

Diversity and its educational implication through the eyes of students: Ethiopian public universities in focus

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Abstract

The dynamic changes in all aspects of human endeavor necessitated the importance of diversity in many organizations including higher learning institutions. As the landscape of higher learning institutions becomes growingly diverse, construing the different processes that can help these diverse students succeed becomes more critical. Currently, it is one of the grave concerns in intuitional mission, policy, programs and strategies. Students' understanding about diversity and its implication in learning contributes a lot to realize the vision of the educational institutions. The study intended to unfold students' perception about diversity on campus. Mixed research approach with embedded design was employed to collect authentic information from 360 students across six universities. The finding revealed that diversity perspectives are polarized among the students and resulted in developing propensity towards ethnocentric stand. Diversity is solely perceived through political point of view; its implication for academic achievement is highly camouflaged by political ideology. Institutions are expected to refrain from window dressing and revitalize the true nature of academic atmosphere to ensure exposing the hidden potential of diversified students for individual, institutional and societal benefits.

Key words

Diversity, campus climate

Introduction

1.1. Background

The term diversity frequently appears in the popular media, institutional mission, professional magazines, books, and scholarly literature. Nonetheless, there is no single, exclusively agreed upon definition. In the contemporary literature, it is construed from narrow and broad perspectives. Narrow perspectives are features of early equal opportunities among diversified groups particularly race and gender (Kosseck and Lobel, 1996). Broader perspectives on the other hand refer to a range of dimensions such as age, disability, national origin, religion, sexual orientation, values, ethnic culture, education, lifestyles, beliefs, physical

appearance, social class and economic status (Norton and Fox, 1997). The broad perspective entails different dimensions usually classified as primary, secondary and tertiary (Marilyn and Judy, 1991; Gardenswartz and Rowe, 1998; Arredondo, 2004).

The primary dimensions are those that are fundamental to a persons' self-concept or core self like age, gender, ethnicity, physical ability etc. These dimensions, though not necessarily visible, are unchangeable in the sense that they are not a matter of choice. They form the basis on which people make instantaneous judgments about one another, often through the process of stereotyping (Lapid-Bogda, 2004). Secondary dimension, on the other hand, are aspects of a persons' identity that are important to a definition of self, but are not as fundamental as the primary dimensions and includes religion, language, income, education, marital status, work experience and so forth. The most hidden and difficult human identity are categorized under tertiary dimensions consisting of the features such as learning style, personality, and professional orientation.

These dimensions interact with and influence one another, and emerge or are depicted differently in various contexts, environments and circumstances, making analysis and management complex. The iceberg is a fitting metaphor for understanding the concept of diversity. Nine-tenths of an iceberg resides below the surface. Just as it is difficult to judge the size and shape of an iceberg, it is also difficult to ascertain all of an individual's diversity traits or dimensions simply by looking at them or attempting to guess based upon observations or other perceptions. In general, *diversity is dynamic and ubiquitous encompassing the richness of differences among people. Our understanding of diversity continues to unfold as we learn and grow in our efforts to form a more inclusive community. It extends beyond traditional considerations—such as those based on ability, age, culture, disability, ethnicity, gender identity and expression, regional and national origin, political affiliation, religion and socio-economic background – to include the intellectual diversity that is a hallmark of a great academic institution.* From the definitions and dimensions, it is possible to deduce that diversity is characterized by: Dimensions of diversity may be hidden or visible, found within groups as well as within individuals, they are in a constant state of flux, they are not always clear cut or easily defined, and they are interrelated.

