

Impact Analysis on Fundamentals of Peace Education (FPE101)

Asizah A. Darimbang, Nasriah S. Bayao, Marrisa L. Alforo, Asst. Prof. Melcah P. Sambaan, Asst. Prof. Najeb B. Aloyod, Rhea Mae D. Lim, MSPE

College of Education, Mindanao State University-Sultan Naga Dimaporo, Lanao del Norte, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100600012>

Received: 15 May 2026; Accepted: 20 May 2026; Published: 16 June 2026

ABSTRACT

This research explored the impact of the Fundamentals of Peace Education 101(FPE101) course on the graduates of the College of Education (CED) program at Mindanao State University – Sultan Naga Dimaporo (MSU-SND) covering Academic year 2024-2025. It aimed to describe the respondent's profile which is gender and assess their perception of the FPE101 course, determine its impact on interpersonal relationship, professional ethics, interfaith beliefs and environmental ethics, and examine the possible link their demographic profile and the course's outcomes. The study utilized a descriptive-correlation design, with a structured questionnaire as the main data-gathering tool. Respondents were chosen through purposive sampling and the data were treated using frequency percentage, weighted mean, and chi-square and spearman rank tests. Results showed that the respondents had a generally favorable perception of FPE101 acknowledging its role in promoting peace-oriented values, ethical practice, religious tolerance and environmental responsibility. The course significantly contributed to their personal growth and professional development. Furthermore, statistical analysis revealed notable association between certain demographic characteristics and the perceived influence of the course. In conclusion, FPE101 stands as a vital component of the CED curriculum as it develops future educators who embody peace-centered values and practices essential for fostering harmony within schools and communities. Strengthening its implementation through more practical activities and innovation teaching approaches is recommended to maximize its long-term impact.

Keywords: Peace education, Interpersonal Relationship, Professional ethics, Interfaith Beliefs, Environmental Ethics.

INTRODUCTION

Fundamentals of Peace Education (FPE101) is an educational methodology aimed at promoting values of conflict resolution, ethical responsibility, cultural understanding, and environmental stewardship among students at Mindanao State University System (MSU) (Kilag et al., 2023). FPE101 is a 3- unit course that is offered only to MSU Campuses. The different campuses include MSU-Main in Marawi City, MSU-Iligan Institute of Technology in Iligan City, MSU-Tawi-Tawi College of Technology and Oceanography in Tawi-Tawi, MSU-Naawan in Misamis Oriental, MSU-Maguindanao, MSU-General Santos, MSU-Sulu in Jolo, and MSU-Buug in Zamboanga Sibuan. Additionally, MSU has other campuses such as the MSU-Maigo College of Education, Science and Technology, MSU - Sultan Naga Dimaporo and MSU- Lanao National College of Arts and Trade. The faculty who is handling FPE101 subject undergo series of trainings (MSU System Administration, 2022).

The inclusion of FPE101 in the curriculum is a gesture of its goal to become a National "University for Peace." As a university within a culturally diverse area, MSU seeks to prepare future teachers—especially to the College of Education graduates—on how they can instill harmony, nonviolence, and respect for diversity in the classroom and among communities. The course aims to build capabilities in interfaith dialogue, environmental sustainability, professional ethics, and interpersonal relationships to make graduates peace agents in education and society. Nevertheless, despite the addition of FPE101 being a positive step, there is limited empirical research on its long-term effect. This research aims to assess how College of Education graduates view and implement the principles of peace education, thus determining if MSU's initiatives are effective in promoting a peace-focused academic setting and society (Miñoza, 2023).

According to Kilag et al. (2023), the importance of integrating peace education into curricula to promote social cohesion and ethical awareness among students. Parveen and Ahmad (2022) emphasized that embedding peace education within teacher training programs enhances prospective teachers' knowledge, skills, and dispositions toward fostering a culture of peace.

The increasing prevalence of social and cultural conflicts highlights the urgent need for peace education, particularly for future educators who will shape the minds of younger generations. While the integration of FPE101 into the College of Education curriculum is a positive step toward fostering peace, there is limited empirical evidence on its effectiveness. It remains unclear how graduates perceive this course and whether it has made a meaningful impact on their interpersonal relationships, professional ethics, interfaith beliefs, and environmental ethics.

