



# 2nd International Conference on Research in Multidisciplinary Studies

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The college adopts the regulations and instructions issued by the Iraqi Ministry of Higher Education and Scientific Research and seeks to prepare students academically and technically to provide them with scientific knowledge and applied experiences and develop their skills.

Its policy is based on openness to international society, institutions, and universities. It is a member of the International Association of Universities/UNESCO (IAU), a member of the Union of Arab Scientific Research Councils, in addition to the International Association for the Advancement of Colleges of Business Administration (AACSB). It also has many memoranda of scientific and cultural cooperation with international solid institutions and universities, led by the University of London, University of Westminster, University of Greenwich, University of Birmingham, University of Huddersfield, and a number of Arab universities.

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# Digital Life in 2050: A Futuristic Outlook

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## ABSTRACT

*The rapid advancements in technology have transformed the world we live in, and the year 2050 promises to bring even more astonishing changes. This paper presents a futuristic outlook on digital life in 2050, envisioning a society deeply integrated with advanced technologies and artificial intelligence (AI). By examining potential developments in various areas, including communication, transportation, healthcare, and entertainment, we explore how these advancements may shape our lives in the coming decades. In the realm of communication, ubiquitous connectivity will become the norm, with a fully interconnected global network. The Internet of Things (IoT) will seamlessly connect everyday objects, enabling smart homes and smart cities that optimize energy consumption, transportation, and resource allocation. Augmented and virtual reality will transform how we interact with the digital world, revolutionizing education, entertainment, and social experiences. Transportation will undergo a drastic transformation, with the rise of autonomous vehicles dominating the streets. Commutes will become safer and more efficient, as AI systems manage traffic flow and minimize congestion. Electric and renewable energy-powered transportation will help reduce carbon emissions and combat climate change. Additionally, the development of hyperloop systems and personalized flying vehicles may revolutionize long-distance travel. Healthcare will be revolutionized by the integration of AI, robotics, and genetic engineering. Personalized medicine will become the standard, as advancements in genetic profiling and nanotechnology enable targeted treatments for individuals. AI-powered medical assistants and robotic surgeons will enhance precision and efficiency in diagnostics and surgical procedures, improving patient outcomes. The entertainment industry will undergo a paradigm shift with immersive experiences becoming the norm. Virtual reality (VR) and augmented reality (AR) will enable users to dive into realistic and interactive virtual worlds, blurring the boundaries between physical and digital realities. AI-driven content creation and personalized recommendations will cater to individual preferences, delivering tailored entertainment experiences. However, this digital utopia also raises concerns about privacy, security, and ethical considerations. Striking a balance between technological advancements and safeguarding individual rights and values will be crucial. Addressing these challenges will require robust regulations and ethical frameworks to ensure responsible development and use of technology. In brief, the year 2050 holds immense potential for a digitally interconnected society. The fusion of advanced technologies, AI, and automation will transform various aspects of our lives, from communication and transportation to healthcare and entertainment. By embracing these advancements while addressing associated challenges, we can create a future where technology empowers individuals and enhances the human experience.*

**Keywords:** *Augmented Reality (AR); Artificial Intelligence (AI); Digital Life; Internet of Things (IoT); Machine Learning (ML); Virtual Reality (VR).*

## INTRODUCTION

In the year 2050, our world has undergone a remarkable transformation, driven by rapid advancements in technology. The digital landscape has become an integral part of our daily lives, permeating every aspect of society, from communication and entertainment to healthcare and transportation. With the exponential growth of artificial intelligence, virtual reality, and the Internet of Things, our future has become a realm of endless possibilities. One of the most notable changes in



2050 is the way we communicate. Traditional forms of communication, such as phone calls and text messages, have evolved into seamless and immersive experiences. People now communicate through holographic projections, allowing them to interact with life-like avatars of their friends and family, regardless of their physical location. Language barriers have also become a thing of the past, as real-time translation technology enables effortless communication between individuals speaking different languages. Entertainment has undergone a revolutionary shift as well. Virtual reality has become a mainstream form of entertainment, transporting individuals into fully immersive and interactive digital worlds. Whether exploring ancient civilizations, participating in adrenaline-pumping sports, or engaging in epic battles, the possibilities for entertainment are limitless. Augmented reality has also transformed everyday life, seamlessly overlaying digital information onto the physical world, making education and exploration more engaging and accessible. In the realm of healthcare, technology has revolutionized diagnosis and treatment. Advanced medical devices and sensors continuously monitor our health, providing real-time feedback and alerting us to potential health issues. Nanobots, microscopic robots, are deployed within our bodies to detect and repair cellular damage, leading to unprecedented advancements in disease prevention and longevity. Personalized medicine, tailored to an individual's unique genetic makeup, has become the standard, maximizing treatment efficacy and minimizing side effects. Transportation has also seen tremendous advancements. Self-driving cars have become the norm, significantly reducing traffic congestion and eliminating accidents caused by human error. Hyperloop systems have transformed long-distance travel, enabling people to reach their destinations at incredible speeds through low-pressure vacuum tubes. Drones now fill the skies, delivering goods and services, revolutionizing logistics and commerce. However, with these advancements come new challenges and ethical considerations. The integration of technology into every aspect of our lives raises concerns about privacy, security, and digital dependency. Striking a balance between the benefits of technology and the preservation of human connection and well-being becomes paramount. In this future, our lives are intertwined with the digital realm. It offers unparalleled convenience, efficiency, and possibilities for growth, but also requires careful navigation and responsible use. As we step into this futuristic era, we must harness the power of technology to create a society that is not only technologically advanced but also equitable, inclusive, and sustainable. By leveraging innovation and embracing the human spirit, we can shape a digital future that enriches our lives and transforms the world into a better place for generations to come.

## **NEED OF THE STUDY**

The study on "Digital Life in 2050: A Futuristic Outlook" aims to explore and anticipate the potential advancements and implications of digital technology on various aspects of human life in the year 2050. In a rapidly evolving digital landscape, understanding the future impact of technology is crucial for individuals, businesses, governments, and society as a whole. This study serves several purposes: (a). **Anticipating Technological Progress:** By examining current trends, emerging technologies, and their potential trajectories, the study seeks to project the advancements that will shape digital life in 2050. This involves understanding the potential breakthroughs in areas such as artificial intelligence (AI), robotics, virtual reality (VR), augmented reality (AR), internet of things (IoT), blockchain, biotechnology, and other relevant fields. (b). **Social and Economic Implications:** The study aims to analyze the social, economic, and cultural consequences of the digital revolution in 2050. It explores how technology will impact various aspects of society, including education, healthcare, employment, transportation, communication, entertainment, governance, privacy, and security. Understanding these implications can help policymakers, businesses, and individuals adapt and prepare for the changes ahead. (c). **Ethical and Legal Considerations:** As technology continues to advance, ethical and legal dilemmas become increasingly complex. This study delves into the potential ethical challenges and legal frameworks required to address issues such as data privacy, algorithmic bias, digital rights, intellectual property, cybercrime, and the responsible use of emerging technologies. It aims to provide insights for policymakers and regulatory bodies to develop appropriate guidelines and policies. (d). **Human-Machine Interaction and Collaboration:** With the rise of AI, automation, and robotics, the study explores the evolving dynamics of human-machine interaction and collaboration. It investigates how these technologies will reshape the workforce, redefine job roles, and impact the skills and competencies required for individuals to thrive in the digital era. Additionally, it examines the

potential for symbiotic relationships between humans and machines to enhance productivity, creativity, and overall well-being. (e). Sustainable Digital Future: The study addresses the environmental impact of digital technologies and explores strategies for creating a sustainable digital future. It considers how advancements in clean energy, resource efficiency, circular economy principles, and responsible manufacturing can mitigate the environmental footprint of digital infrastructure and devices. By undertaking this study, stakeholders can gain insights into the future of digital life, enabling them to make informed decisions, adapt to upcoming changes, harness opportunities, and address challenges associated with the transformative power of technology in 2050.

### OBJECTIVES OF THE STUDY

The objectives of the study on "Digital Life in 2050: A Futuristic Outlook" are:

- 1. Understand Technological Advancements:** The study aims to explore and understand the anticipated advancements in digital technology by the year 2050. This includes advancements in areas such as artificial intelligence (AI), robotics, virtual reality (VR), augmented reality (AR), Internet of Things (IoT), quantum computing, and other emerging technologies.
- 2. Predict Future Trends:** The study seeks to identify and predict the trends that will shape digital life in 2050. This involves analyzing current technological developments, market research, expert opinions, and extrapolating them to forecast how these trends will evolve over the next few decades.
- 3. Examine the Impact on Society:** The study aims to assess the potential impact of these digital advancements on various aspects of society, including economy, education, healthcare, communication, transportation, entertainment, and daily life. It will explore both the positive and negative implications, considering factors such as job automation, privacy concerns, digital divide, and socio-cultural changes.
- 4. Explore Ethical and Regulatory Considerations:** Given the potential transformative power of digital technologies, the study will investigate the ethical and regulatory considerations associated with the future digital landscape. It will analyze issues related to data privacy, cybersecurity, AI ethics, algorithmic biases, legal frameworks, and governance to ensure the responsible development and use of digital technologies.
- 5. Envision the Digital Lifestyle:** The study aims to create a comprehensive picture of the digital lifestyle in 2050. This involves envisioning how people will interact with technology, the integration of digital devices into everyday life, the potential for personalized experiences, the role of automation and AI assistants, and the ways in which digital technologies will enhance productivity, creativity, and well-being.
- 6. Provide Insights for Decision-Making:** By analyzing and synthesizing the findings, the study aims to provide valuable insights and recommendations for policymakers, businesses, researchers, and individuals. These insights can inform strategic planning, policy development, investment decisions, educational curricula, and personal choices related to the future digital landscape.

Overall, the study on "Digital Life in 2050: A Futuristic Outlook" intends to explore the technological, societal, ethical, and lifestyle dimensions of the future digital world and provide a roadmap for navigating the opportunities and challenges it presents.

### ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING IN 2050

In the year 2050, Artificial Intelligence (AI) and Machine Learning (ML) will have transformed almost every aspect of our digital lives. The progress made in these fields will have far-reaching implications, shaping how we work, communicate, and interact with technology.

Here's a futuristic outlook on the role of AI and ML in our digital lives in 2050:

- 1. Personalized AI Assistants:** AI-powered personal assistants will be an integral part of our daily lives. These assistants will have advanced natural language processing capabilities,

allowing us to communicate with them effortlessly. They will be deeply personalized, understanding our preferences, habits, and needs, and providing proactive assistance in various domains, such as scheduling, health monitoring, and entertainment.

2. **Smart Cities:** AI and ML will be instrumental in creating smart cities that are highly efficient and sustainable. Intelligent traffic management systems will optimize transportation routes, reducing congestion and emissions. AI-powered sensors and algorithms will monitor and manage energy consumption, optimizing resource allocation. ML algorithms will analyze vast amounts of data to improve public safety and emergency response systems.
3. **Healthcare Revolution:** AI and ML will revolutionize healthcare, enabling more accurate diagnostics and personalized treatment plans. Advanced algorithms will analyze medical records, genetic data, and real-time health monitoring to provide early detection of diseases and recommend tailored treatments. Surgical robots, powered by AI, will assist doctors in performing complex procedures with greater precision.
4. **Autonomous Vehicles:** Self-driving cars will be commonplace in 2050, thanks to advancements in AI and ML. These vehicles will significantly reduce accidents and traffic congestion. AI algorithms will analyze real-time data from sensors, cameras, and connected infrastructure to make split-second decisions, ensuring passenger safety. Commute times will be optimized, and people will have more productive and relaxing travel experiences.
5. **Virtual and Augmented Reality:** AI and ML will enhance virtual and augmented reality experiences, blurring the line between physical and digital realms. Immersive virtual environments will offer realistic simulations for training, education, and entertainment. AI algorithms will generate lifelike characters, adapting their behavior based on user interactions, making virtual experiences highly engaging and personalized.
6. **Automation and Robotics:** AI and ML will continue to automate routine and repetitive tasks across various industries. Advanced robots will perform complex manufacturing processes, increasing productivity and precision. Intelligent algorithms will analyze data and make data-driven decisions in areas like finance, logistics, and customer service, enhancing operational efficiency.
7. **Ethics and Governance:** As AI becomes more pervasive, ethical considerations and responsible governance will play a crucial role. Society will establish robust frameworks to address issues like privacy, bias, transparency, and accountability in AI systems. Ethical guidelines will shape the development and deployment of AI technologies, ensuring they align with societal values and avoid harmful consequences.
8. **Challenges and Opportunities:** While AI and ML bring numerous benefits, they also present challenges. The potential for job displacement will require a shift in the labor market, necessitating new skills and job roles. Concerns regarding AI's impact on privacy and security will drive the development of secure and privacy-preserving AI systems. Ongoing research will focus on understanding and mitigating biases in algorithms to ensure fair and equitable outcomes.

In short, AI and ML will dramatically transform our digital lives in 2050. From personalized AI assistants to smart cities, healthcare advancements, autonomous vehicles, immersive virtual experiences, and automation, these technologies will shape a future that is more efficient, interconnected, and intelligent. However, responsible development and governance will be crucial to address the challenges and ensure that AI benefits society as a whole.

## **VIRTUAL AND AUGMENTED REALITY (VR/AR) IN 2050**

In 2050, virtual reality (VR) and augmented reality (AR) will have advanced to unimaginable levels, transforming the way we interact with digital content and shaping our daily lives.

Here's a futuristic outlook on how VR/AR could enhance our digital existence in 2050:

1. **Seamless Integration:** VR/AR will seamlessly integrate with our physical environment, blurring the lines between the real and virtual worlds. Everyday objects will have AR

overlays, providing us with instant information, personalized recommendations, and interactive experiences.

2. **Enhanced Communication:** Communication will undergo a revolution. VR/AR will enable us to have immersive, lifelike interactions with others, regardless of geographical distances. We'll be able to project our virtual avatars into virtual meeting spaces, attend virtual conferences, and collaborate in shared virtual workspaces.
3. **Virtual Travel and Tourism:** VR/AR will redefine the way we experience travel. Instead of physically visiting a location, we'll be able to explore virtual replicas of famous landmarks, historical sites, and even fictional worlds. VR/AR travel experiences will be highly realistic, engaging all our senses and providing educational and entertainment value.
4. **Personalized Education:** Education will be revolutionized through VR/AR. Students will have access to immersive learning environments where they can interact with virtual objects, perform virtual experiments, and engage in simulations. Personalized tutoring and AI-powered educational assistants will adapt to individual learning styles and provide tailored guidance.
5. **Entertainment and Gaming:** VR/AR will offer unprecedented levels of immersion and interactivity in entertainment and gaming. We'll be able to step into our favorite movies, TV shows, and video games, becoming active participants in the storylines. Multiplayer VR/AR gaming will be highly realistic, allowing us to play alongside friends and people from around the world.
6. **Virtual Workspaces:** Traditional office spaces will transform as remote work becomes even more prevalent. Virtual workspaces will enable collaboration among remote teams, simulating an office environment where colleagues can interact, brainstorm, and share ideas. Advanced haptic feedback systems will enhance the experience, allowing for a sense of touch and physical presence.
7. **Healthcare Advancements:** VR/AR will revolutionize healthcare by enabling better diagnostics, treatments, and training. Surgeons will use AR overlays during operations to visualize medical imaging and vital statistics in real-time. Patients will benefit from VR therapy for pain management, phobia treatment, and mental health support.
8. **Personal Wellness:** VR/AR will play a significant role in personal wellness. Immersive fitness experiences will motivate and guide individuals through customized workouts. Meditation and mindfulness apps will offer serene virtual environments for relaxation and stress relief. AR glasses will provide real-time health data, empowering individuals to make informed decisions about their well-being.
9. **Virtual Shopping:** Shopping experiences will be completely transformed. AR will allow us to try on clothes virtually, visualize furniture in our homes before purchase, and browse digital storefronts with interactive product information. Social VR shopping will enable us to shop together with friends, even if they are physically miles away.
10. **Environmental Simulations:** VR/AR will be instrumental in raising awareness and understanding of environmental issues. Immersive simulations will enable individuals to experience the impact of climate change firsthand, encouraging sustainable behaviors and inspiring collective action.

While this outlook offers an exciting vision of VR/AR in 2050, it's important to remember that technology development is unpredictable, and new innovations may lead us in directions we can't yet envision. However, it's clear that VR/AR will continue to play a transformative role in shaping our digital lives in the future.

## INTERNET OF THINGS

In the year 2050, the Internet of Things (IoT) has become an integral part of our daily lives, transforming the way we interact with the world around us. As technology continues to advance at an unprecedented pace, the possibilities for a futuristic digital life seem limitless.

Here's an outlook on what the future might hold:

1. **Smart Homes:** Smart homes have evolved to an unimaginable level. Every aspect of our living spaces is seamlessly connected and automated. IoT devices embedded in our homes monitor and control everything, from lighting, temperature, and security systems to appliances, entertainment systems, and even plants. Our homes anticipate our needs, adjusting settings based on our preferences and optimizing energy consumption.

2. **Connected Cities:** Entire cities are transformed into smart ecosystems. Intelligent infrastructure, including traffic management systems, waste management, and public transportation, is interconnected and optimized for efficiency. Sensors embedded in urban spaces collect real-time data on air quality, traffic patterns, and energy usage, enabling city planners to make data-driven decisions for a sustainable and livable environment.
3. **Personalized Healthcare:** IoT has revolutionized the healthcare industry. Wearable devices, such as smart watches and health monitors, continuously collect and analyze vital signs, providing real-time feedback and personalized health recommendations. Advanced medical implants and nanotechnology enable targeted drug delivery and early detection of diseases. Virtual doctors and telemedicine services allow for remote consultations, expanding access to healthcare for people worldwide.
4. **Autonomous Vehicles:** Self-driving cars and other autonomous vehicles have become the norm. Commutes are more productive and safer as vehicles communicate with each other and with the surrounding infrastructure, optimizing traffic flow and reducing accidents. Electric and shared mobility solutions dominate the transportation landscape, reducing carbon emissions and congestion.
5. **Smart Agriculture:** The agricultural industry embraces IoT to maximize efficiency and sustainability. Connected sensors monitor soil quality, crop growth, and weather conditions, enabling farmers to make informed decisions about irrigation, fertilization, and pest control. Drones and robots assist in planting, harvesting, and crop monitoring, improving yields and reducing manual labor.
6. **Enhanced Virtual Reality:** Virtual reality (VR) and augmented reality (AR) technologies have advanced to a level where they seamlessly integrate with our daily lives. AR glasses and contact lenses provide real-time information and overlay digital content onto the physical world. VR enables immersive experiences in gaming, education, and entertainment, blurring the boundaries between the virtual and real worlds.
7. **Enhanced Connectivity:** The connectivity landscape has evolved beyond our current comprehension. 5G networks, satellite internet, and other advanced communication technologies ensure fast and reliable connectivity, even in remote areas. The concept of a "digital divide" is gradually eliminated as access to information becomes a fundamental right for all individuals.
8. **Sustainable Energy Management:** IoT plays a crucial role in managing energy resources efficiently. Smart grids intelligently distribute electricity based on real-time demand, incorporating renewable energy sources at a large scale. Home energy management systems optimize energy usage, leveraging IoT devices to monitor consumption patterns and automate energy-saving actions.
9. **Enhanced Security and Privacy:** With increased connectivity, ensuring security and privacy becomes paramount. Advanced encryption algorithms, biometric authentication, and decentralized networks provide robust protection against cyber threats. Stricter regulations and ethical frameworks govern data collection, storage, and usage, striking a balance between technological advancements and individual rights.
10. **Ethical Considerations:** As technology intertwines with every aspect of our lives, society grapples with ethical dilemmas and regulatory challenges. Conversations around data ownership, algorithmic biases, and the impact of automation on employment require ongoing discussions and collaborations between policymakers, technology experts, and the public to shape a fair and inclusive future.

While this outlook provides a glimpse into a potential future, it's important to note that technological progress is inherently uncertain. The actual realization of these advancements.

## HUMAN COMPUTER INTERACTION AND INTERFACES IN 2050

In 2050, human-computer interaction (HCI) and interfaces will have advanced significantly, transforming our digital lives in various ways.

Here's a futuristic outlook on HCI and interfaces in 2050:

1. **Seamless Augmented Reality (AR) Integration:** Augmented reality will be seamlessly integrated into our daily lives. AR glasses or contact lenses will provide real-time information and overlay digital elements onto the physical world. We'll be able to interact with virtual objects and navigate through augmented environments effortlessly.

2. **Natural Language Processing (NLP) Advancements:** NLP will have reached a level of sophistication that allows for seamless and natural conversations with computers. Voice assistants will be able to understand context, emotions, and nuances of human language, enabling more natural and human-like interactions.
3. **Brain-Computer Interfaces (BCIs):** BCIs will have advanced significantly, allowing direct communication between the human brain and computers. We'll be able to control devices and interact with digital interfaces using our thoughts. This technology will greatly benefit individuals with disabilities, enabling them to communicate and engage with the digital world effortlessly.
4. **Haptic Feedback and Sensory Interfaces:** HCI will include advanced haptic feedback systems, allowing us to feel textures, vibrations, and even temperature through digital interfaces. Additionally, sensory interfaces will stimulate our senses, providing immersive experiences through virtual environments or gaming.
5. **Gesture and Motion Recognition:** Gesture and motion recognition technologies will be highly refined, allowing us to control and interact with digital interfaces through hand gestures, body movements, and facial expressions. This will eliminate the need for physical input devices like keyboards and mice in many scenarios.
6. **Personalized User Experiences:** HCI systems will be highly personalized, adapting to individual preferences, behaviors, and needs. AI algorithms will continuously learn from our interactions, enabling interfaces to anticipate our desires and offer tailored experiences in real-time.
7. **Multi-device and Ambient Interfaces:** Interactions will no longer be limited to a single device. Instead, we'll have multi-device ecosystems where interfaces seamlessly transfer between devices, allowing us to start a task on one device and continue it on another without interruption. Ambient interfaces will utilize various smart devices in our environment, creating a pervasive and interconnected digital experience.
8. **Ethical Considerations and User Privacy:** With the increasing integration of technology into our lives, ethical considerations and user privacy will become crucial. Stricter regulations and standards will be in place to protect user data and ensure transparency in how data is collected, stored, and utilized.
9. **Collaborative and Social Interfaces:** Interfaces will promote collaboration and social interactions, enabling people to work together on projects, share experiences, and communicate seamlessly across distances. Virtual reality (VR) and holographic displays will create immersive and engaging collaborative environments.
10. **Emotionally Intelligent Interfaces:** HCI systems will incorporate emotional intelligence, recognizing and responding to human emotions. Interfaces will adapt their behavior, tone, and content based on our emotional state, providing support, empathy, and personalized recommendations.

In brief, by 2050, human-computer interaction and interfaces will be highly advanced, seamlessly integrating technology into our daily lives. These interfaces will be intuitive, adaptive, and immersive, empowering us to interact with the digital world in natural and meaningful ways.

## SOCIAL IMPLICATIONS AND ETHICAL CONSIDERATIONS

As an AI language model, I can provide you with a speculative outlook on the social implications and ethical considerations surrounding digital life in 2050. Please note that this is purely hypothetical and based on current trends and projections.

Here are some potential points to consider:

1. **Digital Divide:** By 2050, we may witness a significant digital divide, where access to digital technologies and the internet becomes even more crucial for various aspects of life, including education, employment, healthcare, and social participation. Ensuring equitable access to digital resources will be a key social and ethical challenge.
2. **Automation and Employment:** Automation and artificial intelligence (AI) are likely to have a profound impact on the workforce. While they may lead to increased productivity and efficiency, they could also lead to job displacement and unemployment. Society will need to address the potential consequences for individuals whose occupations become obsolete and consider implementing measures such as retraining programs and universal basic income.

3. **Data Privacy and Security:** As more aspects of our lives become interconnected and reliant on digital technologies, safeguarding personal data and privacy will be paramount. Striking a balance between the benefits of data-driven technologies and protecting individual privacy will require robust legal frameworks, advanced encryption methods, and responsible data governance practices.
4. **AI and Decision-Making:** AI algorithms and systems are expected to become more sophisticated and integrated into various aspects of decision-making, including finance, healthcare, and criminal justice. Ensuring transparency, fairness, and accountability in AI decision-making processes will be essential to avoid biases, discrimination, and the erosion of human autonomy.
5. **Social Connectivity and Isolation:** The proliferation of digital communication and social media platforms may intensify the interconnectedness of individuals, transcending geographical boundaries. However, this may also contribute to increased feelings of isolation, cyberbullying, and social fragmentation. Promoting healthy online interactions and digital well-being will be crucial.
6. **Human-Machine Integration:** Advancements in fields such as virtual reality (VR), augmented reality (AR), and brain-computer interfaces (BCIs) may enable a deeper integration between humans and machines. Ethical questions will arise concerning issues like consent, identity, and the potential for cognitive enhancements. Balancing technological progress with ethical considerations will be vital.
7. **Environmental Impact:** The digital revolution has a significant environmental footprint, including energy consumption and e-waste. By 2050, society will need to address the environmental implications of a digitized world, promote sustainable practices, and develop greener technologies to mitigate the impact on the planet.
8. **Ethical AI Development:** As AI systems become more advanced, it will be essential to prioritize ethical considerations throughout their development, deployment, and use. Encouraging responsible AI practices, establishing ethical guidelines, and implementing mechanisms for oversight and accountability will be critical to prevent potential misuse or harm.
9. **Intellectual Property and Innovation:** The evolution of digital technologies may challenge traditional concepts of intellectual property and copyright. Striking a balance between protecting creators' rights and fostering innovation and access to knowledge will be an ongoing ethical debate.
10. **Digital Governance and Regulation:** The rapid pace of technological advancements will require responsive and adaptive governance frameworks. Developing agile regulations and policies that can keep up with emerging technologies while addressing social implications and ethical concerns will be essential.

It's important to note that the future is uncertain, and these points are speculative. The actual social implications and ethical considerations of digital life in 2050 may differ based on how society and technology evolve over the coming decades.

## EDUCATION AND LEARNING IN 2050

In the year 2050, education and learning have undergone drastic transformations due to the rapid advancement of technology and the integration of digital tools into our daily lives.

Here's a futuristic outlook on education in the digital age of 2050:

1. **Virtual and Augmented Reality (VR/AR) Immersion:** Virtual and augmented reality technologies have revolutionized the way students learn. Instead of traditional textbooks and classrooms, students now have access to immersive learning experiences. They can explore historical sites, travel to distant planets, or interact with lifelike simulations, enhancing their understanding of various subjects.
2. **Personalized Learning Paths:** Education in 2050 is tailored to individual students' needs and preferences. Advanced algorithms and artificial intelligence (AI) analyze vast amounts of data to create personalized learning paths for each student. These paths consider their learning style, strengths, weaknesses, and interests, ensuring optimal engagement and knowledge retention.
3. **AI-powered Intelligent Tutors:** Intelligent tutoring systems powered by AI have become commonplace in 2050. These digital tutors provide personalized guidance, answer questions, and adapt the curriculum to match

the student's pace and skill level. They can identify knowledge gaps, offer real-time feedback, and adjust teaching methods to maximize learning outcomes.

4. **Seamless Integration of Digital Tools:** Traditional classroom settings have evolved into dynamic digital learning environments. Students use a range of digital tools such as tablets, smartboards, and wearable devices to access interactive learning materials, collaborate with peers, and participate in virtual discussions. The integration of these tools enhances interactivity and fosters creativity and critical thinking skills.
5. **Lifelong Learning and Skill Adaptation:** The rapid pace of technological advancements in 2050 necessitates a culture of lifelong learning. With automation and AI transforming job markets, individuals must continuously acquire new skills and adapt to evolving professions. Digital platforms provide flexible learning opportunities, micro-credentials, and personalized upskilling programs to empower individuals throughout their careers.
6. **Global Collaborative Learning:** Digital connectivity has brought people from different corners of the world closer together. In 2050, students engage in collaborative projects with peers from diverse cultural backgrounds. They use virtual meeting platforms, real-time translation tools, and shared workspaces to collaborate on assignments, solving global challenges collectively and fostering a global perspective.
7. **Ethical Digital Citizenship:** With the proliferation of technology, digital literacy and ethical digital citizenship have become essential components of education. Students learn about cybersecurity, data privacy, critical evaluation of online information, and responsible use of technology. They develop the skills necessary to navigate the digital world safely and responsibly.
8. **Lifelike AI-Powered Virtual Teachers:** Virtual teachers have become an integral part of the educational landscape in 2050. These AI-powered entities possess human-like qualities, including natural language processing, emotional intelligence, and adaptability. They can deliver engaging lectures, hold discussions, and provide personalized support, ensuring a dynamic and interactive learning experience.
9. **Gamified Learning:** Gamification has transformed the learning process, making it more engaging and enjoyable. Educational games and simulations are widely used to teach complex concepts, problem-solving skills, and teamwork. Students earn points, achievements, and rewards, enhancing motivation and retention of knowledge.
10. **Continuous Assessment and Adaptive Evaluation:** Traditional exams have been replaced by continuous assessment methods in 2050. AI algorithms monitor students' progress in real-time, capturing their performance across various tasks and assignments. This data is used to provide adaptive evaluation, allowing educators to identify strengths and weaknesses accurately and tailor instruction accordingly.

In brief, education in 2050 is characterized by immersive technologies, personalized learning paths, AI-powered tutors, and global collaboration. The integration of digital tools and the emphasis on lifelong learning empower individuals to adapt to a rapidly changing world, fostering critical thinking, creativity, and digital citizenship skills.

## HEALTH CARE IN 2050

In the year 2050, advancements in technology have revolutionized the field of healthcare, creating a digital life that was once unimaginable.

Here's a futuristic outlook on how healthcare may look in 2050:

1. **Personalized Medicine:** Medical treatments have become highly personalized, tailored to an individual's unique genetic makeup, lifestyle, and environmental factors. With the advent of precision medicine, doctors can analyze a patient's DNA and develop targeted therapies to treat and prevent diseases effectively.
2. **AI and Machine Learning:** Artificial intelligence (AI) and machine learning algorithms play a crucial role in healthcare decision-making. AI-powered systems can quickly analyze vast amounts of patient data, including medical records, imaging scans, and genetic information, to provide accurate diagnoses and treatment recommendations.
3. **Virtual Reality (VR) and Augmented Reality (AR):** VR and AR technologies have transformed medical education, training, and patient care. Surgeons can practice complex procedures in virtual environments, enhancing their skills and minimizing the risk of errors. Patients can also benefit from immersive VR



experiences for pain management, rehabilitation, and mental health therapy.

4. **Telemedicine and Remote Monitoring:** Telemedicine has become the primary mode of healthcare delivery, allowing patients to receive medical consultations, diagnoses, and even treatments remotely. Advanced wearable devices and sensors continuously monitor vital signs and collect health data, providing real-time information to healthcare professionals for remote monitoring and early detection of health issues.
5. **Nanotechnology and Microbots:** Nanotechnology has enabled the development of microscopic robots known as microbots. These tiny devices can navigate through the bloodstream, delivering targeted treatments to specific areas of the body, such as tumors or blocked blood vessels, with minimal invasiveness.
6. **3D Printing of Organs and Prosthetics:** 3D printing has advanced to the point where it can create fully functional organs and prosthetic limbs. This breakthrough technology has revolutionized transplantation, eliminating the need for organ donors and long waiting lists. Customized prosthetics can be designed and printed quickly, improving the quality of life for individuals with limb loss.
7. **Data Security and Privacy:** As healthcare becomes increasingly digital, data security and privacy have become paramount. Strict regulations and advanced encryption techniques ensure that patients' medical records and personal health information are protected from unauthorized access or misuse.
8. **Preventive Medicine and Longevity:** With the wealth of data available, healthcare has shifted its focus from treating diseases to preventing them. Through advanced analytics and predictive modeling, healthcare providers can identify individuals at risk of developing certain conditions and intervene early to prevent or mitigate the onset of diseases. This approach, combined with breakthroughs in regenerative medicine, has extended human lifespan and improved overall well-being.

While these predictions offer a glimpse into the potential future of healthcare in 2050, it's important to note that technology and its implementation are subject to various factors, including ethical considerations, societal acceptance, and unforeseen challenges. Nonetheless, it's clear that digital advancements will continue to shape and enhance the field of healthcare in the coming decades, improving patient outcomes and transforming lives.

## COMMUNICATION AND SOCIAL INTERACTIONS IN 2050

In 2050, communication and social interactions have undergone significant transformations due to the rapid advancement of technology.

Here's a futuristic outlook on digital life in 2050:

1. **Seamless Connectivity:** The world is highly connected, with a ubiquitous network infrastructure that ensures seamless communication across all devices. High-speed internet is accessible virtually everywhere, enabling real-time communication regardless of location.
2. **Augmented Reality (AR) and Virtual Reality (VR):** AR and VR technologies have matured, offering immersive and lifelike experiences for social interactions. People can engage in virtual meetings, parties, and social gatherings, feeling as if they are physically present in the same location.
3. **Holographic Communication:** Holographic displays have become commonplace, allowing individuals to project themselves as holograms in real-time conversations. It adds a sense of physicality and presence to digital interactions, making them more engaging and personal.
4. **AI-Powered Personal Assistants:** Artificial intelligence (AI) has advanced to a level where personal assistants are deeply integrated into people's lives. These assistants understand natural language, anticipate needs, and help manage social interactions, including scheduling meetings, sending messages, and providing contextual information.
5. **Social Media Evolution:** Social media platforms have evolved into immersive virtual spaces. Users can create personalized avatars and engage in virtual social communities, attending events, sharing experiences, and interacting with friends and strangers from around the world.
6. **Language Translation and Cultural Understanding:** Language barriers are no longer a significant hurdle in communication. AI-driven translation technologies allow for real-time language translation, enabling seamless conversations between individuals speaking different languages. These systems also provide cultural context,

facilitating better understanding and empathy between people from diverse backgrounds.

7. **Privacy and Security:** With the increased reliance on technology, privacy and security become critical concerns. Advanced encryption, decentralized networks, and strict data protection measures are implemented to safeguard personal information, ensuring individuals have control over their digital identities and interactions.
8. **Emotional AI and Empathetic Technologies:** AI systems are capable of analyzing emotional cues, facial expressions, and tone of voice to understand and respond to human emotions. They can provide empathetic support, offer suggestions for improving well-being, and enhance social interactions with emotional intelligence.
9. **Ethical Considerations:** As technology becomes deeply integrated into social interactions, ethical considerations become paramount. Society grapples with issues like online harassment, digital addiction, and the impact of AI on human relationships. Stricter regulations, digital well-being practices, and public awareness campaigns are implemented to address these challenges.
10. **Human-Technology Symbiosis:** Digital life in 2050 embraces the concept of human- technology symbiosis. While technology enhances and facilitates social interactions, it does not replace human connections. Efforts are made to strike a balance between digital and physical experiences, ensuring that technology serves as a tool to augment and enrich human relationships.

It's important to note that this outlook is speculative and based on current technological trends. The actual future of digital life in 2050 may differ significantly as new innovations and societal changes occur.

## **SOCIETY AND ECONOMY IN 2050**

In 2050, society and the economy will have undergone significant transformations due to the rapid advancement of technology.

Here's a glimpse into a futuristic outlook of digital life in 2050:

1. **Hyperconnected World:** By 2050, the world will be hyperconnected, with the Internet of Things (IoT) seamlessly integrating all aspects of life. Smart homes, smart cities, and smart infrastructure will be the norm, enabling efficient resource management and personalized experiences.
2. **Artificial Intelligence (AI) Domination:** AI will have become deeply ingrained in our daily lives. Advanced AI algorithms and machine learning models will power autonomous vehicles, personalized virtual assistants, and intelligent decision-making systems across various industries, leading to increased productivity and optimization.
3. **Virtual and Augmented Reality:** Virtual and augmented reality technologies will have evolved to a point where they are indistinguishable from real life. People will immerse themselves in virtual worlds for work, entertainment, and social interactions, blurring the boundaries between physical and digital realities.
4. **Automation and Job Landscape:** Automation will have disrupted the job landscape, with robots and AI systems taking over repetitive and mundane tasks. This will lead to a shift in the nature of work, emphasizing creativity, critical thinking, and emotional intelligence. New job roles will emerge in areas such as AI ethics, virtual reality design, and cyber-security.
5. **Blockchain and Cryptocurrencies:** Blockchain technology will be widely adopted, revolutionizing various sectors such as finance, supply chain management, and governance. Cryptocurrencies will have become mainstream, providing secure and decentralized digital currencies, and transforming the way we transact and store value.
6. **Sustainable Technologies:** In response to environmental challenges, sustainable technologies will play a vital role in 2050. Renewable energy sources, such as solar and wind power, will dominate the energy sector, while eco-friendly materials and manufacturing processes will be the standard. Green initiatives and carbon-neutral practices will be integral to business operations.
7. **Personalized Healthcare:** The healthcare industry will experience a revolution driven by personalized medicine and digital health technologies. AI-powered diagnosis and treatment systems, wearable devices, and genetic

profiling will enable early detection and tailored healthcare solutions, significantly improving patient outcomes.

8. **Privacy and Cybersecurity:** With the increasing reliance on digital technologies, privacy and cybersecurity will be critical concerns. Advanced encryption, biometric authentication, and decentralized identity systems will be implemented to protect personal data and ensure secure digital interactions.
9. **Social Impacts:** Digital life in 2050 will bring about social changes. Virtual communities and social platforms will facilitate global connections, transcending geographical boundaries. However, there will also be a need to address issues such as digital divide, data ownership, and ethical use of technology to ensure an inclusive and equitable future.
10. **Ethical Considerations:** As technology continues to shape society, ethical considerations will become paramount. Discussions on AI ethics, data privacy, and responsible technology development will guide the decision-making processes of governments, organizations, and individuals to ensure a sustainable and human-centric future.

It's important to note that this futuristic outlook is speculative and based on current trends and technological advancements. The actual digital life in 2050 may unfold differently, influenced by various factors, including societal choices, policy decisions, and unforeseen breakthroughs.

## CONCLUSIONS

In 2050, digital life will have undergone remarkable advancements, transforming various aspects of our daily lives. Here are some possible conclusions about what digital life may look like in 2050: (a). **Hyperconnectivity:** The world will be seamlessly connected, with high-speed, ubiquitous internet access. The Internet of Things (IoT) will be pervasive, with smart devices embedded in our homes, offices, and public spaces. People will interact with a vast network of interconnected devices, allowing for a seamless flow of information and communication. (b). **Artificial Intelligence (AI) Integration:** AI will be deeply integrated into our lives, enhancing efficiency and personalization. Intelligent virtual assistants will be commonplace, capable of understanding natural language and performing complex tasks. AI algorithms will power smart cities, optimizing transportation, energy consumption, and urban planning. (c). **Augmented and Virtual Reality:** Augmented Reality (AR) and Virtual Reality (VR) will revolutionize how we perceive and interact with the world. AR glasses and contact lenses will overlay digital information onto our physical surroundings, providing real-time contextual information. VR technology will offer immersive experiences for entertainment, education, and remote collaboration. (d). **Healthcare Transformation:** Digital advancements will revolutionize healthcare. Personalized medicine will be more accessible, with AI-driven diagnoses and treatment plans tailored to an individual's genetic profile. Telemedicine will be widespread, allowing remote consultations and monitoring of patients. Wearable devices and sensors will continuously gather health data, enabling early detection and preventive care. (e). **Smart Cities and Sustainable Living:** Cities will become smarter and more sustainable, leveraging digital technologies to optimize resource management, energy efficiency, and transportation systems. Sensors, AI, and big data analytics will enable real-time monitoring and intelligent decision-making, resulting in reduced environmental impact and improved quality of life. (f). **Work and Education:** Automation and AI will reshape the workforce. Routine and repetitive tasks will be automated, freeing up human potential for creative and complex endeavors. Lifelong learning will be crucial, with personalized digital education platforms offering adaptive learning experiences and upskilling opportunities. (g). **Privacy and Security:** With the proliferation of digital technologies, concerns around privacy and security will be paramount. Stricter regulations and advanced encryption methods will be implemented to protect personal data. Cybersecurity measures will be continuously upgraded to counter evolving threats. (g). **Ethical Considerations:** As digital life becomes more integrated, ethical considerations will become increasingly important. Discussions around AI ethics, data privacy, algorithmic bias, and responsible technology development will shape societal norms and policies. While these conclusions provide a glimpse into the potential future of digital life in 2050, it's important to note that technological progress is complex and often unpredictable. The actual state of digital life in 2050 may differ significantly based on various factors such as societal choices, economic developments, and unforeseen technological breakthroughs.

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## The Impact of Hate Speech on Political Elections Online: The Case of the 2018 Presidential Election in Cameroon

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The usage and influence of the social media in the 2018 presidential elections in Cameroon was capital by hate speech on Facebook and Twitter. This study aims at analyzing the impact of hate speech on the presidential election and to show how their linguistic imports are capable of leading offline violence. The researcher collects data on two online platforms Twitter and Facebook through scrolling and screenshot techniques. 89 posts and tweets are captured from January 2018 to December 2019. These periods record a good number of hate speech that met the objectives of this study. To achieve the aims, the research asks the following questions; how are the impacts of hate speech online felt offline? And what are the linguistic imports used to produce hate contents? The research adopts qualitative method and employed content analysis. The findings reveal that online users promote hate speech through Facebook and Twitter for electoral purposes. In this respect, Facebook emerge as a major tool for spewing hate speech. The study recommends the formation of special code of conduct during election periods on the social media by the Election Commission of Cameroon (ELECAM) for reducing hate speech and to build a peaceful democratic society.

**Keywords:** *Hate speech; Presidential Election; Online; Offline; Cameroon*

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# Management of Youth Spare Time in Volunteer Work to Help the Displaced from the City of Mosul

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إدارة أوقات الفراغ لدى الشباب في العمل التطوعي

لمساعدة النازحين من مدينة الموصل

مستخلص بحث

اعداد

أ.م. د. نيران يوسف جبر

أ.د. ابتسام سعدون النوري

الجامعة المستنصرية /كلية التربية

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Search targeted know:

1. Managing leisure time for young people in voluntary work (helping the displaced from the city of Mosul)
2. Surveying the opinion of the respondents about the importance of participating in voluntary work
3. Finding out the most important reasons that hinder participation in volunteer work.
4. What is the role of the media regarding the importance of volunteer work and the community's need for it?

Research Limits: The current research was determined by young people who are engaged in volunteer work to help the displaced from Mosul Governorate, and who are present in the Husseinia processions on the (Ya Hussein) road linking Najaf and Karbala governorates for the year 2014-2015.

The second chapter included a theoretical framework and previous studies dealing with research variables

The research community included young volunteers to help displaced families on the (Ya Hussein) road linking Najaf and Karbala (200) male and female volunteers. , and (50) volunteers, the two researchers prepared the questionnaire that was directed to the young volunteers, as the number of its paragraphs reached (18) paragraphs, and it was presented to experts and specialists in counseling and psychology

The search results indicated:

1- Paragraph (Do you support filling your free time with work that will bring you some money) The results show that (47.4%) of the total sample of (100) male and female volunteers supports this, which is a weak percentage.

2- Paragraph (Do you support filling free time with voluntary work) The results show that (78.6%) of the total sample of (100) male and female volunteers support this, which is a good percentage.

3- Paragraph (Do you prefer to stay at home to spend your free time) The results show that (19%) of the total sample of (100) male and female volunteers, which is a weak percentage, which indicates the youth's awareness of the importance of investing their free time in a positive way

4- (Join volunteer groups in free time) The results show that the percentage (77%) of the total sample amounting to (100) volunteers, which is a good percentage.

5- Paragraph (My family participates with me in the activity that I love constantly) The results show that (86.8%) of the total sample (100) male and female volunteers agreed to that, which is a very good percentage, and the researcher explains this by the important role that the family plays in promoting the behavior of their children.

6- Paragraph (Investing my spare time in volunteer work helps me acquire many useful information.) The results show that (81.9%) of the total sample of (100) male and female volunteers agreed on that, which is a very good percentage, and the researcher explains this because of the benefit that Acquired by young people from volunteer work.

7- Paragraph (organizing my free time that helps me develop my skills and information) The results show that (93.4%) of the total sample of (100) male and female volunteers answered yes, which is an excellent percentage.

8- Paragraph (I review with my family from time to time the way I spend my spare time) The results show that (93.4%) of the total sample of (100) male and female volunteers answered yes, which is an excellent percentage, and the researcher explains that and praises the effective role of the family in that .

9- Paragraph (Volunteer work in free time makes me feel psychologically stable.) The results show that (70.4%) of the total sample of (100) male and female volunteers answered yes, which is a good percentage. The researcher explains that the Iraqi society is governed by the social fabric that interacts with each other. Among his members, which makes the young man feel psychologically stable to help his displaced brothers

10- Paragraph (My father prevents me from expressing an opinion on the way I manage my free time) The results show that the percentage (71.6) of the total sample of (100) male and female volunteers supported this, which is a high percentage, and the researcher explains this by the differences in the nature of parenting methods in families.

11- Paragraph (My voluntary work in my free time allows me well to remove psychological tension) The results show that the percentage (86.8) of the total sample of (100) male and female volunteers supported this, which is a very good percentage, and the researcher explains this by the extent of the benefit gained by the volunteer From his volunteer work and helping others.

12- Paragraph (My participation with my displaced brothers in my free time makes me feel social cohesion) The results show that (78.6%) of the total sample of (100) male and female volunteers supported this, which is a good percentage, since the Iraqi society is a socially cohesive society with all its sects since ancient times

13- Paragraph (Volunteer work made me lose the enjoyment of my free time) The results show that (9.90%) of the total sample of (100) male and female volunteers answered yes, which is a weak percentage, which indicates that volunteer work did not make the volunteer lose the enjoyment of his free time, rather their answers indicate They enjoy their services.

14- Paragraph (My volunteering negatively affects my spending my spare time) The results show that (19%) of the total sample of (100) male and female volunteers answered yes, which is a weak percentage, and the researcher explains that as in the previous paragraph. 15- Paragraph (I am aware of the difference between free time and time for tasks to be performed) The results show that (86.9%) of the total sample of (100) male and female volunteers answered yes, which is a very good percentage, which indicates that the young man enjoys his ability to balance between his duties and work Volunteering, and that his other duties did not prevent him from helping his displaced brothers.

16- Paragraph (I feel psychological satisfaction after spending my free time to help the displaced) The results show that (78.6%) of the total sample of (100) male and female volunteers answered yes, which is a good percentage, which indicates that volunteer work through which the young man feels the psychological satisfaction of his feeling That his displaced brothers have obtained his basic needs, and this is the goal of volunteer work for the young man and woman.

17- Paragraph (I think that the method of taking leave with the displaced is useful and distinctive) The results show that (86.9%) of the total sample of (100) male and female volunteers answered yes, which is a very good percentage, and the researcher explains that that volunteer work has benefited the displaced in a way positive.

18- Paragraph (My father asks me how much I enjoy my free time at the end of my voluntary work) The results show that (86.9%) of the total sample of (100) male and female volunteers answered yes, which is a very good percentage. The researcher explains this as the success of the democratic method followed by some Parents with their children by sharing their hobbies, which in turn leads to the success of the volunteer in performing his task correctly.

**Keywords:** *time management; free time, free time management, volunteer work, displaced families*

استهدف البحث تعرف:

1. إدارة أوقات الفراغ لدى الشباب في العمل التطوعي (مساعدة النازحين من مدينة الموصل)

2. استطلاع رأي افراد العينة حول اهمية المشاركة بالعمل التطوعي

3. الوقوف على أهم الاسباب التي تعيق المشاركة بالعمل التطوعي.

4. ما دور الاعلام باهمية العمل التطوعي ومدى حاجة المجتمع اليه؟

**حدود البحث:** تحدد البحث الحالي بالشباب المنخرطين بالعمل التطوعي لمساعدة النازحين من محافظة الموصل، والمتواجدين في المواكب الحسينية على طريق (ياحسين) الرابط بين محافظة النجف ومحافظة كربلاء للعام 2014 – 2015

تضمن الفصل الثاني اطارا نظري ورساات سابقة تناولت متغيرات البحث

شمل مجتمع البحث الشباب المتطوعين لمساعدة الأسر النازحة على طريق (ياحسين) الرابط بين النجف وكربلاء (200) متطوع ومتطوعة ، قد اعتمدت الباحثتان العينة الطبقية العشوائية في اختيارها فبلغ مجموع افرادها ، حددت الباحثة عينة البحث بـ (100) متطوع ومتطوعة ، (50) متطوع، و(50) متطوعة، أعدت الباحثتان الإستبانة التي وجهت للشباب المتطوعين، إذ بلغت عدد فقراتها (18) فقرة وقد تم عرضها على خبراء ومتخصصين في الارشاد وعلم النفس

اشارت نتائج البحث :

1- الفقرة (هل تؤيد ملء وقت الفراغ بعمل يدر عليك بعض المال) تبين النتائج إن نسبة (47.4%) من مجموع العينة البالغة (100) متطوع ومتطوعة يؤيد ذلك وهي نسبة ضعيفة.

2- الفقرة (هل تؤيد ملء وقت الفراغ بالعمل التطوعي) تبين النتائج إن نسبة (78.6%) من مجموع العينة البالغة (100) متطوع ومتطوعة يؤيد ذلك وهي نسبة جيدة.

3- الفقرة (هل تفضل البقاء في البيت لقضاء وقت الفراغ) تبين النتائج إن نسبة (19%) من مجموع العينة البالغة (100) متطوع ومتطوعة، وهي نسبة ضعيفة، مما يدل على وعي الشباب باهمية استثمار وقت الفراغ وبالشكل الايجابي

4- (انضم للجماعات التطوعية في وقت الفراغ) تبين النتائج إن نسبة (77%) من مجموع العينة البالغة (100) متطوع ومتطوعة، وهي نسبة جيدة وتفسر الباحثة ذلك بايمان الشباب بفائدة العمل التطوعي في وقت الازمات.

5- الفقرة (تشاركني أسرتي في النشاط الذي أحبه باستمرار) تبين النتائج إن نسبة (86.8%) من مجموع العينة (100) متطوع ومتطوعة، وافقو على ذلك، وهي نسبة جيدة جدا، وتفسر الباحثة ذلك بالدور المهم الذي تلعبه الاسرة في تعزيز سلوك ابنائهم.

