Racial Tolerance in Educational Environment: A Systematic Review

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Abstract

Understanding how racial tolerance develops is essential since it is commonly stated that tolerance is a required quality for the growth of both individuals and society. Tolerance, however, is multidimensional, multifaceted, multiaspect, and situational sensitive. Tolerance definitional issues are complicated, and tolerance measurement techniques in a given study frequently transcend definitional bounds. For these reasons, in order to gather information on racial tolerance in educational environment, this study undertakes a comprehensive literature analysis. In order to report systematic reviews and meta-analyses, the review adapted the Preferred Reporting Items of Systematic Reviews and Meta-Analyses (PRISMA) statement recommendations. A summary of thirty-three studies were conducted to investigate racial tolerance in educational environments. The results indicate that the institution, educators, classmates, instructional practices, and educational setting all seem to have an impact on the nature of the relationship between racial tolerance and educational environment.

Keywords: Race; Tolerance; Racial Tolerance; Education

Abstrak

"Toleransi" sering disebut sebagai sesuatu yang perlu dibangunkan oleh seseorang individu dan sesebuah masyarakat. Pemahaman antara kaum amat penting dalam perkembangan toleansi kaum. Tema toleransi terdiri daripada pelbagai dimensi dan aspek dan definisinysa terdedah kepada situasi tertentu. Isu takrifan sekitar toleransi adalah rumit, dan kaedah mengukur toleransi dalam mana-mana satu kajian selalunya merentasi sempadan takrifan.Oleh itu, penyelidikan ini menjalani analisis literatur yang menyeluruh untuk menganalisis data mengenai toleransi kaum dalam konteks pendidikan. Penyelidkan ini memakai garis panduan penyata Item Pelaporan Pilihan Ulasan Sistematik dan Analisis Meta (PRISMA) dalam melaporkan ulasan sistematik dan analisis meta. Tiga puluh tiga kajian telah disintesis untuk meneroka toleransi kaum dalam konteks pendidikan. Dapatan kajian menunjukkan bahawa sifat hubungan antara toleransi kaum dan konteks pendidikan dipengaruhi oleh faktor termasuk institusi, pendidik, rakan sebaya, amalan pengajaran dan persekitaran pendidikan.

Kata kunci: Bangsa; Toleransi; Toleransi Kaum; Pendidikan

■1.0 INTRODUCTION

Tolerance is an imperative word that ought to be borne in the mind of a multi-racial, multi-religious, multicultural, and multi-linguistic society (Fakhri, 2012). It is an important aspect in dealing with society with differences and diversity. Tolerant spirit and attitude are critical when there are social and racial differences in a country because the capacity to accept others will be put to the test when confronting various social elements (Nazri & Mansor, 2014). As a result, the topic of tolerance has been included in Malaysia's national unity and integration agenda; for example, one of the Department of National Unity and Integration's (JPNIN) goals is to foster tolerance and goodwill through social networks and social interaction (Lee, Baharuddin, & Amran, 2014). In fact, Higher Education Institution or university in Malaysia which serves as an agent of social-mobilisation is the most appropriate environment to nurture tolerance. Thus, one of the most important objectives of the current educational system is to develop tolerant people (Rezida & Mirzatilla, 2016). In today's world, tolerance as a moral and spiritual category represents the most urgent historical, socio-cultural, and educational needs, as well as the degree of satisfaction that depends on humanity's present and future (Valeryevna & Fedorovna, 2016). In these circumstances, it is very important to create and execute strategies for forming students' tolerance in present settings.