Presently, diversity is one of the grave concerns in the affairs of education in general and higher learning institutions in particular (Hart & Fellabaum, 2008). Empirical studies reveal the benefits of diversity in higher education. This happens if and only if a healthy and welcoming campus climate is created (Hurtado et al., 2012; Milem et al., 2005). Even if the values of diversity in academic institutions are multi dimensional, its educational benefit for students is the centre of attention among the scholars. To begin with, in examining the benefits of diversity in higher education institution to students, it is important to take into account campus years in the context of broader psychosocial development. Substantial numbers of research works reveal that it is a distinctive developmental phase that lies at the interface between adolescence and young adulthood influenced by peers (Astin, 1993; Pascarella and Terenzini, 2005). During

this phase, significant changes occur in personality, self-identity, social and academic self-concepts, self-esteem, values and attitudes (Alwin et al.,1991;Astin,1993).Critical to optimal development at this period are what various theorists refer to as disequilibrium, dissonance, incongruity or periods of crisis (Ruble,1994). In essence, these periods represent exposure to experiences and ideas that differ from or challenge those previously experienced and introductions to diverse people, new ideas, unexplored perspectives and unimagined experiences facilitate the development of a more genuine and authentic self. In general, it contributes to academic performance, democratic outlook and ethno- relative view of the students. Student understanding about diversity on campus and its implication matters a lot to garner the optimal benefits expounded in research findings.

1.2. Problem statement

Although issues of diversity have got attention recently in many parts of the world, when the issue comes to Africa, the challenge is above-the-fold in higher education institutions (Cross, 2004; De Klerk & Radloff, 2010). This is essentially because of the fact that the nature of diversity is fundamentally different from the west; it is indigenous in most cases where the differences are not based on diversities created as a result of mobility or cross boundaries movement. The legacy of divide and rule policy of the colonizers, however, aggravated the situation. In spite of the challenges, it seems issues of diversity in universities in Africa have not been given enough attention (Abebaw, 2014). Instead, they have been trying to import diversity management strategies from various research works conducted purely in different contexts as if they are panacea for all. However, diversity is a phenomenon that is culturally, socially and historically formed and reformed (Metcalf & Woodhams, 2008). The tri-national (India, South Africa, and United States of America) research project conducted on issues of diversity in higher education shows that “there can be no single universalizing model or conception of diversity that can work effectively in all contexts” (Cross, 2004, p. 390). Therefore, researches within specific socio cultural, political and geographic regions has tremendous contribution to effectively address issues of diversity in a given context or institution.

In Ethiopia, the beginning of 1990’s marked a watershed in the history of the country. Primarily, the 1995 constitution officially recognized the existing difference and its importance for the better future of the nation. Moreover, policies were developed based on the constitution to improve the education system in general and higher education in particular. Accordingly, the Education and Training Policy stipulates the purpose of education as “to provide education that promotes democratic culture, tolerance and peaceful resolutions of differences that raises the sense of discharging societal responsibility” (Federal Democratic Republic of Ethiopia, 1994, Article 2.2.9, p. 10).Specifically, the Higher Education Proclamation (No. 650/2009) objectives clearly state the emphasis given to diversity education. Five Sub articles from nine are associated with equality, equity and fairness in different diversity dimensions. Similarly, one of the Ethiopian cultural policy’s principles stated:

Recognizing, accepting and respecting the cultural, linguistic and religious differences among nations, nationalities and peoples; enriching our values of tolerance, mutual respect, and dialogue; developing the interconnection between our common values and strengthening Ethiopian unity in diversity (Ministry of Culture and Tourism, 2016:5)

In spite of the fertile ground to address diversity in higher education, there has been conflicts and competitions among different groups based on various dimensions such as ethnic background, religion and language (Abebaw, 2014; Abera, 2010; Afework, 2009; Hailemariam, 2016; Melkamu & Ameyu, 2013; Mesfin, 2008). Review of the researches and their purposes show huge emphasis on conflict and conflict management strategies between and among various ethnic, religious and linguistic groups in public higher education institutions. To our understanding, studies on students view and position about diversity on campus climate and its educational implication is not given due concern. It is imperative, therefore, to conduct research on such issues to take transformative measures in higher education institutions.

1.3. Objectives

The rationale behind framing effective research objectives is an important aspect in the research process. Accordingly, this study was intended to realize the following objectives related to students' perception about diversity and its educational implication on campus in Ethiopian public universities. It was intended to:

1. Scrutinize the values students attach to diversity on campus
2. Examine the interaction between and among the students and instructors
3. Figure out the major challenges in creating welcoming learning environment
4. Investigate whether there is significant difference between and within different groups of respondents based on dimensions of diversity

In line with the objectives, the study was intended to answer the following questions.

