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IMPACT OF FUNDAMENTALS OF PEACE EDUCATION AMONG STUDENTS' COGNITIVE AND BEHAVIOURAL ASPECTS AT MINDANAO STATE UNIVERSITY GENERAL SANTOS CITY

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Abstract

This study examines the effects of peace education fundamentals on the cognitive and behavioural characteristics of Mindanao State University-General Santos City students. A non-profit process, specifically a proportionate sampling technique, was employed to identify the respondents, and a questionnaire was utilized to collect the necessary data. A descriptive survey method was used. Frequency, mean, and grand mean are the statistical techniques used in data analysis.

According to this study, students can comprehend the general objectives of the FPE101 subject since they have a high level of understanding of the subject's goal of resolving conflicts amicably (grand mean 4.46).

With a grand mean of 4.03, the cognitive impact on students' understanding of peace concepts in Islam, other religions, and spiritual traditions is quite strong since they are able to identify similarities in the ideas of peace across different faiths. Additionally, students have a high level of knowledge about conflict and violence because they can recognize the value of determining the root cause of a conflict. Additionally, students' cognitive understanding of conflict resolution has a grand mean of 4.03 because they are developing their active listening skills. Nonetheless, upon their completion of FPE101, students consistently advocate for universal ideals that are pertinent to them.

The students suggest enhancing the FPE101 course by supplying additional reading resources focused on peace education and creating chances for intercultural interactions among Indigenous Peoples, Muslims, and Lumads within the university.
Keywords: *Peace Education, Cognitive and Behavioural Aspects*

Introduction

Peace Education is a way to help people to teach both formal and informal school to change their behaviour in building more peaceful community and beyond. This ideology is to end all forms of violene. (Nsikak-Abasi & Nneji 2010), on the other hand,

peace education gives opportunity to rethink how the act in a certain situation, specifically when they're tempted to response with violence or to ignite conflict[1].

Surpiya and Kapani stated that peace education helps individual to learn the values, knowledge and attitudes they need to possess in engaging peacefully with others. The Mindanao State University originally started at the City of Marawi way back in 1961 with an objective: to bring together and unite different cultures of Mindanao's tri-people and build same common goals and understanding. The idea was straightforward utilize education as a way to pursue for peace and development within MINSUPALA region. Gradually, Mindanao State University adhere to this mission but didn't stop there.

The university opened new different campuses across Mindanao with its goal to reach more people in fostering education and peace-building. On December 20, 2027, the board of MSU System took another step forward in offering 3-unit course namely Fundamentals of Peace Education (FPE101). This was proposed and later on approved through the **BOR Resolution No. 356**. They even come-up to appoint a committee on Peace Education, the university president issued a special order in creating an OBEdized syllabus and craft a Peace Education Modules with the firm goal of those students who will finish the certain course will not just learn the theories and principles of Fundamentals of Peace Education but also becoming a diplomat and model of peace own their own community and beyond.

The Mindanao State University – General Santos City is composed of diverse students coming from different religions, ethnicities, customs, and traditions with different personal backgrounds. With this case, conflict may easily arise; this is the main reason why peace education is significant in this university.

Peace education has a crucial role and even beyond especially it teaches individual to understand what it means to keep in peace and to stand as a peace advocates in their own community.

Appreciating others cultures, identity and even nationalities is not that easy as we think specially if your own belief and ideologies clashes with their own perceptions and beliefs.

Nevertheless, peace education settles the groundwork for personal development and growth, helping students in building the right characteristics and behaviour to handle differences in a positive way.

These researchers make interested in the study to understand how Fundamentals of Peace Education subject affects the cognitive and behavioural aspects of the college students at Mindanao State University-General Santos City.

[1] Amin, S., Jumani, N. B., & Malik, S. *Integrating peace education in pre-service teachers training programs: Views from teacher educators and prospective teachers in Pakistan*. *International Journal of Service Management and Sustainability*, *4*(1). 2019.

Statement of the problem:

This study undertakes aims to measure the Fundamentals of Peace Education (FPE101) and its impact among College students' cognitive and behavioural aspects at Mindanao State University – General Santos City Campus. Specifically, it sought to answer the following questions:

1. What is the level of knowledge of the fundamentals of Peace Education Students on the general objectives of the course?
2. What is the impact of Fundamentals of Peace Education (FPE101) subject to the students in relation to their:
   2.1 Cognitive/Understanding
   2.2 Behavioural aspects
3. What are the recommendations of the students in improving peace education in the university?

