



To Analyse the Factors Enhancing Intolerance among University Students

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ABSTRACT:- Due to the widespread intolerance and inability to accept opinions varied from one's own, in recent years we have witnessed a dwindling of flexibility in attitudes and the ability to obey other people's decisions. In Pakistan the curse of intolerance and extremism of all kinds whether social, sectarian and religious seems to have taken a firm hold of the society in large and the universities specifically as witnessed by the increasing numbers of targeted killings. The objective of this research was to substantiate the causative agents being intolerance and extremism, and how it is associated to the Pakistan's higher education. The investigation advanced towards focusing upon the areas which may be scrutinized by future researches in identifying the modes of action to be taken by students, teachers, parents and society as a whole to promote peace, democracy, justice and social security through good implementations in society.

Keywords:- Education, Extremism, Intolerance, Peace, Universities, Sindh

I. INTRODUCTION

Higher Education in Pakistan has become an exceedingly complex issue with the students attending universities displaying greater degree of intolerance and extremist psychology. A brief discussion on tolerance and extremism is essential to understand the background of the research. Tolerance is the acceptance of differences, the ability to understand and evaluate opinions that may be in stark contrast to yours and still continue to talk in peace without resorting to fights. As stated by UNESCO on its website, tolerance requires "respect and appreciation of the rich variety of our world's cultures, our forms of expression and ways of being human"[1]. Extremism is not as easy to explain as intolerance. It can be used to describe the actions, thoughts and philosophies of groups and individuals outside what is considered the political viewpoint of the society or what may be seen as being against the common standard of ethics and reciprocity. Such political and social ideologies are seen as irrational and unjustifiable [2]. It is complex, though it may be defined as "beliefs, attitudes, feelings, and actions, strategies of a person or group far removed from the ordinary" [3].

The research, conducted on experts belonging to the fields of political science, international relations, faith studies, science, media and human rights identified that extremism in Pakistan falls under broad categories of political, religious and social contexts. Majority of the experts thought it to be political phenomenon while 2 experts linked it to the misinterpretation of religion. They thought that it is caused by political, social and economic disparities. A study of 2009 showed that the teachers of madrasahs considered extremism to be a political issue and also thought that it would reduce if Pakistan separated itself from US-led war on terror. Furthermore, the public opinion was found to be widely shaped by the media along with religious and political leaders. Also justice and fulfilment of basic necessities are crucial for fighting against terrorism.

In Pakistan's society no research on social issues could be complete without considering the effect of the religion. Religion is said to be the formative basis for Pakistan. The research conducted by the Pew Research Center shows that not only Pakistan but all Muslim Nations of Sub-Saharan Africa, Southeast Asia and South Asia along with Pakistan and Afghanistan value religion. But sectarian intolerance in Pakistan as compared to other countries in the region is higher. According to a research only 53% of the Pakistanis accept Shias to be Muslims, while 37% do not accept them to be Muslims. This is worse than both Bangladesh and Afghanistan where 84% and 77% respectively acknowledge the Shias to be Muslims. The same research also showed that the youth of Pakistan had the most intolerant attitude towards Shias as compared to the other countries with only

