

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 5, 1478 – 1491

<http://dx.doi.org/10.11594/ijmaber.05.05.02>

Research Article

Implementation and Educational Outcomes of National Policy Framework on Learners and Schools as Zones of Peace

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Article history:

Submission May 2024

Revised May 2024

Accepted May 2024

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ABSTRACT

Efforts continue to label each school in the Philippines as a zone of peace. However, instability in regions with ongoing conflicts keeps schools, teachers, students, and staff at risk. The vulnerability in these areas remains a persistent challenge. The National Policy Framework on the Learners and Schools as Zones of Peace (LSZOP) acknowledges this vulnerability, aiming to address the immediate impact of armed conflicts on learners and schools, thereby fostering the establishment of a resilient society. Thus, this study was created to delineate the implementation of the national policy framework on LSZOP and explain its correlation with educational outcomes in Private and Public Secondary Schools in Lambayong, Sultan Kudarat. Employing an explanatory sequential mixed method design, the study enlisted 84 school stakeholders as respondents. A researcher-made questionnaire and semi-structured interview guide were facilitated through stratified random sampling. Quantitative analysis reveals the significant influence of the LSZOP implementation on secondary school development, particularly concerning education for peace, peace for education, and crisis management. Meanwhile, qualitative insights reveal schools' commitment to fairness irrespective of students' tribe, religion, or ethnicity, emphasized by crafted rules promoting cultural sensitivity, fairness, and children's rights. Notably, schools prioritize values formation and respect for individual differences, fostering peace and order within their premises. Nevertheless, findings indicate no significant relationship between the national policy framework implementation and governance as an educational outcome among secondary

How to cite:

Tumamin, D. L. M., Usop, A. M., Lumbu-an, J. D. (2024). Implementation and Educational Outcomes of National Policy Framework on Learners and Schools as Zones of Peace. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(5), 1478 – 1491. doi: 10.11594/ijmaber.05.05.02

schools in Lambayong, Sultan Kudarat. The study advocates for reinforcing LSZOP implementation to realize its envisioned objectives.

Keywords: *Educational outcomes, Learners, Level of implementation, National policy framework, Peace education, Schools as zones of peace*

Introduction

The essence of education has been extended beyond the holistic transformation of human beings. More importantly, it acted as a catalyst for the evolution from a culture of conflict to a culture of peace. Despite varied efforts to make every school a zone of peace, schools, teachers, students, and staff are constantly vulnerable to attacks, which are common scenarios in areas with unstable peace and order.

One of the most important issues that teachers and students face globally is organized violence. This has been observed in Asian, African and Latin American countries (Evans, 1996). Consequently, this concern resulted to severe psychological trauma to the students, parents and teachers, (Campos, 2013).

To address the issue, educators have taken the initiative to establish schools as Zones of Peace (SZOP). Schools as Zones of Peace (SZOP) refers to any conflict resulting from military occupation or attack on school grounds, as well as forced recruitment of students as soldiers (Alexandra, 2022). As a result, it empowers the educational sector to create a safe and inclusive learning environment. In other words, SZOP sought to calibrate the governance of the school system in general, leading to the creation of schools that are less hazardous and more welcoming to children.

Since 2009-2010 to 2017-2018, a total of 10,883 schools in the Philippines have been affected by incidents of violence and armed conflict (Siytangco, 2019; Lliego, 2022). As a result, students who are exposed to conflict are more likely to engage in school violence, (Floresta, 2021). This condition prompted educators to support the people's and government's peace initiatives and efforts, Castro and Galace (2008). It is also worth noting that an educators' skills to communicate these initiatives greatly affect the school organization (Gomez, 2022).

Furthermore, it developed the DepEd Order No. 32, s. 2019 also known as National Policy Framework on Learners and Schools as Zones of Peace in order to further reinforce the agency's efforts to promote peace. According to Briones (2019), this framework is based on the views of respect for rights of people and learner centeredness, protection, and peace advocacies as a shared obligation of parties involved. It is also based on the principles of diversity, dispute sensitivity, and management at the school level.

