



Perception of Lecturers on Efficacy of Social Studies Curriculum in ... Gaya, Z. S. & Isa, A. (2026)

Perception of Lecturers on Efficacy of Social Studies Curriculum in Minimising Ethnic and Tribal Hate Speech for Nation-Building among Colleges of Education in North-West, Nigeria

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Abstract

This study is titled “Perception of Lecturers on Efficacy of Social Studies curriculum in minimizing ethnic and tribal Hate Speech for Nation-Building in Colleges of Education North-West, Nigeria”. The study raised one objective and corresponding research question and hypotheses. The design of the study was descriptive survey research method. The population of this study comprises of all Social studies lecturers in the ten (10) colleges of education numbering 256. The sample size for this study was 256 chosen through census purposive sampling. The study used 4-point modified Likert scale structured questionnaire titled “Efficacy of Social Studies curriculum in minimizing ethnic and tribal Hate Speech in Colleges of Education Questionnaire (ESSCETHSCE-Q). The instrument was duly validated by experts and was pilot tested using 30 Social Studies lecturers from Federal Capital Territory, College of Education Zuba, Abuja. The instrument was administered once and tested using Cronbach alpha. Consequently, the reliability coefficient index of 0.89 was realized. The research question was analyzed using means and standard deviations. One sample t-test was used to test the null hypothesis at 0.05 level of significance. The study found no significant difference in the views of lecturers on the impact of Social Studies contents towards minimizing ethnic and tribal hate speech for peaceful coexistence and national unity. The study conclude that hate speech is the precursor of ethno religious violence in Nigeria and that the problem posed by ethnic and religious violence is a threat To Nigerians corporate existence and its desire to engender national integration. The study recommended among others that National commission for colleges of education (NCCE) should Incorporate relevant Social Studies curriculum contents in General Studies in Education (GSE) for enhancing harmony and cultural preservation in colleges of education, and Nigerian society at large. The study among others recommends the need to promote interfaith understanding and dialogue by developing a curriculum that includes comprehensive studies of various world religions and belief systems.

Key Words: Ethnic and tribal, Nation-Building, Hate Speech, & Social Studies

Introduction

The task of nation building is one that involves the participation of all members of the society. It entails the aggregate of all the experiences, skills, attributes and specializations’ that members of a society contribute towards the development, or in order to move their nation forward. Consequently, it is important that all members of such a society enjoy equal privileges and opportunities devoid of any form of discrimination based on any perceived or imagined inadequacies which may cut across age, religion, sex and gender etc. The creation of an enlightened society is a crucial prerequisite to nation-building and national development. The place of social studies education in this regard was glaring in the late 60s and early 70s in Nigeria. Until recently, education in Nigeria was of great concern to the government. The Federal Government has set forth a National Policy on Education (2014), which established a national objective, which in turn, serve as the foundation for the programme objectives of social studies education. In Nigeria and the world over, education has served as an instrument for nation building. Most countries of the world have made investments in the development of their citizens through appropriate and deliberate investment and funding of the education sector and the provision of resources needed to ensure that pupils are exposed to equal opportunities and accesses to quality education. Consequently, the United Nations Organization (UNO) stipulates and encourages all member nations to commit at least 15% to 20% of their national budget to education. Nigeria is a nation of many ethnic groups with diverse cultures. Such cultures could be seen in the aspects of religion, languages, dressing, cuisine-types of food consumed, marriages, housing, occupation and so on. The cultural



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values of the country have become a matter of concern since the development of any society is rooted in what the members of such a society cherished or frown at. For instance, the cultural values which are cherished in the country are basically focused on enhancing human dignity. Such values include discipline, integrity, dignity of labour, social justice, religious tolerance, self-reliance and patriotism. These cultural values are clearly spelt out in the National Philosophy as a measure to ensure rapid integration of the nation. It is believed that any group of people that could not promote their values will surely have a problem of development. In Nigeria, Social Studies Education was conceived as a subject to help heal the wounds of the civil war, ethnicity, ethnocentrism, social and political problems, and to promote culture and national integration, co-operation, good citizenship, among others using the instrument of school (Livingstone & Paul, 2014). The discourse of hate speech and abuse of freedom of speech has manifested many times in the expression of human rights activists, stakeholders and political agitators around the world since the advent of democracy. The interest of global community in the conversation is further heightened by the manner in which political oppositions now use hate speech as tool of discord and attack for their selfish interests. This dastardly act often result in the rights of the common man on the street being trampled upon on several occasions while the perpetrators smile home with the fulfilment of achieving their aims on a platter of gold (Ezeibe, 2021). (Olanrewaju, 2019) rightly stated that, hate speech and other anti-social vices are pervasive in Nigeria today. Over the last few decades, the issue of hate speech has been widely debated by scholars in multiple fields of knowledge. The subject of hate speech was developed through the collective efforts of experts in the field of social science and humanities as well as media experts and computer scientists e.g. what then is Hate Speech? Alexander (2017) defines Hate speech as communication that employs intolerant appellations to insult and denounce others vis-à-vis race, religion, ethnicity, gender, or other forms of a group membership. This is believed could consequently lead to rhetoric strategies that can generate hostility and confrontation in society as against the norms that enable the democratic government to function.

