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Need Assessment for Training of Undergraduate Students to Promote Tolerance through Heritage Education

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ARTICLE DETAILS	ABSTRACT
History: Accepted 26 Aug 2020 Available Online 30 Sep 2020	<i>The study was conducted to analyze the need for training of undergraduate students to promote tolerance through heritage education. The main objective of the study was to measure the responses of students regarding the status of tolerance. 400 undergraduate students were selected through simple random sampling technique. The researcher used a questionnaire to measure the tolerance status of students. The quantitative facts towards the caste are highly responsible for intolerant behavior while gender was on second that has created intolerant among students. Expressions regarding religious sects, e.g. social practices, differences among various creeds, and acceptance of different sects have a very high indication. Religious extremism has highly existed among students. Ethnicity e.g. affectedness show that is below the average and reaction against any other ethnic group above the average the existence of intolerance exists at a moderate level. The intolerance towards different faiths and sects was observed.</i>
Keywords: Tolerance, undergraduate students, Caste, Gender, Religion	
JEL Classification: J16, J19	
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1. Introduction

Tolerance is commonly viewed as a unique feature of western and modern civilizations that separates them from traditional ones. Traditional men commonly abide by the social norms of their society while modern societies allow them to deviate their social security without any hesitation. Tolerance may support pacific coexistence among various groups and favor individual self-actualization. On the other hand, intolerance hinders the appearance of tendencies, demands, and talents on those who challenge to be different. In those societies where tolerance is practiced and encouraged, minorities get considerable protection and it fortifies self-governing political privileges.

Although tolerance might be required in principle, not all modern societies can be trembled as tolerant (Inglehart & Baker, 2000).

Discrimination, Violence, modernization, and absolute unfairness among people are usual ways of intolerance that can be observed in societies. There is a need for a change in our education system. The education system should focus to teach tolerance to students that can help to remove fear and rejection for others, and should support youth to improve capacities for critical thinking, ethical reasoning, and independent judgment. The different religions of the world, different cultures, ethnicities, and languages are not to spread conflicts, but paragon that enriches us all (UNESCO, 2019). The political leaders and elite class use this situation to produce prejudiced between groups for self-interest reasons (Toor, 2011). The worst condition of religious intolerance has been to place when the people in the majority try to alter the religious belief of minorities (Nussbaum, 2004). Hater was spread in Pakistan between and towards minorities via throwing hate material in the form of brochures and pamphlets. A long-lasting disruption and difference create throw these types of activities (Kibaroglu, 2012).

The incidence of religious extremism has been highly reported in Pakistan and the majority of them were in the name of religion. There is hatred against religious minorities (Human Right First, 2012). The secular of Jinnah Institution stated that it is becoming difficult for religious minorities to survive in Pakistan as compared to the past (Faruqi, 2011). In Pakistan, the basic facilities like education, health services and employment opportunities for minorities have been ignored and several incidents of violent attacks against minorities have been reported. In general, their conditions in public are getting poorer (Khan, 2012). Violence is not only occurring between non-Muslims and Muslims but these types of incidence also take place between sects and sub-sects of the Muslim population (Yusuf, 2012). One of the worst conditions of extremism is sectarian violence in Pakistan. Different sects like Sunnis and Shias, has created a confusion of identity. The issues of sects have been used as a political agenda by the militant groups rather than religious issues (Nasr, 1999).

Nowadays, the use of technology is very common and advance. The world becomes a global village and every news spread around the world in a few seconds. The drawback of this advancement is that it leads to misunderstandings and hate among people of different religions, cultures, and faiths. These misunderstandings create problems at the global level. If we need a globalized peaceful environment, we should arrange a dialog with peoples of different religions and cultures to overcome these conflicts. If we want to minimize these global conflicts and challenges, we need a different mindset and new visions. In the 20th century, the academic institutions in general and universities in specific can play a significant role (Says, 2016).

