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## Training Need Assessment for the Infusion of Tolerance, Peace and Social Cohesion among University Students

**Abstract** *Tolerance, peace and social cohesion are the most significant and substantial values of society. In the scenario of Pakistan, the existence of above-mentioned values are prominently correlated with each other. The aim of this study was to assess the need of training program to counter the negative effects regarding the existing level of tolerance, peace and social cohesion among university students. Population of this study was consisted of Government College University Faisalabad. A questionnaire was used to collect the quantitative. 280 students were selected by using purposive sampling technique. Descriptive statistics and inferential statistical test were applied to assess the difference between their opinions. The findings of study demonstrated low level of tolerance, peace and social cohesion among university students and identified various factors affecting low level of tolerance, peace and social cohesion among university students.*

**Key Words:** Tolerance, Peace, Social Cohesion

### Introduction

Tolerance, peace, social integration and social cohesion among people are considered of fundamental value in every society for sustainable and continuous development of nation. Peace can be infused through tolerance concluded by many scholars (R. Burns, 2008). Tolerance is the minimal essential element which should be addressed by social scientists, researchers and educationist to avoid violence intentionally (Adams, 2000). Tolerance is not an end and product but the mean and process, in this process peace is not only absence of war but peace is creating new values now days for coherent society (Afdal, 2006).

Developing tolerance through training is difficult task, its virtue that cannot be taken for granted but it's also recognized fact that lack of tolerance in society is major cause of many social and moral problems. Memon (2007) suggested that moral values cannot be come into practice with intolerant behavior. Tolerance can be practiced through sacrificing wishes and controlling harsh emotions. Tolerance is not growing practice, its developmental process is not in human nature but a product that can be produced through learning process people can be tolerant if proper training program developed by researchers (Blumberg, 2008).

Unity, integration and stability of society are a process of social cohesion that direct towards justice, social harmony and sustainable social development. Social cohesion is a process in which individuals of all nation share moral community that can trust each other (Larsen, 2013). The expulsion of social cohesion directs towards injustice as a shortage of wide range of economic, political integration and power (Room, 1995). But we are unsuccessful in establishing social cohesion, we refer it as a sticky substance that is used to joining society together (Furbey *et al.*; Putnam, 2001). It can be possible to teach and aware people towards various steps for establishing social cohesion through training program.

It would be an ideal world to hope that in that in a presence of intolerance we can live. Without these circumstances, the instigation of intolerance looks beyond reality and ways are there to mitigate

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intolerance and foster tolerance. When tolerance is accepted at first step it can save lives as well (Assembly, 2006). The acceptance and knowledge of different identities, life styles and ideals besides class, sexuality, religions, ethnic, racial, and capability lives involve- the conception of tolerance. Identification, when it is constructed in general provisions of gender, ethnic, racial and other traits is a procedure that is relational in which groups and individuals classify themselves as opposed to others (Bryan & Vavrus, 2005).

Different incidents of violence at the Government College University, Faisalabad, (GCUF) have scared students and their parents. On June 18 last, a student of BBA, was shot at by some students and their accomplices (outsiders) near the university (Saleem, 2014). Teachers and students of the Government College University, Faisalabad, blocked different roads for about five hours in protest against the Gulberg police here on Monday. The protesters demanded the arrest of lawyer(s) and their accomplices who had kidnapped an assistant Professor on Jan 21 (Correspondent, 2016). Government College University Faisalabad expelled two female students of zoology department and cancelled the LLB degree of an old student over their alleged involvement in kidnapping of an assistant professor. The decision has been taken following the recommendations of the GCUF Discipline Committee which met on Thursday and recommended action against them. Two notifications with the approval of Vice-Chancellor were issued on Thursday. The female students of 8th semester and 6th semester have been expelled with immediate effect as both have been found guilty of breaching the university rules. LLB degree of male person was cancelled who remained a university student in 2011-14 sessions. These all incidents indicate intolerance behavior, absence of peace and lack of social cohesion among university students therefore a training program should be developed for infusion of these values.

