STUDENTS' TOLERANCE LEVEL AND THEIR SOCIAL AND RELIGIOUS PRACTICES AT UNIVERSITY LEVEL IN PAKISTAN

Muhammad Arif[1], Dr. Tahir Nadeem[2], Muhammad Qasim Ali[3]

Abstract:

The study highlights the perceptions of university teachers about students' tolerance level toward social and religious experiences in the contemporary society. Tolerance is human capacity to accept existence of differences among people. The teachers of public sector Universities of Pakistan were the population of the study. Five public sector universities were selected from all the provinces of Pakistan. A random selection of ten departments from each university was made. Gender and nature of departments (science and arts were given equal representation in the sample. Questionnaire was used as a tool for the selection of data that have 25 items and 2 open ended questions to fulfil the qualitative aspect of the study. Research tool was administered to 120 teachers from each university; Total sample was one hundred twenty teachers. Factors from teacher's data set include Social tolerance level of University students, Student's attitude in classroom, Students Behaviors with fellow. Frequency and percentage of responses on each item of the factor was calculated. Frequencies on strongly agree and agree categories were merged to give rise agree set of responses whereas responses on strongly disagree and disagree categories were added to yield disagree category of responses. Frequencies and percentage of responses on both agree and disagree categories were calculated on each item of the factor and then factor together. Significance of difference between agree and disagree sets of responses were calculated through paired sample t test. Impacts of demographic variables on each factor were calculated through independent sample t test or one-way ANOVA followed by Bonferoni as post hoc test. Thematic approach was followed to analyze the responses on open-ended items. Results showed that respondents had moderate level of tolerance. Sixty-four percent respondents were displaying their tolerance. To achieve the educational aims and to develop level of tolerance of students, lectures on tolerance and civic and tolerance education must be included in syllabus at every level of degree.

Key Words: Tolerance level, Social and Religious practices, University level

Introduction

The developed nations always focus the training of their skilled persons in respect of their tolerance, patience and discipline. Tolerance means to accept the behavior of opinion of a person irrespective of the fact that you don't like it. It is the ability to maintain an objective attitude towards those whose languages, opinions, practices, religion, nationality and so on differs from one's own (Cabrera, Nora, Terenzini, Pascarella and Hagedorn, 1999). Apptitude of tolerance develops an environment of objective behaviors toward whose are different on religious, national, cultural, language, racial and social basis (Asad, 2009). Tolerance, condoms the cultural and individual conflict and develop the atmosphere of self, society and social development. It is the need of the world society (Magnus, Polterovich, Danilov, and Savvateev, 2002). Tolerance day is celebrated in whole world its aim is to respect, accept the other community in the world and to give equal rights to human beings (Parekh, 2019). Tolerance, as we characterize it, alludes to the aptitudes we have to live respectively calmly. In times of peace, individuals have an opportunity to flourish socially, financially and inwardly. Tolerance makes a public in which individuals can feel esteemed and regarded, and in which there is space for each individual, each with their own thoughts (Fredriksson, 2004).

i. PhD scholar, Department of Education, The Islamia University of Bahawalpur, Bahawalpur
ii. Assistant Professor Department of Education, The Islamia University of Bahawalpur, Bahawalpur (Corresponding Author)
iii. PhD Department of Education, The Islamia University of Bahawalpur, Bahawalpur

Pakistan is a multicultural state (Modood, 1998). In the present scenario, the incidents of intolerance, extremism and hatred apposite minorities are high level in Pakistan (Human Rights First, 2012). The disputes between sects, racial conflicts, aggression and injustice are at high level. Media shows that Pakistan is intolerance society, where people are not ready to accept other, tolerance between sects, provinces and racial groups is increasing (Azam, 2019) Behaviors as pushing, beating, slapping, piercing, wounding, killing, bullying , frightening , engaging in hateful joking, hurtful, name-calling and attempts to demolish the possessions of others are ordinary in students and society (Mushtaq & Kiyani, 2013). Assassination of teaching staff and students in colleges and universities shows, that intolerance is increasing in society and the educational institution of country (Hanif, Ali & Shaheen, 2019). Rising political instability, industry disparity and low economic situation has created a social divide in the country (Weiss, 2019). The state is experiencing worst ever-social class experience. In such situations where economic conditions are depressed and politics has supremacy, it might be difficult for people to endure those who are different from them or those who hurt them (Chadwick, 2019).

