



## Assessing the Role of Debate-Centered Pedagogies in Promoting Tolerance in Higher Education

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**Abstract:** *The study aimed to highlight the power of dialogue in uncovering the connection between classroom debate, discussion, and tolerance among students. The study was conducted at the University of Peshawar, focusing on undergraduate students from all academic faculties. The researchers utilized a triangulation method to analyze both qualitative and quantitative data. For quantitative data, the researchers used an interpersonal tolerance scale that was already available. This scale measured the level of tolerance among the students. On the other hand, qualitative data was collected through ten Focus Group Discussions (FGDs) with the same group of students. The FGDs allowed for in-depth exploration of various themes related to the learning process, including students' emotional expression, seating arrangement, connectivity, creativity, acceptability, tolerance, confidence-building, the urge for reasoning, curiosity, self-satisfaction, dispute settlement, and communication skills. The findings of the study indicate that in the teacher-centered approach to the learning process adopted by the university, students are not encouraged to participate in discussions and debates, both in general and on sensitive issues. This lack of participation hinders the development of tolerance among students. The study suggests that fostering an environment that promotes dialogue, debate, and discussion is crucial for cultivating tolerance among students.*

**Key Words:** Teacher-Centered Approach, Student-Centered Approach, Debate, Dialogue, Discussion, Tolerance

### Introduction

The primary goal of critical pedagogy is to promote an equitable society through democratic behaviors and critical thinking, where tolerance is valued Giroux (1997). Discussion and debate have to be promoted in institutions of learning in order to foster democratic and tolerant lives (Shoaib et al., 2024b). Teachers who use critical pedagogy approach themselves as posers and issue solvers (Shoaib et al., 2024a). With the help of their real-world experiences, students can now actively participate in shaping their opinions (Foley, 2007; Dewey, 1963). The fact that the student-centered method promotes student discussion, dialogue, and engagement in a welcoming and supportive learning environment is one of its most significant features (Shoaib et al., 2024). Both students and teachers learn from one another (Shoaib, 2024c). Pupils are encouraged to embark on challenging and creative assignments; failures and mistakes are accepted as necessary components of the learning process (Shoaib, 2024b). Pupils are encouraged to suggest solutions for their difficulties and are free to discuss them in class (Shoaib, 2024a). Instructors engage students in establishing course objectives and assigned readings (Liu, 2006).

An alternative method of education, presented by Freire (2007) that emphasizes discussion and a problem-solving methodology and rejects memorization and mechanized learning, is to be the baseline for this study. Universities are known for fostering critical thinking skills in both instructors and students, as well as building self-confidence (Arshad et al., 2024b). The student is made to understand that the best

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defense against persons who are radicalized and intolerant is moderation, humanity, and tolerance (Arshad et al., 2024a). In addition to an unwavering faith in justice and equal treatment, Freire's concepts of conversation and conscientization were linked to liberating education. One surefire way to achieve peace and environmentally friendly growth is via emancipating education (Anwar et al., 2024). Because it releases the populace from the quiet culture of slavery (Anwar et al., 2024). The creation of a just, liberty-based society is the focus of Freire's education. Liberating education, compared to the prevailing culture of silence, ensures individual independence and fosters the aptitude and capacity to determine one's own fate. The culture of inaction in the educational process and, consequently, in society is broken and overcome by liberating education (Ali et al., 2024). The need for this form of education is urgent everywhere, but especially in Africa (Nyirenda, 1996).

Freire is against the banking model of education, which emphasizes passive learning, little conversation, and no connection between the teacher and the learner (Shoaib et al., 2023). Global approaches can be used to add local examples to instruction, fostering among varied groups a spirit of invention, creativity, and appreciation for diversity (Shoaib et al., 2023). In a teacher-centered approach, some pupils are ignored by teachers, and eventually, they become repressed, according to Freire. The banking model of education views students as information banks that are loaded with knowledge and can be reproduced when needed (Shoaib et al., 2023). According to Deke and Haimson (2006), students are persuaded that professors are always correct and that there is never a possibility for mistakes on their part. One of the most prominent advocates of a dialogue-based teaching approach is Paulo Freire. He proposed a novel model of education in which students and professors collaborate on research projects. His method of teaching problem-solving offers an alternative to conventional teaching strategies like the "Banking Concept" (Durakoglu, 2013).

