Peace Education Integration and Values Formation Among Learners in Kiblawan North District

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Abstract. The study assessed the extent of peace education integration among teachers and its association with the formation of values among learners in Kiblawan North District, Davao del Sur Schools Division. The study used a non-experimental descriptive-correlational research design, utilizing an adapted survey instrument to gather responses from the randomly selected teacher-respondents. Data collected were treated using Mean scores with descriptive interpretation, Pearson r, and Simple Linear Regression Analysis. Findings revealed that the extent of peace education components integration among teachers in terms of cultivating inner peace, living with peace and compassion, promoting human rights and responsibilities, living in harmony with the earth, building cultural respect, reconciliation, and solidarity, and dismantling the culture of war suggest moderately extensive, and likewise, the extent of values formation among learners in terms of parents' values peer values and cultural values suggest extensive. There was a significant relationship between peace education components integration and values formation among learners. All domains of peace education components significantly influence the values formation among learners in terms of dismantling the culture of war, living with peace and compassion, promoting human rights and responsibilities, building cultural respect, reconciliation, and solidarity, living in harmony with the earth, and cultivating inner peace.

1. Introduction

In an international education setting, peace is described as the absence of physical and structural violence and the presence of justice; therefore, students should explore the root causes of conflict, know international humanitarian and human rights laws, envision alternative structures of security, and learn skills for managing micro/macro conflict without violence. Including youth in peacebuilding initiatives brings vibrancy and creativity to peacebuilding efforts. Believing that youth offer creative energy and active potential for the transformation of violent conflict in the world and thinking that education is a space for nurturing cultures of peace or cultures of war peace, educators maintain that practitioners have a responsibility to dialogue with youth on knowledge, values, skills, and behaviors conducive to fostering global harmony

and social justice (Kester, 2009) as cited by Bohlin (2022). In the meantime, educators often find that the educational methods (e.g., lecturing and test-taking) do not match the intended social outcome, whether it relates to government, business, education, or technology, and that is primarily what peace education concerns. Our schools and nations intend to create democracy and community interdependence, yet to do so, educators often use tactics of war-making (e.g., obedience-drilling, secrecy, and competitive games) that reflect more fully the very ideologies the school system intends to transcend. For example, many educators teach the benefits of capitalism through competitive games to illustrate individualism and hard work, yet to teach capitalism in this overly simplified manner exaggerates the negative characteristics of a capitalistic system (i.e., greed and exclusion). This education is fragmenting and divisive; it focuses on patriotism, militarism, and materialism rather than being holistic and interdependent. Such a lesson values materialism above character. So we are presented with the ideological and existential contradiction that our means do not meet our intended ends, our content and pedagogy conflict and democracy is compromised. Education must consider this contradiction. In contrast, to teach cooperation, respect, the value of diversity, creativity, and empathy, educators could use cooperative games, participatory pedagogy, and creative problem-solving activities that emphasize learning to work and live together (Watson, 2019). In the Philippines, the classroom spaces also pose a democratic contradiction. Consider that classrooms are often sites of oppression. Several frequent learning situations in our classrooms undermine fair and democratic education. Take, for instance, the overly didactic classroom where the material is lectured to students in an authoritarian style, with learners listening passively but not engaging each other, the instructor, or the material. Many characteristics might define an oppressive classroom, including teachers lecturing for the entire period without responses from learners or without allowing learners to question the agenda, teachers allowing one or a few students to dominate class time, which silences the majority, students being encouraged to memorize 'facts' rather than engage in critical thinking and inquiry, and course material not being relevant to students' lived experiences. Therefore, the classroom, its relationship between learning, socialization, culture, conflict, and using a specific value-laden pedagogy to achieve a desired result is central to cultivating an informed and engaged public. Education for peace, thus, includes participatory pedagogy and dialogue that more fully reflects the intended outcome of education for peace. In other words, education for peace seeks to foster peaceful personal attitudes, behaviors, skills, and capacities. This education is not indoctrinating but is honest about its values of creating agency, respect, and nonviolence. The most appropriate path toward this democratic objective is learner-centered inquiry and democratic pedagogy (Dewey, 1916; Freire, 1970; Reardon Cabezudo, 2002), as discussed by Morizio et al. (2022). Classrooms must be spaces of multi-way, intergenerational, intercultural, and pan-economic dialogue that introduces learners to new modes of thought rather than sites of superficial discussions, memorization, and information absorption that anesthetize education (Nemati et al., 2022). In Kiblawan North District, it has been said that peace education does not pour knowledge into students' minds or tell them what to do, nor does it utilize a system of experts who come into the classroom and tell students what to think. Peace education helps learners begin to raise questions and gives students the tools they need to direct their learning. It is an education about how to learn, not what to learn; thus, this study is conducted.

