



**REVISITING J. MARQUEZ NATIONAL HIGH SCHOOL
AS SCHOOL OF PEACE
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Abstract

The study aimed to revisit the J. Marquez National High School as School of Peace using descriptive survey method of research to the total complete enumeration of 39 teachers and 15 Parents Teachers Association officers S.Y 2022-2023. The study used mean in describing the variables of the study. The major findings revealed the attainment of the Vision of J. Marquez National High School as School of Peace were “highly attained” with mean rating of 3.79.

The results on the attainment of the Mission of J. Marquez National High School as School of Peace were “highly attained” with mean rating of 3.86. The attainment of the objectives of J. National High School as School of Peace was rated 3.77 with the description of Highly attained. The Peace Building Initiatives implemented by J. Marquez National High School as School of Peace was rated 3.76 with the description of “Highly Evident”. The extent of Strategies and Mechanism adopted by the by J. Marquez National High School as School of Peace was 3.76 with the description of “Highly Evident”.

The study concludes that the J Marques National High School as School of Peace sustained its mandate as independent school of Peace of the Cotabato City Division. The school helped develop and produce morally upright citizen and produce peace loving leaders that had contributed in the success of conflict resolution and peace agreement programs implemented not only in the area they serve but in Bangsamoro Autonomous Region in Muslim Mindanao in general.

Based on the findings and conclusion of this study the following are strongly recommended.

The school should continuously strengthen competency building in order to improve faculty qualifications and students' access to professional development towards attaining higher degrees of peace education through a free education which will produce more peace advocates in society and improve the quality of their lives.

In order to be able to develop more intervention programs in order to address various conflicts that occur in the locality, the school should support and intensify research extension programs that are focused on equipping students to conduct research related to peace development in their locality in order to be able to establish more interventions programs within the locality.

Keywords: School of Peace, J. Marquez National High School, Revisiting, Cotabato City

INTRODUCTION

The ultimate desired purpose of peace education programs is to trigger a transformation of individual and community relationships characterized by polarization, dehumanization and delegitimization, towards reconciliation, solidarity, and tolerance (Wehrenfennig, et al 2015). It seeks to equip students with the capacity to resolve conflicts without recourse to violence, and enable them to become responsible citizens who are open to differences and respectful of other cultures (Kester, 2008) It aspires to overcome exclusive ideologies and address social structures that perpetuate a culture of violence, including repressive educational structures (Wintersteiner, 2015). With its values-oriented goals and mission, peace education aligns with declarations of the UN, the work of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the UN Children's Fund (UNICEF), transnational conferences and other civil society and international organizations.

The focus of peace education spans a wide range of topics and empirical approaches including conflict resolution education, which focuses on individual and interpersonal skills such as anger management, emotional awareness, empathy, assertiveness and self-worth. Additionally, there are creative conflict resolution and communication (I.M. Harris, 2004); anti-bullying programs that focus on strengthening cooperation and kindness (R.A. Heydenberk and W.R. Heydenberk, 2017); peer mediation projects (H. Cremin, 2007); and restorative approaches (E. Sellman, H. Cremin and G. McCluskey, 2013). Other approaches go beyond individual and interpersonal skills and include topics such as international education, development education, environment education, and human rights education (I.M. Harris, 2004). There are also some programs that draw on cross-cultural studies and social justice education. Peace education thus overlaps with and encompasses topics and issues such as global citizenship, planetary stewardship, and social justice. When it comes to understanding peace education in formal schools, there remains a lack of clarity in the literature as to what peace education might aim to achieve within the parameters of these formal institutions, and what processes and/or practical steps might be needed to advance its implementation.

Educating nations, bringing people together, and fostering sustainable development are key to unifying nations. Hence, education plays a crucial role in peacebuilding. According to Dadang (2010), institutionalizing peace education programs strengthens the principles of democracy, participation, equity, and accessibility of society as it relates to understanding peace and development. Additionally, education has been a powerful tool for fostering peace and development among people.

