Curriculum Integration of Peace Education in Araling Panlipunan Lessons and School Activities

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Abstract: *Curriculum integration of peace education is a highly recognized strategy to inculcate peace in both classroom-based and school-wide activities yet studies on the actual implementation of the said integration is not given much attention in the literature. This paper assesses the curriculum integration of peace education in the Grade 10 Araling Panlipunan in the seven (7) private junior high schools in the Division of Agusan del Norte, Philippines. The study employed a mixed-method approach considering the 347 students, 18 teachers, and 7 school heads as respondents and some of whom were invited to a Focus Group Discussions (FGD). Results showed that students perceived low extent of curriculum integration of Peace Education in terms of Peace Concepts and Values, and classroom activities, which indicate the need for curriculum integration. On the other note, teachers and school heads rated "moderate extent" to the same indicators. The variation on the perceptions among students, teachers, and school heads further dictates for an evident gap in the transfer of knowledge about peace education in classroom lessons and activities. Findings of the study provide significant inputs in the development of intervention measures to strengthen the implementation of peace education integration in both classroom lessons and school activities.*

Keywords— Peace Concepts and Values, Grade 10 Araling Panlipunan, Mixed-Method Study, Curriculum Integration

1. INTRODUCTION (*Heading 1*)

The increasing instances of violence, gang involvement, bullying, and crimes have spurred a national imperative to instill values of peace and order within the educational framework. Statistically speaking, DepEd logs over 260,000 cases of physical bullying in School Year 2021-2022 alone (GMA News Online, 2023). Ramiro, et. al (2022), revealed that 3 in 5 Filipino children and youth aged 13-24 years experienced physical (64.2%) and psychological violence (61.9%) as well as peer violence (61.5%). Moreover, Union of Catholic Asian, (UCA) news on January 27, 2023 issue, mentioned that according to the police authorities, an average of 300 gang wars per year is recorded, and from 2000 to 2022, 44 youth members died due to gang wars that occurred mostly in slums, with many cases that remained unreported.

In the literature, peace education is defined in many ways but with a common concept of understanding conflict and inculcating peace at schools and communities. Peace education means a global effort to change the way people think and act in promoting peace and education is a major tool for promoting peace in the world (UNESCO, 1998; as cited in Bashir and Akbar, 2021). Mjshra (2019) also described peace education as a process for engaging people in developing awareness of the causes of conflicts and ways to resolve these in daily life. The main purpose of peace education is to encourage students to develop different strategies that would provide social justice, not only in their countries, but also around the world. In addition, peace education is viewed as a necessary tool to achieve peace and stability in societies thereby contributing to conflict resolution processes (Echavarría and Cremin, 2019).

Peace Education in the Philippines was made into law on September 26, 2006 with the issuance of Executive Order 570 (E.O. 570) by Gloria Macapagal – Arroyo. E.O. 570 instituted Peace Education in Basic Education Curriculum and Teacher Education. It mandates that the DepEd shall mainstream peace education in the basic formal and non-formal education curriculum, utilizing the existing peace education exemplars and other peace related modules, and enhance the knowledge and capability of supervisors, teachers and non-teaching personnel on peace-education through the conduct of in-service trainings. The Commission on Higher Education (CHED) is also required to introduce and mainstream peace education in teacher education. E0 570 was then acted upon by DepEd through the issuance of DepEd Memo No. 469, s. 2008 "Institutionalizing Peace Education in the Basic Education Curriculum" that aims to actively promote a culture of peace in the educational system by incorporating peace education concepts, skills and values in the learning content of basic education.

To substantiate DepEd Memo No. 469, s. 2008, the issuance of Department Order No 32, s., 2019 strengthened Peace Education Institutionalization through its directives that learners and schools should be zones of peace. The said order emphasizes the Education for Peace which pertains to the delivery of education that is conflict sensitive and peace promoting, and the Peace for Education which concerns the creation of a peaceful and secured environment conducive to effective teaching and learning. In effect, public schools all over the country were filled with signages containing, "This

School is a Peace Zone", "This school is a Child Friendly Zone" and other slogans. Moreover, DO 32, s. 2019 also ensures inclusion of peace education in the Basic Education Curriculum particularly in the Grade 10 Araling Panlipunan.