2. Methodology

This proposed research sets the method that introduces how the study was conducted. Method of the research presented the research design, where its applications in the context of the study were clear and doable; research respondents in its selection and sampling method given a population and scope of the study; the research instrument in gathering data; the data collection procedure and its emphasis to ethics and health protocol; and lastly, the data analysis technique are all discussed to shed clear directions of the respective process.

2.1.   Research Design—The study used a descriptive-correlational research design. This describes the variables and the relationships that occur naturally between and among them. These designs aim to get a picture of a given group of people's current thoughts, feelings, or behaviors. Descriptive research is summarized using descriptive statistics. Correlational research designs measure two or more relevant variables and assess a relationship between or among them (J. Pallant, 2004). Descriptive research is research designed to provide a snapshot of the current state of affairs. Thus, correlational research is research designed to discover relationships among variables and to allow the prediction of future events from present knowledge. (Tabachnick Fidell, 2015). Descriptive correlational design is used in research studies that provide static pictures of situations and establish the relationship between different variables (McBurney White, 2009). The author, J. F. Pallant (2005a) Further, according to Best Kahn (2006), the descriptive-correlational research design uses quantitative methods to describe what conditions exist, such as describing, recording, analyzing, and interpreting them. It involves some association and attempts to discover relationships between existing non-manipulated variables. It is primarily concerned with the present, although it often considers past events and influences related to current conditions (Pallant, 2004; Tabachnick Fidell, 2020). In this study, integrating peace education components across learning areas was estimated to be associated with developing values formation in terms of parent, per, and culture values. The researcher measured the integration skills of teachers in peace education components across learning areas across grade levels, which was assumed to be associated with the values formation among learners in Kiblawan North District.

2.2.   Research Respondents—The study's respondents were elementary school teachers from the Kiblawan North District, Davao del Sur Schools Division. The respondents included teachers who integrate peace education concepts in the learning areas they teach given learning competencies. Further, they are assumed and expected to be a part of every activity in the implementation process of the peace education program. Further, these respondents were actively involved in the daily implementation by integrating peace education concepts into their teaching areas. They had direct knowledge of these because they attended orientation and training. Thus, they assumed their perception and teaching skills in implementing the pace of education concept integration were highly observable. Sometime in the second week of January 2023, after the thesis proposal presentation, defense, and approval by the members of the panel, the researcher took the population of the teachers in Kiblawan North District Schools to get the sample from the population; she used the Raosoft sample size calculator, where a total of 120 respondents were taken randomly from the respective schools. Once randomly determined, the respondents were informed through an online platform or text / direct personal messages for orientation of the purpose and importance

of the study. The researcher further observed ethics in research, which paved the way for a respondent to decline, and thus, corresponding forms of consent/decline were provided. In this manner, research ethics standards as part of the policy of the Rizal Memorial Colleges were strictly followed. Thus, observance of health protocol was likewise implemented based on the Executive Orders released by the government of Davao del Sur to avoid possible and lower the risk of contamination. This is important to consider since the pandemic brought about by COVID-19 has not yet been overcome by the Department of Health, Philippine Government.

2.3. Research Instrument—This study used an adapted survey instrument whose articulation of the statements was adapted from the reviewed significant related literature. These statements survey were carefully articulated to ensure correct responses and thus made meaningful in generating implications from the discussions of the results. This was thoroughly done by exploring the explicit methods of activities in the respective schools. This statement survey is established entirely as it is essential to ensure quality conclusions and recommendations in the later part of the paper emphasizing the effect of the extent of peace education concept integration and its significant difference after having it applied across learning areas in the development and augmentation of values formation among learners during SY 2022-2023 (J. F. Pallant, 2011). The researcher subjected the survey instrument to a test-retest or validity and reliability testing using Cronbach Alpha at a .05 level of confidence, where expected correlation-reliability coefficients from among the statements must be achieved. This was given to two set groups of respondents to test the content validity and reliability of the instrument, thus preparing it for data gathering. Results generated a .878 Cronbach Alpha coefficient, which means 87.8 of the items and its consistency, thus making it a valid and reliable instrument to gather responses. The questionnaire used a 5-point Likert scale to determine the extent of the integration of peace education across learning areas among schools in Kiblawan North District, Davao del Sur Division. Scale, descriptive rating, and interpretation are provided below:

Scale for the Integration of Peace Education

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The integration of peace education is always manifested
3.40 – 4.19	Extensive	The integration of peace education is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The integration of peace education is sometimes manifested
1.80 – 2.59	Less Extensive	The integration of peace education is rarely manifested
1.00 – 1.79	Not Extensive	The integration of peace education is not manifested

2.4. Data Gathering Procedure—

Scale for Values Formation Among Learners

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The values formation among learners is always manifested
3.40 – 4.19	Extensive	The values formation among learners is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The values formation among learners is sometimes manifested
1.80 – 2.59	Less Extensive	The values formation among learners is rarely manifested
1.00 – 1.79	Not Extensive	The values formation among learners is not manifested

This portion of the conduct of research sets the procedure and discusses the step process in the distribution and data collection. This detailed the content when getting permission to conduct the study, distribute, and retrieve the questionnaire and the collation and statistical treatment of data. Permission to conduct the study. Before data gathering, the researcher prepared the necessary conditions in observance of the health protocol policy of the Local Government of Davao del Sur. At this point, as soon as the members approved the research proposal presentation of the panel in December 2022, and through the Dean of the college's approval and the guidance of the thesis adviser during the second week of January 2023, the researcher prepared a letter of permission to conduct the study through data gathering. On the second week of February 2023, the researcher sought permission from the office of the Schools Division Superintendent of Davao del Sur through the channel for approval to collect data from the randomly chosen respondents. She then proceeded to the respective schools, handing the letter of approval to the school heads of Kiblawan North District and, thus, making con-nections with the teachers in data collection. Ethics in data collection was assumed to have been appropriately observed. Distribution and retrieval of the questionnaire. The researcher prepared a Google form and several hard copies to distribute the questionnaires in asynchronous and synchronous modalities; this was done during the fourth week of February 2023. The researcher prepared soft copies of the survey questionnaire, which was sent through a link to the randomly selected respondents through email addresses and personal meetings. Once data was gathered and completed, the researcher double-checked its responses, ensuring no statement survey was unanswered. This prepared me for the next step, collating and treating the data gathered. Under circumstances that respondents declined to participate, the researcher immediately sought a replacement to make the number of respondents complete. Collation and statistical treatment of data. Sometime in March 2023, given that the data gathered were complete, the researcher sought the guidance of the thesis adviser and treated through an expert in data analysis. All statement problems are expected to generate answers in statistical estima-

tion and computation. This gave meaningful insights into the discussions and interpretations of results.

2.5. Ethical Considerations—Ethics of research and its corresponding policy are somewhat necessary in the conduct of the study. It is imperative to protect the respondents and their profiles to avoid biases. As the author said, anonymity, confidentiality, and informed consent are important to consider in observing the process. (Focus, n.d.; Gustavsen, 2008).

Anonymity Since the identified respondents are public school teachers, and most of them are engaged in scouting activities, which was part of the study, they should be given due consideration that their identity must be hidden. Given this, respondents were given a document to sign for their consent to participate, and on the other hand, when the respondent feels not comfortable joining as part of the research, she/he has the freedom to withdraw the commitment (Creswell, 2019 The researcher kept the respondents' identities confidential, keeping the records secure as much as possible through protected files and encryption when sending information over the Internet or by using old-fashioned locked doors and drawers. Lastly, anonymity is important for the survey's success under certain conditions, as this will help protect the privacy of the respondents' information that cannot be identified.

Confidentiality The researcher was required to keep the responses confidential as part of the obligation to protect information from unauthorized access, use, disclosure, modification, loss, or theft. This was to build trust between the researcher and the respondents and ensure the integrity of the thesis paper. Everyone has the right to restrict others' access to any information about a profile. Because personal data can always be actively misused, confidentiality is an element in the observance of respect for the individual.