Researcher observed various incidents of intolerant behavior of physical and emotional torture involving various groups of students but these incidents never reported due to several reasons. Personal observations of researchers caused for selection of present research topic. Researcher intends to assess and identify various factors affecting the low level of tolerance, peace and social cohesion among university students.

The main objectives of the study were to examine the existing level of Tolerance, Peace and Social Cohesion among University Students for need assessment of the study, identify the factors affecting the existing level of Tolerance, Peace and Social Cohesion among University Students, and check the difference among existing level of Tolerance, Peace and Social cohesion of University Students regarding their gender. The study will help the students and teachers to adopt various strategies to create tolerance, peace and social cohesion. This study will also assist students of GCUF to counter the effects of dominant factors involving intolerance among university students.

## Review of Related Literature

The highly educated people are considered higher among intolerants? It is observed that these educated people are not successful to gain knowledge although they have been to school and instigated by such forces that were beyond the domination of rationale. But we come to its conclusion rationally, the line of logic in our examination call of a dissimilar arguments. (Gaasholt & Togeby, 1995).

The United Nation Culture of peace declaration has a wide scope while creating awareness about tolerance and unity, they have realized the need of elimination of all kind of intolerance and discrimination in all forms and manifestation like color, race, sex, language, political and other opinion, property, disability, birth, others status, ethnic, national and social origin (Christie & Dawes, 2001). In USA, due to color sex, origin, disability and ethnicity thousands of crimes occur because of hate (Hodge & Wolfer, 2008). In current scenario, prejudice and biasness are considered as unlucky dilemma of mankind (Khan, 2011). It has been investigated in different researches that gender, race, other religion, ethnicity are prejudiced to other race, religion and gender. (Dunlop *et al.*, 2002; Hurtado, 2001; Prutzman & Johnson, 1997)(Brehm, 1998; Engberg, 2004; Henderson-King & Kaleta, 2000; Klein *et al.*, 1994)(Christie & Dawes, 2001). While keeping in mind, all the conclusions that have been derived

from these investigations. Factors like ethnicity, disability, religion and gender have been opted for this particular study.

Infusion of tolerance, peace and positive behavior modification is fundamental element to measure quality education. Affective domain of learning deals with the behavior modification towards positive attitude. Basic purpose of education is not only provision of skilled person but also needed to put the positive values for development of personality, so they can perform their responsibilities as beneficial citizens of society (Nock & Mendes, 2008). Promotion of peaceful environment is viewed by many scholars such as (Adams, 2000; Adesina & Odejebi, 2011; Bar-Tal, 2002; A. Burns, 2009; Dryden-Peterson, 2015) following the new concept of peace with new trends of establishing nonviolent environment such as injustice, inflation, inequality, unemployment, violence, health problems and discriminatory economics beyond the concept of absence of war related to peaceful environment.

Feeling of fear and insecurity are not allowed people to go worship places, educational institutions, public places and public gatherings. Pakistan has been facing humiliation due to becoming a cause of spreading harm by international powers. So it is the need of hour to develop a training program for infusion tolerance in Pakistan. Despite the focus on defining social cohesion it is most essential to develop a training program for infusion social cohesion in Pakistan, it should be viewed as phenomenon of untidiness which may work to keep the institutions (Lodico *et al.*, 2010).

## **Research Methodology**

### **Population**

The population of the study was consisted of head of department and students of Government College University Faisalabad.

### **Sample and Sampling Technique**

Two hundred and eighty (280) students from Government College University Faisalabad were selected by using random sampling technique.

### **Instrumentation**

A questionnaire in order to collect quantitative data from students was used. The indicator of tolerance has five sub indicators; gender caste, rival ship language and social status. The indicator of peace has also five sub indicators; religion, religious sect, discrimination, ethnic hatred, religious extremism. The indicator of social cohesion has seven sub indicators; diversity, recognition, belongingness, trust, violence, torture, unemployment and harassment. The total statements' in the instrument was 78 which measured the level of tolerance, peace and lack of social cohesion among the students.

