Integration of Peace Concepts and Issues in the Social Science Curriculum of First Asia Institute of Technology and Humanities

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Abstract: *This is a study about distinguishing peace concepts and issues for integration in the Social Science curriculum of First Asia Institute of Technology and Humanities (FAITH Colleges) in Tanauan City, Batangas, Philippines. The study was participated by 11 full-time and part-time faculty members who are teaching social science courses, 6 administrators under the College of Arts and Sciences, and 160 college students who were enrolled in social science courses. This aimed at assessing how peace education can be facilitated through teaching strategies, instructional materials, co-curricular activities, community involvement, and identified perceived factors which could impede the attainment of a culture of peace at home, in the school, and in the community. The study utilized a 65-item researcher-made questionnaire on peace education concepts and issues for the Social Science Curriculum of FAITH Colleges. Results revealed that peace concepts and issues can be highly carried out in subjects covering the studies of constitution, rights of citizens, values integration, and respect for dignity. More so, results of the study can be carried out to some school sponsored activities advocating peaceful and socially oriented values formation among students, participation in outreach activities for the poor, and various opportunities that provide students the understanding and practicing principles of democratic participation. Lastly, peace concepts and issues can be carried out through community involvements such as programs related to drugs, poverty, and even fraternities and sororities. Such relevant and sustainable extension programs contribute to societal growth responsive to the needs of the community and industry.*
Keywords: *learning strategies, peace concepts, peace issues*

I.   Introduction

First Asia Institute of Technology and Humanities (FAITH Colleges) is an academic community with a strong passion for excellence in education. One of its goals is to provide outcomes-based education through seamless integration of science, technology, and the humanities. FAITH education is a potent instrument in the improvement of the quality of life at the individual, community, national, and global level. Its education aims to develop students to become responsible citizens who not only do well but also do good so they can help improve the lives of people in this world. The values for success of FAITH education includes advocacies promoting social awareness, as such, becoming nationalistic citizens with a global perspective.

This is a study about distinguishing peace concepts and issues for integration in the Social Science curriculum of First Asia Institute of Technology and Humanities (FAITH Colleges) in Tanauan City, Batangas, Philippines. Specifically, this presents teachers' and administrations' assessment as to how peace education can be facilitated through teaching strategies, instructional materials, co-curricular activities, and community involvement. Furthermore, it identified students', teachers', and administrators' perceived factors which could impede their attainment of a culture of peace at home, in the school, and in the community.

Researchers believe that this study is beneficial to various social science courses covering the studies of constitution and the rights of citizens, values integration fostering respect for the dignity and rights of human beings. It can also be of great help to some school-sponsored activities advocating peaceful and socially oriented values formation among students, and to its relevant and sustainable extension programs responsive to the needs of the community and the industry.

II.   Methodology

The study aimed to distinguish peace concepts and issues for integration in the Social Science curriculum of FAITH Colleges. To be able to gather the necessary data, the researchers utilized descriptive method, using quantitative approaches. Descriptive research describes a certain present condition. Relatively, the method is appropriate to this study since it aimed at presenting teachers' and administrations' assessment as to how peace education can be facilitated through teaching strategies, instructional materials, co-curricular activities, and community involvement. This also identified students', teachers', and administrators' perceived

factors that could impede their attainment of a culture of peace at home, in the school, and in the community. According to Creswell (1994), the descriptive method of research is to gather information about the existing condition. Direct-data survey aims on collecting pertinent data about technical analysis. Accordingly, direct-data survey is used to reveal the status of some phenomena within an identified class of people, organizations, or regions at a particular time through questionnaire and interview to directly collect information (Brubaker & Thomas, 2000).

Participants were involved in assessing peace concepts, teaching-learning strategies, and instructional materials, co-curricular, extra-curricular and community involvement which can be integrated in the Social Science Curriculum. The study made use of 11 full-time and part-time faculty members who are teaching social science courses and 6 administrators under the College of Arts and Sciences. Researchers also identified perceived concepts which could impede their attainment of a culture of peace at home, in the school, and in the community. In achieving this, researchers made use of the same participants, and included 160 college students taking up social science courses. Respondents were Engineering, Education, Psychology, Hotel and Restaurant Management, Business and Tourism students. To be able to utilize full population sample, the researchers also served as research participants. This study is limited in such a way that educational background, gender, age, religion, and years of teaching experiences of the participants were not considered as significant factors.

