

The Impact of Religious Festivals on Prejudice Reduction among Interfaith University Students

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Abstract

This qualitative study inquires into the role of religious festivals in bringing down prejudice among interfaith university students. This research study mainly focuses on how taking part in and disclosure to different religious celebrations affect students' attitudes, perceptions, and their social relations with one another. There are three main objectives of this research: first, to assess the amendment in prejudice levels between interfaith students after taking part in religious festivals of different religions; second, to find out how interactions between people of different religions during these events enhance reciprocal understanding and tolerance; and third, to comprehend how active partaking in such events shapes students' perceptions and attitudes toward people of different religions. Data was collected from the sample of ten participants, including 5 Muslim and 5 Christian students, through semi-structured interviews that were designed purposefully. The analysis conducted is grounded in thematic examination of the gathered information. Results from the study suggest that participation in religious festivals constitutes a transformative experience, which serves to challenge established stereotypes and nurture empathy among participants. Furthermore, the interactions between students of differing religions during these events are found to significantly contribute to the promotion of dialogue, the establishment of interpersonal connections, and the fostering of mutual respect among individuals.

Keywords:- Religious festivals, Prejudice reduction, Interfaith university students, Stereotype, Empathy, Interfaith harmony

Introduction

The dynamics of intergroup relations in a globalizing world has been the focus of academic research, especially in the area of educational institution. Prejudice, defined as unfounded or irrational hostility against individuals based on their group identity (Allport, 1954), poses significant challenges to social cohesion. Universities provide a unique environment for as an incubator of cultures and beliefs where students from diverse backgrounds interact. Universities, as secular spaces that promote diversity and inclusion, provide fertile ground for interreligious interaction. With the help of organizations, students of different faiths are enabled to participate in each other's religious celebrations. Among university students who typically represent diverse backgrounds, religious observances can play a unique role in promoting inclusion and enhancing intergroup cohesion (Swim & Hyers, 1999). Prejudice based on religious differences remains a major barrier to social inclusion, even in places that encourage diversity and inclusion, such as universities (Hewstone, 2014). Prejudice can manifest itself in

a variety of ways, from subtle favoritism to outright discrimination, and often contributes to poor intergroup outcomes. Such biases among university students can hinder the development of friendships, academic collaboration, and broader interfaith social interactions (Sherif, 2013). In some cases, students may hold stereotypes about other religious groups due to misinformation or lack of direct exposure (Allport, 1954; Pettigrew & Tropp, 2006). Activities such as interreligious dialogue, cultural exchange programs, and campus interreligious conferences aim to foster these interactions. These activities provide an environment conducive to Allport's debiasing conditions, with equal standing, shared goals, and organizational motivation (Nagel, 2009). Including multireligious activities, lower levels of religious prejudice and higher levels of social trust are reported in the outgroup (Putnam & Campbell, 2010). Among the many ways to promote understanding and reduce prejudice, religious festivals emerge as powerful tools that can bridge divisions and promote interreligious dialogue. Religious festivals are rich in cultural and spiritual growth and offers participants a unique opportunity to make meaningful change and develop mutual understanding. These meetings often contain elements that focus on shared values on, such as compassion, community and respect, which can be powerful tools for breaking down stereotypes and reducing prejudice. Religious festivals are important cultural events that encompass the values, traditions, and beliefs of particular faith groups. They usually involve public events, rituals and celebrations. Religious festivals, with their unique blend of cultural, spiritual, and social elements, provide a promising platform for promoting interfaith dialogue, understanding, and reducing prejudice among university students (Putnam). & Campbell, 2010). Religious events, when open to others, can bridge distances between communities and reduce intergroup animosity (Allport, 1954). For example, publicly shared celebrations such as Diwali, Eid, Christmas and Hanukkah can create learning opportunities and bridge gaps (Verkuyten & Yildiz, 2007). The essence of these festivals lies in their ability to create shared experiences that transcend individual differences, giving participants a sense of belonging and community. These programs liberate individuals celebrate faith traditions, challenge stereotypes, and build relationships across religious divides and offer opportunities (Verkuyten & Martinovic, 2012). Research shows that such community experiences can significantly enhance intergroup relations (Turner et al., 2007). Research in this area focuses on understanding how attending or observing each other's religious observances can challenge stereotypes, change attitudes, and foster empathy among students of different faiths. However, the effect of religious observance on intergroup attitudes is still not specific, especially in the higher educational setting, where young adults are at a developmental stage to develop sociocultural attitudes (Flanagan). Et al., 2009). Examining how these observances have a reduction in prejudice among religiously diverse university students may provide insight into effective strategies for promoting inclusive climates on campus. This study aims to explore the role of religious observances in reducing interfaith prejudice, thereby contributing to wider debates on diversity, inclusion and campus cohesion.