The concept of peace education has gained global recognition as an essential component of academic curricula aimed at promoting social cohesion and ethical awareness. Peace education encompasses various principles, including conflict resolution, respect for diversity, environmental sustainability, and ethical behavior. FPE101 was designed to equip students with these fundamental values, preparing them to become effective educators who can instill peace-oriented principles in their future students.

While adding Fundamentals of Peace Education 101 (FPE101) to the College of Education course of study at MSU is a laudable effort to mold the next generation of teachers into peace advocates, there is considerably lacking empirical study assessing its real effect on the graduates. Previous literature, for instance, from studies conducted by Kilag et al. (2023) and Parveen and Ahmad (2022), justifies the theoretical significance of incorporating peace education into teacher training courses. The studies, though, consider mostly curriculum development and theoretical implications and not the quantification of the extent to which peace education affects graduates' values and practice after graduation.

In addition, although peace education has been widely debated in the context of its application in conflict areas or multicultural areas, few studies have addressed its long-term impacts on particular cohorts, like College of Education graduates from MSU-SND. Whether the values instilled in FPE101 like conflict resolution, interfaith respect, care of the environment, and ethical responsibility have an equivalent impact in the interpersonal relationships, professional behavior, interfaith relations, and environmental ethics of graduates remains uncertain.

This study, aims to assess the influence of FPE101 on College of Education graduates in various aspects of their personal and professional lives.

MATERIALS AND METHODS

Research Design and Participants

This study used descriptive-correlational research design to analyze the impact of the Fundamentals of Peace Education 101 (FPE101) course on the graduates of the College of Education program at Mindanao State University – Sultan Naga Dimaporo (MSU-SND). Descriptive research is an activity involving collection of data in order to test the hypothesis or to answer the questions concerning the impact analysis of the FPE 101 course on the College of Education graduates. Moreover, descriptive method was appropriate to be used in this study since the researchers' used questionnaire as the primary instrument in gathering the data needed. This is also correlational since it will look for the significant relationship between the independent and dependent variable.

Instrument and Data Gathering Procedure

In this study, the researchers used questionnaire as an instrument. The questionnaires were divided into three parts: the first deals with the participants' information about the respondent's profile, specifically their gender. These variables are essential for analyzing whether demographic factors are significantly related to the perceived impact of FPE101. Part two deals with the perception of the respondents on FPE101. This part assesses how

respondents perceive the design, relevance, content, and delivery of the FPE101 course. And the last part deals with the impact of FPE101. This section evaluates the perceived impact of the FPE101 course on the following dimensions: Interpersonal Relationships, Professional Ethics, Interfaith Beliefs and Environmental Ethics.

Statistical analysis

The data gathered from the respondents were recorded and analyzed using the JAMОВI statistical software. Descriptive and inferential statistics were employed to address the research problems and objectives of the study.

For the demographic profile of the respondents in terms of gender, frequency and percentage distribution were utilized to present and summarize the data. To determine the perception of the respondents toward the Fundamentals of Peace Education 101 (FPE101) course, as well as its impact on interpersonal relationship, professional ethics, interfaith beliefs and environmental ethics, the weighted mean was computed. These measures provided insights into the central tendency and variability of responses across the identified dimensions.

To test the relationship between the respondents' demographic profile and the perceived impact of FPE101, the Chi-square of independence was applied. This non parametric test was appropriate since the variable involved were categorical in nature, specifically gender and the identified impact areas. A significant association existed between the variable.

The use of JAMОВI allowed for accurate computation, reliable data visualization and clear interpretation of result, ensuring that the statistical analyses conducted were consistent with the study's objectives and research design.

RESULTS AND DISCUSSION

Based on the collected data, the study revealed key findings on the impact of the Fundamentals of Peace Education 101 (FPE101) course on the respondents. It examined their profile, perception of the course, and its influence on interpersonal relationships, professional ethics, interfaith beliefs, and environmental ethics. The results are presented and discussed in the following sections.