Hate speech includes attacks on a person or group based on gender, ethnic origin, race, disability, or sexual orientation attributes. In law, hate speech is any expression, gesture or behavior, writing, or show that is prohibited as it may incite violence or prejudicial action against or by a protected individual or group, or as it dismisses or intimidates a protected person or group (Ukwueze and Uche, 2015). Hate speeches are speeches that mock an individual or group of people, or threaten them. In some countries' law, hate speech is expression, gesture or conduct, writing, or show that is forbidden as it incites violence or prejudicial action against or by a protected individual or group, or as it dismisses or intimidates a protected individual or group. By certain attributes the law will define a protected group (Nockleby, 2014). Ethno-religious hate speech in Nigeria has been characterized by violent outbursts by public officials, as well as academia and is demonstrated in several exchanges on the streets, online forums and in sectarian print media in different parts of the country, With a population of 223.8 million inhabitants and over 250 ethnic groups (NBS, 2023), Nigeria is a very diverse country in terms of ethnic orientations, cultural practices, religious beliefs and linguistics. These differences have been a source of tension beginning from the colonial era under British rule. However, its current manifestations are rapidly dividing the country into pockets of religious and ethnic cleavages. Joel (2018), described Nigeria as an anomalous entity, in which different ethnic groups that constitute the Nation have no shared history, culture or language. Even the physiognomy of ethnic groups is very different, such that members of particular groups are easily identified by their physical attributes. The British colonial incursion into Africa has been credited with the existence of this nation. A fact that is constantly reiterated in discussions; off-line and online. The absence of a collective identity by ethnic groups in Nigeria worsens its experience of hate-speech. As Zvagulius (2016) asserted that if the legitimate political power is unable to restore allegiance to the old collective identity, a search for new one is triggered. It is the search for ethnic identity and intolerance of groups considered as 'outsiders' that motivates manifestations of hate-speech in Nigeria.

Social Studies curriculum is designed to bring about national integration. As a result of the fact that the traditional subjects that make up the social sciences could not effectively foster national integration separately, Social Studies education was introduced as a school subject which is primarily concerned with integrated study of man and his environment, both physical and social, emphasizing on instilling in the learner's cognition, functional skills and desirable attitudes, and actions, for the purpose of producing effective citizens. Social Studies education is out to solve the problems of disunity, corruption, tribalism, ethnic jingoism, banditry, insurgency, political thuggery, hate speech etc., through the inculcation of



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positive thinking and patriotism among students of primary, secondary and tertiary institutions. Social Studies Education is deemed as the only potent force capable of perpetually internalizing attitudinal values and behavioral patterns necessary for adequate character molding especially the inner controls of man's character. In recent times, Nigeria has experienced a high rise in the use of hate speeches under the guise of the right to freedom of speech. The new media such as the internet Face Book Twitter, Instagram, YouTube and so on are the fore runners. These have given rise to offensive statements and words that threaten national unity and peaceful co-existence amongst Nigerian citizens. Some people hide under the cloak of freedom of speech to make hate speeches either as a form of defense against those they cannot physically challenge, or due to the immunity that covers their offices, or as payback to their opponents. The Federal Government of Nigeria asserts that any speech, broadcast or publication that denigrates a person, a group or people on the basis of sex, religion, political belief or origin is hate speech. Thus, the problem of this study hinges on the determination of the extent to which Social Studies Curriculum could be used as a viable school instrument in minimizing ethnic and tribal hate speech for Nation-building in colleges of education North West, Nigeria.

Objectives of the Study

1. Examine the perception of lecturers on the impact of Social Studies curriculum contents towards minimizing ethnic and tribal hate speech for cultural preservation;

Research Questions

1. What is the perception of lecturers on the impact of Social Studies curriculum contents toward minimizing ethnic and tribal hate speech for cultural preservation?