The present study made use of a 65-item researcher-made questionnaire on the peace education program for the Social Science Program of FAITH Colleges. This is a five-part questionnaire which includes the demographic profile, peace concepts, teaching learning strategies and instructional materials, co-curricular, extra-curricular and community involvement, and impediments to the attainment of a culture of peace. A five-point Likert scale was used in the survey questionnaire. Furthermore, participants were also asked to list down factors which could impede their attainment of a culture of peace at home, in the school, and in the community. This study is limited in such a way that the tools utilized were not standardized. The scales aimed at providing initial assessment about various peace education concepts for the integration in the Social Science and Humanities program.

Content analysis was done to analyze responses in order to answer two levels of questions – the descriptive and the interpretive. The process entailed searching through one or more communication to answer questions that an investigator brings to the search (Brubaker & Thomas, 2000). Weighted mean was obtained to measure the general response of the survey samples, whether they agree to the given statement or not. The survey result was analyzed with the use of statistical approach and Microsoft Excel spreadsheets. The Likert scale was used to interpret items in the questionnaire. The range and interpretation of the scale are shown in Table 1.

Table 1 Five-Point Likert Scale

Scale	Range	Interpretations		
		Peace Concepts	Teaching Strategies and Materials	Learning Curriculum
5	4.20 – 5.00	Highly Feasible	Highly Evident	Highly Carried-out
4	3.40 – 4.19	Feasible	Evident	Carried-out
3	2.60 – 3.39	Moderately Feasible	Moderately Evident	Moderately Carried-out
2	1.80 – 2.59	Slightly Feasible	Slightly Feasible	Partially Carried-out
1	1.00 – 1.79	Not at all feasible	Not at all feasible	Not at all Carried-out

III. Results And Discussion

Findings show that it is highly feasible to integrate various peace concepts to the Social Science Curriculum. Such concepts pertain to harmony, human rights, and democracy. Specifically, Table 2 shows that peaceful conflict resolutions and sensitivity to the needs of others are key elements in promoting an atmosphere of harmony in the society.

The FAITH campus has been deliberately laid out to give its community a sense of peace, order, and harmony. It is a balance between open space, nature, and structures. The FAITH campus conveys a strong sense of order, an important lesson by itself- there is a natural order of things and a natural law behind it. There are rules and regulations to follow in the campus. The environment at FAITH Colleges encourages students to acquire the right behavior and follow a certain order in their lives (The Heart of Education, 2009). As such, it can be integrated through the Introduction to First Asia Culture and Tradition course. The course is an elective course designed to provide FAITH students with an introduction to the culture and tradition of First Asia Institute of Technology and Humanities. It provides them the knowledge and understanding of how and why the school was conceptualized, the different schools and disciplines, and the inter-dependence of technology and humanities.

In addition, concepts of harmony, particularly mutual trust and understanding, effective communication, and caring for life can be integrated to a new general education core course, The Contemporary World. The course aims to introduce students to the state of world today and the new global order. In this course, students

will be asked to identify challenges posed by globalization and consider responses to the challenges as demonstrated by experiences on the ground. The phenomenon of globalization is thus examined from a variety of perspectives as well as its effects on the traditional cultures and communities, nations and political institutions, and local, national, and regional economies (CMO-20.s2013). The Table 2 presents the various peace concepts which can be integrated to the Social Science curriculum.

Table 2 Peace Concepts for Integration to the Social Science Curriculum

Peace Concepts	Mean	Interpretation
Harmony		
Peaceful conflict resolution	4.80	Highly Feasible
Sensitivity to the needs of others especially to the poor and the most in need	4.75	Highly Feasible
Mutual trust and understanding	4.69	Highly Feasible
Effective communication	4.69	Highly Feasible
Caring for life	4.69	Highly Feasible
Weighted Mean	4.73	Highly Feasible
Human Rights		
Respect for other persons	5.00	Highly Feasible
Personal dignity	4.88	Highly Feasible
Equality and justice	4.81	Highly Feasible
Moral and ethical decisions	4.63	Highly Feasible
Readiness to work for others	4.56	Highly Feasible
Weighted Mean	4.73	Highly Feasible
Democracy		
Respect for law and order	4.75	Highly Feasible
Solidarity	4.63	Highly Feasible
Respect and tolerance for others' rights and opinions	4.50	Highly Feasible
Teamwork	4.50	Highly Feasible
Collective decision making	4.38	Highly Feasible
Weighted Mean	4.55	Highly Feasible

