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Highlights

A Case Study of the State of Qatar

Dual Perspective to Child's Wholeness

Management of Coronavirus in Nigeria

A Comparative Analysis of Rousseau & Tagore

Discovering Thoughts, Inventing Future

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Food Security as Correlate of Interstate Conflict: A Case Study of the State of Qatar

By Farukh Mohammad Azad, Dr. Tim Frazier & Erik Wood

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Abstract- The literature indicates that conflict can result in food insecurity due to economic or political crisis. However, few studies have investigated the effects that nonviolent interstate conflict has on food security in the Middle East. Evidence from this study, based in Qatar, indicates that conflict can result in food insecurity due to economic or political crisis. This research critically examines the lingering political and economic blockade of the State of Qatar and the extent to which this blockade has impacted food security of residents. The study employed a sequential mixed methods approach to gain better insight into the nature of food security in Qatar. A focused qualitative review of the relevant literature was followed by a quantitative analysis which revealed that there was no significant effect of interstate conflict on food security, while the economic and political blockade correlated significantly with food security. Three groups were sampled, including government officials, regulatory agencies, and food suppliers.

Keywords: food security, qatar, food supply, blockade, food quality; socioeconomics.

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Food Security as Correlate of Interstate Conflict: A Case Study of the State of Qatar

Farukh Mohammad Azad [α], Dr. Tim Frazier [σ] & Erik Wood [ρ]

Abstract- The literature indicates that conflict can result in food insecurity due to economic or political crisis. However, few studies have investigated the effects that nonviolent interstate conflict has on food security in the Middle East. Evidence from this study, based in Qatar, indicates that conflict can result in food insecurity due to economic or political crisis. This research critically examines the lingering political and economic blockade of the State of Qatar and the extent to which this blockade has impacted food security of residents. The study employed a sequential mixed methods approach to gain better insight into the nature of food security in Qatar. A focused qualitative review of the relevant literature was followed by a quantitative analysis which revealed that there was no significant effect of interstate conflict on food security, while the economic and political blockade correlated significantly with food security. Three groups were sampled, including government officials, regulatory agencies, and food suppliers. Suggestions were made to stakeholders in the food industry on effective emergency and disaster management practice to cushion the effects of interstate conflict on food security in disadvantaged countries with non-arable land and non-conducive climate for agriculture growth.

Keywords: food security, qatar, food supply, blockade, food quality; socioeconomics.

Note: The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

I. Introduction

Food security is a major issue all over the world (Hallegatte et al., 2015). Global organizations such as the Food and Agricultural Organization (FAO), International Fund for Agricultural Development (IFAD), and World Food Program (WFP) are continuously supporting different initiatives working toward food for all by the year 2030 (McGuire, 2015). Emergency and disaster management is critical to food security, especially in low-income countries where agriculture absorbs 22 percent of the total loss from natural hazards (Baas et al., 2015). There are also challenges from different regions that prevent food security such as immigration, low incomes, political instability, conflict, and economic depression. More recently, there has been a conflict in the Middle East involving Qatar, United Arab Emirate (UAE), Bahrain, Egypt, and Saudi Arabia. The resultant economic and political blockade on all modes of transport in Qatar has food security implications within the borders of each of the countries involved.

The State of Qatar is a small peninsular country with a population of approximately 2.8 million as of 2018. According to Qatar's own Vision 2030, economic growth, social development, and environmental management are key factors for the next decade (Ministry of Development Planning and Statistics, 2017). Part of the economic vision is to ensure food security for the growing population of Qatar as the country relies on foreign labor for much of its development. However, with the ongoing tension between Qatar and its Gulf Country Council (GCC) allies that began on June 5, 2017, the food supply chain has been destabilized. Qatar imports over 90 percent of its food from overseas, most of which comes from the aforementioned neighboring countries (Amery, 2019). Due to its lack of arable land, Qatar does not have the local market resilience to handle this ongoing shortfall.

Interstate conflict resulting in food insecurity is not a new phenomenon in the Middle East (FSAC, 2017; Logistics Cluster, 2017). For instance, in November 2017, the Horthi Forces in Yemen attacked the Riyadh airport using a ballistic missile. This resulted in Saudi Arabia closing the entire Yemeni sea port, air space, as well as land ports and led to the siege of 27 million people with 500,000 metric tons of food and fuel being prevented from getting to those who needed emergency aid in that part of the world. Food insecurity tends to be increasing globally due to many issues including climate change, civil war, terrorism, increase in population, and migration. One of the consequences of conflict is food insecurity as both economic and political blockades are enforced as a reprisal attack. The consequences of food insecurity are perhaps more as it may lead to famine, violent conflict, death, poverty, high rate of migration, and various diseases. Currently, there are many lower-income countries that suffer from a food crisis with some of these countries enmeshed in perpetual war resulting in food manufacturing and supply shortages. In view of this, the conflict in the Middle East may also be the source of food insecurity and if not tackled could further exacerbate the conflict and humanitarian situation in the Middle East (Altare and Sapir, 2013; Justino et al., 2013; OCHA, 2017).

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The main objective of this study was to examine the extent to which interstate conflict and economic and political blockade correlate with food security in the Gulf region with specific reference to Qatar and its current relationship with some members of the GCC. Emergency and disaster management is important to the sustenance of food security as conflict and natural disasters have been shown to lead to the loss of 1.50 trillion US dollars in economic damage between 2003 and 2013 (Baas et al., 2015). During the same period in low-income countries, 550 billion US dollars have been lost in economic damage due to disasters, while 200 million people have been said to be affected by disasters (Baas et al., 2015). However, past studies regarding conflict and food security (e.g., FSAC, 2017; Logistics Cluster, 2017) have tended to examine intra-state conflict and food security or food insecurity with dearth of research attention on the relationship between interstate conflict and food security in the GCC. This study was, therefore, designed to critically investigate interstate conflict as it correlates to food security in the GCC in order to fill the gap in the literature.

II. Methodology

In order to explore the plausible linkage between interstate conflict and food security, this study first reviews relevant past and recent studies and subsequently adopts both qualitative and quantitative methods to capture the relevant themes and data with respect to the methodology. Thematic analysis is done on the qualitative results, while inferential and descriptive statistics are employed for the quantitative method. Recommendations are made based on the findings. The study is limited to the Qatar food supply, household food consumption, government intervention in food supply, and food security. The participants of the study were food consumers in Qatar, while businesses and government officials in food-related activities were sampled as key informants. The variables included interstate conflict, economic blockade, political blockade, and food security. Data to test the research questions came from 10 semi-structured interviews of some conveniently sampled companies from the food business community and a government ministry in charge of food and water regulation, as well as 119 conveniently selected households in Qatar. The methodology was a mixed methods approach involving both a qualitative and quantitative phase. Both phases underwent statistical analysis demonstrated in the results section of this study (4.0) to determine patterns and form conclusions.

a) *Focused Literature Review*

This mixed methods approach began with a focused review of the relevant literature which is an accepted method when establishing a foundation for a novel or scarcely explored topic, a theoretical model, or to encourage future research (e.g., Schober and Annis, 1996; Yilmaz and Youngreen, 2016). Keyword searches included the words "Qatar" + "blockade" + "food supply" in various Boolean arrangements. Secondary search terms were added to these three core keywords and included, for example, "nutrition" or "food quality", "import" and "agriculture" or "interstate/intrastate" and "conflict." Authors noted the lack of robust research on this topic. Examples of databases accessed through a university library included Academic Search Planner, ProQuest Central, and Emerald Intelligence. Google Scholar was also utilized, not only to search for relevant literature and double-check the university resources, but to determine where the core articles (e.g., Chenoweth and Cunningham, 2013; Bellemare, 2015; Pettersson and Wallensteen, 2015; Lambert and Hashim, 2017; Akkaş, 2018; Amery, 2019; Martin-Shields and Stojetz, 2018; Brück et al., 2019) had themselves been cited to potentially gather more from the existing literature. Articles that were considered even "slightly relevant" or "likely relevant" were read completely for further assessment. However, only 13 core, peer-reviewed articles were retained for being relevant to the focused literature review.

b) *Research Design/Methods*

This research adopted both interpretivist and positivist approaches. Research has shown that the use of both paradigms tends to be more effective in seeking knowledge about a particular area. Since the two philosophical perspectives are complementary, with one offsetting the weaknesses of the other, results are considered stronger than if only one method was employed (Creswell, 2003; Bryman, 2012). The benefit from using both interpretivist and objectivist ontological approaches rests on the fact that the researcher is objective by being neutral and focused primarily on the phenomena of interest, while simultaneously highly critical through in-depth analysis (Johnson and Onwuegbuzie, 1994; Johnson, 2014). Furthermore, the appropriate research design for this study was the cross-sectional design in which the samples of the study were simultaneously selected without treating any specific group differently (Sedgwick, 2014; Spector, 2019). This research design has been shown to be appropriate for exploratory and explanatory research (Robinson et al., 2008) and it also has feasibility advantages (Mann, 2003; Dooley, 2009). Mixed method emphasizes collecting, analyzing, and using both qualitative and quantitative data in one single study (Creswell and Plano, 2011) while having the benefit of providing a better understanding of research problems than the use of either approach separately (Creswell 2003; Borkan, 2004; Creswell and Plano, 2011).

Two groups of participants were conveniently selected for the study. The first group was interviewed, and the second group was surveyed. The interviewed

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group included companies in Qatar dealing in food supply, processed foods, food manufacturing, agro-allied companies, and the government ministry that regulates the activities of the food sector. The second group of participants was the survey group, which consisted of household individuals who were conveniently selected at different malls in and around Doha in Qatar. The responses of the interviewees were coded, and consistent themes were identified based on the research questions and the objectives of the study, while the quantitative data were analyzed. The following research questions were tested:

1. To what extent would interstate conflict affect food security in Qatar?
2. To what degree individual beliefs about political and economic blockades affect their perception of food security in Qatar?"
3. To what extent would household characteristics, economic and political blockade jointly and independently affect their perception of food security in Qatar?

c) Population/Sample of the Study

The population of interest in the study is all the companies that produce foods, import foods to Qatar, restaurant owners who sell foods, those who sell processed food items, and food regulatory agencies as well as all food consumers in the State of Qatar who buy food for household consumption (i.e., end-users) in the food supply chain cycle. The researchers conveniently selected 10 interviewees who represent the food business community as seen in Table 1, including one food regulatory agency, which led to 10 potential interviews conducted over one week. Each interview lasted 20 to 30 minutes.

Table 1: Characteristics and sample sizes of the companies in the study

Samples	Sectors	N	Total
Restaurant owners	Private	3	3
Regulatory agencies	Public	1	1
Food suppliers	Private	4	4
Agro-allied companies	Private	2	2
Total			N = 10

Consumers who purchase food items for household consumption were those in the second group of participants. These individuals were people who purchase food for their personal consumption or the consumption of their households. 119 (n = 119) individuals who were consumers at various major malls and supermarkets in Qatar were conveniently selected.

d) Sampling Method

Due to limited time, relatively high cost, and the difficulty of conducting probability sampling, a convenience sampling method was used to select the samples of the study. Convenience sampling can be defined as a method of selection in which the researcher chooses the individuals or objects based on their availability and the researcher's accessibility to them (Dörnyei, 2007; Etikan et al., 2016). According to Etikan et al., (2016), convenience sampling is no more than mere accidental selection in which the researcher selects only those individuals or objects that (s) he has most access to and are available to be selected. The justification for adopting this sampling technique is based on the research participants being easily accessible and convenient to select (Samure and Given, 2008).

To collect relevant data from the two groups of participants, interviews and questionnaires were adopted. The interviews were used as the means of collecting relevant information from the first group of participants who belong to the food business community and are at the manufacturing, processing, and supply sides of the food supply chain in Qatar. The interviews were semi-structured as the participants were required to also mention other relevant information that might not have been captured by the interview questions. Each interview took a maximum of 30 minutes and interviews took place in the offices of the interviewees. The interviews were recorded separately using a mobile phone, and notes were also taken to complement the audio recording.

An online structured questionnaire was used to collect data from the second group of participants who were solicited individuals who buy food for personal or household consumption based on average, individual, and typical consumer behavior. The participation of the research subjects was solicited based on their willingness to be drawn into the study at their various points of purchases of food items in various malls in Qatar. It was at this initial point of interaction that the researcher explained the purpose of the study to the individuals verbally and requested for their email addresses. The researcher sent email messages individually to those who provided them.

The questionnaire was divided into distinct sections with each section capturing different information and variables. For example, section 'A' of the questionnaire was used to access relevant household demographic variables such as head of the household gender and monthly income. Other sections of the structured online survey questionnaire comprised of other variables such as perception of conflict and

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perception of food security. The first section of the questionnaire collected quantitative data consisting of questions on household and participants' characteristics, which were age, gender, gender of the head of the household, educational qualification of the head of the household, and household monthly income.

To measure the Dietary Diversity Score (DDS) of the research participants, the researchers employed the DDS adapted from the Arab Family Food Security Scale (AFSS) developed and validated by Sayhoun et al. (2014). The DDS is a subscale of AFSS, which was originally designed by the Food and Nutrition Technical Assistance (FANTA) to capture the nutritional dimension of food security (Swindale and Bilinksy, 2006). The DDS information may be used to assess the nutritional state of an individual. The seven items in the DDS were subjected to revalidation and they yielded inter-item scores ranging from 0.51 to 0.68, while the composite Cronbach reliability alpha coefficient score for the seven items was 0.60 (Table 2).

Table 2: Summary of Cronbach reliability test scores for each of the Likert scales

S/N	Names of Scale	Number of items	Reliability scores
1	Dietary Diversity Scale	7	0.60
2	Interstate conflict scale	7	0.64
3	Economic blockade	5	0.79
4	Political blockade	5	0.84
5	Arab Family Food Security Scale	7	0.88

e) Perceptions of Conflict Scale and Blockade

The next section of the questionnaire comprised of the measure of perception of interstate conflict, which was a self-administered scale specifically developed for the research and anchored on a 3-point Likert-type rating scale with degrees of responses ranging from 'never' to 'always.' The questionnaire was developed through a literature search and was validated prior to its adoption for the main study. Sample questions in the six-item scale included 'how often do you think about the conflict between Qatar, Saudi Arabia, UAE, and Bahrain?' The scale was scored in a manner in which respondents with a high score were rated high on perception of interstate conflict in the GCC, while low scores implied low perception of interstate conflict. The scale was revalidated to ensure it was suitable for the sample and the content was well understood by the respondents. Inter-item correlation for the six items indicate acceptable reliability alpha coefficient scores ranging from 0.47 to 0.71, while the entire items in the questionnaire yielded a Cronbach reliability alpha coefficient of 0.64 (Table 2).

Respondents' subjective assessment of the ongoing economic blockade of Qatar was measured with a scaled format. Sample items included "Economic blockade of Qatar has caused acute shortages of key supplies (e.g., labor, construction materials)." Respondents were required to agree or disagree with the statements on a three-point Likert-type rating scale with anchors ranging from 'Strongly agree' (3) to 'Strongly disagree' (1). The scale was scored such that high scores represented strong perceptions of the economic blockade, while low scores reflected low perception of the economic blockade. Authors of this study revalidated the scale to ensure it was suitable for the respondents. The scale inter-item alpha coefficient ranged from 0.72 to 0.82, while the composite reliability alpha coefficient for the five items was 0.79, which was higher than 0.70 suggested by Nunnally (1978) and Nunnally and Bernstein, (1994).

Perception of the political blockade among respondents was assessed by adapting the scale initially developed to measure economic sanctions by Kokobisaghi (2018) to assess the political blockade. The scale was anchored on a three-point Likert-type rating scale ranging from 'Strongly agree' (3) to 'Strongly disagree' (1) and comprised of five items to which respondents were required to indicate the extent of their agreement or disagreement. High scores represented a strong perception of political blockade of Qatar, while low scores were reflective of a low perception of the political blockade of Qatar. In the current research, after revalidation of the scale, it yielded an alpha reliability coefficient of 0.83, while the inter-item coefficient scores ranged from 0.74 to 0.84.

The Arab Family Food Security Scale (AFFSS) was employed to measure perception of food security among the respondents. The AFSS was developed and validated by Sayhoun et al. (2014) and consisted of seven items to which respondents were required to indicate their levels of agreement or disagreement on a three-point rating scale that ranged from 'Strongly agree' (3) to Strongly 'disagree' (1). The composite scores of respondents were computed on the AFFSS since it was the criterion variable in the current study. The scale basically assessed food insecurity severity within the sample. Sayhoun et al. (2014) reported that the validity of the AFFSS in terms of item in-fits was 0.73 to 1.16 and was said to have strong convergent validity with the seven items in the food security survey. The scale was revalidated in this study and yielded a composite reliability alpha coefficient of 0.88 (Table 2).

f) Data Collection Procedure

The collection of data from the respondents was sequential as interviews were first conducted among the

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food manufacturing companies/government regulators before selecting the sample for the quantitative phase. The researcher wrote to the organizations and requested that they grant interviews regarding food security and interstate conflict. The researcher individually informed the interviewees about the research and what was expected of them.

For the quantitative phase, the researcher identified individuals who were most accessible and willing to be selected for the study. These individuals were purchasers of food items from the major supermarkets and shopping malls in Qatar with a majority of them in Doha. The researcher met with them individually and discussed the possibility of drawing them into the study. Some of the potential interviewees declined to be included in the study as they complained of lack of time, could not speak nor write in English, or simply declined without any specific reasons.

The total number of those recruited for the study in the quantitative phase was 143. However, the actual number of the respondents that was eventually selected was 119 with only one respondent whose data was invalidated due to incompleteness of the questionnaire. Therefore, the response rate was 83 percent. This was considered adequate for the study when taken against the actual number of participants recruited for the research.

In clear terms, the researcher informed participants individually through email messages that they must sign the electronic informed consent form before they were allowed to participate in the study. The electronic informed consent form was attached to the online survey questionnaire, which they needed to agree or disagree with the statements written in it before they could participate in the study. Confidentiality of information they gave to the research was guaranteed by ensuring that no third party had access to the data, which was stored online. The anonymity of the respondents was also important as it allowed the researcher to ensure that the identity of the respondents remained unknown and no information in the data could be traced to any individual in the study. Additionally, no mention of any individual was made in the final study output. This tended to make the survey low-risk in terms of ethical considerations and institutional review board (IRB) standards.

III. Focused Literature Review

Qatar food security risk has to do with its geo-climatic condition, which affects availability of water, arable land, and agricultural products. Therefore, the small peninsular country imports a large portion of its foods (Lambert and Hashim, 2017; Amery, 2019). The ships bringing food and food materials to Qatar must navigate through the checkpoint of Harmuz and Bab Al Mandab, a shipping passage that is of high risk and dangerous due to the activities of Somali and Iran pirates, as well as the threat from the Yemini war (Amery, 2019). It is a known fact that a country that relies on import is often at risk and "despite all achievements done so far by the Qatari policy makers, this relatively small oil monarchy is quite vulnerable in terms of food security" (Akkaş, 2018). And while Qatar generally ranks high on the Global Food Security Index, it remains highly dependent on food imports (Hassen and El-Bilali, 2019) "Based on its fiscal strength, the Qatari government adopted three important strategies: increasing local production, foreign agro-investments and long-term arrangements for food imports" (Hassen and El-Bilali, 2019).

Notably, the blockading countries alleged that Qatar had been supporting extremist groups while United States (US) military interests in Qatar made it difficult for the US to take a firm stance on either side (Billingsley, 2017). Qatar, meanwhile, denied all terror funding allegations and when they demanded proof of said accusations, none was produced (Ahmad, 2018). Other studies see the blockade of Qatar as being illegal relative to international legal norms (Khalaileh, 2019). "It could be argued that the economic sanctions imposed on Qatar produced a case of the unauthorized imposition of sanctions" (Khalaileh, 2019).

Syria, where some of the countries in the Gulf region used to import their fruit and vegetables, has been enmeshed in civil war since 2011. A study on economic sanctions imposed on Iran to leverage nuclear treaties concluded that this action violated the rights to health of citizens (Kokabisaghi, 2018). Other countries in the Gulf region, where Qatar was getting some of its food supply, have recently become a restricted area as these countries announced severing ties with Qatar in 2017 (Amery, 2019). Therefore, Qatar has been on the lookout for alternative means of securing foods for its growing population. As part of the effort to improvise, long before 2017, Qatar decided to purchase or lease some arable land in Ghana and Kenya. There is an unconfirmed report that a similar plan might be in the pipeline for Nigeria where there is sufficient arable land.

a) Conflict

According to Martin-Shields and Stojetz (2018), conflict is hard to define. For instance, the number of casualties is usually employed to distinguish between conflict and war. The Uppsala Conflict Data Program (UCDP) code is used in distinguishing between different types of conflict. For example, for a country to be considered at war, 1000 deaths that are related to battle must have occurred in the last year (Brück et al., 2019). Interstate conflict is defined as one country against another country whereas intrastate conflict occurs within a county with one party being the government while the other is an insurgent group (Pettersson and

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Wallensteen, 2015). Internationalized intrastate conflict is similarly defined as intrastate conflict but involves significant involvement of other states (Pettersson and Wallensteen, 2015). One-sided violence refers to conflict in which civilians are directly targeted by government or a group's force (Eck and Hultman, 2007). However, these definitions fail to define intrastate conflict where there is non-violent involvement from other countries. Recent global trends of different types of conflict (i.e., intrastate, interstate, internationalized intrastate, low intensity conflict, and one-sided violence) between the years 1996-2014 indicate that there is an increase in internationalized interstate conflict (Croicu and Sundberg, 2017). Unlike other types of conflict, the low rate of one-sided conflict is not considered a global issue for food security.

Non-violent conflict has been an area of social science research that has received scant attention from researchers (Goldstein, 2011; Pinker, 2011). Most extant research on conflict focuses on violent or armed conflict, because for decades violent conflict pervades the entire globe. This is especially true in the Middle East where there has been continuous violence or arm struggles between the State of Israel and Palestine as well as intrastate conflict involving the Syrian government and militia groups. However, recent studies of conflict show that there has been significant reduction in violent political conflict (Goldstein, 2011; Pinker, 2011). Non-violent conflict has mostly been identified among civil society groups (Chenoweth and Cunningham, 2013). There is need to differentiate between violent and non-violent conflicts. Nonviolent conflict can be defined as an act of avoiding armed action or physical violence due to "moral, philosophical, or principle of commitment" (Chenoweth and Cunningham, 2013). Reasons for the gap in the literature on nonviolent conflict may include definitional challenges, observational issues, and the problematic nature of measuring nonviolent conflict. The research that does exist on nonviolent conflict rarely involves the interstate context, focusing instead on civil society groups. This suggests the rise of more nonviolent means to achieve political outcomes (Bartkowski, 2013).

