In making peace education a part of the curriculum, the school will likely provide a platform to better prepare future generations to be socially cognizant, develop a strong portfolio in their field of specialization, and possess ethical decision-making skills, generations that have care about people, the environment, and themselves.

In this vein, the researcher was motivated to conduct this study to help determine the teachers' readiness to teach peace education in a state university. To determine the teachers' readiness to teach Peace Education, the researcher prepared a questionnaire based on the content area on the schema of Peace as enumerated by Castro and Galace (2008), the knowledge, attitudes and values, and skills schema. This schema was also outlined by the United Nations Children's Fund (UNICEF) Egypt (2015), categorizing behavioral indicators as knowledge objectives, skill objectives, and attitude objectives. The knowledge objectives include knowledge of prevailing gender norms and stereotypes with indicators such as participants labeling the concept of stereotype when presented with bias and providing examples of prejudices. The skill objectives include the development of communication skills, including attentive and active listening. The attitude objectives include willingness to take action with indicators such as knowing one's agency and control over things in one's

environment (e.g. personal and natural). The foregoing indicators were used as a basis in the formulation of questionnaire to determine teacher's readiness to teach the program as influenced by sex, educational qualification, and campus affiliation.

Thus, this paper assessed the level of readiness of social science teachers to teach peace education in a state university in Western Visayas in terms of knowledge, attitudes values, and skills relative to sex, educational qualification, and campus affiliation. Likewise, it investigated the significant difference in their level of readiness to teach peace education vis-à-vis the demographics.

Meanwhile, this study was anchored on the theory of transformative education, in the work of Castro and Galace (2008), that peace education is an education that promotes the culture of peace, and it is essentially transformative in a way that it cultivates the knowledge base, attitudes and values, and skills that seek to transform people's mindsets, attitudes, and behaviors that, in the first place, have either created or exacerbated violent conflicts. It pursues transformation by building awareness and understanding, developing concern, and challenging personal and social action that will enable people to live, relate, and create conditions and systems that actualize nonviolence, justice, environmental care, and other peace values. Through peace education, relevant new knowledge will be introduced, posturing questions and using discussion and other participatory methods to cultivate concern and elicit appropriate personal and social action.

Is it possible to transform people through education? Can one use education to achieve a society where innovative ideas are considered without rejecting the traditional elements? Accordingly, education is a reliable way of empowering individuals; it provides opportunities to learn new knowledge, skills, and values, and new ways of analyzing problematic situations and finding a variety of possible solutions. Castro and Galace (2008) quoted Druck (1994) who emphasized that social transformation can be brought about through education.

Further, transformative learning is a deep cultural and philosophical adjustment through which people come to see life and living through new lenses. Values and attitudes are transformed, for example, from competition, consumerism, and historicism to cooperation and shared resources

and, through this transformation, new possibilities begin to emerge for a society based on common principles, needs, interests, and shared visions (Kester 2007). Mische (2019) explains that the transformation that people should seek should not only be the change of their society, but also the transformation of their spirit because the inner change inspires the outer work. Mische (2019) concludes that the inner and outer transformations are inseparable parts of one whole. This perspective is repeated many times over in both secular and faith-based peace literature. There is a growing consensus that, indeed, there is an intimate connection between one's inner state and what one does in his/her outer spheres. This consistency is the foundation of being a fully integrated person. Khurana (2016) said that education is the bedrock of social and economic development. It is only through education that we can hope to eradicate social evils.

Furthermore, the peace education, framework for teacher education by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005), cited that peace education aims at the transformation of young learners. Peace education will be mediated by teachers but first, the readiness of these teachers must be determined because good teachers show that they are masters of their subjects. They are the source, the model, as they pass on knowledge and values to students to prepare them for further education and life. Parmar (2011) wrote how the teaching profession has been extolled by Sri Sathya Sai Baba, who compared a teacher with a sculptor and observed that the sculptor, by subjecting a useless stone to different processes through careful chiseling, transforms it into a beautiful idol which becomes worthy of worship when it is installed into a temple. Whose hand has transmitted a useless stone into a sacred statue worshipped by many? It is the noble hand of the sculptor that has turned it into a statue and

has lent immense value to it. Similarly, "it is the teacher alone, just like the wise sculptor, who always removes, with careful handling, the drawbacks and weaknesses in a student and lifts him to sublime heights of teaching." The Education system is considered an important venue for the endeavor, with the teachers playing an important role as responsible for the transformation to a culture of peace.