6- الفقرة (يساعدني استثمار وقت الفراغ بالعمل التطوعي في إكساب العديد من المعلومات المفيدة.) تبين النتائج إن نسبة (81.9%) من مجموع العينة البالغة (100) متطوع ومتطوعة، قد وافقو على ذلك وهي نسبة جيدة جدا، وتفسر الباحثة ذلك للفائدة التي اكتسبوها الشباب من العمل التطوعي .

7- الفقرة (تنظيم وقت فراغي يساعدني على تنمية مهاراتي ومعلوماتي) تبين النتائج إن نسبة (93.4%) من مجموع العينة البالغة (100) متطوع ومتطوعة، قد اجابو بنعم، وهي نسبة ممتازة

8- الفقرة (أراجع مع أسرتي من حين لآخر الطريقة التي اقضي بها وقت فراغي) تبين النتائج إن نسبة (93.4%) من مجموع العينة البالغة (100) متطوع ومتطوعة، أجابو بنعم، وهي نسبة ممتازة وتفسر الباحثة ذلك وتشيد بدور الاسرة الفعال في ذلك.

9- الفقرة (يشعرنى العمل التطوعي في وقت الفراغ بالاستقرار النفسي.) تبين النتائج إن نسبة (70.4%) من مجموع العينة البالغة (100) متطوع ومتطوعة، أجابو بنعم، وهي نسبة جيدة، وتفسر الباحثة ذلك كون المجتمع العراقي يحكمه النسيج الاجتماعي المتفاعل فيما بين افراده مما يشعر الشاب بالاستقرار النفسي لمساعدته اخوته النازحين

10- الفقرة (يمنعني والذي بإبداء الرأي في أسلوب ادارتي لوقت فراغي) تبين النتائج إن نسبة (71.6) من مجموع العينة البالغة (100) متطوع ومتطوعة، ايدوا ذلك، وهي نسبة عالية، وتفسر الباحثة ذلك بالفروق الموجودة في طبيعة اساليب التربية عند الاسر.

11- الفقرة (يتيح لي عملي التطوعي في وقت فراغي بشكل جيد بازالة التوتر النفسي) تبين النتائج إن نسبة (86.8) من مجموع العينة البالغة (100) متطوع ومتطوعة، ايدوا ذلك، وهي نسبة جيدة جدا، وتفسر الباحثة ذلك بمدى الفائدة التي اكتسبها المتطوع من عمله التطوعي ومساعدة الاخرين.

12- الفقرة (مشاركتي لإخوتي النازحين في وقت فراغي يشعرنى بالتماسك الاجتماعي) تبين النتائج إن نسبة (78.6%) من مجموع العينة البالغة (100) متطوع ومتطوعة، ايدوا ذلك، وهي نسبة جيدة، كون المجتمع العراقي مجتمع متماسك اجتماعيا بكل اطيافه منذ القدمز



13- الفقرة (أفقدني العمل التطوعي المتمتع بوقت فراغي) تبين النتائج إن نسبة (9.90%) من مجموع العينة البالغة (100) متطوع ومتطوعة، اجابو بنعم وهي نسبة ضعيفة مما يدل على ان العمل التطوعي لم يفقد المتطوع بالتمتع بوقت فراغه ، بل تدل اجاباتهم باستمتاعهم بما يقومون به من خدمات.

14- الفقرة (يؤثر قيامي بالتطوع بشكل سلبي على قضائي لوقت فراغي) تبين النتائج إن نسبة (19%) من مجموع العينة البالغة (100) متطوع ومتطوعة، اجابو بنعم وهي نسبة ضعيفة وتفسر الباحثة ذلك كما في الفقرة السابقة.

15- الفقرة (أعي الفرق بين وقت الفراغ ووقت المهام الواجب أدائها) تبين النتائج إن نسبة (86.9%) من مجموع العينة البالغة (100) متطوع ومتطوعة، اجابو بنعم وهي نسبة جيدة جدا مما يدل على تمتع الشاب بقدرته على الموازنة بين واجباته وبين العمل التطوعي، وان واجباته الاخرى لم تمنعه من القيام بمساعدة اخوته النازحين.

16- الفقرة (اشعر بالإشباع النفسي بعد قضاء وقت فراغي لمساعدة النازحين) تبين النتائج إن نسبة (78.6%) من مجموع العينة البالغة (100) متطوع ومتطوعة، اجابو بنعم وهي نسبة جيدة مما يدل على ان العمل التطوعي يشعر الشاب من خلاله بالإشباع النفسي لشعوره بان اخوته النازحين قد حصل على حاجاته تلاجسية وهذا هو الهدف من العمل التطوعي بالنسبة للشباب والشابة.

17- الفقرة (أرى أن طريقة قضائي للأجازة مع النازحين مفيدة ومميزة) تبين النتائج إن نسبة (86.9%) من مجموع العينة البالغة (100) متطوع ومتطوعة، اجابو بنعم وهي نسبة جيدة جدا، وتفسر الباحثة ذلك على ان العمل التطوعي قد افاد النازحين وبطريقة ايجابية.

18- الفقرة (يسألني والدي عن حجم استمتاعي بوقت فراغي مع نهاية عملي التطوعي) تبين النتائج إن نسبة (86.9%) من مجموع العينة البالغة (100) متطوع ومتطوعة، اجابو بنعم وهي نسبة جيدة جدا، وتفسر الباحثة ذلك بنجاح الاسلوب الديمقراطي الذي يتبعه بعض الآباء مع ابنائهم بمشاركتهم هواياتهم، والذي يؤدي بدوره الى نجاح المتطوع في اداء مهمته وبالشكل الصحيح.

الكلمات المفتاحية : اولاً-إدارة الوقت ، ثانياً-وقت الفراغ ، ثالثاً-إدارة وقت الفراغ، رابعاً-العمل التطوعي، خامساً- العوائل النازحة

## Exploring the Phenomenon of Hate Speech among Cameroonians: Manifestations, Impacts and Recommendations

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### ABSTRACT

The advent of numerous social media platforms has exacerbated hate speech among Cameroonians. Hiding under the banner of freedom of expression, most Cameroonians tend to use foul language which greatly poses as a threat to peaceful coexistence, mutual respect and tolerance. The paper therefore examines the manifestations of hate speech among Cameroonians within the social and conventional media space, evaluates its effects and provides recommendations for addressing it. Drawing from Austin's (1962) Speech Act theory, and using the descriptive method of approach, the data for this study will be collected using a checklist, observation, questionnaire and interviews. It is hoped that the data, which will be analysed both quantitatively and qualitatively, will shed more light on the phenomenon of hate speech as well as give recommendations on how to tackle it, so as to ensure peace, National Unity and the spirit of living together.

**Keywords:** *Hate Speech; Cameroonians; Manifestations; Impacts; Recommendations*

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## Emerging Practice in Soliciting DNA Test, Kinship Values and The Family in Africa: Medical Anthropological Approach

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### ABSTRACT

The practice of soliciting Deoxyribonucleic Acid (DNA) tests for determining kinship values and family relationships is an emerging trend in Africa. This practice has gained popularity in recent years due to advancements in technology and increased awareness about genetic testing. Medical Anthropology provides a unique way to examining the social, cultural, and ethical implications of such practice. This paper therefore dwells on qualitative design to conduct research on the social and cultural implications of DNA testing in relation to kinship and the family in Africa. One of the key issues surrounding DNA testing in Africa is the potential for it to disrupt traditional kinship values and family structures. In many African societies, kinship is based on social relationships rather than biological ties. DNA testing has the potential to challenge these traditional values and create new forms of identity based solely on genetic affinity. The potential exploitation by commercial DNA testing companies, and many of these companies operate without regulation or oversight, leading to concerns about privacy, informed consent, and the use of genetic data for profit. Overall, the emerging practice of soliciting DNA tests for determining kinship values and family relationships in Africa nurtures important social, cultural, and ethical questions that require further exploration.

**Keywords:** *Deoxyribonucleic Acid (DNA); Kinship; Genetics; Culture; Society; Family; Inheritance; Ethnographic.*

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# The Racial Question and the Survival of Multiracial Democracy in Post-Apartheid South Africa

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*This paper draws inspiration from the novels of Nicholas Mhlongo, Nadine Gordimer, Andre Brink and Zakes Mda. It focuses on the racial question on South Africa's public sphere after the official end of apartheid. The study's discussion of the despicable racist attitudes of South Africans and its debilitating consequences on the post-1994 multiracial society and democracy is predicated on the fictionalized examples drawn from Mhlongo's Dog Eat Dog and After Tears, Gordimer's The House Gun and Get a Life, Brink's The Rights of Desire and Mda's The Madonna of Excelsior respectively. Thus, the umbilical link between race and racism has always been endemic to the socio-economic, cultural and political conflicts between the different indigenous peoples of South Africa and the two major European powers who were the Dutch and British who in the late 17<sup>th</sup> Century and early 18<sup>th</sup> Century settled permanently in this part of Africa (T.R.Batten, 1951: 129-64). Christopher O'Reilly indicates that the institutionalization of racism as a governance policy known as 'Apartheid' was implemented by the Afrikaner National Party in 1948 (2001:40). Apartheid formally ended in 1994 when Nelson Mandela became the country's first black president after winning the first ever organized multiracial election. And this event, on the political sphere, marked the official end of racialism as an institutionalized policy which subjugated a majority of the country's population considered 'racially inferior' to the minority-turned majority Afrikaner population. Despite the tremendous efforts of the Nelson Mandela and Tabo Beki leaderships geared at the concrete implantation of the spirit of reconciliation and nationhood in all South Africans, the racial question continues to be one of the many challenges that impede the African National Congress' (ANC) nation-building goal. Thus this article seeks to illustrate the fragility of the spirit of reconciliation and forgiveness which constitute the precept of South Africa's multiracial democracy. Actually, this fragile foundation of the new South Africa is evident in the persistent resurgence and upsurge of racist attitudes of the Apartheid past which puts to question the practicality of the guiding principle of its democracy, that of a 'Rainbow Nation,' formulated by its architects who are Nelson Mandela and Desmond Tutu. The central thrust of this paper is informed by new historicists and Postcolonial theoretical considerations. It borrows from the major concepts of New Historicism such as those propounded by Anton Kaes, Steven Greenblatt, Jerome McGann, Forrest Robinson, and the Postcolonial concepts of Centre/Margin, Self/Other binaries, Race, Class and Ethnicity.*

**Key Terms:** Post-apartheid; Racism; Multiracial Democracy; Nationhood and Nation-building

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# Communications Methods of War Media in Confronting ISIS's Media during the Battles for Liberation Survey of the Activities of the Directorate of Public Information of the Popular Mobilization Authority for the Duration from (1/8/2014) to (1/8/2017)

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## **ABSTRACT**

The research aims to know about the role of the war media in confronting the media of the extremist "ISIS" organization, through a survey study of the activities of the General Information Directorate of the Popular Mobilization Authority, which contributed greatly to revealing its plans aimed at crystallizing extremist ideology in the areas that were under its control. In order to develop a communication strategy that addresses the negative psychological effects left by extremist groups in the areas they controlled. This research uses the descriptive approach by adopting the survey study of all communication activities provided by the General Information Directorate of the Popular Mobilization Authority in the face of these media campaigns of ISIS by managing various methods and scientific methods. The method of comprehensive inventory of all activities was adopted, tabulated, classified and described in terms of the functions of the military media, and the limits of the field research were represented by the period from (1/8/2014 to 1/8/2017).

The research reached a set of results, the most important of which is the General Information Directorate's adoption of a set of communication strategies throughout the duration of the battles, and these strategies varied according to the nature of the stage and the course of the battles. The stage and the course of the battles, and the results showed that the interest in covering the battles and conveying the truth from the battlefield directly was one of the priorities of the Directorate's work.

**Keywords:** *Communication Methods; War Media; ISIS Media.*

## **GENERAL FRAMEWORK FOR RESEARCH**

### **Introduction**

The media is one of the most important and dangerous aspects on which the industry of public opinion can be built, because of its great role in building awareness of its various forms as the primary driver of every education or ignorance in society, whatever the type of society.

The world has known the importance of the media since ancient times, and history has mentioned many models of it. Despite the diversity of methods and the innovation of tools, the message of the media remains the same: to convey the truth, to educate people, and what has emerged from it are communication patterns that fall under the list of propaganda, rumor and misinformation.

The function of the media may vary depending on the time frame and the nature of the stage, whether war or peace. In the peace phase, public information exercises its role in educating and developing the ethical system of individuals and society alike. At the war stage, the media played a major role in the face of shadow campaigns against individuals

and society. The conflicting forces practiced various methods of distorting facts under the umbrella of the media. Accordingly, the research dealt with the role of the Directorate of Public Information in the Popular Mobilization Authority in the face of propaganda campaigns against the extremist group ISIS.

### **Research Problem**

The problem with research is the main question:

"What are the communications methods of the war media in the confronting of ISIS media during the Tahrir battles?"

### **Research question**

The research attempts to answer the main question through a subfields of questions:

1. What is the concept of war media and what is the justification for its need?
2. What are the key functions of the war media and what are the characteristics of the war media message?
3. What communication and media methods and technical and directorial characteristics has ISIS adopted to disseminate its doctrine and extremist ideas?
4. What communication methods have been adopted by the Directorate of War Media of the Popular Mobilization Authority in the face of ISIL media in Iraq?

### **Importance of Research**

The world is one of the most important and dangerous means on which public opinion can be built, for the great role it plays in building awareness of its various forms as the primary driver of every education or ignorance practiced in society, Whatever kind of society this is. Hence the importance of this research to know the truth of the efforts of the General Directorate of the World for Mobilization In the face of extremist ideas of terrorist organizations by adopting a set of scientific methods and methods which answers the questions of research and achieves its objectives.

### **Objectives of Research**

The research aims to achieve a set of objectives that can be listed as follows:

1. Exposing to the concept of war media and referring to the justification of its fulfillment.
2. Identifying the main functions of the war media and the characteristics of the war media message.
3. Revealing the communication and media methods and technical and directional characteristics adopted by ISIS to disseminate its doctrine and extremist ideas.
4. Exploring the communication methods adopted by the Directorate of War Media in the Popular Mobilization Authority to counter the ISIS media in Iraq.

### **Procedural Research Concepts**

•**Communication methods:** This means researching all the ways and means implemented by the General Media Directorate of the Popular Mobilization Authority during the period of fighting with the extremist organization ISIS and its role in confronting its media and dealing with its messages.

•**War media:** Refers to the efforts of the Directorate of Public Information, which was called the Directorate of War Media at that time and includes organizing the anti-ISIS media message and how to respond to it and formulating an information policy against it.

•**ISIS Media:** which means all media channels representing ISIS extremist ideology include various forms and contents of communication and messages that have been adopted by the extremist group in publishing its message and advocacy.

## **THEORETICAL BACKGROUND OF RESEARCH**

### **First Requirement: War Media "Concept and Justification for its Need"**

#### **1. Concept and Definition of War Media**

Military wars represent a conflict involving the systematic use of weapons and physical force by other States or major groups, by which the warring teams occupy the territories control on the various forms of resources, which include a sequences of military campaigns between opposing sides, including a dispute over sovereignty, land, natural sources, religion or ideologies. (1)

It is clear that wars are not a temporal event in the history of human civilizations. Moreover they represent an important and exceptional event but have prolonged or shortened the war. The nature of the exceptional wars requires the registration and documentation of all available means. Their details, causes and consequences are documents that deserve to be recorded from here, highlighting the need for information on events in humanity, including conflicts and wars, which indicate the importance of the media in this regard.(2)

The role of the media does not only depend on the documentary side, since the media, with its broad philosophy and developing tools, is one of the most powerful instruments of modern communication. The media has carried with it the revolution of communication and information that have led to huge developments in communication technology. Thus, the role of the "war media" has emerged as one of the specialized branches of media, and it has become an important element in building national security and the main means to show the activity and role of the armed forces to public opinion , which based on the interaction with challenges and threats to national security in order to affirm the country's strategy in addressing these challenges, by contributing to the discussion of these issues and finding appropriate solutions to them, it also has an important message in the face of the intellectual and cultural occupation which aimed to snatch the unity of the nation.(3)

War media is one of the oldest forms of specialized media known to man , at the beginning of his reign, it relies on traditional rudimentary methods but has existed in concept and practice. Human beings have used war media for a number of purposes, the most important of which is to achieve a sense of security for themselves and to achieve sovereignty and superiority over others.(4)

The relationship between the media and wars has existed for a long time and the media has not always been an tool of attack and defense in wars equal in terms of tools with the military side. Wars through their means of warfare, whatever they have evolved and diversified, lose their importance in power and control if they are not accompanied by the media. At present, it is regarded as a strike force through which battleground countries have achieved their goals in the face of military risks and initiatives during conflicts.(5)

Several specialized researchers have provided definitions of war media, defined as "The process of collecting, analyzing and processing data, information, images, facts, messages and instructions from all sources on the activities of the armed forces, and asserting from their reliability and formulating them in a manner in which the society can accept them and publishing them locally and externally using the various media in order to provide the masses and armed forces with the right information and frustrate the intentions of the enemy's counter-campaigns aimed at weakening morale or influencing the unity between the people, the army and the homeland."(6)

The others define the war media as "the process of publishing accurate news and information based on honesty, public addresses, and noble emotions and promoting the level of public opinion. The aim of the war media is to present accurate and truthful information that helps to understand what is going on in the field of war and to form correct opinions on the important matters concerning in which these facts and information do not conflict with the higher military goals that serve both the armed forces' and country in one time."(7)

On the other hand, the war media is defined as the media representing all communications activities aimed at providing the internal and external public with all the facts and the correct news on the armed forces in order to form

a correct opinion among the masses on the efficiency and capabilities of these forces and face inimical media at that time.(8)

Even if many definitions of the war media have become several, it is no longer a than a mere process whereby ideas and news are conveyed between the sender and the recipient parties to communicate or carry a message aimed at influencing the behavior of individuals, groups, peoples, Countries and societies both during peace and during war. This letter or information campaign is devoted to members of the armed forces, in particular members of the people, with all their fields in general, in which the warlords desire to achieve some goals.(9)

It is noted from the review of the overall definitions of the war media that this type of information includes a group of main components that can be summarized as follows:

- 1.War media is a form of media in a general sense and takes on the specialized nature of military matters.
- 2.The use of war media is not limited to times of war but can be practiced in times of peace as well.
- 3.The war media uses all communications activities and various means and strategies and takes on the nature of targeted and intensive media campaigns.
- 4.The war media targets the "local" and external audiences and several mechanisms for achieving this purpose.
- 5.The communication strategies and techniques of the war media take on the nature of the act and reaction as it sometimes exercises the offensive role and frustrates the enemy's counter-campaigns .

## **2. Justification for the Need for War Media**

The need for war media is not limited to war, but in the preparatory stage of war. This role is to focus its efforts to win war by contributing to preparing the masses for battle, publicizing the objectives of war and explaining the dimensions of conflict. It also sensitizes the public by explaining the requirements and dimensions of security and the importance of defense in order to achieve the stability of the home front through the use of internal communication and media (10) .The role of the war media becomes important through a set of roles that can be summarized as follows :(11)

- 1.Revealing the facts about battles and conflicts and spreading them to the general public.
- 2.Resisting rumors and psychological wars by which the enemies have aroused and responded to them.
- 3.Demonstrating the spirit of heroism among fighters through publishing novels and stories that include their heroics and sacrifices .
4. Raising fighters' morale in the battlefield.

Hence the contours of the media-fighter's dismissal relationship as the new media war is very similar to the soldier, both of which are constantly ready to fight the battle: The first, armed with his pen or machine and the second, armed with his rifle and its weapons, both of which set the country's sights on him and never lose sight of him, is an enemy and the other on his homeland, and the sincerity of the two to their homeland is invaluable , so the word clarifies, supports, and raises morale, thus being aid and support, without which the weapon is weak and ineffective even if it is strong and modern.

## **SECOND REQUIREMENT: WAR MEDIA" JOBS, AND THE MAIN CHARACTERISTICS**

### **1. Functions of War Media**

War media operators have a set of roles that can be identified in (five) main functions:(12)

The first function: following events and developments in times of war and peace at the national, regional and global levels and trying to inform the people and armed forces with abstract facts and trying to raise morale and developing the feeling of belonging to homeland.

The second function : media response to anti-devices and hostile psychological campaigns that may influence morale, the performance of the armed forces and the immunization of the individual fighting against psychological warfare.

Third function: publishing the school psychological campaign in a scientific manner against the enemy or enemies, convincing him of the leaving of his beliefs, warning them of failure and reducing his morale and psychological spirit.

The fourth function: To contribute to the attainment of the principle of deterrence and the prevention of war by informing the large capacity of the armed forces to respond with utmost force to any attempts to attack the security and integrity of the nation.

## **2.Characteristics of the War Media Material**

The war media material is characterized by a set of characteristics:(13)

1.Accuracy of information: One of the most important pillars of the war media means that the information reaches the recipient by name, description, usage and timeliness, making him interactive and confident of it.

2.Speed in the transmission of information: one of the advantages of military action and the importance of speed is due to the need to keep pace with the world's media trend as well as respect for the mentality of the viewer and to communicate information to him at the time of its occurrence and from its real source before it is distorted by the counter-media.

3.Exploiting non-traditional possibilities: in order for the media to reach the scene of the event, which allows the transfer of facts in full detail, which is a very sensitive public demand.

4.Taking into account the requirements of national security in the transfer of events: this is done due to the transfer of information that may benefit the enemy directly or indirectly, as the military media is the most capable of distinguishing between the boundaries of security in this area, so sometimes local media are not allowed to be present or transfer certain events.

## **THIRD REQUIREMENT : MEDIA ORGANIZATION OF ISIS**

The ideology of "ISIS" is summarized as an armed organization that follows the ideology of jihadism groups, and its members aim according to their belief to restore the "Islamic caliphate and the application of Sharia", by promoting extremist ideas and spreading a culture of fear in the areas it targets in preparation for controlling them and declaring what it called Caliphate state through the use of a huge media machine, its members are mainly in Iraq and Syria , with news of its presence in other countries are southern Yemen, Libya, Sinai, Azawad, Somalia, northeastern Nigeria and Pakistan, and the leader of this organization is Abu Bakr al-Baghdadi (14), Through this requirement, we are trying to find out the relationship between ISIS and the media and the extent of the latter's influence in persuading thousands of fighters to join this organization and here by the media here we mean that huge and organized media arsenal that shocked the world .

Since its appearance, ISIS has not resembled its counterparts from other extremist organizations that preceded it, but it has taken a different turn, starting from the brutal methods of murder, rape and inhuman violations to its uniqueness with a huge organized media system that succeeded in attracting fighters from both the East and the West, which made this organization the first throughout history, Which takes an international character and the testimony of all the Centers of studies and research interested in the work of armed groups, which has taken marketing as its most powerful weapon and symbols and connotations such as black media and orange-robed prisoners as a well-known trademark embodied in the videos pursued by the organization

Through the axes included in this requirement, we will be exposed to the nature of the media and intellectual system of this organization in terms of the strength of its speech, means, forms and artistic methods.



## **The media machine of ISIS**

The organization's media system includes various "traditional , electronic" and communicative media, cartoons and cinema, and their impact is multiplied according to the content of the article or information circulating through its pages, and the following is a presentation of the most important details of the media machine adopted by the organization "ISIS" to spread its messages, and indicate the techniques of influence and elements of attraction:

### **1-Traditional and media Strategies**

#### **A-Virtual Formal Organizational Structure**

The "ISIS" organization has an official organizational structure for the Media (Ministry of information), but it is a virtual entity, managing effective media outlets on the internet, as the leaders of "ISIS" rejected the idea of establishing the ministry on the ground, for fear of being targeted by American raids or the Iraqi army, and the Ministry of information of "ISIS", the "shamukh Islam network" and the "sit-in forum", which are considered to be an official trumpet to publish its official statements of its mujahideen. It should be noted here that "ISIS" has confirmed more than once that it does not have satellite channels. (15)

#### **B-the Sit-in Forum**

"The propaganda tapes and materials issued by the media organizations affiliated with the organization, such as the "Sit-in" and "Al-Furqan" institutions, confirm the Great Transformation in its structure, its super capabilities, its violent tactics, and its terrifying combat strategy, it has released a series of elaborate films, called: " Salil Al-sawarm".

#### **C- Dabiq Paper and Electronic Magazine**

The publication of the first official magazine of the "Islamic caliphate", Dabiq, was announced on July 5, 2014, published monthly in Arabic and English by Al-Hayat Media Center, which publishes articles, opinions and analysis of Arab and foreign that affiliated with the organization, discussing radical jihadist thought.

#### **D\_Bayan Radio Station**

The Ministry of information of "ISIS" was not satisfied with that magazine issued by it, but ISIS launched a radio station "Al-Bayan" after the cessation of local radio broadcasts in the Iraqi city of Mosul in 2014. This radio broadcasts on the "FM" FM wave the speeches of the leader of the Islamic State Abu Bakr Al-Baghdadi, and it covers all areas of the city of Mosul, the second largest Iraqi city, and the surrounding areas.

### **2-Websites and Social Networks**

"The danger of ISIS is that most of its fighters are young people who were born in the era of computers, the internet and social networks, and are good at dealing with these tools, especially that some of them are Muslims and marginalized in Europe, who want to undermine Western civilization with its own technological tools," he said. "The use of social networking sites by the organization has several functions within the framework of psychological process at the stage of savagery, which are integrated with the functions of the media that it owns, namely intimidation, intimidation, extension of power and influence, calling for a "caliphate state" led by al-Baghdadi, recruitment and fundraising. Undermining society from within and provoking sectarian and sectarian strife. And hit the central authority. Highlighting the ability to destroy shrines and shrines, demolishing monuments and promoting the efficiency of military organization .(16)

As for the publication on the "Twitter" website, which is the most prominent platform for attracting its supporters, the organization continuously and through tweets presents expanded details about its activities, including the number of bombings, suicide bombings, assassinations carried out by it, in addition to the crossings and cities it controls.

ISIS also provides digital guidance on how to use everything digital, starting from social media, through encrypted internet browsers such as Tor, and ending with saving emails, and one of the researchers at the Counterterrorism Center at the West Point Military Academy described the ISIS electronic plan as one of the best manuals approved in computer and internet security."

In an attempt to undermine the impact of the "ISIS" campaign on social media, the Iraqi government has deliberately blocked Facebook, Twitter and other sites. However, preventing "ISIS" from using social networking sites may not have a vital impact on the organization's promotional activities. This is because he has supporters and followers from various Arab and Islamic countries, so the measures against him in this area in Iraq probably will not have much effect. It is important to note that the organization's online presence does not necessarily equate to a popular size.

## **OTHER MEDIA MECHANISMS AND THE PROMOTION OF THE ROLE OF "ISIS" AND ITS CRIMINAL ACTIONS**

### **A-Film Production Companies**

ISIS confirms on all occasions that it has geniuses in the arts of photography and editing in its ranks, and they are considered to be among the first responsible for preparing videos published through the media, especially satellite ones, through their most prominent production companies "epics" and "clouds". Visual productions also take on an epic character, through production institutions that have submitted films that can be classified as documentary or documentary films, such as the "Al-Furqan" Foundation, the "Khyber" Foundation, the "Dabiq" Foundation and the "Al\_Hayat" Foundation, and are fully subject to the vision that ISIS wants to convey. These institutions have produced a number of documents that monitor the organization's movements and chart its various features within its territory or on its changing borders.

The philosophy of "ISIS" films is not limited to the image and the uniform worn by the organization's elements and the executed, but extends to visual and audio effects, and the strength of the organization's media strategy is not limited to films, but focuses on social networking sites, broadcasting audio versions and electronic games, in addition to the production of high-tech videos, shocking to the mind, logic and humanity his messages to his target audience, which meet our ears. They come to volunteer in its ranks, and provide all their various experiences, Sciences and funds to secure the human tributary that ensures the continuity of the organization in the long term.(17)

We can briefly present the technical characteristics of the ISIS video releases, which are considered one of the influential media in shaping public opinion in support of the "ISIS" ideology. Namely (**headlines, various audience, audio-visual effects, jihadist legend, fervent jihadist anthems**)

### **Second: Research Procedures and Tools**

This axis aims to clarify the steps of field research, including: the research methodology and tools, the limits of research and its fields, and tests of honesty and consistency, and the researcher has taken into account that they meet the scientific conditions to reach accurate results that achieve the research objectives and answer his questions.

#### **1.Research Methodology and Tools:**

This research uses a descriptive approach to all activities and statistics related to the subject of research, which is concerned with collecting data on the activities of the General Directorate of information and revealing its communication methods in the face of ISIS media campaigns. By conducting a survey study of the activities of the Public Information Directorate in the Popular Mobilization authority through a research tool aimed at revealing the communication methods used by the Popular Mobilization media. The research tools are as follows:

**\_Survey form for Activities:** the form was built in the light of the functions of the military media and to see a sample of the activities of the Directorate (subject of research).

**Interview:** the interview method was used with officials and specialists at the Directorate General of Information in order to answer a number of research questions and achieve its objectives, as well as to interpret some of the results associated with it.

### **B-Research Limits and Its Aspects**

The researcher must subject his study to certain limits drawn to serve his research (and the researcher's identification of his research areas is another complementary step to proceed with the research process according to coordinated and integrated steps.

**1-Spatial Limits:** in order to achieve the subject of the research, its questions and the goals it seeks to achieve, the research was adopted by the Directorate of public information in the Popular Mobilization authority as a spatial field of study .

**2\_Temporal Limits:** the temporal limits of the field study and the comprehensive inventory of all the activities of the Public Information Directorate of the Popular Mobilization authority represented the period from (1/8/2014 to 1/8/2017) as it represents the stage of battles to declare victory.

**3\_Objective Limits:** The objective limits in this research are to identify the communication methods of the war media in the face of the extremist ISIS media.

### **C-Tests of the Apparent Honesty of the Research Tool**

The authenticity of the search tool was confirmed outwardly after it was presented to a group of arbitrators , for the purpose of judging the validity of the search tool, the researcher then modified some paragraphs of unloading the results, and deleted others based on their guidance.

## **RESEARCH RESULTS AND THEIR ANALYSIS**

This axis reviews the results of the research, which aims to find out the communication methods of the Military Media Directorate of the Popular Mobilization Commission in the face of ISIS media and thought.

### **General Directorate of Information:**

It is one of the formations of the Popular Mobilization Commission. Its mission is to develop the media strategy of the Popular Mobilization Commission and all its formations by covering various security and service activities. It is also responsible for delivering information to the public according to the expert frameworks in coordination with the national media, as well as countering psychological warfare directed by the enemy. The Directorate is also responsible for creating media content that is consistent with the philosophy of Popular Mobilization.

### **The philosophy of the General Directorate of Media at Facing ISIS Media**

The general media directorate has provided a Supporting Role in the Battle of Iraq against terrorist organizations, as "the media directorate was established to be a gateway to convey the real news to the public on various topics, as well as attention to the psychological aspect and proving the falsity of ISIS extremist claims, and then the war media strategy moved to the stage of attack and proving that this war is a war with Iraq in general, and not a sectarian war as extremist organizations claim, and the media also worked to maintain the morale of the members of the popular mobilization, especially since the threat of terrorism is still ongoing, with the need for the Popular Mobilization to maintain its true public confidence in the Popular Mobilization It also worked to preserve the historical legacy of the martyrs and highlight the activities of the Popular Mobilization in the service aspect (18), and accordingly, the media directorate focused on implementing its tasks through three main ideas:

- Collecting, analyzing and processing data, information, photos, facts, messages and instructions for ongoing battles from all sources (Popular Mobilization and other security forces).

- Ensuring the credibility of the news and its formulation in a manner acceptable to the public opinion and publishing it locally and abroad using all media in order to provide the Iraqi public and the armed forces with the correct information .

- Frustrating psychological counter-campaigns aimed at weakening morale or affecting the cohesion between the security forces and the Popular Mobilization on the one hand, and the people and the people of the areas witnessing the conflict on the other hand, while emphasizing loyalty and belonging to the homeland.

### **The Communication Methods of the General Directorate of Media at Facing the Extremist ISIS Media**

In his field study, the researcher identified a set of communication methods after reviewing a sample of the activities of the General Directorate of information and based on what was stated in the research, the specific theory of the functions of War Media, and accordingly, a set of communication methods was adopted that correspond to the nature of the activities provided by the General Directorate of information in the face of the extremist ISIS media, such as:

- First-The Method of Education:** it includes activities aimed at consolidating the principles of military doctrine and affirming the values of sacrifice and giving for the sake of the homeland and psychological and moral preparation of fighters.

- Second-The Method of Confrontation:** it includes all activities aimed at countering the psychological warfare of the extremist ISIS organization and the media that are regarded as enemies to the Popular Mobilization and have an agreement with ISIS.

- Third: The Method of Raising Combating Capability:** includes all activities aimed at developing the will to fight and raising the morale of the Popular Mobilization fighters and the Armed Forces.

- Fourth: The Method of Mass Mobilization:** includes all popular activities aimed at raising the morale of the Iraqi public opinion to prevent being affected by counter-media campaigns.

- Fifth: The Method of Public Relations :** includes all activities aimed at building the mental image of the popular mobilization among the public and countering smear campaigns and all public relations activities.

### **RESEARCH RESULTS AND THEIR ANALYSIS**

**First-The Method of Education:** this method includes activities aimed at consolidating the principles of military doctrine and affirming the values of sacrifice and giving for the sake of the fatherland and psychological and moral preparation of fighters. The results were shown through the activities adopted by the Directorate General of information within the following method of Education:

- 1.Focusing on the theoretical scientific rehabilitation courses for fighters, with 69 courses, the courses were opened periodically in order to raise the level of mental building among fighters and provide them with scientific knowledge and theories in various fields, especially military ones.

- 2.Making an educational lectures on the importance of the popular mobilization within the security equation by 65 lectures in order to counter the rumors that were broadcast by the media content of the ISIS organization and the media supporting it, which reduce its importance and promote its unacceptability within the military institution and accusations of sectarianism and talk about its integration and decay.

- 3.Taking lectures on enhancing mutual trust between popular mobilization's fighters and the residents of the liberated areas by 51 lectures to counter the media content of the ISIS organization was promoting the unwillingness of the residents of the liberated areas to the presence of the popular mobilization their areas, as the lectures included the principles of human rights and methods of humanitarian treatment and the mechanisms of peaceful coexistence with the population

- 4.Visiting to the wounded and the families of martyrs in various governorates, with 42 visits to raise the morale of the fighters and enhance confidence.

- 5.Taking an educational lectures for the residents of the liberated areas on confronting the extremist ideology of ISIS, with 40 lectures on explaining the dimensions of the international project that produced ISIS, its identity and causes, and exposing the falsity of the slogan of the Islamic caliphate raised by the organization to attract and win the population and emphasize national identity.

6.making an educational seminars to reveal external projects targeting Iraq and its unity by 15 seminars that dealt with the importance of Iraq and the regional region for the Zionist-American project, international power balances, the reality of the new Middle East project, the reality of creative chaos in the region and the international conflict over energy sources.

7.Making an educational lectures on the reality of the International and regional conflict and its implications on the Iraqi affairs, 12 lectures dealt with the American-Russian conflict, the Cold War between the United States and China, as well as the Iranian-American conflict and the Turkish intervention in Iraq, as well as the dimensions of the intervention of the Gulf states in Iraq and how is It and what are the reasons.

Table (1) shows: the activities of the General Directorate of information within the method of Education

No	The method	The content of The activity	Frequen cy	Percenta ge	Method of Education
1	Courses	Theoretical scientific qualification of fighters of the Popular Mobilization	69	23%	
2	Lectures	The importance of the popular mobilization within the security equation	65	22%	
3	Lectures	Strengthening mutual trust between combatants and residents of liberated areas	51	17%	
4	Visitation s	visiting to the wounded and to the families of martyrs in various governorates	42	14%	
5	Lectures	Educating parents to confront extremist ideology of ISIS	40	14%	
6	Seminars	Detection of external projects which targeting Iraq and its unity	15	5%	
7	Lectures	The reality of the regional and international conflict and its implications for the Iraqi affairs	12	4%	
Total			294	100%	

**Second : Method of Confrontation:**

This method includes everything related to countering the psychological warfare of terrorist organizations and hostile media, and the results were shown through the activities adopted by the general media directorate within the following confrontation method:

•**First of all-** The formation of a processing room to monitor and analyze the media content of ISIS by 783,464 reports dealt with the analysis of the media content of ISIS and deciphering its intentions and objectives to determine the media trends of ISIS in order to produce counter-media content, and 374,496 counter-television analysis dealt with the analysis of counter-political programs in order to warn and support in order to audit and evaluate them in cases of error, and the Directorate's teams also followed up and analyzed everything issued by news agencies social communication by 109424 in order to detect the volume of false information that the organization targets the morale of the Popular Mobilization and at the same time produce The media directorate has relied in this aspect on specialists in Psychological processing selected in the light of scientific competence, which reflects the Directorate's interest in psychological reports in its communicative messages and its various media results , the number of specialists in Psychological processing at that stage reached (5) specialists with higher degrees as well as observers with experience in this field. (19)

•**Second** - the issuance of enthusiastic anthems and TV breaks with 55 motivational poems, 5496 TV breaks, 16 patriotic poems in order to arouse the spirit of enthusiasm among the fighters and confront the issuance of ISIS such as Salil Al-sawarm issued by the Al-Furqan Foundation affiliated to the extremist organization, the media directorate has paid attention to TV breaks very much due to the nature of the stage that requires brevity in communicating the idea as well as relying extensively on the digital field in marketing these breaks as well as TV channels. The media directorate is the first in the field of producing intervals and real war clips from battles, which used to document the presence of its cadres in battles and on the walls, and conducts direct meetings with the battle commands, including interviews with the martyr commander (Abu Mahdi al-Muhandis) these intervals were transmitted on many local, regional and international satellite TV.(20)

•**Third**-educational lectures for fighters on methods of verifying information in the media included axes in digital citizenship and media education to enable fighters to properly deal with media content and cyber security and at that stage, there were 130 multiple and various courses for both fighters and members of the media directorate. experts from outside Iraq were hired in this field.

•**Fourth**-the establishment of websites with 2 Facebook sites and 2 Twitter sites officially, as well as relying on supporting sites through users of social media networks, the number of these sites at that stage on Facebook reached 3,000 pages and on Twitter 565,000 to produce content which can be against ISIS media content.

In this aspect, the media directorate of the Popular Mobilization Commission paid great attention to electronic media and took a media strategy after the Battle of Fallujah, which is to transfer the audience from Facebook to Twitter in the name of "migration to Twitter", and this reflects the large numbers shown by the study of the number of Twitter-supporting sites, and the media directorate took this strategy, considering Twitter supporting the Popular Mobilization at The Directorate also worked through the publishing team and websites to adopt a reputation management strategy and assign specialists to respond to public inquiries about the topics and issues that were of concern to them, as well as countering the shading campaigns that were practiced by sites and channels supporting ISIS in the digital space.(21)

Table (2) shows: the activities of the General Directorate of information within the method of confrontation

Method	The content of the activity	Frequency	The Details of the activity	Frequency
Reports and analysis	Formation of processing room to follow up and analyze the media product	783464	Television analysis (counter and supporting)	374496
			Analysis of news agencies (counter and supporting)	374496
			Network analysis (counter and supporting)	109424
Anthems and breaks	Issuing enthusiastic anthems and TV breaks.	5567	Expressionist poems	55
			Television breaks	5496
			Patriotic poems	16
Lectures	Educating fighters on ways to verify information in the media	130	Courses in media culture	89
			Courses in media education	41
Electronic	Creating websites to counter	568004	Official Facebook sites	2

media	ISIS websites	Unofficial Facebook sites	3000
		Official Twitter sites	2
		Unofficial Twitter sites	565000

**Third: Method of Raising Combating Capability:**

This method includes everything related to raising the combat capability, developing the will to fight, raising the morale of the Popular Mobilization fighters and the armed forces, and demonstrating cooperation between them and the people. The Directorate General of information adopted the method of raising combating capability through a set of activities as follows:

1. The production of documentary films about the role of the Popular Mobilization in achieving victory by 37 films focused on demonstrating the combat capability of the popular mobilization of the Popular Mobilization formations in carrying out combat missions within the axes of responsibility and achieving the goals in record time to raise the morale of the fighters and enhance the image of the Popular Mobilization, the films also included documenting the history of the martyrs, and in this aspect, the media directorate is the first military institution that documented all its martyrs, commanders and fighters, and worked on scheduling memorial events for the martyrs, as well as the dates of victories, and was working to embody these ideas in documentary films that of awards in several international and local participations. (22)
2. Holding dialogue sessions between the leaders of the Popular Mobilization and the security leaders, which amounted to 35 sessions to enhance cooperation and exchange experiences to consolidate the image of a single military institution.
3. Opening courses in psychological rehabilitation for fighters in the psychological processes department by 12 courses by specialists in psychological processes to raise psychological readiness in the face of psychological operations directed by ISIS and the media supporting it.
4. Holding seminars on cooperation and high coordination between the Popular Mobilization Units and the security forces in the conduct of battles by 12 seminars to respond to the media content of the ISIS organization and the media supporting it, which promotes the existence of a division between the Popular Mobilization and the security forces .
5. Preparation of scientific research on enhancing trust between the Popular Mobilization and the residents of the liberated areas amounted to 8 researches that reached important results in developing a program to rehabilitate the population and address the effects of extremist ideas of the organization.

Table (3) shows: the activities of the General Directorate of information within the method of raising the combating capability

N o.	Method	The content of activity	Frequen cy	Percenta ge	Method of Raising Combating Capability
1	Documentary films	The role of the Popular Mobilization in achieving victory	37	36%	
2	Dialogue sessions	The leaders of the Popular Mobilization Forces with the leaders of other security forces	35	33%	
3	Courses	Psychological rehabilitation of fighters from the Popular Mobilization	14	13%	
4	Seminars	Cooperation between the Popular	12	11%	

		Mobilization and the security forces		
5	Studies	Some researches on enhancing trust between the Popular Mobilization and public people	9	8%
Total			107	100%

**Fourth: Method of Media**

The method of media includes everything related to activities related to covering military processes during battles and transmitting combat Developments first-hand. within this strategy, the Directorate General of information has carried out several activities to cover everything that is happening on the battlefield and convey the facts to the public opinion according to the following:

- 1.Covering the events of the battles through breaking news with 28,800 breaking news to inform the public opinion on the course of the battles first-hand .
- 2.The media directorate also worked on coordination with other media outlets by sending all its activities related to covering the battles and sending laser discs periodically and daily, and the number of repetitions of this axis reached 17,000 to show the extent of the Directorate's interest in cooperation with other media.
- 3.Conducting investigations and preparing reports on the topics raised in the media about 1981 report and investigation to uncover the facts and respond to false information and destructive rumors to prevent distracting public opinion trends.
- 4.In this aspect, the media directorate was keen to transfer the battles from the battle in a live and direct manner in order to make the public live the conditions of the battle first-hand, including holding dialogues with commanders on the cover of the battles, the Directorate provided in this aspect a number of martyrs and wounded documented until the moments of their martyrdom.
- 5.The number of press delegations received by the media directorate reached 323, and the media directorate is unique in being the only one that was transporting media delegations and facilitating their procedures.
- 6.Preparing 91 military and artistic breaks about the battles to enhance the facts with pictures and live scenes.
- 7.The production of 65 reportages, including scenes from battles and statements by commanders, to enhance the spirit of victory among the public opinion and are also displayed at festivals and conferences.

Table (4) shows: the activities of the General Directorate of information within the method of media

No.	The method	The content of the activity	Frequenc y	Percenta ge	The method of media
1	Breaking news	Battle events	28800	59%	
2	Distributed discs for media	Activities of the Directorate of information regarding the battles	17000	35%	
3	Investigations and reports	Topics raised in the media	1981	4%	
4	Live broadcast hours	The reality of battles directly	391	0.80%	
5	Press delegations	Incoming press delegations include	323	0.66%	



6	Military and technical breaks	Facts from battlefield	91	0.18%	
7	Reportages	Scenes from battles and statements of commanders	65	0.13%	
Total			48651	100%	

**Fifth: The Method of Mass Mobilization**

It includes raising the morale of the Iraqi public opinion to prevent the impact of counter-media campaigns, and the Directorate organized several activities in this regard according to the following:

- 1.The media directorate has contributed to providing round-the-clock media coverage of these activities, and the number of such coverage at that stage reached 411 media coverage. This coverage contributed to strengthening the interaction between the public and the fighters through live broadcasting of the battles, which made the general public feel that they were in the battle and participating in it, and therefore the masses came to support the fighters on the battlefields. Many films and segments have been released that embodied popular cohesion with the Popular Mobilization and its fighters from various segments of society.
- 2.Covering the Popular Mobilization's support operations for the displaced with 234 different media articles focused on providing aid, food basket and medicine to enhance the image of the Popular Mobilization to the Media 's opinions.
- 3.Holding and covering press conferences of field commanders on the field situation of the battles to make the public opinion fully informed of what is happening, the frequency of this activity has reached 117.
- 4.Conducting field visits to the families of the wounded and martyrs by 108 visits in different areas of Iraq cities to enhance confidence with the members of the Popular Mobilization and raise their morale.
- 5.Covering the service effort of the Popular Mobilization with 76 different coverage, such as paving streets and the crisis of floods that swept the southern regions during the battles to strengthen the popular base of the Popular Mobilization and consolidate the government personality.
- 6.The organization of 62 public festivals to strengthen the relationship between the Popular Mobilization and public opinion included events that addressed various social issues, the Popular Mobilization's participation in people's concerns, the Popular Mobilizations's participation in social and national events in various cities of Iraq and the provision of gifts.
- 7.Organizing religious visits to the holy shrines for poor families and families of martyrs to strengthen trust between the commission and the families as they are the true core of the Blessed fatwa.

Table (5) shows: the activities of the General Directorate of information within the method of mass mobilization

No.	The method	The content of the activity	Frequenc y	Percentag e	The Method of Mass Mobilization
1	Coverage	Organization and coverage of logistics support convoys	411	39%	
2	Coverage	The Popular Mobilization 's supporting for the displaced people	234	22%	
3	Press conferences	Launch the processes and their situation	117	11%	
4	Field visits	Families of martyrs and wounded	108	10%	

5	Coverage	The service effort of the Popular Mobilization	76	7%
6	Festivals	Strengthening the relationship between the Popular Mobilization and public opinion	62	6%
7	Religious visits	Conducting family visits to religious shrines	48	4%
Total			1056	100%

### Sixth: The Method of Public Relations

It includes all activities aimed at building the mental image of Popular Mobilization among the people, countering smear campaigns and all public relations activities. In this regard, the Directorate General of information has adopted several activities according to the following:

1. The media directorate was interested in organizing exhibitions periodically and permanently. it ranked first among public relations activities and received a frequency of 313. that stage witnessed great interest by universities in these exhibitions, both in terms of organization and sponsorship, they were held permanently, for example, a permanent exhibition in the Qishla area on Al-mutanabbi Street, which reflects the media directorate's interest in the educated class and the scientific and literary character of these exhibitions and not limited to for what it has It has a great impact on the documentary side .
- 2.Reception of international delegations to attend the various activities of the Mobilization Commission by 69 different delegations to enhance the institutional image of the Popular Mobilization in the eyes of the external public opinion.
- 3.Participation in Arab and international festivals and in films produced by the general media directorate with 52 entries and a number of films amounting to 17 films that dealt with various topics, through which images of battles, the repercussions of wars and stories of heroism of fighters were embodied to inform the outside public opinion about the reality of what is happening and uncover the crimes of ISIS committed against Iraqis. The media directorate has achieved many awards in this aspect, for example, the film (The Last Breath) won more than 60 international awards, the film (Maryam) won more than 32 awards, the film Red window won more than 22 international awards, as well as many films produced by the media directorate and won many local awards.(23)
- 4.The media directorate has been interested in organizing and participating in academic seminars that address issues related to the battles and their repercussions on various political, economic and social aspects, as well as the impact of ISIS media campaigns on the intellectual system of the population of the liberated areas. the number of these conferences has reached 21 scientific conferences between the participation and organization .
5. Preparing of scientific research on the communication methods of the Popular Mobilization and analysis of the media content of the counter and supporting media by 10 researches these researches contributed to familiarizing the reader and students with the media machine of ISIS and its sources of supply and identified the trends of the media discourse of ISIS and its goals.
- 6.Preparing studies based on courses to follow up the mental image of the Popular Mobilization in the public opinion and conducting coursing surveys on the activities of the public opinion in order to evaluate them, which amounted to 8 studies at that stage.

Table (6) shows: the activities of the Directorate of public information within the method of Public Relations

No.	The Method	The content of the activity	Frequency	Percentage	The Method of Public Relations					
1	Organizing and sponsoring exhibitions	Show the victories of Popular Mobilization, the human side and others	313	65%		The Method of Public Relations				
2	Reception of delegations	Receiving international delegations to attend the activities of the commission	69	14%			The Method of Public Relations			
3	External and international participations	Number of international participation in films produced by the media directorate	52	11%				The Method of Public Relations		
4	Organizing academic seminars	Introducing the achievements of the Popular Mobilization and its legal, religious and social legitimacy	31	6%					The Method of Public Relations	
5	Public Relations Research	Researches dealing with Popular Mobilization communication methods and analysis of counter and supportive media	10	2%						The Method of Public Relations
6	Public Opinion Studies	The mental image of the popular mobilization and the evaluation of activities and festivals	8	2%						
Total			483	100%	The Method of Public Relations					

**THE RESULTS**

1.The results of the research revealed the dependence of the General Media Directorate on a set of communication methods that reflect the functions of the Military Media, which are diverse and integrated to achieve the main goal at that stage, which is related to countering counter-media campaigns, as well as strengthening the home front and taking the initiative. Through figures and statistics, it became clear that the media directorate's interest in tactical aspects was very large compared to Strategic Studies and research, and we can attribute this to the nature of the stage that required it.