The interaction between professors and students, as well as between students, is the focus of the student-centered approach (Shoaib et al., 2023). However, in this technique, the teacher serves as the primary information source (Shoaib, 2023b), but students also actively participate in the Q&A period (Shoaib, 2023a), where they not only deepen their grasp of the material but also express their own opinions (Shoaib et al., 2022). Through conversation and debate with instructors and fellow students (Shoaib et al., 2022), students acquire collaborative communication abilities (Al-Zu'be, 2013). The arrangement and design of classrooms convey ideas about diversity (Shoaib et al., 2022), fostering relationships (Shoaib et al., 2022), communication (Shoaib et al., 2022), and the responsibilities that teachers and students play (Shoaib et al., 2022). Students focus on the classroom's arrangement (Mariam et al., 2022), represent diversity and promote cooperation (Anwar et al., 2022), conversation (Shoaib & Ullah, 2021a), ownership (Shoaib & Ullah, 2021b), and comfort (Shoaib et al., 2021). When a classroom is set up to encourage student engagement and voice (Shoaib et al., 2021), it works better (Shoaib et al., 2021). Life, culture, society, and power are all too complex to comprehend from a single viewpoint (Shoaib et al., 2021); instead, one must consider things from a variety of angles (Shoaib et al., 2021). Thus, inclusive classrooms must operate as educational environments built on mutual inquiry and discussion (William, 2017).

In classrooms, learners create and express their perspectives as a kind of laboratory or startup for revolutionary teaching (Shoaib et al., 2021). In the classroom, students engage in group projects under the direction and watchful eye of an instructor (Shoaib et al., 2021). These exercises are beneficial for their practical and professional lives in addition to classroom learning (Shoaib, 2021). An experienced and competent educator is essential to putting innovative teaching techniques into practice in the classroom (Mariam et al., 2021). Teachers are the key advocates for establishing a secure and tranquil setting where students participate and deepen their understanding of collective actions (Anwar et al., 2021). As a result, this interactive atmosphere for learning creates space for discussion, which is crucial for both group projects and individual learning (Shepard et al., 2017).

In order to communicate information, teachers and students develop a dialectical and dialogical connection based on critical pedagogy (Ahmad et al., 2021). We better comprehend the process of communal development through education thanks to Freire's concepts of conscientization and discourse, according to Gadotti (1994). According to Freire (2007), education can never be neutral; it can either be a tool for emancipation or dominance (Nyirenda, 1996). Educationist Paulo Freire (2007) proposed a new approach to education that is focused on humanity, social reform, and the freedom of the oppressed, such as students in educational institutions (Ahmad et al., 2021), is opposed to the teacher-led learning



paradigm (Shoaib et al., 2020). According to his method, the most crucial elements of the learning process are discussion and introspection (Shoaib & Ullah, 2019). Teachers' roles are more of facilitators in helping pupils acquire critical awareness than they are authoritative (Shoaib et al., 2024). With this method, students will develop and transform the world by adopting a creative mindset (Westbrook et al., 2013). Since dialogue is beneficial while extension is undesirable, communication instead of expansion helps pupils develop critical awareness. Through discourse, communication fosters self-actualization, which in turn builds wonderful relationships between students and teachers. Paulo Freire's theory and conceptions are essential in comprehending these kinds of educational approaches and pedagogies. According to Mehta and Pandya (2017), it illustrates how child psychology reflects on imaginative and critical thinking as well as transformative education that develops critical thinkers and offers them an equal say in the learning process.