Rationale

Our study trying to determine that impact of religious festival on the prejudice reduction among student of various faiths background. In sensible and understanding by sharing experience and celebrated events together may be the reason of decreasing prejudice, create empathy and promotes constructive relationships between different faiths. According to past researches if different background people can interact with each other by the help of religious festivals like celebrations can reduced or decreased the misconception against other religions. Still there is less researches that put focus on impact on prejudice through religious festival particularly in Christians and Muslims groups. Through determining how religious festival put impact through their attitudes and points of view on our prejudice level among different background students that provides us different strategies how we can decrease the stereotypes in diverse culture.

Objectives

- 1:- To assess the amendment in the degree of prejudice between students from different religious backgrounds after taking part in religious festivals of different religions.
- 2:-To find out that how interlinkage between people of different religions during these events increase the reciprocal understanding and forbearance.
- 3:- To comprehend how active partaking in religious festivity , reframe the students' perceptions and vantage point with respect to people of different religious backgrounds.

Literature review

Religious festivals recognized as powerful catalysts for social cohesion and intergroup harmony. These collective celebrations can play crucial role in developing understanding between students from diverse background. Universities is best diverse setting for students of different religious background. This literature review integrates the findings of some studies to explain the impact of religious observances in reducing prejudicial perspective and build up mutual understanding, especially among university students there. In the case of Pakistan, some studies highlight the practices of religious festivals in developing comprehension about different faiths. For example, Arif and Nadeem (2021) study also reported the impact of interfaith festivals on reducing prejudice among university students in Pakistan. The findings showed that joint participation during festivals significantly enhanced intergroup relations. This study also concluded that joint participation reduces biasness among students of different culture. More than the overall students enjoyed social and religious festivals and also helps to reduce prejudice among the students. This study revealed that these festivals foster tolerance among students. This is the theory of communication that implies positive group interaction between different members can reduce prejudice and increase social cohesion for the purpose of nourishment. The effect of religious fests reveal that students who participated in religious gatherings reported greater openness to understand different religions and their point of view. Saeed and Ahmed (2023) found that the joint celebration of Eid and Diwali fosters communication and understanding between people from diverse religions. Their study shows how such events increase open communication and provide participants gain personal experiences that socialize their faith among diverse background. It also found that interfaith gatherings during festivals help reduce negative attitudes and fostering social cohesion among people. These findings are crucial because they also reveal that religious participation in festivals can increase a culture of respect and comprehensiveness among students in diverse settings. The ways in which religious practices promote interfaith harmony have been a popular topic in the literature. Rehman and Jabbar (2022) highlights the role of collective celebrations in developing empathy, respect and sharing cultural experiences positively impacts student's perceptions of each other's faith. The impact of religious festivals extends beyond Pakistan, where cross-cultural studies support the notion that these festivals can effectively reduce prejudice. Khatkhat and Rehman (2019) revealed that acceptance and tolerance are keys for adjustment in religious activities are pertinent for smooth running and dynamism. This study explore the adjustment among interfaith communities. The findings of this study highlight the strong social interaction between majorities and minorities in the target area. Recent research has provided more evidence for this finding. For example, a study revealed how participation in religious festivals at a multicultural Canadian university affects student intergroup attitudes. It was found that students who actively participate in interfaith celebrations reported lower prejudice and greater willingness to interact with individuals from different backgrounds. Another study by Daddow and Cronshaw (2021) examined patterns of interreligious communication at festivals in Australian universities. Their study found that interfaith gathering not only reduced misconceptions but also created lasting friendships among the participants. The authors emphasize that such festivals can foster empathy and understanding in diverse educational settings. It also emphasized that community celebrations increase a sense