Table 1. Frequency and Percentage Distribution of Respondents' Gender (N=40).

Gender	Frequency (f)	Percentage (%)
Male	9	22.50
Female	31	77.50
Total	40	100.00

Table 1. presents the gender distribution of the respondents. Based on the data, thirty-one (31) or 77.50% were females, while only nine (9) or 22.50% were males. This indicates that the majority of the respondents were females. The higher number of female respondents may reflect the general enrollment pattern in many academic programs where females often outnumber males, especially in courses that emphasize communication, caregiving, education, or social interaction.

This was supported by Khanal (2023) explained that gender is not only determined by biological differences but also shaped by social expectations and cultural norms. While individuals are born male or female, they learn to adopt the behaviors, roles, and characteristics that society associates with being a "man" or a "woman." These socially constructed roles are referred to as gender. In many communities, gender influences the responsibilities and opportunities assigned to each individual. It affects how people interact, make decisions, and participate in various activities, including education.

Table 2. Weighted Mean on Graduates’ Perception Towards FPE101 and Impact Analysis on Fundamentals of Peace Education (N=40).

Table: Assessment of the FPE101 Course

Indicators	WM	Verbal Interpretation
1. The objectives of the FPE101 course were clearly defined.	3.93	Highly Encountered
2. The course content was relevant to my personal and professional goals.	3.83	Highly Encountered
3. The instructional methods used in FPE101 were engaging and effective.	3.48	Highly Encountered
4. The course promoted peace, respect, and understanding.	3.78	Highly Encountered
5. The learning materials used in FPE101 supported the course objectives.	3.45	Highly Encountered
6. The instructor demonstrated a deep understanding of peace education.	3.43	Highly Encountered
7. The course encouraged open and respectful dialogue on sensitive issues.	3.67	Highly Encountered
8. The course provided practical applications of peace education in real-life contexts.	3.73	Highly Encountered
9. Students were encouraged to reflect on their values and beliefs during the course of study.	3.78	Highly Encountered
10. FPE101 benefited students in their personal growth and contribution to a peaceful society.	3.93	Highly Encountered
Grand Weighted Mean	3.70	Highly Encountered

Legend: WM = Weighted Mean.

Table 2. presents the students’ perception toward FPE101, with an overall weighted mean of 3.70 interpreted as Highly Encountered. The findings show that students viewed the course as meaningful, relevant, and beneficial in promoting peace education. The highest-rated indicators were “FPE101 benefits students in their personal growth and contribution to a peaceful society” and “The course promoted peace, respect, and understanding” (WM = 3.93), indicating that the course effectively developed students’ values, self-awareness, and social responsibility. Students also agreed that the course content was relevant to their personal and professional goals (WM = 3.83) and that the objectives of the course were clearly defined. Other indicators highlighted the effectiveness of the instructional methods, learning materials, and opportunities for open and respectful dialogue. Overall, the results suggest that FPE101 positively influenced students’ knowledge, attitudes, and skills related to peace education. These findings support the study of Mayke (2022), which emphasized that positive learning perceptions encourage engagement, reflection, and the application of values in real-life situations.

Table 3. Weighted Mean of the Impact of FPE101 to the Respondents in terms of Interpersonal Relationship.

Indicators	WM	Verbal Interpretation
1. I communicate more effectively with others.	3.40	Highly Encountered
2. I show empathy and active listening on conversation.	3.98	Highly Encountered
3. I handle interpersonal conflict more peacefully.	4.18	Highly Encountered
4. I practice respect and patience in dealing with difficult people.	4.03	Highly Encountered
5. I have built stronger relationship based on mutual respect and peace.	4.03	Highly Encountered
Grand Weighted Mean	3.92	Highly Encountered