Tolerance is an integral part of a peaceful society. The people who are living in multicultural societies with several religious practices there have to show respect towards each other. Although, Pakistan is a country where the majority of the population is Muslim but still minorities like Christian, Sikh, and Hindus cannot be ignored. They all are sharing the same educational institutions like elementary, secondary and higher education institutions as well as other local and national services. In the last few decades, cases of intolerance are observed in Pakistan among different religions but interestingly, within religious differences are also experienced. Keeping in view the importance and need of tolerance in the existence of peace and harmony in society, the study was conducted under the title of “analyze the need of training manual for and undergraduate students to promote tolerance through heritage education among university students: The main objective of the

study was to assess the need of training Manual for university undergraduate student's regarding tolerance

2. Review of Related Literature

This piece of literature shows that there are differences between man and women on the bases of gender. They have big difference in their power of compromise (Durrani & Halai, 2018). The roots of caste as judgmental object are influential to examine people. They are rooted in society, In government and also provides information about people (Majeed, 2010). In the past few decades, the things become much worse due to some factors. These includes the years of extremist behavior of Pakistani society (Stepan et al., 2012).

Currently, Pakistan is facing numerous issues those threaten the security and stability of the country. Among those, lack of tolerance and harmony is increasing day by day that is not only an issue by itself but also watering several country issues. Numerous incidents of intolerance have been observed in previous few years likewise: A student of Abdul Wali khan University (AWKU) Mardan, department of Mass Communication Mashal Khan, had been beaten and murdered by an annoyed crowd (Down, 2017). Asiya Maloma drink water in same glass but Muslim women did not gives person to her and Asiya Maloma advised to her about very strong words about blasphemy. Sahiwal incident, and many more (BBC News, 2019). Discrimination is the recognition and understanding of the difference between one thing and another, or treating someone as inferior based on their race, gender, national origin, age, disability, ethnicity, language, culture or other characteristics (Council of Europe, 2019). Opportunity of religion and strict resistance are essential qualities including, Muslims, Christians, Hindus, Ahmadies and Sikhs. This developing strict assorted variety is regularly disregarded, each other due to some unpredictable issues (Council of Europe, 2019).

In every constitutional of Pakistan minorities rights have been issue of great debate. Weapons not only provide us security but, its illegal use is harmful. There is a fact that more presence of weapons may increase aggression. Guns not only permit violence. They can stimulate it as well.

The finger pull the trigger may also pull the finger. Religious discrimination is increasing rapidly since last 20 years every sect claim that their sect is saved one and other are designated for hell. religious intolerance was reported to be as its height, hundreds of minorities women journalist and liberal being killed by fundamental extremist while government mostly remained a silent (Musarrat & Khan, 2014).

3. Methodology

3.1 Participants

Being a social scientist, we study samples rather than population because of limited resources and time. Then the findings of the sample are generalized to the whole population. Four universities were selected through simple random sampling technique. A survey was conducted in the four selected public sector universities in province Punjab; including Government College University Faisalabad, University of Okara, Okara, Quaid-i- Azam University, Islamabad, and Bahauddin Zakariya University, Multan. 400 undergraduate students from these faculties were selected through simple random sampling technique.

3.2 Instrumentation

The researcher has used the standardized questionnaire to identify the students' needs assessment developed by (Khalid & Mahmood, 2013). The indicators of this questionnaire are

classified into different factors.

Table 1: Analysis of tolerance scale (numbers of factors, items , and number of items)

Factors	Focus	Items (scale wise)	Numbers or Items
Gender	Education	1,5,13	3
	Social status	18,19,21	3
Total Numbers of Items (15)	Domestic affairs	31,32,36	3
	Equality of rights	37,38,49,50,51,55	6
Ethnicity	Affective	4,7,11	3
	Reaction against any other ethnic groups	15,20,25,27,28,35,39,42,46,56	10
Total Numbers of Items (13)			
Other Religions	Discrimination	3,8,12	3
Total Numbers of Items (10)	Based on difference on religion	14,23,34	3
	Acceptance for minorities segregation in society due to differences	44,47,54,60	4
Religious Sect	Based on social practices	10,26,29	3
Total Numbers of Items (9)	Differences among various creeds	33,40,52	3
	Acceptance of different sect	57,59,61	3
Caste	Social caste system	2,6,9,16,17	5
	Discrimination based on caste	22,24,30,41,43,45	6
Total Numbers of Items (14)			
	Caste and social status	48,53,58	3

The above table indicated that the tolerance measurement scale divided into five sub-factors according to (Khalid & Mahmood, 2013). The total number of items in Factor Gender was 15, while 13 questions were included in ethnicity, 14 in caste, 10 items in other religions, and the last factor religious sect consists of 9 statements.