There has also been little research on cross-border conflict with most of this literature considered to be subjective efforts from western countries and the US (Strachan, 2017). These studies tend to dwell on religious extremism across certain borders either in Africa or between Africa and countries in the Middle East (GITOC, 2015). However, a study by The Global Initiative against Transnational Organised Crime (2015) indicates that there is a nexus between religious extremism, economic marginalization, and state repression. Cochalia (2015) indicates that the high level of cross-border conflict is motivated by economic marginalization and state repression. Cochalia (2015) was referring to intrastate conflict and conflict between borders caused by intrastate conflict. According to the ACLED (2016), the reporting of conflict trends across the border is not sufficient to provide meaningful insight about economic and political conflicts in Egypt and Sudan. However, this same report mentions that economic marginalization played a major role in the Sudan crisis.

Researchers have identified other variables apart from economic and political factors that may cause interstate conflict (Tadesse, 2012; The Economist, 2015). For instance, the water of the Nile is said to be the subject of conflict, cooperation, and strategy for conflict resolution and prevention among Nile riparian states like Egypt and Sudan. Other studies have shown that water has been a potential source of conflict between Jordan and Israel, while Egypt has been noted to be interested in South Sudan's wetland areas (South Sudan Independence, 2010; Haddadin, 2014). There is also evidence of inter-border conflict with respect to illicit drugs passing from Chad to Sudan and Egypt (Browne, 2013). However, the literature highlighted in this section fails to mention nonviolent conflict with economic and political blockades.

b) Food Security

Food security is defined here as a condition that occurs when all individuals, at all times, possess physical, social, and economic access to adequate safe and nutritious food in order to be active and healthy (FAO, 2017). According to the FAO, food security is classified into four distinct pillars: availability, access, stability, and utilization of food (FAO, 2017) each of which contributes to different dimensions of food security (Brück et al., 2019). Availability of food is about the presence of necessary calories (e.g., cereal versus protein from animals). Access defines the measure of facilities that are used in bringing food to the marketplace and the level of accessibility individuals have to calories per day (Brück et al., 2019). Food stability refers to the rate of dependence on food import, price differences in food domestically, and differences in land that is irrigated (FAO, 2017). Food utilization refers to ability of the people to make use of the calories that are available, which includes issues like stunting, low weight, and food waste among children (FAO, 2017).

Food insecurity can be challenging and complex as it can cause adverse conditions such as hunger, food scarcity, and malnutrition (Anuradha and Tilak, 2019). To prevent food insecurity, governments must ensure adequate food is provided for people through different strategies such as food subsidy, importation of food, growing food locally, and ensuring that appropriate foods with required vitamins and minerals are made available. Meeting food needs is not easy. For example, a study conducted by Hussain (2017) indicates that there is substantial wasting of food in Qatar with the country scoring significantly high in

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food waste. The study also links food waste to food insecurity. As of 2016, Western Asia, (home to Qatar), was rated 10.6 percent in terms of undernourishment (FAO, 2017). That value is relatively high and thus the region is considered a potential for food insecurity or food crisis.

Low-income countries top the list with 191.71 in depth of food deficit in 2014, and they accounted for 25 percent of the prevalence of undernourishment in the year under review. Those lower to middle income countries had a 97.88 depth of food deficit representing 13.95 percent of prevalence of undernourishment in the same year. The upper-income countries had 10.30 percent of the prevalence of undernourishment, while the depth of food deficit was 67.55. Lastly, those in the high-income group had 5.31 percent of prevalence of undernourishment and 22.16 of depth of food deficit (Martin-Shield and Stojetz, 2018).

c) Relationship between Cross-Border Conflict and Food Security

Prior studies have examined the link between conflict and food security and found that, in places where conflicts occurred, the households tend to have less access to food and less aid from others around them (Justino et al., 2013; Brück et al., 2016; Martin-Shields and Stojetz, 2018). A good example is the Gaza Strip where there is relatively limited access to food as the Israeli army only allows the residents of the Gaza Strip limited access to other areas and the entire population relies on aid (WB, 2015). Due to the ongoing, violent conflict in the Gaza Strip, the Israeli army allowed the residents to travel only a 100-meter distance in 2013 and 2014. The result of this restriction was a shortage of food and increased aid to the Palestinians in this area (PCBS and FSS, 2016). Martin-Shields and Stojetz (2018) examined the relationship between conflict and food security. These researchers found that violent conflicts contribute significantly to food insecurity in lower-income countries. They also report a causal relationship between food price volatility, prevalence of undernourishment, and violent conflict.

Food security is said to affect millions of people in the world with 19 countries identified by FAO that also experience conflict while most of these also suffer from a high level of food insecurity (Holleman et al., 2017). According to the report by the FAO (2017), on a global scale, it was reported that 60 percent of the 815 million children who suffer from malnourishment and 79 percent of the 155 million children who have stunted growth live in countries that are affected by conflict. Many countries that suffer from food insecurity are also low income and experience some type of conflict (Center for Systemic Peace, 2012). The reason adduced for this is that both civil conflict and food insecurity are correlates of poverty (Collier et al., 2003). Therefore, conflict is directly related to food insecurity. Increasing poverty due to lack of climate change adaptation in lower income countries is also a primary and rising cause of global food insecurity (Hallegatte et al., 2015).

Furthermore, grievances stemming from politics and economic conditions may also adversely affect food security (Ostby, 2008). An example of such conflict is the grievance between Qatar and some of its GCC members, which resulted in the economic and political blockade (sea, land, and air) of these same member states. The aftermath of this event was an increase in the prices of food commodities. Studies have shown that one of the signs of food insecurity is a sudden rise in food prices (Bellemare, 2015; Krishnamurthy et al., 2017). However, Bellemare (2015) notes that food prices may not actually increase due to conflict. For instance, the authors cited a situation where a reduction in social conflict led to a rise in food prices. In view of this, Bellemare (2015) concludes that levels of increase in prices of food, not vitality, are related to conflict. However, a further look shows that low-income households tend to spend more of their disposable income on foods, thereby suggesting a positive relationship between food prices and conflict (Mitchell et al., 2015). Additionally, "regional trade and labour have also taken a hit from the sanctions, with aluminum exports from Qatar temporarily blocked by the UAE, and migrant workers forced to return home or being barred from working in the Emirates." (Brown, 2017). Buigut and Kapar (2019) conclude that the blockade had an overall negative impact to the Qatar stock market. These kinds of broader contextual impacts can have a compounding effect to food insecurity.

d) Other Factors Affecting Perception of Food Security

Gengler (2019) analyzed Qatar citizen perception of the GCC before and after the blockade which, according to this study, point to the resilience of this population. "Just 18 months prior to the imposition of the blockade, in January 2016, 89 percent of Qataris held either a positive or very positive view of the GCC as an institution, compared to only 30 percent in May 2018" (Gengler, 2019). However, multiple factors can be attributed specifically to the issue of food security (Piguet, 2011; Bellemare, 2015). For instance, migration affects food security with the literature indicating that the number of people migrating to a specific country affects environmental degradation, such as climate change. This, in turn, inadvertently influences food security as a result of the activities of migrants (Fund for Peace, 2011; UNHCR, 2014). It was reported by Piguet (2011) that water scarcity in Africa might likely result in 250 million displaced refugees by the year 2020. A study by the United Nation High Commissioner for Refugees (UNHCR) (2014) also indicates that 2.3 million Somalia refugees were displaced in 2011 due to drought with the refugees fleeing to countries such as

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Kenya, Ethiopia, and Djibouti. This led to resource scarcity of food in those countries where the Somali refugees entered (Fund for Peace, 2011). Finally, it has been shown through this review of literature that conflict is a major factor contributing to food security in lower-income countries. Conflict is responsible for food price volatility and undernourishment in lower-income countries. In addition, low-income countries suffer significantly more food insecurity and thus have more prevalence of food deficit due to conflict.

IV. Data Analysis and Results

A statistical analysis was carried out on the qualitative data to derive the important themes that were used to complement the results of the quantitative research. The various themes were highlighted and connected to answer the research questions. For the quantitative analysis, descriptive statistics (percentage, frequency distribution and bar charts) and inferential statistics (independent t-test, multiple regression analysis, analysis of variance (ANOVA), zero order correlation) were employed.

a) Qualitative Results: Data Coding

The issues of transferability, conformability, and credibility have been shown to be critical in reporting the results of content analysis (Elo et al., 2014). Research literature shows that qualitative researchers should endeavor to systematically and clearly report their research findings while paying sufficient attention to the association between their data and the results (Elo and Kyngäs, 2008; Kyngäs et al., 2011). The results presented in this section were based on the data collected from the interview questions. This data was refined so that only those that complied with the stated objectives of the study and found to be relevant were coded as seen in Table 3.

Table 3: Coding and thematic analysis of interviewee responses to conflict and food security

Themes	Coding of Data (Interviewees' Responses)
Importation to complement local production	• Food materials are mainly imported from friendly countries • Local production has been step up to improve food sufficiency • Vegetables and other agricultural food products are now aggressively produced locally • Importation of food materials no longer from blockading countries
Qatar has adequate supply of food	• Qatar is working toward food sufficiency through increase in local production • Government is in cooperation with private companies home and abroad to increase production of foods • Soon Qatar will rely less on importation of food as efforts are ongoing to increase food production with modern technologies
Conflict has minimal effects on food security	• "The effects of the blockade on food security only took just two months or thereabout" • "Qatar is rich enough to provide for the needs of its people and expats even despite blockade" • Food prices have only gone up marginally due to the blockade • "Baladna cow farm is an unbelievable project"
Climatic condition	• Harsh weather, nature of soil, humidity, radiation, inadequate water, water temperature affects agriculture food production • Foods are grown locally by using hydroponic system, soil substitutes, fertilizers, cocoa peat • "Vegetables are mainly produced locally for now and later we intend to grow fruits • Vegetables and fruits were exported to blockading countries
What government should do in the conflict period	• Further liaise with the private sector to increase food production • Give free hands to private sector in agricultural matter • Will no longer source foods from blockading countries • Invest in food and increase natural wealth • Improve soil quality, reduce food waste, educate people on fishing, crop harvesting, provide leeway for farmers, increase technology use

b) Qualitative Analysis Based on Participants Responses

When the interviewees were asked about food production in Qatar, the majority indicated that the government was putting measures in place to improve local production of food as this is what can lead to food security. The interviewees from private food companies tended to be more direct, providing answers to the

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questions concerning local production of food by emphasizing lagging food self-sufficiency. Government regulators, on the other hand, preferred to talk about efforts the government is making to ensure more foods are grown locally. An important consideration here is that Qatar still relies significantly on importation for food, which makes the country vulnerable to food insecurity.

The interviewees insisted Qatar has an adequate food supply and that there was no period when there was food shortage in the country. According to one interviewee (restaurant owner in Doha), "…Qatar is rich enough to provide everything needed." This interviewee, however, agreed that there is still need for in-country production to be increased and the Qatari government is doing a lot to achieve this. Many of the respondents believed Qatar has adequate amounts of food due to the overall high-income level of the country which indicates that the constant food supply in Qatar is their assurance of food security. However, respondents did also mention that more needs to be done by the government and the organized private sector, especially in the area of food quality.

Regarding the effects of the lingering conflict in the GCC and food security, interviewees from the private sector indicated that the impact was minimal and that it was at the beginning of the conflict that there was a steep rise in cost of food products. They did admit during the interview that if Qatar had not moved swiftly that it was likely that the country would have experienced food insecurity. Those with the government food regulatory agency assessed the effect as minimal and did not see how food insecurity could be the result of the conflict.

Additionally, interviewees perceived the environmental climate of Qatar as a greater threat to food insecurity than conflict. However, respondents indicated that government is prepared for this threat by ensuring that the soil is rich enough for agricultural purposes. They also mentioned that there are other alternatives the public and the private sectors are providing to boost agricultural production. For instance, the Baladna cow farm project was mentioned as a unique case in point to produce fresh dairy products locally.

c) Quantitative Analysis: Results

The quantitative analysis was first conducted by considering the socio-demographic variables of the study. Demographic information of 119 respondents had been summarized in Table 4. To ensure that there is no issue of multi collinearity, a zero-order correlation test was conducted.

Table 4: Summary of respondent demographic profile

Demographic Characteristics		Frequency	Percent
Age	18-25 years	21	17.6
	26-33 years	29	24.4
	34-41 years	38	31.9
	42-49 years	20	16.8
	50-57 years	11	9.2
	Total	119	100.0
Gender	Male	66	55.5
	Female	53	44.5
	Total	119	100.0
Gender of household head	Male	94	79.0
	Female	25	21.0
	Total	119	100.0
Monthly household income	500-1000QR	2	1.7
	1001-1500QR	1	0.8
	2000-2600QR	7	5.9
	2601-3000QR	1	0.8
	3001-3500QR	5	4.2
	3501-4000QR	4	3.4
	4001-4500QR	6	5.0
	5000-5500QR	26	21.8
	Above 5500QR	67	56.3
	Total	119	100.0
Highest educational level of household head	No formal education	2	1.7
	Primary school	2	1.7
	Secondary school	6	5.0
	University	109	91.6
	Total	119	100.0

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Table 5 demonstrates the correlation between the variables of interest in this study. The analysis is presented to show that there was no issue of multi-collinearity as the variables have low to moderate relationships.

Table 5: Zero-order correlation involving the entire variables of the study, including household characteristics

S/N	Variables	1	2	3	4	5	6	7	8	9
1	Age	-	-.07	.02	.21	.01	-.12	-.03	-.10	.06
2	Gender		-	.24**	.01	-.11	-.08	.03	.11	-.01
3	Household head Gender			-	.22*	-.13	.10	.01	.07	-.10
4	Household income				-	.01	.07	.03	.11	-.05
5	Household education					-	.11	.04	.09	.03
6	Economic blockade						-	.47**	.41**	.17
7	Political blockade							-	.53**	.22*
8	Food security								-	.10
9	Interstate conflict									-

The first research question was "To what extent would interstate conflict affect food security in Qatar?" Table 6 shows there was no significant effect of individual belief about intestate conflict on their perception of food security in Qatar (t = -.16; df = 117; p>05). This result implies, therefore, that respondents who perceived low interstate conflict (Mean = 8.32) did not significantly report more belief about food security in Qatar than those who perceived high interstate conflict (Mean = 8.40).

Table 6: Independent t-test of the effect of interstate conflict on food security in Qatar

Variable	*N*	Mean	*SD*	*t*	SE	*P*	*Sig*
Low interstate conflict	56	8.32	2.50		0.33		
				-.16		.87	>.05
High interstate conflict	63	8.40	2.58		0.33		

The second question this study aimed to answer was "To what degree individual beliefs about political and economic blockades affect their perception of food security in Qatar?" Table 7 shows that individual beliefs about political and economic blockade conjointly affect their perception of food security in Qatar (F(2,118) = 26.14; Adj., R2 = 30; p =.000). = .20; t= 2.32; P=.05) were significant independent predictors of their perception of food security in Qatar. β = .433; t= 4.97; p =.000) and economic blockade (βThis result shows that individual belief about the political and economic blockade jointly accounted for 30 percent variance of their perception of food security in Qatar. Furthermore, both individual beliefs about political blockade (= .433; t= 4.97; p =.000) and economic blockade (= .20; t= 2.32; P=.05) were significant independent predictors of their perception of food security in Qatar.

Table 7: Regression of food security on political and economic blockade of Qatar

Model	*F*-Ratio	Sig of *p*	*R*	R^2	Adj. R^2	*β*	*t*	*p*
Political blockade	26.14	.000	.56	.31	.30	.433	4.97	.000
Economic blockade						.20	2.32	.022

The third and final research question was "To what extent would household characteristics, economic and political blockade jointly and independently affect their perception of food security in Qatar?" Table 8 shows that household characteristics, individual belief about the economic and political blockade were significant conjoint predictors of their perception of food security in Qatar (R = .570; R2; p = 0.000). This implies that 32.4 percent of the variance in perception of food security in Qatar was jointly accounted for by household characteristics and individual beliefs about political, and economic blockades.

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Table 8: Regression analysis showing the joint and relative prediction of household characteristics economic and political blockade on food security in Qatar

Variables	*F*-Ratio	Sig. of *p*	*R*	R^2	Adj. R^2	*β*	*t*	*p*
Age						.002	.022	.982
Gender						.100	1.219	.225
Household head Gender						.035	.415	.679
Household monthly income	6.603	.000	.570	.324	.275	.028	.322	.748
Educational qualification						.027	.323	.747
Interstate conflicts						-.038	-.459	.647
Economic blockade						.200	2.157	.033
Political blockade						.442	4.862	.000

V. Discussion

The results pertaining to the first research question showed that there was no significant effect of individual belief about interstate conflict on their perception of food security in Qatar. Some government regulators did acknowledge the inherent vulnerability to food insecurity in Qatar which is consistent with the literature review (e.g., Akkaş, 2018). And yet, respondents who had strong beliefs about interstate conflict reported slightly higher perception of food security, this difference was very small or negligible. This result corroborates the findings of the interviews, which showed that food suppliers and those who work for government in the food supply sector did not see the interstate conflict as having any meaningful effects on food security in Qatar. The likely reason for this result could be that the effects of the interstate conflict are no longer felt by the people due to the rapid response of the government immediately following the commencement of the economic and political blockades by the blockading countries. This aligns with findings from the Global Initiative Against Transnational Organized Crime (2015) which suggests that some interstate conflict may not have direct impact on national issues such as food security.

The results of the data analysis for the second research question showed that political and economic blockades both relatively and jointly predicted food security. This was the result obtained in the quantitative phase of the research. However, this contradicts the finding of the qualitative research, which indicated that the conflict only affected food security for a short while as there was sudden increase in the prices of foods and food materials. The finding is supported by the review of the literature and, particularly, Brück et al. (2019) who indicated that conflict between countries can have an impact on access to food. These authors explained that, when there is conflict, access to food decreases as conflict discourages manufacturing and supply of food materials in the impacted country. This dynamic may result in prevalence of undernourishment and an increase in depth of food deficit (Brück et al., 2019).

The results for the third research question testing the effects of household characteristics and political and economic blockades on food security revealed that all the factors jointly and significantly contributed to food security. However, when the individual contributions of the variables were tested, only political and economic blockades had significant effect on food security. Again, this result did not corroborate the results of the qualitative phase of the research, which suggested that the interstate conflict only had marginal effect on food security. The result of the quantitative phase is supported by the finding of Brück et al. (2016) and Justino et al. (2013) who suggest that conflict may influence food security.

VI. Conclusion

Food security is a function of political and economic issues with conflict playing some roles. When political and economic interconnectivity is friendly, food security is improved, but as political and economic issues become unfriendly, food insecurity tends to increase as a result of increase in prices of foods, poor access to food, and low availability of required dietary intake. Household characteristics alone cannot predict food security since other conditions such as conflict, inability to grow food locally, weather, political, and economic factors may also be a factor for food insecurity to be perceived.

The results showed that the individual perception of food security is influenced by political and economic beliefs, and to a lesser degree by the perception of conflict. The perception of food security is high in Qatar – with an uncertainty factor because of a high number of imports of food and agricultural goods. This is why the field of emergency and disaster management is considered critical in the country and it is indicated in the findings of this study that government should continue to seek and employ alternative means of providing foods for its growing population.

VII. Recommendations and Limitations

Based on the study results, it is suggested that more efforts are implemented to improve the food

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sustainability in Qatar. While the study revealed that there is no food shortage in Qatar, it was found that it is important to increase the quality of food. Therefore, the government should work towards improving food quality. Additionally, political and economic blockades were shown to have some relationship with food security most likely due to the prices of food items. In this regard, authors suggest the government should continue to work cooperatively with the private sector to increase local food production efficiency and output. This recommendation has global implications, particularly in the face of climate change (Hallegatte et al., 2015).

Household characteristics were not found to affect food security. However, efforts should be directed at improving the quality of food, reduction of food waste, encouraging more private participation in local food production, and investment in technology to make weather and soil amenable to growing agricultural products locally.

It is also necessary to point out that emergency and disaster management techniques should be included in the strategy to improve food insecurity resilience. For instance, the risks involved in importing foods are so high that constant emergency and disaster planning is required to ensure that sudden food insecurity is addressed opposite threats such as conflict or conflict where foods are being sourced.

Finally, this research had several limitations including:

- Due to time constrains only one of the seven challenges of food security was part of this study. Future research could target the remaining challenges.
- The respondents were not selected randomly, and convenience sampling method was used due to time constraints. The consequences of this are that the study is not able to represent the entire population.
- Future research on this topic should involve stratified samples as this may highlight the importance of household characteristics on food security.

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America Intervention Efforts to Democratize Iraq and Syria ahead of the Arab Spring through Forwarding Strategy for Freedom in the Middle East (2003-2013)

By Hafidz Ridha Try Sjahputra, Fika Nurislamia & Oktavian Rahman Koko

Abstract- Arab Spring is a world-shocking event when the Middle East is in turmoil. Demonstrators went down to the streets to demand an authoritarian regime's decline and replace it with democracy. The process of democratization that took place in the Middle East became the world's spotlight. America is considered as a State that intervenes so that democratization is realized in the Middle East. Arab Spring is supported by various American interests in the Middle East. By using Peace Democracy Theory and the concept of Intervention, the authors get the results of a strategy carried out by America to realize democratization in the Middle East.

Keywords: *arab spring, democracy, united states.*

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Hafidz Ridha Try Sjahputra [α], Fika Nurislamia [σ] & Oktavian Rahman Koko [ρ]

Abstract- **Arab Spring is a world-shocking event when the Middle East is in turmoil. Demonstrators went down to the streets to demand an authoritarian regime's decline and replace it with democracy. The process of democratization that took place in the Middle East became the world's spotlight. America is considered as a State that intervenes so that democratization is realized in the Middle East. Arab Spring is supported by various American interests in the Middle East. By using Peace Democracy Theory and the concept of Intervention, the authors get the results of a strategy carried out by America to realize democratization in the Middle East.**

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I. Introduction

The upheaval of society in the Middle East about democratization began on December 17, 2010, marked by the self-immolation incident carried out by Mohammed Bouazizi in Tunisia. This incident has successfully fueled the Tunisian people's anger, whom an authoritarian government already confines. The demonstrations took place over the months aimed at demanding the resignation of the long-held regime. The demonstration in Tunisia became the starting point for the spread of protests against authoritarian rule in various countries in the Middle East. Because there are similarities in which these countries have been locked in an authoritarian and corrupt government for a very long time, the people who demonstrated the demonstration made a massive revolution, changing the ruling leader and changing the system of government authoritarian to democracy. Democracy is a very new and unique phenomenon for countries in the Middle East, and it is not an easy thing for countries that previously did not recognize and implement democracy, but these countries must change all patterns and forms of social life as a real democracy. Besides, the Middle East is a collection of Islamic countries that have many incompatibilities of values and norms with democracy. This situation assumes that democracy is a product of western countries, which are widely considered to be contrary to Islamic thought and values. During its development, democracy is often associated with the United States because it is the most democratic in the world. Besides, America has the ambition to spread democracy to various parts of the world. In this paper, the author tries to explain the form of American Intervention in the Arab Spring conflict and what America's interests are in the Arab Spring conflict.