### **Reliability of Research Instrument**

The reliability of the instruments for students was ensured through statistical analysis Cronbach's Alpha. The reliability index for students indicated that scale was reliable to collect the data from the respondents.

**Table 1.** Reliability regarding Quantitative Instrument

<b>Category</b>	<b>Number of items</b>	<b>Reliability Cronbach's Alpha</b>
Overall reliability	78	0.876

The above table shows that the scale has 78 items and overall reliability index of the scale is .87 which establishes that scale is appropriate and reliable to collect the data on the present population.

## **Findings and Conclusions**

The data was collected for need assessment of training program for students through personal visits.

The researcher distributed 280 questionnaires among the students of 14 departments to collect data in which 263 students responded, the return rate of students was 90 percent of total questionnaires.

**Table 2.** The Mean and Standard Deviation of Factors affecting Tolerance

Tests	Gender	Caste	Rival ship	Language	Social Status
Mean	3.3202	2.1422	3.2719	2.9521	3.2243
Std. D.	.77490	.65406	.69204	.61878	.74781

Cumulative Mean 3.0046 Std. .45797

The mean and standard deviation values are presented in table 2. The variable of gender has (Mean = 3.3202, sd = .77490). The variable of caste has (Mean = 2.1422, sd = .65406). The variable of rival ship has (Mean = 3.3202, sd = .77490). The variable of religious extremism has (Mean = 3.2719, sd = .69204). The variable of language (Mean = 2.9521, sd = .61878). The variable of social status (Mean = 3.2243, sd = .74781).

**Table 3.** The Mean and Standard Deviation of Factors Affecting Peace

Tests	Religion	Religious Sect	Discrimination	Ethnic	Extremism
Mean	3.6337	3.7022	3.2269	3.0675	3.4715
Std. Deviation	.89940	.99298	.99643	.80667	.64965

Cumulative Mean 3.4144 Std. Deviation .41822

The mean and standard deviation values are presented in table 6. The variable of religion has (Mean = 3.6337, sd = .89940). The variable of religious sect has (Mean = 3.7022, sd = .99298). The variable of discrimination has (Mean = 3.2269, sd = .99643). The variable of ethnic has (Mean = 3.0675, sd = .80667). The variable of extremism has (Mean = 3.4715, sd = .64965).

**Table 4.** The Mean and Standard Deviation of Factors affecting Social Cohesion

Tests	Recognition	Belongingness	Trust	Freedom
Mean	3.5456	3.6337	3.0675	3.8327
Std. D.	.80123	.90401	.92153	.73954

The mean and standard deviation values are presented in table 4. The variable of diversity has (Mean = 3.5456, sd = .80123). The variable of recognition has (Mean = 3.6337, sd = .90401). The variable of belongingness has (Mean = 3.0675, sd = .92153). The variable of trust has (Mean = 3.8327, sd = .73954). The variable of freedom has (Mean = 3.6464, sd = .90401).

**Table 5.** The Mean and Standard Deviation of Factors affecting Social Cohesion

Tests	Violence	Torture	Unemployment	Harassment
Mean	3.5456	3.4766	3.6683	3.2269
Std. D.	.80123	.92153	.70709	.99643

The mean and standard deviation values are presented in table 5. The variable of diversity has (Mean = 3.5456, sd = .80123). The variable of violence has (Mean = 3.4766, sd = .92153). The variable of torture has (Mean = 3.6683, sd = .70709). The variable of unemployment has (Mean = 3.7022, sd = .99298). The variable of harassment has (Mean = 3.2269, sd = .99643).