The discussions above show that schools, both public and private, and other stakeholders have already poured support to address conflicts and promote peace and order in schools and even in the community. In the context of educational aspects, DepEd orders and issuances have integrated peace education in the classroom instruction. However, in spite of the collective efforts to foster peace and order, and despite the robust intent of the DepEd to integrate Peace Education among schools, incidence of violence and other forms of disrespect to human rights remained evident.

While peace-related issues continue to sprout along with the efforts to integrate peace education in the curriculum, the literature remains silent regarding the gaps on its actual implementation especially in many local schools of the country. Hence, it is essential to study some probable gaps in the actual curriculum integration of peace education to root cause the real problem.

The main goal of this paper is to assess the current implementation of the integration of peace education in the Grade 10 Araling Panlipunan subject among the selected private junior high schools in the Division of Agusan del Norte, Philippines. Specifically, this study is devoted to investigate the extent of peace education integration in terms of peace concepts and values, classroom activities, co-curricular activities, and extracurricular activities. To understand deeper the implementation of peace education, the study uses the lenses of Lederach's Conflict Transformation Theory which considers a more holistic approach of contextualizing peace and conflict. In this study, the Conflict Transformation Theory (CTT) of John Paul Lederach (1995) is used to highlight the importance of the mainstreaming of peace education in the secondary education curriculum and strengthening its implementation considering that conflict is inevitable. Furthermore, the findings of the study are used in designing and developing programs and activities that may be proposed to enhance the peace integration in the curriculum.

Methodology

This study used a mixed-method approach where the quantitative results are reinforced by qualitative data. Specifically, the quantitative part considers the investigation of the extent of integration of the peace education in Grade 10 Araling Panlipunan in terms of peace concepts and values, classroom activities, co-curricular activities, and extracurricular activities. On the other note, the qualitative portion of the study pertains to the conduct of FGD with the selected students, teachers, and school heads to gather actual experiences in support of the quantitative findings.

The study used survey questionnaires and interviews to gather data on the extent of implementation of peace education integration among principals, teachers and students. The survey questionnaire was also used to gather data on the experiences of the students, teachers and administrators in the implementation of the peace education program with emphasis on the classroom-based and school-wide activities. The survey questionnaire sought to evaluate the extent of implementation of peace education in terms of peace concepts and values, classroom activities, co-curricular activities and extracurricular activities. The study used interviews, experiences and questionnaires and secondary data and other field documents about peace education integration to support the quantitative data derived from the instrument.

In addition, the research instruments were subjected to reliability and validity tests by the researcher through pilot testing. Findings during the pilot testing were considered as the basis for the revisions of the instruments. For the reliability test, a pilot sample of 30 respondents who were not part of the population was conducted. The Cronbach alpha result per variable or construct is greater than 0.70 which indicates high internal consistency and reliability. Further, validity was secured through the experts' opinion who were knowledgeable about the topic.

This research also considered respondents from 347 grade 10 students, 18 teachers, and 7 school heads in the private Junior High Schools of Agusan del Norte division. The Division of Agusan del Norte covers the schools in the municipalities of Kitcharao, Jabonga, Tubay, Santiago, RTR, Magallanes, Buenavista, Nasipit and Carmen. However, there were only five municipalities namely Buenavista, Carmen, Kitcharao, Magallanes, and Nasipit that have private schools. Students in all private schools from five municipalities were randomly selected. While teachers and school heads are completely enumerated.

Avoiding presumptions, the researcher gathered preliminary data as a basis for the first step, that is, to look at the existing curriculum design in each school to see the infusion and the extent of the implementation of the DepEd Peace Education Program as mandated in DepEd Order no. 32, s. 2019. Then, pilot testing was conducted at Diatagon Catholic High School Inc. located at Purok 2, Diatagon, Lianga, Surigao del Sur, a school which was not included in the sample, to validate the questionnaires that were used. The validated questionnaires were distributed to the private Secondary Schools in Agusan del Norte Division.