The researcher found out that there are few studies conducted on the implementation of the national policy framework in Southern Mindanao. This is related to the town of Lambayong which is part of the conflict-stricken areas in the region. Considered as one of the areas covered by the SZOP School as Zones of Peace program of the government, the researcher found out the necessity to evaluate how this program progress in town. Also, the researcher felt the urgency to conduct a study that will shed light to peace building among the schools in the area. Therefore, this study endeavours to assess how well the national policy framework has been implemented in all secondary schools in Lambayong municipality. It is the researcher's hope to welcome fresh viewpoint on peace initiatives by going beyond the framework. The results of this study may help schools improve and make their present School as Zones of Peace (SZOP) program functional.

A framework for this study is stipulated in Figure 1 which postulates that the level implementation of National Policy Framework on the Students and (SZOP) in all secondary schools may affect the educational outcomes of these schools.

The predictor variable is represented by peace for education, education for peace and crises management. According to EO No. 570, s.

2006, the policy directs the DepEd to incorporate peace education into the basic elementary and secondary school curriculum using currently available peace education exemplars and other unity-related modules to enhance the understanding and abilities of administrators, educational professionals, and non-teaching personnel on peace education through the delivery of continuing education courses (Arroyo, 2006).

The criterion variable for educational outcomes is reflected in terms of quality, access, and governance as contained in the second box.

As a result, RA 9155, also recognized as the "Governance of Basic Education Act of 2001," orders the Department of Education to defend and promote every citizen's right to a basic education and take the necessary actions to ensure that everyone may access it. The Department of Education is responsible for developing, sustaining, and providing assistance for a system of fundamental education that is comprehensive, adequate, integrated, and pertinent to the demands of the general public and society. Free public elementary and high school education must be established and maintained.

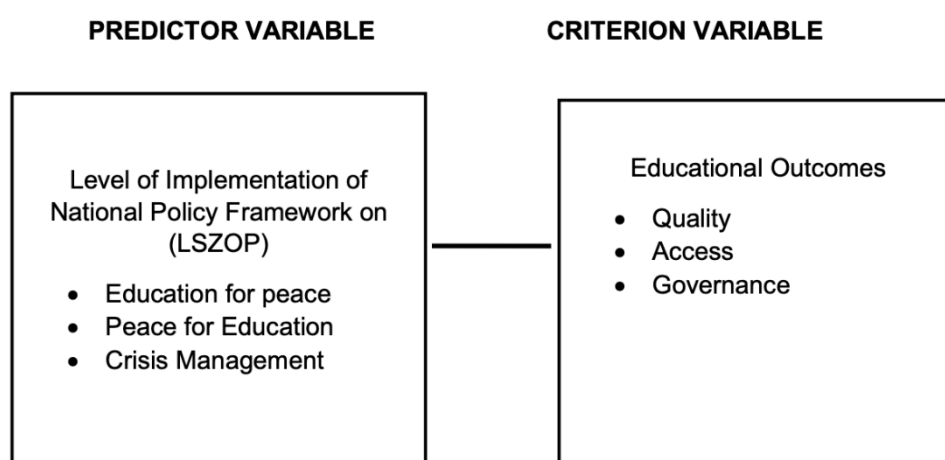


Figure 1. The conceptual paradigm of the study

This research study aimed to relate the level of implementation of national policy framework on the learners and schools as zones of peace to the level of educational outcomes. Specifically, this study elicited answers to the following questions:

1. What is the level of implementation of national policy framework on the learners and schools as zones of peace in terms of:
 - 1.1 education for peace;
 - 1.2 peace for education; and
 - 1.3 crisis management?
2. What is the level of educational outcomes in terms of:
 - 2.1 quality;
 - 2.2 access; and
 - 2.3 governance?
3. Is the implementation of National Policy framework on the learners and schools as zones is significantly related to the level of educational outcomes?

4. Is there a significant difference among the educational outcomes of quality, access, and governance?

Thus, the following serve as hypothesis in this study:

- Ho 1. There is no significant relationship between the implementation of a national policy framework on students and schools as peace zones and educational outcomes.
- Ho 2. There is no significant difference among the educational outcomes such as quality, access, and governance.

Methods

A descriptive- correlational research design was utilized in this study. According to McBurney & White (2009), descriptive correlational design is used in research studies that aimed to provide static pictures of situations as well as establish the relationship between different

variables. A researcher-made survey questionnaire was validated by a panel of experts used for two reasons: first, to measure the level of implementation of the national policy framework in all secondary schools at Lambayong municipality on the learners and schools as zones of peace; and second, to determine the level of educational outcomes of the national policy framework.