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II. Research Method

This article focuses on a literature review. In this study, the authors read works related to the theme raised. This research is a descriptive type of research that uses literature to obtain data, and then it is analyzed based on the theoretical basis used to frame the analyzed data. The theoretical basis used is intervention and peace democracy theory.

III. Findings and Discussions

a) *The Beginning of the Arab Spring*

The Arab Spring is an event that has shocked the world lately. The political dynamics in the Middle East that occurred from 2010 to 2013 were the most challenging political dynamics experienced by Middle Eastern countries. The descent of one by one the leaders of countries in the Middle East, such as the fall of flowers in the spring, which caused political upheaval, is called the Arab Spring (Wangke, 2012). The Arab Spring was marked by massive demonstrations, socialization and anti-government campaigns, and the use of social media to overthrow the government (Korotayev & Zinkina, 2011). The Arab Spring aims to overthrow authoritarian regimes in the Middle East and return power to society.

The Arab Spring incident began in Tunisia, when a fruit seller in Tunisia named Mohamed Bouazizi, 26 years old, committed self-immolation because he was mistreated by officials who asked for his merchandise. Not accepting the arbitrary actions taken by these officers, Bouazizi then reported to local government officials. However, what Bouazizi received was not protection, but his complaint was not responded to. Bouazizi's disappointment ended tragically with him setting fire to himself in protest. The incident triggered the emotions of the Tunisian society, resulting in massive demonstrations throughout the Tunisian territory. Apart from these case, the society voiced their anger and disappointment towards the government because of the worsening economic difficulties. This situation was indicated by Tunisia's deteriorating economy, making unemployment and poverty increase and was exacerbated by the existence

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of an authoritarian system of government in Tunisia, which made matters worse. Moreover, society has demanded that President Ben Ali, who has been in power for 33 years, be forced to step down from his position (Sahrasad, 2013). The Election in Tunisia was held on November 14, 2011, and that was the first election after the implementation of a democratic system in this country (Juliandi, 2016).

The events that took place in Tunisia then spread to other Middle Eastern countries. The following significant action was continued by Libya, in which Libya is a country that borders directly with Tunisia. The demonstration in Libya began with a demonstration that was held in Benghazi in 2011. The demonstration was aimed at demanding Muammar Gaddafi to step down from his position as leader of Libya. The demonstration stems from the government's repressive action in overcoming the demonstrators so that this protest escalated into civil war and a rebellion. This war or rebellion resulted in thousands of Libyans fleeing to safer places while the two armed groups continued to fight. The anti-government protest movement then succeeded in making Gaddafi come out of hiding and eventually died at the opposition's hands in 2012 (Fakhry Ghafur, 2014). Subsequently, in July 2012, Libya held a Parliamentary Election, which the Transitional Council carried out. The Libyan civil war was one of the socio-political revolutions in the Middle East, which Tunisia and Egypt followed.

The next revolution took place in Morocco. On November 27, 2011, democratization took place in Morocco, which was marked by multi-party elections. This event happened because of the King of Morocco's fear, King Muhammad IV, of the same demonstration as Tunisia and Egypt. Furthermore, Algeria and Jordan also undertook democratization to prevent unwanted events from occurring. However, in Bahrain, most Shiite groups have had to face the Sunni minority group being helped by Saudi Arabia (Jatmika, 2016).

The Arab Spring phenomenon still has a significant impact in Syria today. This event was marked by an opposition group demanding President Bashar Assad to step down from his post. The rebellion occurred between a minority group under Assad and a minority group dominated by Sunnis. Because the group that supports the president is a minority group, this group asked for help from outside such as Hezbollah, Iran, and Russia to block the power of the majority group. In February 2011, all social media inside and outside Syria contained massive demonstrations demanding that the government carry out reforms. Reform supporters outside Syria send various technology types to support this (Hermawan & M. Nur Rokhman, 2016).

Looking at the dynamics that occur in the Middle East, we should analyze together how the dynamics between authoritarian government and massive mass movements, in which people feel intimidated by an authoritarian government and are motivated to get out of the government's arbitrariness. The success that occurred in Tunisia has become a benchmark for other Middle Eastern countries to carry out similar democratization. The great demand from countries that experienced the Arab Spring in the Middle East is the existence of democracy in their countries. The phenomenon of democratization can be likened to an oasis in the middle of the authoritarian desert of the Middle East. The community demands a change of leaders, which is carried out periodically (usually within five years). The community hopes that their leaders can lead correctly and adequately and accept their people's aspirations. Apart from an understanding of suffering, the demonstrators' Religion was another reason to strengthen their unity. Has democratization in the Middle East been without interference from the most democratic country in the world and the superpower, The United States?

b) The direction of United States Foreign Policy towards the Middle East

Likewise, a country's foreign policy depends on the interests of the State itself, likewise with the United States, which has at least three interests in the Middle East. According to Bowman (2008: 78), America's first interest is to safeguard and the absence of obstacles to the flow of oil flowing from the Persian Gulf region to the United States and other industrialized countries; this interest is a long-term interest and in order secure these interests, Western countries need to protect oil reserves from terrorist attacks or interference from enemy countries. Second, the United States' interest in the Middle East is to ensure no State or non-State actors produce, acquire, or use mass destruction weapons (Weapon of Mass Destruction). The country that is a threat to the United States at this time is Iran. Iran is flaunting to the world weapons of mass destruction that make America feel insecure. Third, help the Middle East not become a hotbed or exporter of Islamic extremists. Islamic extremism here refers to Islamic groups trying to fight for the re-establishment of an Islamic State. This event has led the United States to fight against this extremism. Extremist groups are wreaking havoc, which undermines America's interests in the Middle East. Besides, America's fear also increases that if weapons of mass destruction fall into extremist groups' hands, the victims who fall will undoubtedly multiply. The business of eradicating terrorists has become an everyday affair. World leaders bow to the demands of the United States. This situation is due to the fear of other countries of terrorist attacks. The war against terrorists was waged. The United States issued various policies for its national security. These policies include:

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i. *US Patriot Act*

The United States' fear of terrorists increased after the events of September 11, 2011, in which the incident killed many Americans and destroyed the twin towers of the World Trade Center, which is a symbol of the country. This situation made America issue the USA Patriot Act, a law passed by Congress, and its contents legitimize all acts of terrorism that threaten America. Apart from that, this law also gives intelligence institutions the authority to wiretap telephones, make recordings, and wiretap on computers.

The USA Patriot Act is strengthened by the existence of the Bush Doctrine, which contains Preemptive Action to attack earlier against targets deemed to threaten the national security of the United States. The following are the methods used by the USA Patriot Act, including:

1. Allow law enforcement officers to use the tools provided to secure organized crimes such as drug trafficking.
2. Law enforcement agencies throughout the United States share information and collaborate.
3. It provides high-tech equipment that is useful for tracking and investigating if a threat that leads to terrorist acts is suspected. Increase penalties for terrorist perpetrators who are involved either directly or indirectly. The penalties also apply to crimes unrelated to terrorist activities, such as the deliberate burning of a place (United States Government, 2001).

ii. *Department of Homeland Security (DHS)*

The tragedy of September 11, 2001, left deep sorrow and trauma for the United States, and even America itself put this event into the category of war. Several days after the incident, President Bush announced an office known as the Office of Homeland Security (OHS). OHS itself was established on September 21 2001. This OHS's function is as the coordinator of about 40 branches of government which has the task of fighting terrorists. Then on June 6, 2002, President Bush proposed creating the Department of Homeland Security (DHS). This department will unite about 22 branches of government under a single department. The DHS also has primary duties, including, among others: protecting borders, airports, ports, then monitoring foreign arrivals coming to America, arranging preparedness, and helping to equip initial responders. We can conclude that DHS has four main tasks, including:

1. By guarding borders and transportation centres, the DHS is expected to prevent the entry of terrorists into the United States territory.
2. DHS collaborates with local security so that where something unwanted happens, it can be responded to quickly.
3. We are collaborating with researchers to develop technology to detect dangers, especially the dangers of chemical, radiological, biological, and most feared weapons, namely nuclear weapons.
4. Analyze information related to intelligence information that enters all regions of the United States and analyzes the picture of threats that will come to the United States territory (DHS, 2008).

Besides, in general, the United States' foreign policy is influenced by these countries' desire to expand democracy or democratize countries that have not embraced democracy. Because foreign policy results from the interaction of the domestic environment and the international environment, so are the United States' foreign policy. American foreign policy is made with the excuse of fulfilling its national interests, although they argue that this policy is also in the international community's interest.

iii. *US National Security Strategy*

The terrorist attacks that occurred on November 9, 2001, prompted the United States to evaluate its national security. In addition to conducting this evaluation, the United States also reformulated its security strategy so that a document called The National Security Strategy of the USA (USS) was published on September 18, 2002. The document contents are changes in the concept of national security and include a preemption concept that focuses on the possibility of the occurrence of terrorist attacks and the spread of weapons of mass destruction that frighten the United States. The preemption concept means the initiative to carry out an action that can paralyze terrorists before they even attack (O'Hanlon, Rice, & Steinberg, 2002).

This concept is not recommended because it can invite a more significant conflict. This concept can encourage other countries that also feel threatened by terrorists to do the same, resulting in international insecurity. Doctrine issued by the United States has been feared as a justification for the justification of other countries on the pretext that the country is a hotbed of terrorists to threaten his country. According to the NSS, the United States classifies States that threaten its country's security as the Rogue States. Rogue State itself has the following criteria:

1. "A country whose government always acts offensively and acts like a dictator and often exploits national resources for the interests of the authorities."
2. Always ignore international law so that it threatens the surrounding countries.
3. There are weapons of mass destruction in the country. Apart from that, it has advanced military technology, which is used to threaten
4. and supporting terrorist activities in the international world.

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5. Shows hostility towards the United States and rejects respect for human values.

The NSS-2002 doctrine, which is the latest United States security policy, is classified as aggressive. The conclusions of the contents of the NSS-2002 include:

1. Success can only be achieved by exercising freedom and democracy. The United States wishes to become the "Economic Qibla" for all countries. In the context of this doctrine, America expects every State not to impose restrictions on international capitalist development because it is considered to endanger the security of the State.
2. The United States claims to have the right to eliminate various threats to its country by carrying out attacks before it is even attacked. This action is considered dangerous because if this happens, it will threaten international security. This action can threaten the resistance of various countries that do not accept Bush's arbitrary actions.
3. Overcoming the terrorist problem will be carried out by the United States using military development. Therefore, the United States feels the need to develop its military technology by developing missile defence (Winingsih, 2009).

IV. Islam and Democracy

Geographically, the Middle East is a strategic area. Apart from having a strategic cultural history, the Middle East Region is also rich in natural resources, such as copper, coal, and iron, to attract interest from other countries. The Middle East region became increasingly valuable to other countries after discovering petroleum in the 1930s, especially around the gulf areas (Konflik, Tengah, Politik, Politik, & Volume, 2013). These factors make many countries want to intervene in Middle Eastern countries, including the United States. The Middle East's democratization occurs due to many factors, including the United States' Intervention. Previously, the phenomenon of Middle East Democratization might never have happened because most of their people's Religion was Islam. Democracy and Islam have been deemed unable to go hand in hand, this is due to the development of thinking in the Middle East that leaders are an extension of God and those who are elected to be leaders are God's messengers, making countries in the Middle East have a monarchical system of government.

Islamism has spread in the Middle East. This understanding is defined as Islam is not only a religion that is believed and adhered to, but has been able to enter all aspects of life, such as in the political aspect. Political-Islamic ideology makes Islam an ideology rather than a religion or belief. In the conflict that occurred in the Middle East, the Reform Group brought Islam to unite elements that are often involved in the Islamic movement, integrating it into a new demonstration movement for change with democracy, freedom, and social justice (Yasmine, 2015).

However, the Arab Spring phenomenon occurred not because of religious factors but because of purely economic inequality, authoritarian leadership, and the absence of welfare in society. Overly arrogant leaders and top-class dictators lead in Middle Eastern countries, making people in Middle Eastern countries feel for a movement to fight back. The existence of religious equality was another factor that became the reason these demonstrators were united. At first glance, Islam was the main reason the demonstrators gathered and dared to call for revolution in the Middle East. So, how can democracy develop in Islamic countries such as in Middle Eastern countries? Samuel P. Huntington said that Islam limits democratization, besides that Religion is also the motivation for the life of an individual. For Muslims, Islam is a way of life, a moral philosophy, a belief system, and a spiritual commandment (Cook & Stathis, 2012).

Islamic religious values run in the Middle East in religious practices and social life. As religious and social practices go hand in hand, Islam is indistinguishable. In the life of an Ideal Islamic country, political activities must be based on the word of God. As previously mentioned, Religion has regulated all aspects of life, including political life. Political decisions are made not by the will of the autocracy or the ruling political elite but based on God's word. The State and government must ensure that all Muslims can worship adequately and smoothly. That is what is called the Ideal Islamic State. In the conflicts that have occurred in the Middle East today, the inclusion of democratic values is considered a bright spot where the people want the power to be in their hands and why this is desirable because democracy can improve welfare and eliminate inequality that these authoritarian leaders have created. However, it becomes a challenge to implement or implement democracy in countries that have never followed a democratic system before. According to Abraham Lincoln, democracy must have active and direct participation from the people and for the people (Hakiki, 2016).

Democracy is considered an ideal system that can reduce conflicts between one another, *and democracies tend not to go to war with each other* (Mansfield & Pollins, 2003). One of the supporting elements of democracy is civil society, a society that is open and free from influence and pressure from other countries. Civil society is an active society as control of government performance (Rangkuti, 2019). In Islamic values, democracy does not conflict with its principles and teachings. Democracy carries out the process of selecting leaders by involving many people. Islampun does not limit freedom of speech and express opinions as long as it is under the prevailing norms and manners.

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V. Dynamics of Democratization in Iraq

Since the events of 9/11 that took place in America, the issue of terrorism has become the most threatening problem internationally-coupled with President Bush's statement linking war and terrorism. Also, the Middle East, Africa, and Asia are beset by threatening terrorist activities; there is also social harassment and rampant legal injustice that has shaped society. However, that does not mean that America and Europe are free from this. However, America and Europe are still tied to political turmoil as well as social violence. From the terrorist issue, America is trying to establish a democratic government in Iraq. There are several stages in democratizing Iraq, and the stages formed the forerunner to the existence of a transitional Iraqi government. Iraq held elections in 2005. However, these democratization efforts were not fully supported by the people. This situation raises the basis for America's belief in the emergence of a terrorist movement in Iraq. This terrorist movement opposes the United States' policy of democratizing Iraq (Samudra, 2018).

Around 2001, before the 9/11 attacks, al-Qaeda's leadership in Afghanistan received a visit to the Kurdish Islamic faction leader. The meeting discussed a plan for the formation of Al-Qaeda in northern Iraq. A document was found in Kabul that stated the group aimed to expel Jews and Christians living in Kurdistan and invite people to join the jihad path. Iraq started the democratization process after successfully overthrowing the Baath regime in around 2003. After the US invasion, Iraq underwent various changes. These changes include social, economic, and political changes caused by the war between America and Iraq. The most significant social change in Iraq took place after the overthrow of Saddam Hussein's regime. This social change led to a civil war between Saddam Hussein's supporters and opponents who were very opposed to Saddam Hussein's government.

VI. Dynamics of Democratization in Syria

Syria is a country that is relatively stable when compared to other countries involved in the Arab Spring. Just like neighbouring countries, the Syrian government also adheres to an authoritarian system. Syria is led by a ruling party that has inherited its leadership from generation to generation.

The Arab Spring is considered to be a saviour from a somewhat cruel government crisis. The Syrian people carried out various protests to get the government's attention and eliminate injustice in their country. It was not enough to protest and take to the streets; the self-immolation that Mohamed Bouazizi once carried out was again carried out by Hasan Ali Akhleh, a resident of al-Hasaka.

Massive demonstrations culminated in February 2011. The demonstrations were carried out through media sites both inside and outside Syria. This event is to urge the government to immediately reform. Unfortunately, however, their actions did not produce the same results as in Tunisia and Egypt. The demonstrators also received threats from the security forces to immediately stop the demonstration and various actions regarding reform call. In the end, the threats received by the demonstrators managed to dampen the spirit of revolution slowly.

VII. Application of Peace Democracy Theory in Iraq and Syria

The United States is a country with the most democrats in the world. His involvement in echoing the name of democracy in the world is beyond doubt. American Foreign Policy issued a strategy known as the "Forward Strategy of Freedom in the Middle East" in response to America's involvement in democratization that is taking place in the Middle East. America's hegemony towards the Middle East has started since the Cold War between the brat and eastern blocs. The success of the western bloc made America try hard to stem the spread of communism worldwide, including in the Middle East. In addition to ending communism, America has also spread democracy, which is recognized as the best government system (Utama Firmanda, 2017). To strengthen its strength, America during the Regan era had many relationships with countries such as Israel, Jordan and Saudi Arabia (Setiawan, 2013).

President Bush said in a speech issued in 2003 that democracy and Islam can go hand in hand. This event is evidenced by the success of democracy in Turkey and Indonesia as well. America has spread democracy where it has never been before, and President Bush believes that democracy will enhance peace and security for his country and the Middle East. His speech also shed light on the Middle East Partnership Initiative. Namely, establishing the first initiatives to support political reform efforts and economic development through women and youth (Endowment, Address, & East, 2003).

This speech, which was published in 2003, can be evidence of America's involvement in the Arab Spring in the Middle East from 2010 to 2011. America's ambition to democratize countries that have not implemented democracy is evident. This situation could be happening is because America can cooperate freely and establish good relations with democratic countries to benefit America itself. America formed the GMEI (Greater Middle East Initiative) to accelerate the democratization Middle East's democratization process.

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However, according to Eddie J. Girdner, GMEI was not formed to facilitate freedom in the Middle East but make it easier for America to obtain its interests (Girdner, 2004). GMEI is nothing but a tool for expanding and consolidating neoliberalism in the Middle East and Indonesia (Girdner, 2005).

VIII. American Intervention in the Arab Spring Event

According to J.G Starke, Intervention is an act of propaganda carried out by a country to aim a revolution or war in another country. Then the definition of Intervention, according to the Black's Law Dictionary, is one nation's interference by force, or threat of force, in another nation's internal affair or question arising between other nations or interference from one country with violence, or threats of violence, in the internal affairs of another country or other countries which make the questions that arise among other countries. Based on the two definitions above, we can conclude that Intervention is a form of control over another country by interfering in the form of violence or statements that arise between other countries.

The form of Intervention carried out by America is to interfere in several countries' domestic politics in the Middle East. The exoticism of the Middle East is an attraction for America to control its natural resources. Abundant petroleum is the main goal for America to intervene in the Middle East. Moreover, it is evidenced by the formation of a puppet state in Iraq. This event is none other than to control the petroleum contained in Iraq. Apart from interfering in the domestic politics of Middle Eastern countries, America also gave a statement made by President Bush regarding disarmament in Iraq by asking the United Nations to fulfil its charter and asking the International Atomic Energy Agency to track and control nuclear bombs in the world in particular. which is in Iraq. Besides, the form of American Intervention is also very pronounced in Iran. Still, in President Bush's speech in the State of the Union, America pays attention to the Iranian government that oppresses the people. Besides, America is also looking for weapons of mass destruction in Iran and eradicating terror. President Bush also supports Iranians who risk their lives and continue to be intimidated by calling for democracy in Iran (the Washington Post, 2003).

America's interest in intervening in the Middle East has been carried out since the 1970s. The democratization of the Middle East is seen as a means of American Intervention in government so that America can more easily win the hearts of the people who are currently under an authoritarian government. American foreign policy issued through President Bush's speech emphasizes Middle Eastern countries that are considered hotbeds of terrorists based on September 11 2001. The democratization that occurred during the Arab Spring in 2010 to 2011 is an extension of the American Foreign Policy Forward Strategy for Freedom in the Middle East. The democratization of the Middle East is intended not only to provide freedom for the people of the Middle East but also to minimize threats to America, which are no longer countries but sub-state actors involved in terrorist activities. These foreign policy planners believe that the terrorist perpetrators on September 11, 2001, and many incidents related to other terrorist activities, came from countries that had not implemented democracy in them (Neep, 2003). To expedite its interests, America obtained permission to place troops permanently in the Middle East by cooperating with several regional areas (Darwis, 2015).

IX. Civil Liberalization in Iraq and Syria

Iraq is a country that is not ready to accept democratization. This event causes the anti-thesis of democracy itself. Saddam Hussein's regime is believed to have directed its policies to anticipate external threats by strengthening the capacity of the State. The democratization that was carried out in Iraq created a mass movement in Iraq. The masses forced Saddam Hussein's government to step down from his post. Authoritarian rule is the cause for this regime to be demoted and coupled with society's condition with a low level of economy and high corruption. About seven million Iraqis are below the poverty line.

The same thing happened in Syria. Initially, Syrian ideology did not lead to authoritarian attitudes but Islamic socialism. During the time of Bashar Assad, various problems arose. Media freedom began to be limited with the issuance of the media law in 2007. Not only that, but Bashar Assad also blocked websites in 2011. This action was done to prevent any provocation of demonstrations by the Syrian people.

The Syrian government announced its resignation from the cabinet on March 29, 2011. This event was aimed at meeting the demands of the demonstrators. Then, a day after the announcement of his resignation, President Bashar Assad dared to appear in public for the first time since the turbulent conflict in Syria. President Assad delivered a speech to dampen the emotions of the demonstrators. In his speech, President Assad mentioned that Intervention from outside caused demonstrations to break out and conflict in Syria. Apart from that, President Assad also acknowledged the concerns raised by the demonstrators. However, Assad rejected reforms simultaneously in Syria. He sticks to his stance, namely to carry out reforms gradually. Thus, it will give the Syrian people the essence of the reform by doing this action. After the speech was delivered, the Syrian media later reported that a commission had been formed for

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the possible repeal of the emergency law by Bashar al-Assad.