3.3 Reliability of Tool

The reliability of tool is according to standardized tolerance scale developed by (Khalid & Mahmood, 2013) mentioned below:

Table 2: Reliability Statistics

Factors	Cronbach's Alpha
Genders	0.75
Ethnicity	0.53
Caste	0.6
Other Religions	0.62
Religious Sect	0.45
Overall	0.85

The table shows the factors wise the reliability of the instrument. Gender items fall on 0.75 Cronbach's Alpha. However, the Cronbach's Alpha value for ethnicity statements is 0.53 and 0.601 for caste indicators. Whereas, other religions and religious sect items value remain 0.62 and 0.45 respectively. The researcher used the same six-point rating Likert scale.

3.4 Data Collection

The data was collected from undergraduate university students with the help of a questionnaire. The researcher personally visited different departments of the selected universities and requests to the head of the departments/Chairpersons for their permission and cooperation in data collection. The researcher made sure that the respondents fulfill the requirement of the sample. The researcher openly and precisely defined the questionnaire before students responded. In case of any ambiguity during the response, the researcher was present there to help them out.

4. Results and Findings

The researcher analyzed the collected data through descriptive statistic *Mean* score and Stander Deviation is showing the central tendency of the results. *Mean* score and Stander Deviation identified the most appropriate factors that are directly responsible for the intolerant behavior. It helps in development of training manual.

Table 3: Analysis of Students reaction on different factors regarding need assessment

Sr.	Factors and Sub factors Name	Mean *	SD
	Genders		
1	Equality of education	3.71	.515
2	Equality of social status	3.45	.984
3	Equality of domestic affair	3.55	1.066
4	Equality of right	3.77	.711
	Ethnicity		
5	Affectedness	2.37	.851
6	Reaction against any other ethnic group	2.86	.641
	Other Religious		
7	Discrimination	3.95	.925
8	Differences of religions	3.64	.936
9	Acceptance for minorities segregation in society due to differences	3.98	.934

	Religious Sect		
10	Social practices	3.89	1.040
11	Differences among various creeds	4.10	1.400
12	Acceptance of different sect	4.06	1.051
	Caste		
13	Social caste system	3.02	.882
14	Discrimination	3.31	1.147
15	Social status	2.59	.977

*Mean score is calculated on 6-point Likert type scale.

Mean and Standard Deviation scores show the central tendency of students' reaction on different factors regarding need assessment. The above table shows that responses of the students regarding the gender, equality of gender education (M=3.71) students show contradiction about equality of gender, while equality of social status students show the (M=3.45) however the other sub factor of gender, equality of domestic affair demonstrates (M=3.45) the both sub factors demonstrate negation among students. The response of the students about the subset of gender, equality of right (M=3.77) students deny the equality right. Another factor ethnicity, sub factor affectedness show that (M=2.37) blow the average and the other sub factors reaction against any other ethnic group (M=2.86) above the average although other religious discrimination exist among students is (M=3.95) whereas students show that (M= 3.64) concerning differences in religions however the response of the students show that students have above average regarding the sub factors of other religion, Acceptance for minorities segregation in society due to differences (M=3.98) students have no capacity to tolerate the difference in religions. The numerical value above show that religious sect, social practices (M=3.89) above the average. The above factor demonstrate differences among various creeds (M=4.10) show the intolerance due to sects though acceptance of difference sect is show that the response (m=4.06). The table show that the reaction of the students regarding caste, social caste system (M=3.02) the responses show that students gives the preference to social caste system however the existence of the discrimination among the students show that (M=3.31) while the sub factor of caste, social status of the students regarding tolerance show that (M=2.59).