The murder of Khalid Hameed, an associate professor at Government Sadiq Egerton College Bahawalpur shows intolerance in educational institutions (The News, Mar, 21, 2019). Another murder of Mashal khan, a student of Abdul Wali Khan University at Mardan, in 2015 Safora Goth and other incidents of intolerance in universities and colleges are at high rate in Pakistan. (The, 14 April 2017). In September 21, 2019, beating of a professor at Multan College is another example of intolerance and extremism in educational institutions in country. In current situations, attack of layers on Pakistan Institute of Cardiology (PIC) and killing of students at Quaid e Azam University Islamabad are example of intolerance and extremism in country and are very hazardous. Such incidents have indistinct the picture of Pakistan around the world. It is said that intolerance is due uneducated person but educated persons are also indulge in intolerance. Albert Einstein said that education is training of mind to think.

Pakistan has to maintain its dignity, create harmony among people and promote a peaceful society in the world. A tolerate society, only can be achieved by developing tolerate behaviors of its coming generation particularly in students because social stability is very important for unity of a nation. In globalized world, it is difficult to avoid influence of other countries culture, norm and traditions (Jasper & Abs, 2019). Pakistan needs a tolerate society, accountable and sincere citizen to become a strong and peaceful society in the world (Yousuf, Qadri & Osmanov, 2019). Tolerance is necessary for peace, economic growth, social development and prosperous society (Natil, 2019). Education develops a coherent, peaceful and tolerant society. It can change the behaviors of hate into behavior of peace and love which can reduce the prejudice among the students who are different from them (Shapiro, 2003). Educational institutions can change the attitudes and can develop tolerance among students; if experiences of education are used, they can reduce the behaviors of racism and prejudices among students (Klein, 1992). Teacher plays a vital role by using educational experience to reduce biasness among students of different culture (Schulz, 2001). Classroom activities can reduce the prejudices and develop the tolerance in students. Teaching in classroom, with the help of academic subject and activities of tolerance reduces the prejudices among students (Klein, 1992).

To establish the atmosphere of tolerance and peace in society behaviors like discrimination a

prejudice, hate, aggrieves, and violence is necessary to highlight and resolve them. Tolerance awareness among students is necessary in educational institutions (Hasenclever, & Rittberger, 2000). The global statement phrases about tolerance, "live respectively in peace" and "as great neighbors". Social tolerance requires its group to distinguish contrasts in people and families, and, permit the individuals who are not at all like exist together, team up, on a systematic premise. Social tolerance alludes to an individual's status to relate with somebody on differing levels: from only living in the comparable neighborhood, to living next passage, to turning out to be close takes up with that individual (Najam &Yusuf, 2013).

Tolerance education can resolve conflict among different groups and problems in any aspect of life with dialogue (Biccum, 2007). Tolerance is judgmental principle, which replicates the verifiable and logical reasoning, which helps to know about the actions of others and how they can influence on others human life (Colesante & Biggs, 1999). The UNESCO thought that Free media is very important for peace and tolerance. The primary role of media to give information without any influence, creates harmony, and resolves the zonal conflict, media professional exchange of thoughts to think about international issues, peace building and observe media freedom across the world. Biasness is an educated behavior, which is learned in home, school, and society (Mileski, 1998). With the help of education, students can solve the problems in varied situations and can develop a coherent, peace and tolerant society by peacefully dialogue in controversial issues with diver's people.

Tolerant people are more useful for a society, when people become more tolerant they create harmony and peace among diverse social groups. According to Caliskan and Saglam (2012) tolerance is an ability to live with others with peace and harmony. It is the capability to perform a logical and an objective state of mind towards people faith and culture are different from one's own. Intolerance in multi religion, multi social and multi-cultural phenomena which leads towards violation of human rights, conflict, and clashes in society. Tolerance, or social tolerance as an appearance, hassles each person from society to perform with dissimilarity amongst diverse persons from society in community, open situations, perceiving the distinctions of every person existing in that civilization. Social tolerance requires every person from a community to live with peace among one another. Social tolerance is a system of democracy society, which is key factor for the development, and progress of a society (Owen & Sweeney, 2002).