of belonging and shared identity, which play important role in intergroup prejudice reduction among students. Their work explains that when individuals from diverse backgrounds celebrate festivals together and engage in positive communication that challenge stereotypes. Hassanli and wiliamson (2021) further supports this view, arguing that the emotional and social context of shared celebrations encourages a deeper understanding of diverse cultural and religious practices. The findings of this study revealed that multicultural gatherings foster psychological sense of community among student in a educational setting from diverse background. Their research highlighted how sharing rituals celebrating together fosters a sense of belonging and reducing feelings of hatred and misconception. Similarly, A study conducted by Tondok and Suryanto (2022) in Malaysia, a country characterized by cultural and religious diversity. The findings showed that interfaith celebrations significantly reduced stereotypes and conflicts among the participants. The researchers explain participation in that diverse celebrations are important for interfaith comprehension, enabling students to interact with each other in a manner able way and learn about different practices. A study by killen and Razz (2022) examined the cross group friendships can reduce prejudice and also reduces biases and sterotypes among interfaithgroups as well. These are some literature gaps on the impact of religious festivals in reducing prejudice among of interfaith communities. By promoting positive connections and shared experiences, these events help create a more inclusive and cohesive in diversettings. A review of studies shows that participation in public celebrations fosters dialogue, empathy and understanding, which are essential to overcome prejudicial attitudes. As universities continue to promote diversity and developing understanding among students of diverse background. Then that thing create more inclusive enviornment ineducational settings. By creating an environment where interreligious dialogue is prioritized, universities can play an important role in fostering inclusion and respected societies both locally and globally. In conclusion, the literature highlights the impact of religious festivals play important role in reducing prejudice among university students of diverse faiths. By facilitating positive interactions and shared experiences, these events can help create a more inclusive and cohesive campus environment. The purpose of this study is to further explore these developments, in order to provide insights into how the benefits of religious festivals can be used to promote understanding and respect among diverse student populations in local and global contexts in. Javaid et al. (2024) that religious following enhances mental well being. It is further expalined that complex relationship of culture, religion and happiness can be understood through conceptualization. .

Methodology

Research Design

This research study principally used a qualitative research design along with the technique of purposive sampling. In his research study Muslim and Christian students were preferred as participants. In this research study we collected the data and information with the help of semi-structured interviews. Interviews were also recorded in audio form and data and information that was collected from the interviews were also noted on the diary. In this research study method of thematic analysis was used to interpret the data.

Participants

This research study includes 10 research participants from which five were Muslim students and five were Christian students. All the participants included in this study are university students, with an age group of 18 to 25 years.

Inclusion Criteria

We included individuals aged 18-25 in our study, focusing only on the Muslim and Christian students.

Exclusion Criteria

We excluded individuals below 18 and above 25 years of age from the research study. Moreover people from all other religious backgrounds such as Hinduism and Buddhism, were excluded from this research study.

Data Analysis

In this research study semi – structured interviews were conducted and recorded. Information that comes from the interviews was than coded by noticing and listening to the interview’s recording. The data that was collected from the semi structured interviews was than demonstrated. In this research study we have followed the guidelines of thematic analysis for coding and identifying patterns in our research data.

Procedure

This research study was conducted in just one university of Faisalabad . In this research study, before anything else we have made an interview protocol based on our study objectives, then we selected the research participants through the purposive sampling method. During interviews, we make known ourselves to the research participants along with explaining the purpose of this research study, and asked for the relevant demographic information that was needed in our research. We asked different questions by using interview protocol from research participants and they shared their experiences while we noted the information on diary and also recorded the conversations with the research participants. Data that was collected from the semi structured interviews was then analyzed by using the method of thematic analysis.

Ethical Considerations

During the whole process of this research study, ethical considerations were adhere to keep safe the regalness of the research participants. Informed consent was given to make sure that the research participants have acknowledge the purpose of the study. We also ensure the research participants that we will keep their information confidential.

Findings

The research looked at how religious festivals impacted on the prejudice reduction between students of universities of faisalabad whose age range is 18 to 25 years. In this study four out of ten student participants were taken from Faisalabad. Detailed interviews of students belonging to different faiths and different themes create an appearance of how these religious celebrations impact on the level of prejudice. In our research five participants are Muslims labeled as M1 to M5 and five participants are Christians labeled as C1 to C5. An initial finding is that religious celebrations, which often involve communal activities, make an environment where students have the opportunity to interact with people from diverse backgrounds. Different participants said that taking part in different faith festivals assisted them to develop a perspective in which they respect the thought and belief of the people of different faiths. Different participants expressed that the broad nature of many faith festivals promotes them to move beyond passive tolerance to active involvement and interest. In spite of the positive impacts focused on by many participants, some also agreed the point that faith festivals lonely might not be enough to eradicate deep- rooted prejudices, particularly if they were shaped by factors such as rearing or existing views.