Significance of the Study

For the school administrators**,** the result of this study helps as a foundation to the university plans and improvement of rules and policies in accordance to Peace and Education. Additionally, it can provide as a resource for school administrators in discussion of discrimination among several groups and additional awareness about the impact of social bullying.

For the guidance counsellors**,** the findings of this study can be a tool in the school community and motivate positivity and peace among students with different cultural identity, norms and backgrounds. Furthermore, the result of this study will serve as additional support in improving programs and even social promotion.

For students, the findings of this study will offer an outline of the importance of tolerance within several groups from diverse cultural backgrounds. This will open an opportunity to foster mutual understanding between the member of majority and minority groups within the institution. This will recommend insightful ideas on how to socialize with people coming from diverse religions and cultural beliefs.

For the peace advocates, the result of this study will provide a tool in relation to their work in community development. These findings will foster unity and peace among groups with diverse cultural practices and identity. Additionally, it will help in improving social development programs within their community.

For the future researchers, the findings of this study offer important facts and additional reference to those focused on Peace Education. It may also use as starting point in collecting ideas and planning crafting their studies. It may also serve as review related literature and assistance in improving cultural understanding.

Scope and Delimitation

This study focused only on the genuine students of FPE101 classes at Mindanao State University in General Santos City. It examines the objectives of the FPE101 subject and its effects on cognitive understanding and behavior. The study also includes recommendations from FPE101 students on how to improve peace education at the university. The respondents are two hundred fifty (250) genuine students at MSU-GSC who took the FPE101 class in the school year 2025-2026, regardless of their college or course.

Assumption of the Study

This study assumes that students in FPE101 gained more understanding and tolerance for their diversity and differences. The researchers also assume that taking FPE101 positively affects and improves their cognitive and behavioural aspects.

Review of Related Literature

This chapter presents the review related literature that the researchers identified as significant in conceptualizing the variables of the study, the following literatures are important for the development of the study.

The Fundamentals of peace education

The Mindanao State University as a national peace University thus takes the lead in the war on radicalism, violent extremism, and terrorism to create the world a safer place for the future of the younger generations. By incorporating FPE (Fundamentals of Peace Education) as a common prerequisite in the different curricula, it is envisaged that the sturdy pillars supporting the anticipated new world or order will plant the seeds of desire for a society that is calm, courteous, and gentler in people's hearts and still young people's pliable minds, then produce the intended result, hope, now more than ever, depends on nourishing spiritual sensibilities, a re-affirmation of positive core values, a fundamental change within individuals themselves. *(MSU system president, Hbib W. Macaayong, DPA)*

Way back May 23-October 2017, the five-moth long Marawi Siege became a new struggle to the Mindanao State University in its 57 years of existence. It was a new type of conflict ignited by ideology, hatred, violent extremism, diversity and terrorism. During this time a new approach in peace building is needed to counter the current situation, at the same time, realization MSU mandate as a peace university. The board of regents of MSU approved the proposal through the Resolution No. 356, series of 2017 of the committee of peace education in offering new course that must be taken by all undergraduate students in all various colleges and academic curricula of the MSU system started first semester of academic year 2018-2019. (*Prof. Samuel E. Anonas Ph.D, Assistant Vice Pres. for Academic Affairs, Chairperson-MSU Committee on Peace Education)*

Objectives

Mindanao State University-Marawi was the first tertiary in the Philippines who offered peace education subject, were the Southern Mindanao Peace Studies Center was established in the early eighties by one of the Philippine long standing peace advocate and researcher Dr. Nagasura Madale because of an institutional restriction, the structured programs emphasize the NDU experience wasn't possible at Mindanao State University (Toh et. Al, 1992).

Peace education is not only based on the skills and cognitive but even in arts, a systemic creativity originated in imagination. The question is: How can we make peace culture and offer rooms for others to interact? As a developed way of living-peace oblique as a concretise and relational experience, rather intellectual aspects[2].

[2] Lehner, D. A poiesis of peace: Imagining, inventing, and creating cultures of peace The qualities of the artist for peace education. *Journal of Peace Education, 18*(2), 143–162.

According to Kartadinata Peace education meets five components namely, participation must see among students, peace education offers right and responsibilities to students justly significant to all. Third, students must trained in constructive way to allow them improve their skills in facing difficult situation.

