London
Journals Press

www.journalspress.com

LONDON JOURNAL OF RESEARCH IN HUMANITIES AND SOCIAL SCIENCES

Volume 22 | Issue 9 | Compilation 1.0

They were leaders in building the early foundation of modern programming and unveiled the structure of DNA Their work inspired environmental movements and led to the discovery of new genes They've gone to space and back taught us about the natural world dug up the earth and discovered the origins of our species They broke the sound barrier and gender barriers along the way The world of research wouldn't be the same without the pioneering efforts of famous research works made by these women Be inspired by these explorers and early adopters- the women in research who helped to shape our society We invite you to sit with their stories and enter new areas of understanding This list is by no means a complete record of women to whom we are indebted for their research work but here are of history's greatest research contributions made by...

Read complete here:
https://goo.gl/1vQ3lS

Women In Research

E-learning and the future of...

Education is one of the most important factors of poverty alleviation and economic growth in the...

Read complete here:
https://goo.gl/SQu3Yj

Writing great research...

Prepare yourself before you start Before you start writing your paper or you start reading other...

Read complete here:
https://goo.gl/np73jP

Journal Content
In this Issue

London
Journals Press

Dr. Saad Subair

College of Computer and Information Sciences, Alazaeim Alazhari University, Khartoum North, Sudan, Associate Professor of Computer Science and Information Ph.D., Computer Science Bioinformatics, University of Technology Malasiya

Gerhard X Ritter

Emeritus Professor, Department of Mathematics, Dept. of Computer & Information, Science & Engineering Ph.D., University of Wisconsin-Madison, USA

Dr. Ikvinderpal Singh

Assistant Professor, P.G. Deptt. of Computer Science & Applications, Trai Shatabdi GGS Khalsa College, India

Prof. Sergey A. Lupin

National Research, University of Electronic Technology Ph.D., National Research University of Electronic Technology, Russia

Dr. Sharif H. Zein

School of Engineering, Faculty of Science and Engineering, University of Hull, UK Ph.D., Chemical Engineering Universiti Sains Malaysia, Malaysia

Prof. Hamdaoui Oualid

University of Annaba, Algeria Ph.D., Environmental Engineering, University of Annaba, University of Savoie, France

Prof. Wen Qin

Department of Mechanical Engineering, Research Associate, University of Saskatchewan, Canada Ph.D., Materials Science, Central South University, China

Luisa Molari

Professor of Structural Mechanics Architecture, University of Bologna, Department of Civil Engineering, Chemical, Environmental and Materials, PhD in Structural Mechanics, University of Bologna.

Prof. Chi-Min Shu

National Yunlin University of Science and Technology, Chinese Taipei Ph.D., Department of Chemical Engineering University of Missouri-Rolla (UMR) USA

Prof. Te-Hua Fang

Department of Mechanical Engineering, National Kaohsiung University of Applied Sciences, Chinese Taipei Ph.D., Department of Mechanical Engineering, National Cheng Kung University, Chinese Taipei

Dr. Fawad Inam

Faculty of Engineering and Environment,
Director of Mechanical Engineering,
Northumbria University, Newcastle upon Tyne,
UK, Ph.D., Queen Mary, University of London,
London, UK

Dr. Rocío Maceiras

Associate Professor for Integrated Science,
Defense University Center, Spain Ph.D., Chemical
Engineering, University of Vigo, SPAIN

Muhammad Hassan Raza

Postdoctoral Fellow, Department of Engineering
Mathematics and Internetworking,
Ph.D. in Internetworking Engineering,
Dalhousie University, Halifax Nova Scotia,
Canada

Rolando Salgado Estrada

Assistant Professor,
Faculty of Engineering, Campus of Veracruz,
Civil Engineering Department, Ph D.,
Degree, University of Minho, Portugal

Abbas Moustafa

Department of Civil Engineering,
Associate Professor, Minia University, Egypt, Ph.D
Earthquake Engineering and Structural Safety,
Indian Institute of Science

Dr. Babar shah

Ph.D., Wireless and Mobile Networks,
Department of Informatics,
Gyeongsang National University,
South Korea

Dr. Wael Salah

Faculty of Engineering,
Multimedia University Jalan Multimedia,
Cyberjaya, Selangor, Malaysia, Ph.D, Electrical and
Electronic Engineering, Power Electronics
and Devices, University Sians Malaysia

Prof. Baoping Cai

Associate Professor,
China University of Petroleum,
Ph.D Mechanical and Electronic Engineering,
China

Prof. Zengchang Qin

Beijing University of Aeronautics
and Astronautics Ph.D.,
University of Bristol,
United Kingdom

Dr. Manolis Vavalis

University of Thessaly,
Associate Professor, Ph.D.,
Numerical Analysis,
University of Thessaloniki, Greece

Dr. Mohammad Reza Shadnam

Canadian Scientific Research and Experimental
Development Manager-Science,
KPMG LLP, Canada, Ph.D., Nanotechnology,
University of Alberta, Canada

Dr. Gang Wang

HeFei University of Technology,
HeFei, China, Ph.D.,
FuDan University, China

Kao-Shing Hwang

Electrical Engineering Dept.,
Nationalsun-Yat-sen University Ph.D.,
Electrical Engineering and Computer Science,
Taiwan

Mu-Chun Su

Electronics Engineering,
National Chiao Tung University, Taiwan,
Ph.D. Degrees in Electrical Engineering,
University of Maryland, College Park

Zoran Gajic

Department of Electrical Engineering,
Rutgers University, New Jersey, USA
Ph.D. Degrees Control Systems,
Rutgers University, United States

Dr. Homero Toral Cruz

Telecommunications,
University of Quintana Roo, Ph.D.,
Telecommunications Center for Research
and Advanced Studies National Polytechnic
Institute, Mexico

Nagy I. Elkalashy

Electrical Engineering Department,
Faculty of Engineering,
Minoufiya University, Egypt

Vitoantonio Bevilacqua

Department of Electrical and Information
Engineering Ph.D., Electrical Engineering
Polytechnic of Bari, Italy

Dr. Sudarshan R. Nelatury

Pennsylvania State University USA Ph.D., Signal
Processing Department of Electronics and
Communications Engineering,
Osmania University, India

Prof. Qingjun Liu

Professor, Zhejiang University, Ph.D.,
Biomedical Engineering,
Zhejiang University, China

Sanjukta Pookulangara

College of Merchandising,
Hospitality and Tourism,
University of North Texas, USA Ph.D, Fashion
Merchandising, University of Missouri Columbia

Prof. Yaohua Zhu

Hong Kong Polytechnic University,
China, PhD. Applied Science and Engineering,
Metallurgy and Materials,
Aston University, UK

Jeng-Da Chai

Associate Professor, Department of Physics,
National Taiwan University,
Excellent Junior Research Investigators,
Ministry of Science and Technology,
Career Development Award,
National Taiwan University

Prof. Peter K. Law

Huazhong University of Science and Technology,
Ph.D., University of Toronto B.Sc.,
McGILL University

Yas Al-Sultani

Ph.D. Image processing Enhancement
using Fuzzy Set Theory Arabian Gulf University,
Constituencies, Training and Continuous
Teaching Center, Iraq

Prof. Dimitrios A. Papaconstantopoulos

School of Physics, Astronomy, and Computational
Sciences, George Mason University, USA
Ph.D., Theoretical Solid State Physics
University of London(UK)

Dr. Abdelkader Zarrouk

Faculty of Sciences, Dept. of Chemistry
Laboratory Applied Chemistry and Environment
Mohammed First University Ph.D.,
Mohammed First Unversity Oujda, Morocco

Prof. Tai-Yin Huang

Associate Professor of Physics ,Pennsylvania
State University, Penn State Lehigh Valley,
Ph.D., Physics, University of Cincinnati,
President of the Lehigh Valley,
Taiwanese Women Association

Prof. Dr. Ahmed Asaad Ibrahim Khalil

National Institute for Laser Enhanced Sciences,
NILES Cairo University, Giza, Egypt Ph.D.,
Experimental Physics V Institute
Engineering Application of Lasers
University Bochum, Germany

Dr. Mohamed Salem Badawi

Department of Physics,
Awarded Junior Radiation Physics Medal,
7th Radiation Physics and Protection
Conference, Ismailia, Egypt

Prof. Marie-Christine Record

Department of Chemistry,
Aix-Marseille University Ph.D.,
Materials Sciences, Montpellier University,
France

Prof. Hakan Arslan

Mersin University Ph.D.,
Chemistry Nigde University
Turkey

Prof. Wanyang Dai

Department of Mathematics,
Nanjing University, China
Ph.D., Applied Mathematics,
Georgia Institute of Technology, USA

Dr. Hyongki Lee

Assistant Professor,
University of Houston
Ph.D. in Geodetic Science,
Ohio State University, USA

Nicola Mastronardi

Consiglio Nazionale delle Ricerche,
Ph.D. Applied Mathematics Katholieke
Universiteit Leuven
Belgium

Prof. Saad Belkhiat

Setif University, Ph.D., Physics
University of Sétif
Algeria

Dr. Arvind Chhabra

University of Connecticut Health Center
USA Ph.D., Biotechnology Central
Drug Research Institute

Mohamed Shaaban Ali

Department of Anaesthetics,
Al Salam International Hospital,
The State of Kuwait PhD,
Cerebral Monitoring during cardiac surgery,
University of Wales, Cardiff, UK

Prof. Tarek Aboul-Fadl Mohammad Hassan

Vice Dean for Education and Student Affairs,
Department of Medicinal Chemistry,
Faculty of Pharmacy, Assiut University

Prof. Anthony Bridgwater

European Bioenergy Research Institute,
Director of EBRI, Leader of Aston University
Bioenergy Research Group,
Edwin Walker Prize winner

Prof. Ewa Szczepanska-Sadowska

Medical University of Warsaw,
Poland Ph.D., Medical University of Warsaw,
Poland

Prof. Gjumrakch Aliev

University of Atlanta, Ph.D.,
Cardiovascular Biology and Pathology,
Moscow State University

Prof. Elsayed Ibrahim ELAGAMY

Department of Applied Medical Sciences,
Qassim University, Kingdom of Saudi Arabia,
Ph.D., Dept. of Comparative Medicine,
Mc Gill University

Shen Hu

Division of Oral Biology and Medicine,
Jonsson Comprehensive Cancer Center,
University of California, Ph.D.,
Bioanalytical Chemistry, Wuhan University,
China

Rahul Mahavir Nandre

College of Veterinary Medicine,
Kansas State University, Kansas, USA Ph.D.,
Veterinary Medicine Chonbuk National University,
South Korea

A. C. Matin

Department of Microbiology and Immunology,
Stanford University School of Medicine Stanford,
California Ph.D., Microbiology,
University of California, Los Angeles

Wei Wang

Professor, Public Health School of
Medical Sciences, Ph.D., Edith Cowan University,
Australia

Prof. Filippo Berto

Department of Management and Engineering,
University of Padua, Italy
PH.D, University of Florence

Prof. Bernardino Benito

Department of Accounting and Finance,
Faculty of Economics and Business,
Ph.D. in Economics and Business,
 University of Murcia, SPAIN

Dr. Dimitrios Vortelinos

Department of Accounting,
Economics and Finance, University of Lincoln,
UK Ph.D., Financial Economics,
University of Peloponnese, Greece

Victor J. Tremblay

Department of Economics,
Oregon State University Ph.D.,
Economics Washington State University

Dr. Emmily Mugasia

Department of Education planning and
Management, Masinde Muliro University of Science
and Technology Kakamega – Kenya.

Dr. Randall Xu

School of Business,
Accounting Department University of Houston
-Clear Lake Ph.D. Accounting University of Alabama

Prof. Bartlomiej Kaminski

Information Technology and Management Rzeszow
University Poland Ph.D., Department of Economics
University of Warsaw, Poland

Prof. Ubaldo Comite

University of Calabria,
Arcavacata – Rende,
Italy University Giustino Fortunato,
Benevento – Italy Ph.D.,
Economy and Management
of Public Administrations

Prof. Birendra (Barry) Mishra

Professor of Accounting
A. Gary Anderson Graduate School of Management
University of California, Riverside,
USA Ph.D., Accounting University of Texas, Austin

Xuebing Yang

Assistant Professor,
Economics Penn State Altoona Ph.D.,
University of Oklahoma USA

Prof. Robin H. Luo

Professor of Finance ALHOSN University, UAE
Adjunct DBA Faculty Doctoral Supervisor
University of Liverpool/Laureate, UK Ph.D.,
Nanyang Technological University
Singapore

Omonijo Ojo

Student Industrial Work Experience
Scheme Covenant University, Ota,
Ogun-State Obafemi Awolowo
University Sociology of Development Covenant
University, University Ota, Nigeria

Dr. Haijing Dai

Assistant Professor Chinese University of
Hong Kong Department of Social Work Doctor of
Philosophy Social Work and Sociology University of
Michigan, Ann Arbor

Prof. Yung C. Shin

Purdue University,
USA Ph.D.,
University of Wisconsin, USA

Dr. Xiaochun Cheng

Middlesex University,
UK Ph.D.,
Jilin University China

Prof. Tatiana Kovacikova

COST Office Belgium Ph.D.,
University of Zilina
Slovakia

Dr. José Reinaldo Silva

University of São Paulo Ph.D.,
University of São Paulo
Brazil

Prof. Chang-Hwan Lee

Dong Guk University,
South Korea Ph.D.,
University of Connecticut USA

Prof. Qiuqi Ruan

Beijing Jiaotong University B.S.,
Northern Jiaotong University Beijing

Prof. Victor J. Tremblay

Oregon State University Ph.D.,
Washington State University,
University of California
USA

Prof. Vassili Kolokoltsov

University of Warwick,
UK Ph.D., Moscow State University,
Russia

Educational Research in Arab Universities between Theory and Practice

Mustafa Shazali & Mustafa Ahmed

Nile Valley University

ABSTRACT

It has been observed that education research in Arab universities has not undergone the process of synthesis. Most education research in the Arab regions is considered as individual attempts that are so hard to be adopted by educational enterprises. The researcher provides some relevant literature from different sources to deal with the research questions and to generate appropriate tentative hypotheses. The researcher used qualitative methods and theorizing saturation methods to arrive at tentative hypotheses to be investigated by further studies. The study arrived at the importance of combining the issue of the quality assurance system with education research to benefit the two fields together. Education research should document quality assurance systems as a repertoire for educational, high-quality experiments. That it should spread and document quality assurance and accreditation experiments of the Arab university in the region and may even be extended around the globe.

Keywords: NA

Classification: DDC Code: 882.01 LCC Code: PA3825

Language: English

Educational Research in Arab Universities between Theory and Practice

Mustafa Shazali[α] & Mustafa Ahmed[σ]

ABSTRACT

It has been observed that education research in Arab universities has not undergone the process of synthesis. Most education research in the Arab regions is considered as individual attempts that are so hard to be adopted by educational enterprises. The researcher provides some relevant literature from different sources to deal with the research questions and to generate appropriate tentative hypotheses. The researcher used qualitative methods and theorizing saturation methods to arrive at tentative hypotheses to be investigated by further studies. The study arrived at the importance of combining the issue of the quality assurance system with education research to benefit the two fields together. Education research should document quality assurance systems as a repertoire for educational, high-quality experiments. That it should spread and document quality assurance and accreditation experiments of the Arab university in the region and may even be extended around the globe. Education research topics matters can be either used as a relevance-oriented tool, or as an original creator of quality assurance benchmarks and key performance indicators that are compatible with the Arab universities' peculiar situations.

Author: English Language Professor at Sudanese Universities.

I. INTRODUCTION

Educational research is defined in many studies as the activity that aims to provide knowledge that allows educators to achieve educational goals in the most effective ways and methods. This is done by studying the student's environment and making it a conducive environment for the development and strengthening of the desired trend towards growth as much as possible. Many studies also agree on the objectives of educational research, which is to help in the early detection of information and then find and provide a way to develop it for the better. This is the reason why it deals with the reality of the educational systems and their nature, diagnosing their prominent problems, working to address and renew them if necessary, and working to increase their internal and external efficiency. Educational research is also concerned with determining the effectiveness of the methods used in the classroom and then developing them and promoting all educational practices. Educational research also seeks to find the best ways that enable us to develop the qualitative and quantitative aspects of educational outcomes. Al-Khatib, Al-Farah, and Abu Samaha (1987, p. 7) displayed those who require educational research, such as directors of educational projects, ordinary researchers, authors of studies projects, educational assessors, and research review specialists, the first university degree students, the graduate students. This study considers that the previous definitions of educational research are not enough and neglected many educational paths that greatly help in strengthening the national framework of the education industry that represented in assuring the achievement of objectives and key performance indicators system to ensure the quality of departmental programs in universities. Therefore, to evaluate the educational research theory and the extent of its application in Arab universities, we find ourselves in the process of asking some questions that this study seeks to answer, which are:

II. RESEARCH QUESTIONS

- Does educational research in the Arab world care about the process of synthesizing the results of educational research, and to what

London Journal of Research in Humanities and Social Sciences

extent do Arab universities follow the strategy of synthesizing education research findings, and how far have they used evidence-based practice research in quality assurance and accreditation centers?.

- What is the percentage of educational research studies in Arab universities that showed the phenomenon of university political correctness (problems, areas, reforms)? Can the concept of political correctness be included in the translation and Arabcization process, or is this concept limited to the teaching and learning process only?

  Have quality and accreditation bodies in the Arab world benefited from Arab educational research published in non-Arabic languages, especially English, in finding key indicators to ensure the performance of new benchmarks that are compatible with the social, political, and intellectual reality of the Arab world? And has the principle of the relevance of international quality and accreditation indicators been employed and adapted to the reality and national trends of Arab universities?

- Do the Arab faculty of education have bodies of education research centers as available in developed countries which are always affiliated with education faculties?

III.   RESEARCH METHOD

The researcher followed the inductive qualitative method, which depends on collecting and analyzing data in the particular subject and then classifying them in the form of scientific concepts that confirm each other. All of this must be consistent in a logical form. The current study followed this method to establish a theory about the reality of educational research in Arab universities at present and to arrive at some hypotheses that help to be investigated in further research, especially after the emergence of quality and accreditation bodies in the ministries of higher education in the Arab world. As for how to construct a theory from data extrapolation, see Strauss. AL, Corbin. JM (1998, p. 12). For the researcher to extrapolate the theory of

educational research in Arab universities, the researcher has relied on analyzing the data uploaded to websites and electronic platforms such as Al-Fanar Media (2021) about education, research, and culture. The platform made a great effort through contacts with many Arab countries in providing important information on many types and topics related to educational research in Arab universities. The Arab countries on this site include Algeria, Bahrain, Comoros, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen. Therefore, it can be said that the research sample for this study is a purposeful regular sample. The research method used in this study relies on the method of continuous comparisons of data and linking between educational research topics presented in Arab universities so that the researcher can discern the nature of educational issues and problems and the structure of Arab educational research construction. The researcher then begins to build and evaluate a theory of educational research that compares the topics and problems that have been concerned within educational research in European and American universities and universities in the West in general. Regarding the role that faculties of education should play in making appropriate educational research through their postgraduate studies, the researcher analyzed the contents of some educational research topics in the libraries of faculties of education in some Sudanese universities. The researcher also used what has been written about educational research by conducting many surveys and observations to build a theory of educational research in the Arab world. To achieve this purpose, the researcher has visited the library of the Faculty of Education at Nile Valley University, the Library of the Faculty of Education at the University of Khartoum, and the Library of the Faculty of Education at Omdurman Islamic University to acquaint himself with the nature of the educational topics dealt with in these faculties, and whether these topics have kind of connection with the areas of quality assurance and accreditation. Therefore, we can say that the main variable in this study is "educational

research" and the attributes that describe this variable are the titles and locations of educational research produced by researchers and scholars of the aforementioned Arab universities. The selection of the three colleges was done through purposeful random samples by choosing a random list of fifteen colleges of education in Sudan to avoid biasing one college over the other. The third number in every five colleges has been chosen as a sample by the researcher. Rubin and Babbie (1993, p. 223) describe this process as an equal probability for selecting research samples.

IV. LITERATURE REVIEW

4.1 Synthesis of Findings in Arab universities

Generally speaking, the quality and accreditation centers in the ministries of higher education depend on what has been standardized from educational research findings as performance indicators to ensure the quality of the university program in the particular specialization. The author of this research believes that educational research is the basic reference in the manufacture of performance indicators to ensure quality in public education in general and university education in particular, and this is what this study seeks to prove. The study is endeavoring to prove the validity of the relationship between educational research and performance indicators and quality assurance. The researcher firstly has observed that all university program quality indicators and institution quality indicators that are agreed upon globally and locally have substantiated standards related to educational research. Therefore, a standard such as the "mission and objectives" helps analyze the extent of consistency between the mission, goals, and objectives of the institution and between the goals and objectives of the program. The "program management" standard, helps in evaluating the effectiveness of planning and program management, and the surveys of students' opinions on their learning experiences gained from the proposed program. The "learning and teaching" standard helps in assessing the consistency of learning outcomes with the required national qualification framework, which can be measured, monitored, and evaluated

through teaching and assessment of learning domains. And there is the "management and governance" criterion that evaluates the educational and learning responsibility of partners, the laws and regulations governing the educational institution and its structures, the order of priorities and relationships, the flexibility and fluidity of the application of multiple quality forms with different evaluation purposes in a measurable manner. There is a criterion of "Managing Student Affairs and Appropriate Services" which evaluates the student support and counselling services accompanying the program to help students achieve a sound educational environment that helps students in developing their countries and communities. There is a "Learning Resources" criterion, and this criterion evaluates the diversity of educational resources such as libraries, information centers, printing, journals, scientific periodicals, and training opportunities for teachers and students on the uses of modern technology in the teaching process. And there is a standard of "facilities and equipment", which is the infrastructure and technology that support the program. The criterion of "financial planning and management" is the assessment of the proportionality of the financial resources or the extent of their impact on the program and the institution. The "Recruitment Operations" criterion, is concerned with the statistics of professors' numbers and keeps track of those who work and those who have left the institution. The "scientific research" criterion, is a criterion that evaluates the research and scientific activities of the faculty by providing the latest research results in the field of the specific program, and this helps in acquainting students with the latest findings in the specific domain. The last criterion is "the institution's relationship with community development" which evaluates the relationship and role of the specific program in community development around the university.

What needs to be clarified from the foregoing is that these above-mentioned criteria fall under many subheadings that represent the paths required to achieve the required standard and that these key performance indicators analyses

which may exceed the thirty have become one of the basic requirements for institutional and program accreditation of universities. The more the university achieves success in these criteria, the higher it rises in its global and local hierarchy. The new role for education research, the present paper is endeavoring to prove, is that education research is pivotal in manufacturing the required benchmarks that ensure total quality within the institution. Booth and others (2011, p. 1) define "the benchmark as a means to improve performance and is a systematic continuous process of comparing products, services, procedures, and outputs with different institutions. The purpose of improving outcomes is always done through differentiation, comparison, relevance, and implementation of good practice indicators. They explained the success factors of higher education standards in general and Australian universities in particular. The author of this study has added to Booth, et al definition of ' benchmark ' a practical side of education research as a primary incubator for quality assurance and accreditation in local and global high education. That is, education research should be considered as the device that creates the oriented-relevance process to the realities of the universities intended for accreditation and quality assurance processes. These key performance indicators can be summarized in the following factors: First, determining the criteria used for measurement and evaluation with a peer institution. This factor is intended to balance the strategic planning of the goals, the available financial cost, the manpower working, and the setting of priorities. Secondly, choosing the partners and determining the appropriateness of the mission, goals, and educational values between the two institutions. What is important in this factor is the availability of trust between the two administrations and the transparent discussion of areas of strength and weakness away from the influence of politicians. Third, defining the types and levels of standards for sharing data, strategies, and self-evaluation reports, and the agreement of both parties on the levels of required performance indicators and the time frame for evaluation and review. Fourth, preparing templates that include the purpose of the partnership, the partnership field, indicators and measures, and providing performance data for the two institutions, and then proceeding with the implementation of comparative studies between the two parties, so that the employees of the institution discover each of their strengths and weaknesses. The institution or ministry, then, proceeds in strengthening its weaknesses compared to the partner that has been chosen according to its good reputation, good practices, and global or local rank classification. Fifth is the involvement of educational leaders and professionals, each in his field of qualification. Sixth is the actual implementation process of assessing and comparing standards with the institution or (partner) that has been selected. This process is undertaken by forming departments, laws, and counterpart templates to ensure quality, follow-up, and implementation. Seventh, which is to reconsider the achieved results by classifying the multiple elements and levels in which development and improvement occurred at the required agreed-upon benchmarks of the institution and program. Eighth, the hierarchy of communication, follow-up, and feedback between the accreditation body at the state level represented by the ministry of high education and the scattered universities in different parts of the country. Finally, the recommendations of the benchmarking process are adopted by the institution that compares its situation of key performance indicators with the chosen partner or stakeholder. And it adapts these recommendations to the institution's economic, cultural, social, and political situation. From the above, it is clear to us that there are new roles of educational research in the manufacture and practice of quality and accreditation in education in general, and higher education in particular, and this role of education research in the Arab world, as seen by the author of this study, is almost non-existent, except for a few attempts. This may, however, be the main reason for the redundant repeated topics of education research as we will see later. What is lacking in our Arab universities, also, are the roles of centers and organizations that are interested in synthesizing the findings of educational research by collecting

Educational Research in Arab Universities between Theory and Practice

studies of high validity and that are free of statistical errors, accurate, and use the logic of selecting samples. These centers carry out training operations on how to conduct the process of synthesis both qualitatively and quantitatively, and sometimes use them together. And there are about twenty-five ways to synthesize the finding of the research, see (Ahmed 2017, p. 3). What must be clarified here is that the process of synthesis of educational research, in particular, is usually carried out by intermediaries in a country like America. And because comparison is allowed in the literature on quality and accreditation, we will explain how these organizations in America work and identify them. Hess (2008, p. 3) says that there are three types of organizations for synthesizing research findings in America, and all of them practice the processes of synthesizing the results of educational research. The mission of these organizations then is to explain, unify and submit the agreed-upon recommendations to the decision-maker. The first type of these organizations is the "Experts Organization" it is considered one of the non-neutral groups, and it is characterized by its non-alignment with any political party such as States Commission for Education and other groups. The second type is "membership groups." This type deals only with research that serves its political agenda, and that falls within the scope of its interest, such as the National Association for Education, the Council of Schools in Big Cities, and many others. The third and final type is "the ideology- organizations " and they are dealing with research that is compatible with their ideology or with their philosophical approaches to how schools and universities should be developed, such as the American Center for Educational Reform, the Center for American Progress and there are others. Hess concludes by saying that although there is conflict and different interpretations between these organizations, he believes that this is a natural thing that characterizes democratic societies. To clarify and provide a remedy for the shortcomings of these intermediary organizations, educational bodies such as Washington D.C. and CAP were selected as neutral educational voices. When comparing these American organizations with the Arab

educational reality of universities, we find that these strategies, centers, and organizations that synthesize the findings of educational research are not found in Arab university institutions. This of course leads to the dispersal and stifling of Arab educational research and its importation of many educational solutions from non-similar educational systems with different cultural features. This situation, according to the writer of this research, is what necessitates the Arab universities to follow the principle of KPIs relevance regularly. Both the relevance and adapting of research findings need education research for the management of quality assurance and accreditation and management of knowledge in general. We note here that the application of the principle of compatibility with international standards also requires original educational research concerning Arab politics in general and the specificity of each Arab country in particular. To understand the concept of synthesizing research results, we take an example provided by Ahmed (2017, p. 5) in which he explains the exerted efforts of many American and international organizations http://www.wrsc. org/story/scientific-consensus-earths-climate-wa rming in unifying research results. The results of the "global warming" phenomenon and how 97% of these organizations, after approaching and synthesizing the results of the relevant research, concluded the reality of the existence of this phenomenon and that it is a reflection of human misuse of the environment. What needs to be noted here is that there is no mention of Arab organizations that participated in this global research synthesis. Several organizations that have contributed to synthesizing the findings of scientific research on global warming are American. These organizations can be summarized in the following list, the American Scientific Society, the Scientific Organization for the Advancement of Science, the American Chemical Society, the American Geophysical Union, the American Medical Association, the American Meteorological Society, the American Physical Society, the Geological Society of America, and the International Academies, US Government Academies of Sciences, US Global Change Research Program, Intergovernmental

Educational Research in Arab Universities between Theory and Practice

Panel on Climate Change, Scientific List of Scientific Organizations from around the world, and US Agencies.

4.2 Educational research and the phenomenon of political correctness

All American educational research unanimously agreed upon the term political correctness as observable behavior on American universities' campuses. It means that some universities' faculty members harness the university academies to serve a specific ideology alone, whether it is left or right, by using the phenomena of racial, sexual orientation, gender issues, and other sensitive social issues. This may reshape the design and organization of scientific and teaching programs within the university. The research topics edited in this area reveal the rising representation of leftist philosophy in teaching, learning, and scientific research in the social sciences.

Maranto, R., and others (2009, p. 4) have edited a book on the phenomenon of political correctness in American universities, and these researches were written by educators from different American universities. The book explained the culture of political correctness in American higher education and presented some solutions to address this phenomenon. The book focused on the phenomenon of the sovereign liberal approach in the process of teaching, learning, and knowledge in general. The book sought to clarify how the phenomenon of race and pluralism of sex, gender (the difference between the sexes), and the issue of sexual orientation became the predominant topics that are exploited and interpreted according to the philosophical approach and ideology believed by the faculty members at the particular university. This phenomenon reduced students' opportunity to compare opinions, develop their ability to think and criticize and reduce the university's chances of graduating qualified cadres with the ability to rethink and create. The book highlighted statistics that show the scarcity of conservatives and freedom advocates who hold professorial degrees. The book also clarified the impact of political correctness on some scientific and academic fields such as political science, history, English language, anthropology, and linguistics. The book also revealed the psychological and social mechanisms that explain this imbalance process. The book also focused on highlighting demographic pluralism while avoiding to a large extent political pluralism. All the papers in the book emphasized the underrepresentation of conservative views on American campuses, which was justified by the tendency to appoint liberal faculty and accept their view of political correctness against the view of conservative philosophy. Finally, the contributors to this book suggested solutions to increase the proportion of conservatives in higher education, such as establishing centers and programs within the university that work outside the official departments and allowing conservative faculty members to explore topics that deal with students who have conservative tendencies. This should be done by directing the graduates and the trustees of the governors in the supervision of their institutions and changing conservatives' view of how liberal arts scholars should be understood not as provocative proponents, but as discoverers of truth. From the above, we can say that political correctness seeks to reduce the degree of hostility inside the university campus, which may affect negatively some groups by ridiculing different ethnicities or other indirect methods, and political correctness may appear in the uses of language, ideas, and ideologies of faculty members and students who belong to a particular left or right creed or philosophy. It usually appears in the policies and general behavior within the university. The term non-political correctness, it means the language and ideas that antagonize some other cultural identities, but it differs from political correctness in that it does not internalize a doctrine or ideology as in the first concept. And there are questions in these papers, including what is the reason for the lack of professorships among governors in American universities? Why do we find that there is a dearth of conservative faculty? What is the implication of designating only what is politically homogeneous on campus? And what are the solutions that can be put forward to solve the problem of political correctness within the

American universities?. Answers to the above questions will give a measurable tool, more elaboration of the term, and grounds for comparison between American universities and Arab universities.

Research has shown an increase in the number of liberals and radicals (fundamentalists) over conservatives and defenders of freedom in American universities, with a ratio of three to one in economics, five to one in political science, and twenty to one in anthropology and sociology., and some research suggested what is known as the expansion of the concept of intellectual diversity in political and social viewpoints within the classroom and various fields of scientific research.

The author of this research paper, therefore, studies this phenomenon in the Al-Fanar platform for education, research, and culture. It is a neutral platform that does not adopt any positions on political or religious issues and is considered a comprehensive site of educational and scientific research and opinion articles from twenty-two Arab universities, and the platform used both Arabic and English languages to present the contents of the educational research collection uploaded to their platform. We will list the educational research on the platform to clarify whether or not educational research in Arab universities has dealt with the concept of political correctness, and to what extent the concept of good practices has been applied in synthesizing the findings of the research discussed above, what is the vision of educational research in Arab universities?, and if it is proved that these two concepts (research synthesis, and political correctness) do exist or not?.

Most of the studies of the Fanar Media platform on education, research, and culture that were edited in the year 2021 focused on the topics of COVID-19, artificial intelligence, research funding problems, depletion of water resources, and the slow growth of social sciences in the Arab region. These researches and articles on the platform included some research that talked about the topic of intellectual diversity in some Arab universities, and it is a topic related to the concept of political correctness in Arab universities under some subheadings such as "intellectual freedoms", but most of the research was individualistic attempts and was not subjected to the processes of good practices and processes of research synthesis. It is known that linking scientific research and neutrally appropriating its results for decision-makers helps in the process of sustainable development. Sheridan (2008, p. 1) explains the idea, that if the particular institution does not benefit from the scientific method in synthesizing research findings, such as sleepwalking or complete numbness with not knowing, estimating, and comparing what is happening in the knowledge society around you, and thus narrowing your cognitive perspective, which reduces your creative and productive opportunities. Next, we will set a table of percentages for each of the educational topics uploaded through the Al Fanar platform, because it is not possible to mention all the topics, and this is due to the large number of topics, which approximately amounted to about two thousand eight hundred and ten (2810) topics.

Table 1: Numbers, percentages for AL- Fanar Platform 2021

Topic	Number	Percentage
Covid 19	100	3,5
Students	490	17,4
Refugees	240	8,5
Gender	150	5,3
Teaching staff	220	7,8

Educational Research in Arab Universities between Theory and Practice

Academic freedom	130	4,6
Employment	130	4,6
Quality Control	60	2,1
Finance	110	3,9
Administration	90	3,2
Arts& Culture	210	7,5
University Admission	40	1,4
Curriculum	100	3,5
Literature& Translation	90	3,2
Politics	250	8,8
Dialogues	70	2,5
Teaching	180	6,4
Information Technology	150	5,3
Total	2810	%100

All educational research and articles uploaded to the platform are individual attempts in which researchers have made a lot of effort, but what the author of this research has observed is that these researches do not have a scientific link that collects them so that they can be used in practice. This may be due to the traditional definition of the concept of educational research, which is clarified Previously. This study seeks to find a new concept of educational research, as we will see later, which is the functional educational research that is practically related to the concepts of quality and accreditation bodies in the ministries of high education and quality departments within Arab universities. This type of research has not undergone the process of finding synthesis and has not been subjected to a functional experimental investigation to test its validity, thus it may be more harmful if it is applied without scientific consensus. We take examples from previous research, for example, the research "Solutions to Reform Egyptian Education: Efforts to Transform Teachers into Researchers." The author of this research believes that if an institution adopts these solutions resulting from only one research, the funders may put themselves at financial risk because the results were not supported by the results of other research. So, all educational research in Arab universities uploaded to the Fanar Media platform, and the educational research that the author studied for this research when he visited some of the libraries of the colleges of education in Sudan are educational research that takes the form of a single variable that ends with scientifically approved single results. Finding from this research type still needs more research confirmation. Plus, the platform or the aforementioned colleges of education do not include educational research for translated university textbooks, and therefore it is not possible to be certain of the political correctness of translated into Arabic books in Arab universities. Luckily, one of the issues that guarantee political correctness in Arab universities is the application of quality assurance and accreditation systems. Quality assurance has followed a strict system of benchmarks and key performance indicators that control the whole education process within the university.

4.3 Examples of the reality of educational research in Arab universities

The author of this research notes, through the survey studies he has conducted in some colleges

of education in Sudan, and through the study of educational research and articles uploaded on the Al-Fanar platform that the majority of educational research titles in the Arab world have focused and cared only on the steps of writing scientific research. It has been observed that there is a clear confusion between the concept of educational scientific research and scientific research in general. To emphasize this, see Al-Kilani and Al-Sharifin's (2007 p. 15) definitions of educational research and how these definitions of education research proceeds according to the scientific method of research, like any other scientific research discipline. This scientific framework combines the identification of the problem, the hypotheses and research questions, and then the related literature and the research problem, then choosing a sample or a community for the study, and it is finalized by the statistical analysis of the data and its interpretation. The researcher has observed that all that was written about educational research in many libraries of the colleges of education in Sudan are references and books in Arabic with a great deal of the scientific methods of research and methods of positive and inferential statistics. The researcher asks himself questions centered on what is the difference between such studies on educational research and books specifically written on descriptive and applied statistics? What is the difference that educational scientific research should make? The author of this research believes that the role that research plays in the educational process in the Arab world has received less attention from Arab decision-makers and financiers. Gardner (2011) says that government and funders always seek to find acceptable justifications for funding it or favor some priorities and economic conditions to finance education research studies. Gardner believes that it is possible to improve the impact of educational research by identifying the beneficiaries, defining the purpose, and how it is perceived by governments and the media. And some educators fear. See Hess (2008, p. 3) of the bias of journalists, media professionals, and state officials toward one educational center over another, by focusing on the reputation and the

general form of the center. This may lead to complete ignorance of examining the importance of the subject of the study, the scientific and logical selection of the sample, and the process of adjusting the error or the general construction of the search. It is noticeable in the educational articles and research uploaded on the Al-Fanar platform that it was not subjected to findings' synthesis, and there are nominal longitudinal studies, which is the main feature of educational research in general, and there are no education studies that clarify the phenomenon of political correctness in Arab universities, and whether this phenomenon is presented in Arab universities the same way that it is presented in American higher education? The Al- Fanar platform does not disclose the investor for each research that is presented, and does not show the purpose of the funding in writing the specific topic? And if such topics are worth funding or not? What Gardner mentioned regarding identifying the beneficiaries and determining the purpose of educational research is an intertwined process and needs to overcome many difficulties. The research centers differ between the developed countries and some countries in Africa from the Arab countries. This difference appears in that the developed countries have research centers to develop human resources and the human cadres affiliated within the faculties of education. In the Arab countries, after the study and comparison, it became clear to the author of this research that in most Arab countries there are usually national centers for educational research that undertake a longitudinal evaluation to measure the impact of reform and the application of national standards for raising the quality of performance in basic education. Another example of an Arab country, the Sultanate of Oman, says Al-Asadi (2006) in a scientific article about the possibility of applying the recommendations of educational research in national development projects and that the research centers concerned with education are often affiliated with the Ministry of Higher Education and Scientific Research, and not the Ministry of Education. The writer of the present paper does know what is exactly the situation today. Al- Asadi stated that the research education in Oman is concerned with regional

Educational Research in Arab Universities between Theory and Practice

and international organizations supported by the United Nations. Al- Asadi identifies three types of educational research prevalent in Oman, which is descriptive research, such as solving problems that affect the success of the educational process, such as students failing and dropping out of schools, learning conditions, educational techniques, and teacher performance evaluation. There is the empirical research that is concerned with choosing new teaching methods, and Third, there are theoretical studies, which are studies in the history of education, comparative education and the historical development of education, and studies related to philosophical education theories. Al-Asadi said that all these research patterns aim to add valuable theoretical information about the educational reality, and he suggested some ways to improve the reality of education in the Sultanate of Oman according to global experiences.

- Cooperating with research centers concerned with science and psychological education through programs for annual contracts, then conducting survey research on educational problems in return for financial support that matches the nature of research problems.
- Encouraging the conduct of evaluative research for the curriculum, the teacher, and the student.
- Forming specialized committees for each curriculum that you develop according to modern curricula in developed countries in the educational field, and then issuing quarterly reports on what can be added or deleted. These committees are directly linked with educational decision-makers.
- Coordination between education officials and members of the House of Representatives concerned with the educational system to raise educational problems that have a general impact on the educational system, and submit recommendations to the Council of Ministers or interrogate and invite those responsible for educational decision-making in the country to discuss the reality of the educational system.
- Monitoring adequate financial budgets in coordination with the Ministry of Education and the Ministry of Higher Education.

- Encouraging employees and holding an annual conference by the Ministry of Education to discuss education issues.
- Participation in international conferences and benefit from the experiences and expertise of others.

Concerning the topics of education that can be carried out by educational research centers, Abboud (1980, p. 89) identifies ten difficulties in researching the subject of comparative education. These difficulties can be displayed in the different terms used in the field of education from one country to another. Among the difficulties he mentioned is that comparative education is, a broad knowledge of educational thought, pedagogy, the economics of education, curricula and teaching methods, and psychology. Mental health as one of the comparative education issues requires extensive knowledge of economics, politics, sociology, geography, anthropology, philosophy, general history, the history of education, and other things. He also spoke about the inaccuracy of statistics in developed countries, and he says that studying statistics requires a certain scientific explanation. For example, the education budget and the share of each educated person from this budget requires knowledge of the price of the currency, its purchasing value, the level of the sample and the educational levels placed on the budget, and the aspirations and hopes of the people. The writer of this paper believes that all of the above is needed by educational research as well, and above that, it needs to be owned by the public with all the documents, results, and scientific analysis that the tool of science can provide. Educational reform is carried out through educational research, if it is assumed that there is a specific change in a curriculum or a new design for a new curriculum without scientific educational research, then this is considered a scientific risk to the student's future. There are political concessions that contradict the reality of educational research, which should always protect and fortify itself from politics and the media through the aforementioned research centers that have the legitimacy of interpretation,

Educational Research in Arab Universities between Theory and Practice

defense, funding, and decision-making, as authorized by the laws of the state. We also say that empirical studies of educational research require several tests, including renewing the conditions in which the experiment takes place, and identifying all the internal factors from the particular experience. See Mahmoud and Mansi (1987, p. 117). And how these internal factors from the experience have their cultural characteristics and intellectual features that differ from one country to another, and there is certainly a difference in the funding system and the public education system between countries. Therefore, it is difficult to generalize the results of educational research in one country to another. Rather, it can be used to a certain degree that is commensurate with the conditions of the country trying to benefit from the other country's experiment. For these findings, see the Education Research Enforcement Project website (www.aers.org.uk). This leads us to the new concept of educational research that this study seeks to contribute to both fields of education institutions, and quality assurance deanship and units. The study shows a pragmatic relationship between educational research and quality and accreditation bodies that should fully be considered worldly when adopting quality and accreditation systems. The author of this research believes that all performance indicators to ensure the quality of the institution or program are educational results and good practices that have been unified through neutral educational research organizations, and this can be conceived as that educational research is the scientific incubator for quality assurance's key performance indicators.

4.4 The role of educational research in the relevance and application of quality and accreditation

Badran and others (2019, p. 1-13) say that there has been a clear growth in the past two decades in the issues of quality and accreditation at the global and national levels. Quality and accreditation bodies in higher education aim to assist in graduating students at the undergraduate and postgraduate levels who push the national economy forward. Quality and accreditation bodies seek to ensure effective

institutional work, optimal use of resources, accountability, and control of all partners of the university or the educational institution. The book dealt with the process of evaluating and compatibility with quality and accreditation standards between one country and another, describing it as a complex process. To create a reliable assessment, it is necessary to study the social impact made by the graduates, and then look at the total output of the institution's scientific research and the outputs that the institution can provide to the local community. Among the most important things that the book touched upon UNESCO report http://en, unesco.org/unesco_science_report/arab, which clarifies UNESCO's view of the Arab region, in which it stated that in the year 2030 and despite the political instability in the Arab region, there is progress taking place in the inputs and outputs of technical and industrial education, and there is a doubling in publishing and spending on research and development. The book discussed the cooperation that can occur between the university, industry, and government, and the developments in education that can be brought about by digital technical development based on ISO standards No. 9001 and Standard No. 29990. The book talked about the importance of the independence of external quality bodies from political and governmental influences. Most of the papers talked about the reform of higher education in the Arab world, and the most important reforms were the result of the economic crisis in the year 1970-1980. A great renaissance occurred after the year 2011, because of the application and suitability of quality and accreditation standards in many Arab universities. The book discussed an important topic, which is the issue of the hierarchical classification of universities, and explained the damage to Arab universities from it, because it relies on publishing in the English language and focuses a lot on the natural and medical sciences with little focus on the engineering and social sciences, and completely neglects the humanities. He also explained that the organizations that carry out this hierarchical classification differ in their evaluation criteria. The book also talked about the promotion of the national framework

Educational Research in Arab Universities between Theory and Practice

for graduates of Arab universities and its compatibility with international frameworks to distinguish and keep pace with the certificate granted by Arab universities worldwide. The book discussed the reasons for the weakness of education in the Arab world and mentioned among them the lack of quality of the curriculum and its failure to keep pace with modern sciences and failure to keep pace with the needs of the labor market, the weakness of graduates in languages, mathematics, and critical thinking. The book finds out that the application of quality and accreditation takes the character of control and not the character of Quality assurance. To assure the quality requires a lot of actual investigation of indicators and continuous follow-up and accountability. This assurance-process requires actual fulfillment of the decided standards that are transformed into reports and specifications because, in the end, they are the same benchmarks required by the ministries of education, but they have been developed in forms such as the course specification form, program specification form, course report form. And other evaluation forms for scientific research, graduate studies, student affairs departments, and other forms that clarify the degree of enforcement of the criteria or the paths desired to be achieved through the teaching and learning process. The writer of this paper believes that one of the reasons for the weakness of some universities in the Arab world is that they follow old systems, which reduces their efficiency, and that most of their educational systems practice indoctrination based on the power of memory and memorization. The book talked about the Quality and Accreditation Commission in the Ministry of Higher Education in Jordan and its set of standards and indicators for each university program in all universities in Jordan. This leads the author of this research to ask this question: Are there national quality and accreditation bodies in all ministries of high education in the Arab world? The book clarifies the concept of bibliometric measurements and how it has become a tool for evaluating productivity in scientific research, a guide to the issue of funding, and a criterion for comparison with competing research and peer institutions.

There are bibliometric indicators, including the curriculum vitae of a faculty member, Scopus database, Web of Science (ISI), the number of published research papers, citations, average citations for each published scientific paper, impact factor, method of measurement, and other things. And one of the things that the book clarified is that all the Arab countries participating in the organization agreed to what is known as the "UNESCO Agreement for Excellence in Higher Education Qualifications for Arab Universities" because UNESCO is the only organization with a mandate to improve higher education policies in the region. This agreement stipulated the "additional diploma" to match the standards of Arab university graduates with the standards of international universities. Since 1980, international agreements have appeared on the same matter. We mention, here, the Lisbon Agreement for Excellence, the International Declaration on Higher Education for the Twenty-first Century, and the Sorbonne Declaration. The standards of excellence for all of these agreements were based on the qualification level, method of study, learning outcomes, knowledge, skills, and objectives of the course, information about grades, and how to distribute them.

The current study seeks to present a new concept of educational research based entirely on what was previously mentioned concerning the culture of performance indicators to ensure the quality of the program and the quality of the university institution in general. The new concept of educational research, which is presented in this research, jumps from all previous concepts to the concept of educational research as a scientific incubator for all policies, procedures, practices, and applications of quality and accreditation within the higher education institution in today's world, and to prove the validity of this concept, which has been largely absent from quality circles. We will follow the theory of saturation theorizing of Glaser and Strauss (1967, p. 61). And if it is already proven that educational research is the other aspect of higher education quality, this may change many of the implications presented by educational research and will help in

promoting a culture of quality by creating new performance indicators and standards that are commensurate with the scientific and academic implementation of the bachelor's programs and graduate studies in Arab universities. This will also be in line with the economic and social reality of the Arab universities of concern. And this new trend of educational research will play a major role in facilitating the process of importing external standards, clarifying the role of quality partners, and limiting foreign political interference that the external partner may unintentionally or intentionally prevail. This issue may greatly harm the principle of conformity to standards between partners. After this concept of educational research, the author of this research expects thousands of educational research and books to be published through electronic and paper libraries that evaluate and compare thousands of quality practices in Arab and international universities. The importance of educational research will be evident in the role it can play in directing quality and accreditation according to the philosophy and vision of the particular country. And to bring the concept closer to mind, we take the example mentioned by Hess (2008), which is the practical application of reducing the number of students in the classroom (class size) in the state of California. This program, costs that State in the year 1996 AD an amount of 771 million US dollars in the first year of its implementation, and costs 1.7 one billion US dollars annually to the year 2005, when evaluating the project by the American Institute for Research and the Research and Development Corporation (RAND) they concluded that there is no relationship between class size and student achievement. Hess says that there is a clear discrepancy in the results of the research that studied the rates of students to professors, and therefore there are some researchers who support the issue of reducing the number of students, and there are those who see otherwise. The writer justified the failure of the experiment in the state of California to the indifference of decision-makers to the differences between the results of educational research conducted on this subject, in addition to the different conditions in each of the two states. What we can benefit from

this example is the importance of educational research as a controlling reference and guide for all aspects of the teaching process by achieving the required goals with financial expenditure parallel to what is required. We can also say that educational research is the guiding advisory body that all quality and accreditation systems in Arab universities should follow to match or apply performance indicators to assure the quality of programs in different faculties. To clarify the role that educational research can play in framing the concept of quality culture and accreditation in Arab universities, we will review some main concepts in quality culture and try to clarify the role that educational research can play in directing and reconfiguring and perhaps reducing the financial cost and maintaining the university's resources in general. Below we take some examples of how educational research can be related to the concept of quality and accreditation, and it can help in developing, directing, matching, and comparing the concepts of quality and accreditation bodies in world universities in general and in Arab universities in particular.

