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In Circulation of Hatred Speeches in Educational Institutes: A Review from the Literature about the Role of Social Media

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ARTICLE DETAILS	ABSTRACT
History: Accepted 08 June 2021 Available Online June 2021	<i>Hate is a negative emotional phenomenon whose characteristics are anger, contempt or disgust. This emotional attitude sometimes leads towards revenge in the form of criminal act. This situation may challenge the school administrators to keep teaching-learning process smooth and effective. Hate speeches on social media is a common exercise among all age group people. Educational institutes are also under attack due to these practices. Students are permanently and continuously connected on social media. They are less prepared and trained to deal with online hate speeches. This qualitative study has focused this issue and derived results from literature. Racism, homophobia, religious biasedness, trans-phobia and sexual harassment are common social media generated problems in educational institutes which are types of online hate speech. It is therefore, suggested at the end of this study that students must be trained and taught about gender violence and discrimination; raise awareness about the importance and positive usage of media and digital based information.</i>
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1. Introduction

Communication is the base between all human relationships. Communication means transformation of ideas, feelings, emotions and thoughts through gestures, voice, symbols and signs and expression among each other. Either verbally or non-verbally - human survival is not possible without communication (Wilhelm, 2016). Mahajan (2015) expressed in his study that "effective communication is the most important tool to achieve the desire purpose". An effective communication is an integral and essential tool for developing links between person to person, among the communities, societies and the people from different origins. Effective communication motivate, guide, direct, inspire others to act while poor communication is the major reason of

failures in life (Robertsson, 2019). Communication is done in different ways using different tools and techniques (Philipp, 2013). Vaishnav (2016) added that these tools and techniques vary from person to person, situation to situation and in terms of medium of communication.

Chasing from the history, it is easy to find a chain of technological development and support of communication in different forms such as in 15th century print media was introduced which included books, pamphlets, newspapers, magazines, and etc.; while gramophones, magnetic disks, cassettes, cartridges, CDs, DVDs etc. were devised in earlier 19th century. On the other hand, radio was invented in about 1910 and Television came into existence during 1950s. On the other hand, Internet became popular after 1990, and Mobile phones became in practice about 2000. These tools and techniques introduce ourselves with the latest technology and social media is one of them (Riaz, Kashif, Abbasi: 2018). Today, social media is transforming and disseminating ideas, knowledge and information in fastest, cheaper and easiest ways. This platform included micro blogging, blogs, social network sites, audio and video medium of sharing, and simple text driven communities as well as professional networks (Derani & Naidu, 2016).

Baruah (2012) described that social media is a web based and mobile based technology used for interactive communication like a dialogue in real between the two persons. This author further expressed that online magazines, internet forums, weblogs, social blogs microblogging, wikis, podcast, photographs or pictures, video rating and social bookmarking are the different forms of social media. It is getting popularity day by day amongst people of every age category. Owour and Hochmair (2020) disclosed in their research paper that there are 110 social media apps used by different users for different purposes. For example Snapchat and Instagram are being most popular amongst youth and teenagers; elder are busy in YouTube and Facebook while professionals were engaged and sharing through LinkedIn and WhatsApp sources.

Mostly people use social media for keeping in touch with family members, friends, near-n-dears; socialization; marketing; education; collecting information about current affairs and getting latest news. Freedom of expression and opportunity of communicating freely in the online public open space are the reasons of popularity of these networks (Talpau, 2014). But this freedom of expression has brought about many challenges which have been established among themselves in a number of variations; where hate speech is one example of such challenges (Udanor & Anyanwu, 2019).

The value of freedom of expression put to its severest effect when speaker show aggressiveness which may entail retaliation in the form of criminal act. According to Steinberg, Books and Remtulla (2003): “such crimes are known as hate crimes or bias crimes, create fear, mistrust, and hostility among the members of society” and has a significant impact on our educational system as well. Same authors further expressed that youths who commit hatred speech crimes demonstrate, conduct or aggression problems, impulse control problems, bullying, thrill-seeking behavior, a drive to be competent, or feelings of betrayal and underlying hurt. In this situation, administration face a big challenge to maintain and support learning environment. From the above discussion, it is found that it is deemed important to conduct a study which examines the role of social media as a source of spreading hatred speeches and its effect on learning which is ultimately became the main purpose of this study. In this paper, authors will attempt to define the terms ‘hate’ and then ‘hatred speeches’ and then will describe the role of social media in of spreading these hatred speeches in educational institutes specifically and then its impact on students’ lives.

The main objective of this paper was to review the effects of social media through available literature in spreading hatred speeches in educational institutes and its effects on general life but specifically on education.