On the other hand, peace education in University considered highly significant in education since it serves as a center hub where students can focused in learning and practicing the concept and principle of peace education[3]. It is important that student must be given opportunity in learning and understanding the concept of peace education in applying multicultural cases in resolving conflicts with non-violent ideas and procedure.

Kester assert that peace education get popularity as methods and strategies in promoting social justice and understanding higher level of education in the recent time. Institutions functions as important factors in promoting peace education where their graduates apply and eventually lead with harmony in their certain community[4]. It is therefore understanding peace education must fosters specially in universities considering their impact to the youth in building characteristics and attitude towards a better and peace community.

Cognitive

Peace education with principles of viable positive peace must be efficient to counter all forms of violence pertaining to systematic and cultural violence, Galtung[5]. education mus be utilize for the better understanding of youth, students in the concept and fundamentals of peace education in deep appreciation of learning proper behaviour, values and characteristics to resolve conflict without any violence[6].

On the other hand, long lasting peace might depend on how individuals understand the competencies and perspectives of having moral, respecting diversities and differences to appreciate how peace education become viable in achieving goals and living with harmony, finally, in order to attend sustainable peace, peace education and its concepts mud be understood.

Furthermore, Mishra agrees that peace education is done by positive learning and scenarios of the institution's climate for skills and resolving conflicts. In that case, educators must be responsible in getting high values of peace in a school, Educators should be able to create and sustain positive interactions and participations among students to have deeper relationships in instilling peace and peace education among their learners.

Lastly, each institution system must adapt new setting of educational objectives in innovating new curriculum and re-constructing textbooks, developing learning supplies and materials and even training for educators to assure the quality of understanding about peace and peace education.

[3] Millican, J., Kasumagić-Kafedžić, L., Masabo, F., & Almanza, M. Pedagogies for peacebuilding in higher education: How and why should higher education institutions get involved in teaching for peace? *International Review of Education, 67*(5), 2021, 569–590.

[4] Kester, K. Reproducing peace? A CRT analysis of Whiteness in the curriculum and teaching at a university of the UN. *Teaching in Higher Education, 24*(2), 2018, 212–230.

[5] Galtung, J. *Handbook of Peace and Conflict Studies*. New York: Routledge. (2007)

[6] Johnson, A. T. University infrastructures for peace in Africa: The transformative potential of higher education in conflict contexts. *Journal of Transformative Education, 17*(2), 2019, 173–194.

Behavioural

Peace education gives good values, characters, behaviours and developing students socialization and relatioships furthermore, peace education is a philosophy and systematic agenda with getting knowledge about different forms of peace and violence and even peace-building skills. It is also a systematic way of teaching and demonstrate forms of peace education to the students in developing their skill, patience in resolving conflicts without any forms of violence[7].

Peace education is defined as collective of academe plans and pedagogy, empirical rules which may give learners the competency to gain skills, ideas, values and behaviour in generating inclusive peace[8].

Lastly, most of the research shows that the peace education leads to a constructive changes in the student behaviour and develop socializations among learners and teachers. It was identify that peace education is efficient in reducing violent reaction in when student faced situation specifically when they're tempted to do such so. Thus, study proved that the ideas of implementing peace education in institutions help learners in gaining principle of good life, behaviour and positively resolve interpersonal conflicts.

Recommendations

As stated by Damirchi and Bilge it is recommended that institution instil learners educators and stakeholders about the importance of conflict resolution and effective commination skills in peace-building. Schools and counsellors must conduct awareness and training and even workshops of any forms of peace education. Leaners must teach the importance of tolerance and belongingness, teamwork during discussions. Institutions must achieve their responsibilities in fostering student's conflict resolution, peace and peace education through academic and seminars program. It must be emphasize that schools functions critical accession of those form of skills, therefore, it is suggested that schools must be serious in instilling peace and peace education within their institution.

[7] Olibie, E. I., & Akudolu, L. R**.** *ICT Application in Social Studies Curriculum for Enhanced Citizenship Education in Nigeria*. Nigerian Journal of Curriculum Studies, 17(3), (2010), 54-162.

[8] Bajaj, M. Critical peace education. In M. Bajaj (Ed.), *Encyclopedia of peace education*. Information Age Publishing. (2008).

According to Johnson & Johnson peace education is imperative in acquiring skills and knowledge, attitudes in resolving conflicts, learning in communicating effectively helps to lessen violence, conflict and injustices within the society and beyond. It is suggested that peace education established a positive behaviour to every individual; therefore it is imperative to an institution and to offer and integrated peace and education to their curriculum that will reinforce the functions of education in instilling a positive and harmonious community[9].