Globally, the United Nations (2014) has developed strategies for fostering collaboration and convergence between peace actors and schools as a peace building initiative. This is an important aspect of ensuring peace and development in the future by instilling peace values in students. Given the importance of schools in the lives of children and young adults, and the need for concerted efforts to work within educational environments to develop cultures of peace, there is a strong case for advancing the understanding and

practice of peace education in formal schools and to highlight the crucial role schools can play in furthering the aims of peace on the micro and macro levels. Therefore, this study focused on revisiting the J. Marquez National High School of Peace in relation to the institution's vision and mission. It included explorations of the school peace building initiatives and activities, strategies and mechanisms adopted to promote peace and development. In addition, it emphasizes the contribution of the program to promoting a culture of peace among students, staff and community members.

METHOD

This study used the descriptive survey method design. This type of research was appropriate in this study since it is interested to determine the extent of the attainment of the vision, mission, and goals of the J. Marquez National High School of Peace; the peace building initiatives and activities implemented by the J. National High School as School of Peace as well as the strategies and mechanisms adopted to promote peace and development. This research Design is a quantitative method that focuses on describing the characteristics of a phenomenon rather than asking why it occurs. Doing so helps us better understand its nature and gives a good foundation for further research. often said to be quantitative research that focuses more on the *what, how, when, and where* instead of the *why*. The answer is simple. By conducting descriptive survey research, we focus on the nature of a phenomenon without asking what its causes are. The main goal of survey descriptive research is to shed light on the heart of the research problem and better understand it. The technique provides in-depth knowledge of what the research problem is before investigating why it exists.

The respondents of this study were the 39 Teachers and 15 Officers of Parents and Teachers Association School Year 2022-2023 of the J. Marquez National High School as School of Peace. This study utilized the Total Complete Enumeration in respondents. Total population sampling is a type of purposive sampling technique that involves examining the entire population (i.e., the total population) that have a particular set of characteristics (e.g., specific attributes/traits, experience, knowledge, skills, exposure to an event, etc.). It is a non-probability sampling design which used a criterion for individual to be selected (Connaway, L.S. & Powell, R.R., 2010). In this study the criteria used were having knowledge and experience in relation to the J. Marquez National High School (School of Peace).

RESULTS AND DISCUSSIONS

Results on Attainment of the Vision of J. Marquez National High School as School of Peace

Table 1 revealed shows the results on the attainment of the Vision of J. Marquez National High School as School of Peace. Further, the table shows the

respondents rated the vision “highly attained” with mean rating of 3.79. Hence, the school is committed to implementing peace education programs within its school system as part of its vision. The vision of the school is “We dream of Filipinos who passionately love their country and whose competencies and values enable them to realize their full potential and contribute meaningfully to building the nation. As a learner- centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.”

Table 1
**Mean Rating on Attainment of the Vision of
 J. Marquez National High School
 n=54**

Statement	Mean	Description
1. We dream of Filipinos who passionately love their country and whose competencies and values enable them to realize their full potential and contribute meaningfully to building the nation. As a learner- centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.	3.79	Highly Attained
Grand Mean	3.79	Highly Attained

Legend:

- 1:00-1:74 Least attained
- 1:75-2:74 Less attained
- 2:75-3:74 Attained
- 3:75-4:00 Highly attained

Results on Attainment of the Mission of J. Marquez National High School as School of Peace

Table 2 revealed shows the results on the attainment of the Mission of J. Marquez National High School as School of Peace. Further, the table shows the respondents rated the vision “highly attained” with mean rating of 3.86. It should be noted that the increased practice and deep commitment to institutionalizing peace education programs in the school system as part of the school's mission have contributed to the development of peace and education among students, staff, and community members as a result of the school's mission. There has been an increase in peace and education among students, staff, and members of the community as a result of the intensive practice and deep commitment of the school. The mission of the school is “To protect and promote the right of every Filipino to quality, equitable, cultured-based and

complete basic education where: Students learn in a child-friendly, gender-sensitivity, safe and motivating environment. Teacher facilitates learning and constantly nurture every learner, Administrator and staff, as stewards of the institution, ensure an enabling and supportive environment for the effective learning to happen, and Family, community and other stakeholders are actively engaged and share responsibility for developing lifelong learners”.