Location of the Study

The research was conducted in all public and private secondary schools at the Municipality of Lambayong, Sultan Kudarat. The town has seven secondary schools. The DepEd order No. 32 or the national framework on Learners and Schools as Zones of Peace (LSZOP) was implemented in 2019. Despite declaring the schools of Lambayong as LSZOP, still armed conflicts occurred randomly in some *barangays*.

Based on the data released from the SK Division office, no reports were recorded with respect to the implementation of the said DepEd order. However, Briones (2019) emphasized the importance of the implementation of that National Policy Framework as a joint effort of all stakeholders. Hence, the researcher believed the need to conduct the study among secondary schools at Lambayong, Sultan Kudarat.

Population and Sampling

The respondents were the Secondary School Teachers, School Heads, Parent-Teacher Association (PTA) Presidents, School Governing Council (SGC) Presidents and Supreme Student Government (SSG) Presidents of secondary schools in the Municipality of Lambayong, Sultan Kudarat. The selection of respondents was guided by the inclusion criteria as stated: a. he/she is aware/knowledgeable of DO 32, s. 2019 also known as National Framework on learners and schools as zones of peace; b. he/she is willing to give comprehensive data regarding the topic; and c. he/she is presently participating in different activities in secondary schools at Municipality of Lambayong.

The study utilized stratified random sampling in identifying the respondents considering that they came from different secondary schools from the municipality of Lambayong, Sultan Kudarat. A total of 84 respondents actively participated in the study. The population is broken down into seven school heads, 56 teachers, seven PTA presidents, seven SSG presidents and seven SGC presidents.

Research Instrument

This study used a researcher-made questionnaire with open-ended questions based from the DepEd Order No. 32, s. 2019 as the main instrument to gather the data. Part I of the survey questionnaire covered the questions that determined the level of implementation of the national policy framework in terms of education for the peace, peace for the education, and crises management; as well as the level of educational outcomes in terms of quality, access, and governance.

To determine the level of validity and reliability of the research instrument, a validating instrument was used by the panel of experts. They evaluated the intervention program in terms of content, relevance, and acceptability. To measure the level of implementation, the researcher used a five-point Likert scale to measure the level of implementation.

Data Gathering Procedure

The researcher wrote a request letter addressed to the Schools Division Superintendent and School Principals of Sultan Kudarat Division to seek permission to conduct of study in all public and private secondary schools at the Municipality of Lambayong, Sultan Kudarat.

After the questionnaire was constructed, validated, and approved, it was distributed personally by the researcher to the respondents at their respective residence and workplace. The researcher collected the accomplished questionnaires and results were evaluated and interpreted.

Statistical Treatment of Data

Mean and standard deviation were employed to determine the level of implementation of the framework on Learners and Schools

as Zones of Peace in terms of peace for education, education for peace and crisis management and the level of educational outcomes in terms of quality, access, and governance. Fur-

ther, to interpret the data effectively, regression analysis, one-way ANOVA, and post-HOC analysis were used.

Table 1. 5- point Likert scale on the level of implementation of national policy framework to the Learners and Schools as Zone of Peace

Rating Scale	Mean Range	Verbal Description	Interpretation
5	4.21-5.00	Very highly implemented	It signifies a very high degree of implementation of the National Policy Framework on students and schools as zones of peace. This shows the National Policy Framework's implementation level for making classrooms and schools places of peace is high.
4	3.41-4.20	Highly implemented	This indicates that the National Policy Framework is being moderately implemented with regard to students and schools as zones of peace.
3	2.61-3.40	Moderately implemented	It indicates that the level of implementation of the National Policy Framework on LSZOP is slightly implemented.
2	1.81-2.60	Slightly implemented	It indicates that the level of implementation of the National Policy Framework on LSZOP is poorly implemented.
1	1.00-1.80	Poorly implemented	

Table 2. 5- point Likert scale on the level of educational outcomes

Rating Scale	Mean Range	Verbal Description	Interpretation
5	4.21-5.00	Very highly implemented	It signifies that the level of educational outcomes on the implementation of National Policy Framework on LSZOP is very highly implemented.
4	3.41-4.20	Highly implemented	It signifies that the level of educational outcomes on the implementation of National Policy Framework is highly implemented.
3	2.61-3.40	Moderately implemented	It signifies that the level of educational outcomes on the implementation of National Policy Framework on LSZOP is moderately implemented.
2	1.81-2.60	Slightly implemented	It signifies that the level of educational outcomes on the implementation of National Policy Framework on LSZOP is slightly implemented.
1	1.00-1.80	Poorly implemented	It signifies that the level of educational outcomes on the implementation of National Policy Framework on LSZOP is poorly implemented.

