

Examining Teachers' Profiles and Instructional Behaviors in Delivering Peace Education: A Correlational Study in Mindanao Schools

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Abstract: *This study investigates the relationship between teachers' personal profiles, professional behaviors, and their approach to teaching peace education in selected Schools of Peace in Mindanao, Philippines. Using a descriptive correlational design, the study engaged 120 teachers, 10 school heads, and 100 pupils through random sampling. Data were gathered via structured questionnaires focusing on teaching behaviors and teachers' values, beliefs, and attitudes. The findings suggest that age, graduate-level study, and training exposure significantly correlate with positive teaching practices in peace education. The study concludes that integrating peace education into teacher development and curricular frameworks is essential for fostering a culture of peace in schools. It is recommended that all levels of education sectors may give priorities in integrating and implementing peace education program to their curriculum.*

Keywords: attitude, behavior, peace education, profile, teachers

1. Introduction

Education is one of the basic rights of a human being. It is a continuous and holistic process of learning and knowing. When an individual goes to school, he is therefore empowered to maximize his God-given talents and potentials as to how he would like to be in the future. In the school, the teachers are the front liners in delivering the services of education to the children. These are the important persons who can make or unmake the future of the learners. However, education can also be gained through formal and informal means. The experiences of the learners in facing the challenges of life in their daily undertakings can also help them to be educated. It only shows that education is indeed a very important part of one's life. One would say that without education, life becomes fruitless. This is a valid reason why the educational system of the Philippines has undergone a series of changes and updating in order to be responsive to the demands of the society.

In fact, the Department of Education (DepEd) has implemented various programs and projects for the enhancement of the curricula in both public elementary and secondary schools since the pre-Spanish time. One of these programs is the implementation of the Executive Order No. 570 otherwise known as the "Institutionalization of Peace Education in the Basic Education and Teacher Education." With the issuance of EO No. 570, the DepEd was mandated to strengthen and intensify the teachings of moral values to the school children in the Basic Education. This was also included in the Alternative Learning System (ALS) considering its importance in education. In other words, the concepts on Peace Education were then integrated in the learning contents in the formal and non-formal education curricula. The school heads were delegated to prepare and review the Peace Education Exemplars and other peace-related modules. Lastly, a series of capability building trainings/seminars were conducted to advocate the knowledge and skills on Peace Education nationwide (Sarco et al., 2022). Additionally, the school is the best avenue of formal education. It is considered a laboratory where productive,

law-abiding and God-fearing citizens in the society are being shaped. But, the knowledge on values education can also be transmitted through other forms of institutions, like the church, home, community, etc. It only shows that the society should join hands in the promotion of the Culture of Excellence, where peace education as one of the salient points in educating a child will be included. However, the responsibility should not be placed solely in the hands of those who are in the educational system. Everybody is then accountable for making this country of ours a peaceful and a progressive one. Nevertheless, the school and the teachers still play a vital role in the promotion of the Culture of Excellence. The vision and mission of the DepEd spelled out the responsibilities of the schools and the teachers in producing quality graduates of pupils and students. These graduates, of course, are expected not only to be locally and globally competitive in their chosen field of endeavors but also peace-loving citizens of the country (Dong & Zeb, 2022).

Commonwealth Act No. 578 clearly defines the teacher as a person of authority and has been accorded the power, privileges, rights and responsibilities in the furtherance of his profession. It added that the teachers, as the second parents of the school children, Teachers play a crucial role in shaping the values and future of students. It also stressed out that the schools should hire teachers, who are committed, dedicated and service-oriented in order to carry out the mandate of the DepEd's constant pursuit for excellence (Barcenilla, 2022).

According to Deupa (2023), teaching is the noblest among the professions. It is the most dignified and a rewarding one. It is rewarding because of the indefinable satisfaction a teacher gained from his work well done. They have touched the lives of their pupils and students. Hence, teachers' behaviors and their attitudes, values and beliefs towards teaching is essential.

The theory of Freire (1998) contributes an emphasis in developing a questioning attitude towards violence in terms of status quo and pedagogy, which relies upon a dialogue between the teacher and the pupil where both seek alternatives

to violence. He added that peace educators must produce critical thinkers who will have the courage to question the militarism found all over the world. This theory secondarily affirms the idea that the thinking skills of the learners will be developed with the teaching of Peace Education for it creates classrooms where cooperation and development of positive self-esteem among the students prevails (Bilgin, 2020).

Additionally, A general or an integrated theory of peace is highly needed. A peaceful environment, where one can holistically account for intrapersonal, inter-personal, inter-group and international dynamics of peace, as well as its main principles and pre-requisites, will triumph. An essential component of this integrated theory is the recognition that a culture of peace can only result from an authentic process of transformation of the people, individually and collectively (Ilfiandra & Adiputra, 2023).

