

The Impact of Religious Diversity on Students' Academic and Behavioral Outcomes

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Motivation

- Significantly high levels of social hostilities worldwide attributed to religious tension (Pew Research Center, 2016).
- Intergroup Contact Theory: Predicted impacts of intergroup contact ambiguous
 1. Contact hypothesis: under certain conditions, exposure to outgroup reduces prejudice and improves intergroup relations (Williams Jr., 1947; Allport, 1954).
 2. In contrast, intergroup contact increases salience of group dissimilarities and strengthens within-group solidarity (Tajfel, 1982).
- Postsecondary institutions are uniquely positioned to help bridge gaps between divided communities. Diversity in college may have positive effects on intergroup relations and learning outcomes (Gurin, 2002).
- **Our goal:** Study the implications of religious diversity on an individual level.

Our Research Question and Setting

How does exposure to peers from diverse religious backgrounds affect students' academic and behavioral outcomes?

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How does exposure to peers from diverse religious backgrounds affect students' academic and behavioral outcomes?

- Exploit random assignment of first-year students at the American University of Beirut (AUB) to different peer groups.
- Proxy for religious background: type of high school attended prior to enrolling in college.
 - Students attend Secular, Christian or Islamic schools.
- Compare students who are observationally similar but exposed to different proportions of peers from various religious backgrounds.

Findings

- Effects on first-year GPA:
 - 1 Students from Secular schools: 0.036 standard deviations decrease when matched to higher share of Islamic rather than Secular peers
 - 2 Students from Islamic schools: 0.10 standard deviations increase when exposed to higher proportion of Christian versus Islamic peers

Contribution: Adds to our understanding of how fixed peer characteristics (e.g., race, ethnicity, gender) affect student performance (Sacerdote, 2014). We show that peers' religion is a determinant of academic performance.

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- Effect on behavior towards individuals from different religions.
 - 1 Students from Islamic schools matched to higher proportion of secular versus Islamic peers: 1.6 percentage points more likely to take courses with Muslim teachers.
 - 2 No significant changes in behavior of Secular or Christian students.

Contribution: First to focus on behavioral impacts of inter-religious contact in an educational context. Also, first to look at implications of religious contact using natural non-forced setting.

Institutional Setting: High Schools

- Lebanon characterized by deep sectarian divisions and religious residential segregation.
- Before college, students attend either Secular, Christian or Islamic schools
- Main differences between high schools:
 1. Teaching of religion but otherwise mandatory common curriculum
 2. Religious diversity: Islamic schools most homogeneous
 3. Culture and ideology
 4. Majority of schools are not gender-segregated and teachers in religious schools are not necessarily clerics.
- Secular schools are the most diverse in terms of religious composition of students and do not teach any religion but are westernized.

Islamic Schools



- Islamic schools are divided into:

- 1 Sunni schools (42%) generally funded by Saudi Arabia. Sunni schools teach Islamic traditions and ideology common in Arab Gulf countries.
- 2 Shi'a schools (58%) affiliated with Hezbollah and its allies. Shi'a schools disseminate Ayatollah Khomeini's Islamic Shi'a theology and Hezbollah ideology such as its anti-U.S. and Israel stance and glorification of martyrdom.

Christian Schools



- Founded since 19th century by Christian missionaries. They tend to be pro-west ideologically.
- Devote part of their curriculum for teaching of Christianity; hold masses.
- In diverse regions, they enroll both Muslim and Christian students

Random Assignment to Peer Groups

- First-year students at the American University of Beirut are randomly assigned to academic advisors who are faculty members within their major's department. **Randomization Test**

Peer group: all students matched to the same advisor. Average size of peer group: 63 students

- Academic advisors' duties: help students choose courses, monitor academic progress and assist with academic difficulties
 - We show that students matched to same advisor more likely to take same courses. **Course Choice**
- **Intuition of Identification Strategy:** Compare across students—within the same major—who are **randomly** exposed to a higher (or lower) proportion of peers from different vs. similar religious backgrounds.