- To what extent students value diversity for academic benefits?
- How do students and instructors interact between and within different groups
- What are the challenges of managing diversity on campus?
- Is there a significant difference between and within different groups of the respondents based on dimensions of diversity?

2. Theoretical Framework

Extensive research works in higher education traditionally have investigated the means through which individual students grow and change while on campus (Astin, 1993; Pascarella and Terenzini, 1991). Recently, however, researches from the social sciences have identified a number of specific ways in which students who attend universities with a diverse student population benefit in comparison to students

with homogeneous student bodies (Hurtado et al., 1999; Milem, 2003; Milem and Hakuta, 2000; Orfield, 2001; Smith et al., 1997).

The student benefits in research are explained in terms of outcomes on campus. Patricia Gurin (1999) suggests helpful points for describing diversity-related outcomes. She proposes three major types of outcomes that are influenced by campus diversity. Learning outcomes, democracy outcomes and the ability of students to live and work effectively in a diverse society. We call it interpersonal communication outcomes for it requires skills related with interpersonal interaction.

Learning outcomes refer to active learning processes in which students become involved while on campus, the engagement and motivation they exhibit, the learning and refinement of intellectual and academic skills, and the value that they place on these skills after graduation. In addition to fostering critical thinking and providing opportunities to view problems from multiple perspectives, campus diversity may teach students to more effectively negotiate and function within complex social and occupational environments. This is known as democracy outcomes. The other category of outcomes proposed by Gurin is associated with the skill of students to live and work effectively in a diverse society. It refers to the extent to which institutions has cultivated students to be successfully lead their lives after graduation influencing hegemonic control. In addition to the above categories, Milem et al.,(2005) added two outcomes of diversity for students: Process outcomes and material outcomes. Process outcomes refer to the ways in which students perceive that diversity has impacted their life reflected in their satisfaction and perceptions of campus climate, etc. Material outcome on the other hand reflects the material benefits that students accrue as a result of attending at diverse learning environment. The study is, therefore, guided by the aforementioned theoretical framework to examine students' perception on campus.

3. Methodology

Methodology selection requires a number of issues into consideration in the research process. Accordingly, based on the nature of the problem, mixed research approach was employed. From the a range of research designs that go in line with the general frame of mixed approach, the Complementary design using parallel phases (embedded designs) was selected since the fundamental features of the study fit to the characteristics of this method. Its chief purpose was to collect authentic data not secured through primary approach (Quantitative in this sense) by substantiating through qualitative data. The assertion is that a single data set is not sufficient to answer different research questions. This design, hence, is a means through which one data set substantiates secondary role in a study based primarily on the other data type (Creswell et al., 2012).

Six universities were employed in the study selected randomly from three generation (two from each) universities. Generation here refers to the time of establishment which has human and material resource implication to implement institutional programs. This means older generation institutions have better resources as compared with the newly emerging public universities. Three hundred sixty (360) students

took part in the study selected through multilevel sampling technique. Questionnaire and interview were employed as data collection tools to obtain reliable information. In addition, vision, mission, goals and core values of the institutions are scrutinized from the official documents. Quantitative data were analyzed using descriptive statistical techniques. Qualitative data, on the other hand, were analyzed based on the theme framed integrated with quantitative data. The instruments' validity and reliability were tested scientifically based on the contemporary theoretical and empirical procedures.

4. Results and Discussion

Students' perception about diversity on campus is organized and discussed on the basis of data secured through quantitative and qualitative data.

