Individual Peace in Learning Process: A Narrative Study of Experiences

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Abstract

The process of education has influenced the rate of individual peace to ensure that both teachers and students are feeling good during the teaching and learning process. In the present research, a narrative approach using a qualitative methodology was employed. Ten teachers and fifty-six pupils were randomly selected from a public school of district Narowal, Pakistan, as the participants of the study. Based on the experiences and narratives of the participants, which were documented by observation and interviews, data were qualitatively examined. The outcome of the study designated that the existence of individual peace offers well-being and comfort for teachers and students in the teaching learning process. The value of individual peace is the form of self-respect, respect for others, confidence, optimism, mindfulness and positive vision. In addition, a notable existence of such practices was found that did not reflect the individual peace, like self-hatred, uncooperative, violating the rules, unfair treatment, discrimination, not accepting differences. The recommendation of the study was developing a teaching module for individual peacebuilding and to supplement a program for individual peacebuilding for teachers as in-service and pre-service teacher trainings.
Keywords: Individual peace, Learning process, Self-respect, Confident, Experiences

Introduction

Peace is a concept that includes both individual and social peace; individual peace refers to the peace of mind and absence of fear, while social peace refers to the peace in society and the world. Individual peace can be understood in various ways, including being quiet, having good feelings, having positive thoughts about oneself and others, living in harmony, having a quiet and comfortable state of mind, and containing positive thoughts, pure emotional state, and virtuous requirements. According to Bano, Ali, and Iqbal (2024) individual peace is known as inner calm, contentment, tranquility, promoting harmony, positive thinking, balance and stress-free living.

Overall peace cultivates through non-violence, acceptance, fairness and unity making it the main characteristic of a civilized society. In a peaceful humanity, people cooperate to resolve conflicts, they grow honorably, they treat each other honestly and

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they realize each other's requirements (Chérif, Niemiec & Wood, 2022; Datu, 2017; Junghare,2016; Mazlumcu, 2021; Montano, 2023 Parmar, 2014).

Studies have shown that peace plays a crucial role in the learning process, as it promotes care, respect, and tolerance among students. Unfair treatment and discrimination can detract from this peace. Peace studies have shown positive impacts on learner achievement, focusing on conflict resolution and understanding good values. The researchers emphasize the importance of peace education in promoting student wellbeing and overall development. These studies underscore the importance of peaceful treatment in schools and the students' positive interpretations of peace (Msila,2024; Umar, Hakam, & Somad, 2019).

Education is a crucial process in construction peace, acceptance, social behavior, justice and intercultural caring. The peaceable attitude is essential in learning procedure to generate an encouraging and pleasurable learning atmosphere. Respectable relationships among teachers /leaners, fellow students and all other concerns of the education environment are essential for learners to mature skills and interact absolutely with the situation and their peers (Polat, Arslan, & Günçavdi, 2016; Shahmohammadi 2014; Xi & Lee, 2021).

Moreover, Niyitunga (2020) highlights the importance of education for peacebuilding, which involves acquiring values, knowledge, and developing attitudes, skills, and behavior to live in harmony with oneself, others, and the natural environment. Likewise,Peacebuilding through education has been a longstanding practice throughout history, with many individuals and movements advocating for peaceful conflict resolution. At a social level, individuals must maintain their actions within the peaceful sphere while continuing their activities. Education is essential for peace building, promoting a culture that reduces the need for peace consolidation and teaches individuals to interact with others and avoid unnecessary aggression (Faheem, & Iqbal, 2021).

Indeed, Montano (2023emphasizes that peaceful conditions arise when competition and diversity are free from conflict, thereby creating a safe and comfortable environment for self-actualization activities. According to the explanation of Santoso and Khisbiyah (2021), Peacebuilding involves individuals and groups constructing and maintaining peace, as well as resolving conflicts securely on a large scale. Castro and Galace (2019) also presented the model of individual peace in their book "Peace Education: A pathway to a culture of peace Quezon City" consisted of the traits of individuals as self-recognition, dignity as a human being, inner secureness, hope and confidence, positive vision and fullness of the present.

Peace is a state of security and ease within a society, free from violence. It can be categorized into internal and external peace. Internal peace is the foundation for external peace, fostering harmony and peace within individuals. External peace, on the other hand, is a harmonious society that facilitates inner peace. Researchers have proposed a classification system for different levels of peace, including

individual, interpersonal, community, political peace, and global peace. Both types of peace are essential for maintaining a harmonious society (Barbey, 2018; Galtung (2018).

However, adolescence can be hindered by school-related issues, such as violence. Individual peace involves respect, love, and care for others. Peace education prepares individuals with tools to understand and resolve societal conflicts justly and sensibly. It also promotes self-learning and breaks cultural stereotypes based on one's perspectives, beliefs, and assumptions. Understanding peace is crucial for individuals to change a nation from a culture of violence to a culture of peace and tranquility.

The requirement for peace in life is a general human experience that encompasses to all aspects of existence, including education. The importance of individual peace in the educational process cannot be magnified, as it allows leaners to follow learning process, comprehend the content and apply what they have learned in their daily practices if they feel relaxed in learning process. The most important aspect influencing academic success is high learning motivation. The teachers have the concern of distinguishing students' attitudes and behaviors for developing strategies in the learning process that are appropriate to the conditions of students learning in which students are studying.

Methodology

The qualitative research approach was used for this study. The participants of this study were 10 teachers for interviews and 56 students of Grade 7 & 8 were observed during the break. This study was conducted at a public school in located in district Narowal of province Punjab, Pakistan. The school was selected for this study under the continent sampling technique. A semi structured interview protocol to interview the teachers and researcher conducted observations also in two classrooms of grade 7 and 8, recording how individual peace was incorporated into in learning process. The data collected through interviews and observations were analysed by using content analysis technique. (Creswell, & Creswell, 2017; Khan, Khalique & Saini, 2025).