4.4.1 The principle of accountability

One of the ABCs of quality culture is that the responsibility for the activities of the individual and the institution must be accountable. This means that the financier gives the license to practice the work must be familiar with the implementation processes by providing it with the necessary and required reports, and this means that the quality departments in Arab universities are accountable to the quality and accreditation bodies in the ministries of education of these countries. And when we studied educational research in Arab universities, we did not find implications for responsibility and accountability in the application of the development and quality experience in post-secondary education. These universities must benefit from each other in the quality accountability and continuous improvement of the teaching and learning processes.

Educational Research in Arab Universities between Theory and Practice

4.4.2 *The concept of program accreditation and institutional accreditation*

Regarding the concept of the program and institutional accreditation, it is summed up in the fact that the specific institution or program should be conformed to the good practices or the required standards agreed upon to obtain the degree of accreditation. And we always find that there are standards from higher education that are required for program accreditation and others required for institutional accreditation. In addition to other references such as the degree of academic achievement of the student from the frame of reference of goals and outcomes to be learned and what is the degree of implementation of all of this in the distance education programs of the university. Accreditation is usually given after the college's first batch that was accepted at the university finishes the assigned study period to get the required degree. The accreditation process has always been conducted after assigned agree-upon periods , and then the accreditation departments return the assessment, so the institution is constantly should keep renewing itself according to a new benchmark that may arise, and it should keep the pace of quality, and adopt the quality new theories. About the concept of accreditation, the educational research that has been observed and surveyed by the author of this research does not include an evaluation model for an institution or academic program for an Arab university that has been accredited, knowing that there are many Arab universities in the Gulf region and some Arab countries that have been accredited by global and local accreditation bodies. Here there is a wide opportunity for Arab educational research in studying, comparing, and evaluating these experiences and transferring all the scientific steps taken by the university that has been accredited to the rest of the Arab universities that are still striving towards that goal so that they can, with the help of such educational research, reshape their structures and adapt its reality to commensurate with the nature of its circumstances, facing its shortage challenges, and enhancing its strengths. Here we say that each step of accreditation can be a separate and practical educational study. This, however, may widen the conventional side of education research to embrace new dimensions that reflect and conjoin the Arab university to rethink together and benefit from each other.

4.4.3 Accreditation management system

Badran and others (2019) explain that the Arab Internet for higher education regarding quality and accreditation has been established since 2007 in cooperation with the global Internet, and therefore some Arab universities began to create partnerships with universities from outside the Arab region. Following the impact of quality in Europe, quality commissions were established for higher education in Arab universities, and four Internet networks were established in the Arab region. Therefore, it is important to have interactive management of accreditation on the Internet that enables institutions and programs to easily access accreditation information by designing and arranging accreditation documents, setting statistics, designing databases, and accessing all the main procedures required for accreditation. And this system must provide institutions, quality departments, and faculty members the opportunity to practice quality work form of preparations, and delivery of documents as clear evidence that facilitates the accreditation process for the particular institution. This interactive system allows faculty members to review, support, and monitor the development of their quality work, and this system also enables them to obtain accreditation information quickly and without delay. The author of this research believes that this is an important content that has been neglected by all educational research that talks about the role of technology in promoting the teaching process. The author of this research believes that educational research has an important role in such a case, which is documenting and clarifying the concept of differences between quality assessment (which is that the external agency directs and reviews all assessment steps within the designated institution) and quality review (here the role of the external institution is limited only to evaluate the procedures and standards followed by the particular educational institution to achieve its quality and the methods followed by the academic program to ensure quality and achieve of the required standards).

4.4.4 Evaluation process

It is the process of measuring performance according to standards and levels set by the institution. There are two types of evaluation. The first is evaluating students' results in exams and tests to measure the student's achievement of the learning outcomes set by specialists in the relevant field. The second type of evaluation is to measure the extent to which the quality elements are applied in the educational institution, which is represented in the evaluation of the quality of teaching, evaluation of the quality of the program, and courses in achieving the previously set goals. Here we say that all the educational research that has been surveyed by the author of this research does not talk about evaluations of the quality of the institution represented in many things, the most important of which is the evaluation of the program and its proposed decisions, as well as the evaluation of the university as an educational institution in general.

4.4.5 Audit

The concept of a quality audit is an independent review that confirms that all reports for a given activity are correct and that the required standards have been met. And the term "audit" is an accounting term that certifies the accuracy of financial reports that comply with the standards of accounting science. In higher education bodies, it is meant to evaluate the quality of performance from an independent external body and review the quality and the extent of application of the specified standards and approved by the two partners. In higher education, this review is always been conducted through self-evaluating studies conducted by the institution on its activities and on the extent to which they comply with the required quality standards. The educational research that has been studied by the author of this research does not include any educational studies on this concept for a quality audit.

4.4.6 Performance indicator as a criterion

It is a tool for development by comparing the university institution with a peer institution

recognized for its excellence in a particular field. The philosophy of comparing performance indicators lies in recognizing whether a partnership of the stakeholders has succeeded in achieving the required standard or not. The institution must seek to discover the ways that the institution has achieved the required standard, and then take measures and approvals to suit or adopt the method of good practice followed by those universities. There are many types of these indicators. The author of this research does not find details or previous educational studies that practically substantiated at length this concept of key performance indicators. It is important here to mention Camp's (1989), steps of circular criterion work which consist in defining the criterion you want to compare, forming a team of experts to work on the criterion, identifying partners, collecting and analyzing information about the criterion, and making the appropriate decision.

4.4.7 Blended Education

It is an educational system that combines traditional teaching (lectures, discussion panels), in the classroom and open education. This type of education requires a kind of training and know-how on the part of students, and the institution that implements this system must take into account those educational dimensions. From the survey studies carried out by the author of this research on the topics of the educational research that was written in some Arab universities, the researcher found that the topic was discussed a lot, but the term was not linked to the literature on quality performance and accreditation.

There are many concepts of quality in higher education in Arab universities that have been completely neglected by educational research according to the survey studies conducted in this study. There are also internal assurance standards and internal evaluation processes carried out by the university institution to evaluate its performance. There is also what is known as the global accreditation of a university institution or its programs by an external accreditation agency in another country. The

educational research in Arab universities does not talk about learning outcomes, which is the knowledge learned from a specific course or program. The educational research in Arab universities does not address learning inputs, which are the sources provided by the university to implement its educational programs. The inputs include financial resources, equipment, ease of procedures, faculty, and students, and the quality of the teaching staff represented by the number who teach in the particular program and the level of their academic qualifications required by the quality departments of the particular university, and the ratio of the teacher-student average. Finally, there are the contents of the library and the provision of computers. The writer of this study finds that quality and accreditation systems focus a lot on these input indicators because they ultimately lead to the quality of scientific research at the university. Plus, we note here that the educational research reviewed by the author of this research does not match the learning inputs and outputs of the actual application of quality within Arab universities. We take the Saudi national framework as an example to define what these areas of learning are. The Ministry of Education in the Kingdom of Saudi Arabia, represented by the Education Evaluation Commission and the National Center for Academic Accreditation and Evaluation, has arranged five domains with their subtitles to be learned by undergraduates as a required national framework from the specific program. The field includes learning patterns, teaching strategies, and evaluation criteria for these areas. The first domain is the cognitive domain (the ability to retrieve and present information), the second domain is cognitive skills (the ability to mentally activate the application of concepts from the principles of thinking and problem-solving), and the third domain is interpersonal skills and responsibility (the student can work efficiently with groups, and to practice leadership work, and to assume responsibility for teaching himself independently and developing the moral values associated with those mentioned abilities). The fourth domain is the field of numerical skills and information and communication technology (which includes the basic skills of mathematics and communication skills and the ability to deal with information technology. The fifth domain is the psychomotor domain (which is important in some programs, but not all programs). From the above, it can be said that these areas expand the circle of comparative educational research by studying quality frameworks in different Arab countries that apply quality and accreditation systems. The author of this research has not met such studies in the survey coverage that he made to review the titles and contents of educational research in Arab universities. We conclude from the foregoing that educational research in Arab universities has not addressed issues of quality and accreditation in Arab universities. For example, when educational research reflects an experience of the program or institution that has been accredited in a specific Arab university, it shares and reflects the strategies and procedures used by that university. Education research is strongly needed to disseminate and narrate these experiments for other Arab universities that are considered as hot on the trail researchers in quality assurance systems. The education research in the Arab world thus needs to take a new role that generalizes experiments of universities and guides government financial spending in higher education and all educational issues related to the application of quality and accreditation procedures in universities in general and Arab universities in particular. And it also has an active role in all issues of quality application of knowledge. Thus, educational research is can be seen as a tool for improving quality and accreditation work, it is considered a great documentary tool for what is going on in higher education in Arab universities. The process of linking educational research with the concept of quality and accreditation requires what is known as longitudinal studies because quality assurance and accreditation require time to practically implement the required and agreed-upon quality standards.

4.4.8 Educational research and longitudinal studies

As for the evaluation of longitudinal studies that we mentioned earlier, which may have been the

reason for the reluctance of decision-makers and company owners in the issue of investing in educational research. We take an example of longitudinal studies of the Scottish educational system and compare it with the Arab reality in the system and follow up on the progress and achievement of the student in the school to upgrade the student's educational level. This study was funded by the Scottish Government for a period of five years. The study system focused on providing a record showing the student's academic progress through a number of his/her educational stages. The follow-up system includes the involvement of all professors in the students' information. The philosophy of this system is that the student's skill and learning development are affected by many factors, including the method and quality of teaching, classroom conditions, behavior, and characteristics of the learner, so many educational facts can be read when reading and evaluating the student's record that remains with him as long as he is a seeker of knowledge under the Scottish education system. Of course, there is interference when the record reflects the lack of progress of the student, and then the problem is referred to the educational specialist in the specific problem (Referrals). This study was conducted in six schools in Scotland, and this study was conducted by six educational researchers, and the study reached important results, including the following:

● Most professors like to record information about their students' progress
● There are only two schools that followed the computer-based follow-up system to facilitate the information between the school administrators and the teachers, and when there is a referral to the educational specialist, then all the teachers participate via the computer and thus learn the method of dealing with problems.

One of these schools used computer monitoring to inform the family of the student's grades and discussed through the computer the students' behavior, educational goals, and the possibility of issuing and discussing reports.

While including old professors in the six schools, prefer recording student information in regular files. Young people prefer digital technology.

4.4.9 *The reality of educational research centers in the faculties of education in Arab universities*

The mission of the College of Education has a developmental dimension for human resources, in addition to its role in graduating high-quality educational cadres that serve in the fields of guidance, direction, and education. An example of this is the mission of the College of Education, University of Botswana, see the website (www.ub.bw) is to contribute to the development of the intellectual human energies of the nation through the teaching of the teacher. The college believes that the quality of education and the quality of life, in general, depend on the quality of the teacher and the teaching work in the classroom, and the academic educational knowledge that qualifies them for leadership and educational work in society. This college creates strong links with schools through its research centers, in addition to the role of these centers in consolidating and developing the indigenous culture of the country, taking into account new scientific developments. Then, schools adopt the concept of feedback to develop and direct schools for the better. Perhaps by introducing this educational model at the college of education, University of Botswana, we have answered the previous questions that seek to crystallize and define educational research, so what a person expects from any title of educational research is a complete pragmatic experience of school projects, teaching operations, curricula, etc. in a country or a state. Certainly, the problems of the teacher, the curriculum, and the student differ from one country to another, so what the reader expects from reading a book on educational research is to witness a specific educational reality and then frame it as required by the correct scientific research directives. For example, class size in developed countries is less in number than class size in Third World countries, and this may have called for a different educational technology in both cases, and this may have led some educators to link educational technology with the quality of teaching. This opinion led some educators to say

Educational Research in Arab Universities between Theory and Practice

that the quality of teaching does not require high material capabilities in educational technologies. Teaching may be good only by using the blackboard and chalk. The entire educational issue depends on the quality and training of the teacher. What led me to this example is the pursuit of the nature of educational research, which always cares about the student's environment and the possibility of its development for the better. And that each educational and environmental condition may lead to different educational research. And there must be a fundamental link between the research centers of the faculties of education and the reality of the schools around them by providing the necessary quick solutions that are commensurate with the actual reality of the schools around the college. The author of this research believes that solutions to educational problems should not be imported from a college of education outside the country's knowledge and cultural framework. All methods of standardizing research results depend on analyzing and testing the data provided by several independent studies on the same subject, to determine the general direction that decision-makers can reliably follow. Many qualitative standardization methods confuse qualitative and Quantitative approaches, and this requires the training of qualified cadres to conduct this delicate and important process at the same time. Ahmed (2017) classified many methods of synthesis that the Arab world universities should urgently adopt. The Methods recommended are classified as qualitative and quantitative in the following table.

Table 2: List of Existing knowledge synthesis Methods

Qualitative	Mixed (qualitative and quantitative)
Content analysis	Bayesian meta-analysis
Ecological triangulation	Mixed studies review
Framework synthesis	Critical interpretive synthesis
Grounded theory	Cross-design synthesis
Interpretive synthesis/Integrative synthesis	Meta-studies review
Meta-ethnography	Narrative review/ narrative summary
Meta- interpretation	Qualitative cross-case analysis
Meta-study	Quantitative case review
Meta- summary	Realist review
Meta-synthesis	Textual narrative synthesis

source: Ahmed, 2017,p.3

From the visits made by the author of this research to some colleges of education in Sudan, it was found that these research centers affiliated with the colleges of education do not exist in Sudan. The colleges of education in Sudan focus only on graduating teachers that serve as qualified cadres in the secondary, or primary level stage. The writer of this research also used the verbal reporting method with some of the students that are participated in the Ph.D. program in Applied Linguistics at Nile Valley university. The researcher asked them if they sometimes resort to faculty of education around their schools to help in fixing the difficult educational problems, and the answer was that there is no interference from the colleges of

education in solving educational problems in the schools in which they work. And when went on with them about how they deal with intractable problems that schools are always exposed to, the answer was that they provide solutions in cooperation with school partners and parents' councils. They described their solutions as individual attempts to silence the problem for a while, but each of them asserted that their treatment is insufficient and needed the opinions of education experts as the results of the synthesized educational research. Therefore, a great need to establish centers, affiliated with colleges of education, for research synthesis is urgently needed in Sudan and the Arab World to provide the solutions necessary for the educational problems that may threaten schools and the process of pedagogy as a whole.

4.4.10 Educational research and the publishing in English

Pennycook (1994) talked about the cultural policy of English as a global language, whose teaching methods were shaped by ideological factors and social and political contexts. Pennycook's book illustrated the dialectic of English as a global language in the postmodern period from 1970-1990. The book first assumed that the spread of the English language came as a natural extension of the globalization of the economy, then retracted that claim, explaining the reason for the spread of the English language and its dominance as a global language is the strength of its discourses in education, development, and modernity, and perhaps colonialism was a cause. What Pennycook reported was not convincing to many applied linguists. The reason for the spread of the English language still requires more educational studies. What concerns us here is that publishing in English by Arab scholars is useful for the Arab world because there are no centers in Arab universities to synthesize the findings of educational and scientific research. Therefore, according to the researcher's view, there is a mutual benefit for both Arab scholars and centers of research synthesis who use the Arab scholars' publishing work in their process of synthesis. But the good thing noways is the adoption of some Arab universities to the quality assurance and accreditation as a universal criterion for the university ranking process. Choosing research for the process of synthesis is something entirely dependent on the quality of research irrespective of the language by which it is written. Arab or non – Arab scholars researchers would be in a hot race to produce reliable research with the hope that it can be chosen for the process of synthesis because they feel that their work has helped in consolidating a reliable level of state of science that can serve humanity in the fields being synthesized. These evidence-based practices research turn out to be required benchmarks for the quality assurance process. Quality and accreditation bodies use educational research in their entire procedural processes and standard templates, and they use scientific research in the field of program specialization to achieve the required national framework as learning outcomes according to the nature of the scientific program, whether engineering, medical, or other disciplines. The quality and accreditation authority is considered one of the important bodies in ministries and universities, not only because it puts the university institution on the right track for quality, but because it is the only scientific context in which the two types of education and scientific research meet and support each other. Quality assurance and accreditation systems also help solve the phenomenon of political correctness by providing strict paths for teachers to follow and required benchmarks to fulfil.

V. CONCLUSION

Quality and accreditation bodies have tended to establish a quality assurance system that is to define performance indicators to ensure the quality of the program and institution according to the required standards. The required standards can be transformed into an educational experience that can be measured and judged by different types of reports. The most important of the above-mentioned reports are the program and course specifications and reports, the annual reports of the programs, a self-report on the program, and a self-report on the particular educational institution. The description of the program is summarized in the mission, goals, and

Educational Research in Arab Universities between Theory and Practice

objectives of the program, areas of learning, method of student assessment and setting levels, student management and strategies and methods of support, learning resources, and facilities required for implementing the program such as devices and equipment, faculty and collaborators in teaching courses, program evaluation, and suggestion improvement procedures. These reports of qualities are preserved in electronic and paper files as standard evidence of the extent of the institution's commitment to the agreed-upon standards that must be implemented so that the particular institution obtains the degree of accreditation for a program, a college, or perhaps the whole institution's accreditation. The philosophy of benchmarking in high education institutions lies in identifying the weaknesses in the institution and finding solutions for them so that these weaknesses are transformed into strengths. Therefore, it can be said that standardization is a procedural process that can be adapted to suit the administrative nature of the particular university institution, and it can be implemented, as Camp (1989) says, in thirty-three steps, as well as in five steps, and he says that the standard itself may become outdated and unreliable, and it needs to be renewed to match the results of scientific research and developments that the world is witnessing today.

The current study reached a new concept of educational research closely related to the aforementioned quality and accreditation processes. This concept of educational research is summarized as the incubator for ensuring the internal quality and the external quality of the university institution. The current study considers that educational research with this understanding helps bring the quality and accreditation process out of its isolation within a single university institution by documenting and transferring it as a practical experience to educational research perspectives, which are represented in books, periodicals, media educational research summaries, educational magazines, websites, and university libraries spread in all Arab universities.

VI. RECOMMENDATIONS

The present research arrived at the following hypotheses for further investigations:

1. There is a great need to combine education research with quality assurance and accreditation systems in the Arab world.
2. Combining education research with quality assurance expands its topics to include empirical studies that compare different realities of quality implementations across the different Arab universities.
3. Education research matters if it is applied for the process of benchmarks relevance-oriented that suits the socio-cultural, economic, and political reality of Arab world universities.
4. Most Arab universities do not synthesize their education research, instead, they only depend on solo attempts for the process of decision-making.
5. Arab's universities have few numbers of research that deal with the concept of political correctness.
6. Quality assurance and accreditation per Arab university experiments should be documented as education research studies.
7. Applying a quality and accreditation system in Arab universities (relevance– oriented benchmarks) helps fight and control the phenomenon of university political correctness, and achieve the worldly seventeen development sustainable goals decided by UNESCO in its international conferences.

ENGLISH REFERENCES

1. Ahmed, M.S.M. (2017). International Publication Philosophy and Trends: The Situation of Knowledge Synthesis in the Arab World Scientific Organizations. London Journals Press, 17(4), 1-7.
2. Badran, A., Baydoun, E., Hillman, J.(Ed) (2019). Major Challenges Facing Higher education in the Arab World: Quality assurance Relevance. Springer Nature Switzerland AG.
3. Booth, S., Melano, A., Sainsbury, H., &Woodley. (2011). Articulation and

comparing standards through benchmarking of assessment. Paper presented at the Australian Universities Quality Forum: Demonstrating quality, Melbourne, VIC, Australia.

4. Brown, J. & Winterton, M. (2010) Violence in UK schools: what is happening? (London, British Educational Research Association). Available online at: http://www.bera.ac.uk/ publications/bera-insights/ (accessed 29 April 2011.)

5. Camp, R.C. (1989), " Benchmarking the search for industry best practices that lead to superior performance ", Quality Resources, White Plains, NY .

6. Gardner, J., (2011) Educational research: what (a) to do about impact! a School of Education, Queen's University, Belfast, UK Available online at https://www.tandfonline. com/doi/abs/10.1080/01411926.2011.596321 ?journalCode=c ber20

7. Glaser, BG., Strauss, AL., (1967) the discovery of grounded theory: Strategies for Qualitative Research. New York: Aldine De Gruyter.

8. Hess, F. M. (2008). When education research matters. Society, 45(6), 534-539.

9. Maranto, R. Redding, R., Hess, F (Ed) (2009) The Politically Correct University Problems, Scope, and Reforms. Publisher for the American Enterprise Institute, WASHING TON, D.C.: The AEI Press.

10. Pennycook, A. (1994), The Cultural Politics of English as an International Language. ELT Journal, 50(2), 172-175.

11. Rubin, A. and Bobbie, E. (1993). Research Methods for Social Work. Pacific Grove, California:Brooks / Cole Publishing Company.

12. Sheridan, W. (2008), How to Think like a KnowledgeWorker: A guide to the mindset needed to perform a competent knowledge worker. New York. Ottawa Canada.

13. Strauss, Al., Corbin, JM. (2nd Ed) (1998). Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. Thousand Oaks. CA. Sage.

14. Whitty, G. (2006), Education(al) research and education policymaking : is conflict inevitable? British Educational Research Journal, 32(2), 159–176.

15. Winch, C. (1998), The philosophy of educational research (London, Routledge.

ARABIC REFERENCES

1. Ibrahim Wajih Mahmoud and Mohamed Abdel Halim (1983), the interpreter of educational psychology research. Cairo, House of Knowledge.

2. Ahmed Al-Khatib, Wajeeh Al-Farah and Kamal Abu Al-Qasim (1985), Research Guide and Educational Evaluation. Cairo, Future House for Publishing and Distribution.

3. Abdullah Zaid Al-Kilani and Nidal Kamal Al-Sharifin (2007), Introduction to Research in Educational and Social Sciences, Jordan, Dar Al Masirah for Publishing, Distribution, and Printing.

4. Cairo. Arab Thought House. Abdel-Ghani Abboud (1990), Ideology and Education, an introduction to the study of comparative education

5. Ghaleb Muhammad Rashid Al-Asadi (2006), the possibility of applying the recommendations of the reality of educational research. (Available on the website): www.afmdares. Net /modules.php? namenda file.

London Journal of Research in Humanities and Social Sciences

Educational Research in Arab Universities between Theory and Practice

This page is intentionally left blank

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

Tawanda Matende , Victor Mugari & Kudzai Gotosa

University of Zimbabwe

ABSTRACT

The article examines consequences of low quality interpreting on the legal process and on the rights of people who are deaf involved in legal matters. Consequently, this research investigates the interconnectedness between language and the legal process in Deaf communities. This research which investigates communication that involves the Deaf in courtroom therefore is also an evaluation of the implementation of 2013 Constitution as well as other legal acts which are used in the courtroom during the administration of justice.

Keywords: sign language, court interpreters, legal process, language policy, legal personnel, critical theory.

Classification: DDC Code: 347.7316 LCC Code: KF8725

Language: English

London Journal of Research in Humanities and Social Sciences

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

Tawanda Matende[α], Victor Mugari[σ] & Kudzai Gotosa[ρ]

ABSTRACT

The article examines consequences of low quality interpreting on the legal process and on the rights of people who are deaf involved in legal matters. Consequently, this research investigates the interconnectedness between language and the legal process in Deaf communities. This research which investigates communication that involves the Deaf in courtroom therefore is also an evaluation of the implementation of 2013 Constitution as well as other legal acts which are used in the courtroom during the administration of justice. We also analyse whether Sign language interpreters deviate from the guidelines set by Hoffman (1994) and the consequences the deviations may have on cases that involves the Deaf. The study employed the qualitative method in order to come up with a comprehensive investigation of the linguistic practices used in communication that involves the Deaf and the effects of low quality interpretation in the courts of law. Purposive sampling was used to select and identify participants for the study. A multiplicity of methods was used by the researchers to gather data so as to complement the discrepancies of each method to ensure that the data needed to address the research question was rich. Semi-structured interviews were used as an instrument to obtain data from sign language interpreters, court officials and directors of deaf organisations. Focus group discussions were targeted to people with hearing impairments. The researchers also conducted observations in a way to observe the quality of sign language interpretation in the courtroom. Documentary analysis was also used as a source of data collection. Critical Theory in Language Policy is the main theoretical framework used to analyse data in this research. The findings of the research revealed that the courtroom in Zimbabwe is deficient of sign language court interpreters. Members of Deaf organisations, religious groups, and children of deaf parents offer court interpretation services without proper training for sign language court interpretation and this poses a problem for the Deaf in accessing justice during the administration of justice in the courtroom. More so, the reason why sign language court interpretation is in shambles in the courts of law in Zimbabwe is as a result of some government legal acts which are not in tandem with the stipulations of the constitution of Zimbabwe. Miscommunications and communication barriers characterised the courtroom discourse because of scarcity of professional qualified sign language court interpreters. The researchers recommend the government and different stakeholders to create a pool of interpreters and embark on proper training of sign language court interpreters.

Keywords: sign language, court interpreters, legal process, language policy, legal personnel, critical theory.

Author α σ ρ: Department of Linguistics, University of Zimbabwe P.O. Box MP 167, Mt Pleasant, Harare, Zimbabwe

I.   INTRODUCTION

This study examines the consequences of low quality interpreting on the legal process and on the rights of people who are deaf involved in legal

matters at the civil and magistrates court in Harare urban. In this study the term deaf "small d" is used in a generic sense while the "Big D" means a people who identify themselves as culturally deaf and have their own language. The focus of the study is on interactions during legal procedural matters that involve people who are deaf in the legal system. The study also investigates communication challenges that may occur as a result of poor interpretation services in cases that involves the Deaf in the courtroom. This focus is motivated by Mutingwende and Kudya's (2016) report of a court case Number 11703-4/15 at Harare Magistrates Court where a victim of fraud, hard of hearing, had his case postponed eight times because the court gave excuses that there was no interpreter of SL. This report raises assumptions that the Deaf are meeting communication challenges. The current study therefore explores in depth the challenges in communication that the Deaf meet when they interact with their speaking counterparts in order to establish ways of dealing with the problems.

Sign language, henceforth (SL) is one of the officially recognised languages in Zimbabwe as stipulated in the Constitution of Zimbabwe (Amendment Number 20) Act, Section (6). It is also recognised as a medium of instruction in the 1987 Education act as amended in 2006 and the Secretary Circular Number 3 of 2002. Subsection 3 (b) Chapter 1 of the Constitution of Zimbabwe, Amendment Number 20 clearly says that the state and all institutions and agencies of government at every level must take into account the language preferences of people affected by governmental measures or communication. This implies that the sociolinguistic status of SL in public life in general and in the legal settings in Zimbabwe in particular is at par with any other language referred to in the constitution. Thus the official recognition given to SL in Zimbabwe makes it mandatory for it to be used in all government institutions such as the legal, education, health and media institutions. This research which investigates communication that involves the Deaf in the courtroom therefore is an evaluation of the implementation of 2013 Constitution of Zimbabwe, Amendment Number

20 as well as other legal acts which are used in the courtroom during the administration of justice.

This study is positioned within the area of language planning and policy which is one of the sub-fields of Applied Linguistics. According to Grabe (2000:9):

Applied Linguistics tries to resolve language based problems that people encounter in the real world, whether they are learners, teachers, supervisors, academics, lawyers, and service providers, those who need social services, test makers, policy developers, dictionary makers, translators or a whole range of clients.

In line with this explanation, the current study, thus, investigates language based problems in communication that involves the Deaf in the legal system. This research intends to answer the following questions: To what extent has court interpreting impacted on the functional role of Sign language in magistrate courts? What has been the impact of the sociolinguistic status of Sign language on the linguistic rights of the Deaf in the legal domain? What are the challenges faced in communication between the Deaf and administrators of justice in the legal settings? How can the challenges be mitigated?

II. PROBLEM STATEMENT

The researchers were spurred to conduct this research by the realisation that the Deaf are deprived of their right to a fair hearing through the exclusion of SL in Zimbabwean courts. The legal discourse practices in both post-independence and pre-independence Zimbabwe have seen Shona and Ndebele as the languages spoken by the majority in the country as well as English being the medium of communication in the administration of justice (Svongoro, Mutangadura, Gonzo and Mavhunga (2012), Svongoro and Kadenge, 2015). Consequently, the legal personnel use spoken and written English to communicate with their clients in their day to day professional dealings. Recognising this need, the Constitution of Zimbabwe (Amendment Number 20) Act, Chapter 1 Section 6 subsection (4) recommends the use of SL in communication with

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

24   Volume 22 | Issue 9 | Compilation 1.0   © 2022 London Journals Press

the Deaf and has several chapters and sections that grant linguistic and legal rights to the Deaf including Chapter 1 Section 6 subsection 3 (a) and (b), Languages, Chapter 4 Part 2, Section 50 Rights of the arrested and detained persons, Section 62 Access to information, Section 63 Language and culture, Section 69 Right to a fair hearing and Section 70 Rights of accused persons. Thus, it becomes an issue of critical significance to examine how the courtroom in Zimbabwe has tried to embrace the use of SL in a bid to accommodate the Deaf and to uphold this inventory of rights. Existing research has however not been specific on the nature of communication that takes place between speakers and signers in the legal contexts and the extent to which the constitutional provisions in regard to Sign language in the legal fraternity are being implemented. It is against this background that the study interrogates the congruence that obtains from the statutory instruments or the status granted to Sign language use and what is reflective on the ground.

2.1 Sign language as a human right policy issue

According to Sibanda and Chimhenga (2016), in as much as all people of the world have rights to their languages, deaf people also have a right to Sign language making Sign language a human right issue. Carelessly and vague drafted policies can perpetuate negative perceptions of Sign language or technically relegate it to the periphery. Furthermore, the World Federation of the Deaf (2011:1) in a conference held on Sign language held in Norway in 2011 concluded that, national Sign languages are the mother tongue of deaf people and the only language they can acquire effortlessly and therefore a fundamental right for deaf children. Echoing the same sentiments, Butterbury (2012: 255) designates the issue of language right for deaf people as language justice through language access rather than through other forms of social redistribution.

2.2 Justification for Sign language in Zimbabwe

Sign language in Zimbabwe can be regarded as a special case which needs special treatment in comparison with other recognised languages

enshrined in the 2013 Constitution of Zimbabwe because it is the only language which is not spoken. It has received what Akach (2010) regards as double linguistic imperialism marginalised by English language and other dominant indigenous languages like Shona and Ndebele. Mutswanga and Sithole (2012) opine that Sign language in Zimbabwe is one of the major means of communication of people who are Deaf. It is a visual language which uses manual communication and varied body signs to give meaning. This involves synchronised combination of hand shapes, orientation, movements of the arms, mouthing, body and or facial expression to express communication. According to Mutswanga and Sithole (2012), it is a visual gestured language that is the first language used by people who are actually profoundly deaf. The justification for Sign language is premised on its naturalism to the Deaf. According to Stokie (1960), the most basic justifications for sign language are that it is like any other language and that it is a true and most natural language for the Deaf which has its own unique lexical and morphological properties. According to Deaf Zimbabwe Trust (2013), Sign language is not simply gestures but a full language in its own right with a structure/rules and grammar.

Even Vygotsky (1938:323), who earlier had strong reservations about Sign language, later admitted that, it has a critical role to play in the education of deaf children. Vygotsky postulated that for deaf people, spoken language plays almost no part in their development and that it is not a tool they can use to accumulate cultural experience to participate in social life. Flanders (2005:4) argues that:

Without Sign language, deaf people cannot function and participate fully in society, because it is through Sign language that deaf people communicate with the outside world. Take Sign language away from a deaf person s/he is disabled because s/he does not have a language to communicate. Without Sign language, deaf people cannot survive in society, cannot get education, and cannot communicate.

In these regards, Honna and Kato (2003:41) conclude that Sign language is an indispensable mode of communication for the deaf since it is the most useful symbolic means to overcome hearing disability.

Trovato (2013) raises the question that; is the right to SL, the same as the right to a minority language? A minority language is a language that is spoken in a country by a small portion of the population and (typically) does not have an official status for example, is not enforced by the law, but can aspire to have one (Trovato, 2013). According to Krausneker (2003), SLs are 'minorised minority languages', they are minority languages in numerical terms and are unequal in terms of power, but they are then minorised by institutions, policies and research which either ignore them or even explicitly exclude them. Trovato (2013) argues that the right to SL is not only as strong as the right to a minority language, but is indeed even stronger, because it is the right to have normal, social and cognitive developments. These observations inform the researchers about how language policies contribute to the violation of linguistic rights of the Deaf with specific focus to the use of SL in the legal domain.

2.3 Court interpretation: A critical overview

Scott as cited in Napier and Bakker (2004: 370), states that interpreting is more than just the conception of the message, but rather the expression of thoughts from one language into another, integrating the same meaning and style as a native speaker of the second language would use. Mikkelson (2000: 67) briefly defines interpreting as an oral transference from one language to another. In the case of Sign language, interpreting involves the transference of message from an oral manner to a visual manner or vice-versa (Mikkelson 2000:67). According to Moeketsi (1999:31), the main role of the court interpreter is to facilitate communication in a responsible manner, bearing in mind that any language misunderstanding in the courtroom may have potentially tragic consequences especially on the rights, freedom and the life of the accused person. Lebese (2013:26) emphasizes that the

interpreters role is thus to facilitate communication where one party is not familiar with the language of the record used in the court. Court interpreters must be familiar with the legal system in which they operate. They must understand the importance of language in the courtroom, its strategic use, the rules of evidence and other legal procedures which are fundamental to the delivery of a court case (Hale, 2004: 2).

According to Svongoro et al (2012), in Zimbabwe English is learned formally in schools and remain a second language. In spite of this language scenario, English remains the language of the criminal-law courts. Even for those who speak English, the technicality of legal English, for instance its reliance on borrowed Latin terminology and specialised use of ordinary terms, causes great challenges. Legal English used in the courtroom is therefore seen as being distinct from ordinary language used by lay persons without formal training in the field of law. Although the training of court interpreters has become more widespread in different parts of the world (Hale, 2004:47), for Zimbabwe, pre-service college training is still not a requirement. The majority of interpreters in Zimbabwe remain untrained bilinguals, yet interpreting tasks require a very high level of not only bilingualism but also biculturalism and adequate training and practice according to Hale (2004:49).

According to Svongoro and Kadenge (2015), the issue of interpreting quality and the rights of the accused and witness in court interpreting is probably one of the most contested areas of community interpreting. Although Zimbabwe fully subscribes to various Human Rights conventions requiring the protection of the linguistic rights of accused persons through the provision of interpreters for those who do not understand the language of the court, not much has been done to provide significant interventions such as the improvement of court interpreter, training and development of interdisciplinary guidelines for best practices in the legal services (Svongoro and Kadenge, 2015). It has been established that professionally trained interpreters may make mistakes that could jeopardise the rights of the individual to a fair

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

26 | Volume 22 | Issue 9 | Compilation 1.0 © 2022 London Journals Press

trial. The results may be worse with untrained interpreters (Halle, 2004). These observations set the tone for the current study and it also motivates the researcher to discover the use of SL in the courts of law in Zimbabwe.

III. METHODOLOGY OF THE STUDY

In this ethnographic case study, a qualitative research method was followed by using observations, focus group discussions, documentary analysis and semi-structured interviews. In this study, the research population was drawn from Sign language interpreters, directors of deaf and disability organisations and deaf people who have been involved in legal cases either as a complainant or defendant. The study used purposive sampling. Sampling in qualitative research in its broader sense, is the selection of specific data sources from which data are collected to address the research objectives (Gentles et al, 2015). Deaf people who have been involved in legal cases have been selected through the assistance of Deaf and disability organisations.

In this research, we used semi-structured interviews as one of the methods of data gathering. Semi-structured interviews helped the researcher to interact with Sign language Court Interpreters and directors of deaf organisations and to hear their views and ideas about the developmental trajectory of SL in the legal settings, communication challenges and ways to promote SL use in the legal domain. Complementary data concerning the development of Sign language court interpretation in Zimbabwe was obtained through interviewing court officials such as public prosecutors and magistrates. Focus group discussions were targeted to the Deaf. The researcher also conducted observations to collect data regarding the linguistic practices that involves the Deaf in the legal settings and communication challenges faced by deaf clients, SL court Interpreters and legal professions in court cases involving the Deaf. Informed consent was obtained from all the participants before the study was done. They were informed that anonymity would be observed to protect identities and personalities. The study

also used documentary analysis as a source of data collection. See Appendix. Nyawaranda (2004: 8) records that "documents are useful for corroborating and augmenting evidence from other sources". The researcher analysed inter alia, legal acts/statutes, Law case files involving the Deaf, the Criminal Procedure and Evidence Act and the 2013 Constitution of Zimbabwe, Amendment 20. The analysis of finding was done through Critical theory in Language Policy and Ethnography of Language Policy.

IV. THEORETICAL FRAMEWORK

Tollefson (2006), Critical Theory in Language Policy henceforth (CLP) is the main theoretical framework used to analyse data in this research. The discrepancies of the Critical Language Policy have been complemented by adopting Ethnography of Language Policy henceforth (ELP) in a way to come up with a balanced approach in the critical conceptualisation of language policy. Thus, (CLP) has been combined with (ELP) which is also committed to an agenda of social justice. These theories were used to explain the linguistic practices and communication challenges faced by people who are deaf in the legal settings.

The term critical in CLP refers to the field of critical linguistics. It entails social activism: linguists are seen as responsible not only for understanding how dominant social groups use language for establishing and maintaining social hierarchies, but also for investigating ways to alter those hierarchies (Tollefson, 2002). For this reason this study adopts CLP in order to offer solutions to the communication problems that the Deaf are facing in the legal domain. Within the field of Critical Linguistics research and practice are inextricably interwoven through this important social and political role for linguists and their work. The second meaning of the term "critical" is that scholars and students in language policy studies should develop their ability to critically "read" language policies that, is to understand the social and political implications of particular policies adopted in specific historical contexts (Tollefson, 2002). Hence, this study therefore takes a critical stance to data analysis by evaluating the implementation of 2013

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

© 2022 London Journals Press   Volume 22 | Issue 9 | Compilation 1.0   27

constitution and other legal acts which are used in the courtroom during the administration of justice. A critical perspective explores the links between language policies and inequalities of class, region and ethnicity/nationality.

CLP is not without criticism. According to Johnson (2013a), it has been criticised for being too deterministic and underestimating the power of agency, for not capturing the process of language planning and not acknowledging that linguistic minorities can actually resist dominant language policies through developing alternative ideologies. Johnson (2013a, b) argues for a balanced critical conceptualisation of language policy. He contends that while language policies can be used to marginalise minority and indigenous languages and their users, they can also have the opposite effect. They can form an important and even essential, part of the promotion, maintenance and revitalisation of minority and indigenous languages around the world even if this has not been the trend, historically. This calls for a balance between structure and agency as a mechanism of power and an understanding of the power of language policy to interact with policy processes in different ways. Considering these arguments, the researcher in the current study focuses on the positive and negative effects of language policy.

According to Meulder (2016), critical approaches can be combined with other approaches that do focus on language policy agency, like the Ethnography of Language Policy (ELP), which is also committed to an agenda of social justice. Johnson (2013a: 17) claims that the goal of ELP is not an objective description of a culture, but "a critical understanding of how imbalances of power hegemonically perpetuate and normalise linguistic and cultural hierarchies that lead to deficit approaches and challenging such practices for social justice." When combined, these approaches "offer an important balance between structure and agency, between a critical focus on the power of language policies and an ethnographic understanding of the agency of language policy actors. This is a balance that is very much needed in the field" (Johnson, 2013: 43). This research is a typical example of such a combined approach in language policy and planning research. It uses CLP and ELP as analytical tools to examine language policy influence on the linguistic practices that involve the Deaf and communication challenges that they meet when they integrate with their speaking counterparts (legal professions) in the legal fraternity.

V. DISCUSSION

Findings revealed that there are few SL court interpreters in Zimbabwe. Data gathered through interviews targeted to executive directors of deaf and disability non-governmental organisations which deal with issues to do with access to justice, Deaf rights and SL use in all public spheres in Zimbabwe revealed that only two SL court interpreters are employed by the government through the Judicial Commission Service. The first one is stationed in Rusape magistrate court and the other one is stationed in Chipinge magistrate court. These two SL court interpreters were employed to interpret court cases involving the Deaf across the nation in different provinces and to offer services of interpretation to other native speakers of local languages (Shona and Ndebele) who will be involved in legal cases. To cater for the shortage, in cases involving minors, the courts hire SL experts from Leonard Cheshire Disability Zimbabwe, a Harare-based non-governmental organisation. For other cases, they depend on other deaf organisations for the services of SL interpreters in the courtroom.

What is apparent from this data is that the courtroom in Zimbabwe is deficient of SL court interpreters. Two people cannot be enough to provide services countrywide. The idea of hiring, even though it fills the gap, has its loopholes. This is especially so when findings reveal that these hired SL interpreters have not been tested to establish whether they have adequate skills for court interpretation; no SL proficiency measurement test has been administered. The SL variety they are competent in has not been established. They interpret for all cases involving the Deaf despite the fact that Mugari and Matende (forthcoming a) found SL in Zimbabwe riddled with intrinsic regional variation. According to

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

28   Volume 22 | Issue 9 | Compilation 1.0   © 2022 London Journals Press

Usadolo (2010:4), "linguistic human rights, in the context of court interpretation are very important, because they provide a vehicle through which accused persons are able to express themselves in defence of their other rights which may be violated". Lack of professionally trained SL court interpreters therefore emerge as one of the overarching challenges that hinder people who are deaf in Zimbabwe to access their legal rights in the legal settings as illustrated by the examples below:

a. *Deaf interviewee*

My case was postponed for about ten times, l tried to bring the interpreter l know but the court says we are still waiting for an interpreter from Bulawayo to avoid bias during the administration of justice.

b. *Deaf executive director*

Police officers are not able to execute their duties or investigate matters involving the Deaf. When they investigate, they take matters to court but they don't take trial on take-off because there are no professional SL interpreters to bridge the communication gap. These matters will be postponed as the court will be looking for interpreters to hire until probably they are forgotten. Besides, it is a mammoth task for SL interpreters to interpret in court cases involving people who are deaf because of insufficient time and inadequate knowledge of the legal language.

c. *Deaf interviewee*

l requested for another SL interpreter but my request was turned down by the court. l felt that my case was not dealt with accordingly and fairly during the administration of justice because the interpreter lacked understanding of Deaf culture and made too many mistakes which subsequently hindered the free flow of communication during the court process.

d. *Deaf interviewee*

l failed to express myself clearly to the police officers, during the trial of my case because there was no SL interpreter, l told the police one thing through my guardian and they wrote different things during statement recording of my case.

e. *Sign language interpreter*

It's a mammoth task for me to interpret in court cases involving people who are deaf because of insufficient time and l do not understand some of the legal jargon. What l only know is Sign language, l don't have adequate knowledge about the legal process.

In example 3 (a) above, the deaf participant pointed out that his case was postponed for more than ten times because of lack of a SL Interpreter. Lack of trained SL interpreter at police stations and lack of professional SL Court interpreters in matters involving the Deaf emerged as a major problem in the whole legal system. By so doing, the courtroom in Zimbabwe does not show support for the Deaf linguistic and legal rights as required by the constitution. Semi-structured interviews held with deaf executive directors as shown in example 3 (b) also shows that police officers are not well equipped to deal with cases involving the Deaf due to lack of SL interpreters and proper training or workshops on SL. Responses from the interviewed deaf executive directors clearly show that people who are deaf are denied their linguistic and legal rights in the legal settings. They also show that the cases involving the Deaf take long to be investigated because police officers who are responsible for enforcing the laws are not proficient in SL.

Document analysis also shows that language practice in the courtroom in Zimbabwe in matters involving people who are deaf is diametrically opposed to Section 17 and 55 of the Civil Evidence Act (Chapter 8:01). For example Section 55 (1-3) of the Civil and Criminal Evidence Act gives an insight into the policy position of the Zimbabwe government with regards to court interpretation:

1. *Where a witness is unable to give evidence in the language in which the proceedings are being held, the party calling him as a witness shall cause him to be provided with the services of a properly qualified interpreter approved by the court to translate his evidence into that language.*

2. *Subject to rules of court, the court shall cause to be administered to an interpreter provided*

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

© 2022 London Journals Press

Volume 22 | Issue 9 | Compilation 1.0

29

London Journal of Research in Humanities and Social Sciences

in terms of subsection (1) such oath as the court considers suitable for the occasion.

3. *Subject to rules of court, the reasonable costs of an interpreter provided in terms of subsection (1) shall be allowed in the taxation of any costs that are awarded by the court.*

Despite these pronouncements, SL remains generally subdued because of the absence of a vigorous implementation matrix. The perilous effects of the denial of language rights of people who are deaf in the courtroom were revealed in some of the focus group discussions held with people who are deaf as shown in example 3 (a), 3 (c) and 3 (d) above. From Example 3 (a) and 3 (c), the researcher discovered that the administration of justice in matters involving people who are deaf in Zimbabwe is affected by lack of SL Court interpreters who will be readily available in courts just like in other indigenous languages like Shona and Ndebele. The courtroom thus becomes disability unfriendly in Zimbabwe; there is hegemony of English, Shona and Ndebele over other minority languages, SL included.

Document analysis also revealed that SL has got a lot of attention on paper. Observations, interviews and focus group discussions data reveal otherwise when it comes to practice. There is denial of linguistic rights of the Deaf in the courtroom and staggered development of SL use in the legal settings in Zimbabwe. Language practice in the courtroom violates the right to fair hearing section 69 (i) *which state that, Every person accused of an offense has the right to a fair and public trial within a reasonable time before an independent and impartial court and rights of accused persons* and section 70 (j) *which state that any person accused of an offense has the right: to have the proceedings of the trial interpreted into a language that they understand.* Section 70 (j) is very clear about the policy provisions in Zimbabwe relating to court interpreting but it is incomplete without the guarantee that the accused person must use a language of her/his choice.

Responses from the interviewed deaf people as shown above in example 3 (a), 3 (c), and 3 (b) clearly revealed that there is serious shortage of

SL Court Interpreters in Zimbabwe. Members of deaf organisations, religious groups and children of deaf parents offer services of court interpreting in courts without proper training for SL court interpretation. This poses serious problems for the Deaf in accessing justice during the administration of justice in the courtroom. Du Plessis (1997) demystifies the general public beliefs that any bilingual or multilingual speaker can automatically be an interpreter. He clarifies this misconception by mentioning that apart from knowledge of at least two languages, other specialised skills and techniques are essential for one to be a successful interpreter. He believes that one cannot merely take any mother tongue speaker off the street and expect him/her to interpret.

Document analysis data also reveal that the other reason why SL court interpreting is in shambles as exemplified above in example 3 (a), 3 (c) and 3 (d) above in courts of law in Zimbabwe is the fact that some government legal acts are not in tandem with the constitution. Clauses relating to court interpreting in the Magistrates Court Act (Chapter 07:10) sections 5 and 7, High Court (Chapter 07:06) sections 49 and 50, Supreme Court Act (Chapter 07:13) sections 29, 30 and 31 and Small Claims Court Act (Chapter 07:12) section 5 do not promote the use and promotion of officially recognised languages of Zimbabwe, SL included. For example the Magistrate Court Act section 5 (2a and b) states that:

a. *the proceedings in all cases shall be in the English language and shall be carried on in open court……*
b. *the records of the proceedings of the court shall be kept in English language and shall be accessible to the public under the supervision of the clerk of the court at all convenient times and upon payment of such fees as may be prescribed in rules.*

All court proceedings are to be done in the English language and shall be carried out in open space (physical access clearly guaranteed at the expense of linguistic access). These provisions clearly stipulate that the language of the courtroom communication in magistrates' court is English.