2. What is meant by Hate and Hatred Speech?

Hate is under-research topic in psychology and hence cannot be define clearly. But it has been defined in variety of ways by different authors. For example, Fischer, Halperin, Canetti & Jasini (2018) quoted and defined hate from different authors (i.e., Ekman, 1992; Solomon, 1977; Bernier & Dozier, 2002 and etc.) that: “Hate has been considered an emotional attitude, a syndrome, a form of generalized anger, a generalized evaluation, a normative judgment, a motive to devalue others, or simply an emotion”. Fischer and et. al., further expressed that hate feelings develops when someone mistreat or de-humiliate, or act to proof them obtuse and become hindrance to achieve their goals. Therefore, hate is a powerful negative emotional phenomenon whose characteristics are anger, contempt or disgust.

Rudnicki and Steiger (2020) used ‘online hate speech’ and ‘cyberhate’ as synonym terms of hatred speeches through social media and defined it as: “a special case of hate speech that occurs in the online environment, making the preparatory more anonymous, which may make them seem less accountable, and as a result potentially more ruthless”.

In a scientific research conducted by Udanor and Anynawu (2019) developed a software called Polarized Opinions Sentiment Analyzer (POSA) to brook tweets from popular and trending Nigerian Twitter which deals in politics, ethnicity, religion, social-activism, racism etc. type of text either positive or negative sentiments. They defined social media as “a platform through which people share information online”. People may have similar or different opinions about any information or piece of knowledge shared through social media which may tie the situation. In this situation, people sometimes shows anger to a specific individual or group of individuals termed as hate speech. Udanor and Anynawu further expressed that “hate speech may be a spoken or written word that is offensive, threatening to an individual or a group based on a particular attribute of the persons being targeted. Hate speech is considered as a crime in some countries”.

Ring (2013) express in her study that the word ‘hate’ is an “extreme negative feelings and beliefs held about an individual or group of individuals regarding their race, ethnicity, religion, gender or sexual orientation”. In this direction, we can presume about ‘hate speech’ that it will ultimately covers all forms of expression that spread, arouse, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred emotions.

From the above definitions we can conclude that online hate speeches are some-kind of negative feelings, opinions, views and/or attitude reflected by some individual or groups of individuals against of an individual or a group of individuals through some kind of online source.

3. Effects of Hatred Speeches in General

Individuals or group of individuals may be affected by hatred speeches in a variety of ways. It creates complexities in differentiating between freedom of expression and the defense of human dignity. Because some of the people speech for rights and others have right to speak freely even to express through verbal abuse. Tonotdimamma and et. al., (2021) identified 12 major topics in their research paper which were mostly underpinned with hate speeches. These topics include: politics,

laws, racism, freedom, democracy, terrorism, rights, religion, muslims, extremism, war, and etc.

Online networks are playing vital role in spreading extremism, hate crime, terrorism and hate speech in this regard. Santos, Amaral, and Simoes (2020) disclosed that Europeans are facing problems about threatening democratic values due to online fake news. Different social media stations like Facebook, Twitter or Google are playing important role in this regard. They further expressed that it has become easy to produce and spread rumors about people's ethical, moral or political intentions which is called as "Cyberhate".

Wilson and Land (2021) conducted a study about online hate speeches. They criticized and disclosed that Facebook is the broadest channel of propagation of online hate speeches. According to Wilson and Land hate speech means "a direct attack on people emotional feelings such as race, ethnicity, national origin, religious affiliation, sexual orientation, caste, sex, gender, gender identity, and serious disease or disabilities". Authors further state that Social media companies are prohibiting hate speeches and have made some important policies to control hate speech spread through their platforms. It was important to find that Google is at the forefront of addressing hate on its YouTube platform and have made and implemented more than thirty policy updates in 2018 alone.

In the same directions, Pavlova (2021) stated in her study that "in 2003, the OSCE Ministerial Council Decision on Tolerance and Non-discrimination had acknowledged that racist and other hateful content on the Internet can instigate hate crimes". Further she criticized that social media is straight forwardly escalating hate crimes against minorities and called it as a "poisoning of minds". In the meanwhile she accepted that social media has significant impact in normalizing the mode of societies or communities. For example, all those posts and comments portraying negative typecasts and biases can increase interethnic tensions. Also leading towards negative spiral when manifestations of hate foster more hate or even escalate into physical harm. But when we appreciate or encourage through different beautiful stickers, labels or smiles – people feel happy and relax.