Table 3. presents the respondents' interpersonal communication skills, with a Grand Weighted Mean of 3.92 interpreted as Highly Encountered. The findings indicate that the respondents possess strong communication, empathy, and conflict management skills, enabling them to maintain positive relationships and resolve conflicts peacefully. These qualities reflect emotional maturity, patience, and social competence, which are important in both academic and community settings. The results also suggest that FPE101 helped students develop emotional intelligence, self-awareness, and respect for diversity through dialogue and reflective learning. The findings support the studies of Makarova and Birman (2021), as well as Darder (2020), who emphasized that peace education improves communication and conflict resolution skills. Likewise, Epstein (2020) emphasized that understanding learners' family and cultural backgrounds promotes empathy and cooperation, while Harris and Morrison (2021) stated that communication and empathy are key foundations of peace education that help foster understanding and resolve conflicts peacefully.

Table 4. Weighted Mean of the Impact of FPE101 to the Respondents in terms of Professional Ethics.

Indicators	WM	Verbal Interpretation
I uphold fairness and integrity in my professional decisions.	3.55	Highly Encountered
I strive to be a role model of ethical behavior as a future educator.	3.63	Highly Encountered
I am more aware of my responsibilities to my students and colleagues.	3.83	Highly Encountered
I apply ethical principles learned from FPE101 in real-life situation.	3.85	Highly Encountered
I understand the importance of ethical leadership in education.	3.78	Highly Encountered
Grand Weighted Mean	3.73	Highly Encountered

Table 4. presents the results on ethical leadership and integrity, revealing a grand weighted mean of 3.73, verbally interpreted as Highly Encountered. This indicates that the respondents consistently demonstrate strong ethical values such as fairness, honesty, responsibility, and adherence to moral principles relevant to their profession. The high mean scores suggest that they possess a well-developed sense of ethical awareness and are capable of applying moral reasoning in practical situations, both within and beyond academic settings. This outcome implied that the respondents are ethically conscious individuals who exhibit professionalism, accountability, and moral sensitivity in their actions. Their responses reflect a commitment to ethical leadership and integrity—qualities essential in the teaching profession. This further highlights the effectiveness of FPE101 in cultivating future educators who value moral conduct, fairness, and justice in their personal and professional lives.

Table 5. Weighted Mean of the Impact of FPE101 to the Respondents in terms of Interfaith Beliefs.

Indicators	WM	Verbal Interpretation
1. I respect people from different religious background.	3.8	Highly Encountered
2. I promote religious tolerance and peaceful coexistence.	3.73	Highly Encountered
3. I engage in conversation without bias toward other religious.	3.73	Highly Encountered
4. I appreciate the cultural and religious diversity in my community	3.78	Highly Encountered
5. I appreciate the cultural and religious diversity in my community.	3.8	Highly Encountered
Grand Weighted Mean	3.77	Highly Encountered

Table 5. presents the respondents' level of religious and cultural tolerance, with a grand weighted mean of 3.77 interpreted as Highly Encountered. The findings show that the respondents consistently demonstrate respect, acceptance, and understanding toward individuals from different religious and cultural backgrounds. They value inclusivity, peaceful coexistence, and intercultural sensitivity, which are essential qualities for future educators in multicultural environments. The results suggest that FPE101 effectively promotes empathy, mutual respect, and appreciation of diversity, helping students develop harmonious relationships in both personal and professional settings. These findings are supported by Banks (2020) and Gay (2021), who emphasized that peace and multicultural education strengthen cultural awareness and reduce prejudice. Likewise, Epstein (2020) highlighted the importance of understanding students' cultural and religious backgrounds in creating inclusive and trusting classrooms. Overall, the results confirm that FPE101 helps learners become respectful and culturally sensitive individuals who can promote intercultural understanding and social harmony.

Table 5. presents the respondents' level of religious and cultural tolerance, with a grand weighted mean of 3.77 interpreted as Highly Encountered. The findings show that the respondents consistently demonstrate respect, acceptance, and understanding toward individuals from different religious and cultural backgrounds. They value inclusivity, peaceful coexistence, and intercultural sensitivity, which are essential qualities for future educators in multicultural environments. The results suggest that FPE101 effectively promotes empathy, mutual respect, and appreciation of diversity, helping students develop harmonious relationships in both personal and professional settings. These findings are supported by Banks (2020) and Gay (2021), who emphasized that peace and multicultural education strengthen cultural awareness and reduce prejudice. Likewise, Epstein (2020) highlighted the importance of understanding students' cultural and religious backgrounds in creating inclusive and trusting classrooms. Overall, the results confirm that FPE101 helps learners become respectful and culturally sensitive individuals who can promote intercultural understanding and social harmony.