Detailed Analysis of Themes and Subthemes

Interfaith Interactions and Understanding

This theme examines the experiences of interfaith dialogue and participation during religious festivals. The state of constant movement of intrreligious dialogue , oecumenism and involvement during religious festivals are of considerable importance, especially in increasing respect and understanding for each other among people of divergent faith groups. These have

a chance for interdenominational bonding. Different perspectives on what it means are reflected in the subthemes within this category.

Perceptions and Stereotype. Central to the theme of interfaith interactions in university environment is the concept of stereotypes, which can be defined as distorted, lacking depth and often out of proportion beliefs about communal group of people. These stereotypes can lead to deformed views concerning people. So this Subtheme basically focuses on how university students from different religious backgrounds recognize one another and what is the role of these stereotypes in shaping interactions between the people of different religions.

As C1 participant said;

“school mai bachy mery sath baithy bhi nhi thy kiu ky mujhy asy perceive karty thy jesy ma bohat alag ho ya un jesy nhi ho”

As M3 participant said;

“Hamary school mai aik student christian thi jis k sth kuch bachay baithna pasand nhi krty thy”

Role of religious leadership. This subtheme focuses on what is the impact of religious leaders in guiding interfaith dialogue. This subtheme also focus on the role that spiritual leaders play in shaping apprehension, misapprehension, forbearance, narrow-mindedness, acceptance and respect among people of different religions. Religious leaders can effect that how their followers look at and relate with the individuals from different religious backgrounds.

As M1 and C4 participants said;

“Agar hum ase kisi scholar ko sunty hain jo dusary religion ky bary ma zaida negative sochty ha to hum ma bhi us religion ko ly ky grudge a jata ha”

Cultural and Religious Appreciation

This theme focuses on how participation in or exposure to diverse religious practices enhance cultural understanding. It's central attention toward understanding traditions and breaking stereotypes through direct communication. Furthermore, such understanding allows individuals to surpass perceptions and stereotypical interpretations, thereby increasing a more refined understanding of different religions. Different point of views on what it means are reflected in the subthemes within this category.

Learning from Cultural and Religious Practices. This subtheme focuses on what people can learn from different cultures and religions. It explores how living in such diverse environments shapes student's perspectives about various religious practices. An analysis of the favorable dynamics that emerge within these diverse communities and also the educational advantages afforded to students. Simple examples of practices that teach values (e.g., helping others, sharing food).

As C2 participant said;

“Humara religion humy ya sikhata ha ky hum dusare religion ky logo ko bhi izzat dain or un ky sath mil ky baith kar khayn”

As M5 participant said ;

“Humy sub ko as a human treat karna chahiye except their religion”

Living in diverse community. This subtheme focuses on how diversity in neighborhoods or cities promote social intimacy and how diversity makes communities stronger. it explores the impact that living in a diverse communities has on student's understanding of various religious beliefs. It also examines that students who lives in diverse community have better understanding of other religions or not.

As C3 participant said;

“Ma Christian ho lakin ma aik muslim community ma rehte ho or is sy mujhy maloom hoa ky majority of muslims Christians ko acha treat karty han”

As M4 participant said ;

“Hamary muhallay mai christian family rehti hai lakin sb unky sth acha paish aaty hain”

Reduction of Prejudices

This theme focuses on how our Perception shifts toward members of other faiths and how religious practices challenge prior biases or misconceptions. It also focus on when university students participates in each other’s religious activities and how they change their perspectives about other religion. Different point of view on what it means are reflected in the subthemes within this category.

Education and awareness. This subtheme focuses on what is the impact of anti-prejudice education and knowledge in different educational institutes and role of media campaigns in challenging stereotypes. It also focus on the knowledge related to anti-discrimination laws and policies. This gives attention to either there is any influence of role models and public figures in prejudice reduction.

As M2 participant said;

“Jasy hum apny role models (mama, baba, actors) ko dosry religion ky logo ko treat karth dekhty ha to hum sikhty ha ky hum ny bhi un ko kesy treat karna ha”

As C5 participants said;

“Agar university ma koi religious awareness seminar organize karwye jay to ya bhi understanding or prejudice kam karny ma help kar sakhty ha”

Perspective-taking. Perspective-taking refers to the cognitive and emotional process of understanding and considering another person's viewpoint, experiences, and feelings. This subtheme focus on the impact on walking in another’s shoes. It also focus on how understanding others point of veiw fosters inclusivity. It shows that how informal conversations during or about religious festivals can lead to students sharing personal stories, fostering a deeper understanding of each other’s faith.