The following is a table comparing the liberalization that occurred in Iraq and Syria.

Table of Liberalization of Iraq and Syria

	Iraq	Syria
Civil Liberalization	A corrupt regime and an authoritarian government have worsened the economic situation in Iraq, which then pressured the Iraqi people to stage demonstrations to convey complaints and objections to the ruling government. From this demonstration, the people wanted the regime to step down, which was then responded to with violence perpetrated by the security forces. This act of violence then created a prolonged conflict between the demonstrators and the government.	Some arrests led to the imprisonment of 15 minors for writing anti-government slogans. These children also experienced torture while in detention. This incident caused the Syrian people to protest by taking to the streets and staging demonstrations to free the children. However, this protest action was met with violent treatment from the security apparatus, which later led to massive demonstrations and prolonged conflict.

From this table, it can be seen that the comparison of civilian liberalization that occurred in Iraq and Syria, namely the movement of the masses due to similar problems. The dire economic situation in Iraq, coupled with rampant corruption and an authoritarian government, has led to the masses' pouring into the streets to complain about their grievances against the government. Unfortunately, however, the action taken by the Iraqi people was not well responded. The security forces opened fire and carried out acts of violence to repel the demonstrators. As a result, there was a prolonged conflict between the demonstrators and the government. The same thing happened in Syria when security officers acted using violence to respond to demonstrations in Syria. The arrest of 15 students caused the crowd to take to the streets to protest and demand the students' release.

Civil liberalization carried out by the people of the two countries started for different reasons. Even though there has been political participation in Iraq and Syria, the democratization that has occurred can be said to have failed. The Iraqi and Syrian people's participation in politics can be seen from the protests carried out to demand that the ruling regime replace the existing system and replace it with democracy. The failure of this democratization was caused by the prolonged conflict between the demonstrators and the government. This event then proves that the two countries are not ready to accept democracy.

X. Civil Participation in Iraq and Syria

The democratization process that took place in Iraq has also sparked conflict between ethnic groups. Kurdish and Shia groups have significantly benefited from the political process in Iraq, but Sunnis feel disadvantaged. Ethnic Kurds feel at an advantage in politics as well as culture. This event is because the Kurds won the election by winning a significant amount of votes. Then Shia is the dominant group in government. The situation is different for the Sunnis. First, the Sunnis were a group that controlled the government, but now they have to lose their power. This condition causes conflict between the three ethnic groups.

The government group has asked American soldiers to remain in Iraq for security reasons. This situation, of course, is opposed by the Sunni group. They want Iraq to be free from US intervention and to run its own political life. The Sunni group also demanded that all Iraqi problems be resolved internally without any outside involvement. Besides, there are demands that all elements of society follow the political process in Iraq. They even demanded resistance groups to participate in the political process in Iraq. However, the government rejected this demand because there was no trust in the government in the resistance group. Civil war also happened in Syria. The democratic process that occurred in Syria triggered conflict, which led to wars. The entry of some jihadi fighters into Syria, such as al-Qaeda, is an additional cause of the conflict in Syria that has not subsided.

Several strengths come from elements of society, including:

1. Sunni and Shia scholars
2. Religious institutions
3. Resistance groups

According to The Economist, about 61 armed guerrillas still existed even after the Iraqi government's formation. Then Wolfoiz divided the resistance groups into five groups, namely:

1. Foreign terrorists
2. Looters
3. Criminal
4. Supporters of Saddam Hussein's regime
5. Iranian-backed terrorist group

The existing political currents in Iraq cannot be seen as a unified whole because they have an open space for movement, and weapons are free. This situation has made the political upheaval in Iraq more dynamic. These political streams are then affiliated with

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political parties which have their interests. This event is what then invites a prolonged conflict.

The inter-ethnic conflict that took place in Iraq continues to grow. The attacks were carried out in worship places such as Shia and Sunni mosques, and even attacks took place in hospitals and other public facilities. The attacks took the form of suicide bombing, kidnapping, vandalizing public facilities, and cutting off electricity.

There are two patterns of political power upheaval that occurred in Iraq. This event illustrates that democratization in Iraq is only procedural. The political process has not been followed by security stability, but instead, it has divided the security structure in society and passed the constitution of the State. Sect and ethnic groups whose interests are not represented by the government continue to fight back. This incident made security stability challenging to achieve.

The bombing at the Askariyah mosque in Samaria proves that the ethnic and sectarian conflict in Iraq has reached a climax. This situation than affected the political process that took place in Iraq. The suicide bombing occurred again ahead of the election for government officials.

The civil war in Syria was caused by a power struggle between the ruling regime, the opposition, and jihadist groups. The regime in power has used various methods to maintain its government. Bashar Assad has built four pillars known as pillars of his father in running the government. The four pillars are:

1. The power of government rests in the al-Assad clan
2. Uniting minorities
3. The government controls the entire military and intelligence
4. Doing the Ba'ath Party monopoly

The Assad government also enacted emergency laws that were used to suppress political opponents. Not only that, the opposition who were considered to be disturbing the government were suppressed and oppressed. Then in 2004, Assad also mobilized military force to stop protests by ethnic Kurds. This military action's impact was that hundreds of lives were lost, which then caused Syria to be isolated from international relations.

The group opposing the government must fight the Hezbollah group, which originated in Lebanon. This event is because the Syrian government is supported by Shiites, who are also the ethnic groups that control Hezbollah. These Shia militants promised not to remain silent if the alliance group in Damascus experienced an attack. Even the Shia leader Hezbollah stressed that Hezbollah members would continue to defend Syria from Islamic extremism.

The Syrian opposition group formed the Free Syrian Army and controlled the Aleppo region and the southern part of Syria. Over time, this Syrian opposition split into two, namely the opposition group that persisted with genuine moderate politics and the group that pursued an Islamic vision for Syria known as ISIL.

Democratization makes the opposition groups in Syria believe that there is no other way to bring down the ruling regime other than democracy. The existence of assistance from America for one ethnic group is also a part of strengthening efforts to enter democracy and inhibit the entry of communists in the Middle East. This situation is due to Russian interference with government groups in Syria.

The following is a table comparing the occurrence of civilian political participation in Iraq and Syria:

Table of Iraq and Syria Civil Political Participation

	Iraq	Syria
Civil Political Participation	There was a power struggle between Kurds, Shiites, and Sunnis. Sunnis feel they are a minority when Kurds and Shiites are dominant in government. This situation led to a conflict between Shiites and Sunnis.	Three major groups want a Syrian government. The three groups are the government, the opposition, and the jihadist groups, and there was a conflict between these three groups. Each group wants Syria to run according to its ideology.

From the table, it can be seen that there is political participation from the involvement of these groups in the democratization process. However, the democratization in Iraq and Syria has again failed because these groups put their interests in political parties. The presence of political parties is only to accommodate the interests of certain groups. As a result, conflicts occur between groups that want their interests to be achieved.

XI. Conclusion

The Middle East region is an exotic area that holds much charm for the surrounding countries. The availability of abundant resources is the main thing that makes the Middle East a prima donna. The Arab Spring tragedy became the initial process of democratization in the Middle East. This event is inseparable from American Intervention to control Middle Eastern countries and national interests in their own country more easily. The authoritarian governments ruling in the

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Middle East are falling one by one like the leaves that fall in the spring. Islam and democracy are expected to go hand in hand for the sake of creating peace in the Middle East.

Based on analysis from various sources, the authors conclude the democratization United States' democratization efforts in Iraq and Syria. Through the Forward Strategy for Freedom in the Middle East, the United States uses two methods: liberalization and civic, political participation.

This form of civil liberalization is the occurrence of demonstrations or even sabotage carried out by civilians. The democratization that was carried out in Iraq created a mass movement in Iraq. The masses forced Saddam Hussein's government to step down from his post. Authoritarian rule is the cause for this regime to be demoted and coupled with society's condition with a low level of economy and high corruption. About seven million Iraqis are below the poverty line.

Demonstrations also took place in Syria. They were starting from the arrest of students who called for demands for Bashar Assad's regime to step down. Knowing that these students were subjected to torture while in detention, and an even more giant wave of protest was born. On March 11, 2011, the protests that took place demanded that the government release the children who had been imprisoned. However, the government responded in a way they did not expect. Finally, there was a prolonged conflict between the demonstrators and the security forces.

Furthermore, civil political participation that occurs is the existence of inter-ethnic conflicts in Iraq and Syria. In Syria, Kurdish and Shia groups have significantly benefited from Iraq's political process, but Sunnis feel disadvantaged. Ethnic Kurds feel at an advantage in politics as well as culture. This situation is happening because the Kurds won the election by winning a significant amount of votes. Then Shia is the dominant group in government. The situation is different for the Sunnis. First, the Sunnis were a group that controlled the government, but now they have to lose their power.

In Syria, there was a power struggle between the government group assisted by Russia and the Hezbollah group with the majority Sunni opposition group and the jihadists who wanted Syria to become a caliphate state. In this case, America is helping the opposition fight the other two groups to gain control of the government.

Liberalization and civilian political participation in Iraq and Syria can be said to have succeeded in mobilizing the people's political participation. However, democratization is the opposite. Democratization has failed in carrying out the process. This event is due to the prolonged conflict caused by the people's political participation not ready to accept democracy. So that what Iraq and Syria ultimately got was not democracy, but conflict and other significant problems.

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Dual Perspective to Child's Wholeness

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Abstract- A child's wholeness is argued to be essential to the child becoming a productive citizen. However, when measured by the spiritual, academic, moral, and emotional wholeness appear to have maintained a steady decline. Therefore, the paper investigated the role of parental presence and parenting practices on child's wholeness. The cross-sectional survey research design was adopted through a validated structured questionnaire. A purposive random sampling technique was applied to select 87 married people at Babcock University, Ogun State Nigeria. The data gathered were analyzed using both descriptive and inferential statistics. Multiple regression results revealed that parental presence and parenting practices had a positive significant effect on child's wholeness (Adj. $R^2 = 0.396$ ($F(2, 84) = 27.549$, $p<0.05$), and the artificial neural network analysis showed parenting practices as the best predictor. The study recommended that the formula for a child's wholeness should be the integration of parental presence and practices towards raising model youths for societal, national and international productive impact.

Keywords: *academics, child, morality, parents, practices, presence, wholeness.*

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Dual Perspective to Child's Wholeness

Umukoro, Jones. E. [α], Akinyemi, O. [σ], Akinyosoye, L. [ρ], Oguntoke, O. [ω], & Ahannaya, C. [¥]

Abstract- **A child's wholeness is argued to be essential to the child becoming a productive citizen. However, when measured by the spiritual, academic, moral, and emotional wholeness appear to have maintained a steady decline. Therefore, the paper investigated the role of parental presence and parenting practices on child's wholeness. The cross-sectional survey research design was adopted through a validated structured questionnaire. A purposive random sampling technique was applied to select 87 married people at Babcock University, Ogun State Nigeria. The data gathered were analyzed using both descriptive and inferential statistics. Multiple regression results revealed that parental presence and parenting practices had a positive significant effect on child's wholeness (Adj. $R^2 = 0.396$ ($F(2, 84) = 27.549$, $p<0.05$), and the artificial neural network analysis showed parenting practices as the best predictor. The study recommended that the formula for a child's wholeness should be the integration of parental presence and practices towards raising model youths for societal, national and international productive impact.**

Keywords: academics, child, morality, parents, practices, presence, wholeness.

I. Introduction

At conception, the human egg and sperm meet and fuse into a zygote, the one cell beginning of human life; as such after conception, the zygote begins the infinite amount of mitotic divisions to produce an embryo, fetus, and eventually a baby. Throughout each phase of growth and development, the Deoxyribonucleic Acid (DNA) of the child directly influences its development. The child's genome will become its most distinguishing feature, as the DNA is different from everyone else's DNA (Keith, Persaud & Mark, 2013; Santrock, 2007). Thus, the child's genome is directly influenced by the chromosomes the biological parents of the child passed in their egg and sperm. In this sense, the child will develop based on the genes it received from his or her parents; the child's body shape, eye color, hair color, complexion, and temperament as well as numerous other characteristics will arise based on its inherited genes (Keith et al., 2013). Therefore, the debate that parents could directly influence the development of their child in the genetic sense is unabated.

Likewise, once the child is born, the child enters into a new environment in which the parents are the sole means of survival and interaction with the world (Gattis, 2013; Marshak, 2016; McKay, 2006). As a result, to what extent do parents influence the development of their child's wholeness and how do the environmental interactions with parents influence the development of a child are persistent discuss (Hornby, 2011; Đurišić & Bunijevac, 2017; Santrock, 2007; Spera, 2005). Thus, scholars have opined that parents could influence the development of their child in all areas (McKay, 2006; Mills-Koonce, Rehder, & McCurdy, 2018; Papalia, Gross, & Feldman, 2002). However, parental influence on child wholeness is argued to be most notable in the areas of physiological development aside from the emotional, moral, spiritual, academic, and social development. According to Spera (2005), a parental practice is a specific behavior that a parent uses in raising a child. Scholars opined that such parental behaviour includes, reading books to the child and storytelling to promote academic, moral, and spiritual development (Bellous & Csinos, 2009; Bolin & Inge, 2006; Đurišić & Bunijevac, 2017; Mulalić, 2017).

In the light of these commentaries, scholars have demonstrated the effectiveness of establishments such as schools, churches, and businesses partnering in a child's education and wholeness (Akpa & Amanze, 2018; Lareau & Annette, 2002; Hornby, 2011). However, reports have shown that families today are under siege and children are being hurt by parents; as more children are growing up with weak attachments, little empathy, and weakened respect for law and order and civility; as, the rate at which children easily indulge in pre-marital sex, alcoholism, drug abuse, robbery, and other social vices is on the increase both nationally and internationally while, most parents are occupied with activities of fending for their children (Akpa & Amanze, 2018; Gates & Badgett, 2017; Griffin, Botvin, Scheier, Diaz, & Miller, 2000; Kimani & Kombo, 2010; Spera, 2005; Substance Abuse and Mental Health Service Administration, 2014). More so, children learn values from their parents more than anyone else, and learn best by copying their parents' actions (Cherry, 2015; Coste, 2015; Berger, 2000); but could it be that parents are taking for granted the fact that successful childrearing requires the active and continuing physical, emotional, intellectual, and spiritual influence of parents in the lives of their children. It is on this premise that this article investigated parental influence (parental presence and parenting practices) on a child's wholeness.

II. Objectives of the Study

The objectives of this paper include:

1. Ascertain the effect of parental presence and parenting practices on a child's wholeness.

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2. Examine the effect of parental presence and parenting practices on a child's spiritual wholeness.
3. Investigate the effect of parental presence and parenting practices on a child's academic wholeness.
4. Determine the effect parental presence and parenting practices have on a child's moral wholeness.
5. Ascertain whether parental presence and parenting practices have effect on a child's emotional wholeness.

III. Literature Review

a) Parenting Influence

The earliest research on parenting and its influence on child development examined ways in which parents disciplined their children (Spear, 2005). However, the concept of parenting influence for this work was viewed from the aspect of parental presence and parenting practices. Parental presence is a bipolar concept in that the parent must be present both as an individual and as the incumbent in the parenting role; and if either of the two is lacking, the child could suffer deprivation (Haim, 1999). A large body of literature on the quality of parental involvement concerns parental behaviors that promote secure attachment in infants and toddlers. Further, attachment refers to an enduring reciprocal emotional bond between parent and child that transcends space, time, and even death (Ainsworth, 1989; Bowlby, 1969). Children who experience parental responses that are intrusive, inconsistent, or ill-timed for meeting the child's needs develop a sense of insecurity (Ainsworth, Blehar, Waters, & Wall, 1978). As such, the quality of the parent-infant attachment relationship serves as a prototype for the quality of relationships that children expect to experience throughout their lifespan (Ainsworth, 1989; Đurišić & Bunijevac, 2017). Parenting practices are defined as specific behaviors that parents use to socialize their children (Darling & Steinberg, 1993).

b) Child's Wholeness

Refers to a state of completeness in a child's life and as a result, he or she is able to live life to the fullest (Baumrind, 1978). Thus, this paper measured a child's wholeness with spiritual, academic, moral, and emotional wholeness. Spirituality is a difficult concept to define as it means different things to different people. For some people, spirituality is a sense of connection to the land, environment, and universe; for others, it is about religious philosophy and practices, or certain cultural or family rituals or ways of being that are regarded as sacred. Yet for some people, their spirituality is simply a way of connecting with people and involves deeply held values about what is right and wrong and how one needs to conduct him/herself (Amanze & Amanze, 2009; Bellous & Csinos, 2009; Vida, 2011). Elaine (1996), and Mulalić (2017) defined spirituality as, awareness that there is something greater than the course of everyday events. However, there is a strong belief amongst recent scholars that spirituality is innate and universal (Mulalić, 2017; Vida, 2011). Conversely, Bull (1969) stated that the child is not born with a built-in moral conscience but he is born with those natural, biologically purposive capacities that make him potentially a moral being.

According to Đurišić and Bunijevac (2017), education is essential for the development of society, as it is said that the more educated people of a society are the more civilized and well-disciplined the society will be. Thus, families have the responsibility of educating their children so they are productive members of society (Hafiz, Tehsin, Malik, Muhammad & Muhammad, 2013). As such, parental involvement practices in a child's education along with environmental and economic factors may affect a child's development in areas such as cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement practices in the years prior to entering school (Bergsten, 1998; Hill, 2001; Wynn, 2002). Epstein's (1995) framework of six major types of parental involvement is among the most useful tools developed in the educational field for defining parental involvement practices and linking them with certain type's outcomes. In light of these comments, Elishiba and Kinmani (2010) postulated that fathers' absence from the home creates tensions, family break-ups, disciplinary and motivation problems, which affect children's emotional, social, academic, and psychological progress. As such, it has been noted that the major cause of most serious personality disorders is maternal deprivation in early childhood.

c) Parental Influence Perspective to Child's Wholeness

Venham, Bengston, and Cipes (1978) studied the reactions in 64 children aged 2-5 years (30 boys, 34 girls) without any prior dental visits in the two groups of with/without parental presence. The visits included preliminary visits, diagnosis, and prophylaxis, and fluoride therapy. During the treatment phase, the children's heartbeat rate, baseline skin reaction, or skin resistance to electrical current were observed followed by Venham Picture Test at the beginning of each visit with scaling the clinical behavior and anxiety via taped Films using the Venham Anxiety and Behavior Scale. Total and one-by-one visits session studies did not reveal any significant differences in children's reactions with or without parental presence. Other studies showed that a family's social class played a large role in the opportunities and resources that were made available to a child. Likewise, children of lower working-class families often grow up at a disadvantage with the schooling, communities, and parental attention made available to them compared to middle-class or upper-

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class upbringings (Spera, 2005). Also, research has shown that it is especially important to have a supportive relationship when a child is young and it is also essential to maintain a close relationship during the teen years (Gattis, 2013; Kimani & Kombo, 2010; McKay, 2006). Thus, parenting practices could have a direct effect on a child (Hill & Taylor, 2004).

Further, Johnson and Medinnus (1968) found that most medical students whose fathers had been absent while they were ages one to five of life were more psychopathic and criminal in behavior than those whose parents were not absent during this period. Thus, the child is emotionally stable when the caring responsibilities are carried out by both parents (Elishiba et al. 2010); as Lareau and Annette (2002) noted that a parental style is the overall emotional climate in the home. Baumrind (1978) identified three main parenting styles in early child development which are authoritative, authoritarian, and permissive, and these parental styles were later expanded to four, including an uninvolved style (McKay, 2006). These four styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other. Bæck (2010), and Lee and Bowen (2006) cited cultural norms, insufficient financial resources, and lack of educational attainment as barriers to parental involvement in school. Also, research showed that parental involvement practices are more important to children's academic success than their family's socioeconomic status, race, ethnicity, or educational background (Amatea & West, 2007; Henderson & Berla, 1994). Thus recent research has found that parenting style is significantly related to children's subsequent mental health and well-being (Đurišić & Bunijevac, 2017; Hornby, 2011). As such, parents and families have a major impact on the success of the process of education and the general upbringing of children (Đurišić & Bunijevac, 2017).

IV. Theoretical Review

a) Social Influence

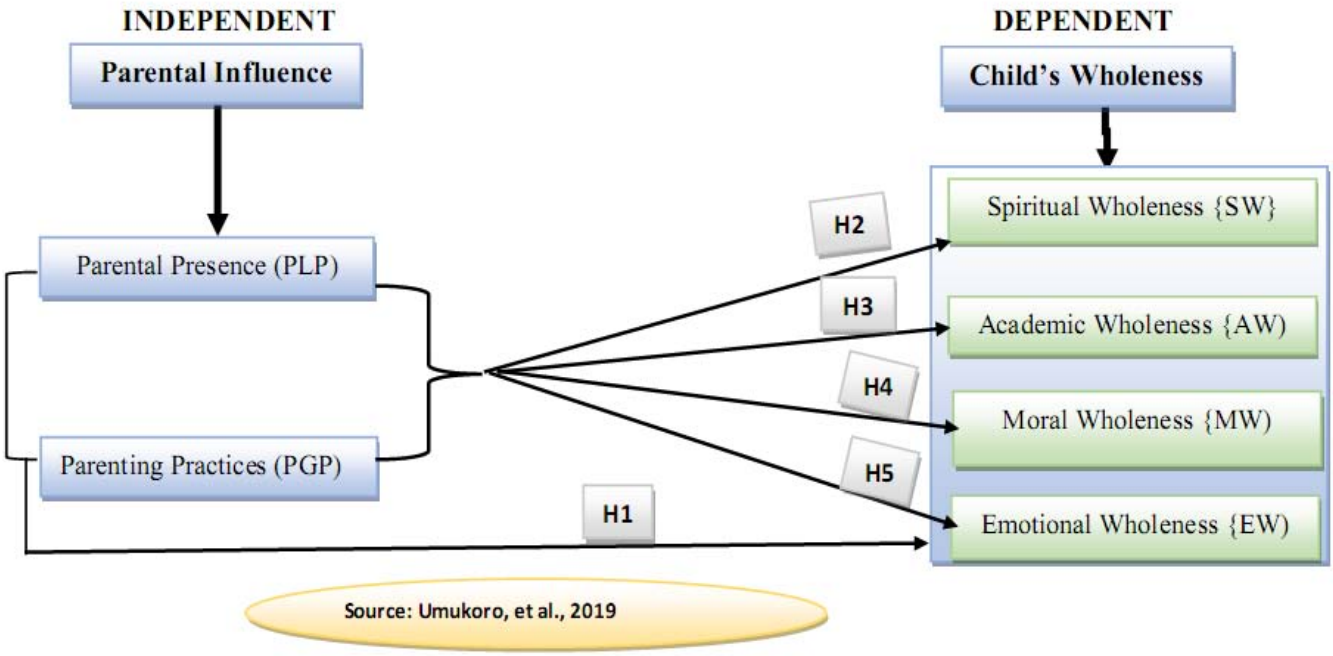
Social influence theory was posited by Paul Lazarsfeld and colleagues in the 1940s and 1950s. Their focus was on the power of informal communication as a complement to the influence of mass media. The assumption was that informal communication is widespread and that certain people were more central and influential than others in a group. They termed these individuals 'opinion leaders', thereby instigating a major topic of research that confirmed, expanded, and refined this idea (Katz, 1987; Weimann, 1994). The theory has since been applied to political science, education, marketing, and a host of other fields. In this study, the effect of informal communication on children through parental presence and parenting practices goes a long way to forming the child's early behaviour.

b) Theory of Centers

The theory of centers (Alexander, 2002) adopted some radical thinking, in which shared values and human feelings are part of science, particularly that of complexity science. In this theory of centers, wholeness is defined as a global structure or life-giving order that exists in things and that human beings can feel. What can be felt from the structure or order is a matter of fact rather than that of cognition, that is, the deep structure that influences, but is structurally independent of our own cognition. To characterize the structure or wholeness. Alexander (2002) in his theory of centers distilled 15 structural properties to glue pieces together to create wholeness and described the wholeness as a mathematical problem yet admitted in the meantime no mathematical model powerful enough to quantify the degrees of wholeness or beauty. In this study wholeness focused on gluing spiritual, academic, moral and emotional variables as components of wholeness.