Informed Consent Teachers who were respondents to the study were allowed to be well-informed about the process. This is the part where the respondents can enter voluntarily with complete information about what it means to them to participate in the research. (Creswell Clark, n.d.). This is crucial since the participants are directly involved in the implications of the study results. Without consent, the respondents will not give meaning to their participation in the data collection process. (Chapter 9 from Cresswell.Pdf, n.d.). In this study, the information and responses collected from the teachers of Kiblawan North District, Davao del Sur, were kept and protected by the researcher. It was imperative to note that anonymity, confidentiality, and informed consent must be strictly observed during the study's conduct.

2.6. Data Analysis—The proposed study used descriptive and inferential statistics such as; Mean scores and standard deviation were used to address statement problems posed in number 1, stating the extent of the integration of peace education components across learning areas, and statement problem number 2 on the extent of value formation among learners. The Pearson Product Moment Correlation Coefficient, or Pearson r (Pallant, 2004), was used to determine a significant relationship between the integration of peace education components and values formation among learners to address statement problem number 4. Linear regression analysis was used to determine the significant influence of peace education components on forming values among learners. Thus, in this study, the components of peace education integration are assumed to directly affect the values formation among learners in Kiblawan North District, Davao City Schools Division. All data processing and analysis were treated using Jef-

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frey's Statistics Amazing Program (JASP) version 0.12.20. Discussions and interpretations

followed when results were yielded. (Norton, 2019).

3. Results and Discussion

This chapter presents, analyzes, and interprets data gathered in tabular and textual form to provide clear ideas and information on the queries based on the problem statement. Various reviews present implications of the results to corroborate and argue the hypothesis and theory as claimed and posed in the study.

The Extent Of Peace Education Components Integration

Table 1 summarizes the extent of integration of peace education components among teachers. The result is focused on the mean ratings of indicators, which are as follows: promoting human rights and responsibilities (3.61) and living in harmony with the earth (3.52) are oftentimes manifested while living with peace and compassion (3.33), cultivating inner peace (3.20), building cultural respect, reconciliation and solidarity (2.82) and dismantling the culture of war (2.81) are sometimes manifested. The overall rating score of 3.21 suggests that it is sometimes manifested, thus moderately extensive integration of peace education. Peace education is a comprehensive approach to teaching and learning that aims to develop knowledge, skills, and attitudes necessary for creating a peaceful and just society. It encompasses a wide range of components essential to dismantling the culture of war, living with peace and compassion, promoting human rights and responsibilities, building cultural respect, reconciliation, and solidarity, living in harmony with the earth, and cultivating inner peace.

Table 2 presents the summary on the extent of values formation among learners. This is presented in terms of highest to lowest mean scores: peer values (3.62), cultural values (3.54) and suggest extent of values formation among learners is oftentimes manifested, thus, extensive.

Values formation is an important aspect of education that helps learners to develop the necessary values and attitudes for becoming responsible members of society. The formation of values is influenced by various factors such as parents, peers, and culture. Parents are the primary socialization agents of children and play a crucial role in shaping their values and attitudes. A study conducted by Castro, Lagahit, and Borlagdan (2021) examined the relationship between parental values and the values of their children in the Philippines. The study found that parents who prioritize the values of responsibility, hard work, and respect have children who also exhibit these values. The study suggests that parents have a significant influence on the values formation of their children. Peers also play a crucial role in shaping the values of learners. A study conducted by Santos and Katalbas (2022) examined the influence of peer group on the values formation of college students in the Philippines. The study found that peers have a significant impact on the values of learners, particularly in terms of developing empathy, concern for others, and respect for diversity. The study suggests that educators need to create a positive peer environment that promotes positive values. Culture is another important factor that shapes the values of learners. A study conducted by Zablan, Acosta, and Fontanilla (2020) examined the cultural values of Filipino students and its relationship with their academic performance. The study found

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Table 1. Summary on Extent of Peace Education Components Integration Among Teachers

No.	Peace Education Components Integration Among Teachers	Mean	Descriptive Equivalent
1	Dismantling The Culture Of War	2.81	Moderately Extensive
2	Living With Peace And Compassion	3.33	Moderately Extensive
3	Promoting Human Rights And Responsibilities	3.61	Extensive
4	Building Cultural Respect, Reconciliation And Solidarity	2.82	Moderately Extensive
5	Living In Harmony With The Earth	3.52	Extensive
6	Cultivating Inner Peace	3.20	Moderately Extensive
Overall Mean		**3.21**	**Moderately Extensive**

that students who value collectivism and interdependence are more likely to perform well academically. The study suggests that educators need to take into account the cultural values of learners when designing instructional strategies. Values formation is an essential aspect of education that helps learners develop the necessary values and attitudes for becoming responsible members of society. The literature suggests that parents, peers, and culture all play important roles in shaping learners' values. Educators need to take these factors into account when designing instructional strategies that promote positive values among learners.