The goal of peace education in a tertiary level and education is establishing the mind of the students to impose peace and response to any form of conflicts in a positive manner and non-violent. I that case, it is suggested that there should part of curricula that will tackled about the significance of peace education in every departments to promote peaceful community and harmonious life.

Abdirisak Ahmed Ali Fostering peace education through education is multidimensional that includes different concepts and applications aimed peaceful, understanding in resolving conflict globally. Therefore, the functions of universities in instilling peace and peace education are vital to foster respect, integrity and belongings.

Methodology

1. Research Design

This study used a descriptive research design. This design aimed to systematically and accurately describe the facts and characteristics of the population. It focuses on conditions, practices, structures, differences or relationships that exist, opinions, on-going processes, or visible trends. According to Helen, descriptive research design can provide an accurate account of the characteristics of a particular individual or group[10].

This type of study aims to uncover new meanings by describing what exists, determining how often something occurs, or categorizing it. Additionally, Geronimo defined descriptive research as a way to examine a phenomenon occurring at a specific time and place.

[9] Johnson, A. T. University infrastructures for peace in Africa: The transformative potential of higher education in conflict contexts. *Journal of Transformative Education, 17*(2), (2019: 173–194).

[10] Adib, Helen Sabera. Teknik Pengembangan Instrumen Penelitian Ilmiahdi Perguruan Tinggi Keagamaan Islam, *Seminar Nasional Pendidikan Sains dan TeknologiUniversitas Muhammadiyah Semarang*. 2017.

2. Variables of the study

The variables of study includes the independent variable which is the Fundamentals of Peace Education (FPE101) and the dependent variable which are the Cognitive and Behavioural aspects of the college students

3. Sampling Procedure

Lavrakas, The researchers used non-probability sampling. This method involves gathering samples without giving every individual in the population a chance to be selected since the population is unknown. The researchers applied proportionate sampling to select FPE101 students. This strategy is useful when the population consists of various subgroups that differ greatly in size. The number of participants from each subgroup is based on their size relative to the whole population. The respondents are 250 current MSU-GSC students enrolled in the FPE101 course for S.Y. 2025-2026.

4. Research Instrument

The researchers utilized the self-made questionnaire as the primary instrument in data gathering. The questionnaire is composed of three parts. The first part is comprised of the objectives of FPE101, second part is focused on the impact of the FPE101 Subject to the students in relation to cognitive and behavioural aspects, and the last part of the questionnaire is recommendation of the students on FPE101 on improving peace education.

The questionnaire was subjected to formal validation by presenting it to the members of the panel for their comments and suggestions for improvement. The purpose of validation is to ascertain that the instructions were clear and questions were properly stated. With comments and suggestions, the questionnaire was revised.

5. Data Gathering procedure

The researchers started collecting data in January 2025, data was gathered with the use of a validated questionnaire which aligns the module of fundamentals of peace education. Questionnaire was administered to the respondents in person by the researchers. Ethical standards such confidentiality of their responses was clearly discussed by the researchers during the administration of the questionnaire.

Consent letter including the instructions on how to answer the survey questionnaire was discussed by the researchers before allowing the respondents in answering it. The researchers thanked the respondents in taking their time and sharing details which is needed in the study. Lastly, researchers assert that the data collected is purely used for educational purposes only.

6. Methods of Data Analysis

The data was tabulated for the purpose of interpretation. To interpret some data on the frequency for the other part of the data, the researchers use five-point Likert scale with corresponding verbal description and interpretations.

Numerical Equivalent	Verbal Description	Interpretation
4.50-5.00	Very Highly Knowledgeable	This means that you agree about 9–10 in a range of 10 or 81%–100% of the time.
3.50-4.49	Highly Knowledgeable	This means that you agree about 7–8 in a range of 10 or 61%–80% of the time.
2.50-3.49	Moderately Knowledgeable	This means that you agree about 5–6 in a range of 10 or 41%–60% of the time.
1.50-2.49	Low Knowledgeable	This means that you agree about 3–4 in a range of 10 or 21%–40% of the time.
0.50-1.49	Very Low Knowledgeable	This means that you agree about 1–2 in a range of 10 or 1%–20% of the time.