2.The results showed the interest of the General Directorate of information in consolidating the principles of military doctrine and affirming the values of sacrifice and giving for the sake of the homeland and psychological and moral preparation of the fighters, it attached great importance in the face of psychological warfare directed by the extremist organization ISIS, and the establishment of a team specialized in Psychological processes.

3.The results of the research showed the media directorate's interest in developing the will to fight, raising the morale of the Popular Mobilization fighters and the armed forces, and demonstrating cooperation between them and the people, especially in light of the media attacks that were focused on dividing the security forces and the Popular Mobilization by organizing educational courses and lectures in this aspect.

4.The results showed that the media directorate had the most prominent role in covering the military operations during the battles and transmitting the developments of the fighting first-hand through hours of live broadcasting and provided many martyrs in those battles in order to convey the truth to the public opinion as well as its role in securing the entry of media personnel to the battles as well as high coordination with other media and agencies, as it was keen to provide various media with reports, news and coverage on a daily basis.

5.The results of the research showed the media directorate's interest in public opinion through festivals, films, and tactical and expressionist poems to convey the truth in order to raise the morale of the Iraqi public to prevent the impact of counter-media campaigns, as well as great interest in the digital space, social media networks, and the conduct of electronic warfare at a high level, specifically on Twitter as the most prominent space for ISIS.

6.The results of the research show the media directorate's interest in public relations activities through events aimed at building the mental image of the popular crowd among the public, public opinion polls, and countering smear campaigns and all other public relations activities.

7.It turned out through the research results that the film productions of the media directorate were at a high level if they won many awards in appreciation of their quality, which shows that these materials were thoughtfully planned and reflect the interest of public opinion in addressing their topics as well as the directorial and dramatic aspects.

## THE RECOMMENDATIONS

According to the results of the research, we can identify a set of recommendations, which can be listed as follows :

- 1.Unifying the media discourse by developing clear media policies in accordance with the requirements of the national discourse to reduce media chaos, which poses a clear challenge to the function of the military media.
- 2.The need to discipline for the process of posting on social networking sites.
- 3.Activating the work of the security media and developing a unified media policy for all branches of the military institution approved by war correspondents and military spokesmen.
- 4.Giving attention to the scientific and academic aspects in various media fields, especially studies aimed at addressing the psychological effects, correcting impressions and rebuilding the intellectual system of the people of the liberated areas from the control of the extremist organization ISIS.

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## Social Phobia Among University Students

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### RESEARCH SUMMARY

Social phobia is a psychological experience that develops in individuals as a result of certain stimuli they encounter in their social lives, which plays a fundamental role in establishing fear or anxiety.

The current research aimed to study social phobia among university students in order to:

- 1-Determine the level of social phobia among university students.
- 2-Identify the significance of differences in the level of social phobia among university students according to gender (males vs. females) and major (scientific vs. humanities).

The research sample consisted of 50 male and female students. The researchers adopted the scale developed by Al-Kanani (2014), based on behavioral theory. The scale comprised 37 items.

The research findings, analyzed using SPSS statistical software, are as follows:

- 1-The research sample exhibits social phobia.
- 2-There are no statistically significant differences in the level of social phobia according to gender and major.

Based on these results, the researchers proposed several recommendations that could contribute to reducing social phobia, as follows:

- 1-The counseling units in educational institutions should prioritize addressing social phobia.
- 2-Conducting workshops and training sessions to raise awareness about the risks of social phobia and provide therapeutic solutions.

-To expand on the current research and further develop it, the researchers suggest conducting a descriptive correlational study on the relationship between social phobia and emotional intelligence among university students. Additionally, an experimental study could be conducted to examine the impact of a counseling program on reducing social phobia among university students.

**Keywords:** *Social phobia; university students*

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## Marxism Edward Bond's *saved*

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*Saved* (1965) a brilliant play by Bond in which it tackles the suffering of the proletarians class in the British society after the industrialization of the British society and the aftermath of the world war that produced a generation of no morals, values, and concepts. The generation suffers from poverty and strives to hardly survive and secure their basic needs in life. The play was rejected at the beginning because it criticizes the social layers, yet years later the play proved to be "one of the great modern plays" (Michael, online). Bond attacks capitalism and the structure of the family on economic levels. The play proves that poverty and slow starvation destroy the family ties and realism as real representations of human suffering. Marxism is defined as "the philosophical, economic, and historical ideas and theories articulated by Karl Marx (1818–83), which have become some of the most influential intellectual forces of the twentieth century" (Klages 50). Bond portrays the working-class people at their worst condition. However, he does not provide a window for the audience or the reader to have sympathy for those characters and the bad conditions they live through. The play gives a vivid portrayal of the bare truth of the working-class during the 1960's.

To set his social atmosphere, Bond alternates the setting of the play between places that depict the social life in London where people are supposed to gather and communicate civilly with each other. These setting comprise Pam's working-class, cramped home where she lives with her parents and Len; a café where Pam tries her last attempt to get back with Fred; the stiff young man whom she has a baby with; and a park, a place that is supposed to be for recreation yet it becomes the murder scene of one of the most horrifying scenes in the play, if not in British drama in general. Moreover, the play begins and ends in the same setting, which is the living room. However, none of the actions that take place here are ordinary, social, everyday events. They are encapsulated with domestic abuse and both physical and verbal violence, which reflects the state of mind of the characters involved in the action. Bond uses a realistic dramatic technique and adds more satire to give his social subjects more force. (Hirst 49)

In this regard, Marxism is a critique of the capitalist economic system as Inhumane that exploit the poor to nourish the rich's life. The capitalist mode of production, according to Marx, creates class distinction i.e. Owners and workers, and empowered the owners to appropriate the products of the workers' labour power as their property and right. A proletariat, in a capitalistic system, is marginalized and obliged to work day and night like a machine to earn his daily living. Such actions alienate the worker from the products of his work and the worker from him or herself.

Hence, "[t]his double alienation marks capitalism as a particularly Dehumanizing form of economic organization, particularly for the proletariat, who become commodities for owners to purchase." The worker has to sell his labour power and himself as a commodity because of the capitalist exploitation of tiny details in his life (Klages 51-52). The drawbacks of capitalism might be depicted in *Saved* clearly since it tackles the effects of the capitalism on the characters' lives.

The opening scene of the play suggests many ideas when Pam brings Len, a man who met the same night, to have physical relation with. Firstly, the degradation of moral values is stated as Pam drags a stranger to her bed to satisfy her sexual desire. Secondly, she takes him to the family house where her father keeps interrupting them when getting involved in the physical intercourse as it indicates that Pam cannot have a separate and independent life due to the low financial status almost all worker class suffer from. The girl is not ashamed at all when the father comes and goes in the living room when Pam and Len engaged in an immoral relation. In return the father shows no sign of resentment

towards such disgraceful behavior on part of his daughter. It exposes the emptiness and vulgarity of the characters' lives and the kind of cultural and social background they live against. When Pam brings Len to her home for the first time, Len expects to be taken to Pam's bedroom, yet he is seated in the living room instead:

Len. I thought yer reckon yer was on yer tod?

Pam. 'E's late for work.

Len. O. Why?

Pam. Why?

Len. Yeh.

Pam. I don't know.

Len. Reckon 'e saw?

Pam. Shouldn't be surprised.

Len. Will 'e be long?

Pam. Don't arst me. (13-14)

The father- daughter relationship is barren and sterile. The father is preparing himself to go to work at night as a typical symbol of the working class who works day and night but drenched in poverty. "The play precisely defines a familiar working-class situation where incompatibility develops into hatred through an inability to communicate. The refusal to speak to one another is the ultimate expression of the barrenness of this culture"( Hirst 53).

The bad relationships experienced by Pam with both Len and Fred is a reflection to her father-mother relation. It is worth noting that her parents are living under the same roof, yet they are totally disconnected physically and spiritually. The mother remains only for the sake of money given to her by her husband as a supporter who brings her bread at the end of the day.

Len is a another laborer character described as skinny man cause he hardly earn his living. He even moves to live with Pam in their flat along with her father and mother. However, Pam after a while kicked him out because she financially burdened by many commitments on top her child whom abounded by his parents to die. The theme of dehumanization and brutality is traced when Pam as a mother leaves her child and eventually dies. She is selfish and indifferent mother who pursue her sexual desires at the expenses of her duty as a mother. Also, Fred the child's father share many things in common with Pam especially when he escapes his responsibility as a father similar to Pam, the irresponsible mother. Pam says in the fourth scene "I don't understan' yer. Yer can't enjoy stayin' 'ere. It's bad enough bein' stuck with a kid without 'avin' you 'anging round me neck" (86). Bond shed lights upon the capitalist system which cause and produce inhumane characters who lost even their basic instincts i.e. maternity and paternity as they are victimized by war. However, their crime is inexcusable and immorally rejected "I ain' goin' a see yer no more." according to capitalism, people are treated as objects, seen as a source of getting money. As a result, humans are no longer humans since they lose their sense of humanity. Consequently, a person might be subjected individual in the way s/he sees and acts in the social world. In scene six Fred says these words telling Pam that he won't see her when he knew about her pregnancy.

Although Bond introduces the scene rather comically, he gives a realistic image of working-class family life, which is enforced by the social circumstances imposed on them by society. Pam flirts with Len in the family's cramped

living room at the expense of her father who keeps interrupting the scene while preparing to go to work. But what is more important is the fact the Harry, Pam's father, is preparing to go to work at night, a fact which gives another realistic image of the family's financial condition. Harry works a night shift, which means the family struggles to make ends meet; thus, he is forced to accept working in night shifts to support his family. Nevertheless, Bond does not seem to provoke these social factors at the beginning of the play when he starts with the flirting scene and everything else goes in the background. Yet, as the play progresses, more images of the ugliness of the social disenfranchisement start to appear.

Pam's comment on her parents' disintegrated relationship reflects the fact that the house they live in is not a happy house, nor is the surrounding environment a healthy one for rising logical, mentally-stable individuals. Pam's lack of passion and self-respect is due to the fact that she lacks a good role model to follow. Both her parents disrespect and abuse each other. Thus, she grows up to become this young woman who cares about nothing but her attraction to Fred, who is very vulgar and abusive with her. Her cynicism and pessimism are indicators of her belief that she is a victim of her social circumstances; thus, she takes out her feelings of resentment on the other characters, especially Len.

Even when she has the baby, she completely ignores it and leaves it to cry continuously in scene four while being busy with other things. Her carelessness eventually leads Fred and his gang to abuse the baby and then stone it to death. However, the death of the baby does not stir any emotions inside her and she continues her running after Fred, only to be rejected by him at the end. Through these interrelated relationships and violent actions, Bond draws the attention to the conditions that rule the working-class people. The rules of a society determine how other members, especially the poor ones, are allowed to live.

It is well-known fact that the aftermath of the WWII caused small and cramped estate homes became the solution which created many social problems that would change London forever during a time when the rich got richer and the poor got poorer and angrier. The British society deprived these characters of their economic and social stability that can provide good life. As a result violence and outrage stem from starvation and suffering. Bond's concept of culture in this play, as well as his other works, is that a society that lacks culture is a society that lacks logic:

When society breaks down and its structure no longer works, its members - because they are sane - criticize it and wish to change it. And if it was simply a matter of rationally observing the breakdown, they would always see it and change would be easy. But economics and politics are deeply obscured and cluttered in cultural explanations. When society is no longer able to persuade us, so that its madness can shelter our sanity - then we ourselves become mad in our daily life. We react irrationally to the breakdown - and there is crime, despair, cynicism, racism and war. (Bond 88)

In Pam's case, her actions of violence towards Len and her neglecting and even drugging her baby with aspirin makes one but consider examining the circumstances and conditions of her home, society, and economic situation that lead her to act irresponsibly. What lies behind these actions is something greater and grimmer than a one-sided attraction for Fred. Bond starts with Pam's frustration of being abused and rejected by Fred and her resentment of Len's lingering around, yet he goes deeper than that to a wider and darker social factors. The culture they live in is a harsh one, hence their actions are harsh. (Gordon 9)

The inhuman scene of stoning and killing the baby in the park is no more violent than the fight scene between Harry and Mary when she strikes him on the head with a teapot. Their long silence is interrupted by Harry's response to Mary's flirting with Len. This domestic violence, again, reflects a deeper social and economic struggle that conditions them to live like this. This fight is a familiar scene in working-class homes where financial deprivation usually leads to resentment and disrespect and eventually to such silences. Hirst adds:



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The refusal to speak to one another is the ultimate expression of the barrenness of this culture: a more articulate couple might bicker, abuse one another verbally: Harry and Mary have no tools to help them; the fault is seen to be both theirs and society's. (53)

All characters in the play, except for Len, are reduced to the level of animals because of their way of life, conditioned by their social and economic limitations. The lullaby sung by Barry, one of the characters who participated in killing the baby, is another example that gives an insight into their cruel culture. Barry sings as he pushes the pram:

Rock a bye baby on a tree top

When the wind blows the cradle will rock

When the bough breaks the cradle will fall

And down will come baby and cradle and tree

an' bash its little brains out an' dad'll scoop

'em up and use 'em for bait. (Saved 63)

Bond sees this action as a result of a capitalist society that exploits its labor force without having to provide them with any cultural, social, or economic tools that may help in their advancement. What is worse than these characters' behavior is the action taken by the government against the working-class people, which lead to such atrocities. Bond comments on this atrocity in the play's Author's Notes:

Clearly the stoning to death of a baby in a London park is a typical English understatement. Compared to the 'strategic' bombing of cities it is a negligible atrocity. Compared to the cultural and emotional deprivation of most children its consequences are insignificant. (7)

Violence is portrayed as a social act for these characters. It is their way of life, especially for Fred and his gang whose violent actions towards Pam's baby seem more natural and instinctive for them than anything else:

MIKE (quietly). Reckon it's all right?

COLIN (quietly). No one around.

PETE (quietly). They don't know if s us.

MIKE (quietly). She left it

BARRY. It's done now.

PETE (quietly). Yer can do what yer like.

BARRY. Might as well enjoy ourselves.

PETE (quietly). Yer don't get a chance like this everyday.

FRED throws the stone. (Saved 70)

For Bond, social injustice leads to such violent acts. Thus, it is not only their guilt, but the society's guilt as well. And this can only be stopped with the establishment of a new society based on equality among all classes. Bond defends the play by saying that is it optimistic (Saved 7), hence the last scene when Len repairs a broken chair in an attempt

to mend the wounds of the fragmented family. The play is about violence as much as it is about the circumstances and conditions in which such violence occurs. (Worthen 466)

Eventually, Pam leaves the child in the pram to be stoned to death by a bunch of dunkers Fred is one of them. So, capitalism forces man to put on false faces and live his life through inherently contradictory and false values. The characters of the play are victimized by both the Capitalist system and the war impact. Bond's play aims at indulging the spectators to judge the capitalist system and avoid all the negative results of the war urging them to be part of creating and constructing a new healthy society embracing their human instincts back again.

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# Compatibility of Information Science with the Concept, Characteristics, and Criteria of Interdisciplinarity

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Iraq

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## **ABSTRACT**

Creation, knowing nothing about existence, found mystery, amazement, and a drive toward discovery to continue. Trial and error were the systems to be relied upon. And over time and with the formation of ancient civilizations independent of each other, they try to search and investigate, but in an organized manner, to reach different facts and disciplines, opening doors for the establishment of sciences, which almost all agree on interest in mathematics, numbers, engineering, and medicine. Those were reflective of their needs and documented in their architecture and life. The sciences were complementary to each other, gathering them in the knowledge of several scholars who knew about them. Sciences then began as integrated knowledge, interdisciplinary domains in nature without specialization. Gradually, human knowledge expanded and societies became more complex leading to a shift toward Specializations. This shift allowed for the in-depth study of specific subjects and practical applications. Moreover, The continuous movement from simplicity to complexity has allowed the boundaries between disciplines to become transparent due to the need for collaboration in addressing complex research activities.

Information science is one of the disciplines that witnessed this growth to be integrated in cooperation with other disciplines. The question here is whether the specialization, as an integrated program, proceeds toward applying the principle of interdisciplinarity in a way that enhances its sustainability or loses its identity.

The current paper aims at defining the characteristics and criteria of interdisciplinary process to find out the extent to which the field of information science is qualified to be an interdisciplinary field.

## **INTRODUCTION**

Creation existed on Earth and had zero systemic knowledge. Life was not clear to man. He relied on his sense and intuition to discover. And all this to defend his existence and search for his immediate needs only. Accordingly, the discovery of knowledge was a result of the experience of right or wrong without explanation. The discovery of knowledge was just a process driven by human being's curiosity and experiment with no effort of understanding why. Curiosity has pushed him to make more effort and to be associated with basic survival activities that centered on hunting and forming social groups for better-defended continuity. Up to now, relied on trial and error observations reminding each other's when navigating their movable environments. Hence, since agriculture and hunting were among their priorities at the time, the search for what would help them in that was the first intuitive knowledge that they naturally turned to. Progressively, sophisticated stone tools, for instance, hand axes and scrapers were innovated for multi-hiving purposes, that is to utilize their environment.

Moreover, to share their initiations and innovations, language and communication were the second developmental need. They found it necessary to convey their discoveries among group members as well as from one generation to

the next. Cooperation and social belonging generated large communities and social values. Human has begun investigating the environment, observing around, and making sense of the world. Sciences have begun to be initiated systematically, leaving valuable civilizations and systematic knowledge. Mesopotamia, the civilization of Sumerians, Babylonians, and Assyrians left behind them very momentous contributions to the evolution of many sciences such as astronomy, mathematics, and early medical approaches. In ancient Egypt, the sciences of engineering, architecture, and mummification were among their most important feature. Ancient Greece, on the other hand, was directed toward Western sciences and focused on rational thinking, logic, and systematic inquiries. The acquaintances of the scientists of that civilization, such as Plato and Aristotle, were the beginning of the development of many disciplines, such as mathematics, physics, ethics and metaphysics. Back again to the Ancient civilization of India and their thinkers' efforts in mathematics that led to the decimal numeral system, algebra and astronomy. While Ancient China witnessed the development of many fields such as mathematics, astronomy, agriculture, and medicine.

All these scientific thinking of the Ancient civilizations were oriented towards the understanding of nature through wondering, however, those can be considered as the groundwork for the foundation of today's sciences. Generally, they were characterized by:

- 1- Focusing on direct observation of nature.
- 2- "Tends to have a comprehensive perspective which includes a wide range of components, including myth, religion, beliefs, ethics, literature, and theories of nature." ("Ancient Philosophy," 2023). There was no separate discipline.
- 3- Based on that, individual scientists possessed a broad range of skills and knowledge across various domains, but rather a philosopher looking at phenomena in search of an answer to a question or clarity of the mystery of things and why they happen. Hence scientists were cooperative and ideas exchanging to reach facts.
- 4- To do so, in their investigations, they employed deductive reasoning for deriving conclusions from general principles, all to understand nature.
- 5- Therefore, their thinking was often intertwined between practical and applied knowledge, and they did not realize this distinction, but rather they were working and drawing conclusions according to experience, intuition, meditation and accumulated knowledge they had.
- 6- Accordingly, no scientist specialized in a specific field, rather there was a philosopher who searched for phenomena in search of an answer to his question or clarity of the mystery of things and the reason for their occurrence. (knowledge of a man with multi-domains.)

In summary, sciences began as interdisciplinary domains in nature without specialization. The main purpose was to reach the possible answer or to remove ambiguity. The reason is clear, that the phenomena were simple and purely exploratory. The doors of complex cases were only gradually opened. The phenomenon may need to focus on one domain far from others. The continuity of this depth and complexity of research was behind the fact that there are disciplines and specialized scientists.

However, as we live in a fast-changing world, which at present depends mostly on science and technology, it becomes very hard for disciplines to remain isolated and hide their knowledge away from each other. Though, it appears that for any isolated discipline, outcomes and achievements are negatively affected and might disappear. interdisciplinarity is no longer self-evident but is directed according to analytical studies and inter-relationships, specifically within academic faculties and research organizations leaving behind interdisciplinary collaborative programs.

In any case, we would not ignore the many domains of knowledge that are characterized by their inherent nature and the impact of technical developments in particular on their growth and expansion. They focus on interrelated

concepts from many disciplines to constitute interdisciplinary fields, such as environmental studies and information studies.

### **WHY FOR INTERDISCIPLINARITY?**

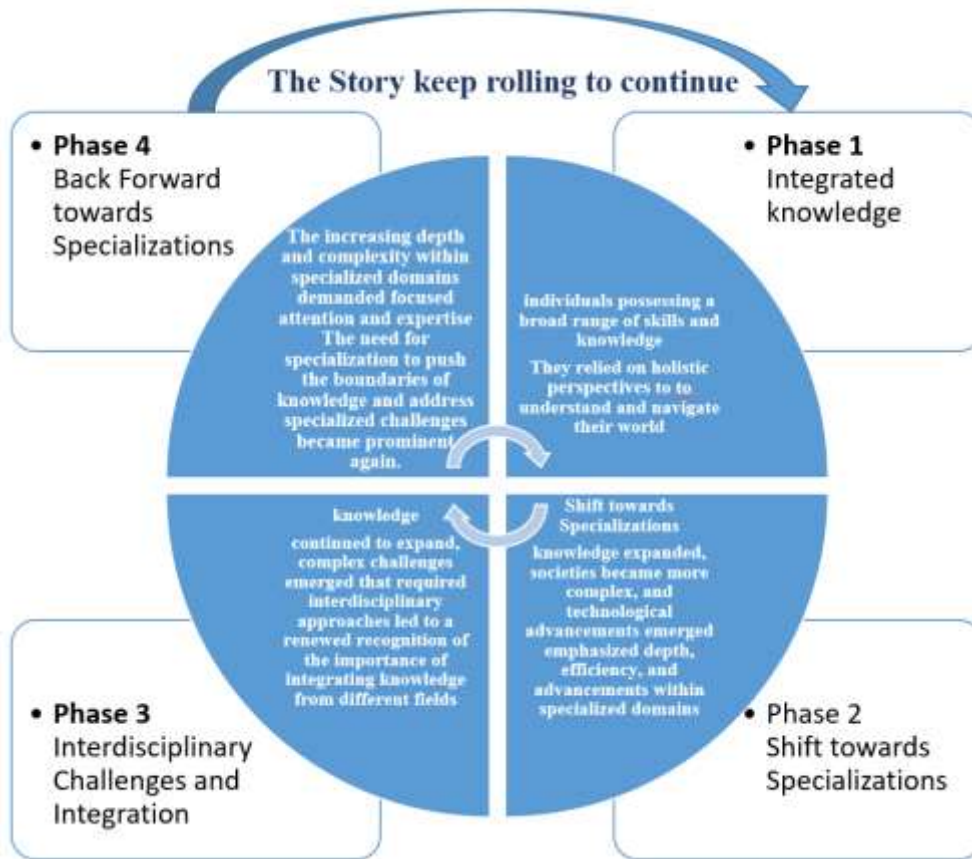
Interdisciplinarity, to many, simply refers to the integration of scientific collaborative activities, methodologies as well as perspectives from multi-related domains. It is then the complexity that presents today's problems which are characterized by being multifaceted. Accordingly, there was a need to cross the boundaries between disciplines and bridge the knowledge gap. The initiation of collaborative research activities has been the solution to overcome limited thinking and restricted visions. Within this matter, Filler and Stem (2007) concluded that "scientific advances are most likely to arise, or are most easily promoted when scientists from different disciplines are brought together and encouraged to free themselves from disciplinary constraints." (Feller, I., & Stern, 2007). Reamer justify boundary crossing among disciplines as an acceptable phenomenon and "it is not inherently unethical, it is just a fact of life, and it requires skillful management of those boundary issues." (Reamer, 2021).

Braun and Sehubert (2003) responded to the question of why a discipline is interdisciplinary in that:

- 1- Many research problems are inherently multi/interdisciplinary, and addressing only one or a few of the component disciplines will result in fragmented or perhaps misleading results due to neglect of discipline interdependencies.
- 2- It is becoming increasingly evident that there are common underlying themes across many research fields. For example, the same equations are used to model phenomena in some very diverse disciplines, such as the modeling of chaotic behavior.

In summary, several factors contribute to the shift from specialization to interdisciplinarity. Mostly the complexity of problems, specializations aim to bridge gaps between traditional disciplines leading to new insights and solutions, the comprehensive understanding of some phenomena, and the continuous technological advancements which incorporate dissolving boundaries among single disciplines.

The following graph summarizes and describes the natural movement between specialization and interdisciplinarity:



**THE STUDIED PHENOMENON**

Information science is the name that gradually changes from library science, documentation, archives, library and information science, information studies, and other titles. All have revolved around service content related to collecting, organizing, and providing information services. More than that, it is the specialty that has been greatly influenced by information technology since the early eighties. Accordingly, its programs have been subject to continuous updating to face challenges in preparing specialists capable of carrying these challenges that threatened the profession's sustainability. Change crept towards several disciplines, the closest of which are technology and computer science, then management, communication and statistics. Other departments have tried to change even their link from the humanities to computer science. Experiences and attempts to promote information science, which is considered an interdisciplinary field in the content and integrated science in its applications.

In other words, specialists began to borrow knowledge from other disciplines and train themselves to integrate the new with the previous knowledge they have. Then take another step towards research and co-authoring by fragmentation in preparation, not cognitive integration, sharing roles. With all the efforts and attempts, does the information science field conform to the concept, characteristics and criteria of interdisciplinarity as it is currently known? What needs to be done to comply with and enhance its sustainability in the face of the great challenges of our time?

## **OBJECTIVES OF THE STUDY:**

The current paper aims at defining the characteristics and criteria of interdisciplinary process to find out the extent to which the field of information science is qualified to be an interdisciplinary field.

### **A framework of the study:**

To achieve the above objective, the literature related to information science as an interdisciplinary field was reviewed, the characteristics and criteria of the interdisciplinarity process were determined, and then the conclusion was derived from analyzing the current situation as reflected in the related literature and the writer's experience.

#### **1- Information science as an interdisciplinary field:**

- Specifically, based on the previous studies, the nature of interdisciplinarity in information science is simply collaboration more than integration. In this matter, Dudzikowa et al (2012), mentioned that interdisciplinarity “is not in the combination of theories and methods from various disciplines, but in the synergy emergent from that combination, resulting in a comprehensive understanding of complex problems and proposing coherent solutions to them” (Dudzikowa et al., 2012, 9). More specifically, Sosińska-Kalata (2020) and Szosta, (2013) considered the interdisciplinary approach used in information science can be interpreted as research collaboration for a better understanding of some complex topic. (Sosińska-Kalata, 2020 and Szostak, 2013 )
- Other studies concluded that information science, by its nature, is considered an interdisciplinary field. These conclusions were based on several indicators derived from measuring interdisciplinarity through,
  - Research-based analysis to measure the interdisciplinarity characteristics in information science. (Zeng, Cao, Chen, Pan, & Cai, 2023)
  - Citation analysis to measure interdisciplinarity, particularly through direct citation and co-authorship analysis, (Chang & Huang, 2011, (Astrom, 2010)
  - using the Science Citation Index to measure the frequency with which the terms interdisciplinarity and multidisciplinary crop up in the title of journal papers published across a comprehensive range of scientific disciplines. (Braun & Schubert, 2003)

The above-mentioned studies and many others, whose steps were adopted in the analysis, focus on the concept of the collaboration trends between specialists from several fields in the preparation of their studies. Coordination and collaboration, then have been considered as the basic characteristic of interdisciplinarity but not interdisciplinarity as a process. Collaboration trends show the top authors and their affiliations as compared to top keywords and sub-disciplines from which they emerge. ( Chua & Yang. 2008). However, Fredeman (2017) emphasized that interdisciplinarity is not just collaboration, in sum it constitutes “an implicit philosophy of knowledge not simply an epistemology.” (Fredeman, 2017)

- Many departments of information science have moved towards the diversity of backgrounds of researchers working in this field. They are very diverse, but the actual contribution of the disciplines to the development of information science is also very varied. So far library science and computer science have had the greatest impact on the development of the research agenda for information science. Tefko Saracevic (1999) justified this movement based on the aspects of information science's relationships with other disciplines. Firstly, research problems of information science that relate to effective transfer of knowledge in modern information society are inherently complex and multifaceted, and thus cannot be solved with the use of approaches and concepts developed in one discipline only.

#### **2- criteria of interdisciplinary science:**

In 2001, William Newell describes an “interdisciplinary process as a specific series of steps designed to allow the creation of new outcomes and insights that could not otherwise be achieved.”(Newell, 2001). Although the vision is

clear, still, the application needs consideration and awareness. Thus, for interdisciplinarity to be a successful boundary crossing, it requires conditions:

- 1- disciplinary depth and breadth of interest, visions and skills, integrated within research groups.
- 2- institutional commitment and research leadership with clear vision and teambuilding skills
- 3- communication among people from different backgrounds.

Rascão (2018) limited interdisciplinary to the criteria of “research and teaching method susceptible to make two or more disciplines to interact with each other; This interaction can go from simple communication of ideas to the mutual integration of the concepts of epistemology, the terminology, methodology, procedures, data and research organization”.(Rascão, 2018) Braun and Schubert (2003) declared that

“bringing together of distinctive components of two or more disciplines in research or education, leading to new knowledge which would not be possible without this integration.” (Braun & Schubert, 2003)

### 3- **Characteristics of interdisciplinarity:**

- The essence of interdisciplinarity in science is not in the combination of theories and methods from various disciplines, but in the synergy emergent from that combination, resulting in a comprehensive understanding of complex problems and proposing coherent solutions to them (Dudzikowa et al., 2012, 9).
- Klein (2004), linked the concept of interdisciplinary to that of complexity. The convergence between these two ideas has significant consequences for understanding the nature of knowledge, the solution of scientific problems and the mutual interchange between the sciences and the humanities
- In sum, interdisciplinary experiences have three basic characteristics: Lara (2005)
  - 1- approach to the solution of specific problems.
  - 2- Sharing of methodology
  - 3- Generation of new disciplines after cooperation and fusion between the field

## **CONTENT ANALYSIS AND CONCLUSION**

1- Library and information departments overcame the challenge of fear in the early 1980s. At that time, there was a wave of technological and computer science trends toward libraries, in which they found distinguished laboratories for the application of their programs, especially in the field of databases and information storage and retrieval systems. The specialization has overcome its nightmare by moving towards other departments such as communication, computer sciences and statistics. Their movement was fostered with the aim of cooperation and knowledge integration to enhance specialization. Thus, this was the clear modern phase of the specialization to face the challenge. With this stage, the specialization began not only to change the content of its programs but also the change included the names of the program, heading towards information and information specialists instead of libraries and librarians.

From this statement, a conclusion can be derived that specialists tend towards studies, co-authorship, and digging into topics in which knowledge from other fields contributes. Accordingly, and according to the above-mentioned analytical studies, we can say that the specialization is characterized by interdisciplinary cooperation.

2- More developments continue to create another challenge to information science, technology and digitization. Another group of individuals sought to market their digital content of huge systemized databases and information systems. Sources were organized and described by metadata that facilitate searching and retrieval. The challenge arises, here, concerning technical procedures, which are considered basic knowledge of the profession.



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Information programs have continued the process of integration to continue their importance and sustainability as well. Electronic publishing, compilation and metadata became part of the courses' content. Note that those who teach and train on this knowledge are mostly the same staff in information science and not from related fields.

3- Today, the specialization faces a new challenge in front of artificial intelligence (AI), when the intelligence robot assumes (ChatGPT) the role of an interdisciplinary specialist who feeds from various knowledge and builds for him an interdisciplinary knowledge that enables him to respond to questions with textual content and summaries of studies in various fields. New modification is required then concerning AI knowledge and applications.

The available studies seem to support the following conclusions about the favorable conditions for interdisciplinary science (Klein, 1996; Rhoten, 2003; National Research Council, 2005b):

- Successful interdisciplinary research requires both disciplinary depth and breadth of interests, visions, and skills, integrated within research groups.
- The success of interdisciplinary research groups depends on institutional commitment and research leadership with clear vision and teambuilding skills.
- Interdisciplinary research requires communication among people from different backgrounds. This may take extra time and require special efforts by researchers to learn the languages of other fields and by team leaders to make sure that all participants both contribute and benefit.
- New modes of organization, new methods of recruitment, and modified reward structures may be necessary in universities and other research organizations to facilitate interdisciplinary interactions.
- Both problem-oriented organization of research organizations and the ability to reorganize as problems change facilitate interdisciplinary research.
- Funding organizations may need to design their proposal and review criteria to encourage interdisciplinary activities.

We, from our side, and according to the above-mentioned characteristics and criteria of interdisciplinarity, that for information science to be a conceptually interdisciplinary field, new structures and concepts should be applied. First reconsidering the formation of knowledge in which it integrates and merges with it to enable the program to perpetuate and continue to provide services. Secondly, specialized staff should be representative of that knowledge, each of them in-depth to complement as integrated staff. Integrated knowledge and specialized inter-related staff will create a truly interdisciplinary specialization and produce professionals who derive in-depth knowledge and not an epistemological culture.

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# Student's Perspective Toward the Use of Symbols in "Sons and Lovers"

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## **ABSTRACT**

Sons and Lovers (1913) turned into a singular Lawrence's first massive novel making him probably the greatest younger novelist of his generation. Lawrence used symbols to beautify the expression of his language in his work "Sons and Lover". This study aims to investigate EFL students' perspectives toward the use of symbols in 'sons and lovers'. In another word, the researcher asked to what extent did the EFL students accept the representation of the symbols in the novel? Did the author use the symbols in a good way? Did the symbols deliver the author's message successfully? To answer these questions, the following question was set: " What is the level of EFL students' perspective toward the use of symbols in 'sons and lovers'?. The participants were 54 male and female undergraduate students from grade Four at the Department of English, College of Arts, University of Anbar-Iraq. The study was conducted during the first semester of the academic year 2021-2022. A questionnaire was used to collect the data. The results revealed that the students are aware of the meaning of the symbols in English literature.

## **Statement of the Problem**

Learning English literature exposed the learners to the nature of British and American history. The literature reflexes the social, economic, political, and daily life of the period that the author lived during the artwork. The researcher reviewed the literature and found that the term 'symbol' is existed in most literature such as in Wuthering Heights by Emily Bronte; Aurora Leigh by Elizabeth Barrett Browning; As You Like It by William Shakespeare; Night by Elie Wiesel; The Scarlet Letter by Nathaniel Hawthorne; A Raisin in the Sun by Lorraine Hansberry; How the Grinch Stole Christmas! By Dr Seuss; Harry Potter Series by J.K. Rowling; The Raven by Edgar Allan Poe; She Dwelt Among Untrodden Ways by William Wordsworth; The Rime of the Ancient Mariner by Samuel Taylor Coleridge; and He Wishes For The Clothes of Heaven by W.B. Yeats. All these works and more show the significant role of symbolism in English literature. To this end, as a common theme being used in many arts, it is significant to reveal the students' perspectives toward the use of the symbols in 'Sons and Lovers' and to see if the students are satisfied with the symbols and the meaning or the message that each symbol represents.

## **Aim of the Study**

This study aims to reveal the EFL students perspectives toward the use of symbols in the novel 'Sons and Lovers'.

## **Question of the Study**

To achieve the aim of the study, the following question was set " What are the level EFL students' perspective toward the use of symbols in 'sons and lovers'?"

## **Significance of the Study**

The outcomes of the study will be significance for the university professors who specialized in English literature to be aware of students' knowledge concerning the literature techniques such as symbols, metaphor, simile, eloquence, rhetoric, and assonance. This study is concerned with the symbols used in novel. Knowing students' perspectives and knowledge level is very important for the professors who set the lesson plan.

### **Limits of The Study**

The study is limited to:

- 1- Participants: the participants were 54 male and female students from the grade 4 at the Department of English.
- 2- Location: The location of the study is in the College of Arts, University of Anbar, in the Anbar Province in Iraq.
- 3- Duration: The study was conducted during the first semester of the academic year 2021-2022.
- 4- Instrument: A questionnaire was used to collect the data of the study.

### **LITERATURE REVIEW**

The term 'image' is at the start derived from the Greek verb 'Symballein' which means 'to place together' and the associated noun 'Symbolon' which means 'mark', 'take', or 'sign'. In different words, the term 'image' refers to an object, person, place, or motion that has a means in itself and additionally stands for something larger than itself, consisting of a quality, an attitude, a belief, or a feeling as Lawrence has said: You can't deliver an incredible image 'which means, any greater than you could deliver a cat a 'which means'. Symbols are natural gadgets of recognition with a lifestyle on their own, and you could by no means explain them anyway, due to the fact their fee is dynamic, emotional, belonging to the Sense-recognition of the frame and soul, and now no longer genuinely mental (Dateller, 1964).

Symbolism refers to a literary movement that originated in France within the final of the 19th century via way of means by Rimbaud, Mallarmé, and others. They used symbols to explicit a better invisible international apart from the arena of concrete phenomena. As Baudelaire, one of the essential forerunners of the motion said: Human beings stay in a woodland of symbols, which ends up from the truth that the materiality and individuality of the bodily global dissolve into the darkish and difficult harmony of the unseen global (AL-Emad and Sawai, 2019).

The motion became a riot towards realism and naturalism. British writers had been stimulated through the motion for a while and it has become a dominant pressure in twentieth-century literature. In the broadest concept, Symbolism is an examination of the incorporation of shape with content. It is utilised by writers to boost their writing and deliver perception to the reader. It is a literary tool utilised in literature whilst a few matters aren't to be taken literally. It may be person, events, situation, object, or moves that have a deeper meaning in context (Jaswal, 2017).

By the usage of symbolism, an author feels freedom by including double tiers of meanings in his paintings. It offers a literary painting extra richness and colour and may make the means of the paintings deeper. In some other way, it permits writers to bring their thoughts to their readers circuitously in preference to having to mention them directly, which could make texts appear extra nuanced and complex. Especially in literature, Symbolism elicits situations in readers reason they discover a possibility to get perception into the author's thoughts on how he perspectives the arena and the way he thinks of not unusual place movements and topics, having wider implication (Liu, 2019)

Anber and Jameel (2020) found that Iraqi university EFL students use Emoji faces when they communicate with each other via social media applications in a very limited frequency, and the majority of the EFL students were unaware of most of Emoji faces' meaning and their actual representation.

### **THE SYMBOLISM IN SONS AND LOVERS**

Sons and Lovers are taken to be certainly considered one of Lawrence's masterpieces, and its miles taken into consideration being the maximum autobiographical novel. He makes a spacious use of symbols in his novel Sons and Lovers. He absorbs nutrients from modernism and makes a few awesome developments, certainly considered one among that's symbolism (Empson, 1999).

The novel "Sons and Lovers" is a look at human relationships Gertrude Morel, due to her turbulent and amazing courting together along with her husband, finally ends up growing deep emotional members of the family together along with her eldest sons. In the radical Sons and Lovers, many symbolic scenes have a stimulant impact on the energy of the plot and movement inside the novel (Edgar, 2007).

Lawrence makes use of symbols in a maximum of his novels for a few reasons, first to find out the recognition of every character. Second for creating an announcement approximately the members of the family among the classes. Thirdly, to reveal to us the darkish depths of human nature (Lawrence, 2006).

The image of the coal-pits in *Sons and Lovers* may be the very essential reason it has returned to help the economic system with inside the country. In the story, coal pits are set in opposition to the backdrop of the Nottinghamshire coal country, in which the mines shape the financial spine of the community, supplying everyday lifestyles with a type of herbal rhythm, of sleep and awakening, lifestyles and death. The lifestyles of the pits, even though harsh and unforgiving, nonetheless keep a sure rugged honesty, in the marked assessment of the fake sophistication of Gertrude's family (Sinha, 2016).

The image of the swing at Willey Farm represents the rotation courting between Paul and Miriam. As stated by David Morrison that "the swing is going up and down, lower back and forth, simply as their courting does, veering wildly among love and hate". It's additionally incredible that Miriam cannot obtain the identical heights at the swing as Paul, Symbolizing the gaping chasm between their respective intercourse drives. Identically, Paul loves Miriam, however this love abruptly modifications into antipathy. The hate, too, is non-permanent and shortly offers a manner to love. Thus the motion of the swing efficaciously expresses their touch-and-pass relationship. Miriam's incapability to take a seat down at the swing and supply herself over absolutely to the instant is symbolic of her timidity, and absence of bodily courage. This very timidity is similarly symbolized via way of means of how she feeds the hens. Similarly, she has a dependency on elevating the entirety to a religious intensity, and this dependency is symbolized via way of means of the incident of the rose bush (Buell, 2011).

Symbol of the Ash Tree, Lawrence correctly used the image of the Ash Tree to explain the evil and darkish elements of life. It is a complicated image sporting multiple meanings. Where it's far the image of the darkish, ambiguous forces of nature which can be the foreboders of tragedy in human life. It is symbolic of the disharmony that exists between the husband and spouse inside the Morel family. The continual bickering of the dad and mom will become a fear for the youngsters, who lay wakeful upstairs and are not able to coherently understand what could occur ultimately. The tree will become an image of the internal terror of youngsters who strike and moan inwardly. It additionally predicts the destiny doom that's to beset the Morel family (Dalecki, 1965).

One of the maximum symbols in Lawrence's novels is the flower. Lawrence is interested in vegetation, and he makes use of description in the course of his novels. Often a flower will take at the strength of a symbol. The scene of flower selection is quite symbolic. The keys figures – Paul, Miriam, and Clara – select out vegetation. Paul alternatives vegetation with love, like a lover; Miriam with fake reverence: and Clara does now no longer select out them at all (James and Glotfelty, 1999).

This indicates that the flower of affection among Miriam and Paul can be killed due to the fact Miriam appears to be killing existence out of vegetation. The manner she alternatives vegetation indicates that she has no proper existence. When it involves Clara, she states pretty boldly that vegetation has to now no longer be picked as it kills them, suggesting that she does now no longer needs to be picked through any man. Paul alternatives vegetation nearly evidently and spontaneously. This suggests his naturalness and impulsiveness, as a substitute for a spontaneous float of existence. Thus the vegetation characterises the character's" mindset to existence.

The Symbol of the blood tie is likewise very crucial inside the story. It is among the mom Mrs Morel and her son Paul. In the primary occasions of the story, there occurred a quarrel between Mrs. Morel and her husband Mr. Morel, while she has hit him with a drawer which she is sitting on. The harm bleeds profusely and drops of blood fall on the hair of Paul who's inside the palms of Mrs. Morel at the moment. The blood isn't washed out however it receives soaked into the scalp of Paul. This small incident is symbolic of the disillusioned and annoyed dating between the husband and spouse and the later reversal of mindset of Mrs. Morel closer to her husband and the substitution of her sons in the location of her husband. The scene is likewise symbolic of the agreement of spirit among the mom and son that's sealed with a blood tie. An image is an object, action, or person that stands for each itself and something larger, together with a summary idea or emotion (Liu, 2019).

To go back to the start of this novel, we will see that there are masses of symbols that we will see. Firstly, don't forget the egg cups that William wins on the honest after which provides to his mother. The egg cups are an image of William's love and affection for his mother, and they display the very near bond that lies among those characters. In an equal way, whilst her husband returns from the bar overdue on that day, the gingerbread he has delivered for the kids is an image of his love for his family, even though he struggles to explicit it via his moves and phrases so often (Sylvan, 1961).

These symbols deliver a concept of a way to locate extra on this compelling novel. Moreover, the image of burned potatoes symbolizes Miriam's overall absorption in Paul. In while the charred bread symbolizes Paul's overall absorption in Miriam. optimism and consideration are symbolized on the stop of the unconventional with the assistance of the gold phosphorescence of the city. Hence, the symbolism makes use of in Sons and Lovers is pretty easy and clean to understand. They are in no manner complicated however instead assist in a higher knowledge of the unconventional (Sinha, 2016).

### PREVIOUS STUDIES

Jaswal (2017) found that The most used symbols in Sons and Lovers were the weather and flowers. There are certain symbols used by Lawrence which clearly attract the attention of the audience to observe the actual character of Paul Morel as a philanderer. All these symbols have a psychological trends that provides good image to judge the characters. It is only through symbols that one could venture into the subconscious and unconscious of people mind.

AL-Emad and Sawai (2019). Conducted a study that aims to analyzing the symbolism in Sons and Lover to highlight analysis of the different symbolic and their significance in the development of the novel as well as the characters. His useed of Symbolism in most of his novels mean to explicate his views on a variety of thoughts which emanate out of his basic philosophy of life.

### METHODOLOGY

The participants of the study is 45 male and female students from Four Grade at the Department of English. Table 1 shows the distribution of the participants.

**Table 1:** Participants of the study

Males	26
Females	28
<b>Total</b>	<b>54</b>

### INSTRUMENT OF THE STUDY

To achieve the aim of the study and collect the data, a questionnaire was built. To judge the usability of the instrument, it's validity and reliability were calculated. The questionnaire was reviewed by a jury member from specialists in the field of literature, methodology, and linguistics. The jury recommendations and suggestions were taken in consideration. Also, the questionnaire's reliability was calculated by distributed it to a pilot sample consisting of five students (out of the sample of the study) after 10 days, the instrument was redistributed to the same sample under the same conditions. A Cronbach Alpha was used to calculate the reliability coefficient; the value was revealed to be 0.89, which is considered acceptable.

## PROCEDURES OF THE STUDY

To achieve the aim of this study and to collect the data, the researcher followed the following procedures:

- 1- Identified the Novel as a model and the participants of the study from the Department of English.
- 2- Reviewed the literature and identified the symbols of the novel.
- 3- Interpreted the symbols based on events and the author's realization.
- 4- Established the questionnaire via Google Workspace (Google Form) to be able to distribute the questionnaire to all participants via the following link: <https://forms.gle/vi4Znm5YNVUymFFV9>
- 5- Collected the data and analysed them statistically.

## RESULTS AND DISCUSSION OF THE STUDY

To answer the question of the study which states " What are the EFL students' perspective toward the use of symbols in 'sons and lovers' a mean scores and standard deviation were used. The results of the questionnaire items are presented in Table 2.

**Table 2: Means and Standard Deviation of the Items.**

Item No.	Symbols	Mean	Std.	Rank	Level
1.	Ash- tree	4.33	0.94	1	Very High
2.	The swing	3.14	1.16	7	Medium
3.	The flowers	3.90	1.08	4	High
4.	The death	3.21	1.15	5	Medium
5.	The blood tie	4.31	0.96	2	Very High
6.	Orange Moon	3.99	1.25	3	High
7.	Fire	3.19	1.21	6	Medium
8.	Stockings	3.07	1.27	8	Low

Table 2 shows that symbol entitled " Ash- tree " has the highest mean score 4.33 which rank the first. This indicate that the students have very high perspective that this symbol has represent the meaning of dark, mysterious forces of nature which are the foreboders of tragedy in human-life. Then in the second rank came the symbol entitled " The blood tie " with mean score "4.31" which indicated that the students have very high perspective that it represent the contract of soul between the mother and son which is sealed with a blood tie. As a high level, the symbol entitled " Orange Moon " has a mean score "3.99" which came in the third rank, this indicates that the students have high perspectives that "Orange Moon" represents the emotional lives of the characters. In the last rank came the symbol entitled "Stockings" with mean score "3.07". This symbol represents a sense of women's imprisonment. This result indicated that students' perceptions were low concerning the representation of the symbol to the women's confinement.

These results indicate that the students are aware of the meaning of the symbols in the English literature. This results are due to the students' interest on learning British literature and the literature that represents and reflects the English values, culture, and society. The good and rich background of the university professors are reflecting on the students' knowledge and awareness of the English literature aspects.

## CONCLUSION

The finding of the study revealed that the Iraqi EFL students cannot only learn British and American literature, but they can even understand the techniques and instruments of the English artists such as the symbols, Emoji, allegory, and allusion similes, and motifs. The students' perspectives toward the use of symbols by the authors ranking between medium and very good. The low and medium perspectives may due to the influence of the Iraqi culture and language styles. The symbol "Stockings" in the Iraqi culture and language style refer to dress only, but in the novel it refers to women's confinement. The author used symbols to boost the express of his language.

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# Real-time Voice Recognition and Modification By Convolutional Neural Network

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## التعرف على الصوت وتعديله في الوقت الفعلي بواسطة الشبكة العصبية التلافيفية

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### ABSTRACT

Voice recognition is an interesting topic, as many researchers have sought to use different applications and devices in the field of voice recognition. But more advanced solutions use artificial intelligence techniques for their great ability to simulate the human mind. Voice recognition is useful in many aspects, especially in security fields, for example, witness protection. In this paper, a new model is designed to protect the witness and ensure the Safety and security of witnesses in order to ensure their cooperation and testimony. By recognizing his/her voice in real-time, then changing it by applying by applying some filters and manipulating the sampling frequency and time to amplify the sound. The method relied on the salient features of sound, and the Mel-Frequency Cepstral Coefficients is one of the important and effective techniques on feature extraction (MFCC) approach, it was used as a first step in the proposed model. The model then used a convolutional neural network (CNN), due to its high classification and prediction accuracy, to recognize the witness's voice. Then his/her voice was changed as a last step. The proposed model achieved a classification accuracy of about 99% in distinguishing the witness's voice.

**Keywords:** Voice Recognition; CNN; Convolutional Neural Networks; MFCC, Mel-Cepstral Coefficients.

Frequency

### الخلاصة

يعد التعرف على الصوت موضوعاً مثيراً للاهتمام ، حيث سعى العديد من الباحثين إلى استخدام تطبيقات وأجهزة مختلفة في مجال التعرف على الصوت. لكن الحلول الأكثر تقدماً تستخدم تقنيات الذكاء الاصطناعي لقدرتها الكبيرة على محاكاة العقل البشري. التعرف على الصوت مفيد في العديد من الجوانب ، لا سيما في المجالات الأمنية ، على سبيل المثال ، حماية الشهود. في هذه الورقة ، تم تصميم نموذج جديد لحماية الشاهد وضمان سلامة وأمن الشهود من أجل ضمان تعاونهم وشهادتهم. من خلال التعرف على صوته / صوتها في الوقت الفعلي ، ثم تغييره عن طريق تطبيق بعض المرشحات ومعالجة تردد أخذ العينات والوقت لتضخيم الصوت. اعتمدت الطريقة على السمات البارزة للصوت ، وتعد معاملات Cepstral ذات التردد الميل من التقنيات المهمة والفعالة في نهج استخراج الميزات (MFCC) ، وقد تم استخدامها كخطوة أولى في النموذج المقترح. استخدم النموذج بعد ذلك شبكة عصبية تلافيفية (CNN) ، نظراً لتصنيفها العالي ودقتها في التنبؤ ، للتعرف على صوت الشاهد. تم تغيير صوته كخطوة أخيرة. حقق النموذج المقترح دقة تصنيف بلغت حوالي 99٪ في تمييز صوت الشاهد.