As M2 participant said ;

“Agar hum baat cheet ky zaria sy apny or dosaron ky religious beliefs ko smajhany ki koshish kary to ya humary andar aik dosary ko ly kar negitivity kam kar sakhta ha”

As C3 participants said;

“Agar baat karty asy ho ky dono ak dusary ki baat ko smajhny ko koshish ny kary to humy baat ko wahi chor dana चाहिय ta ky mamlaat mazeed kharab na ho”

Role of Shared Emotional Experiences

This theme examines how participating in religious or cultural events promote social emotional experiences that influence people's views and interactions. During these events, compassionate responses like happiness, gratitude, and excitement commonly appear, promoting the growth of meaningful relationships . In the same way , social practices and festivals develop compassion and kindness through allowing people to connect with each other. The sub themes under this broad umbrella show different interpretations of what it implies.

A Sense of Unity Through Celebration. The meaning of "Sense of Unity Through Celebration" represent the feeling of solidarity and belonging that emerge as individuals meets tom take part in collective celebrations or festivities. The focus of this section is that interdisciplinary individuals share their sentiments during celebrations to create a feeling of soliditory and social interactions

As C2 participant said;

“Ma ny aik religious festival attend kia tha mery bohat sy doubt clear ho gaye or mujhy laga ky ma bhi unhi logo ka hisa hon”

As M1 participant said ;

“Mai apni christian dost ko eid pr wish krti hu or wo mgy b wish krti hai”

Transforming Skepticism into Acceptance. Changing mistrust toward trust through attending religious festivities is called "transforming skepticism into acceptance."The focus of this section is on the way unbelievers can shift their views regarding alternative faiths through deeply satisfying interactions.

As C4 participant said ;

“Jab muslims ki bari eid thi unho ny haumary ghar bhi ghoshat behja tha jis sy mujhy ya ahsass ho ky muslims ny humy apni khushi ky moky par yaad rakha ku ky mujhy lagata tha ky wo log bass akely hi apna festival celebrate karty ha”

As M5 participant said;

“Mai apni christian dost ki sister ki shadi thi or os ne mgy invite kia or uskay ghar walo ne mgy boht acha treat kiya”

Role of the University Environment

The universities play an important roles to changing students behaviours and perceptions and attitudes by interacting various background people . This points indicate that universities provides an environment which safe and constructive places for diverse cultural student these are places where rights of people can be meet fully. The subtopics of this main theme can show various views.

Encourage dialogue Increase polite conversations in different festivals promotes more respect and understanding in the respect of motivate the conversation in various celebrations religions. This point focus on how universities promotes positive and fair communications in different religious celebrations.

As C5 and M3 participant said;

“university ma or mery dost aksar aik dosary ky sath apny apny religious point of view share karty ha kiu ky humy university ma sense of freedom feel hoti ha”

Student religious freedom . this point focus what was the impact on prejudice if we give freedom to our student they can do their religious activities in universities like prayers and meditations.

As M4 participant said;

“Humary university ky har department ka apny prayer rooms ha jaha students apny ibadat kar sakhty ha yaha tak ky ramadan ma dora-e- Quran bhi hota ha”

As C5 participant said;

“Mgy phly semester mai teacher ne kaha tha k mai sari class ko apny religion k bary mai bataon takah awareness aaye”

Table 1: Table of Thematic Analysis

Themes	Subthemes	Muslim participants	Christian participants
Interfaith Interactions and Understanding	perception and stereotype	Interfaith participation leads to reduction in negative perception and sterotype.	the role of shared celebrations leads to change in perception.
	role of religious leadership	religious leaders affect a lot.	religious leaders change your perception.
Cultural and Religious Appreciation	Learning from Cultural and Religious Practices	Different religious practices increases cultural awareness	Break stereotypes through direct engagement
	Living in diverse community	diverse community foster social cohesion	Diversity cause better understanding of other religions
Reduction of Prejudice	Education and awareness	role models can shape your understanding about other religion.	awerness leads to change in pre-existing biases
	Perspective-taking	religious interactions fosters to know others view	religious festivals lead to students sharing personal stories
Role of Shared Emotional Experiences	A Sense of Unity Through Celebration	festivals create a collective sense of unity	fostering a feeling of belonging within the group
	Transforming Skepticism into Acceptance	interfaith festivals lead to revise opinions	changes occur in attitudes after participating in festivals.
Role of the University Environment	Encourage dialogue	university create supportive environment.	university allows us to talk freely about our religion.
	Student religious freedom	prayer rooms have been provided by universitiy	university provides us freedom without any religious restrinction.