Research Hypotheses

H₀₁: There is no significant difference in the views of lecturers on the impact of Social Studies instructional resources towards minimizing ethnic and tribal hate speech for cultural preservation;

Research Methodology

This study used descriptive survey research design. The purpose of survey research design is for researchers to describe the attitudes, opinion, behaviors or characteristics of the population based on the data collected from a sample of a population, (Muhammed, 2018). The population of this study comprises of all Social Studies lecturers in the 10 colleges of education offering Social Studies in NCE in North-West zone of Nigeria as at June 2023. There are a total number of 256 lecturers consisting of 200 males and 56 females based on the official data obtained from the colleges' registry. The study used census sampling. This is due to the fact that the population of the study is easily accessible and manageable (256). Hence, the entire population was used as the sample. This is aimed at adding credibility to the study. According to Abubakar, Salihu & Usman (2016) it is possible to get deep insights into the phenomenon you are interested in when total population is used. With such wide coverage of the population of interest, there is also a reduced risk of missing potential insights from members that are not included. The study used 4-point modified Likert scale structured questionnaire titled "Assessment of Social Studies curriculum towards minimizing Hate Speech in Colleges of Education Questionnaire (ASSCHSCE-Q). According to Ahmad (2015) the questionnaire contains a series of questions to which the respondents have to react in writing so as to express out their feelings, and opinion on the designed items in the questionnaire. The questionnaire is designed based on 4-point modified scale rating such as Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. Data collected in this section was used to address research question and its corresponding null hypothesis. The questionnaire was vetted by research supervisors and other experts from Faculty of Education, Ahmadu Bello University, Zaria-Nigeria. The pilot testing was conducted in Federal Capital Territory, College of Education Zuba, Abuja using 30 lecturers of Social Studies. The decision to use 30 lecturers was based on the assertion Isaac and Michael (1995) and Hill (1998) suggested 10 to 30 participants for pilots in survey research. Consequently, reliability coefficient index of 0.83 was realised. This was supported by Spiegel (1992), Stevens (1986) and Olayiwola (2010). According to them an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. The study used Means and Standard Deviations were used in answering the question raised by the study. In addition, the study used one sample t-test to test the null hypothesis postulated by the study.

Presentation of Results



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Answer to Research Question

Presented below are quantitative and qualitative answers provided for the questions raised by the study. The frequency counts, arithmetic mean and standard deviation are used as statistical tools to answer the questions raised. The decision mean stood at < 2.50 Disagreed and ≥ 2.50 Agreed.

Research Question One: What is the perception of lecturers on the impact of Social Studies curriculum contents toward minimizing ethnic and tribal-based hate speech for cultural preservation?

Table 1: Descriptive Statistics on the Perception of Lecturers on the Impact of Social Studies Curriculum Contents toward Minimizing Ethnic and Tribal-Based Hate Speech for Cultural Preservation

S/N	Item	SA	A	D	SD	Mean	SDev	Decision
1	Social studies contents are geared towards promoting our cultural heritage in order to prevent hatred among ethnic groups in Nigeria	119	79	19	2	3.97	1.01	Agreed
2	Social Studies curriculum contents inculcates the values of equality and diversity and condemns discriminatory rhetoric among the citizens	111	87	17	4	3.97	1.01	Agreed
3	Social Studies curriculum contents promote positive measures via advocacy to combat racial and ethnic intolerance and discrimination	102	91	15	11	3.95	1.03	Agreed
4	Social Studies curriculum contents stresses patriotism through promoting unity in diversity among diverse ethnic groups in Nigeria	113	79	15	12	3.96	1.04	Agreed
5	Social Studies curriculum contents promote understanding, tolerance and friendship among ethnic groups for sustenance of our shared cultural heritage	100	99	19	1	3.98	1.00	Agreed
6	Social Studies curriculum contents doesn't emphasize ethnic relativism, this led to the rise of ethnocentric hate speech in Nigeria	115	80	15	9	3.79	1.05	Agreed
7	Social Studies curriculum contents does not adequately stressed hate speech and its negative implications on the quest for national integration	114	81	17	7	3.79	1.05	Agreed
8	Social Studies curriculum contents promote aspects of cultural preservation as a panacea for hate speech and ethnic intolerance	79	119	19	2	3.97	1.01	Agreed
9	Social Studies curriculum contents doesn't raise awareness campaigns on combating ethnicity/racial intolerance in the country	119	79	2	19	3.97	1.01	Agreed
10	Social studies curriculum contents emphasize a holistic approach to combating ethnic and racist expression among the populace	120	85	10	4	3.99	0.99	Agreed
Mean Aggregate						3.93		

Result of the descriptive statistics in Table 1 shows the perception of lecturers on the impact of Social Studies curriculum contents toward minimizing ethnic and tribal-based hate speech for cultural preservation. The perception of the respondents (Social Studies lecturers in colleges of education in north-west zone, Nigeria) was positive. This is due to the fact that the aggregate mean response of all the items ($M=3.93$) was higher than the established decision mean ($M \geq 2.50$). This implied that the lecturers affirmed that Social Studies curriculum contents impacted in minimizing ethnic and tribal-based hate speech for cultural preservation in Colleges of Education North-West, Nigeria.