51% of them accepting the Shias as Muslims. Pakistan was found to present the worst situation in the world for a country which was not designated as countries of particular concern (USCIRF, 2013). According to the Israeli sociologist Uri Ram, there are four models which can be used to define the relationship between religionism, secularism and nationalism namely strong nationalism – weak religion, strong nationalism – strong religionism, weak nationalism – weak religionism, and weak nationalism – strong religionism. Pakistan developed a weak nationalism – strong religionism after the 1980s. Pakistan never has had strong sense of nationalism as was seen from the early days and resulted in the breakup of the country in 1971 leading to the formation of Bangladesh. Poverty has been repeatedly linked with intolerance and extremism. Pakistan ranks 3rd on the Global Slavery Index having about two million people involved in various types of modern slavery. Also two million children have been reported missing and are thought to have been trafficked [4]. However, according to a literature review conducted in 2003, crimes conducting due to hatred did not have any relation to the economic deprivation faced by the people. In 1997, a research conducted on counties across United States identified that areas with graduate or diploma holder adult population had a statistically significant and positive association with hate groups' presence in the area. [5]. The funding of most madrasahs (religious schools) who are training children for so called Jihad in Kashmir, Afghanistan and around the world are wealthy Pakistani industrialists or businessmen of Saudi Arabia and UAE. They deliberately educate students to become foot soldiers and elite operatives around the world who earn more than twice the monthly income of the average man in Pakistan [6]. It is also important to note that researches conducted by international agencies have repeatedly identified links between high education levels and an intolerant mind-set. For example, the Palestinian Center for Policy and Survey Research collected data from 1300 adults and for one of the questions on support towards armed attacks on Israeli targets, 87% of the merchants and professionals supported it while 74% of the unemployed were least supportive [7].

Then there is the case of electronic media. The electronic media, in order to be the first to break news, releases unedited videos showing the blood and charred remains of the victims that have an immediate and negative effect on the psychology of all the people watching the news. Once the uncensored and irresponsible comments of the so-called religious scholars are added to the brutal scenes, the fury escalates manifold. This could be seen from the incident in 2004 related to the riots in Karachi after the attack on the mosque where a fast food outlet was set on fire killing 6 people. In the attack on the mosque itself, 5 people had lost their lives. Furthermore, 2 petrol pumps and several cars were also set ablaze as the news of the attack on the mosque spread. And then the next day a Sunni mosque was attacked.[2]

Additionally, involvement of politics in universities creates difficulties for the smooth teaching and learning process. The political parties involve themselves in universities in Pakistan in order to further their objectives[8]. The presence of the Islamic political parties in the Punjab University was part of the parties' ideology for turning Pakistan into an Islamic state; a transformation of the society as per their model. Zulfiqar Ali Bhutto also used the support of the students which his party actively worked to gain for his Islamic socialism movement of the later part of the 60s decade. In order to counter the strength of PPP, General Zia sought the support of the Islamic political parties. To this purpose, he also supported the student wings of these political parties soon after coming into power. It was mainly this action that led to the widespread discord and violence in the universities of Punjab, the effects of which exist to this day.

One of the fundamental responsibilities of educators is to help develop the conscience of their students and thinking is a critical part of it. In fact, the Western world only began to experience rapid progress when freedom of conscience started to be guaranteed. However, sadly such a right is yet to be realized in Pakistan and the reaction to this episode is a sad reminder of it [9]. Only recently, uproar was caused over Lahore Grammar School's suggestion for introducing the subject of Comparative Religions. According to the school principal at LGS, the rationale behind the course was that her "...institution believes in inculcating values such as tolerance and empathy in all our students. Comparative Religion is essentially a history of religion. It is not merely comparing religions; we aim to educate our students about Islam, Christianity, Buddhism, Zoroastrianism, and Hinduism and their fundamental teachings" [9]. Furthermore, teachers have become more frequent in their use of corporal punishment with such incidents being a common part of the news nearly every week in one form or the other with students losing their lives at the hands of their teachers in madrasahs [10] and in private schools alike[11]. Disrespecting principals, deans and heads of educational institutions by student groups and beating teachers become a common news feature; in December 2013, 20 students belonging to a religious political party beat up a teacher in Punjab University [12], while in April 2013 a group of seminary students beat their examiner when he tried to stop them from cheating in the Secondary School Examination [13].

Another aspect is the lack of an effective and strong education system in Pakistan. The public education system of the country has suffered from politics and neglect. Overall literacy rate for population above the age of 15 years is only 43.5% as compared to that of 92% of Sri Lanka and 61% of India. Female literacy rate stands at 32% while only 10% children complete 12 years of schooling. Furthermore, population growth at more than 2% per year would result in 100 million more people as compared to today by the end of 25

years with more than half of it being less than 18 years. Thus improvement of the primary and secondary education system is essential to enable the youth to play a positive role in the progress of the country [14].