Table 1. Students' perception about diversity

Item	N	Sum	Mean	Std.
				Deviation
I am not comfortable with people who are not most like me.	360	1415	3.93	1.226
The real value of a university education lies in being introduced to different values.	360	1292	3.59	1.347
I enjoy taking courses that challenge my beliefs and values	360	856	2.38	1.348
I like to participate in activities where I can talk and interact with people from diversified groups	360	855	2.37	1.338
I often feel irritated by people whose beliefs and customs are different from mine	360	838	2.33	1.253
Contact with individuals who are different from me is an essential part of my university education	360	830	2.31	1.356
I enjoy having discussions with people whose ideas and values are different from my own	360	828	2.30	1.392
Learning about people from different cultures is a very important part of university education	360	802	2.23	1.378
Valid N (listwise)	360			

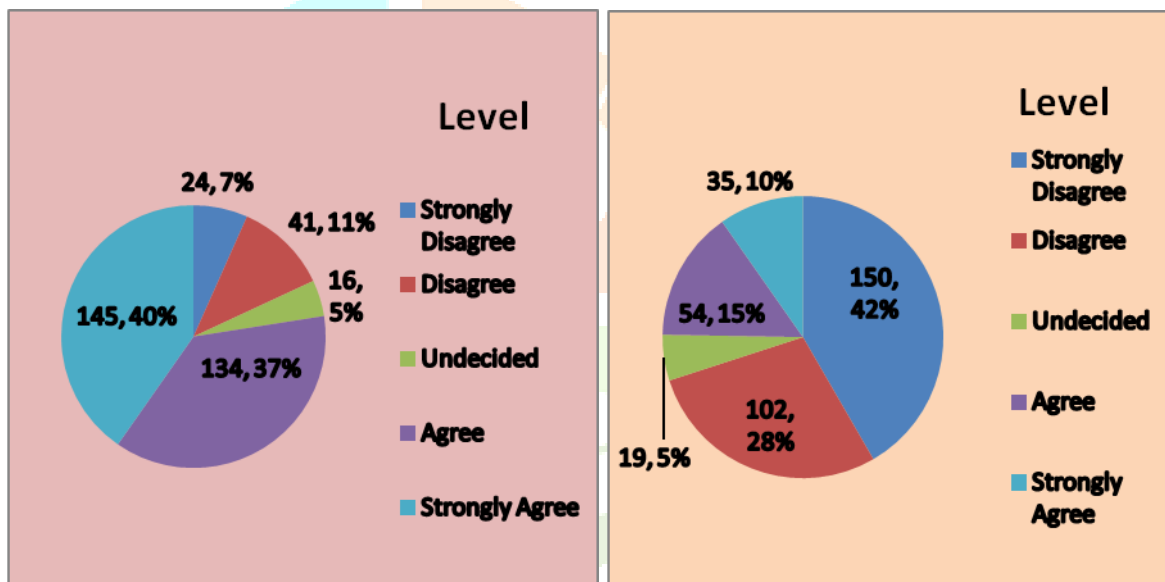
Close examination of each item except the first two clearly depicts the mean score below 2.5 in a five point scale. Since the first and fifth items are negatively stated, the interpretation is the other way round. For example, the highest mean (3.93) goes to respondents who tend to feel comfortable with people like them. This implies they want to communicate, share experience with students of similar religion, language, ethnic background, etc. Similarly, the fifth item with 2.33 mean score conveys majority of the respondents disagreed with the statement. In other words, they are not irritated by others belief different from them. Research works in higher learning institutions show that students learn more and become competent in all environments if they dwell on issues beyond their identity borders. The only result above the bench mark is the second where they recognized the university as real place to be introduced to important values. The

ascending cursory view of the table ranging from 2.23 to 2.35 apart from the fifth item (2.33) roughly demonstrates the loose propensity of respondents towards the value of diversity in the university.