Furthermore, respect for the other person and respect for personal dignity, solidarity, respect for law and order, equality and justice appeared to be essential elements in instilling the importance of human rights and democracy among students. Such topics can be integrated to the Values Education and Citizen Participation course. The course is designed to provide FAITH students with heightened awareness and appreciation of the desirable values innate among Filipinos. The values education component is embedded with the study of the different dimensions of values following the United Nations Educational, Scientific and Cultural Education – Asia Pacific Network for International Education and Values Education (UNESCO-APNIEVE) framework; while the citizen participation component includes ideas and lessons of Project Citizen as espoused by the Philippine Center for Civic Education (PCCED). Through this course, students will be able to learn how and what it is to be a First Asian, and apply these skills to the community. Particularly, the students will be able to make use of their learned concepts and harnessed skills and potentials in the service of their community. As such, this will tap values related to teamwork and collective decision-making skills. The concepts of justice and fairness, moral and ethical decisions, readiness to work with others, and respect and tolerance for others' rights and opinions can be reflected through the new general education core course, Ethics. The course introduces students to the ethical dimension of human existence at various levels- personal, societal, environmental, and cultural. This includes analysis and evaluation of the strengths and weaknesses of the various ethical frameworks and their value to human life and society. The end goal is for the students to be able to make informed decisions on their constructed ethical cases (CMO-20.s2013).

Lastly, various peace concepts related to harmony, human rights, and democracy can be included in the discussions of the Readings in Philippine History. The end goal of this course is to enable students to understand and appreciate the country's rich past by deriving insights from those who are actually present at the time of the event.

Table 3 Teaching Strategies and Materials on Peace Education

Descriptions	Mean	Interpretation
Teaching Strategies		
Lecture/Discussion	4.63	Highly Evident
Reflection	4.50	Highly Evident
Group Building	4.33	Highly Evident
Brainstorming	4.33	Highly Evident
Role playing	4.20	Highly Evident
Perspective taking	4.13	Evident

Simulation Game	4.00	Evident
Using Teachable Moments	4.00	Evident
Peer Mediation	3.71	Evident
Weighted Mean	4.20	Highly Evident
Instructional Materials		
Hand-outs prepared by teachers	4.69	Highly Evident
Electronic references	4.67	Highly Evident
Documentary films	4.63	Highly Evident
Newspapers	4.44	Highly Evident
Television	4.31	Highly Evident
Photographs	4.31	Highly Evident
Textbooks	4.19	Evident
Footages	4.07	Evident
Magazines	4.00	Evident
Weighted Mean	4.37	Highly Evident

In Table 3, participants also identified lectures/discussions, reflective activities, group-building, brainstorming and role-playing as effective learning strategies toward peace education. For many years, the lecture method was the most widely used instructional strategy in college classrooms, and it still essential that educators should fit the lecture to its students, organize points for clarity, present examples and illustrations, and present more than one side of an issue while being sensitive to the perspectives of others. Instructional materials such as reading hand-outs, electronic references, documentary films, newspapers, television, photographs, and textbooks are essential. Such activities introduce active and cooperative learning among students, while integrating technology in enhancing and extending the learning experiences of students and teachers.

Peace concepts and issues are best to be carried out in co-curricular involvements, specifically in subjects covering the studies of constitution and the rights of citizens, values integration fostering respect for dignity and rights of the human being, while facilitation of proper and peaceful language during class discussions. More so, it can also be carried out in school-sponsored activities that enhance peaceful and socially-oriented values, participation in outreach activities for the poor, and various opportunities that provide students understanding and practicing principles of democratic participation in school. Lastly, peace concepts and issues can be carried out to community involvements, such as programs related to drugs, fraternities and sororities, in which the school may invite community citizens and alumni to share knowledge and experiences to teachers and students where parents and guardians can participate in.