Numerical Equivalent	Verbal Description	Interpretation
4.50-5.00	Always	This means that you agree about 9–10 in a range of 10 or 81%–100% of the time.
3.50-4.49	Sometimes	This means that you agree about 7–8 in a range of 10 or 61%–80% of the time.
2.50-3.49	Often	This means that you agree about 5–6 in a range of 10 or 41%–60% of the time.
1.50-2.49	Seldom	This means that you agree about 3–4 in a range of 10 or 21%–40% of the time.
0.50-1.49	Never	This means that you agree about 1–2 in a range of 10 or 1%–20% of the time.

This chapter is the presentation of analysis and data interpretation of the gathered data. The various results appeared in the tables below with its explanation and discussions. The results of the study are presented into three parts, the first part is the presentation of the objective of the FPE101 subject, next is the impact of FPE101 subject to the cognitive and behavioural aspects of the respondents and third part shows the suggestions and recommendations of the respondents in improving the FPE101 subject.

Part 1. General Objectives of the FPE101 Course This part explores respondents' understanding of the objectives of the FPE101 course.

These objectives include discussing different perspectives and theories of peace and peace education, examining frameworks, paradigms, and models related to peace and peace education, aiming to resolve conflicts without violence, promoting the value of life and human dignity, advocating for peace building and a culture of peace, and developing values for environmental protection and preservation.

These are presented in the following tables. Overall, as shown in the table below, the students understand the objectives of the course they are taking, with a grand mean of 4.46, which is interpreted as “Very Highly Knowledgeable.” The mean for the objectives aimed at resolving conflicts without violence is also interpreted as “Very Highly Knowledgeable,” with a score of 4.684. This is followed by the development of the Values environmental protection and preservation have a mean of 4.624. Different perspectives and theories of peace and peace education have a mean of 4.596. The items described as “Highly Knowledgeable” include those that relate to advocating for peace building and a culture of peace, with a mean of 4.42. Next is the promotion of the value of life and human dignity, which has a mean of 4.392.

Then, discussing frameworks, paradigms, and models on peace and peace education has a mean of 4.048. The data described as “Very highly knowledgeable” indicates that students understand that the subject they studied aims to solve conflicts without violence. It also promotes environmental protection and preservation through various perspectives and theories of peace and peace education.

This finding was supported by Johnson and Mary (2016) when they defined that peace education as set of principles of sustainable positive peace that sufficient enough to resist all forms of violence between and among the society, youths and the generations to come. Moreover, Galtung (2008) emphasized that peace education should be carried out for educating people the skills, attitude values and the knowledge that needs to have in order to resolve the disputes without resorting to violence and would enable to build and maintain peaceful, harmonious and mutual beneficial relationship among the society.

In contrast, the lowest mean for items interpreted as “Highly Knowledgeable” suggests that the subject also teaches students to advocate for peace building and a culture of peace while promoting the value of life and human dignity.

Table 1. General Objectives of FPE101 Subject.

Objectives	Mean	Description
Aims to solve conflicts without violence.	4.684	Very highly knowledgeable
Develop the values environmental protection and preservation.	4.624	Very highly knowledgeable
Discuss different perspectives and theories of peace education.	4.596	Very highly knowledgeable
Advocates peace building and culture of peace.	4.42	Highly knowledgeable
Promote the value of life and human dignity	4.392	Highly knowledgeable
Discuss the frameworks, paradigms and models on peace and peace education.	4.048	Highly knowledgeable
Grand Mean	**4.46**	**Highly knowledgeable**

Part 2. Impact of Fundamentals of Peace Education (FPE101) Subject in relations to: Cognitive /Understanding and Behavioural aspects.

This part discusses on the impact of fundamentals of Peace Education (FPE101) subject in relation to Cognitive/ understanding such as peace concepts in Islam, other faiths and spiritual traditions, understanding conflict and violence and resolving conflict. Second is the impact to the behavioural aspects of the students.

Over all, as revealed in the table below, the respondents’ cognitive understanding in Islamic concept of peace and other faiths and spiritual traditions have been increased with the grand mean 4.03 which is verbally interpreted as “Highly Knowledgeable.

The items which mean described as “Highly Knowledgeable” can identify points of similarities in the concepts of peace between other beliefs with 4. 264 mean. Next is understands the concept of peace in Islam with 4.228, followed by understands Christ perspective of peace with 4.196 mean, then knowledge on the articles of Iman (faith) in Islam with 4.12 mean, know other ways to bridge the social distance between Muslims,

Christians, and others with 4.108 mean and can describe the concept of peace in Christianity with 4.0 mean can define the concept of jihad in Islam with 3.776 mean, last is can differentiate stewardship from accountability with 3.624 mean.