## INTRODUCTION

The process of distinguishing between human voices is a very difficult task, because many factors affect the voice such as illness, emotion, aging and background noise, etc. Therefore, it is not possible to repeat the speech with the same accuracy twice [1, 2]. Comparing voices is very necessary because it is used in many areas, including the security field, for example, recognizing the witness's voice [3, 4]. Speaker recognition is divided into two categories: the first is the identification of the speaker, and the second is the verification or authentication of the speaker. The first category is to identify the speaker by matching the voice with other voices through the use of a database containing the voices of the speakers that have been previously recorded and saved, and the second category can be implemented by taking a sample of the speaker's voice to be matched [5, 6]. Researchers have used many methods to recognize the voice, including traditional and deep learning methods. Using an image-based spectral approach, the recorded speech is converted into speech images, called a spectrogram, which reflects the frequency spectrum and is also called the voiceprints. Spectrograms are used as input for Convolutional Neural Networks (CNN) [7, 8].

The great progress in the field of deep learning, especially in (CNN), has shifted from designing features to learning features [9]. Features extraction is a very important step in speech recognition, to extract useful features from raw data, one example of a feature extraction approach is Mel Frequency Cepstrum Coefficient (MFCC) [10]. The MFCC approach is used to extract characteristics from a voice stream. It determines the value or vector in this method to identify items associated with these vectors or values. In contrast to many audio samples, MFCC is a lossy representation of data rates. Additionally, not all data rates are appropriate for categorization and identification. On the other hand, in the classification application of the generative network, audio representations such as Mel-spectrogram eliminate lossily. In addition, except for pre-emphasized and DCT phases, the M-S computation follows the same procedures as the MFCC [11].

In this paper, Convolutional Neural Network (CNN) is used to recognize the witness's voice in real-time, then the sound is amplified to ensure that the witness's voice is not recognized, and this is for protection purposes. The method proved to have a great ability to distinguish sounds despite the occurrence of delays due to continuous speech in real-time.

The remaining parts of the paper are arranged as follows: Section 2 contains related works. Section 3 contains a description of the proposed model. Section 4 contains the experimental results, and Section 5 represents the conclusion.

## RELATED WORK

Automatic recognition of speakers is an important technique, because it is through which the identity of the speaker is determined. CNN is one of the most used methods in this field, it is a type of deep learning algorithm that eliminates the need for manual feature extraction on inputs having local correlation structure, such as images or spectrograms of spatiotemporal connections [7].

Lukic et al. [7] used a simple spectrogram as input to CNN and studied of optimized design of those networks for speaker identification and clustering. Also how to move a network that has been trained for speaker recognition to speaker clustering. The training was carried out using the well-known TIMIT dataset, without the need to specify local features. Wang et al. [12] introduced a comparative for small (CNN) and evaluate speaker recognition effectiveness, they use the transfer learning technique to address the issue of limited training data by creating a mechanism that allows inference to be run locally on edge devices. To overcome well-known cloud computing problems such as network latency and data privacy, etc. Results achieved ~84% accuracy for speaker classification in time less than 60 ms on mobile using the Atom Cherry Trail processor. Totakura et al. [13] presented a method for developing voice-guided self-driving cars using CNN, Asphalt-8 game data was used. CNN was trained to predict the voices of three different persons (man, woman, and child). The results obtained for this method proved that it achieved an accuracy of 99%.

Lee et al. [14] Introduced a method that uses CNN to recognize the emotion of speech. The dataset used audio recordings including utterances of varying lengths. Deep learning techniques such as a multi-layer perceptron (MLP) and a convolutional neural network were used to extract one-dimensional data from audio recordings and train two-

dimensional Mel-spectrogram images (CNN). After reducing audio files to less than two seconds to improve accuracy using CNN, the results of the experiment got an accuracy up to 60%.

Dey et al. [15] developed a safe voice communication system by combining a voice-over-internet protocol system with a trained model based on a deep convolutional neural network (DCNN). The DCNN-based developed model's voice recognition accuracy in a noiseless environment was 93.7% percent, according to experimental results. The existing support vector machine (SVM) algorithms and K-nearest-neighbour (KNN), on the other hand, had 79% and 82.1% percent accuracy, respectively. The DCNN, KNN, and SVM algorithms have response times of 178, 220, and 228 milliseconds, respectively, for voice recognition.

### THE PROPOSED MODEL

The goal of the proposed model is to design a system that provides witness protection through modification of his voice. The proposed model consists of three basic stages, the first stage includes the process of extracting features from the voice of the witness that was previously recorded, to reduce the dimensions. As for the second stage, use CNN for training, to determine the identity of the speaker, so that in the last step the voice of the witness is changed to prevent identification of him for his protection. Figure 1. shows the stages of the proposed model

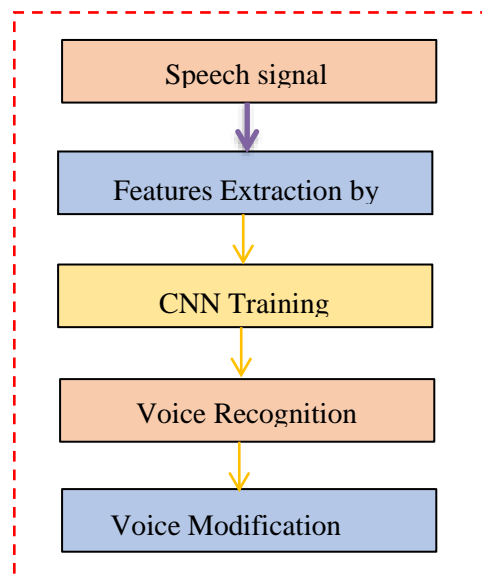


Figure -1 The proposed model.

### Description of Dataset

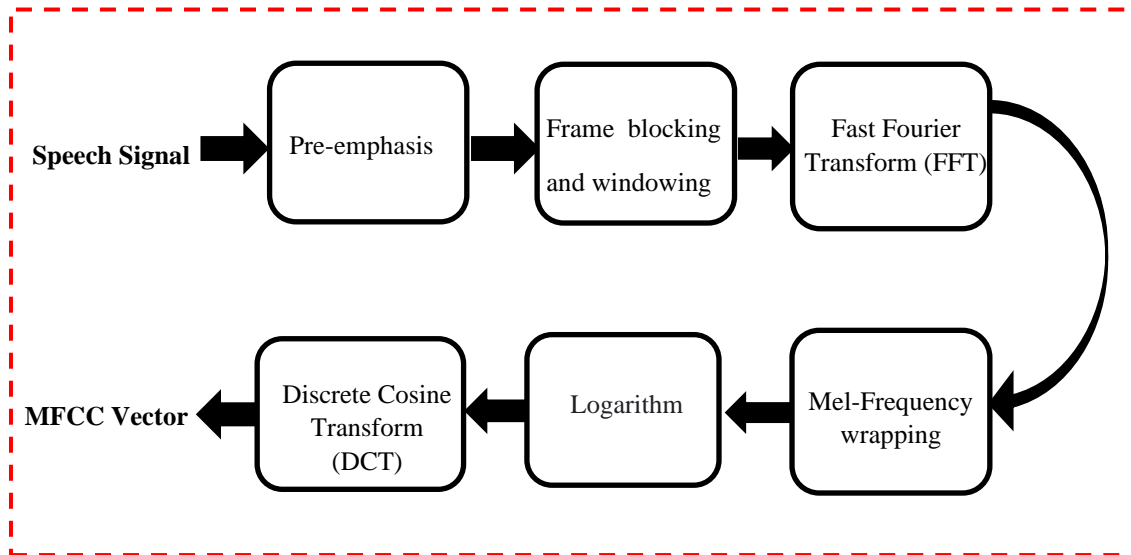
The CNN needs a dataset for training purpose on the witness's voice, so the first step in this proposal was to record audio segments of the witness of different lengths, to create a dataset that fits our work. The reason for performing this step is that there is no dataset containing a large number of voices for one person available on the Internet. Then, the distinctive features in the witness's voice are extracted and converted into spectrogram images, in order to train the CNN on them, to distinguish the witness's voice among a group of sounds.

### Feature Extraction

The features are key portions that enable the representation of an essential part of data. Feature extraction is a crucial step in converting a speaker's voice into a stream of a feature vector containing only the information needed to recognize a specific speech. Mel-Frequency Cepstral Coefficients is one example of a feature extraction approach (MFCC)[11, 16]. which was used in the paper as a first step, and the following is a description of this technique :

**Mel-Frequency Spectrum Coefficients (MFCCs)**

The MFCC approach is used to extract features from a voice stream. It determines the value or vector in this method to identify items associated with these vectors or values. MFCCs are a feature widely used in automatic speech and speaker recognition[17]. They were introduced by Davis and Mermelstein in the 1980's, and have been state-of-the-art ever since. When applying classification to the generative network, audio representations, such as Mel-spectrogram, are useful.[18]. In addition, except for pre-emphasized and DCT phases, the Mel-spectrogram computation follows the same procedures as the MFCC. As a result, enhancing the Signal to Noise Ratio necessitates the pre-processing(pre-emphasized) phase (SNR) [19]. Figure 2 describes the basic steps of MFCC.



**Figure -2** Diagram of MFCC [20].

**1. Pre-emphasis**

This step is interesting with filtering that emphasizes values for high frequencies. Its purpose is to compensate for the range of steep slope of speech sounds in the high-frequency area. Eq. (1) represents the commonly used pre-emphasis filter.

$$H(x) = 1 - b \cdot x^{-1} \tag{1}$$

where  $x$  refers to the speech signal, and  $b$  represents the value that controls the slope of the filter [19].

**2. Frame Blocking**

The voice signal is broken down into frames. Each frame has  $N$  data samples, and there are  $M$  data samples between each frame and the another frame. Eq. (2) depicts separate lengthy voice signal.

$$X[n] = N_2 + M_2 \tag{2}$$

Where  $X[n]$ : represents the input of a lengthy voice signal.  $M_2$ : denote to overlapping between one frame with another ( data samples number).  $N_2$ : represent a data sample in one frame.

**3. Windowing**

At this phase, Hamming window is applied to each frame, to eliminate cutouts in the edges by Eq. (3).

$$y_1(n) = x_1(n)w(n), 0 \leq n \leq N - 1 \tag{3}$$

Where  $x_1(n)$ : denote to input signal.  $y_1(n)$ : represent windowing signal.  $w(n)$ : while windowing function

$w(n) = 0.54 - 0.46 \cdot \cos\left(\frac{2\pi n}{N}\right), 0 \leq n \leq N, N$ : represents the total length of the window.

#### 4. Fast Fourier Transform (FFT)

To obtain a frequency spectrum, the Fast Fourier Transform is employed. Thus, converting every sample to frame from time domain into the frequency domain. As shown in Eq. (4).

$$X(k) = \sum_{n=0}^{N-1} (X(n) \cdot e^{-j2\pi nk/N}) \quad 0 \leq k \leq N - 1 \quad (4)$$

where  $N$  illustrate the size of the FFT.

#### 5. Mel spectrum

A Mel spectrum is computed when an FFT signal is sent across the series of band-pass filters called the Mel-filter bank. A Mel is a unit of measurement based on the frequency perception of the human ear. To emulate the experiment of human hearing to get coefficients of Mel-spectral have to multiplying a coefficient of power spectrogram with a triangular filter by Eq. (5). In the last step, Discrete cosine transform (DCT) is calculated through Eq. (6) [21].

$$(5) mel\_f = 2595 \log_{10} \left( 1 + \frac{F_{HZ}}{700} \right)$$

$$(6) c(n) = \sum_{m=0}^{M-1} \log_{10}(s(m)) \cos \left( \frac{\pi n(m-0.5)}{M} \right); \quad n = 0, 1, 2, \dots, C - 1$$

The spectrogram images generated by the MFCC are used as input to the CNN network to perform the classification, as shown in Figure 3. After running the CNN practically and the witness speaking in real-time by the microphone, his or her voice was classified with high accuracy and distinguished from among the sounds, including the noise.

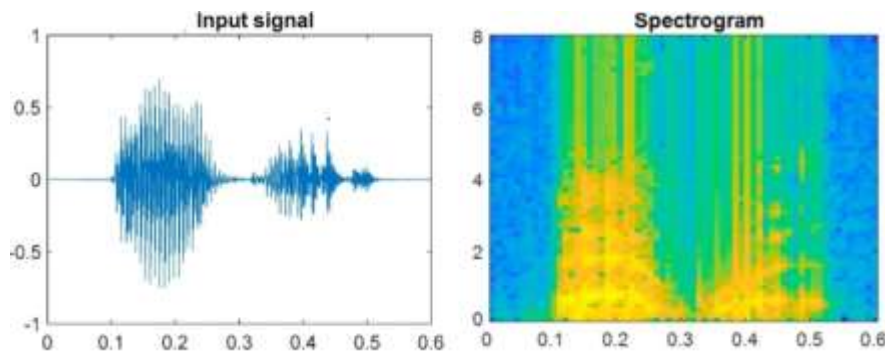


Figure -3 Converting voice signal into a spectrogram image [22].

#### Apply Convolution Neural Network (CNN)

The second part of the proposed model represents the training process by inserting the spectrogram images into the CNN network to obtain the classification of the voice (witness voice or not witness voice ). CNN gives high classification accuracy, because it has strong advantages, as it stimulates the human brain. The network structure consists of four layers [23]. It is the Convolution layer, Activation function, Pooling layer, and fully connected layer. Each layer has a specific function to perform [24].

##### 1. Convolution Layer

This step is extracting the features from input image, which maintains the spatial relation between pixels through learning these features of images by use small squares from input data[25].

##### 2. Activation Function

Choosing an activation function for the neural network is a significant consideration because it may impact the way must format input data [26]. Rectified Linear Unit (ReLU) is applied as one of the important functions. Eq. (7). represents this function.

$$f(x) = \max(0, x) \tag{7}$$

### 3. Pooling Layer

There are a few pooling options (Average Pooling, max pooling, sum pooling, and L2\_Norm Pooling), Max-Pooling, however, is the most widely utilized and popular. Eq. (8) can be used to express the output elements of the pooling layers[25].

$$y_{i,j}^k = \frac{1}{M_H M_W} \sum_{u=1}^{M_H} \sum_{v=1}^{M_W} x_{2i-\lfloor \frac{M_H}{2} \rfloor + u, 2j-\lfloor \frac{M_W}{2} \rfloor + v}^k \tag{8}$$

### 4. Fully Connected Layer

In a similar approach to a normal Neural Network, the entire architecture thereafter trained through updating and adjusting filters/weights in the Neural Network by a training process named back-propagation [27].

Each layer learns the features locally by region. Filters are applied to each area. The size of the filters is usually smaller than the actual image. Each filter convolves with the image and creates an activation map. The proposed model featured a 3×3 filter size and number of filters (12, 24, 48 ). The specified number of filters in each layer is given in Figure 4. Also, Table 1 illustrates the architecture hyper-parameters and their values.

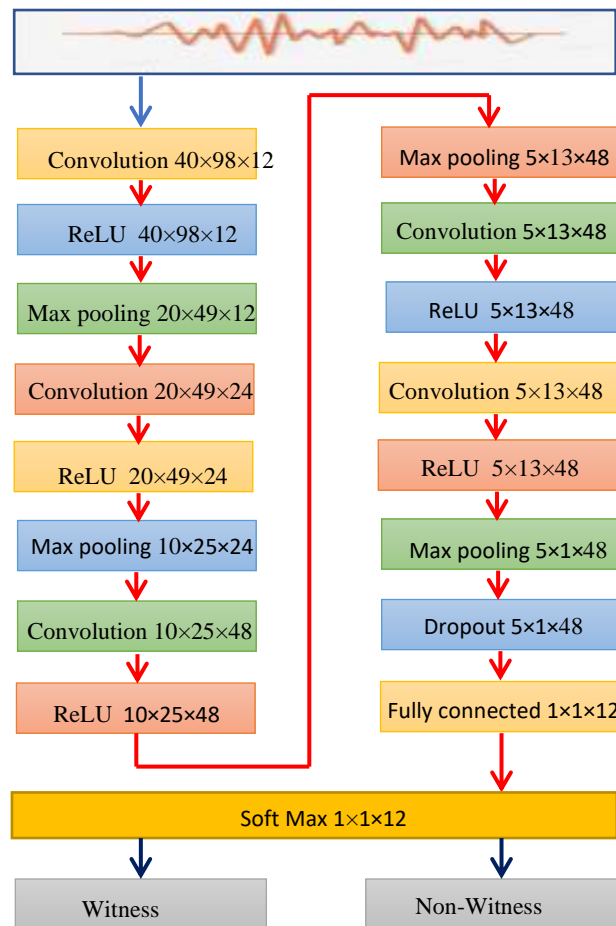


Figure -4 Diagram of Proposed CNN Architecture for Voice Recognition.

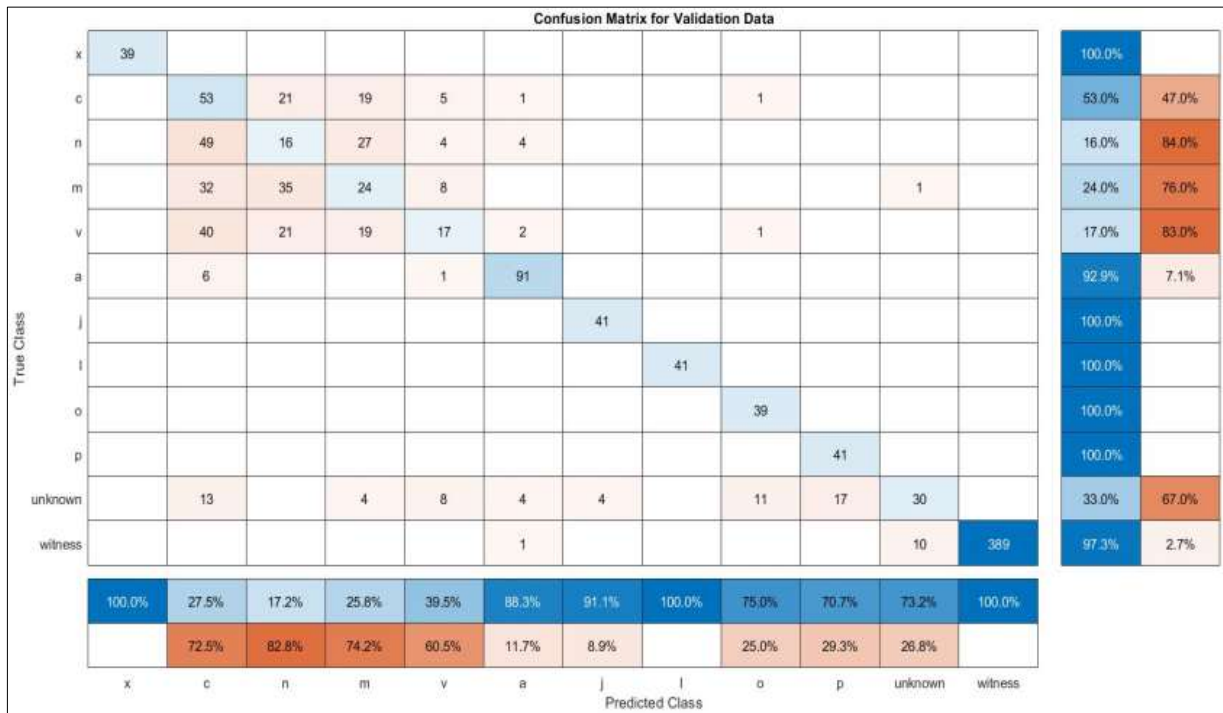
**Table 1-** The specified hyper-parameters of CNN

Phase	hyper-Parameters	Value
Initialization	Bias	0.1
	Weights	Random
	Padding	same
Dropout	P	0.2
	Maximum epochs	20
Training	Batch	40×98

**RESULT AND DISCUSSION**

In this work, we need more than one audio clip recorded for the same person and under certain circumstances, to form a dataset for our work. So a voice segments of the witness was recorded using the "WavePad Sound Editor" program, and the following properties were defined: Bit rate (256 bps), Channel (Mono), Sample rate (8000 HZ), and Sample size (32 Bit), to create our dataset. The data was divided into 20% for testing and 60% for training and 20% for validation. In addition, creating a dataset for noise, which is another type of sound, was used to verify the accuracy of classification. The results have achieved high accuracy. But these voices contain a lot of data, most of which are unimportant, so the features were extracted from them by the MFCC technique to reduce the dimensionality.

Figure 5 shows the confusion matrix obtained as a result of training on the witness's voice and other voices that represent noise, which is classified into (12) classes representing different voices collected from different places, in order to distinguish the voice of the witness between those voices, the voices were classified into (x, c, n, etc), as shown in the figure, and the figure also contains the precision values for each class. Table 2 represents the number of audio data to be trained and tested.



**Figure -5** Performance chart showing loss and accuracy of CNN.

**Table 2-** Number of voice segments

Label	Count of voice segments
a, c, j, l, m, n, o, p, v, x	911
unknown	1400
witness	6899

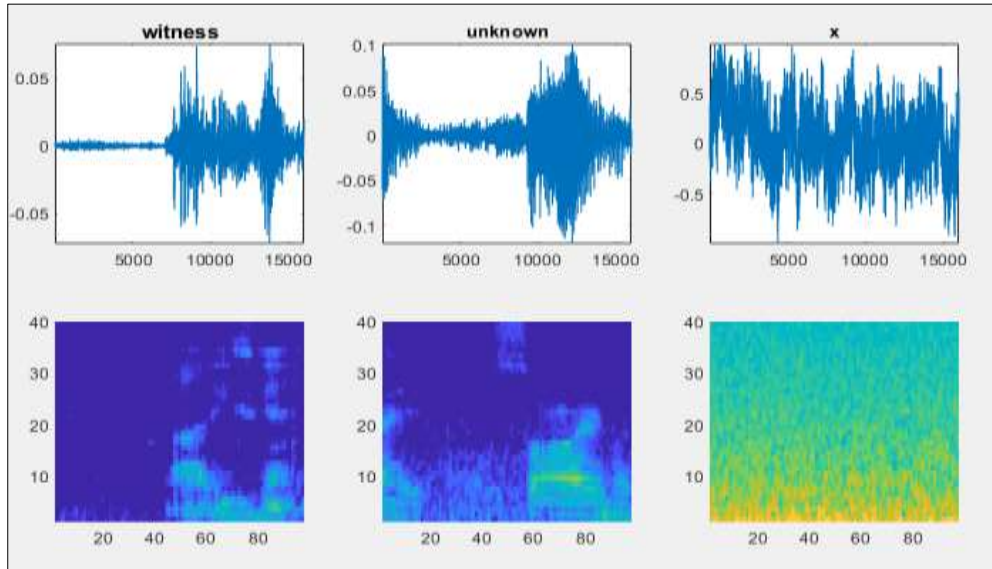
Table 2 shows a comparison of some of the methods that are used for the recognition of voices and the accuracy of each method. The comparison proved that the proposed model achieved the highest accuracy.

No.	Author	Method	Dataset	Accuracy
1	Lukic et al [102]	Optimize the design of networks for speaker identification and clustering. without the need to specify local features. Using (CNNs).	TIMIT	97.0%
2	Wang et al [103]	use the transfer learning technique to address the issue of limited training data by creating a mechanism that allows inference to be run locally on edge devices. Using (CNNs).	LibriSpeech and Their dataset	~84%
3	Totakura et al [104]	developing voice-guided self-driving cars using CNN, Asphalt-8 game data was used. CNN was trained to predict the voices of three different persons ( man, woman, and child).	Use 3 different person voices (Kid, Man, Woman) only	99%
4	Lee et al [105]	uses CNN to recognize the emotion of speech. The dataset used audio recordings including utterances of varying lengths to extract one-dimensional data from audio recordings and train two-dimensional Mel-spectrogram images.	Recorded voices	60%
5	The Proposed Method	Voice Recognition and Modification. By Convolutional Neural Network and MFCC	Our dataset,(12) classes	99% For witness

**Table 2-** A comparison of the methods currently used

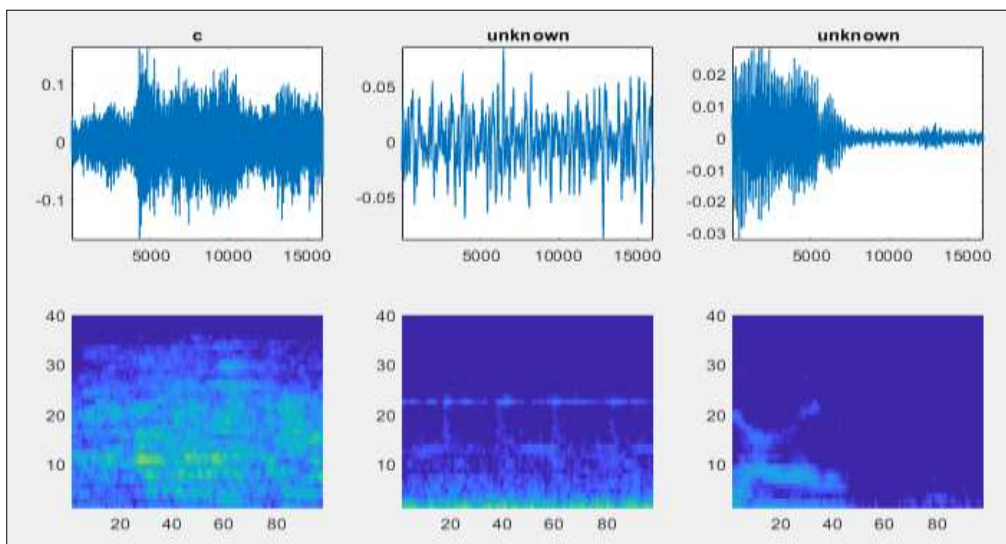


Figure 6 shows the implementation of the proposed model for distinguishing and recognizing the witness's voice. And depicts the case of hearing strange and high sounds unknown to CNN or known and it's were classified according to their type, such as the variable x, which represents background noise that was defined for CNN in advance.



**Figure -6** Recognition of Sounds and Classify them in CNN

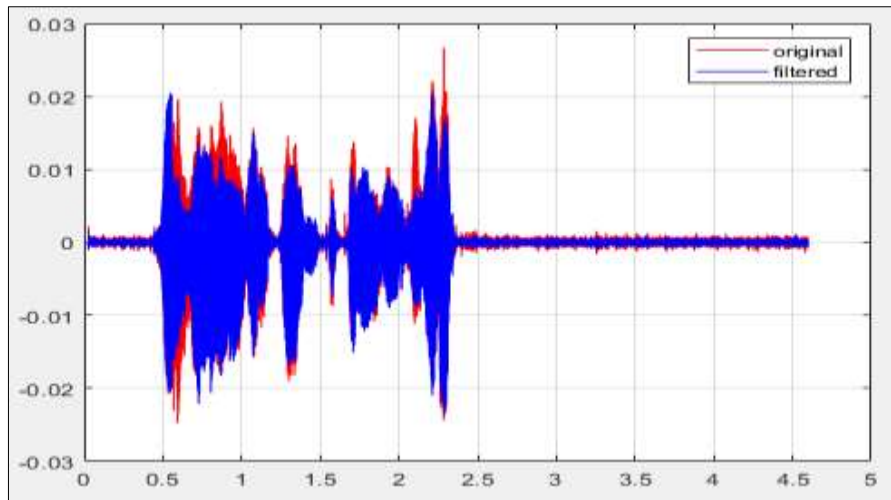
Figure 7 also represents some other results for distinguishing the sounds by using CNN, as (c) appears one of the sounds that the network has been trained on previously.



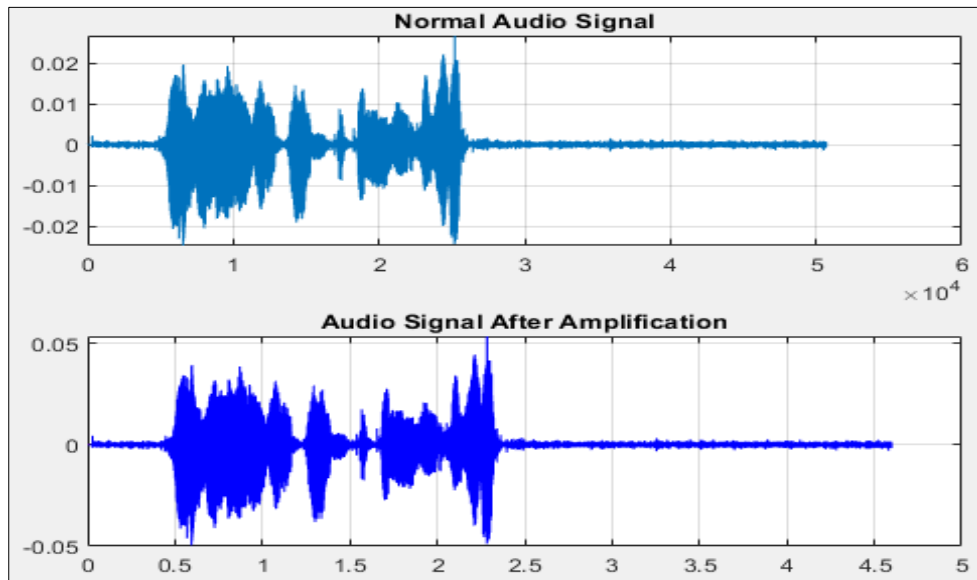
**Figure -7** CNN's Classification for (c and unknown) Voices.

Finally, after applying the process of extracting the voice features by MFCC and converting them into spectrogram images, to be entered into CNN to perform the classification process and recognize the witness's voice, the last phase is to change the voice to protect the witness, which that is applied in simple steps by manipulating the sound wave frequency and time, using the MATLAB 2018b program. After determining the value for the sampling frequency, the sound passed through the low pass filter to eliminate the noise. In Figure 8, the red color represents the

original signal and the blue color represents the filtered signal. Satisfactory results for the voice change were obtained by setting the sampling frequency to the value 6000, as shown in Figure 9.



**Figure -8** The Original and Filtered Signal.



**Figure -9** The Original and Amplified Signal.

## CONCLUSION

Recognizing voices is a very big challenge due to the sensitivity of sound toward many influences, including illness, emotion, and others. Due to its great importance in protecting people, because of voice it is possible to determine the identity of the speaker. In this paper, a new model is presented to recognize the voice of the witness after recording many audio clips for him /her, so the features are extracted by MFCC and converted into spectrogram images used as input to the CNN, in addition to other sounds that are classified as noise. After CNN has been trained on the sounds in the dataset. The witness must speak in real time in order to distinguish his/her voice from the rest of the voices. In the last phase, after determining the voice of the witness, it is changed by amplifying the sound to prevent people from recognizing him. The experimental results gave a high classification accuracy, as it was able to distinguish the voice of the witness from the non-witness. But the process was slow due to the continuous speech of the witness, which causes some words to be lost, so it's necessary to stop between one sentence and another to perform the process of amplifying the voice. In the future, it's possible to improve the proposed model by using other techniques that address the slowness.

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## Critical Stylistic Analysis of Sympathy of Presidential Speeches in 9/11 Incidents

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### ABSTRACT

Sympathy is a crucial element in the speeches delivered by the US Presidents after the 9/11 attacks. Sympathy involves acknowledging and sharing the emotions and experiences of others, particularly in times of adversity or difficulty. In the context of presidential speeches, sympathy is expressed through language that conveys a sense of compassion, understanding, and support for the victims and their families, as well as for the nation as a whole.

The US Presidents used language that reflected their personal and emotional responses to the tragedy, including expressions of grief, sorrow, and pain. They also spoke of the shared experiences of the American people, emphasizing the need for unity and solidarity in the face of a common threat. Through these expressions of sympathy, the US Presidents sought to provide comfort and reassurance to the American people, fostering a sense of togetherness and resilience in the face of tragedy.

The terrorist attacks on September 11, 2001, commonly referred to as 9/11, were a pivotal moment in the history of the United States. In the aftermath of the attacks, the President of the United States delivered several sympathetic speeches to the American people. These speeches aimed to console the nation and provide leadership during a time of crisis. However, little research has been conducted on the critical stylistic analysis of these speeches. This study aims to fill this gap by analyzing the presidential sympathetic speeches of 9/11 incident, using a critical stylistic approach via five sections in which the first consists of the problem, aims, hypothesis, purpose, and its significance, where-as, literature review is devoted in the second section. The third includes the procedure and data collection and the discussion of the results is displayed in part four. Finally, the conclusion, and suggestion for further studies will be introduced. Thus, the study seeks to investigate the rhetorical and linguistic strategies used by the President to convey sympathy and support to the American people, as well as explore the potential impact of these strategies on the audience's perception of the President's leadership during a time of national crisis.

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# The Role of Story Mapping Technique in Comprehending William Shakespeare's Selected Plays

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## ABSTRACT

This study aims to reveal the role of Story Mapping Technique in understanding the characters and the relationships among them in Merchant of Venice play and Hamlet play, and how the characters being developed during the plot of the play. The sample is consisted of 43, from this sample only 5 participants' replies were valid to be analyzed from grade four at the Department of English, College of Arts, University of Anbar. The study was conducted during the second semester of the academic year 2022-2023. A Story Mapping Technique (SMT) was used to collect the data of the study, which was distributed via a "Google Form" via the following link: <https://forms.gle/eR9LZpzHD4pN5YEz6>. The results revealed that the story mapping technique had a significance effect on students' comprehending of the relationships among the characters of the two plays, it is a visual representation of the plot, which outlines the story's structure and major events in a chronological order. This tool is useful in understanding the characters' motives and the relationships between them. In addition, it helps students to understand the role and the nature of each character. It had helped them to save time, effort, and the use of dictionary in understanding the main and the major characters of each play. Finally, the story mapping helps to visualize the overall structure of the play and identify the key events that shape the characters' motivations and behaviors.

**Keywords:** *Story mapping; University Students; Merchant of Venice; Hamlet.*

## Statement of the Problem

English language is a foreign language to the Iraqi people, the official and formal institute to learn English language is the Departments of English at the universities. Learning English literature needs to activate the imagination and pay attention to details, form relationships, and develop their individual ideas. Reviewing the literature, it was found that Haikal (2023); Guo (2023); Hossain (2023); Leitzel (2023); Alexander (2022); Fitzpatrick (2022); Rose (2022) investigated the role of selected learning strategies that promote students' understanding and comprehending the events, relationships, characters, lessons (moral, dignity, revenge, sacrifices, etc), and even the era of a certain time. To this end, the researcher conduct this study to reveal the role of story mapping technique in understanding the characters' relationships in " Merchant of Venice play and Hamlet play ". It is hoped that the selected technique will be benefit for comprehending the characters' background and the relationship between these characters and how they affect the events of the novel.

## Aim of the Study

This study aims to reveal the role of Story Mapping Technique in understanding the characters and the relationships among them in Merchant of Venice play and Hamlet play, and how the characters being developed during the plot of the play.

## Question of the Study

To achieve the aim of the study, the following question was set "To what extent does the Story Mapping technique helps the Grade Four students to comprehend the characters and the relationships among them in the "Merchant of Venice play and Hamlet play"?"

### **Significance of the Study**

The outcomes of this study will be significance for the university professors who specialized in English literature to be aware of the role of Story Mapping technique as one of the graphic organizer techniques in understanding the characters of a play and how the relationships of the characters develop during the events and the plot of a play, to understand the background of a character to be able to judge on him/ her or to judge on his/ her action and decision. To know the reason behind the personality and the behavior of a character, in order not to give unfair judgment.

### **Limits of The Study**

The study is limited to:

- 1- Participants: the participants were 5 male and female students from the grade 4 at the Department of English.
- 2- Location: The location of the study is in the College of Arts, University of Anbar, in the Anbar Province in Iraq.
- 3- Duration: The study was conducted during the second semester of the academic year 2022-2023.
- 4- Instrument: story mapping diagrams and a close question were used to collect the data of the study.

## **LITERATURE REVIEW**

### **Introduction of The Merchant of Venice**

The Merchant of Venice is one of William Shakespeare's most famous plays, written in the late 16th century. It is a comedy that explores themes of love, friendship, money, and justice. The play has been the subject of much scholarly debate and analysis, with interpretations ranging from a critique of anti-Semitism to a celebration of the triumph of love over prejudice. In this essay, we will examine the play's historical and cultural context, its major themes and characters, and its enduring relevance (Shahwan, 2022).

### **Historical and Cultural Context**

The Merchant of Venice was written in a time of great political and social upheaval in England. Queen Elizabeth I was on the throne, and the country was experiencing a period of prosperity and expansion. However, there were also tensions between different religious and ethnic groups, particularly between Christians and Jews. Jews had been expelled from England in 1290, and although a small number were allowed to return in the late 16th century, they faced discrimination and persecution. The play reflects these tensions and prejudices, but it also challenges them in subtle ways (Wright, 2023).

### **Themes and Characters**

The Merchant of Venice is a complex play with multiple themes and subplots. One of the main themes is the nature of justice and mercy. This theme is explored through the character of Shylock, who demands a pound of flesh from the merchant Antonio as payment for a loan. Shylock's insistence on this harsh penalty is seen as a form of revenge for the way he has been treated by Antonio and other Christians. However, when Shylock is himself subjected to the law, he begs for mercy, and the Duke of Venice ultimately shows him leniency (Kim, 2022).

### **Characters of the Merchant of Venice**

"The Merchant of Venice" by William Shakespeare is a play that explores themes of love, revenge, justice, and prejudice. The characters in the play are complex and multi-dimensional, each with their own unique personality traits and motivations. Here are some of the key characters in the play, along with brief descriptions and references to their actions and speeches as cited in Heschel, (2006); Cusack (2015); Flickinger (2020); Anténe (2021); Mi (2022); and Shahwan (2022):

**Antonio** - A wealthy Venetian merchant and the title character of the play.

**Shylock** - A Jewish moneylender who lives in Venice and is often portrayed as a villain in the play.

**Portia** - A wealthy heiress who is sought after by many suitors and eventually marries Bassanio.

**Bassanio** - A young Venetian nobleman who borrows money from Antonio in order to woo Portia.

**Gratiano** - A friend of Bassanio who accompanies him to Belmont and later marries Nerissa.

**Nerissa** - Portia's lady-in-waiting who marries Gratiano.

**Jessica** - Shylock's daughter who elopes with Lorenzo, a Christian.

**Lorenzo** - A friend of Antonio and Bassanio who elopes with Jessica.

**Duke of Venice** - The ruler of Venice who presides over Antonio's trial.

**Prince of Morocco** - A suitor who seeks Portia's hand in marriage.

**Prince of Arragon** - Another suitor who seeks Portia's hand in marriage.

**Launcelot Gobbo** - A comical servant who works for both Shylock and Bassanio.

**Old Gobbo** - Launcelot's blind father.

**Salanio and Salarino** - Friends of Antonio and Bassanio who appear throughout the play.

**Tubal** - A friend of Shylock who delivers news about Antonio's ships.

## **INTRODUCTION TO HAMLET PLAY**

Shakespeare, William, "Hamlet" the first published was in 1603. "Hamlet" is a tragedy written by William Shakespeare in the early 17th century. The play is set in Denmark and tells the story of Prince Hamlet, who is mourning the death of his father, King Hamlet. Hamlet's mother, Queen Gertrude, has married his uncle, Claudius, who has now become king (Bloom, 2003).

The play explores themes of revenge, madness, and the human condition. Hamlet becomes consumed with the idea of avenging his father's murder, which he believes was committed by Claudius. However, as he struggles with his own inner turmoil and madness, he becomes unsure of what actions to take (Greenblatt, 2001).

### **The Characters of Hamlet Play**

There are major and minor characters that have roles in the Hamlet play, each one has a significant role that influence the plot. The following are the authors who interest in the Hamlet's characters and conduct studies about them such as Guo (2023); Haikal (2023); Hossain (2023); Leitzel (2023); Rose (2022); Holderness (2021); Bandin and Gonzalez (2021); and Hanson, et al. (2021). To summarize the mentioned authors' studies, the following is a brief list of the characters that appeared in studies:

**Hamlet** - Prince of Denmark, the protagonist of the play

**Claudius** - King of Denmark and Hamlet's uncle

**Gertrude** - Queen of Denmark and Hamlet's mother

**Polonius** - Lord Chamberlain and father of Ophelia and Laertes

**Ophelia** - Daughter of Polonius and love interest of Hamlet

**Horatio** - Hamlet's close friend and confidant

**Laertes** - Son of Polonius and foil to Hamlet

**Rosencrantz and Guildenstern** - Childhood friends of Hamlet and courtiers of Denmark

**The Ghost** - The spirit of Hamlet's deceased father, King Hamlet

### **The Relationships Among the Characters in Hamlet**

The relationships among the characters in Shakespeare's Hamlet are complex and multi-layered, with many characters connected to each other through blood ties, friendships, and political alliances. At the center of the play is the relationship between Prince Hamlet and his uncle, King Claudius. Claudius has married Hamlet's mother, Queen Gertrude, soon after the death of Hamlet's father, King Hamlet. This familial relationship sets the stage for much of the play's drama and tragedy. Below are some of the key relationships in the play:

Overall, the researcher realizes that the relationships among the characters in "Hamlet" are characterized by tension, conflict, and betrayal. The play explores the complex web of family ties and political alliances that underpin society, and highlights the ways in which these relationships can be both a source of strength and a cause of great pain and tragedy. Laertes and Ophelia: Laertes is the brother of Ophelia and the son of Polonius. He is fiercely protective of his sister and is outraged when he learns that Hamlet has been mistreating her.

### **The Technique of Story Mapping**

A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. There are many different types of story map graphic organizers. The most basic focus on the beginning, middle, and end of the story. More advanced organizers focus more on plot or character traits (Heschel, 2006).

### **The Implementation of Story Mapping Technique**

To implement the story mapping inside the classroom is done as follow:

1. Discuss the main components of a story (e.g., characters, setting, plot and theme OR beginning, middle, end).
2. Provide each student with a blank story map organizer and model how to complete it.
3. As students read, have them complete the story map. After reading, they should fill in any missing parts (Antene, 2021).

### **The Use of Story Mapping Technique**

The teacher decides to read and determines the key elements that the students should identify. Teachers choose (or create) a Story Map that is most appropriate for the type of assigned reading (i.e., fiction or non-fiction). As with all strategy instruction, teachers should model the procedure to ensure that students understand why and how to use the strategy. Teachers should monitor and support students as they work (Hanson, et al., 2021).

## **THE METHODOLOGY**

### **The Participants**

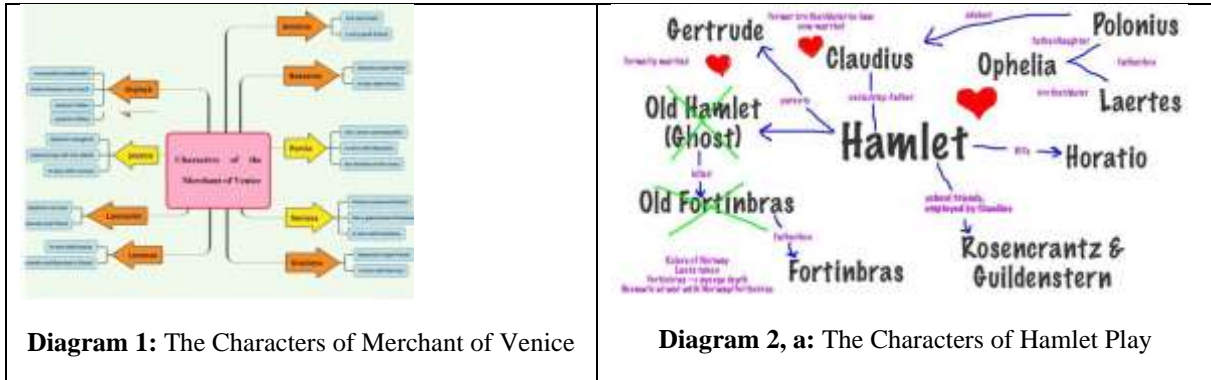
The population of this study is all the EFL undergraduate students from grade four at the Department of English in the College of Arts in all Iraqi Universities.

The sample of this study is consisted of 43 (14 males and 29 females) students from grade four at the Department of English, College of Arts, University of Anbar. Only 5 students' replies were valid to be used, thus the participants were only 5 students. The study was conducted during the second semester of the academic year 2022-2023.

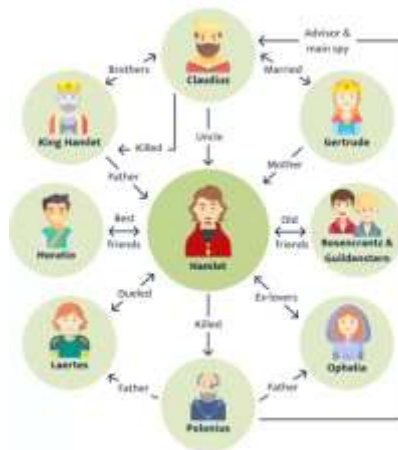


**The Instrument**

To collect the data, the researcher used Story Mapping Technique (SMT), and design two diagrams which illustrate the relationships between the characters in the Hamlet and Merchant of Venice Works as show in diagram 1 and 2a, b:



Hamlet: Character map



**Diagram 2, b:** The Characters of Hamlet Play

An open question was distributed to the participants which stated "Please, see the Characters maps of the "The Merchant of Venice" play and the Characters of "Hamlet play", then, write down if the story map helped you to understand the relationships among the characters of the two plays. If your answer is "Yes" write how each map helped or guided you to comprehend the characters of the plays separately.

The instrument has been designed in a "Google Form" and distributed via the following link: <https://forms.gle/eR9LZpzHD4pN5YEz6>

**Validity and the Reliability of the Instrument**

To verify the face validity and content validity, the instrument has been judged by a jury member from the University of Anbar, Tikrit University, and College of Education Ibn Rushd for Humanities experts in the field of English literature, English language teaching methods, and applied linguistics. The jury member suggestions and modifications have been taken in consideration.

The instrument reliability has been calculated by distributed the instrument to a pilot sample consisted of 3 students (who are excluded from the participants). The reliability was calculated by using measured and re-measured (after two weeks). The results of analyzing pilot sample, the total time to answer the question is between 15 to 25 minutes, also the diagrams are very clear. The total reliability score was 0.89 which is consider high.

**PROCEDURES**

To answer the questions, the following main procedures were conducted:

- 1- Identifying the gap of the study.
- 2- Reviewing the literature.
- 3- Selecting the tool.
- 4- Identified the plays as a model.
- 5- Elicited the Department's agreement to conduct the study.
- 6- All participants provided informed consent.
- 7- Revealing the validity and the reliability of the instrument.
- 8- Reviewed the literature and identified the symbols of the novel.
- 9- Designed the characters of the play based on a Story Mapping Technique.
- 10- Uploaded the instrument in Google Workspace (Google Form) to be able to distribute the instrument to all participants via the following link: <https://forms.gle/eR9LZpzHD4pN5YEz6>
- 11- Collected the data, and the incomplete answers were excluded. The valid responses were 10 out of 43.

**RESULTS AND DISCUSSION OF THE STUDY**

To answer the question of the study which states "view and read the characters maps of the "The Merchant of Venice" play and the Characters of "Hamlet play", then, write down if the story map helped you to understand the relationships among the characters of the two plays. If your answer is "Yes" write how each map helped or guided you to comprehend the characters of the plays separately", the participants' responses were analyzed.

The researcher used a "sentence" as a unit of analysis since the students' responses were less than a paragraph.

The participants' responses statements (hence "S1, S2, S3, S4, and S5) are as following:

**S1: Male:**

" The story mapping helped me to understand the following:

**Hamlet character map.**

<p><b>King Hamlet's</b> Ghost is the former Husband of Gertrude and the father of Hamlet. He is a brother of: Claudius</p> <p>He Killed by: Claudius</p> <p>King Hamlet's Ghost, has returned to Castle Elsinore to tell Hamlet that Claudius is his murderer.</p>	<p><b>Claudius:</b> Brother: King Hamlet</p> <p>Killed: his brother, King Hamlet</p> <p>Wife: Gertrude</p> <p>Uncle to: Hamlet</p> <p>Step-father to: Hamlet</p> <p>His adviser: Polonius</p>
<p><b>Hamlet</b></p> <p>Father: King Hamlet</p> <p>Mother: Gertrude</p> <p>Uncle: Claudius</p> <p>Step-father: Claudius</p> <p>Murders: Polonius</p> <p>Loves: Ophelia</p>	<p><b>Gertrude</b></p> <p>Husband: Claudius</p> <p>Mother of: Hamlet</p> <p>Former husband: King Hamlet</p> <p>Gertrude: Queen; widow of the late King and wife of Claudius</p>

<b>Claudius:</b> King of Denmark; marries his sister-in-law and ascends to the throne after the death of King Hamlet	<b>Polonius:</b> Claudius' Counselor
<b>Laertes:</b> Son of: Polonius  Sister: Ophelia  Laertes returns home from France to avenge Polonius' death and conspires with Claudius to kill Hamlet.	<b>Polonius:</b> Adviser to: Claudius  Son: Laertes  Daughter: Ophelia  Murdered by: Hamlet
<b>Childhood friends:</b> Rosencrantz & Guildenstern  Friend/Confidant: Horatio  Hamlet Prince of Denmark, seeks to avenge his father's death	<b>Ophelia</b>  Father: Polonius  Brother: Laertes  Loves: Hamlet Ophelia: Polonius' daughter, who goes mad and drowns herself after Hamlet mistreats her and murders her father
<b>Horatio:</b> Friend and confidant to Hamlet. He supports Prince Hamlet in his quest.	<b>Rosencrantz:</b> Hamlet's school chum, brought to Denmark to spy on the Prince for Claudius.