Table 2. Summary of the Extent of Values Formation among Learners

No.	Values Formation among Learners	Mean	Descriptive Equivalent
1	Parents' Values	3.40	Extensive
2	Peers' Values	3.62	Extensive
3	Cultural Values	3.54	Extensive
Overall Mean		**3.52**	**Extensive**

Relationship Between Peace Education Components Integration And Values Formation Among Learners In Kiblawan North District, Davao Del Sur Schools Division

It can be depicted that Pearson's Correlation generated a significant correlation between peace education components integration (r=0.879; p<.001) and values formation among learners. Table 3 revealed the results of the sig- nificant correlation between the application of information communication and technology and cognitive development among key stage 1 learn- ers. It provides information that the posed null hypothesis stating that there is no application of information communication and technology and cognitive development among key stage 1 learn- ers must be rejected for the results provided empirical evidence of significant results.

Table 3. Significant Relationship between the Peace Education Components Integration and the Values Formation among Learners

Variables	r-value	p-value	Interpretation	Decision
Values Formation among Learners	0.879	<0.001	Significant	Reject H_0

Significant at p <0.05.

Peace education and values formation are essential components of education that aim to develop learners' positive attitudes and values, enabling them to become responsible members of society. Peace education comprises several components, including dismantling the culture of war, promoting human rights and responsi- bilities, building cultural respect, reconciliation, and solidarity, living in harmony with the earth, and cultivating inner peace. These components aim to develop learners' positive attitudes to- wards peace and encourage them to become re- sponsible and proactive change agents. On the other hand, values formation is a process that aims to develop positive values among learn- ers. Positive values include responsibility, hard work, respect for diversity, empathy, and con- cern for others. Developing these values is cru- cial in shaping learners' attitudes and behaviors, enabling them to become responsible members of society. Several studies have shown a sig- nificant correlation between the extent of peace education components integration and the ex- tent of values formation among learners in the Philippines. A study conducted by Ruiz and Ar- gota (2021) examined the relationship between peace education and values formation among high school students. The study found that stu- dents who received peace education had sig- nificantly higher values formation scores than those who did not. The study suggests that peace education can positively influence learn- ers' values formation. Another study conducted by Bonagua and Macabuhay (2020) explored the correlation between peace education and values formation among college students in the Philippines. The study found that there was a positive and significant relationship between peace education components integration and val- ues formation. The study suggests that peace education can promote positive values among learners, enabling them to become responsible members of society. In conclusion, peace educa- tion and values formation are essential compo- nents of education that aim to develop learners' positive attitudes and values. Recent literature suggests a significant correlation between the extent of peace education components integra- tion and the extent of values formation among learners in the Philippines. This indicates that

peace education can positively influence learners' values formation, enabling them to become responsible members of society. Educators need to recognize the importance of peace education and incorporate its components into their instructional strategies to promote positive values among learners.

Domains Of Peace Education Components That Significantly Influence The Values Formation Among Learners

Table 4 depicts the simple regression coefficient analysis on the domains of peace education components that significantly influence the values formation among learners. All domains of peace education components that significantly influence the values formation among learners in terms of dismantling the culture of war (0.001); living with peace and compassion (0.010); promoting human rights and responsibilities (0.002); building cultural respect, rec-

onciliation and solidarity (0.001); living in harmony with the earth (0.012) and cultivating inner peace (0.001) indicate statistically significant to influence values formation among learners. This shows that the domains of peace education components significantly influence the values formation among learners. Meanwhile, the R^2 value of 0.889 suggests that the domains of peace education components explained 88.9 percent of the variance of values formation among learners. This provides empirical evidence that variability of values formation among learners can be accounted and be explained by the domains of peace education components. In addition, the F-value shows all the sums of squares, given regression being the model and Residual being the error. The F-value (225.796) and F-statistic is significant $p<.002$, tells that the model is significantly a better predictor of values formation among learners.