A letter was sent to ask permission from the school administrators of the Private Junior High Schools of Agusan del Norte Division for the conduct of the study. Upon its approval, the researcher conducted the survey using survey questionnaires to gather data on the extent of the implementation of Peace Education integration. Then, the researcher scheduled semi-structured interviews, done through online platforms, with the school administrators and teachers

of the two schools, while face to face for the rest of the schools; and also focus group discussion with students.

Moreover, quantitative data were analyzed using mean scores with the use of appropriate quantification schemes as reflected in the footnotes of the tables as shown in the results and discussions. Further, actual narratives from the interview were used to substantiate the quantitative findings to generate a more substantive analysis and discussions.

Results and Discussions

The presentation of findings is patterned before the variables used to assess the extent of integration of peace education in the grade 10 Araling Panlipunan subject. Table 1 shows the extent of such implementation in terms of peace concepts and values.

Table 1: Extent of Curriculum integration of Peace Education in terms of

Peace Concepts and Values

Peace Promoting Education in terms of Peace Concepts and Values	Stude nts	Teac hers	Admi n	Avera ge
1. Discussions on peace education.	1.53	1.56	1.71	1.6
2. Activities that build a culture of peace.	1.61	2.06	2.29	1.98
3. Activities that promote a peaceful and secure environment conducive to learning.	1.58	1.72	2.00	1.77
4. Activities that promote critical understanding of the root causes of conflicts and violence.	1.46	1.71	1.86	1.68
5. Activities that cultivate values and attitudes that will encourage individual and social action for peace building.	1.51	1.88	1.86	1.75
Overall Mean	1.54	1.78	1.94	1.76
Verbal Description	Low Exte nt	Mode rate Exte nt	Mode rate Exte nt	Mode rate Exte nt

Table 1 presents the extent of curriculum integration of Peace Education in terms of Peace Concepts and Values as rated by the students, teachers, and school administrators. It can be observed that students rated a highest mean of 1.61 to the item "Activities that build a culture of peace. Low extent means that many students disagreed on the items considered above. More particularly, at the classroom settings, the

students disagreed that they learned concepts of peace and values in the Araling Panlipunan subjects although some teachers agreed that the said concepts are included." and a lowest mean score of 1.46 to the item "Activities that promote critical understanding of the root causes of conflicts and violence". In effect, students' overall mean rating of 1.54 describes a low extent of curriculum integration in terms of peace concepts and values. Low extent means that many students have not experienced the situations described on the items considered above. More particularly, at the classroom settings, the students have not experienced much in learning the concepts of peace and values in the Araling Panlipunan subjects although some teachers agreed that the said concepts are included. This definitely indicates that students do not experience the essence of peace education in learning Araling Panlipunan or in any part of the curriculum. This is behind the fact that these students disposed of a positive perception on the implications and benefits of peace education. It further implies that integration of peace education in either curriculum or co-curricular activities is not given importance.

On the other hand, teachers scored the highest mean of 2.06 to the item "Activities that build a culture of peace" and lowest mean value of 1.56 to the item "Discussions on peace education". In effect, teachers' overall mean of 1.78 describes the moderate extent of curriculum integration in terms of peace concepts and values. The presented statistics displayed that peace education is not fully included in the current curriculum. It only speaks of the reality that the inclusion of peace education is an area that needs improvement while peace and security issues are getting evident and rampant in schools.

School administrators posited almost similar descriptive ratings of teachers. It can be gleaned from table 1 that administrators rated the highest mean of 2.29 to the item "Activities that build a culture of peace". On the contrary, the lowest mean of 1.71 falls on the item "Discussions on peace education". As a result, the overall mean of 1.94 indicates a moderate extent of curriculum integration in terms of peace concepts and values as perceived by the school administrators. These findings reveal that curriculum integration is not fully mainstream in the Araling Panlipunan subject. Administrators confirmed the ratings of students and teachers regarding the moderate extent of curriculum integration of peace education. It only reveals the need to reconsider peace education as an integral part of curriculum given that issues on safety and security are getting serious in many parts of the country.