Reflective activities, problem-posing, and critical thinking are examples of active teaching approaches that incorporate assessment, analysis, and knowledge generation. Through interaction and discussion on various themes, the teacher can help students develop their critical evaluation and analytical abilities in the classroom. According to Isac et al. (2015), active teaching methods have a highly favorable effect on students' academic achievement. Unlike student-centered education, where instructors have complete control over course selection, scheduling, as well as teaching methods, this approach gives students more leeway in choosing course outlines. Because the teacher is the one who uses his or her authority and influence to control the students, the teacher-centered approach does not support or encourage dialogue and discussion in the classroom. In contrast, via active participation in the classroom, students who adopt a student-centered approach strengthen their ability to think strategically, debate, discussion, and reasoning skills. Only when students challenge established norms and values and ask insightful questions can this be accomplished (Al-Zu'be, 2013).

One views dialogue as a link between fresh information and reality as it exists today. It provides a "path into" the area of critical consciousness. The sole means to have a distinct universe is through the knowledge, experience, and candid communication of students. It not only helps students become more proficient readers and writers, but it also enhances their intellect and recognition skills and alters their social environments. In a word, discourse is the most important aspect of the process of teaching and learning (Raja, 2005). The core of Freire's educational philosophy is dialogue and critical thinking between the teacher and the student, which promotes independence and autonomy for both. He stated that the dialectical character of cognition and knowledge is what humanity is resting beneath. As an alternative to memorization and mechanical instruction, he proposed problem-posing and dialogical learning (Saleh, 2013). Students must engage in learner-centered learning if they are to acquire democratic ideas. Emphasis is placed on democratized and participatory instruction, accepting and respecting different viewpoints from both students and teachers, liberating education, teacher-student and student-to-student discussion and dialogue, creating an active classroom, a welcoming environment, and assuring students of their ability to think critically and independently (Mehta & Pandya, 2017).

## The Data and Methods

The study is trying to establish a relationship between dialogue, pedagogies, and tolerance through explanatory research. The study was carried out using the Mixed Method Research (MMR) technique through the Concurrent Triangulation Method (CTM). The relationship among variables was triangulated from qualitative and quantitative data, where qualitative data was collected through Focus group discussion, and quantitative data was collected through an earlier established scale on interpersonal tolerance. The researcher used a proportionate random sampling technique to select departments or institutes for focus group discussion. Quantitative data were analyzed through the Pearson Chi-square test with a degree of freedom, and qualitative data were analyzed through thematic debate.

## Results and Discussion

### Qualitative Data Analysis: Discussion and Debate in the Classroom

Talk, argument, discourse, and so forth are the main activities of university classes. For these kinds of activities, both teachers and students should be psychologically and physically ready. The sole goal of teaching in the classroom is to spark student discussion and debate. Students gain clarity and knowledge

of the subject matter through classroom discussion. Another method for the purging of the disgruntled pupils in the involved group is debate and discussion. Students' catharsis is a good and useful practice that is necessary to create compassionate citizens in the community.

### Students' Dis-embosom

Humans experience anger toward things that, in their opinion, are neither good nor meritocratic. They become aggressive and confrontational in everyday situations as a result of these dishonest behaviors. The state uses a variety of strategies, including sports, leisure pursuits, and entertainment events, to try to curb such citizen hostility. Nonetheless, dis-embosom can be used to cool these young individuals down in university courses. If educators let kids talk about anything and share their thoughts freely, then students will be able to express themselves. According to Coser, "conflict engenders conflicts," which escalates and eventually reaches an unsolvable point. As a result, dialogue and sharing should be used to resolve disputes and confusion early on.

*Instructors don't listen to our arguments and tell students that they must finish the course regardless of whether they understand thus the solution will be covered in the next session. Teachers who adopt this mindset stifle their students' ability to think and turn them into silent entities. Teachers purposefully keep us silent during class. (R-56)*

In industrialized nations, real-world experiences and public discourse are introduced to educators and students using student-centered techniques. The student is removed from the created pseudo-reality in the room, which has no bearing on the actual world, by means of this discussion and argumentation on real life (Sablonniere et al., (2009). Nonetheless, the current state of affairs at universities prevents students from thinking further by purposefully or inadvertently keeping them mute.