It is crucial to emphasise that tolerance is necessary not only for the issue to exist in the nation but also for the younger generation to have developed enough skills to form healthy cross-cultural and interethnic relationships (Rezida & Mirzatilla, 2016). With its emergence and growth across many socioeconomic groupings, racial tolerance is currently one of the most significant social issues. As students are the more progressive, well-organized, academically and creatively mature segment of the youth, fostering racial tolerance in the student body is one of the most pressing issues. Given that tolerance is usually cited as a prerequisite for the growth of both persons and societies, it is imperative to comprehend how racial tolerance develops (Mikael, Maureen, Andrea, & Filip, 2020). It is evident that there are many moving parts in the definition of tolerance. Tolerance measurement techniques in a given study frequently transcend definitional bounds. Research has shown that tolerance expressions vary depending on the situations and circumstances. Everyone finds themselves having to make decisions about who they will show tolerance for, for what, and under what circumstances. Given that it is multidimensional, multifaceted, multiaspect, and susceptible to specific circumstances, it suggests that it will never be able to acquire a universal understanding of the structure of tolerance(Nazri & Mansor, 2014).Research issues are presented by the

various conceptualizations of tolerance. Determining which concept of tolerance is most appropriate in a given situation is one of the issues. Therefore, it is necessary to ascertain how students racial tolerance has developed within the context of their educational environment.

■2.0 OBJECTIVES

Educational institutions especially tertiary educational institution enrolled a diverse range of students from different race. Research indicates that these students from different racial backgrounds have varying perspectives on campus life along with different experiences. Educational institution act as a place where most of the representatives of various race group and diverse worldview systems first come into touch. Thus, student environment become a zone of intense inter-ethnic contacts. These interactions strengthen interethnic perception and behaviour stereotypes, which many students will retain throughout their lives. Tolerance then implies a connection to both the student environment and the outside world for the student. It became quite natural for students to take part in racial tolerance initiatives. Thus, this study explored multiple dimensions of racial tolerance, especially related to education sector.
Specifically, it asks:
1. What are the ways in which racial tolerance can be developed through educational environment?
2. What are the relationship of each education pathways towards the development to racial tolerance?

■3.0 METHODOLOGY

Relevant publications were selected using the PRISMA Protocol. The four steps of the PRISMA process are inclusion, eligibility, screening, and identification. There were two main terms used in the identifying step: education and racial tolerance. Furthermore, both inclusive and exclusive have been developed to collect data that genuinely meets the objectives of the study. The inclusive and exclusive standards that were used are as follows: limiting the search year for articles to only current works published between 1980 and 2022; using article references to find and gather relevant papers for the study's objectives; only publications in the English language will be allowed. A variety of publications, theses, conferences, and reports are search sources. 594 publications were found in six databases (Sage, Springlink, Scopus, Web of Science, Jstor, and Google Scholar) during the first identification stage Even with specific criteria established to find related articles, some overlapping or irrelevant results still appear. After going through a number of screenings, the article abstracts were reviewed, and any that were deemed unnecessary were excluded from consideration for this study's analysis. The process of research from evidence map to in-depth review is displayed in the Figure 1 below.
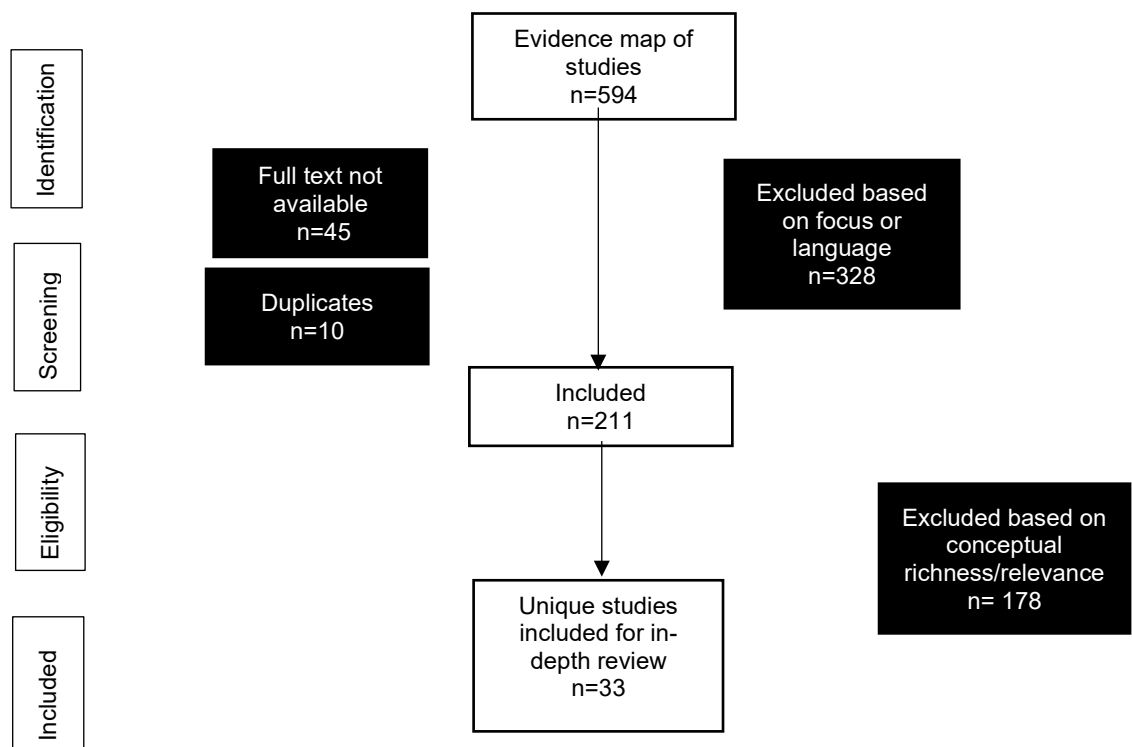