Results and Discussion

Level of implementation of National Policy Framework on the Learners and Schools as Peace Zones (LSZOP)

Table 3 shows the level of implementation of national policy framework on the LSZOP in terms of education for peace. Indicators 1, 2, 3, 6, 7, and 12 were described "Very Highly

Implemented” as supported by the mean rating of 4.56 (SD 0.63), 4.49 (SD 0.71), 4.30 (SD 0.74), 4.46 (SD 0.69), 4.25 (SD 0.76) and 4.45 (SD 0.79), respectively. This implies that the seven schools have strongly integrated peace ideas and standards in the curriculum and instruction, implemented peace promoting co-curricular programs and involved parents to sustain participation and caring relationships among different stakeholders, and created culturally,

religiously, and gender-neutral systems, processes, policies, plans, programs, and activities. Moreover, this tells that peace education programmes are important (Harris & Lewer, 2008).

In general, the National Policy Framework on Learners and Schools as Zones of Peace received the highest mean of 4.03 (SD 1.03) with a verbal description of highly implemented.

Table 3. Level of implementation of National Policy Framework on the LSZOP in terms of education for peace

Indicators	Mean Ratings	SD	Verbal Description
1. The curriculum and instruction at the school incorporate peace principles and values.	4.56	0.63	Very highly implemented
2. The school Implements peace- promoting co-curricular programs.	4.49	0.71	Very highly implemented
3. Contextualize and practice of teaching and learning resources on peace.	4.30	0.74	Very highly implemented
4. Enhancement programs for school personnel on peace and conflict resolution.	4.17	0.81	Highly implemented
5. Making of peace building programs.	4.20	0.84	Highly implemented
6. Involvement of parents to sustain participation and caring relationships among the school, families, and the community.	4.46	0.69	Very highly implemented
7. Creation and utilization of culturally, religiously, and gender-neutral systems, processes, policies, plans, programs, and activities.	4.25	0.76	Very highly implemented
8. Implementation of the Indigenous Peoples Education Program.	3.40	1.10	Moderately implemented
9. Implementation of the Alternative Learning System	3.55	1.48	Highly implemented
10. Implementation of the Alternative Delivery Modes of Education.	3.92	1.08	Highly implemented
11. Implementation of the Madaris Education Program.	2.92	1.42	Moderately implemented
12. Ensuring access of all types of students to a safe learning environment and learning resources.	4.45	0.79	Very highly implemented
Grand Mean	4.06	0.92	Highly implemented

Table 4 presents the level of National Policy Framework on the LSZOP in terms of peace for education, the items 6,7, 11 and 12 obtained the highest mean rating of 4.49 (SD 0.73), 4.25 (SD 0.75), 4.56 (SD 0.74) and 4.58 (SD 0.74) described as very highly implemented, this implies that the school conducts home visitations for learners considered as Pupils/Students At-Risk of Dropping Out (PARDOs) or SARDOs,

forge agreement among community stakeholders to establishes and to creates School Disaster Risk Reduction Management (SDRRM), conduct meeting with the *Barangay* and LGU for school- and/or student-led conflict analysis. In general, the overall mean received a mean rating of 4.03 (SD 1.03) and is defined as highly implemented.

Table 4. Level of implementation of National Policy Framework on the LSZOP in terms of peace for education

Indicators	Mean Ratings	SD	Verbal Description
1. Implementation of the LMS program.	3.46	1.23	Highly implemented
2. Implementation of Integrated Schools to far- flung school areas.	3.63	1.21	Highly implemented
3. Extending existing initiatives to ex-rebels.	3.48	1.30	Highly implemented
4. Opportunities based on skills and interests for the impacted students/children.	3.86	1.10	Highly implemented
5. Implementation of School Based-Feeding Program (SBFP) for less fortunate and affected learners.	3.87	1.22	Highly implemented
6. Home visits for students who are at risk of dropping out (PARDOs or SARDOs) who are deemed to be vulnerable.	4.49	0.73	Very highly implemented
7. Creating a code of behavior or agreement between school stakeholders to respect students and schools as places of peace.	4.25	0.75	Very highly implemented
8. Sending out of civilian law enforcement or peacekeeping forces in close proximity to the school.	3.90	1.23	Highly implemented
9. Protocols on quick response, crisis management.	4.18	1.02	Highly implemented
10. Protocols on conflict monitoring and early warning.	4.14	1.04	Highly implemented
11. Creation of School Disaster Risk Reduction Management with the presence of active leader and members.	4.56	0.74	Very highly implemented
12. Conduct meeting of the school planning team as part of linkage to Barangay and LGU plans for school- and student-led conflict analysis.	4.58	0.74	Very highly implemented
Grand Mean	4.03	1.03	Highly implemented