2. METHODOLOGY

The study used the quantitative research design particularly the descriptive-comparative approach (Creswell & Creswell, 2017). The descriptive approach assessed the teachers' readiness to teach peace education relative to the demographics. The comparative approach investigated the significant difference in their readiness level to teach peace education. The respondents were the total enumeration of 55 social science and professional education teachers in a Philippine state university from both main and external campuses.

In assessing the study, a validated and reliability-tested questionnaire was utilized. The instrument contained three parts. The descriptive data in the first part of the survey included the respondents' personal information, and the frequency and distribution of respondents according to sex, educational qualification, and campus affiliation. The second part was a twenty-item true or false test where points obtained were added and divided by the number of items to get the mean. The researcher based the questions on the content areas of the knowledge schema of peace. Cronbach alpha was used to measure the internal consistency of the items. The third part was a questionnaire- a checklist consisting of nineteen items to evaluate the attitudinal qualities and skills possessed by the respondents. All questions were based on the content areas integral to peace education.

Table 1. Demographic profile of the respondents

Sex	f	%
Male	28	50.91
Female	27	49.09
Campus Affiliation		
Main Campus	29	52.73
External Campuses	26	47.27
Educational Attainment		
Bachelor's Degree Holders	27	49.09
Post Graduate Degree Holders	28	50.91
Total	**55**	**100.00**

Validity and reliability are two fundamental elements in the evaluation of a measurement instrument. Validity is concerned with the extent to which an instrument measures what it is intended to measure. Reliability is concerned with the ability of an instrument to measure consistently. The validation involved careful analysis of the items to determine whether or not they elicited the data needed to answer the objectives of the study as well as to determine their relevance. After thorough validation and revision of 25 items of questions from each schema, the validators considered 20 test items for knowledge schema; 19 items for attitudes and values schema; and 19 items for skills schema of peace. The pilot test for reliability of items in attitude and values schema result was .979; all 19- items were then considered. For skills schema, the reliability of the result of the item was .989 reliability, thus the inclusion of 18 out of 19 items. In responding to the study, used the rating scale of high, average, and low.

In data analysis, the descriptive and comparative analyses were utilized. Frequency count and percentage distribution were employed to profile the respondents according to their demographics. Mean and standard deviation were used to measure the teachers' readiness level to teach peace education. Meanwhile, an independent samples t-test was used to analyze the significant difference in their level of readiness. In terms of Ethical considerations, this study adhered to the Philippine Health Research Ethics Board (PHREB) ethical guidelines and addressed the principles of respect for persons, beneficence, and justice to ensure the soundness of the study. Specifically, it ensured the respondents' anonymity and the confidentiality of the data.

3. RESULTS AND DISCUSSION

3.1 Readiness of Teachers to Teach Peace Education in a State University

This part discusses the level of readiness of teachers in a Philippine state university to teach peace education in terms of knowledge, attitudes values, and skills as indicated in the mean score based on the scale of mean classified as follows: (a) high level of readiness for the mean score of 14-20, (b) average level of readiness, 7-13 and (c) low level of readiness, 0-6. Generally, the results showed a high level of readiness of teachers to teach peace education in terms of knowledge content area showing an obtained M=16.15 and SD=1.24, which means that in

terms of knowledge, the teachers possessed adequate understanding of the concepts integral to knowledge schema of peace education. This can be attributed to the mandate of the No Child Left Behind Act 0f 2001 which requires that teacher graduates must be highly qualified in the content area they teach (Rosas & West, 2011). This also agrees with Darling-Hammond and MacDonald's (2000) view that teacher content knowledge is a vital component of academic success. A reasonable assumption is that social science teachers are substantially knowledgeable about the subject content they teach. This result can also be because social science is interdisciplinary thus it provides them with a wide range of knowledge and expertise in approaches both conceptual and pedagogical.

In terms of attitudes and values schema integral to peace education, when taken as a whole group the computed M=15.93 with SD=1.54, showing high-level attitudinal qualities and values; this positive result can be attributed to the fact that social science majors have been trained to understand the nature of human behavior and concepts of openness and tolerance, global concern, and compassion. Franzoi (1996) as cited in Bautista (2013) stated that attitudes serve as a knowledge function by helping people attain a meaningful, stable, and organized view of the world. Hence, attitude goes hand in hand with knowledge in making one an effective peace education teacher.