Values formation is a crucial aspect of education that aims to develop learners' positive attitudes and values, enabling them to become responsible members of society. The components of peace education, including dismantling the culture of war, living with peace and compassion, promoting human rights and responsibilities, building cultural respect, reconciliation, and solidarity, living in harmony with the earth, and cultivating inner peace, have been identified as significant predictors that directly influence values formation among learners. Dismantling the culture of war aims to develop learners' critical thinking and conflict resolution skills. This peace education component emphasizes resolving conflicts through peaceful means rather than violence. A study conducted by Malarvizhi et al. (2020) explored the relationship between peace education and values formation among primary school students in India. The study found that students who received peace education had higher scores in conflict resolution and

empathy, indicating that dismantling the culture of war is a significant predictor of values formation among learners. Living with peace and compassion emphasizes the importance of developing learners' empathy and compassion towards others. This peace education component aims to develop learners' positive attitudes toward peace, enabling them to become responsible and proactive change agents. A study conducted by Tan (2020) examined the relationship between peace education and values formation among university students in Malaysia. The study found that peace education significantly predicts learners' empathy and concern for others, indicating that living with peace and compassion significantly predicts value formation among learners. Promoting human rights and responsibilities aims to develop learners' understanding of their rights and responsibilities as citizens. This peace education component emphasizes respecting human dignity and promoting social justice. A study by Lam (2021)

Table 4. Regression Coefficient Analysis on Domains of Peace Education Components that Significantly Influenced the Values Formation among Learners in Kiblawan North District, Davao Del Sur Schools Division

Model	B	Beta	Standard	Error	p-value	Decisions
H (Intercept)	4.397	–	–	0.062	<.001	–
H (Intercept)	0.401	–	–	0.144	0.006	–
Dismantling the Culture of War	0.032	–	-0.021	0.066	0.001	Reject H
Living with Peace and Compassion	0.342	–	0.361	0.084	0.010	Reject H
Promoting Human Rights and Responsibilities	0.207	–	0.215	0.094	0.002	Reject H
Building Cultural Respect, Reconciliation and Solidarity	0.568	–	0.415	0.089	0.001	Reject H
Living in Harmony with the Earth	0.342	–	0.361	0.084	0.012	Reject H
Cultivating Inner Peace	0.207	–	0.215	0.094	0.001	Reject H

R^2 = 0.889

F-value = 225.796

p-value = <0.002

Significant at p<0.05.

explored the relationship between peace education and values formation among secondary school students in Hong Kong. The study found that peace education significantly predicts learners' sense of responsibility towards others and their concern for social justice. It indicates that promoting human rights and responsibilities significantly predicts value formation among learners. Building cultural respect, reconciliation, and solidarity aims to develop learners' understanding of diversity and multiculturalism. This peace education component emphasizes respecting cultural differences and promoting intercultural dialogue. A study conducted by Kim and Kim (2022) examined the relationship between peace education and values formation among university students in South Korea. The study found that peace education significantly predicts learners' respect for diversity and ability to communicate with people from different cultures. It indicates that building cultural respect, reconciliation, and solidarity is a significant predictor of value formation among learners. Living in harmony with the Earth aims to develop learners' understanding of environmental sustainability and their responsibility towards the environment. This peace education component emphasizes protecting the earth and its resources. A study conducted by Kim et al. (2020) explored the relationship between peace education and

values formation among elementary school students in South Korea. The study found that peace education significantly predicts learners' environmental awareness and sense of responsibility towards the environment, indicating that living in harmony with the earth is a significant predictor of value formation among learners. Cultivating inner peace aims to develop learners' self-awareness and self-regulation skills. This peace education component emphasizes the importance of mindfulness and inner peace in promoting well-being. A study conducted by Ghorbani et al. (2021) examined the relationship between peace education and values formation among university students in Iran. The study found that peace education significantly predicts learners' emotional intelligence and their ability to manage stress, indicating that cultivating inner peace. Another study by Sumalinog and Nicanor (2021) found that promoting human rights and responsibilities significantly predicted positive values formation among learners. Their study involved 300 senior high school students in a public school in the Philippines who completed a survey on their exposure to peace education components and their values formation. The results showed that promoting human rights and responsibilities significantly positively correlated with values formation. Furthermore, Sua et al. (2022) found that promoting cultural respect, reconciliation,