Figure 1: Flowchart of studies from evidence map to in-depth review

■4.0 RESULTS

The systematic review's findings indicate that a total of 594 studies' worth of records were found by examining electronic databases. In the screening procedure stage, 353 studies were eliminated; 328 records were removed due to language and content that was out of focus, 45 articles had no full text available, and 10 duplicate results were removed. Then, 178 articles were eliminated due to their conceptual depth or applicability. In order to investigate racial tolerance in an educational environment, 33 papers that meet the study's objectives were finally selected and carefully examined from five relevant publishing databases (Refer Table 1).

Table 1: Number of publications selected from each database

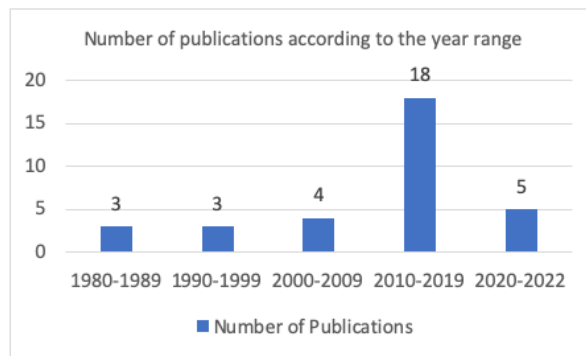| Publication Database	Number of Publications
Sage	2
SpringerLink	8
Scopus	9
Web of Science	1
Google Scholar	13
Total	**33**

Figure 2: Number of publications according to the year range

Figure 2 above show that majority of the racial tolerance research focus on educational environment was undergo after year 2010 in which there is a total of 18 articles on were published between the year of 2010 till year 2019, and there were already 5 publications being published within past three years (2020-2022). This shows that racial tolerance focuses on educational environment had become one of the social challenges and major issues that need to be concern nowadays. Five overarching meta-themes as shown in Table 2: institution (7), educators (4), peers (5), instruction practices (9), educational setting (8) emerged across studies focused on ways in which racial tolerance can be developed through educational environment.

First, few studies show that institutions must focus on the kind of information that is most likely to foster tolerance since they have a significant role to play in this endeavor. Regardless of the ethnic backgrounds of the students, research has shown that structural diversity in an institution directly improves the interracial friendships of its students. This idea was developed in a number of studies, and it was recommended that if educational institutions are truly concerned about the presence of minorities among their student body, they should begin by clearly declaring that "racist behaviours" will not be tolerated and that offenders will face severe (Farrell & Jones, 1988). Developing sensitive faculty and promoting civility and tolerance among students is one of the main issues that educational institutions face nowadays (Hurtado, 1994)People get divided when institutions are mismanaged and badly constructed, which could have detrimental impacts on the entire nation. In this instance, microaggression is an element of the unrest that will keep separating the young people who will eventually rule the nation (Noormaizatul Akmar, Noraini, Nurul Husna, & Radzuwan, 2020). A circumstance in which individuals experience prejudice or are singled out because of their skin tone or race can result in a number of problems, such as low academic achievement, low self-esteem, and even increase school dropout rates.