### The Merchant of Venice Character map

<b>Antonio</b> is a very somber person. He is also a loyal friend who is willing to do anything to help them out.	<b>Bassanio</b> is a man from Venice that used to be rich but is pretentious with money so he is now poor. Bassanio may be bad with his money but is a loyal friend to Antonio.
<b>Prince of Arragon:</b> is an arrogant person, who thinks that he is better than he actually is.	<b>Portia:</b> is judgemental but is also loyal in the fact that she will do what her father wants for her marriage.
<b>Gratiano:</b> is a loud and flamboyant character, who is friends with many of the Venetians.	<b>Nerissa:</b> is a loyal servant to Portia, but she is also a good friend. She also loves Gratiano.
<b>Jessica:</b> is rebellious and does not like to do what her father Shylock says. She converts to Christianity and runs away with her love, Lorenzo.	<b>Lorenzo:</b> is rebellious and willing to do whatever to be with his love Jessica.
<b>Solanio:</b> play practically the same role in the story. They are good friends with the Venetians.	<b>Shylock:</b> is a grumpy and stereotypical Jewish money lender. He hates Antonio and Lorenzo.
<b>Prince of Morocco:</b> is a suitor of Portia that judges people on outward appearance.	<b>Launcelot:</b> is a servant of Bassanio that is very sarcastic and makes a lot of jokes".

### S2: Male:

Merchant of Venice is essentially a play about property: in telling the story of a merchant who treats his own flesh as property to secure a loan, and the moneylender who calls in the debt, the play asks questions about the value of life itself. Throughout the play, tangible objects such as rings and caskets stand in for intangible ideas about love and fidelity. A test where three suitors must choose between silver, lead, and gold caskets

functions to remind audiences that “all that glitters isn’t gold,” and the true value of life has no financial equivalent. However, money plays a significant role for most of the characters, for whom financial security equals independence. Language about penalties, bonds, and forfeitures add to the sense of life reduced to commercial transactions. The fact that the most avaricious, greedy character in the play ends up having lost both his physical wealth as well as his daughter and his religion warn against the dangers of excessive greed. While the play culminates in a trial scene, Portia’s soliloquy suggests that mercy, or forgiveness, is ultimately more important than legal justice.

### **S3: Female**

To comprehend the characters of *The Merchant of Venice*, we can use a story map. A story map is a visual tool that helps us organize the key elements of a story, including the characters, plot, setting, and themes.

Here is an example of a story map for *The Merchant of Venice*:

#### **Characters:**

**Antonio** - a wealthy merchant of Venice who borrows money from Shylock to help his friend Bassanio.

**Bassanio** - a young nobleman who seeks the hand of the wealthy heiress Portia.

**Portia** - a beautiful and intelligent heiress who is sought after by many suitors.

**Shylock** - a Jewish moneylender who lends money to Antonio on the condition that if the loan is not repaid, he may take a pound of Antonio’s flesh as a penalty.

**Jessica** - Shylock’s daughter who elopes with Lorenzo, a Christian.

**Lorenzo** - a friend of Bassanio who elopes with Jessica.

**Gratiano** - a friend of Bassanio who marries Portia’s maid Nerissa.

**Nerissa** - Portia’s witty and loyal maid who marries Gratiano".

### **S4: Female**

" A story map helps students to understand the story better. The connections between all the characters become clearer and within the development of the events, it gets easier to protect some foreshadowing. For example and Hamlets characters map it shows the relationship between the main character Hamlet and other characters and how these relationships affect the story"

### **S5: Male**

"By creating a story map of a play, readers or viewers can identify the major characters and their roles in the story. They can also track the actions and motivations of each character, as well as their interactions with other characters. This can help readers or viewers better understand the characters’ personalities, beliefs, and goals, as well as the conflicts that arise between them. Additionally, a story map can help readers or viewers identify the major plot points of the play, including the inciting incident, rising action, climax, and resolution. By understanding how the characters fit into each of these plot points, readers or viewers can gain a deeper understanding of the play as a whole".

## **DISCUSSION OF THE RESULTS**

To answer the question of the study "To what extent does the Story Mapping technique helps the Grade Four students to comprehend the characters and the relationships among them in the "Merchant of Venice play and Hamlet play "?, the results revealed that the story mapping technique had a significance effect on students’ comprehending of the relationships among the characters of the two plays, in addition, it helps students to understand the role and the nature of each character. The students’ replies revealed that the story mapping technique

had helped them to save time, effort, and the use of dictionary in understanding the main and the major characters of each play.

From the students' replies, it can be inferred that the story mapping helps to visualize the overall structure of the play and identify the key events that shape the characters' motivations and behaviors. A story map is essentially a visual representation of the plot, which outlines the story's structure and major events in a chronological order. This tool can be useful in understanding the characters' motives and the relationships between them. In the Merchant of Venice, story mapping can help to identify the key moments in the plot that drive the actions of the characters. For instance, the story map has highlighted the events that lead to Shylock's hatred of Antonio, the merchant, and his demand for a pound of Antonio's flesh as collateral for a loan. By understanding the events that led to Shylock's hatred of Antonio, we can empathize with his character and understand why he makes the decisions that he does.

Similarly, story mapping has helped to identify the conflicts that arise between the other characters in the play. By visualizing the key moments of tension and conflict, we can better understand the motivations behind the characters' actions and their relationships with each other. For example, the story map has highlighted the moment when Portia, disguised as a lawyer, outwits Shylock in court and saves Antonio from his fate. This moment is critical in understanding Portia's character, as it demonstrates her intelligence, wit, and courage.

Concerning the Hamlet play, One of the key elements of Hamlet is the complex relationships between the characters. By mapping out the various interactions and conflicts between them, it becomes clear that each character has their own unique motivations and desires. For example, Hamlet's desire for revenge against his uncle is complicated by his own internal struggles and the relationships he has with other characters such as Ophelia and his mother, Gertrude. Through Story Mapping, it becomes clear that Hamlet's journey is one of self-discovery as much as it is about avenging his father's death. His actions are driven by a deep sense of betrayal and a desire to uncover the truth, but he is also struggling with his own sense of identity and purpose. Mapping out his character arc in this way can help readers to understand his motivations and the reasons behind his sometimes erratic behavior.

Similarly, mapping out the character arcs of other key players in the story such as Claudius, Gertrude, and Ophelia can reveal their own struggles and motivations. For example, Claudius is driven by his own ambition and desire for power, while Gertrude is torn between her loyalty to her husband and her love for her son. Mapping out these characters' journeys can help readers to better understand the complex relationships that drive the story and the ways in which they impact each other.

## **CONCLUSION**

It can be inferred that the students' positive trends toward the significance of the Story Mapping technique is may due to the fact that story mapping aim is to uncover the details of what is required to deliver. Also, it facilitates knowledge sharing between the characters, it creates superior visualization of the plot and events of the novel, and it inspires deep thinking. The story mapping visualized the life of the two plays, also, the mind mapping show a visualized picture of the story of Merchant of Venice and Hamlet play developments of the events of the characters. Overall, story mapping is an essential tool in understanding the Merchant of Venice's characters, their motivations, and their relationships with each other. It helps to clarify the structure of the plot and identify the key events that shape the play's themes and messages. Story Mapping is a valuable tool for understanding the characters in Hamlet. By breaking down the narrative into its constituent parts and visualizing the various relationships and conflicts between the characters, readers can gain a deeper appreciation for the motivations and struggles that drive the story. The researcher suggests to use story mapping technique in learning English literature subjects such as Drama, Poetry, and Literature Criticism.

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# Public Relations Programs and Prospects for Sustainable Development "Education as a Model": A Field Study from the Point of View of the Teachers of Imam AlKadhum College (peace be upon him) University

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برامج العلاقات العامة وآفاق التنمية المستدامة " التعليم أنموذجاً " - دراسة ميدانية من وجهة نظر تدريسيي كلية الإمام الكاظم (عليه السلام) الجامعة -

م.د. أسماء هاشم سالم سريح ال فهد

كلية الإمام الكاظم (عليه السلام) الجامعة

قسم الإعلام / فرع بغداد

## المستخلص

يمثل برنامج العلاقات العامة حلقة الوصل بين المؤسسة والجمهور ولا بد ان ينبني البرنامج على العلاقة التامة، ويتمثل هدف التعليم من أجل التنمية المستدامة في تمكيننا من مواجهة التحديات العالمية الحالية والمستقبلية في انشاء مجتمعات اكثر استدامة وسهولة في التكيف.

يتناول هذا البحث (برامج العلاقات العامة وآفاق التنمية المستدامة " التعليم انموذجاً") عبر إجراء دراسة ميدانية من وجهة نظر تدريسيي كلية الإمام الكاظم (عليه السلام) الجامعة ، فهي اضافة علمية الى ميدان الدراسات السابقة.

ويعد البحث من الدراسات الوصفية اذ استعمل المنهج المسحي للوصول الى الاهداف التي يسعى الى تحقيقها وقد استعمل هذا المنهج الذي يعد من اكثر المناهج استعمالاً والذي يمكن بواسطته جمع البيانات والمعلومات الموضوعية عن طريق اساليب وطرائق الاحصاء

الوصفي وتحويلها الى بيانات كمية قابلة للتعامل الاحصائي ودراسة موقف او رأي ازاء كلية الإمام الكاظم (عليه السلام) الجامعة.

وقد وزعت الباحثة استمارة المقياس على عينة طبقية عشوائية والتي تعد ذات اهمية كبيرة في الحصول على عينات تمثل كلية الامام الكاظم (عليه السلام) الجامعة في بغداد ، وقد أُجريت الدراسة الميدانية على الجمهور الداخلي للاساتذة بواقع (71) مبحوثاً الذين يمثلون مجتمع البحث وفق معادلة ستيفن ثامبسون، يتألف البحث من اطار منهجي وآخر نظري، فضلاً عن دراسة ميدانية على وفق استمارة استبانة خاصة بمشكلة البحث، وخرج البحث بجملة نتائج واستنتاجات وتوصيات .

**الكلمات المفتاحية: برامج العلاقات العامة، التنمية المستدامة، التعليم، الجمهور الداخلي.**

#### ABSTRACT

The public relations program represents the link between the institution and the public, and the program must be based on the full relationship. The goal of education for sustainable development is to enable us to face current and future global challenges in creating more sustainable and adaptable societies.

This research deals with (public relations programs and prospects for sustainable development "education as a model") by conducting a field study from the viewpoint of the teachers of imam alkadhun (peace be upon him) university college, as it is a scientific addition to the field of previous studies.

The research is one of the descriptive studies, as it used the survey method to reach the goals it seeks to achieve. This method was used, which is one of the most widely used methods, through which objective data and information can be collected through the methods and methods of descriptive statistics and converted into quantitative data capable of statistical handling and a study of a position or opinion. About imam alkadhun (peace be upon him) university college.

The researcher distributed the scale form on a random stratified sample, which is of great importance in obtaining samples representing imam alkadhun college (peace be upon him) university in Baghdad. The field study was conducted on the internal audience of professors with (71) respondents who represent the research community according to the Stephen Thompson equation. The research consists of a methodological framework and a theoretical framework, as well as a field study according to a questionnaire form specific to the research problem. The research came out with a number of results, conclusions and recommendations.

**Keywords:** *Public Relations Programs; Sustainable Development; Education; Internal Public.*

#### مقدمة

لم تعد العلاقات العامة مجرد برامج مهمشة في القطاع الحكومي او الخاص بل اصبحت من البرامج المهمة والقريبة من صانعي القرار ولاسيما في ظل التطور التقني والتكنولوجي الهائل، وثورة الاعلام والمعلومات التي تعيشها حالياً فأصبحت العلاقات العامة فن رفيع من فنون الاتصال الانساني واداة مؤثرة لخلق علاقات متميزة بين المؤسسات وجمهورها، ولغرض تحقيق أهداف المؤسسة فإن ادارات العلاقات



العامّة تقوم بإعداد البرامج المخططة ووجود برامج مخططة وهدافة تسعى لتنفيذ سياسة المؤسسة وتنفيذ برامجها للدفاع عن سمعتها ومكانتها، العلاقات العامّة بوصفها تعكس الواقع المجتمع سواء كان جمهوراً داخلياً أو خارجياً، ان دراسة اهمية برامج العلاقات العامّة في اكتساب المؤسسة لمواصفات تنافسية اصبح من المواضيع الهامة التي تمكن المؤسسة من مواكبة التغيرات والتطورات الحاصلة في شتى الميادين، ان من ابرز المشكلات التي تواجه الدول المتقدمة والنامية هي مشكلة التعليم، وهي ظاهرة من الظواهر التي تحدد كيان المجتمعات وتطورها وبالأخص عندما تكون المشكلة التنمية المستدامة، ويتمثل هدف التعليم من أجل التنمية المستدامة في تمكيننا من مواجهة التحديات العالمية الحالية والمستقبلية وانشاء مجتمعات اكثر استدامة، ولعل من اهم مواطن تأثير التنمية المستدامة اليوم هو ان التعليم احد العناصر المهمة في تطور المجتمعات وسبباً من اسباب نهضتها وتقدمها ورفع مستوى المجتمع من جميع النواحي الثقافية والفكرية والادارية والاجتماعية والاقتصادية والسياسية والعلمية، ويعد التعليم من اهم مجالات التنمية المستدامة واهم وسائل تنمية المهارات وبناء واعداد القدرات البشرية ومواكبة التطور العلمي والتكنولوجي .

ويأتي هذا البحث في سياق التعرف على برامج العلاقات العامّة وأفاق التنمية المستدامة "التعليم أنموذجاً" - دراسة ميدانية من وجهة نظر تدريسيي كلية الامام الكاظم (ع) الجامعة - وتحقيقاً لأهداف البحث فقد قسم البحث إلى ثلاث مباحث، كان المبحث الاول الإطار المنهجي للبحث الذي يتناول مشكلة البحث وتساؤلاتها وأهدافها والمنهجية ومجتمع البحث والعينة والأدوات المستخدمة واختبار الثبات اما المبحث الثاني الإطار النظري للبحث الذي يتناول مفهوم برامج العلاقات العامّة وأهدافها وأهميتها والعلاقات العامّة والجمهور الداخلي ومفهوم التنمية المستدامة وأهدافها والتعليم والتنمية المستدامة، فيما كان المبحث الثالث الدراسة الميدانية للبحث عرضت نتائج التحليل الوصفي لعينة البحث وتفسيرها، وأخيراً الاستنتاجات والتوصيات والمصادر و الملاحق.

## المبحث الأول

### الإطار المنهجي للبحث

#### أولاً: مشكلة البحث وتساؤلاتها

تعد مشكلة البحث من اهم الموضوعات التي يجب ان ينتبه اليه الباحث بدقة تامة فالشعور بالمشكلة والاحساس بها يمثل الخطوة الاولى لعملية البحث العلمي، تعد برامج العلاقات العامّة واحدة من ابرز الانشطة التي تفعل العلاقة بين المؤسسة والجمهور الداخلي او الخارجي، ولذلك فإن البرامج يحظى بأهمية وعناية من قبل المؤسسات على مختلف الانواع، ولكن بسبب حداثة التنمية المستدامة رصدت الباحثة ضعف برامج العلاقات العامّة وأفاق التنمية المستدامة "التعليم أنموذجاً"، من هنا انطلقت رغبة

الباحثة بدراسة هذه المشكلة واخضاعها للبحث والتحليل للوصول إلى مقاربات باتجاه التوصل إلى حلول وعلاجات لضعف برامج العلاقات العامة والتنمية المستدامة "التعليم أنموذجاً" عن طريق تسليط الضوء على ابعاد برامج العلاقات العامة, وابعاد آفاق التنمية المستدامة, لأنها ترسخ اثر واضح عن الكلية لذلك جاءت مشكلة البحث للإجابة عن التساؤلات الآتية:-

- 1- ما أبعاد برامج العلاقات العامة؟
- 2- ما أبعاد آفاق التنمية المستدامة؟
- 3- ما طبيعة هذه الصورة (ايجابية أم سلبية)؟
- 4- ما المقياس المناسب لقياس برامج العلاقات العامة وآفاق التنمية المستدامة " التعليم أنموذجاً"

#### ثانياً: أهداف البحث

- 1- الكشف عن برامج العلاقات العامة وآفاق التنمية المستدامة التعليم أنموذجاً من خلال تدريسيو كلية الإمام الكاظم .
- 2- تحديد نقاط القوة والضعف في برامج العلاقات العامة وآفاق التنمية المستدامة.
- 3- طرح مقترحات وتوصيات تساعد التنمية المستدامة في تحسين استراتيجية العلاقات العامة إزاء التعليم المستدام.

#### ثالثاً: منهج البحث وأداته

اعتمد البحث إلى الدراسات الوصفية, وتعد البحوث الوصفية من أهم وأنسب الأساليب البحثية الأساسية التي يتم الاستعانة بها في إجراء الدراسات المتعلقة بالآراء والمواقف الاجتماعية, واستخدمت الباحثة المنهج المسحي للوصول إلى الأهداف التي يسعى إلى تحقيقها والكشف عن ابعادها, ودراسة الأثر بين متغيراتها وللتعرف على طبيعتها, واعتمدت الباحثة استمارة الاستبيان أداة لجمع البيانات والمعلومات عن عينة البحث .

#### رابعاً: مجتمع البحث والعينة

يتكون مجتمع هذا البحث من تدريسيي كلية الإمام الكاظم (ع) الجامعة, ولجأت الباحثة إلى اعتماد العينة الطبقيّة العشوائية والتي تعد ذات اهمية كبيرة في الحصول على عينة تمثل كلية الإمام الكاظم في مدينة بغداد, التي يتم اختيارها بطريقة عشوائية مع مراعاة ان تمثل الكلية جمهوراً داخلياً من الاساتذة لنتضمن (100) مبحوثاً.

## حدود البحث :

1- الحدود الزمانية : تمتد الحدود الزمانية للبحث من الاول من شهر آذار عام 2023 لغاية 30 آيار 2023, وهي مدة توزيع استمارة الاستبيان وإعداد البحث .

2- الحدود المكانية : تنحصر الحدود المكانية للبحث في مدينة بغداد فقط, وتتمثل في كلية الإمام الكاظم (ع) الجامعة.

**خامساً: الأدوات المستخدمة :** تم اعتماد لأغراض التحليل الأدوات والأساليب الآتية:

1. **الاستبانة :** حددت مجموعة أسئلة مترابطة بشكل يحقق الهدف الذي يسعى له البحث باطار المشكلة المختارة, لغرض الحصول على البيانات والمعلومات للحصول على نتائج رقمية لقياس متغيرات البحث, وتم استخدام واعتماد مجموعة من المقاييس بعد ان تم ترتيبها وتهيئتها وفق متطلبات واتجاهات البحث, حيث أُعتمد المدرج الخماسي لفقرات المتغيرات , وكما مبينة في الملحق .

2. **وصف الاستبانة :** عُدَّت المصدر الرئيس لقياس وتحليل التساؤلات والفرضيات واختبارها باتجاه تفصيل برامج العلاقات العامة ومدى احتوائها ومسبباتها لآفاق التنمية المستدامة , وحسب متغيرات البحث بالجانب النظري , وقُسمت الاستبانة الى :

- المحور الأول : تضمن المعلومات التعريفية لعينة البحث .
- المحور الثاني : تضمن المتغير المستقل ويضم (10) فقرات تتمحور حول برامج العلاقات العامة.
- المحور الثالث: تضمن المتغير التابع (آفاق التنمية المستدامة) , والذي يضم (11) فقرة .

3. **أساليب وصف البيانات وتحليلها :** تستخدم الوسائل والأساليب الاحصائية المختلفة الحصول على نتائج أثناء اجراء البحث والتي يتم من خلالها اختبار الفروض لغرض فهم المشكلات والاجابة عن التساؤلات التي طرحت في البحث عبر تطبيق SPSS 23 و Amos v23: (1).

**سادساً : اختبار الثبات :**

**ثبات الاستبانة :** هو تحقق الأدوات والمقاييس نتائج ايجابية وأن يعطي نفس النتائج اذا أعيد تطبيقه عدة مرات متتالية واذا كررت الباحثة القياس تحصل على نفس النتائج , وقد تم احتساب الثبات

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(1)بركات ، نافذ محمد ، التحليل الاحصائي باستخدام البرنامج الاحصائي SPSS ،الجامعة الاسلامية، 2013 .

لفقرات متغيرات البحث المدروسة حسب اجابات العينة المبحوثة وعلى اساس مقياس ليكرت الخماسي ، وكانت النتائج كالآتي :

- **معامل ألفا كورنباخ Cornbach's Alpha**: يستخدم هذا المعامل عندما نود قياس ثبات التقديرات التي نحصل عليها من الاختبارات أو الاستبيانات والتي تقيس موضوعا يفترض تجانس مفرداته ، وبعد استخراج معامل الثبات كانت قيمته أكبر (0.60) يعني قبول ثبات الاستبيان ويمكن تحليل نتائجه ، و ان ذلك سيكون ملائما للبحوث والدراسات التي تكون فيها الاستبانة اداة معتمدة.، اما النتائج فكانت كما في جدول (1) :

**جدول (1) نتائج اختبار الثبات**

التفسير	قيمة معامل ألفا كرونباخ Cornbach's Alpha	الفقرات
(تجتاز الاختبار) وجود ثبات في فقرات الاستبانة	0.721	برامج العلاقات العامة
(تجتاز الاختبار) وجود ثبات في فقرات الاستبانة	0.772	آفاق التنمية المستدامة
(تجتاز الاختبار) وجود ثبات في فقرات الاستبانة	0.710	كل فقرات الاستبانة

المصدر: اعداد الباحثة على وفق نتائج برنامج SPSS V23

## المبحث الثاني

### الإطار النظري للبحث

مفهوم برامج العلاقات العامة :

ان العلاقات العامة ليست نشاطاً عشوائياً ولا نشاطاً وقتياً يبدأ فقط حين تقع المؤسسة في أزمة ما مع جمهور نوعي من جماهيرها وينتهي بانتهاء الازمة، ذلك ان انشطتها طويلة المدى ونتائجها بعيدة الأثر، ولهذا من الضروري ان يكون هناك برامج لعمل ادارات العلاقات العامة بما يكفل تحقيق أهدافها المنشودة<sup>(2)</sup>.

(2) محمد عبد الغني، برامج العلاقات العامة (القاهرة : دار الكتب، 2019)، ص19.

**البرنامج:** هو تفصيل الخطة بدقة، بحيث يجعلها معدة للتنفيذ حيث يقوم مدير العلاقات العامة بدراسة الموضوعات المختارة، وينظم جميع التسهيلات اللازمة لتنفيذ البرنامج، فالعلاقات العامة الحديثة تمتاز بالبرامج الوظيفية، أي البرامج التي تؤدي وظائف محددة. وإذا كانت هذه البرامج لا تؤدي ما تتطلبه منها، فأنها تصبح قاصرة ويتحتم تعديلها<sup>(3)</sup>

**البرنامج :** هو كل نشاط أو جهد موجه نحو تدعيم وكسب تأييد وثقة الجمهور ومعرفة رأيهم بالمؤسسة وهو يهدف إلى<sup>(4)</sup> :

- اعلام الجمهور بأهداف المؤسسة.
  - تحسين طرق العمل مما يؤدي إلى ازدهار المؤسسة.
  - تعميق الفهم لدى الجماهير عن دور المؤسسة الاجتماعي والاقتصادي.
- العلاقات العامة : هي نشاط اتصالي واداري تستعين به المؤسسات والمنظمات لإقامة علاقة سليمة ومثمرة وثقة متبادلة بين مؤسسة وجمهورها الداخلي والخارجي بالاعتماد على جهد ومخطط في نقل وتفسير المعلومات والآراء الصحيحة من المؤسسة إلى جماهيرها وبالعكس، باستخدام وسائل اتصال مناسبة بما يساعدها على رسم سياستها وزيادة الانسجام بينهم<sup>(5)</sup>.

العلاقات العامة : احدى وظائف الادارة العليا في المؤسسة المستمرة والمخطط لها والتي يمكن عن طريقها التي تكسب المنظمة تعاطف وتقاهم افراد الجمهور ضمن اطار اهتمامها والعمل للمحافظة على هذا التأييد عبر معرفة اتجاهات الرأي العام والعمل على كسبه بواسطة حملات اعلامية شاملة<sup>(6)</sup>.

كما ان هناك أهدافاً تسعى العلاقات العامة إلى تحقيقها مع الجمهور الداخلي منها:

1- امداد العاملين بالمعلومات والبيانات المتعلقة بالمنظمة وتاريخها وأهدافها وسياساتها وانشطتها وغيرها مما يلزم توافره لديهم .

2- تنمية شعور الانتماء والولاء والاعتزاز وارتباط العاملين بالمنظمة<sup>(7)</sup>.

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(3) زياد محمد الشerman، مبادئ العلاقات العامة (عمان: دار صفاء، 2001)، ص43.

(4) زهير عبد اللطيف عابد، ادارة العلاقات العامة وبرامجها، (القاهرة : دار اليازوري، 2014)، ص9.

(5) عبد الناصر جرادات، مقدمة في العلاقات العامة (عمان : دار اليازوري العلمية للنشر والتوزيع، 2011)، ص8.

(6) علي الباز، العلاقات العامة والعلاقات الإنسانية والرأي العام (الاسكندرية : دار الجامعات المصرية، 1986)، ص75.

(7) هدى لطيف، العلاقات العامة ، الشركة العربية للنشر والتوزيع، 1997، ص48.

3- خلق الشعور بالفخر لدى الجمهور الداخلي عن طريق تزويده بالمعلومات كافة عن المؤسسة وانشطتها المختلفة.

4- تهدف العلاقات العامة مع الجمهور الداخلي إلى تحقيق التفاهم بين المؤسسة والعاملين فيها مما يؤدي إلى شعور العاملين بالرضا عن المؤسسة.

5- رفع الوعي بين العاملين بأهمية الدور الذي يقومون به سواء بالنسبة للمؤسسة او بالنسبة لمجتمعهم حتى يشعروا بمسؤوليتهم نحو المؤسسة التي يعملون بها<sup>(8)</sup>.

#### أهمية برامج العلاقات العامة<sup>(9)</sup>:

تساهم برامج العلاقات العامة في تحقيق أهداف العلاقات العامة، ذلك ان مجرد وضع الأهداف يبقى مسألة نظرية لا تترجم إلى واقع الا بوضع البرامج التي تكفل تحقيق هذه الأهداف، لذلك ينبغي ان يكون برنامج العلاقات العامة محدداً ومستنداً على أساليب التخطيط العلمي الهادف إلى احداث تغييرات اجتماعية اقتصادية وغيرها وتشمل<sup>(10)</sup>:

- استخدام وسائل الاتصال المباشر والإعلام الجماهيري لتوسعة نطاق التأثير الذي تمارسه المنظمة.
  - العمل المستمر لتنمية وتحسين الاتصال المستمر بين المنظمة والجمهور.
  - البرامج هذه تعتمد على الهدف والموضوعية والقيم الاخلاقية لخدمة المجتمع.
- مراحل اعداد خطة برامج العلاقات العامة، وتشمل<sup>(11)</sup>:

- مرحلة جمع وتحليل المعلومات :

تعتبر أول الخطوات التي يبني عليها التخطيط في العلاقات العامة، وتتضمن توفير المعلومات عن السياسة العامة للمنظمة وأهدافها، وتقييم وضعها الحالي من خلال دراسة موقع المنظمة في السوق وقدرتها التنافسية.

- تحديد الأهداف :

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(8) عبد المعطي محمد عساف، اسس العلاقات العامة ، الاسكندرية ، دار الحامد ، 2004 ، ص8.

(9) زهير عبد اللطيف عابد، إدارة العلاقات العامة وبرامجها، مصدر سابق، ص69.

(10) فريحة محمد كريم، العلاقات العامة والبعد الفكري التطبيقي (الجزائر: دار العلوم للنشر والتوزيع، 2012)، ص67.

(11) محمد منير حجاب، العلاقات العامة في المؤسسات الحديثة (مصر: دار الفجر للنشر والتوزيع، 2007)، ص261.

قد تكون هذه الأهداف طويلة المدى أو متوسطة أو قصيرة المدى، كما قد تكون عامة شاملة أو جزئية فرعية ويتم تحديد الأهداف بناء على المعلومات التي تم جمعها في المرحلة الأولى، وبناء على الامكانيات المالية والمؤهلات العلمية والبشرية المتاحة.

- اختيار الاستراتيجيات المناسبة، وتشمل<sup>(12)</sup>:
- استراتيجية التركيز : ونعني بها استخدام مختلف وسائل الاعلام، وتستعمل هذه الاستراتيجية إذا كان الهدف المطلوب تحقيقه عاجلاً، والجمهور المستهدفة منتشرة في اماكن متباعدة، بحيث يصعب ان تتعرض للرسالة الموجهة من خلال وسيلة واحدة، وقد استخدمت هذه الاستراتيجية من خلال توعية المواطنين بمختلف الارشادات اللازمة.
- استراتيجية التوقيت : تقوم هذه الاستراتيجية على اختيار الوقت المناسب لتنفيذ بعض برامج العلاقات العامة، مثل مناسبات الاعياد، شهر رمضان وغيرها.
- استراتيجية المشاركة : تستخدمها المنظمة لتشجيع الافراد على تقديم اقتراحاتهم ووجهات نظرهم، كما تتيح الفرصة للعاملين على اختيار ممثلهم أو التعبير عن آرائهم في صحيفة المنظمة وهكذا.
- تحديد البرامج :
- يمثل البرنامج مختلف الأنشطة التفصيلية اللازمة لتنفيذ الخطة، وقد يكون البرنامج اعلامياً أو تأثيرياً، كما قد يكون ترفيهياً أو ثقافياً.
- تنفيذ البرنامج :
- يحتاج إلى اشخاص مؤهلين، حتى يستطيعوا القيام بمختلف المهام الموكلة اليهم بكفاءة وفعالية من حيث مضمون الرسائل الاعلامية أو وسائل الاتصال المختارة.
- العلاقات العامة والجمهور الداخلي<sup>(13)</sup>:**

ان الجمهور الداخلي يطلق على جميع الافراد الذين يعملون داخل المؤسسة، ومن الملاحظ ان العاملين بالمؤسسات المختلفة يزدادون يوماً بعد يوم، بالدرجة التي اصبحت بعض المؤسسات تستخدم عاملين يتجاوز عددهم الآلاف، خاصة بعد التقدم الصناعي في القرنين التاسع عشر والعشرين، إذ اتسعت اعمال المؤسسات، وقد تطلب هذا التوسع في انشطتها استخدام هذه الاعداد الكبيرة من العاملين لذلك فقد

(12) محمد فريد الصحن، العلاقات العامة المبادئ والتطبيق، الدار الجامعية، مصر، 2004، ص 215.

(13) محمد بهجت كشك، العلاقات العامة والخدمة الاجتماعية (الاسكندرية : المكتب الجامعي الحديث، 2004)، ص 223 و 224.

سعت هذه المؤسسات إلى توطيد علاقتها بالعاملين بها، وتأتي العلاقة بالجمهور الداخلي للمؤسسات في مقدمة برامج العلاقات العامة ويرجع ذلك للأسباب الآتية:

1- ضخامة أعداد العاملين بالمؤسسات مما كان له تأثير في طبيعة العلاقات العامة داخل هذه المؤسسات.

2- ان الجمهور الداخلي يمثل جزءاً له أهميته عند الجماهير الخارجية، وبوصفهم أيضاً مستهلكين.

3- الجمهور الداخلي على اتصال مستمر بالجمهور الخارجي، وعلاقة الجمهور الداخلي بالمؤسسة يؤثر على اتجاهاتهم نحو المؤسسة؛ وبالتالي يمكن ان ينقل هذه الاتجاهات إلى الجمهور الخارجي.

4- ان الجمهور الداخلي هو الذي يقوم بالعملية الانتاجية، أو بتقديم الخدمة للجمهور الخارجي؛ ولذلك فان رضاهم او عدم رضاهم عن المؤسسة التي يعملون بها ينعكس على أدائهم لتلك العمليات الانتاجية أو لتلك الخدمات.

#### مفهوم التنمية المستدامة:

التنمية المستدامة تلك التنمية التي لا تؤدي الى نمو اقتصادي فحسب وانما ضرورة التوزيع العادل لثمارها، والتي تجدد ولا تدمر البيئة ، هذا النوع من التنمية له اهمية بالغة للفقراء، اذ انه يضمن لهم دوراً في صنع القرار وفي المجالات التي تؤثر في حياتهم ، وفي الناس والطبيعة ، والخوض بمكانه المرأة في المجتمع ، والاستدامة في اوسع معانيها هي قضية توزيع عادل لفرص التنمية بين الجيل الحاضر وجيل المستقبل ، وان كانت التنمية المستدامة هي عملية توسيع مجموعة خيارات الناس فان الاستدامة هي تنمية الشخص وقدراته ، رجلاً ام امرأة (14) .

او هي تحقيق التنمية التي لا تضعف قدرة البيئة على توفير احتياجات السكان مستقبلاً ، وتستخدمها أيضاً توفير الرفاهية الاقتصادية للأجيال الحاضرة والقادمة ، والحفاظ على البيئة وصيانتها وحفظ نظام دعم الحياة ، فهي التنمية المتوافقة مع البيئة(15).

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(14) هلال ادريس الحياي، التنمية البشرية المستدامة والحكم الصالح، مجلة دراسات اقليمية ، العدد (24)، مركز الدراسات الاقليمية ، جامعة الموصل، 2011، ص350.

(15) حنان عبد الخضر هاشم، واقع متطلبات التنمية المستدامة في العراق ، مجلة مركز دراسات الكوفة ، العدد 2، مركز دراسات الكوفة، جامعة الكوفة ، 2011، ص246.



## أهداف التنمية المستدامة<sup>(16)</sup> :

- 1- تهدف الاستدامة الاقتصادية إلى ضمان امداد كافي من المياه ورفع كفاءة استخدام المياه في التنمية الزراعية والصناعية والحضرية والريفية، بينما الاستدامة الاجتماعية تهدف إلى تأمين الحصول على المياه في المناطق كافة للاستعمال المنزلي والمشاريع الزراعية الصغيرة لغالبية فئات المجتمع وخاصة المجتمعات الفقيرة.
- 2- تهدف الاستدامة الاقتصادية إلى رفع الانتاجية الزراعية من أجل تحقيق الأمن الغذائي المحلي، بينما الاستدامة الاجتماعية تهدف إلى تحسين الانتاجية وارباح الزراعة الصغيرة وضمان الامن الغذائي المنزلي.
- 3- تهدف الاستدامة الاجتماعية إلى فرص معايير الهواء والمياه والضوضاء لحماية صحة البشر وضمان الرعاية الصحية الاولية للأغلبية الفقيرة، اما الاستدامة البيئية تهدف إلى ضمان الحماية الكافية للموارد البيولوجية والانظمة الايكولوجية والانظمة الداعمة للحياة.
- 4- تهدف الاستدامة الاقتصادية إلى ضمان الامداد الكافي والاستعمال الامثل لموارد البناء ونظم المواصلات، بينما الاستدامة الاجتماعية تهدف إلى ضمان الحصول على السكن المناسب بالسعر المناسب.
- 5- تهدف الاستدامة الاقتصادية إلى زيادة الكفاءة الاقتصادية والنمو وفرص العمل في القطاع الرسمي، بينما الاستدامة الاجتماعية تهدف إلى دعم المشاريع الصغيرة في القطاع غير الرسمي.

## التعليم :

التعليم انه مجموعة من الاستراتيجيات والأساليب التي يتم من خلالها تنمية المعلومات والمهارات والاتجاهات عند الفرد أو مجموعة الافراد سواء اكان بشكل مقصود او غير مقصود بواسطة الفرد نفسه أو غيره<sup>(17)</sup>.

## التعليم والتنمية المستدامة :

تشكل التربية من أجل التنمية المستدامة بأبعادها الاقتصادية والاجتماعية والبيئية والتوعية عليها التحدي الأكبر امامنا في هذا القرن، وتعتبر هذه التوعية الضمان للأجيال الحالية والقادمة للحفاظ على

<sup>(16)</sup> جمهورية العراق : وزارة التخطيط، الجهاز المركزي للإحصاء، تقرير أهداف التنمية المستدامة، العراق، 2019، ص3.

<sup>(17)</sup> مهدي التميمي، مهارات التعليم دراسات في الفكر والاداء التدريسي (عمان : دار كنوز المعرفة، 2007)، ص63.

الموارد بما يفيد الإنسان، كل انسان بمختلف مكونات شخصيته وأبعادها، نظراً لما للتربية المدرسية من دور أساسي في توعية الانسان وتبصيره لما فيه خيره الشخصي والصالح العام<sup>(18)</sup>.

ويتمثل هدف التعليم من أجل التنمية المستدامة في تمكيننا من مواجهة التحديات العالمية الحالية والمستقبلية مواجهة بناءة وخلاقة، وفي انشاء مجتمعات اكثر استدامة وسهولة في التكيف، وهذا ما نجده من خلال تشجيع اليونسكو إعادة توجيه عملية إعداد وتدريب المعلمين لضمان إدراج التعليم من أجل التنمية المستدامة ضمن الممارسات التعليمية<sup>(19)</sup>.

فبمقدور التعليم ان يقوم بدور رئيس في التحول المطلوب إلى مجتمعات اكثر استدامة، بالتنسيق مع المبادرات الحكومة ومبادرات المجتمع المدني والقطاع الخاص، فالتعليم يصوغ القيم ووجهات النظر، ويساهم أيضاً في تنمية وتطوير المهارات والمفاهيم والأدوات التي يمكن ان تستخدم في خفض أو إيقاف الممارسات غير المستدامة<sup>(20)</sup>.

إنّ الاهتمام بجودة التعليم الهدف منه تحسين مستوى مخرجات التعليم، وأدامته من خلال التعليم الذاتي المستمر (ما بعد نيل الشهادة الدراسية المهنية). فتسارع خطى التقدم العلمي والتقني تجعل الفجوة تتسع تدريجياً وبعامل مضاعف حال توقف عملية التعليم عند الخريج واكتفائه بما تعلمه في سنين الدراسة. هذا بافتراض ان ما تعلمه يتناسب مع احداث المعلومات والنظريات في تخصصه. والأمر يزداد سوء حينما يكون مستوى التعليم دون المعيار العالمي، وبدون توجيه للتعلم الذاتي وبذلك تصبح الفجوة متسعة وعميقة في الوقت نفسه<sup>(21)</sup>.

ويشير (هادي الفرجاني) في ورقته المقدمة الى مؤتمر جيوتونس عام 2009 الى مبادئ جودة التعليم الآتية:

- التعلم من أجل غرس القيم الاخلاقية والروحية .
- التعلم من أجل تحقيق ذات الإنسان.
- التعلم من أجل المواطنة والديمقراطية وحقوق الإنسان.
- التعلم من أجل التهيئة للعمل والقدرة على أرتياد المشروعات.
- التعلم من أجل التعامل الكفاء في مجتمع المعرفة.

(18) المركز التربوي للبحوث والانماء المصري : مشروع التربية من أجل التنمية المستدامة .

(19) اليونسكو منظمة الامم المتحدة للتربية والتعليم والثقافة : التعليم من أجل التنمية المستدامة .

(20) منظمة الامم المتحدة للتربية والتعليم والثقافة، التقرير العالمي لرصد التعليم، التعليم والتنمية المستدامة.

(21) محمد منير مرسي، التعليم الجامعي المعاصر قضاياها واتجاهاته (القاهرة: دار الثقافة، 1990)، ص98.

- التعلم من أجل استدامة التعلم طوال الحياة.
- التعلم من أجل المشاركة في تحقيق التنمية المستدامة.
- التعلم من أجل استيعاب الثقافة العلمية والتكنولوجية.

### المبحث الثالث

#### الدراسة الميدانية للبحث

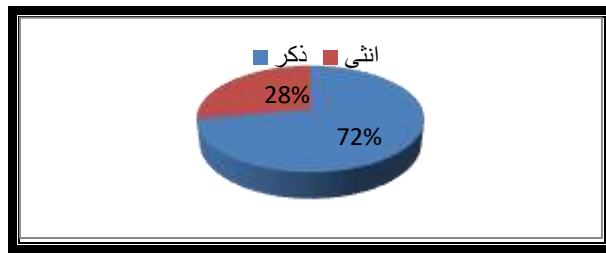
أولاً: التحليل الوصفي لعينة البحث

**1: النوع الاجتماعي:** كان عدد الذكور بين افراد عينة البحث (72) وشكلوا نسبة (72%)، و عدد الاناث بين مجمل افراد العينة (28) وشكل نسبة (28%). بما يؤشر أغلبية الذكور من حيث العدد في حجم العينة ، وكما مؤشر في جدول (2) و شكل (1).

جدول (2) وصف أفراد عينة البحث حسب النوع الاجتماعي

المتغيرات	الفئات المستهدفة	العدد	النسبة %
النوع الاجتماعي	نكر	72	72%
	انثى	28	28%
المجموع		100	100%

المصدر: اعداد الباحثة بالاعتماد على نتائج برنامج SPSS V23



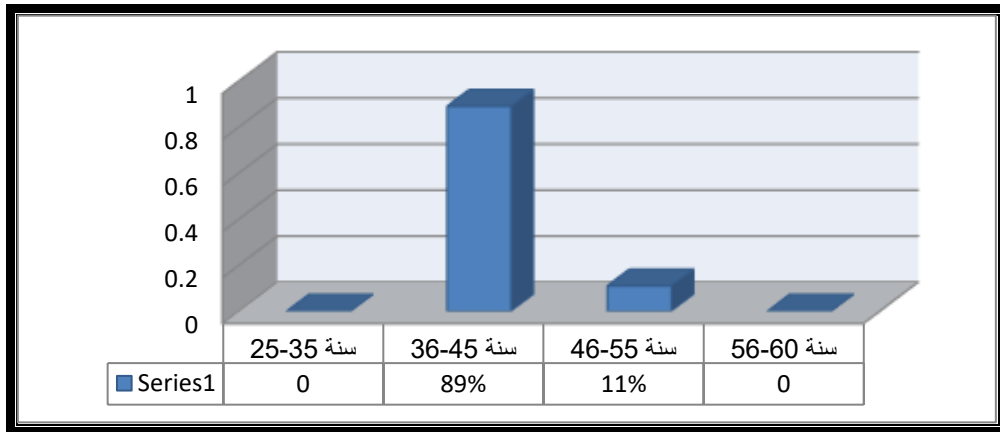
شكل (1) توزيع عينة البحث حسب النوع الاجتماعي

**2: العمر:** يبين الجدول (3) وشكل (2) ان الذين أعمارهم 36-45 سنة) بلغ عددهم (89) وبنسبة (89%) وهي الاعلى، أما أقل نسبة هي الذين بلغ عمرهم (46-55 سنة) وكان عددهم (11) وبنسبة (11%)

جدول (3) يبين توزيع أفراد العينة حسب العمر

العمر	العدد	%
35-25 سنة	-	-
45-36 سنة	89	89%
55-46 سنة	11	11%
60-56 سنة	-	0
المجموع	100	100%

المصدر: اعداد الباحثة بالاعتماد على نتائج برنامج SPSS V23



شكل (2) توزيع عينة البحث حسب العمر

3-التحصيل الدراسي : يبين جدول (4) وشكل (3) ان افراد العينة الذين تحصيلهم الدراسي دكتوراه هم الأكثر نسبة بين أفراد العينة اذ بلغت (87%) وأقل نسبة هم حملة شهادة ماجستير وبنسبة (13%).

جدول (4) يبين التحصيل الدراسي لأفراد العينة

التحصيل الدراسي	العدد	%
ماجستير	13	13%
دكتوراه	87	87%
المجموع	100	100%

المصدر: اعداد الباحثة بالاعتماد على نتائج برنامج SPSS V23



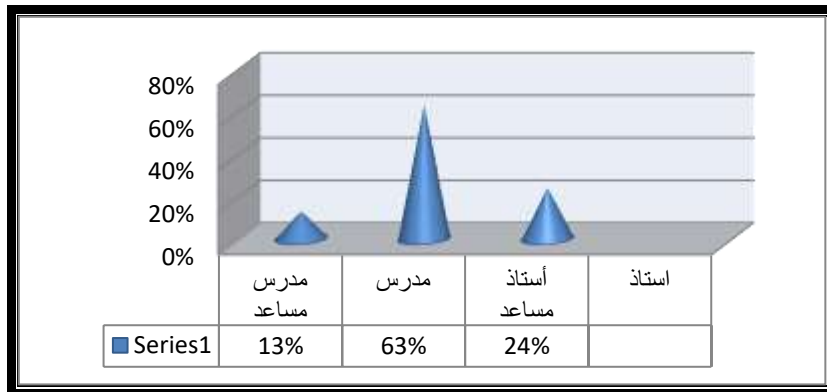
شكل (3) توزيع عينة البحث حسب التحصيل الدراسي

5- اللقب العلمي: يبين جدول (5) وشكل (4) ان افراد العينة الذين القابهم العلمية (مدرس) هم الأكثر نسبة بين أفراد العينة اذ بلغت (63%) وأقل نسبة هم الذين من لقب (مدرس مساعد) ونسبة (13%)، ولا يوجد لقب (استاذ) بين أفراد العينة .

جدول (5) يبين الألقاب العلمية لأفراد العينة

اللقب العلمي	العدد	%
مدرس مساعد	13	13%
مدرس	63	63%
أستاذ مساعد	24	24%
استاذ	-	-
المجموع	100	100%

المصدر: اعداد الباحثة بالاعتماد على نتائج برنامج SPSS V23



شكل (4) توزيع عينة البحث حسب اللقب العلمي

ثانياً: أهمية متغيري البحث (برامج العلاقات العامة) و (آفاق التنمية المستدامة)

نشير هنا الى اجابات أفراد العينة والبالغ عددهم (100) فرد حول فقرات و أسئلة الاستبانة والمتعلقة بالمتغير المستقل (برامج العلاقات العامة) ، والمتغير المعتمد (آفاق التنمية المستدامة) ، حيث تم اعتماد الجداول التي توضح اتجاهات اجابات العينة لكل فقرة من فقرات متغيري البحث ، إذ أُستخدِمَت الأوساط الحسابية والانحراف المعياري والأهمية النسبية لها وحسب مصفوفة قوة الاجابة في جدول (6).

جدول (6) الميزان التقديري وفقاً لمقياس ليكرت الخماسي

المستوى	المتوسط المرجح بالاوزان	الأستجابة
منخفض	من 1 إلى 1.79	لا أتفق تماماً
	من 1.80 إلى 2.59	لا اتفق
متوسط	من 2.60 إلى 3.39	غير متأكد
مرتفع	من 3.40 إلى 4.19	أتفق
	من 4.2 إلى 5	أتفق تماماً

1 . **برامج العلاقات العامة:** تضمنت استبانة البحث في محورها الخاص بقياس برامج العلاقات العامة (10) فقرات ، لايجاد مدى توافر مقومات برامج العلاقات العامة لدى كلية الامام الكاظم (ع) (نموذج البحث)، و كانت نتائج اجابات العينة لفقرات (برامج العلاقات العامة) كما يأتي :

بلغت قيمة الأهمية النسبية (57.72%) وهي نسبة مقبولة تؤكد مستوى اتفاق عينة البحث على فقرات هذا المتغير، حيث سجل الوسط الحسابي له (2.886) الذي يقع ضمن الفترة (من 2.60 إلى 3.39) وهذا يعني بأن اجابات العينة متجه نحو عدم التأكد ، وانحراف معياري (1.087)، مما يشير الى مدى تجانس الاجابات بخصوص (برامج العلاقات العامة) كما في الجدول (7) .

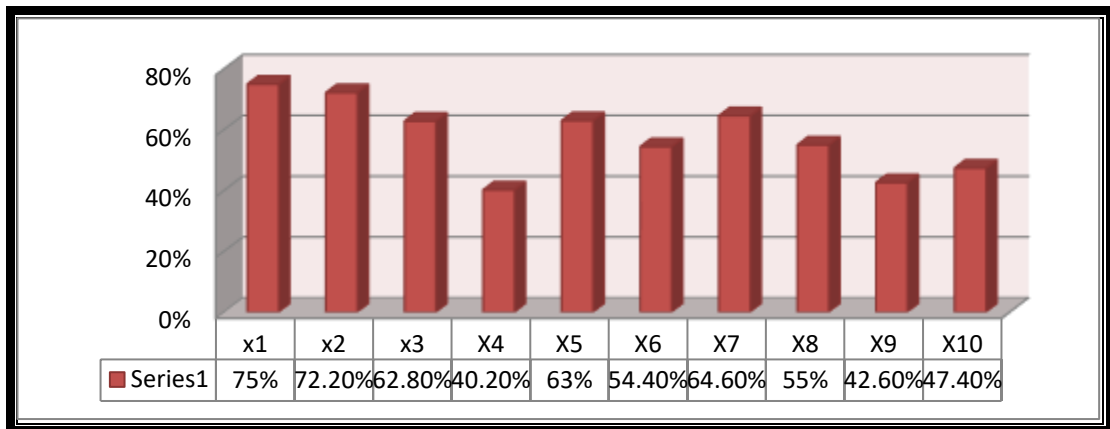
جدول (7) وصف إجابات العينة لفقرات متغير برامج العلاقات العامة

الأهمية النسبية %	الانحراف المعياري	الوسط الحسابي	الفقرات										البُعد
			5		4		3		2		1		
			اجابات العينة والنسب المئوية										
			%	f	%	f	%	f	%	f	%	f	
75.00	0.833	3.75	25.0	25	25.0	25	50.0	50	-	-	-	-	x1
72.20	0.875	3.61	13.0	13	48.0	48	26.0	26	13.0	13	-	-	x2
62.80	0.932	3.14	-	-	51.0	51	12.0	12	37.0	37	-	-	x3

40.20	1.010	2.01	-	-	13.0	13	12.0	12	38.0	38	37.0	37	X4	X برامج العلاقات العامة
63.00	1.373	3.15	26.0	26	12.0	12	25.0	25	25.0	25	12.0	12	X5	
54.40	1.564	2.72	12.0	12	37.0	37	-	-	13.0	13	38	38	X6	
64.60	1.503	3.23	25.0	25	25.0	25	24.0	24	-	-	26.0	26	X7	
55.00	0.978	2.75	-	-	25.0	25	38.0	38	24.0	24	13.0	13	X8	
42.60	0.928	2.13	-	-	-	-	50.0	50	13.0	13	37.0	37	X9	
47.40	0.872	2.37	-	-	13.0	13	24.0	24	50.0	50	13.0	13	X10	
57.72	1.087	2.886	الأجمالي											

المصدر: اعداد الباحثة على وفق نتائج الاختبار بالاعتماد على برنامج SPSS V23

وقد توزعت مستويات أهمية فقرات المتغير (برامج العلاقات العامة) بين اعلى مستوى اجابة حققته الفقرة (X1) بوسط حسابي بلغت قيمته (3.75) وبانحراف معياري (0.83) ، واهمية نسبية شكلت (75.00%) ليؤكد ذلك اتفاق أغلب افراد عينة البحث على هذه الفقرة ، بما يرجح (ان برامج العلاقات العامة تؤدي دوراً مهماً بإقامة العديد من ورش العمل والندوات والدورات والحلقات النقاشية والمؤتمرات الخاصة بالجانب التعليمي المستدام)، بينما الفقرة (X4) حققت ادنى مستوى اجابة بين فقرات (برامج العلاقات العامة) اذ بلغت قيمة الوسط الحسابي لها (2.01) وسجل الانحراف المعياري لها (1.01) ، والأهمية النسبية شكلت (40.20%) ، ليؤكد ذلك على عدم اتفاق معظم افراد العينة أن (برامج العلاقات العامة تساهم بإقامة علاقات قوية بالمؤسسات والشركات ذات الصلة بالتخصص).