In developed countries, the success and prosperity of the colleges and universities is mainly due to the strict and effective steps that they have taken to ascertain that peace prevails and that no political groups are present. United States gained in stature because of the importance places on higher education there. The universities are thought to be “islands of peace” and rank amongst the top in the world. Japan too has the second largest economy and its educational institutions are also amongst the best anywhere. In fact, Pakistan’s arch rival India also has notable universities to its credit especially in the disciplines of engineering and technology [15]. But in Pakistan, universities seem to be breeding ground for intolerance. Different student groups clash over religious and political issues and sometimes on nonsensical issues such as seating arrangements. To establish the picture few examples include in December 2013 21 students being arrested from Punjab University for setting a bus on fire [16] while in Islamia University, Bhawalpur two students were injured [17] and in Government Premasti Post-graduate college in Kamalia, 15 students were injured [18] and in 2012 a student was killed at Sindh University, Jamshoro [19]. These cases show the depth of the extent of intolerance that the youth in universities display.

A few statistics also serve their purpose to portray the alarming and frightening situation with the National Crime Data Report issued in March stating that for the five years from 2008 to 2013, crime in the country has constantly increased at the average of 17.86% as compared to 2007 [20]. Pakistan is the third most dangerous country for women with domestic violence faced by 90% of women while according to the World Economic Forum Index for 2013, Pakistan stands at 135th in the world in terms of gender gap and inequality [21]. 583 people were killed and 853 injured in 213 incidents of sectarian related violence in 2012 [22] while this was at 389 killed and 601 injured in 2011 [23]. The connection of these statistics with the youth is that they are mainly involved in and propagating most of the crimes [24] i.e. individuals falling within the age groups of 15 – 29 years. It is not only uneducated persons; rather graduates are also involved in the same crimes and hold the same intolerant attitude as their illiterate counterparts. [25].

Pakistan has a huge population of young people. The size of the population of Pakistan between the ages of 15 to 24 was estimated at about 42 million while that below 15 years was estimated at about 65 million, making it having children and youth forming 55% of the population [26]. This proportion is second only to Yemen. This trend is expected to continue beyond 2025 and even by 2030 it is expected that the population up to 24 years would form 51.4% of the total. With this trend, it is essential that intolerance amongst the youth be kept in check as an inclination towards radicalisation may enable the militant agents to gain support for their agenda [27]. Therefore, the education system of Pakistan and the universities in Pakistan are failing to inculcate the citizenship values that would lead to the production of an educated as well as tolerant generation which can harmoniously survive despite having differences. As a report by the United States Commission on International Religious Freedom states “education plays a critical role in the fabric of Pakistani life, with the potential of bringing the society together or tearing it apart” [28].

The focus of this research will be Sindh which has also seen a severe deterioration in the tolerance level of its society with repeated clashes between people holding differing religious, political and social views. Several universities of Sindh and especially of its metropolitan city of Karachi – which is amongst the largest in the world according to both its land area and population – repeatedly witness fights between various student groups holding differing point of views. The first step towards the cure of any disease is the correct analysis of its symptoms and underlying causes. Therefore, in order to determine a solution for the issue of intolerance and extremism it is important to know the exact causes and to what level each cause is important for the deterioration of tolerance and acceptance amongst the university students.

I.I. General Purpose

The overall purpose of the study was to evaluate the social, political, religious and other factors enhancing intolerance and extremism among educated youth of Pakistan with the focus on the students in the universities of Sindh.

I.II. Specific Purpose

The study would specifically make an attempt to address the following aspects:

1. The religious, social and political factors affecting the students at universities and their contribution in aggravating the attitude of intolerance and extremism.
2. The role of the media in glorification of crimes by making dramas and enactments on them and whether they fuel discord within the youth.
3. Disregard of merit in increasing the frustration levels of the youth.
4. The inefficiencies of curriculum in promoting citizenship.