Intolerance is narrow mindedness and creates prejudices in society. Prejudices are connected to an inflated emotion of arrogance and pleasure, whether individual, national, international or spiritual,Intolerance is not natural element in human. At early age of human being due to lack of knowledge and fear behaviors like those that intolerance develops in human psyche (Muhtaq and Kayani, 2013). Immoral behaviors of people promote prejudices and intolerance in society (Gino, 2015). Prejudice is portrayed as the judgment of separation by of the already laid out components or every one of them (Cleland, Parry, & Radford (2019). Overall, prejudice is connected with suppositions about the uniqueness and matchless quality of one's own societal bunch, which can significantly affect how one perspectives and acts toward those apparent as others (Gehman, 2005)

Prejudices partialities generally are characterized as a negative mentality, despite the fact that scholars remain clashed on the exact way of the fundamental attributes that escort such demeanors. Clarification of bias for instance is saturated with psychological stipulations and alludes to a

negative state of mind, in light of broken or unbendable speculations, that is foreseen for an individual or bunch. In any case, depend on gathering participation, accentuating that individuals make appraisals and assessments of others in light of their states of mind or perspective about the bunch to which the individual distinguishes (Colomer and Beale, 2020). Discrimination, the last segment of predisposition, includes an unjustifiable negative behavior toward individuals from a particular racial gathering (Arteta-Garcia, 2001). People are often than not biased to other sex, other religion, and race, or ethnicity.

The examination on tolerance and bigotry are harder to delink from the societal and social setting wherein they are managed. Generally and overwhelmingly, it is comprehended that instruction essentially changes people, adjusting their characters and essential goals in the method for assorted qualities tolerance and commitment to values that are majority rule in nature. In U.S, every year a large number of contempt violations are conferred against people because of their race, religion, inability and ethnicity. In the later times, the inclination and bias happens so regularly to be viewed as a heartbreaking problem of humanity (Leon-Guerrero, & Zentgraf, 2008). The United Nations Culture of Peace Declaration throws a wide net while tending to tolerance and solidarity, perceiving the need to dispense with all types of separation and prejudice, including those in view of race, shading, sex, dialect, religion, political or other supposition, national, ethnic or social beginning, property, incapacity, conception or different status. A nation cannot survive alone so they have the ability to be aware of others and admit the differences among them. To get these requirements respectable behavior broad mind education can play a dynamic role. Education mean is human development which can bring change the mind of students, and create harmony in students. It seeks love, respect, accept and bear to other in diverse situations. Education condoms hate with other. It changes the attitude of people and able them to live with other who are different from them. Education is a tool, which can be used to harmonize a peaceful environment in the world (Welzel, Inglehart, & Deutsch, 2005). Education and inspiration of teacher's prejudices can be decreased (Trompenaars, & Hampden-Turner, 2011). Students are considered a vital element to make the future of nation best or worse. Tolerance among youth is very necessary for a stable and coherent society therefore the present study has focused to analyze the perception of teacher about tolerance level among students in Pakistan.

Objectives of the Study

The objectives of the study were:
1. To find out the perception of teachers about students tolerance level
2. To identify the causes of intolerance among university students
3. To specify the factors which can improve the tolerance among university students?

Research Methodology

In view of the nature of research objectives, it was decided to adopt mixed method research design for the study. Population of the study included all the teaching staff from public sector universities in Pakistan. Five universities were selected randomly for sample of the study, each from one province but due to large population, two universities were selected from Punjab province through random sampling technique. Gender and nature of departments (science and arts were given equal representation in the sample, twenty four teachers 12 male and 12 female were selected from each university; Total sample was one hundred twenty teachers, the detail is as under;

Table 1: *Sample of the Study*

Sr.	Institution	Province	Department Art	Science	Male	Female	Total
1.	The Islamia University of Bahawalpur	Punjab	12	12	12	12	24
2.	University of the Punjab	Punjab	12	12	12	12	24
3.	University of Karachi	Sindh	12	12	12	12	24
4.	University of Baluchistan	Baluchistan	12	12	12	12	24
5.	University of Peshawar	KPK	12	12	12	12	24
	Total				**60**	**60**	**120**

Questionnaire was used as a research instrument for this study. The questionnaire having 25 items were developed on dichotomy basis (agree or disagree) to find out the tolerance level of students and included two items as open ended to explore the factors which can increase and decrease tolerance among students. The survey questionnaire for teachers was administered after corrected by faculty staff and peer review. Pilot study was also conducted to check the reliability of the questionnaire. The overall value of reliability for the whole questionnaire items were 0.79 Cronbach Alpha.