شكل (5) يبين الأهمية النسبية لفقرات برامج العلاقات العامة

**2- آفاق التنمية المستدامة :** تضمن (11) فقرة ، لايجاد مدى توافر آفاق التنمية المستدامة لدى أعضاء الهيئة التدريسية في كلية الأمام الكاظم (ع) (نموذج البحث) ، و كانت نتائج اجابات العينة كالاتي :

بلغت قيمة الأهمية النسبية (**64.93%**) وهي نسبة متوسطة تؤكد اتفاق عينة البحث على معظم فقرات هذا المتغير ، حيث سجل الوسط الحسابي له (**3.25**) الذي يقع ضمن الفترة (من **2.60** إلى **3.39**) وهذا يعني بأن اجابات العينة متجه نحو عدم التأكد ، وبانحراف معياري (**0.79**)، مما يشير الى مدى تجانس الاجابات بخصوص (آفاق التنمية المستدامة) كما في الجدول (8) .

جدول (8) وصف إجابات العينة لفقرات متغير آفاق التنمية المستدامة

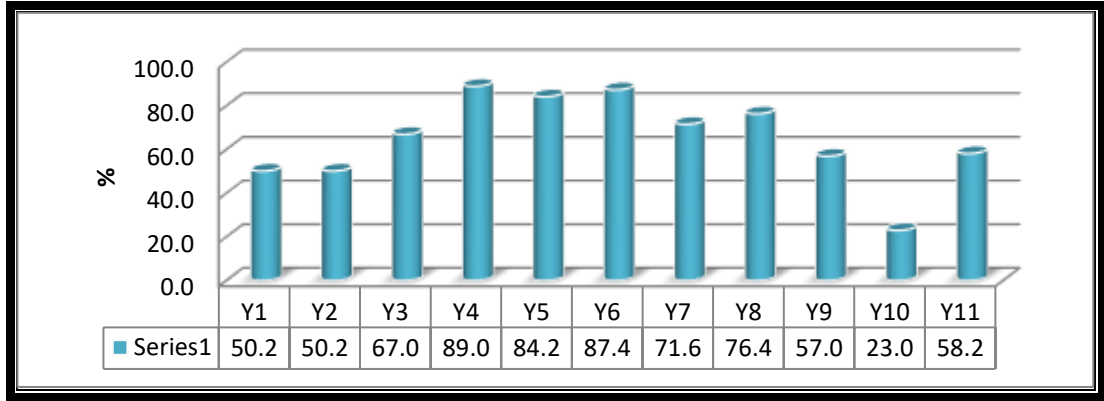
الأهمية النسبية %	الانحراف المعياري	الوسط الحسابي	الفقرات										الأبعاد
			5		4		3		2		1		
			اجابات العينة والنسب المئوية										
			%	f	%	f	%	f	%	f	%	f	
50.20	0.859	2.51	-	-	9.0	9	48.0	48	28.0	28	15.0	15	Y1
50.20	0.859	2.51	-	-	9.0	9	48.0	48	28.0	28	15.0	15	Y2
67.00	1.373	3.35	31.0	31	9.0	9	39.0	39	6.0	6	15.0	15	Y3
89.00	0.657	4.45	54.0	54	37.0	37	9.0	9	-	-	-	-	Y4
84.20	0.591	4.21	30.0	30	61.0	61	9.0	9	-	-	-	-	Y5
87.40	0.774	4.37	55.0	55	27.0	27	18.0	18	-	-	-	-	Y6
71.60	0.855	3.58	6.0	6	58.0	58	30.0	30	-	-	6.0	6	Y7
76.40	0.520	3.82	6.0	6	70.0	70	24.0	24	-	-	-	-	Y8
57.00	0.957	2.85	-	-	24.0	24	52.0	52	9.0	9	15.0	15	Y9
23.00	0.359	1.15	-	-	-	-	-	-	15.0	15	85.0	85	Y10
58.20	0.900	2.91	6.0	6	12.0	12	55.0	55	21.0	21	6.0	6	Y11
64.93	0.79	3.25	الأجمالي										

المصدر: اعداد الباحثة بالاعتماد على نتائج برنامج SPSS V23

وقد توزعت مستويات أهمية فقرات المتغير (آفاق التنمية المستدامة) بين اعلى مستوى اجابة حققته الفقرة ( Y4 ) بوسط حسابي بلغت قيمته (4.45) وبانحراف معياري (0.657) ، واهمية نسبية شكلت (89%) ليؤكد ذلك اتفاق معظم افراد عينة البحث على هذه الفقرة ، بما يرجح بأن (التنمية المستدامة



تتغرز بسبب وجود المحسوبة والعلاقات الشخصية) ، بينما الفقرة (Y10) حققت ادنى مستوى اجابة بين فقراته ، اذ بلغت قيمة الوسط الحسابي لها (1.15) وسجل الانحراف المعياري (0.359) ، والأهمية النسبية شكلت (23%)، ليؤكد ذلك عدم اتفاق افراد العينة على أن (التنمية المستدامة تُساعد في تحقيق متطلبات سوق العمل بالاعتماد على مصادر المعرفة). وللمقارنة بين فقرات (آفاق التنمية المستدامة) من حيث الأهمية النسبية يوضحه الشكل (6).



شكل (6) يبين الأهمية النسبية لفقرات آفاق التنمية المستدامة

### ثالثا: (إختبار فرضيات البحث)

تم استخدام معامل الارتباط (بيرسون) لغرض معرفة العلاقة بين متغيرات البحث و اختبار تأثير المتغير المستقل في المتغير المعتمد باستخدام انموذج الانحدار البسيط ، و اختبار F-test F و معامل التحديد  $R^2$  لمعرفة نسبة تأثير ومساهمة المتغير المستقل في المتغير المعتمد ، وشمل اختبار فرضيات البحث الفقرات الآتية :

#### 1. إختبار فرضيات الارتباط والتأثير

لاختبار فرضيات العلاقة الارتباطية بين (برامج العلاقات العامة) مع (آفاق التنمية المستدامة)، تم استخراج معامل الارتباط بين المتغيرات لتفسير قوة واتجاه الارتباط بين متغيرات الفرضية، اذ ستقبل الفرضية اذا كانت قيمة معامل الارتباط محصورة بين (0.50) و (1) الصحيح دلّ ذلك على قوة العلاقة الارتباطية .

وتم تطبيق اختبار F (F-test) لمعرفة معنوية التأثير للمتغير المستقل (برامج العلاقات العامة) في المتغير المعتمد (آفاق التنمية المستدامة) ، فاذا كانت القيمة الاحتمالية Sig. أقل من مستوى المعنوية البالغ

(0.05) يدل ذلك على وجود تأثير ذو دلالة معنوية ، والعكس صحيح ، وإذا كانت القيمة المحسوبة لـ (F) أكبر من قيمتها الجدولية الاحتمالية يدل على وجود تأثير ذو دلالة احصائية والعكس صحيح ، وكذلك تم استخراج قيمة معامل التحديد ( $R^2$ ) التي تبين نسبة تفسير (برامج العلاقات العامة) وتحقيقه لمتغير (آفاق التنمية المستدامة) .

وسيتم اختبار الفرضيات على النحو الآتي:

**الفرضية الرئيسية الأولى:** (توجد علاقة ارتباط معنوية ذات دلالة احصائية بين برامج العلاقات العامة وآفاق التنمية المستدامة)

**الفرضية الرئيسية الثانية :** (يوجد تأثير معنوي ذات دلالة احصائية لبرامج العلاقات العامة في آفاق التنمية المستدامة)

وكانت نتائج اختبار فرضية الارتباط والتأثير بين المتغيرين على وفق آراء عينة البحث، والتي يوضحها الجدول (9) كآلاتي :

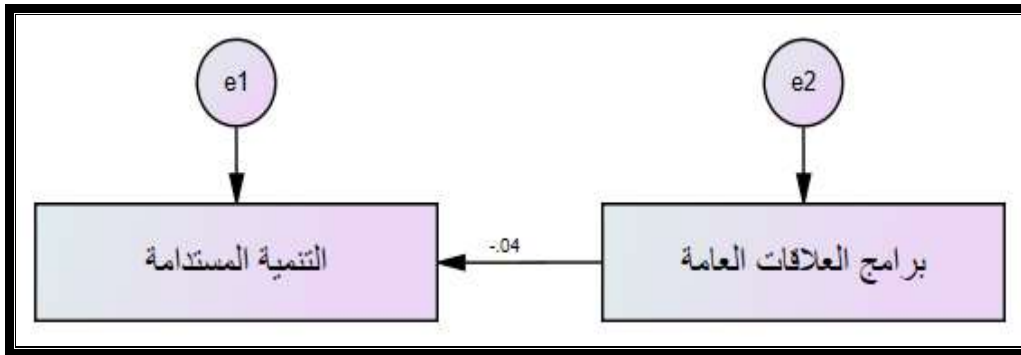
رفض الفرضية الرئيسية الأولى التي مفادها (توجد علاقة ارتباط معنوية ذات دلالة احصائية بين برامج العلاقات العامة وآفاق التنمية المستدامة) ، إذ سجلت قيمة معامل الارتباط (0.039)، وهي غير معنوية ليرسخ ذلك الارتباط الضعيف بينهما .

وبلغت قيمة F المحتسبة (0.151) وهي غير معنوية . أي عدم وجود تأثير ذي دلالة احصائية لمتغير (برامج العلاقات العامة) بـ(آفاق التنمية المستدامة) حسب آراء عينة البحث ، وهذا يعني رفض الفرضية الرئيسية الثانية (يوجد تأثير بين المتغيرين) ، عليه سجلت قيمة معامل التحديد ( 0.002%) التي تشير الى نسبة تأثير ومساهمة (برامج العلاقات العامة) الضعيفة بـ(آفاق التنمية المستدامة).

جدول (9) نتائج اختبار الفرضية الرئيسية (العلاقة والتأثير) لمتغير برامج العلاقات العامة في آفاق التنمية المستدامة

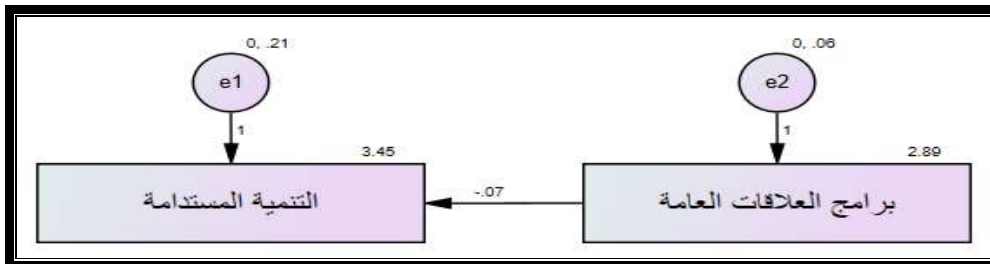
التفسير	F- test			معامل الانحدار $\beta$	الحد الثابت $\alpha$	معامل التحديد $R^2$ %	معامل الارتباط بين المتغيرين	المتغيرات	
	القيمة الاحتمالية sig.	الجدولية	المحتسبة					المعتمد	المستقل
عدم وجود الارتباط المعنوي بين برامج العلاقات العامة وآفاق التنمية المستدامة وبالتالي رفض الفرضية الرئيسية الأولى والثانية وعليه لا يوجد تأثير	0.699	3.94	0.151	-0.070	3.450	0.002	-0.039	آفاق التنمية المستدامة	برامج العلاقات العامة

المصدر: اعداد الباحثة بالاعتماد على نتائج برنامج SPSS V23



شكل (7) يوضح توكيد العلاقة والارتباط بين برامج العلاقات العامة وآفاق التنمية المستدامة وفق

برنامج Amos v23



شكل (8) يوضح توكيد التأثير للعلاقات العامة في آفاق التنمية المستدامة وفق برنامج Amos v23

## الاستنتاجات والتوصيات

يخرج كل بحث علمي ببعض النتائج على ضوء اجابات عينة البحث والتي تم تقييمها وتحليلها بما يتوافق مع التوجهات العلمية لمشروع البحث والتي على أساسها يتم الخروج بمجموعة من الاستنتاجات ضمن الفقرة الاولى ، وتضمنت الفقرة الثانية التوصيات الخاصة بها.

### أولاً : الاستنتاجات

1. لا توجد علاقة وتأثير ذات دلالة احصائية بين (برامج العلاقات العامة) و(آفاق التنمية المستدامة) كأنموذج تعليم في كلية الامام الكاظم (ع) الجامعة حسب اجابات عينة البحث .
2. أكدت النتائج على ضوء اجابات أفراد العينة أن برامج العلاقات العامة نشاط اتصالي واداري تستعين به المؤسسات والمنظمات لاقامة علاقة سليمة ومثمرة وثقة متبادلة بين المؤسسة وجمهورها الداخلي والخارجي.
3. أكد أفراد عينة البحث أن برامج العلاقات العامة تؤدي دوراً مهماً بإقامة العديد من ورش العمل والندوات والدورات والحلقات النقاشية والمؤتمرات الخاصة بالجانب التعليمي المستدام.
4. أغلب اراء العينة بين عدم الاتفاق وعدم التأكد بوجود تعاون بين العلاقات العامة و أعضاء هيئة التدريس التي تعزز شعور الانتماء للمؤسسة..
5. لم تتفق آراء أفراد العينة على مساهمة العلاقات العامة بإقامة علاقات قوية بالمؤسسات والشركات ذات الصلة بالتخصص .
6. أتفق أغلب أفراد العينة على تعزيز التنمية المستدامة بسبب وجود المحسوبة والعلاقات الشخصية.
7. يوجد إمام لبعض التدريسيين بالجانب العلمي المستدام.
8. لم يتفق أغلب أفراد العينة على مساهمة التعليم الجامعي الأهلي في جودة تأثيره على قيم التنمية المستدامة .

### ثانياً : التوصيات

1. على الجهات المعنية في عمادة الكلية استخدام وسائل الاتصال المناسبة بما يساعدها على رسم سياساتها وزيادة الانسجام بينهم.
2. العمل على مساهمة العلاقات العامة والالتزام بتهيئة بيئة تعليمية آمنة من المخاطر.
3. التوجه الى اسهام برامج العلاقات العامة في التنمية المجتمعية المستدامة.
4. اتباع الأساليب العلمية في التخطيط وتحديد الأهداف في تنظيم الأنشطة الصفية واللاصفية .
5. وضع برامج وخطط استراتيجية بما يتلائم مع متطلبات جودة التعليم المستدام.

6. تطوير خبرات التدريسيين من خلال الدورات والبعثات الخارجية.
7. زيادة الإيرادات المالية المخصصة لبرامج العلاقات العامة في الكلية .
8. السعي الى مساهمة التعليم الجامعي الأهلي في اظهار الجانب الابداعي لدى المتعلم وزيادة تأثيره في قيم التنمية المستدامة.

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## الملحق

### الاستبانة

**البحث بعنوان (برامج العلاقات العامة وآفاق التنمية المستدامة "التعليم أنموذجاً" - دراسة ميدانية من وجهة نظر تدريسيي كلية الإمام الكاظم (ع) الجامعة).**

المحور الأول : البيانات الشخصية للتدريسيين:

- 1- النوع : ذكر  أنثى
- 2- العمر : 25-35  36-45  46-55  56-فأكثر
- 3- التحصيل الدراسي : ماجستير  دكتوراه
- 4- اللقب العلمي : مدرس مساعد  مدرس  استاذ مساعد  استاذ

المحور الثاني : المتغير المستقل : برامج العلاقات العامة

ت	الفقرات	اتفق بشدة	اتفق	اتفق الى حد ما	لا اتفق	لا اتفق مطلقاً
1	تؤدي العلاقات العامة دوراً مهماً بإقامة العديد من ورش العمل والندوات والدورات والحلقات النقاشية والمؤتمرات الخاصة بالجانب التعليمي المستدام.					
2	يوجد تعاون بين العلاقات العامة و أعضاء هيئة التدريس تعزز شعور الانتماء للمؤسسة.					
3	تُسهم العلاقات العامة بالالتزام بتهيئة بيئة تعليمية آمنة من المخاطر .					
4	تساهم العلاقات العامة بإقامة علاقات قوية بالمؤسسات والشركات ذات الصلة بالتخصص .					
5	تُسهم برامج العلاقات العامة في التنمية المجتمعية المستدامة.					
6	تعمل العلاقات العامة على توظيف نتائج البحوث في حل مشكلات المجتمع.					
7	تتنوع أساليب العلاقات العامة في التعلم بين الفردية أو الجماعية أو الاثرائية.					

					تتبع العلاقات العامة الأساليب العلمية في الأنشطة الصفية واللاصفية.	8
					تتبع العلاقات العامة الأساليب العلمية في التخطيط وتحديد الأهداف.	9
					زيادة الإيرادات المالية المخصصة للعلاقات العامة يؤثر بلا شك في برامجها.	10

### المحور الثالث : آفاق التنمية المستدامة

ت	الفقرات	اتفق بشدة	اتفق	اتفق إلى حد ما	لا اتفق	لا اتفق مطلقاً
1	تقوم التنمية المستدامة بوضع برامج وخطط استراتيجية بما يتلائم مع متطلبات جودة التعليم المستدام.					
2	تُسهم التنمية المستدامة في توظيف تكنولوجيا التعليم المستدام.					
3	تعمل التنمية المستدامة على وضع الشخص المناسب في المكان المناسب لإدارة العملية التعليمية.					
4	تتعزز التنمية المستدامة بسبب وجود المحسوبة والعلاقات الشخصية.					
5	تسعى التنمية المستدامة لتطوير خبرات التدريسيين من خلال الدورات والبعثات الخارجية.					
6	يوجد إمام لبعض التدريسيين بالجانب العلمي المستدام.					
7	تُسهم التنمية المستدامة في تنمية القدرة على الاعتماد الذاتي.					
8	تسلط التنمية المستدامة الضوء على اظهار الجانب الابداعي لدى المتعلم.					
9	تسعى التنمية المستدامة لنجاحها بحلول عام 2030.					
10	تُساعد التنمية المستدامة في تحقيق متطلبات سوق العمل بالاعتماد على مصادر المعرفة.					
11	يُسهم التعليم الجامعي الأهلي في جودة تأثيره على قيم التنمية المستدامة .					

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## Social Phobia Among University Students

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### الرهاب الاجتماعي لدى طلبة الجامعة

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الجامعة المستنصرية /كلية التربية الأساسية

### ملخص البحث

الرهاب الاجتماعي خبرة نفسية تتشكل لدى الشخص نتيجة لبعض المثيرات التي تواجههم في حياتهم الاجتماعية، مما يجعل لها دور أساسي في ترسيخ الخوف او القلق.

استهدف البحث الحالي دراسة الرهاب الاجتماعي لدى طلبة الجامعة، للتعرف على :

- 1 - مستوى الرهاب الاجتماعي لدى طلبة الجامعة.
  - 2 - التعرف على دلالة الفروق في مستوى الرهاب الاجتماعي بين طلبة الجامعة وفقا لمتغيري الجنس (ذكور - اناث) والتخصص (علمي - انساني).
- اذ تكونت عينة البحث من (50) طالب وطالبة وقد تبني الباحثان مقياس (الكناني، 2014) معتمدا على النظرية السلوكية ، اذ تكون المقياس من (37) فقرة .
- وتوصل البحث الحالي الى الاستنتاجات باستعمال المعالجات الإحصائية SPSS وكانت النتائج كالآتي:
- 1- ان افراد عينة البحث لديهم رهاب اجتماعي.
  - 2- لا توجد فروق ذات دلالة إحصائية في مستوى الرهاب الاجتماعي وفقا لمتغيري الجنس والتخصص.
- ومن خلال هذه النتائج وضع الباحثان عدد من التوصيات التي قد تسهم في الحد من الرهاب الاجتماعي وهي على النحو الآتي:
- 1- ضرورة اهتمام الوحدات الإرشادية في المؤسسات التربوية والتعليمية في الحد من الرهاب الاجتماعي.
  - 2- إقامة دورات وورش عمل توضيح مخاطر الرهاب الاجتماعي ووضع الحلول العلاجية.

- استكمالاً للبحث الحالي وتطويراً له يقترح الباحثان إجراء دراسة وصفية ارتباطية بين الرهاب الاجتماعي والذكاء الانفعالي لدى طلبة الجامعة، وإجراء دراسة تجريبية عن تأثير برنامج ارشادي في خفض مستوى الرهاب الاجتماعي لدى طلبة الجامعة.

الكلمات المفتاحية:

(الرهاب الاجتماعي، طلبة الجامعة).

## RESEARCH SUMMARY

Social phobia is a psychological experience that develops in individuals as a result of certain stimuli they encounter in their social lives, which plays a fundamental role in establishing fear or anxiety.

The current research aimed to study social phobia among university students in order to:

- 1-Determine the level of social phobia among university students.
- 2-Identify the significance of differences in the level of social phobia among university students according to gender (males vs. females) and major (scientific vs. humanities).

The research sample consisted of 50 male and female students. The researchers adopted the scale developed by Al-Kanani (2014), based on behavioral theory. The scale comprised 37 items.

The research findings, analyzed using SPSS statistical software, are as follows:

- 1-The research sample exhibits social phobia.
- 2-There are no statistically significant differences in the level of social phobia according to gender and major.

Based on these results, the researchers proposed several recommendations that could contribute to reducing social phobia, as follows:

- 1-The counseling units in educational institutions should prioritize addressing social phobia.
- 2-Conducting workshops and training sessions to raise awareness about the risks of social phobia and provide therapeutic solutions.

-To expand on the current research and further develop it, the researchers suggest conducting a descriptive correlational study on the relationship between social phobia and emotional intelligence among university students. Additionally, an experimental study could be conducted to examine the impact of a counseling program on reducing social phobia among university students.

**Keywords:** *Social phobia university students*

## الفصل الاول التعريف بالبحث

### مشكلة البحث:

تعد مشكلة الرهاب الاجتماعي نوعاً من أنواع المخاوف المرضية، واضطراب يشكل خطورة على التفاعل الاجتماعي للشباب، فتمثل السمات الأساسية لهذا الاضطراب في الخوف المستمر وتجنب المواقف الاجتماعية، ومرضى الرهاب الاجتماعي يعانون من التشوه الإدراكي للواقع ويتوقعون الجوانب السلبية، ويميلون نحو التمرکز حول الذات والتفكير الذاتي الموجه، فالأحكام التي يصدرها الفرد على المواقف الاجتماعية ترتبط إلى حد ما بتوقعه، إذا اضطراب الرهاب الاجتماعي له تأثير سلبي في الصحة النفسية لدى الفرد، فالعرض الرئيس للرهاب الاجتماعي هو قلق وخوف زائد عن الحد، وهذا العرض ينعكس سلباً على سلوك الفرد، ويعتبر أي موقف اجتماعي بمثابة تهديد ويشير دهلوي بأن الرهاب الاجتماعي له أسباب متعددة لكنه قد يعود إلى بعض الأفكار السلبية التي تعلمها من محيطه الاجتماعي (دهلوي 2010: 20) وهناك دراسة عدة تناولت نسب الرهاب الاجتماعي كدراسة، دهراب حيث هدفت إلى الكشف عن نسبة الرهاب الاجتماعي بين طلبة جامعة الكويت، وأشارت النتائج إلى نسبة انتشاره بلغت (13) من طلبة جامعة الكويت. وفي استراليا فقد بلغت نسبة انتشار اضطراب الرهاب الاجتماعي لدى طلبة المرحلة الأولى (18,3%) (دهراب، 2008)، وانطلاقاً من هذا الواقع الذي يعاني منه الطلبة الجامعيون في مختلف مراحلهم الدراسية وخصوصاً طلبة المرحلة الأولى الذين يجتازون مرحلة انتقالية من الدراسة الثانوية إلى الدراسة الجامعية، ومحاولة المهتمين والباحثين في البحث عن أسباب هذه الظاهرة انبثقت الحاجة لمثل هذه الدراسة للتعرف على مستوى الرهاب الاجتماعي لدى طلبة الجامعة. وعليه فان مشكلة البحث الحالي تتجلى في الاجابة عن التساؤل الآتي : ما مستوى الرهاب الاجتماعي لدى طلبة الجامعة ؟

### أهمية البحث:

يُعد الخوف حالة انفعالية طبيعية تشعر بها كل الكائنات الحية، ويظهر في أشكال متعددة وبدرجات تتفاوت بين الحذر والحيلة إلى الهلع والفرع والرعب ربما الهروب، وكلما كانت درجة الخوف في الحدود المعقولة غير المتطرفة كان الإنسان سويًا في هذا الانفعال ويمكنه التحكم في انفعاله، ولكن كلما كانت درجة الخوف كبيرة بحيث يتعذر معها السيطرة والتعقل فإن الموقف يكون حالة مرضية تعاني من اضطراب نفسي يكون من مؤشرات إصدار سلوك شاذ أو عمل تصرف شاذ بهدف البعد عن مصدر الخوف (الشربيني: 2010: 159). ويعد الرهاب الاجتماعي (Social Phobia) أحد أنواع الخوف المرضي غير المنطقي أو المعقول حيث يرفض الشخص المصاب بهذا الاضطراب التواجد في أماكن التجمعات وكما يرفض التواجد في المواقف الاجتماعية ويحاول جاهداً البقاء في معزل عن الآخرين (قاسم: 2012: 340) وكذلك تشير الأدبيات التربوية أن الرهاب الاجتماعي يبدأ في مرحلة الطفولة، أو المراهقة، ونادراً ما يبدأ بعد سن العشرين، وتكمن خطورته في استمراره لفترة طويلة من حياة الفرد، حيث ينتقل عبر المراحل العمرية المختلفة، إذا لم يُحسن التعامل معه وعلاجه أو تخفيف آثاره، وقد بينت نتائج البحوث المسحية في هذا المجال أن حوالي (3.5) مليون فرداً من الشعب الأمريكي يعانون من اضطراب الرهاب الاجتماعي (Mental Health). National Institute Of, 2003 كما أن (3-13%) من الناس يعانون من الرهاب الاجتماعي في إحدى مراحل حياتهم، وهناك نسبة (1-2,5) يتعرضون مرة واحدة في حياتهم للرهاب الاجتماعي، وتبرز مظاهره بالخلج، وهذا ما أكدته الأدبيات التربوية أن (80) (90%) من

الأفراد الذين يصابوا بالرهاب الاجتماعي يشعرون بالخجل، وينتشر هذا الاضطراب النفسي بشكل كبير بين المراهقين من أعمار 15-20 سنة .

( Klinger, Legaron, Roy, Chemin, Louerand Nugues, 2006). وينتشر هذا لاضطراب النفسي بين الإناث أكثر منه عند الذكور ( Institute Of Mental Health, National, 2000, أما على الصعيد العربي، نجد أن الرهاب الاجتماعي أكثر الاضطرابات انتشاراً بين الشباب، حيث أوضحت دراسة الخاني (1995) التي أجريت في المملكة العربية السعودية والمشار إليها في العواد (2004) أن نسبة من يعانون من الرهاب الاجتماعي في المملكة العربية السعودية ويرجعون العيادات الخاصة تبلغ (79%) من اضطرابات الخوف عموماً، وقد بين فايد (2004) أن نسبة انتشار الرهاب الاجتماعي بين الشباب العربي تتراوح ما بين (8 - 10 %). وبينت دراسة ملص (2007) التي أجريت في الأردن أن نسبة انتشار الرهاب الاجتماعي بين طلبة الجامعة هي (9,3%) وكانت نسبة انتشاره عند الإناث (10,1%) أعلى بشكل دال إحصائياً من نسبة انتشارها عند الذكور (8%).

والرهاب الاجتماعي يتصف بالخوف المتفان من التعرض للمواقف الاجتماعية التي تتضمن أشخاصاً يصوبون أنظارهم لبعض الشباب ، ويعد الرهاب الاجتماعي من المشكلات النفسية المنتشرة بين الشباب، خاصة الذين يعانون من القلق الشديد والاضطرابات المزاجية (2007، 32)

كذلك فإن الرهاب الاجتماعي نوع من أنواع الخوف المرضي غير المنطقي، كونه لا يرتبط بمثيرات تبعث الخوف، حيث يرفض الفرد المصاب بهذا الاضطراب التواجد في أماكن التجمعات أو المشاركة في المواقف الاجتماعية، ويحاول جاهداً البقاء في معزل عن الآخرين إذ أن الرهاب الاجتماعي يبدأ في مرحلة الطفولة المتأخرة، أو الشباب ، ونادراً ما يبدأ بعد سن العشرين، وتكمن خطورته في استمراريته لفترة طويلة من حياة الفرد حيث ينتقل عبر المراحل العمرية المختلفة، إذا لم يُحسن التعامل معه وعلاجه أو التخفيف من حدته وآثاره (قاسم، 2012:123).

وتكمن خطورة الرهاب الاجتماعي الذي يسمى بالخوف الاجتماعي في أن له آثاراً على الأداء الوظيفي، والمهني والاجتماعي والأكاديمي للفرد، حيث إن أداء الفرد للمهام المنوطة به بحاجة إلى مشاركة الآخرين والتفاعل معهم، والعزلة والوحدة التي تنشأ عن الرهاب الاجتماعي تؤثر في قيام الفرد بأدواره الاجتماعية والوظيفية، فضلاً عن أن القلق في المواقف الاجتماعية يُظهر ضعفاً شديداً على أداء الفرد في شتى مجالات الحياة، إذ يشتت الانتباه، ويمنعه من التفاعل الناجح كما أكد حمادنة على أن الرهاب الاجتماعي يصيب كافة طبقات المجتمع ذكوراً وإناثاً، متفوقين ومتأخرين، ويتأثر بعامل العمر (حمادنة، 2013، 710).

**وتكمن أهمية البحث الحالي في الأهمية النظرية والتطبيقية نذكرها بالآت :-**

**أولاً: الأهمية النظرية :**

تتمثل الأهمية العلمية في الإضافة التي تقدمها الدراسة في جملة البحوث المتخصصة لا ثراء التراث العلمي.

**ثانياً : الأهمية التطبيقية :**

القاء الضوء على الرهاب الاجتماعي لدى طلبة الجامعة يساهم في تقديم نتائج علمية ملموسة من خلال تعزيز إمكانية تطبيقها على الواقع.

## أهداف البحث

يستهدف البحث الحالي التعرف الى :

- 1- مستوى الرهاب الاجتماعي لدى طلبة الجامعة.
- 2- التعرف دلالة الفروق في الرهاب الاجتماعي وفقاً لمتغير الجنس (ذكور- إناث) لدى طلبة الجامعة.
- 3- التعرف على دلالة الفروق في الرهاب الاجتماعي وفقاً لمتغير التخصص ( علمي - إنساني ) لدى طلبة الجامعة.

## حدود البحث

ينحدد البحث الحالي بطلبة الجامعة المستتصية / كلية التربية الأساسية ، لكلا الجنسين (ذكور-إناث) ،وللتخصص (علمي ، إنساني) للدراسات الصباحية ، للعام الدراسي (2022-2023).

## مصطلحات البحث :

- 1-عرفه **furmark** هو خوف ملحوظ ومستمر يتعرض له الفرد لوحد أو أكثر من المواقف أو الأنشطة الاجتماعية كمقابلته لأشخاص غرباء أو من احتمال نظر الآخرين إليه" (Furmark, 2002: 84).
- 2- عرفه (شاهين و جرادات) هو شعور الفرد بأنه محط أنظار الآخرين عند قيامه بأي نشاط، والخوف من التفاعل الاجتماعي مع الآخرين والتحدث معهم (شاهين وجرادات، 2012 : 171).
- 3-عرفه (أبو زيد) هو جزء من اضطراب القلق، حيث اعتبره أعراض انفعالية من مثير غير مخيف واقعياً، ولا يشكل تعرض الفرد إلى الموقف أو المثير تهديداً فعلياً، أو خطراً على حياته، لكن ردة فعله تكون غير عقلانية ولا يتحكم المصاب بالرهاب بسلوكه أثناء هذا الموقف أو المثير، ويتفاعل معه بالعزلة والهروب (أبو زيد، 2008، 33).

## التعريف النظري

استندت الباحثة على النظرية السلوكية للرهاب الاجتماعي هو استجابة انفعالية ومعرفية وسلوكية لموقف اجتماعي يدرك على أنه يتضمن تهديداً للذات وخوفاً من التقييم السلبي الذي يؤدي إلى مشاعر الانزعاج والضيق وقد يؤدي إلى الانسحاب الاجتماعي والتحفز والكف (الكتاني، 2004 : 19) .

## التعريف الاجرائي :

بأنه الدرجة الكلية التي يحصل عليها الطلبة وفقاً للمقياس المعد لهذا الغرض.

## الفصل الثاني

### الاطار النظري ودراسات سابقة

#### الاطار النظري:

#### أولاً: مفهوم الرهاب الاجتماعي

تعرف جمعية الطب النفسي الأمريكي الرهاب الاجتماعي هو الخوف المستمر، والملحوظ من موقف أو أكثر من مواقف الأداء أو المواقف الاجتماعية؛ لأنه قد يحدث الارتباك لدى الشخص أمام الآخرين (A.P.A, 1994. 205).

يعرف الرهاب الاجتماعي على أنه أحد أنواع الخوف في المواقف الاجتماعية المختلفة، والتي يبدو فيها خوف الفرد أن يكون محط انتباه الآخرين وتركيزهم؛ وبالتالي يترتب عليه التعرض للحكم والانتقاد من الآخرين (Roche, 1999.13) .

اذ يرى عكاشة (2003 : 102) الرهاب الاجتماعي على أنه خوف الفرد من وقوعه محط أنظار الآخرين من حوله مما يدفعه إلى تجنب المواقف والتفاعل الاجتماعي خوفاً من انتقاد الآخرين لسلوكه وتصرفاته.

حيث يعد الرهاب الاجتماعي عبارة عن استجابة انفعالية ومعرفية وسلوكية لموقف اجتماعي يدرك على أنه يتضمن تهديداً للذات وخوفاً من التقييم السلبي الذي يؤدي إلى مشاعر الانزعاج والضيق وقد يؤدي إلى الانسحاب الاجتماعي والتحفظ والكف (الكتاني، 2004:16).

اذ يرى أبو زيد، 2008 أن الرهاب الاجتماعي جزء من اضطراب القلق، حيث اعتبره أعراض انفعالية من مثير غير مخيف واقعياً، ولا يشكل تعرض الفرد إلى الموقف أو المثير تهديداً فعلياً، أو خطراً على حياته، لكن ردة فعله تكون غير عقلانية ولا يتحكم المصاب بالرهاب بسلوكه أثناء هذا الموقف أو المثير، ويتفاعل معه بالعزلة والهروب.

وعرف الدليل التشخيصي الإحصائي الخامس للاضطرابات العقلية الصادر على الجمعية الأمريكية للطب النفسي (DSM-V) بأنه خوف مستمر من معظم المواقف الاجتماعية، أو مواقف الأداء التي قد يتعرض لها الفرد لتفحص من الآخرين، ويتصرف بطريقة تسبب له شعوراً بالخزي والعار أو الارتباك أو يبدي أعراضاً للقلق؛ تتسبب كذلك في معاناته من العار والارتباك (American Psychiatrist Association, 2013. P. 202)، ويكون الفرد الذي يعاني الخوف الشديد جزءاً من هذا الموقف، وإن لم يكن متفاعلاً فيه.

وعرف (حمادنة 2013: 71) الرهاب على أنه الخوف الشديد، وليس خوفاً عادياً عقلياً، وغالباً ما ينال هذا الخوف من قيمة الذات التي تصبح عاجزة عن تحمله في موقف معين، والاجتماعي تعني كون هذا الخوف يحدث في وجود آخرين أثناء موقف اجتماعي محدد، ويُعرف (الركييات 2015:3) الرهاب الاجتماعي بأنه استجابة انفعالية ومعرفية لموقف يتوقع أن يكون مؤدياً، أو مخيفاً، أو مهدداً، أهم ما يميزه حضور الآخر، أو توقع حضوره وبالتالي التأثير السلبي على عمليات التفاعل الاجتماعي.

وعرف (عبد الجواد وأحمد 196:205) الرهاب الاجتماعي بأنه استجابة الخوف الشديد غير المنطقي للفرد في المواقف الاجتماعية التي تتضمن التفاعل مع الآخرين، لإدراك الفرد بأنه في وضع تقييم وانتقاد من قبل الآخرين ومن اعتقادات الفرد أيضاً بأنه مرفوض من الآخرين مما يؤدي إلى ارتباك وحيرة من التواصل والاندماج مع الآخرين مع ظهور بعض المظاهر الانفعالية والفسولوجية عليه في المواقف الاجتماعية المختلفة.

## ثانياً : أبعاد الرهاب الاجتماعي

يظهر الرهاب الاجتماعي لدى كافة الأفراد، وينعكس على الجوانب المعرفية والوجدانية والسلوكية، وبالتالي فإن أبعاد الرهاب الاجتماعي تتضمن أربعة أبعاد وهي على النحو الآتي

(عكاشة: 2003 : 44) و (شاهين، وجرادات: 2012 137) و (الشريف، 4 : 2014).

1- البعد المعرفي : ويكمن البعد المعرفي في اعتقاد الفرد أنه محط أنظار الآخرين، ومحط انتقاداتهم، وينشأ الرهاب الاجتماعي المعرفي عندما يقيم الفرد نفسه سلبياً، ويتوقع أن يكون تقييم الآخرين تجاهه سلبياً، والانشغال بما يعتقده الشخص عن أفكار الآخرين تجاهه.

2- البعد النفسي: حيث يشعر المصاب بالرهاب بالتوتر المستمر في معظم المواقف الاجتماعية التي يشارك فيها، ويفقد الشعور بالأمان، ويتأثر كثيراً بأجراء الآخرين، ويندم إذا تعرف على أصدقاء جدد، ويميل للوحدة والانعزال

3- البعد السلوكي: ويظهر الرهاب الاجتماعي السلوكي في مظاهر متعددة أهمها محاولة الفرد تجنب المواقف الاجتماعية، والهرب منها كالاتعاد عن الحفلات العامة والتقليل من العلاقات والصلات الاجتماعية، وعدم حضور المناسبات الاجتماعية.

4- البعد الفسيولوجي: ويتجلى من خلال معاناة الشخص من أعراض جسدية مرتبطة بمواقف اجتماعية مؤثرة، ويرى بأنها مزعجة من حيث توقع التقييم السلبي من الآخرين فينعكس ذلك أعراضاً جسدية كالتعرق، واحمرار الوجه والارتجاف والشعور بالغثيان، والأرق وغيرها.

### ثالثاً : اسباب ظهور الرهاب الاجتماعي

تشير معظم الأدبيات النفسية أن اضطراب الرهاب الاجتماعي لا يحدث فجأة، أو من فراغ، وهناك أسباب وعوامل متعددة تساعد على ظهور الرهاب الاجتماعي عند الشباب ويلي توضيح لهذه الأسباب:-

#### 1- أسباب أسرية.

تعد الأسرة النواة الأولى، والمؤسسة الاجتماعية التي يتم فيها اكتساب المهارات والقدرات والميول، وتؤثر في تشكل الشخصية عند الأطفال والشباب ، وينشأ ويكتسب الفرد شخصيته من خلال احتكاكه المباشر بأفراد أسرته. وتتعكس العلاقة الاجتماعية داخل الأسرة بشكل مباشر على الرهاب الاجتماعي كتدليل الطفل بطريقة زائدة، والرعاية المفرطة للطفل، والتي تسلبه حقه الطبيعي في الاعتماد على ذاته، كذلك التسلط والسيطرة في التربية تقوده عنصر المبادأة وتجعله غير قادر على التوافق مع متطلبات الحياة الاجتماعية

(شاهين وجرادات، 2012: 121) كما يؤدي التوتر الأسري والمشكلات الأسرية بين الأبوين إلى خلق جو من القلق لدى الأبناء، ويساهم هذا الجو في زيادة السلوك الانسحابي لديهم وتفضيل الذكور على الإناث له انعكاس سلبي على الأبناء سواء الذكور أو الإناث، وقد تشعر الأنثى بالدونية، وهذا يسهم في انتشار حالات الرهاب الاجتماعي، في المقابل فإن الذكر يصبح لا يقبل التسامح وقد يترسخ له حب الذات والعزلة عن الآخرين، وهذا أيضاً يسبب الرهاب الاجتماعي (المومني و جرادات 2011 :77).

#### 2- أسباب حضارية ثقافية.

تعد الحضارة أو الثقافة والبيئة الاجتماعية ذات أثر في تكوين شخصية الفرد، وعليه فإن القيم تعد أطراً مرجعية تحدد نسق استجابة الفرد تجاه مجتمعه، لكي يتحقق التوافق والتكيف الاجتماعي، وظهور التكنولوجيا، وسرعة التطورات قد يقف أمامها الأفراد منبهرين غير قادرين على التكيف مما يحدث لديهم استجابات عكسية تجاه التكنولوجيا والمعارف الجديدة، وهذا يسهم في العزلة والانسحاب في المواقف الاجتماعية، وقد تصل الحالة إلى الرهاب الاجتماعي. ( Heideman : 2008 .، 17).

#### 3- أسباب وراثية.

يعتقد بعض علماء النفس بأن هناك اضطراباً داخلياً أساسياً يرتبط بالتكوين الجسمي والخلفي للفرد؛ جوهره الاستعداد الوراثي للإصابة بالقلق الذي يهيئ لظهور حالات قلق حاد وخوف شديد من الأماكن والأشخاص والرهاب الاجتماعي، أي أن جزءاً من حالات الرهاب الاجتماعي تكون وراثية جسمية، فصورة الجسم قد تتعكس إيجاباً وسلباً على التكيف الاجتماعي، كذلك فإن الأسرة التي تتمتع بعلاقات اجتماعية جيدة غالباً ينشأ أطفالها بحالة اجتماعية سوية، أما الأسرة

المنغلقة فقد يصاب أبنائها بالقلق والرهاب الاجتماعي، والخوف الشديد من المظاهر الاجتماعية، كذلك فإن الفرد ينشأ ولديه رهبة من مجتمعه ومحيطه، وبإمكان الأسرة التأثير في تأقلمه وتكيفه مع متطلبات الحياة، وإن لم يحدث ذلك فإن حالة الخوف والرهاب الاجتماعي التي بداخله تتنامى بشكل سريع (Stoddard4:2007:44).

### رابعا : مظاهر الرهاب الاجتماعي:

تناول العديد من المختصين مظاهر وأعراض أخرى للرهاب الاجتماعي، لاسيما وأن الرهاب الاجتماعي أصبح من أكثر المشكلات النفسية انتشاراً، وعلى الرغم من أن منظمة الصحة العالمية (Who 136 1992) أكدت على الرهاب الاجتماعي جزء من القلق العام، إلا أن له أعراضاً ومظاهر تختلف إلى حد ما من أعراض ومظاهر القلق المعروفة، حيث أن هناك من قسم هذه المظاهر والأعراض إلى معرفية وسلوكية، وفسولوجية، وذلك على النحو الآتي (عزو وسمور، 2016:6)

#### 1: أعراض معرفية.

يدرك الفرد المصاب بالرهاب الاجتماعي بأن كل المشاعر المحيطة به غير منطقية، ولكن ذلك لا يمكن له تجاهلها أو مقاومتها، كذلك فإن الأفكار غير السوية لدى المصاب بالرهاب مع الاجتماعي تكون ظاهرة لمن حوله من المحيطين به، وبالتالي فإن أفكاره ومعارفه تدفعه للهروب من المواقف الاجتماعية، حيث يعتبر أن تلك المواقف تشكل له تهديداً، ومصاب الرهاب الاجتماعي يميل إلى تفسير الأشياء والمثيرات والمواقف بحوار ذاتي سلبي، ويضع لنفسه معايير عالية الأداء، وتتضمن الأعراض المعرفية أفكار المصاب وتقييمه لذاته، ووعيه المفرط والاستغراق في الذات، وتوقع الظهور بشكل لبق أمام الآخرين مع توقعه لاستجائهم، والانزعاج من النقد والملاحظات، ويرى بأن جميع الأفراد حوله يراقبون تصرفاته، والتفكير بالوحدة والانعزال .

#### 2 :أعراض سلوكية.

يظهر على المضطرب بالرهاب الاجتماعي تصرفات تميزه عن الشخص السوي، فهو يصدر سلوكيات في محاولة للتحكم في المواقف الاجتماعية التي تواجهه، ويسعى جاهداً لتخفيف حدة قلقه، فيتميز الفرد المصاب بالرهاب الاجتماعي بالهدوء، وقلة الحديث مع الآخرين، والهروب من المواقف التي يعتقد بأنه صعبة، وتجنب كافة أو معظم المواقف الاجتماعية، وهذه السلوكيات مرتبطة بشكل مباشر بالتقييم السلبي، وتهدف إلى تجنب حدوث نتائج سلبية مثل تقليل فرص التواصل البصري، وإمساك الأشياء بإحكام، وإخفاء اليدين وارتجافها، وارتداء ملابس خفيفة حتى لا يظهر التعرق، وغالباً ما يكون التفاعل اللفظي مع أشخاص محددين ومقربين يعتقد بأنهم لا يسعون لتقييمه.

#### 3 :أعراض فسيولوجية.

تظهر على المصاب بالرهاب الاجتماعي أعراضاً فسيولوجية متعددة أهمها احمرار الوجه وارتعاش اليدين والغثيان وتصبب العرق، وسرعة ضربات القلب وضيق التنفس، ويولي مصاب الرهاب الاجتماعي الأعراض الفسيولوجية أهمية خاصة لاعتقاده أن الآخرين يلاحظونها، ويفسرونها كمؤشرات على فضل تحقيق المعايير أو المستويات المرغوبة في الأداء الاجتماعي، وعلى الرغم من أن هذه الأعراض قد تظهر لدى بعض الأشخاص الأسوياء إلا أن شدتها تميز المصاب بالرهاب الاجتماعي.



إضافة لتلك الأعراض أورد الدليل التشخيصي والاحصائي الخامس (DSM-V) أن الرهاب الاجتماعي يختص بالخوف من الأداء، والإذلال والحرج، والخزي والعار، وظهور كافة أعراض القلق العام، وتكون أعراض القلق العام على شكل نوبات هلع، فيلجأ المصاب بالرهاب الاجتماعي إلى الهروب من المواقف الاجتماعية، أو يستمر في مواجهتها بأعراض التوتر والقلق والخوف، فلا يرفع رأسه ولا يتواصل بصرياً مع المحيطين، ولا يتحدث كثيراً . وينتبه لكافة معهم الأفعال والأقوال الصادرة عنهم وتفسيرها بأنها متعلقة بتصرفاته، وأن الجميع يحاولون تقييمه.

#### خامساً: تشخيص الرهاب الاجتماعي

وفقاً للدليل التشخيصي للاضطرابات النفسية الأمريكي لا بد أن تتوفر بعض المعايير التي يمكن من خلالها تشخيص المصاب بالرهاب الاجتماعي، وتمثل هذه المعايير فوارق بين الرهاب الاجتماعي وبعض الاضطرابات النفسية الأخرى (APA:217:2013)

1 - الخوف المستمر لموقف أو أكثر يكون فيها الفرد معرضاً لاحتمال الفحص، والتقييم، والتدقيق من قبل الآخرين، ويخاف من أن يعمل عملاً ما أو يتصرف بطريقة تؤدي إلى إهانته أو التقليل من شأنه والارتباك الشديد في هذا الموقف، ويظهر ذلك في عدم القدرة على الاستمرار في التحدث أمام الآخرين، ويصعب عليه الإجابة على الأسئلة في المواقف الاجتماعية.

2- حدوث القلق والشعور بالتوتر والارتباك مباشرة بعد التعرض للموقف المثير للخوف.

3- تجنب الفرد المواقف المسببة يؤثر على أداء الفرد المهني والاجتماعي وفي علاقته بالآخرين، ويغلب عليه السلوك التجنبي.

4- إدراك الفرد أن خوفه غير منطقي، ومبالغ فيه مقارنة بالمثير أو الموقف الاجتماعي.

5-الأفراد الذين تقل أعمارهم عن 18 سنة يشترط ألا تقل فترة المعاناة عن ستة أشهر 6 ألا يكون الخوف ناتج عن آثار فسيولوجية مباشرة لمادة كيميائية، أو حالة طبية، أو الإصابة بمرض نفسي آخر، بمعنى أن تشخيص الرهاب الاجتماعي يأتي بعد التأكد أن الفرد لم يتعرض لمواد كيميائية تسبب الخوف.

#### سادساً : النظريات المفسرة لإرهاب الاجتماعي

1-نظرية التحليل النفسي.