The numerical findings presented above implied the need to invest more efforts and initiatives in integrating peace education in the curriculum specifically in the Araling Panlipunan subject. During the interviews, a particular student mentioned,

"Talagsa ra jud mi nga maka discuss ug "peace education", as in, sa among klase. Kung sa ako lang jud madumduman kay murag, kung naa man gani topic about peace education, kay wala mi kabalo nga part na ba diay to sa Peace Education." (SR5-FGDQ12)

("We rarely discuss peace education in our classes. As far as I can remember, if there is a topic about peace education, we are not aware that it is already part of Peace Education").

In the study of Toh et al. (2017), it was also found out that peace education is not much included in the lessons under the Araling Panlipunan subjects for junior high school. This is in spite of the pressing issues related to violence, bullying, and conflict that continue to disturb schools and community (Meyerhof, 2020). This is also true in the curriculum that is used in private and public schools following the DepEd Order. In the private secondary schools of Agusan del Norte under study, it was personally observed by the researcher that peace education is not yet fully integrated as part of the most essential competencies in the Araling Panlipunan.

The integration of the concepts of peace and values in the curriculum is already a good start to inculcate the essence of peace education among the students. Lederach's theory of conflict stresses that introducing the concept of peace and values can strengthen the understanding of the students about conflict and its negative consequences. On the other note, Lederach argues that positive values are facilitators of transforming conflict into peace and understanding. Hence, strengthening the content of peace and values is an opportunity to promote peace zones. For example, in Quarter 1 of Grade 10 Araling Panlipunan curriculum, the 2nd topic is about Scarcity. Focusing on the concepts of scarcity and resource management within the "Scarcity" and "Allocation" sections, presents unique and impactful opportunities by discussing how conflict often arises from competition for scarce resources like land, water, or energy. Abu-Nimer, 2019 advised to let the students analyze real-world examples of resource conflicts, both historical and contemporary, and allow them to explore the peaceful and non-violent alternatives used to resolve the said conflicts. By approaching peace education through the lens of scarcity and resource management, the existing Araling Panlipunan Curriculum can effectively be utilized in fostering critical thinking, empathy, and cooperation among Grade 10 students. This interdisciplinary approach will empower students to understand the complex link between resources, conflict, and peace, and equip them with the skills and knowledge to become responsible citizens contributing to a more peaceful and sustainable future. Film showing and role playing activities are some of the effective strategies to implement for this particular lesson.

Table 2: Extent of Curriculum integration of Peace Education in terms of

Classroom Activities

Peace Promoting Education in terms of Classroom Activities	Students	Teachers	Admin	Average
1. Writing activities that promote respect for human rights and culture of peace.	1.50	1.76	1.86	1.71
2. Discussions emphasizing the best interest of students and utmost respect for their dignity.	1.52	1.82	1.71	1.68
3. Role play that depicts peacebuilding as a shared responsibility.	1.52	1.71	2.14	1.79
4. Art activities that promote appropriate education and support for all types of learners.	1.54	1.88	1.57	1.66
5. Problem-based learning that ensures continuity of DepEd processes, systems and programs that promote peace education.	1.49	1.76	1.71	1.65
Overall Mean	1.51	1.79	1.80	1.70
Verbal Description	Low Extent	Moderate Extent	Moderate Extent	Low Extent

Note: Mean range within 1.00-1.75: Low Extent, 1.76-2.50: Moderate Extent, 2.51-3.25: High Extent, 3.26-4.00: Very High Extent

Table 2 unfolds the extent of curriculum integration of peace education in terms of classroom activities as perceived by the students, teachers, and school administrators. Students rated a lowest mean of 1.49 to the item "Problem-based learning that ensures continuity of DepEd processes, systems and programs that promote peace education". On the other note, the highest mean score of 1.54 lands on the item "Art activities that promote appropriate education and support for all types of learners". As a result, the overall mean of 1.52 empirically implies a low extent of curriculum integration of peace education in terms of classroom activities as rated by the students. These numerical figures are conformant to most of the statements of the students during the interview. In particular, one of the students said;

"Classroom activities about peace and order are not done much. It is rare to happen based on what I remember". (SR3-FGDQ5)

"Sa Aral Pan nga subject wala kaayo activity about peace education." (There's hardly any activity about peace education in the Aral Pan subject.".) (SR4-FGDQ5)