### Seating Arrangement of the Classroom Setting

The organization of the classroom is another crucial component of the conversation. Less than 30% of communication is verbal, and more than 70% of communication is nonverbal, according to communication specialists. As a result, in order to fully comprehend an argument, one must be aware of both the speaker's vocabulary and body language. The layout of the classroom should be such that everybody can observe the speakers and their facial expressions. Body language can be used to assess someone's comprehension of the claim and its counterargument during a discussion. The presenter's assured body language wins the majority of debates. As a result, the conversation ought to be shaped u-shaped or circular so that everyone can see one another.

*Open debate is hampered by the size of the class and the vast number of students present. Since morning and evening classes have been combined, the class strength has increased to 70 from 35. There is no opportunity for conversation in this setting, even if there are moments when we are ignorant of the subject or misunderstand it because there are so many pupils. Prior to this, everyone could join in the debate, the class was extremely reasonable, and the conversation was highly beneficial. There are now 70 pupils in an hour as opposed to 35 during the previous semester. (R-102)*

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### Connection with the Current Situation

Because teachers and students are immersed in the present, discussions help to link past knowledge to the present. They are able to comprehend that theories and knowledge are only useful to them if they can be applied to the way they live. They require something that eases their lives and aids them in the actual world. They are made more palatable to the circumstances of the present through discussion and debate.





Students are prepared to accept them under the same conditions and/or to add or subtract following discussion.

*Some educators have extensive expertise and a very broad perspective. They could make the connection between theory case studies, and practice, but the majority of teachers don't. Seldom do teachers promote discussion and debate on the current state of affairs in the classroom. In addition to teachers, students lack the necessary skills for a discussion and debate setting; they disrupt class and make noise, which detracts from the value of the conversation. (R-81)*

In the midst of a teacher, discussion of the current circumstances is crucial for the learner to comprehend the concept. On the other hand, there isn't yet a culture at the institution that encourages students to participate in discussions and debates about the state of national and international affairs.

### Create New Avenues of Knowledge

Novel circumstances and circumstances present unique obstacles and requirements, leading to the exploration of novel avenues for knowledge. Conversations about the knowledge that already exists pave the way and generate chances for minds and knowledge to shift. Students at universities come from a variety of backgrounds, have varying levels of comprehension and explanation of concepts, and are able to give things that already exist new meanings. Every class has the potential for these meanings to shift (symbolic interactionism) as students' perspectives do. The best way to generate new knowledge or apply existing knowledge in novel ways is through classroom discussion guided by the instructor, who not only provides guidance but also ensures that students stay on course by using his or her expertise and persuasive abilities.

*They attempt to distance themselves from the conversation because they believe the teacher is uninterested in their argument and that the students are uninterested in the conversation. This prevents the teacher from coming up with new ideas and from critically evaluating existing ones. (R-68)*

Because of this, a teacher's job is to facilitate discussion so that students can learn about the circumstances. The foundation of this type of education is the exchange of information and problem-solving strategies between educators and students. To promote active engagement in the learning process, the focus revolves around the critical awareness and inventiveness of the learner (Nyirenda, [1996](#)).

### Differences of Opinion

Humans vary from each other in many ways, including social and physical ones. They think differently from other people as a result of these distinctions. Everybody views the same subject from a different angle. He or she can educate people about their unique opinions and points of view through discussion and argument. If not, nobody would be aware of those novel facets of the being. The goal of the debate and discussion is to highlight the variations in viewpoints on the same subject and foster tolerance for those differing viewpoints in the classroom and in society at large.