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

30 Volume 22 | Issue 9 | Compilation 1.0 © 2022 London Journals Press

The pronouncement demonstrates "how policy texts construct and sustain power relations, an ideological standpoint is of particular interest in CLP research, as are also the values that are articulated in policy texts" (Taylor, 2004: 6). Thus, from the standpoint of CLP scholars should develop their ability to critically "read" language policies that is to understand the social and political implications of particular policies adopted in specific historical context. According to Kufakunesu and Kadenge (forthcoming), the use of the modal verb in subsection 2 (a) 'shall' implies the expression of a strong statement indicating an obligatory order to effect that English language would be the only language of courtroom discourse in the magistrate courts. Thus, this contributes to the violation of Deaf citizens Linguistic Human Rights (LHR's), their right to access to administrative justice and to a fair trial is denied. This clearly reflects the government lack of political will to promote Deaf citizens LHR's. The weak clauses relating to court interpreting provide room for the violation of LHR's of people who are deaf in accessing justice in the legal domain in Zimbabwe.

Furthermore, these legal provisions (Magistrate Court Act (Chapter 07:10) sections 5 and 7, High Court (Chapter 07:06) sections 49 and 50, Supreme Court Act (Chapter 07:13) sections 29, 30 and 31 and Small Claims Court Act (Chapter07:12) section 5) do not cuddle the constitutional obligation to treat all the officially recognised languages equally and to take into account the language preferences of people that are affected by government measures and communication as enshrined in Section 3 (b) of Chapter 1 of the constitution. The delay to align these legal acts so that they will be in tandem with the constitution vague stipulations is usually a mammoth task and nothing meaningful may happen to effect its implementation.

One of the interviewed Sign language interpreter as illustrated in example 3 (e) revealed that the challenges that SL interpreter's face in interpreting court cases involving the Deaf is the legal jargon and insufficient time to explain legal proceedings to the Deaf. He pointed out that during the administration of justice in the courtroom prosecutors, magistrates and lawyers deliver information at a faster pace and SL interpreters always lag behind when interpreting. Interviewed SL interpreters pointed out that they lack specialised training to deal with the legal terminology and processes. For an average person, confrontation with the criminal justice is frightening as most people enter the courtroom with little or no knowledge of courtroom procedure or language (Odhiambo, Kavulani and Matu, 2013). The situation is aggravated when the court has no professional trained SL court Interpreters to bridge the communication gap in matters that involves the Deaf. Constitutional provisions on court interpreting in Zimbabwe courts did not mention how this was going to be done. Thus the language behaviour of participants in courtroom discourse as revealed in example 3 (a), (c) and (d) above remains the same.

The researcher also observed that the courtroom in Zimbabwe is not disability friendly. Deaf clients are not given special accommodation and more time during the administration of justice. This automatically makes it difficult for SL interpreters to interpret without making unnecessary grammatical errors because they are not professionally trained to interpret in the courtroom. This also confirms what Wallmach (2000) notes that, speakers of the legislature use legislative discourse and deliver their speeches at a fast pace, owing to the strict time limits given for speeches. This means that factors such as technicality and pace can be a major source of difficulties for interpreters in general. Observations showed that the interpretation process by SL interpreters in the courtroom is very weak and has adverse effects on the rights of the Deaf to a free and fair trial. An interviewed elderly deaf woman as shown in example 3 (c) revealed that her case was not handled fairly because of hitches in communication between her and the SL interpreter during the administration of justice in the courtroom. Data collected from Sign language interpreters also revealed that they are unaware of ethical guidelines prescribed by Hoffman about interpretation. The guidelines instruct interpreters to provide verbatim translations of original utterances 'using the same

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

© 2022 London Journals Press

Volume 22 | Issue 9 | Compilation 1.0

31

words and phrases, whenever this is possible'. Hoffman's (1994: 14) guidelines generally state that '[t]he interpreter must interpret faithfully-without addition or omission-everything said in court'.

Responses from focus group discussions held with people who deaf revealed that court interpretation is taken for granted in Zimbabwe. The courtroom is riddled with incompetent SL interpreting. This can be confirmed by the fact that in matters involving the Deaf the magistrates and civil courts in Zimbabwe relies on disability and deaf organisations for the services of SL interpreting that has no knowledge and training of the technical vocabulary of legal English and the specialised use of general terms which will result in miscommunications. Unavailability of court interpreters or having poorly equipped court interpreters stalls court processes. The major reason cited for low-quality interpreting in different studies is the incorrect perception that interpreting is an unskilled activity that does not require any professional training (Dickinson and Tumer, 2009, Hetherington, 2009). Svongoro and Kadenge (2015) observe that in Zimbabwe, there is no university or college course available for those who wish to become professional court interpreters. Those willing to become court interpreters are trained in individual courts and in general the only requirement is that they must have passed their "A" Advanced level, suggesting that their knowledge of legal terminology is acquired on the spot (Svongoro and Kadenge, 2015).

One of the interviewed deaf women lamented over miscommunications caused by the medium of instruction that was used by the police during the trial of her case as highlighted in example 3 (d). The police officers used written English instead of SL which is the only language of the Deaf. This practice of writing statements or carrying out investigations by writing statements on paper in English instead of using a SL interpreter during statement recording is not appropriate; for the Deaf who are illiterate the problems are even serious. They cannot communicate without the services of an interpreter when reporting to the police. Majority of the Deaf are illiterate. It is only

the partially deaf who are able to lip read and write in English. This means that those who are profound deaf cannot communicate and express themselves in any other way besides SL or a SL interpreter (Crawhill, 1995:2).

One of the interviewed public prosecutor who has been involved in offering legal aid in cases involving the Deaf clearly note that lack of SL interpreters at police stations hinders the police from enforcing the law in the Deaf community as shown in example 3 (b). The police officers who are responsible for compiling the initial reports of the cases, docket compilation and the subsequent evidence gathering which is the bases of the court stage are not equipped to deal with cases involving people who are deaf because of lack of provisions of SL interpreters or a special unit that deals with cases that involves the Deaf at police stations in Zimbabwe.

The Deaf in Zimbabwe are relegated to the periphery within the legal settings and they are denied their linguistic and legal rights due to lack of SL interpreters at police stations and professionally trained SL court interpreters in the courtroom to bridge the communication gap. This confirms Lane et al's (1996: 422) observation that, "internationally recognised language rights are universally violated when it comes to signed language minorities". In a similar vein, Meulder (2016) notes that the meaning of language rights and the right to access services in a certain language, as expressed through SL recognition legislation, is in most cases, if not at all, understood and implemented as the right to use SL and access services through a SL Interpreter.

Lack of professional SL court interpreters who have the basic knowledge of the basic linguistic principle that govern language choices and use in the courtroom compromised the quality of judgments. Responses from focus group discussions with the Deaf and semi-structured interviews with lawyers as shown in examples, 3 (a), 3 (c) and 3 (d) reveal that there is slow delivery of judgments and a very small number of cases being concluded that involves the Deaf. Data gathered from law case files also confirms that lack of SL court interpreters is one of the major

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

32 | Volume 22 | Issue 9 | Compilation 1.0

© 2022 London Journals Press

problems bedevilling the Deaf community in Zimbabwe to access justice. In a court case number 11703-4/15 at Harare Magistrate Court, a victim of fraud, hard of hearing, had his case postponed for eight times because the court gave excuses that there was no interpreter for SL.

Responses from public prosecutors and magistrates suggested that the government and different stakeholders must create a pool of interpreters and embark on proper training of SL court interpreters. One of the interviewed public prosecutor suggested that court interpreters who are already working in courts should be trained in SL since they are already acquainted with the legal jargon, the court processes and procedures. Services of SL court interpreters must be strengthened or supported also by training of court officials and police officers. However, one of the interviewed Deaf executive directors revealed that teaching police officers and legal personnel SL is not enough because they will easily forget the language without interaction with people who are deaf. He suggested that people who are deaf have to be visible in the legal system. So offering employment to people who are deaf solves the problems that are bedevilling the Deaf in the legal settings. From the interviews held with magistrates and observations in the courtroom in matters involving the Deaf, the researcher suggested that a SL interpretation board must be established which will be responsible for measuring the proficiency level of SL, registering and monitoring the services of SL court interpreters. This SL interpretation board will be a centre for the assessment of SL and will also help to avoid bogus SL court interpreters like Thamsanga Jantjie of South Africa who was accused of faking SL interpretation at Nelson Mandela funeral service (Liberman, 2013).

VI. CONCLUDING REMARKS

The findings of the study revealed that there are chances of miscommunications in the courts of law in Zimbabwe due to hitches in the interpreting process which have perilous effects on the legal and linguistic rights of the Deaf (accused or witnesses to a free and fair trial). The civil and magistrates courts are deficient of qualified Sign language court interpreters as they relies on Sign language interpreters from deaf organisations, religious groups and deaf children. The conclusion that can be made is that Sign language remains marginalised in the courtroom discourse. Consequently, people who are deaf in Zimbabwe are denied their legal and linguistic rights due to language practices in the courts of law. The researchers recommend the government and its stakeholders to come up with language policies that would expand social inclusion through language access and promotion of the linguistic patrimony of the Deaf. The Judicial Service Commission in Zimbabwe with the help of some deaf organisations must create a pool of interpreters and embark on proper training of Sign language court interpreters. We recommend more specialised research to be done focusing on the use of Sign language in the Zimbabwe Republic Police on Sign language interpreting quality and the rights of the Deaf.

CITED WORKS

1. Akach, P. A. O. (2010). *Application of South Africa Sign Language. (SASL) in a Bilingual-bicultural Approach in Education of the Deaf. South Africa*, University of Free State.
2. Batterbury, S.C.E., 2012. Language justice for sign language peoples: The UN convention on the rights of persons with disabilities. *Language Policy*, 11, 253-272.
3. Crawhill, N. (1995). "Sign of the Times-Deaf Rights in S.A". *Bua*. 10 (1) 4-7.
4. Dickinson ,J. Turner. G. (2009). Forging Alliance: The role of the sign language interpreter in workplace discourse. In: Perez RIA, Wilson CW (eds), *Interpreting and translating in public service settings: Policy, practice and pedagogy*. Manchester and Kinderhook: St Jerome. Pp 113-131.
5. Du Plessis, T. 1997. Interpreting in South Africa. *Acta Varia* (3): 1-9.
6. Deaf Zimbabwe Trust. (2013). *Position Paper on the Situation of Deaf Children in Zimbabwe schools. A focus on the implementation of sign language in teaching deaf children*. Retrieved 20/06/2017 www. deafzimbabwetrust.org>28research

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

© 2022 London Journals Press   Volume 22 | Issue 9 | Compilation 1.0   33

7. Farber, G.B.S., 2015. Social perception toward deafness: How could it influence deaf identity development and the deaf community. *Gallaudet Chronicles of Psychology*, 3(1), 10-13.

8. Grabe, W. (2000). *Applied linguistics as an emerging discipline*. Annual review of Applied Linguistics, 2. [Online] Retrieved 10/09/2017 www.oxfordhandbooks.com>oxfordhb.

9. Gentles, S.J., Charles, C., Ploeg, J., and Ann, K. (2015). *Sampling in Qualitative Research: Insights from an Overview of the Methods Literature*. McMaster University. The Qualitative Report, 20 (11), 1772-1789. Retrieved from http//nsuworks. Nova-edu/tqr/vol20/iss11/5.

10. Government of Zimbabwe (2013). *Constitution of Zimbabwe Amendment number 20 Act*. Harare. Government Printers.

11. Government of Zimbabwe (1989). Chapter 7: 10. *Magistrates Court Act as amended in 2006*. Harare. Government Printers.

12. Government of Zimbabwe (1992). Chapter 8: 01. *Civil and Evidence Act*, Harare Government Printers.

13. Hale, B. 2004. *Discourse of Court Interpreting: Discourse Practices of the Law, the Witness, and the Interpreter*. Philadelphia: John Benjamins Publishing Company.

14. Hetherington, A. (2009). A Magical Proffession? Causes and management of occupational stress in signed language interpreting. In Leeson L, Warm. S, Vermeer-bergrn. M (eds), *Signed language interpreting: Preparation, practice and performance*: Manchester: St Jerome. pp 197-214.

15. Hoffman J. 1994. *A guide to interpreting in judicial proceedings*. Harare: Government Printers.

16. Johnson, D. C. (2013a). *Language policy. Research and Practice in Applied Linguistics* Series. New York. Palgrave: Macmillan.

17. Johnson, D. C. (2013b). Introduction: ethnography of language policy. *International journal of the sociology of language*, 219 (5), pp.1-6.

18. Krausneker, V. (2003). Has something changed? Sign Languages in Europe: the case of minorised minority languages. *Deaf Worlds*, 19 (2), pp. 31-46.

19. Kufakunesu, P. and Kadenge, M. (forthcoming). *The politics of minority languages in Zimbabwe: The case of Shangani, Tong and Kalanga in the civil courts*.

20. Lane, H., Hoffmeister, J., and Bahan, B. (1996). *A Journey into the Deaf-World*. San Diego: Dawn Sign Press.

21. Lebese, S.J. 2013. *The undefined role of court interpreters in South Africa*. M.Tech, University of South Africa.

22. Liberman, M. (2013). *Fake sign-language interpreter at Mandela funeral*. Language and culture, language log.ldc.openn. edu> nll>p=8960.

23. Meulder, M. (2016). The Power of Language Policy: The legal recognition of Sign Language and the Aspiration of the Deaf Communities. *Jyvaskyla Jyvaskyla Studies in humanities*, pp. 301. The University of Jyvaskyla.

24. Mikkelson, H. 2000. *Introduction to Court Interpreting:TranslationPractices Explained*. United Kingdom: St. Jerome Publishing.

25. Moeketsi, R. (1999). *Discourse in a multilingual and multicultural courtroom: A court interpreter guide*. Pretoria: van Schaik.

26. Mugari, V. and Matende, T. (forthcoming). *The Subtle Paradox of Standardisation by Harmonisation: A Case of Sign Language in Zimbabwe*. Department of Linguistics. University of Zimbabwe Presented at International Conference on Constitutional Provisions and the Status of Previously Marginalised languages 7-9 August 2017. Department of Africa Languages and Literature and African Languages Research Institute.

27. Mutingwende, B. and Kudya, D. (2016, March 22). Justice delayed is justice denied. *SPIKED ZW NEWS*, p.1

28. Mutswanga, P, and Sithole, C. (2012). Perceptions of People who are Deaf on Sign Language Teaching and Communication by Hearing People. Harare Urban, Zimbabwe.

London Journal of Research in Humanities and Social Sciences

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

34   Volume 22 | Issue 9 | Compilation 1.0   © 2022 London Journals Press

Greener Journal of Education and Training Studies 2(2), pp. 25- 37, May 2014.

29. Napier, J. and Barker, R. 2004. Sign language interpreting: The relationship between metalinguistic awareness and the production of interpreting omissions. In: Napier, J. ed. *Sign Language Studies*. Auslan: Macquarie University, 369-393.

30. Nonna, N., Kato, M., 2003. Establishing sign Language in Deaf education in Japan: A Sociolinguistic Approach. *Intercultural Communication Studies*, 12(3), 37-50.

31. Nyawaranda, V. (2004). Doing a Qualitative Research. *Zimbabwe journal of Education Research*. Bulletin of Teacher Education.12 (1), pp. 1-16.

32. Odhiambo, K., Kavulani, C. K. and Matu, P. M. (2013). Court Interpreters View of Language Use in Surbodinate Courts in Nyanza Province, Kenya. *Theory and Practice in Language studies*, Vol. 3 No. 6, pp910-918, June 2013. doi:10.4304/tpls.3.6.910-918.

33. Stokoe, W., 1960. *Sign Language Structure*. New York: University of Buffalo Press.

34. Svongoro, P; Mutangadura, J; Gonzo, L ; and Mavunga, G. (2012). Language and the legal process: A linguistic analysis of courtroom discourse involving selected cases of alleged rape in Mutare, Zimbabwe , *South African Journal of African languages*, 32: 2, 117-128. DOI: 10. 2989/SAJAL. 2012. 32. 2. 3. 1140.

35. Svongoro. P. and Kadenge. M. (2015). From language to society: An analysis of interpreting quality and the linguistic rights of the accused in selected Zimbabwean courtrooms. *South African Linguistics and Applied Language Studies*, 33: 1, 47-62, DOI: 10. 2989/16073614.2015.1023501.

36. Taylor, S. (2004). Researching Educational Policy and Change in "New Times": Using Critical Discourse Analysis. *Journal of Educational Policy*, 33 (1), pp. 47-62.

37. Tollefson, J. W. (2006). Critical Theory in Language Policy. In T. Ricento (ed), *An introduction to Language Policy: Theory and method*. pp. 42-59 London: Blackwell Publishing.

38. Trovato, S. (2013). "A Stronger reason for the right to sign languages". *Sign Language Studies*, Volume 13 (3), pp. 401-422.

39. Usadolo, S. E, and Kotze, E. (2015). Communicative challenges of interpreting in cross-border languages in South African courtrooms. *South African Journal of African Languages*, 35, 57-65 http://dx.doi.org/10. 4135/9781849209939.

40. Vygotsky, L.S., 1983. The fundamentals of defectology. In Rieber, R.W., Carton, A.S. (Eds), (1993) *The Collected Works of L.S Vygotsky*, Volume 2 (Translated by Knox, J.E. & Stevens, C.B.). London: Plenum.

41. Wallmach. K. (2000). Examining simultaneous interpreting norms and stratergies in a South African legislative context: A pilot corpus analysis. *Language Matters* 31: 198-221.

42. World Federation of the Deaf, Scientific Commission on Sign Language (1993). *Report on the status of Sign Language*. Helsinki, Finland: Miktor.

<div style="writing-mode: vertical">London Journal of Research in Humanities and Social Sciences</div>

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

© 2022 London Journals Press

Volume 22 | Issue 9 | Compilation 1.0

35

This page is intentionally left blank

Language and the Legal Process in Deaf Communities: An Analysis of Sign Language Court Interpretation and Linguistic Rights of the Deaf in Selected Courtrooms in Harare Urban, Zimbabwe

36   Volume 22 | Issue 9 | Compilation 1.0   © 2022 London Journals Press

Character Problem in Isi Malikzadeh's Prose (Based on the Narrative "Well")

Gunel

ABSTRACT

Isi Malikzadeh, as one of the powerful writers of the 60s and 80s, played a great role in the development of our literature with his literary heritage.

He writes about life, does not idealize anything, describes the realities as they are, that is, without any embellishments. He is not a writer who writes for the sake of writing, he is interested in quality, not quantity.

Keywords: prose, character, narrative, well, person, work, writer.

Character Problem in Isi Malikzadeh's Prose (Based on the Narrative "Well")

Gunel

ABSTRACT

Isi Malikzadeh, as one of the powerful writers of the 60s and 80s, played a great role in the development of our literature with his literary heritage.

He writes about life, does not idealize anything, describes the realities as they are, that is, without any embellishments. He is not a writer who writes for the sake of writing, he is interested in quality, not quantity. He didn't take a pen in his hand to be recognized, he just poured on a piece of paper the thoughts that were beating his heart, that were always making him think, that were constantly occupying his brain. Otherwise, he would try to attract the attention of the upper classes of society, would not turn the lower classes into the heroes of his works. These are the features that make Isi Melikzade fall in love with the reader, allow him to find the way to their hearts and live in their hearts.

Character is the qualities that a person derives from specific socio-historical conditions in the process of forming as a person. When it comes to character all thing, that is repetitive, a person's strong inner qualities, worldview, moral principles, vital values, habits - that allow to characterize a person as a person is intended. The role of character in the development of personality is great.

The main purpose of the research is to study the character problem around Isi Melikzade's narrative "Well", to determine the writer's initiatives to create a new character in line with the period, and thus defining its role in the development of the "new prose", to appreciate Isi Melikzade's potential as a writer.

Keywords: prose, character, narrative, well, person, work, writer.

I. INTRODUCTION

The prose of the 60s and 70s entered the literature as "New Azerbaijani prose". Craftsmen who have written and created over these years tended to create mainly thinking people. They used to try to sought and describe human virtues, not in the eminent personalities' faces, but in the most ordinary people. Isi Malikzadeh is a conveyance of this period. He enriched our literature by creating literary heroes characters who meet the requirements of the time at a high level.

"Character is said to detailed, perfect, well-developed human characters with certain individual traits and qualities in an art work " (8, 276).

It is not right to confuse literary character with real-life characters. While saying character in literature, naturally it's meant the artistic character that certain vital truths are understood through it. But about the character of a literary hero it can be spoken of as the character of a real man; he is smart or stupid; is generous or stingy; he is self-sacrificing or selfish, he hates people; is honest, noble, or lowly, a liar, a deceiver. The real people's various good and bad qualities can be embody in the literary heroes' characters. The writers themselves repeatedly emphasize that in their works they focus on the features of the characters that are important in conveying the idea, describe other aspects indirectly, and for some reason can even hide certain aspects of the personality of the characters from readers.

Character is created as a concrete result of the craftsman's observation of life and people with the help of his creative pursuits, imagination and thinking. V.G.Belinsky said well that creating strong characters is a sign of talent and genius.

London Journal of Research in Humanities and Social Sciences

The spiritual and psychological world of a person is revealed in the literature through individual characters. The image rises to the level of the character with individual characteristics.

The craftsman describes the character in conjunction with his personal characteristics - taste, moral characteristics, speech, behavior, etc., in a certain specific situation, in a social environment, in one way or another in relation to others. Therefore, a person's character is revealed in relation to others, life, nature and society, facts and events. Because a person lives and works in a certain historical period, his character is also formed in specific conditions.

The virtues of human nature are revealed when he lives with a great purpose. The thoughts, feelings and emotions of each character must be tuned to this and draw strength from it.

Each writer evaluates the nature of the characters that he creates in terms of the nature of a particular period and environment. The weakness of weak heroes in the collision with the environment, the contradiction between the environment and the individual, revealed the hero type and his individual character that is characteristic of our new prose. When creating such heroic characters, writers apply to memories and inner speech more. Opening the hero's inner-spiritual world with the author's speech is a specific form of character creation used by the representatives of the new Azerbaijani prose.

"Often a person's action doesn't always give the right impression of that person. In order to understand a person properly, it is necessary to direct the explanations and comments from the action to the cause of the action, to the hiding in the depths of the heart from what others can see" (5, 115).

The literary text, based on the direct expression of the hero's inner world, reveals his noble qualities that are not felt by those around him. These qualities in themselves determine the nature of the character.

The thought of the hero takes place both in the present and in the past tense. In other words, it is also of artistic importance thinking not only about the stories that have happened, but also about the stories that come to mind, and plays an important role in revealing the characters. For a number of Azerbaijani writers, including Anar, A.Aylisli, Elchin, Y.Samadoglu, R.Rovshan, outward stories are not so important. In many cases, they point out that the events are caused by the behavior of the protagonist, and thus succeed in revealing the characters in the thoughts. In fact, these representatives of the new Azerbaijani prose, knowing that the movement does not fully cover the hero's nature, have to resort to the principle of showing the world in man, rather than the principle of showing their heroes in the world (5, 115).

Reviving the world in the hero's imagery plays an important role in reflecting the invisible aspects of the character.

There is an irreplaceable role of conflict in determining the character of the images in the work, it is impossible to deny it. "Conflict is such like a magic key, without which it is impossible to determine the nature of the characters, the stages of development of the plot, the ideological and artistic value of the work, as well as the craftsmanship merits of the work. At the heart of successful artwork are important, meaningful conflicts. It is througsh conflict that the craftsman manages to give a perfect artistic analysis of life, to create real human images, rich characters" (8, 58).

In the language of Isi Malikzadeh's prose works, in the character of each image he creates, his personal outlook and psychology are clearly visible. The writer shows the contradictions in the character of each image, along with the light qualities, but also the shadows. Thus, in his prose works the inner-spiritual world, character and psychology of each young person are revealed.

The writer manages to reveal the character of the images using colorful means - nature descriptions, travel to the past, dreams, duality in the inner world of man, and so on.

Isi Malikzadeh describes his heroes through the difficult trials of life. Not all heroes can pass these

tests at the same level, some of them cannot find a way out of their weakness in the face of difficult problems, some agree with their own destiny, and some take a fighting position relying on their moral perfection.

Sabir Azeri wrote: "Isi Malikzadeh likes to try this literary method, that is, his hero in unexpected, difficult circles of life. In both his stories and narratives, in most cases, not the whole destiny, personality of the characters, certain and but the typical features for this or that situation are revealed (2, 7).

The creation of the character having an exemplary character and personality in Isi Malikzadeh's works was mainly related to the rural theme, because Isi knew the village and its people well.

Isi Malikzadeh's narrative "Well" is written on the theme of family life. Critics have interpreted the narrative differently. Writer and fine critic Elchin describes the narrative as follows in his epistolary letter to Isi Melikzade: "The main reason for this letter is the "Well" you "dug" and I can say from the very beginning that you have drilled a good "Well", I can not say a word about the fact that the water is as very sweet as a thick mass, as bright as a tear, but in the artistic and psychological sense, this well is a sign of the deeper "wells" of the future, shows the development, qualitative change towards artistic and aesthetic perfection in your creativity"(3, 138).

Writer Anar writes: "There is not a single paragraph in the story "Well", one of the writer's beautiful works, which connects the name of the work with any allegory or symbol. Malikzadeh's well is a real well in the true sense of the word "(1, 355).

Indeed, the well dugged by Kankan Majid in Chairman Khalig's yard, while being a real well is a sign of the deep wells dug in the society at that time from the social and moral point.

As in all his works, the writer creates in this narrative the psychological and social character of the period in which he lived and the people of this period. The main conflict in the narrative begins with the chairman of the collective farm Khalig

wanting to dig a well and entrusting the work to Majid, who drilled an old well, is deepened by the occasion of flirting of the chairman's wife Asli with his driver Piri. Conflict has become a key tool in revealing the character of each image in the narrative. In this work, the writer also touches upon a number of topical problems of the time by creating an original conflict. Thus, in the narrative, we also witness how parent-child relations, honor, zeal, and moral issues are approached.

Yagub Ismayilov expressed his views on the nature of the characters in the narrative as follows: "Situations, conversations, connections and relationships evoke conflicting characters and play an important role in visualizing each of them. Piri, Khalig and Asli are "close" to each other on the face, and different- apostate and unreliable on the back. Piri betrays to his chairman, Khalig to his wife, Asli to her husband, and they engage in moral depravity. So the writer had tried to portray the fate, lifestyle of a filthy and stained family. By this he meant that such people do not know anything sacred, are far from the meaning of honor and zeal, and are dangerous for the family and society" (6, 114).

In the work the drilling of a well is symbolic. The writer turned it into a means of illuminating the dark side and the real face of the morally degraded, self-satisfied family of Khalig, the influential member of the village and had achieved his goal.

The writer draws attention to the gap between with simple and ordinary people who lead a hard life with honest labor all their lives in Macid's imagery and people like unworthy Khalig who puts his own interests first, who plunders the people cruelly, while comparing the pure-hearted kankan (well pot man) Majid with Khalig, the authoritative authority of the village, self-satisfied chairman of the collective-farm.

In the narrative, the writer had created a full image of the chairman of the collective farm Khalig. Khalig image is mainly described in the family environment, and certain signs are made about his work in the work. However, the writer

Character Problem in Isi Malikzadeh's Prose (Based on the Narrative "Well")

enlivens this image with so many natural colors that the reader has a clear idea of his character. Isi Malikzadeh did not set a goal to describe only the negative, defective aspects of Khalig's character. The character's being completely negative could not seem so realistic. As Isi Malikzadeh is a realist writer, he was not indifferent to this issue and had also drawen attention to the positive aspects of the character of the image.

As a son, Khalig is very caring for his mother. No matter how negative character man he may be, he isn't a child who has lost mother and generally parental effort. The writer has shown this aspect in all its details in the work:

"- Gulandam, pour water!"

As the water trickled down her crumple body filtering from her head, Minnet grandam often closed and opened her eyelashless eyes. The grandam looked like a child in a big basin.

Khalig soaped her pendant breasts.

-I sacrifice you, my mother," he said. -You gave me milk from these breasts, make your milk lawful for me" (7,123).

In the work other characters also appreciat his deep love as a child for his mother highly. So that, Piri said, "I have never seen anyone who wantes his mother so much." "He gives a bath her every week ... Exactly ten years" (7,123).

The writer Gabil describes Khalig's drilling of the well as follows: "The son digs a well in the yard at his mother's request to provide the family with clear water as crystal. However, as descends to the deeper layers, before the water, instead of water, the shadowy, dark history of the family is revealed, and the moral ugliness of the child who wants to wash away his guilt by digging a well is disclosed" (4, 7).

Apparently, the writer connects the caress of Khalig's image to his parent with his desire to cleanse his evil, sinful deeds he has committed throughout his life. Although there are certain realities in this approach to the character, in our opinion, it is not correct to evaluate the child's love for the mother in this way.

From the following conversation between Umud and his father it is being clear how cruel Khalig is, how he treats to people belonging the lower classes, how indifferent he is to the fate of other people for their own interests and how he harasses them without blinking an eye.

"-I don't want to incur to Kamran's bread.

-Ashi, what has Kamran got to do with this?

-Kamran is a shepherd. In Khalig's collective farm, in Khalig's farm. If I had not dug this well, Khalig would have dug a well for Kamran. There is a camel rancour in Khalig. I also worked on his collective farm. I know him as the inside of my palm. - Majid pulled the trowel out of the ground"(7, 117).

One of the disadvantages of Khalig's character is his misappropriation of national property, using the sheep of the collective farm for personal gain, to have fun, to graduate from an institute and get a "scientific degree". Although all of this is not described in detail, it is clearly seen from Khalig's way of life, livelihood, and decoration of his home.

"Once, Kamran got angry and had talked to Umud against the chairman: "Khalig didn't leave sheep on the farm. He took the skins of two of them out from his throat a month and took them to Kirovabad. Not Khalig, but the sheep saved the Institute. And now the sheep will do him a scientist " (7, 125).

Isi Malikzadeh describes the life of Umud the protagonist of the narrative in more detail than other characters. Thus, the writer gives a wide space to both his work life and emotions, and by showing him in conflict with different people, as well as with the contradictions in his inner world, manages to fully reveal the nature of this image.

As Vagif Yusifli points out, Umud, who is "striving for spiritual maturity", gives the impression of a lazy boy after returning from military service, throws cooking saying it is not "men's art", does not want to cling to the handle of a case. However, at the insistence of his father Kankan Majid, he went with him to dig a well in the yard of Chairman Khalig.

Umud knows the place of older or younger, as a son, and always respects his parent. "Umud hadn't smoked a cigarette that was in his hand to half yet. He grudged to throw it half-done away. It was impossible to enter the yard with a cigarette, because Umud had never put a cigarette in his mouth next to not only his father, but also his brother Kamran" (7, 93).

In the narrative Isi Malikzadeh also describes Umud's pure, sublime feelings, but Umud have never confessed his love for Solmaz, but only satisfied by emptying his heart on paper: "I always look at you, but you do not know what is in my heart, o cruel. You are in my heart. I miss you when I don't see you. I will not forget you. If I forget, I'll destiny to the black lands" (7, 110).

Although this passage shows how strong Umud is in his love, the course of events leads him to give up his love.

The writer returns Umud to the past through dreams, reminds him of his conflict with Tofig, and thus reveals many aspects of Umud's character. When Umud came out of the water and shook on one leg, Tofig called him: "Come here, locust!", "Take out that letter". Umud's speech dried up: "What letter?" Tofig stood up: "The letter you wrote to my sister". Tofig walked and stood facing Umud. "Hurry up, huh!" Umud shrugged: "I don't have any letters. I did not write a letter to anyone". Umud was embarrassed by these words. He thought that in the eyes of his friends, who were aware of this issue, he became weak, small, and became a rabbit to be afraid of" (7,110).

At first glance, it seems from this passage from the narrative that Umud is afraid of Tofig. But this is not the case, in fact, he is a son who knows the place of everything. This is clear in later parts of the work. Tofig slaps Umud, but Umud does not answer him. In fact, Umud was taller than Tofig, and even considered himself stronger than him. However, Tofig does not raise his hand to Solmaz because he is her brother.

A duality occurs in Umud's inside throughout the work. Thus, Umud, who is unaware of life and the pleasures of this life before coming to dig a well in the chairman's yard with his father, went on a love affair of Asli the wife of the chairman of the collective farm with the driver Piri, and then he witnessed chairman Khalig's works outside the family. Both sides try to silence Umud, Piri first gives Umud a motorcycle so that he does not reveal the betrayal he witnessed to, then persuades Ali to give him his daughter Solmaz, and even says that he will not hesitate to kill her, if he reveals the matter. As the well is drilled, many things that have remained obscure for Umud become clear, and his eyes gradually open. It becomes clear to Umud, as well as in his image to the lower classes people that the environment of Xaligs, turning away from all the sanctities of the world, disappearing in filth, dishonesty, fraud and betrayal, live at the expense of people like Umud, like his father Kankan Majid whose morals are pure but are the poor, earns his living by his own labor, and has no regard for them. For such people, the most sublime feelings, such as love, national and moral values are simple thing, they can be sacrificed them for personal gain without thinking. There is a great contrast between Umud's purity, his tendency to masculinity and courage, and the desires and aspirations of the environment that surrounds it, and this environment is ready to absorb the feelings that are still beginning to take shape of a pure person like Umud at any moment and can achieve it at certain points.

On the one hand, the injustices he faces, on the other hand, his personal desires and feelings for Solmaz keep Umud in hesitation. Umud, no matter how weak or feeble-minded, is able to maintain his personal dignity in this dark environment. In the work Umud's spiritual maturity reflected naturally, and all the events described give rise to this. Xalig's seemingly pleasant and kind attitude confuses Umud, it is a necessary condition for a young man who has just returned from military service and has not yet opened his eyes to this complex course of life. In the process of drilling the well, Umud's ideas about Xalig are completely subverted. He witnesses the filth, dishonesty, betrayal, and fraud of this family. Umud is promised to be reunited with the love he has carried in his heart for years.

Character Problem in Isi Malikzadeh′s Prose (Based on the Narrative "Well")

It reaches the point that Umud even has to give up his pure feelings for Solmaz and thinks that: "Solmaz can really be his wife. A mother can persuade her daughter and transfer her to her home. But why does Umud need such easy love? Isn't such happiness like the food brought to a person in a steaming bowl?" (7, 145)

At such a moment, Umud remembers only the morality issue: "Let's assume that Asli became my mother-in-law and Khalig my father-in-law. So what Piri will become for me? ... How shall I look at Piri's face if I marry to Solmaz? After all, Piri is mine ..." It is as if Umud has just woken up from a few days of mixed dreams. He has just realized that, the Badger Piri has trampled on his honor as well. "My father doesn't say straight. The world does not need bad people. The wicked can bend the straight. They can bend everything. Even the Earth"(7, 145).

Umud seems to fall into a well when he devotes his energy to the people as Khalig, but at the end of the work he has to face his inner self, gives up Solmaz, his long-term dream, ready happiness, ready love, is formed as a person, correctly defines his position in life, escapes the well to be drilled for him.

İn the work one of the characters, whose character is revealed through conflict, is Piri. Elchin described the image Piri very accurately, as he writes: "Piri, and pirilik in general, in himself, when taken naked, is not a social calamity, it is a microbe, a parasite that uses public calamity for its own benefit, but it is not a worm, is a drinker free water from wells, is no digger the wells and filling them with water, of course, this is also a social disability, an imperfection, but he is the product of the social misfortune of the Khaligs, not anymore, if the embodiment of goodness, straightness, manhood, purity mirror-crystal springs are more profitable and more convenient in any other situation, the Piris will begin to drink free water from there immediatelly, and the Khaligs will not be able to do that, and if they can, then they are the Piris, not Khalig. In this sense, the Patron is very symbolic, and it seems to me that, unlike the Khaligs, the end of the Piris is the fate of the Patron" (3,141).

What a man Piri is as a character has been fully expressed in this quote taken from the seventh volume of Elchin's book "Selected Works".

Piri betrays his master, eats his food, lives at his expense, in return for all these good deeds, touches the honor of his owner, and even later tries to justify himself on the basis of Khalig's love outside of the family. As if all this were not enough, moreover, he also uses various means to silence Umud, who accidentally came to the forefront of his flirtation scene with Asli, the wife of Khalig, he is driver at his door, and even threatened him with death. The conflict between Umud and him reveals Piri's character in all its nakedness.

It is clear from this work of Isi Malikzadeh that he is deeply acquainted with human psychology. In the conflicts and situations he created, as well as in the morale, worldview and life of the heroes, the writer tried to go down to the lower levels, to reach more people's inner world and open them, to shed light on the deepest layers of their psychology.

LITERATURE

1. Anar. Without you. Baku, Youth, 1992, 592p.
2. Azeri S. Life-breathing prose. "Literature and Art" newspaper, May 25, 1984.
3. Elchin. Selected works. Baku, "Chinar-printing", 2005, VII volume, 570p.
4. Gabil. On the train: Isi Malikzadeh - 60. "Literature" newspaper, May 6, 1994.
5. Imanov M. Psychologism in modern Azerbaijani prose. Baku, Science, 1991, 116p.
6. Ismayilov Y. Isi Malikzade - orator, master of prose. Baku, Science, 2007, 204p.
7. Malikzadeh I. Selected works. Baku, "East-West", 2005, 336p.
8. Yusifoglu R. Basics of literary criticism. Baku, Shirvanneshr, 2005, 276p.

Psychological Factors behind Erectile Dysfunction

Aswathy J B

ABSTRACT

Erectile dysfunction has been a concern for men since the beginning of written history. Erectile dysfunction (impotence) is the inability to get and keep an erection firm enough for sex. Erectile dysfunction symptoms might include persistent: Trouble getting an erection, Trouble keeping an erection, and Reduced sexual desire For many men it can lead to severe psychological distress and humiliation. The treatment of erectile dysfunction has advanced significantly over the past 200 years. Men today are presented with many more viable therapy options leading to improved efficacy and more satisfactory sex lives. The objective of this article is to explore the psychogenic factors that lead to erectile dysfunction (ED).

Keywords: erectile dysfunction, hyposexuality, stress, anxiety, depression, sleep disorders, eating disorders, substance addictions, marital adjustment, sexual performance anxiety, early trauma, guilt, low self-esteem and indifference pornography addiction.

Classification: DDC Code: 616.692 LCC Code: RC889

Language: English

Psychological Factors behind Erectile Dysfunction

Aswathy J B

ABSTRACT

Erectile dysfunction has been a concern for men since the beginning of written history. Erectile dysfunction (impotence) is the inability to get and keep an erection firm enough for sex. Erectile dysfunction symptoms might include persistent: Trouble getting an erection, Trouble keeping an erection, and Reduced sexual desire For many men it can lead to severe psychological distress and humiliation. The treatment of erectile dysfunction has advanced significantly over the past 200 years. Men today are presented with many more viable therapy options leading to improved efficacy and more satisfactory sex lives. The objective of this article is to explore the psychogenic factors that lead to erectile dysfunction (ED). About 40% of erectile dysfunction cases are considered psychogenic. Under the study the factors are such as hyposexuality, stress, anxiety, depression, sleep disorders, eating disorders, substance addictions, marital adjustment, sexual performance anxiety, early trauma, guilt, low self-esteem and indifference Pornography addiction. The result concluded that psychogenic factors above mentioned influence or causes erectile dysfunction. Increasing importance is being attached to the psychological aspects in the diagnosis and management of erectile dysfunction in recent years.

I.   INTRODUCTION

"Happy is the man who finds a true friend, and far happier is he who finds that true friend in his wife." Franz Schubert said about marriage. Marriage is a path to conceive morally. Yes, the fertility.   Fertility is defined as the natural capacity to conceive a child. Fertility is the ability of an individual or couple to reproduce through normal sexual activity. About 90 percent of healthy, fertile women are able to conceive after marriage within one year if they have intercourse regularly without contraception. Normal fertility requires the production of enough healthy sperm by the male and viable eggs by the female, successful passage of the sperm through open ducts from the male testes to the female fallopian tubes, penetration of a healthy egg, and implantation of the fertilized egg in the lining of the uterus . A problem with any of these steps can cause infertility (Britannica, T. Editors of Encyclopedia, 2019).

Childlessness or infertility has serious personal, demographic, social and health implications (Ganguly, S., & Unisa, S, 2010). Infertility is a disease of the male or female reproductive system defined by the failure to achieve a pregnancy after 12 months or more of regular unprotected sexual intercourse (World Health Organization). Infertility is a disease of reproductive system defined by failure to achieve the clinical pregnancy after 12 months or more of regular unprotected sexual intercourse (Zegers-Hochschild F, Adamson GD, de Mouzon J, Ishihara O, Mansour R, Nygren K, et al,2009). Infertility affects millions of people of reproductive age worldwide – and has an impact on their families and communities.It can also be defined as failure of couple to conceive after 12 months of regular intercourse without the use of

contraception in women <35 years; and after 6 months of regular intercourse without the use of contraception in women ≥35 years(Practice Committee of the American Society for Reproductive Medicine,2008).Global estimates suggest that between 48 million couples and 186 million individuals live with infertility. In the male reproductive system, infertility is most commonly caused by problems in the ejection of semen, absence or low levels of sperm, or abnormal shape (morphology) and movement (motility) of the sperm.In the female reproductive system, infertility may be caused by a range of abnormalities of the ovaries, uterus, fallopian tubes and the endocrine system. Infertility can be primary or secondary. When a pregnancy has never been achieved by a personis "Primary infertility", and when at least one prior pregnancy has been achieved is "secondary infertility" (WHO).Especiallyin developing countries, sexually transmitted infections (STIs) are generally consider the leading preventable cause of infertility worldwide, (Ganguly, S., & Unisa, S, 2010). With a recording of 27.5 million couples wanting to conceive but suffering from infertility, there is an alarming increase of infertility complications in India due to a multitude of reasons(Guptha .L,2021). In India, about 10-15 per cent of couples are said to have fertility issues (Doctors of All India Institute of Medical Sciences). According to the Indian Society of Assisted Reproduction, about 10 to 14 percent of the Indian population are affected by infertility, which is higher in urban areas where one out of six couples is seems to be impacted.As per the WHO, the overall prevalence of primary infertility ranges between 3.9% and 16.8% (Calverton, Maryland, USA: ORC Macro and the World Health Organization; 2004).Estimates of infertility vary widely among Indian states from 3.7 per cent in Uttar Pradesh, Himachal Pradesh and Maharashtra (Talwar, P.P., Go, O.P.,& Murali, I.N., 1986) to 5 per cent in Andhra Pradesh(Unisa S, 1999), and 15 per cent in Kashmir (Kumar D,2007).Also, the estimates of infertility vary widely among Indian states. The prevalence of primary infertility shown to vary across the tribes and castes within the same region in India (Talwar, P.P., Go,O.P.,& Murali, I.N.,

1986). Sometimes it is difficult to find out the biological reason behind infertility that often-called "Idiopathic infertility".Nearly 30% of infertile couples worldwide are diagnosed with unexplained or idiopathic infertility and the problem is defined as the lack of an obvious cause for a couple's infertility. (Sadeghi M. R., 2015).

The cause of infertility may be from the side of women or men. The main sign of male infertility is the inability to conceive a child. Male infertility can be caused by low sperm production, abnormal sperm function or blockages that prevent the delivery of sperm. Illnesses, injuries, chronic health problems, lifestyle choices and other factors may contribute to male infertility (Mayo clinic,2021).

It was reported that 40% of infertility cases were related to men, 40% of women and 20% of both sexes (Sadock, B.J., & Sadock, V.A., 2003). According to a multicentric study conducted by WHO from 1982 to 1985, 20% of cases were attributed to male factors, 38% to female factors, 27% had causal factors identified in both partners, and 15% could not be satisfactorily attributed to either partner.A Sexual dysfunction is described as any disruption of normal sexual activity in an individual or couple. Such dysfunction could occur in any of the phases of the normal sexual cycle (physical pleasure, desire, preference, arousal, or orgasm) (Ghadigaonkar, D. S., & Murthy, P, 2019).

Male fertility is a complex process. To get the partner pregnant, the following must occur. Must produce healthy sperm, sperm have to be carried into the semen, there needs to be enough sperm in the semen, sperm must be functional and able to move. Problems with male fertility can be caused by a number of health issues and medical treatments: it includes Varicocele, Infection, Ejaculation issues, Antibodies that attack sperm, Tumors, Undescended testicles, Hormone imbalances, Defects of tubules that transport sperm, Chromosome defect, Erectile dysfunction, Problems with sexual intercourse, Celiac disease, Certain medications and Prior surgeries. Overexposure to certain environmental elements such as heat, toxins and chemicals can reduce

sperm production or sperm function. Specific causes include: Industrial chemicals, Heavy metal exposure, Radiation or X-rays, Overheating the testicles. (Mayo clinic, 2021).According to Guyton and Hall (2007), libido and sexual potency are maintained in about 60% of normal men, aged between 40-50 years, and in about 40% of men over 60 years.

II. METHODS

PubMed, Scopus, Web of Science, Embase, PsycINFO, IndMed, and Google Scholar were searched along with books. To find out Data, were collected by searched articles online along with books to find out information regarding erectile dysfunction (ED) and psychological factors responsible for ED. Review of the chapters on the physiology and psychology of erection, out of the author's collection of books dealing with male sexual functioning published in the English.

III. DISCUSSION

The erect penis has always been a symbol of a man's virility and sexual prowess. "All elongated objects," wrote Freud, "such as sticks, tree-trunks and umbrellas, the opening of these last being comparable to an erection, may stand for the male organ. The study of human physiology as a medical field dates back to the time of Hippocrates (c. 460-c. 370 BC). His intellectual legacy pervaded Western medical thinking until the Renaissance. He stated that erections were generated *pneuma* and *vital spirits* flowing into the penis. In this respect, a proper balance between the four humors, blood, phlegm, yellow bile, and black bile, and the four elements, earth, air, fire, and water, was very important. Hippocrates thought that the testes were connected to the penis by fine cords, like a system of pulleys that could facilitate erection. Damage to these cords, for example by castration, would profoundly affect erectile capability. (Chadwick, A.J., Mann, W.N, 1987) As in his opinion, semen was the most potent fraction of male bodily fluids Hippocrates also believed that excessive ejaculations could reduce erectile functioning. Ancient Greek philosopher Aristotle (384–322 BC) stated that penile erection was an "involuntary movement," which could be caused by imagination. In Galen of Pergamon's (129–200/216) view, the primary cause for erection was a specific quality of the corpora cavernosa (CC). He called them "the hollow nerves." They were able to attract the expanding *pneuma* with the aid of connected parts consisting out of arteries, veins, and nerves, and in addition the "internal heat" pushed the penis out from a man's body. (Schultheiss, D., Musitelli,S., Stief, C.G., N Jonas, U.) Leonardo da Vinci (1452– 1519) erection came about as a result of the accumulation of air. In 1933, William Henry Howell (1860–1945) from Johns Hopkins University had recorded in advance a surprising modern hypothesis about the physiology of penile erection (Howell., W.H., 1993). He wrote that "tumescence occurred while dilatation of small arteries and arterioles caused the corpora cavernosa to distend with blood under high pressure limited by the tunica albuginea. And full erection required partial occlusion of venous outflow, probably by compression of the afferent veins by the ischio‑ and bulbocavernous muscles and to a certain extent by the intrinsic musculature of vessel walls." Albert von Kölliker in the 19th already had hypothesized: the importance of the smooth muscle cells in the corpora cavernosa.(Van Driel,M.F, 2015)

According to current medical status erection occur when the blood vessels of the corpora cavernosa relax and open up, blood rushes in through the cavernosus arteries to fill them. The blood then gets trapped under high pressure, creating an erection. An erection begins with sensory and mental stimulation. During sexual arousal, nerve messages begin to stimulate the penis. Impulses from the brain and local nerves cause the muscles of the corpora cavernosa to relax, allowing blood to flow in and fill the open spaces. The blood creates pressure in the corpora cavernosa, making the penis expand and creating an erection. The tunica albuginea (the membrane surrounding the corpora cavernosa), helps to trap the blood in the corpora cavernosa, sustaining the erection. Erection is reversed when muscles in the penis contract, stopping the inflow of blood and opening outflow channels.(Cleveland Clinic medical professional ,2020)

There are three types of erection: psychogenic, reflexogenic and nocturnal. Psychogenic erection is a result of audiovisual stimuli or fantasy. Reflexogenic erection is the kind of erection is the result of direct stimulation of the penis. The brain does not control this. A full bladder or bowel may cause this type of erection. Nocturnal. Erection or Nocturnal penile tumescence (NPT) is not a result of sexual arousal or having a dream relating to sex. Instead, it is a normal function of the male reproductive system (Medical News Today). Although it is not a lethal condition, the interest surrounding erectile dysfunction and its remedies has been constant throughout the ages (Glina, S., Shindel, A., Eardley, I.,& Ghanem, H, 2008). Erectile dysfunction is the inability to achieve or maintain an erection that is sufficient for satisfactory sexual performance, and affects a considerable proportion of men at least occasionally(Virag, R., Zwang, G., Dermange, H., &Legman, M., 1981). Erectile dysfunction is now widely classified as either primary or secondary. Strictly defined, these categories distinguish men who have never been able to accomplish intercourse (primary) from those who have, at least once.