يرى رواد نظرية التحليل النفسي خاصة فرويد أن الرهاب الاجتماعي هو دفاع عن التوتر الذي ينشأ عن الهوى، ويحل التوتر بدلاً من الخوف، ويتحول الخوف من موقف ما أو شيء ما له صلة رمزية فيه، والرهاب الاجتماعي حسب نظرية التحليل النفسي عبارة عن أسلوب دفاع الأنا، المواجهة مشكلة حقيقة والآثار السلبية التي تواجهها صراعات الطفولة، وقد تظهر في الحال أو بعد مرور الزمن (davison,Neale,& Krng:107-108:2004)

2-نظرية السلوكية.

يرى رواد النظرية السلوكية أن الفرد يكتسب سلوكه من خلال الارتباط الكلاسيكي، بحيث يكون الإشراف من خلال اقتزان موقف ما مع شيء مؤلم؛ مما يؤدي إلى تجنب السلوك مستقبلاً، ومن هنا تفسر هذه النظرية الرهاب والرهاب الاجتماعي من خلال الطريقة التي يكتسب بها الفرد هذه الظاهرة، كما أنها تفسر هذه الظاهرة أحياناً من خلال إرجاعها إلى نقص المهارات الاجتماعية والتي تقود الفرد إلى تجنب الموقف نتيجة لعدم معرفته كيف يتصرف، وعدم شعوره بالراحة مع

الآخرين، ويعتقد رواد النظرية السلوكية أن التعرض لبعض المواقف الاجتماعية التي تبعث إلى الخوف والتوتر ، والتعرض لانتقادات الآخرين في مراحل العمر الأولى، جميعها عوامل تنمي أعراض ومظاهر الرهاب الاجتماعي مستقبلاً (الكتاني، 2004: 66).

### ٣: النظرية المعرفية.

ترى المدرسة المعرفية أن الناس يكتسبون مخزوناً كبيراً من المعلومات والمفاهيم والصيغ تعامل مع ظروف حياتهم، وتستخدم هذه المعرفة من خلال الملاحظة وتنمية واختبار الفرض اجراء الأحكام والتصرف بشكل أقرب ما يكون إلى العالم الواقعي، وعلى هذا فالمعارف لدى الفرد تؤثر انفعالاته وسلوكه بطريقتين وهما : من خلال محتوى المعارف، ومن خلال معالجة المعارف، فمحتوى المعارف يؤثر في الانفعالات والسلوك، والجوانب الفسيولوجية للفرد، وذلك من خلال تقديرات الفرد لذاته وللاخرين وللعالم من حوله، وتفسيرات الفرد للأحداث فمثلاً لو اعتقد الفرد أنه شخص فاشل فإنه يشعر بالاكنتاب اما معالجة المعارف العمليات المعرفية فهي تؤثر في خبرات الفرد عن العالم، وذلك من خلال درجة المرونة التي تكون لديه في التغيير بين أساليب المعالجة المختلفة (عبد العظيم: 173 2007) .

وقد أظهرت الدراسات أن مرضى الرهاب الاجتماعي يعطون اهتماماً أكبر إلى الكلمات التي تحمل تهديدا اجتماعياً، وتعبيرات وجه سلبية، اختصاراً، إنهم يركزون على الفشل، إنهم لا يرون الأوقات التي يؤديون فيها اجتماعياً بصورة جيدة، لأنهم مشغولون بتوقع الفشل أو الكارثة في المستقبل، هذا يلقي بضلاله الكثيفة على أية خبرة إيجابية، مع توقع الخبرة الفاشلة، ويمنع ظهور صورة الحقيقة المتوازنة (بيل: 179 : 2011).

واعتمد الباحثان النظرية السلوكية لكونها نظرية مهمة فسرت الرهاب الاجتماعي وفقاً لنقص المهارات الاجتماعية ، وتعرض الفرد للمواقف الاجتماعية كالخوف والتوتر ،اي الوقوف على عوامل تنمية هذه الظاهرة لدى الشباب .

### دراسات سابقة:

دراسة الرقاد (2017) بعنوان الرهاب الاجتماعي وعلاقته بالتوافق الجامعي لدى طلبة الجامعة الهاشمية. هدفت الدراسة إلى معرفة مستوى الرهاب الاجتماعي، ومستوى التوافق الجامعي وعلاقتها لدى عينة من طلبة الجامعة الهاشمية بالأردن، والكشف عن الفروق تبعاً لبعض المتغيرات في مستوى الرهاب الاجتماعي، والتوافق الجامعي، ولتحقيق الأهداف تم استخدام المنهج الوصفي التحليلي وتكونت عينة الدراسة من (456) طالباً ، و 344 طالبة، وكانت أدوات الدراسة عبارة عن مقياس الرهاب الاجتماعي، ومقياس التوافق الجامعي. وخلصت الدراسة إلى أن مستوى الرهاب الاجتماعي متوسطاً، وأن مستوى التوافق الجامعي متوسطاً، واتضح وجود علاقة بين الرهاب الاجتماعي والتوافق الجامعي، تبين عدم وجود في مستوى الرهاب الاجتماعي بين الطلبة والطالبات، ولم تظهر فروق تعزى لمتغير التخصص.

دراسة حمدان والجوارنة (2015) بعنوان : علاقة أساليب المعاملة الوالدية بالرهاب الاجتماعي في مرحلة المراهقة المبكرة. هدفت الدراسة إلى توضيح علاقة أساليب المعاملة الوالدية بالرهاب الاجتماعي لدى عينة من طلبة مرحلة المراهقة المبكرة، وتم استخدام المنهج الوصفي الارتباطي، وقد تكونت عينة الدراسة من (1028) طالباً وطالبة من طلبة الصفين السابع والثامن وكانت أدوات الدراسة عبارة عن مقياس الرهاب الاجتماعي، ومقياس أساليب المعاملة الوالدية. وأظهرت نتائج الدراسة مستوى الرهاب الاجتماعي جاء متوسطاً، وأن أعلى درجات أفراد العينة كانت على الأسلوب الحازم للأب والحازم للأم. وفيما يتعلق بتفاعل الجنس والمستوى الصفي فكان هناك تفاعل دالاً إحصائياً على جميع أساليب

المعاملة الوالدية. كما أظهرت النتائج فروقاً دالة إحصائياً على مقياس الرهاب الاجتماعي تعزى إلى الجنس لصالح الإناث، والمستوى الصفّي لصالح طلبة الصف الثامن والتفاعل بينهما، وفيما يتعلق بالأساليب التي تتبأت بالرهاب الاجتماعي لدى كل من الجنسين، فقد كان الأسلوب المتساهل للأُم، وتلاه الأسلوب المتسلط للأب، أما فيما يتعلق بالأساليب التي تتبأت بالرهاب الاجتماعي لدى كل من الصّفين، فقد أشارت النتائج إلى أن الأساليب المتنبئة لدى طلبة الصف السابع هي على التوالي: الأسلوب المتساهل للأُم والأسلوب المتساهل للأب والأسلوب الحازم للأب. أما لدى طلبة الصف الثامن، فقد كانت على التوالي: الأسلوب المتساهل للأب والأسلوب المتساهل للأُم، والأسلوب المتسلط للأب.

دراسة المومني وجرادات (2011) بعنوان: الرهاب الاجتماعي لدى الطلبة الجامعيين: الانتشار والمتغيرات الاجتماعية والديمغرافية.

هدفت الدراسة إلى الكشف عن مستوى الرهاب الاجتماعي لدى الطلبة الجامعيين من حيث الانتشار وعلاقته ببعض المتغيرات الديمغرافية، وتم استخدام المنهج الوصفي، وتكونت عينة الدراسة من (729) طالباً وطالبة من طلبة الجامعة الأردنية، تم اختيارهم بطريقة عشوائية.

وأظهرت النتائج أن النسبة المئوية لانتشار الرهاب الاجتماعي لدى أفراد عينة الدراسة بلغت (7.17%)، كما تبين أن نسبة الانتشار كانت أعلى لدى الإناث في حين لم تظهر فروق في نسبة الانتشار تعزى للمستوى الدراسي أو الترتيب الولادي أو مكان الإقامة.

دراسة الركييات (2015) بعنوان: درجة الرهاب الاجتماعي وعلاقتها بمستوى التحصيل الدراسي والجنس لدى طلبة الصف العاشر الأساسي في الأردن.

هدفت هذه الدراسة التعرف إلى درجة الرهاب الاجتماعي وعلاقتها بمستوى التحصيل الدراسي والجنس لدى طلبة الصف العاشر الأساسي في الأردن، وتم استخدام المنهج الوصفي، وتكونت عينة الدراسة من (105) طالباً وطالبة اختيروا من مديرية تربية البادية الجنوبية، وقد تم استخدام مقياس ليبويزر للرهاب الاجتماعي (Liebowitz, 1987)

وأظهرت النتائج أن النسبة المئوية لانتشار الرهاب الاجتماعي لدى أفراد العينة بلغت (20.15%)، كما أظهرت النتائج عدم وجود علاقة ارتباطية بين درجة الرهاب الاجتماعي ومستوى التحصيل الدراسي، ووجود فروق بين أفراد العينة في درجات الرهاب الاجتماعي تعزى للجنس وذلك لصالح الإناث.

دراسة العجيمان وتان (Aljughaiman & Tan, 2008) بعنوان الرهاب الاجتماعي لدى الطالبات الموهوبات في المملكة العربية السعودية.

هدفت الدراسة إلى الكشف عن مستوى الرهاب الاجتماعي لدى الطالبات الموهوبات في المملكة العربية السعودية والكشف عن الفروق في ضوء متغير المستوى الصفّي، ولتحقيق أهداف الدراسة تم استخدام المنهج الوصفي التحليلي، وتكونت عينة الدراسة من (66) موهوبة في الصفين السادس والسابع، تم اختيارهن عشوائياً من برنامج إثرائي مقدم للطالبات الموهوبات بمحافظة جدة، وطبق عليهن مقياس القلق الاجتماعي .

#### التعليق على الدراسات:

1: من حيث الأهداف .

تناولت بعض دراسات الرهاب الاجتماعي، حيث هدفت دراسة (الرقاد 2017) إلى الكشف عن علاقة الرهاب الاجتماعي بالتوافق الجامعي، وهدفت دراسة ( حمدان والجوارنة ،2015) إلى تحديد العلاقة بين أساليب المعاملة الوالدية والرهاب

الاجتماعي، وهدفت دراسة (الركيبات، 2015) إلى الكشف عن العلاقة بين درجة الرهاب الاجتماعي والتحصيل الدراسي، وهدفت دراسة (المومني وجرادات، 2011) إلى الكشف عن مستوى الرهاب الاجتماعي لدى الطلبة الجامعيين، كما هدفت دراسة (العجيمان وتان، 2008) إلى الكشف عن مستوى الرهاب الاجتماعي لدى الموهوبات.  
2: من حيث النتائج.

أظهرت نتائج بعض دراسات الرهاب الاجتماعي، حيث أظهرت دراسة (الرقاد، 2017) وجود علاقة بين الرهاب الاجتماعي والتوافق الجامعي، و دراسة ( حمدان والجوارنة، 2015) أظهرت النتائج إلى وجود فروق دالة إحصائية على مقياس الرهاب الاجتماعي تعزى إلى الجنس لصالح الإناث، و دراسة (الركيبات، 2015) أظهرت النتائج عدم وجود علاقة ارتباطية بين درجة الرهاب الاجتماعي ومستوى التحصيل الدراسي، و دراسة ( المومني وجرادات، 2011 ) أظهرت النتائج أن النسبة المئوية لانتشار الرهاب الاجتماعي لدى أفراد عينة الدراسة بلغت (7.17%)، كما تبين أن نسبة الانتشار كانت أعلى لدى الإناث في حين لم تظهر فروق في نسبة الانتشار تعزى للمستوى الدراسي أو الترتيب الولادي أو مكان الإقامة، و دراسة (العجيمان وتان، 2008) وأظهرت النتائج إلى أن مستوى الرهاب الاجتماعي لدى الطالبات الموهوبات كان متوسطاً و أن الموهوبات من الصف السادس أعلى من الصف السابع في درجات الرهاب الاجتماعي.

### الفصل الثالث إجراءات البحث المنهجية

يتضمن هذا الفصل الإجراءات التي قام بها الباحثان بدءاً بتحديد منهج البحث، ومجتمع البحث، واختيار العينة المناسبة والأداة المستخدمة في قياس متغير البحث (الرهاب الاجتماعي) وإجراء الخصائص السايكومترية لها المتمثلة بالصدق والثبات، واستخدام الوسائل الإحصائية في معالجة البيانات من أجل تحقيق أهداف البحث الحالي، وفيما يأتي استعراض لهذه الإجراءات.

أولاً : منهج البحث :

يعتمد البحث الحالي على المنهج الوصفي من أجل ملائمة طبيعة متغيرات البحث، حيث يعرف المنهج الوصفي بأنه أحد أشكال التحليل والتفسير العلمي المنظم لوصف ظاهرة أو مشكلة محددة وتصويرها بالأرقام من خلال جمع البيانات والمعلومات وتحليلها وتفسيرها بطريقة علمية دقيقة.

ثانياً : مجتمع البحث :

يشتمل مجتمع البحث الحالي على طلبة كلية التربية الأساسية من قسمي العلوم والارشاد والبالغ عددهم (9127) طالب وطالبة، بواقع (4190) من الذكور، و(4937) من الإناث للعام الدراسي 2022 – 2023م.

ت	القسم	الذكور	الإناث	المجموع
1	تربية خاصة	269	196	465
2	ارشاد نفسي	321	297	600
3	معلم صف اول	348	230	578
4	رياض اطفال	0	562	562
5	فنية	181	409	590
6	الاسرية	66	111	177
7	الإسلامية	298	277	575

588	248	340	التاريخ	8
655	366	289	الجغرافية	9
516	153	363	التربية البدنية	10
861	566	259	اللغة العربية	11
712	383	329	اللغة الإنجليزية	12
982	414	568	الرياضيات	13
317	205	116	الحاسبات	14
العلوم				
283			عام	1
283	164	59	الأحياء	2
189	120	69	كيمياء	3
245	132	113	فيزياء	4
9127	4937	4190	المجموع	

#### ثالثاً : عينة البحث :

تتحد عينة البحث على (50) طالب وطالبة , الذين تم اختيارهم بالطريقة العشوائية البسيطة من مجتمع البحث بواقع (25) طالب وطالبة من المرحلة الثالثة و(25) طالب وطالبة من قسمي الرياضيات و التاريخ , والجدول رقم (1) يبين ذلك.

جدول (1)  
توزيع أفراد عينة البحث

المجموع	القسم
25	الرياضيات
25	التاريخ
50	المجموع

#### رابعاً : أداة البحث :

##### مقياس الرهاب الاجتماعي :

بعد اطلاع الباحثان على الادبيات والدراسات السابقة الخاصة بمتغير الرهاب الاجتماعي تبني الباحثان مقياس الرهاب الاجتماعي من (الكتاني , 2004) المكون من (37) فقرة ووضعت له البدائل (دائماً , غالباً , احياناً , نادراً , ابدأ) , وبلغت الإوزان لل فقرات الإيجابية (5-1) في حين بلغت الأوزان لل فقرات السلبية (1-5).

### صدق المقياس Validity:

يعد الصدق من الخصائص السيكومترية الأساسية للمقاييس والاختبارات التربوية والنفسية، فالاختبار الصادق هو الاختبار الذي يصلح للاستخدام في ضوء الأهداف التي وضع من أجلها (عبد الهادي، 1999:111). واعتمد الباحثان على الإجراء التالي في التحقق من صدق المقياس.

### الصدق الظاهري للمقياس Face Validity

ويقصد به مدى تمثيل المقياس للمحتوى المراد قياسه (العساف: 1995: 43-4) ويشير ايبيل (Ebell: 1972) الى ان افضل طريقة للتأكد من صدق المقياس هو عرض فقراته على مجموعة من الخبراء للحكم على مدى صلاحيتها في قياس الخاصية التي وضع لاجلها وقد تحقق هذا النوع من الصدق عندما عرض المقياس (ملحق 1) على مجموعة من المتخصصين في علم النفس والاختبارات والمقاييس في كلية التربية الاساسية، وفي ضوء ملاحظات الخبراء نالت اغلب فقرات المقياس نسبة اتفاق 90% وبذلك اصبح المقياس مكوناً من (37) فقرة بصيغته النهائية كما مبين في ملحق (3) .

### ثبات المقياس :

يعد الثبات من المفاهيم الأساسية في المقياس النفسي والتربوي ولكي تكون الأداة صالحة للتطبيق والاستخدام لابد من توفير الثبات فيها (الأمام، 1990: 143).

واستخرج الباحثان معامل الثبات للمقياس بطريقة :

أسلوب إيجاد الثبات باستعمال الفا كر ونباخ :-

يعتمد هذا الأسلوب الاتساق الداخلي الفرد من فقرة إلى أخرى، ويشير إلى الدرجة التي تشترك بها جميع فقرات الاختبار في قياس خاصية معينة عند الفرد، (ثورندايك وهيجن، 1989، 79). واستخرج معامل الاتساق الداخلي لمقياس الرهاب الاجتماعي باستعمال معادلة الفا كرونباخ لدرجات أفراد العينة البالغ عددهم (50) طالب وطالبة وبلغ معامل الثبات للمقياس (0,81) ، و هو معامل ثبات عال .

### جدول (2)

قيم معامل الثبات بطريقة الفاكورنباخ لمقياس الرهاب الاجتماعي

المقياس	معامل الثبات
الفاكورنباخ	
الرهاب الاجتماعي	81,0
عدد الفقرات	37
حجم العينة	50

### مفتاح التصحيح :

ويقصد بها وضع درجة استجابة المفحوص على كل فقرة من فقرات الاستبانة ومن ثم جمع هذه الدرجات للحصول على الدرجة الكلية لكل استبانة ، فالنسبة لفقرات مقياس الرهاب الاجتماعي وإن عدد فقراته (37) وخمسة بدائل , وضعت درجة لكل بديل , حيث تراوحت الدرجة ما بين (1- 5) بالنسبة للفقرات الإيجابية وبصورة عكسية للفقرات السلبية وبذلك وبذلك

فان الدرجة العليا للمقياس هي (185) والدرجة الدنيا (37) حيث بلغ المتوسط الفرضي للمقياس (111) درجة , والجدول رقم (3) يبين ذلك.

### الجدول (3)

درجات بدائل مقياس الرهاب الاجتماعي في الفقرات الايجابية والسلبية

ت	درجات البدائل للفقرات الايجابية	الدرجات	درجات البدائل للفقرات السلبية	الدرجات
1	دائماً	5	دائماً	1
2	غالباً	4	غالباً	2
3	أحياناً	3	أحياناً	3
4	نادراً	2	نادراً	4
5	أبداً	1	أبداً	5
	اعلى درجة للمقياس	185	أدنى درجة للمقياس	37
	الوسط الفرضي		111	

### التطبيق النهائي :

قام الباحثان بتطبيق المقياس (الرهاب الاجتماعي) بصيغته النهائية المكونة من (37) فقرة على افراد عينة البحث البالغة (50) طالب وطالبة , وتوضيح كيفية الإجابة على فقرات المقياس لأفراد عينة البحث وتم توزيع واسترجاع المقياس من قبل الباحثان .

خامساً : الوسائل الإحصائية : أستخراج نتائج البحث نظام الحقيبة الإحصائية للعلوم الاجتماعية (Statistical Package for Social Sciences) (SPSS) والتي أستخدم من خلاله الوسائل الإتيية :

1- الاختبار التائي لعينة واحدة لقياس الرهاب الاجتماعي وكذلك ايجاد الفروق بين الوسط الحسابي للمقياس والمتوسط الفرضي له .

2- الاختبار التائي لعينتين مستقلتين لأيجاد الفروق بين الذكور والاناث في مستوى الرهاب الاجتماعي

3- معادلة ألفا كرونباخ للحساب معامل الثبات .

4- نسبة الاتفاق =  $\frac{\text{عدد الخبراء الذين اتفقوا على الفقرة}}{\text{عدد الخبراء الكلي}} \times 100$

وتم حساب المتوسط الفرضي من خلال  
 $\frac{\text{اعلى درجة للمقياس} + \text{إدنى درجة للمقياس}}{2}$

2

## الفصل الرابع عرض النتائج و مناقشتها

سيتناول هذا الفصل عرض النتائج ومناقشتها وفق أهداف البحث الحالي وكما يأتي :

**الهدف الأول :** التعرف على مستوى الرهاب الاجتماعي لدى طلبة الجامعة من أجل تحقيق هذا الهدف طبق الباحثان مقياس الرهاب الاجتماعي على أفراد عينة البحث البالغة (50) طالب وطالبة , حيث بلغ المتوسط الحسابي للمقياس (121,03) بأنحراف معياري قدره (7,279) , بينما بلغ المتوسط الفرضي للمقياس (111) درجة , وبأستخدام الاختبار التائي (T-test) لعينة واحدة لاختبار الفروق بين المتوسطين , أظهرت نتائج التحليل الإحصائي أن القيمة التائية المحسوبة بلغت (12,724) هي أكبر من القيمة الجدولية البالغة (1,67) عند مستوى دلالة (0,05) ودرجة حرية (49) مما يدل على إن افراد عينة البحث الحالي يعانون من الرهاب الاجتماعي والجدول (4) يبين ذلك

جدول (٤)

نتائج الاختبار التائي T-test لعينة واحدة للتعرف على مستوى الرهاب الاجتماعي

مستوى الدلالة 05,0	القيمة التائية		درجة الحرية	المتوسط الفرضي	الانحراف المعياري	المتوسط الحسابي	العينة	الرهاب الاجتماعي
	الجدولية	المحسوبة						
الدالة	67,1	724,12	49	111	279.7	03.121	50	

قيمة (ت) الجدولية = (1.67) عند مستوى دلالة (0,05) ودرجة حرية ن-1=49 . يتضح من الجدول اعلاه ان افراد عينة البحث يعانون من الرهاب الاجتماعي , واتفقت النتائج السابقة مع نتائج دراسة (الرقاد، 2017)، ودراسة (حمدان والجوارنة 2015) ودراسة (عاصلة 2013)، ودراسة (المجنوني، 2013)، ودراسة (حمدان، 2012) و شاهين وجرادات، 2012) لكن اختلفت هذه النتائج مع نتائج دراسة (الركيبات، 2015) و دراسة (حمادنة ، 2013)

**الهدف الثاني :** معرفة الفروق ذات الدلالة الإحصائية في الرهاب الاجتماعي لدى طلبة الجامعة تبعاً لمتغير الجنس (ذكور / إناث) .

لتحقيق هذا الهدف ولأيجاد الفروق في الرهاب الاجتماعي بين الذكور والإناث استخرج الباحثان المتوسط الحسابي لعينة الاناث حيث بلغ (123,40) بأنحراف معياري قدره (6,882) , بينما بلغ المتوسط الحسابي لعينة الذكور (122,67) بأنحراف معياري قدره (5,328) , ولأختبار الفروق بين المتوسطين استخدم الباحثان الاختبار التائي (T-test) لعينتين مستقلتين , حيث بلغت القيمة التائية المحسوبة (0,762) وهي اصغر من القيمة التائية الجدولية البالغة (1,67) عند مستوى دلالة (0,05) ودرجة حرية (58) , مما يدل على عدم وجود فروق ذات دلالة إحصائية في مستوى الرهاب الاجتماعي بين الذكور والإناث , والجدول (5) يبين ذلك.

جدول (5)

نتائج الاختبار التائي (T-test) لعينتين مستقلتين لاختبار الفروق بين الذكور والإناث في مستوى الرهاب الاجتماعي

مستوى الدلالة	الدرجة التائية		درجة الحرية	الانحراف المعياري	المتوسط الحسابي	العينة	الجنس	الرهاب الاجتماعي
	الجدولية	المحسوبة						
05,0	الجدولية			882,6	40,123	25	اناث	
غير دالة	67,1	762,0	58	325,5	67,122	25	ذكور	



يتضح من الجدول اعلاه بانه لا توجد فروق ذات دلالة احصائية بين الذكور والاناث في الرهاب الاجتماعي , وتتفق هذه النتائج السابقة مع نتائج دراسة (الرقاد 2017)، ودراسة (عاصلة 2013)، ونتائج دراسة (رتيب، 2000) بينما اختلفت مع نتائج دراسة (الركيبات، 2015) ، ونتائج دراسة (حمادنة، 2013) ، واختلفت أيضاً مع نتائج دراسة (بورستن وآخرون، 2011)، واختلفت أيضاً مع نتائج دراسة (ملص، 2007)، ونتائج دراسة (البناء، 2006) .

**الهدف الثالث :** معرفة الفروق ذات الدلالة الإحصائية في الرهاب الاجتماعي لدى طلبة الجامعة تبعاً لمتغير التخصص (علمي / انساني) .

لتحقيق هذا الهدف ولأيجاد الفروق في الرهاب الاجتماعي بين العلمي والانساني استخرجت الباحثة المتوسط الحسابي لعينة العلمي حيث بلغ (120,33) بأنحراف معياري قدره (4,232) , بينما بلغ المتوسط الحسابي لعينة الانساني (121,42) بأنحراف معياري قدره (5,032) , ولأختبار الفروق بين المتوسطين استخدمت الباحثة الاختبار التائي (T-test) لعينتين مستقلتين , حيث بلغت القيمة التائية المحسوبة (0,943) وهي اصغر من القيمة التائية الجدولية البالغة (1,67) عند مستوى دلالة (0,05) ودرجة حرية (58) , مما يدل على عدم وجود فروق ذات دلالة إحصائية في مستوى الرهاب الاجتماعي بين العلمي والانساني, والجدول (6) يبين ذلك.

#### جدول (6)

نتائج الأختبار التائي (T-test) لعينتين مستقلتين لأختبار الفروق بين العلمي والانساني في مستوى الرهاب الاجتماعي

مستوى الدلالة	الدرجة التائية		درجة الحرية	الانحراف المعياري	المتوسط الحسابي	العينة	التخصص	الرهاب الاجتماعي
	الجدولية	المحسوبة						
05,0				232,4	33,120	25	العلمي	
غير دالة	67,1	943,0	58	032,5	42,121	25	الانساني	

يتضح من الجدول اعلاه بانه لا توجد فروق ذات دلالة احصائية بين العلمي والانساني في الرهاب الاجتماعي وتتفق هذه النتائج السابقة مع نتائج دراسة المجنوني (2011)، و(المومني وجرادات، 2011)، بينما اختلفت مع نتائج دراسة (العجيمان ،وتان، 2008)، ونتائج دراسة (حمدان والجوارنة، 2015).

#### الاستنتاجات والتوصيات والمقترحات :

#### Conclusion اولاً : الاستنتاجات

في ضوء نتائج البحث الحالي تستنتج مايلي :

1. يعاني افراد عينة البحث الحالي من الرهاب الاجتماعي .
2. لا توجد فروق ذات دلالة إحصائية في مستوى الرهاب الاجتماعي بين الذكور والإناث
3. لا توجد فروق ذات دلالة إحصائية في مستوى الرهاب الاجتماعي بين العلمي والانساني

### ثانياً : التوصيات Recommendations

- على وفق ما أسفرت عنه نتائج هذا البحث خرج الباحثان بمجموعة من التوصيات وكما يلي :
1. ضرورة اهتمام الوحدات الإرشادية في الجامعات العراقية بظاهرة الرهاب الاجتماعي من أجل الوقاية من مخاطرها .
  2. على المؤسسات التربوية والتعليمية ضرورة اقامة ندوات وحلقات نقاشية حول سلبيات الرهاب الاجتماعي .
  3. من الضروري ان تهتم ادارة الجامعات في الاكثار من الانشطة الاجتماعية والثقافية التي تنمي شخصية الطلبة للتخلص من حالة الرهاب الاجتماعي للذين يعانون منه .

### ثالثاً : المقترحات Suggestions

- استكمالاً للبحث الحالي وتطويراً له يقترح الباحثان مايلي :
1. إجراء دراسة وصفية ارتباطية حول الرهاب الاجتماعي والضغط النفسية لدى طلبة الجامعة.
  2. إجراء دراسة مماثلة للبحث الحالي على عينات اخرى في المجتمع.
  3. إجراء دراسة تجريبية لتطبيق برنامج ارشادي في خفض الرهاب الاجتماعي لدى الطلبة .

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## Genre Analysis in Linguistics Argumentative Essays

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### ABSTRACT

It is possible to approach genre analysis from a variety of angles and academic fields, including literary studies, linguistics, cultural studies, and media studies. Finding the characteristic components and patterns of a genre, such as its narrative frameworks, character types, locales, themes, and aesthetic techniques, is a necessary step. Researchers can learn more about a genre's function, target audience, and cultural setting by looking at these characteristics. The writing skill is being taught in the Departments of English for eight courses, but the students' level in writing is not efficient. The aim of this study is to reveal the role of genre analysis in improving students' argumentative essays performance. The participants are 40 male and female students from 2<sup>nd</sup> grade from the Department of English, College of Education for Humanities, University of Anbar. A genre analysis-based-argumentative essays writing program was prepared to achieve the aim of the study. An achievement test was designed to collect the data. The result revealed that the use of genre analysis has a significance and positive role on students' argumentative essays writing. This result is due that genre analysis approach has facilitated the argumentative essays writing, the students have practiced a new genre-based approach in learning writing argumentative essay. The participants of the experimental group have gain high marks in argumentative essay writing due to the fact that genre analysis helps students understand the rhetorical strategies used in argumentative essays, focusing on evidence, logical reasoning, and persuasive language. To conclude, genre analysis is a crucial and positive tool in teaching argumentative essay writing, significantly enhancing students' performance. By understanding the characteristics and expectations of the argumentative genre, students are equipped with the necessary tools to effectively convey their ideas and persuade their readers.

**Keywords:** *Genre analysis; genre linguistics; argumentative essays*

## INTRODUCTION

Teaching argumentative essays to university students who are learning English as a Foreign Language (EFL) is very important for their academic and personal growth. It helps students succeed in many parts of their lives. Teaching argumentative essays helps EFL students think critically and analyze information better (Butler & Britt, 2011). These abilities help them to approach difficult problems from different angles, which helps them to better understand the subject and improve their problem-solving abilities (Alarcon & Morales, 2011). In addition, learning how to write argumentative essays helps English as a Foreign Language (EFL) students to effectively and confidently share their thoughts. Learning this skill helps students feel more self-assured when they join debates, have important conversations, and stand up for their own ideas and beliefs. Furthermore, instructing students in argumentative essays helps them develop their language abilities and ability to effectively communicate. This helps students to communicate their thoughts and ideas effectively in different situations (Seyoum, et al., 2022). Nagao (2018) presented Discussion Essay Genre (DEG) which is also known as the "argumentative essay. A discussion/ argumentative essay presents various opinions on a specific issue, with a typical structure consisting of the first paragraph addressing the topic, followed by arguments for and against the major issue in the second and third paragraphs, and the final paragraph expressing the writer's opinion. The writer must use appropriate language features to clarify their meaning, including experiential, verbal, and mental verbs, modal verbs, adverbs, and contrastive conjunctions. These elements help convey material, emotional, and mental processes, ensuring clarity and understanding in the essay.

### Statement of the Problem

The system of education in Iraq is a bottom-up system in learning English language where the learners are expected to learn English grammar, language functions, and vocabulary. Thus to study any language skill, the teacher (instructors) need to use specific strategies in teaching each skill. Students in the English language departments study the four skills, and according to the classroom environment and the technological capabilities available in the English language departments, we see that some skills have a greater share in teaching than others, and therefore the role of the university professor is to monitor the level of students and conduct an assessment and evaluation of their level in the four language skills. For the purpose of knowing the competencies and needs of students to develop a specific language skill, the researcher asked the students of the second grade of the Department of English about the skill they most want to develop? Most of the answers were the students' desire to develop writing skills. Based on the students' answers, another question was asked, "What kind of writing would you like to develop?" Most of the answers were to develop the skill of essay writing and composition. Previous literature has been reviewed Li (2010); Imtiaz & Mahmood (2014); Qin & Uccelli (2016); Nagao (2018); Ahmad (2019); Ariyanfar & Mitchell (2020); and Seyoum, et al. (2022) emphasized the usefulness and the significant role of genre analysis in developing students' argumentative essays performance. as an attempt to meet students' needs, an instructional program based on genre analysis linguistic argumentative essay was designed. Researchers recognize the benefits of process-genre approaches in teaching writing in foreign language genres, but empirical studies on EFL learners' performance are underrepresented (Huang, et al, 2020). This study investigates the effects of argumentative writing on EFL students' argumentative essay writing improvement.

### The Aim

This study aims to reveal the role of genre analysis in role of genre analysis in improving EFL male and female students' argumentative essays performance.

### The Hypothesis

To achieve the aim of the study, the following hypothesis has been set "There is a significant difference at  $\alpha=0.05$  between the mean scores of the students in the experimental group and the students' mean scores in the experimental group that attributed to the teaching methods".

### **The Significance**

Genre analysis enhances students' understanding of argumentative essays' features and structure, improving writing skills and persuasive communication through replicating genre conventions.

### **The Limits**

This study is limited to the following:

- 1- Location: The study was conducted at the Department of English, University of Anbar, Ramadi, Iraq.
- 2- Sample: The participants were 40 male and female students from 2<sup>nd</sup> grade at the department of English.
- 3- Instrument: A genre analysis-based-argumentative essays writing program was prepared. Its' validity and reliability were calculated.

### **LITERATURE REVIEW**

Genre is crucial for research in writing aspects and pedagogical applications in various educational fields, providing a valuable framework for teaching and learning (Imtiaz & Mahmood, 2014). Genre is a classification system for artistic, literary, and literary works, based on conventions, themes, styles, and structures. Genres exist in various media, including literature, film, music, theater, and visual arts. Genre analysis examines genres to understand their features, conventions, and functions, analyzing patterns and characteristics in texts to understand their overall meaning and reception (Wang & Ge, 2022).

Nagao (2019) reached some implication of the genre-based approach to writing in EFL contexts which can improve writing skills, linguistic competence, critical thinking, transferable skills, and cultural awareness. By teaching students the conventions and features of different genres, they can produce coherent and effective pieces of writing. This exposure expands their linguistic repertoire and helps them develop a better understanding of language functions in different contexts. Additionally, it fosters intercultural competence, enabling students to write for different audiences and contexts, both within and beyond their own cultural boundaries.

Recently, the genre-based approach has been implemented in the middle east, Ariyanfar & Mitchell (2020) found that the genre-based approach in Iran has the potential to enhance writing skills, contextual relevance, genre awareness, pedagogical strategies, teacher training, and transferability. By focusing on specific features and structures of different genres, students develop better communication and expression skills. This approach is relevant to Iranian students and their academic and professional contexts, allowing teachers to develop the necessary skills for success in their specific environments. Additionally, the approach can be applied to other educational contexts beyond Iran, promoting effective communication and enhancing students' writing abilities.

The genre-based approach in teaching writing aims to improve students' writing skills and language proficiency by recognizing that writing is a social activity that requires understanding and adherence to specific genres (Lam & Crosthwaite, 2018). By teaching students about persuasive essays, narratives, and scientific reports, educators empower them to communicate effectively within specific contexts (Aull, 2019). The approach also acknowledges that writing is a complex cognitive process that involves mastering grammar, vocabulary, and structuring ideas coherently. By focusing on genre-specific features like organization, language patterns, and rhetorical devices, students develop a deeper understanding of different texts, enabling them to produce more coherent and engaging pieces of writing (Lotfi, 2019). The genre-based approach fosters student engagement and motivation by providing authentic writing experiences, encouraging collaborative learning and peer feedback. By focusing on genre-specific conventions, authentic writing experiences, and collaborative learning, the genre-based approach cultivates language proficiency, critical thinking abilities, and overall motivation to become proficient writers (Mitchell & Pessoa, 2017).

Adopting genre analysis is not an easy task for EFL students, they face some challenges, Pessoa, et al, (2017) inferred that a functional approach to analyzing student challenges in the argument genre can provide valuable insights into underlying issues and develop effective strategies to address them. This approach emphasizes the purpose and communicative function of language, focusing on how language is used in specific contexts. It helps students identify gaps in reasoning, improve organization, and assess language choices to enhance their argumentative skills. It also helps students adapt their arguments to suit different audiences by analyzing their beliefs, values, and knowledge. The functional approach can also help students select appropriate evidence, analyze counterarguments and rebuttals, and use meta-discourse and rhetorical devices strategically. By addressing these challenges, educators can provide targeted instruction to enhance students' argumentative skills and empower them to become more effective communicators capable of constructing well-reasoned and persuasive arguments in various contexts.

An effective evaluation framework for analyzing argumentative essays as an academic genre ought to take into consideration some elements such as argumentation, structure, writing quality, critical thinking, and research integration. By evaluating these aspects, instructors and evaluators can provide meaningful feedback to help students improve their argumentative writing skills. Trinh & Truc (2014), Ahmad (2019), and Aull (2019) reached that the genre assessment framework for argumentative essays should consider the essay's argumentation, structure, writing quality, critical thinking, and research and referencing. The framework should evaluate the essay's strength, persuasiveness, clarity, organization, and overall quality of writing. It should also assess the thesis statement, supporting evidence, and logical coherence of the arguments. The essay should demonstrate a clear understanding of the topic, provide well-reasoned arguments, and effectively address and refute counterarguments. The framework should also assess the essay's writing quality, including grammar, vocabulary, and style. Critical thinking skills should be assessed, including the ability to present a balanced view, consider alternative perspectives, and critically evaluate evidence and assumptions. Research and referencing should be considered, ensuring the essay's ability to strengthen arguments and demonstrate a broader understanding of the topic.

## **PREVIOUS STUDIES**

Amogne (2013) examined the improvement of EFL students' argumentative essay writing skills by exposing them to genre-based writing practice with their writing teacher. Despite facing challenges in critiquing opposition views, students showed progress in identifying lexico-grammatical features and overall rhetorical structure. The positive reaction towards the approach was evident, and post-intervention drafts showed significant improvements. The article suggests that a genre-based approach in writing allows students to control linguistic features for communicative purposes and develop their writing skills more easily. This approach has implications for teaching writing in EFL contexts and calls for its use in classroom settings.

Intiaz & Mahmood (2014) analyzed thirty-three argumentative essays by Pakistani college and university students at ICLE using Hylland's model. The corpus-based study uses Ant Mover software and human coders to identify and code the moves. Results show most essays follow the three stages and include obligatory moves. The findings have pedagogical implications for teaching and learning ESP/EFL, providing teachers with better information to improve their teaching approach and academic writing materials.

Nagao (2018) investigated a study at a Japanese university found that 14 foreign-language writers improved their genre awareness of discussion genre texts, particularly argumentative essays, through a 15-week systemic functional linguistics course. The study used pre- and post-surveys and self-reflection written texts to analyze the students' understanding of generic structure and lexico-grammar. The results showed that students' comprehension of second and third paragraphs of the target genre text improved, and increased understanding of lexico-grammatical features was related to their self-efficacy and confidence in their writing skills. The study suggests that a teaching and learning cycle and genre-based approach to writing instruction can enhance EFL students' awareness of generic structure and interpersonal meaning in argumentative essays.

Aull (2019) examined stance marker use in persuasive argumentative and analytic explanatory writing genres in higher education. Corpus linguistic analysis of late-undergraduate and early-graduate-level writing in the Michigan Corpus of Upper-Level Student Papers (MICUSP) reveals two persistent stance expectations and significant distinctions between argumentative and explanatory writing. The findings suggest important considerations for instruction, assignment design, and future research.

Huang, et al. (2020) examined the impact of a process-genre approach on L2 learners' writing improvement in argumentative writing. The experimental group received instruction through the process-genre approach, while the control group received conventional instruction. Results showed significant increases in the intervention group's performance in the immediate posttest and retained these effects 6 weeks later. The treatment group outperformed the comparison group in both the immediate and delayed posttests, particularly in content and organization.

## METHODOLOGY

In this section the researcher presented the participants, the instructional program, the instrument, and the procedures.

### The Participants

The population of the study is 207 EFL students from second grade, Departments of English, College of Education for Humanities, University of Anbar. The participants are 40 EFL male and female students (who represent 20% of the population) from 2<sup>nd</sup> grades who were chosen randomly and divided into two groups, namely the experimental and control group. Table 1 shows the distribution of the participants.

**Table 1:** 2<sup>nd</sup> Grade Students Distribution

Group	Males	Females	Total
Experimental	9	11	20
Control	8	12	20
Total	17	23	40

### The Instrument

To achieve the aim and to verify the hypothesis of the study, a genre analysis-based-argumentative essays writing program was prepared. also, a post achievement test was designed.

### The Implementation of the Instructional Program

To implement the instructional program the researcher conducted the following steps:

- 1- Introduce the Genre: the researcher started by introducing and explaining the concept of genre to the 2<sup>nd</sup> grade EFL students. Explain that genres are specific types of texts that have certain characteristics and purposes. Providing examples of different genres, such as narrative, descriptive, and argumentative essays.
- 2- Genre Analysis: The focus is on the genre of argumentative essays and analyse its main components. After that, breaking down the structure of an argumentative essay, including the introduction (essay statement, background information), body paragraphs (claims, evidence, counterarguments), and conclusion (restatement of essay, summary of main points).
- 3- Language Features: explain the language features which are commonly used in the argumentative essays. Including persuasive vocabulary, transition words and phrases, formal tone, and the use of evidence and examples to support arguments. Also, presenting some examples of argumentative essays, then analysing sample essays and identify these language features.
- 4- Textual Patterns: Presenting the patterns and strategies that used in argumentative essays. This included the use of logical reasoning, the presentation of counterarguments and rebuttals, and the overall coherence and



cohesion of the essay. Help students to identify these patterns and understand how they contribute to the effectiveness of an argumentative essay.

- 5- Guided Practice: Providing students with guided practice activities where they can apply their understanding of genre analysis. Giving them sample argumentative essay topics and have them outline and write their own essays, following the genre conventions and incorporating the language features and textual patterns they have learned.
- 6- Peer Review and Feedback: Encourage students to review and provide feedback on each other's essays. Focus on the genre-specific aspects, such as the clarity of the essay statement, the strength of the arguments, and the organization of ideas. This allows students to apply their genre analysis skills in evaluating and improving their own writing and that of their peers.

### **Post Achievement Test**

The post-test has been designed to collect the data of the study. the test consisted of three topics, the students choose two topics to write an argumentative essay. Following is the test question "Write argumentative essays on two of the following topics: (Each topic is allotted 50 marks).

- 1) Should the use of cell phones be allowed in classrooms?
- 2) Appraised home-schooling and traditional schooling.
- 3) Is the legalization of social media applications beneficial for society?

### **Validity and Reliability**

#### ***The Validity of the instructional program:***

Content validity in a genre analysis-based argumentative essay writing program is crucial to ensure it effectively covers the necessary content and skills. A jury of experts in English language teaching methods and applied linguistics suggested several modifications, including aligning with learning objectives, providing comprehensive coverage of key elements, and providing a scaffolded learning experience. The program should ensure learners understand and master each stage before moving to more complex aspects of genre analysis and argumentative essay writing.

#### ***The Validity of the Posttest***

The face validity has been exposed to a jury of specialists in the field of English language teaching methods and applied linguistics. All the jury member agree that the topics are suitable for the students' language level and background. The jury member omit some topics related to medicine, animal, and transport and modify the remain three topics. The topics reduced from six topics to three topics.

The reliability of the posttest was calculated by using measured and re-measured (after two weeks). The pilot sample consisted of 12 students. The results of analyzing pilot sample, the total time to answer the test is between 45 to 55 minutes, also the topics are very clear. The total reliability score was 0.88 which is consider acceptable.

### **Procedures**

To verify the hypothesis and achieve the aim, the following procedures were conducted:

1. An open question was distributed via Google Forms to the participants to reveal the skill that they needed to develop.
2. The responses were analysed, revealing that they needed to develop writing skills, especially for writing argumentative essays.
3. Selecting the participants. The students from 2<sup>nd</sup> grade were chosen because they study essay writing subject in the first and the second semester.

4. The participants were chosen randomly, and divided into two groups.
5. The participants in the experimental group were taught essays via a genre analysis-based-argumentative essays writing program. While the participants in the control group were taught essays via the prescribed methods.
6. The literature review and the empirical related studies were reviewed.
7. The teaching approach was determined by selecting a genre analysis linguistics approach , and the measurement tool (posttest) was designed.
8. A genre analysis-based-argumentative essays writing program was prepared, its validity and reliability were verified.
9. The post-test scoring scheme was built. Table 2 shows the result.
10. The pilot test was done on the pilot sample.
11. During the instructional programme, the students in the experimental group were exposed to formative assessments.
12. The control and experimental groups set for the post-test, The responses were statistically analysed.

**Table 2. Scoring rubrics scheme of the post achievement test**

Criteria	Scoring
Thesis Statement and Argument Development	1-5
Organization and Structure	1-5
Evidence and Support	1-5
Counterarguments and Refutation	1-5
Analysis and Interpretation	1-5
Language and Style: the clarity, coherence, and effectiveness of the language and writing style used in the essay.	1-5
Conclusion: the summary of the main points and reinforcing the argument.	1-5
Overall Cohesion and Cohesiveness.	1-5
Originality and Critical Thinking.	1-5
Presentation and Formatting	1-5
<b>Total</b>	<b>50</b>

## RESULTS

### Results for the Hypothesis

To verify the hypothesis, "There is a statistically significant difference at  $\alpha=0.05$  between the mean scores of the students in the experimental group and that of the students' mean scores in the experimental group that attributed to the teaching methods", mean scores, standard deviations, and t-values of the two groups were used to calculate the results of the post-test, Table 3 shows the results.

**Table 3: The Mean, Standard Deviations, and *t*-values of the Two Groups.**

Group	No.	Mean	SD	T-values		df	Sig.
				Calculated	Tabulated		
EG.	20	59.53	8.62	3.39	2.000	38	0.05
CG.	20	52.64	6.58				

Table 3 shows that the mean scores of the experimental group's participants are 59.53 and the control group's participants are 52.58, respectively. The calculated *t*-value is 3.39 is higher than the tabulated *t*-value which is

2.000, this means that there is a significant difference between the two groups in favour of the experimental group. Thus, the hypothesis is accepted.

## **DISCUSSION OF THE RESULT**

The result revealed that the use of genre analysis has a significance and positive effect on students' argumentative essays writing, and it plays a positive role in enhancing students' argumentative essays writing performance. This result is due that genre analysis approach has facilitated the argumentative essays writing, the students have practiced a new genre-based approach in learning writing argumentative essay, Chomsky has emphasized that effective communication and clear expression of ideas. Developing and refining one's writing skills can contribute to more articulate and persuasive communication, which aligns with Chomsky's broader concerns about the power and influence of language.

The result revealed that genre analysis is essential for improving students' argumentative essay writing performance by understanding the conventions and expectations associated with this genre. By examining key features, structures, and language patterns, students can identify unique demands like developing a clear thesis statement, providing logical reasoning, and countering opposing viewpoints. This understanding helps construct coherent and persuasive arguments that align with audience expectations, ultimately leading to improved writing performance.

The participants of the experimental group have gain high marks in argumentative essay writing due to the fact that genre analysis helps students understand the rhetorical strategies used in argumentative essays, focusing on evidence, logical reasoning, and persuasive language. This knowledge helps students make deliberate choices in selecting and organizing evidence, structuring arguments, and using persuasive language, ultimately improving their persuasive essay impact and overall writing performance.

Finally, the positive role of genre analysis linguistics approach in improving EFL students' argumentative essay writing is that it is crucial for students in argumentative writing, as it helps them develop a deeper understanding of their target audience's expectations, knowledge, and biases. By identifying the typical audience, such as academic instructors, fellow students, or general readers, students can tailor their arguments to address their specific needs and perspectives. This alignment between writer's goals and reader expectations fosters effective communication and increases the likelihood of achieving desired impact in their argumentative essays. Genre analysis positively impacts students' writing performance by cultivating audience-focused writing skills.

It is worth to mention that the result of the study is consistent with the results of the studies of Amogne (2013), Imtiaz & Mahmood (2014), Nagao (2018), Aull (2019), and Huang, et al. (2020) who found that using genre analysis approach in teaching writing essay in general and argumentative essays have positive and significant role in improving, enhancing, and developing students writing performance.

## **CONCLUSION**

Genre analysis is a crucial and positive tool in teaching argumentative essay writing, significantly enhancing students' performance. By understanding the characteristics and expectations of the argumentative genre, students are equipped with the necessary tools to effectively convey their ideas and persuade their readers. Genre analysis provides a framework for organizing thoughts and structuring arguments coherently, enabling students to present their ideas logically and persuasively. It also helps students develop a clear understanding of audience awareness, allowing them to adapt their writing style and tone to suit the expectations and preferences of their intended readers. Genre analysis exposes students to various argumentative essay samples from different disciplines, topics, and perspectives, broadening their horizons and encouraging critical thinking. Students learn to recognize various rhetorical devices and strategies employed by successful writers, enabling them to incorporate these techniques into their own writing and strengthen their arguments. Genre analysis fosters confidence and competence in students, allowing them to express their viewpoints and engage in academic discourse. By incorporating genre

analysis into the curriculum, educators can enhance students' writing abilities and equip them with valuable lifelong skills in critical thinking, communication, and persuasion.

#### Data Availability

The dataset used and/or analysed during the current study would be available from the corresponding author upon reasonable request.

#### Conflicts of Interest

The author declares that there are no conflicts of interest regarding the publication of this paper.

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## جريمة التعذيب مدانة شريعةً وتشريعاً في القوانين العراقية

الباحث. أ.م.د. راسم مسير جاسم الشمري  
كلية المنصور الجامعة

### Crime of Torturing is Condemned in Islamic Legislation and Iraqi Laws

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#### ABSTRACT

It may not be easy for us to delve into the details of the theorizing on the issue of torture while we are actually witnessing the manifestations of humanity's misery. Individual in that it relates to this, but It is also related to the fall of the status of human values in individual and societal practices, and. the change of Internal and international conditions.

The importance of the topic is that the topic of torture is one of the most worthy and dangerous topics of scientific research because it means a lack of respect for the law by those in charge of Its implementation, and in other words it Is a form of the authority's lack of respect for the law, and therefore the danger doubles if the opponent and the judge are on one side and therefore It is not possible to talk about Building an international community as long as there is a scourge called torture.