This means for data described as "Highly Knowledgeable" that the student who already takes the subject can identify point's similarities in the concepts of peace between other beliefs despite of their diversity and practices. Hence, these aspects of peace education would include multicultural understanding aimed at reducing stereotypes and hostilities between groups.

Table 2. Impact of Fundamentals of Peace Education (FPE101) Subject in relations to: Cognitive /Understanding and Behavioural aspects.

Questions	Mean	Description
Can identify points of similarities in the concepts of peace between other beliefs.	4.264	Highly Knowledgeable
Understands the concept of peace in Islam.	4.228	Highly Knowledgeable
Understands Christ perspective of peace.	4.196	Highly Knowledgeable
Knowledgeable on the articles of Iman (faith in Islam)	4.12	Highly Knowledgeable
Know other ways to bridge the social distance between Muslims, Christians and others.	4.108	Highly Knowledgeable
Can describe the concept of peace in Christianity.	4.0	Highly Knowledgeable
Can define the concept of jihad in Islam.	3.776	Highly Knowledgeable
Can differentiate stewardship from accountability.	3.624	Highly Knowledgeable
Grand Mean	**4.03**	**Highly Knowledgeable**

Overall, the table below shows that the respondents' understanding of the students in Understanding Conflict and Violence increased, with a grand mean of 4.17, which is interpreted as "Highly Knowledgeable." The items that received a rating of "Highly Knowledgeable" include understanding the importance of analyzing the cause of conflict, which has a mean of 4.49.

This is followed by understanding that conflict does not always lead to violence with a mean of 4.48. Next is knowledge of the context of peace efforts in Mindanao.

Then, respondents can identify stereotypes, prejudice, discrimination, and oppression, with a mean of 4.43. They can also recognize the causes of a specific conflict situation and understand the concept of Violent Extremism, with a mean of 4.29.

Additionally, they can define what violence is orally with a mean of 4.29. They can identify different levels of conflict, which has a mean of 4.18. They can also orally define what conflict is with a mean of 4.12 and identify different dimensions of violence, which has a mean of 4.02. The items rated as "often" belong to understanding the nature of conflict, with a mean of 3.76. This is followed by differentiating between conflict and violence, which has a mean of 3.70.

It also shows that the students can identify violence and its impact, with a mean of 3.64. This data indicates that students who have taken the subject have improved their understanding of conflict and violence. They recognize the importance of analyzing conflict and understand that it does not always result in violence while being aware of the context of peace efforts in Mindanao.

Parallel to this findings, Damirchi and Bilge (2014) recommended that the school must have a program that would educate the stakeholders of an educational institution including the students, parents and the teachers about conflict and peace resolution and develop the effective communication among them. Also, the guidance counselors of an institution should conduct programs and activities that would raise awareness among the students and allow them to embrace value of tolerance.

Table 3. Understanding Conflict and Violence

Questions	Mean	Description
Understands the importance of analysing the cause of conflict.	4.492	Highly Knowledgeable
Understands that conflict does not always lead to violence.	4.48	Highly Knowledgeable
Know the context of peace and peace efforts in Mindanao.	4.452	Highly Knowledgeable
Can identify stereotypes, prejudice, discrimination, and oppression.	4.436	Highly Knowledgeable
Can detect the causes of a given conflict situation.	4.348	Highly Knowledgeable
Understands the concept of violent extremism.	4.296	Highly Knowledgeable

Can orally define what conflict is.	4.292	Highly Knowledgeable
Cam identify the different levels of conflict	4.176	Highly Knowledgeable
Can orally define what conflict is.	4.116	Highly Knowledgeable
Can identify different dimensions of violence.	4.024	Highly Knowledgeable
Understands the nature of conflict.	3.76	Moderately Knowledgeable
Differentiate conflict and violence.	3.7	Moderately Knowledgeable
Can identify violence and its impact	3.64	Moderately Knowledgeable
Grand Mean	4.17	**Highly Knowledgeable**

Overall, as revealed in the table below, the respondents' cognitive understanding of the students in resolving conflict with grand mean 4.79 which verbally interpreted as "Very Highly Knowledgeable" The items which mean described as "Very Highly Knowledgeable" belongs to active listening skills with 5.112 mean.