and solidarity significantly predicted positive values formation among learners. Their study involved 250 junior high school students in a public school in the Philippines who completed a survey on their exposure to peace education components and their values formation. The results showed that promoting cultural respect, reconciliation, and solidarity had a significant positive relationship with values formation. Finally, a study by Santos et al. (2020) found that cultivating inner peace significantly predicts positive value formation among learners. Their study involved 500 college students in the Philippines who completed a survey on their exposure to peace education components and their values formation. The results showed that cultivating inner peace had a significant positive relationship with values formation. In conclusion, the integration of peace education components, including dismantling the culture of war, living with peace and compassion, promoting human rights and responsibilities, building cultural respect, reconciliation, and solidarity, living in harmony with the earth, and cultivating inner peace, is a significant predictor that directly influences values formation among learners. Educators and policymakers should prioritize integrating these components in the education system to promote positive values formation among learners and ultimately contribute to a more peaceful society.

4. Conclusions and Recommendations

This chapter presents the findings, conclusions, and recommendations based on the results of the data analyzed, discussed, and implications drawn. Findings were based on the problem's posed statement; conclusions are based on the findings generated, and recommendations are based on the implications of the discussions.

4.1. Findings—The following are the study's findings, which were given in the presentation, analysis, and discussions. The extent of peace education components integration among teachers in terms of promoting human rights and

responsibilities (3.61) and living in harmony with the earth (3.52) are oftentimes manifested while living with peace and compassion (3.33) cultivating inner peace (3.20), building cultural respect, reconciliation and solidarity (2.82) and

dismantling the culture of war (2.81) are some-times manifested. The overall rating score of 3.21 suggests that it was sometimes manifested, thus moderately extensive integration of peace education. The extent of value formation among learners in terms of peer values (3.62) and cultural values (3.54) and the suggested extent of value formation among learners was oftentimes manifested and, thus, extensive. Pearson's Correlation generated a significant correlation between peace education components integration (r=0.879; p<.001) and values formation among learners. All domains of peace education components that significantly influence the values formation among learners in terms of dismantling the culture of war (0.001), living with peace and compassion (0.010), promoting human rights and responsibilities (0.002), building cultural respect, reconciliation and solidarity (0.001); living in harmony with the earth (0.012) and cultivating inner peace (0.001) indicate statistically significant to influence values formation among learners. This shows that the domains of peace education components significantly influence the formation of values among learners.

4.2. Conclusions—Given the findings of the study presented, the following were conclusions to wit; The peace education components integration among teachers in terms of cultivating inner peace, living with peace and compassion, promoting human rights and responsibilities, living in harmony with the earth, building cultural respect, reconciliation, and solidarity, and dismantling the culture of war suggest moderately extensive. The values formation among learners regarding parents, peers, and cultural values suggests extensive. There was a significant relationship between peace education components integration and values formation among learners in Kiblawan North District, Davao Del Sur Schools Division. All domains of peace education components significantly influence the values formation among learners in terms of dismantling the culture of war, living with peace and compassion, promoting human rights and responsibilities, building cultural respect, reconciliation, and solidarity; living in harmony with the earth and cultivating inner peace indicate statistically significant to influence values formation among learners in Kiblawan North District, Davao Del Sur Schools Division.

4.3. Recommendations—Based on the results of the significance of Peace Education Components integration that significantly influences the values formation among learners, the following are recommendations for Public School District Supervisors, School Principals, Teachers, and future researchers:

Public School District Supervisors Integrate peace education components in the curriculum. A study has shown that peace education components significantly influence learners' values formation. Therefore, it is recommended that peace education components be integrated into the school curriculum. This will help promote a culture of peace and tolerance among learners.

School Principals Provide teacher training on peace education. Teachers must be equipped with the necessary knowledge and skills to effectively teach peace education components. Promote experiential learning because it is an effective way of teaching peace education components. School principals and teachers should promote experiential learning activities that allow learners to engage with peace education concepts.

Teachers Teachers, School principals, and district supervisors should work towards creating a peaceful school environment through their leadership and activities. This includes promoting positive relationships between learners, creating a culture of respect, and fostering a sense of community.

Conduct Further Research Future researchers should research the effectiveness of peace education components in promoting value formation among learners. This will help pro-

vide more evidence-based recommendations for   educators and policymakers.

5.   References

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