5. The importance that stakeholders attach to the various factors that are contributing towards increasing intolerance.

II. RESEARCH QUESTION

This study is to make an attempt to address the following questions:

1. What factors are responsible for the rising intolerance levels amongst the youth in the universities?
2. Which factors do the students, educationists and teachers at universities place a greater importance on and consider the need to address them immediately.

III. METHODOLOGY

The researcher opted for mixed method i.e. both quantitative and qualitative research. Considering the topic of the research which is for the determination of the causes of a social phenomenon, therefore only quantitative research was not considered suitable.

III.I. RESEARCH STRATEGY

There are several types of mixed methods researches which can be broadly categorized as follows:

1. Qualitative dominant/ Qual+quan
2. Equal Status/ pure mixed
3. Quantitative dominant/ Quan+qual

This research would fall in the third category which can be defined as, “type of mixed research in which one relies on a quantitative, post positivist view of the research process, while concurrently recognizing that the addition of qualitative data and approaches are likely to benefit most research projects” [29]. Furthermore, the researcher opted for an explanatory design whereby quantitative data results and qualitative data results were obtained sequentially and then interpreted as opposed to concurrent mixed methods design.

The total population comprised all the students studying in both the private and public sector universities of the province of Sindh. In order to gain the opinions and views of experts, all professors, assistant professors, associate professors and lecturers teaching in the universities were also included in the population. Using stratified random sampling, 300 students from the universities of Sindh were selected. The sample was determined from 3 private and 6 government universities. This represented 6 universities of Karachi and 3 from other cities. The concentration is in Karachi due to the fact that of the 45 universities in Sindh recognized by HEC, 34 are in Karachi while 11 are in other cities of Sindh [30]. In each university a total of 40 questionnaires were administered to the students of various departments.

Furthermore, 10 university professors, assistants and associates of various fields were also part of the sample to determine their views and opinions through the conduct of interviews. A special type of sampling is used for this type of research called purposive sampling. The teachers who participated in the focus groups were identified through snowballing. These interviewees and focus groups are the primary unit of analysis and were obtained through informed consent.

III.II. RESEARCH INSTRUMENTS

Questionnaire using the Likert scale was developed for students of the universities. The questionnaire had 57 questions divided into 7 parts as General, Religion, Social Factors, Politics, Conflicts in universities, Education and citizenship education and Miscellaneous. All questions that had five degrees from strongly agree to strongly disagree. In order to determine the reliability and validity of the research instrument i.e. the questionnaire, the researcher performed pilot testing. The questionnaire was administered to a small sample (n = 20) drawn from the actual sample. Thereafter the questionnaire was again given to the same students after a gap of a week to determine the reliability of the questionnaire. Pearson r correlation sometimes called Pearson Product Moment correlation or test – retest reliability was found to be excellent (r = 0.794).

III.III. DATA COLLECTION

The researcher visited the various universities selected to distribute and collect the questionnaires from the students and to ensure that the researcher was on hand to answer any queries regarding the questions. However, for as much as possible the researcher avoided answering queries pertaining to the interpretation of the questions to avoid leading the students towards a particular answer.

The researcher conducted formal interviews with 15 professors of the universities and asked open-ended questions. The researcher asked open ended questions based on the direction the interview took with each person but broadly covering certain areas including causes of intolerance, suggestions and recommendations.

IV. RESULT AND ANALYSIS

Data that has been collected through questionnaires was tabulated, analysed and interpreted in light of the objectives of the study. The analysis was conducted using chi square tests and percentages. The data obtained from the questionnaire were tabulated item by item. In order to get clear picture of the responses, they were coded as:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly Disagree

Chi square was used which is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis. The interviews were analysed using phenomenology which is the understanding and knowledge of the researcher regarding the personal experiences of the people in relation to a phenomenon. The aim is to develop an understanding of “social and psychological phenomena from the perspectives of the people involved” [31].

IV.I. QUESTIONNAIRE ANALYSIS

For ease of analysis, the Strongly Agree and Agree degrees were combined in Agreed and Strongly Disagree and Disagree degrees were combined in Disagreed. The following table shows partial results of the questionnaire administered to the students.