Table 2: Meta-themes from findings

Institution（n=7）	Educators（n=4）	Peers（n=5）	Instruction practices（n=9）	Educational setting（n=8）
structural diversity	Sensitive to cultural differences	Ethnic-cross relationship and governance	Cooperative learning	Coalition building
implement safeguards	Lecturer knowledge associated with cultivation noble values	Healthy ethnic identity	Multicultural education	equal educational opportunities
administration more aware	Teaching nonviolent conflict resolution explicitly	Guided by convergence of same interests	Promote general tolerance as a skill	national service program
ethnic relations module	Inaction in confronting racist views	Empathy, perspective taking	Socio-participation	intercultural awareness and knowledge provided
Microaggression		Openness and Multiculturalism	Active learning in Patriotism knowledge and practices	create open and participatory process
Lack of meaningful interaction			History education	promote ethnic accommodation
race shape student faculty interaction			Existence elements of multicultural values in teaching approach	different type of school
			Tolerance in sports and activities	Freedom of speech
			Understanding the sources of ethnic identification	

According to study findings, educators were also aware of cultural differences and thought that training new teachers will help them become more accepting of other people's cultures (Maaruf, Othman, Abdullah, & Zulkifli, 2017). The educators' cultural knowledge is important as their cultivation process to uphold moral principles is linked to their level of expertise. Educators can foster tolerance and acceptance by teaching nonviolent conflict resolution. According to Keenan, Connolly, and Stevenson (2016), one reason for concern is that instructors' silence over racist beliefs has led to the institutional and systemic endurance of the intolerance problem. Each story's involvement of faculty members significantly increased its influence on the audience and gave the stereotype-using behavior of the students some legitimacy.

Third, many studies underscore that the main goal of education in multiethnic cultures is to foster strong interethnic relationships amongst pupils from different ethnic origins. Numerous ethnic groups are further separated, as seen by the friendship patterns of schoolchildren, which are predominantly biased in favor of the in-group (Ganaprakasam, 2018). It has also been found that intergroup friendships and interaction are linked to the adoption of more tolerant attitudes, such as multiculturalism, hence this is a factor that should be taken seriously. Having a strong ethnic identification increases a person's sense of belonging and keeps them from suffering from psychological maladjustment brought on by unfair prejudice and discrimination. Cross-ethnic friendships may help foster the critical perspective-taking and empathic abilities that lead to a more accepting and understanding attitude in the long run (Titzmann & Jugert, 2019).

Fourth, the majority of scholars feel that the most effective approach to foster tolerance ideals is through instruction practices and strategies. The kind of education that promotes intercultural awareness, racial toleration, and maximum learning is effective teaching, such as cooperative learning and active learning. (Egginton, 1980). Curriculum concepts like citizenship education and religion education also work to develop tolerance. Additional investigation showed that history education is seen as the fundamental component of racial tolerance and the preservation of racial peace and integration in multiracial society (Ahmada, Rahim, Seman, & Salleh, 2010). Other than this, sport activities that accepting others' equal existence contribute to the development of a tolerant in society.

Fifth, most of the studies on educational setting state that racial diversity and sensitivity have long been challenges for educational settings. The purpose of the educational system should be to promote mutual respect and understanding between students from different groups (Berns, Clark, Williams, Jean, & Nagy, 2008). Scholars support that an educational setting in which access to education must be equal for all people is considered a right for nations nowadays. Adequate funding for education, equitable treatment, and racial and socioeconomic integration are all necessary (J. Hall, 2013). Findings also show that young peoples suggest increasing number of scholarships available and establish a setting in schools that values free speech are the educational setting they asked for. This is due to their degree of racial tolerance is influenced by how at ease they are in their surroundings, which may be shown in their eagerness to engage and work together with people from other race backgrounds.