Table 5 shows the level of implementation of the National Policy Framework on LSZOP in terms of crisis management. Items 6, 7, 8, 9, and 10 received the highest mean ratings of 4.37S (D 0.75), 4.35 (SD 0.65), 4.23 (SD 0.87), 4.21 (SD 0.75), and 4.22 (SD 0.87), indicating that they were very well implemented. It shows that in addition to providing learner, teacher, and hygiene kits, emergency school feeding, and repairs, schools may also offer mental health and psychosocial support services and training, tracking of students and staff, alternative educational delivery methods, and the creation of temporary learning spaces.

The overall mean rating of 4.10 with the (SD of 0.83) described as highly implemented. This indicates that in order to conserve resources and adhere to the requirements of the Implementation of National Policy Framework on LSZOP in terms of crisis management, the implementation of Community risk evaluation, School preparation for conflict, early warning

and primary response system, trainings for conflict situations, impact project building, and prepositioning of response equipment and resources must be improved and enhanced.

Table 6 displays the summary of the level of implementation of the national policy framework on LSZOP in terms of education for peace, peace for education, and crisis management, which received the highest mean ratings of 4.06 (SD 0.92), 4.03 (SD 1.03), and 4.10 (SD 0.83), respectively, with the descriptive rating of highly implemented.

This implies that the degree of implementation of the national policy framework on LSZOP in terms of education for peace, peace for education, and crisis management has a big impact on the development of secondary schools in the municipality of Lambayong, Sultan Kudarat. However, the implementation of national policy framework needs to strengthen in all Public and private secondary schools to attain the desired objectives of the framework.

Table 5. Level of implementation of National Policy Framework on the LSZOP in terms of crisis management

Indicators	Mean Ratings	SD	Verbal Description
1. Community risk evaluation.	4.15	0.72	Highly implemented
2. School and community preparation for armed conflict.	3.94	0.84	Highly implemented
3. Formation of primary warning and early reply system.	4.10	0.83	Highly implemented
4. Trainings for armed struggle conditions and capacity building	3.62	1.09	Highly implemented
5. Prepositioning of response equipment and resources.	3.86	0.93	Highly implemented
6. Mental health and psychosocial support services and training.	4.37	0.75	Very highly implemented
7. Tracking of learners and personnel.	4.35	0.65	Very highly implemented
8. Engagement of alternative delivery modes of education.	4.23	0.87	Very highly implemented
9. Employing of temporary spaces and emergency water, sanitation, and hygiene facilities	4.21	0.75	Very highly implemented
10. Maintenances emergency school feeding; provision of learner's, teacher's, and hygiene kits.	4.22	0.87	Very highly implemented
Grand Mean	4.10	0.83	Highly implemented

Table 6. Summary of the level of implementation of National Policy Framework on the LSZOP

Indicators	Mean Ratings	SD	Verbal Description
Education for peace	4.06	0.92	Highly implemented
Peace for education	4.03	1.03	Highly implemented
Crisis management	4.10	0.83	Highly implemented
Mean	4.06	0.93	Highly implemented

Level of Educational Outcomes on the Implementation National Policy Framework on the LSZOP

The policy framework which functions based on these principles toward the attainment of the education outcomes: access, quality, and governance, is centered on the idea of students and schools as Zones of Peace. These goals must be fulfilled in approaches that enhance social cohesiveness, promote a culture of peace, and prepare each community to withstand battle and violence. Confronting violence can prove especially difficult since engaging in such conduct has become ingrained over time (Floresta, 2021). With the assistance of outside parties, schools will undertake peace education, according to Briones (2019).