S No	Items	χ^2 value		Accept/ Reject	Agreed (%)		Disagreed (%)	
		Public	Private		Public	Private	Public	Private
	Null Hypothesis: These is no significant difference in the views of public and private sector universities regarding each of the following items:							
1	Intolerance results from denial of basic human needs like education, jobs, etc.	235.621	67.772	Reject	87	80	5	11
6	Distance from religion causes intolerance.	156.855	56.380	Reject	77	81	8	10
7	Secularism i.e. keeping religion and social life different is the solution for intolerance.	44.696	16.380	Reject	43	56	34	24
8	Islam promotes extremism.	116.414	104.734	Reject	21	7	69	84
14	University students do not want to have Hindus, Christians, etc. as part of their activity and study groups.	41.700	39.165	Reject	22	16	58	74
19	Students from families where parents are divorced are more aggressive.	113.595	55.747	Reject	67	64	13	10
20	Students who show more aggression belong to poor families.	37.339	38.025	Reject	40	18	36	47
22	Class differences i.e. gap between rich and poor cause youth to be intolerant.	100.115	62.456	Reject	64	48	22	12
24	Media (television, newspapers, etc.) is playing positive role in stopping intolerance.	17.031	18.911	Reject	29	16	45	57
25	Media (television, newspapers, etc.) glorifies and makes extremism seem attractive.	84.344	37.519	Reject	61	67	16	18
28	Politics is widespread in universities and causes intolerance.	158.881	41.443	Reject	80	72	6	14
30	Politics causes students focus to move away from education.	144.256	29.797	Reject	79	64	10	18
36	Students with attachments to parties do not suffer punishment if they go against university discipline.	62.714	39.291	Reject	61	64	18	10

40	Use of weapons is common in your university to resolve conflicts between students.	20.423	13.089	Reject	28	29	41	52
44	Disregard of merit causes students to become intolerant.	138.176	49.924	Reject	76	75	6	11
46	During your stay at university you have participated, attended or heard of debates, seminar, etc. on such topics like tolerance and extremism	37.031	17.392	Reject	49	41	29	39
49	Madrasa education is promoting intolerance.	38.485	30.177	Reject	33	21	37	42
52	Parents are responsible for the aggressive attitude of students and youth.	86.194	21.190	Reject	51	53	21	25

1. High levels of agreements were found in respect of the following items of the questionnaire:
 - Item 1: Intolerance results from denial of basic human needs like education, jobs, etc.
 - Item 2: Extremism results from denial of basic human needs like education, jobs, etc.
 - Item 3: Intolerance results from the support of extremist political parties.
 - Item 4: Extremism is an outlet for severe feelings of anger and humiliation.
 - Item 5: People become part of extremist groups to gain and maintain power.
 - Item 6: Distance from religion causes intolerance.
 - Item 9: Wrong interpretation of Islam promotes intolerance.
 - Item 15: Hindus, Christians have equal educational opportunities in your university as Muslims.
 - Item 19: Students from families where parents are divorced are more aggressive.
 - Item 22: Class differences i.e. gap between rich and poor cause youth to be intolerant.
 - Item 25: Media (television, newspapers, etc.) glorifies and makes extremism seem attractive.
 - Item 26: Media (television, newspapers, etc.) shows bomb blasts and in its fight to increase ratings makes youth aggressive.
 - Item 27: If media was to reduce showing so many negative stories such as blasts, target killings etc. the intolerance will also decrease.
 - Item 28: Politics is widespread in universities and causes intolerance.
 - Item 30: Politics causes students focus to move away from education.
 - Item 32: Universities should ban political parties.
 - Item 36: Students with attachments to parties do not suffer punishment if they go against university discipline.
 - Item 44: Disregard of merit causes students to become intolerant.
 - Item 45: You are given moral education such as tolerance and respect for others opinion.
 - Item 51: Intolerance is increasing in the university students.
 - Item 55: Media is responsible for the aggressive attitude of students and youth.
 - Item 57: Disregard of merit is responsible for the aggressive attitude of students and youth.