Insufficient penile erection to facilitate vaginal penetration is a medical condition referred to as erectile dysfunction (ED) (Consensus development conference statement, National Institutes of Health, 1992). Erectile dysfunction (ED), also known as impotence, Its diagnosis dates back to over 5000 years ago based on ancient Egyptian literature (Shamloul, R, Ghanem, H, 2013). The pervasiveness of erectile dysfunction shows a gradual increase in an age-dependent manner according to a cross-sectional and community-based investigation (Feldman, H.A., Goldstein, I, Hatzichristou, D.G., Krane,RJ., McKinlay, J.B,1994). Moreover, it was found that the prevalence level of severe and moderate ED was 5 and 17%, respectively, in men of 40–49 age-bracket while in men aged 70–79 years they were 15 and 34%, in that order. By the year 2025, the number of ED cases across the world is expected to reach 322 million (Bacon, C.G., Mittleman, M.A., Kawachi, I., Giovannucci, E., Glasser, D.B., &Rimm, E.B,2003). Given that

erectile dysfunction is regarded as a condition that is more prevalent in older men (Yafi, F. A., Jenkins, L., Albersen, M., Corona, G., Isidori, A. M., Goldfarb, S., Maggi, M., Nelson, C. J., Parish, S., Salonia, A., Tan, R., Mulhall, J. P., &Hellstrom, W. J. 2016).In addition to long-term ED, many more men suffer from situational erectile dysfunction, or short-term ED. Situational ED also results in the inability to get or maintain an erection, but only in certain situations. "This type of ED is usually temporary and can be caused by stress, fatigue, or too much alcohol," says Drogo Montague, MD, a urology professor at the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University.

Years ago ED was considered to be of psychological origin in 75-95% of cases (Abraham G., Porto, R, 1979). some authors establish that ED with psychogenic origin is 10% of the total (Stief, Bahren, Scherb, & Gall, 1989) found that 20-30% of erectile dysfunctions were purely psychogenic and that mixed cause could reach 66%, while other authors report 37% for organic, 33% for mixed and 30% for purely psychogenic (Farré & Lasheras, 1998). In any case it is necessary to bear in mind that in all cases of ED there is a psychological component, independent of if a possible original organic cause exists. In many cases, erectile dysfunction is caused by something physical. Common causes include: Heart disease, Clogged blood vessels (atherosclerosis), High cholesterol, High blood pressure, Diabetes, Obesity, Metabolic syndrome — a condition involving increased blood pressure, high insulin levels, body fat around the waist and high cholesterol, Parkinson's disease, Multiple sclerosis, Certain prescription medications, Tobacco use, Peyronie's disease — development of scar tissue inside the penis, Alcoholism and other forms of substance abuse, Sleep disorders, Treatments for prostate cancer or enlarged prostate, Surgeries or injuries that affect the pelvic area or spinal cord, Low testosterone (Mayo clinic staff , 2021). Male sexual arousal is a complex process that involves the brain, hormones, emotions, nerves, muscles and blood vessels. Erectile dysfunction can result from a problem with any of these. Likewise, stress and

mental health concerns can cause or worsen erectile dysfunction. Sometimes a combination of physical and psychological issues causes' erectile dysfunction. For instance, a minor physical condition that slows sexual response might cause anxiety about maintaining an erection. The resulting anxiety can lead to or worsen erectile dysfunction.

The main Psychological factors such as hyposexuality, stress, anxiety, depression, sleep disorders, eating disorders, substance addictions, marital adjustment, sexual performance anxiety, early trauma, guilt, low self-esteem, indifference Pornography addiction can influence erectile dysfunction. About 40% of erectile dysfunction (ED) cases are considered psychogenic. Increasing importance is being attached to the psychological aspects in the diagnosis and management of erectile dysfunction in recent years (Wang W., 2011).Erectile dysfunction can be caused by an underlying medical condition. To determine if erectile dysfunction is psychogenic, a healthcare provider will seek to explore and rule out any medical conditions that could be causing the problem. Here we are discussing the psychogenic factors that lead to erectile dysfunction. Psychological impotence affects between 10% and 20% of men, a number that may not seem significant until you consider that erectile dysfunction, on the whole, may affect roughly 50% of men in their thirties and over 40% of men in their 40s and fifties.

3.1 Hyposexuality

Hypo sexuality is used by sexual health professionals to describe a condition characterized by decreased libido which can be experienced at different degrees and time periods for various reasons. It is an abnormally low level of sexual behavior. Hypo sexual individuals may show no sex drive or interest in sexual activity (APA Dictionary). It is occasionally wrongly aligned with asexuality - whereby someone does not experience sexual attraction towards others. The hypo sexuality is more common in men than we think. It is around 1.5% and low sexual desire is more common about 15-17%.Low sex drive is estimated to affect about 30 per cent of men (The

Irish times,2017). It affects 30 million men around the world. Normal sex needs the mind and the body together. If we have low sexual desire, it will cause or worsen erectile dysfunction. Hypo sexuality may accompanied by erectile dysfunction (Blumer, D., 1970). When the libido is low, it manifests itself in a reduction in the frequency of erection. (Niţescu, N, &Ramba, D N, 2020). The importance of sex hormones in determining male libido is undeniable, testosterone and other testicular androgens having an essential role in inducing erotic status, penis erection and the onset of copulation. In adults, sexual desire is manifested bipolar, both cerebral and local, through the erection of the genitals, thus preparing them for sexual intercourse. The eroticization of the brain occurs as a result of the excitation of the receptors in the genital areas and organs by imaginary factors or by the information of the erotic elements received by the analyzers and transmitted to the brain, which give the perception of female sensuality to the man. In the absence of brain eroticization, the exciting stimuli remain simple information, without erotic impulse, without erection and therefore, without finality (Niţescu, N, &Ramba, D N, 2020).

3.2 Stress

Stress is a physiological or psychological response to internal or external stressors. Stress involves changes affecting nearly every system of the body, influencing how people feel and behave. For example, it may be manifested by palpitations, sweating, dry mouth, shortness of breath, fidgeting, accelerated speech, augmentation of negative emotions (if already being experienced), and longer duration of stress fatigue. Severe stress is manifested by the general adaptation syndrome. By causing these mind–body changes, stress contributes directly to psychological and physiological disorder and disease and affects mental and physical health, reducing quality of life [first described in the context of psychology around 1940 by Hungarian-born Canadian endocrinologist Hans Selye (1907–1982)] (APA Dictionary). Stress can be acute or chronic. Acute stress is a very short-term type of stress that can either be positive or more distressing; this is the

Psychological Factors behind Erectile Dysfunction

type of stress we most often encounter in day-to-day life. Chronic stress is stress that seems never-ending and inescapable, like the stress of a bad marriage or an extremely taxing job; chronic stress can also stem from traumatic experiences and childhood trauma. (Scott, E., 2020).

When outside stressors and other psychological factors are behind erectile dysfunction, it's categorized as psychogenic erectile dysfunction. It generally happens in two ways. Anxiety causes a mental distraction, making it challenging to focus on sex. Or, stress can cause an increase in sympathetic nerve activity (think: the fight-or-flight response) Interestingly, the part of the autonomic nervous system that stimulates an erection is the parasympathetic nervous system, which is what is at work when we resting or sleeping," explains Dr. Berglund. Our body's stress response counteracts the parasympathetic system, which works when we at rest. Meaning, it's nearly impossible to stay aroused when we seized with fear and panic.

Mental health conditions like stress can also affect how our brain signals our body's physical response. In the case of an erection, stress can interrupt how our brain sends messages to the penis to allow extra blood flow. Stress about ED can also contribute to a cycle of ongoing ED. Experiencing ED can lead to behavioral changes that contribute to anxiety and incidences of ED. The reasons for ED vary per age group, but generally follow: Psychological ED (mainly nervousness and anxiety) affects about 90 percent of teenagers and young men. These events are fairly short-lived. Personal and professional stress, such as relationship trouble, is the main reason for ED in middle-aged men. Physical impotence is the most common cause for older men, but the loss of a partner and loneliness can also cause psychological stress. Posttraumatic stress disorder (PTSD) found that PTSD increased the risk for sexual dysfunction can also lead to other health conditions that may cause erectile dysfunction.(Breyer, B.N., Cohen,B.E., Raymond, C. R,Neylanc.T.&Seal,K.H., 2013). Clinical data have indicated increased rates of sexual dysfunction, including erection and ejaculation difficulties in patients with PTSD. (Cosgrove, D.J.,

Gordon. Z., Bernie, J.E., Hami, S., Montoya, D., et al., 2002). Most combat veterans with PTSD experience clinically relevant sexual difficulties and 69% have erectile dysfunction Letourneau, E.J., Schewe, P.A., Frueh, B.C. (1997). Previous studies of stress and the hypothalamic- pituitary-gonadal axis have indicated that circulating testosterone (T) fluctuates in response to physical and psychological stress lead to erectile disfunction. (Retana-Marquez, S., Bonilla- Jaime, H., Vazquez-Palacios, G., Martinez-Garcia, R., Velazquez-Moctezuma, J.,2003).

Stress causes the release of brain chemicals that can keep an erection from even getting started. Erectile dysfunction (ED) is a complex disorder with various biopsychosocial implications leading the individual into a state of chronic stress that further worsens ED symptoms. (Kalaitzidou, I.,Venetikou, M.S, Konstadinidis, K., Artemiadis, A.K, Chrousos,G., & Darviri, C.,2013).A study investigates the effects of an 8-week stress management programme on erectile dysfunction (ED). Stress management group showed a lower daily exposure to cortisol compared with the control group. After 8 weeks the experimental group shows improvement of both perceived stress and erectile function(Kalaitzidou, I.,Venetikou, M.S, Konstadinidis,K.,Artemiadis, A.K,Chrousos,G.,& Darviri, C.,2013). Psychogenic factors are involved alone or in combination with organic causes in a substantial number of cases of erectile dysfunction. Epidemiologic studies have implicated the role of depressed mood, loss of self-esteem, and other psychosocial stresses in the cause of erectile dysfunction (Rosen, R.C.,2001)

Many studies prove the relation with erectile dysfunction with stress. Overall, 32.2% of men in a study conducted in aged 20–80 years had ED according to the IIEF-5 scale. One of the most important risk factors for ED is psychological stress (Ponholzer, A., Temml,C., Mock, K., Marszalek, M.,Obermayr,R., & Madersbacher, S., 2008). In another study conducted in Korean men, ED prevalence was positively associated with risk factors such as diabetes, hypertension, heart disease, psychological stress, and obesity (Ahn, T.Y., Park, J.K., Lee, S.W., Hong, J.H., Park, N.C., Kim, J.J., Park, K., Park, H., & Hyun,

J.S.,20007). Recently, the prevalence of hypogonadism in primary care practices mirrored that in our population of men with erectile dysfunction. The prevalence of hypogonadism observed an association between work stresses. Guay *et al.*have reported a prevalence of hypogonadism of 36.0% in men with ED seen in an endocrinology specialty center for sexual function and dysfunction. Men who report life and work stresses also have a high prevalence of hypogonadism. (Guay,A.T., Velasquez, E., & Perez, J.B,1999). Stress and stressful life events shows change semen quality, serum reproductive hormones, and erectile dysfunction (Elvira, V., Bräuner, Nordkap,l., Priskorn,L., Hansen,A.M, Bang,A.K.,. Holmboe,S.A., Schmidt,L., Tina Jensen,T.K., & Jorgensen,N.,2020).

3.3 Anxiety

Anxiety is a normal and often healthy emotion. When an individual faces potentially harmful or worrying triggers, feelings of anxiety are not only normal but necessary for survival. However, when a person regularly feels disproportionate levels of anxiety, it might become a medical disorder. (Browne, D., 2020).The American Psychological Association (APA) defines anxiety as "an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure."Anxiety plays a major role in the development of the problems associated with erectile dysfunction (ED). Psychological and behavioral responses to ED can lead to a vicious cycle of increased uneasiness, distance and conflicts. This in turn leads to a lower frequency of sexual encounters, less time spent together and lack of communication between partners in a relationship. ED often results from a combination of different causes, which comprise of organic and psychogenic factors that occur at the same period of a man's life. (Rosen, R.C., 2001). There are multiple life stressors that can lead to anxiety and in turn induce secondary ED (someone who had achieved and sustain an erection for a long time before recent events). In addition to life stressors resulting in anxiety, erectile problems themselves can lead to specific anxiety. The vicious cycle of failure and escalating anxiety resulting from ED affects not only the patient but also the patient's

partner(Beutel, M.,1999). Typical concerns of the female partner are that she is no longer attractive to her partner; that she is getting too old for him to desire her; that her partner no longer loves her. In addition, she may also worry about her partner's fidelity. Frustration, not just sexual frustration, but a frustration at the lack of tenderness in the relationship can develop. As with the patient, the resulting partner's anxiety may lead to behavioral modifications, for example she may become clumsy and unsure how to behave with her partner, particularly in bed (Hedon, F.,2003).

A study done by Beck,J.C.,&Barlow,D.H 1986, defined relevant 'anxiety' and distraction processes occurring in sexual dysfunction including erectile dysfunction. A study aimed to elucidate the relationships between erectile dysfunction (ED) and depression or anxiety, and it finds   ED associated significantly with depression and anxiety status only in late 40s to early 50s (45–55. years) in male Japanese. (Sugimori,H., Yoshida,K., Tanaka,T,. Baba,K., Nishida,T., Nakazawa,R., &Iwamoto,T.,2005).

In a study conducted in Italy patients with severe anxiety and ED is related. Dynamic Penile echo-color Doppler ultrasound could be considered an accurate diagnostic test in patients with non-organic ED.(Cannarella, R., Calogero, A. E., Aversa, A., Condorelli, R. A., & La Vignera, S., 2021). A study entitled "Association between psychiatric symptoms and erectile dysfunction" find erectile dysfunction (ED) is often associated with a wide array of psychiatric symptoms, including phobic anxiety and free-floating anxiety etc. The aim of this study is to explore the relationship between ED and different psycho-pathological symptoms. They concluded that psychiatric symptoms can be found among ED patients.(Corona, G., Ricca, V., Bandini, E., Mannucci, E., Petrone, L., Fisher, A.D., Lotti, F., Balercia, G., Faravelli, C., Forti, G., and Maggi, M., 2007). A cross-sectional survey was performed to evaluate the prevalence and correlations of depression and anxiety among Chinese erectile dysfunction (ED) men. They found the prevalence and severities of anxiety increased as the ED severity increased.Yang,Y.,Song,Y.,Lu,Y., Xu,Y.,

Psychological Factors behind Erectile Dysfunction

Liu,L., & Liu,X.,2009).A study done by Beck,D,J&. Barlow,D, H. in 1986, present investigation explored the interactive effects of an anxiety-producing demand for performance and two forms of attention focus on men with secondary erectile dysfunction. Penile tumescence and subjective arousal were monitored continuously. The result shows impairment in ED during anxiety producing condition. In another study conducted with the aim of investigate the prevalence of anxiety and depression symptoms among patients with primary ED and premature ejaculation find that greater levels of state anxiety were reported among the ED patients. (Mourikis, I., Antoniou, M., Matsouka, E. *et al.*)

The findings of reviews suggest that the anxiety disorder populations are at a higher risk of developing ED. The role of anxiety in sexual functioning in this population has not been clearly established but it is thought that an abnormal anxiety response causes an increase in sympathetic tone, resulting in a distraction from erotic stimuli leading to impaired arousal and erection (Corretti G.,2007).

3.4 Depression

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities you once enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home.(American psychiatric association). The prevalence of depression in males is 3.6%(WHO).

Studies show that 35 to 47 percent of people with depression have problems with their sex life, 61 percent of people with severe depression have sexual problems.(Iliades, C, 2013, Every day health). The sexual urge that causes us to have an erection starts in our brain. When there aren't enough brain chemicals to stimulate the blood flow needed for an erection, erectile dysfunction results. Depression causes these brain chemicals to get out of balance, and that can mean us have

less desire for sex — and can't perform well. Erectile dysfunction is a common problem. It is estimated that half of all men over age 50 will experience erectile dysfunction from time to time. To know if depression is part of the sexual problem, focus on these warning signs: lost the desire for sex, and sex no longer feels pleasurable, doctor has prescribed an antidepressant and it is affecting your sex life, start to experience erectile dysfunction after a stressful life event, such as the loss of a job or a loved one or another family trauma, erectile dysfunction along with strong feelings of anxiety, frustration, and stress and Erectile dysfunction is associated with feeling negative about yourself (Iliades,C,2013)

Normal sexual function is a biopsychosocial process; sexual dysfunction almost always has organic and psychological components and requires multidisciplinary, goal-directed evaluation and treatment. A study entitles "Exploring the relationship between depression and erectile dysfunction in aging men" shows Erectile dysfunction is one of the more common male sexual dysfunctions encountered in the clinical setting. Comorbidity between erectile dysfunction and depressive illness is high. Finally they are saying that the causal relationship is unclear. (Seidman, S.N., 2002). In a study The findings of the meta-analysis indicate that exposure to depression increases the risk of ED. demonstrated that the risk of ED increases by 39% in patients with depression, and that the incidence of ED is 1.39 times higher in patients with depression than in those without depression. (Liu,Q., Zhang,Y., Wang,J., Li,S., Cheng,Y., Guo,J., Tang,Y., Zeng,H.,& Zhu, Z.,2018). The behavioral model postulates that patients with depression tend to engage in negative thought and are less confident, which results in performance anxiety that further reduces erectile function (Makhlouf, A. & Kparker, C.S. ,2007). The biological model postulates that depression affects the hypothala- mic pituitary adrenocortical (HPA) axis, leading to excess catecholamine production, which in turn, leads to poor cavernosal muscle relaxation and ED (Goldstein, I.,2000). Moreover, most antidepressant drugs have adverse effects on

erectile function (Shiri, J.R., Koskimaki, T.L.& Tammela). In addition, low testosterone is a possible explanation for the exacerbation of depression by ED (Chou,P.S., Chou,W./P., Chen,M C *et al* ,2015). Previous studies have suggested that testosterone plays a key role in ED development and that low testosterone levels are associated with ED (Tsujimura, A, 2013). The Massachusetts Male Aging Study showed that men with untreated depression had a 1.8-fold greater chance of experiencing erectile dysfunction than men without depression, and erectile dysfunction increased with increasing degree of depression (Araujo, A.B., Durante, R., Feldman, H.A., Goldstein, I., McKinlay, J.B., 1998). A strong association has been observed among erectile dysfunction, overall lack of life satisfaction, and symptoms of depression in the study ofShabsigh, R., Klein, L.T., Seidman, S., Kaplan, S.A., Lehrhoff, B.J. & Ritter, J,S.,(1998). Improvements in life satisfaction may result from positive changes in self-confidence, mood, and family and sexual relationships, and improved erectile function in men with erectile dysfunction may play a decisive role in the complex network of factors that contribute to overall quality of life (Rosen, R.C., Seidman, S.N., Menza, M.A., Shabsigh, R., Roose, S.P., Tseng, L.J., Orazem, J., Siegel, R.L.,2004) . The results presented here strongly support the hypothesis that improvements in sexual function in men with erectile dysfunction are associated with a lessening of depressive symptoms, which may have clinical implications for the management of a broad population of men with mild depression who may also suffer from erectile dysfunction.

3.5 Sleep disorders

Good sleep is necessary for good health and well-being (Buysse, D.J., 2014).Sleep is defined on the basis of behavioral and physiological criteria dividing it into two states: non rapid eye movement (NREM) sleep which is subdivided into three stages (N1, N2, N3); and rapid eye movement (REM) sleep characterized by rapid eye movements, muscle atonia and desynchro- nized EEG. Circadian rhythm of sleep- wakefulness is controlled by the master clock located in the suprachiasmatic nuclei of the hypothalamus.

(Chokroverty, S, 2010). Adults needs 7 or more hours of sleep per night for the best health and wellbeing. Sleep disorders are a group of conditions that affect the ability to sleep well on a regular basis. Whether they are caused by a health problem or by too much stress, sleep disorders are becoming increasingly common. Depending on the type of sleep disorder, people may have a difficult time falling asleep and may feel extremely tired throughout the day. The lack of sleep can have a negative impact on energy, mood, concentration, and overall health. There are different causes for different sleep disorders, including:Other conditions, such as heart disease, lung disease, nerve disorders, and pain, Mental illnesses, including depression and anxiety, Medicines, Genetics,etc(Mayo Clinic, 2021). Most sleep disorders can be characterized by one or more of the following four signs: trouble falling or remaining asleep, difficult to stay awake during the day, there are imbalances in circadian rhythm that interfere with a healthy sleep schedule, prone to unusual behaviors that disrupt sleep. (Sing, A, 2020). Sleep problems, including snoring, sleep apnea, insomnia, sleep deprivation, and restless legs syndrome, are common. 35% of people in the world do not feel they get enough sleep. Adultsof 33% are struggling with chronic insomnia. (Bhaskar, S., Hemavathy, D., & Prasad, S., 2016)

Sleep-related erection (SRE) is a natural and involuntary phenomenon occurring typically during REM sleep in healthy males. SRE was called 'nocturnal penile tumescence' in work by Karacan, 1982. But sleep disturbance causes ED. Sleep disorders can impact our testosterone and oxygen levels. That can lead to many different issues, including erectile dysfunction (ED). Research has found a high prevalence of ED in men with obstructive sleep apnea, but doctors are not exactly sure why that's the case. Researchers have found evidence that men who have obstructive sleep apnea are more likely to have ED, and vice versa. . A 2009 Trusted Source found that 69 percent of male participants diagnosed with Obstructive Sleep Apnea also had ED (Budweiser, S., Enderlein, S., Jörres, A. R., Hitzl,A.P., Pfeifer,W.F & Arzt,M.,2009).A 2016

Psychological Factors behind Erectile Dysfunction

study found erectile dysfunction in about 63 percent of study participants with sleep apnea (Tsujimura, A., 2013). Research has shown a link between dysfunction with the endocrine system and sleep disorders. Hormone over activity between the brain and the adrenal gland may affect sleep function and cause wakefulness. A 2014 also found that low testosterone levels can lead to poor sleep. Decreased testosterone can lead to erectile dysfunction (ED). However, there's no evidence that obstructive sleep apnea impacts testosterone production. (Wittert, G., 2014). Testosterone plays an important role in sexual function, muscle mass, bone mineral density, and even mood. Chronic insomnia or chronic sleep restriction could therefore not only cause decreases in testosterone levels, but could also have marked implications for health and quality of life, including sexual function. The low level of testosterone pay a major role in ED, it seen in insomnia and chronic sleep insufficiency. (Auyeung, T.W., Lee, J.S., Kwok, T., Leung, J., Ohlsson, C., Vandenput, L, et al.,2011). Circadian rhythm sleep disorders are problems with sleep characterized by an inability to sleep at the desired time, rather than a dysfunction with the underlying mechanisms generating sleep. (American Sleep Disorders Association) The interactions between the circadian clock and erectile function, is existing while focusing on how disturbed rhythms contribute to risk factors of ED. (Tao, L.i., Bai,Y., Jiang ,Y., Jiang, K., Ye Tian, Wang, Z., BanY.,, Liang , X., Luo ,G.,& Sun.F,2022)Although there are only a few studies about Rest leg syndrome(RSL) and ED, it is thought that RLS is associated with ED The mechanism of interaction has not been clarified yet, but it may be because RLS and ED have similar biological processes, including autonomic dysfunction and dopamine deficiency. (Gao, X., Schwarzschild, M.A., O'Reilly, E.J., Wang, H., &Ascherio, 2010).In a recent case-control study with 50 subjects each, Kurt reported ED in Control group.(Kurt, O., Yazici, C.M., Alp, R., Sancak, E.B., &Topcu, B.,2019). Periodic limb movements during sleep (PLMS) is a type of movement disorder consisting of repetitive limb movements most often impacting the lower limbs, especially as extension of the toes, flexion of the

ankles and knees and sometimes even the hips, during sleep. These movements consist of bursts of muscle activity throughout sleep, and can cause both EEG arousals as well as autonomic arousals. Usually, RLS patients tend to have PLMS once they fall asleep (Wijemanne, S., Ondo,2017) PLMS is a relatively common sleep disorder with a prevalence ranging between 3% to 26% of the general population. The prevalence of PLMS has been known to be higher among ED patients, affecting 54% to 60%, especially men aged greater than 70 years (Hirshkowitz, M., Karacan, I., Arcasoy, M.O., Acik, G., & Williams, R.L., 1989).Another disdorer nocturia is the need to wake up one or more times to void urine during sleep (van Kerrebroeck, P., Abrams, P., Chaikin, D., Donovan, J., Fonda, D., Jackson, S., et al, 2002). Nocturia is a common complaint in middle-aged and older patients. While young adults rarely report symptoms of nocturia, urological surveys find that approximately half of adults age 60 or older report nocturia, and the prevalence increases with advancing age. Frequent nocturia could produce fragmented sleep and consequentially decrease the level of testosterone(Kim, M.K., Zhao, C., Kim, S.D., Kim, D.G., & Park, J.K.).A study of type 2 diabetes patients also found nocturia was associated with ED, and patients with lower levels of testosterone had a higher prevalence of nocturia (Liao, C.H., Chiang, & H.S., Yu, H.J, 2011). Narcolepsy is a rare chronic sleep disorder with a prevalence of 0.02% to 0.06%.The main symptom is excessive daytime sleepiness or unexpected sleep attacks. It affecting both sexes equally (Abad, V.C, 2017). Finding suggested a connection between ED and the medications such as stimulants and antidepressants used to treat narcolepsy.

3.6 Eating disorders

In today's generation, many people suffer from eating disorder. Eating disorder is one of the most complicated issues. This trouble can lead to severe physical and emotional damage if not treated at the right time. The DSM-5 contains diagnostic criteria for mental health disorders, to assist clinicians in effective assessment and diagnosis. Outlined below are the diagnostic criteria for eating disorders: Anorexia Nervosa (AN), Bulimia

Nervosa (BN), Binge Eating Disorder (BED), Other Specified Feeding and Eating Disorder (OSFED), Pica, Rumination Disorder, Avoidant/Restrictive Food Intake Disorder (ARFID) and Unspecified Feeding or eating disorder (UFED).

Eating disorder might trigger erectile dysfunction. Studies shows that people with obesity have a higher risk for erectile disfunction (ED) (Yafi, F. A., Jenkins, L., Albersen, M., Corona, G., Isidori, A. M., Goldfarb, S., Maggi, M., Nelson, C. J., Parish, S., Salonia, A., Tan, R., Mulhall, J. P., & Hellstrom, W. J. 2016).Changes to diet, maintaining unhealthy weightcan develop the risk of developing conditions that lead to ED.ED is less common among those who follow a Mediterranean diet- a Mediterranean diet favors fresh, plant-based foods with fish and a little meat over processed foods and a high intake of meat. (La, J., Roberts, N. H., &Yafi, F. A., 2018). Obese patients have an increased prevalence of vascular risk factors. Obesity in itself does not seem to be an underlying factor, but does impose a risk to vasculogenic impotence by developing chronic vascular disease, Which may lead to erectile dysfunction (Chung ,W, S., Sohn, J, H., &Park, Y, Y,1999). Sleep-related eating disorder (SRED) is a parasomnia characterized by clinically consequential involuntary eating emerging from sleep with partial or full unconsciousness. It may lead one person obese and the chance for ED is high. (American Academy of Sleep Medicine International Classification of Sleep Disorders, 2014). It can be say that taking care of our overall health and eating a varied and nutritious diet can help prevent or manage ED.

3.7 Substance addictions

Men are more likely than women to use almost all types of illicit drugs(Center for Behavioral Health Statistics and Quality. Results from the 2016 National Survey on Drug Use and Health).Drugs can be addicted. Drug addiction, also called substance use disorder, is a disease that affects a person's brain and behavior and leads to an inability to control the use of a legal or illegal drug or medication. Substances such as alcohol, marijuana and nicotine also are considered drugs.

When you're addicted, you may continue using the drug despite the harm it causes. (Mayo clinic). The DSM 5 recognizes substance-related disorders resulting from the use of 10 separate classes of drugs: alcohol; caffeine; cannabis; hallucinogens (phencyclidine or similarly acting arylcyclohexylamines, and other hallucinogens, such as LSD); inhalants; opioids; sedatives, hypnotics, or anxiolytics; stimulants (including amphetamine-type substances, cocaine, and other stimulants); tobacco; and other or unknown substances. Some of the causes that men use substances are Expectations of Masculinity and Self-Medication, Pressure Relating to Life Circumstances, Genetic Predisposition to Substance Use, Health Conditions, Trauma or Adverse Childhood Experiences, Grief, etc. Alcohol use disorder is still the most common form of substance use disorder around the world (Glazer, G., 2015).

Sexual dysfunction is commonly associated with the use of substances, in both men and women. A study conducted by Bang-Ping, J, in 2009 proved that illicit drug male abusers were prone to have ED. ED and decreased sexual desire were most commonly seen in heroin, followed by amphetamine and MDMA (Methylenedioxy-methamphetamine) mono-users. A mechanism that may be involved in testosterone suppression include the decreased release of vasodilator molecules like nitric oxide and the toxic effects of the oxidants produced during the metabolism of alcohol. Erectile dysfunction may result from alcohol-induced neuropathy or because of the cardiovascular complications caused by chronic use of alcohol. Chronic use of cannabis may lead to decreased testosterone Animal studies involving the endocannabinoid system have shown inhibitory effects of cannabis on erectile function. (Gratzke, C, Christ, GJ, Stief, CG, K-E, Andersson, Hedlund, P., 2015). chronic use of opioids such as morphine and heroin reduce the release of luteinizing hormone further leading to decreased testosterone and estradiol with an increase in free sex hormone binding globulin causing hypogonadism. This is associated with reduced sexual desire, erectile dysfunction, and infertility. (Vuong, C,Van Uum, SHM, O'Dell, LE,

Psychological Factors behind Erectile Dysfunction

Lutfy, K, Friedman, TC, 2010). Prolonged use of cocaine decreases sexual desire and erectile function and causes delayed orgasm/ejaculation. This effect is noted to be worse when cocaine is used along with other psychoactive substances, including alcohol. Prolonged use of methamphetamine, however, may lead to difficulty in achieving a full erection, decreased sexual desire, and anorgasmia. (Buffum, J., 1982). Methylenedioxymethamphetamine (MDMA), popularly known as "ecstacy" or "love drug" causes improved sexual experience. However, chronic use leads to impaired erection and delayed orgasm.(Beck, J, Rosenbaum, M, 1994). Some types of antidepressants can cause erectile dysfunction, such as: tricyclic antidepressants, monoamine oxidase inhibitors (MAOIs), selective serotonin reuptake inhibitors (SSRIs) and selective serotonin-norepinephrine reuptake inhibitors (SSNRIs). These drugs alter levels of different chemicals in brain, such as dopamine, prolactin, and serotonin. However, it isn't fully known how these chemicals regulate sexual function. Some chemotherapy drugs, such as cisplatin, vincristine, and bortezomib can cause peripheral neuropathy. This is damage to parts of the nervous system. Peripheral neuropathy can sometimes affect nerves in the penis that control erections. Some types of drugs used to treat high blood pressure may prevent smooth muscle in your penis from relaxing. This effect prevents enough blood from reaching the penis. Without proper blood flow, can't maintain an erection. (Rodriguez, A, 2020). Some studies have shown that smoking is not associated with ED. (Johannes, C.B., Araujo, A.B., Feldman, H.A., Derby, C.A., Kleinman, K.P., & McKinlay, J.B. ,2000)However, the Massachusetts Male Aging Study found that the incidence of ED doubled in a sub-group of men smokers free from vascular-disease. (Feldman, H.A., Johannes, C.B., Derby, C.A., Kleinman, K.P., Mohr, B.A., Araujo, A.B., & McKinlay, J.B., 2000) Little is known about the effect of smoking on the recovery from ED and that of ED on starting or stopping smoking. It has also been shown that past smoking is also associated with ED. The use of certain substances may be related to the user's positive sexual expectancies from such use.

However, it is evident that all substances used for their mind-altering properties have a variety of adverse consequences on different phases of the sexual cycle. (Ghadigaonkar, D. S., & Murthy, P., 2019).

3.8 Marital adjustment

According to APA dictionary of psychology marital adjustment is "the process by which married couples attain mutual gratification and achieve common goals while maintaining an appropriate degree of individuality" Especially important to marital adjustment are the sharing of experiences, interests, and values, respect for the partner's individual needs, aims, and temperament, maintenance of open lines of communication and expression of feeling, clarification of roles and responsibilities, cooperation in decision making, problem solving, and rearing of children, attainment of mutual sexual gratification. Infidelity, Sexual differences, Values and beliefs, Life stages, Traumatic situations, Stress, Boredom, Jealousy, Trying to change each other, Communication problems, Lack of attention, Financial issues, Lack of appreciation, Technology and social media, Trust issues, Selfish behavior, Anger issues, Lying, Unrealistic expectations are some common issues that lead to marital discards. (Pace, R, 2021). Other than that erectile dysfunction, or ED, is a common condition that can make sexual activity difficult. It may lead to a loss of intimacy in a marriage or long-term relationship, affecting the mental well-being of both partners. In a study of 28 attendees of a sexual and marital clinic, the relationship between marital distress and both general and specific sexual dysfunctions was investigated. , it was noted that the specific male sexual dysfunctions of erectile dysfunction and premature ejaculation played a much larger part in marital discord. (Rust, J et al. 1988).

Arguments, poor communication, and anger can affect your sexual desire and sexual function. Working through these problems with your partner can help ease your symptoms of ED. Marital discard may lead to stress and strain in men may lead to ED. Sometimes selective patterns of erectile dysfunction happen. It

include: the man who is unable to obtain an erection with his wife but who regularly obtains a firm erection with another partner. (Levine,S.B., 2016). In a case study, the deterioration of the relationship is revealed by the words and tone used in the patient's responses to the physician's questions about the quality of the marriage. The patient may recount his wife's deficiencies, their fights, the cold, silent interactions, the infidelity, and thoughts of divorce. Even without such obvious evidence, his sarcastic, bitter, accusatory, or coldly indifferent tone conveys the lack of affection. His undisturbed potency before the relationship deterioration completes the pattern of erectile dysfunction due to interpersonal causes.(Hallbook, t, & Holmquist, B)A study shows that poor communication were the major factors contributing to ED(Rew, K, T & Heidelbaugh,J.J, 2016).

3.9 Sexual performance anxiety

Sexual performnece anxiety (SPA) can be defined as extreme nervousness experienced before or during sexual activity, typically affecting one's ability to have successful or satisfactory sex. SPA is a type of performance anxiety that affects sexual activity in particular. A person who has this condition will often be overcome by a fear that they'll be unable to perform either before sexual activities or during them. Performance anxiety, resulting from the man's concerns over his erectile response and durability of his erection, is always present even if at different levels (Beutel, M., 1999). The classic example is performance anxiety. "One erection failure can lead to fear and anxiety that can produce a temporary problem with erectile dysfunction," says Montague. Performance anxiety is caused primarily by negative thoughts. These thoughts can be related to sex or issues in your daily life. Men can feel pressured to please their partners or feel insecure about their ability to perform sexually. Fear and anxiety about penis size and body image could also play a role in performance anxiety. Causes of Sexual Performance Anxiety include: Fear that won't perform well in bed and satisfy partner sexually, Poor body image, including concern over weight, Problems in relationship, Worry that your penis won't "measure up", Concern about

ejaculating too early or taking too long to reach orgasm, Anxiety about not being able to have an orgasm or enjoy the sexual experience. Previous negative sexual experiences/trauma,a lack of sexual experience, Feeling emotionally disconnected from your partner. One of the effects of the stress hormones is to narrow blood vessels. When less blood flows into your penis, it's more difficult to have an erection. Even guys who normally don't have any trouble getting excited might not be able to get an erection when they're overcome by sexual performance anxiety. Sexual performance anxiety leads to a cycle of troubles. You might become so anxious about sex that you can't perform, which leads to even more sexual performance anxiety. (Watson, S, 2020).

The heightened sympathetic activity associated with sexual performance anxiety may be a key early component of this disruption of normal erectile responses. (Brien, S., Smallegange, C., Gofton, W. et al., 2002). Some research has shown a link between performance anxiety and erectile dysfunction. Stress about sex can lead to performance anxiety. This, in turn, can lead to erectile dysfunction (ED). When a person feels unable to meet a partner's sexual expectations, they may start feeling unworthy or incapable. These feelings of inadequacy and low self-esteem may lead to physical symptoms, such as ED. SPA affects 9-25% of men and contributes to premature ejaculation and psychogenic erectile dysfunction (ED) (Pyke ,E.R.,2020). A recent study from 2015 found a connection between depression and performance anxiety and noted that there may be a link between performance anxiety and ED. (RajkumarR, P.& Kumaran, A.K.,2015). A study evaluated the association between attitudes toward sex, stress, relationship quality, performance anxiety, and sexual dysfunction resulted main factors related to all types of sexual dysfunction among men. Results demonstrate the central role of performance anxiety in either the development or maintenance of sexual dysfunction including ED.(McCabe, M. P. ,2005).Liu, M.,2002 conducted a study and results show that high sexual performance anxiety affected the ED, patients' self-evaluation and coping response; and that sexual performance

Psychological Factors behind Erectile Dysfunction

anxiety, deficient sexual sensitivity, and poor communication were the major factors contributing to ED. The study concludes that sexual performance anxiety is a significant factor in the cause of ED. Based on The five-question International Index of Erectile Function allows rapid clinical assessment of ED find out that Performance anxiety and relationship issues are common psychological causes for ED. (Rew, K, T & Heidelbaugh, J.J, 2016).

3.10 Early trauma

Trauma is an emotional response to a terrible event like an accident, rape or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea. While these feelings are normal, some people have difficulty moving on with their lives (American Psychological Psychology). Trauma can be three types. Acute trauma results from a single incident. Chronic trauma is repeated and prolonged such as domestic violence or abuse. Complex trauma is exposure to varied and multiple traumatic events, often of an invasive, interpersonal nature. There are five steps in trauma. Denial, Anger and Acceptance. Early childhood trauma generally refers to the traumatic experiences that occur to children aged 0-6. Because infants' and young children's reactions may be different from older children's, and because they may not be able to verbalize their reactions to threatening or dangerous events, many people assume that young age protects children from the impact of traumatic experiences. A growing body of research has established that young children may be affected by events that threaten their safety or the safety of their parents/caregivers, and their symptoms have been well documented. These traumas can be the result of intentional violence—such as child physical or sexual abuse, or domestic violence—or the result of natural disaster, accidents, or war. Young children also may experience traumatic stress in response to painful medical procedures or the sudden loss of a parent/caregiver. Some individuals latterly may clearly display criteria associated with posttraumatic stress disorder (PTSD). Around the world 60.7 percent of men reported experiencing at least one trauma in their lifetime. The most common trauma was witnessing someone being badly injured or killed (cited by 35.6 percent of men), The second most common trauma was being involved in a fire, flood, or other natural disaster (cited by 18.9 percent of men), The third most common trauma was a life-threatening accident/assault, such as from an automobile accident, a gunshot, or a fall (cited by 25 percent of men). Childhood trauma include Physical abuse, Sexual abuse, Emotional abuse, Physical neglect, Emotional neglect, Mental illness, Divorce, Substance abuse, Violence against your mother, Mental illness, having a relative who has been sent to jail or prison.

Post-traumatic stress disorder (PTSD) is a mental health condition that's triggered by a terrifying event — either experiencing it or witnessing it. Symptoms may include flashbacks, nightmares and severe anxiety, as well as uncontrollable thoughts about the event (APA). In a 2002 study published in the journal Urology, 85% of combat veterans undergoingtreatment for PTSD reported symptoms of erectile dysfunction (Cosgrove, D. J., Gordon, Z., Bernie, J. E., Hami, S., Montoya, D., Stein, M. B., & Monga, M. 2002).

Childhood trauma. And that doesn't include only childhood sexual abuse (although that's a large and pervasive type of childhood trauma). It also includes being neglected by your parents, seeing aggressive or emotionally abusive behavior between your parents, getting bullied or mistreated by peers, dealing with identity-related discrimination, and more. These early negative experiences can psychologically shape us and the way we behave, think, and move throughout the world. And new research suggests those traumas can actually affect the way we experience our sexuality in a very specific way. It influences penial erecting. survivors' availability and receptiveness to pleasant stimuli, including sexual stimuli, therefore leading to a sex life perceived as empty, bad, unpleasant, negative, unsatisfying, or worthless. Depression, anxiety, and anger are the most commonly reported emotional responses to childhood sexual abuse. This will definitely

influence erectile disfunction. This study explores the impact of childhood sexual assault (CSA) on men's sexual function done by Kamnerdsiri,A,D, Fox, C. & Weiss, P., 2020,they find that when taking a sexual history, it is recommended to practitioner to include questions about CSA, considering its correlation with erectile dysfunction. They find out that correlation between the two. Child sexual abuse (CSA) is strongly associated with sexual dysfunction. Studies confirmed that CSA is a risk factor for sexual dysfunction in adult male survivors, including low sexual drive, problems with arousal, and difficulties with orgasm and pain, other studies failed to find a correlation between sexual dysfunction and CSA. (Gewirtz-Meydan, A. & Opuda, E, 2020).

3.11 Guilt

Guilt is a feeling of deserving blame especially for imagined offenses or from a sense of inadequacy. It is a self-conscious emotion characterized by a painful appraisal of having done (or thought) something that is wrong and often by a readiness to take action designed to undo or mitigate this wrong. It is distinct from shame, in which there is the additional strong fear of one's deeds being publicly exposed to judgment or ridicule. (APA Dictionary). If guilt is strong enough, it interrupts the signals between brain and body, stopping one from getting an erection. It's almost as if the unconscious mind punishes by denying pleasure in response to the guilt that feel. Guilt can also cause impotence in men who view sex as being shameful for religious or cultural reasons. A man may feel guilty that they are not satisfying their partner. Guilt dominates the lives of some impotent men. Their consciences repeatedly drive them to deny themselves pleasure, spoil nice things in their lives, or compulsively perform works of social benefit. Impotence is an aspect of the same neurotic patterns that characterize the rest of their lives. Guilty men experience considerable shame and self-degradation about sexual expression. (Cleveland Clinic medical professionals, 2019). A study done by Chakrabarti, N., Chopra,V,K., & Sinha,V, K,2002, shows Masturbatory guilt (Some people may feel guilty about masturbating because of cultural, spiritual, or religious beliefs) leading to severe depression and erectile dysfunction.

Sexual guilt is a negative emotional response associated with the feeling of anxiety, guilt or shame in relation to sexual activity. It is also known as "sexual shame". It is linked with the negative social stigma and cultural expectations that are held towards sex as well as the historical religious opposition of all "immoral" sexual acts. Participation in sexual intercourse does not need to occur to experience sexual guilt; however, self sexual pleasure or sexual activities with others are major causes. Sexual guilt can also be felt by an individual who feels guilty about the idea of sex. Sexual guilt can be derived from the negative pressures placed upon individuals throughout a lifetime of parental messages or religious teachings surrounding sexual activity and expression. (Ley,D.J.)Sexual Guilt can be a reason foe erectile dysfunction. A study explored how guilt feelings about having sexual fantasies during intercourse are related to frequency of fantasizing, to sexual satisfaction and sexual dysfunction occurred. The high-guilt subjects believed that sexual fantasies during intercourse were significantly more abnormal, immoral, uncommon, socially unacceptable, and harmful to themselves, their partner, and their relationship. These guilty feeling leads to sexual dysfunction including ED. (Cado,S.& Leitenberg,H.,1990) . Negative, confusing, guilt-inducing, or traumatic sexual experiences are almost universal for both females and males. It causes sexual dysfunction. (McCarthy, B.W., 2008)

3.12 Low self-esteem

According to Rosenberg, (1965a), self-esteem is one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself. Self-esteem is regarded as a personal psychological characteristic relating to self-judgment based on one's values about humans (Alesi et al., 2012). Self-esteem implies an awareness of one's value system and one's emotional evaluation of one's self-worth (Schunk, 1985). An individual with high self-esteem and an individual with low self-esteem may respond similarly to positive

Psychological Factors behind Erectile Dysfunction

input, but they could exhibit different responses to negative input. Specifically, people with low self-esteem tend to exhibit negative responses, while those with high self-esteem tend to be less affected, as they are inclined to reject or restrict the scope of negative feedback (Brown, J. D., and Mankowski, T. A. 1993).

Low self-esteem may manifest in a variety of ways. If you have low self-esteem: you may believe that others are better than you, You may find expressing your needs difficulty, You may focus on your weaknesses, You may frequently experience fear, self-doubt, and worry, You may have a negative outlook on life and feel a lack of control, You may have an intense fear of failure, You may have trouble accepting positive feedback, You may have trouble saying no and setting boundaries, You may put other people's needs before your own, You may struggle with confidence. Low self-esteem has the potential to lead to a variety of mental health disorders, including anxiety disorders and depressive disorders. Difficult to maintain healthy relationships. Having low self-esteem can seriously impact quality of life i.e. our sexual life also. (Cherry,K.,2021)

Low self-esteem and erectile dysfunction feed off one another. One study of Brazilian men showed that 95% of those with ED also had poor self-esteem! While it's no surprise that sexual dysfunction or erectile dysfunction can cause low self-esteem. For example, men who start out with a low self-esteem may see themselves as unsexy or inadequate. This can lead to erectile problems in bed. Furthermore, people with a low self-esteem are more vulnerable to experiencing guilt, depression, anxiety and fear of rejection. A study conducted by Feldman, H.A, Goldstein, I., Hatzichristou, D.G, Krane, R.J., & McKinlay, J.B. in 1994, ED impacts a patient's and his partner's sexual life and is associated with depression, anxiety, and low self-esteem. In a study entitled "Is erectile dysfunction related to self-esteem and depression? A prospective case-control study" aimed to evaluate the relationship of erectile dysfunction (ED) with self-esteem, symptom severity and depression. The result shows the patients with mild ED are not entirely satisfied in

spite of normal sexual frequency. This situation causes significantly low the self-esteem of men. Prevention of ED will contribute to increased self-esteem and happy lives. (Özkent, M.S. et al. 2021). If one feels that he is unattractive, or undesirable, it'll likely put a damper on sexual encounters. Low self-esteem may also cause anxiety about sexual performance, which can lead to issues with ED and reduced sexual desire. Over time, self-esteem issues can result in larger mental health problems, such as depression, anxiety, and drug or alcohol abuse — all of which have been linked to low libido and ED.(Murrell,D, 2019). Sexual self-confidence (few ways people can boost their confidence in bed and ready themselves for hits to self-esteem that may come their way) has been shown to be associated with erectile function. (Sontag, A., Ni, X., Althof, S. *et al.,2014).*

3.13 Indifference

Sexual indifference may come as a result of age and a subsequent loss of interest in sex, be the result of medications or stemming from problems in a couple's relationship. There are many reasons that could lead a man to become sexually indifferent. Thinking about sex creates a burst of dopamine, which is a brain chemical that's linked to excitement, motivation and pleasure. It also plays a crucial role in helping you to get an erection! In a man who is bored with or indifferent about sex, thinking about the act is unlikely to be accompanied by that dopamine burst, which in turn can cause erectile dysfunction.