On the other hand, the computed M=15.56 with SD=1.30, which implies that the teachers also possessed a high level of readiness in terms of skills. The study of Hill et al. (2005) showed the same result where the mathematical knowledge of the teacher is considered an important factor in learning. Additionally, Cello (2012) said that, in a study conducted at the Australia University School of Nursing, students gave a high evaluation rating to teachers' knowledge as an important factor affecting their skills in teaching. Furthermore, the study of Pascal (2011), found that successful teaching is very dependent on the educator having certain attitudinal qualities. Pascal (2011) also added that an educator extends his/her thinking by providing a role model (skills).

3.2 Readiness of Teachers to teach Peace Education according to Sex

When the respondents were grouped according to sex, the computed values M=16.21 for male

teachers with SD=1.11 for female teachers M=16.08 with SD=1.38 in the knowledge schema of peace education imply that both sexes possessed a high level of readiness to teach peace education in terms of knowledge. In terms of attitude and values, schema the male had a computed mean of 16.14 with a standard deviation of 1.54 while the female teachers had a mean of 15.69 with a standard deviation of 1.57 which shows that in terms of attitudes and values, both male and female teachers possessed high readiness to teach peace education. Bedia (2004) had an opposite opinion in her study with M=4.84 for male and 4.81 for female and df=0.05 in which she contended that male working attitude was better than that of female. For the skills schema, the male teachers had a computed mean of 15.66 with a standard deviation of 1.20 while female teachers had a computed mean of 15.46 and standard deviation of 1.42. This result showed that, again, both sexes possessed a high level of readiness to teach peace education. However, the work of Watson as cited by Pendon (2012) showed male and female respondents having the same views.

3.3 Readiness of Teachers to Teach Peace Education According to Educational Qualification

When grouped according to educational qualification, the postgraduate teachers had a high level of readiness to teach peace education in terms of knowledge as shown in the result of the computed mean of 16.37, and standard deviation of 1.33, while the Bachelor's degree holders had a computed mean of 15.88 with standard deviation of 1.09, showing that both

bachelor and postgraduate degree holders possessed a high level of readiness to teach peace education in terms of knowledge. As to attitudes and values schema, the postgraduate degree holders had a computed mean of 15.80 with a standard deviation of 1.65 while the Bachelor's degree holders had a computed mean of 16.08 with a standard deviation of 1.41. The result implies that both bachelor and postgraduate degree holders possessed graduates possess a high level of readiness to teach peace education in terms of attitude and values schema.

In skills schema, the postgraduate degree holders had a computed mean of 15.53 with standard deviation of 1.38. The bachelor's degree holders had a computed mean of 15.60 with standard deviation of 1.22, which also shows that both groups of degree holders were at par with having a high level of readiness to teach peace education in terms of skills schema.

The result shows that in terms of knowledge, attitude values, and skills both bachelor's and postgraduate degree holders had the same level of readiness. Cello (2012) cited the study of Superable (2008) showing educational attainment as having a significant relationship to competence. The same result was cited by Cello (2012) from the studies of Java (2009), Arsenio (2001), and Contreras (2007). This result is explained in Maslow's theory of motivation, describing the process by which an individual progresses from basic needs to the highest needs, in what he called self-actualization, the fulfillment of one's greatest human potential.

Table 2. Readiness of teachers to teach peace education in a State University

Domains	M	SD	Int
Knowledge	16.15	1.11	High
Attitudes and Values	15.93	1.54	High
Skills	15.56	1.30	High

Note: 14-20=High; 7-13=Average; 0-6=Low

Table 3. Readiness of teachers to teach peace education according to sex

Domains	Sex	M	SD	Int
Knowledge	Female	16.08	1.38	High
	Male	16.21	1.11	High
Attitudes and Values	Female	15.69	1.57	High
	Male	16.14	1.51	High
Skills	Female	15.46	1.42	High
	Male	15.66	1.20	High

Table 4. Readiness of teachers to teach peace education according to educational qualification

Category	Educational Qualification	M	SD	Int
Knowledge	Postgraduate	16.37	1.33	High
	Bachelor's	15.88	1.09	High
Attitudes and Values	Postgraduate	15.80	1.65	High
	Bachelor's	16.08	1.41	High
Skills	Postgraduate	15.53	1.38	High
	Bachelor's	15.60	1.22	High