2. Moderate levels of agreements were found in respect of the following items of the questionnaire:
 - Item 7: Secularism i.e. keeping religion and social life different is the solution for intolerance
 - Item 10: Religious scholars are playing their role in educating the youth about tolerance and acceptance of others
 - Item 13: Muslim youth are tolerant of the students from other religions such as Hindus, Christians.
 - Item 23: Aggressive video games cause students to fight with each other.
 - Item 29: All universities have student groups associated with political parties.
 - Item 33: Political parties threaten students to become involved with them.
 - Item 34: Students attach themselves with political parties with their own free will.
 - Item 37: Student groups are usually associated with political parties.
 - Item 38: Conflicts in universities are caused by students belonging to student groups.
 - Item 43: Administration takes immediate action against armed conflict.
 - Item 47: University curriculum includes civic education i.e. education about the rights of individuals and about how they should behave in society.
 - Item 52: Parents are responsible for the aggressive attitude of students and youth.
 - Item 54: Friendships are responsible for the aggressive attitude of students and youth.

- Item 56: Social networking website is responsible for the aggressive attitude of students and youth.
3. Mixed opinions were found in respect of the following items of the questionnaire:
- Item 11: Sunni youth in universities are tolerant of the views of Shia youth.
 - Item 12: Shia youth are tolerant of the views of Sunni youth.
 - Item 20: Students who show more aggression belong to poor families.
 - Item 21: Students who show more aggression belong to poor families.
 - Item 31: Political parties pay money to students to fight against students of other parties.
 - Item 35: Teachers favour students attached with political parties that they support.
 - Item 39: Conflicts are caused by individual students who do not belong to any student group.
 - Item 41: Weapons are not used in your university in case of arguments amongst students.
 - Item 42: Weapons are used only if the conflict between students has become severe.
 - Item 46: During your stay at university you have participated, attended or heard of debates, seminar, etc. on such topics like tolerance and extremism.
 - Item 48: Present curriculum of universities is enough to bring positive change in society.
 - Item 49: Madrassa education is promoting intolerance.
 - Item 50: Madrassa education is creating extremists.
 - Item 53: Teachers are responsible for the aggressive attitude of students and youth.
4. High levels of disagreements were found in respect of the following items of the questionnaire:
- Item 8: Islam promotes extremism
 - Item 14: University students do not want to have Hindus, Christians, etc. as part of their activity and study groups.
 - Item 16: Teachers in universities promote discrimination against Shias.
 - Item 17: Teachers in universities promote discrimination against Sunnis.
 - Item 18: Teachers in universities promote discrimination against other religions.
5. Moderate levels of disagreements were found in respect of the following items of the questionnaire:
- Item 24: Media (television, newspapers, etc.) is playing positive role in stopping intolerance.
 - Item 40: Use of weapons is common in your university to resolve conflicts between students.

IV.II. INTERVIEWS ANALYSIS

The researcher conducted detailed interviews with 10 academicians from different universities and has used phenomenology to sort, organise and analyse the data gathered from the interviews.

IV.II.I. Theme 1: Intolerance is caused by lack of care from parents and family members

All the teachers indicated that lack of time and attention from parents and other family members causes children to become neglected, frustrated and this develops later into insecurities. In order to hide their self-doubt and lack of confidence, youth use aggression and become intolerant towards others.

Furthermore, due to the highly advanced technology today and the availability of a lot of information to children from an early age, they have become more aware and more inquisitive. In order to satisfy their queries, it is essential that the elders around them given them time, listen to them and resolve their confusions. However, as one of the lecturers stated, "Due to lack of satisfactory answers to their inquisitive nature, the youth tend to be more aggressive".

In order to keep pace with the world, all parents wish to see their children at the top rung of the ladder of success. In their expectations, they forget that all children are not equal and that they would have their very own personalities with unique strengths and weaknesses. Pressurising children to continuously work harder, exceed their limits and never appreciate them leads them to become sullen and suffer from self-esteem issues.