The purpose of the study was to analyze the perceptions of teachers about tolerance level among university students. After validating the research tools researcher visited the sample places to collect data. Questionnaire was distributed among the teachers. The respondents were given freedom of time and confidentiality of their given responses. Data was collected through above-mentioned tools. Frequency, percentage of responses on each item of the factor was calculated. Frequencies and percentage of responses on both agree and disagree categories were calculated on each item of the factor and then factor together. Thematic approach was followed to analyze the responses on open-ended items and descriptive statistics as frequencies and percentage were calculated.

Results and Discussion

The results of the study were as following:

Quantitative Data Analysis

Table 2. *Perception of teachers about social tolerance of students*

Item	Statement	Agree		Disagree	
		f	%	*f*	%
12	Students visit those friends who are suffering from any disease	78	65.0	42	35.0
11	Students accept the rational opinion of others	70	58.3	50	41.7
6	Students excuse for their mistakes	68	56.6	52	43.4

25	Students respect the opinion of their fellows	74	61.6	46	38.4
24	Students avoid biased conversation	60	50.0	60	50.0
18	Students keep calm when electric link of digital library went down	58	48.3	62	51.7
14	Students like to take revenge if someone misbehave with them	70	58.3	50	41.7
22	Students keep silent when someone calls them with bad names	50	41.7	70	58.3
4	Students irritate when someone misbehave with them	108	90.0	12	10.0
	Total	*636*	*58.86*	**444**	**41.14**
Paired sample T Test		*Agree mean 70.666 S.D 16.462*		Disagree mean *49.332* S.D 16.462*Std E Mean 10.975df 8t 1.944 Sig.088*	

Table 2: show that 65% respondents agreed with the statement that Students visit those friends who were suffering from any disease. More than 58.3% respondents accept the rational opinion of others. Students excuse for their mistakes respondents' rate was 56.6% and students respect the opinion of their fellows respondents' rate was 61.6%. 50% teacher's response that students avoid biased conversation. The students keep calm when electronic link of digital library went down respondents' rate was 48.3%. Respondents rate on students like to take revenge if someone misbehaves with them was 58.3%. Students keep silent when someone calls them with bad names respondents' rate was 41.7%. Students irritate when someone misbehaves with them respondent's rate was 90%. Agree Mean 70.666 Agree S.D 16.462 Disagree mean 49.332 S.D 16.462Std E Mean10.975df 8t 1.944 Sig.088.

Table 3. *Perception of teachers about student's tolerance in classroom and department*

Item	Statement	Agree		Disagree	
		f	%	*f*	%
7	Students agitate when drinking water is not available in department	84	70.0	36	30.0
20	Students are courteous towards their seniors	86	71.7	34	28.3
2	Students agitate when classroom is not clean	64	53.3	56	46.7
16	Students agitate when there is no light in the classroom	82	68.3	38	31.7
19	Students enjoy the festivals of various socials groups	100	83.4	20	16.6

	Total	416	69.34	184	30.66

Paired sample t test	*Agree M Score = 83.20* *Agree S.D = 12.853* *Disagree M Score = 36.800* Disagree SD = 12.853 *Std Error Mean 11.496; df 4, t 4.036;* *Sig.016*

Table 3: define that 70% respondents showed that students agitate when drinking water is not available in department. Students were courteous towards their seniors respondents rate was 71.7%. 53.3% teacher's views that students agitate when classroom is not clean and 68.3% respondent's opinion that students agitate when there is no light in the classroom. Students enjoyed the festivals of various social groups 83.4% teachers were agreeing with it. *Agree Mean 83.20 Agree S.D 12.853 Disagree Mean 36.800*Disagree S.D 12.853*Std Error Mean11.496df 4 t 4.036Sig.016*