The preparations that educators make for working with the students should not be divided into two categories: what we teach and how we teach. If peace is both the destination and the journey, then they cannot separate the two. This idea emphasizes that Peace Education brings together a variety of educational pedagogical traditions, educational theories, and international initiatives with the purpose of advancing human development through the process of learning. For this reason, the teaching of peace education ought to be inherently dynamic, interdisciplinary, and multicultural in its approach (Nepomuceno, 2022).

As an advocate of peace, the teacher consequently has to continually teach his lessons with love, compassion, trust, justice, cooperation and reverence for the learners. The teachers' demeanor assists the learners to better their performance and it also stimulates interest in the class activity. Imania, (2025) noted that the professors, who are creative and dynamic, allow the learners to share their own thoughts and insights to make the learning atmosphere more effective and accommodating. In other words, the teachers themselves are the primary factor in determining the quality of the instruction that is provided. This study is significant as it offers empirical insights into how teacher characteristics and behaviors influence the success of peace education initiatives, contributing to the broader discourse on sustainable peacebuilding through education.

2. Methodology

This study employed a descriptive correlational research design. A descriptive correlational design is a research method that aims to understand the relationship between two or more variables by collecting data on these variables without manipulating them. Brodowicz (2024) cited that the aim of descriptive-correlational method is to understand and assess the statistical relationship between the two variables without any other factors influencing them. Descriptive correlational research provides a means to observe and explain the natural relationship between these two variables. Descriptive correlational research involves gathering data to understand and explain the variables of interest and their relationships. The primary aim is to describe the variables and their connections comprehensively without altering them or implying causation. Researchers do not manipulate any

variables or seek to establish cause-and-effect links. Instead, they observe and measure the variables, analyzing the patterns and relationships revealed in the data.

3. Results and Discussion

On Teachers' Teaching Behaviors

The teachers stated that they were giving assignments but sometimes it cannot be done due to lack of time. They also noted that assignments are sometimes withheld due to the lack of books among pupils. Lastly, if lessons are not fully discussed, then there is no assignment given. Therefore, one can conclude that time is an important factor to consider by the teachers. The teachers explained that they look at their pupils with fondness whether they do well or less in the class. But the pupils sometimes perceived the acts of their teachers as something negative because they disclosed that their teachers sometimes get disappointed at them. The teachers stated that these expressive behaviors always depend on the situation, time and place. For instance, joking can be done only if the situation calls for it like if the pupils are already bored or sleepy. Approving or disapproving of something should also be done after a careful assessment of the situation. According to Granada & Oco (2024) this is normal as teachers have standards to follow and to be met by their pupils. They need to employ classroom management and authority so that the pupils will follow and be serious with their activities and studies.

Teachers also have difficulty in using high technology equipment due to non-availability of the items and evaluation will only be done if the lessons or the objectives for the day are fully achieved. This scenario will have a cascading effect, such as no/lack of equipment means teachers cannot be effective in teaching their lessons and they cannot be skillful/expert in using this equipment. Pupils also will have difficulty in understanding the lessons; especially that majority of the learners nowadays are visual and audio learners. In addition, the teachers will have to consider the principles of multiple intelligence, learning styles, and individual differences in teaching their lessons. Akram et al. (2022) stated that contributing factors to the teachers' struggles is that technology advancement keeps on evolving but the availability of the gadgets to the teachers is not instantly provided. Others can only have it if they buy it for themselves. Despite the various trainings provided, its application is still a challenge due to minimal availability of the gadgets and computers for the teachers. Nevertheless, the non-availability of instructional materials today can be resolved through the School-Based Management Grant (SBM) and the Adopt-A-School Program. Secondly, there are stakeholders just waiting to be tapped by the school heads and teachers in the promotion and realization of the schools' programs and projects. Stakeholders, whether internal or external, are encouraged to be actively involved in the schools.

Moreover, Abdulrahman et al. (2020) have pointed out that information-giving as a major task of the teachers can be performed quite adequately and economically through the use of books, records and tapes, films or computers, and other instructional materials. They reiterated that the teachers will have to act always as facilitators of learning using these

materials of instructions so that the learners will be properly motivated and interested in participating during classes. Teachers then should be skillful in using these materials in order to infuse learning. For them, they classified these behaviors as performatory.

On Teachers' Attitudes, Values and Beliefs Towards Teachings

The attitudes, values and beliefs of the teachers towards teaching are usually considered as influential factors in their professions. It may affect their teaching in a positive or negative manner. The impact of the positive effect can make the teachers grow professionally because they will always consider these as learning experiences. But the negative may make them feel stressed and less motivated that can lead to the worst scenario making them as a - Problem Teacher so to speak. The teachers stated that they always performed and fulfilled their duties and responsibilities as spelled out in the Magna Carta for the teachers and how teachers are rated in their teaching and learning interactions and activities with their pupils. According to Lai et al. (2024) the teachers' attitude, values and most importantly emotions can affect their performance, motivation and satisfaction. They must stay be positive and stay motivated and satisfied so that they will always have the positive outlook towards performing their duties and responsibilities and in dealing with their learners.