3.14 Pornography addiction

Pornography addiction is characterized by the compulsive and repeated use of pornographic material, causing negative consequences to the viewer's physical, mental, social and/or financial wellbeing. A lot of time spent watching and masturbating to pornography can cause unrealistic expectations about sex or sexual partners. The brain can become "trained" to expect and need that kind of experience in order to achieve arousal for ED. This effect is so common it has its own diagnosis – pornography

induced erectile dysfunction or (PIED). A survey of 28,000 users found that many Italian males started an "excessive consumption" of porn sites as early as 14 and after daily use in their early to mid-20s became inured to "even the most violent" images, said Carlo Foresta, head of the Italian Society of Andrology and Sexual Medicine (SIAMS). According to new research presented July 16, 2020, at the European Association of Urology (EAU) Virtual Congress, too much pornography watching can lead to trouble: It is linked to increased cases of erectile dysfunction (ED), The research team defined porn addiction among their participants by using a specific validated cyber porn addiction score which consist of eleven questions. In the group below age 35, with a high porn addiction score, 45 percent had ED.

A new German study in JAMA Psychiatry found men who watch an excessive amount of pornography tend to have less volume and brain activity in regions linked to reward and motivation. Their data also showed porn addiction weakened the area of the brain associated with behavior and decision making. As men continually watch porn to feel stimulated, their ability to become naturally stimulated is severely hampered. One of the most disturbing effects of porn addiction is porn-induced erectile dysfunction. This form of erectile dysfunction prevents men from engaging in ordinary sexual relations. An Italian study revealed up to 70 percent of young men with erectile dysfunction began habitually watching porn in their mid-teens.

IV. CONCLUSION

Erectile dysfunction (ED) is a significant problem, with over millions of men around the world. , it may have a dramatic impact on the quality of life of many men as well as their sexual partners. All men, at some point, will experience erectile dysfunction. It may be due to organic cause or psychological cause or the combination of both. The main Psychological factors such as hyposexuality, stress, anxiety, depression, sleep disorders, eating disorders, substance addictions, marital adjustment, sexual performance anxiety,

early trauma, guilt, low self-esteem, indifference Pornography addiction can influence erectile dysfunction. About 40% of erectile dysfunction's cases are considered psychogenic. Increasing importance is being attached to the psychological aspects in the diagnosis and management of erectile dysfunction in recent years. If the problem ED becomes persistent or becomes stressful, then it's appropriate to seek out medical care to discuss possible ED treatment options to uncover, address and decrease the psychosocial and psychological barriers causing ED. Recommended treatment options may include medications, breathing techniques, meditation, guided imagery, exercise, discussion with your partner or therapy.

REFERENCES

1. Abraham G., Porto R. Pirámide; Madrid: 1979. Terapias Sexológicas.

2. Abad,V.C, Guilleminault C. New developments in the management of narcolepsy. *Nat Sci Sleep*. 2017;9:39–57.

3. Adamson, P. C., Krupp, K., Freeman, A. H., Klausner, J. D., Reingold, A. L., & Madhivanan, P. (2011). Prevalence & correlates of primary infertility among young women in Mysore, India. *The Indian journal of medical research*, *134*(4), 440–446.

4. Ahn, T.Y., Park, J.K., Lee, S.W., Hong, J.H., Park, N.C., Kim, J.J., Park, K., Park, H., & Hyun, J.S.(20007). Prevalence and Risk Factors for Erectile Dysfunction in Korean Men: Results of an Epidemiological Study. The Journal of Sexual Medicine. https://doi.org/10.1111/j.1743-6109.2007.00554.x

5. Alesi, M., Rappo, G., and Pepi, A. (2012). Self-esteem at school and self-handicapping in childhood: comparison of groups with learning disabilities. *Psychol. Rep*. 111, 952–962. doi: 10.2466/15.10.PR0.111.6.952-962.

Psychological Factors behind Erectile Dysfunction

6. American Academy of Sleep Medicine International Classification of Sleep Disorders3rd ed Darien, IL: American Academy of Sleep Medicine; 2014.

7. American Psychological Association, Trauma.

8. American Psychological Association Dictionary. American Psychological Association.

9. American Psychological Association Dictionary. Guilt. American Psychological Association

10. American Psychiatric Association. What is depression?

11. American Sleep Disorders Association (ASDA) *The international classification of sleep disorders: diagnostic and coding manual.* Rochester (MN): ASDA; 1997.

12. Araujo, A.B., Durante, R., Feldman, H.A., Goldstein, I., McKinlay, J.B. (1998). The relationship between depressive symptoms and male erectile dysfunction: cross-sectional results from the Massachusetts Male Aging Study. Psychosom Med 1998; 60:458–465.

13. Auyeung, T.W., Lee, J.S., Kwok, T., Leung, J., Ohlsson, C., Vandenput, L, et al. Testosterone but not estradiol level is positively related to muscle strength and physical performance independent of muscle mass: a cross-sectional study in 1489 older men. *Eur J Endocrinol.* 2011;164: 811–817.

14. Bacon, C.G., Mittleman, M.A., Kawachi, I., Giovannucci, E., Glasser, D.B., &Rimm, E.B. Sexual function in men older than 50 years of age: results from the health professionals follow-up study. Ann Intern Med. 2003; 139:161–8.

15. Bang-Ping, J.(2009). Sexual dysfunction in men who abuse illicit drugs: a preliminary report. 2009 Apr;6(4):1072-1080. doi: 10.1111/j.1743-6109.2007.00707.x. Epub 2007 Dec 18.

16. Beck,J.C.,&Barlow,D.H.(1986).The effects of anxiety and attentional focus on sexual responding—II: Cognitive and affective patterns in erectile dysfunction,Behaviour Research and Therapy,Volume 24, Issue 1, Pages 19-26,ISSN 0005-7967,https://doi.org/10.1016/0005-7967(86)90145-2.

17. Beck, J, Rosenbaum, M. *Pursuit of Ecstasy: The MDMA Experience.* Albany, NY: State University of New York Press; 1994

18. Beck,D, J&. Barlow,D, H. in1986 The effects of anxiety and attentional focus on sexual responding—I: Physiological patterns in erectile dysfunction,. Behaviour Research and Therapy,. Volume 24, Issue 1,. Pages 9-17, ISSN 0005-7967, https://doi.org/10.1016/0005-7967(86)90144-0.

19. Beutel, M. (1999). Psychosomatic aspects in the diagnosis and treatment of erectile dysfunction. *Andrologia* 1999; 31(Suppl 1): 37–44.

20. Bhaskar, S., Hemavathy, D., & Prasad, S. (2016). Prevalence of chronic insomnia in adult patients and its correlation with medical comorbidities. Journal of family medicine and primary care, 5(4), 780–784. https://doi.org/10.4103/2249-4863.201153

21. Breyer, B.N., Cohen, B.E., Raymond, C.R, Neylanc.T. & Seal, K.H. (2013). Sexual Dysfunction in Male Iraq and Afghanistan War Veterans: Association with Posttraumatic Stress Disorder and Other Combat-Related Mental Health Disorders: A Population-Based Cohort Study. *The journal of sexual medicine.* https://doi.org/10.1111/jsm.12201.

22. Brien, S., Smallegange, C., Gofton, W. *et al.* Development of a rat model of sexual performance anxiety: effect of behavioural and pharmacological hyperadrenergic stimulation on APO-induced erections. *Int J Impot Res* 14, 107–115 (2002). https://doi.org/10.1038/sj.ijir.3900836

23. Brown, J. D., and Mankowski, T. A. (1993). Self-esteem, mood, and self-evaluation: changes in mood and the way you see you. *J. Pers. Soc. Psychol.* 64, 421–430. doi:10.1037/0022-3514.64.3.421

24. Browne, D. (2020).What to know about anxiety? Medical News Today.

25. Blumer,D.(1970).Hypersexual episodes in temporal lobe epilepsy *Am J Psychiatry*, 126 (1970), pp. 1099-1106

26. Britannica, T. Editors of Encyclopaedia (2019, December 20). *fertility*. *Encyclo pediaBritannica*.https://www.britannica.com/science/fertility.

27. Budweiser,S., Enderlein,S., Jörres,A.R., Hitzl,A.P., Pfeifer,W.F & Arzt,M.(2009). Sleep apnea is an independent correlate of erectile and sexual dysfunction.2009,Nov;6(11): 3147- 57. DOI: 10.1111/j.1743-6109.2009.01372.x

28. Buffum, J. Pharmacosexology: the effects of drugs on sexual function a review. *J Psychoactive Drugs*. 1982;14(1–2):5-44. doi:10.1080/02791072.1982.10471907.

29. Buysse, D.J. (2014).Sleep health: can we define it? Does it matter? *Sleep*. 2014;37:9–17.

30. Cado, S. & Leitenberg,H.(1990). Guilt reactions to sexual fantasies during intercourse. 1990 Feb;19(1):49-63.doi: 10.1007/BF01541825.

31. Calverton, Maryland, USA: ORC Macro and the World Health Organization; 2004. World Health Organization. Infecundity, Infertility, and Childlessness in Developing Countries. DHS Comparative Reports No 9.

32. Cannarella, R., Calogero, A. E., Aversa, A., Condorelli, R. A., & La Vignera, S. (2021). Differences in Penile Hemodynamic Profiles in Patients with Erectile Dysfunction and Anxiety. *Journal of Clinical Medicine*, *10*(3), 402. MDPI AG. Retrieved from http://dx.doi.org/10.3390/jcm10030402

33. Center for Behavioral Health Statistics and Quality. *Results from the 2016 National Survey on Drug Use and Health: Detailed Tables*. Rockville, MD: Substance Abuse and Mental Health Services Administration; 2017.https://www.samhsa.gov/data/sites/default/files/NSDUH-DetTabs-2016/NSDUH-DetTabs-2016.pdf

34. Chadwick, A.J., Mann, W.N. (Eds.), Hippocraticwritings, Penguin, London (1987), pp. 47

35. Cherry,K.(2021). What Is Self-Esteem? Wery well mind.

36. Chokroverty,S.(2010). Overview of sleep & sleep disorders. Indian J Med Res 131, February 2010, pp 126-140

37. Chakrabarti,N.,Chopra,V,K.,& Sinha,V,K,2002, shows Masturbatory guilt leading to severe depression and erectile dysfunction. Jul-Sep2002;28(4):285-7.doi:10.1080/00926230290001402.

38. Chou, P.S.,Chou, W./P., Chen,M C *et al.*. Newly diagnosed erectile dysfunction and risk of depression: A population-based 5-year follow-up study in Taiwan.*J Sex Med*, 12 (2015), pp. 804-812

39. Chung ,W, S., Sohn, J, H., &Park, Y, Y: Is Obesity an Underlying Factor in Erectile Dysfunction? Eur Urol 1999;36:68-70. doi: 10.1159/000019929

40. Cleveland Clinic medical professionals, 2019. Sexual Dysfunction in Males

41. Consensus development conference statement. National Institutes of Health. Impotence. December 7–9, 1992. Int J Impot Res. 1993;5:181–284.

42. Corretti G. The relationship between anxiety disorders and sexual dysfunction. *Psychiatr Times* . 2007;24:58–9.

43. Corona, G., Ricca, V., Bandini, E., Mannucci, E., Petrone, L., Fisher, A.D., Lotti, F., Balercia, G., Faravelli, C., Forti, G., and Maggi, M.(2007).Association between psychiatric symptoms and erectile dysfunction.The Journal of Sexual Medicine,Volume 5, Issue 2,Pages 458-468, ISSN 1743-6095, https://doi.org/10.1111/j.1743-6109.2007.00663.x.

44. Cosgrove, D. J., Gordon, Z., Bernie, J. E., Hami, S., Montoya, D., Stein, M. B., & Monga, M. (2002). Sexual dysfunction in combat veterans with post-traumatic stress disorder. *Urology*, *60*(5), 881–884. https://doi.org/10.1016/s0090-4295(02)01899-x

45. Cleveland Clinic medical professional . (2020). Erection Ejaculation: How It Occurs.https://my.clevelandclinic.org/health/articles/10036-erection-ejaculation-how-it-occurs

46. Dean, R. C., & Lue, T. F. (2005). Physiology of penile erection and pathophysiology of erectile dysfunction. *The Urologic clinics of North America*, *32*(4), 379–v. https://doi.org/10.1016/j.ucl.2005.08.007

47. The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) (2013) publication of the American Psychiatric Association (APA) classification.

48. Elvira,V.,Bräuner, Nordkap, l.,Priskorn, L.,Hansen,A.M,Bang,A.K.,. Holmboe,S.A., Schmidt,L., Tina Jensen,T.K., &Jørgensen, N.(2020).Psychological stress, stressful life events, male factor infertility, and testicular function: a cross-sectional study,*Fertility and Sterility*,Volume 113, Issue 4,2020.

49. Farré J.M., Lasheras M.G. Garsi; Madrid: 1998. Psiquiatría y Disfunción Eréctil.

50. Feldman, H.A., Goldstein, I, Hatzichristou, D.G., Krane ,RJ., McKinlay, J.B. Impotence and its medical and psychosocial correlates: results of the Massachusetts Male Aging Study. *J Urol*. 1994;151:54–61.

51. Feldman HA, Johannes CB, Derby CA, Kleinman KP, Mohr BA, Araujo AB, McKinlay JB. Erectile dysfunction and coronary risk factors: Prospective results from the Massachusetts Male Aging Study. *Prev Med* 2000; 30:328-38.

52. Feldman HA, Goldstein I, Hatzichristou DG, Krane RJ, McKinlay JB. Impotence and its medical and psychosocial correlates: results of the Massachusetts Male Aging Study. *J Urol*. 1994;151:54–61.

53. Forster, E.S. *Aristotle. Movement of animals,* William Heinemann, London (1955), p. 11

54. Foresta,C. the Italian Society of Andrology and Sexual Medicine (SIAMS).

55. Freud, Sigmund (1953). *The Interpretation of Dreams (Second Part) and On Dreams*. London: The Hogarth Press. pp. Introduction 686 633. ISBN 0-7012-00 67-7.

56. Ganguly, S., & Unisa, S. (2010). *Trends of Infertility and Childlessness in India: Findings from NFHS Data. Facts, views & vision in ObGyn*, 2(2), 131–138.

57. Gao, X., Schwarzschild, M.A., O'Reilly, E.J., Wang, H., &Ascherio, A. Restless legs syndrome and erectile dysfunction. *Sleep*. 2010;33:75–79.

58. Gewirtz-Meydan,A.& Opuda,E.(2020). The Impact of Child Sexual Abuse on Men's Sexual Function: A Systematic Review 2022 Jan;23(1):265-277.doi: 10.1177/1524838020 939134. Epub 2020 Jul 21.

59. Ghadigaonkar, D. S., & Murthy, P. (2019). Sexual Dysfunction in Persons With Substance Use Disorders. *Journal of Psychosexual Health*, *1*(2), 117–121. https://doi.org/10.1177/2631831819849365

60. Glina S, Shindel A, Eardley I, Ghanem H. Cavernosal α-blockade: a new technique for investigating and treating erectile impotence by GS Brindley. *J Sex Med*. 2008;5: 1791–1794

61. Glazer, G., "The Irrationality of AA," Atlantic April, 2015, https://www.theatlantic.com/magazine/archive/2015/04/the-irrationality-of-alcoholics-anonymous/386255/

62. Goldstein,I.(2000).The mutually reinforcing triad of depressive symptoms, cardio-vascular disease, and erectile dysfunction. *Am J Cardiol*, 86 (2000), pp. 41-45

63. Gratzke, C, Christ, GJ, Stief, CG, K-E, Andersson, Hedlund, P. Localization and function of cannabinoid receptors in the corpus cavernosum: basis for modulation of nitric oxide synthase nerve activity. *Eur Urol*. 2010;57(2):342-348.doi:10.1016/j.eur uro.2008.12.024.

64. Guptha .L.(2021). Infertility on an alarming rise in India: Expert talks about the reasons behind it. Times now.

65. Guyton,A.&Hall,J.(2007),Tratat de Fiziologie a Omului, Ed.MedicalaCallisto, 2007, 1001-1008, ISBN(13) 978-973-87261- 4-7.

66. Guay ,A.T., Velasquez, E., & Perez, J.B . Characterization of patients in a medical endocrine-based center for male sexual dysfunction. *EndocrPract* 1999; 5: 314–321.

67. Hallbook, t, & Holmquist, B.: Sexual disturbances following dissection of the aorta and common iliac arteries. *j cardiovasc surg* 19:255-256, 1970

68. Hedon, F. Anxiety and erectile dysfunction: a global approach to ED enhances results and quality of life. *Int J Impot Res* 15, S16–S19(2003).https://doi.org/10.1 038/sj.ijir.3900994

69. Hirshkowitz, M., Karacan, I., Arcasoy, M.O., Acik, G., &Williams ,R.L. The prevalence of periodic limb movements during sleep in men with erectile dysfunction. *Biol Psychiatry*. 1989;26:541–544.

70. Howell.,W.H.(1993).A textbook of physiology. Saunders, Philadelphia) pp. 1073-1074

71. How well your sex is? (2017). The Irish times.https://www.irishtimes.com/life-and-style/health-family/how-normal-is-your-sex-drive-1.3065035

72. Hui, J., He, S., Liu, R. *et al.* Trends in erectile dysfunction research from 2008 to 2018: a bibliometric analysis. *Int J Impot Res* 32, 409–419 (2020). https://doi.org/10.1038/s41443-019-0161-8

73. Iliades,C.(2013). Breaking the link between depression and erectile dysfunction. Every day health.

74. Johannes CB, Araujo AB, Feldman HA, Derby CA, Kleinman KP, McKinlay JB. Incidence of erectile dysfunction in men 40 to 69 years old: Longitudinal results from the Massachusetts Male Ageing Study. J urol 2000; 163:460-463

75. Kalaitzidou, I.,Venetikou, M.S, Konstadinidis, K.,Artemiadis, A.K, Chrousos,G., & Darviri, C. (2013). Stress management and erectile dysfunction: a pilot comparative study. *Andrologia*. DOI: 10. 1111/and.12129

76. Kamnerdsiri,A,D, Fox,C. & Weiss, P., 2020,Impact of Childhood Sexual Assault on Sexual Function in the Czech Male Population,Sexual Medicine,Volume 8, Issue 3,2020,Pages 446-453, ISSN 2050-1161, https://doi.org/10.1016/j.esxm.2020.06.003.

77. Karacan, I. Nocturnal penile tumescence as a biologic marker in assessing erectile dysfunction. *Psychosomatics*. 1982;23:349–360

78. Kim, M.K., Zhao, C., Kim, S.D., Kim, D.G., & Park, J.K. Relationship of sex hormones and nocturia in lower urinary tract symptoms induced by benign prostatic hyperplasia. *Aging Male*.

79. Kölliker.A.V .(1893).Das anatomische und physiologische Verhalten der kavernösen Körper der Sexualorgane. Verhandlungs bericht der Physikalisch‑Medizinischen Würzburg Enke Verlag, Erlangen, pp. 118-133

80. Kumar D. Prevalence of female infertility and its socio-economic factors in tribal communities of Central India. *Rural Remote Health*. 2007;7:456

81. Kurt, O., Yazici, C.M., Alp, R., Sancak, E.B., &Topcu, B. Is it only a sleeping disorder or more? Restless legs syndrome and erectile function. *Scand J Urol*. 2016;50:392–395.

82. La, J., Roberts, N. H., &Yafi, F. A. (2018). Diet and Men's Sexual Health. *Sexual medicine reviews*, 6(1), 54–68. https://doi.org/10.1016/j.sxmr.2017.07.004

83. Letourneau, E.J., Schewe, P.A., Frueh, B.C. (1997) Preliminary evaluation of sexual problems in combat veterans with PTSD. J Trauma Stress 10: 125–132.

84. Levine,s.b. 2016. Marital Sexual Dysfunction: Erectile Dysfunction. Diagnosis and treatment. Cleveland, Ohio. http://annals. org/ by a Penn State University Hershey User

85. Ley,D.J. "Overcoming Religious Sexual Shame". *Psychology Today*. Retrieved 2019-05-24.

86. Liao, C.H., Chiang,&H.S., Yu, H.J. Serum testosterone levels significantly correlate with nocturia in men aged 40-79 years. *Urology*. 2011;78:631–635.

87. Liu, M.,(2002). Influence of sexual performance anxiety on erectile dysfunction. *Chinese Journal of Clinical Psychology, 10*(1), 47–49.

88. Liu,Q.,Zhang,Y.,Wang,J.,Li,S.,Cheng,Y.,Guo, J.,Tang,Y., Zeng,H.,&Zhu,Z.(2018).Erectile Dysfunction and Depression: A Systematic Review and Meta-Analysis,*The Journal of Sexual Medicine,*Volume 15, Issue 8,2018,Pages 1073-1082,ISSN 1743-6095, https://doi.org/10.1016/j.jsxm.2018.05.016.

89. Male sexuality and human body. Male sexuality.https://www.myshepherdconnection.org/sci/sexuality/male-sexuality

Psychological Factors behind Erectile Dysfunction

90. Male hyposexual desire disorder. Yellow bird counselling LLC.

91. Makhlouf, A. Kparker, C.S. Niederberger.Depre- ssion and erectile dysfunction. *Urol Clin North Am*, 34 (2007), p. 565

92. Mayo clinic Staff. (2017). Drug addiction (substance use disorder). Mayo Clinic.

93. Mayo clinic Staff. (2021).Erectile dysfunction. Mayo clinic.

94. MayoclinicStaff.(2021). Male infertility. Mayo clinic

95. Mayo clinic Staff. (2021).Sleep disorders. Mayo clinic

96. McCabe, M. P. (2005). The role of performance anxiety in the development and maintenance of sexual dysfunction in men and women. *International Journal of Stress Management, 12*(4), 379–388. https://doi.org/10.1037/1072-5245.12.4.379

97. McCarthyB.W. (1990) Treating sexual dysfunction associated with prior sexual trauma, *Journal of Sex & Marital Therapy*, 16:3, 142-146, DOI: 10.1080/00926239008405260

98. Mourikis, I., Antoniou, M., Matsouka, E. *et al.* Anxiety and depression among Greek men with primary erectile dysfunction and premature ejaculation. *Ann Gen Psychiatry* 14, 34 (2015). https://doi.org/10. 1186/s12991-015-0074-y

99. Murrell,D,(2019). Low Sex Drive: Common Causes and Treatment. Health line

100. NIDA. 2021, April 13. Sex and Gender Differences in Substance Use. Retrieved fromhttps://nida.nih.gov/publications/research-reports/substance-use-in-women/sex-gender-differences-in-substance-use on 2022, January 28

101. Nițescu,N, &Ramba,D N. Decline Of Sexual Function In Men Between Physiological Senescence and Plurietiological Hypo sexuality. *Journal of Clinical Sexology* - Vol. 3; No.2: April- June 2020.

102. Özkent, M.S. et al.(2021.). Is erectile dysfunction related to self-esteem and depression? A prospective case-control study. 2021 Feb;53(1):e13910.doi: 10.1111/and.13910. Epub 2020 Nov 20.

103. Pace, R, 2021. 20 Common Marriage Problems Faced by Couples & Their Solutions.*Marriage.com*

104. Ponholzer,A.,Temml , C.,Mock,K., Marszalek, M.,Obermayr, R., & Madersbacher,S. (2008).

105. Practice Committee of the American Society for Reproductive Medicine. Definitions of infertility and recurrent pregnancy loss. *FertilSteril.* 2008;90(5 Suppl):S60.

106. Pyke ,E.R.,2019. Sexual Performance Anxiety.. 2020 Apr;8(2):183-190. doi: 10.1016/j.sxmr.2019.07.001. Epub 2019 Aug 22.

107. RajkumarR, P.& Kumaran, A.K.,2015. Depression and anxiety in men with sexual dysfunction: a retrospective study.2015 Jul;60:114-8.doi:10.1016/j.comppsych.2015.03.001. Epub 2015 Mar 19.

108. Retana-Marquez, S., Bonilla-Jaime, H., Vazquez-Palacios, G., Martinez-Garcia, R., Velazquez-Moctezuma, J. (2003) .Changes in masculine sexual behavior, corticosterone and testosterone in response to acute and chronic stress in male rats. HormBehav 44: 327–337.

109. Rew, K, T & Heidelbaugh,J.J, 2016. Erectile Dysfunction. *Am Fam Physician.* 2016 Nov 15;94(10):820-827

110. Rust,J et al. 1988, Marital problems and sexual dysfunction: how are they related?. 1988 May;152:629-31.doi: 10.1192/bjp.152.5.629.

111. Rodriguez, A, 2020. Drug Use and Erectile Dysfunction (ED): What's the Link? Health line. Rosen,R.C.(2001). Psychogenic erectile dysfunction. Classification and management. *Urologic clinics of North Amrica.* DOI:10. 1016/s0094-0143(05)70 137-3

112. Rosen, R.C., Seidman, S.N., Menza, M.A., Shabsigh, R., Roose, S.P., Tseng, L.J., Orazem, J., Siegel ,R.L. (2004) Quality of life, mood, and sexual function: a path analytic model of treatment effects in men with erectile dysfunction and depressive symptoms. Int J Impot Res ; 16:334–340

113. Rosenberg, M. (1965b). *Society and Adolescent Self-Image*. Princeton, NJ: Princeton University Press.

Psychological Factors behind Erectile Dysfunction

114. Sadeghi M. R. (2015). Unexplained infertility, the controversial matter in management of infertile couples. *Journal of reproduction& infertility*, 16(1), 1–2.

115. Sadock,B.J.,& Sadock, V.A. 9th ed. Philadelphia: Lippincott Williams and Wilkins; 2003. Kaplans and Sadocks Symptoms of Psychiatry Behavioral Sciences Clinical Psychiatry; pp. 872–4

116. Seidman,S.N.(2002). Exploring the relationship between depression and erectile dysfunction in aging men.J clin Psychiatry.

117. Schultheiss D., Musitelli S., Stief C.G., Jonas U. (Eds.), Classical writings on erectile dysfunction. An annotatedcollection of original texts from three millennia, ABW Wissenschaftsverlag, Berlin (2005), pp. 35-39

118. Schunk, D. H. (1985). Self-efficacy and classroom learning. *Psychol. Sch.* 22, 208–223. doi: 10.1002/1520-6807(198504) 22:2<208::aid-pits2310220215>3.0.co;2-7

119. Scott, E. (2020).What is stress? Verywell mind.

120. Shabsigh, R., Klein, L.T., Seidman, S., Kaplan, S.A., Lehrhoff, B.J.&Ritter, J,S.,(1998). Increased incidence of depressive symptoms in men with erectile dysfunction. *Urology*; 52:848–852

121. Shamloul R, Ghanem H. Erectile dysfunction. Lancet. 2013;381:153–65

122. Shiri, J.R., Koskimaki, T.L. & Tammela, J. *et al.* Bidirectional relationship between depression and erectile dysfunction. J Urol, 177 (2007), pp. 669

123. Sing,A,(2020). Sleep foundation, a one care media academy.

124. Sontag, A., Ni, X., Althof, S. *et al.* Relationship between erectile function and sexual self-confidence: a path analytic model in men being treated with tadalafil. *Int J Impot Res* **26,** 7–12 (2014). https://doi.org/10.1038/ijir.2013.31

125. Sugimori,H.,Yoshida,K.,Tanaka,T,.Baba,K., Nishida,T.,Nakazawa,R.,&Iwamoto,T.(2005)

126. Original research—psychology: Relationships between Erectile Dysfunction, Depression, And Anxiety In Japanese Subjects,*The Journal of Sexual Medicine*,

Volume 2, Issue 3,2005,Pages 390-396,ISSN1743-6095,https://doi.org/10.1111 / j.1743-6109.2005.20354.x.

127. Stief C.G., Bahren W., Scherb W., Gall H. Primary erectile dysfunction. *Journal Urology.* 1989;141:315–319.

128. Talwar P.P, Go OP, Murali IN. New Delhi: National Institute of Health and Family Welfare and Indian Council of Medical Research; 1986. Prevalence of infertility in different population groups in India and its determinants. Statistics and Demography.

129. Tao, L.i. , Bai,Y., Jiang ,Y., Jiang,K., Ye Tian , Wang ,Z., BanY.,, Liang ,X., Luo ,G.,& Sun.F. Potential Effect of the Circadian Clock on Erectile Dysfunction. *Aging and disease.* 2022, 13(1): 8-23 https://doi.org/10.14336/AD.2021.0728

130. Taken,K. et al (2016). Erectile dysfunction is a marker for obstructive sleep apnea. 2016 Jun;19(2):102-5.doi:10.3109/13685538.201 5.1131259. Epub 2016 Jan 13.

131. Tsujimura, A . (2013). The relationship between testosterone deficiency and men's health. *World J Mens Health*, 31 (2013), pp. 126-135

132. The national child traumatic stress network. Early childhood trauma.

133. Unisa S. Childlessness in Andhra Pradesh, India: Treatment-seeking and consequences. *Reprod Health Matters.* 1999;7:54–64.

134. Van Driel,M.F.(2015).Physiology of Penile Erection—A Brief History of the Scientific Understanding up till the Eighties of the 20th Century. Sexual Medicinehttps:// doi.org/10.1002/sm2.89

135. van Kerrebroeck, P., Abrams, P., Chaikin, D., Donovan, J., Fonda, D., Jackson, S., et al. The standardisation of terminology in nocturia: report from the Standardisation Sub-committee of the International Continence Society. *NeurourolUrodyn.* 2002;21:179–183

136. Vijay Mehtry, Kiran Kumar PK, Narendra J. Shetty, Sudarshan A Bhandary, Karunakara Adappa, Santosh T Soans, EVS. Maben , Ashok Hegde. "Substance use and sexual dysfunction". Journal of Evolution of

Psychological Factors behind Erectile Dysfunction

Medical and Dental Sciences 2013; Vol. 2, Issue 44, November 04; Page: 8620-8628.

137. Virag R, Zwang G, Dermange H, Legman M. Vasculogenic impotence: a review of 92 cases with 54 surgical operations. *Vasc Surg*. 1981;15:9–17.

138. Vuong, C, Van Uum, SHM, O'Dell, LE, Lutfy, K, Friedman, TC. The effects of opioids and opioid analogs on animal and human endocrine systems. *Endocr Rev*. 2010;31 (1):98-132. doi:10.1210/er.2009–0009

139. Wang W. (2011). *Zhonghua nan kexue = National journal of andrology*, *17*(12), 1146–1151.

140. What is 'morning wood,' and why does it happen?. Medical News today. https://www.medicalnewstoday.com/articles/325305

141. Watson, S, 2020. Sexual Performance Anxiety. Web MD

142. Wijemanne, S., & Ondo. W. Restless legs syndrome: clinical features, diagnosis and a practical approach to management. *Pract Neurol*. 2017;17:444–452.

143. World Health Organization. Towards more objectivity in diagnosis and management of male infertility. *Int J Androl*. 1987;7:1–53

144. Wittert,G.(2014). The relationship between sleep disorders and testosterone in men. *Free PMC article* Mar-Apr 2014;16(2):262-5.doi: 10.4103/1008-682X.122586.

145. Yafi, F. A., Jenkins, L., Albersen, M., Corona, G., Isidori, A. M., Goldfarb, S., Maggi, M., Nelson, C. J., Parish, S., Salonia, A., Tan, R., Mulhall, J. P., &Hellstrom, W. J. (2016). Erectile dysfunction. *Nature reviews. Disease primers*, *2*, 16003. https://doi.org/10.1038/nrdp.2016.3

146. Yang,Y., Song,Y., Lu,Y., Xu,Y., Liu,L., & Liu,X.,2009). Associations between erectile dysfunction and psychological disorders (depression and anxiety): A cross-sectional study in a Chinese population. *Andrologia*. https://doi.org/10.1111/and.13395

147. Zegers-Hochschild F, Adamson GD, de Mouzon J, Ishihara O, Mansour R, Nygren K, et al. International Committee for Monitoring Assisted Reproductive Technology (ICMART) and the World Health Organization (WHO) revised glossary of ART terminology, 2009. *FertilSteril*. 2009;92:1520–4.

Nature of the Leadership of the Oraon Community in Bangladesh

Dr. Md. Rajaul Karim

Khwaja Yunus Ali University

ABSTRACT

The Oraon are the second largest plain land tribal community of Barind in Bangladesh. They are differently backward as compared with other ethnic communities. From the present perspective of Bangladesh, to know their nature of the leadership is an imperative. Their democratic leadership, constitution, different tiers of their leadership, qualification for the leader, opportunity to be leader, activities of different tiers of their leaders, cooperation of the general people, timing, participation and discussion in the meeting, cooperation of the auxiliaries, expectation to be headman, cabinet members as political supporter and relationship with others, liking the leadership of the cabinet members, problems in election period, protesting against partial and illegal activities, leadership of the women, opinions of the women, opportunity of the women to be elected, leadership of the headman and the women and influence on women empowerment have been discussed in this article.

Keywords: NA

Classification: DDC Code: 305.80098 LCC Code: GN564.L29

Language: English

Nature of the Leadership of the Oraon Community in Bangladesh

Dr. Md. Rajaul Karim

ABSTRACT

The Oraon are the second largest plain land tribal community of Barind in Bangladesh. They are differently backward as compared with other ethnic communities. From the present perspective of Bangladesh, to know their nature of the leadership is an imperative. Their democratic leadership, constitution, different tiers of their leadership, qualification for the leader, opportunity to be leader, activities of different tiers of their leaders, cooperation of the general people, timing, participation and discussion in the meeting, cooperation of the auxiliaries, expectation to be headman, cabinet members as political supporter and relationship with others, liking the leadership of the cabinet members, problems in election period, protesting against partial and illegal activities, leadership of the women, opinions of the women, opportunity of the women to be elected, leadership of the headman and the women and influence on women empowerment have been discussed in this article.

Author: Assistant Professor, Bangladesh Studies, Khwaja Yunus Ali University, Sirajgonj, Bangladesh.

I. INTRODUCTION

Leadership is the most active and undeniable process for any family, society, group or community, and a nation as well as a country. Leadership is as if like the rudder of a boat. As the boat itself can not reach its goal smoothly without the proper direction of the rudder, a family, a society, a group or a community, and a nation as well as the country can not run accurately without the proper guidance of the leadership. Leadership is the art of motivating a group of people to act towards achieving a common goal. It can be expressed as the relationship in which one person influence others to work together to reach a desired level of achievement. Sometimes, weak leadership may be able to run these above mentioned organizations nominally, but very often, it is very difficult to run such these organizations without the good and strong leadership. Therefore, from this perspective, M. Johannsen said, "Any fool can run the ship when the seas are calm, but it takes a great captain to navigate the storm."[1] That is why; it proves that good leadership is crying need for any organization running well.

But nowadays, leadership is one of the holy debated topics in every where of the world. There are some theories of the leadership; among them, 'Great Man' theories and the 'Behavioral' theories are the talk of the town. According to the theory of 'Great Man' the great and the good leaders are born, not made.[2] On the other hand, in accordance with the 'Behavioral' theory, the great and the good leaders are made, not born. These types of leaders can become leaders through teaching as well as motivation.[3] From this perspective, A.G. Jago said, "Good leaders are made, not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training and experience."[4] For this reason, Peter Drucker, the

---

[1] http://knol.google.com/k/leadership-development-a-individuals#leadership-Opportunities-and-threats Accessed on February 12, 2011.

[2] http://www.authorstream.com/presentation/piousthomas-40270-leadership-skills-theories-education-ppt-powerpoint/ Accessed on February 14, 2011.

[3] http://www.slideshare.net/smitachoudhary/leadership-3252982 Accessed on February 14, 2011.

[4] A.G Jago, Leadership: Perspectivness in Theory and Reasearch (Management Science, 1982), 28(3), Pp. 315-336.   http://www.nwlink.com/~donclark/leader/

renowned thinker on this topic said, "An effecting leader is one who can make ordinary people to extraordinary things, make common people to uncommon things. Leadership is a lifting of a man's sights to a higher vision, the raising of man's standard to a higher performance, the building of a man's performance beyond its normal limitations."[5] As a result, it is very essential for a good as well as effective leader to have some special qualities; foresight, influence to the people, capacity of representative role playing, communicative knack, proper commanding style, trust and confidence to the followers, attention as well as respect to the people, knowing tendency of the needs of the respective group, sensitiveness to the task, loving to the people as well as the environment, building the affectionate working team force and becoming model to the people, ability as well as skill to manage the working team force and ability to take quick decision.[6]

The personnel with each-other on the duty in the organizations face the contest of getting the leadership. Power is the central as well as the basic object of the leadership. Therefore, it can be said that power and leadership reciprocally are related with each-other. If the power exists, the leadership gets the force to influence others.[7] A leader must have to have many other qualities along with the power if he wants to expand his influence upon the people. That is why, in the explanation of the leadership, Chester. I. Barnard said, "It refers to the quality of the behavior of the

individuals whereby they guide people of their activities in organized effort.[8]

II. PERSPECTIVE OF THE LEADERSHIP

Leadership has been contemplated since the days of the Greek philosophers Socrates, Plato, Aristotle and so on. Later on, the Greatest Prophet Hazrat Mohammad (sm.) had taught his Disciples how to lead the nation as well as the state and what the leadership is called. From that time to till date, leadership is one of the most significant and popular arenas amidst the scholars of the Organizational Behavior.[9] For the present era, it is remarkable and proved that all sorts of development i.e. from a family to the extreme last organization's development of the world depend upon the leadership. Nowadays, it is noteworthy that there are many ways to understand the leadership in the organizational settings. Though some leadership perspectives are currently more popular than others, each of them helps us to understand this debatable as well as complex issue very well that will clear the obstacles of understanding the leadership well more in future.

2.1 Meaning of the Leader & the Leadership

The leader is a person who can influence the group of the people to achieve the organization's goal in both the adverse and the normal conditions.[10] 'Followers are an important part of the leadership process, and all leaders are sometimes followers as well.'[11] The most basic essence of the leadership is that as an individual leader leaves out the followers, and without followers one can not be a leader.[12] In accordance

---

leadcon.html#defination Accessed on February 12, 2011.

[5] http://www.authorstream.com/presentation/pioustho mas-40270-leadership-skills-theories-education-ppt-p owerpoint/ Accessed on February 14, 2011.

[6] http://www.authorstream.com/presentation/piousth omas-40270-leadership-skills-theories-education-ppt-powerpoint/ Accessed on February 14, 2011.

[7] Md. Alek Uddin Shekh, Narir Khmamatayon, Angshagrohan o Netrittyo (Empowerment, Participation and Leadership of the Women): Prekhmapat Bangladesher Sthanyo Sayottyosasito Sarker Babostha (From the Perspective of Bnagladesh Local Self Government System), an Unpublished MPhil Dessertation (Rajshahi University, 2003), p. 11.

[8] Mohammad Abdul Oadud Bhuian, Lokoproshasaner Ruprekha (Dhaka & Barishal: Golbe Library Pvt. Limited, 1993), Pp. 237-238.

[9] Md. Shajahan Uddin Elias, Leadership Style, Gender roles and Institutional Effectiveness: A Comparative Study (Rajshahi University: An Unpublished MPhil Dissertation, 2009), p. 2.

[10] http://www.slideshare.net/smitachoudhary/leadersh ip-3252982 Accessed on February 14, 2011.

[11] Richard L. Daft and Patricia G. Lane, The Leadership Experience, 4th Edition (USA: Thomson Southwestern Corporation, 2008), p. 5.

[12] Keith Grint, Leadership: A Very Short Introduction (Oxford: Oxford University Press, 2010), p. 2.

of Harry S. Truman, 'A leader is a man who has the ability to get other people to do what they don't want to do, and like it.'[13] Good leaders always inspire the people to do the best. They also always help others accomplish goals. [14] At the same time, they also listen to every one's ideas before making a general decision.[15] 'There are many leaders, not just one, leadership is distributed. It resides not solely in the individual at the top, but in every person in every level who, in one way or another, acts as a leader to a group of followers- wherever in the organization that person is whether shop steward, team head or CEO.'[16] James G March and Thierry Well utter regarding it, 'Leaders have private lives from which they draw emotional balance and human sustenance, though they often find their official lives systematically more rewarding.'[17]

Nowadays, the hot topic is the 'leadership' of a good leader. It is mention worthy that leadership develops daily not in a day.[18] It is a process whereby an individual influences a group of individuals to achieve a common goal.[19] Gordon says that leadership is an interaction between the leaders and the followers.[20] Janda says, 'Leadership is a particular type of power relationship characterized by a group member's perception that another group member has the right to prescribe behavior patterns for the former regarding his activity as a member of a particular group.'[21] Leadership is viewed as the performance of by the leaders of those acts which are required by the group.[22] It is also a disabling myth that ratifies the power of the few at the expense of the many.[23] Saville says, 'Leadership as a process of structuring, organizing, and guiding a situation so that all members of a group can achieve common goals with maximum economy and minimum time and effort.'[24] Some of the political thinkers suggest that leadership is nothing more than a romantic myth based on the false hope.[25] The people are always fascinated with the topic of leadership. Leadership is meant differently. At the same time, leadership means different things to different people.[26] Keith mentions that leadership possesses four forms of elements; leadership as position, leadership as person, leadership as result and leadership as process.[27] Bavelas says leadership as the function of maintaining the operational effectiveness of the decision making systems which comprise the management of the organization.[28] In accordance with the World English Dictionary (WED), first, it means the position or function of a leader; secondly, it means the period which a person occupies the position of the leader; thirdly, it means the ability to lead as well as the leadership qualities; and fourthly, it means the leaders as a group of a party, union, etc.[29] Bernard says, 'Leadership has been seen as the focus of group process, as a personality attribute, as an exercise of influence, as a particular kind of act, as a form of persuasion, as an instrument in the attainment of goals, as an effect of interaction, as a differentiated role and as the initiation of structure.'[30] Leadership is often regarded as the important modifier of

[13] Mitchell R. Waite, Fire Service Leadership Theories and Practice (Canada: Jones and Bartlett Publisher's, 2008), p. 1.

[14] Lucia Raatma, Leadership (USA: Capstone Press, 2003), p. 5.

[15] Ibid., p. 11.

[16] Daniel Goleman, Richard Boyatzis, and Annie McKee, Primal Leadership Leearning to Lead the Emotional intelligence (USA: Harvard Bussiness School Press, 2004), p. xiv.

[17] James G March and Thierry Well, On Leadership, English Edition (UK: Blackwell Publishing, 2005), p. 1.

[18] John C. Maxwell, Leadership Gold: Lessons Learned From A Little Time of Leading (USA: Thomas Nelson, 2008), p. 21.

[19] Mark Robert Polelle, *Leadership* (USA: Greenwood Publishing Group, 2008), p. 1.

[20] Joseph Clarence Rost, Leadership: For the Twenty First Century (USA: Greenwood Publishing Group, Inc., 1993), p. 58.

[21] Ibid., p. 56.

[22] Ibid., p. 56.

[23] Mark Robert Polelle, op.cit., p. xiii.

[24] Joseph Clarence Rost, op.cit, p. 58.

[25] Richard L. Daft and Patricia G. Lane, The Leadership Experience, 4th Edition (USA: Thomson Southwestern Corporation, 2008), p. 4.

[26] Keith Grint, Leadership: A Very Short Introduction (Oxford: Oxford University Press, 2010), p. 4.

[27] Keith Grint, op.cit., p. 4.

[28] Joseph Clarence Rost, op.cit., p. 56.

[29] http://dictionary.reference.com/browse/leadership Accessed on February 12, 2011.

[30] Mitchell R. Waite, op.cit., p. 3.

Nature of the Leadership of the Oraon Community in Bangladesh

organizational behavior. It is regarded as primarily personal in character as being founded upon individual pre-eminence or accomplishment in a particular field of behavior.[31] Max De Pree says, 'Leadership is an art, something to be learned overtime, not simply by reading books. Leadership is more tribal than scientific, more a weaving of relationships than an amassing of information.'[32] 'Leadership is not leaders. Leadership is solely as a set of traits of personal qualities.'[33] 'Leadership is concerned with influencing.'[34] 'Leadership is as an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes.'[35] Thus superior strength, superior tact, superior intelligence, superior knowledge, superior will power any or all of these may be the means to the attainment of leadership. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Northouse. G. similarly said – Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.[36]

2.2 Definitions of the Leadership

Some of the scholars say, "We can't define leadership but we know it when we see it."[37] Harper & Row similarly said regarding the leadership, "Leadership is one of the most observed and least understood phenomena on earth."[38] In spite of having those obstacles, the scholars of this arena have continued their endeavor to define the leadership so far as their knowledge goes.

Wayson defines leadership that it is the process by which a member helps a group to meet its goals.[39] In accordance to Bernard M. Bass, 'Leadership is as an interaction between two or more members of a group that often involves a structure or restructuring of the situation and the perception and expectations of the members.'[40] Jacobs & Jaques defined the leadership as 'Leadership is a process of giving purpose (meaningful direction) to collective effort to be expended to achieve purpose.[41] Rauch & Behling defined the leadership 'as the process of influencing the activities of an organized group towards goal achievement.'[42] Tannenbaum et al said, "Leadership is interpersonal influence, exercised in situation, and directed through the communication process toward attainment of a specified goal or goals."[43] Dwight & Eisenhower opined the leadership as, "Leadership is the art of getting someone else to do some thing you want done because he wants to do it."[44] McFarland says, 'The term leadership act is used to degignate a pattern of interpersonal behavior in which one person attempts to influence another and the other person accepts this influence.'[45] Gibb says, 'Leadership involves influencing the actions of others in a shared approach to common or compatible goals.'[46] James G. Clawson argued as to the leadership 'Leadership is the ability and the willingness to

---

[31] http://www.sociologyguide.com/leadership/meaning-of-leadership.php Accessed on February 12, 2011.

[32] Mitchell R. Waite, op.cit., p. 3.

[33] Gary Monroe Crow, L. Joseph Mathews, and Lioyd Everald McCleary, *Leadership*: A Relevant and Realistic Role for Participant (USA: Eye on Education, Inc., 1996), p. 27.

[34] Ibid., p. 27.

[35] Ibid., p. 28.

[36] Northouse. G., *Leadership, Theory and Practice* (3rd ed), Thousand Oak (London, New Delhi Inc: Sage Publication, 2007), p. 3.

[37] Md. Shajahan Uddin Elias, Leadership Style, Gender roles and Institutional Effectiveness: A Comparative Study (Rajshahi University: An Unpublished MPhil Dissertation, 2009), p. 1.

[38] Ibid., p. 1.

[39] Joseph Clarence Rost, op.cit., p. 59.

[40] Mitchell R. Waite, op.cit., p. 1.

[41] htpp://managementhelp.org/blogs/leadership/2010/04/06/leadership-defined/. Accessed on February 12, 2011.

[42] htpp://managementhelp.org/blogs/leadership/2010/04/06/leadership-defined/, Accessed on February 12, 2011.

[43] htpp://managementhelp.org/blogs/leadership/2010/04/06/leadership-defined/ Accessed on February 12, 2011.

[44] http:// www.1000ventures.com/ business-guide-/crosscutings/leadership-main.html Accessed on February 12, 2011.

[45] Joseph Clarence Rost, *op.cit.*, p. 55.

[46] Ibid., p. 55.