In order to examine the specific frequency and percentage implication of each item, the highest and the lowest scores are taken and presented as a sample. As indicated in table 1, the highest mean is for the item “I am not comfortable with people who are not most like me.” and the lowest is for “Learning about people from different cultures is a very important part of university education”. The response across the scale for both items is represented in the following figures. Figure 1 shows the frequency and percentage response on the question “I am not comfortable with people who are not most like me.” Figure 2 on the other hand depicts frequency and percentage response on the question “Learning about people from different cultures is a very important part of university education”

Fig1.Item with highest mean score

Fig.2. Item with lowest mean score



The figures depict the level of agreement and disagreement on the highest and lowest mean scores of the items described before (see Table 1).Concerning their belief about relation with others,145(40%) of the respondents indicate the highest level of agreement(Strongly Agree).The next highest frequency and percentage is also taken by respondents who marked under ‘Agree’,134(37%). In combination 279 (77%) of the respondents expressed their interest to be with people like them. Regarding learning about people from different cultures (Figure 2), 150(42%) of the respondents strongly disagreed that the major purpose of learning in higher education is not understanding about others. The responses of 102(28%) is also strengthening what the previous participants claim when they say no we ‘Disagree’. If the frequency and percentage add up, it makes 252(70%) respondents who gravitate towards the umbrella term of ‘disagreement’ albeit differences in level. Only 25% of the participants cast their response for agreement category. The implication behind the numbers (frequencies and percentages) shows students prefer to be with their own category. Or there is a tendency to be with classmates or roommates with similar ethnic

background, language and religion. Moreover, it seems the majority believe that learning about others in academic institution is not as such crucial. This implies, students' perception about the values of others is negative which is against what many research findings claim.

In order to figure out the response difference between and among the groups, an independent-samples t-test and one way ANOVA was employed. T-test was used to compare scores for males and females. There was no statistically significant difference in scores for males ($M=2.77$, $SD=.540$) and females [$M=2.76$, $SD=.556$; $t(358) = .192$, $p=.848$]. A one-way between-groups analysis of variance was also conducted to explore the difference based on ethnic group. Participants were divided into different groups (Group 1: Oromo; Group 2: Amhara; Group 3: Tigre; Group 4: Others). There was no significant statistical difference at the $p<.05$ level for the three groups formed on the basis of ethnicity [$F(3, 357) = 1.744$, $p=.158$]. Regarding religion, however, one-way ANOVA shows significant difference at $p<.05$ level for followers of different religion [$F(2, 358) = 3.219$, $p=.041$]. Moreover, A statistical technique was employed to test whether there is difference between and within different generation universities. Accordingly, a one-way between-groups analysis of variance was conducted to explore the difference between and within the groups based on generation of the institutions. Participants were divided into three groups according to the university generation (Group 1: Generation one; Group 2: Generation two; Group 3: Generation Three). There is statistically significant difference at the $p<.05$ level for the three generation groups [$F(2, 358) = 5.254$, $p=.006$].

In addition to the questionnaire, selected students were interviewed about the values of diversity in their respective universities. There is an agreement on the importance in principle. They claim, however, campus climate is frustrating in this regard. Views from the participants are quoted and presented in the following paragraphs.

One of the research participants from Gondar University opined:

I exclusively subscribe to the benefit of diversity in universities. We all are different and diverse in religion, language, socio-economic status, hobbies, and so forth. I contend that even in a family there is difference in interest to take part in a given activity. Diversity is therefore, inevitable. Arguing against diversity is like arguing against the law of gravity. For example, look our anatomy. It is the mystery of diversity that brings all complex systems together to survive as human being. This fact works even for plants; the roots, branches, trunks and all components contribute towards the well being of the particular plant. When it comes to human experience particularly in universities it has an immense advantage. In due course, students develop a new world view to understand not only themselves but also others beyond their casual experience. The reality, however, is different. We always prefer to be with students who have similar religious zeal, speak our language, and identify

themselves with our ethnic lines. I think this is apparent in all universities in Ethiopia. No one dares to cross these sensitive identity boundaries without consent.

The way he conceptualized diversity is quite amazing. His analysis begins from individual living things to wider system and confirms the importance of learning in diverse environment. He didn't deny, nevertheless, the actual reality is completely different across all universities.

Another student from Mizan Tepi University denounced the benefits of diversity in higher education institutions. He claimed the practice of diversity in Ethiopia as "discrimination against discrimination". He further explained his position based on ethnic and language harassment experience. To put in his own words, "I am from Addis Ababa [capital city of the country]; I do not clearly know my category. The high school experience is quite different. Here students use diversity for political consumption than for academic benefit. Friendship and cooperation is totally camouflaged by identities related with language, religion or ethnicity".