Data

- Data on students linked to advisors taken from registrar's and admissions' offices.
 - Courses taken at AUB, grades, major, high school name and location.
- All students who enroll in their first year at AUB in academic years. 2001-2002 to 2016-2017
 - 12,590 first-year students matched to 219 unique advisors; 666 peer groups. [Summary Statistics](#)

Data

- Data on students linked to advisors taken from registrar's and admissions' offices.
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- All students who enroll in their first year at AUB in academic years. 2001-2002 to 2016-2017
 - 12,590 first-year students matched to 219 unique advisors; 666 peer groups. [Summary Statistics](#)
- Outcome: enrolled in second and third-year courses with instructor of same religion
 - We link courses to instructor names using exams schedule for years 2011-2012 to 2017-2018
 - We classify instructor names into: Christian (40%), Muslim (35%) or Ambiguous (25%)
 - Sample: 6,840 students taking 43,167 courses

Results: Effect of Peer Match on First-Year GPA

	<i>First-Year GPA</i> (1)	<i>First-Year GPA</i> (2)	<i>First-Year GPA</i> (3)
Peer match for students from Secular schools			
Christian relative to Secular school peers	0.015 (0.015)	-0.004 (0.015)	0.015 (0.016)
Islamic relative to Secular school peers	-0.036*** (0.013)	-0.037*** (0.013)	-0.030** (0.014)
Peer match for students from Christian schools			
Secular relative to Christian school peers	0.005 (0.019)	0.018 (0.017)	-0.001 (0.018)
Islamic relative Christian to school peers	-0.026 (0.022)	-0.016 (0.020)	-0.032 (0.022)
Peer match for students from Islamic schools			
Secular relative to Islamic school peers	0.033 (0.027)	0.047* (0.028)	0.041 (0.027)
Christian relative to Islamic school peers	0.095** (0.039)	0.100*** (0.038)	0.099*** (0.036)
Department Fixed Effects	Yes	Yes	No
Year Fixed Effects	Yes	Yes	No
Department Linear Trend	Yes	Yes	No
Department-Year Fixed Effects	No	No	Yes
Student Controls	No	Yes	Yes
Advisor Controls	No	Yes	Yes
Number of Students	12,590	12,590	12,590

Notes: Sample includes all first time entering students from the academic years 2002 to 2017. Student controls include gender, Math and Verbal SAT scores. Advisor controls include gender and academic rank. Both treatment and outcome are standardized. Standard errors are clustered by advisor-year (peer group) and reported in parentheses. *** p < 0.01 ** p < 0.05 * p < 0.1. [Link here](#)

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Results: Effect of Peer Match on Teacher Religion

Outcome: Teacher same religion as student

Peer match for students from Secular schools

Christian relative to Secular school peers	-0.004 (0.004)
Islamic relative to Secular school peers	-0.002 (0.003)

Results: Effect of Peer Match on Teacher Religion

Outcome: Teacher same religion as student

Peer match for students from Secular schools

Christian relative to Secular school peers	-0.004 (0.004)
Islamic relative to Secular school peers	-0.002 (0.003)

Peer match for students from Christian schools

Secular relative to Christian school peers	0.005 (0.005)
Islamic relative to Christian school peers	0.004 (0.006)

Results: Effect of Peer Match on Teacher Religion

Outcome: Teacher same religion as student

Peer match for students from Secular schools

Christian relative to Secular school peers	-0.004 (0.004)
Islamic relative to Secular school peers	-0.002 (0.003)

Peer match for students from Christian schools

Secular relative to Christian school peers	0.005 (0.005)
Islamic relative to Christian school peers	0.004 (0.006)

Peer match for students from Islamic schools

Secular relative to Islamic school peers	-0.016** (0.008)
Christian relative to Islamic school peers	- 0.011 (0.013)

Number of Observations	43,167
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Notes: Regressions include Department-by-Year Fixed Effects as well as student and advisor controls. Sample includes course level data on students in their second and third year during the academic years 2012 to 2017. The outcome of interest is a binary outcome for whether students and teachers are from the same religion. Standard errors are clustered by individual (due to repeated observations) and reported in parentheses. *** $p < 0.01$ ** $p < 0.05$ * $p < 0.1$.

Discussion

- Results unchanged when controlling for peer group characteristics:
 1. peer quality: peer group's average Math SAT scores.
 2. gender composition: proportion of females in peer group.
 3. language of instruction: proportion of peers taught in French.
 4. socioeconomic background: peer group's average high school tuition.