---

influence others so that they respond willingly.'[47] Ciulla defined the leadership as "Leadership is a complex moral relationship between the people based on trust, obligation, commitment, emotion, and a shared vision of the goal."[48] 'Leadership is an influential relationship among leaders and followers who intend real changes and out comes that reflect their shared purposes.'[49] Hence it is also uttered, 'Leadership as something a leader does to a follower.'[50] In accordance with the definition of the Encyclopedia of the social science, "Leadership may be broadly defined as the relation between the individuals and a group built around some common interest and behaving in a manner directed or determined by him. It must be distinguished from two somewhat analogous relationships which flank its widely varying forms at each extreme."[51] It has been narrated in that book with an air of "Leadership in the trick sense admits differentiation in two types which may be appropriately designated as representative or symbolic and dynamic or creative leadership. All groups whether created by custom and tradition or purposefully organized have common interests and needs, which call for action.[52] Therefore, it can be told on the whole that leadership depends upon the social as well as the political interactions and relationship of each other. When the leader and his followers will work

altogether amidst the special environment ensured by the state, the good leadership then may be possible. There are different forms of the leadership;

- The Authoritarian or Autocratic Leadership
- The Democratic Leadership
- The Supervisory Leadership
- The Laissez-faire Leadership
- The Non-directive Leadership
- The Electic or Situational Leadership and
- The Unknown Leadership.[53]

III.   RESEARCH APPROACH

Research Approach is the prime concern of any research work. For present research, mixed method approach has been used. Both qualitative and quantitative data have been used to address the set objectives and both of the results have been incorporated through cross sectional description. The researcher thinks that for conducting this research work efficiently, there is no alternative of mixed method. Therefore, this research approach has been selected to conduct this research work.

IV.   TYPES OF DATA

Both quantitative and qualitative data have been used for this study. Some indicators of this article such as opportunity of being leader, cooperation of the people, selection of the cooperative persons, participation in general meeting and procession, expectation of being headman, political supporters, relationship among others, problem in election, protesting partial or illegal activities, supporting the women leadership, opinion, opportunity of women being elected and so on have been analyzed quantitatively through numeric data to explore the numeric information well.

On the other hand, some indicators of this article such as pattern of electing the leaders, necessary qualification of the leaders for being elected, causes of not being leader, activities of the headman, cooperative hand of the headman, timing of the general meeting, cooperation of the

---

[47] James G. Clawson, Leadership: Level 3, p. 2. http:www.oced.txstate.edu/under-graduate-degrees/undergraduate-courses/CATE3313D/onlinestuff313d/contentparagraph/0/content-files/file1/lect%202.pdf Accessed on February 14, 2011.

[48] htpp://managementhelp.org/blogs/leadership/2010/04/06/leadership-defined/ Accessed on February 12, 2011.

[49] Richard L. Daft op.cit., p. 4.

[50] Ibid., p. 4.

[51] Edwin. R.A. Seligman (eds), Encyclopedia of the Social Science, Vol. ix-x (USA: The Macmillan Company, 1937), p. 282. Cited from Md. Alek Uddin Shekh, Narir Khmamatayon, Angshagrohan o Netrittyo (Empowerment, Participation and Leadership of the Women): Prekhmapat Bangladesher Sthanyo Sayottyosasito Sarker Babostha (From the Perspective of Bnagladesh Local Self Government System), an Unpublished MPhil Dessertation (Rajshahi University, 2003), p. 11.

[52] Ibid., p. 11.

[53] Mohammad Abdul Oadud Bhuian, op.cit., p. 247.

auxiliaries to headman, desired activities as headman, relationship cabinet members with others, causes of liking / disliking the leadership of the cabinet members, activities of cabinet members in one's absence, problem in electing cabinet members, pattern of protesting and not protesting against partial and illegal activities of the cabinet members, causes of supporting and not supporting the women leadership of the women as cabinet members, importance of the women opinion, causes of no opportunity of women to be elected, influence on empowerment of the women and so on have been analyzed qualitatively through the qualitative type of data of this research work well.

V.   DATA SOURCES

Data for this study have been used from the two sources; primary and secondary. All necessary primary sources of data i.e. the information of the opportunity of being leader, cooperation of the people, selection of the cooperative persons, participation in general meeting and procession, expectation of being headman, political supporters, relationship among others, problem in election, protesting partial or illegal activities, supporting the women leadership, opinion, opportunity of women being elected and pattern of electing the leaders, necessary qualification of the leaders for being elected, causes of not being leader, activities of the headman, cooperative hand of the headman, timing of the general meeting, cooperation of the auxiliaries to headman, desired activities as headman, relationship cabinet members with others, causes of liking / disliking the leadership of the cabinet members, activities of cabinet members in one's absence, problem in electing cabinet members, pattern of protesting and not protesting against partial and illegal activities of the cabinet members, causes of supporting and not supporting the women leadership of the women as cabinet members, importance of the women opinion, causes of no opportunity of women to be elected, influence on empowerment of the women and so on have been collected from directly related with the study area and the respondents concerned of the study.

On the other hand, some information regarding the introduction, perspective of the leadership, meaning of the leader and leadership, definition of the leadership, the democratic leadership and the Oraon community leaders, constitution of the Oraon community and nature of electing or selecting the leaders of padda panch have been collected from the secondary source of data include related books, articles, journals, published and unpublished dissertations, official records and documents regarding the Oraon Community, internet etc.

VI.   RESEARCH FIELD

Present (2011) leadership of the Oraon community of 6 no. Matikata union under Godagari upazila in Rajshahi district.

6.1 Selection of the Study area

People of Bangladesh are ethnically heterogeneous. But most of the Bangladeshi is linguistically homogeneous.[54] However, there are also many ethnic minorities who have their own ethnic identity as well as own language, tradition, cultures, behavior, customs and laws.[55] The Oraon is the second largest ethnic minorities among the ethnic groups in Bangladesh. However, majority of them lives in Barind tract of northwest of Bangladesh. And number of Oraon live in Godagari Upazila is more than any other upazilas of Bangladesh. Total number of the Oraon in Bangladesh is approximately 85041. Out of them, approximately 11218 Oraons live in the district of Rajshahi[56] and out of them, 6638 Oraons live in Godagari Upazila.[57] That is why; the study has been conducted on two villages named Chowduar and Gopalpur in 6 number Matikata union of Godagari Upazilla under Rajshahi. From the preliminary baseline survey the researcher finds that total population of the Oraon community in these two villages is 1147 and out of it, total

---

[54]Tahmina Naznin, Syed Ajijur Rahman, and Khandakar Mursheda Farhana, *op.cit.*, p. 123.
[55]Mazharul Islam Taru, Bangladesher Adibasi Sangskriti (The Culture of the Indigenous People in Bangladesh) (Dhaka: Katha Prokash, 2008), p. 90.
[56] Ibid., p. 92.
[57] *Ibid.*

London Journal of Research in Humanities and Social Sciences

number of the Oraon people in Chowduar village is 468 and in Gopalpur viallge is 679. The two villages as study areas have been selected purposively. These villages of Godagari upazila is 22 kms far from Rajshahi city and comparatively nearer than other Oraon inhabited upazilas of Rajshahi district from the Rajshahi city. The researcher visited this study areas several times. So, the locations of the study areas are very familiar to him. He is also acquainted with the life style and culture of the population in the research areas that has helped him to get access to the community easily and to conduct survey too.

6.2 Sample Size and Sampling Techniques

Two villaves mentioned above have been selected purposively. Because these two villages are densely Oraon populated villages than others as the researcher searched in different areas of different Upazillas under Rajshahi district. However, before selecting the study households and respondents, he visited the study areas several times and conducted a preliminary baseline survey to know the total number of the households. According to preliminary baseline survey, the total number of Oraon households in Chowduar village is 92 while in the village of Gopalpur is 132 i.e. the number of total households in two villages is 224. Among these, table 1 indicates that total 156 households i.e. 92 (70%) from Gopalpur village and 64 (70%) households from Chowduar village have been selected by using simple random sampling. 156 household heads and 156 female (those who are voter plus senior most) have been selected as study respondents. Unit of analysis is household heads as well as female respondents selected from each household.

Table 1: Table of Sample Distribution and Procedure

Category of Study Respondents	Number of Sample	Sampling Technique
Respondents for Questionnaire survey	156 household heads and 156 female =312	Random
Respondents for In-depth Interview	10	Purposive
FGD (Focus Group Discussion)	(12x2) x 2= 48	Purposive

VII. DATA COLLECTION TECHNIQUES

7.1 Technique of the Secondary Data Collection

Document and content analysis has been used for the collection of secondary data. The researcher has studied 20 to 25 related literatures that are relevant, reliable, and representative with his field work. The researcher has made a list of related literatures with his research topic so that he can ensure the systematic collection of secondary data. These are the recognized journals, published and unpublished study reports, scholarly books, documents of government and non-governmental organizations, census and survey report etc. The researcher has taken necessary notes in the note cards and preserved them accordingly.

7.2 Technique of the Primary Data Collection:

The survey research method has been followed for performing this proposed study. To analyze the nature of political participation as well as the overall political process of the Oraon community as the marginal ethnic minority is the prime objective of the study which involves field work and participant observation. There are many techniques of survey research method. Among them, the necessary tools and techniques of primary data collection are as follows:

7.3 Questionnaire Survey

In accordance with the needs and requirements of the nature of the leadership of the Oraon community, the researcher has formulated two separate structured questionnaires giving three months time for the household heads and the

Nature of the Leadership of the Oraon Community in Bangladesh

household female that have been conducted through face to face interview for collecting necessary primary data or information of their nature of leadership of both the household heads and household female. After that the researcher himself including four trained investigators appointed by him have interviewed the relevant and required portion of the population to fill up the questionnaire. The questionnaire has been developed with open, close ended and multiple choice questions.

7.4 In-Formal Interview

It has been performed for collecting the accurate information as to the present predicament of the nature of the leadership of the Oraon Community. Headman of their society, their leaders, family members, social class, neighbors, political parties, cultural organizations and NGOs has been selected for in-formal interview. They have been interviewed differently as well as in-formally to know the real and authentic information regarding it that has not been included in the questionnaire. Qualitative data has been incorporated through this device.

7.5 Observation

It is also a very important device which has been implemented in the research work of the researcher. For this, the researcher had shared life with the respondents for knowing their different activities in the daily life related to the leadership. The information on their behavior, life style, costume, various festival ceremonies, political behavior and political participation, local election, role of the local leader, alacrity of different social organizations, activities of the NGOs and the Christian missionary etc. have been collected following this method. It has also helped the researcher to compare validity and reliability of collected data through questionnaire survey and to supplementary data that might qualify to interpret the findings.

7.6 Focus Group Discussion

There is some information that is not possible to collect accurately without the process of the Focus Group Discussion. This method has been used to build up the picture of the local situation and crosscheck the information which has been collected through questionnaire survey by face to face and in-formal interview method. Memory based qualitative and quantitative data that have been collected through different procedures need more accuracy and to explore hidden data. Generally the Oraon people are tended to hide their own personal exclusive information. The researcher has arranged four different sessions of formal FGDs (topic of discussion in social general meeting, leadership of the headman, way of better leadership at two villages. Among these, one FGD session for the male and one for the female in Chowduar and one FGD session for the male and one for the female in Gopalpur have been organized. The duration of these sessions was two and half an hour. Twelve members for per FGD had been selected through purposive sampling procedure. Researcher himself was the moderator of these FGD sessions. He had selected the list of topics for elaborate discussion and to learn about the topics from the Oraon community members who had been used to detect the characteristics as well as the nature of their leadership that have been conducive to explore the nature of the political participation.

7.7 Data Analysis

- *Procedure of Documentation:* The data that have been collected through the FGD, audio recorder, video recorder and diary have been maintained for doing successfully.
- *Unit of Analysis:* Unit of analysis is household heads as well as female respondents selected from each household.
- *Data Processing:* The collected data has been arranged and scrutinized with caution on the basis of the completed questionnaire. The processing steps are editing, classification and tabulation.
- *Analysis Plan:* The collected quantitative data has been analyzed applying the frequency distribution and qualitative data has been analyzed through inductive reasoning process.
- *Presentation of Findings:* The findings of the data analysis have been presented through graphs, charts, pictogram, photographs,

pictures and maps of the cultural and social events of the study area population and natural or physical pictures of the study area etc. has been used for better understanding and interpreted through inductive reasoning process.

The Democratic Leadership and the Oraon Community Leaders

The democratic leadership has been analyzed in this research work. The democratic leadership means the leadership of one or more persons that is led on behalf of the group or the community people. It is also known as a participatory leadership in which members of the Oraon community are able to take a more participatory role in the decision-making process. Of all forms of the leaderships, it is observed that democratic leadership is generally the most effective form where the leader is elected or selected through the participatory opinion of the Oraon community people and is able to serve well than other forms of the leaderships. At the same time, it is possible to contribute better from the group members or the community members here and thus the better morality of the overall group or community people is possoble to increase consecutively. The Oraon community members are encouraged here to share their thoughts and that is why; the democratic leadership can be able to lead the community members better that help the leader to solve the prevailing problems in the groups or the community easily. Besides, the community members also feel more involved and committed to projects, making them more likely to care about the end results. He who is the leader in the form of democratic leadership lead the community members getting the power from the group or the community and thus the leader becomes to be able to culture as well as exercise the power upon them. Some of the primary characteristics of democratic leadership includes; (i). The Oraon community members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions, (ii) Members of the Oraon community feel more engaged in the process, and (iii) Creativity is encouraged and rewarded.

The traditional as well as organizational framework[58] which was prevailing in past to protect the existance and their unity has not yet been able to enhance completely among the Oraon community of Bangladesh. It is said that this traditional organization as well as the leadersip was on the way to die. As a result, it is assumed that due to shortage of exact leadership, the Oraon community is more backward and unconscious than the other communities in Bangladesh. After achieving the independence of Bangladesh, the Oraon community begin to feel the lack of the proper leadership among them through holding different sorts of meetings, seminars as well as symposiums in the districts of Barind viz. Rngpur, Dinajpur and Thakurgaon.[59] But other districts bating these tthree districts could not able to attend the meeting, seminar as well as simphogium due to the shortage of their awaereness and financial support. As a result, no stable decision could be possible to take in order to eradicate the hindrances on the way to their social, political as well as economic betterment. But different kinds of their individuals as well as the institution have taken consecutive initiatives to promote their respective rights. When the UN declared the International Indeginous Decade & International Indigenous Year, the leaders of the

---

[58] Digari Raja Parisad was primarily established at the beginning of the third decade of the nineteenth century under the direct leadership of the then Oraon personalities in every nock and corner of the Oraon inhabited areas in the then Indian sub-continent including the different Oraon inhabited areas of the then Bangladesh. But the researcher has not found any written document concerning it. He has collect this information from the present ruling Digari Raja Parisad, Godagari, Rajshahi. Digari Raja Parisad, Godagari, Rajshahi, was first established approximately in the mid of third decade of the nineteenth century under the direct leadership of Sree KokaRam, Sree Bhagru Pandit, Vikhrha Lakrha, Jiban Sarker Akka. All of the houses of Digari anticipate that its establishment time may be 1935 or 1936. Sree Upendra Nath Akka (85) who is the odest Digari member of the present Parisad has emphasized these dates.

[59] ICDP-KARITAS Dinajpur, Gothantantra: Bangladesh Oraon Parhha (Constitution: Bangladesh Oraon Council) (Dinajpur: KARITAS, 2008), p. 5.

Nature of the Leadership of the Oraon Community in Bangladesh

Oraon community come forward to lead them for the sake of eradicating the barriers on the way to their development. In this circumstance, Bangladesh Oraon Research and Development Association (BORDA) has taken different initiatives to promote their respective develoPlment. Remarkable that Digari[60] Parisad (Digari Council) which is key organization of uniting the Oraon inhabited villages in Chapainababgonj, Noagaon and Rajshahi is found to act though there is no written document about the Digari Parisad in the different research works regarding the Oraon community of Bangladesh. From this perspective, BORDA taking an initiative has made the Framework of their respective five tiers oriented organization. Each of these tiers is led by the respective level of leaders. The framework of the organization of the Oraon community is as follows;[61]

- Bangladesh Oraon Parhha / Raajee Parhha (Digari National Council): It has two wings; (a). National General Council (National Council for GO/NGO & International Organization), and (b). National Executive Council (Be-Lar Council = Coordinator).
- Bhaiyari Parhha/Digari District Council: It has two wings; (a). District General Council, (b). District Executive Council.
- Dudh Bhaiya or Digari Parhha/ Upazila Digari Raja Council: It has two wings named General Council and Executve Council.
- Parhha Panch/ Digari Union Council: It has two wings; (a). Union General Council, (b). Union Executive Council.
- Padda Panch/ Digari Village Council: It has also two wings; (a). Village General Council, (b). Village Executive Council.

On the other hand, the key council of the Oraon community Upazila Digari Raja Council/ Thana Digari Raja Council has three wings i.e. the Upazila or Thana is divided into three parts and the name of each of these parts is Union Digari Council. While the Union Digari Council is also divided into three parts and the name of each of these three parts is Village Society.[62] From Digari Village Council to Digari Thana Council are more interrelated than the rest of the two higher Digari Councils i.e. Bhaiyari Parhha/Digari District Council and Bangladesh Oraon Parhha / Raajee Parhha (Digari National Council).[63]

Constitution of the Oraon Community in Bangladesh

The constitution of the leadership of the oraon community in Bangladesh[64] was firstly published on 3rd October, 2007 with the help of the OSOST (Oraon Social Organization Study Team), ICDP-Karitas Dinajpur. Finally the second edition of this constitution was done for the sake of some of the printing mistakes of the first edition. This constitution is divided into four parts;

- Preamble,
- Technical Terminology- ten,
- Article- twenty two and
- Apendix- three.

Preamble

Mainly the description of the foundation of this constitution has been written here.

Technical Terminology

Ten terminologies have been stated here; a. Oraon, b. Be-Lar Council, c. Leaders of the Councils, d. Members of the General councils, e. Vocation, f. Padda Panch, g. Parhha Panch, h. Dudh Bhaiya or Digari Parhha, i. Bhaiyari Parhha and j. Raajee Parhha.

Article

Twenty two articles have been stated here;

- Name, Foundation, Address, Area, Symbol, Flag and Native Song.

---

[60] The term Digari means the Oraon and their respective organization. Source: Digari Raja Council, Godagari, Rajshahi.

[61] ICDP- KARITAS, op.cit., p. 15.

[62] Regulation of the Thana Digari Parisad: The Contribution of the Digari Upazila /Thana Council in the Development of the Socio-economy, Adibasi Bikash Kendra (ABIK), Basantapur, 6 No. Matikata Union, Godagari, Rajshahi.

[63] Source: Digari Thana Raja Council, Godagari, Rajshahi.

[64] ICDP- KARITAS, op.cit., Pp.1- 64.

- Philosophy, Objective, Aim and Basic Principle.
- Framework of the Organizations.
- Be-Lar Council.
- Type of Members amidst the Organizational Tiers.
- Construction of the General Council & Construction and Framework of the Executive Council.
- Management & Behavior amidst the Organizational Tiers.
- Different Sub-Committees.
- Different Meetings, Corum of the Meetings, Activities & Agenda of the Meetings and the Agenda of the Oraon Anniversary Day.
- Capitals, Sources of Capitals, Usage & Preservation of Capitals.
- Activities of the General & Executive Councils.
- Activities of the Organizational Tiers.
- Duties, Responsibilities & Powers of the Leaders and Other Members of the General & Executive Councils.
- Election, Considerable Agenda in the Election, Oath and Transfer of Power & Duty.
- Explanation of the Constitution, Proof & Implication.
- Govt. Registration.

- Limit of Different Opinions & Criticism and Intterrogation.
- Depostation, Expel, Procedures of Expel and Low Abiding Activities.
- Fulfilment of the Members.
- Suspension & Breaking the Organizational Tiers.
- Special Roles.
- Abolishing.

Apenddix

- Oath of the Executive Members of the Padda Panch.
- Oath of the Executive Members of the Parhha Panch, Dudh Bhaiya or Digari Parhha, Bhaiyari Parhha and Raajee Parhha.
- List of Present Participators in the Central Workshop.

Figure 1 indicates that the Symbol of the constitution of organizational tiers is *Karhsa Bhanda*. Different parts of this symbol have the specific meaning. The Paddy spike means the enrichments one after another; the Fired flame means the enlighted life, three Chilpi/ Fudna mean the source of power i.e. these are the symbol of Darmesh, Pachoa A-Lar, and Panch.
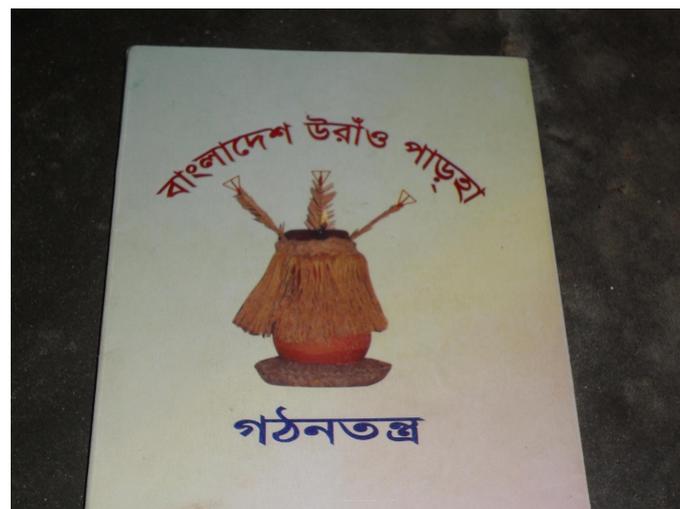

Figure 1: Karhsa Bhanda

Figure 2 indicates that the proportion of length and width of the Flag is 10:6. The width is divided into three equal parts; Green, White and Yelow.

The half rising sun is in the midle point of the green portion i.e. the green color is the symbol of the encourage to the work, half rising sun is the

Nature of the Leadership of the Oraon Community in Bangladesh

symbol of possibility of implementing latent dreams, the white portion is the symbol of the of peace and simplicity of the Oraon community, the picture of the Danda Katta or the Farir of the of

Bheloa is in the middle point of the white portion that is the symbol of the gratefulness and the last and lowest yelow portion is the symbol of protesting against the evil power.
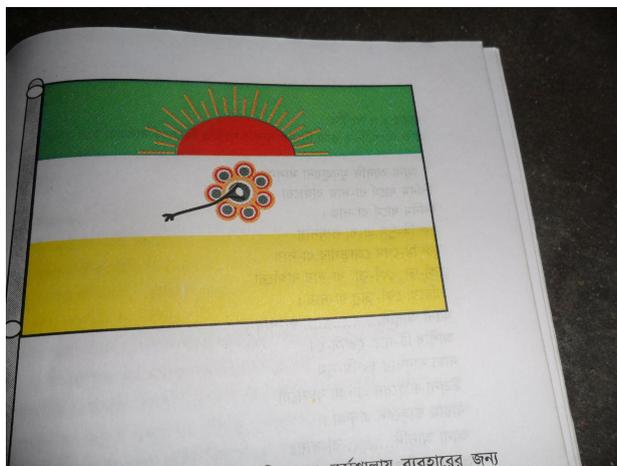

Figure 2: Organizational Flag of the Oraon Community

7.8 Padda Panch/ Digari Village Council

Padda Panch is the lowest administrative or the leading unit of the Digari National Council. It has two wings; The Digari Village General Council and the Digari Village Executive Council. The Digari Village General Council consists of the male as well as the female members who are more than 15 years old of their respective village. All of them are the mainstream of their village society. They expect peacful environment from their village leadership. Digari Village Executive Council consists of 9 members who are selected with the help of direct opinion from the members of the Digari Village General Council. Out of 9 members 50% will be the male and the rest of 50% will be the female. If the male is selected for the head post of the Padda Panch, the female will have to be selected for the immidiate or next to the best post. Its organogram is as follows;[65]

i. Baigas or Baiga (Male President or Female President)   1 post
ii. Sangi Baigas or Sangi Baiga (Assistant Male President or Female President)   1
iii. Tisgu Urbas (General Secretary)   1
iv. Tiba Kha-Pu (Tressurer)   1
v. Lar Edu (Education, Culture, Research, and Publication Secretary)   1

vi. Jurir (General Male or Femal Member)   3
vii. Agua (Communicator or Mssenger)   1

It is noteworthy that Dr. Shahed Hassan and Md. Ayub Ali said, 'The customary organizations have their own structure in line with the functions, but there is no provission of inclussion of female members in the committees of traditional structures.'[66] But present constitution of the Oraon's organization has already introduced the provissions to include 50% female members of each of the five tiers organizations.

7.9 Parhha Panch/ Digari Union Council

Parhha Panch is the second tier from the downward of the Digari Council that has two brances; General Council and Executive Council. General Council of Parhha Panch consists of the selected Baigas or Baiga (Male President or Female President), Sangi Baigas or Sangi Baiga (Assistant Male President or Female President), Tisgu Urbas (General Secretary) of the Padda Panch under the jurisdiction of the Parhha Panch. Executive Council of the Parhha Panch consists of 9 members who are selected or elected from the members of General Council of Parhha Panch.

---

[65] ICDP- KARITAS, op.cit., p. 21.

[66] Dr. Shahed Hassan, Md. Ayub Ali, Not Myth But Reality: The Indigenous People of Bangladesh (Dhaka: Pathak Shamabesh Book, 2009), p.50.

Out of 9 members 50% will be male members while the rest of 50% members will be the female members. If the male is selected for the head post of the Padda Panch, the female will have to be selected for the immidiate or next to the best post. Its organogram is as follows;[67]

i.	Baigas or Baiga (Male President or Female President)	1 post
ii.	Sangi Baigas or Sangi Baiga (Assistant Male President or Female President)	1
iii.	Tisgu Urbas (General Secretary)	1
iv.	Tiba Kha-Pu (Tressurer)	1
v.	Lar Edu (Education, Culture, Research, and Publication Secretary)	1
vi.	Jurir (General Male or Femal Member)	3
vii.	Agua (Communicator or Mssenger)	1

7.10 Dudh Bhaiya or Digari Parhha/ Upazila Digari Raja Council

This organization is most active to solve any kind of problems occured under its jurisdiction among the the Oraon community. It has also two wings; General Council and Executive Council. General Council consists of the elected or selected members; Baigas or Baiga (Male President or Female President), Sangi Baigas or Sangi Baiga (Assistant Male President or Female President), Tisgu Urbas (General Secretary) from each of the Executive Councils of Parhha Panches. Executive Council of the Dudh Bhaiya or Digari Parhha/ Upazila Digari Raja Council consists of 9 members who are selected or elected from the members of General Council of the Dudh Bhaiya or Digari Parhha/ Upazila Digari Raja Council. Out of 9 members 50% will be male members while the rest of 50% members will be the female members. If the male is selected or elected for the head post of the Dudh Bhaiya or Digari Parhha/ Upazila Digari Raja Council, the female will have to be selected or elected for the immidiate or next to the best post. Its organogram is as follows;[68]

i.	Baigas or Baiga (Male President or Female President)	1 post
ii.	Sangi Baigas or Sangi Baiga (Assistant Male President or Female President)	1

iii.	Tisgu Urbas (General Secretary)	1
iv.	Tiba Kha-Pu (Tressurer)	1
v.	Lar Edu (Education, Culture, Research, and Publication Secretary)	1
vi.	Jurir (General Male or Femal Member)	3
vii.	Agua (Communicator or Mssenger)	1

7.11 Bhaiyari Parhha/Digari District Council

This organization is also very active to solve any kind of problems occured under its jurisdiction among the the Oraon community. It has also two wings; General Council and Executive Council. General Council consists of the elected or selected members; Baigas or Baiga (Male President or Female President), Sangi Baigas or Sangi Baiga (Assistant Male President or Female President), Tisgu Urbas (General Sectretary) from each of the Executive Councils of the Dudh Bhaiya or Digari Parhha/ Upazila Digari Raja Councils. Executive Council of the Bhaiyari Parhha/Digari District Council consists of 11 members who are selected or elected from the members of General Council of the Bhaiyari Parhha/Digari District Council. Out of 11 members, 50% will be male members while the rest of 50% members will be the female members. If the male is selected or elected for the head post of the Bhaiyari Parhha/Digari District Council, the female will have to be selected or elected for the immidiate or next to the best post. Its organogram is as follows;[69]

i.	Baigas or Baiga (Male President or Female President)	1 post
ii.	Sangi Baigas or Sangi Baiga (Assistant Male President or Female President)	1
iii.	Tisgu Urbas (General Secretary)	1
iv.	Sangi Tisgu Urbas (General Secretary)	1
v.	Tiba Kha-Pu (Tressurer)	1
vi.	Lar Edu (Education, Culture, Research, and Publication Secretary)	1
vii.	Parechar Urbas (Publicity Secretary)	1
viii.	Jurir (General Male or Femal Member)	3
ix.	Agua (Communicator or Mssenger)	1

---

[67] ICDP- KARITAS, op.cit., p. 22.
[68] Ibid., p. 23.

[69] Ibid., Pp. 23-24.

7.12 *Bangladesh Oraon Parhha / Raajee Parhha (Digari National Council)*

This organization is head organization of the Oraon community in Bangladesh. All of the people of the Oraon community abide by the rules and regulations as well as the leadership of this supreme organization. It is also very active to solve any kind of problems occured under its jurisdiction among the Oraon community. It has also two wings; General Council and Executive Council. Its General Council consists of the elected or selected members; Baigas or Baiga (Male President or Female President), Sangi Baigas or Sangi Baiga (Assistant Male President or Female President), Tisgu Urbas (General Secretary) from each of the Executive Councils of the Bangladesh Oraon Parhha / Raajee Parhha (Digari National Council). Executive Council of the Bangladesh Oraon Parhha / Raajee Parhha (Digari National Council) consists of 13 members who are selected or elected from the members of General Council of the Bangladesh Oraon Parhha / Raajee Parhha (Digari National Council)**.** Out of 13 members, 50% will be male members while the rest of 50% members will be the female members. If the male is selected or elected for the head post of the Bhaiyari Parhha/Digari District Council, the female will have to be selected or elect for the immidiate or the next to the best post. Its organogram is as follows;[70]

i.	Be-Las (Male President or Female President)	post 1
ii.	Sangi Be-Las (Assistant Male President or Female President)	1
iii.	Tisgu Urbas (General Secretary)	1
iv.	Sangi Tisgu Urbas (General Secretary)	1
v.	Tiba Kha-Pu (Tressurer)	1
vi.	Lar Edu (Education, Culture, Research, and Publication Secretary)	1
vii.	Parechar Urbas (Publicity Secretary)	1
viii.	Dharti Urbas (International or Foreign Affairs Secretary)	1
ix.	Jurir (General Male or Femal Member)	4
x.	Agua (Communicator or Mssenger)	1

The Nature of Electing or Selecting the Leaders of Padda Panch of all the organizations of the Oraon

community, it is the most root level Organization. Mainly this organization is led by the executive council of the Padda Panch.[71] Even, some days ago, when there was no written constitution regarding their leadership, this organization used to lead by the three members leadership; Moral or Mondal who was the head of the committee and Pradhan and Lathial[72] (Chowkidar) were his two auxiliaries or helping hands. It is also noteworthy that in some days ago, the Oraon community of a village used to elect or to select the Headman who was called Mahato and he used to elect Mayagar and Mayagar used to elect or to select a person whose name was Prodhan. All of them used to elect or to select a ruller who was called Mandal (Chief) of the Oraon community. If anybody of that community would violet the social rule, he/she would must be ready to receive punishment[73] The general people of the Oraon community would help them to do exactly their vested activities giving their different sorts of help as well as cooperation. But these three members oriented executive council was not able to do the deeds of the council properly due to enhance the prevailing expectation as well as the demand of the Oraon community and in that circumstance, they had to face differen kinds of the obstacles as well as fetals. As a result, for the need of the present time and for the sake of increasing the Oraon population and their different kinds of neccecities, the claim of enlarging the Padda Panch council's committee members araises in front of the claimers of the community of all over

---

[70] Ibid., Pp. 24-25.

[71] Padda Panch may have one or more societies of the Oraon in its jurisdiction. Such as, in the village of Chowduar Padda Panch has only society. Hence the only society means the Padda panch, while in Gopalpur there are two societies. Each of these societies do not mean the Padda Panch but merely the combination of these two societies mean the Padda Panch.

[72] The meaning of the term 'Lathial' is the village police in English, Gram police in Bengali and Chhnari Barada in Sadri Language of the Oraon community in Bangladesh.

[73] Tahmina Naznin, Syed Ajijur Rahman, and Khandakar Mursheda Farhana, "*Situation of Women among the Ethnic Minorirites*: An Anthropological Study of Oraon Community in Northern Bangladesh," Journal of the Institute of Banglaadesh Studies, vol. xxix (2006), p.124.
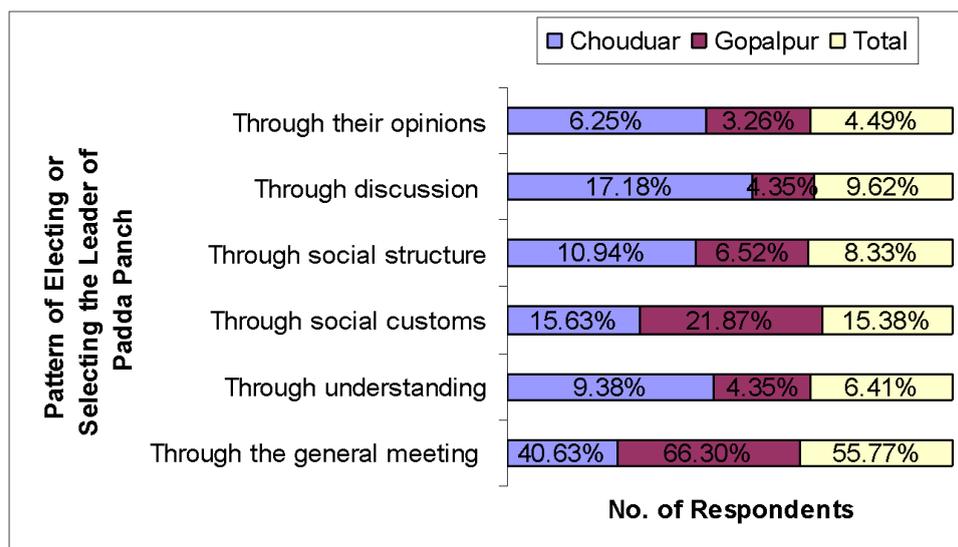
Bangladesh. In this circumstance, the Oraon community of Bangladesh decides to increase the number of the members of all tiers of organizations incuding the Padda Panch constitutionally[74]. For the present, according to their constitution the number of the members of the Executive Council is 9 and that is led by Baigas or Baiga (Male President or Female President) who are locally called Moral or Mondal. So Moral or Mondal is the local title of the head man of the village society. Some of the people of the Oraon community call them as President constitutionaly. They do not pronounciate Baigas or Sangi Baigas in their own Sadri language. They as usually utter the head of their society as President. So it can be said that Baigas or Baiga, Moral or Mondal, and President are the same name of the head man of the society as well as the Padda Panch. The duration of the Padda Panch Council's members is 3 years. After every three years, they are to be selected or elected by the general members of the Padda Panch General Council. In past, the leaders of the Oraon community inherited their positions from the preceding generation and in course of time, the leader's election or selection process has changed. Now the leaders are elected or selected by the community people through a democratic process.[75]

The Padda Panch General Council select or elect the Moral or Mondal including his other council's members through the direct opinion of the presentees in the meeting of the respective villages. Before this, the General Council's members of the Padda Panch set their mind that that who are fit for these posts. Thinking as to these, they find out the eligible persons who are more educated, good at their soicial as well as political administration, public spirited, wise, farsighted, associative, patient, liberal, inteligent and communicative with the other communities as well as the leaders of the mainstream political parties. Its anomaly is seldom seen.

Figure 3 shows that 40.63% (26) respondents of Chowduar and 66.30% (61) of Gopalpur i.e. total 55.77% (87) elected or selected the Padda Panch Executive Council's members based on their education, skillness, and other qualifications through the mutual discussion calling the general meeting of the society. 9.38% (6) respondents of Chowduar and 4.35% (4) of Gopalpur i.e. total 4.41% (10) sitting in a general meeting elected or selected them through the mutual understanding as well as written and verbal discussion. 15.63% (10) respondents of Chowduar and 21.87% (14) of Gopalpur i.e. total 15.38% (24) sitting in a general meeting the leaders were elected or selected through the verbal discussion and in accordance with the social customs; 10.94% (7) respondents of Chowduar and 6.52% (6) of Gopalpur i.e. total 8.33% (13) sitting in a general meeting, elected or selected the leaders according to the social structure through the verbal discussion; 17.18% (11) respondents of Chowduar and 4.35% (4) of Gopalpur i.e. total 9.62% (15) sitting in a general meeting elected or selected them through the discussion of the general people present in the meeting of the society, and the rest of 6.25% (4) respondents of Chowduar and 3.26% (3) of Gopalpur i.e. total 4.49% (7) concertedly sitting in a general meeting elected or selected the leaders through their opinions.

---

[74] The constitution of the Oraon community was constructed firstly in 2007 and later on, its revised volume was finally published in 2008 by KARITAS, Dinajpur.

[75] Shahed Hassan, op.cit., p.49.

Nature of the Leadership of the Oraon Community in Bangladesh

Figure 3: Pattern of Electing or Selecting the Leaders of Padda Panch Executive Council

As there are five tiers of leadership as well as the organizations of the Oraon community in Bangladesh, they expect some qualifications among the leaders of these organizations. They think that due to shortage of the qualifications among the leaders, they are backward in all sectors of their lives. Though there are some leaders who organize as well as lead them to deserve different sorts of their respective right in the society and the country, their number is very negligible in the comparison of other communities in Barind as well as in Bangladesh. That is why; they think that for developing the standard of their lives, to have some qualities among the leaders in the arena of their different kinds of the leaderships is crying need. They mention some qualifications that are essential to have among the leaders; family tradition, racial status, education, good occupation, skillness, intelligence, patriotism, philanthropism, liberalism, patience, fraternity, honesty, wisdom, good behavior, responsibilities, dutifulness, respectfulness, conscience, courage, mealy mouthed, rich, honesty, righteousness, knowledgeable, idealism, social equality, mutual cooperation in rainy day, and humanism.

Necessary Qualifications for the Leader to be Elected

It is observed that 100% (156) respondents of both the villages opine differently to have the following qualifications among the leaders is an imperative. 56.25% (36) respondents of Chowduar and 61.96% (57) of Gopalpur i.e. total 59.61% 93) think that the leaders should have the qualification of familial tradition, 75 % (48) respondents of Chowduar and 64.13% (59) of Gopalpur i.e. total 68.59% (107) think that they should have racial status; 100 % (64) respondents of Chowduar and 71.74% (66) of Gopalpur i.e. total 83.33% (130) think that they should have education to lead the society as well as the organization; 87.50 % (56) respondents of Chowduar and 85.87% (79) of Gopalpur i.e. total 86.54% (135) think that they should have prestigious occupations to be honored by the general people of their respective society; 93.75% (60) respondents of Chowduar and 83.69% (77) of Gopalpur i.e. total 87.82% (137) think that they should have the skillness in leadership; 95.31 % (61) respondents of Chowduar and 70.65% (65) of Gopalpur i.e. total 80.77% (126) think that they should have the intelligence to understand the loop hole of the society; 100 % (64) respondents of Chowduar and 100% (92) of Gopalpur i.e. total 100% (156) think that they should have philanthropic qualification for being a confirm leader as well as the headman of their society; 100 % (64) respondents of Chowduar and 83.69% (77) of Gopalpur i.e. total 90.38% (141) think that they should have patriotism because without the patriotism, the leadership can not get the

perfection as well as the completion in its own arena; 98.44% (63) respondents of Chowduar and 48.91% (45) of Gopalpur i.e. total 69.23% (108) think that they should have liberalism to love the people properly; 93.75 % (60) respondents of Chowduar and 42.39% (39) of Gopalpur i.e. total 63.46% (99) think that they should have the patience that can bring the culture of democracy in their prevailing society; 92.18% (59) respondents of Chowduar and 70.65% (65) of Gopalpur i.e. total 85.90% (134) think that they should have the fraternity to increase their relationship among each-other of the society; 95.31 % (61) respondents of Chowduar and 80.43% (74) of Gopalpur i.e. total 86.54% (135) think that they should have honesty that is the main force of a leader as well as a headman of a society; 60.94% (39) respondents of Chowduar and 59.78% (55) of Gopalpur i.e. total 60.25% (94) think that they should have wisdom on different disciplines; 26.56% (17) respondents of Chowduar and 77.17% (71) of Gopalpur i.e. total 56.41% (88) think that they should have good behavior so that the other members of the society can learn a lot from him; 3.13 % (2) respondents of Chowduar and 73.91% (68) of Gopalpur i.e. total 44.87% (70) think that they should have responsibilities to the society, at the same time, 3.13% (2) respondents of Chowduar and 20.65% (19) of Gopalpur i.e. total 13.46% (21) think that they should have dutifulness to the people of the society; 1.56% (1) respondents of Chowduar and 29.35% (27) of Gopalpur i.e. total 17.95% (28) think that they should become honest in every activities of the society; 10.94 % (7) respondents of Chowduar and 3.26% (3) of Gopalpur i.e. total 6.41% (10) think that they should have conscience; 1.56% (1) respondents of Chowduar and 19.56% (18) of Gopalpur i.e. total 12.18% (19) think that they should have courage to any legal work; 3.13% (2) respondents of Chowduar and 42.39% (39) of Gopalpur i.e. total 26.28% (41) think that they should become mealy mouthed to their every word; 1.56% (1) respondents of Chowduar and 48.91% (45) of Gopalpur i.e. total 29.48% (46) think that they should become rich so that they can be able to help during the crisis moment of their followers of the society; 7.81 % (5) respondents of Chowduar and 41.30% (38) of

Gopalpur i.e. total 27.56% (43) think that they should become righteous so that none is deprived of their different rights of the society as well as the organization; 10.94% (7) respondents of Chowduar and 5.43% (5) of Gopalpur i.e. total 7.69% (12) think that they should have knowledge so that they can give accurate idea on different aspects when the followers want it; 1.56% (1) respondents of Chowduar and 20.65% (19) of Gopalpur i.e. total 12.82% (20) think that they should become ideal so that the followers are able to follow them; 1.56 % (1) respondents of Chowduar and 48.91% (45) of Gopalpur i.e. total 29.48% (46) think that they should have the quality like the social equality that bring the overall rights of the people of the society; 4.69 % (3) respondents of Chowduar and 9.78% (9) of Gopalpur i.e. total 7.69% (12) think that they should have qualification of the mutual cooperation, and 1.56% (1) respondents of Chowduar and 5.43% (5) of Gopalpur i.e. total 3.85% (6) think that they should have humanism because without it all activities are hampered in the society as well as the organization.

The Leader and the General people of the Society of the Oraon Community

Leadership is one kind of tough job as well as the popular job. Power and leadership are interrelated with each other. The leader gets the power of functioning the society as well as the organization from the general people of the society or the organization. So he is to think accurately for the over all development of the society. In the arena of the Oraon society, the leaders is to be sacrificed, greedless and public spirited. It is one kind of thankless job. The leader of this society does not get any remuneration from the society or the organization. But it is a prestigious job. So, if a member of the Oraon society wants to be a leader, he is to get the mandatory of the general members of the society or the organization. It is not the job of the wanting and the getting.

Table 2 shows that 7.81% (5) respondents of Chowduar and 14.13% (13) of Gopalpur i.e. total 11.54% (18) could be the leader or the headman according to their will. This is because; they have all the qualities of being the leader as well as the headman of the society. On other hand, 92.19%

Nature of the Leadership of the Oraon Community in Bangladesh

(59) respondents of Chowduar and 85.87% (79) of Gopalpur i.e. total 88.46% (138) could not be the leader or the headman of their society according to their will. This is because, mandatory of the general members of the society as well as the organization is crying need for being a leader for any one of the society.

Table 2: Opportunity of the General People of being the Leader of the Society

Name of the Location		Yes	No	Total
Chowduar	Count	5	59	64
	% Within Type	7.81%	92.19%	100%
Gopalpur	Count	13	79	92
	% Within Type	14.13%	85.87%	100%
Total	Count	18	138	156
	% Within Type	11.54%	88.46%	100%

Source: Field Survey/2011

VIII. CAUSES OF NO OPPORTUNITY OF BEING THE LEADER OF THE SOCIETY

Field survey 2011/ indicates that 14.06% (9) respondents of Chowduar and 13.04% (12) of Gopalpur i.e. total 13.46% (21) think that any one of them of the society can not be the leader or the head man if the general people of the society do not support; 3.13% (2) respondents of Chowduar and 5.43% (5) of Gopalpur i.e. total 4.49% (7) think that they are not intelligent enough to be a leader to run the society and so the general people of the society will not support or mandate him; 31.25% (20) respondents of Chowduar and 25% (23) of Gopalpur i.e. total 27.56% (43) think that the neighbors as well as the general people of the society are disagreed for making them as the leader; 9.38% (6) respondents of Chowduar and 5.43% (5) of Gopalpur i.e. total 7.05% (11) are unfit for being the leader or the headman as there is no support of the general people and at the same time they also think that they have no education as well as ability after the liking of the general people of their society; 1.56% (1) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 1.92% (3) think that all members of the society can not be the leader or the headman as all have no ability of being the leader or the headman of the society; 6.25% (4) respondents of Chowduar and 1.09% (1) of Gopalpur i.e. total 3.21% (5) think that many of them have no will to be a leader or the headman because the general people of the society will not support them for electing or selecting as the leader or the headman of the society. 3.13% (2) respondents of Chowduar and 4.35% (4) of Gopalpur i.e. total 3.85% (6) think that a person can not be the leader if he has no these qualities; racial status, education, occupation, skill ness, intelligent, patriotism, conscience, mutual cooperation in rainy day, and humanism are crying need to be the leader that is absence in them. 3.13% (2) respondents of Chowduar and 4.35% (44) of Gopalpur i.e. total 3.85% (6) think that they are not worthy of being the leader due to lack of knowledge as to the social rules and regulations; 4.69% (3) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 3.21% (5) think that if there is no consent of the masses presented in the meeting on leadership, a person is totally unfit for electing as well as selecting as the leader or the headman of the of the society as well as the organization and so, though he wants to be a leader, the house will not permit him to be a leader; 3.13% 2) respondents of Chowduar and 9.78% (9) of Gopalpur i.e. total 7.05% (11) think that the money and the riches are crying need for being the leader of the society and that is why, if a person do not have the money as well as the riches, in spite of having his will, he is fully unable to be elected or selected as the leader. 6.25% (4) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 3.85% (6) think that a person

Nature of the Leadership of the Oraon Community in Bangladesh

of less callivered and having no consent of the masses presented in the meeting can not be the leader though he wants to be; 1.56% (1) respondents of Chowduar and 5.43% (5) of Gopalpur i.e. total 3.85% (6) think that if a person do not belong the qualities of the education and the expertness on social or organizational administration, the present people in the meeting do not elect or select him as the leader of the society; 3.13% (2) respondents of Chowduar and 10.87% (10) of Gopalpur i.e. total 7.69% (12) think that the optimist person of the society does not hope for electing as well as selecting as the leader if he does not deserve the quality of good behavior. 4.69% (3) respondents of Chowduar and 6.52% (6) of Gopalpur i.e. total 5.77% (9) think that for doing anti-social and anti-communal activities one can not be the leader if he wants to be; 3.13% (2) respondents of Chowduar and 5.43% (5) of Gopalpur i.e. total 4.49% (7) think that due to shortage of suitable intelligence some of them are unworthy to be the leader.

Activities of the Padda Panch Leaders of the Oraon Community

Every side and every activity of the society or the organization named Padda Panch is led by the elected or the selected leaders of the society especially locally named Mondal or Moral constitutionally named Baigas or Baiga (Male President or Female President) and his other council members. They can play a vital role for the betterment of the society. They are always by the general people of the society. On the whole, it can be said that all sorts of the peaces and developments of the society depend upon the activities of the Mondal or Moral as well as the executive council members of the Padda Panch. All the activities of the society or the Padda Panch such as; social, economic, political, cultural, religious or different festivals and ceremonies, judiciary, cooperation in medical aid, communication with other communities, enhancing the government non-government opportunities and proper allocation among the masses, communication with the political leaders, different government allowances procuring or allocating among the worthies of getting these, cooperation the wretched as well as the helpless of

the society, supervising as to the sending of the students to the school as well as being prompt to increase their education rate, creating awareness on sanitation among the followers, bringing up the self language as well as the culture, developing the female or the baby, developing the organization, creating the working sector for the followers, cooperation to the upper Digari organization so that they can be able to observe the local or the national level of festivals and ceremonies, creating awareness on keeping the environment well and so on are performed in accordance with the direct leadership of Mondal or Moral. All the members of his council are very devoted to him. They also co-operate the Mondal or Moral differently. All the subordinates of Mondal or Moral are accountable to him for their activities. In absence of Mondal or Moral for any reason, the immediate next man of the committee is Prodhan whose constitutional name is Sangi Baigas or Sangi Baiga (Assistant Male President or Assistant Female President) takes the charge of the society as well as Padda Panch.