They disclosed that teachers showed mastery of the subject matter, understood and being tolerant in relation to their learners' behaviors, and reported and used syllabus of instruction, course guides, visual aids/devices and other teaching instruments. Teachers' behaviors are important factors that definitely influence the pupils' behaviors and their academic performance. In closing, it can be therefore traced to the effectiveness of the Pre-Service, In-Service Training, Seminars and Workshops being conducted by the schools, divisions and Department of Education in general. Nawab et al. (2021) stated that professional development of the teachers like trainings, seminars and even attending for a masters or post graduate program is a necessity for the teachers. It helps them keep updated with the current trends that will make them feel at ease it performing their duties and responsibilities as teachers and in learning strategies that may be applicable to the kind of students that they have. It further helps them also have the better chance of getting promotions.

On the Link Between Teachers' Profile and Teaching Behaviors

It therefore yields information that two (2) of the personal profile, the teaching position ($r=0.165$) and the attendance in the Peace Education-related seminars/ trainings / workshops ($r=0.189$) are significantly related with the teaching behaviors of the respondents. This is shown by the derived p-values of 0.072 for the teaching position and 0.039 for the attendance which is smaller than the r-values. It can be drawn from this result that the teachers' behaviors and their performance as well can be improved or enhanced in terms of their position/designation and attendance in seminars/ trainings/ workshops, especially in Peace-Education related. It means that the teachers' sense of efficacy will be maximized.

This is the main reason why the Department of Education through the division offices and schools conduct In-Service Training for Teachers twice in a school year. Teachers are also encouraged to take refresher and advanced courses like enrolling in the Graduate Studies and attend trainings for their continuing education and professional growth. By doing so, teachers then can apply for a reclassification of their positions and even for promotions. Lastly, they will also be able to level up their teaching behaviors because of the new things and ideas learned from these activities. Jala (2022) stated that attending trainings and seminars is important even if the teachers sometimes feel monotony as it happens twice a year like In-Service Trainings. He further stated that teachers can also avail of trainings online which are sometimes delivered at the phase that is aligned with their schedules. As educators wherein change is the only normal thing, teachers must always embrace the necessary adjustments they need to face and learn as it is part of their normal routines.

A deeper analysis of the data found in this table reveal that the teachers' teaching position and attendance in the Peace Education-related seminars/ trainings/ workshops were observed to be significantly related with their attitudes, values and beliefs towards teachings. This is shown by the obtained p-values, which are 0.065 for the teaching position and 0.014 for the attendance in seminars/trainings/workshops. These p-values were smaller than their r-values of 0.169 and 0.225, respectively. The findings coincided with the result of the relationship between the teachers' personal profile and their teaching behaviors mentioned earlier. The disparity is only observed in the numerical p and r values. Therefore, the teaching position and attendance to seminars/ trainings/ workshops can affect the attitudes, values and beliefs towards teachings of the teachers. In other words. One can conclude that changes in the attitudes, values and beliefs towards teachings can be attributed to their position and attendance in seminars/trainings/workshops. These factors broaden the perspectives of the teachers in general. Nepomuceno (2022) stated that the role of the teachers in the education sector specially in spreading the importance of peace education is vital. The teachers are the catalyst of change. Therefore, they must make sure that they are influencing their learners to become a good and responsible citizen of their community. To ensure that they develop positive attitudes, teachers may not only teach the good values but even model to them on how it is done so that it will become more convincing for the learners to learn, follow and perform.

4. Conclusions

In summary, the study affirms that teacher characteristics particularly teaching position and exposure to peace-related training are significantly linked to effective delivery of peace education. These insights reinforce the need for policy reforms that emphasize targeted teacher development and curricular integration of peace education principles. By recognizing teachers as pivotal agents of peace, educational institutions can more effectively promote a culture of nonviolence and empathy within schools.

5. Recommendations

Based on the findings and conclusions, the following are the recommendations:

- 1) The DepEd Officials must institutionalize the Peace Education in the Basic Curriculum so that everybody in the school and community will be able to realize that peace must prevail in any society. Thus, a strong monitoring system in the implementation of Peace Education in schools must be created.
- 2) The School Administrators must include in the hiring requirements the neuropsychiatric evaluation of the teacher-applicants in the first stage of their application. The applicants must be emotionally competent before they will be hired.
- 3) The school heads and guidance counselors must include in their work program some activities like spiritual formation, personality development that would help the teachers to love themselves and their fellow workers.
- 4) The Teacher Education Institutions through the approval of the Commission of Higher Education (CHED) must include in the curriculum subjects about Peace Education.
- 5) The schools, community and stakeholders, in general, must be partners in advocating and promoting the culture of peace.
- 6) The community, where the parents of the pupils are residing, must initiate activities that would remind the parents the value of peace in their own family.
- 7) Future researchers, who have an interest in the Peace Education Program, are also encouraged to conduct similar studies having another set of variables.

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