Table 4. *Perception of teacher about student's tolerance with fellows*

Item	Statement	Agree		Disagree	
		ƒ	%	ƒ	%
15	Students offer seat to their seniors in library	58	48.4	62	51.6
5	Students keep silent when the food stuff of their choice in not available at canteen	60	50.0	60	50.0
1	Students celebrate success of their friends	100	83.3	20	16.7
9	Students offer seat to their seniors in bus	104	86.7	16	13.3
8	Students keep calm when university buses are overloaded	52	43.4	68	56.6
	Total	**374**	**62.36**	**226**	**37.64**

Paired sample t test	*Agree Mean* *74.8* *Agree S.D 25.04396*	*Disagree Mean* *44.4Disagree S.D* *25.04396 Std Error* *Mean22.4* *df 4t 1.321Sig.257*

Table 3: shows that 48.4% teachers response that student's offer seat to their seniors in library. 50% students keep silent when the foodstuff of their choice was not available at canteen. 83.3% students celebrate the success of their friends. 86.7 percentage respondent's response that students offer seat to their seniors in bus. 43.4% respondent's response that students keep calm when university buses were over loaded. *Agree Mean74.8 Agree S.D 25.04396 Disagree Mean 44.4Disagree S.D 25.04396 Std Error Mean22.4 df 4t 1.321Sig.257*

Table 5. *Perception of teacher about social interactions of students*

Item	Statement	Agree		Disagree	
		ƒ	%	ƒ	%
13	Students keen to know the traditions of various social groups	70	58.3	50	41.7
23	Students avoid such activities which are irritating for their friends	64	53.3	56	46.7
17	Students feel ill when someone does not fulfill his/ her promise	84	70.0	36	30.0
18	Students feel pleasure in sharing the pain and joy of others	88	86.7	32	13.3
	Total	*306*	*67.075*	*174*	*32.925*
	Paired sample t test	*Agree Mean 76.50* *Agree S.D 11.35782*		*Disagree Mean* *43.50 Disagree S.D* *11.35782 Std Error* *Mean 11.35781df 3* *t 2.905 Sig.062*	

Table 5: indicate that 58.3% respondents showed that students keen to know the traditions of various social groups. 53.3% respondents indicate that students avoid irritating activities. 70% respondents agreed that students feel ill when someone does not fulfill his/her promise. Teacher's perceptions show that 86.7% students feel pleasure in sharing the pain and joy of others. *Agree Mean 76.50 Agree S.D 11.35782 Disagree Mean 43.50 Disagree S.D 11.35782 Std Error Mean.35781df 3 t 2.905 Sig.062*