Table 7 below illustrates the level of educational outcomes in terms of access. This item got the overall mean rating of 4.42 with the (SD 0.74) described as very highly Implemented. Obviously, items 1, 2, 3, 4 and 5 obtained the highest mean rating and Standard deviation of 4.51 (SD 0.71), 4.57 (SD 0.67), 4.51 (SD 0.59), (4.25 SD 0.86) and 4.25 (SD 0.86) described as very highly implemented. This implies that the schools have strong learner's participation rate, learner's enrollment rate is increasing every year, the teachers conduct home visitations to all vulnerable student's areas affected by man and natural calamities, the school provides free psychological support services to the learners affected by armed conflict and the teachers regularly monitored the learners affected by armed conflict.

Table 7. Level of educational outcomes in terms of access

Indicators	Mean Ratings	SD	Verbal Description
1. Learner’s participation rate is increasing every year.	4.51	0.71	Very highly implemented
2. Learner’s enrollment rate is increasing every year.	4.57	0.67	Very highly implemented
3. The teachers conduct home visitations to all vulnerable students’ areas affected by man and natural calamities.	4.51	0.59	Very highly implemented
4. The school provides free psychological support services to the learners affected by armed conflict.	4.25	0.86	Very highly implemented
5. The teachers regularly monitored the learners affected by armed conflict	4.25	0.86	Very highly implemented
Grand Mean	4.42	0.74	Very highly implemented

Table 8 shows the level of education outcomes in terms of quality. This item got the highest mean rating scale and standard deviation of 4.50 (SD 0.64) with a descriptive rating of very highly implemented. Obviously, items 1, 2, 3, 4 and 5 obtained the highest mean rating and Standard deviation of 4.46 (SD 0.63), 4.21 (SD 0.83), 4.56 (SD 0.71) 4.5 (SD 80.61) and 4.68 (SD 0.56) described as very highly implemented.

The results reveal that teachers are actively conduct remedial class interventions for students who failed to attend classes regularly due to armed conflict, Teachers organize outreach program activities to learners who are PAR-DOs/SARDOs and affected by armed conflict. They strongly integrate peace education in the curriculum across specialization and apply ICT concepts and strategies in teaching-learning process to easily understand the lessons.

Table 8. Level of educational outcomes in terms of quality

Indicators	Mean Ratings	SD	Verbal Description
1. The teachers conduct remedial class interventions for students who did not attend regularly in schools due to armed conflict.	4.46	0.63	Very highly implemented
2. Teacher conducts outreach program activities to learners who are PARDOs/SARDOs and affected by armed conflict.	4.21	0.83	Very highly implemented
3. The school provides free education for all learners regardless of gender, age, race, and ethnicity.	4.56	0.71	Very highly implemented
4. Teachers integrate the peace education in curriculum and instruction in any specialization.	4.58	0.61	Very highly implemented
5. Teachers integrate ICT concepts and strategies in teaching-learning process in school for them to easily understand the lesson.	4.68	0.56	Very highly implemented
Grand Mean	4.50	0.67	Very highly implemented

Table 9 reveals the level of educational outcomes in terms of governance. This item got the highest mean rating scale and standard deviation of 4.71 (SD 0.52) with a descriptive rating of very highly implemented. Moreover, items 1, 2, 3, 4 and 5 obtained the highest mean rating and Standard deviation 4.79 SD 0.47, 4.73 SD 0.52, 4.65 SD 0.55, 4.70 SD 0.53 and 4.69 SD 0.53 described as Very highly implemented.

Results revealed that The PTA and stakeholders are active in their participation in all meetings and planning in the development of the school, School Governing Council (SGC) is diligently in the Programs, Activities, and Projects (PAPs) of the school and the community, Stakeholders support for the application of school policies and other programs for learners’ interest, the school gives equal

opportunities to all students who are capable in different field supportive by Deped vision, mission, goals, and objectives and school administrators conduct monitoring and evaluation in school to ensure that the programs are properly implemented. This denotes that the Education outcomes' level in terms of Governance is very highly implemented.