**Table 6.** Comparison of Gender about the Tolerance

	Gender	N	Mean	Std. Deviation	t	sig
Tolerance	Male	134	3.0496	.46578	1.630	.104
	Female	129	2.9579	.44671		

\* $p > 0.05$

The above table explored the difference in gender of students regarding the tolerance. It revealed that there existed no statistically significant difference between male and female students' opinions with respect to tolerance. The overall mean achievement score of male students ( $M = 3.0496$ ,  $SD = .46578$ ) and female students ( $M = 2.9579$ ,  $SD = .44671$ ,  $t = 1.630$ ,  $p > 0.05$ ).

**Table 7.** Comparison of Gender about the Peace

	Gender	N	Mean	Std. Deviation	T	sig
Peace	Male	134	3.3614	.03240	2.110	.36*
	Female	129	3.4695	.03995		

\* $p > 0.05$

According to table 7, there explored the difference among gender of students regarding the peace. It revealed that there exists a statistically significant difference between male and female students' opinions with respect to peace. The overall mean achievement score of male students ( $M = 3.3614$ ,  $SD = .03240$ ) and female students ( $M = 3.4695$ ,  $SD = .03995$ ,  $t(261) = 2.110$ ,  $p < 0.05$ ). Male students were found to have greater conscious of peace than that of female students.

**Table 8.** Comparison of Gender about the Social Cohesion

	Gender	N	Mean	Std. Deviation	t	sig
Social Cohesion	Male	134	3.4151	.03953	3.319	.001*
	Female	129	3.6225	.04864		

\* $p < 0.01$

According to table 8, there explored the difference among gender of students regarding the social cohesion. It revealed that there exists a statistically significant difference between male and female students' opinions with respect to social cohesion. The overall mean achievement score of male students ( $M = 3.4151$ ,  $SD = .03953$ ) and female students ( $M = 3.6225$ ,  $SD = .04864$ ,  $t(261) = 3.319$ ,  $p < 0.01$ ). Male students were found to have greater conscious of social cohesion than that of female students. Study indicated that students of Government College University Faisalabad were found intolerant regarding gender issues in university environment. Respondents thought that spending on women education was wastage of time. Teachers give more attention to female students. University students have less knowledge about gender discrimination.

Study revealed that majority of respondents thought that women should not be financially independent. They did not support the women employment. Study demonstrated that tolerant behaviour of respondents was found regarding issues related to caste system. Majority of respondents did not prefer the people on the basis of caste. They did not like identification of caste and establish their friendship on the basis of caste. Study also showed the trust of respondents for the people of other castes. Respondents did not support same caste marriage.

Study expressed that majority of respondents were found intolerant regarding the issues related to rival ship. Respondents of study were found possessive about their relation. They were highly concerned about unhealthy competition with peers, negativity of thoughts that people got annoyed from their success and felt jealousy with their success were also observed. Study pointed out that students of Government College University were found tolerant regarding language issues. It was observed that according to their perception language was just a tool for communication. Majority of respondents did not support language groups and encourage establishing groups on the basis of language. Majority of respondents were found intolerant in their behaviour regarding issues of social status. Study observed attraction towards the people of higher status. Respondents were found giving more respect by higher social status. They were found hesitant to trust the people of low social status.

Majority of respondents were not found peaceful regarding issues related to religion. They paid no respect to other religions and thought that people of other religions affected their beliefs. They did not support allocating quota to minorities but religious freedom in university environment were supported

by them. It was admitted that issues related to religious sects became the cause of conflict and absence of peace among university students. Majority of respondents avoided discussion about different sects. They thought that these kinds of discussions created confusions they expressed that they had less knowledge about various sects but all sects and religious beliefs should be respected by others.

Discrimination about gender, social status ethnic and religious groups were also observed as a major cause of conflict and absence of peace. It was observed that women were easily snubbed and they missed jobs due to discrimination but they exaggerated their problems and got special favour in many places. Majority of respondents also thought that discrimination should be eliminated from university environment.

Ethnic hatred was also observed as a factor affecting absence of peace. Study indicated that majority of respondents had loved their identity of provincialism, Bloch concept of honour was admirable by them they were felt proud to be Punjabi. Respondents also preferred the people on the basis of ethnic groups and they did not like to marry out of their tribe.