Table 2

Mean Rating on Attainment of the Mission of J. Marquez National High School as School of Peace

Statement	Mean	Description
1. To protect and promote the right of every Filipino to quality, equitable, cultured-based and complete basic education where: Students learn in a child-friendly, gender- sensitivity, safe and motivating environment. Teacher facilitates learning and constantly nurture every learner, Administrator and staff, as stewards of the institution, ensure an enabling and supportive environment for the effective learning to happen, and Family, community and other stakeholders are actively engaged and share responsibility for developing lifelong learners.	3.86	Highly Attained
Grand Mean	3.86	Highly Attained

Legend:

- 1:00-1:74 Least attained
- 1:75-2:74 Less attained
- 2:75-3:74 Attained
- 3:75-4:00 Highly attained

Results on Attainment of the Objectives of J. Marquez National High School as School of Peace

Table 3 revealed shows the results on the attainment of the Objectives of J. Marquez National High School as School of Peace. Further, the table shows the respondents rated the objectives on Provides formal and non- formal education “highly attained” with mean rating of 3.78. Objectives number 2 – responded to the quality education as expected by the parents and students to meet the needs of the society globally “highly attained” with mean rating of 3.81. These means that the J. Marquez National High School (School of Peace), have responded to the expectations of parents and students regarding the quality of education they expected from us in order to meet the needs of the global society

In addition, the respondents rated 3.75 with the description of “highly attained” the objectives number 3 which is the attain and sustain high ratings

of examination. This result means that in order to improve the quality of the examinations, it is imperative to maintain high levels of performance.

Likewise, the respondents rated 3.84 with the description of “highly attained” the objectives number 4 which is ensuring that tax payers receive their due returned on education investment and to ascertain the sustainability of the basic education parents are given the chance to see the grade of their children. This result means that a proper return on education investment is to be ensured by the taxpayers and in order to ensure the sustainability of basic education, parents are given the opportunity to see how their children are performing.

Further, the respondents rated 3.76 with the description of “highly attained” the objectives number 5 which is receives revenues that would be enable the school to provide for all its facilities, equipment, personnel and operating of the school. This result implies that Through the receipt of revenue, the school could be able to cover the costs associated with all the facilities, equipment, personnel, and other costs associated with the operation of the school as a result of receiving revenue.

Furthermore, the respondents rated 3.75 with the description of “highly attained” the objectives number 5 which is Gains recognition as one of the best school in Cotabato City Division, Region XII and even National level. This result means that there is no doubt that over the last few years, this school has been recognized to be one of the top schools in the District of Cotabato City, Region XII, and even on a national level.

Table 3

**Mean Rating on Attainment of the Goal of
 J. Marquez National High School**

Statement	Mean	Description
1. Provides formal and non- formal education.	3.78	Highly Attained
2. Responded to the quality education as expected by the parents and students to meet the needs of the society globally.	3. 81	Highly Attained
3. Attain and sustain high ratings of examination in any forms.	3.75	Highly Attained
4. Ensure that tax payers receive their due returned on education investment and to ascertain the sustainability of the basic education parents are given the chance to see the grade of their	3.84	Highly Attained

children.

5. Receives revenues that would be enable the school to provide for all its facilities, equipment, personnel and operating of the school	3.76	Highly Attained
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6. Gains recognition as one of the best school in Cotabato City Division, Region XII and even National level.	3.75	Highly Attained
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Grand Mean	3.77	Highly Attained
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Legend:

- 1:00-1:74 Least attained
- 1:75-2:74 Less attained
- 2:75-3:74 Attained
- 3:75-4:00 Highly attained

Lastly, the grand mean of the attainment of the objectives of J. National High School as School of Peace was 3.77 with the description of Highly attained. The result implies that the there is a sense of commitment within the school community to put in a great deal of effort in order to achieve the school's goals.