Table 9. Level of educational outcomes in terms of governance

Indicators	Mean Ratings	SD	Verbal Description
1. The PTA and stakeholders participated in conducting meeting and planning for the development of school.	4.79	0.47	Very highly implemented
2. School Governing Council (SGC) is active in the Programs, Activities, and Projects (PAPs) of school and the community.	4.73	0.52	Very highly implemented
3. The stakeholders support for the implementation of the school policies and other programs for learners	4.65	0.55	Very highly implemented
4. The school gives equal opportunities to all students who are capable in different field supportive by DepEd vision, mission, goals, and objectives.	4.70	0.53	Very highly implemented
5. Administrators conduct monitoring and evaluation in school to ensure that the programs of school will properly be implemented.	4.69	0.53	Very highly implemented
Grand Mean	4.71	0.52	Very highly implemented

Table 10 shows secondary schools' teachers, school heads, PTA presidents, SGC presidents, and SSG presidents' responses to the level of educational outcomes in terms of access, quality and governance has a respective overall mean rating and standard deviation of 4.42 (SD 0.74), described as very highly

implemented. The result of the study generally reveals that the level of education outcomes in terms of access, quality and governance has significant influenced the implementation of the SLZOP among secondary schools at Lambayong municipality.

Table 10. Summary for the level of educational outcomes

Indicators	Mean Ratings	SD	Verbal Description
1. The PTA and stakeholders participated in conducting meeting and planning for the development of school.	4.79	0.47	Very highly implemented
2. School Governing Council (SGC) is active in the Programs, Activities, and Projects (PAPs) of school and the community.	4.73	0.52	Very highly implemented
3. The stakeholders support for the implementation of the school policies and other programs for learners	4.65	0.55	Very highly implemented
4. The school gives equal opportunities to all students who are capable in different field supportive by DepEd vision, mission, goals, and objectives.	4.70	0.53	Very highly implemented
5. Administrators conduct monitoring and evaluation in school to ensure that the programs of school will properly be implemented.	4.69	0.53	Very highly implemented
Grand Mean	4.71	0.52	Very highly implemented

Table 11 presents that there is a weak relationship between the implementation of the National Policy Framework and Access as Educational outcomes with a p-value of 0.47, which is greater than the 0.05 level of significance, thus the null hypothesis was accepted; whereas education for peace received the highest p-value of 0.10, which is not statistically related to the implementation of the National Policy Framework, and peace for education with a p-value of 0.04 and crisis management with a p-value of 0.02 which is less than the 0.05 level of significance.

The degree of relationship represented by $r = 0.28$ greater than 0.05 significant is calculated for the analysis of the relationship between the implementation of the National Policy Framework and quality as an education outcome. Hence, there is no significant relationship between the implementation of the National Policy Framework and quality as an educational outcomes at the 0.05 level of significance, as stated in the hypothesis, and the hypothesis was accepted.

Table 11. Regression analysis of the implementation of the National Policy Framework and access, quality, and governance as educational outcomes

	Indicator	Coefficients	Standard Error	t Stat	P Value
Access	1. Intercept	1.51	0.36	4.19	0.00
	2. Education for Peace	0.23	0.14	1.67	0.10
	3. Peace for Education	0.23	0.11	2.04	0.04
	4. Crisis Management	0.26	0.11	2.30	0.02
Quality	1. Intercept	2.64	0.34	7.66	0.00
	2. Education for Peace	0.14	0.13	1.09	0.28
	3. Peace for Education	0.18	0.11	1.63	0.11
	4. Crisis Management	0.14	0.11	1.33	0.19
Governance	1. Intercept	3.01	0.35	8.67	0.00
	2. Education for Peace	0.06	0.13	0.43	0.67
	3. Peace for Education	0.07	0.11	0.60	0.55
	4. Crisis Management	0.29	0.11	2.73	0.01

Notes: R-square=0.47, $p < .05$, significant

As to the relationship between the implementation of National Policy Framework and Governance as educational outcomes, it reveals that there is no significant relationship between the implementation of national Policy framework and governance as an education outcome at 0.05 level of significance, thus the first hypothesis which stated that there is no significant relationship between the Implementation of National Policy Framework and governance as an educational outcomes is rejected.

Table 12 presents that the computed F-value = 7.58 is greater than the F-critical value of 3.03; thus, there is a significant difference among the sample means. The results imply that the null hypothesis which states that "there is no significant difference in the

implementation of the national policy framework on the LSZOP and education outcomes is hereby rejected.

Table 13 discloses the post-hoc analysis of the mean gain scores among the three education outcomes in terms of access, quality and governance. As reflected in the table, governance obtained the mean gain scores of four and seventy-one hundredths (4.71), quality and access obtained the mean gain scores of four and fifty hundredths (4.50) and four and forty-two hundredths (4.42).