Results

- Heterogeneity based on religious diversity of high schools' location
 - Previous evidence indicates that the impacts of intergroup contact depend on the relative size of different groups: it fosters integration in fractionalized communities (with many small groups), but leads to conflict in polarized settings with a few large groups (Bazzi et al., 2019).
 - In line with these predictions, we show that our main positive effects on GPA and instructor choice are concentrated among Islamic students whose high schools are located in fractionalized districts. In contrast, the negative impact on Secular students' GPA is driven by those whose high schools were in polarized districts. Frac. Indices

Conclusion

- For Islamic school students, intergroup contact improves academic performance and improves views towards out-groups.
- Our setting: Deep divisions between religious groups.
- Our measure of religious background captures students' religion, ideology and religious diversity of their environment.
- Degree of diversity in individuals' environments is important for predicting the impacts of intergroup contact.

Test of Balance of Baseline Covariates

	Christian School (1)	Muslim School (2)	Secular School (3)	Math SAT (4)	Verbal SAT (5)
<hr/>					
Dependent Variable					
<hr/>					
Proportion Christian	-0.00112 (0.00130)	0.00405 (0.00232)	-0.00016 (0.00127)	0.00002 (0.00002)	0.00003 (0.00002)
Proportion Islamic	0.00154** (0.00063)	-0.00240 (0.00165)	-0.00072 (0.00064)	-0.000006 (0.000007)	-0.000004 (0.000007)
Proportion Secular	-0.00043 (0.00142)	-0.00157 (0.00241)	0.00087 (0.00150)	-0.00002 (0.00002)	0.000008 (0.00002)
<hr/>					
<i>N</i>	12,590	12,590	12,590	12,590	12,590

Notes: Each estimate represents the results of a separate regression. Standard errors in parentheses are clustered at the peer-group level. All regression include department and year fixed effects. Following the Guryan, Kroft, and Notowidigdo (2009) correction, we control for the leave-out mean of the proportion of peers across cohorts within the department and year columns 1-3. *** $p < 0.01$ ** $p < 0.05$ * $p < 0.1$.

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Random Assignment Test

	Math SAT Empirical P-Value (1)	Verbal SAT Empirical P-Value (2)	Secular School Empirical P-Value (3)	Christian School Empirical P-Value (4)	Islam School Empirical P-Value (5)
A. Test for Student Characteristics					
χ^2 goodness of fit test (no. failed/total tests)	1/178	1/178	0/180	1/180	0/155
B. Test for Advisor Characteristics					
Female Advisor	-0.003 (0.034)	0.002 (0.033)	-0.035 (0.029)	0.001 (0.027)	0.029 (0.030)
Associate/Full Professor	-0.007 (0.030)	0.024 (0.030)	0.011 (0.026)	-0.017 (0.027)	-0.028 (0.028)
<i>N</i>	804	804	804	804	804

Notes: Standard errors in parentheses are clustered at the advisor level. All regressions include year and department fixed effects. The empirical p-value of each advisor represents the proportion of the 10,000 simulated groups of students with a summed value less than that of the observed group. Sample includes students from academic years 2002-2003 till 2016-2017. The χ^2 goodness of fit test results indicate the number of tests of the uniformity of the distribution of p-values that failed at the 5% level. The reduced number of test for Islam School is due to the fact some departments do not have any students from islamic schools in certain years.*** p <0.01 ** p <0.05 * p <0.1.

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Evidence of Peer Interactions: Regression Specification

$$Y_{icdat} = \alpha_0 + \alpha_1 \text{Christschool}_i + \alpha_2 \text{Islamschool}_i + \alpha_3 \text{PropChrist}_{at} + \alpha_4 \text{PropIslam}_{at} + D'_{dt} \beta + X'_i \gamma + A'_a \delta + \lambda_d + \sigma_t + \epsilon_{icdat} \quad (1)$$

- Y_{icdat} is the proportion of Christian, Muslim or Secular students in student i 's advisor group a who take the same class c during the first two semesters at university.
- α_3 and α_4 : effects of a change in the proportion of Christian and Muslim students in peer group a in year t relative to secular peers respectively.
- D'_{dt} vector of proportion of Islamic and Christian students within a department-year; λ_d department FE; σ_t academic year FE

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Evidence of Peer Interactions: First Year Course-Taking Behavior