Discussion

In the thematic analysis, we examine the impact of religious festivals on prejudice reduction between Pakistani university students. The findings of this study highlight the important role that religious festivals play in increasing understanding and reducing prejudice among university students. The infmtat collected from participants revealed positive shared experiences during these events create golden opportunities for impactful connections, reciprocal respect, and empathy among individuals from different religious backgrounds. The discussion of the findings is organized around the three main objectives of the study. As the first objective of the study was to assess the amendment in prejudice levels between interfaith students after taking part in religious festivals of different religions. The study found a noticeable decrease in prejudice levels between students who participated in religious festivals of other religions. Many participants said that they feeled unprejudiced and less judgmental after engaging in such events. This relates with Allport’s (1954) intergroup contact theory, which suggests that positive interconnection between groups of different people can reduce prejudice under commendatory conditions. The second objective of the study was to find out

how interactions between people of different religions during these events enhance reciprocal understanding and tolerance. The study found that communication between the peoples of different religion at religious festivals act as an important factor in nurturing tolerance and understanding. Different participants said that that doing activities together, such as attending festivals, gave them a sense of social bond and affiliation. This finding is consonant with early research which highlights the significance of collective experiences in dismantling fence (Pettigrew & Tropp, 2006). The third aim of the study was to comprehend how active partaking in such events shapes students' perceptions and attitudes toward people of different religions. Previous studies have shown that taking part in religious activities positively effect students' thinking towards people of different religions. Many participants reported that they are feeling more empathatic and respectful after these experiences. These findings bolster the hypothesis that participating in cultural and religious activities fosters greater cohesion among people of different religions and reduces the interpersonal distance between people of different groups (Dovidio et al., 2011). Overall, the findings suggest that taking part in religious festivals can be an effective tool for decreasing the level of prejudice and nurturing understanding among university students. By giving opportunities for positive interlinkage among people of different religions , these events promote a sense of universal brotherhood. Subsequent efforts to arrange comprehensive religious activities and celebration in educational institutions will play an important role in creating more understanding and connected society.

Conclusion

This study indicate that religious events play an important roles in decreasing the the prejudice between university student of different religion. Learners have chance to interact with another understand the other religions and develop a respect for other religion through festival celebrations. Misconceptions and prejudice against other religions were reduced and at the end constructive bond create. The result of our study is that by the concept of celebrate religious festivals create the environment in which friendships and constructive bonds are created and people can accept others points of view. By celebrating the festival jointly develop and increase the unity between different religious background people. By celebrating together different festival or events can bring people to close each other and also playing important role in decreasing the prejudice among different faith of individuals stated by our research

Implications for Theory and Practice

The results of our themes in this research work gave us significant implications for the better understanding of theory work and practically how to address prejudice between interreligious students of universities. This research work also supports or explains intergroup communication theory (Allport, 1954), this study explains communication between people of different religious backgrounds can decrease the stereotypes and prejudice to fulfil the conditions like non-discriminations , justice , unity and coherence. According to theories of bias reduction Religious festivals give us an opportunity to build empathy, decrease misconceptions, and increase interreligious understanding by empowering shared experiences in emotionally and culturally diverse environments. This research work suggests that theory of prejudice reduction also examines the role of culture and religion in shaping intergroup dynamics (Johnson & Lee, 2006) was composed. The study emphasizes how it is important to organize and support religious festivals in order to increase social cohesion in different student communities in universities. To make sure that they organise chances for meaningful communication and collaboration between different faiths of students, universities also create such concerns in diverse and include policies (Chen, 2019). This study can be used by researchers and theorists in community and educational settings to emphasize the significance of cultural and religious adjustments (Davis & Patel, 2021).

Limitations and suggestions

As just a single university student participated in this study, it's likely that results are unable to be replicated for students of various educational institutions. As this study focused solely at two groups Muslims and Christians it's probable that its findings cannot be predicted to different religions. Personal bias can influence the data collected because the research relies on qualitative approaches like interviewing. Social demands, private events, or individual views might have an influence on students' evaluations of how well religious celebrations contribute to reducing skepticism. The research's replication was further less effective because of the removal of the remainder of campus participants, particularly instructors and learners older than 25. This research work recommended that future studies could involve more different samples of students from varied institutions, towns, and ethnic backgrounds to increase the universality of the findings. A hybrid technique can be used by combining qualitative with quantitative such as surveys; they provide a more comprehensive knowledge of how religious observance affects stereotypes and prejudice reduction. This study also acknowledges that future researchers may incorporate different religions when they conduct research.

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