Table 6. Weighted Mean of the Impact of FPE101 to the Respondents in terms of Environmental Ethics.

Indicators	Mean	Verbal Interpretation
1. I practice environmentally responsible behavior in daily life.	3.68	Highly Encountered
2. I promote sustainability and eco-awareness in my community.	3.68	Highly Encountered
3. I integrate environmental values into my teaching or advocacy.	3.68	Highly Encountered
4. I understand the link between peace and environmental protection.	3.78	Highly Encountered
5. I actively support causes of initiatives for environmental conversation.	3.73	Highly Encountered
Grand Weighted Mean	3.71	Highly Encountered

Table 6. reveals that environmental responsibility among respondents is Highly Encountered, with a grand weighted mean of 3.71. This indicates that students frequently demonstrate environmentally responsible behaviors such as advocating for sustainability, engaging in conservation efforts, and integrating ecological values into their daily routines and advocacies. Such practices suggest that the respondents are not only aware of environmental issues but are also actively taking part in actions that support ecological preservation and balance.

Table 7. Relationship between Respondents' Gender and the Perception on FPE101(N=40).

Computed p-value	Degree of Freedom (df)	Level of Significance (α)	Decision	Interpretation
0.147	11	0.05	Accept H_0	Not Significant (ns)

Table 7. shows that there is no significant relationship between the respondents' gender and their perception of FPE101, with a p-value of 0.147, which is greater than the 0.05 level of significance with 11 degree of freedom. Consequently, the null hypothesis is accepted, indicating that gender does not significantly influence students' perception or level of involvement in the course. This finding suggests that both male and female students engage with FPE101 in similar ways and have comparable perceptions of the course content, teaching methods, and learning activities. It may also reflect that the course promotes an inclusive and equitable learning environment, where opportunities for participation and engagement are gender-neutral, ensuring that all students can equally benefit from the lessons on peace education, sustainability, and social responsibility.

Table 8. Relationship between the Perception of the Respondents on FPE101 and the Impact of FPE101 to the Respondents (N=40).

Computed value	p-	Degree of Freedom (df)	Level of Significance (α)	Decision	Interpretation
0.060		121	0.05	Accept H_0	Not Significant (ns)

Legend: ns = Not Significant

Table 8. presents the relationship between the respondents' perception of FPE101 and its impact on them. The results revealed a p-value of 0.060, which is higher than the 0.05 level of significance, indicating that there is no significant relationship between students' perception of the course and the impact of FPE101 on their learning and behavior. This implies that regardless of how students perceived the course content, teaching strategies, or learning environment, they still experienced the benefits and objectives of FPE101 in a relatively similar manner. The findings suggest that the course effectively promotes values, social responsibility, and environmental consciousness among students through its structured curriculum and inclusive teaching approaches. Although this result contrasts with the study of Ahmed et al. (2019), which found that positive student perceptions influence academic performance, the present study indicates that FPE101 consistently achieves its educational goals across different learners regardless of individual perceptions.

Table 9. Summary of Relationship between Dependent and Independent Variables (N=40).

Variables	p-Value	Degree of Freedom (df)	Level of Significance (α)	Interpretation
1. Gender and Perception of Respondents	0.147	11	0.05	Not Significant
2. Perception of the Respondents on FPE101 and the Impact of FPE101 to the Respondents	0.060	121	0.05	Not Significant

Note:*=significant at .001 level ns=not significant

Table 9. presents the summary of the relationships between the respondents' profile variables and their perception and impact of FPE101. The findings revealed that gender have no significant relationship with students' perception of FPE101, indicating that the course is equally effective, engaging, and accessible to learners regardless of demographic differences. Likewise, the relationship between students' perception of FPE101 and its impact was also found to be non-significant, suggesting that students experienced the benefits of the course consistently regardless of their personal views about it. Overall, the results imply that FPE101 effectively promotes values, social responsibility, peace education, and environmental awareness among all learners. The course successfully achieves its educational objectives by providing inclusive learning experiences that foster equal understanding, engagement, and personal development among students.