Results on the extent of Peace Building Initiatives implemented by J. Marquez National High School as School of Peace.

Table 4 revealed shows the results on the extent of Peace Building Initiatives implemented by J. Marquez National High School as School of Peace. Further, the table shows that the respondents rated the item on creates positive interactions between teachers and learners and community “evident” with mean rating of 3.74. This means that involving teachers, students, and community members in the process promotes positive interactions between them. Still, the respondents rated 3.74 the item on plans activities that take the other aspects into consideration. with the description of “evident”. This means that the JNHS spend A lot of effort is put into planning school activities that ensure that the other aspects are also taken into account.

Nevertheless, item on provides opportunities for parents to support their children to achieve their social goals was rated by the respondents 3.78 which interpreted “highly evident”. This result implies that the JMNHS teachers and the school head helps parents support their children's social development by providing them with a range of opportunities for support in order to help them develop in a positive manner.

In addition, the respondents the item on creates a classroom environment that supports positive social interactions “Highly Evident” with

mean rating of 3.76. The result implies that the JMNHS fosters an environment in the classroom that encourages positive social interactions between students.

Table 4
**Mean Rating on the Peace Building Initiatives implemented
 by J. Marquez National High School
 n=54**

Statement	Mean	Description
1. Creates positive interactions between teachers and learners and community.	3.74	Evident
2. Provides opportunities for parents to support their children to achieve their social goals.	3.78	Highly Evident
3. Creates a classroom environment that supports positive social interactions.	3.76	Highly Evident
4. Plans activities that take the other aspects into consideration.	3.74	Evident
5. Designs social environment helps foster positive peer relationships.	3.76	Highly Evident
6. Maintain learning environments that are responsive to community contexts.	3.72	Evident
7. Implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	3.84	Highly Evident
Grand Mean	3.76	Highly Evident

Legend:

- 1:00-1:74 Least evident
- 1:75-2:74 Less evident
- 2:75-3:74 Evident
- 3:75-4:00 Highly Evident

Nevertheless, the respondents the item on designs social environment helps foster positive peer relationships “Highly Evident” with mean rating of 3.76. This means that the school places a lot of emphasis on the development of positive peer relationships in order to create a positive learning environment.

Moreover, the respondents the item on implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders “Highly Evident” with mean rating of 3.84. This implies that the school establish a harmonious and consistent relationship between learners, parents, and other stakeholders in the school by applying the school's policies and procedures consistently, effectively, and efficiently.

Lastly, the general mean of the Peacebuilding Initiatives implemented by J. Marquez National High School as School of Peace was 3.76 with the description of “Highly Evident”. This result meant that through initiatives implemented by J. Marquez National High School as School of Peace, J. Marquez National High School (JMNHS) is bringing peace to communities.

Results on the extent of Strategies and Mechanisms adopted by J. Marquez National High School as School of Peace

Table 5 revealed shows the results on the extent of Strategies and Mechanisms adopted by J. Marquez National High School as School of Peace. Further, the table shows that the respondents rated the item on Facilitate community dialogues “evident” with mean rating of 3.69. This result means the school organize and facilitate dialogues within the community. Furthermore, the respondents rated “evident” the item on Address root causes of socio-economic inequalities and drivers of conflict, violence and extremism with mean rating of 3.74. This means that the JNHS Provide solutions that address the root causes of socio-economic inequality, violence, and extremism by providing solutions to the root causes.

On the other hand, the respondents rated the item on facilitate stakeholder engagements that explore and promote innovative ways of increasing involvement local peacebuilders “highly Evident” with mean rating of 3.76. This result means that the school engage stakeholders in innovative ways of increasing the involvement of local peacebuilders in the peacebuilding process should be facilitated as part of stakeholder engagements.

Likewise, the respondents rated the item on Strengthens relationship and collaboration with stakeholders rated “highly Evident” with mean rating of 3.75. The results implies that the JMNHS develops and strengthens relationships with stakeholders and enhances collaboration between them.