Source: FGD of the different Digari Councils' Leaders and general members of Godagari Upazila, Rajshahi, 25.08.2011

8.1 Activites of Mondal or Moral of Padda Panch

Mondal or Moral presides over the meeting of the council of village society or the Padda Panch. After getting the appointment as the head leader, he appoints other members of the Executive Council of the Padda Panch through the collective consent of the General Council of the Padda Panch. To act in accordance with the decision of the General Council of the Padda Panch and to implement the accepted plan by the executive council are his prime activities and so, he is accountable to the General Council of the Padda Panch. To unite the Oraon people is his important work that is performed accordingly by him. He ensures the rights of the members of the Padda Panch on the basis of the neutrality as well as the legality. He very often tries to increase the fraternity of the Oraon community with other communities of the village. The new plans for the betterment of the society, new activities as well as its implementation are performed by the

Nature of the Leadership of the Oraon Community in Bangladesh

Executive Council that is presided over by him. He calls the meeting, activates the meeting, writes the future plans and ensures the distribution of these to the followers of the Padda Panch. To communicate with the different GOs and NGOs as well as the administrations in order to keep the intimation for the entire development of the society is his one of the main deeds. He fetches different GOs as well as NGOs contribution and distributes these among the marginal needy members of the society. He is always very alacrity to protect the files and the assets of the Organization Padda Panch so far the days he rules. None of the society can go out of his command; if any body goes out of his command, he is boycotted and nobody of the society do not keep relation with him. He also tries to settle down the controversy prevailing in the society as early as possible with the close cooperation of his cabinet members as well as the respected persons of the society without the intervention of outer Oraon leaders and that is why; locally he is called the judge of the village of the Oraon. He also ensures the hygienic environment of the village. To ensure the rights of the male as well as the female in the arena of distributing familial assets among them is also his important activity in order to keep peaceful manner in the village. He teaches the followers as to the self community as well as the patriotism. He is always prompt to collect the fund for the society through procuring the subscriptions from them and out siders so that he can help the wretched as well as the poor people of the society in their rainy seasons, in wedding time, death time and so on. He presides over every function of the society. He is always by the people of the society in the activities from birth to the death. If he fails to settle the controversy as well as the other activities of the society; he informs the upper organizations of Digari to take the necessary steps without delay. He always communicates with the leaders of the upper Digari organizations to lead the Padda Panch exactly. On the whole, it can be said that he is the prime mover of the root level organization of Padda Panch.

Source: FGD of the different Digari Councils' Leaders and general members of Godagari Upazila, Rajshahi, 25.08.2011

8.2 Activites of Prodhan of Padda Panch

Prodhan is also a very important post for the Padda Panch. He is the second important leader of the Padda Panch. Though every function is presided over by the Mondal, Prodhan does not stay away from him. He is always by him and supports him in every atmosphere of the society. During the absence of the prime leader Mondal or Moral, he takes the charge of Mondal or Moral. On the whole, it can be said that what Mondal does as usually for the people of the Padda Panch is the deed for the Prodhan. So, it proves that Prodhan is also an important leader of the root level organization named Padda Panch. In the presence of the Mondal or Moral, he plays an important role becoming the caller of any sub committee of the Padda Panch. He co-operates the Mondal or Moral in his all kinds of the activities that are legal as well as pro-people. He also co-operates the lower as well as the upper level of the organization doing different sorts works.

Source: FGD of the different Digari Councils' Leaders and general members of Godagari Upazila, Rajshahi, 25.08.2011

8.3 Tisgu Urbas of the Padda Panch

In the Oraon society, it is said that he is one of the prime administrators of the Padda Panch. On the basis of the permission of the Mondal or Moral, he circulates the advertisement of functioning all kinds of the meetings. He writes the discussion of all the decisions of the functioning meetings and also preserves these accordingly. He makes all the papers, narration of the acts, necessary documents as well as the written deeds of the Padda Panch and at the same time, ensuring the signature of Mondal or Moral on these, he sends as well as preserves these. He acts as like as signature giver in the arena of banking. He make the demand of the expenditures and after the approval of the executive council, he implements it. He answers all the letters from the out sides with the help of the discussion of the Mondal or

Moral. He looks his eyes on the activities of the Bhander Rakhhak or the treasurer whose constitutional name is Tiba Kha-Pu. So, Bhander Rakhhak is accountable for his activities to the Tisgu Urbas (General Sectretary).

Source: FGD of the different Digari Councils' Leaders and general members of Godagari Upazila, Rajshahi, 25.08.2011

8.4 Activities of Tiba Kha-Pu of the Padda Panch

Tiba Kha-Pu i.e. Treasurer is one of the most important posts of the Padda Panch. In accordance with the collective decision of the executive council of Padda Panch, he moulds the budget of the Padda Panch and takes necessary steps for approval by the General Council of Padda Panch. He bears all the responsibilities of exchanging the goods or cash money of the society. For this reason, he makes the balance sheet of the income or the expenditures and sends it to the General Council for approval. He spends a certain portion of the money according to the consent of the executive Council for the different developments of the society. In the arena of banking, he acts as a signature holder with other leaders of the Padda Panch. He credits the achieved money from different sectors to the bank account of the Padda Panch. Besides, he performed other different activities vested by the Executive Council as well the General Council of the Padda Panch. Note worthy that only the treasurer gets the remuneration from the Padda Panch though it is nominal.

Source: FGD of the different Digari Councils' Leaders and general members of Godagari Upazila, Rajshahi, 25.08.2011

8.5 Activites of Lar Edu of the Padda Panch

This leader of the Padda Panch performs all the activities of the education, culture, research as well as the publications related to the Padda Panch on the basis of the approval of the Executive Council. For the well fare of this organization, he puts up all the plans regarding the education, culture, research or publication to the General Council of the Padda Panch for approval. All the plans regarding the education of the Oraon society is done by him and at the same time, he arrange different activities of the education such as; study tour, religious festivals, social different cultures, function of practicing their own language among them and so on.

Source: FGD of the different Digari Councils' Leaders and general members of Godagari Upazila, Rajshahi, 26.08.2011

8.6 Jurir of the Padda Panch

The number of the Jurir is three. All of them are ready to do the activities given by the general post holders of the Padda Panch. They follow the orders of the Mondal or Moral as well as other personnel of the society. Generally they have no specific deeds for the organization. When the committee thinks that their co-operation is necessary for the committee, they are called upon to do their specific duties. On the whole, it can be said that these three members are always by the committee.

Source: FGD of the different Digari Councils' Leaders of Godagari Upazila, Rajshahi, 26.08.2011

8.7 Agua/ Chowkidar of the Padda Panch

His main deed is to communicate with the different organizations as well as the individuals in accordance with the decision of the Executive Council of the Padda Panch. He informs the general people of the village all the messages of the society according to the direction of the Mondal or Moral. He informs all the general people of the village to attend different meetings or processions, courts, marriage ceremony inter or intra society, obituary, religious festivals, cultural functions or festivals, court operated by the other society and so on. If the general people do not give the priority of the Mondal's provocation and disobey him, he along with general members of the Padda Panch forcibly fetches them in front of the house according to the order of the Mondal.

Source: FGD of the different Digari Councils' Leaders and general members of Godagari Upazila, Rajshahi, 26.06.2011

Nature of the Leadership of the Oraon Community in Bangladesh

8.8 Activities of the Mondal or Moral as the Headman of the Society

Field survey/ 2011 reveals that 4.69% (3) respondents of Chowduar and 3.26% (3) of Gopalpur i.e. total 3.85% (6) think that the headman of the society i.e. Mondal presides over the meetings of the society for achieving his different goals as well as the development of the village; 3.13% (2) respondents of Chowduar and 6.52% (6) of Gopalpur i.e. total 5.13% (8) opine that to complete different functions of the marriage ceremony successfully, to lead as well as to take the proper decision of how many good men will go with the bride and of how many will come from the opposite side i.e. groom side are the deeds of the Mondal; 4.69% (3) respondents of Chowduar and 4.35% (4) of Gopalpur i.e. total 4.49% (7) think that to look after the wretched or the poor people of the society is the deed of the head man; 7.81% (5) respondents of Chowduar and 5.43% (5) of Gopalpur i.e. total 6.41% (10) opine that he solve the problem of false allegation against the members of the society investigating accordingly; 1.56% (1) respondents of Chowduar and 7.61% (7) of Gopalpur i.e. total 5.13% (8) think that he performs the trial among the members of the society fruitfully and that is his main tasks; 6.25% (4) respondents of Chowduar and 13.04% (12) of Gopalpur i.e. total 10.26% (16) think that looking after the good and bad sides of the people of the society is his work; 10.94% (7) respondents of Chowduar and 4.35% (4) of Gopalpur i.e. total 7.05% (11) opine that the headman acts to protect the environment of the Oraon society; 4.69% (3) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 3.20% (5) opine that he notices the entire activities of the village so that no occurrence can happen; 6.25% (4) respondents of Chowduar and 17.39% (16) of Gopalpur i.e. total 12.82% (20) think that the Mondal takes accurate decision regarding the followers for leading the village properly; 1.56% (1) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 1.92% (3) think that he solves different social problems tactfully so that the villagers remain in peaceful manner; 3.13% (2) respondents of Chowduar and 1.08% (1) of Gopalpur i.e. total 1.92% (3) think that to sacrifice his life for the welfare of the society is

one of his prime deeds and he also does other different social activities; 6.25% (4) respondents of Chowduar and 10.87% (10) of Gopalpur i.e. total 8.97% (14) opine that he always tries to lead the society fair and transparently with the collective co-operation or the discussion with the general people of the village; 3.69% (3) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 3.20% (5) think that the main act of the Mondal or Moral is looking after the good and bad sides of the society; 6.25% (4) respondents of Chowduar and 5.43% (5) of Gopalpur i.e. total 5.77% (9) think that if anybody of the society becomes ill he sends the patient with his selected person to the hospital and always takes care of the patient; 3.13% (2) respondents of Chowduar and 1.08% (1) of Gopalpur i.e. total 1.92% (3) think that to receive the goods that the GO or the NGOs allocation for them and to give them these goods exactly is his one of the important tasks; 10.94% (7) respondents of Chowduar and 3.26% (3) of Gopalpur i.e. total 6.41% (10) opine that he helps the wretched as well as the marginal poor people of the society verbally or giving the cash and kinds; 3.13% (2) respondents of Chowduar and 1.08% (1) of Gopalpur i.e. total 1.92% (3) opine that he gives the names of the wretched or the marginal poor people of the society to the member of the Union Council of their own word so that they can get different kinds of allowances or the relief from the GOs and the different NGOs and 1.56% (1) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 1.92% (3) think that he manages the trial among the people of the society equally for keeping the social environment well; 1.56% (1) respondents of Chowduar and 1.08% (1) of Gopalpur i.e. total 1.28% (2) think that very often the Mondal or the Moral gives good advices the general people of the society in the crisis moment; 4.69% (3) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 3.20% (5) opine that to make understanding and to create awareness regarding the lands or other different rights among the general people of the society; and the rest of 3.13% (2) respondents of Chowduar and 3.26% (3) of Gopalpur i.e. total 3.20% (5) think that to attend the 44 village's meetings of Digari council and to communicate

with the leaders of this organization is one of his main deeds. It indicates that total 156 (100%) resddpondents opine that Mondal or Moral performs different activities of the Oraon society.

Cooperation of the General Oraon to the Cabinet Members

A democratic person always takes co-operation from others. He thinks as well as believes that two or more heads are better than one. One person's knowledge may not be ever perfect for the welfare of the entire society. That is why; the Mondal or his cabinet also takes the co-operation of other people of the society.

Table 3 shows that 98.44% (63) respondents of Chowduar and 97.83% (90) of Gopalpur i.e. total 98.08% (153) think that they more or less help and co-operate the Mondal or Moral including his cabinet members differently when they are called to help as well as to co-operate them for the over all welfare of the society by the Mondal or his cabinet members; while the rest of 1.56% (1) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 1.92% (3) think that the Mondal or his cabinet members need not take the help or the co-operation for the welfare of the society from the general members of the society.

Table 3: Accepting co-operation of the general people by the Headman or Mondal or Moral

Name of the Location		Yes	No	Total
Chowduar	Count	63	1	64
	% Within Type	98.44%	1.56%	100%
Gopalpur	Count	90	2	92
	% Within Type	97.83%	2.17%	100%
Total	Count	153	3	156
	% Within Type	98.08%	1.92%	100%

Source: Field Survey/ 2011

IX. CO-OPERATIVE HANDS OF THE HEADMAN OR MONDAL OR MORAL OF THE SOCIETY

Table 4.3 shows that most of the respondents i.e. 98.08% (153) respondents of of the study area think that the Mondal as well as his cabinet members take the co-operation of the different persons of their society as well as other communities of the village. On the whole, it is said that the Mondal or his cabinet members are very liberal to accept the co-operation of the people out of the cabinet and at the same time, the general people who are out of the cabinet are also very egger to co-operate them so far as they can. Field survey/ 2011 reveals that 11.11% (7) respondents of Chowduar and 4.44% (4) of Gopalpur i.e. total 7.19% (11) opine that the mondal or his cabinet members take the co-operation of all the general people of the society for doing their works successfully; 4.76% (3) respondents of Chowduar and 7.78% (7) of Gopalpur i.e. total 6.54% (10)

opine that the intelligent or the experienced persons of the society are always by them to co-operate in their different activities giving their many valuable suggestions and the Mondal or his cabinet also take these opportunities to perfect their shortcoming; 22.22% (14) respondents of Chowduar and 14.44% (13) of Gopalpur i.e. total 17.65% (27) opine that they take the co-operation of each and everybody of the members of their own cabinet or their neighbors who are always by them for doing their vested works in proper way; 26.98% (17) respondents of Chowduar and 47.78% (43) of Gopalpur i.e. total 39.22% (60) opine that he or his cabinet members consult with the aged as well as the experienced persons of the society in need and take different intellectual co-operation from them to lead the society well; 23.81% (15) respondents of Chowduar and 22.22% (20) of Gopalpur i.e. total 22.88% (35) opine that they are good enough to lead the society and if need, they consult with each and other of the cabinet to solve the problem and take

*Nature of the Leadership of the Oraon Community in Bangladesh*

their co-operation of each and other; 11.11% (7) respondents of Chowduar and 3.33% (3) of Gopalpur i.e. total 6.54% (10) opine that the Mondal or his cabinet members take different intellectual supports and co-operation of the intellectuals of their village and sometimes, they also take the different support and the co-operation of the elected members and chairman of their respective union council or the Digari union and thana committee.

9.1 Selection of the Co-operative Persons through the General Meeting

Since the Mondal or his cabinet members take the co-operation or the help from the different types of the general people of the society, to know the procedure of taking their co-operation or the help is an imperative to know prior to this. Most of the household heads of both the villages were questioned how they co-operate them and they replied that through the general meeting they who are selected to co-operate the Mondal or his cabinet members co-operate differently.

Figure 4 shows that 98.43% (63) respondents of Chowduar and 97.83% (90) of Gopalpur i.e. total 98.08% (153) opine that if need to co-operate the Mondal or his cabinet members in any work that is given upon them by the General Council of the society, that is why some expert or eligible persons among them are selected through the general meeting of the society; while 1.56% (1) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 1.92% (3) opine that the Mondal or his cabinet members need not take the auxiliary persons or functioning the meeting of their society to do their work because they are good enough to perform the work that is given upon them by the General Council of the society.
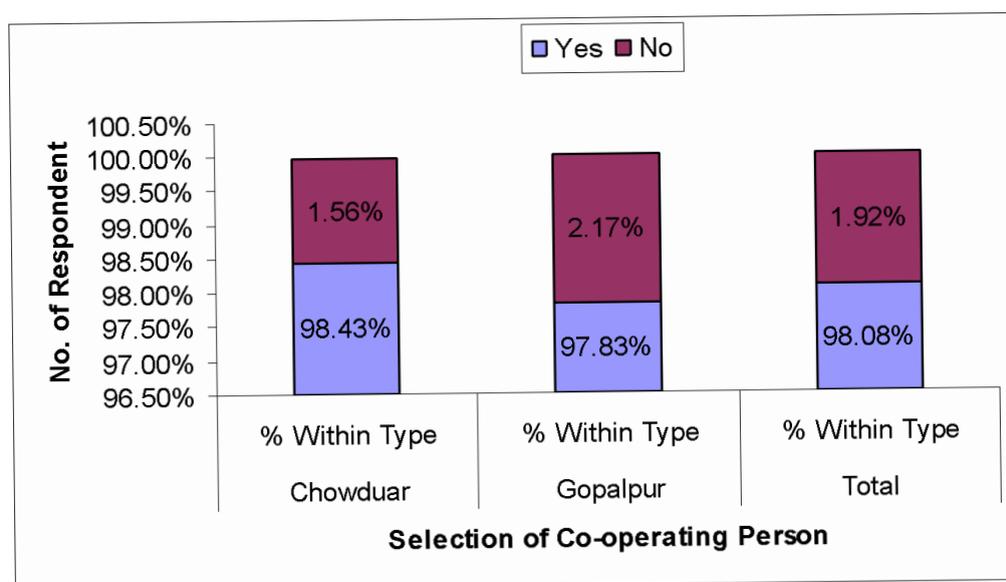
Figure 4: Selection the Co-operative Persons through the General Meeting

Timing, Participation and Discussion in the Meetiong

Field survey/ 2011 reveals that 9.38% (6) respondents of Chowduar and 10.87% (10) of Gopalpur i.e. total 8.33% (13) think that the meeting is held in need of the different times of the month and it has no actual or specific time of holding; 3.13% (3) respondents of Chowduar and 4.35% (4) of Gopalpur i.e. total 3.87% (6) think that the meeting is held after every 7 or 8 days of the month in accordance of the need of the society on the issues of different aspects; 79.69% (51) respondents of Chowduar and 70.65% (65) of

Gopalpur i.e. total 77.56% (121) think that the general meeting of the society is held one time in a month and even there many decisions on different issues are taken; 1.56% (1) respondents of Chowduar and 4.35% (4) of Gopalpur i.e. total 3.21% (5) think that in need of the society the meeting is held after every 4 or 5 days; 4.69% (3) respondents of Chowduar and 6.52% (6) of Gopalpur i.e. total 5.77% (9) think that generally the meeting of the society is held after every 10 to 15 days for taking the active decisions that advance the aim of the society; 1.56% (1) respondents of Chowduar and 3.26% (3) of Gopalpur i.e. total 2.17% (4) think that the general meeting of the society is held after every 2 or 3 month. It is observed that most of the respondents participate in their respective meetings of the society. 98.44% (63) respondents of Chowduar and 97.83% (90) of Gopalpur i.e. total 98.08% (153) participate in different sorts of functioning meetings of their society while only 1.56% (1) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 1.92% (3) do not participate in the different sort of functioning meetings of the society.

FGD findings (held on 12.11/2011) indiccate that all of the respondents of the study area discussed strongly in the general meeting regarding different things in their any need, regarding different social and festival ceremonies, for observing different religious festivals. The respondents of Chowduar discussed lessly regarding the cooperation to the needy of their society while the respondents of Gopalpur discussed moderately regarding the cooperation to the needy. All of the respondents of the study area discussed strongly regarding the perchasing of their different social eccquipments, and regarding social different sorts of judiciaries and protections. The respondents of Chowduar discussed moderately regarding the entire social development while the respondents of Gopalpur discussed strongly regarding that. All of the respondents of the study area discussed strongly regarding the election of their respective society leaders, and regarding choosing as well as participating in the local and the national elections.

Cooperation of the Auxiliaries to the Headman

Most of the respondents co-operate the Mondal or his cabinet members differently giving them their cordial and moral supports or the co-operation to lead the society smoothly by the cabinet members. Field survey/ 2011 reveals 14.06% (9) respondents of Chowduar and 21.74% (20) of Gopalpur i.e. total 18.59% (29) help or co-operate the headman and his cabinet members giving their different scholarly support staying with them; 42.18% (27) respondents Chowduar and 27.17% (25) of Gopalpur i.e. total 33.52% (29) also go to the different places for the sake of achieving different social and political goals with the Mondal and his cabinet members and if need, they also give them different scholarly supports or the co-operations so far as they can. 40.63% (26) respondents of Chowduar and 42.39% (39) of Gopalpur i.e. total 41.67% (65) help them giving their different kinds of valuable suggestions, intellectuals or the physical labors; 3.13% (2) respondents of Chowduar and 8.70% (8) of Gopalpur i.e. total 6.41% (10) also co-operate them accepting different kinds of decisions taken by them.

Expectation to be the Headman

Field survey/ 2011 reveals that all of the respondents have participated in the discussion regarding to be the headman of their society. Among them, 50% (32) respondents of of Chowduar and 27.17% (25) of Gopalpur i.e. total 36.54% (57) opine for 'yes' and at the same time, 50% (32) respondents of Chowduar and 72.83% (67) of Gopalpur i.e. total 63.46% (99) opine for 'no' and this is because, all of them think that they have no quality of becoming the headman and so they are totally unworthy for this post.

9.2 If Elected As Headman Then Desired Activities for the Society

Field survey/ 2011 reveals that if the respondents of both the villages become the headman of the society, they have so many plans to implement so that the general people of the society remain in peaceful milieu in each and every sector of the society. Among them, 35.94% (23) respondents of Chowduar and 33.70% (31) of Gopalpur i.e. total 34.61% (54) opine if they are made the headman

of the society, they will lead the society properly for the over all development of the entire society; 10.94% (7) respondents of Chowduar and 6.52% (6) of Gopalpur i.e. total 8.33% (13) opine that to help and to co-operate the wretched and the marginal poor people of the society and to develop the entire society taking different pro-people activities shall be their main aim if they become the headman of their society; 3.13% (2) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 2.56% (4) will advance the society directing the general people of the society in right way if they are elected or selected as the headman of the society; 3.13% (2) respondents of Chowduar and 3.26% (3) of Gopalpur i.e. total 3.21% (5) opine that their prime activities will be to come forward to help the neighbors in their out of seasons after becoming the headman; 7.81% (5) respondents of Chowduar and 16.30% (15) of Gopalpur i.e. total 12.82% (20) opine if they are elected or selected as the headman, they concertedly will take decision to eradicate or to prohibit for ever all kinds of the intoxicated goods such as wine, ganja and tari from the society because they think that these intoxicated goods are the obstacles on their way to progress; 6.25% (4) respondents of Chowduar and 21.74% (20) of Gopalpur i.e. total 15.38% (24) opine that if they can be the headman, to do the social development, to keep the good governance in the society, to ensure the well trial for every body of the society, to co-operate the wretched or the poor people of the village and to gear up the awareness regarding different aspects for attaining their different rights shall be their challenging tasks; 2.17% (2) of Gopalpur i.e. total 1.28% (2) respondents opine if they become the headman, they will create the awareness regarding the education, health and the environment among the general people of the society; 1.08% (1) respondents of Gopalpur i.e. total 0.64% (1) think if they are elected or selected as the headman, they will dedicate themselves for the betterment of all kinds of the people of their society; 2.17% (2) respondents of Gopalpur i.e. total 1.28% (2) think that they will give the honors to all the general members of the society as the result of their respective deeds; 4.35% (4) respondents of Gopalpur i.e. total 2.56% (4) think if they are elected or selected as the headman,

they will properly allocate the goods which are got from the different GOs as well as NGOs among the people who are only worthy of getting these goods; and the rest of 32.81% (21) respondents of Chowduar and 6.52% (6) of Gopalpur i.e. total 17.31% (27) are inactive and they do not give any comment regarding this issue.

Cabinet Members as Political Supporter and Relationship with Others

Man by nature is social and political being.[76] The members of the Oraon community are not exception from it. They also do the politics differently. Field survey/ 2011 reveals that most of the respondents of both the villages are questioned whether the headman as well as his cabinet members actively supports the political party and they reply that they support the political party and at the same time they are also the supporters of the political party. 95.31% (61) respondents of Chowduar and 84.78% (78) of Gopalpur i.e. total 89.10% (139) opine that the headman and his cabinet members support the political party directly while 4.69% (3) respondents of Chowduar and 15.22% (14) of Gopalpur i.e. total 10.90% (17) opine that the they do not support the political party and are not the supporters of the political party.

Field survey/ 2011 reveals that they opine that their relationship with the leaders of the political party is good. But they think regarding this matter differently. 3.28% (2) respondents of Chowduar and 29.49% (23) of Gopalpur i.e. total 17.98% (25) opine that the relationship between the cabinet members and the leaders of the political party is very good; 81.97% (50) respondents of Chowduar and 48.72% (38) of Gopalpur i.e. total 63.31% (88) opine that the relationship between them is good; 14.75% (9) respondents of Chowduar and 17.95% (14) of Gopalpur i.e. total 16.55% (23) opine that the relationship between them is moderate; while the rest of 3.85% (3) of Gopalpur i.e. total 2.16% (3) opine that the relationship between them is not good.

Field survey/ 2011 reveals that 96.88% (62) respondents of Chowduar and 90.22% (83) of

---

76 Ernest Barker (ed.), The Politics of Aristotle (Oxford: The Clanendon Press, 1968), p. 1129.

Gopalpur i.e. total 92.95% (145) say that the relationship between the cabinet members of inter and intra communities is present; while the rest of 3.12% (2) respondents of Chowduar and 9.78% (9) of Gopalpur i.e. total 7.05% (11) say that the relationship between the cabinet members of inter and intra communities is absent.

X. TYPES OF RELATIONSHIP AMONG THE HEADMEN OF INTER & INTRA COMMUNITIES

Field survey/ 2011 reveals that 56.45% (35) respondents of Chowduar and 32.53% (27) of Gopalpur i.e. total 42.76% (62) opine that the good relationship among the headman of inter and intra communities is present on different social or the political activities; 35.48% (22) respondents of Chowduar and 33.73% (28) of Gopalpur i.e. total 34.48% (50) opine that the relationship among them on the consultations regarding the activities of their respective organization, invitation in marriage ceremonies or other social or political functions, trial of intra or inter society is present; 4.48% (3) respondents of Chowduar and 21.69% (18) of Gopalpur i.e. total 14.48% (21) opine that the relationship among them on intra community meeting, solving different problems among them and moving together in order to enhance solidarity among them is present; 3.23% (2) respondents of Chowduar and 9.64% (8) of Gopalpur i.e. total 6.90% (10) opine that the relationship among them on the friendship or the fraternity and exchanging the cash or goods among them is present. Note worthy that 2.41% (2) respondents of Gopalpur i.e. total 1.38% (2) opine that the relationship among them as the friendship is present.

10.1 Relationship between the Headman and UP Members & Chairman

The respondents are questioned how the relationship among the headman or the Mondal or his cabinet members and the members or the chairman of the union council is. They have opined regarding this matter differently. Field survey/ 2011 reveals that 4.69% (3) respondents of Chowduar and 17.39% (16) of Gopalpur i.e.

total 12.18% (19) opine that the relationship among them is very good; 79.69% (51) respondents of Chowduar and 57.61% (53) of Gopalpur i.e. total 66.67% (104) opine that the relationship among them is good; 10.94% (7) respondents of Chowduar and 25% (23) of Gopalpur i.e. total 19.23% (30) opine that the relationship among them is moderate; only 3.13% (2) respondents of Chowduar i.e. total 1.28% (2) opine that the relationship among them is not good; while 1.56% (1) respondents of Chowduar i.e. total 0.64% (1) opine that they do not know regarding this i.e. they are inactive.

General People & Liking the Leadership of the Cabinet Members

Field survey/ 2011 reveals that the respondents are asked if the leadership of the headman or his cabinet members is after their liking. Most of them have say that their leadership is after their liking. 96.88% (62) respondents of Chowduar and 93.48% (86) of Gopalpur i.e. total 94.87% (148) opine that their leadership is after their liking; while the rest of 3.12% (2) respondents of Chowduar and 6.52% (6) of Gopalpur i.e. total 5.13% (8) opine that their leadership is not after their liking.

10.2 Causes of Liking the Leadership of the Cabinet Members

Field survey/ 2011 reveals that there are many causes for respondents after the liking of the leadership of the head man or the Mondal or his cabinet members. Among them, 11.29% (7) respondents of Chowduar and 20.09% (19) of Gopalpur i.e. total 17.57% (26) opine that since they perform different activities regarding the over all development of the society or the village and lead the society well, their leadership is after their liking; 3.23% (2) respondents of Chowduar and 3.49% (3) of Gopalpur i.e. total 3.38% (5) opine that as they are intelligent, conscious, educated and sincere on their duties, their leadership is after their liking; 46.77% (29) respondents of Chowduar and 2.33% (2) of Gopalpur i.e. total 20.94% (31) opine that their leadership is after their liking because all of them of the cabinet are the owner of good character, righteous on their activities, and equal to the fair

---

Nature of the Leadership of the Oraon Community in Bangladesh

trial of the general people of the society; 1.61% (1) respondents of Chowduar and 9.30% (8) of Gopalpur i.e. total 6.08% (9) opine that their leadership is after the liking of the general people of the society because they are co-operative for the people of the society and at the same time, they are by the wretched or the poor people of the society giving their different sorts of the co-operation so far as they can when they are remain in dangerous period and in very hard up; 3.23% (2) respondents of Chowduar and 5.81% (5) of Gopalpur i.e. total 4.73% (7) opine that their leadership is after their liking as they are always prompt to fetch the different types of the co-operation i.e. relief, VGD, VGF and so on for the convenience of the wretched as well as the poor people of the society on behalf of the GOs or the NGOs; 12.90% (8) respondents of Chowduar and 3.49% (3) of Gopalpur i.e. total 7.43% (11) opine that their leadership is after their liking as the headman or his cabinet members give the right direction as well as the good consultation during the crisis moment of the villagers; 9.68% (6) respondents of Chowduar and 29.07% (25) of Gopalpur i.e. total 20.94% (31) opine that they behave well with the general people of the society, deals with the people well, perform the meeting regularly, and their judiciary system is good and so their leadership is after their liking; 4.84% (3) respondents of Chowduar and 12.79% (11) of Gopalpur i.e. total 9.46% (14) opine that they are got near in need and they are very much patient to the general people of the society in every atmosphere and that is why their leadership is after their liking; and the rest of 6.45% (4) respondents of Chowduar and 11.63% (10) of Gopalpur i.e. total 9.46% (14) opine that they are equal on their activities to all and at the same time, they serve and act for the general people of the society being neutral and that is why their leadership is after their liking.

10.3 Causes of Disliking the Leadership of the Cabinet Members

Field survey/ 2011 reveals that total 5.13% (8) respondents opine that their leadership is not after their liking. Among them, 33.33% (2) respondents of Gopalpur i.e. total 25% (2) opine that their leadership is not after their liking

because none of them is transparent on economic activities and they do not open the accounce of different things that is got from different GOs or NGOs in front of the general people; 50% (1) respondents of Chowduar and 33.33% (2) of Gopalpur i.e. total 37.50% (3) opine that their leadership is not after their liking. As the cause of the disliking, they mention some of the misdeeds like fairness & transparency on judgment of the headman or his cabinet members of the society.; 16.67% (1) respondents of Gopalpur i.e. total 12.50% (1) opine that the behavior or the public dealings of the cabinet members is not good that is why their leadership is also not after their liking; 50% (1) respondents of Chowduar and 16.67% (1) of Gopalpur i.e. total 25% (2) opine that as the judgment of the cabinet members is not fair or transparent regarding the general people of the society, their leadership is also not after their liking.

XI. LEADERSHIP OF THE HEADMAN

FGD Findings (held on 12.11. 2011) reveal that all of the respondents of the study area opined that their respective headman leads them strongly by applying to the government administration for allocating the khas land and other different cooperation among them, for solving different disputes and cases regarding conflicts and land among the inter or intra people of the Oraon community, and to run successfully their different social and religious ceremonies. All of the respondents of the study area opined that their headman leads moderately their educated children to encourage them giving different logistic supports. All of the respondents of the study area opined that the headman leads strongly the ceremony of funeral after the death any one of the community people and by collecting subscription from the community people to help the bereifed familly to observe well the funeral ceremony and the needy in the society. All of the respondents of the study area opined that their headman leads them moderately to choose the worhty candidate in local and national elections through the general meeting.

11.1 Leadership of the Headman & Conduciveness for the People

Table 4 indicates that the rights of the general people of the society are related through and through with different types of activities of the headman or his cabinet members. The respondents are asked how much associative of the leadership of the headman or his cabinet members is for procuring different social as well as the political rights of the community. All of them from both the villages have answered differently. 71.88% (46) respondents of Chowduar and 66.30% (61) of Gopalpur i.e. total 68.59% (107) opine that their leadership is very much associative for procuring their different social or the political rights; 21.87% (14) respondents of Chowduar and 26.09% (24) of Gopalpur i.e. total 24.36% (38) opine that their leadership is somewhat associative for procuring their different social or the political rights of the community; 3.13% (2) respondents of Chowduar and 4.35% (4) of Gopalpur i.e. total 3.85% (6) opine that their leadership is less associative for procuring their different social or the political rights; 3.13% (2) respondents of Chowduar and 3.26% (3) of Gopalpur i.e. total 3.20% (5) opine that their leadership is not associative at all for procuring their different social or the political rights of the community.

Table 4: Leadership of the Headman & Conduciveness for the People

Locations		Very Much	Somewhat	Less	Not at all	Inactive	Total
Chowduar	Count	46	14	2	2	-	64
	% Within Type	71.88%	21.87%	3.13%	3.13%	-	100%
Gopalpur	Count	61	24	4	3	-	92
	% Within Type	66.30%	26.09%	4.35%	3.26%	-	100%
Total	Count	107	38	6	5	-	156
	% Within Type	68.59%	24.36%	3.85%	3.20%	-	100%

Source: Field Survey/ 2011

Activities in One's Absence of Cabinet Members

Field Survey/ 2011 reveals that though the headman is very prompt to perform his activities staying at the station, very often he is to go out side the station on occasion of performing his different private or the social and political functions. That is why, sometimes some one of the community or the society is to perform the duty in his absence. Therefore, the respondents of both the villages are asked who perform the duty or the activities of the headman of their society or the community in his absence. 100% (64) respondents of Chowduar and 100% (92) of Gopalpur i.e. total 100% (156) opine that the next man of the society i.e. Prodhan takes the charge in his absence.

11.2 Activities in the Absence of the Auxiliary Members

Field Survey/ 2011 reveals that the respondents of both the villages are asked who perform the duties or the activities of the auxiliary cabinet members of the society or the community in their absence. They opine differently. Among them, 18.75% (12) respondents of Chowduar and 27.17% (25) of Gopalpur i.e. total 23.72% (37) opine that any one of the senior, eligible and experienced cabinet members performs the duties or the activities in their absence; 6.25% (4) respondents of Chowduar and 33.70% (31) of Gopalpur i.e. total 22.44% (35) opine that any one of the respected persons of the society performs their duties or the activities in their absence; 68.75% (44) respondents of Chowduar and 29.35% (27) of Gopalpur i.e. total 45.51% (71) opine that as the extra duty, the headman himself performs their duties or activities in their absence; 1.56% (1)

Nature of the Leadership of the Oraon Community in Bangladesh

respondents of Chowduar and 4.35% (4) of Gopalpur i.e. total 8.93% (5) opine that as the extra duty, the Lathial or the Chowkidar performs the duties or the activities in their absence; 1.56% (1) respondents of Chowduar and 3.26% (3) of Gopalpur i.e. total 2.56% (4) opine that as the extra duty, the Prodhan performs the duty in their absence; and the rest of 3.13% (2) respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 2.56% (4) opine that as the extra duty, the general secretary performs the duty in their absence.

Problems in Election Period

Though the headman or his cabinet members are elected or selected through the democratic process by the general members of the society, there are some obstacles or the chaotic situations that come in front of the democratic process. The respondents are asked whether any chaotic situation or odd moment is created during the election or the selection of the headman or his cabinet members in their respective society. Some of them have said that such this situation happens in their respective society. Field Survey/ 2011 reveals that 4.69% (3) respondents of Chowduar and 15.22% (14) of Gopalpur i.e. total 10.90% (17) say that there are some problems that happen in their society during the election or the selection of the cabinet members; while most of them i.e. 95.31% (61) respondents of Chowduar and 84.78% (78) of Gopalpur i.e. total 89.10% (139) opine that there is no problem that happens during the election or the selection of the cabinet members in their society.

11.3 Problems in Electing Cabinet Members of the Society

The respondents are asked if there are some problems that are created during the election or the selection of the headman or his cabinet members in the society; they (10.90%) mention the problems differently. Among them, 100% (3) respondents of Chowduar and 21.83% (3) of Gopalpur i.e. total 35.29% (6) opine that since there is a shortage of like minds among the general people in the society, the problems are created during the election or the selection as the cabinet members by some of the people of the society. 14.29% (2) respondents of Gopalpur i.e.

total 11.76% (2) opine that as there is a complicacy of getting the enriched with honest or good character man in the society, such sorts of problems are created among the general people of the society during the election or the selection of the cabinet members; 64.28% (9) respondents of Gopalpur i.e. total 52.94% (9) opine that as the number of the candidates for doing election or the selection as the members of the cabinet are many, such these problems are created in the society during that time.

Opportunity of Protesting against Partial and in Illegal Activities

Though the headman and his cabinet members are elected or selected through the democratic process by the general people of the society and they are generally very much prompt and sincere to do their activities vested upon them. Some of them sometimes may perform any kind of misdeeds like the partialities or the illegal activities for their own or other's interest of the society. Therefore, the respondents are asked whether any system or the opportunity of protesting against the headman and his cabinet members on behalf of the general people is present if they perform any misdeed in the society. All t of them mention their opinions. Field Survey/ 2011 reveals that 96.88% (62) respondents of Chowduar and 88.04% (81) of Gopalpur i.e. total 91.67% (143) have the opportunity to protest against them if they show any partiality to any one of the society; while very few 3.12% (2) respondents of Chowduar and 11.96% (11) of Gopalpur i.e. total 8.33% (13) have no opportunity to protest against them if they show any partiality to any one of the society.

11.4 Pattern of Protesting Opportunity Partial Activities

At the same time, the respondents are asked how they protest the headman or his cabinet members if they show any partiality towards some one of the society. Among them those who protest their partiality opine differently.

Field Survey/ 2011 reveals that 45.16% (28) respondents of Chowduar and 46.91% (38) of Gopalpur i.e. total 46.16% (66) opine that if they

show any partiality towards any one of the society they protest them through the well judgment by the general people of the society; 45.16% (48) respondents of Chowduar and 25.93% (21) of Gopalpur i.e. total 34.26% (49) opine that if they show any partiality towards any one of the society they protest them through the general meeting by the general people of the society and sometimes they are discharged from their jobs; 1.61% (1) respondents of Chowduar and 20.99% (17) of Gopalpur i.e. total 12.59% (18) opine that if they show any partiality towards any one of the society they protest them through the help of the powerful neighbors of the society; and the rest of 8.06% (5) respondents of Chowduar and 6.17% (5) of Gopalpur i.e. total 6.99% (10) opine that if they show any partiality towards any one of the society they protest them through the prevailing law and order in their society and the country.

11.5 Causes of no Protesting Opportinity

Field Survey/ 2011 reveals that some of the respondents (8.33%) say that they have no opportunity to protest the headman or his cabinet members if they show the partiality towards any one of the society. Among them, 63.64% (7) respondents of Gopalpur i.e. total 53.85% (5) opine that they are not able to protest them for their partiality towards any one of the society because they are very poor and illiterate and that is why, they are ignored in everywhere of the society; 100% (2) respondents of Chowduar and 36.36% (4) of Gopalpur i.e. total 46.15% (6) opine that they are not able to protest them for their partiality towards any one of the society because they are more powerful than the general people of the society and at the same time, their social and the political communication with the top dogs who are the local or the national level of political leaders of the country.

11.6 Opportunity of Protesting against Illegal Activities

Field Survey/ 2011 reveals that 31.25% (20) respondents of Chowduar and 77.17% (71) of Gopalpur i.e. total 58.33% (91) have the opportunity to protest the headman as well as his cabinet members if they perform any illegal

activities; while the rest of 68.75% (44) respondents of Chowduar and 22.83% (21) of Gopalpur i.e. total 41.67% (65) have no opportunity to protest them if they perform any illegal activities.

11.7 Pattern of Protesting Opportunity against Illegal Activities

Field Survey/ 2011 reveals that 58.33% respondents have the opportunity to protest against them. Among them, 15% (3) respondents of Chowduar and 56.34% (40) of Gopalpur i.e. total 47.25% (43) protest the headman or his cabinet members through the general people of the society if they perform any illegal activities for any one of the society and if their crime is the worthy of excusing, they are excused and if their crime is unworthy of excusing, they are boycotted from the society and all sorts of the activities vested upon them by the general members of the society; 30% (6) respondents of Chowduar and 26.76% (19) of Gopalpur i.e. total 27.47% (25) opine that they protest the headman or his cabinet members through their social judgment or the low and order if they perform any illegal activities for any one of the society; 55% (11) respondents of Chowduar and 16.90% (12) of Gopalpur i.e. total 25.27% (23) opine that they protest the headman or his cabinet members through the prevailing low and order of the country and filing the case against them in the court of the country if they perform any illegal activities for any one of the society.

## 11.8 Causes of no Protesting Opportinity

Field Survey/ 2011 reveals that some of the respondents (41.67%) say that they have no opportunity to protest the headman or his cabinet members if they perform any illegal work towards any one of the society. Among them, 90.91% (40) respondents of Chowduar and 61.90% (13) of Gopalpur i.e. total 81.54% (53) opine that they are not able to protest the headman or his cabinet members for performing their illegal work towards any one of the society because they are more powerful than the general people of the society and at the same time, their social or the political communication with the top dogs who

Nature of the Leadership of the Oraon Community in Bangladesh

are the local or the national level of political leaders of the country; 9.09% (4) respondents of Chowduar and 38.10% (8) of Gopalpur i.e. total 18.46% (12) opine that they are not able to protest the headman or his cabinet members for their partiality towards any one of the society because they are very poor or illiterate and that is why, they are ignored in everywhere of the society.

XII.   LEADERSHIP OF THE WOMEN

Figure 5 indicates that as the head of the present Bangladesh government or the present opposition party leader is woman, thinking this concept, the respondents are asked whether they support the woman as the headman or the cabinet members and their leadership for their society. Most of the respondents give their opinions. 96.88% (62) respondents of Chowduar and 82.61% (76) of Gopalpur i.e. total 88.46% (138) opine that they support the woman as the cabinet members and their leadership of the society; while the rest of only 3.12% (2) respondents of Chowduar and 17.39% (16) of Gopalpur i.e. total 11.54% (18) opine that they do not support the woman as the cabinet members and their leadership of the society.
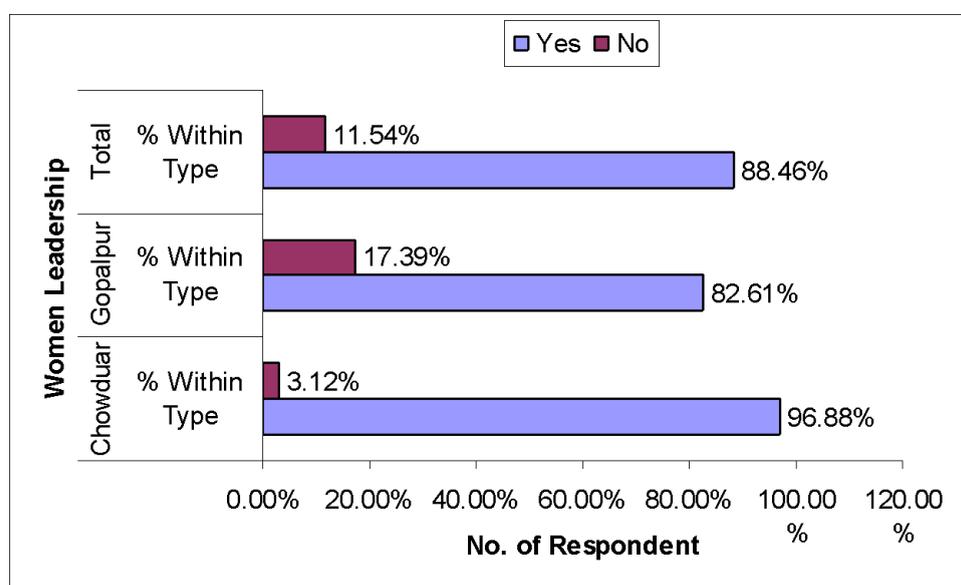
Figure 5: Women Leadership as the Headman or other Members of the Society

Field Survey/ 2011 reveals that most of the respondents (88%) support the leadership of the woman in their respective societies for different causes. Among them, 67.74% (42) respondents of Chowduar and 9.21% (7) of Gopalpur i.e. total 35.51% (49) support the leadership of the woman in their society because they as if, do not become oppressed by the male members of the society and they can be able to upright the head in every nock and corner of the society; 6.45% (4) respondents of Chowduar and 11.84% (9) of Gopalpur i.e. total 9.42% (13) opine that as the right of both sexes is equal that is recognized by the Bangladesh constitution, they support their leadership in the society; 8.06% (5) respondents of Chowduar and 46.05% (35) of Gopalpur i.e. total 28.99% (40) opine that as the male and the female equally contribute in the economic development of their society and the country, they support the leadership in their society; 3.23% (2) respondents of Chowduar and 3.95% (3) of Gopalpur i.e. total 3.62% (5) support the leadership of the woman in their society for the sake of their moral responsibilities from the present perspective of the globalization; 4.84% (3) respondents of Chowduar and 19.74% (15) of Gopalpur i.e. total 13.04% (18) opine that if there is possible to establish the leadership of the woman in their society, the check and balance of the leadership in their society may survive and that is why; the social stability may be protected differently in their society; 6.45% (4) respondents of Chowduar

and 2.63% (2) of Gopalpur i.e. total 4.35% (6) opine that the women do not get their different sorts of rights from the male ruled society, as a result, they are the back bencher than the male in every sector of the society, so they support the leadership of the woman in their society; and the rest of 3.23% (2) respondents of Chowduar and 6.58% (5) of Gopalpur i.e. total 5.07% (7) opine that nowadays, the women are not more set back than the men in their society but some where they are more advanced than the men in their society and that is why; they support the leadership of the woman in their society.

12.1 Causes of Not Supporting the Women Leadership

Field Survey/ 2011 reveals that some of the respondents (12%) do not support the leadership of the woman in their society for the love of different causes. Among them, 100% (2) respondents of Chowduar and 18.75% (3) of Gopalpur i.e. total 27.78% (5) opine that the leadership of the woman in their society is not after their liking and that is why; they do not support their leadership in their society. 31.25% (5) respondents of Gopalpur i.e. total 27.78% (5) opine that the main task of the woman is to operate the household works successfully, they should not go out of these works and so, they do not support the leadership of the woman in their society; 12.50% (2) respondents of Gopalpur i.e.

total 11.11% (2) opine that the woman are unworthy to lead the society successfully and that is why; they do not support the leadership in their society; 25% (4) respondents of Gopalpur i.e. total 22.22% (4) opine that the woman are the Laksmi of the house and the ornament of the husband, so their leadership in the society is very much odd looking; and the rest of 12.50% (2) respondents of Gopalpur i.e. total 11.11% (2) opine that the leadership is one kind of the outer works of the society, so that is very indecent for them and that is why; they do not support the leadership of the woman in their society.

12.2 Importance of the Opinions of the Women

Table 5 shows that most of the women respondents think that the importance of their opinions regarding the election or the selection of the headman or the cabinet members as the leaders of the society is present. Among them, 96.88% (62) women respondents of Chowduar and 96.74% (89) of Gopalpur i.e. total 96.79% (151) women opine that the importance of their opinions regarding election or selection the headman or his cabinet members is present and the rest of 3.12% (2) women respondents of Chowduar and 3.26% (3) of Gopalpur i.e. total 3.21% (5) opine that the importance of their opinions regarding the election or the selection the headman or his cabinet members as the leaders of the society is not present.