*Teachers often say that there should be no time for questions at the conclusion of class, thus there is rarely any discussion or even inquiries. There is only one viewpoint in the classroom, and it is the teacher's perspective because students are not allowed to talk during class and the teacher alone has the authority to speak. (R-54).*

While everyone in the classroom is allowed to participate in discussion and should be open to accepting new realities, the teacher in critical pedagogy has the last say over the curriculum and topic of inquiry (Horton & Freire, [1990](#)). He introduces students to the culture and gets them ready for society in his critical and reflective position as a teacher. Students who engage in critical reflection work to improve the living circumstances of marginalized and oppressed groups. (Alikbari & Faraji, [2011](#); Ohara et al., [2000](#)).

### Raising Level of Tolerance

Every student has the chance to voice and share his or her point of view in front of professors and other students during discussions and debates because everyone's beliefs can change, even from one teacher to the next. In order to prevent violence and aggressiveness during the discussion and debate, these various points of contention are patiently responding with counterarguments.

When students encounter others in society who hold contrasting views and behave in various ways, the tolerance they experience in the teacher's presence in the classroom will benefit them. Consequently, by fostering discourse and debate on a variety of delicate subjects, colleges are cultivating an environment of tolerance among their student body.

*There should only be discussions and arguments at the higher education level, but this is not the case. Debates and discussions are distinct from presentations, which exist but are not the same thing. The department does not yet have a developed conversation atmosphere, which encourages students to be tolerant. (R-16)*

Through critical discourse, education has the capacity to cultivate the invasive plants of tolerance and peace while eradicating prejudice and intolerance. Changing someone's long-term resistance to tolerance will require time, policies, and effective schooling, in fact. As a result, the government ought to support educational initiatives that foster tolerance for differences in religion and culture (Raja, [2005](#)).

## Confidence Building

Students who are tolerant in class gain confidence in themselves. Students' confidence will increase during a discussion when they and the teacher are tolerant of the other viewpoint. In a welcoming setting, they are able to communicate and share their viewpoint with stronger reasons that might persuade others. Students with confidence are more productive and successful both in the classroom and in society at large. Self-assured pupils think of fresh ideas that contribute to discourse. Knowledge advances in this way, generating new arguments such as theses, antitheses, and synthesis, as well as arguments against them (Karl Marx).

*Some of the kids are more outgoing and pragmatic than others; they approach the teachers with questions, but the lecturers don't answer them. For this reason, the following time, they will refrain from participating in the conversation and from raising questions. We talk about things amongst ourselves, but, not with the teachers. (R-23).*

Through creative methods, the teacher gives students the courage to participate actively in the debate and discussion. They teach students how to challenge the dominant roles of the classroom and society, as well as how to learn from and comprehend one another with mutual understanding (Aliakbari, & Faraji [2011](#)). However, a student at the university claimed that their previous experiences and expertise were disregarded by the instructor, which severely undermined their confidence.

## Urge for Reasoning

Everything has a purpose, whether it be an idea or an action. Thus, things are not always as they seem. One should be receptive to discussion and argument in order to comprehend the rationale behind the concepts and behaviors. There is a need to examine and debate the situation in order to determine the reasons behind it. These reveal to humans the mysteries of the cosmos.

*There was no discussion or argument in class, although our topic requires us to understand the causes of Pakistan's collapsing economy and the ups and downs of commodities. Debate and discussion, in my opinion, are the most crucial elements for identifying causes and fully comprehending the ideas. (R-32)*

The aesthetic experience of writing and reading literature is explained by Freire. Learning develops an act of understanding when it is analytical and creative; it is, in fact, highly engaging when it becomes critical, active, reactive, reflective, and dialogical. This type of literacy, which incorporates critical thinking, is referred to by Freire as "conscientization." With the help of this idea, illiterate individuals can become critical thinkers through active learning, moving from semi-intransitive consciousness (passive learning). Understanding the rationale behind society's methods is the most crucial component of education. (Raja, [2005](#); Horton & Freire, [1990](#))

## Craving for Curiosity

Because of their insatiable curiosity, humans are a special and exceptional species. They desire to travel the world in order to discover the hidden mysteries of the cosmos. What came before this planet, and what will come after it, and how is this world like that? The solutions for these issues are hiding in both aspects:



one in the scriptures (divine and/or man-created) and an additional one in the minds of human beings. The human mind interprets these writings and continues to understand them in many contexts, at various times, and in various ways. Discussions in the classroom provide an opportunity to combine the subject's texts with the teacher's and students' perspectives and uncover new information that can quench people's curiosity.