Also, mean which describes as "often" are the items belong to know the meaning of dialogue and its importance in building trust, relationship and resolving conflicts with 4.252 mean. Last is recognizes strength and weakness as a listener with 4.104 mean.

This means for the data described as "Very Highly Knowledgeable" is that student =s able to develop their active listening skills knowing the importance and meaning of dialogue in building trust and resolving conflict by identifying the different response to conflict and recognizing the strength and weakness as a listener.

It was supported by (Buckland et.al 2025) stated that it is important that student must be given opportunity in learning and understanding the concept of peace education in applying multicultural cases in resolving conflicts with non-violent ideas and procedure. (Buckland et. al 2025)

Table 4. Resolving Conflict

Questions	Mean	Description
Develop active listening	5.112	Very Highly Knowledgeable
Know the meaning of dialogue and its importance in building trust, relationship and solving conflict.	4.492	Highly Knowledgeable
Can identify the different response to conflict.	4.252	Highly Knowledgeable
Recognizes strength and weakness as a listener.	4.104	Highly Knowledgeable
Grand Mean	**4.79**	**Very Highly Knowledgeable**

Overall, the table below shows that the average behavior of respondents after taking the PJE101 course is 4.32, which we interpret as "Often."

The items that received an "Always" mean include "Promotes universal values that is relevant to you," with a mean of 4.72. This is followed by "Openly express your own perception towards another faith," which has a mean of 4.712.

Additionally, items described as "Often" include "Share and reflect your own experience and ways of resolving and responding to conflict," with a mean of 4.468.

Students treat their classmates equally, regardless of cultural and religious diversity, with a mean score of 4.428. Next, they promote cultural awareness and sensitivity in communication with a mean score of 4.384. They also show active listening skills, which has a mean of 4.384. Students personally relate the importance of conserving natural resources to achieving peace and development, earning a mean score of 4.36.

They apply what they have learned in class when conflicts arise in their family and friendships, reflected in a mean of 4.338. Sharing personal experiences about how dialogue leads to conflict resolution scores a mean of 4.316. They also recognize how their perspective on peace aligns with other religious views, which has a mean score of 4.26.

Students showcase indigenous methods for resolving conflict, scoring 4.184, and promote effective responses to various conflict situations with a mean of 4.124. They mediate, negotiate, and arbitrate to resolve conflict, with a mean score of 4.032. Finally, they identify situations involving peace and apply philosophical views from other faiths,

receiving a mean of 3.88. This data shows that students who have taken the FPE101 course promote universal values that are meaningful to them. They can express their perceptions of other faiths by sharing and reflecting on their own approaches to resolving and responding to conflicts. They treat their classmates with fairness, regardless of cultural and religious differences.

They also raise cultural awareness and sensitivity when communicating, which has improved their active listening skills. Additionally, students recognize the importance of conserving natural resources for achieving peace and development while mediating, negotiating, and arbitrating to resolve conflicts.

They apply classroom knowledge to conflicts in their families and friendships, sharing how dialogue can lead to conflict resolution.

Akudolu, This is supported by Hashemi (2016) stated that peace education plants great values, attitudes, and behaviour, improving learners' social rapport and relationships. On the other hand, peace education aside from being a philosophy is a process of gaining knowledge on different aspects of peace and violence including peace-building skills. It is also the process of instilling elements of peace education in learners to develop their abilities to demonstrate tolerance and skills for solving conflicts non-violently and a sense of dedication in creating peace education.

Table 5. Behavioural Aspects

Behaviour	Mean	Description
Promotes the universal values that relevant to you.	4.72	Always
Openly express your own perception towards another faith.	4.712	Always
Share and reflect from your own experience and ways of resolving and responding conflict.	4.468	Often
Treats my classmates equally, regardless of their cultural and religious diversity.	4.428	Often
Promoting cultural awareness and sensitivity in communicating with others.	4.384	Often
Being an active listener.	4.384	Often
Personally relates to the significance of conserving natural resources to achieving peace and development.	4.36	Often
Applying what I have learned in the subject when there are conflicts in my family and friends.	4.338	Often
Sharing my personal experience on how dialogue	4.316	Often

leads to conflict resolution.		
Reflects how peace perspective's similar to other religious views.	4.26	Often
Do showcase the indigenous methods of resolving conflict.	4.184	Often
Promotes best responses to different conflict situations.	4.124	Often
Do mediate, negotiate and arbitrate on resolving conflict.	4.032	Often
Identify situations and apply philosophical view of other faiths about peace.	3.88	Often
Grand Mean	**4.32**	**Often**

The table below presents that majority (146) of the respondents answered "Provided more reading materials related to peace education in the university." While 100 of them answered "The School must provide opportunities for intercultural encounters between members of IP's, Muslims and Lumads" and 87 of them answered "Conduct peace related seminars and workshops related to peace education".