IV.II.II. Theme 2: Certain aspects of religion cause intolerance

Another leading cause identified by the research participants were the different facets of religion. Several highlighted that the distance from religion caused intolerance. All religions involve the concept of hell and heaven in some form resulting in a sense of accountability within the individuals. One of the participants commented that all religions promote peace but most people blindly follow what others tell them without actually having studied the religion themselves. This has caused several incorrect principles to be treated as part of religion while they have nothing to do with it. Most of these additional elements are those that are promoting intolerance.

Furthermore, all religions and even sects within those religions have taken up self-assigned responsibility of declaring sinners and righteous people thus playing pseudo-gods. As stated by one of the participants “All sects and religions usually think that they are the righteous ones and teach their children that everybody else is bound to go to Hell. Let us give others a chance to be righteous and leave the judgement to God and teach our children to respect others, regardless of their faith.”

To add fuel to the fire, even the religious leaders are not playing their role correctly to promote peace; rather their speeches are filled with hatred and extremism promoting the same elements in the society. They insult the sacred personalities of other sects and religions in order to increase in status their own Maseeha’s (protectors, guiders).

IV.II.III. Theme 3: Biases and class indifference are also causes of intolerance

Another cause identified by the teachers of the universities were the biases whether “educational, based on gender, ethnicity, culture, religion or language”. At every place, be it schools, professional education institutions, universities, private offices, government jobs, people are biased in favour of others with whom they identify on the basis of one of the grounds as identified above. They blatantly disregard merit and give undeserving favours. This adds to the vexation and dissatisfaction of the youth leading to increasing intolerance. The research participants were very vocal about the increasing class differences due to the “virtual elimination of the middle class” due to the rising disparity in the incomes of people. This leads to the hardworking honest middle and lower class to revolt against the corrupt members who are unjustly acquiring the righteous share of the former. As a professor expressed, “Class system is paving way for the hatred and sense of revenge among the youth”.

IV.II.IV. Theme 4: Intolerance is caused by injustice and failure of law and order

“Those in authoritative positions should not misuse their power for their own or others’ benefits, harming people in the process, and if they do so, the law must be enforced in all aspects”

IV.II.V. Theme 5: Improper role of teachers causes intolerance

Many of the participants mentioned the lack of proper role by teachers in developing and grooming their students. The children start schools at a tender age of 4 years to 5 years and spend nearly a third of their day with teachers for 12 years of their lives. This is the period when the character, habits and personality of the students are forming for the better or worse. Keeping this aspect in mind, it becomes imperative that the teachers are well trained to handle children and play a positive role in their character building. Children with solid foundation would only be able to develop civic values in the future. A participant expressed his feelings in the following words, “Teachers should be role models for students as they influence children greatly because children spend a great amount of time in their presence”.

IV.II.VI. Theme 6: Lack of proper civic and moral education causes intolerance

All the participants interviewed were of the opinion that the curriculum currently being followed in both the private and public education sector did not comprise of enough subject on civic and moral values. It fails to inculcate the acceptable patterns of action in a society. The youth is not aware of its rights or of the responsibilities that a responsible citizen is required to fulfil. This results in his knowingly or unknowingly usurping the rights of his fellows and thus a vicious chain forms.

V. CONCLUSION

A huge majority of the students have agreed that intolerance is increasing in universities and so have all teachers who have been interviewed.