Study indicated that religious extremism was observed as a factor affecting peaceful environment in university. It was noted that majority of respondents liked to make their connections on the basis of their religious beliefs. They thought that only their religious beliefs were right but they admitted the right of religious freedom and showed their willingness to participate in other religious get together.

It was observed that majority of respondents did not like diverse culture and their behaviour regarding diversity became the cause of low social cohesion in university but respondents were found developing their relations with the students of different ethnic groups. Sensor of recognition was found as a factor affecting low level of social cohesion among university students. Majority of respondents did not feel easy to express their individuality. They thought that their opinion was not appreciated by other people but they felt confident when people recognized their strength. Deprivation from the need of belongingness among university students were found as a cause of low level of social cohesion. Rejections from peers make students strangers in university. Majority of respondents did not consider themselves as main stream of society.

Trust among students was found as a major factor of high social cohesion among university students. Students revealed that mistrust between peers lead towards conflicts and it created intolerance among university students. Study expressed that freedom of speech enhanced the level of social cohesion and restriction of speech created problems of incoherent society. Majority of respondents thought that their opinion was not respected by others. Respondents were encouraged for diverse views but they did not enjoy equal freedom of speech in university.

Physical abuse was found common in university. Respondents were found afraid to threaten by some violent group and they felt degraded when some groups interrupted them. Majority of respondents could not avoid themselves from conflict by some groups. They became victim of torture and incidence of torture created unrest among university students unemployment were found as major indicator of low social cohesion. Youth was found inclined to social evils due to unemployment. It created social disorder in society and youth was found involving undesirable activities due to unemployment. Study indicated that students give unwelcome sexual gesture to others in university as well as they did not feel themselves safe in university and they became target of sexual harassment.

## **Discussion & Recommendations**

Capacity to tolerate the existence of adverse opinions, contentment, social harmony and consistency of society has been referred towards tolerance, peace and social cohesion. In fusion of these values among people is the symbol of sustainable development of country. Present study revealed that tolerance, peace and social cohesion have strongly correlated among each other. (R. Burns, 2008) also revealed in his findings that peace can be infused through tolerance. Moreover, present study concluded to pervade these values through education and proper training program. Researchers assessed its entire need in university students and later on developed a comprehensive training program for the purpose to inject above mentioned values through education. The findings of this study were consistent with

the findings of UNESCO, (Reardon, 1994) which concluded that tolerance is not growing practice, its developmental process which is not found in human nature but a product that can be proceeded through teaching and learning process. The results of the study disclosed major causes of intolerant behaviour. Similar factors were explored by UNESCO (Reardon, 1994). Present study brought the light on the major components of social cohesion. Those are also explored by Organization of Economics Culture and Development. Strain of this study was to develop positive values among university students through learning process. This strive was also recommended by European Council, pedagogical efforts to promote positive traits through education have been quite impressive. The study have following recommendations on the basis of above results and discussions

1. A subject should be introduced in curriculum on developing tolerance, peace and social cohesion at BS and MS level in universities.
2. University administration with the collaboration of Higher Education Department must organize seminars and workshops to create awareness regarding factors affecting tolerance, peace and social cohesion.
3. University teachers should be properly trained for the provision of equal treatment with respect of gender.
4. University teachers should create the environment of healthy competition in class room setting, and try to escape students to become the victim of jealousy.
5. States, media, educationist and religious scholars should perform their influensive roles on sensitive issues related to religion. Students should be learned to pay respect to every religion.
6. Discussion on religious beliefs with less knowledge caused confusions and conflicts. Such discussions should be banned in university environment.
7. Seminars and workshops should be arranged to develop interfaith harmony.
8. Cooperative environment should be provided by university administration and teachers to enhance the sense of belongingness in students. So that students don't consider their self like strangers in university environment. Physical and verbal abuse should be controlled by strict policies, and students should be secure from physical and mental torture.

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