Qualitative Data Analysis

Causes of intolerance

Frequency   Percentage
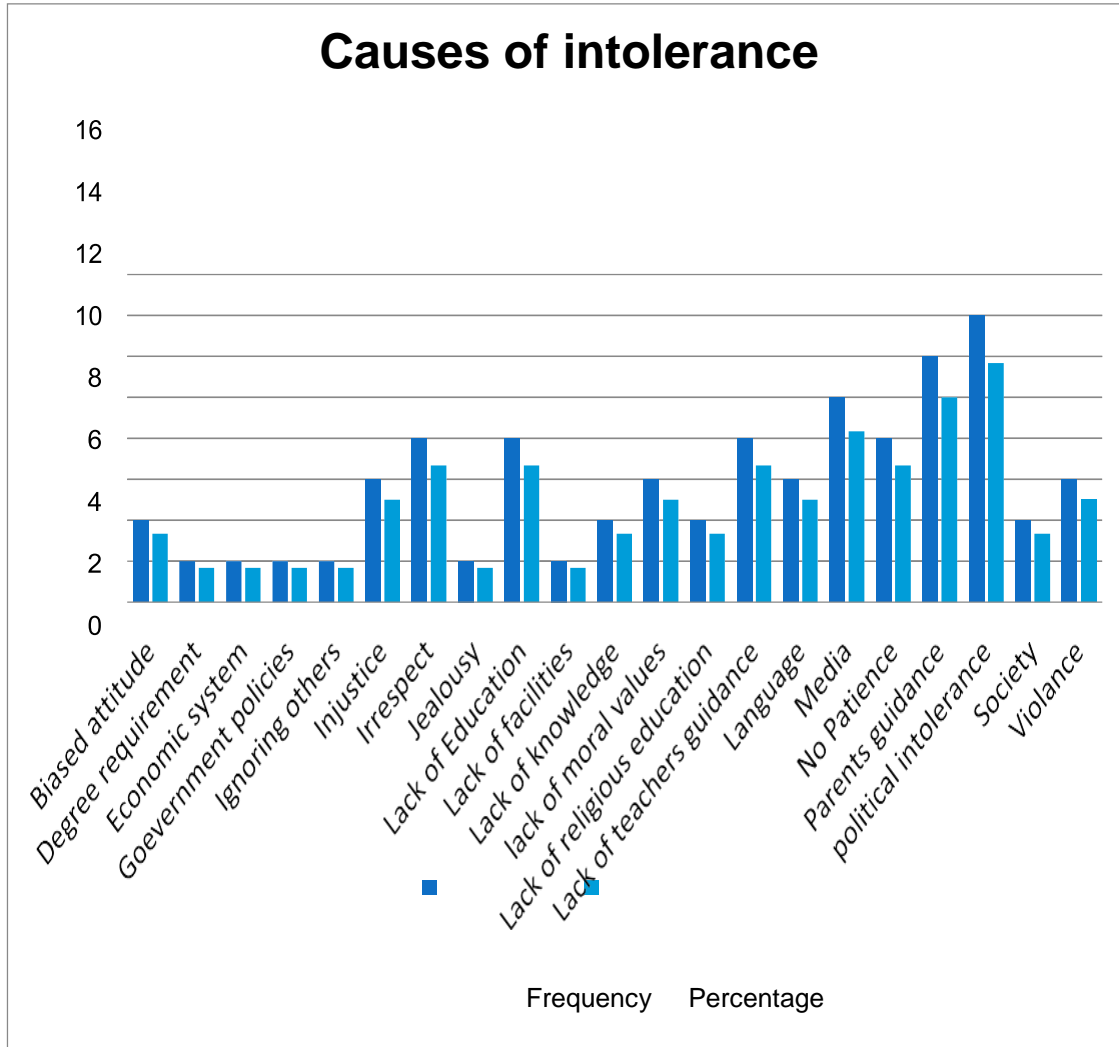
There were two open-ended questions added at the end of research tool. Responses were explored and then summarized. Chunks from summarized responses were made and their frequency was recorded into MS Excel sheet. Results are described in graph.