The causes of intolerance and extremism have been established to be

1. Denial of basic human needs such as education, employment etc. If combined with the literature review conducted we can see that survival needs fulfilment is the innate requirement of all human beings and its denial causes people to become frustrated and unhappy. When feelings of dissatisfaction build up, people stop thinking rationally and become emotional. These negative emotions are vented out in the form of anger at others. Further, in order to survive humans are more inclined to commit crimes;
2. support of extremist political parties which promote use of weapons to resolve all issues. This is common in countries like Pakistan due to weak law and order situation and corrupt systems;
3. distance from religion and wrong interpretation of Islam. Religion provides humans with guidelines to survive and makes humans fear a superior power. The fear prevents people from hurtful acts to themselves or to others. Furthermore, a lot of intolerance in the country is being propagated in the name of Islam by using incorrect interpretation of the Qur’an and Sunnat;

4. broken families where parents have been divorced results in children being neglected who grow up into emotionally unstable adults;
5. class differences causes dissatisfaction and frustration in the lower class and arrogance in the upper class;
6. media though its portrayal of violence promotes it;
7. politics and involvement of political parties with student groups; and
8. Disregard of merit again results in aggravation of the youth who seek intolerant and extremist method to display their anger.

Certain other factors have also been identified which maybe causes:

9. Aggressive video games were identified as a cause with somewhat agreement over this matter. However more research would be required to determine.
10. Parents through either though their neglect, busy schedules or even excessive willingness to fulfil all whims of their children have also been identified as a cause of the increasing intolerance amongst the youth.
11. Friendships and Social networking websites have been identified as a possible cause but more research would be required to establish this.
12. Sectarian differences appear to be a cause as generally students preferred not to express opinion on the tolerance of Shias of Sunni and vice versa.
13. Lack of civic education and curriculum deficiencies. If from a tender age children are taught to know their rights and responsibilities, they would become inculcated with these values.
14. Teachers are also responsible by not being the role models that they should be since they lack training and motivation and also since they themselves don't feel the true burden of their responsibility. Furthermore, they let their preference of political parties influence their behaviour towards students.

It is to be noted that the research has also identified that at least at university level in Sindh, students are tolerant of other religions and are willing to involve them in their group works. The students from other religions also do not feel that they are being treated unfairly. Furthermore equal educational opportunities are being provided to students from other religions at the university level.

It has further been established that Islam itself is not a cause of extremism nor are Madrasahs as a whole classified as producing extremists or promoting intolerance. Though mixed opinions exist for the latter.

V.I. Other benefits that can be obtained from the research include

1. It will assist the concerned authorities such as the law and order agencies, other educationists, university committees, media, and government organizations to take appropriate measures such as:
 - a. To assist the universities in deciding the course of action they can take for grooming and churning out empowered youth that help create communities which are resistant to extremism and are capable of protecting the rights of the weak members of the society (who are vulnerable to being misled).
 - b. To streamline the impact of media like negative effect of graphic television news and programs.
 - c. Raise awareness among educational institutes of the threat from violence on campus.
 - d. Establish causal relationships between different factors that are leading to the increase in intolerance and extremism.
2. It will help the curriculum developers to integrate such content which may help to reduce extremism and intolerance, e.g.
 - a. To remind students the value of living in their own country that respects individual liberty, freedom of expression and religious belief, and the rule of law.
 - b. To remember the ideology behind the formation of the country and why they are still essential today.
 - c. Encourage extra-curricular activities such as debates, speeches and sports competitions among varsities to promote tolerance of opposing views and cooperation within the different sects of our society.
3. It will provide the guidelines to the experts to streamline the institutions. It will remind students the value of living in their own country that respects individual liberty, freedom of expression and religious belief, and the rule of law.
4. It will encourage students to participate in constructive activities related to the on-going war on terrorism.
5. This research study will facilitate all stake holders directly or indirectly through the establishment of empirical relationships between the various factors deemed to be promoting intolerance as well as provide basis for them.
6. It will help the other researchers in the field by identifying further avenues where research maybe undertaken along with the aspects that this researcher fails to cover and analyse in detail.

V.II. Areas for further research

- ✓ Correlation of different causes identified with each other
- ✓ Identification of the solutions for making progress towards reducing intolerance in the universities and the practicality of the solutions through case studies
- ✓ Relationship of friendships with the aggressiveness in individuals and groups
- ✓ Role of social networking websites towards promotion of intolerance in society
- ✓ Relationship of aggressiveness with video games

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