	<i>Prop. Muslims from Advisor Peer Group in Class</i> (1)	<i>Prop. Christians from Advisor Peer Group in Class</i> (2)	<i>Prop. Secular from Advisor Peer Group in Class</i> (3)
Proportion Islamic school peers	0.078*** (0.009)	-0.035 (0.029)	-0.122*** (0.036)
Proportion Christian school peers	0.003 (0.0025)	0.088*** (0.015)	-0.056*** (0.020)
Year Fixed Effects	Yes	Yes	Yes
Department Fixed Effects	Yes	Yes	Yes
Student Controls	Yes	Yes	Yes
Advisor Controls	Yes	Yes	Yes
Department Level Peer Proportion	Yes	Yes	Yes
<i>N</i>	120,790	120,790	120,790

Notes: Each column represents a different course-level regression. Sample includes all first time entering students from the academic years 2002 to 2017. Student controls include gender, Math and Verbal SAT scores. Advisor controls include gender and academic rank. Standard errors are clustered by advisor-year (peer group) and reported in parentheses.

*** p < 0.01 ** p < 0.05 * p < 0.1.

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Summary Statistics

	(1) All Schools	(2) Secular School	(3) Christian School	(4) Islamic School
A. Student Level Covariates				
Female	0.442 (0.497)	0.452 (0.498)	0.429 (0.495)	0.433 (0.496)
Math SAT	649.707 (72.524)	646.133 (71.742)	657.546 (73.076)	640.281 (72.558)
Verbal SAT	536.404 (112.554)	540.615 (109.335)	538.669 (113.369)	496.050 (123.249)
Legacy Status	0.244 (0.429)	0.273 (0.445)	0.206 (0.405)	0.196 (0.397)
B. Student Level Outcomes				
First-Year GPA	77.722 (7.994)	77.452 (8.051)	78.200 (7.770)	77.516 (8.468)
Graduate in 4 years	0.539 (0.499)	0.535 (0.499)	0.571 (0.495)	0.409 (0.492)
Graduate in 6 Years	0.777 (0.416)	0.775 (0.417)	0.787 (0.409)	0.738 (0.440)
Graduation GPA	79.732 (5.922)	79.556 (5.969)	80.063 (5.858)	79.372 (5.831)
C. Peer Group Level Characteristics				
Proportion Secular School Peers	0.593 (0.095)	0.599 (0.095)	0.587 (0.093)	0.588 (0.105)
Proportion Christian School Peers	0.334 (0.088)	0.330 (0.087)	0.341 (0.087)	0.334 (0.096)
Proportion Islamic School Peers	0.072 (0.046)	0.071 (0.045)	0.073 (0.046)	0.077 (0.056)
<i>N</i>	12,590	7,143	4,452	995

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Effect of Peer Match on Long-Term Academic Outcomes

	4-Year Graduation (1)	6-Year Graduation (2)	Graduation GPA (3)
Peer match for students from Secular schools			
Christian relative to Secular school peers	0.024 (0.017)	0.021 (0.016)	-0.033* (0.017)
Islamic relative to Secular school peers	-0.026* (0.016)	-0.017 (0.015)	-0.045*** (0.014)
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Peer match for students from Islamic schools			
Secular relative to Islamic school peers	0.026 (0.025)	0.006 (0.022)	0.053* (0.029)
Christian relative to Islamic school peers	0.042 (0.037)	-0.006 (0.031)	0.097** (0.043)
Year Fixed Effects	Yes	Yes	Yes
Department Fixed Effects	Yes	Yes	Yes
Department Linear Trend	Yes	Yes	Yes
Student Controls	Yes	Yes	Yes
Advisor Controls	Yes	Yes	Yes
Number of Students	7,613	7,613	6,110

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Effect of Peer Match on Long-Term Academic Outcomes

	4-Year Graduation (1)	6-Year Graduation (2)	Graduation GPA (3)
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Christian relative to Secular school peers	0.024 (0.017)	0.021 (0.016)	-0.033* (0.017)
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Effect of Peer Match on Long-Term Academic Outcomes

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Effect of Peer Match on Long-Term Academic Outcomes

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Effect of Peer Match on Teacher Religion During First Year

Teacher Same Religion as Student

Peer match for students from Secular schools

Christian relative to Secular school peers	0.004 (0.006)
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Peer match for students from Christian schools

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[back](#)**Peer match for students from Islamic schools**