*The instructor has taught the material numerous times, and if you participate in the debate, the instructor will eventually ram home his own points. The instructor becomes disinterested in the course since he is not learning anything new. If teachers are uninterested in this, it negatively impacts pupils' learning of the course material. (R-67)*

The respondents stated that the educational materials have not been updated to reflect the additional difficulties. Because of this, both professors and students grow bored with the course and lose interest in it. However, inquiry-based learning fosters a democratic mindset in kids by having them think abstractly, experience real-world situations, and clarify ideas by asking clarifying questions. Inquiry-based learning fosters a democratic atmosphere in the classroom since it also fosters curiosity, active engagement and connection, and the flexibility to share one's own experiences in order to better understand others (Mehta & Pandya, 2017).

### Self-satisfaction

There are different points of view in discussions and debates, and each person aims to support their position with compelling logic and reasoning. But by the conclusion of the conversation, one argument is essentially accepted, while the other is still unfounded. In each scenario, participants actively contribute to substantiating their arguments and offer them praise for their deliberation and expression of opinion. Being involved in the conversation and debate about the topic and situation would make us, the teacher and students, feel good about ourselves.

*Instructors make you silent while insulting you with euphemisms and without putting you in direct confrontation. By this, they mean that the subject is finished or should not be continued. We quit the conversation, and the next time, we won't even attempt to participate in an active discussion with the teachers in the classroom. (R-65)*

The responders in the conversation discussion brought up the fact that there isn't any discussion or debate on both academic and non-academic concerns that impede students' internal abilities. When students express their personal opinions on a subject, they are insulted. Students are never able to fulfill themselves because of the trainer's attitude, which destroys them from the inside out.

### Dispute Resolution

Learners in educational settings can resolve conflicts by debating and having discussions. Each disputing party has a comparable chance and opportunity to present and discuss their position. A collaborative approach to conflict-handling method is used by the teacher to manage disputes after hearing from both parties and having a discussion of the concerns. This results in a win-win situation for all parties. Discussion-based conflict resolution is more long-lasting and sustainable, but the party with stronger communication and negotiating abilities gets a larger share of the spoils.

*It seems that teachers permit, but the atmosphere is not free and open, which is why nobody engages in discussion or debate with the teachers; instead, everybody readily agrees with the instructor's argument, even if the teacher disagrees with it, and confusion and problems persist in the minds of the students. (R-85)*

The evidence indicates that when educators or students avoid having an open dialogue and debate, the issue, disagreement, and uncertainty persist in the minds of the participants. Acquiring the necessary abilities to take into account many viewpoints promotes critical thinking, active comprehension of texts, and a respect for variety. Additionally, the dialogue promotes dispute resolution, candid communication, and attentive listening. A framework for creating a community and a live example of effective teamwork are provided by a collective inquiry (Scharf, 2016).

### Communication/Negotiation Skills

Students' communication abilities improve through discussion. Throughout the conversation, each group member tries to get as much attention as possible from the other participants by using clear and concise communication techniques. Their reasoning, language choice, and tone ebb and flow all contribute to their explanation of viewpoint.

*There are very few discussions, and I believe that this is because students express their opinions in a very crude and poor manner, which leads to disputes. Instructors and peers assess you based on your opinions. Women have their own seating arrangement, and men have a separate one. They fear that their instructor could decide against them and damage them in some other way, like taking away their marks. (R-62)*

Most students avoid participating in discussions and asking questions out of concern about controversy and potential grade reductions. Freire is a fervent supporter of frequent contact so that students and teachers can better understand one another. This communication focuses on the difficult idea among several parties directly involved in the circumstance. In addition to fostering a thorough comprehension of the idea, dialogue also forges a fresh and distinct social reality. Building social order and strengthening communities through conversation is crucial for creating a more accepting community (Akyuz et al., 2017).