A student from Jimma University strongly argued against diversity issues in higher education institutions. She contended "universities are places where we dwell on fatal problems of the society and look for remedies than identities of individuals." She continued justifying the importance of focusing on science and technology which changes the fundamental problems of the nation. She said "If learning about others have great values at this level, I would have not joined University, rather move from place to place and unfold the nature of different society."

The student participant from Assosa University opined on the importance of diversity in higher education with reservation. She viewed from two perspectives; arguing for and against. She argued for diversity presumably considering the academic advantages of learning together particularly where objective understanding is not required. She took class room experiences of learning from one another extracted from different diversity dimensions and totally subscribed to the benefits of diversity. She also argued against from another point of view. She said "the nature of diversity in Ethiopia and other parts of the world especially the west is completely different. In our country it is a weapon to attack or protect certain groups than exploiting the potential benefits for individuals, institutions and the nation."

The students were also requested to describe the class room experience particularly their participation, relationship with other classmates and instructors. Regarding classroom experience participants from the six universities unequivocally supported the classroom diversity composition. However, they narrated the necessity of structural diversity is not sufficient for creating the most effective educational environment. One of the participants from Mizan Tepi University articulated the classroom interaction and experience as follows:

Although there are numerical differences, all types of diversity dimensions are available in our class. There are Oromos, Amharas, Wolaita and others. But we are not using the opportunity for academic

purpose. Our intimacy is along the aforementioned lines. We prefer to do assignments with classmates from similar background. Instructors also refrain themselves to encourage students participation in this regard. Generally, it is untouchable issue in classroom learning for it has multiple political implications.

Another student from Ambo University reacted to the same question. She stated the classroom experience as “self deception”. She continued explaining “No one speaks his/her mind. Everybody wants to propagate what the government always disseminates to the society polarizing historical imbalances among nations and nationalities in the country”. The responses clearly indicate the classroom theory- practice paradox. In principle, there is consensus among the key players in classroom learning including the instructor. The orientation towards politics is highly discouraging and as a result diversity issues are taken to peripheries in practice. In relation to instructors approach to create welcoming classroom environment, the only means they attempt to employ is active learning methods where the views of different students are appreciated. It should be noted that neither the students nor the instructors know the reflections are the cumulative understanding emanating from diversity dimensions such as religion, ethnicity or gender.

Pertaining to outside classroom interaction, all respondents recognized the existence of the interaction. At the same time they narrated the nature of the interaction and relationship among the students. Students want to identify themselves in some group formed based on either ethnic background, religion or both. This is the experience of many institutions where welcome programme starts outside the campus through informally organized ethnic and religious groups. Therefore, newcomers always join the university with this mentality. From the date of registration on words, formal and informal activities gravitate towards the similarities than the differences. A third year student from Gondar University put the contemporary scenario of the institution with regard to student interaction outside the classroom:

I believe the real nature of student interaction exists outside the classroom than in the classroom's ill-concealed contempt. Genuinely speaking, our classroom arrangement itself depicts our true intention. Students from the same region, religion, and ethnic background and if possible the same secondary school prefer to sit, work and even enjoy leisure time together. This is, I think, the result of outside the classroom interaction propensity. One group is suspicious of the other. Fundamental criteria for academic relationship and love affairs are either religion or ethnic background. Sometimes, personal disagreements turn to group violence without understanding the cause behind the issue.

Another student from Wolkite University expounded his personal experience in his three years campus stay:

I joined this university three years ago. I leave campus after few months with lots of personal and group experiences. I came from Chancho (a maximum of an hour drive from Addis). My father is Oromo and my mother is Amhara. I am Orthodox Christian religion follower. As soon as I joined the university, I read the summons notice for Orthodox religion followers, Muslim religion followers and protestant religious groups. In the next few weeks, two classmates contacted me so that I join them as

an Oromo fellow. After a couple of years, I got a girl friend tested through the established criteria; religion and ethnic background. Even if I believe in principle about the importance of diversity for academic performance and democratic outlooks, I get nothing from the informal grouping except hatred and ethnocentric view.