The graph display the reasons which promote intolerance among students, the most prominent reasons are political intolerance, lack of parents guidance, media, lack of teachers guidance, lack of religious education, lack of general education, injustice, society, lack of moral values, violence and behaviors like irrespective, biased and jealousy.
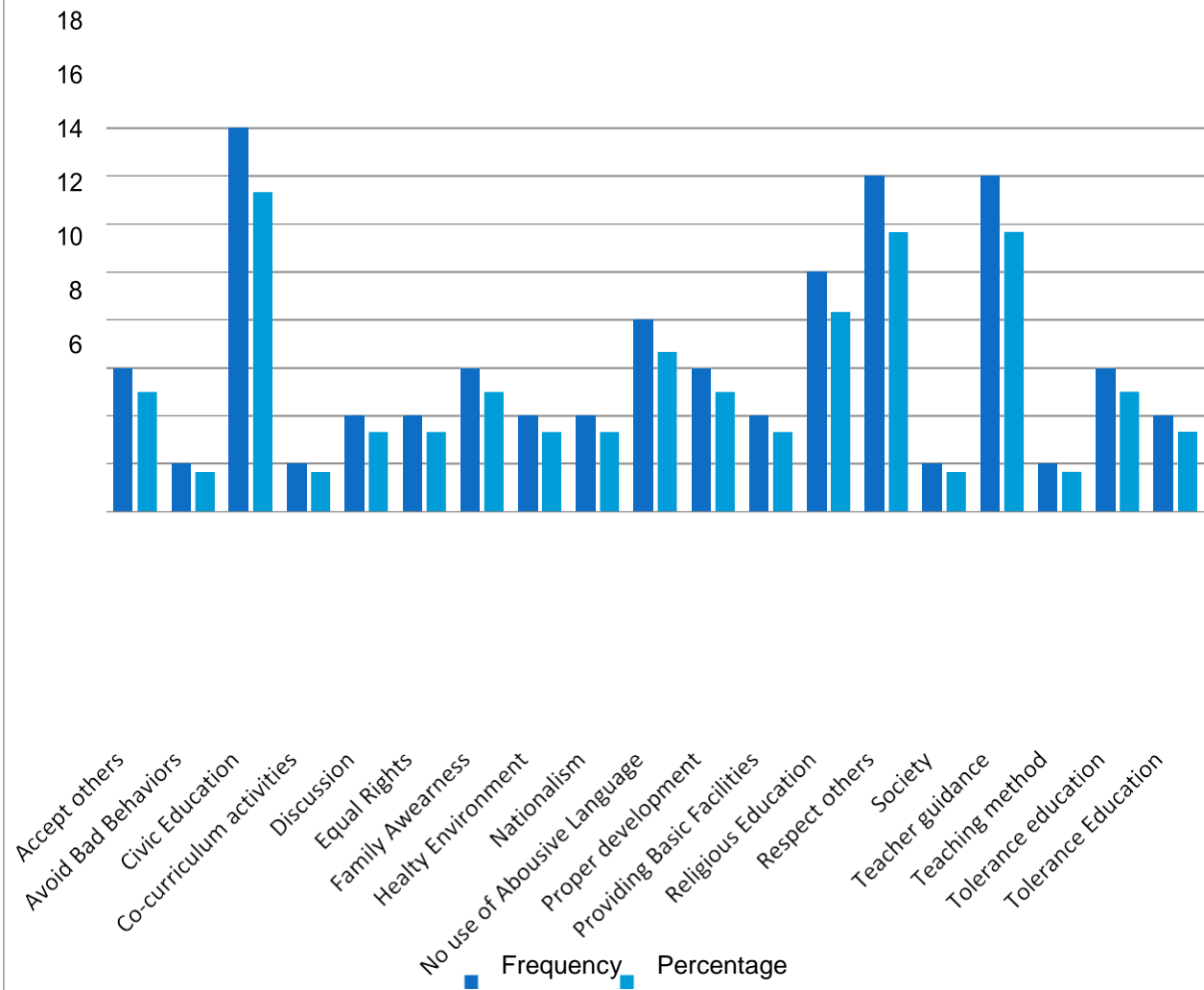
The graph results shows that tolerance can be developed in students with the help of teaching civic and tolerance education, teachers guidance, accept and respect others, religious education, family awareness, healthy environment and avoiding bad behaviors and no use of abusive language.

Discussions

The first objective of the study was to find out the perception of teachers about students tolerance level and the results were as;

Fifty-nine percent teacher's general perception about student social tolerance with society, Sixty- five percent students visit those friends who were suffering from any disease. Fifty-eight percent students accept the rational opinion of others. Fifty-six percent students excuse for their mistakes. Sixty-one percent students respected the rational opinion of their fellows and fifty percent students avoid biased conversation. Forty-eight students keep calm when electronic link of digital library went down. Fifty-eight percent students liked to take revenge if someone misbehaves with them. Forty-one percent students keep silent when someone calls them with bad names. Ninety percent students irritate when someone misbehaves with them. The results of

this research show low level of tolerance than the result of conducted on the topic" Measuring College Students Perception's Tolerance Dimensions" conducted by Samah Ahmed Faried, (2018). More than 75 percent students had shown high level of tolerance to make friends without discrimination and have social tolerance with fellows but in some items like to accept the others, low level of tolerance was seen nearby forty-seven percent respect the opinions of others.

More than sixty-nine percent teachers have perception about student's behaviors in classroom and department. Seventy percent students agitate when drinking water was not available in department. Seventy-one percent students were courteous towards their seniors. Fifty-three percent students agitated when classroom was not clean. Sixty-eight percent students agitate when there was no light in the classroom. Eighty-three percent students enjoyed the festivals of various social groups. More than sixty-two percent teachers have general perception about student's behaviors with fellows. Forty-eight percent students offered seat to their seniors in library. Fifty percent students kept silent when the foodstuff of their choice was not available at canteen. Eighty-three percent students celebrate success of their friends. Eighty-six percent students offered seat to their seniors in bus. Forty-three percent students keep calm when university buses were over loaded. More than sixty-seven percent teachers reported about social interaction of university students**.** Fifty-eight percent students keen to know the traditions of various social groups. Fifty-three percent students avoided such activities, which were irritating for their fellows. Seventy percent students felt ill when someone did not fulfill his/her promise. Eighty-seven percent students feel pleasure in sharing the pain and joy of others. The results also relate with the research results conducted by Maria Magdalena (2015), on the topic "tolerance through education".