**Table 1**

Quantitative data analysis: content analysis of FGDS

	Frequently	No	Upto Some Level	Total
Discussion and debate in the classroom	15 (21.1)	48 (67.6)	8 (11.3)	71

Teachers do not encourage a culture of debate and discussion in the classroom. According to the research, 21.1 percent of respondents approved that conversations and debates occur frequently in practice, while 11.3 percent agreed to some level. Of the respondents, 67.6 percent said there is no debate or discussion in the classroom.

### Bi-Variate Analysis of the Independent Variable is Pedagogy, and Dependent Variable is Warm Tolerance

There is a clear correlation between classroom discussion and debate and a university student's warm tolerance. With warm tolerance as the dependent variable, the table above demonstrates that the Pearson chi-square value of classroom discussion and debate is 70.280 with 68 degrees of freedom and a probability point of .004. According to the statistics, given that there is no debate or argument in the classroom, pupils do not try to understand others before passing judgment on them if their beliefs and actions conflict with their own.

**Table 2**

Bi-variate analysis of pedagogy and cold tolerance

Independent variable	Pearson Chi-square value	df	p value
Discussion and debate in the classroom	52.730	56	.002

Creating an atmosphere that encourages discussion and debate is one of the colleges' most important goals. Although focus group research indicates that universities are unable to offer their students such a setting, quantitative data also reveals that students generally have a high level of cold tolerance. There is a significant correlation between the independent variable, debate and discussion in the presence of the teacher in the classroom, and the dependent variable, cold tolerance, as indicated by the Pearson chi-square test value of 52.730 degrees of freedom 56 and point probability .002 in the above table. In situations wherein there is no dialogue or discussion, the pupils frequently make snap judgments about other people.

**Table 3**

Bi-variate analysis of independent variable ie, pedagogy and dependent variable ie, limits of tolerance

Independent variable	Pearson Chi-square value	df	p value
Discussion and debate in the classroom	45.381	56	.004





The Pearson chi-square test value for the most significant independent variable, student debate and discussion in the classroom, is 45.381, with a degree of freedom of 56 and a probability point of .004. The P value indicates that there is a very strong correlation between the independent variable—debt—and the dependent variable—limits of tolerance. While quantitative data indicates a low level of tolerance limitations among university students, qualitative data indicates that the tradition of discussion and argumentation is not yet developed at the university level, where instructors and pupils are able to analyze any subject. In a school atmosphere that is restrictive, students do not confront individuals who behave violently against those who are weaker than them; instead, they act patiently and tolerate other forms of intolerance.

## Conclusion

For a variety of reasons, university instructors have been unable to foster a climate of discussion and debate in the classroom. It is not recommended that students participate in the conversation and candidly share their innermost thoughts and feelings with their peers. Even the way the chairs are arranged in the classroom discourages conversation and debate because the pupils cannot see one another. Teachers don't talk to their students about current events and developments because they have a course to finish in the allocated time. Because neither teachers nor students engage in meaningful dialogue, no new pathways of knowledge are created. Since they are intolerant of viewpoints that differ from their own, the majority of teachers are against encouraging discussion. The instructor consistently views their perspective as superior to the students'. Students who are in a confined environment become intolerant. Students' confidence is severely impacted by a lack of debate and discussion. Since they believe that instructors are the only ones with the ultimate authority on information, the majority of students accept teachers' opinions without question or debate. Both teachers and students adhere to outdated information and literature and lack curiosity about innovation and fresh ideas. The majority of students are dissatisfied with the pedagogical they have been using in their classes. The majority of teachers lack the ability to mediate conflicts between pupils through constructive discussion and debate. At the university level, students' communication skills are not getting better despite their vast knowledge and lack of presentation abilities.

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