Note: 14-20=High; 7-13=Average; 0-6=Low

3.4 Readiness of Teachers to Teach Peace Education according to Campus Affiliation

When grouped according to campus affiliation, in terms of knowledge, the teachers on the main campus had a computed mean of 16.24 with standard deviation of 1.22 which shows that teachers from both campuses possessed a high level of readiness to teach peace education in terms of knowledge schema. In terms of attitude and values, the teachers from the main campus had a computed mean of 16.21 with a standard deviation of 1.68, while teachers from the external campuses had a computed mean of 15.62 with standard deviation of 1.33, also showing a high level of readiness to teach peace education in terms of attitude and values schema. In terms of skills, the teachers from the main campus had a computed value of 15.93 with standard deviation of 1.22, while teachers from the external campuses had a computed mean of 15.15 with standard deviation of 1.29. It was further revealed that teachers from both campuses were ready to teach peace education in terms of skills schema. The study of Loo (2009) showed that knowledge and skills had a significant relationship to skill. The same result was shown in the studies of Loo (2009) and Hill et al. (2005).

3.5 Difference in the Readiness to Teach Peace Education According to Sex

When respondents were grouped according to sex, there was no significant difference in the level of readiness of teachers to teach peace education in terms of knowledge t(53)=.385, p=.701, attitudes and values t(53)=1.074, p=.287, and skills t(53)=.547, p=.587, which means that both male and female teachers are ready to teach peace education. The study of Bedia (2004) showed that when grouped according to sex, there were more males (65.0) percent than females (57.0), categorizing females as having a low level of knowledge. This result agrees with social judgment theory (SJT) of Steinmann et al. (1977) that in readiness to teach, this theory employs the context of judgment, making it suitable for considering that prospective teachers were trying to demonstrate their competence.

Table 5. Readiness of teachers to teach peace education according to campus affiliation

Category	Campus Affiliation	M	SD	Int
Knowledge	Main Campus	16.24	1.22	High
	External	16.04	1.37	High
Attitudes and Values	Main Campus	16.21	1.68	High
	External	15.62	1.33	High
Skills	Main Campus	15.93	1.22	High
	External	15.15	1.29	High

Note: 14-20=High; 7-13=Average; 0-6=Low

Table 6. Difference in the level of readiness to teach peace education according to sex

Category	Sex	M	SD	Mean Difference	T	df	p
Knowledge	Female	16.08	1.38	.130	.385	53	.701
	Male	16.21	1.11				
Attitudes and Values	Female	15.69	1.57	.446	1.074	53	.287
	Male	16.14	1.51				
Skills	Female	15.46	1.42	.193	.547	53	.587
	Male	15.66	1.20				

3.6 Difference in the Readiness to Teach Peace Education According to Educational Qualification

When grouped according to educational qualification, there was no significant difference in the level of readiness of teachers to teach peace education in terms of knowledge $t(53)=1.466$, $p=.148$, attitudes and values $t(53)=.669$, $p=.506$, and skills $t(53)=.187$, $p=.852$. With this result, it can be postulated that educational qualification is not an issue in qualifying a faculty to handle the subject of peace education as shown in the result as both groups have ample knowledge, possess commendable attitudinal qualities, and possess necessary skills needed to become a peace education teacher. In Bautista (2013), she cited that educational qualification could influence the way a person looks at things. According to her, the higher the education of a person, the more he attains knowledge. This present study, however, negates this because the findings show that educational attainment does not necessarily affect the teachers' readiness to teach peace education. However, Bautista (2013) reveals an opposing result. In that study, educational qualification influenced the way a person looked at things and allowed an individual to gain knowledge and insights into things. The higher the education a person has attained the more knowledgeable he turns out to be.

3.7 Difference in the Readiness to Teach Peace Education According to Campus Affiliation

When grouped according to campus affiliation, there was no significant difference in the level of readiness of teachers to teach peace education in terms of knowledge $t(53)=.603$, $p=.738$, and attitudes and values $t(53)=1.074$, $p=.287$. However, in terms of skills, there was a significant difference in the level of readiness of teachers in the main campus and external campuses $t(53)=2.296$, and $p=.026$.