This statement reflects the low extent of integration of peace education in the classroom activities because most students disagreed on the items in the questionnaire. The actual experiences of the students definitely speak of the lower mean rating given by the students compared to the teachers and the administrators. In addition, another student stated;

"I can't really remember any peace education concepts in our Araling Panlipunan. All I can remember about it is that the subject is more on history". (SR60-FGDQ5)

In support, another student shared several classroom experiences that reflect low inclusion of peace education in classroom activities. In particular, a student said;

"Peace education is not given much time in the classroom. I don't experience any deeper discussion about the concept. Although I'm sure that it is very important." (SR10-FGDQ5)

Like the findings presented in table 1, the students still had a lower rating compared to teachers and the administrators. This is a huge gap and a prime concern in education since the measure of quality education depends on how the students learn and apply the learnings. In addition, Meyerhof (2020) also emphasized that peace education is not really penetrating the classroom activities making the students unfamiliar about the concept.

Teachers also unfold an overall mean of 1.79 which describes the moderate extent of curriculum integration of peace education in terms of classroom activities. It is shown that teachers posited a lowest mean of 1.71 to the item "Role play that depicts peace-building as a shared responsibility" and a highest mean of 1.88 to the item "Art activities that promote appropriate education and support for all types of learners". The ratings shown by the teachers are reflective of their experiences in teaching Peace Education. Accordingly, one of the teachers said;

"Peace education is indeed an area needing improvements in classroom activities". (TR12-FGDQ8)

The said statement from the teacher is a strong confirmation of the fact that peace education is not fully given importance in classroom activities . This is something that needs important attention because of the evident behavioral problem of the students especially following after the two years of pure remote learning. In the study of Toh et al., (2017), it is highlighted that peace education is just lightly considered in the discussions in Araling Panlipunan but not included as a major part of the desired learning competencies or DLC.

Moreover, school administrators display similar descriptive ratings to teachers. As shown in table 6, the overall mean of 1.80 manifests for the moderate extent of curriculum integration of peace education in terms of classroom activities

based on the ratings from school principals. One of the respondents stated;

"Definitely, peace education is a very important aspect of Araling Panlipunan which is however not given much attention and thereby an area needing improvement". (TR10-FGDQ8)

Both the empirical and actual statements presented above exposed the need to strengthen the inclusion of peace education in classroom activities. As mentioned in the study of Al Mushaqiri et al. (2020), peace education is a very essential area of learning that is overlooked in high school lessons nowadays while sprouting cases of conflict and violence are becoming highly evident. Besides the observations from several authors in the literature, data closely describes the actual scenario in the current high school curriculum as implemented by the Department of Education. Peace education is not even a separate subject but just a mere part of one of the quarter lessons in the Araling Panlipunan. It also reflects the reality that concepts of peace education are discussed very shortly in the lessons. This is the reason why students did not experience peace education in classrooms and other school activities. This is in spite of the fact that peace-promoting activities like "Community Mapping for Social Issues", multicultural celebrations such as "United Nations", community service projects such as "Tree Planting" and "Clean-up drive", etc., are not just recognized by the students.

Definitely, classroom activities are very effective mechanisms towards experiential learning. Relative to Lederach's theory, experiencing the advantages of peace and order can result in positive conflict transformation. This means that conflict, as an inevitable element of living, can be minimized or even eliminated to some extent when students are immersed in scenarios that demonstrate the beauty of peace and order.

Table 3: Extent of Curriculum integration of Peace Education in terms of

Extra-curricular Activities

Peace Promoting Education in terms of Extra-curricular Activities	Stud ents	Teac hers	Ad min	Ave rage
1.Symposia advocating positive influence of peace education	1.80	1.88	1.86	1.85

2.Art exhibits infusing peace-promoting values, skills and attitudes.	**1.84**	**1.94**	**2.43**	**2.07**
3.Sports activities cultivating participative structures and caring relationships among the school, families and the community.	**1.85**	**1.88**	**1.29**	**1.67**
4.Cultural presentations which promote respect for diversity, common humanity, oneness with nature and human security.	**1.85**	**1.94**	**2.14**	**1.97**
5.School programs which promote cooperation, teamwork and cultural solidarity.	**1.75**	**1.82**	**2.14**	**1.90**
Overall Mean	**1.82**	**1.89**	**1.97**	**1.89**
Verbal Description	**Moderate Extent**	**Moderate Extent**	**Moderate Extent**	**Moderate Extent**