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V. Conceptual Framework



VI. Methodology

The cross-sectional survey research design was applied because of the time duration of the study, responses were gathered from respondents at a particular point in time, also it is a survey research because the questionnaire is considered to be the most feasible research instrument for the study considering the low cost implication, the confidentiality of the identity of respondents and it ensured access to respondents who were otherwise inaccessible. The research design was used to allow for proper investigation of the trends in form of impact and influence as it relate to family. This study focused on the parents within the Babcock University, Ilishan-Remo, Ogun State Nigeria since more than 70% of the regular workers are married. The survey questionnaire was directly administered to randomly selected married staff who responded from their experiences as parents. There were 100 participants.

The researchers collected data from respondents at their earliest convenience. Also, secondary data was used in addressing contemporary social issues on parenting, published in the library and online current articles, books, journals and internal sources were used for the study. Six point Likert scale was chosen because it is the most universal method for survey collection therefore it was easily understood, responses were easily quantifiable and subjective to computation of mathematical analysis. The questionnaire was partially adopted from a study carried out by Berger (2000), and Emereonye (2016) on a descriptive study of the impact of spousal separation on children. Simple tables and percentages were used to analysis the responses obtained from respondents to offer answers to the research questions. Multiple regression analysis and artificial neural network analysis were used to determine the effect of parental influence on child's wholeness. The study analyzed the data using inferential statistics through Statistical Package for Service Solutions SPSS 21.0.

VII. Results and Discussions

a) Respondents Bio Data/Personal Information

This section sets out the identity of 87 respondents whose questionnaire were retrieved and categorized by demographic characteristics. Below are the results of questionnaires distributed.

Table 1: Respondents' Demographic

(Respondents in this study N=87)

	Frequency (N)	Percent (%)
1. Age:		
• 19-28	31	35.6
• 29-38	26	29.9
• 39-48	18	20.7
• 49-58	10	11.5
• 59 & above	2	2.3

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2.	**Gender:**		
•	Male	41	47.1
•	Female	46	52.9
3.	**Qualification**		
•	BSc/HND	40	46.0
•	MBA/MSc/MA	26	29.9
•	PhD	19	21.8
•	Others	2	2.3
4.	**Occupation**		
•	Academic Staff	26	29.9
•	Non-Academic Staff	61	70.1
5.	**Religion**		
•	Christianity	70	80.5
•	Islam	17	19.5

Source: Field survey, 2019

Information in Table 1 showed the age distribution of respondents. 31 (35.6%) were between the ages of 19-28, 26 (29.9%) were between ages 29-38, 18 (20.7%) between the ages of 39-48 and 10 (11.5%) between the ages of 49-58 while 2 (2.3%) were between ages 59 & above. Implying that more of the respondents were between ages 19 and 48. Profile of respondents' gender showed that, 41 (47.1%) were males while 46 (52.9%) were females. Hence, there were more females than males. The above figures revealed that respondents have had formal education with majority having BSc/HND with 46.0%. Profile showed respondents, occupation. 61 (70.1%) were non-academic staff while 26 (29.9%) were academic staff. On respondents' religion, 70 (80.5%) were Christians while 17 (19.5%) were Muslims.

b) Data Analysis to Answer Research Questions

The following scale was used to analyse respondents' perception. 6 = Strongly Agree; 5 = Agree; 4 = Partially Agree; 3 = Partially Disagree; 2 = Disagree; 1 = Strongly Disagree.

Table 2: Respondents opinion on parental presence

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Presence of parents impacts on a child's behavior	87	5.00	6.00	5.7931	.40743
A child that grows up without parental presence lack respect, good manners and moral norms	87	2.00	6.00	5.1264	.91250
A child with parental presence is more responsible	87	2.00	6.00	5.1264	.94996
Parents are role models to their children	87	4.00	6.00	5.6207	.57550
Valid N (listwise)	87				

Source: Field survey, 2019

Information presented in descriptive Table 2 revealed that based on the mean scores (*M*), respondents agreed that presence of parents impacts on a child's behavior, and that a child that grows up without parental presence lack respect, good manners and moral norms. In addition, participants agreed that a child with parental presence is more responsible and parents are role models to their children.

Table 3: Perception of respondents on parenting practices

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Behavior exhibited by parents impacts on a child's behavior	87	1.00	6.00	5.0920	1.21648
Do as I say and not as I do should be one best way of raising up a child	87	1.00	6.00	3.2644	1.97931
Parents who drink alcohol can teach a child not to drink	87	1.00	6.00	3.4483	1.75710
Examples depicted by parents mold a child's wholeness	87	1.00	6.00	4.8966	1.04586
Valid N (listwise)	87				

Source: Field survey, 2019

Information presented in Table 3 showed that respondents agreed that behavior exhibited by parents' impacts on a child's behavior. However, respondents partially disagreed that do as I say and not as I do should be one best way of raising up a child; and that parents who drink alcohol can teach a child not to drink. More so, respondents agreed that examples depicted by parents mold a child's wholeness.

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Table 4: Respondents perception on a child's spiritual wholeness

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Parent impacts children spiritually	87	1.00	6.00	4.8621	1.23111
Spiritual virtues are easily cultivated in the life of a child with parental figures	87	1.00	6.00	4.6437	1.26654
Absence of parents and practices in a family leaves a child without spiritual guidance	87	1.00	6.00	4.5862	1.17683
A child with parents who lack spiritual values lack encouragement to worship God	87	1.00	6.00	4.7931	1.33937
Valid N (listwise)	87				

Source: Field survey, 2019

Data presented in Table 5 revealed that respondents agreed that parent impacts children spiritually, that spiritual virtues are easily cultivated in the life of a child with parental figures, and the absence of parents and practices in a family leaves a child without spiritual guidance. Respondents also agreed that a child with parents who lacked spiritual values lacked encouragement to worship God.

Table 5: Perception on a child's moral wholeness

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
A child with parental influence easily indulges in pre-marital sex	87	.00	6.00	3.3103	1.62331
Indiscipline is one of the challenges of a child with no parental influence	87	1.00	6.00	4.5057	1.18982
A child can easily indulge in alcoholism, drug abuse, robbery and other social vices because of lack of parental influence	87	1.00	6.00	4.2184	1.31561
There is lack of respect in a child with parental influence	87	1.00	6.00	3.5057	1.55424
Valid N (listwise)	87				

Source: Field survey, 2019

Information in Table 5 reveled respondents partially disagreed that a child with parental influence easily indulges in pre-marital sex, but agreed that indiscipline is one of the challenges of a child with no parental influence. Participants partially agreed that a child can easily indulge in alcoholism, drug abuse, robbery and other social vices because of lack of parental influence; and partially disagreed that there is lack of respect in a child with parental influence.

Table 6: Opinion of respondents a child's academic wholeness

	N	Minimum	Maximum	Mean	Std. Deviation
A child performs poorly/excellently in his/her academics due to parental influence	87	1.00	6.00	4.0460	1.41346
Children are discouraged from working hard in their academics by the parental influence	87	1.00	6.00	4.5632	1.23610
Parental influence only is not enough to motivate a child to work hard in academics	87	1.00	6.00	4.6667	.96046
Children don't like to study so parental influence will not make a difference	87	1.00	6.00	3.5581	1.24243
Valid N (listwise)	87				

Source: Field survey, 2019

Data in Table 6 showed that respondents partially agree that a child performs poorly/excellently in his/her academics due to parental influence. But agreed that children are discouraged from working hard in their academics by the parental influence. Also, participants agreed that parental influence only is not enough to motivate a child to work hard in academics; and partially agreed that children don't like to study so parental influence will not make a difference.

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Table 7: Assessment of respondents' opinion on a child's emotional wholeness

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
A child is sometimes unhappy or emotionally disturbed as a result of parental influence	87	1.00	6.00	4.5402	1.37929
Parent-child bonding is not achieved when parental influence is lacking	87	2.00	6.00	5.1149	.85488
A child tends to be more attached to parents who stay close to him/her always	87	3.00	6.00	5.3908	.85394
Children do not open up or confide in parents who live away from them	87	3.00	6.00	4.9195	.93035
Valid N (listwise)	87				

Source: Field survey, 2019

Information in Table 7 revealed respondents agreed that a child is sometimes unhappy or emotionally disturbed as a result of parental influence; and parent-child bonding is not achieved when parental influence is lacking. Participants agreed that a child tends to be more attached to parents who stay close to him/her always; and children do not open up or confide in parents who live away from them.

The table presents a summary of regression results used in deciding whether to reject or not reject the null hypotheses for this study

Table 8: Analysis of Hypotheses

Joint Significance Result					Individual Significance Result		
Items	*R*	R^2	*F*	ANOVA *p*-value	Variables	Coefficient Sig-value	Decision
Hypothesis One							
Parental Presence & Parenting Practices on Child's Wholeness	**0.629**	**0.396 (39.6%)**	**27.549**	**0.000[b]**	PLP on CW	0.020	Significant
					PGP on CW	0.000	Significant
Hypothesis Two							
Parental Presence & Parenting Practices on Child's Spiritual Wholeness	**0.442**	**0.196 (19.6%)**	**10.220**	**0.000[b]**	PLP on CSW	0.262	Not Significant
					PGP on CSW	0.000	Significant
Hypothesis Three							
Parental Presence & Parenting Practices on Child's Academic Wholeness	**0.542**	**0.294 (29.4%)**	**17.505**	**0.000[b]**	PLP on CAW	0.125	Not Significant
					PGP on CAW	0.000	Significant
Hypothesis Four							
Parental Presence & Parenting Practices on Child's Moral Wholeness	**0.515**	**0.265 (26.5%)**	**15.129**	**0.000[b]**	PLP on CMW	0.227	Not Significant
					PGP on CMW	0.000	Significant
Hypothesis Five							
Parental Presence & Parenting Practices on Child's Emotional Wholeness	**0.330**	**0.109 (10.9%)**	**5.138**	**0.008[b]**	PLP on CEW	0.022	Significant
					PGP on CEW	0.087	Not Significant

Source: Results extracted from Regression tables (see appendix 1)

c) Interpretation

Hypothesis One:

The multiple regression results revealed that there is a significant positive effect of parental presence and parenting practices on child's wholeness as depicted by the aggregated significance result of *Adj.* R^2 of 0.396, $p<0.05$ with *F*-statistics of 27.549. However, the *Adjusted* R^2 of 0.396 indicated that parental presence and parenting practices statistically accounted for 39.6% of a child's wholeness. Further, the individual results revealed that both parental presence and parenting practices had positive significant effect on child's wholeness with p = 0.000. Consequently, based on the aggregated result parental presence and parenting practices had positive significant effect on a child's wholeness.

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Hypothesis Two:

The multiple regression results revealed that there is a significant positive effect of parental presence and parenting practices on child's spiritual wholeness as depicted by the aggregated significance result of *Adj.* R^2 of 0.196, $p<0.05$ with *F*-statistics of 10.220. However, the *Adjusted* R^2 of 0.196 indicated that parental presence and parenting practices statistically accounted for 19.6% of a child's spiritual wholeness. Further, the individual results revealed that only parenting practices had positive significant effect on spiritual wholeness with p = 0.000 while parental presence had positive but insignificant effect. Consequently, based on the aggregated result parental presence and parenting practices had positive significant effect on a child's spiritual wholeness.

Hypothesis Three:

The multiple regression results revealed that there is a significant positive effect of parental presence and parenting practices on child's academic wholeness as showed by the joint significance result of *Adj.* R^2 of 0.294, $p<0.05$ with *F*-statistics of 17.505. Nevertheless, the *Adjusted* R^2 of 0.294 indicated that parental presence and parenting practices statistically accounted for 29.4% of a child's academic wholeness. Additional, the individual results revealed that only parenting practices had significant influence on academic wholeness with p = 0.000 while, parental presence had positive but no significant effect. Accordingly, based on the joint result, parental presence and parenting practices had positive significant effect on a child's academic wholeness.

Hypothesis Four:

The multiple regression results revealed that there is a significant positive effect of parental presence and parenting practices on child's moral wholeness as represented by the aggregated significance result of *Adj.* R^2 of 0.265, $p<0.05$ with *F*-statistics of 15.129. However, the *Adjusted* R^2 of 0.265 showed that parental presence and parenting practices statistically accounted for 26.5% of a child's moral wholeness. The individual result showed that only parenting practices had positive significant effect on moral wholeness with p = 0.000 while parental presence had positive but insignificant effect. Therefore, based on the joint result, parental presence and parenting practices had positive significant effect on a child's moral wholeness.

Hypothesis Five:

Based on the multiple regression results of hypothesis four summarily showed that there is a significant positive effect of the independent variables (parental presence and parenting practices) on the dependent variable (emotional wholeness) as depicted by the aggregated significance result of *Adj.* R^2 of 0.109, $p<0.05$ with *F*-statistics of 5.138. Nonetheless, the *Adjusted* R^2 of 0.109 showed that parental presence and parenting practices statistically accounted for 10.9% of a child's emotional wholeness. The individual results revealed that only parental presence had positive significant effect on emotional wholeness with p = 0.022 while parenting practices had a positive but no significant influence. Hence, based on the joint result, parental presence and parenting practices have positive significant effect on a child's emotional wholeness.

d) Artificial Neural Network (Multilayer Perceptron)

Based on the results from the artificial neural network architecture diagram (Figure 1), the synaptic weight shows higher relationship between the independent variable of parenting practice (PPS/PGP) (0.750). This contrasts the synaptic weights of parental presence (PPR/PLP) (0.311). Nevertheless both predictor variables had positive effect on child wholeness. This was supported by the parameter estimates as shown in Table 9 considering both the hidden and output layers of the analysis. Parenting practices was the stronger determinant with parameter estimate value of 0.750 in the H(1:1) hidden layer. However, parental presence was the stronger determinant of child wholeness in the H(1:2) hidden layer. Aggregately, hidden layer H(1:1) had output effect of 0.449 while hidden layer H(1:2) had output effect of 0.359 mainly due to the effect of parenting practices which significantly affected child wholeness. The observations from the algorithm results correctly identified the model and also projected the parameters with a high degree of certainty and accuracy regarding child wholeness determinants.

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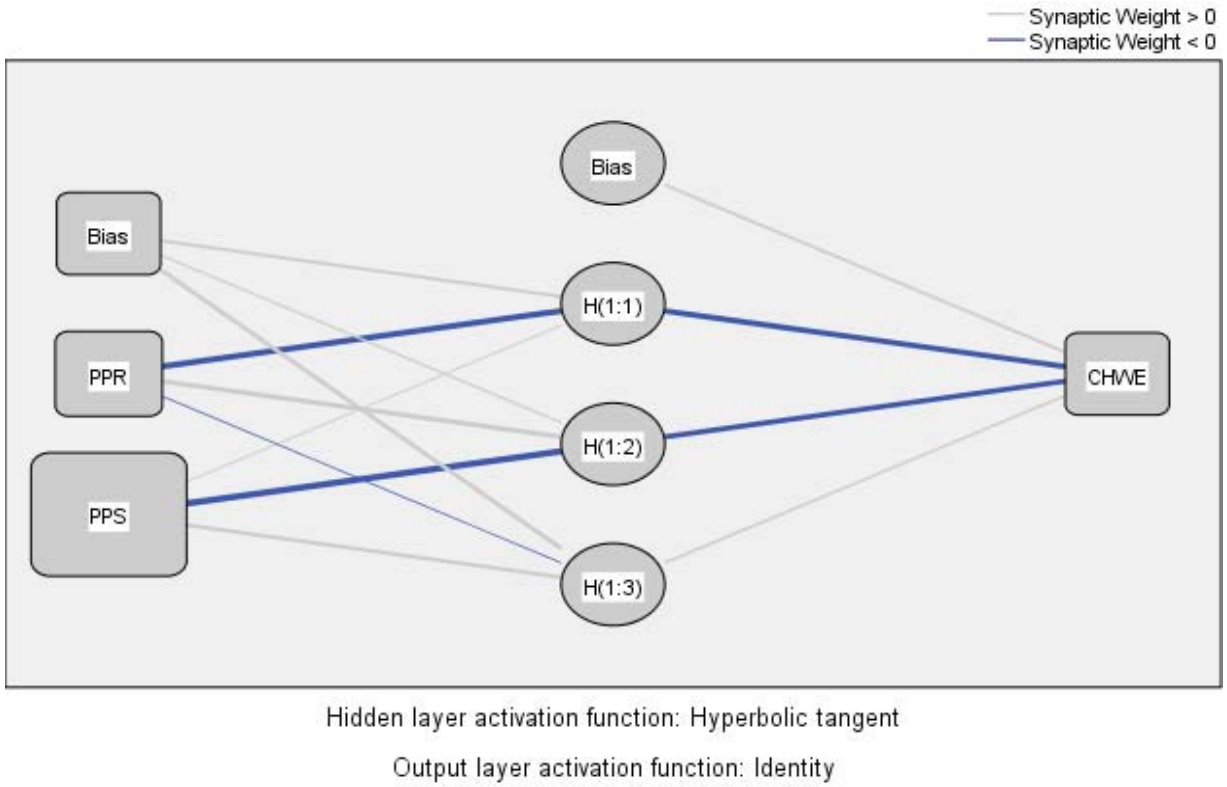


Figure 1: Artificial Neural Network (ANN) architecture diagram

The model acknowledged the dynamism and the parameter estimation algorithm that would be integrated to form a predictive system for child wholeness.

Table 9: Parameter Estimates Table

Parameter Estimates				
Predictor		Predicted		
		Hidden Layer 1		Output Layer
		H(1:1)	H(1:2)	Child Wholeness
Input Layer	(Bias)	-0.290	-0.187	
	PPR/PLP	0.180	0.311	
	PPS/PGP	0.750	0.156	
Hidden Layer 1	(Bias)			-0.127
	H(1:1)			0.449
	H(1:2)			0.359

e) Importance of Independent Variables

Table 10 and Figure 2 further contained an analysis, which computes the importance and the normalized importance of each predictor in determining the neural network. The analysis is based on the training and testing samples which includes 61 (70.1%) cases assigned to the training sample and 26 (29.9%) testing samples with no data excluded. The normalized importance represents the importance values divided by the largest importance values and stated as percentages. Hence from Table 10 and Figure 2, it is evident that "Parenting Practices (0.640/100.0%) contributes more in the neural network model construction, followed by "Parental Presence (0.360/54.3%)".

Table 10: Independent Variable Importance

	Importance	Normalized Importance
Parental Presence	0.360	54.3%
Parenting Practice	0.640	100.0%

Source: SPSS Output Independent Variable Importance

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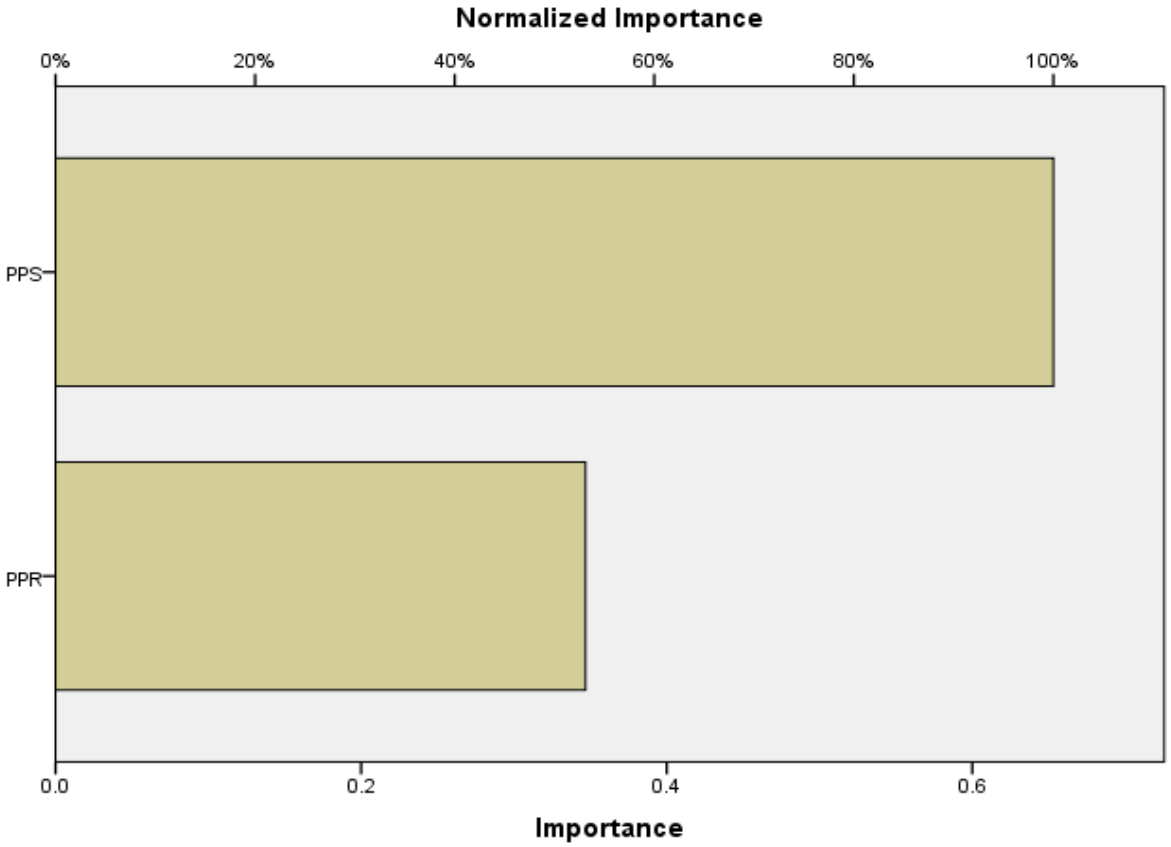


Figure 2: Importance ranking of studied variables influence on the child wholeness.