Test of Hypothesis

The hypotheses formulated to establish significance difference in the perception of lecturers. The hypothesis was tested at the fixed probability level of 0.05 using one sample t-test.



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H₀₁: There is no significant difference in the opinion of lecturers on the impact of Social Studies curriculum contents towards minimizing ethnic and racial-based hate speech for cultural preservation;

Table 2: One Sample t-test on the opinion of lecturers on the Impact of Social Studies Curriculum Contents towards Minimizing Ethnic and Racial-Based Hate Speech for Cultural Preservation

Variables	N	Mean	SDev	T	Df	p-value	Decision
Social Studies lecturers in colleges of education	219	73.37	13.80	0.117	218	.893	H ₀₁ retained

Results of the one sample t-test in Table 2 shows the opinion of lecturers on the impact of Social Studies curriculum contents towards minimizing ethnic and racial-based hate speech for cultural preservation. The finding indicated no significant difference in the opinion of lecturers on the impact of Social Studies curriculum contents towards minimizing ethnic and racial-based hate speech for cultural preservation. This is due to the fact that the calculated t-value of 0.117 is found to be less than the t-critical value 1.96 and the p value of .893 is higher than 0.05 alpha level of significance. Therefore, the null hypothesis which states that there is no significant difference in the opinion of lecturers on the impact of Social Studies curriculum contents towards minimizing ethnic and racial-based hate speech for cultural preservation is retained.

Discussion of Findings

This study assessed Social Studies curriculum toward minimizing hate speech for nation-building in colleges of education north-west, Nigeria. The following are discussion of the major findings based on the related literature reviewed by the study. The findings based on research question one and null hypotheses tested indicated no significant difference in the opinion of lecturers on the impact of Social Studies curriculum contents towards minimizing ethnic and tribal-based hate speech for cultural preservation. This is supported by the findings of Agbo (2016) who found that social studies curriculum contents promote ethnic and religious tolerance in Nigeria. It is also in line with the findings of Joel in Jennifer (2018) in her study on Ethno-religious Hate Speech in Nigeria stresses that the present insecurity situation in Nigeria, Boko Haram insurgency including the tension between Christian South and Muslim North is as a result of religious hate speech in the country. She hence re-iterates that the increasing menace of ethno-religious hate speech witnessing in the country have disabused the peoples' minds on what speech/statement constitutes hate when it is communicated as comedy and publications in the media. The findings of the study corroborated that of Okolie and Okoedion (2019). The study explored the impact of ethno-religious hate speech on political violence in Nigeria's fourth public. The study found that there is a positive and significant relationship between Ethno-religious hate speech and political violence in Nigeria's fourth republic. The findings of the study lends credence to that of Ugo (2022) This study found that there is a significant relationship between hate speech and ethno-religious violence in Nigeria. The study concludes that hate speech in Nigeria is mostly directed towards political leaders and supporters of their ethnicity, religion or region. Kasfelt (1994) traces the historical roots of numerous violent and bloody confrontations between religious groups, especially between Christians and Muslims, which tear Nigeria apart along religious lines to the emergence of constitutional regionalism and regionally based political parties in 1950s. As he claims, "since then ethnic, religious and regional loyalties have been decisive and formative elements in Nigerian politics."

Conclusion

From the findings of the study, it was concluded that Studies curriculum contents have a strong and positive impact in minimizing hate speech for cultural preservation. Nigeria's history, its diversity and political landscape makes it susceptible to ethnic and religious intolerance, which feeds into hate speech. The study shown that hate speech have a strong and positive impact on ethno-religious violence in Nigeria. Also, the relationship between hate speech and ethno religious violence in Nigeria's fourth republic was confirmed. Based on the empirical and theoretical findings of this study, the study conclude that hate speech is the precursor of ethno religious violence in Nigeria and that the problem posed by ethnic and religious violence is a threat to Nigerians corporate existence and its desire to engender national integration.

Recommendations

Based on the findings of the study, the following recommendation are made:



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1. National commission for colleges of education (NCCE) should Incorporate relevant Social Studies curriculum contents in General Studies in Education (GSE) for enhancing harmony and cultural preservation in colleges of education, and Nigerian society at large.

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