Note: Mean range within 1.00-1.75: Low Extent, 1.76-2.50: Moderate Extent, 2.51-3.25: High Extent, 3.26-4.00: Very High Extent

Table 3 presents the extent of curriculum integration of peace education in terms of extra-curricular activities as rated by the students, teachers, and school principals. Unlike in the previous two tables, all respondents similarly perceived a moderate extent of curriculum integration in terms of extra-curricular activities as supported by the overall mean scores of 1.81 (students), 1.89 (teachers), and 1.97 (school heads). These mean scores have equivalent descriptions of moderate extent which implies that the inclusion of peace education in extra-curricular activities is another area for consideration and opportunity to improve especially that conflicts and bullying are getting evident in schools. It further implies that the incorporation of peace is more evident in extracurricular activities than in curricular ones. This is a positive indication that concepts of peace are actively applied in real-life situations and appear to be experienced by the students. Elachi (2018) suggested that extra-curricular activities are potential opportunities and avenues for students to experience and learn the essence of peace, security, and development. A school must be a facilitator of learning and meaningful experiences for the learners. However, the overlooked mainstreaming of peace education in the recent curriculum remains a serious issue that demands for immediate attention and action.

Students showed a lowest mean score of 1.75 on the item "School programs promoting cooperation, teamwork and cultural solidarity" and a highest mean rating of 1.85 to the items "Sports activities cultivating participative structures and caring relationships among the school, families and the community" and "Cultural presentations promoting respect for diversity, common humanity, oneness with nature and human security". Accordingly, one of the students mentioned;

"Yes. Sports activities are somehow evident in our school especially during intramurals. We enjoyed it a lot. It is in those moments when we felt united and respected. Although, there are times that conflict still happens". (SR35-FGDQ5)

Teachers scored lowest (1.82) on the item "School programs promoting cooperation, teamwork and cultural solidarity" and highest mean of 2.43 to the item "Art exhibits infusing peace-promoting values, skills and attitudes". The overall mean of 1.89 further indicates that teachers perceived a moderate extent of curriculum integration in terms of extra-curricular activities. Conformant to the numerical figures, one of the teachers said;

"What we really need in school to further promote peace education are programs that should be sustainably done by providing logistics and financial support". (TR14-FGDQ12)

School programs are very essential venues for students to experience and to actualize the importance of peace education. However, based on the prior statement, teachers affirmed that creating programs with adequate logistics and financial support are areas that need improvement in schools. It further reflects an urgent call and consideration from the school administrators.

On a similar note, school principals also perceived a moderate extent of curriculum integration in terms of extra-curricular activities as supported by the overall mean rating of 1.97. Statistically, administrators exposed a highest mean of 2.43 to the item "Art exhibits infusing peace-promoting values, skills and attitudes" while least mean of 1.29 on the item "Sports activities cultivating participative structures and caring relationships among the school, families and the community".

Responses and ratings from the students, teachers, and principals definitely depict the need to initiate activities and programs that will strengthen the integration of peace education not only in the classroom but in the whole school organization as well. In the study of Al Mushaqiri (2020), it

was argued that promoting peace and order in schools does not only limit to classroom instruction. It is a holistic process that school must give attention by incorporating in activities, programs, and projects. Elachi (2018) further stated that peace education is better promoted in extra-curricular activities like sports and cultural activities where many students are highly involved. This means further that schools definitely needed to make use of the extra-curricular activities as an opportunity to inculcate and acculturate peace education to the students. Activities may be designed in coordination with the guidance office such as the conduct of recollection activities, monthly mass, etc. It would also be beneficial when peace education is also discussed in the GPTA meetings.

In addition, Lederach's theory can also support that the involvement of students to the extra-curricular activities, especially those that are promoting socio-cultural development, are instrumental in advocating peace and thereby gradually reducing conflict. This demonstrates the process where conflict is slowly transformed by effective interventions.