In addition, the respondents rated the item on address climate change and other crises “Highly Evident” with mean rating of 3.74, build stronger and more resilient inclusive communities through peace education, gender justice and other means with mean rating of 3.77, “highly Evident”; Involve diverse stakeholders to participate in peacebuilding and conflict prevention with mean rating of 3.82, and initiate collegial discussions to enrich peacebuilding with mean rating of 3.86 with the description of “Highly Evident”. The results implies that the JMNHS respond to climate change and other crises in a timely manner. They help communities build *stronger and more resilient communities*

by providing peace education, gender justice and other support programs. Also, the school initiate collegial discussions to enrich peacebuilding activities by including diverse stakeholders in the process and develop a multi-stakeholder approach to peacebuilding and conflict prevention that involves a variety of stakeholders.

Lastly, the general mean of the extent of Strategies and Mechanism adopted by the by J. Marquez National High School as School of Peace was 3.76 with the description of “Highly Evident”. This result meant that by adopting strategies and mechanisms, the school ensures that it plays its role in building a peaceful school.

Table 5

**Mean Rating on the strategies and mechanisms adopted by the J. National High School as School of Peace to promote peace and development
 n=54**

Statement	Mean	Description
1. Facilitate stakeholder engagements that explore and promote innovative ways of increasing involvement local peacebuilders.	3.76	Highly Evident
2. Strengthens relationship and collaboration with stakeholders.	3.75	Highly Evident
3. Facilitate community dialogues.	3.69	Evident
4. Address root causes of socio-economic inequalities and drivers of conflict, violence and extremism	3.74	Evident
5. Address climate change and other crises.	3.75	Highly Evident
6. Build stronger and more resilient inclusive communities through peace education, gender justice and other means.	3.77	Highly Evident
7. Involve diverse stakeholders to participate in peacebuilding and conflict prevention.	3.82	Highly Evident
8. Initiate collegial discussions to enrich peace building.	3.86	Highly Evident

Grand Mean	3.76	Highly Evident
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Legend:

- 1:00-1:74 Least evident
- 1:75-2:74 Less evident
- 2:75-3:74 Evident
- 3:75-4:00 Highly Evident

Summary of Findings

The following are the major findings of the study.

The results on the attainment of the Vision of J. Marquez National High School as School of Peace were “highly attained” with mean rating of 3.79.

The results on the attainment of the Mission of J. Marquez National High School as School of Peace were “highly attained” with mean rating of 3.86.

The attainment of the objectives of J. National High School as School of Peace was rated 3.77 with the description of Highly attained.

The Peace Building Initiatives implemented by J. Marquez National High School as School of Peace was rated 3.76 with the description of “Highly Evident”.

The extent of Strategies and Mechanism adopted by the by J. Marquez National High School as School of Peace was 3.76 with the description of “Highly Evident”.

Conclusion

The study concludes that the J Marques National High School as School of Peace sustained its mandate as independent school of Peace of the Cotabato City Division. The school helped develop and produce morally upright citizen and produce peace loving leaders that had contributed in the success of conflict resolution and peace agreement programs implemented not only in the area they serve but in Bangsamoro Autonomous Region in Muslim Mindanao in general.

Recommendations

Based on the findings and conclusion of this study the following are strongly recommended.

The school should continuously strengthen competency building in order to improve faculty qualifications and students' access to professional development towards attaining higher degrees of peace education through a free education which will produce more peace advocates in society and improve the quality of their lives.

In order to be able to develop more intervention programs in order to address various conflicts that occur in the locality, the school should support and intensify research extension programs that are focused on equipping students to conduct research related to peace development in their locality in order to be able to establish more interventions programs within the locality.

The community should actively participate and support the school's advocacy efforts towards peace promotion and conflict resolution through the various mechanisms and strategies it employs as well as the regular holding of peace forums as part of its advocacy efforts. The J. Marquez National High School as School of Peace should be opened as a venue for peace negotiations in order to demonstrate a commitment to supporting the peace agreements presented by the government.

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