The finding of quantitative data shows the perception of the students' regarding the status of tolerance among university students. The researcher focused on three main objectives as one of them was to find out the background of intolerant behavior, to explore the status of tolerance among university undergraduate students as well identify the major factors that are responsible for intolerant situation. The analyzed data present the outcomes of the study. The responses of the students regarding the situation of the genders the analyzed results show that responses of the students regarding the gender, sub factor equality of gender education is (M=3.71) that show the reactions against the comparison education both male and female is highly exist and have no tolerance both them while equality of social status students show the (M=3.45) students deny the equivalent of male and female in social status female deny male and male deny the female. The other sub factor of gender, equality of domestic affair demonstrates (M=3.45) both male and female show the clashes in domestic affairs although the response of the students about the subset of gender, equality of right (M=3.77) students deny the equality of right in gender base.

The analyzed data show that ethnicity, sub factor affectedness show that (M=2.37) is blow the average the students show that the affectedness of other areas people is acceptable in less

intolerance level however the reaction against any other ethnic group ($M=2.86$) above the average the existence of intolerance are exist in moderate level.

The data show that religious discrimination exist among students is ($M=3.95$) whereas students show that ($M= 3.64$) concerning differences in religions however the response of the students show that students have above average regarding the sub factors of other religion, Acceptance for minorities segregation in society due to differences ($M=3.98$) students have no capacity to tolerate the difference in religions.

The numerical value of measured data show that religious sect, social practices ($M=3.89$) above the average. The above factor demonstrate differences among various creeds ($M=4.10$) show the intolerance due to sects though acceptance of difference sect is show that the response ($M=4.06$).

The explored facts indication regarding the reaction of the students caste, social caste system ($M=3.02$) the responses show that students gives the preference to social caste system however the existence of the discrimination among the students show that ($M=3.31$) while the sub factor of caste, social status of the students regarding tolerance show that ($M=2.59$) they have moderate level of tolerance about the social status.

5. Conclusion

The study was conducted to analyze the circumstance of students regarding their status of tolerance in universities. The researcher followed the tolerance measurement scale of gender, ethnicity, other religions, religious sect, and caste. A piece of well-structured interview information about the status of tolerance, incidents of tolerance, and the major factors that influence tolerance behavior was surveyed. The concluded remarks of the present research researcher are that the students reacted that the caste system, gender discrimination, and social status are highly responsible for intolerant behavior. Other factors including domestic affairs and lack of equality in rights were elaborated as creating conflict and intolerant behavior. Expression regarding religious sects, e.g. social practices, differences among various creeds, and acceptance of different sects have also highly related to intolerance. The acquired outcomes of religious extremism have highly existed among students. In short, students have an extreme level of intolerance regarding religious discriminations and differences. Finally, ethnicity played a significant role in modifying students' intolerant behavior as they did not show acceptance towards the students who came from other areas. However, this reaction was at a moderate level as compared to other variables like religion, gender, and the caste system.

6. Discussion

The caste system has a strong influence on people in Pakistan. The roots of caste as judgmental object are influential to examine people and their status. They are rooted in society, in government, and also provide information about people. History shows that the caste system has basic roots in Indian society and after partition, Pakistani society also follows this. It transmits the lower and higher arrangements in society. In India, women education and job reservation based on it (Tamim et al., 2013). In our study, we also explored this fact. The results of this study showed that the caste system is playing a significant role in intolerant incidents. Even though, the youth and the students are also giving preference to the caste system. They feel proud to use their caste name with their names as identity. However, the existence of the caste discrimination among the students

shows highly significant results with the sub-factors of caste. The indicator of the social status of the students showed a moderate level of effect on the intolerant behavior of students.