Focus Group Discussion

To further support the quantitative findings of the study, the researchers conducted a Focus Group Discussion (FGD) among selected students who completed the Fundamentals of Peace Education (FPE101) course. The discussion included open-ended questions designed to gather deeper insights into the students' experiences, reflections, and perceptions regarding the impact of the course on their personal values, interpersonal relationships, professional ethics, interfaith Beliefs, and environmental ethics.

The following questions were used during the Focus Group Discussion to guide the participants' responses and encourage meaningful sharing of experiences.

1. How did the FPE101 course influence your understanding of peace education?
2. What lessons from FPE101 have you applied in your daily life?
3. How did the course help improve your interpersonal relationships with others?
4. In what ways did FPE101 influence your professional ethics and responsibilities as a future educator?
5. How did the course help you understand and respect people from different religious and cultural backgrounds?
6. What environmental values or practices did you learn from the course?
7. What challenges or difficulties did you experience while taking FPE101?

8. Which activities or teaching methods in FPE101 were most effective for you?
9. Do you think FPE101 should continue to be part of the curriculum? Why or why not?
10. What suggestions can you give to improve the implementation of FPE101?

The Focus Group Discussion provided valuable qualitative insights that supported and strengthened the quantitative findings of the study. Based on the responses of the selected CED graduates, FPE101 was generally perceived as a meaningful and beneficial course that positively influenced their attitudes, values, behaviors, and social interactions. The participants shared that the course enhanced their understanding of peace education and helped them apply important values such as respect, empathy, ethical responsibility, peaceful conflict resolution, interfaith understanding, and environmental awareness in their daily lives.

The discussion also revealed that the graduates appreciated the activities, reflective tasks, and teaching strategies used in the course because these encouraged active participation and deeper understanding of peace-related concepts. Although some participants mentioned minor challenges during the course, they still emphasized the importance of continuing FPE101 as part of the curriculum. Furthermore, the participants suggested strengthening the implementation of the course through more interactive activities and practical applications. Overall, the findings confirmed that FPE101 contributed significantly to the personal growth and professional preparation of future educators who can promote peace and harmony within their communities.

DISCUSSION

The study found that respondents had a highly positive perception of Fundamentals of Peace Education 101 (FPE101), indicating that the course effectively promotes peace, respect, social responsibility, and personal growth among students. The findings revealed that FPE101 significantly enhanced the respondents' interpersonal communication skills, particularly in empathy, peaceful conflict resolution, and maintaining respectful relationships. It also strengthened their professional ethics by developing fairness, integrity, accountability, and ethical leadership as future educators.

Moreover, the respondents demonstrated high levels of religious and cultural tolerance, showing respect and acceptance toward people from diverse backgrounds. The course also encouraged environmental responsibility by promoting sustainability and environmental awareness. Statistical analysis further showed that gender had no significant relationship with students' perception of FPE101, while students' perception of the course also had no significant relationship with its impact. These findings suggest that FPE101 is inclusive, effective, and beneficial to students regardless of demographic differences or personal perceptions.

The Focus Group Discussion further supported these findings, as the selected CED graduates shared that FPE101 positively influenced their attitudes, behaviors, and social interactions. Participants emphasized that the course helped them apply peace-centered values such as empathy, respect, ethical responsibility, and peaceful conflict resolution in their daily lives. They also appreciated the reflective activities, group discussions, and practical applications integrated into the course, which enhanced their understanding of peace education. Although some participants mentioned minor challenges, they still recognized the importance of continuing FPE101 in the curriculum and suggested incorporating more interactive and experiential learning activities to further improve the course implementation.