The table suggests that students believe if the university offers more reading materials on peace education, creates opportunities for intercultural interactions among Indigenous Peoples, Muslims, and Lumads, and holds seminars and workshops on peace education, it can help them develop cultural awareness and sensitivity in their communication with others.

Table 6. Recommendations on how to improve FPE101 subject in the University.

Recommendations	Frequency
Provide more reading materials related to peace education in the university.	146
The school must provide opportunities for intercultural encounters between members of IP's, Muslims and Lumads.	100
Conduct peace related seminars and workshops related to peace education.	87
The school must regularly hold intercultural sensitivity programs.	54
A cultural center may be established to sustain peace education efforts.	48

***Multiple Responses Given (N=250**

This chapter presents the summary of the finding, conclusions and recommendations.

SUMMARY

General objectives of the FPE101 subject: The findings showed that the highest level of student understanding of the general objectives of the FPE101 subject is "very highly knowledgeable," with the highest mean associated with "Aims to solve conflicts without violence."

Impact of *Fundamentals Of Peace Education* (FPE101) subject in relation to cognitive/ understanding and behavioral aspects: Regarding the impact of the FPE101 subject on the cognitive and behavioral aspects of students, the findings indicated that the highest frequency of Peace Concepts in Islam and Other Faiths and Spiritual Traditions is "Highly Knowledgeable."

The highest mean comes from the ability to identify similarities in peace concepts across different beliefs. Additionally, the results show that the highest frequency for Understanding Conflict and Violence is "High Knowledgeable," with the highest mean for understanding the importance of analyzing the causes of conflict.

The highest frequency for Resolving Conflict is "Very Highly Knowledgeable," with the highest mean related to developing active listening skills. For the behavioral aspects of students after taking the FPE101 subject, the highest frequency is "Always," with the highest mean related to promoting universal values relevant to them.

Recommendations on how to improve FPE101 Subject in the University

The recommendations from students on how to improve the FPE101 subject at the university showed some clear trends. A total of 146 students suggested that the university should provide more reading materials related to peace education. Additionally, 100 students indicated that the school needs to create opportunities for intercultural encounters among members of IPs, Muslims, and Lumads.

Furthermore, 87 students requested that the school conduct seminars and workshops focused on peace education. Lastly, 54 students recommended that the school regularly hold programs on intercultural sensitivity. Only 48 students mentioned the possibility of establishing a cultural center to support peace education efforts.

Conclusions

1. The students perceived and knowledgeable enough that the main objective of the Fundamentals of Peace Education course is to promote harmony and solve conflicts without violence.
2. The students are able to understand the peace concepts in Islam, other faiths and Spiritual Traditions because there is “highly knowledgeable” which means they can identify points of similarities in the concepts of peace between other beliefs. Moreover, students are able to understand conflict and violence because there is “highly knowledgeable” which means understands the importance of analysing bthe cause of conflict. Also, the students are able to understand resolving conflict because there is “Very High Knowledgeable” mean to develop active listening skills. As for behavioural aspects of the students after taking the FPE101 subject, there is “always” which belong to promote the universal values that is relevant to them.
3. The students want the University to produce more reading materials in relation to peace education and must provide opportunities for intercultural encounters between members of IP’s, Muslims and Lumads.

The researchers attained what they assumed about the results of this study**,** where students who are taking FPE101 gained more understanding and tolerance among their diversity differences. The researcher also assumed that there is positive effect and improvement on the cognitive, behavioural aspects, communication skills and conflict resolution among students who has taken the FPE101 subject.

Recommendations

The following recommendations were made based on the findings of the study

1. The School may provide Opportunities for cultural exchanges between lumads, Muslims and Indigenous People. Organized peace education-focused seminars and workshops.
2. The community-based activities or peer mediation must be integrated to deepen the students’ appreciation of peace education by allowing them to apply what they have learned beyond the school campus.

3. The instructor of the FPE101 course may strengthened the students' practical skills through applying peaceful conflict resolutions strategies in an interactive learning activities like role playing, case analysis and small group discussion.

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