The result showed a difference in the necessary skills the teachers possess with $M=15.93$ for the main campus and $M=15.15$ for the external campuses, thus it can be inferred that the teachers on the main campus had a higher level of readiness in terms of skills. Rogers postulated that empathetic understanding is an important factor in the teacher-student learning process; life skills like empathy are learned only through time; consequently, it develops through experience and as one age (Pascal, 2011). Cello (2012) cited the same result from the studies of Java (2009) and Superable (2008) showing educational attainment having a significant relationship to competence. On the other hand, Cello (2012) pointed out contradicting results in Lofstrom (2007), showing educational attainment as having no significant relationship to competence. Guerlan in Bautista (2013) said that professional education or training is important

Table 7. Difference in the readiness to teach peace education according to educational qualification

Category	Educational qualification	M	SD	Mean difference	t	df	p
Knowledge	Postgraduate	16.37	1.33	.487	1.466	53	.148
	Bachelor's	15.88	1.09				
Attitudes and Values	Postgraduate	15.80	1.65	.280	.669	53	.506
	Bachelor's	16.08	1.41				
Skills	Postgraduate	15.53	1.38	-.067	.187	53	.852
	Bachelor's	15.60	1.22				

Table 8. Difference in the level of readiness to teach peace education according to campus affiliation

Category	Campus affiliation	M	SD	Mean difference	t	df	p
Knowledge	Main Campus	16.24	1.22	.203	.603	53	.738
	External	16.04	1.37				
Attitudes and Values	Main Campus	16.21	1.68	.592	1.438	53	.267
	External	15.62	1.33				
Skills	Main Campus	15.93	1.22	.777	2.296	53	.026*
	External	15.15	1.29				

*Note: *p<0.05*

because trained teachers can teach better than untrained teachers. This is because education is a lifelong process; one does not stop learning, especially teachers.

4. CONCLUSION

Given the findings, the following conclusions were drawn. Schools are potential nurseries for peace. School education is a learning process that changes people's lives by transforming problems into opportunities. All forms of education need to reflect the etymological definition of education, a process of bringing out the potential and talents that are hidden within each person. Education needed in this 21st century can address both opportunities and challenges and facilitate human and societal development, a kind of education that will produce a fundamental change in society. Institutionalization of peace education will put it on the mainstream and will create changes and innovations in the curriculum, beginning from curriculum planning, subject offerings, teachers' load and preparations, and school policies and programs - innovations that may bring about the positive transformation of the next generations.

The findings show that teachers exhibit a high level of readiness to teach peace education in terms of knowledge. This implies that they are highly capable of transmitting universal values and enduring attitudes, as well as developing skills that students need to become active citizens in the modern world. The high level of readiness of teachers as revealed is parallel to the condition explained in the social interdependence theory where social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others, a role that is an everyday challenge to a teacher, one who, from a peace perspective, can critically evaluate his/her attitudes, habitual modes of thinking, and approach to teaching – what he/she teaches and what values are carried over to of what is taught and how it is taught; this is a formidable asset to education for peace.

Teachers can heal social illnesses if they engage their responsibilities from the enlarged perspectives of peace. Teachers can foster positive and hospitable attitudes to diversity; especially at times when teaching becomes mechanical, driven by the urgency to cover the syllabus, becoming blind to the larger horizon of teaching. In theory, many agree that learning should be pupil-centered; but in practice, teaching remains syllabus-driven, focused exclusively on the content so teachers often fail to respond to students as human beings. Teachers, then, cease to be teachers and remain only to be employees in schools. In conclusion, the high level of readiness of teachers to teach peace education, as revealed in the result of this study can provide exciting opportunities for teachers to refurbish this eroded sense of vocation and regain its nobler nuances.

Given the findings on the significant difference when respondents were grouped according to sex and educational attainment, the result of no significant difference was noted in the level of readiness to teach peace education in terms of knowledge, attitudes, and values. However, when the respondents were grouped according to campus affiliation, the main campus teachers possessed a higher level of readiness to teach peace education in terms of skills schema. The reason could be that teachers on the main campus have longer experience in terms of service. Time is indeed of great essence in the foundation of tolerance, adaptability, self-discipline, cooperation, responsibility, respect, critical thinking and analysis group building, and empathy. The teachers have attributes that qualify them to be agents for transformative education. A democratic process of educating is a pedagogy that is liberating rather than controlling as it is based on reciprocal relations rather than dominance.

Fostering peaceful transformation and maintaining the culture of peace as principles and practices of peace education cut across the entire course, content, and methodology. In other words, principles of holism, dialogue, critical empowerment, and values formation are fundamental innovations in this curriculum. The course seeks to promote cognitive, emotional, and transformative learning at the same time: acquiring the instruments of understanding (learning to know), being able to act creatively for societal change (learning to do); participating and cooperating with other people (learning to live together); and taking all of these elements combined, individual participants will engage in self-transformation (learning to be). It can be finally generalized that the reason why curriculum must be strengthened, is to enhance students' learning outcomes in education for peace. This curricular innovation requires the best or most qualified teachers for students to gain access to quality and relevant education.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

ETHICAL APPROVAL

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