Table 4: Extent of Curriculum integration of Peace Education in terms of

Co-curricular Activities

Peace Promoting Education in terms of Co-curricular Activities	Students	Teachers	Admin	Average
1. Araling Panlipunan (AP) related essay writing contests incorporating peace education.	1.79	1.76	2.29	1.95
2. Trivia and quiz competitions related to peace education.	1.75	1.76	1.43	1.65
3. Theater programs advocating school's peacebuilding initiatives.	1.78	1.82	2.14	1.91
4.Community-related activity projects fostering social responsibility.	1.82	1.82	2.00	1.88
5. School newsletter writing cascading peace education initiatives.	1.78	1.82	1.57	1.72
Overall Mean	**1.78**	**1.80**	**1.89**	**1.82**
Verbal Description	Moderate Extent	Moderate Extent	Moderate Extent	Moderate Extent

Note: Mean range within 1.00-1.75: Low Extent, 1.76-2.50: Moderate Extent, 2.51-3.25: High Extent, 3.26-4.00: Very High Extent

Table 4 unfolds the extent of curriculum integration of peace education in terms of co-curricular activities as rated by the students, teachers, and principals. As shown in the given table 4, all respondents perceived a moderate extent of curriculum integration in the implementation of peace education.

Students rated a lowest mean score of 1.75 on the item "Trivia and quiz competitions related to peace education" and the largest mean of 1.82 on the item "Community-related activity projects fostering social responsibility". As a result, students' overall mean of 1.78 manifests for the moderate extent of peace education in co-curricular activities. During the conducted interview, one of the students said that;

"We conducted tree planting activities which is a good way to promote peace education. We enjoyed a lot and we learned to understand respect and unity". (SR24-FGDQ7)

Teachers unfold a least mean score of 1.76 to the items "Araling Panlipunan (AP) related essay writing contests incorporating peace education" and "Trivia and quiz competitions related to peace education". On the other note, students rated the largest mean of 1.82 to the remaining items. For instance, teachers posited a mean score of 1.82 to the item "Community-related activity projects fostering social responsibility" which is coherent to the activities mentioned by the students.

In addition, school administrators also unfold a moderate extent of curriculum integration of peace education in terms of co-curricular activities as evidenced by the overall mean response of 1.89. Further, the largest mean of 2.29 lands on the item "Araling Panlipunan (AP) related essay writing contests incorporating peace education" while the lowest mean of 1.43 falls on the item "Trivia and quiz competitions related to peace education".

The responses of the students, teachers, and school administrators empirically indicate that there is indeed a support for the inclusion of peace education in the co-curricular activities. In the study of Elachi (2018), it was emphasized that co-curricular activities are opportunities to educate students with the importance of peace and order at schools. Co-curricular activities are another opportunity to transform conflict into positive behavior. Lederach's theory is affirmative of the implied benefits of involvement in school activities that also promote the importance of peace and order.

Definitely, the extent of curriculum integration implementation in Grade 10 Araling Panlipunan varies depending on the indicators evaluated. Students perceived low extent of curriculum integration of Peace Education in terms of Peace Concepts and Values, and classroom activities, which indicate the need for curriculum integration. On the other note, teachers and school heads rated "moderate extent" to the same indicators. The variation on the perceptions among students, teachers, and school heads further dictates for an evident gap in the transfer of knowledge about peace education in classroom lessons and activities.

Conclusion and Recommendation

This paper concludes that curriculum integration of peace education in Araling Panlipunan subject needs significant improvement. Lessons on peace concepts and principles demand for more emphasis through classroom simulations and exercises. In addition, providing students with better avenue to experience the essence of peace education through classroom and school-wide activities are opportunities that needed to be optimized in schools.

Further, this study recommends the following: (1) Curriculum review may be conducted as soon as possible to give emphasis on the inclusion of effective strategies to teach peace concepts in class lessons, (2) School management may consider the inclusion of peace promoting activities in schools where students are able to experience the essence and long-term positive impact of peace and order; and (3) Teachers may initiate intervention materials or pedagogical means to address the gaps in the implementation of peace education integration both in classroom and school activities.

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