The second objective the study was to identify the causes of intolerance among university students. In the results of the study the most prominent causes which, promote intolerance among university students were as; political intolerance, lack of parents guidance, media, lack of teachers guidance, lack of religious education, lack of general education, injustice, biasness, violence and behaviors like irrespective, biased and jealousy. The results of the study have similarity with the results which, research was conducted by Rakhshanda kaukab & Ahmed Saeed (2014) on the topic "Factors Enhancing Intolerance among University Students". The results of this study also match with the research conducted by Faried (2018) on the topic "Measuring College Students to Tolerance Dimensions" the response rate of students of about causes of intolerance was as; Media 71.5 percent, society 84 percent and religious 82 percent. The results of this research also associate with the research conducted by Van Doorn (2014) on the topic "the nature of tolerance and the social circumstances in which it emerges. The results indicate that lack of Education, irrespective behaviors and biasness enhance intolerance among students. The results also similarity in results in survey report Rising Youth Intolerance in India (Coid, Bhui, MacManus, Kallis, Bebbington, & Ullrich, 2016) The third objective of the study was to find out the factors, which promote tolerance among students. The results of the study shows that tolerance can be developed in students with the help of teaching civic and tolerance education, teachers guidance, accept and respect others, religious education, family awareness, healthy environment and avoiding bad behaviors and no use of abusive language. The results of this research correlate with the research conducted by Van Doorn (2014) on the topic "the nature of tolerance and the social circumstances in which it emerges. The results indicate that Education play a vital role to promote tolerance among students and religion tolerance, respect of others and to give equal rights without discrimination also promote tolerance in students.

The results of study some factors like teachers and parents guidance, religious, civic and tolerance education, equal rights and nationality indicate that with the help of these factors tolerance can be develop among students. These results also equivalent in research conducted by Sahin (2011) on the topic "perceptions of perspective teachers about tolerance education". The factors, which can develop tolerance education, were by teacher, student, and parent relationship. Seminars can be held to raise awareness of parents, in all lessons Science of Life, Turkish Social Studies, Counseling. Music, Visual Arts Education, Mathematics, Physical Education, Religion and Ethics, Citizenship and Human Rights, Traffic and First Aid, Drama, Teacher constitute a role model, In subjects that deal with Turkish history and national conscious, In activities related to communication skills, In expressing feelings and thoughts, about basic rights and freedoms, about democracy and human rights.

It was resulted from the data that teachers' who were from Science faculty well known about students

behaviors as students were courteous towards their seniors, students enjoy the festivals of various social groups and students celebrated success of their friends than Art faculty, its significance level was .018 and the frequency were 2.434. It was resulted from the data that teachers who were at the age of 26-35 years have better perception then below 25 years of age about tolerance of university students. Its significance level was .019. The frequency was 4.193. The results of this research were not correlate with the research results of conducted by Khalid & Mahmood (2013) on the topic "A Measure of Students' and Teachers' Level of Tolerance Towards Religious and Social Factors" the results were that level of tolerance is not influenced by age. However, in this results indicate the age have significance impact to measure tolerance level of students.

Conclusions

In the globalized world, citizenship education is very necessary for a peace, harmony and progress of the country so civic and tolerance education should teach in institution. Teachers are considered nation builders they should guide students in their moral development. The first learning stage of a child is home it is the responsibility of the parents to enable their children's how to live in society with peace and harmony and how to deal with others in unpleasant situations. Students should avoid biased attitude, bad behaviors and no use of abusive language in institution. Students should do respect others and accept the opinion of others. Leaders lead the nation politicians should be a symbol of tolerance and political parties' interference should ban in universities. Journalism is the main element of the country so media should play a positive role in developing tolerance among students. Healthy environment impact on students learning and moral development, university should provide healthy and pleasant environment to students. It is obvious that religion is fundamental element in human life and it learns how to lead a balance life so in educational institutions religious education should be given more focus. Government sets the aims of the nation it should give prepare their policies according to the need of tolerate and peace society. There should be equal rights role and theory of nationalism in country to build a peaceful, tolerate and harmonious society.

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