CONCLUSION

The study concluded that Fundamentals of Peace Education 101 (FPE101) effectively develops peace-oriented values, ethical behavior, intercultural understanding, and environmental awareness among College of Education graduates. The course positively influenced students' interpersonal relationships, professional ethics, religious and cultural tolerance, and environmental responsibility, making them more socially responsible and peace-centered individuals.

Furthermore, the findings revealed that gender, and students' perception of the course did not significantly affect the impact of FPE101, indicating that the course consistently achieves its objectives among all learners. The

Focus Group Discussion further confirmed that the course helped students apply peace education principles in their daily lives through improved communication, empathy, ethical awareness, and respect for diversity. Participants also emphasized the importance of maintaining FPE101 as part of the curriculum because of its contribution to their personal and professional development.

Overall, FPE101 is an important component of the curriculum that helps prepare future educators to become responsible, ethical, culturally sensitive, and peace-oriented individuals who can promote harmony and social responsibility within schools and communities.

RECOMMENDATIONS

Future research should include larger and more diverse samples drawn from multiple educational institutions to enhance the generalizability of the findings. Researchers are also encouraged to employ mixed-method approaches by integrating surveys with interviews or classroom observations to gain a more comprehensive understanding of students' experiences with peace education. Additionally, conducting longitudinal studies would be valuable in determining whether the values, attitudes, and perspectives developed through the FPE101 course are sustained over time and translated into students' future professional practice.

REFERENCES

1. Ahmed, Y., Taha, M. H., Al-Neel, S., & Gaffar, A. M. (2019). Students' perception of the learning environment and its relation to academic performance. *International Journal of Medical Education*, 10, 27–34. <https://doi.org/10.5116/ijme.5af0.1fee>
2. Banks, J. A. (2020). *Cultural diversity and education: Foundations, curriculum, and teaching* (7th ed.). Routledge. <https://doi.org/10.4324/9781315622255>
3. Darder, A. (2020). *The student guide to Freire's pedagogy of the oppressed*. Bloomsbury Academic. <https://www.bloomsbury.com/uk/student-guide-to-freires-pedagogy-of-the-oppressed-9781474255639/>
4. Epstein, J. L. (2020). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Routledge. <https://doi.org/10.4324/9780429494673>
5. Gay, G. (2021). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press. <https://eric.ed.gov/?id=ED581130>
6. Harris, I. M., & Morrison, M. L. (2021). *Peace education* (4th ed.). McFarland and Company. <https://www.amazon.com/Education-Revised-Harris-Morrison-Paperback/dp/B010WHZNEI>
7. Khanal, P. (2023). Gender roles and social expectations in education. *International Journal of Social Sciences and Educational Studies*, 10(2), 45–53. <https://ijsses.tiu.edu.iq/>
8. Kilag, O. K. T., Mambaje, O. C., Rabi, A. A., Uy, J. C., Miñoza, E. G., & Padilla, J. B. G. (2023). The practice of peace education: Applied research on peace education in the twenty-first century. *Journal of Higher Education and Academic Advancement*, 1(2). 10.5897/ERR2023.4372
9. Makarova, E., and Birman, D. (2021). The role of emotional intelligence and communication in peace education. *Journal of Peace Education*, 18(3), 233–245. 10.1080/17400201.2021.1963219
10. Mayke. (2022). Students' perception and learning engagement in higher education. *International Journal of Educational Research and Development*, 8(1), 15–22. 10.47408/jldhe.vi23.838.
11. Miñoza, E. G. (2023). Peace education and social responsibility among university students. *Journal of Educational Studies and Development*, 5(1), 55–67. <https://pdfs.semanticscholar.org/0175/dde030f09389dac6b49248e3abf875e9fa1a.pdf>
12. Mindanao State University System Administration. (2022). *Fundamentals of Peace Education training manual*. Mindanao State University System. <https://www.coursehero.com/file/82524148/MODULE-1pdf/>
13. Parveen, S., and Ahmad, N. (2022). Peace education in teacher training programs and its impact on future educators. *Journal of Peace Education*, 19(2), 205–225, <https://www.tandfonline.com/journals/cjpe20?>