■5.0 DISCUSSION AND IMPLICATIONS

Ecological perspective is adopted to understand in more depth the multiple, embedded contexts, in which all individuals exist and the reciprocal and dynamic interactions between students and educational context in the development of racial tolerance. The results found show the processes and outcomes for students' development in racial tolerance and also the systems of interaction by considering the aspects of environment. The need of understanding one's own conscious and unconscious prejudices that may affect one's must be made clear to all university members, especially students and staff (Noormaizatul Akmar et al., 2020). It takes the combined effort of various sectors such as students, educators, institution, instruction practices and educational setting to create a productive, cooperative discourse for the development of racial tolerance.

According to the findings from the systematic literature review, there were two things need to be taken into considerations when it comes to racial tolerance. First, individuals involved in ethnic relations must be provided with adequate social understanding. The systematic review showed that many scholars found a need for educational context to promote racial tolerance by establishing shared values through instruction practices. This is because racial knowledge will be more complex during youth due to the increased cognitive thought ability (Diane et al., 2016). Students are assumed to create capacities for theoretical and meta-cognitive thought during their schooling period. The capacities allow them to evaluate their encounters relative to others' encounters and recognize structures and regularities in a more robust framework(Ramlee, Norzaini, Faridah, Abdul Razak, & Maimun Aqsha, 2009).

Second, the systematic review found that failure to manage the institution development and administration such as educators will result in a noticeable gap in the social aspects of the student community if racial tolerance is neglected. It is important to provide a suitable teaching and learning environment in educational context, which includes respect for others' differences, acceptance of various races, respect for each other's rights, and awareness of one's responsibilities towards others. The people will be divided and the result might be devastating for the entire country if the institutions are not well-managed and organized (Noormaizatul Akmar et al., 2020). Besides, educators are being advised to take their responsibility on creating welcoming and encouraging learning environments for all students regardless for the races.

Almost all the studies agree that educational environment provide students an excellent chance to develop relationships while also learning about and understanding the culture of various race groups attributable to their multicultural backgrounds. However, openness of an individual is an important factor toward social integration between peers. It is undeniable that social differences can provoke many misunderstandings in individual relationships from various social categories and even fuel conflicts (Nazri & Mansor, 2014). For example, while interacting with people of various races, a reluctance or ignorance of adopting a common language might lead to misunderstandings or a lack of unity. Moreover, it is essential to broaden students' social circles so they may learn about various cultures when interacting with people from other races in the work for the construction and growth of racial tolerance.

Education has long been seen as one of the most significant platforms for the promotion of racial tolerance and national unity. There have been few conceptually rich studies proved that education institution would be the excellent platform to ensure the value of tolerance was observed in the plural society. Therefore, it is thought that this systematic investigation, which focuses on the educational environment, will provide fresh perspective on identifying the ways via which education promotes racial tolerance. Furthermore, this research will elucidate the reasons and mechanisms by which the educational environment influences students' racial tolerance. The results of this study also have implications for institutional practices, especially when it comes to the impact of institutional microenvironments and the role that education plays in helping students grow in all areas of moral growth and attitude reformation. These cover programmatic and policy issues that are relevant both within and outside of the classroom. The design of these programme should be co-produced with students in order to ensure that they are appropriate and acceptable.

■6.0 CONCLUSION

In fact, all social studies disciplines, including anthropology, sociology, and history, now emphasize the study of race. It's interesting to note that authorities are concerned about two quite different ideas as a result of Malaysia's racial diversity. They acknowledge the need of fostering racial tolerance and showing respect for people from different cultural origins. On the other hand, they support the curriculum's emphasis on maintaining a single, overarching national identity as a means of mitigating the possible negative effects of growing diversity on social cohesiveness. The formation of a negative perception of a specific ethnic group or a feeling of national superiority is very dangerous among students because university graduates, who will form the intellectual elite and influence Malaysian policy going forward, might also support interethnic cooperation. Therefore, this systematic review came to the conclusion that all parties and stakeholders in educational environment needed to work together in order for tolerance to be effective and promote coexistence in society.

Acknowledgement

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