Gender discrimination has a substantial effect on education as well as the economic development of a country. In Muslim developing countries, the rank of women education is very low. These countries should utilize all of its resources especially the role of women to boost up its economy. By eradicating the factor of gender inequality, the goal of economic development may achieve (Yumusak et al., 2013). The research indicates that the responses of the students regarding the situation of gender discrimination in the sub-factors of education and social status are significant. Women faced discrimination in education and social status. Both genders showed a high level of intolerance towards each other. The other sub-factor of gender is equality of domestic affairs which demonstrates that both male and female students face problems in their domestic affairs. Although, the response of the students about the subset of gender, they denied the equality of rights and their opinion was gender-biased. Gender discrimination is a global infection that infects both; men and women. But if we reviewed it at the individual level, women suffered more than men. This is happened due to social structure which established the ideas of gender differences and women's subservience are formed. These stereotype ideas are inherent by both men and women and formulate the basis for several life situations that they experienced. Although, expressions of gender inequality vary significantly across cultures and countries, in some cultures, the more pronounced, and in others much less visible (Ali et al., 2011).

The current practice of intolerance reported in Pakistani Public Sector University. A student of Abdul Wali Khan University (AWKU) Mardan, department of Mass Communication named Mashal Khan, had been beaten and murdered by an annoyed crowd on April 13, 2017 (Down, 2018). Down (2017) published that he was hooked from the university hostel and beaten and shot by the other students. Videos showed that annoyed students also kicked his dead body, torture him with wood slats and also throw him from the second floor of the building. The research indicates that the expression of the students towards the religious sects, e.g. social practices, differences among various creeds, and acceptance of different sects have a highly significant effect on intolerant behavior.

The incident of Asiya Maloma has happened when she was feeling thirsty and reaches into the water tub for drinking water. But a heartbreaking incident happened over there when Muslims did not allow her to drink water from the same place because she was Christian. They used harsh words to her about blasphemy. These words created a different impression and an incident of intolerance happened. So, it was indeed a sad example of religious extremism (BBC News, 2019). The acquired results of the study expressed the religious extremism is highly exist among students the overall finding elaborate that students have an extreme level of intolerance regarding the religious discriminations and differences.

The violence of Federally Administered Tribal Agencies (FATA) and Khyber Pakhtunkhwa (KPK) may cause damage to Pakistan's stability. The speed of the insurance shows a few signs of limited setback despite the use of Pakistan's Military operations (PAKMIL). Improved efforts taken by Government to defeat revolt have had some success for some multinational agencies, but the benefits are likely to be lasting for a very short time, as many possible causes of war are uncontrolled. It includes political, directive, economic inactiveness (Cordesmen & Vira, 2011). The results of the present study showed that religion, gender, and the caste system have a strong influence on

intolerant behavior while ethnicity played a less significant role. In short, students have an extreme level of intolerance regarding religious discriminations and differences. Finally, ethnicity played a significant role in modifying students' intolerant behavior as they did not show acceptance towards the students who came from other areas. However, this reaction was at a moderate level as compared to other variables like religion, gender, and the caste system.

7. Recommendations

The analyzed study was clearly finding out the most appropriate factors that's helpful to develop a training manual. The researcher clearly identified the reasons of intolerant behaviors among the university students as well as in the society and also recommends some recommendations.

1. The collected results will helpful for the students to understand their level of tolerance with their teachers, friends, class fellows and family members.
2. This research will help to the university teachers to enhance their strategies of teaching that create the tolerance among the students and teachers to gain good results regarding their studies and course outcomes.
3. The outcomes of the research will be valuable for learners to understand their own level of tolerance and able to find the responsible factor that are influencing on tolerance and urge them for intolerance.
4. This research will help for policy makers, process of curriculum development and also valuable to improve the quality of education regarding interest of learners.
5. The outcomes will provide the strategies for teacher to make peaceful and humble environment among the students of different caste, gender, colors and creeds.
6. The consequences of the research will exposed the access of research scholars and stakeholders to develop peace, harmony, tolerance and coexistence to people of different caste, gender, colors and creeds on national and international level.
7. The outcomes of the study will helpful for students to face the sudden incidents logically and gives the responses positively.
8. The research outcomes will help to create effective and productive training manual to modify student's behavior in respect of tolerance.

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