Secular relative to Islamic school peers	0.002 (0.012)
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Department Fixed Effects	Yes
Year Fixed Effects	Yes
Department Linear Trend	Yes
Student Controls	Yes
Advisor Controls	Yes

Ruling Out Other Factors: First-Year GPA

	First-Year GPA (1)	First-Year GPA (2)	First-Year GPA (3)	First-Year GPA (4)
Peer match for students from Secular schools				
Christian relative to Secular school peers	-0.009 (0.016)	-0.008 (0.016)	0.002 (0.018)	-0.001 (0.018)
Islamic relative to Secular school peers	-0.037*** (0.013)	-0.034*** (0.013)	-0.045*** (0.014)	-0.049*** (0.014)
Peer match for students from Christian schools				
Secular relative to Christian school peers	0.018 (0.017)	0.023 (0.017)	0.018 (0.019)	0.013 (0.020)
Islamic relative to Christian school peers	-0.015 (0.021)	-0.010 (0.021)	-0.013 (0.024)	-0.015 (0.024)
Peer match for students from Islamic schools				
Secular relative to Islamic school peers	0.042 (0.027)	0.041 (0.027)	0.011 (0.029)	0.002 (0.030)
Christian relative to Islamic school peers	0.110*** (0.038)	0.108** (0.038)	0.103** (0.050)	0.110** (0.050)
Department and Year Fixed Effects	Yes	Yes	Yes	Yes
Student and Advisor Controls	Yes	Yes	Yes	Yes
Department Linear Trend	Yes	Yes	Yes	Yes
Peer Quality	Yes	Yes	Yes	Yes
Peer Gender	No	Yes	Yes	Yes
Peer Language	No	No	Yes	Yes
Peer Socioeconomic Status	No	No	No	Yes
Number of Students	12,590	12,590	11,558	11,537

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Notes: Sample includes all first time entering students from the academic years 2002 to 2017. Student controls include gender, Math and Verbal SAT scores. Advisor controls include gender and academic rank. Both treatment and outcome are standardized. Standard errors are clustered by advisor-year (peer group) and reported in parentheses.

*** p < 0.01 ** p < 0.05 * p < 0.1.

Ruling Out Other Factors: First-Year GPA

	<i>First-Year GPA</i> (1)	<i>First-Year GPA</i> (2)	<i>First-Year GPA</i> (3)	<i>First-Year GPA</i> (4)
Peer match for students from Secular schools				
Christian relative to Secular school peers	-0.009 (0.016)	-0.008 (0.016)	0.002 (0.018)	-0.001 (0.018)
Islamic relative to Secular school peers	-0.037*** (0.013)	-0.034*** (0.013)	-0.045*** (0.014)	-0.049*** (0.014)
Peer match for students from Christian schools				
Secular relative to Christian school peers	0.018 (0.017)	0.023 (0.017)	0.018 (0.019)	0.013 (0.020)
Islamic relative to Christian school peers	-0.015 (0.021)	-0.010 (0.021)	-0.013 (0.024)	-0.015 (0.024)
Peer match for students from Islamic schools				
Secular relative to Islamic school peers	0.042 (0.027)	0.041 (0.027)	0.011 (0.029)	0.002 (0.030)
Christian relative to Islamic school peers	0.110*** (0.038)	0.108** (0.038)	0.103** (0.050)	0.110** (0.050)
Department and Year Fixed Effects	Yes	Yes	Yes	Yes
Student and Advisor Controls	Yes	Yes	Yes	Yes
Department Linear Trend	Yes	Yes	Yes	Yes
Peer Quality	Yes	Yes	Yes	Yes
Peer Gender	No	Yes	Yes	Yes
Peer Language	No	No	Yes	Yes
Peer Socioeconomic Status	No	No	No	Yes
Number of Students	12,590	12,590	11,558	11,537

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Notes: Sample includes all first time entering students from the academic years 2002 to 2017. Student controls include gender, Math and Verbal SAT scores. Advisor controls include gender and academic rank. Both treatment and outcome are standardized. Standard errors are clustered by advisor-year (peer group) and reported in parentheses.