Table 4 Learning Curriculum

Particulars	Mean	Interpretation
Co-Curricular	4.29	Highly carried-out
Community Involvement	4.18	Carried-out
Extra Curricular	3.96	Carried-out

Eleven full-time and part-time Social Science faculty members and 160 students who were enrolled in Social Science courses during Academic Year 2016-2017 identified perceived factors which could impede the attainment of a culture of peace. As seen in Table 5, participants perceive that misunderstandings within the family, financial issues, and unequal treatment or favoritism may impede the attainment of a culture of peace at home. Respondents in the study of Castro (1990) most frequently cited the following as causes for their lack of peace in the family: students' concepts and attitudes toward peace issues, lack of money, or having financial problems.

They also mentioned that lack of communication, lack of cooperation, lack of understanding, envy and/or jealousy, and selfishness as their six top causes for lack of peace in their families. Interestingly, after more than two decades, lack of communication or family misunderstanding, money problems or not having enough money to sustain family needs, lack of discipline, which may be associated with lack of cooperation, were still mentioned among the top six causes of lack of peace in their families.

Table 5 Perceived Impediments to the Attainment of a Culture of Peace

I. At home	Frequency
Family misunderstandings	48
Financial Issues	29
Unequal treatment or favoritism	10
Lack of discipline	8
Lack of time to one another	6
Broken families	3
II. In the school	
Personal insecurities	52
Lack of self-confidence	13

	Pride	6
	Overthinking of life issues	6
	Lack of Discipline	4
	Family variability	4
	Personal interest	2
	Factions among faculty	2
	Drugs	2
III.	In the community	
	Lack of discipline	24
	Lack of unity	18
	Lack of cooperation	16
	Drugs and other crimes	14
	Politics and Corruption	12
	Inequality	8
	Criticisms	8
	Inconsistency of policies	4
	Cultural differences	3
	Religion	2

Personal insecurities, lack of self-confidence, and pride and overthinking life issues were perceived to impede the attainment of a culture of peace in the school. As such, it may be observed that overcoming personal struggles is the key point in the attainment of a culture of peace in the school. In relation with this, FAITH Colleges may enhance and continuously inculcate the values of competence, commitment and compassion to its social science courses. It is education with heart which focuses not only on the development of the students' intellectual faculties but also on his will and moral conscience, thus empowering the students to be capable of judging and of discerning the proper ways to achieve self-realization. The infusion of values in all its courses is a key characteristic of FAITH education. This is attained not only through classroom lectures, but also through an atmosphere that teaches students the idea of reverence and love for oneself and other people (The Heart of Education, 2009).

Participants perceive that lack of discipline, lack of unity, lack of cooperation, politics and corruption, drugs and other crimes, may impede the attainment of a culture peace in the community. In the study of Castro (1990), the respondents considered lack of cooperation among community members as the number one cause of lack of peace in their neighborhood, or town, or city. Others on the list are envy, poverty, unemployment, vices such as drugs, and alcohol use, and meddling into neighbors' lives. In this study, lack of cooperation, drugs and other crimes were still considered to be among the top five reasons which may impede the attainment of a culture of peace in the community. These can be observed with the number of socio-political issues that our country faces, such as conflicts with terrorists and communists, incidence of crimes, specifically the battle against illegal drugs, and conflicts among the government officials.

IV. Conclusions And Recommendations

The study highly suggests that peace concepts and issues are best integrated among several social science courses, such as Introduction to First Asia Culture and Tradition, Values Education and Citizen Participation, Ethics, The Contemporary World, and Reading on Philippine History. This is in line with one of the goals of FAITH Colleges, which is to emphasize values formation through the recognition of professional, environmental, social and ethical responsibility. Subjects covering the studies of constitution, rights of citizens, values integration, and respect for dignity encourage students to promote harmony, human rights, and democracy, and resolve the different issues concerning peacelessness.

More so, results of the study can be carried out to some school-sponsored activities advocating peaceful and socially-oriented values formation among students, participation in outreach activities for the poor, and various opportunities that provide students understanding and practicing principles of democratic participation in school. Lastly, peace concepts and issues can be carried out to community involvements such as programs related to drugs, poverty, and even fraternities and sororities. Such relevant and sustainable extension programs contribute to societal growth responsive to the needs of the community and the industry.

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