As shown further, the mean difference of 4.71, 4.50 and 4.42 are greater than the Honestly Significant Difference (HSD) value of 0.19 at a 0.05 level of significance. This indicates that there is a significant difference among the corresponding approaches. Governance has a

greater influenced than quality and access as education outcome when mean gain score is concerned. therefore, the null hypothesis states that there is no significant difference among the educational outcomes such as access,

quality and governance is rejected, meaning the level of educational outcomes of National Policy Framework is in need for monitoring and evaluation

Table 12. Results of one-way analysis of variance (ANOVA) between groups and within groups in the implementation of National Policy Framework

Source of Variation	Sim of squares	DF	Mean square	F- value	P- value	F- critical
Between groups	3.84	2	1.92	7.58	0.00	3.03
Within groups	63.08	249	0.25			
Total	66.92	251				

$\alpha = 0.05$ level of significance

Table 13. Post-hoc analysis of the three education outcomes

Educational outcomes	Mean Values
Governance	4.71a
Quality	4.50b
Access	4.42c

Note: HSD= 0.19

Conclusion

Based on the findings of the study, the following conclusions are drawn:

The national policy framework on Learners and Schools as Zones of Peace is well implemented in all secondary schools in terms of education for peace, peace for education, and crisis management in the municipality of Lambayong, Sultan Kudarat. The learner-centered policy highlights peace- building initiatives that promote the culture of peace in the area.

The access, quality and governance as education outcomes have significantly influenced the implementation of the Learners and Schools as Zones of Peace among secondary schools. Through the collaborative efforts of administrators, PTA officers and stakeholders at Lambayong municipality, access, quality and governance translated into varied peace-building initiatives and activities can improve the life conditions of students who are victims of armed-conflict and promote societal development.

There is a weak correlation between access and the implementation of national policy framework on Learners and Schools as Zones of Peace (LSZOP). However, there is no significant

relationship between the implementation of the national policy framework for both quality and governance as education outcomes. Although secondary schools are accessible to students, there is a need to strengthen the conduct of remedial class/interventions especially to those victims of armed conflict to increase the enrollment rate every year.

There is a significant difference among quality, access, and governance as education outcomes where governance emerged as top-most element in raising educational quality. Hence, poor governance is a major factor to the issues of educational institutions.

Based on the findings and conclusions of the study, the following recommendations were made:

1. To fully observe the existence of LSZOP, schools may enhance the implementation of the Indigenous People Education Program (IPED) and Madaris Education Program;
2. It is suggested that school administrators may continue to establish a good relationship with different stakeholders to further improve the delivery of projects and programs of the national policy framework on

LSZOP in all secondary schools at Lambayong;

3. Schools and other stakeholders can work together on school community planning and other capacity building activities to improve the implementation of the national policy framework in line with quality, governance and access as education outcomes.
4. To increase enrollment rate of students who are victims of conflict, school administrators may improve the delivery of quality education through projects and programs and create other initiatives for easy access to students who are armed-conflict victims in Lambayong municipality.
5. Future researchers may conduct similar study using qualitative research design to have a wider and deeper scope of information about the national policy framework on LSZOP.

Acknowledgement

The researchers extend their heartfelt gratitude to several individuals who have played pivotal roles in the completion of this study. Dr. Ryan Paul O. Oñas, as the MAT- Social Studies Program Chairperson, who exhibited remarkable approachability in addressing the researchers' concerns. Dr. Nancy B. Espacio and Dr. Mary Grace O. Gallego, for the bright ideas and suggestions that significantly enhanced the paper. Additionally, Dr. Ernie C. Cerado, the statistician, offered unwavering support, advice, and valuable insights essential for the study's completion. The panel of evaluation of the research instrument, comprised of Dr. Joselyn C. Estrellan, Dr. Leodie D. Mones, Dr. Iris C. Navarro, Prof. Mohaida A. Tamama, and Prof. Cris John Bryan C. Dela Cruz, who played a critical role in scrutinizing and validating the research instrument. Further, sincere appreciation is extended to the respondents of the study, including school heads, stakeholders, teachers, and students from various secondary schools in the Municipality of Lambayong, Sultan Kudarat, for their warm welcome and unwavering support throughout this endeavor.

Special thanks to Alea Caren H. Tumamin, one of the researchers' wife, for her understanding, inspiration, and steadfast support throughout his academic journey. Lastly, praise

and acknowledgement to the unending support and guidance from Almighty Allah, whose assistance has proven invaluable in overcoming the challenges encountered throughout the research process.

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