The data entered into the algorithm and the results obtained provided additional aggregated information on the effect of the predictors on child wholeness. When compared with that of the conventional linear regression method used for hypothesis above denoted a large degree of similarity but differ slightly in the importance level. Nevertheless, the observation does not imply double permeability; rather it exhibited lower level of importance among the tested parameters. The application of the different statistical tools deepened empirical insight and expanded the range of methodological analysis to inform the power of parental presence and parenting practices to child wholeness.

VIII. Discussion of Findings

The aggregated result of the hypothesis revealed that parental presence and parenting practices had a positive significant effect on a child's wholeness. The paper result is in consonance with previous works that found that parenting style is significantly related to children's subsequent mental health, well-being, and spiritual health (Bellous & Csinos, 2009; Đurišić & Bunijevac, 2017; Hornby, 2011); and parents and families have a major impact on the success of the process of education and general upbringing of children (Đurišić & Bunijevac, 2017; Mulalić, 2017). In addition, Lareau and Annette (2002) noted that a parental style is the overall emotional climate in the home; and as such, whatever consist of the parenting style, from authoritative, authoritarian, permissive, and uninvolved style, these styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other (Baumrind, 1978; McKay, 2006). Likewise, Spera (2005) found a family's social class plays a large role in the opportunities and resources that will be made available to a child. In addition, Bæck (2010), and Lee and Bowen (2006) cited cultural norms, insufficient financial resources, and lack of educational attainment as barriers to parental involvement in school. Conversely, Sarwar (2016) found that parents who spend maximum time with their children reduce the probability of developing delinquent behavior among their children. Thus, parenting practices and presence could have a direct effect on a child (Hill & Taylor, 2004).

Therefore, based on the Social Influence theory posited by Lazarsfeld, Berelson, and Gaudet (1944), and Theory of Centers by Alexander between 2002 and 2005 and findings as presented, the researchers concluded that the presence of parents and parenting practices could have an effect on a child's behavior, as parents are role models to their children and examples depicted by parents could mold a child's wholeness. As such, parents could influence children spiritually as spiritual virtues are easily cultivated in the life of a child

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with parental figures, and a child with parents who lack spiritual values could lack encouragement to worship God. Likewise, a child could easily indulge in pre-marital sex, alcoholism, drug abuse, robbery, and other social vices because of lack of adequate parental influence. Also, a child could perform poorly/excellently in his/her academics due to parental influence although, parental influence only is not enough to motivate a child to work hard in academics. Thus, parent-child bonding is not usually achieved when parental influence is lacking as children do not commonly open up or confide in parents who live away from them (Akpa & Amanze, 2018). Joseph in Genesis 37 was sold into captivity but the influence (presence & practices) he received from his parents were part of the pillars that sharpen his path in captivity.

IX. Conclusion and Recommendations

The study concluded that the concept of: do as I do and not just only as I say could be the one best way of raising a child either positively or negatively. Hence parents should be wary of their actions and inactions towards every child, as a child's behaviour could be formed and nurtured through parenting practices the child is exposed to by his/her parents. Therefore, for a child to experience wholeness in a family, parental influence should be the combination of parental presence and parenting practices. Consequently, the paper proposed a formula for a child's wholeness as: PI {PLP + PGP = ∑PI} = CW {SW + AW + MW + EW = ∑CW}. Although, the decaying social vices found in children cannot be totally eradicated due to peer pressure and other external and internal environmental influence, the fact still remains that, parents, "Train [Or Start] a child in the way he should go, and when *he is old* he will not turn from it." Proverbs 22:6. Future studies could apply longitudinal survey research design and increase the sample size and scope.

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Appendix 1

Hypothesis One

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629[a]	.396	.382	.50850

a. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.246	2	7.123	27.549	.000[b]
	Residual	21.720	84	.259		
	Total	35.966	86			

a. *Dependent Variable: CHILD WHOLENESS*
b. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.540	.626		2.459	.016
	PARENTAL PRESENCE	.273	.115	.204	2.367	.020
	PARENTAL PRACTICE	.343	.053	.559	6.489	.000

a. *Dependent Variable: CHILD WHOLENESS*

Hypothesis Two

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.442[a]	.196	.177	.86864

a. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.422	2	7.711	10.220	.000[b]
	Residual	63.381	84	.755		
	Total	78.803	86			

a. *Dependent Variable: SPIRITUAL WHOLENESS*
b. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

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Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.970	1.070		1.841	.069
	PARENTAL PRESENCE	.223	.197	.112	1.129	.262
	PARENTAL PRACTICE	.370	.090	.408	4.100	.000

a. *Dependent Variable: SPIRITUAL WHOLENESS*

Hypothesis Three

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515[a]	.265	.247	.94241

a. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	26.873	2	13.436	15.129	.000[b]
	Residual	74.603	84	.888		
	Total	101.476	86			

a. *Dependent Variable: MORAL WHOLENESS*
b. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.408	1.161		.351	.726
	PARENTAL PRESENCE	.260	.214	.116	1.217	.227
	PARENTAL PRACTICE	.495	.098	.481	5.054	.000

a. *Dependent Variable: MORAL WHOLENESS*

Hypothesis Four

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542[a]	.294	.277	.68825

a. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.584	2	8.292	17.505	.000[b]
	Residual	39.789	84	.474		
	Total	56.373	86			

a. *Dependent Variable: ACADEMIC WHOLENESS*
b. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

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Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.305	.848		1.539	.127
	PARENTAL PRESENCE	.242	.156	.145	1.551	.125
	PARENTAL PRACTICE	.382	.072	.497	5.333	.000

a. *Dependent Variable: ACADEMIC WHOLENESS*

Hypothesis Five

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.330[a]	.109	.088	.69323

a. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.938	2	2.469	5.138	.008[b]
	Residual	40.368	84	.481		
	Total	45.306	86			

a. *Dependent Variable: EMOTIONAL WHOLENESS*
b. *Predictors: (Constant), PARENTAL PRACTICE, PARENTAL PRESENCE*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.479	.854		2.903	.005
	PARENTAL PRESENCE	.367	.157	.245	2.336	.022
	PARENTAL PRACTICE	.125	.072	.182	1.734	.087

a. *Dependent Variable: EMOTIONAL WHOLENESS*

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Nature, Freedom and Pedagogy-A Comparative Analysis of Rousseau and Tagore

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Introduction- Naturalism, the philosophy of Nature which subordinates mind and spirit to matter denies belief in the Supernatural and the Spiritual. While Idealism idolizes the 'Mind' or the 'Self', Naturalism emphasizes 'matter' and the physical world. Unlike the Idealists' claim substantiating that "God alone is the true agreement of concept [*Begriff]* and reality [*Realität*]; all finite [*endlichen*] things involve some untruth [*Unwahrheit*], they have a concept and an existence [*Existenz*] which are incommensurable"[1], the Naturalists say that the ultimate reality is 'matter' which manifests itself in the form of 'Nature'. According to this philosophy 'the material world' or 'the physical world' or 'Nature' is the only real world that can be comprehended through human senses and unfurled through scientific investigations. 'Atom', 'Empty' space and 'Motion' are the three postulates on the basis of which the entire Nature and the phenomena of the Universe can be explained. As Ernest Hocking writes:

> Naturalism denies the existence of anything beyond nature, behind nature and other than nature such as supernatural or other-worldly. If they are asked what causes nature? their answer is Nature is the total system of causes.

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Nature, Freedom and Pedagogy- A Comparative Analysis of Rousseau and Tagore

Dr. Ayanita Banerjee

In Fond Memory of Tagore's 160th Birth Anniversary.

Introduction

One impulse from the vernal wood,
May teach you more of man,
Of moral evil and of good,
Then all the sages can. [1]

Naturalism, the philosophy of Nature which subordinates mind and spirit to matter denies belief in the Supernatural and the Spiritual. While Idealism idolizes the 'Mind' or the 'Self', Naturalism emphasizes 'matter' and the physical world. Unlike the Idealists' claim substantiating that "God alone is the true agreement of concept [*Begriff]* and reality [*Realität*]; all finite [*endlichen*] things involve some untruth [*Unwahrheit*], they have a concept and an existence [*Existenz*] which are incommensurable"[2], the Naturalists say that the ultimate reality is 'matter' which manifests itself in the form of 'Nature'. According to this philosophy 'the material world' or 'the physical world' or 'Nature' is the only real world that can be comprehended through human senses and unfurled through scientific investigations. 'Atom', 'Empty' space and 'Motion' are the three postulates on the basis of which the entire Nature and the phenomena of the Universe can be explained. As Ernest Hocking writes:

> Naturalism denies the existence of anything beyond nature, behind nature and other than nature such as supernatural or other-worldly. If they are asked what causes nature? their answer is Nature is the total system of causes.[3]

Naturalism refutes illusory concepts like 'insight', 'intuition', 'divine inspiration' 'revelation', 'strength of prayer', 'power of soul' misleading the human mind. Experiences, imagination, thinking, reasoning are the processes of mental activity that can be studied through senses They do not consider human knowledge as something transcendental or spiritual, but as something empirical and experimental. The physical world is 'objective'; 'factual' and 'primary'; the natural laws are sufficient to explain the reality. Naturalists believe that both Reality and Nature are identical and beyond Nature there is no reality. To authenticate the *Theory of Reality* we need to concentrate first on the *Naturalist's Theory of Knowledge.* Francis Bacon initially advocated that by viewing Nature in its virgin form and by accumulating observations one by one, man builds up the knowledge of the world. This acquired knowledge is more dependable and useful than knowledge deduced from generalities., Hobbes, in this regard propounded his postulations on the 'sense impression' or 'phantasm developed through human-nature interaction:

> The Object, or Something flowing from it, preſſeth the outermoſt part of the Organ, and that Preſſure is communicated to the innermoſt Parts of the Organ; where, by the Reaction of the Organ, cauſing a Preſſure outwards contrary to the Pressure of the Object inwards, there is made up a Phantaſm or Image: which is the Sensation itself. [4]

It is this photographic reconstruction of sensation according to which objects yield replica of themselves in the mind of the onlooker.

Naturalists, thoroughly de-cry their faith in spiritual values. On the contrary, they believe that values can only be re-sacralized in proportion to the harmonizing life with Nature, bestowing peace of mind and goodness of soul. In other words, the *summum bonum* or the 'highest good' for the Naturalists defines the most abiding and refined pleasure. The Naturalists earnestly believe that by living in accordance to Nature is the best form for the 'interpretation and inspiration of life' echoing their unified motto 'Follow Nature'.

Naturalism, is not a modern philosophy with its inception traced back to the earliest history of Western Philosophy. Philosophy in the West, was supposed to have initiated with 'wonder.' Man wondered about the phenomenon of his existence. An attempt was made to search the residual permanent substance that underlies all changes in the environment. Thales of Miletus, the Father of Western Philosophy in the 6th century stated that water is the single common substance within Nature. Likewise, Anaximander and Anaximences in

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[1] Wordsworth, William. Intro. *The Complete Poetical Works of William Wordsworth*. By John Morley. London: Macmillan &Co., 1888. Poem - 24. Print.
[2] Hegel, G.W.F. *Encyclopaedia of the Philosophical Sciences*. Trans. Humphrey Palmer. London: OUP, 1971 Vol-1, Note- 2:24. Print.
[3] Hocking, William Ernest. *Types of Philosophy* .New-York: Charles Scribner's Sons, 1959. 25. Print.
[4] Clarke, Samuel. "A Demonstration of the Being and Attributes of God" in *The Works of Samuel Clarke, D.D,…Late Rector of St. James's Westminster…containing sermons on several subjects: with a preface giving some account of the life, writings and character of the late rector of the author*. London: John and Paul Knapton, 1738.561. Print.

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alliance with Thales explained Reality in terms of one substance found in Nature. For Anaximences it was air, but for Anaximander it was some un-named underlying substances which constituted the essence of Reality. Likewise in ancient India there were some famous philosophers of Naturalism such as Charvak and Brihaspati who were considered the inceptors of Indian Naturalism. However, in Medieval period no significant Naturalists prospered since religion had a wide influence upon thinkers. During the latter part of the 17th C and the beginning of the 18th C lifeless formalism prevailed in religion, literature, education, thought, action and morals. The societal norms degenerated and oppressive influence of monarchs, absolutism in politics and authority of the church tortured the people. There was rampant outspread of hypocrisy, cynical skepticism and displeasure. Artificialities reigned supreme. Revolt movements such as Reformation, Realism, Puritanism and Pietism sprang up challenging the authority of dogma and absolutism in social and religious life. In midst of this dark and deplorable social and political state of life philosophers like Rousseau, Voltaire and Montesque took up leadership to fight against all sorts of absolutism in government, artificial social constitutions, economic and educational conditions. In protest they started the Naturalistic Movement. Rousseau was the pioneer of the campaign. In the opening section of his *Social Contract,* rebelling against formalism and artificiality of the French society Rousseau stated that "Man is born-free, and everywhere he is in chains."[5] His belief as stated in the Foxley translation quotes that "Everything is good as it comes from the hands of the Maker of the world but degenerates once it gets into the hands of man."[6] He wanted to replace and rejuvenate the old, traditional and artificial civilization by a natural civilization. He protested "against all established systems that have become stereotyped and always plead[ed] for greater simplicity seeking to banish sophistication by sweeping paraphernalia."[7] According to Bayles, Rousseau preached natural life and his Naturalistic Philosophy aimed at protecting man from "his artificial -made surroundings-science and civilization."[8] Instead of an educated man being guided by societal norms[9], Rousseau desired for a child to have no other guide than his own reason so that "his innate tendencies would have the opportunity to grow and unfold in accordance with his own nature."[10] Pounds stated that "Rousseau emphasized the necessity for the child to be free to develop according to his own natural impulses."[11] In the Foxley translation of *Ėmile* we find a plea for the rights of children to be children, not miniature adults:

> Nature would have them children before they are men. If we try to invert this order we shall produce a forced fruit, immature and flavorless fruit which will be rotten before it is ripe; we shall have young doctors and old children.[12]

Rousseau assigned the job of protector to education, but believed that in order to be
suited for this task education has to be radically different from that of his generation.

Jean-Jacques Rousseau preferring to take the risk of presenting himself as a 'man of paradoxes' rather than remaining a 'man of prejudices' confronted the historians of educational thought with a considerable paradox. In the 18th century Rousseau launched a bitter offensive against all traditional forms of formal education practically killed by the oppressive weight of tradition, stern discipline and colourless pages of dry curriculum. Rousseau pleaded that

> what is to be thought of the cruel education sacrifices the present to an uncertain future, and burdens a child with all sorts of restrictions and begins to make him miserable, in order to prepare him for some far-off happiness which he may never enjoy.[13]

The educational institutions were regarded as the instruments of a vast process of manipulation designed to entrench the power of the strongest. Rousseau violently reacted against this system of education that produced men of cold reason and made learning machines of children. The indictment contained within him continued to influence the thinking of the Western thinkers' right from the beginning. The work that indisputably had the deepest and most lasting impact on teaching methods is his *Émile*. In the words of Pestalozzi, the book had been a focal point of development in both the Old and the New Worlds in matters of education. The book was written in total

[5] Rousseau, Jean-Jacques. *Basic Political Writings.* Trans. Donald A. Cress. Indianapolis: Hackett, 1987. 141. Print.
[6] Rousseau, Jean-Jacques. *Ėmile or on Education by Jean-Jacques Rousseau*.Trans. Barbare Foxley. New - York: E. P. Duttson & Co., 1911. 57. Print.
[7]---. *Basic Political Writings.* Trans. Donald A. Cress. Indianapolis: Hackett, 1987.145. Print.
[8] Bayles, Ernest E. and Hood, Bruce L. *Growth of American Educational Thought and Practice*. New-York: Harper & Row, 1966. 82. Print.
[9] Rousseau, Jean- Jacques. *Ėmile or on Education by Jean-Jacques Rousseau*. Trans. Barbare Foxley. New York: E. P. Duttson & Co., 1911.35. Print.
"Dependence on things being non-moral is not prejudicial to freedom and engenders novices: dependence on men being capricious engenders them all. The only cure for this evil society would be to put the law in place of the individual, and to arm the general will with a real power that made it superior to every individual will."
[10] Ibid. 82. Print.
[11] Pounds, Ralph L. *The Development of Education in Western Culture*. New-York: Appleton-Century-Crafts, 1968. 176. Print.
[12] Rousseau, Jean-Jacques. *Ėmile by Jean Jacques Rousseau*. Trans. Barbare Foxley New York: E. P. Duttson & Co., 1911. 54. Print.
[13]Rousseau, Jean-Jacques. *Ėmile by Jean Jacques Rousseau*. Trans. Barbare Foxley New York: E.P. Duttson & Co., 1911.54. Print.

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> the work of the *Ėmile* was by necessity primarily and destructive and it performed a great service in cleaning the ground of much educational rubbish preparatory to laying a new foundation….It is so full of suggestiveness concerning the aims, context and process of education as to be the starting point of a new education.[14]

The stroke of Rousseau's originality perceived education as the new form of a world seeking to cast man in a new-mould, driven by his immediate interests and neither by instruction or formal education. Freedom and necessity, heart and head, the individual and the state, knowledge and experience, each of the terms of the antinomy finds sustenance in this work. It is here that with *Èmile* as the starting point, the major current constituting the history of the modern pedagogical movement begins. Emile, the paradigmatic child of nature's education, is from his earliest days and as far as possible exercised in *self-sufficiency*. He is independent from others and can learn what is immediately around him without being disturbed. "Rousseau's belief in Nature and the right of the child to grow untrammeled by society"[15] foreshadowed his focus on the three axes designated by the triad-*Heart, Head and Hand*. He emphasized on the continuation of immediate learning by the natural interests of the child and not by the offerings of situations. Braun commenting on Rousseau's impact on education states that

> the spirit of Rousseau may have been interpreted variously over the years, but certainly *Ėmile* has had an incalculable impact on education.[16]

In the move towards greater freedom and development of creative individuality, Rousseau's doctrine undoubtedly created a deep-rooted impact. His educational theory prophecised the earnest need of Nature to take its natural course and protect the child from the well-meaning adults and the vices of the society.

Educational thoughts of Tagore combine many elements found in Rousseau. Tagore was much acquainted with Rousseau's educational philosophy, as on March 4, 1921, he gave a talk about his school at the Jean-Jacques Institute in Geneva which was "perhaps a graceful, albeit indirect, way of paying tribute to the great Genevan world citizen."[17]Rousseau, who was a political and social philosopher had a poetic way of viewing Man and Nature and their 'intimate kinship'. Tagore had much in common with Rousseau on this aspect, as both of them considered Nature as a great friend, an ornate philosopher and a traditional guide. Nature's love was a common feeling shared by both Tagore and Rousseau, and both of them excelled in the profundity of their communion with it and its application in the field of education.

Rousseau stated that the "progress of education is bound to the order of nature and not to the will of education."[18] Apart from Nature there is no need for educational will[19] i.e., the intentions of educators that define the future of the child. Nature is timeless, thus "education can happen without a framework of future, provided that the ways of education will not contradict nature.[20] Only this will grant that education does not "agir au hazard"[21] -acting by chance. Educational will is not only too weak; it is too corrupt to be really put into nature's route.[22] Education is not habituation; the only habit a child should fall into is the habit of not accepting habits.[23] He explains that the child should form no habits so as to "[p]repare him early for the enjoyment of liberty and the exercise of his powers.[24] Rousseau granted that the self-development of the child is driven by "immediate interests"[25] and neither by instruction nor by formal education. The otherwise strange idea that reading books is "the whip (*le fléau*) of childhood"[26] becomes very suggestive if it is taken in harmony with what Rousseau states as the 'order of nature.' Rousseau nowhere defines 'nature' or 'natural',[27] but it is clear that the idea of habit free spontaneity driven by disdain of all educational practices. Stephen Duggan states that:

[14] Duggan, Stephen. *A Student's Textbook in the History of Education.* New-York: Appleton-Century Co., 1936. 214. Print.

[15] Rousseau, Jean-Jacques. *Èmile by Jean Jacques Rousseau*. Trans. Barbare Foxley New York: E. P. Duttson & Co., 1911. 43. Print.

[16] Braun, Samuel .J, and Edwards, Esther P. *History and Theory of Early Childhood Education*. Washington, Ohio: Charles A. Jones Pub Co., 1972. 43. Print.

[17] Radhakrishnan, S. "Tagore, as Poet Educator" in *Rabindranath Tagore: A Centenary, Volumes, 1861-1961*. New-Delhi: Sahitya Academy, 1961. 205- 10. Print.

[18] Rousseau, Jean -Jacques. *Oeuvres Complétes.* Ed. par B. GANGNEBIN/M.RAYMOND.T.IV: *Émile. Education-Morale -Botanique.* Paris: Gallimard. (*O.C.*IV/311). Print.

[19] Ravier, A. L'éducation de l' homme nouveau. Essai Historique et Critique sur le Livre de l'Èmile de J.-J. Rousseau. Tome I/ II. Issoudun: Editions Spes.1941. Vol-II/S.508f. Print.

[20] Rousseau, Jean -Jacques. *Oeuvres Complétes*. Ed. par B. GANGNEBIN/M.RAYMOND.T.IV: *Émile. Education-Morale -Botanique*. Paris: Gallimard. (*O.C.*IV/312). Print. "*La nature a, pour fortifier le corps et le faire croitre, des moyens qu'on ne doit jamais contraire*." (*O.C.*IV/312). Print.

[21] Ibid. 324 - 325. Print.

[22] Ibid. 290. Print.