Bahador (2020) identified three major categories of hate speeches i.e., firstly dehumanization and demonization; secondly violence and incitement and thirdly early warning. Dehumanization means patronizing individuals or groups and equating them to culturally hated sub-human entities like pigs, rats, monkeys, or even germs and/or dirt. On the other hand, "portraying individuals or a groups of individuals as super-human, like a monster, robot, or even fatal diseases like cancer that are a mortal threat to the in-group is known as demonization. Regarding the effects of demonization and dehumanization in general life - Bahador found an "extreme typology of negative characterization and a well-established tool for justifying political violence; thus, they merit their own category beyond more standard negative characterizations". In the same study, Bahador stated that encouraging violence through social media is a serious crime and a different category of hate speech. Author described about article 20 which is mentioned in International Covenant on Civil and Political Rights of United Nations as: "[a]ny advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law." Early warning which is third category of hate speech is slighter than the dehumanization and demonization. It refers to negative traits such as stupid, lazy, or dishonest and/or could be associated as nonviolent criminality, such as theft or fraud.

4. Effects of Online Hate Speeches on Education

Santos, Amaral, and Simoes (2020) conducted a study on university students to measure their awareness about online hate speeches and attitudes in this regards. Total 28 students (with 20 girls and 8 boys) participated and reported that Instagram, Twitter, Facebook and YouTube are common among Brazilians while Snapchate is common within Portuguese students. They further express that the Internet has not only augmented hate speech but also normalized it. Racism, homophobia, religious intolerance, trans-phobia, xenophobia, male chauvinism, and harassment are the different types of hate speeches identified by the same students.

Al Serhan and Elareshi (2019) conducted a study to analyze participants' perception and understanding about hate speeches on social media and the way they deal with it. Total 150 out of 9000 students enrolled in Zarqa University of Jordan participated in this research. The data was collected through a questionnaire. In the response of an open ended question, respondents defined hate speech as "any content that would harm or insult any individual or group based on his/their ethnicity, race, gender, beliefs and background, in the form of words and phrases used on the Internet". This reflect that they were aware about online hate speech. They declared that social media is a vehicle of spreading hate speeches. To confronting "online hate speech" in Jordan, author suggested that it is important to educate users about participating in online activities could change online culture and also they must provide clear information and tackling such content with the support of law-enforcement authorities.

From another study of Donovan (2019) it was found that this generation of students grown up under the umbrella of broadband internet and social media, they are confronting a whole new world of communication, where the norms of speech are in flux. Further, the researchers find that 53% of students agree that "social media stifles free expression because people are afraid of being attacked or shamed by those who disagree with them." And 69% believe that it is "too easy for people to say things anonymously on social media."

Saha, Chandrasekharan, and De Chaudhury (2019) identified harmful effects of online hate speeches on students in their study, such as: stress, anxiety, depression, and desensitization. Moreover, direct or indirect victimization leads towards the increased rates of using alcohol and drug. Authors further expressed that "hateful speech exposure has negative effects on students' academic lives and performance, with lowered self-esteem, and poorer task quality and goal clarity-disrupting the very educational and vocational foundations that underscore college experience". To curb these situations Curwin (2017) suggested that in-time safeguards could help the administration for controlling these problems in different ways; for example: establishing classroom based values which show respect for all cultures, religions and humans; if teacher found any of the students being victimized through hate speech – share their experiences with the rest of the class how it felt to hear hateful language – if the relevant person willingness allow to do so. Curwin further expressed that in educational institutes, students hatefully express about prejudice and racism matters; reflect their own internal eagerness and unresolved pains; when they fall in superiority and/or inferiority complexes; shows themselves as a powerful person when powerless or even fearful in real and show-off other areas of their lives to their friends.

5. Conclusion

From the above discussion it was concluded that hate speech involves stimulation to violence which is a declared crime. Dehumanization, violence and warnings or threats are the considered as

the types of hate speeches. In general, hate speeches about race, politics, terrorism, ethnicity, religious affiliation, sexual orientation, caste, sex, gender, gender identity, and serious disease or disability were found on social media which have significant impact on lives. For example: spreading extremism, hate crime, terrorism, mind poisoning, create law-and-order situation, and political and social consequences.

In educational institutes, effects of hate speeches were found differently for example: racism, homophobia, religious intolerance, trans-phobia, xenophobia, male chauvinism, and harassment. Hate speeches could affect students' self-esteem, difficulty in achieving learning goals. Moreover, this could lead them to face different psychological issues and morally disgraced. But these problems could be overcome if administration took in-time actions and develop policies for their institutes in this regard.

It is recommended that educational institutes must educate students about gender violence and discrimination; promote importance and positive usage of social media; e-media and/or digital media based information. Students must be literate about the digital footprint which can be an active agent in promoting information about rights and risks both on the Internet.

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