Participant from Jimma University also explained his intergroup relation as weak and reflected through stereotype, prejudice and hatred. His dormitory based reflection goes “Last semester I was religiously harassed in my dorm. It went on for the entire semester and the future of this case is still uncertain. I received threatening notes and my locker was ransacked. It is very fresh in my mind and I have a lot of nightmares still today.”

A student from Assosa University opined on covert discrimination. She attested “Discrimination in most cases in our university is quite under the radar and difficult to figure out its overt meaning or articulate easily.” In addition, she narrated her practical experience associated with demographic groups “I heard a number of times insensitive comments about local people particularly mocking and belittling them in public places.”

These testimonials demonstrate the interaction between and among the students in the class and outside the classroom is based on predominant similar diversity dimensions; ethnic background and religion. Moreover, mutual respect and valuing other students’ attributes is not popular practice.

The research participants were asked the reason for developing such attitude towards diversity in their respective universities. Albeit differences in wording, all of them expounded problems related with discipline they learn and the feeling of conceptualizing diversity issues as instrument for political orientation. For one thing, they believe that diversity issues are associated with social science studies and students from other universities shouldn’t worry about it. On the other hand, arguing for and against diversity seems to be a political agent who stand for certain groups which may result in unexpected cost and suffering on the students.

In relation to the quantitative and qualitative responses and views, literature show that learning in a diverse environment enhances the quality of the learning process for all students (Hurtado et al., 2012; Milem et al., 2005). Specifically, empirical studies reveal the benefits of diversity in higher education. This serves the purpose if and only if a healthy and welcoming campus climate is created (Hurtado et al., 2012). As to the day today classroom and outside the class interactions, students’ eventual understanding of the values of diversity is considered as product aspect of the teaching–learning practices in diverse learning environment. These points corroborate with what Tomlinson (2005) calls it differentiation. He identified three elements that guide differentiated instruction: content, process, and product. Content means that all students have equal access to the similar content but are allowed to construe differently. Process refers to the ways in which the content is presented and taught. Product signifies how and to what extent students demonstrate understanding. Corley (2005) presented more clearly in the form of questions: What do you want the student

to know? How can each student best learn this? & and how can each student most effectively demonstrate learning? Maker (1986) provides a framework of employing differentiation in the classroom through creating and encouraging and engaging learning environment, encouraging independent learning, accepting student contributions, and providing mobility and flexibility in grouping. Moreover, he suggests modification of the contents according to abstractness and complexity especially focusing on the nature of population. Modifying the learning process through the use of inquiry, higher-order thinking classroom activities, group interactions, variable pacing, creativity and student risk-taking, and freedom of choice in learning activities are also proposals forwarded by the author in the process component. Modifying the product through providing diverse ways for students to demonstrate learning through the use of specific mechanisms such as authentic assessments is another framework Maker suggested. Villegas and Lucas (2002) who have written extensively on diversity responsive teaching describes the salient features of diversity responsive teachers viz. socio-cultural consciousness, an affirmative attitude toward students from diverse backgrounds, commitment and skills to act as agents of change, constructivist views of learning, learning about students and culturally responsive teaching practices.

5. Conclusion and Recommendations

The questionnaire and interview results show the perception of the students about diversity on campus tilts towards devaluing the benefits of existing diversified groups. This is fundamentally because of the political influence and lack of academic freedom on campus. Moreover, they claim higher education institutions are meant to deliver universal contents than providing due concern for interaction among the students and instructors. This is an assumption of traditional view where the focus is on content covering than uncovering the values embedded in the contents from diverse view points. It is possible, therefore, to deduce majority of the learners prefer to live, study and enjoy with friends of their identity. Moreover, labelling students as extremists for reflecting their own values associated with diversity is taken as the major factor for not exposing themselves to other groups unlike them. This is clearly an evidence for the gap where institutions are expected to give due emphasis in their curriculum and pedagogy.

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