[23] Rousseau, Jean-Jacques. *Oeuvres Complétes*. Ed. par B. GANGNEBIN/M.RAYMOND.T.IV: *Émile. Education-Morale-Botanique*. Paris: Gallimard. (*O.C.*IV/312). Print. "*La nature a, pour fortifier le corps et le faire croitre, des moyens qu'on ne doit jamais contraire*." (*O.C.*IV/282). "*La seule habitude qu'on doit laisser prendre á l' enfant est de n'en contracter aucine.*" (*O.C.*IV/282). "Contracter" *is taking and accepting*.

[24] Ibid. 80. Print.

[25] Ibid. 358. Print.

[26] Rousseau, Jean -Jacques. *Oeuvres Complétes*. Ed. par B. GANGNEBIN/M.RAYMOND.T.IV: *Émile. Education-Morale -Botanique*. Paris: Gallimard. (*O.C.*IV/312). Print. "*La nature a, pour fortifier le corps et le faire croitre, des moyens qu'on ne doit jamais contraire*." (*O.C.*IV/357). Print.

[27] Both terms were established within discourses of education long before Rousseau. (Mercier 1961). Rousseau used and sharpened the common meaning, so it was not ROUSSEAU who "discovered" natural education.

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"natural interests"[28] fascinated him and his followers' thoroughly. He contends that a child can attain his freedom and independence of thought through Naturalistic Education. The child-grown-man with his developed reason learns to heed his natural inclinations and ignore the ills of society. As one scholar puts it:

> Education [for Rousseau] must conform to nature, and must be a means of not preparing for citizenship in any particular government, much less for an occupation, but of developing manhood and fitting for the duties of human life.[29]

The love of beauty and colour which Tagore entertained was an inborn instinct in his native being. Drawing upon his own experiences he argued that education should seek to develop sensitivity in a child through a direct experience of Nature when her/his consciousness is at its freshest level. Tagore stated that:

> children are the lovers of dust-their body and mind thirst for sunlight and air as flowers do. Their active subconscious mind, like the tree, has the power to gather food from surrounding atmosphere.[30]

Nature, present in ample, diverse and beautiful measure takes charge of human children and nourishes them in their all-round development. In his *Reminiscences*, Tagore writes

> children are to be allowed to run and play about and satisfy their curiosity in nature. Insoluble problems are created if [we] try to confine them inside, keep them still or hamper their play.[31]

He therefore recognizes early childhood education as the most critical time for developing empathy and the ability to connect with one's surroundings. Dr. Weir, a well-known British educationalist wrote in *The Pall Mall Gazette* that:

> real education does not consist, in merely, acquainting oneself with ancient or modern books. It consists in the habits which one knowingly or unknowingly imbibes from the atmosphere, one's surroundings and the company one keeps.[32]

Rousseau in *Ėmile* has said:

> education comes from nature, from men or from things. The inner growth of our organs and faculties is the education of nature, the use we learn to make of our growth is the education of men, what we gain by our experience of our surroundings is the education of things.[33]

The acquired knowledge "does not merely give us information but makes our life in harmony with all existence."[34] Thus while Weir makes "atmosphere" the source of education, Rousseau and Tagore emphasize the mutual relation nurtured between education and Nature. The educational ideology based on the Natural phenomenon aiming to explore the co-relation between education and especially the natural features of the place in question is termed as the *Green Education*. Evidently education and Nature are inseparably related to each other. Every human being acquires knowledge through the various experiences of "nature." Even mere passive observation of Nature imparts us with a kind of 'informal learning.' The emotional attachment and commitment to a place thus influence a "person's experience and shape his personhood, inspiring him to live and prosper ecologically."[35]

Education for Rousseau comes from three sources: "from nature, from men or from things."[36] These three sources must "coincide and lead to a common goal"[37] if the individual is to become well-educated. Not all of the sources educate man in the same manner. Education from Nature acts independently of man's action. Rousseau contends that since man cannot control Nature, the latter should determine the course of the other two in cultivating children. Thus, he justifies Naturalism as a guide to education. The essence of his teaching recifies "education as a process of natural growth that has influenced most theorizing upon the educational ideology since his time."[38] In 1915, Dewey stated that Rousseau's theory of "natural growth" was read with the eyes of protagonists of child-centered education:

> The child is best prepared for life as an adult by experiencing in childhood what has meaning to him as a child; and further, the child has a right to enjoy his childhood. Because he is a growing animal who must develop so as to live successfully, in the grown up world, nothing should be done to *interfere with growth* and everything should be done to further *the full and free-development* of his body and his mind.[39]

Like Rousseau, Tagore's fascination for Nature was deeply rooted in his poetic heart and it was circumscribed positively in the field of education. Nature's love was a common feeling with Tagore and

[28] Rousseau, Jean -Jacques. *Oeuvres Complétes*. Ed. par B. GANGNEBIN/M.RAYMOND.T. IV: *Ėmile. Education-Morale -Botanique*. Paris: Gallimard. (*O.C.*IV/358). Print.
[29] Graves, Frank Pierrepont. *Great Educators of Three Centuries*. New-York: Macmillan, 1912. 87. Print.
[30] Tagore, Rabindranath. "A Poet's School" in *Visva-Bharati Bulletin*. No-9(1928):18. Print.
[31] Sen, Probodh Chandra, ed. "Education" in *Rabindra Rachanabali*. (The Collected Works of Tagore). Calcutta: West Bengal Government, 1961. Vol-11:569. Print.
[32] Dr. Weir. *The Pall Mall Gazette* (May 18, 1999): 24. Print.
[33] Rousseau, Jean-Jacques. *Ėmile or on Education by Jean-Jacques Rousseau*. Trans. Barbare Foxley. New-York: E. P. Duttson & Co., 1911. Par.25. Print
[34] Tagore, Rabindranath. *Personality*. Delhi: Macmillan India, 1980.116-117.Print.
[35] Selvamony, Nirmal. "Education through the Environment" in *Peace Education* II 3(1989): 41-44; *Madras Christian College Magazine*. LV (1988-89): 46-49. Print.
[36] Rousseau, Jean- Jacques. *The Ėmile of Jean Jacques Rousseau*. Trans. William Boyd. York: Columbia UP, 1965. 11. Print.
[37] Ibid.11. Print.
[38] Dewey, J/Dewey, E. Intro. "Schools of To-Morrow" in *The Middle Works of John Dewey.1899-1924. Vol.8: Essays on Education and Politics*. Ed. J. A. Boydston, By S. Hook. Carbondale/Edwardsville: Southern Illinois University Press, 1985. 222. Print.
[39] Rousseau, Jean- Jacques. *Ėmile, Julie and Other Writings*. Ed. R. L. Archer. New-York: Barron, 1964. 80.

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Rousseau, but Tagore excelled him in the profundity with its application in the field of education. He envisaged a type of education through 'stimulating atmosphere' breathed in an intellectual attempt, saturated with wisdom and values. Education, for Tagore was not a material to be poured into the mind of the child from without, but a continuous growth of the inner self: "the conscious process of filling but the subconscious process of absorption."[40] Real and permanent knowledge infiltrates the mind of a child through his enjoyment of absolute and unrestricted freedom in nature. Tagore attached much importance to the *free -development* of children in their early formative years. He eloquently advocated their free spontaneous movements and play in joyous natural surroundings:

> even if they learnt nothing, they would have had ample time for play, climbing trees, diving into ponds, plucking and tearing flowers, perpetuating thousand and one mischief on Mother Nature. In this they obtain the nourishment of the body, happiness of the mind and the satisfaction of the natural impulses of childhood.[41]

Nature, the source of unparallel inspiration and timeless revelation guides the child with his first lessons of freedom, enthralls him with a sense of immense delight. Freedom nurtured amidst benevolent magnanimity of Nature is highly educative. The process of acquiring knowledge from Nature's bounty is essentially a life of joyful spontaneity for the children. For them "nature is more important than rules and methods, building appliances, class teaching and text-books."[42] Further developing the theme of education, Tagore speaks of the desirability of direct experience in Nature which should remain unimpeded by excessive book reading:

> Have not our book, like most of our necessities come in between us and our world……At any rate during the early period of education, children should come to their lesson of truth through natural processes-directly through persons and things.[43]

Thus, the greatest gift of children, he writes is that they are able to come directly to the intimacy of Nature with the freshness of their senses and "they accept it naked and simple and must never lose their communion with it."[44]

Real education should therefore necessarily facilitate the understanding of one's immediate environment, enabling one to live in one's own atmosphere. The objectives of such education are not human centered, but more inclusive. It inspires a 'deep ecological' sense of "identification which goes beyond humanity to include the non-human world."[45] This maturity implies the ability to relate to the immediate environment shedding the nature/culture dichotomy and corresponding values. A person attains full maturity when he/she realizes "self-in-Self" where "Self" stands for "organic wholeness and union with nature."[46] This process of the full unfolding of the Self can also be summarized by the phrase:

> No one is saved until we are 'all saved', where the phrase 'one' includes not only…….an individual human, but all humans-whales, grizzly bears, whole rainforest ecosystems, mountains and rivers, the tiniest microbes in the soil and so on.[47]

Tagore's educational philosophy aiming to promote this ontological realization that all life is inter-related reaffirms the ideology of 'bio-centric equality.'

The Naturalists base the principles of progressive education mainly on the theory of Human-Nature interaction, for which they have profound reverence. Nature, provides them the interpretation and inspiration of life. It is therefore essential that the education of a child must accord with his environment. Unlike the Idealists propagating that mind is the only source of knowledge, the Naturalists declare that "knowledge is omnipresent in nature and can be comprehended through senses." Senses are the gateways of knowledge, and the importance of their training has been recognized by both Rousseau and Tagore. Modern principles of early childhood education stress the involvement of the child in an activity based curriculum through the apt use of the senses. Rousseau argues that children should "learn through their senses, through investigating and exploring the natural world."[48] If the educators let the child always be himself attending only what touches him immediately, only then they will find the child learning, capable of perceiving, memorizing and even reasoning:

> *Pour mon élêve, ou plûstôt [49] celui de la nature, exercé de bonne heure à se suffire à Luimêne autant qu'ilest possible, il ne s' accountume point à recourir sans cesse aux autres, encore moins à leur étaler son, grand savoir. En revanche il*

[40] Taneja, V.R. *Educational Thought and Practice.* New-Delhi: Sterling Publishers, 1985.6th Edition.152.

[41] Tagore, Rabindranath. *Rabindranath Tagore: A Centenary Volume. 1861-1961.*Ed. Sisir Kumar Das. New-Delhi: Sahitya Academy Press, 1961.253-255. Print.

[42] Tagore,Rabindranath."A Poet's School" in *Visva-Bharati Bulletin*. No-9 (1928):18. Print.

[43] Tagore, Rabindranath. "The Teacher" in *The Religion of Man*. Boston: Beacon Press, 1931. 178- 179. Print.

[44] Ibid. 173. Print.

[45] Bill, Devall and George Sessions. *Deep Ecology: Living as if Nature Mattered*. Salt Lake City: Utah Perigrine, 1985. 67. Print.

[46] Ibid. 67.Print.

[48] Ibid. 67. Print.

[48] Rousseau, Jean Jacques. *The Ėmile of Jean- Jacques Rousseau*. Trans. William Boyd. York: Columbia University Press, 1965. Print.
Rousseau contends that this education is best for children on the basis of empiricism: "Since everything that enters into the human understanding comes through the senses, the first reaction of man is a reason of the senses. On this the intellectual reason is based. Our first masters of philosophy are our feet, our hands and our eyes."

[49] The *Edition Pleiade* of Rousseau's Work does not eliminate grammatical mistakes.

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juge, il prévoit, il raisone en tout ce qui se rapporte immédiatement à lui.[50]

John Amos Comenius in a translation of the *Great Didactic* "General Postulates of Teaching and Learning" stated that:

> whatever makes an impression on the organ of sight, hearing, smell, taste or touch stands in the relation of a seal by which the image of an object is impressed upon the brain.[51]

Comenius advocated learning through the senses, which we in modern context interpret as learning through experience. The 'activity method' of learning aims at making the child a technician in charge of his own knowledge and training-through-work experiments. To ensure the fulfillment of this requirement courses are to be structured as an educational project that is both explicit and explained to the child. Instructions are to be mediated through the 'necessity of things', beyond the reach of man's will before he is exposed to them.

Both Rousseau and Tagore reflect ideological resemblance to Comenius's theology. They proclaimed the need of unrestricted freedom to reconstitute the academic curriculum of a child from his environmental situations, and not merely gather knowledge through compartmentalized subjects. Tagore developed a suitable curriculum for his educational plan. He was dissatisfied with the existing curriculum, as he saw it was purely academic and lacked direction to attention to the needs of the child. Like Rousseau, he too thought that the prevailing educational framework dismissed the natural interests, likes and dislikes of the child. It was a mere imposition on the tender brains of the child. Tagore's task was to devise a suitable curriculum for school children by giving it an entirely new orientation. Education must aim at a harmonious coalesce between nature and balance between different subjects of study. Comenius believed that "acquisition of knowledge is essentially based on building understanding of what his senses contact."[52] Tagore's idea of peripatetic education thus bears a reflection to this point. Knowledge acquired in due course will be real and the process of acquiring it will be enlivening. He strongly recommended excursions and tours forming an inseparable part of school curriculum. He suggested that during "frequent excursions and tours the pupils with their senses might observe and learn numerous facts of interests."[53] This galvanizes their spirit of curiosity inspiring them with a feeling of joy in discovery by themselves. Tagore admits that education "divorced from the streams of life and confined within the four walls of the classroom becomes artificial and loses its value."[54] He advocated undertaking free and independent activities like gardening, regional study, laboratory work, drawing, original composition, with co-curricular activities like games, social-service, student-self art. Tagore sought out to work out a system that would give due consideration to the inherent tendencies and potentialities of the child by devising activities that would gradually shape his personality. He considered education as a continuous social process to be linked with the economic and social life of the community. His school resembled a miniature community where sense training, face-to face communion with nature, channelizing of emotions and discovering the spiritual and creative base of the child remained an integral aspect of education. Tagore supported the cause of the total development of a child under the benevolent tutelage of nature. The ideas of respect for the child, dignity of human personality, love and manual work, love of nature, patriotism and brotherhood of men are the coming legacies that Tagore left for us and for the coming generations in the future times.

We find Tagore's ideas concerning multifaceted intelligence, subconscious learning and the need to educate the affective side of the personality supported in the contemporary writings of Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences.* The book delineates multifarious levels of intelligence such as verbal, mathematical-logical, spatial, kinesthetic, musical, interpersonal and intrapsychic. Gardner, like Tagore, argues for a holistic learning environment within which children can achieve mastery of skills in a pleasurable manner suited to their own natural progression. In support of Gardner's work, Daniel Goleman in his *Emotional Intelligence* focuses on the inadequacy of the IQ model to measure overall intelligence and predict successful performance in life. Goleman argues that since emotions are educationally potent in the development of the total personality of an individual, they should be properly guided and suitably trained. The more academic and cognitively oriented subjects are to be added progressively as the child advances. In Tagore's scheme of education, the development of aesthetic senses like poetry, music and arts were given high priority to enhance a child's imagination and to integrate the various aspects of his personality. Tagore therefore advocates an educational curriculum that emphasizes the need for the education of intellect (*jnaner siksa*)[55] as well of the senses (*indriyer*

[50] Oelkers, J. Die. "Geschichte deer Pedagogic und hire Problem" in *Zeitchrift für Padägogik*. Lausanne: Editions Payot, 1999. 361. Print.
[51] Keating, M.W. *The Great Didactic of John Amos Comenius*. London, England: A&C Blake, 1921.44-45.Print
[52] Tagore, Rabindranath. "A Poet's School" in *Visva-Bharati Bulletin*. No-9(1928):18. Print.
[53] Sen, Probodh Chandra, ed. "Education" in *Rabindra Rachanabali*. (The Collected Works of Tagore). Calcutta: West Bengal Government, 1961.Vol-11:569. Print.
[54] Ibid.Vol-11:569. Print.
[55] Tagore, Rabindranath. "Tapaban" in *Siksha*. Calcutta: Visva-Bharati University, 1971.96. Print.

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siksa).[56] Such an educational process does not merely give us information but makes our "life in harmony with existence in all its forms, colours, sounds and movements."[57]

In this high-tech world, environment does not get due attention in the academy. Most Western philosophers, except for some environment-oriented ones are highly anthropocentric. Cosmopolitan perspectives have adversely affected the human existence, uprooting the present generation from its environment, particularly natural environment. Tagore was concerned about environment from his early days and created ceremonies to celebrate nature and create ecological awareness. One such ceremony, 'Briksha Ropana', a part of the 'Rain Festival' was introduced in1928. In the course of the ceremony, Tagore planted trees and encouraged each child to adopt a tree. It was in his words "a ceremony of the replenishing of the treasury of the mother by her spendthrift children."[58] In the villages, he celebrated the harvest cycle with Hala-Karshana, a festival celebrating the cultivation of the land and a Harvest Ceremony the 'Nabanna', welcoming the new rice crop.

It is likely that Rabindranath was he living today, would be at the forefront of those trying to save our fragile ecosystem. He would also be writing about the urgency of promoting the educational priorities of creativity, ecological interdependence and survival in our schools. Concerning the environment and the role of science in today's world one feels that Tagore would express the same sentiments as the Canadian environmentalist David Suzuki stating that "education which prepare students for a high-tech future and competition in a global economy misses the fact that we are completely dependent for survival and the quality of our lives on the integrity of the planetary biosphere that we intent on destroying."[59] In conclusion if we pose the question 'does Rousseau's theory of "natural education" and Tagore's 'educational vision' has relevance for the 'modern education', the answer must be an emphatic 'yes.' Both contemporary educators and thinkers equivocally promote Rousseau and Tagore's concern for developing a *Humane Educational Model* (my italics) which extends beyond the narrow bounds of fragmentary bookish knowledge, to the opening doors for creative consciousness and mutuality harmonizing with the principle of biocentric to promote the spirit of reconciliation with all aspects of Nature.

[56] Ibid. 96. Print.
[57] Tagore, Rabindranath. *Creative Unity*. London: Macmillan &Co., 1962. 35. Print.
[58] Mukherjee, Himangshu. *Education for Fulness. A Study of the Educational Thought and Experiment of Rabindranath Tagore.* Bombay: Asia Publishing House, 1962.235. Print.
[59] Suzuki, David. "*A Buddhist Way to Teach Kids Ecology*" in Toronto Star. (June-18, 2007):C6. Print.

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ABBREVIAT1ONS: E.T. = English translation; A.T. = Another translation;
B. = Bengali original.
The Bengali calendar month and era have been given whenever a Bengali periodical is referred to, or when such dates are found in books under reference.

Bengali

Books and Pamphlets

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- *Vichitra Path.** [1915]. Essays and stories.
- *Anuvad-Charcha,* 1324 [1917], (2) Selected Passages For Translation, [1917]. (1) 224 Passages translated, in collaboration with others, from English into Bengali, for re-translation into English. (2) Original English Passages, to serve as model translations, compiled by Tagore from various sources. The revised edition of (1) is prefaced *by* a long note for teachers.
- *Ingraji Sahaj Siksha,* Vol. I. 1336. Revised edition of *Ingraji Sopan ,* Vol. I part 1.
- *Ingraji Sahaj Siksha,* Vol. II. 1336. Thoroughly revised edition of *Ingraji Sopan*, Vol. II, part 2.
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- *Grantha Samalochana. Bharati,* Jaistha 1305. See pp. 185- 7, a review of Hemlata Sarkar's *Bharatvarser Itihas,* a textbook of Indian History; pp. 188-9, a review of Syamacharan De's *Susrusa,* see remarks on education of women.
- *Samayik Sahitya. Bharati,* Asadh 1305. See p. 286, a note on Krisna-bhavini Das's article in *Pradip,* '*Ajkalkar Chhelera*'.
- *Samayik Sahitya. Bharati,* Sravan 1305. See p. 381, a review of *Anjali,* an educational journal.
- *Siksha* O *Samskriti. Vichitra,* Sravan 1342. Reprinted *Siksa* 1342 edn.*Chhatrader Prati. Prabasi,* Agrahayan 1342. An address to students of Visva-Bharati. *Bhasha-Sikshay Sampradayikata. Prabasi,* Paus. Two letters.
- *Siksha* O *Samskriti-te Sangiter Sthan. Prabasi,* Phalgun 1342. Reprinted *Siksha.* E.T. 'The Place of Music in Education and Culture', *The Visva-Bharati Quarterly,* May-October 1937.
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- *Visva-Bharati. Prabasi,* Magh 1345. Chairman's Address at t he Annual Meeting of the Visva-Bharati.
- *Bankura-y Chhatra-Der Uddyese. Prabasi,* Vaisakh 1347. To the students of Bankura.
- *Asramer Adana. Prabasi,* Bhadra 1347. An address delivered at Santiniketan.

[1] Brajendranth Seal wrote…. "As far as I know; this is the first book of its kind published in Bengali. It has followed the right principle-men like Otto, Ollendrof and Saner, who have written books of language teaching, have succeeded by following this method to some extent. Bengali will remain forever in debt to your creative genius; you have acted as a pioneer also in the matter of teaching English…" [translated]

*Books marked with an asterisk include some prose pieces by other writers.

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- *Rabindranath-er Chithi. Desh,* 23 Sravan 1349. Letters to Sri Bhupendranath Sanyal. See letters dated 10 Asvin and 24 Paus 1314.
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- *Patrabali. Visva-Bharati Patrika,* Magh 1349. See, in particular, letter dated Phalgun 1304 [1904?] addressed to Mohitchandra Sen on the Santiniketan School.
- *Patrabali. Visva-Bharati Patrika,* Chaitra 1349. See, in particular, letter dated 30 Jaistha 1311 (the second one), to Mohitchandra Sen.
- *Rabindranath-er Chithi. Desh,* Puja Number, Asvin 1350. Letters to Santoshchandra Majumdar. See letter 10.
- *Patrabali. Prabasi,* Asvin 1351. See letter dated 23 Vaisakh 1320, addressed to Nepalchandra Roy, 2nd paragraph; same as '*Bilat-er Vidyalay*', *Bharati,* Asvin 1320.
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*Miscellaneous***[61]

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- *Prasad. Asramik Samgha,* Santiniketan, December 1939. A reprint of two essays contributed by Tagore to an earlier volume of the same title, being a

[61]**In the 'Miscellaneous' sections are catalogued such works of Rabindranath Tagore as include only a few items of educational interest, and compilations of essays etc., by various authors, in which the poet's contributions are also included.