*** p < 0.01 ** p < 0.05 * p < 0.1.

Ruling Out Other Factors: First-Year GPA

	First-Year GPA (1)	First-Year GPA (2)	First-Year GPA (3)	First-Year GPA (4)
Peer match for students from Secular schools				
Christian relative to Secular school peers	-0.009 (0.016)	-0.008 (0.016)	0.002 (0.018)	-0.001 (0.018)
Islamic relative to Secular school peers	-0.037*** (0.013)	-0.034*** (0.013)	-0.045*** (0.014)	-0.049*** (0.014)
Peer match for students from Christian schools				
Secular relative to Christian school peers	0.018 (0.017)	0.023 (0.017)	0.018 (0.019)	0.013 (0.020)
Islamic relative to Christian school peers	-0.015 (0.021)	-0.010 (0.021)	-0.013 (0.024)	-0.015 (0.024)
Peer match for students from Islamic schools				
Secular relative to Islamic school peers	0.042 (0.027)	0.041 (0.027)	0.011 (0.029)	0.002 (0.030)
Christian relative to Islamic school peers	0.110*** (0.038)	0.108** (0.038)	0.103** (0.050)	0.110** (0.050)
Department and Year Fixed Effects	Yes	Yes	Yes	Yes
Student and Advisor Controls	Yes	Yes	Yes	Yes
Department Linear Trend	Yes	Yes	Yes	Yes
Peer Quality	Yes	Yes	Yes	Yes
Peer Gender	No	Yes	Yes	Yes
Peer Language	No	No	Yes	Yes
Peer Socioeconomic Status	No	No	No	Yes
Number of Students	12,590	12,590	11,558	11,537

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Notes: Sample includes all first time entering students from the academic years 2002 to 2017. Student controls include gender, Math and Verbal SAT scores. Advisor controls include gender and academic rank. Both treatment and outcome are standardized. Standard errors are clustered by advisor-year (peer group) and reported in parentheses.

*** p < 0.01 ** p < 0.05 * p < 0.1.

Ruling Out Other Factors: Teacher Religion

	(1) Teacher Same Religion	(2) Teacher Same Religion	(3) Teacher Same Religion	(4) Teacher Same Religion
Peer match for students from Secular schools				
Christian relative to Secular school peers	-0.006 (0.004)	-0.006 (0.004)	-0.007 (0.004)	-0.007 (0.004)
Islamic relative to Secular school peers	0.001 (0.003)	0.001 (0.003)	0.002 (0.003)	0.002 (0.003)
Peer match for students from Christian schools				
Secular relative to Christian school peers	0.001 (0.006)	0.001 (0.006)	0.001 (0.006)	0.003 (0.006)
Islamic relative to Christian school peers	0.001 (0.007)	0.001 (0.007)	-0.002 (0.007)	0.001 (0.007)
Peer match for students from Islamic schools				
Secular relative to Islamic school peers	-0.015* (0.008)	-0.016* (0.008)	-0.019** (0.009)	-0.018** (0.009)
Christian relative to Islamic school peers	-0.008 (0.014)	-0.010 (0.014)	-0.017 (0.016)	-0.020 (0.017)
Department and Year Fixed Effects	Yes	Yes	Yes	Yes
Student and Advisor Controls	Yes	Yes	Yes	Yes
Department Linear Trend	Yes	Yes	Yes	Yes
Peer Quality	Yes	Yes	Yes	Yes
Peer Gender	No	Yes	Yes	Yes
Peer Language	No	No	Yes	Yes
Peer Socioeconomic Status	No	No	No	Yes
<i>N</i>	42,895	42,895	42,895	42,895

Notes: Sample includes course level data on students in their second and third year during the academic years 2012 to 2017. The outcome of interest is a binary outcome for whether students and teachers are from the same religion. Standard errors are clustered by individual (due to repeated observations) and reported in parentheses. *** $p < 0.01$ ** $p < 0.05$ * $p < 0.1$.

Fractionalization and Polarization Indices

1. Fractionalization index F : probability that two residents are from different religions

$$F = 1 - \sum_k S_k^2 \quad (2)$$

where S is share of the religious group k residing in a district.