Ethical considerations were ensured, including obtaining approval from the school principal, obtaining informed consent from all participating teachers, and ensuring confidentiality and anonymity. These measures were implemented to protect the identities and information shared by the teachers during the study (Bialen, 2025).

Findings

The study found that the learning process in school creates two learning conditions: peaceful and non-peaceful. Students perceive peace in the learning process through mutual respect between students-students, teachers-teachers and teachers - students. Students show kindness and politeness in interactions with lecturers, creating a safe and peaceful environment. The rapport among students also shows

returning respect, tolerance and acceptance for others, including religious differences, during religious holidays and social activities.

The study found that individual peace is crucial for creating a comfortable and effective learning environment. Key components of individual peace include self-respect, respect for others, confidence, optimism, mindfulness, and a positive vision. Conversely, practices that hinder individual peace include self-hatred, uncooperativeness, rule violations, unfair treatment, and discrimination. To achieve a state of peace, teachers and educators must provide the best internal information about permit arrangements, acts of contravention, expansions, contempt others etc.

The findings of the study are presented regarding individual peace supportive experiences and individual peace opposed experiences in table 1 and table 2.

Table 1: *Individual Peace Supportive Experiences*

Individual peace Experiences	Context	Experiences Observed
Respect others	Good interaction relations in class; appreciate and respect cultural, religious and race differences.	85%
Emotional health	Emotional control in extreme situation; acceptance of challenges bravely; stress management.	72%
Mindfulness	Thinking before speaking, focusing on their senses before responding to a question or starting a new task	75%
positive relationships	Helping friends who need help in learning or in other things.	81%

Table 2: *Individual Peace Opposed Experiences*

Individual Peaceless Experiences	Context	Experiences Observed
Unfair treatment	In class discussion, in learning evaluations.	15%
Intolerance	In the Time of Religious Service; an unpleasant call from a student.	28%
Reluctance to work together	Avoiding collective learning activities and group assignment.	23
Not obeying the rules	Undiscipline in time, class rules and college assignments.	18%

The tables show that students' practices and narratives about individual peace values in classrooms and school in a healthy volume. It was also noticed that physical and emotional health, positive relationships, purposefulness, stress management, spirituality, self-compassion, mindset, exercise, diet, sleep hygiene, gratitude, professional help, and relaxation techniques make the students peaceful. On the other hand, however, unpleasant experiences like discrimination, judgments, reluctance to cooperate, abuse, pressure, disregard of differences, biased attitudes, and disobedience are also reported in a less extent. It is also observed that these unpleasant experiences make students unrest and irritating.

Discussion

As, this study explored the practices and narratives of students learning about individual peace values in classroom and institute, focusing on both positive and negative aspects. Individual peace can be achieved through mindfulness, meditation, physical health, emotional health, positive relationships, purposefulness, stress management, spirituality, self-compassion, mindset, exercise, diet, sleep hygiene, gratitude, professional help, and relaxation techniques.

The research revealed that mostly students described the learning process as healthy process, as well as interaction among students-students and teachers -students. However sometimes, they found unpleasant experiences such as discriminating treatment, judgements, reluctance of cooperation, oral and corporal abuse, pressure, disregard of differences, biased attitude, disobedient of the rule by students and teachers also which made then unrest and unhappy. Umar et al. (2019) also concluded that the learning process should incorporate the value of peace to create a conducive environment for educational goals. Students need values like respect, love, care, and tolerance to provide comfort in learning. They should not expect discriminatory situations, unfair treatment, intolerance, unwillingness to cooperate, or actions that violate rules.

Although, most of participants narrated positively but some of them reported that hostile experiences in the learning process, including discriminating treatment, judgement in worship activities and nonexistence of cooperation by teachers and friends. They also express discomfort in working together in a team to complete lessons given by teachers. Individual peace opposed attitudes include verbal and physical activities that do not replicate the rate of peace. Discipline actions and contravention of the guidelines also make the learning process troublesome. Similarly, Assegaf (2000); Berkowit (2011) concluded that the learning process has provided comfort but still requires effective changes. University leaders should provide internal information and address issues like harassment and disrespect. Familiarizing social relations between students, lecturers, and staff is crucial. A culture of peace should be developed, respecting life, law, human rights, and resolving conflicts peacefully. Lecturers can serve as role models, instilling moral values and influencing personality development. Character characters, such as religious leaders and historical figures, also play a significant role in fostering peace and understanding.

Furthermore, Setiadi (2020) concluded that Peaceful schools require collective efforts from educational stakeholders and systematic interactions. The spirit of peace is inherent in the school's vision and mission, framed by cultural, spiritual, and religious values. It can be integrated into all subjects and attached to extracurricular programs, ensuring it doesn't add to students' academic burden. This development is carried out through organizational and individual intervention.

Recommendations

1. It was recommended that peace education should be integrated into teacher training programs through specialized modules and peacebuilding initiatives.

2. To create a peaceful classroom by setting clear expectations, promoting diversity, teaching positive communication and conflict resolution skills, fostering empathy, engaging students in peace and conflict discussions was also indorsed.
3. Teachers should lead by example, demonstrating respectful communication and commitment to individual peace, and encouraging students to share their unique perspectives and engage in nonviolent communication and practices.
4. A training workshop is recommended yearly and mid sessions for the school administrators to train regarding peace friendly enlivenment creation in their class rooms and schools.

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