[62] ***Includes a letter to the then Education Minister of Bengal urging the necessity of founding examination centres all over the country for those who are not in a position to attend schools and colleges. This suggestion, not taken up by the government or the University, rook shape in the Visva-Bharati Loka-Siksha-Samsad(1938) which holds annual examinations and awards diplomas on the lines suggested by the poet, who wrote *(Visva-parichaya; Bangla Bhasha-parichaya)* and edited *(Bangla Kavya-parichaya)* text-books for these examinations, and framed a set of model questions *(Adarsa Prasna:* see list of text-books).

This list of published writings of Rabindranath Tagore on education does not pretend to be exhaustive. The editor wishes to acknowledge earlier bibliographical works by the late Sri Pulin Bihari Sen, foremost scholar-bibliographer of Tagore's works, the late Nirmalchandra Chattopadhyaya, and Sri Kanai Samanta who pointed out how the views advocated by the whimsical teacher, in a story published in Tagore's *Se,* reflected the poet's own ideas on the subject.

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Influence of Politics of Governance on Management of Coronavirus in Nigeria

By Muyiwa Samuel Adedayo

Abstract- This paper examines influence of good governance on coronavirus pandemic in Nigeria. The kernel of this article is the intrinsic nexus between good governance, bad governance and coronavirus pandemic in a democratic state. Multi-stage sampling procedure was employed in selecting respondents for the study. 209 of 230 respondents used for the study filled the questionnaire appropriately for the study. The finding of the study shows that that there was a positive significant relationship between governance and health information ($r = .581^{**}$, $N= 219$, $P < .05$); citizen and good governance ($r = .485^{**}$, $N= 219$, $P < .05$) and good governance and the management of Coronavirus pandemic ($r = .431^{**}$, $N= 219$, $P < .05$). It therefore shows that there is a need for Government to gain trust among the populace in order to build a policy that will enhance and promote the mitigation of Coronavirus pandemic in Nigeria.

Keywords: *politics, governance, good governance, coronavirus, pandemic.*

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Influence of Politics of Governance on Management of Coronavirus in Nigeria

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Abstract- This paper examines influence of good governance on coronavirus pandemic in Nigeria. The kernel of this article is the intrinsic nexus between good governance, bad governance and coronavirus pandemic in a democratic state. Multi-stage sampling procedure was employed in selecting respondents for the study. 209 of 230 respondents used for the study filled the questionnaire appropriately for the study. The finding of the study shows that that there was a positive significant relationship between governance and health information ($r = .581^{**}$, $N = 219$, $P < .05$); citizen and good governance ($r = .485^{**}$, $N = 219$, $P < .05$) and good governance and the management of Coronavirus pandemic ($r = .431^{**}$, $N = 219$, $P < .05$). It therefore shows that there is a need for Government to gain trust among the populace in order to build a policy that will enhance and promote the mitigation of Coronavirus pandemic in Nigeria.

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I. Introduction

Governance is the strategic task of setting the organisation's goals, direction, limitations and accountability frameworks. Good governance is essential for community to achieve its objectives and drive improvement, as well as maintain legal and ethical standing in the eyes of populace, organisations, and the wider community. It increases public engagement in managing risks and promoting neighbourhood security, increases likelihood of all income groups surviving disasters; reduces crime rates. Reduces environmental and health impacts of disasters caused by human actions; increases environmental security. Government has an important role to play in the management of health issue of the populace. Governance is assigned the role of provide and assuring an adequate health infrastructure, promotes healthy communities and healthy behaviors, preventing the spread of communicable disease, protecting against environmental health hazards, preparing for and responding to emergencies, and assuring health services which include the current pandemic around the world.

In December 2019, a novel strain of coronavirus — SARS-CoV-2 — was first detected in Wuhan, a city in China's Hubei province with a population of 11 million, after an outbreak of pneumonia without an obvious cause. The virus has now spread to over 200 countries and territories across the globe, and it is been characterized as a pandemic by the World Health Organization (WHO) on 11 March 2020 due to the rapid increase in the number of cases outside China which has affected a growing number of countries around the world. This pandemic has cast a new light on the role that government plays in keeping citizenry healthy which implies that stable and effective government must be crucial to managing the coronavirus pandemic.

Coronavirus pandemic calls for government investment in promoting healthy communities and healthy behaviours means activities that improve health in a population, such as engaging communities to change policy, systems or environments to promote positive health or prevent adverse health; providing information and education about healthy communities or population health status; and addressing issues of health equity, health disparities, and the social determinants of health as early prevention is essential in preventing and managing the disease. Managing such crises and addressing their socio-economic consequences requires audacious policy action to maintain functioning healthcare systems, guarantee the continuity of education, preserve businesses and jobs, and maintain the stability of financial markets. Political leadership at the centre is essential to sustain the complex political, social and economic balance of adopting containment measures to reduce the impact of the pandemic while ensuring the provision of essential services. Such leadership is essential for maintaining citizens' trust in government.

Ozili, (2020) submitted that some Nigerians have misconceptions about COVID-19, they believe it is a biological weapon of the Chinese government, many considered the pandemic as a hoax, some describes it as a 'rich man's disease', while others see it as another conspiracy by politicians to loot the treasury. These misconceptions prevented them from taking maximum preventive measures not even when the government is at centre of making policy about it. Hence, there is a need for evidence-based campaign which should be intensified to remove misconceptions and promote precautionary measures by government. Nigerian populace believes that government has ignored and abandoned, now this government needs the populace whom their needs has largely been ignored for decades.

The neglect and abandonment also reflected in the palliative measures being rolled out during the

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lockdown when citizens were asked to stay in their homes and businesses and offices closed, while national and international borders remain closed. Eranga (2020) submitted that to alleviate the effects of the lockdown, the Federal Government of Nigeria rolled out palliative measures for targeted groups and lamentations have trailed the distribution of government palliatives by the masses. Citizens alleged that the process of distribution of palliatives had been politicized, although the Federal Government claimed that the palliative is for vulnerable. The salient question is what parameters are been adopted in determining the vulnerable or who are these vulnerable people?

Based on this, to what extent will the populace trust their governments that failed to meet the needs of society while making the use of their resources, government that lack transparency, integrity, lawfulness, sound policy, participation, accountability, responsiveness, and the absence of corruption and wrongdoing in the management and prevention of this pandemic? It is on this basis that this study examines the influence of good and bad governance on the management and prevention of the coronavirus pandemic in Nigeria.

a) Objectives of the study

- To examine the relationship between governance and Health Information in Nigeria.
- To examine the relationship between citizen and good governance in Nigeria.
- To examine the relationship between good governance and the management of coronavirus pandemic.

II. Literature Review

a) Good Governance

The need to protect and ensure life and survivability brought about the state and this can only be achieved by good governance. Different meanings of good governance exist, the term is generally associated with political, economic and social goals that are deemed necessary for achieving development. Hence, good governance is the process whereby public institutions conduct public affairs and manage public resources in a manner that promotes the rule of law and the realization of human rights (civil, political, economic, social and cultural rights). Good governance is considered key to achieving sustainable development and human well-being.

Good governance becomes very fundamental and imperative when viewed against the backdrop of massive deterioration of government institutions, pervasive poverty and alarming unemployment rate, corruption, as well as near total collapse of moral and ethical standards engendered by nearly three decades of military rule in the country, which saw governance capacity weakened at all levels (World Bank, 2004; Ujomu, 2004).

In 1996, the International Monetary Fund (IMF) declared that "promoting good governance in all its aspects, including by ensuring the rule of law, improving the efficiency and accountability of the public sector and tackling corruption, [are] essential elements of a framework within which economies can prosper." Today, the term good governance is commonly used by national and international development organizations. However, its meaning and scope are not always clear. While this flexibility enables a contextual application of the term, the lack of conceptual clarity can be a source of difficulty at the operational level. In some cases, good governance has become a "one-size-fits-all buzzword" lacking specific meaning and content (Johnston, 2002, p. 7).

Johnston (2002, p. 1-2) defines good governance as "legitimate, accountable, and effective ways of obtaining and using public power and resources in the pursuit of widely accepted social goals". This definition links good governance with the rule of law, transparency and accountability, and embodies partnerships between state and society, and among citizens. Similarly, Rose-Ackerman (2016, p. 1) suggests that good governance refers to "all kinds of institutional structures that promote both good substantive outcomes and public legitimacy". Good government is also associated with impartiality (Rothstein and Varraich, 2017), ethical universalism (Mungiu-Pippidi, 2015) and open-access orders (North, Wallis and Weingast, 2009).

b) State of Coronavirus Pandemic in Nigeria

The novel coronavirus disease (COVID-19) has become an important health threat ravaging the entire world with numerous health and economic implications. Nigeria is also among the vulnerable African nations, given the weak state of the healthcare system (Marbot, 2020). The pandemic shocked the world, overwhelming the health systems of even high-income countries. Predictably, the situation has elicited social and medical responses from the public and governments, respectively. Nigeria recorded an imported case from Italy on February 27, 2020.

The virus, SARS Cov2 is the main causative organism of COVID-19, with shortness of breath, dry cough and fever as its most common symptoms. The disease is basically transmitted from person to person through contact with droplet of an infected person. Although most people can easily recover from the illness without specialized treatment, people who are older and those with existing medical conditions such as cancer, chronic respiratory infections, diabetes and cardiovascular diseases are more likely to experience severe illness and death due to COVID-19.

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Since the outbreak of COVID-19, numerous preventive and control measures have been applied globally to contain the disease but it is ordinarily difficult to prevent and control. The best way of thwarting it is by adopting measures that will reduce exposure to the virus that causes the disease. This therefore makes the government and political leaders at the centre of management and control of this disease. Research according to (Amzat, Aminu, Kolo, Akinyele, Ogundairo, and Danjibo, 2020) submitted that the pre-COVID-19 preparedness was grossly inadequate.

This therefore correspond with the submission that many health experts projected that Africa would face a hard time and struggle to keep the coronavirus outbreak under control once it is confirmed on the continent. The concerns were based on pervasive poverty, weak healthcare systems, and the diseases ravaging most parts of Africa Nigeria inclusive. Although, the Nigerian Centre for Disease Control (NCDC) submitted that the training of the rapid response teams across the 36 states in Nigeria was concluded in December 2019. On January 28, the NCDC further revealed that a Coronavirus Group had been set up to activate its incident system to respond to any emergency. Additionally, the NCDC worked with 22 states in Nigeria to activate their emergency operations centers to manage and link up with the national incidence coordination centers (Ihekweazu, 2020). Although the government had strengthened the surveillance at the airport since January 2020, Nigeria recorded its COVID-19 index case that was imported from Italy, on February 27. This raised concerns about the effectiveness of airport surveillance and, by extension, the country's general preparedness. The index case (an Italian) had visited some other states of the federation before testing positive for COVID-19.

Among other measures taking to manage the pandemic is testing and isolation of confirmed positive cases, sensitization of the masses on COVID-19 as well as ways of preventing the disease, using all sources of information, including the radio, television, print and social media. People were also encouraged to regularly wash their hands using sanitizers, use of face mask in public and good reparatory hygiene. In order to ensure complete compliance on the directives on lockdown, social distancing, use of face masks and sanitizers, different state governments constituted taskforces to ensure that people in their respective states do not default. Despites all these measures been put in place there is still steady increase in number of cases as well as number of affected states most especially with this second phase. This therefore support of the submission of Amzat, et al that these plans are grossly inadequate which may result from non-compliant. This is the reason why the Federal Government of Nigeria signed the bill on the use of facemask into law. Although, the studies of (Ibekwe, 2020, Mac-Leva et al., 2020) also submitted that the existing health facilities and equipment (including ventilators and PPE) in Nigeria are grossly inadequate to handle the medical emergency due to COVID-19.

c) Good or bad governance and Management of Coronavirus Pandemic in Nigeria

The importance of good governance as a critical condition for human development can no longer be under estimated. Since the late 1980s, governance has been a subject of considerable debates and different interpretations by governments, international organizations and scholars. Managing and mitigating the effect of coronavirus pandemic depend on the state building trust with its citizens through effective communication and action which can only be achieved by good governance and not bad governance. Good Governance is an approach to government committed to creating a system that protects human rights and civil liberties while bad governance is negative consequence of this been defined by corruption in Nigerian society.

The concepts of corruption and good governance have a two-way causal relationship with each other and feed off each other in a vicious circle. If good governance principles and structures are not in place, this provides greater opportunity for corruption. Corruption, in turn, can prevent good governance principles and structures from being put in place, or enforced. Violations of the principles of transparency, accountability and rule of law appear to be most closely associated with corruption. Evidence from literature emphasized the importance of principles of transparency and account on dissemination of information on coronavirus pandemic by government. Olagoke, Olagoke, and Hughes, (2020) submitted that the public's trust in the government's risk communication and social persuasion strategies may affect their perception of the pandemic's severity, their vulnerability to the virus and their perceived self-efficacy in practicing preventive behavior or taking care of their health. This therefore shows that corruption and poor governance are not only security challenges which undermine democracy, the rule of law and economic development but health challenges.

Hetherington (2005) argues that lower levels of trust undermine the capacity of government to pursue redistributive policies and Marien and Hooghe (2011) that trust increases law compliance. Ineffective institutions undermine the provision of public services such as health care, education and law enforcement. Looting of Covid-19 aids is an example of distrust on governance in Nigeria where the State governors have said the items looted were kept for vulnerable members of society and in preparation for a possible second wave of coronavirus infections. The salient question need to be raised is this, how many Nigerians benefitted from

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the initial distribution of the palliative? What measure are been considered in distributing the palliative for the so-called vulnerable by the government? Who are the vulnerable when people when restriction have exposed Nigerian to the problem of hunger? This shows that is an injustice in the distribution of the palliative and this compound the level of distrust of government by the populace. Ghosh and Siddique, (2015) and Rose-Ackerman, (2016) submitted that good governance, in contrast to democratization, has strong positive effects on measures of social trust, life satisfaction, peace and political legitimacy.



Nigerians looting Covid-19 Aids

Ott (2010) submitted that good governance improves life evaluations either directly, because people are happier living in a context of good government (Ott, 2010), or indirectly because good governance enables people to achieve higher levels of something else that is directly important to their well-being. This therefore correspond with the submission of (Van Bavel et al., 2020) on Coronavirus pandemic that greater trust in government leads to more compliance with health policies – such as measures relating to quarantining, testing and restrictions on mass gatherings. The absence of corruption will increase the trust of the populace on government and this increase the efficiency and thus create favourable conditions for on the management of pandemic. There is also evidence that the higher levels of general and specific trust increase the happiness of people even beyond higher incomes (Mungiu-Pippidi, 2015). For instance, Helliwell and others (2018) found that changes in government services delivery quality contribute positively to citizens' life evaluation.

Governance is politics and is, therefore, a crucial determinant of the allocation of resources, especially public goods, within a country. Good governance exists where there is responsiveness, equity and consistency in the way resources are allocated to the needs especially those of the poor people. It also affects the quality of decision-making more generally, for instance, those determining economic and social policy. If governance is weak and democratic accountability is poor, then resources are more likely to be appropriated by specific interest groups that may exclude the poor and the resulting policies would be unlikely to reflect the national interest or pro-poor imperatives.

A democratic government is more responsive to the needs of the population such as in providing opportunities in education, health and social welfare, better housing, equitable distribution of development projects including roads and other infrastructural development but democracy in Nigeria is witnessing oppose. Such physical projects taken to local communities and different regions usually provide some employment opportunities even though some may be temporary and business opportunities which enhance people's quality of live. Good governance is one of the essential preconditions for development and promote healthy live for the populace. Such policy measures tend to generally improve people's capabilities as with better education and health they are often able to experience progression in the social structure better than was possible during their parents' generation.

III. Methodology

The study adopted the descriptive survey design. The target population for this study comprised all members of adult population living in Ibadan North

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local government area of Oyo state, Nigeria. Purposive sampling was employed in selecting Ibadan North Local Government. A simple random sampling technique was employed in selected 230 respondents used for the study. An instrument tagged: Politics, Governance and Management of Coronavirus Pandemic Questionnaire (POGOMOP) was used to collect data for the study. The instrument was made up of two sections. Section A: demographic information of respondents while section B was used to elicit information from the respondents. The reliability of the instrument was determined through a test retest method within an interval of two weeks to a group of twenty respondents in a in Akinyele Local Government Area of Oyo State. Thereafter, Cronbach alpha was used to establish its level of reliability which was computed to be 0.76. Inferential statistics was employed to analyze data collected for the study.

IV. Discussion of Findings

Research Question One: To what extent does governance affects the health information of the populace in Nigeria?

Table I: Pearson Product Moment Correlation Showing the Relationship between governance affects the health information of the populace in Nigeria

Variable	Mean	Std. Dev.	N	R	P	Remark
Governance	22.1013	3.3167	219	.581**	.000	Sig.
Health Information	20.4316	4.2506				

*** Sig. at .05level*

It is shown in the above table that there was a positive significant relationship between governance and health information (r = .581**, N= 219, P < .05). Null hypothesis is therefore rejected. Hence, there is a need for government from lower tier (local government) to the highest (Federal Government) to promote equity and equality, justice, transparency and accountability among the populace.

Research Question two: Is there any relationship between citizen and good governance in Nigeria?

Table II: Pearson Product Moment Correlation showing the Relationship between Parental citizen and good governance in Nigeria

Variable	Mean	Std. Dev.	N	r	P	Remark
Good Governance	10.3550	2.3659	219	.485**	.001	Sig.
Good Citizenry	20.1116	3.0567				

*** Sig. at .05 level*

It is shown in the above table that there was a positive significant relationship between citizen and good governance (r = .485**, N= 219, P < .05). Null hypothesis is therefore rejected. Hence, government must promote the elements of good governance in order to have a god citizenry.

Research Question three: To what extent does good governance affect the management of Coronavirus pandemic?

Table III: Pearson Product Moment Correlation Showing the Relationship Between good governance and the management of Coronavirus pandemic

Variable	Mean	Std. Dev.	N	r	P	Remark
Good Governance	30.4135	5.2520	219	.431**	.000	Sig.
Management of Coronavirus Pandemic	21.3706	3.0569				

*** Sig. at .05 level*

It is shown in the above table that there was a positive significant relationship between good governance and the management of Coronavirus pandemic (r = .431**, N= 219, P < .05). Null hypothesis is therefore rejected. Hence, Governance from all arms most especially at the local government level should take into cognizance, the elements of good governance in order to gain more trust among the populace most especially on the management of coronavirus pandemic.

The findings of this study revealed that not only governance that can promote the management of coronavirus pandemic in Nigeria but a governance with transparency, integrity, lawfulness, sound policy, participation, accountability and responsiveness. The study of (Olagoke, Olagoke, & Hughes, 2020) corroborate the findings of this study that public's trust in the government's risk communication and social persuasion strategies may affect their perception of the pandemic's severity, their vulnerability to the virus and

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their perceived self-efficacy in practicing preventive behavior or taking care of their health. In the same vein, Ott (2010) submitted that good governance improves life evaluations either directly, because people are happier living in a context of good government, or indirectly because good governance enables people to achieve higher levels of something else that is directly important to their well-being.

The finding of the study also reveals that there is a need for government to increase their level of transparency and accountability among the populace in order to increase trust. The submission of (Ozili, 2020) corroborate the findings of this study where it was submitted that some Nigerians have misconceptions about COVID-19, they believe it is a biological weapon of the Chinese government, many considered the pandemic as a hoax, some describes it as a 'rich man's disease', while others see it as another conspiracy by politicians to loot the treasury. This is an evident that there is lack of trust and accountability between the government and Nigerian populace because Nigerian government has abandoned Nigerian populace and their needs has largely been ignored for decades. In the same vein, the submission of (Eranga, 2020) submitted that palliative rolled out by the Federal Government of Nigeria brings about lamentation. Although the Federal Government claimed that the palliative is for vulnerable but who are the these vulnerable, what measures are been adopted in determining the vulnerable people? Citizens therefore alleged the government that the process of distribution of palliatives was politicized.

The finding of the study also shows that government has a greater role to play in the management of coronavirus pandemic. The finding of this study is therefoe in line with the submission of (Ibekwe, 2020) that there is need for Nigeria government to provide adequate health facilities because the existing health facilities and equipment (including ventilators and PPE) in Nigeria are grossly inadequate to handle the medical emergency due to COVID-19.

V. Conclusion and Recommendation

The effect of COVID-19 pandemic is been felt in spread in almost all countries and it has affected millions of people around the world and it also resulted in death of million of people as well. This shows that COVID-19 does not recognize borders, hence, governments around the world most especially in developing countries should respond to its management immediately. Although, not all countries, particularly in the developing world, have the right specialists, not all have experts in pandemics, manufacturers can produce the necessary equipment or labs that can develop a vaccine but a good governance must be able to guide and formulate policies to protect citizenry. Governance in Nigeria as a process has impacted negatively on the Nigerian populace and this is affecting them in the management of the pandemic. This is as a result of the dreaded disease that seems to always inflict its leadership. This disease is called corruption, combined with primitive accumulation of wealth.

This study therefore conclude that governance as well as Political Leaders in Nigeria need to win trust in order to management and mitigate the effect of COVID-19 in the country. They should promote the core element of good governance which are participatory; consistent with the rule of law; transparent; responsive; consensus-oriented; equitable and inclusive; effective and efficient; and accountable to the citizenry. This will therefore makes them to be agile enough to disregard old norms and move quickly to do everything they can to save lives and support infrastructure and the fabric of society.

On the basis of findings, the following policy recommendations are suggested for managing and mitigating coronavirus pandemic in Nigeria.

i. That good governance brings about trust and communication is the key to managing corona virus — it is not enough to just decide on a strategy. Being able to communicate it clearly to the public and to the people without fear of distrust from local government to police and the border patrol.
ii. Governments must be prepared to think outside the box and rescue packages must be put in place through participatory approach. Regulations that are prudent in normal circumstances must be appropriately relaxed to help the national effort.
iii. Through consensus-oriented, all governments must realize that we live in a globalized world and a crisis like this needs a global response. Cooperation is key. Past tensions must be set aside and countries must work together to help each other meet shortfalls in medicine and equipment.
iv. Through transparency and responsiveness, stakeholders should be relied on to help with distribution and supporting the populace. Many charities will struggle during this time and need their own levels of support to help them stay afloat and provide vital support where governments cannot.
v. Government should always be fair in their dealing with the populace to gain more trust and been able to provide a policy that will e generally acceptable by the populace
vi. Finally, there is also the need for government to communicate the populace through traditional and religious leaders in Nigeria.

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7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

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11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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