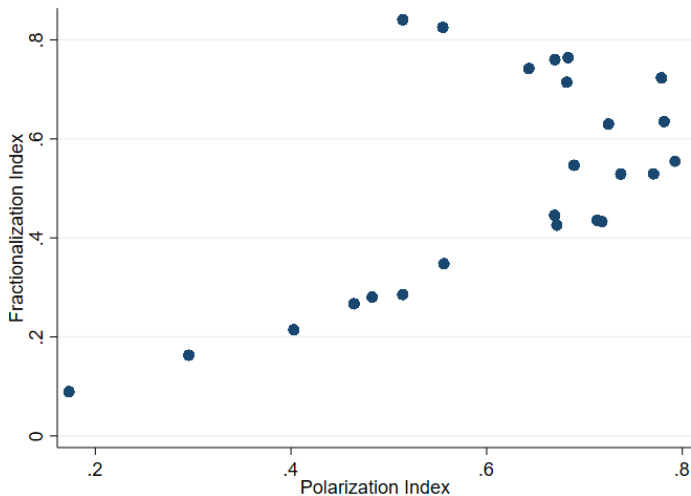
2. Polarization index P : increases as shares of different religions in districts become more equal in size

$$P = 4 \sum_k S_k^2 (1 - S_k) \quad (3)$$

3. Homogeneous districts: F and P below their respective medians

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Relationship Between Fractionalization and Polarization Indices



Heterogeneity by High School District's Diversity: First-Year GPA

	(1) Low-Diversity Districts <i>First-Year GPA</i>	(2) Highly-Fractionalized Districts <i>First-Year GPA</i>	(3) Highly-Polarized Districts <i>First-Year GPA</i>
Peer match for students from Secular schools			
Christian relative to Secular school peers	-0.053 (0.048)	-0.002 (0.025)	-0.011 (0.019)
Islamic relative to Secular school peers	-0.045 (0.040)	-0.015 (0.025)	-0.044*** (0.016)
Peer match for students from Christian schools			
Secular relative to Christian school peers	0.007 (0.041)	0.032 (0.020)	-0.059 (0.038)
Islamic relative to Christian school peers	-0.039 (0.054)	0.008 (0.025)	-0.115** (0.045)
Peer match for students from Islamic schools			
Secular relative to Islamic school peers	0.137** (0.061)	0.083** (0.041)	-0.018 (0.039)
Christian relative to Islamic school peers	0.174** (0.088)	0.131** (0.063)	0.043 (0.060)
Department and Year Fixed Effects	Yes	Yes	Yes
Student and Advisor Controls	Yes	Yes	Yes
Department Linear Trend	Yes	Yes	Yes
<i>N</i>	1,490	5,162	5,522

Notes: Sample includes all first time entering students from the academic years 2002 to 2017. Student controls include gender, Math and Verbal SAT scores. Advisor controls include gender and academic rank. Both treatment and outcome are standardized. Standard errors are clustered by advisor-year (peer group) and reported in parentheses.

*** p < 0.01 ** p < 0.05 * p < 0.1.

Heterogeneity by High School District's Diversity: Teacher Religion

	(1) Low-Diversity Districts <i>Teacher Same Religion</i>	(2) Highly-Fractionalized Districts <i>Teacher Same Religion</i>	(3) Highly-Polarized Districts <i>Teacher Same Religion</i>
Peer match for students from Secular schools			
Christian relative to Secular school peers	0.003 (0.015)	-0.005 (0.008)	-0.015*** (0.005)
Islamic relative to Secular school peers	-0.009 (0.011)	-0.013* (0.007)	0.007 (0.005)
Peer match for students from Christian schools			
Secular relative to Christian school peers	-0.013 (0.015)	0.010 (0.007)	-0.011 (0.014)
Islamic relative to Christian school peers	-0.005 (0.019)	0.001 (0.008)	-0.007 (0.018)
Peer match for students from Islamic schools			
Secular relative to Islamic school peers	0.014 (0.030)	-0.033** (0.015)	-0.012 (0.012)
Christian relative to Islamic school peers	0.038 (0.044)	-0.039 (0.029)	0.017 (0.017)
Department and Year Fixed Effects	Yes	Yes	Yes
Student and Advisor Controls	Yes	Yes	Yes
Department Linear Trend	Yes	Yes	Yes
<i>N</i>	4,231	14,853	16,198

Notes: Sample includes all first time entering students from the academic years 2002 to 2017. Student controls include gender, Math and Verbal SAT scores. Advisor controls include gender and academic rank. Both treatment and outcome are standardized. Standard errors are clustered by advisor-year (peer group) and reported in parentheses.

*** p < 0.01 ** p < 0.05 * p < 0.1.