Table 5: Importance of the Opinions of the Women

Name of the Location		Yes	No	Total
Chowduar	Count	62	2	64
	% Within Type	96.88%	3.12%	100%
Gopalpur	Count	89	3	92
	% Within Type	96.74%	3.26%	100%
Total	Count	151	5	156
	% Within Type	96.79%	3.21%	100%

Source: Field Survey / 2011

Nature of the Leadership of the Oraon Community in Bangladesh

12.3 Pattern of the importance of the opinions of the women

Field Survey/ 2011 reveal that those women who have the importance of their opinions regarding election or selection of the headman or his cabinet members of the society of of Chowduar and Gopalpur are asked how much their importance is present in the society. They have opined differently as to this topic. 85.48% (53) respondents of Chowduar and 49.44% (44) of Gopalpur i.e. total 64.24% (97) opine that the importance of their opinions regarding the election or the selection of the headman or his cabinet members of the society is present very much; 11.29% (7) respondents of Chowduar and 31.46% (28) of Gopalpur i.e. total 23.18% (35) opine that the importance of their opinions regarding the election or the selection of the headman or his cabinet members of the society is present somewhat; and the rest of 3.23% (2) respondents of Chowduar and 19.10% (17) of Gopalpur i.e. total 12.58% (19) opine that the importance of their opinions regarding the election or the selection of the headman or his cabinet members of the society is present very little.

12.4 Causes of no importance of the women on opinions

Field Survey/ 2011 reveals that very few (3%) women opine that the importance of their opinions regarding the election or the selection of the headman or his cabinet members of the society is not present. Among them, 50% (1) respondents of Chowduar and 33.33% (1) of Gopalpur i.e. total 20% (2) opine that since they are women, they have no importance in any aspect of the society and that is why; the importance of their opinion regarding the election or the selection of the headman or his cabinet members is absent. The rest of 50% (1) respondents of Chowduar and 66.67% (2) of Gopalpur i.e. total 60% (3) opine that since they have no riches, influence upon any one in the society, education and the social status, their importance on opinion regarding the election or the selection of the headman or his cabinet members is absent.

Opportunity of the women to be Elected or Selected

Table 6 indicates that all of the women respondents are asked whether any one of them could be the headman or the cabinet members of the society. Hence all of them i.e. 100% (64) women respondents of Chowduar and 97.83% (90) of Gopalpur i.e. total 98.72% (154) can be elected or selected the headman or the cabinet members of the society. While the rest of 2.17% (2) respondents of Gopalpur i.e. total 1.28% (2) can not be elected or selected the headman or the cabinet members of the society.

Table 6: Opportunity of the women of being elected as well as selected

Name of the Location		Yes	No	Total
Chowduar	Count	64	-	64
	% Within Type	100%	-	100%
Gopalpur	Count	90	2	92
	% Within Type	97.83%	2.17%	100%
Total	Count	154	2	156
	% Within Type	98.72%	1.28%	100%

Source: Field Survey / 2011

12.5 No Opportunity of the women of being elected as well as selected

Field Survey/ 2011 reveals that no woman respondent of Chowduar opine that they can be elected or selected the headman and the cabinet members of the society; while very few women respondents i.e. 2.17% (2) women respondent of Gopalpur i.e. total 1.28% (2) can not be elected or selected the headman and the cabinet members of the society. Among them, 50% (1) respondents opine that they are a women and so their different sorts of activities is very little and that is why; they can not be elected or selected the headman or the cabinet members of the society; and the rest of 50% (1) respondents opine that as they have no riches, influence, education and social statues and moreover, the activities of the headman as well as the cabinet members is very tough and that is why; none of the society is agree to elect or select the women as the headman or the cabinet members of the society.

XIII.　LEADERSHIP OF THE HEADMAN AND THE WOMEN

Table 7 indicates that all of the women respondents opine differently when they are asked how much conducive the leadership of the headman or his cabinet members for procuring their rights is. Among them, 92.19% (59) women respondents of Chowduar and 69.57% (64) of Gopalpur i.e. total 78.85% (123) opine that their leadership is conducive very much; 6.25% (4) women respondents of Chowduar and 23.91% (22) of Gopalpur i.e. total 16.67% (26) opine that their leadership is conducive somewhat; and the rest of 1.56% (1) women respondents of Chowduar and 6.52% (6) of Gopalpur i.e. total 4.49% (7) opine that their leadership is conducive very little for procuring their rights.

Table 7: Conducive Leadership of the Headman or His Cabinet Members

Locations		Very Much	Somewhat	Very Little	Not at all	Inactive	Total
Chowduar	Count	59	4	1	-	-	64
	% Within Type	92.19%	6.25%	1.56%	-	-	100%
Gopalpur	Count	64	22	6	-	-	92
	% Within Type	69.57%	23.91%	6.52%	-	-	100%
Total	Count	123	26	7	-	-	156
	% Within Type	78.85%	16.67%	4.49%	-	-	100%

Source: Field Survey / 2011

13.1 Influence on women empowerment

Field Survey/ 2011 reveals that empowerment is crying need to boom the over all development of the women of the Oraon community. All of the women respondents opine variously as to the influence of the male and the female persons of the society for their empowerment. Among them, 89.06% (57) women respondents of Chowduar and 93.48% (86) of Gopalpur i.e. total 91.67% (143) opine that the influence of the male persons is more than that of the female persons; 1.56% (1) women respondents of Chowduar and 4.35% (4) of Gopalpur i.e. total 3.21% (5) opine that the influence of the female persons is more than that of the male persons; and the rest of 9.38% (6)

women respondents of Chowduar and 2.17% (2) of Gopalpur i.e. total 5.13% (8) opine that the influence of the male persons and the female persons is equal for their empowerment in the various sectors of their community.

13.2 Way of Better Leadership

FGD Findings (held on 12.11. 2011) indicate that the respondents strongly say that for better leadership, there is no alternative of enhancing the women leadership as their social and political right in their respective society. The society will have to understand properly regarding the importance of the women leadership that can establish a balance of power in their society for

better leadership. For their better leadership, their implication in different social activities will have to increase. At the same time, the prevailing single importance of the male in the society will have to reduce for its betterment. In their society, there is a malice regarding the women leadership that will have to eradicate for its betterment. For their better leadership, the representation of the women in different committees will have to enlarge. They also strongly say that for their better leadership, there is no alternative of the educated women in their society. Above all, they strongly say that for their better leadership, all sorts of the people awareness of the society is also crying need.

XIV. CONCLUSION

Nowadays, it is noteworthy in most of the democratic countries of the world that leadership is an undeniable part for a society or a nation for its comprehensive and entire developments. Any one of the Oraon society can not be the leader in accordance with his will. They follow democratic way to elect or select their leaders. To be a leader, they are to have the quality of a leader i.e. it is noteworthy that they follow the 'Behavioral Theory' of leadership. They always follow the democratic way to elect their leader. Hence, the leader becomes the leader through teaching and motivation not by born. The Oraon legends contributed differently leading and participating in past different rebellions and upsurges from the straggle against the British to the great liberation war in 1971. It is mentioned worthy that in Godagari Upazila, there are 64 freedom fighters who concertedly arms fighting, had eradicated the Pak invaders sacrificing their fresh blood of the hearts and lives. Among them, there are 24 gazetteer freedom fighters i.e. 37.5% on the whole in this location are the Oraon freedom fighters and it is also noteworthy that in language movement, they also concertedly had participated to their best. So, there is no scope to cry down them and their leadership. In this chapter, the researcher has tried to focus the leadership of the Oraon community very carefully. This leadership represents their society to boom and to fetch different rights that they did not get in the past. The Oraon society is led by the male though there

is a provision of reasonable portion of the leadership of women is mentioned clearly in their constitution.

For better leadership of the Oraon women, to enhance the women leadership as their social and political right in their respective society, to understand properly regarding the importance of the women leadership that can establish a balance of power in their society, to increase their implication in different social activities, to reduce the prevailing single importance of the male in the society, to eradicate the malice regarding their leadership for its betterment, to enlarge the representation of the women in different committees, to be educated for the women, to have awareness of the people regarding their leadership are an imperative.

Politics of Space and Identity: Reimaging Herdsmen/Farmers' Crisis in Nigeria

Ojo, Olusola Matthew, PhD

Kampala International University

ABSTRACT

Protracted herdsmen/farmers' crisis has compounded endemic internal conflicts in Nigeria. Despite the volume of existing scholarship on the phenomenon, the complexity it has continued to assume has created the lacuna for scholarly reimaging. Using primary and secondary sources of data, this study seeks to establish the nexus between elitist politicisation of space and identity and the intricacies of herdsmen/farmers' conflict from historical, political, sociological, economic, cultural and structural variables. Findings revealed that although the harmful effect of climate change have triggered aggressive herdsmen/farmers' interactions, the politics of space and identity arising from politicization of Land Use Act; elite conspiracy; indigene/settlers dichotomy; subversion of mutual interests among stakeholders in crop/cattle agro-economy; and partisan disposition of governments' intervention strategies constitute the central problematic.

Keywords: " herdsmen/farmers" crisis; space and identity; elite conspiracy; climate change.

Classification: DDC Code: 610 LCC Code: RC261

Language: English

Politics of Space and Identity: Reimaging Herdsmen/Farmers' Crisis in Nigeria

Ojo, Olusola Matthew, PhD

ABSTRACT

Protracted herdsmen/farmers' crisis has compounded endemic internal conflicts in Nigeria. Despite the volume of existing scholarship on the phenomenon, the complexity it has continued to assume has created the lacuna for scholarly reimaging. Using primary and secondary sources of data, this study seeks to establish the nexus between elitist politicisation of space and identity and the intricacies of herdsmen/farmers' conflict from historical, political, sociological, economic, cultural and structural variables. Findings revealed that although the harmful effect of climate change have triggered aggressive herdsmen/farmers' interactions, the politics of space and identity arising from politicization of Land Use Act; elite conspiracy; indigene/settlers dichotomy; subversion of mutual interests among stakeholders in crop/cattle agro-economy; and partisan disposition of governments' intervention strategies constitute the central problematic. Continued politicisation of herdsmen/farmers' crisis is a potential trigger of civil unrest and a threat to intergroup harmony and national integration. Therefore, stakeholders should facilitate problem-solving policy responses to the inherent challenges confronting crop/cattle agro-economy and influence inclusive governance, thereby promoting equal sense of belonging and intergroup harmony in the citizenry.

Author: Department of Development, Peace and Conflict Studies, Kampala International University, Uganda.

I. INTRODUCTION

Nigeria's return to civil rule sequel to the evolution of the fourth republic in 1999 rekindled hope of stable democratic political order that would set the pace for national integration and accelerated development. Unfortunately, such expectation has remained wishful thinking as the country has continued to grapple with diverse protracted national challenges in socioeconomic, political and structural terms. This obnoxious development has provoked internal crises manifesting in terrorism and insurgency, communal conflicts, among other inter-group conflicts in unusual magnitude and intensity in the historical anal of the country. The prevailing violent confrontations between herdsmen and farmers, which began to attract unprecedented attention in 2015 has compounded the challenge of endemic internal conflicts in Nigeria. The crisis has become notorious so much that the statistics of the development deficit, humanitarian disaster and socio-security damages it has caused in terms of loss of lives and property, psychological trauma incited, unannounced dehumanizing instances are difficult to ascertain (Ojo & Oyebode, 2018).

Although no part of the country is exclusively exempt from protraction of herdsmen/farmers' crisis, the North Central region, comprising Plateau, Nasarawa, Kogi, Benue, Niger and Kwara States is the hub of the crisis. The intensity of the crisis has continued to cripple socioeconomic activities, undermine legitimate social order, and aggravate humanitarian crises in several communities. Uneven competition between herdsmen and farmers for land resources have instigated social frictions that have provoked violent conflicts in the garb of ethnic and sectarian discrimination. The complexity of the crises is so overwhelming that it has attracted the attention of the international community.

London Journal of Research in Humanities and Social Sciences

No doubt, the devastating effect of climate change manifesting in desertification, deforestation, population explosion and related environmental and demographic constrains has complicated uneven struggle for socioeconomic space for the use of herdsmen and farmers (Godwin, 2018). However, the challenge of climate change would have ordinarily been susceptible to management if the political elite have not manipulated the situation to their own selfish and parochial advantage. Increasing incidences of herdsmen/farmers crisis in the country confirms elite conspiracy for ethno-communal cleavages, sheer criminality, grassroots terrorism, sectarian acrimony, group hatred and ethnic cleansing. Continued politicisation of herdsmen/farmers' crisis is a potential trigger of civil unrest and a threat to democratic experimentation and national integration.

What is more, given the depletion of arable land for agricultural activities along the Lake Chad basin also as a result of climate change and government expansionist policies and developmental activities such as urbanisation and industrialization, as well as politicization of Land Use Act, the struggles between herdsmen and farmers have become more aggressive. This has escalated into violent confrontations that have resulted in wanton destruction of lives and property, forced displacement of humans and related humanitarian challenges.

Despite the volume of scholarly attention that the phenomenon has attracted over the years, the complexity it develops daily with some parts of the north and the middle belt taking the lead create the lacuna for reimaging the subject matter. Much that is relatively revealing is scanty about the dissection of elitist politicization of primordial disposition in the dynamics, magnitude, intensity and manifestation of herdsmen/farmers crisis in the country. Employing source materials from primary and secondary data, therefore, the preoccupation of this treatise is to interrogate the nexus between elitist manipulation of space and identity and the prevailing dynamics of herdsmen/farmers' conflict in Nigeria.

The thesis advanced in this study is that the intricacies of herdsmen/farmers crisis from historical, political, sociological, economic, cultural and structural variables provide the modus vivendi for understanding the changing nature of the crisis with a view to engaging in mutually transforming management approaches. How has politics of space and identity complicated herdsmen/farmers' crisis in Nigeria? What are the implications of protracted herdsmen/farmers 'crisis for national integration? These posers would stimulate critical analysis on the dynamics of herdsmen/farmers' crisis within the context of Nigeria's heterogeneous composition.

II. CONCEPTUAL DISCOURSE

Identity is often described according to cultural, linguistic, religious, social, gender, racial, and/or territorial groups to which a people or groups of people belong (Fisher *et al,* 2000). Thus, identity has remained one of the most sensitive elements of value commonly shared by a group of people, which defines their sense of collective existence. Hence, in-group members are concerned about a group's outcomes and identify their common fate with one another (Pruitt & Kim, 2004).

Cultural neighborhood describes two groups that are ethnically and culturally different but interact with each other through activities such as trade and social interactions (Bukari, Sow, & Scheffran, 2018). Identity is significantly influenced by relationships between and/or among a particular group of people and the other, and within which context attempts to express cultural dominance are demonstrated (Fisher *et al,* 2000). This explains why identity related conflicts usually manifest in diverse dimensions because a people's sense of identity can change rapidly in response to threats to human needs to belong and secure (Fisher *et al,* 2000).

The Fulanis, totaling over 30 million people living in the northern states of Nigeria are an ethnic group who are mostly shepherds and cattle herdsmen. Historically, they migrate from one area to another in search of greener pasture for their livestock. They are mostly Muslims who

speak the Hausa language, and they share the similar interest of protecting their cultural identity (Gordon, 2000). On the other side of the divide, majority of the farmers are Christians. They protect Christian rights and consider other groups as outsiders who do not share the same value and norms with them. This persistent conflicts of interests have been manipulated by the political elite over the years, which have invariably provoked the prevailing dimension of Fulani-farmer conflict (Clark, 2018).

The relationships between herdsmen and farmers in Nigeria could be explained within the context of this analysis of identity. Humans are characteristically social beings, who feel secure in an environment where their sense of belonging and identity are not compromised. Both herdsmen and farmers co-habiting the same cultural and geographical environments have been leaving in mutual suspicion that has provoked long-term conflict arising from protracted real or perceived injustice of socioeconomic, political, structural, and cultural dimensions.

In this analysis, by herdsmen/farmers conflict is meant the crises ensued between herdsmen and farmers arising from clash of economic interests between the two groups. Originally, relations between herdsmen and farmers have been relatively harmonious. It was largely a symbiotic relationship in which both parties derived some comparative advantages from each other, which has invariably enhanced social cohesion and economic gains between them. For instance, the herdsmen enjoyed relative measure of grazing rights along specific grazing areas, and farmers relied on the excretion of the cattle as manure on their farmlands.

However, conflicts between herdsmen and farmers began to manifest in violent proportion, and on a relatively unprecedented scale at the wake of the fourth Republic in 1999. The crisis is prevalent in some parts of northern Nigeria including Kaduna, Nasarawa, Taraba, Zamfara, Gombe, Kogi, Benue, and Plateau States, albeit with pockets of sporadic attacks and counter-attacks in southern part of the country. It

has been claimed that herdsmen and farmers' conflicts have occurred with the devastating implications for grassroots development and national security.

For reasons beyond the effect of climate change, the crisis has continued to assume varying dimensions on account of the politics behind the management of space and identity on the part od stakeholders. The dynamics of this politics and the devastating implications this has had for humanitarian protection and national integration constitute the preoccupation of this analysis.

This study argues that poor political and policy responses to these frictions on the part of successive governments particularly at federal and state levels has informed politicization of the crisis along identity direction. Both groups have different languages and traditions. Failure of the stakeholders to downplay the politics behind the crisis and proactively respond to deteriorating environmental conditions have led to the evolution of self-defense forces and militias, who participated in further violence, especially between Muslim Fulani herdsmen and Christian farmers (Bukari, Sow, & Scheffran, 2018).

III. THEORETICAL PERSPECTIVE

This analysis is anchored on Social Identity Theory, propounded by Henri Tajfel in 1971. The theory postulates that social beliefs and social structures are essential tools in developing a cultural perspective on intergroup relations. The thrust of the theory is that people are bonded with similar values and worldview such as hobbies, values, and interests within which context they have a sense of belonging within their respective groups (Tajfel & Turner, 1979). It attributes the cause of in-group favoritism to a need for positive distinctiveness and perceived group status, legitimacy, stability, and permeability (Tajfel & Turner, 1979). It analyzes how differences and similarities between groups can ignite in-group favoritism and bias. The theory indicates that in-group members have the tendencies to feel self-esteem and be display pride in their cultural heritage. In other words, people can feel good about themselves by enhancing group values and

ideology. However, the in-group might discriminate and exclude the out-group and hold prejudice or racism against them. The theory further contends that social comparison means after individuals categorize themselves within a group and identify themselves as being members of that group, they tend to compare themselves with another group on the one hand, and against another group on the other. This simply suggests discriminatory tendencies are inherent in the interaction between and among people of in-group versus out-group dichotomy. Hence, any manipulation of opposing interests can instigate open confrontation at any slightest provocation.

With reference to relation between herdsmen and the farmers, differing economic interests have constituted a critical aspect of their contact. Fulani herdsmen have their tradition and culture which might be different from other cultures. Farmers might also consider themselves vulnerable and believe in their rights of protecting their property and safely living in their communities without out-group disturbances. They would have the urge to protect their social identity and might act aggressively to prevent other groups from trespassing on their lands (Gordon, 2000). Their differing interests seems not susceptible to negotiation because certain forces have always manipulated their inherent differing interests to perpetuate the ensuing crises. Indeed, the appellation credited to the practitioners of animal husbandry as 'Fulani herdsmen' is a product of the frictions between the two groups and their respective supporters. This is said to be prejudicial since there are non-Fulanis who are also herdsmen, and whereas the farmers are not acclaimed to a particular ethnic extraction.

IV. BEYOND CLIMATE CHANGE: ANATOMY OF CAUSATION OF HERDSMEN/FARMERS' CRISIS

Originally, both the herdsmen and their farmers counterparts dichotomized along their respective dominant occupations have live in peace and harmony. For instance, the Fulani herdsmen had always established friendly relationships with community members, and upheld the ideals of mutual interactions by sharing resources such as land and water.

However, the deliberate manipulation of the causation, consequences and control of the crisis are the determinant factors responsible for the dynamics of its manifestation and escalation into various violent proportions (Ojo & Oyebode, 2018). For instance, in 2016 alone, it was observed that the crisis had resulted in the killings of over 2,000 people and tens of thousands displaced (International Crisis Group, 2017). Also in 2017, it was acclaimed that 12 out of the 23 Local Government Areas of the state had been taken over by Fulani herdsmen (Olokor, 2017). In Agatu Local Government Area of the state, former Nigeria's Senate President David Mark claimed that more than 500 lives were lost during the herdsmen attack in the community in February 2016 while about 10 communities were razed (Aborisade, 2016). The frequent attacks on the Nigeria farmers has invariably weakened grassroots development. In June 2018, 'Fulani' herdsmen reportedly attacked 11 villages in Plateau State, killed 86 people and torched 50 houses (Punch, 2018). On April 25, 2016, about 500 armed herdsmen attacked Ukpabi-Nimbo, a community in Enugu State, Eastern Nigeria, killing 46 people and burning down a Catholic church there (Igata, 2016).

This section seeks to dissect the anatomy of the complex factors responsible for the protracted and intractable nature of the crisis, which has continued to spread across the country like wildfire. The argument is that despite the reality of a combination of factors determined by climate change, elitist manipulation of a plethora of other indices have sustained the trending of the crisis thus far.

4.1 Climate Change

Without missing words, climate change is a critical factor in the activities of herdsmen and farmers. The changing condition arising from global warming and depletion has grossly had negative effect on the availability of land resources required for the economic activities of both herdsmen and farmers. The desert

encroachment from the Sahara towards the Sahel region and other associated climatic conditions including deforestation, afforestation, desertification and poor weather have continued to limit access to land, water, grasses and related essentials for agro-cattle economy. These problems are compounded by the exposure of Lake Chad to unprecedented degree of dryness. Within a period of 30 years, the lake has reduced by almost 45,000km2 to 3000km2, provoking the displacement of about 10.5 million people (Udeh, 2018). Thus, scarcity of land resources for agro-cattle businesses has instigated herdsmen and farmers to be sensitive of any issues relating to their survival.

It could be historically misleading to contend that stakeholders have not attempted to respond to early warning signs of the consequences of climate change on agro/cattle economy in Nigeria. One major responsive initiative to the challenge of climate change by constituted authority is policy on land use Act. For instance, during the first republic, government of northern region designed the grazing reserves policy in 1965. The aim of that initiative was to make adequate provision for cattle rearing within the context of international best practices. Under the grazing reserves system, government provided space, water and vaccinations for the livestock while the herdsmen paid taxes to the government in return. Unfortunately, successful governments failed to consolidate on the initial efforts regarding grazing reserves over the years. Hence, the initiative became one of the neglected aspects of the agricultural sector in the northern region.

That notwithstanding, the basic factor responsible for the fluidity and dynamic manifestation of herdsmen/farmers' crisis in Nigeria is manipulation of politics and religion by the political elite. The Northern political elite have been accused of manipulating religion to score political goals at the expense of national peace and security. This obnoxious practice of politicization of religion has always instigated religious extremism, which upholds hate-inclined ideology that seeks to eliminate real or imagined opposition.

4.2 Changes in Pastoralism and Farming Practices

A plethora of factors including development activities, socioeconomic variables and demographic variation have accounted for changes in the practice of both cattle rearing and crop farming across the country. Cattle herdsmen lost access to green grass for their flock while farmers lost access to arable lands for planting. This has caused unprecedented degree of competitive pressures on available environmental resources by stakeholders across group divides, capable of igniting violent confrontation. Successive governments have taken cognizance of this, which informed the establishment of a number of agencies, commissions, and programmes. Nevertheless, the political class are wont to add primordial and group colouration to almost all public projects and programmes. This invariably undermines the prospects of any government intervention.

V. RURAL BANDITRY AND CATTLE RUSTLING

It has been argued that the intensity of herdsmen and farmers' crisis over the years has induced other dimensions of criminality with attendant humanitarian disaster including grassroots terrorism, ethnic militancy, group hatred, banditry and sporadic reprisal attacks in other parts of the country. With particular reference to rural banditry and cattle rustling, many grassroots dwellers in various parts of northern Nigeria have suffered incalculable damages in terms of humanitarian crisis and loss of lives. For instance, in Katsina State, cattle rustling and banditry remain major problems in southern part of the state especially communities surrounding the Rugu forest. The forest spans over 220 kilometres, and is believed to be a key centre for the illicit trading activities. In 2016, cattle rustlers launched an attack on the rural communities in Faskari and Sabuwa Local Government Areas in which over 100 lives were lost (Shehu, Victor & Binta, 2017).

In Zamfara State, it was estimated that bandits and cattle rustlers killed 1,135 people between

Politics of Space and Identity: Reimaging Herdsmen/Farmers' Crisis in Nigeria

2011 and 2012 (International Crisis Group, 2017). Cattle rustling and rural banditry create a sense of siege, which force some pastoralists to migrate in search of security for themselves and their herds and which in turn heighten the competition for scarce environmental resources with their host communities. The problems of attacks and counter attacks become compounded as some unscrupulous elements within the political circle manipulate the scenario to acquire cheap, parochial grassroots political gains.

VI. POPULATION EXPLOSION AND LOSS OF GRAZING RESERVES

Much of the environmental degradation has been a consequence of efforts by a growing number of people to secure improved standards of living and spaces for social activities such as recreational centres (Eze, 2014). While Nigeria's population at independence in 1960 was only 45.2 million, a report by the National Bureau of Statistics for July 2018, estimated the country's population to be 194 million in 2016. This accounted for an average growth rate of 3.28 per cent between 2012 and 2016 (Ogundipe & Obinna, 2018). With this population explosion, most of the grazing reserves established by the northern regional government in the 1960s were lost to development and expansionist policies (Crisis group, 2017). Additionally, the former Northern regional government that created these reserves has now been subdivided into 19 states, with some of the reserves straddling into two or more states, creating problems of jurisdictions and effective management. This has significantly reduced the availability of designated grazing reserves, forcing herdsmen to seek pastures elsewhere.

VII. RELIGIOUS EXTREMISM

No doubt, the protracted Sahelian drought has compelled the herdsmen southwards from Chad, Niger Republic and far Northern Nigeria to contend for grazing land and water with the agrarian communities in the middle-Belt, thereby provoking violent conflicts. According to the International Crisis Group, this crisis has compelled the herdsmen from Chad, Niger Republic and Northern Nigeria to contend for grazing land and water with agrarian communities in the Middle-Belt, which invariably instigate violent conflicts (The Punch, July 2, 2014). That notwithstanding, the crucial driving force of the crisis is the manipulation of religion and politics by the political elite in an attempt to accomplish selfish goals at the expense of the common good of the citizenry. The political elite of the northern extraction have been accused of using religion to gain political ascendancy, and in the process, have incited religious extremist groups that fabricate hate-filled ideology that detests and attempts to exterminate adherents of opposing faiths (The Punch Editorial, 2/7/2014. P. 24). Northern Nigeria has been a notorious theatre of conflicts that are often linked to sectarian differences and religious extremism. Since its ugly evolution in 2009, Boko Haram insurgency has provoked untold humanitarian disasters, loss of lives and incalculable destruction of public and private property. It has also crippled many legitimate activities including the closing of schools and breakdown of public health system (Campbell and Harwood, 2018). This development has forced herdsmen to many to move southwards in search of security for themselves and alternative land for pasturing their herds. This has invariably induced with wilful encroachment and distorted claims and counter-claims of land ownership and related resources by herdsmen and farmers, which usually triggers mutual distrust and group hatred, thereby compounding the politics of contestation for space along identity divides.

VIII. MANAGEMENT OF HERDSMEN/FARMERS' CRISIS: AN INTERROGATIVE ANALYSIS

The unprecedented protraction and changing nature of herdsmen/farmers' crisis in Nigeria complicated peace and security challenges in the country. Considering the magnitude of internal crisis in the country, concerns have been raised to the effect that they are capable of not only pushing a particular region to the brink of total collapse, but could also drift the entire country to the brink of a failing state (Ojo & Oyebode, 2018). Although, much of the violence triggered by

Herdsmen/farmers' confrontations are perpetrated in north-central and middle-belt of Nigeria, the domino effect of the crisis on peace and security has continued to spread across the country like contagious pandemic (Aluko & Alagbe 2018). Hence, governments at all levels and other stakeholders have attempted to address the crisis, albeit with relative measures of problems and prospects.

Urbanisation and modernisation are an integral parts of development activities and expansionist policies undertaken by governments at all levels at one time or the other. Such activities have invariably compelled herdsmen/farmers' migration from their various original domains to some other parts of the country. Since development projects are an inevitable components of change and continuity, it behooves on governments to acquire space for such. What is problematic is that governments especially at federal and state levels have failed to carry various interest groups along in concrete terms in their respective policy initiatives. Hence, the problem has become multi-faceted with the devastating consequences on development, peace and security. By way of self-help, herdsmen and farmers became unduly hostile to one another in the struggle for land acquisition for their respective socioeconomic advantage. This obnoxious development that is dichotomized as herdsmen/farmers crisis has heightened security challenges across the country, particularly in the Northcentral region.

The interventions of governments at various levels have always spanned the three tiers of government: federal, states and the local governments, each employing various executive, legislative and judicial instruments at its disposal. However, governments at all levels have not squarely addressed the problem because of overriding parochial interests at the expense of national interests. For instance, whenever there are clashes between herdsmen and farmers in any given locality, federal government is fond of applying force to quell the violence by deploying the police and the army to the crisis area. Such approach have turned counterproductive on many occasions as it incites counter-attacks because the

security personnel are interrupted by the political elite in the process of performing their duties.

Even in a situation where they are willing to perform in the interest of equity, common justice and fairness, the security outfit is handicapped by certain administrative, legislative and political bottlenecks deliberately perpetrated by government's actions and/or inactions, which uncontrollably undermine their capability. These include manipulation of intelligence reports; lack of cooperation among various components of security outfit, gross shortage of mobilization resources, inadequate and substandard equipment and weapons as well as short supply of manpower within security workforce. For instance, while the security personnel are not adequately equipped, substantial funds as well as sophisticated weapons including General-purpose machine gun (GPMGs), AK47 rifles, rockets and rocket propellers are found in the possession of hoodlums.

Hence, application of force, which is the exclusive instrument of the federal government has not yielded the expected results of stemming the tide of open confrontations between the conflicting parties. Mutual suspicion that characterize the actions of the security operatives have encouraged unstructured processing and possession of both sophisticated weapons, and proliferation of small arms and light weapons at the grassroots by the locals also at the instance of the political elite. Given unrestricted access to weapons and resources to mobilise for social unrest, intergroup complications easily get triggered into open confrontations at the slightest provocation, resulting in wanton destruction of lives and property and other humanitarian crisis. Public opinions have confirmed the complacent inclination of political figures in addressing herdsmen/farmers crisis in the country. For instance, Professor Wole Soyinka, African foremost Nobel Laureate has submitted that the certain interests groups in the public have accused the incumbent president, Mohammed Buhari of being unjust and unfair in his handling of herdsmen/farmers' crisis in the country because of their observation of his erstwhile language of complacency and accommodative tendency in the

Politics of Space and Identity: Reimaging Herdsmen/Farmers' Crisis in Nigeria

face of unmerited brutalization perpetrated by certain herdsmen suspected to be of Fulani extraction against their victims. Soyinka urged president Buhari to take decisive political action against the accused killer herdsmen with a view to convincing the public that his administration is not tolerant of forceful and unlawful land seizure anywhere in the country (see Adeniji and Olokor, 2018). Moreover, administrative procedures, including presidential visit, legislative intervention, Commissions of Inquiry and judicial measures have also been found wanting because of manipulating tendencies on the part of various concerned interest groups.

Traditional institutions, which are the custodians of indigenous methods of conflict management particularly at the grassroots have been compromised and rendered almost impotent in managing the affairs of their respective domains. This is yet another dimension of polticisation of herdsmen/farmers' crisis by the political elite, which has constituted a major impediments to effective management of the crisis. The problem becomes more complicated as grassroots elite manipulate the scenario to protect parochial interests. Findings revealed that elite of local extraction- chiefs, community leaders, village heads, among others also constitute sensitive part of the forces that provoke the manifestation of herdsmen/farmers crises in their respective domains because of their interests in cattle business. They put cattle in the custody of herdsmen, thereby unduly placing them in possession and control of available landed space at the expense of others who practice farming and related land-based production activities (Interviews conducted on December 10, 2019-Abuja).

The deduction from the foregoing is that stakeholders at all levels have always employed reactionary at the expense of needs-based conflict transformation agenda towards addressing the problem. One common denominator of these fire brigade approaches was that the needs, interests and aspirations of herdsmen and farmers are not properly identified and accorded the deserved policy responses. This has caused most of those interventions to become an exercise in futility as they turn counterproductive, and aggravated identity discrimination, mutual suspicions and distrust along communal, ethnic and regional formations (Ojo & Oyebode, 2018).

IX. THE RUGA PHENOMENON: ELITIST POLITICIZATION OF SPACE AND IDENTITY

The escalating conflicts between herdsmen and Farmers has continued to undermine the nation's security architecture. Since the violence escalated in 2015, an estimated 300,000 people have fled their ancestral domains. This has hindered crop farming and animal husbandry. Similarly, a report by Global Index (2019) revealed that the escalation of Herdsmen/farmers' crisis has intensified hate-induced killings in recent years in the garb of contestation for space. For example, on January 1, 2018, in Logo and Guma Local Government Areas of Benue State, 73 persons were killed during an attack that was credited to certain herdsmen. Unfortunately, the then Inspector-General of Police, Ibrahim Idris was accused of trivializing incident by reducing it to a communal clash. Again, in April, 2018, it was reported that herdsmen slaughtered 19 worshipers among whom were two Catholic priests and farmers in Gumi Local Government Area of Benue State.

Also, on Tuesday, April 15, 2028, herdsmen were alleged of invading St. Ignatius Quasi Parish of Catholic Church in Ukpor Mbalon, Gwer Local Government Area of Benue State. The invasion resulted to the killing of 16 worshippers who went for morning Mass, two of whom were Priests, namely Rev. Fr. Joseph Gor and Rev. Fr. Felix Tyolaha (The Punch, 27/4/2018. P. 18). On the same day, the invaders disrupted the funeral ceremony in the same Gwer Local Government Area, killed three persons, and set 35 buildings ablaze.

Poor responses particular on the part of the Federal Government to these unlawful acts have provoked some sections of the public to accuse the government treating the problem with sentiments rather than evolving problem-solving policy

initiatives that could facilitate win-win outcomes. For instance, a claim credited to the Minister of Defence, Mansur Dan-Ali to the effect that Fulani herdsmen were killing because farmers blocked their pre-independence grazing routes (The Punch, 27/4/2018) was considered as reflecting partisan disposition on the part of the government.

In reaction to the seemingly unwholesome treatment on the part of the government, certain stakeholders have encouraged the option of self-help. For instance, General Theophilus Danjuma, a former Chief of Army Staff accused the military of partisanship and implored the masses to consider the option of defending themselves (The Punch, 27/4/2018). This is a reflection of incompetence and incapacitation of the country's security architecture.

Considering the protraction and fluidity of herdsmen/farmers' crisis, coupled with the failure of subsisting measures to squarely address the crisis, several solutions have been proposed for the resolution of the conflicts. One of such proposed initiatives was Rural Grazing Area settlement programme (RUGA), which the Federal Government of Nigeria under General Muhammad Buhari administration introduced in 2018. The proposed policy aimed to plant cattle settlement across the 36 States of the federation. The federal government presented it as a panacea to the incessant Crop-Farmers-Herdsmen conflicts in the country. However, a popular opinion among stakeholders across the country other than the Fulani community who deal in cattle economy is that RUGA policy is a premeditated attempt to grab land from the original owners and tactically transfer ownership to Fulani herdsmen even in communities outside of their historical heritage. Hence, from all indications, the implementation of the RUGA Policy has the tendency to polarize the country and further devastate the fragile corporate existence of Nigeria instead of addressing the problem for which it was initiated to solve. It is argued by many apart from the Fulanis that the programme was devised for the exclusive benefit of a specific ethnic group, which is a crude assault on the collective sensibility of the majority in a multi-ethnic country like Nigeria.

RUGA is considered as the height of the impunity that has been carried on for many years now by certain political elite in the country. Protagonists of the initiative posit that it is a clear demonstration of the absence of sensitivity on the part of the federal government to the plight of the generality of the citizenry. No matter how RUGA is dressed, it connotes no other thing than a measure in ethnic domination and conquest as it seeks to establish territories for Fulani herdsmen all over the country. Hence, it is considered as an attempt to plant yet another dimension of seed of identity discord in the country, which has the tendency to implode at some point if it is allowed to develop into maturation.

The foregoing suggests that RUGA is not sensitive to the diversity and heterogeneity of the Nigerian state. Hence, it is considered as a premeditated calculation of forceful land grabbing from the original owners in their respective domains. This presumably constitutes a potential danger for Nigeria's already fragile multi-ethnic composition. Rather than complicating the problem of mutual suspicion in the name of policy response to herdsmen/farmers' crisis, government needs to take cognizance of the inextricable complexity of the historical, political, economic, ecological and cultural dynamics of the crisis with a view to evolving all-inclusive problem-solving strategy in the interest of national integration.

X. CONCLUSION AND RECOMMENDATIONS

This study examine the nexus between elitist manipulation of space and identity and the intensity of herdsmen/farmers' crisis in Nigeria. Findings revealed that although the harmful effect of climate change including deforestation, desertification, drought and flooding have triggered aggressive herdsmen/farmers' interactions, the politics of space and identity arising from politicization of Land Use Act, indigene/settlers dichotomy; subversion of mutual interests among stakeholders in crop/cattle agro-economy; and partisan

disposition of governments' intervention strategies constitute the central problematic. The underlying causation of herdsmen/farmers' crisis is informed by longstanding economic, social and humanitarian issues. It is lucid that an ill-thought RUGA Cattle Settlement Policy that has generated so much controversy along ethnic divides is not the answer to the protracted herdsmen/farmers conflicts. The suspension of the RUGA Policy by the FGN is a clear demonstration of government's failure to conduct appropriate consultations with relevant stakeholders before policy formulation.

A tree does not grow from top down to bottom up. In the same vain, government should face the reality that creating a peaceful atmosphere in a multi-ethnic society like Nigeria must involve policy frameworks and socioeconomic initiatives that address the aspirations of the people within the context of its heterogeneous composition. Government has to appreciate the salient fact that good governance is the cornerstone of sustainable peace and security in any given society. And this must begin from within because no level of global governance will compensate for the absence of productive governance and agenda for development encapsulated in healthy social fabric and decent living conditions. On that note, the following recommendations are made:

1. The political elite and other stakeholders should underplay politicising herdsmen/farmers" conflicts by ensuring problem-solving policy responses to the inherent challenges confronting crop/cattle agro-economy. Restructuring the political space along ideals of federalism and inclusive governance will promote equal sense of belonging in the citizenry and facilitate intergroup harmony in the country.

2. Government in partnership with the private sector can promote mutually inclusive agro-cattle economy. Farmers can be encouraged to develop large scale cattle fodder industry, while farmers can depend on wastes from cattle as manure for enriching their land. This is a challenge that comes with the regulated ranching system which has the prospect of influencing a win-win outcome for all stakeholders on both sides of the divide.

3. Federal government of Nigeria should deploy a Joint Task Force comprising military, police, paramilitary and civil institutions to all the affected states as an immediate response to the conflict. This will help restore law and order and build confidence of the general populace in the ability of the government to respond to threats in the interest of enduring peace and integrated development.

4. There is need to encourage community policing leveraging on the already existing vigilante system in most states. Community policing will help in intelligence gathering about the conflict while civil police would respond to such threats. This will help address the challenges of waiting for the federal government to give directives before security operatives are deployed to crises areas.

5. The Federal government should vigorously pursue a holistic campaign that will seek the support of all actors, including herdsmen, farmers, state and local governments, to accept the idea of modern ranching as an alternative to traditional migration of herdsmen which causes friction and other associated threats.
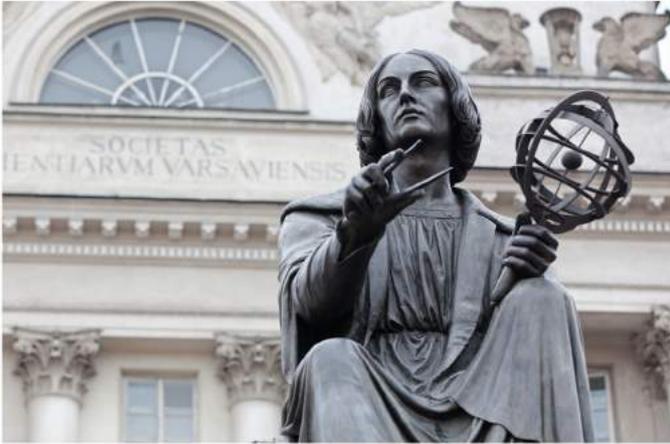
REFERENCES

1. Aborisade, S. (2016). Agatu massacre: genocide against my people, says Mark. Punch.

2. Adeniji, G. & Olokor, F. (2018). Buhari treating killer herdsmen with kid gloves. *The Punch*. Thursday, June 28, 2018. P. 10.

3. African Union Commission. (2009). African Union in Mediation.

4. Akindele, R. A. & Akinterinwa, B. A. (1998). Reform of the United Nations: Towards Greater Effectiveness, Enhanced Legitimacy Profile and Equitable Regionally-Balanced Membership in An Enlarged UN Security Council. *Africa and the UN System: The First Fifty Years*. Obiozor, G. A & Ajala, A. (eds). Lagos. Nigerian Institute of International Affairs. pp.200-231.

5. Baumeister, R.F. & Vohs, K.D. (2007). Realistic Group Conflict Theory. Encyclopedia of Social Psychology.2: 725–726

6. Bello, M. (2015) 'How to Solve the Fulani Herdsmen Versus Farmers Clashes in Nigeria by MIYETTI Allah', Premium Times Online Newspaper, 14 October 2015

7. Boulding, E. (2000). Cultures of Peace: The Hidden Side of History. Syracuse, NY: Syracuse University Press.

8. Bukari, K., N, Sow, P., & Scheffran, J. (2018). Cooperation and Co-Existence Between Farmers and Herdsmen in the Midst of Violent Farmer-Herder Conflicts in Ghana. African Studies Review. Vol 61, No. 2.

9. Cheldelin, B. Druckman, A. & Fast, E. (2003). Conflict, 2nd ed. London: Continuum Press.

10. Clark, H. (2018). Over 6,000 Nigerians in Christian-Identified Communities Murdered or Maimed by Fulani Muslims in 2018.

11. Disabil, A., J. (2017). Exploring Structural Violence in the Context of Disability and Poverty in Zimbabwe. US National Library of Medicine.

12. Fisher, S, Abdi, D. I, Ludan, J, Smith, R, Williams, S & Williams, S (2000). Working With Conflicts: Skills and Strategies for Action. London & New York. Zed Books.

13. Galtung, J. (1990). Cultural Violence. Journal of Peace Research. Vol. 27, issue: 3, pp. 291-305.

14. Global Index (GI).(2019).Report on crop-farmers-herdsmen conflicts in Nigeria.

15. Global Patriot News (2015, September 21). Breaking news!! Chief Olu Falae kidnapped! police suspect Fulani herdsmen; kidnappers demand N100m ransom.

16. Godwin, A. (2018) Amnesty International Reveals How Many Nigerians Fulani Herdsmen Killed in 2018' Daily Post News of 30 January 2018.

17. Gordon, A., J. (2000). Cultural Identity and Illness: Fulani Views. Culture, Medicine and Psychiatry. Vol 24, Issue 3, pp 297–330.

18. Igata, F. (2016). Enugu: Blow-by-blow account of how herdsmen killed 46 natives, Vanguard.

19. International Crisis Group (ICG). 2019 Annual Report on Conflicts in Sub-Saharan Africa

20. Jackson, J. & Jay, W (1993). Realistic Group Conflict Theory: A Review and Evaluation of the Theoretical and Empirical Literature. Psychological Record. 43 (3). Pp. 395–415.

21. Maina, W. A. (2018). The crop farmers and Fulani-herdsmen conflict in the fourth republic: The Search for a Political Solution. Being a paper published in the Faculty of Social Sciences Journal, Kaduna State University (KASU) 3(4). P.14

22. Mohammed, M., M., Umar, B. F. & Hamisu, S. (2017). Farmer-Herder Conflicts Management: The Role of Traditional Institutions in Borno State, Nigeria. Lambert Publishing.

23. Moore, C., W. (2014). The Mediation Process: Practical Strategies for Resolving Conflict. CA: Jossey-Bass.

24. Ogundipe, S. & Obinna, C. (2018, July 10). Nigeria's population to hit 235m in 2022 if..., Vanguard.

25. Ojo, O. M & Oyebode, M. O (2018). Promoting Peace Education through Open Distance Learning to Transform Herdsmen/Farmers' Crisis in Nigeria. *ODU: A Journal of West African Studies*. Ile-Ife. Obafemi Awolowo University, Ile-Ife. Pp.105-121.

26. Olokor, F. (2017, May 6).Fulani herdsmen have taken over 12 LGs in Benue –gov. Punch

27. Punch (2018, June 25).Herdsmen attack 11 Plateau villages, kill 86, torch 50 houses.

28. Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). Contemporary Conflict Resolution. 4th Edition. UK: Polity Press.

29. Rubenstein, Y. & Richard E. (2017). Resolving Structural Conflicts: How Violent Systems Can Be Transformed. NY: Routledge.

30. Shehu, S. A., Victor .E, & Binta M. (2017). The menace of cattle rustling and banditry in north-west Nigeria: A case study of Katsina state. IOSR Journal of Research & Method in Education7 (6), Nov-Dec, PP 40-47.

31. Tajfel, H., & Turner, J. C. (1979). An Integrative Theory of Intergroup Conflict.The Social Psychology of Intergroup Relations. Vol. 33, 47.

32. The Punch Editorial. (2014). Ending bloodbath in North-Central Nigeria. Wednesday, July 2, 2014. P. 24.

33. The Punch Editorial. (2018). Buhari's Empty boasts on Benue killings. Friday, April 27, 2018. P. 18.

Politics of Space and Identity: Reimaging Herdsmen/Farmers' Crisis in Nigeria

34. Udeh, C. (2018). How climate change is provoking clashes between herdsmen and farmers in Nigeria. Ecologist: Journal for the Post Industrial Age.

35. Vanguard (2017). Agatu massacres: We can forgive but won't forget how Fulani herdsmen killed 6,000 of our kinsmen —locals.

London Journals Press membership is an elite community of scholars, researchers, scientists, professionals and institutions associated with all the major disciplines. London Journals Press memberships are for individuals, research institutions, and universities. Authors, subscribers, Editorial Board members, Advisory Board members, and organizations are all part of member network.

Read more and apply for membership here:
https://journalspress.com/journals/membership

For Authors

For Institutions

For Subscribers

Author Membership provide access to scientific innovation, next generation tools, access to conferences/seminars /symposiums/webinars, networking opportunities, and privileged benefits.
Authors may submit research manuscript or paper without being an existing member of LJP. Once a non-member author submits a research paper he/she becomes a part of "Provisional Author Membership".

Society flourish when two institutions come together." Organizations, research institutes, and universities can join LJP Subscription membership or privileged "Fellow Membership" membership facilitating researchers to publish their work with us, become peer reviewers and join us on Advisory Board.

Subscribe to distinguished STM (scientific, technical, and medical) publisher. Subscription membership is available for individuals universities and institutions (print & online). Subscribers can access journals from our libraries, published in different formats like Printed Hardcopy, Interactive PDFs, EPUBs, eBooks, indexable documents and the author managed dynamic live web page articles, LaTeX, PDFs etc.

JOURNAL AVAILABLE IN

PRINTED VERSION, INTERACTIVE PDFS, EPUBS, EBOOKS, INDEXABLE
DOCUMENTS AND THE AUTHOR MANAGED DYNAMIC LIVE WEB PAGE
ARTICLES, LATEX, PDFS, RESTRUCTURED TEXT, TEXTILE, HTML, DOCBOOK,
MEDIAWIKI MARKUP, TWIKI MARKUP, OPML, EMACS ORG-MODE & OTHER

SCAN TO KNOW MORE

support@journalspress.com
www.journalspress.com

*THIS JOURNAL SUPPORT AUGMENTED REALITY APPS AND SOFTWARES