The goal is that the call to protect man from exposure to such harmful practices to the human personality on the material, moral, or physical and psychological level had been connected to the evolvement of the international movement for human rights in particular.

The serious consequences left by the crimes of torture practiced in every part of the world, such as the growth of extremist and extremist ideology and terrorist crimes, as a result of the rising spirit of revenge among the vulnerable peoples who were victims of torture crimes.

And the lack of studies that studied the crime of torture as an international crime against humanity and as an internal crime, which caused a problem in identifying and knowing it and thus preventing its occurrence in Therefore, there are many reasons for our choice of the subject, including objective and subjective. As for the objective reasons, it Is due to the absolute prohibition of the crime of international torture, and the violations that are practiced on individuals without respect for their humanity, as well as an attempt to shed light on the international efforts exerted in combating the phenomenon of torture, and this Is through many charters, declarations and international agreements. Public and private regional.

As for the subjective reasons, it is represented in the subjective desire to choose the topic of torture in order to take a comprehensive look at this phenomenon that has been known since ancient times, and people still suffer from its scourge to this day despite international attempts to contribute to reducing the crime of torture as much as possible.

### المستخلص

قد لا يكون من اليسير أن نذهب إلى الاستغراق في تفاصيل التنظير في مسألة التعذيب ونحن نشاهد في الواقع مظاهر بؤس الإنسانية، وقد يكون الصعوبة على الضمير أن يرجع أسباب تردي بني البشر وانحطاطهم، وتردي منظومة القيم الأخلاقية إلى فرضيات فلسفية أو إلى إشكاليات فكرية أو إلى تجاوزات فردية من حيث أن الأمر يتعلق بذلك، ولكنه يرتبط أيضا بسقوط مكانة القيم الإنسانية في الممارسات الفردية والمجتمعية، وتبدل الأوضاع الداخلية والدولية.

تتمثل أهميه الموضوع في ان موضوع التعذيب من أجدر مواضيع البحث العلمي وأخطرها لأنه يعني عدم احترام القانون من القائمين على تنفيذه، وتعبير آخر هو صورة من صور عدم احترام السلطة للقانون، وبالتالي فإن الخطر يتضاعف إذا كان الخصم والحكم من جهة واحدة ولهذا لا يمكن الحديث عن بناء مجتمع دولي ما دامت هناك آفة اسمها التعذيب.

الهدف هو ان الدعوة الى حماية الانسان من التعرض لمثل هذه الممارسات المؤذية للشخصية الانسانية على المستوى المادي والمعنوي او الجسدي والنفسي قد ارتبطت بتطور الحركة الدولية لحقوق الانسان على وجه الخصوص ومما ساعد على نمو هذه الدعوة التقدم المطرد لوسائل الاتصال بدور وسائل الاعلام في التنقيف بهذا جانب المهم.

النتائج الخطيرة التي خلفتها جرائم التعذيب الممارسة في كل بقعة من بقاع العالم من تنامي للفكر التطرفي والمتشدد والجرائم الإرهابية، نتيجة تصاعد روح الانتقام لدى الشعوب المستضعفة التي كانت ضحية لجرائم التعذيب.

وقلة الدراسات التي درست جريمة التعذيب بوصفه أحد الجرائم الدولية التي تكون ضد الإنسانية وكجريمة داخلية الامر الذي سبب اشكالية في تحديدها ومعرفتها وبالتالي منع حدوثها في مجتمعاتنا لذلك تتعدد أسباب اختيارنا للموضوع منها الموضوعية والذاتية فأما الأسباب الموضوعية ترجع إلى الحظر المطلق لجريمة التعذيب الدولي، والانتهاكات التي تمارس على

الأفراد دون احترام لأدميتهم، وكذا محاولة تسليط الضوء على الجهود الدولية المبذولة في مكافحة ظاهرة التعذيب وهذا من خلال عدة موائيق واعلانات واتفاقيات دولية واقليمية عامة وخاصة. أما الأسباب الذاتية تتمثل في الرغبة الذاتية في اختيار موضوع التعذيب لإلقاء نظرة شاملة على هذه الظاهرة التي عرفت منذ الأزمنة القديمة، ولا زالت الشعوب تعاني من ويلاتها إلى يومنا هذا بالرغم من المحاولات الدولية في المساهمة من التقليل من جريمة التعذيب قدر الإمكان.

### المقدمة

جاء دستور جمهورية العراق بمبادئ سامية وعبارات خالدة معلناً "أن المتهم بري حتى تثبت إدانته" فالهدف الذي جاء به الدستور هو قدسية حرية الفرد وضماناته واعتباراته الشخصية التي تعلق على أي اعتبار آخر وليس الاجراءات الجزائية أثبات الجرم على المتهم بل تقصي الحقائق، لان كرامة الانسان حق طبيعي وأساسي وهو من الحقوق التي ينبغي عدم انتهاكها من قبل أي جهة أو سلطة عامة إلا اذا نص على ذلك بموجب قانون وبحدود مشروعه فهي حقائق مستمدة من الله سبحانه وتعالى تبلورت وتراكت على مر الأزمان من خلال الشرائع والأعراف والقوانين وعلى ذلك فأن تعذيب المتهم لحملة على الاعتراف يعد انتهاكا لتلك المبادئ والحقوق الانسانية والدستورية.

فضلا عن نقشي هذه الظاهرة في بلد كان مهذاً للشرائع التي جرمت منذ أقدم العصور التعذيب وحظرته وعاقبت عليه في وقت كان التعذيب وسيلة مشروعة في الشرائع التي لحقتها بعد الالف من السنين، وهذا ليس فالعراق وحده بل حتى في الدول التي تدعي احترامها للحقوق والتي جعلت من التعذيب في صورتها الحالية حالة روتينية في سير التحقيق وكما انها ليست حكر على بلد معين أو نظام حكم بالذات، فهي ظاهر ذات بعد عالمي وعليه فلا يمكننا بناء دولة مؤسسات وهناك أفة اسمها التعذيب تنظر في عظامها. وكل هذا ما يجعل التعذيب وموضوع السلامة الجسدية من أجدر المواضيع في البحث القانوني وأخطرها والتي تثير قلقاً بالغاً على مختلف الأصعدة، بأنه باختصار شديد هو عدم احترام السلطة للقانون. لذلك لا بد لنا أن نسلط الضوء على هذا الموضوع آمليين أن يسهم البحث وأن يكون دافعاً للمزيد من الدراسات التي جرمت مثل هكذا أفعال مخالفة للشريعة والقانون

### أولاً: أهمية البحث

تبرز أهمية البحث كونه ذو أبعاد أنسانية لها علاقة ومساس بكرامة الإنسان وحرية وحقوقه التي كفلها له القانون والشرائع أن الحق في عدم التعرض للتعذيب حقاً مشتركاً بين البشرية ويتسم بالطابع العالمي ولذلك من الواجب أن يحظى بالدراسة والاهتمام من خلال معرفة المسؤولية المترتبة عن القيام بهذه الجريمة، فضلاً



عن خطورة الموضوع في تكرار الانتهاكات لحقوق الانسان وفي ظل النزاع المسلح والحروب، مما ادى إلى انتشار هذه الجريمة في السجون والمعتقلات. وكذلك تبرز أهمية بحثنا من ناحية الآثار السلبية التي تخلفها هذه الجريمة على المستوى الجسدي والمعنوي، مما يولد روح الانتقام، الامر الذي يولد الفكر المتطرف ويساهم في تنامي الجرائم الإرهابية والماسية بأمن الدولة والمجتمع. أضف إلى أهميتها تلك ان هناك العديد من علامات التعجب والسؤال حول المواد التي عالج المشرع الجنائي العراقي فيها هذه الجريمة، فضلاً عن الن المباشر عليها وحظرها في الدستور الجديد وكذلك صدور قوانين جديدة طالتها بالتعديل ولم تبحث بعد.

### ثانياً: اشكالية البحث

يعالج البحث مشكلة على درجة كبيرة من الخطورة والأهمية لاسيما في وقتنا هذا وما يشهده العالم من نقشي الجرم وعلى المستوى لا يمكن السيطرة عليه او الكشف عنه ومن ثم صعوبة الوصول لمرتكبيها. تتمثل اشكالية البحث الاساسية فيما يلي:

- 1- قلة الدراسات التي درست جريمة التعذيب بوصفه جريمة دولية موجهة ضد الانسانية وكجريمة داخلية الامر الذي سبب اشكالية في تحديدها ومعرفتها وبالتالي منع حدوثها في مجتمعاتنا.
- 2- ازالة الخط الحاصل بين التعذيب كجريمة معاقب عليها وفقاً للقانون الدولي والداخلي، والحالات الاخرى التي قد تكون غير مجرمة قانوناً، وكذلك تمييز التعذيب عما يشبهه به أو يقترب منه أو يدخل فيه. وعلية فالاشكالية المطروحة تدفعنا إلى التساؤل؟
- 1- مدى تطبيق القواعد القانونية سواء كانت دولية أو داخلية التي جرمت التعذيب ومنعته على ارض الواقع؟
- 2- مدى كفاية النصوص القانونية التي جرمتها سواء الدولية أو الداخلية؟ واقتراح المعالجات للنقص والغموض الذي يعترى عدد من هذه القواعد القانونية، واقتراح التعديلات المناسبة لها.
- 3- هل تعد هذه الجريمة انتهاكاً لحقوق الانسان لكونها تتعارض مع مبدأ المتهم بري حتى تثبت إدانته؟
- 4- هل تعذيب المتهم بعدم إرادته ويدفعه للاعتراف بأفعال لم يرتكبها أما خوفاً مما يصدره أو خلاصاً مما يقع عليه من تعذيب بدني أو نفسي؟

### ثالثاً: اهداف البحث

من أبرز أهداف البحث ما يلي:

- 1- الوصول إلى إيجاد مفهوم وتعريف واضح وسليم للجريمة التعذيب الذي يكتنفه الغموض والوصول إلى معرفة المسؤولية المترتبة عن هذه الجريمة في قانون العقوبات العراقي وأثر جريمة التعذيب في سير الدعوى الجزائية.
- 2- ومعرفة تغير هذه الجريمة كيف كانت في الشرائع القديمة وفي القوانين الجديدة في أيامنا هذه.

3- معرفة مقدار حرمة جسد الانسان كواحد من الحقوق التي يتمتع الفرد بها ومدى تأثير هذا الحق في ضمان عدم تعرضه للتعذيب.

4- التركيز على هذه الجريمة باعتبارها خطيرة وذات طابع دولي وداخلي في الوقت نفسه وبيان الاساس القانوني لتجريمها. وهل كانت النصوص القانونية المجرمة لها كافية أو يعترضها النقص والغموض وصل هي مفعلة ومطبقة على ارض الواقع.

### ثالثا: منهج البحث:

تتطلب الدراسة في هذا الموضوع اعتماد عدة مناهج علمية للبحث، بداية بالمنهج الذي استخدمناه في وصف بعض الجوانب مع الاستثناس، بالمنهج التاريخي لسرد بعض التطورات التي لها صلة بالموضوع كما اعتمدنا منهج التحليل المقارن بما يتعلق بتحليل مختلف جاء في موضوع البحث.

### رابعا: خطة البحث

على الرغم من اتساع الموضوع الا أننا سنحاول الى الإلمام بأهم النقاط من خلال مبحثين. خصصنا المبحث الأول لبيان ماهية التعذيب وتطوره التاريخي وقسمنا إلى مطالب سنبحث في الاول "تعريف جريمة التعذيب" وفي الثاني سنبحث "التطور التاريخي لجريمة التعذيب". أما المبحث الثاني خصصناه لبحث الأساس القانوني والمسؤولية التي تترتب على "جريمة التعذيب" ويكون كذلك بمطلبين سنبحث في المطلب الأول الأسس القانونية لأفراد جريمه التعذيب أما الثاني سنبحث فيه المسؤوليات المترتبة الانتزاع الاعتراف وأثرها في الدعوى الجزائية. وبعدها نختم موضوعنا بأهم ما توصلنا إليه من استنتاجات وتوصيات.

## المبحث الأول

### ماهية التعذيب وتطوره التاريخي

إن المتطرق لشريعتنا الإسلامية الغراء يجد أن الإسلام قد أعطى لكرامة الإنسان أهمية بالغة تميزه عن باقي المخلوقات في هذا الكون وأكد حق سلامته الجسدية تعد كرامة الانسان حق أساسي وطبيعي له، و يجب عدم انتهاكه من قبل أي جهة أو سلطة عامة إلا إذا نصَّ على ذلك بموجب القانون وبحدود مشروعة لان التعذيب يعد نوع من الاكراه المادي ويعتبر ايضا ايداء بدني يتعرض له الانسان الانتزاع المعلومة منه بالقوة وهو أشد أنواع التأثير الذي يقع على الأنسان وكل معاني الألم والمعاناة والضرب والشدة والنكال والعقوبة ترجع لغاية أو تؤدي لغاية واحده وهي الإيذاء الجسدي والنفسي وإن ظاهرة التعذيب لم تعرف تاريخاً معيناً ولا مجتمعاً محدداً ولم تقتصر على إحدى الأمم دون غيرها، وقد مارسته الشعوب المختلفة والشعوب المتحضرة، اذ ظهرت عدة مؤشرات على ان التعذيب كان مشروعاً لفترة طويلة من الزمن، ثم ما لبث ان اصبح وسيلة من

وسائل التحقيق المشروعة للحصول على الأدلة، كما استخدمته معظم الانظمة كوسيلة عقاب وعلية لبيان مفهوم الجريمة وتطورها التاريخي في العصور التاريخية القديمة.<sup>(1)</sup>

## المطلب الأول

### تعريف "جريمه التعذيب"

لقد صان الإسلام جسد الإنسان وعقله ونفسه تكريماً له، كما نص القرآن الكريم على ذلك في قوله تعالى: "وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنَ الطَّيِّبَاتِ وَفَضَّلْنَاهُمْ عَلَى كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلاً"<sup>(2)</sup> فحرم تعذيب الجسد والاعتداء عليه بجرح أو ضرب أو سجن أو جلد، كما حرم الاعتداء المعنوي والنفسي كالسب أو الشتم أو التخويف أو القذف. ونوه الى أن التعذيب ما هو الا شكل من أشكال الأكره سواء كان جسدياً أو نفسياً و يعني التعذيب اصطلاحاً القسوة والضرب والمنع وكلها تؤدي الى لغاية واحده وهي الإيذاء.<sup>(3)</sup>

### القسم الأول:

#### تعريف اللغوي لجريمة التعذيب

أن التعذيب مصدره الفعل (عَذَّب) يعذب تعذيباً، فالفعل يعذب أي: منع. وعذب عنه أي امتنع عنه، وعذب الشيء: أي حبسه أعذب عنه زي كف عنه: وعذبه أي أوقع به العذاب وعذاب جمع أعذبه وعذابات أي: كل ما شما الانسان ومنعه عن مراده<sup>(4)</sup> لقوله تعالى: (يُضَاعَفْ لَهَا الْعَذَابُ ضِعْفَيْنِ)<sup>(5)</sup> وعلى هذا يكون التعذيب في اللغة العقوبة والنكال<sup>(6)</sup> لقوله تعالى: (ولقد أخذناه بِالْعَذَابِ)<sup>(7)</sup> وقوله ابن فارس: وحكى الخليل: عذبه تعذيباً أي فطمه. وذلك يعني منعه من الطعام والشراب. ويقال: أصل "الضرب" والتعذيب .

### القسم الثاني:

#### تعريف "جريمة التعذيب في الاصطلاح"

عرف الفقه القانوني التعذيب بأنه "الإيذاء البدني المتضمن لمعنى الانتزاع أو الاضطهاد والاستخراج بالقوة، وهو أشد أنواع التأثير الذي يقع على المتهم ويفسد اعترافه، ويشل ارادته بقوه مادية لا قبل له بمقاومتها فتتعطل إرادته وقد تتمحي على تحولا تنسب إليه فيه غير حركة عضوية مجردة من الضفة الإرادية<sup>(8)</sup> وبنفس المعنى عرف التعذيب بأنه نوع من الإكراه المادي الذي يتخذ صورة الضرب المتكرر الكما قد يكون ناشئاً عن ضعن مقاومة المتهم لمنع الطعام أو الحرمان من النوم<sup>(9)</sup> هذا من جانب الفقه القانوني أما من جانب القانون

الدولي.. فجاء تعريف التعذيب في إطار<sup>(10)</sup> القانون الدولي في اتفاقية مناهضة التعذيب وغيره من ضروب المعاملة أو العقوبة القاسية أو بلا انسانية أو بلا انسانية في المادة الاولى من هذه الاتفاقية والتي نصت على:  
1- لأغراض هذه الاتفاقية يقصد (التعذيب) اي عمل ينجم عنه آلام أو عذاباً شديداً جسدياً كان أو عقلياً لفرد ما بغرض الحصول منه على اعترافات أو معلومات ، أو معاقبته على أمر قام به أو يشتبه في أنه اقترفه هو او فرد ثالث (او ترهيبه واجباره هو أو فرد ثالث أو عندما يقع هذا التعذيب على أي كان ولأي سبب من الأسباب أو التحريض على التعذيب أو الموافقة عليه أو يسكن فيه شخص ذو صفة رسمية أو فرد آخر ينتحل الصفة الرسمية وهذا التعذيب لا يتضمن الالم الناجم عن العقوبة الناجمة عن ممارسة القانون والعذاب الذي يلزم تنفيذ هذه العقوبة. ولكن يفقد هذا التعريف الدقة والتركيز وكان من الاول على المشرع الدولي أن يغير ولكل: جريحة تعريف ويشير بعد ذلك - إن شاء - إلى: أن الأغراض هذه الاتفاقية فإن مصطلح التعذيب يعني أحد هذه الجرائم، في حين عرفت محكمة الجنايات الدولية في روما عام 1998 التعذيب بأنه<sup>(11)</sup>:

(إلحاق القسوة والاذى عمدا ساء كان هذا الاذى جسدياً أو عقلياً أو نفسياً بفرد يوجد تحت سلطة المتهم ولا يشمل التعذيب الاذى الناجم عن تطبيق العقوبات التي فرضها القانون ويكون هذا الالم نتيجة للعقوبة أو ملازم لها. وهذا ما أخذ به التشريع العراقي في محكمة الجنايات العراقية المختصة بجرائم العذيب عام 2003 والذي ورد فيه بأن التعذيب يعني<sup>(12)</sup>:

(إحداث الالم والتسبب بالمعاناة الشديدة عمدا سواء كان هاذا الالم جسدياً ام نفسياً على فرد تم احتجازه أو السيطرة عليه ولا يتضمن التعذيب الأذى الناتج عن تطبيق العقوبات التي يفرضها القانون. وبعد أن ألغي القانون المذكور اعلاه بموجب قانون المحكمة الجنائية العليا عليه عاد المشرع ووضع نفس التعريف الذي ورد في التشريع الذي تم الغاءه دون ان يحدث توسعا في المسؤولية الجزائية عن فعل التعذيب أو يضيف أي جديد الى تعريف مما يجعل ذلك مأخذاً عليه بالإضافة إلى انه قد ضيق نطاق المسؤولية الجزائية إذ جعل احتجاز المجني عليه ووضع تحت سلطة المتهم شرطاً لتطبيق "المسؤولية الجزائية" وبالتالي فاذا كان المجنى عليه غير محجوز أو تحت سلطة المتهم وبالتالي لا يمكن تطبيق هذا القانون وهذا الاتجاه يخالف مع ما وضعه "المشرع العراقي" في مادة 333 من قانون العقوبات رقم 111 لسنة 1969 والذي جاء فيه: (يحكم بالسجن على كل فرد يشغل وظيفة أو يقوم بخدمة عامة قام بتعذيب أو أمر بتعذيب المتهم أو الشاهد أو الخبير لإجباره على ان يعترف بالجريمة أو إعطاء معلومات تتعلق بها أو أقوال بشأنها لحمله على ان يعترف بجريمة أو يدلي بأقوال أو معلومات بخصوصها أو للتكتم على بعض الامور ويعتبر استخدام القوة والتهديد نوع من التعذيب) إذ شمل التعريف في صفة المجنى عليه في جريمة التعذيب مع المتهم الشاهد أو الخبير وهما غير محتجزين عادةً وليس تحت سيطره أحد مما يأخذ على التعريف السابق ايضاً لم يشترط لتحقيق

الجريمة ان يتسبب الفعل الجرمي بألم شديد وهذا لا يتفق مع الرأي الراجع في الفقه من تحقق جريمة التعذيب بغض النظر عن جسامه الفعل أو النتيجة.<sup>(13)</sup> أضف الى ذلك أن الاعتداء على الآخرين يعد من جرائم التعذيب حتى ولولم تلحق الضرر بالمجنى عليه وذلك لخطورة الفعل الاجرامي اصلاً وحسناً فعل مشرع القانون العراقي في المادة (333) المذكورة اعلاه حين لم يورد تعريفاً محدداً للتعذيب لان اي تعريف له لم يكن جامعاً لما يستجد من أفعال لهذه الجريمة ولم يشترط ايضاً درجة الضرر الحاصل إذ ترك الأمر للتقدير من قبل المحكمة التي تستخلص الحكم من ملاسبات كل دعوى فمفهوم التعذيب لا يرتبط بجسامه الأفعال التي يأتيها الجاني وإنما يرتبط بما تتركه هذه الأفعال من اثر في نفس الخاضع له فأى تعذيب يتعرض له المهتم يجعل اعترافه مشكوك فيه خاصة وأن الشك يفسر لصالح المتهم وهذا ما ذهبت اليه محكمة التمييز الاتحادية في قرارها المتضمن: (... اذا كانت الادلة المتحصلة ضد المتهم هي اعترافه في دور التحقيق الذي انكره أمام المحكمة وثبت من التقرير الطبي وجود كدمات وجروح وحروق في مختلف أنحاء جسمه ولكون الشك يفسر لمصلحة المتهم ولعدم تعزيز الاعتراف بدليل آخر فتكون الادلة غير كافية للإدانة)<sup>(14)</sup>.

مما يؤخذ على كل ما تقدم من تعاريف لجريمة التعذيب بأنها وأن عالجت بعض جوانب التعذيب في تعاريفها له ولكن أياً منها لم يتطرق إلى تعريف التعذيب كجريمة من خلال أركانه ولكنها اتفقت بأن التعذيب ما هو الا شكل من اشكال الاكراه أو الاجبار سواء أكان بشكل مادي أو معنوي.

## المطلب الثاني

### التطور التاريخي "جريمة التعذيب"

إذا كانت جريمة التعذيب ترتكب في العصر الحالي بمختلف الوسائل والأساليب التقليدية منها والحديثة، بما فيها الوسائل العلمية المتطورة، فقد كانت هذه الجريمة معروفة منذ القديم، ولم تكن مقتصرة على مجتمع دون آخر، أو لزمان دون آخر، ولذلك سأتطرق إلى تاريخ التعذيب منذ الحضارات القديمة لمعرفة تطوره التاريخي عبر مختلف الحقب الزمنية.<sup>(15)</sup>

### القسم الاول:

#### "التعذيب في الشرائع القديمة"

يعد التعذيب من الممارسات الموهلة في القدم إذ عرفته المجتمعات القديمة التي سادت فيها مفاهيم القوة والانتقام فقد مارسته كأسلوب من أساليب تنفيذ العقوبة، وكإجراء من إجراءات التحقيق للحصول على الإقرار أو الإدلاء بشهادة كما إن هناك حقبة تاريخية أخرى عرف عنها إنها من أشهر الحقب في ابتداء وسائل التعذيب وابتكارها تلك هي حقبة القرون الوسطى.

## أولاً: التعذيب في بلاد الرافدين

إن المتأمل في بلاد الرافدين يجد أن قانون حمورابي من أكثر القوانين اهتماماً بحقوق الإنسان التي وردت في القوانين التي سبقتها، وأضاف إليها حقوقاً أخرى كثيرة<sup>(16)</sup>. وقد اتضحت معالم الحق في ضمان عدم التعرض للتعذيب أكثر في هذا التشريع، ومن أهمها تجريم إيذاء الأشخاص وتعذيبهم، ونص على مبدأ القصاص في الجرائم، ومن ذلك أيضاً أنه إذا فقأ أحد من الأحرار عين أحد العبيد أو كسر عضو من أعضائه فعليه أن يدفع تعويضاً هو نصف مينة فضية، بينما يجب على المعتدي أن يؤدي ضعف هذا القدر فيما لو تم الاعتداء على أحد الموشكينو<sup>(17)</sup>، أما لو كان الاعتداء قد تم على أحد الأحرار فإن المعتدي يعامل طبقاً لقانون القصاص، أي العين بالعين والسن بالسن<sup>(18)</sup>. وفي تشريع القصاص دعوة إلى الحد من التعرض للآخرين بالاعتداء الذي يتضمن أفعال التعذيب المختلفة، وهو اعتراف حقيقي بالحق في حماية الإنسان من تعرضه للتعذيب كما يعد ضماناً جنائياً لحمايته، وهو تطور كبير لهذا الحق في هذا العصر. وفي خاتمة قانونه أشار حمورابي إلى أن القوانين التي وضعها الهدف منها تحقيق العدالة للجميع، وأن لا يظلم القوي الضعيف، وتمنح العدالة لليتيم والأرملة في بابل.

## ثانياً: التعذيب في الحضارة المصرية القديمة.

عرفت الحضارة المصرية القديمة العديد من ممارسات ومظاهر التعذيب التي شكلت في مجملها أساساً خطيراً بحقوق الإنسان، تجسدت من خلال تبني نظام الرق والاستعباد حيث كان الأسياد من حقهم تعذيب عبيدهم واستغلالهم في الأعمال الشاقة مما يؤدي إلى إنهاك قواهم الجسدية والنفسية، والذي ينتج عنه الموت في غالبية الأحيان. وللأسياد الحرية المطلقة في التصرف بهم كيفما أرادوا، ناهيك عن حرمانهم من أدنى الحقوق كالأكل والشرب لأيام طويلة، وتعذيبهم والتنكيل بهم بشتى أنواع التعذيب، كالجلد وبتف الشعر وقلع العينين وبتن الأطراف وقلع الأظافر وغيرها من أصناف التعذيب<sup>(19)</sup>.

## ثالثاً: التعذيب في العصور الوسطى

لقد أصبح التعذيب في العصور الوسطى أمراً عادياً، تمارسه أجهزة الدولة لغرض الحصول على الاعترافات التي تؤدي إلى الحقيقة، بل إنه كان يسمى مجازاً "بالاستجواب القضائي"، وكان المتهم يتعرض لألوان عديدة من التعذيب التي تنهك قواه الجسدية والعقلية ففي فرنسا مثلاً تم إصدار قانون رسمي يبيح تعذيب المتهم، حيث كان يعذب ثلاث مرات قبل وأثناء وبعد الاستجواب على أساس أن التعذيب ضرورة قانونية تقتضيها مصلحة الدعوى<sup>(20)</sup>.

### خامسا: التعذيب في الحضارة العربية

تميزت الحضارة العربية في عصر الجاهلية الأولى بالعديد من انتهاكات حقوق الإنسان على غرار نظام الرق وتجارة العبيد، كما كان تعذيبهم أمراً عادياً واستغلالهم لأشجع الأعمال، وكانت الأسواق العربية مليئة بتجارة العبيد والجواري، فكانت المرأة في هذا العصر مهانة ومعرضة للتعذيب والتكيل والاعتصاب، وكانت سلامتها الجسدية والنفسية مضطهدة بشكل كبير، كما كان استعباد الرجال وكذا الأطفال وتعذيبهم أمراً عادياً لدى السادة، ومعاملتهم معاملة مهينة دون توفر أدنى شروط الراحة والعيش وتعذيبهم إذا خالفوا أوامرهم<sup>(21)</sup>.

### سادسا: التعذيب في الحضارة الإسلامية

اعترف الإسلام بحقوق الإنسان، غير أنه قيدها بقيود عديدة لمنع الفرد من سوء استعمالها والتعسف فيها، بهدف تحقيق المصالح العليا للمجتمع وسد الطريق أمام المتعسف ومنعه من إلحاق الضرر بالآخرين، لأن تحقيق مصالح الإنسان فرداً وجماعة من أهم وأبرز مقاصد الشريعة الإسلامية، لذلك كان من الطبيعي إقرار الشريعة الإسلامية لفكرة الحماية من التعذيب، فمن حق كل فرد في الإسلام أن يتمتع بالسلامة الكاملة لجسمه ونفسه وعقله، وقد كفلت الضمانات الكافية لتحقيق هذه الحماية واعتراف الإسلام بحق الإنسان في عدم التعرض للتعذيب هو تكريم إلهي لبني آدم، وقد جاء هذا التكريم بشكل مطلق ليشمل جميع النواحي، ومنها الحقوق والحريات الأساسية مدنية كانت أو سياسية أو اجتماعية أو اقتصادية أو ثقافية،<sup>(22)</sup>.

### ثامنا: التعذيب في العصر الحديث

يمكن القول أن البداية الفعلية لمناهضة التعذيب وتجريمه كفعل مخالف لمبادئ وحقوق الإنسان ظهرت أواخر القرن السابع عشر وبداية القرن الثامن عشر، تأثراً بأراء وأفكار الفلاسفة التي تبناها رجال القانون، غير أن موقفهم لم يتعدى في البداية مجرد انتقادات بسيطة لأفعال التعذيب، وكانت جل ملاحظاتهم موجّهة لما هو إنساني أو غير إنساني في الوسائل المستخدمة في التعذيب، غير أن القرن الثامن عشر شهد التوجه نحو الانتقاد اللاذع والرفض الصريح للممارسات التي كان يتعرض لها المتهم أثناء الاستجواب وكان الفيلسوف بيكاريا الإيطالي من الأوائل الذين نادوا في كتابه: "الجرائم والعقوبات" بضرورة تجريم التعذيب، ليس لعدم إنسانيته وإنما لعدم جدواه في الحصول على الحقيقة من المتهمين وجاءت أول إدانة رسمية للتعذيب كممارسة متنافية مع حقوق الإنسان في رسالة بعثها البابا (نيكولا الأول) إلى ملك بلغاريا في عام 1866م، جاء فيها أنه: "لا القانون الإلهي ولا القانون الإنساني يسمح بأن يقر المتهم بجريمة لم يرتكبها، فالاعتراف يجب أن يكون طوعياً ولا ينتزع بالقوة، أوقفوا التعذيب وأدينوه"<sup>(23)</sup>.

## القسم الثاني:

### التعذيب في "القوانين العراقية الحديثة"

جرمت العديد من التشريعات الداخلية "جريمة التعذيب" كونها من اخطر الجنايات والتي تمس بسلامة البدن وكرامة الانسان، ومن هذه التشريعات التشريع العراقي الجريمة التعذيب في التشريع العراقي ورد تجريم التعذيب في عدد كبير من القوانين العراقية الصادرة منذ نشوء الدولة في مطلع القرن الماضي وقد نصت عليها غالبية الدساتير وعدد من القوانين منها:

- 1- التشريع الاساسي العراقي لسنة ١٩٢٥ المادة (٧).
- 2- دستور جمهورية العراق المؤقت لعام ١٩٧٠ الملغى (المادة ٢٢/١).
- 3- قانون ادارة المرحلة الانتقالية للدولة لعام ٢٠٠٤ الملغى (المادة ١٥/ي).
- 4- دستور الجمهورية العراقية لعام ٢٠٠٥ الحالي (المادة ٣٧/٩٠).
- 5- قانون العقوبات العراقي رقم (١١١) لسنة ١٩٦٩ المعدل (٣٣٣).
- 6- قانون محكمة الجنايات العراقية المختصة بالجرائم ضد الانسانية رقم (1) لسنة ٢٠٠٠ الملغى (المادة/١٢/اولاً).

7- قانون محكمة الجنايات العراقية العليا رقم (١٠) لسنة ٢٠٠٥ (الجرائم ضد الانسانية الماد/١٢/اولاً).  
وجدير بالذكر أن جرائم التعذيب الوارد الاشارة اليه في المادة (٣٣٣) من دستور العقوبات قد اشترط المشرع لتحقيقها توافر ركن خاص وهو صفة المتهم، حيث نصت المادة المذكورة على "يعاقب بالسجن أو الحبس كل موظف أو مكلف بخدمة عامة عذب أو امر بتعذيب متهم أو شاهد أو خبير....." وبذلك لن تتحقق هذه الجريمة ما لم يكن المتهم اما موظف أو تم تكليفه بخدمات عامه.<sup>(24)</sup>

وكذلك اشترط صفة خاصة في المجني عليه وهي ان يكون اما متهم أو شاهد أو خبير. اما قانون "اصول المحاكمات الجزائية" رقم (٢٧) "لعام ١٩٧١ المعدل"، فقد اشار في المادة (٢١٨) منه على "يشترط في الاعتراف الا يكون قد حصل تحت الإكراه المادي أو الادبي أو الترغيب أو التهيب ، ومع ذلك اذا انتفت السببية بينها وبين الاعتراف أو كان الاعتراف مؤيد بأدلة أخرى تقنع المحكمة بصحة مطابقة هذا الاعتراف للواقع أو ادى الى الكشف عن حقيقة ما يجوز ان تأخذ بها لمحكمة ". وهذا النص يعتبر من اخطر النصوص الواردة في التشريع العراقي الذي اجاز بصورة صريحة ممارسة التعذيب ولم يقيد بغيره سوى تأييده بأدلة اخرى، وتكمن خطورة هذا النص في اضافة نوع من الشرعية على تلك الممارسات الشنيعة، ومن جهة اخرى بالإمكان ان يتم التعذيب ضداي شخص دون ان يتم مسألة مرتكب الفعل بحجة انه لم تتوفر ادلة تؤيد ما تم الاعتراف به وقد تم تعديل هذه المادة بموجب مذكرة سلطة الائتلاف المؤقتة رقم (٣) لسنة ٢٠٠٤ في القسم الرابع منها بالنص (يلغى كل ما جاء في المادة ٢١٨ بعد كلمة اكراه)<sup>(25)</sup>.



## المبحث الثاني

### الاساس القانوني والمسؤولية المترتبة في "جريمة التعذيب"

على رغم من ورود نص المادة (333) ضمن الفصل (3) المتعلق بجرائم تخص تجاوزات الموظف للحدود التي تفرضها وظيفته من "الباب (6) الخاص بالجرائم" التي تخل بالواجب الوظيفي إلا أن "جريمة التعذيب" تعد في الحقيقة اعتداءً على الافراد، شأنها في ذلك شأن جرائم القتل والجرح والضرب وهتك العرض والقبض على الأشخاص وحبسهم دون وجه حق والقتل والسب والتهديد. وأن المسؤولية ماهي الا سؤال المجرم عن ارتكابه السلوك المناقض لنظم مجتمعه ومصالحه و توجيه اللوم الاجتماعي على هذا السلوك وتجسيد هذا اللوم في شكل العقوبة أو الجزاء بشكل عام بالإضافة الى أن المسؤولية هي تحمل الفرد العواقب القانونية والتي تترتب على توفر جميع أركان الجريمة المتمثلة بأركانها العامة والخاصة والتي تميزها عن باقي الجرائم.<sup>(26)</sup>

## المطلب الاول

### الاساس القانوني لأفراد "جريمة التعذيب"

أن جميع الجرائم تشترك بالأركان العامة الان لكل جريمة على حدة أركان خاصة تميزها عن غيرها، وهذه الأركان لا بد من وجودها لكي تقوم الجريمة وفقاً للنموذج القانوني المنصوص عليه، فلولا توافر هذا الركن او العنصر كما يطلق عليه البعض لما أمكن القول بوجود الجريمة وان كانت تنضوي تحت وصف قانوني آخر. وجريمة التعذيب من الجرائم التي اشترط لقيامها وجود مثل هذه الأركان والمتمثلة بصفة الجاني، وصفة المجنى عليه أو كلاهما. وهذا ما عالجه المشرع العراقي في قانون العقوبات العراقي رقم 111 لسنة 1969 في المادة 333 حين نص على لا يتم إنزال عقوبة السجن على الموظف أو المكلف بالخدمة العامة الذي قام بالتعذيب أو أمر بتعذيب المتهم أو الشاهد او الخبير لإجباره على الاعتراف بجريمة أو الإخبار بمعلومات بخصوص الجريمة أو إخفاء أمر يتعلق بالجريمة أو إعطاء رأي معين بخصوصها ويعد استخدام القسوة والشدة أو التهديد ضرباً من ضروب التعذيب ونجد اغلب "التشريعات الجنائية" تتفق بالكاد على أن الموظف أو المكلف بخدمة عامة يأخذ صفة الجاني ، أما بالنسبة للمجنى عليه فتجد ان القوانين قد تباينت في تحديد هذه الصفة بين قصرها على صفة المتهم كما هو الحال في القوانين المصرية والليبية والتونسية" وبين. من توسع فيها وذلك بإضافة الشاهد الخبير ليكونا محلاً للحماية القانونية المقررة في هذا النص كما جاء في تشريعنا العراقي.<sup>(27)</sup>

عليه فسوف نتناول في الفرع الاول صفة الجاني أما الثاني فسوف نخصه لصفة "المجنى عليه"

## القسم الاول:

### صفه الجاني

أولاً: الموظف: بالرغم من أن قانون "العقوبات العراقي رقم 111 لسنة 1969 وفي مادته "333 قد اشترط على ان الجاني يكون موظفاً أو تم تكليفه بالخدمة العامة و لكنه لم يقدم مفهوماً محدداً لهذا اللفظ في اي نص من نصوصه معتمداً في ذلك على نص المادة الثانية من قانون "الخدمة المدنية" رقم (24) لعام 1960 المعدل والتي عرفت الموظف: لكل فرد أوكلت إليه وظيفة مستمرة داخله على ملاك الموظفين الخاص). كما عرف بأنه: كل فرد أوكلت اليه مهمة داخل ملاك الوزارة أو جهة غير مرتبطة بوزارة<sup>(28)</sup> كما عرف بأنه لكل شخص عهدت إليه وظيفة داخل الملاك المدني أو العسكري أو قوى الأمن والذي يتقاضى راتباً من الدولة وتستقطع من راتبه الوظيفي التوقيفات التقاعدية ويشمل ذلك الموظف العام مالم يرد به نصي خاص يقضي بخلاف ذلك).<sup>(29)</sup> وقد عرف فقهاء القانون الاداري الموظف العمومي بأنه (العامل الذي يعمل بصفة مستمرة في المرافق الحكومية أو القطاعات الاشتراكية).<sup>(30)</sup> ومن تعريفاته في الفقه الاداري ايضاً بأنه: (كل شخص كان يتولى إدارة مرفق عام تديره والسلطة الإدارية والمحلية والمصلحة سواء كانا يباشرا هذه الخدمة بصورة مؤقتة أو دائمة)<sup>(31)</sup>

وكما عرفه الفقه الجنائي بانه: كل من يعمل عند الدولة في دوائرها أوفي القطاعات الاشتراكية).<sup>(32)</sup> وبناء على ما تقدم من تعاريف المشرع والفقهاء ولكي يعد الشخص موظفاً عاماً لا بد ان تكون علاقته بالحكومة تتسم بالدوام أو الاستقرار في خدمة مرفق عام تديره الدولة بالطريق المباشر أو الخضوع لإشرافها وليست علاقة عارضة والملاحظ بان القانون الاداري يضيق مفهوم الموظف العام وهو ما لا يتفق مع طبيعة هذا القانون بينما يذهب القانون الجنائية على الرغم من عدم تضمنه تعريفاً للموظف العام إلى التوسيع من نطاق مفهوم الموظف العام والسبب في ذلك هو انه اراد لا يدع فرصه الافلات من العقاب لشاغلي وظيفة عامة بسبب الاختلاف في التسميات المخصصة لها وحسنا فعل مشرع القانون الجنائي في هذه الناحية. ومما تجدر الإشارة اليه ليس شرطاً أن يكون الموظف مثبتاً بل يكفي ان يكون تحت التجربة مادام قدر صدر به أمر التعيين من الجهة التي تملكه<sup>(33)</sup>

ثانياً: المكلف بخدمة عامة: على الرغم من ان القانون العراقي الخاص بالعقوبات رقم 111 لسنة 1969 لم يحدد تعريفاً للموظف كما أسلفنا سابقاً ولكن نجده قد وضع تعريفاً للمكلف بخدمة عامة إذنه في المادة 2/11: (المكلف بالخدمة العامة هو كل فرد موظفاً أو عاملاً أو مستخدماً أوكلت إليه مهمات عامه في الدولة و الدوائر الحكومية الرسمية وغير رسمية والمنافع التابعة لها أو الموجودة تحت سلطتها ويضم ذلك : "رئيس الوزراء ونوابه، والوزراء وأعضاء المجالس الإدارية والنيابية والبلدية" اضافه إلى .. "المحكمين والخبراء ووكلاء الدائنين. السنديكيين")..

والموظفين والحراس القضائيين ومدراء والجمعيات وكذلك الشركات إضافة إلى المنظمات و المؤسسات ومستخدميها والمنشأة التي تساهم احد دوائر الحكومة سواء رسميه أو شبه رسميه في أموالها بنصيب محدد تحت أي صفة كانت، وبشكل عام كل من يقوم بخدمة عامة ينبغي انهاء وظيفته أو خدماته أو أعماله فور وقوع الجريمة في حال توفر أحد الصفات الظاهرة في هذه الفترة فيه). ومن الملاحظ أن هذا النص جعل مصطلح "المكلف بخدمة عامة" أشمل وأكثر تعميماً من مصطلح "الموظف" فكان كان الاجدر بالمشرع العراقي انا يضع تعريفاً للموظف في قانون العراقي للعقوبات وليس العكس كما فعل،<sup>(34)</sup> وبهذا يختلف المكلف بخدمة عامة عن الموظف العام بأن عمله مع الحكومة لا يشترط به أن يتصف بالدوام والاستقرار أي يكفي أن يرتبط معها بعقد مؤقت لكي يحقق صفة المكلف بخدمة عامة. عليه فالعبرة من توفر ركن صفة مرتكب الجنائية في جريمة التعذيب أن يتمتع الوظف..أو المكلف بخدمة عامة بالسلطة التي تمنحه القدرة من ممارسة المهنة عند ارتكابه لهذه الجريمة وإذا تبين تعيينه كان باطلاً لأسباب معينة أو انتهت خدمته أو وظيفته أو عمله بعد ذلك به<sup>(35)</sup>

## القسم الثاني:

### صفه المجني عليه

لا تنهض "جريمة التعذيب" بصورتها المادي (ممارسة التعذيب فعلاً أو الأمر به الا اذا وقع الاعتداء (فعل) التعذيب) على "المجني عليه" الذي له صفة معينة لموجب النص من المادة (333) من قانون "العقوبات" الذي اشترط وقوع فعل التعذيب على الخبير او شاهد او المتهم وان ما يهمننا من هذه الصفات هي صفة المتهم، فالمتهم هو من توافرت ضده أدلة او قرائن قوية كافية لتوجيه الاتهام إليه<sup>(36)</sup> وبما ان القانون العراقي للعقوبات وقانون "أصول المحاكمات الجزائية" لم يضع تعريفاً محدداً لمصطلح المتهم وترك ذلك. للفقهاء والقضاء والتي اخذ قسم منها بالمفهوم الشامل للمتهم وذلك لتوسيع نطاق حماية المصلحة الجنائية التي اراد المشرع الجنائي أن يحققها من النص على الجريمة التعذيب وما قصده المشرع فيها لأنه لا يقصر - فهو المتهم على من توجه له المحكمة التهمة، وانما كل شخص تحركت نحوه أي سلطه مدفوعه بالاشتباه في أنه كانت له مساهمة بارتكاب جريمه محدهه بالنوع أو بالذات يمكن ان يكون إقراره على نفسه، وبما أريد جعلهم على الاقرار به مؤدياً إلى محاكمته جنائياً وإن لم يؤدي إليها بالفعل<sup>(37)</sup> وبهذا فان الجريمة تتحقق إذا تعرض للتعذيب أي شخص حامت نحوه الشبهات من قبل أي سلطة فلا مانع من ان يعد الشخص متهماً أثناء قيام أعضاء الضبط القضائي بمهمة جمع المعلومات حول جريمة يمكن أنا يكون له ضلعاً في ارتكابها، وهو ما يوسع من نطاق المسؤولية بما لا يؤدي إلى إفلات الجناة من سطوة العدالة هنا ولا بدده الى الإشارة إلى انه قد تتم ازالة صفة الاتهام عن الذي ثبت له عند زوال سبب اكسابه إياه. كانقضاء الدعوى الجزائية سواء بصدور حكم بات فيها او لأسباب الانقضاء الواردة في المادة 300 من قانون أصول

المحاكمات الجزائية الا ان ذلك لا يمنع من عودة هذه الصفة في حال ظهور أدلة جديدة، فصفة المتهم تبقى ملازمة ولأنزول الا بعد صدور قرار من المحكمة بالإدانة او البراءة او يعلق الدعوى نهائياً أو مؤقتاً. مما لا شرط أن يكون مرتكب الجناية مسيطراً على المتهم مما يعني أنه من الممكن وقوع حرية التعذيب حتى في حال كون المتهم مكفل وغير موقوف..(38)

## المطلب الثاني

### المسؤولية التي تترتب على انتزاع الاعتراف واثرها على الدعوى

المسؤولية الجنائية تفي التزام الشخص تحمل النتائج القانونية المترتبة على توافر أركان الجريمة وموضوع هذا الا التزام هو العقوبة أو التدابير الاحترازية الذي ينزله القانون بالمسؤولية الجريمة".(39)

القسم الاول:

### المسؤولية التي تترتب على "انتزاع الاعتراف"

تعتبر المسؤولية عن جريمة تعذيب المتهم من الآثار الناجمة عن هذه الجريمة. باعتبار أنها تعد شكلاً من أشكال انتهاك احد الحقوق الإنسانية وهو التكامل الجسدي لان المسؤولية في تمثل الالتزام أو جزاء قانوني محدد نتيجة لتصرف أو فعل يترتب عليه آثار أشريعية من قبل القانون).<sup>(40)</sup> عليه فإن "المسؤولية الجنائية" هي تحمل التخصص للنواتج القانونية التي تترتب على توفر اركان الجرائم المتمثلة بأركانها العامة والخاصة التي تميزها عن بقية الجرائم صفة مرتكب الجناية كونه مكلفاً بخدمة عامة أو موظفاً وصفه المجنى عليه كون التهمة ملقاةً عليه والتي سبق الإشارة إليها في المطلب الاول من المبحث الثاني في هذا البحث وفي ما تحققت هذه المسؤولية فأن هنالك آثاراً تترتب عليها والمتمثلة بالجزاء الجنائي المتمثل بالعقوبة والجزاء الإجرائية المتمثل ببطلان الاعتراف الناتج عن التعذيب أولاً الجزاء الجنائي على جريمة التعذيب. 1- العقوبة الأصلية: وهي العقوبة التي تمكن من تحقيق معنى العقاب بمفردها, أي من الممكن أن يتم الحكم بها منفردة وبناء على ذلك فأنها لا توقع الا في حال نطق المحكمة بها وبينت مقدارها اذا ما كان يوجد احتمال للتجزئة فيها<sup>(41)</sup>. وبالتالي نجد ان بعض القوانين الجزائية تذهب لتحديد السلطة القضائية فيما يتعلق بتحديد جزاء جريمة التعذيب<sup>(42)</sup>. بينما تذهب قوانين أخرى لتحديد درجة الجزاء وفقاً لجسامة النتيجة التي تترتب على جريمة التعذيب<sup>(43)</sup> وأمام هذه الاتجاهات المختلفة للقوانين العقابية نجد أن المشرع العراقي لم يتم بتحديد العقوبة الأصلية لفعل التعذيب بشكل دقيق, وبذلك يتيح المجال للقضاء في رسم العقوبة الأصلية للجريمة على اعتبار أنه السلطة المستقلة الهادفة لتطبيق القوانين بشكل حيادي ونزيه من غير أن يرجح مصلحة طرف على آخر، إضافةً إلى أن القاضي المسؤول عن الموضوع يعتبر الأكثر درايةً وقرباً من القضية وشخصها وظروفها ووقائعها، لأننا نلاحظ ضرورة التشديد في العقوبة حيث يتم تحديد حدها الأدنى بحيث لا تقل عن

الثلاث السنوات بحيث تشكل رادعاً لكل شخص يفكر بالتعدي على الحقوق والضمانات الإنسانية, كما أنه ينبغي أن يذكر المشرع العراقي في نص المادة 333 عقوبات تقرر العقوبة المفروضة لجريمة القتل المتعمد في حال نجم عن التعذيب إلى موت المجني عليه لان ذلك فيه تعزيز حماية حق الحياة الجنائية، وهذا ما اوجبه دستور العراق عام (2005) في المادة 15 منه والذي جاء فيها: (لكل فرد الحق في الحياة والامن والحرية ولا يجوز الحرمان من هذه الحقوق او تقيدها الا وفقاً للقانون، وبناءً على قرار صادر من جهة قضائية مختصة).<sup>(44)</sup>

2- العقوبة التبعية، وهي عبارة عن العقوبة المفروضة على المحكوم عليه بحكم القانون دون الحاجة إلى أن يتم النص عليها في الحكم.<sup>(45)</sup> فإذا حكم بالسجن على مرتكب الجناية في جريمة التعذيب، يتبع ذلك من يوم إصدار الحكم بعقوبته وحتى إطلاق سراحه حرمانه من الميزات والحقوق التالية ووفقاً لما جاء في نصه المادة كل من القانون العراقي للعقوبات:

1- الخدمات التي كان مسؤولاً عنها والوظائف التي كان يؤديها.

2- أن ينتخب أو يكون ناخباً في مجالس التمثيل.

3- أن يكون أحد أعضاء مجالس البلدية أو المجالس الإدارية أو إحدى الشركات ومدير عليها.

4- ان يكون وكيلاً أو وصياً أو قياً.

5- ان يكون مالكا لإحدى الصحف أو يعمل فيها ناشراً أو رئيساً للتحريير.

وان عقوبة العزل من الوظيفة التي ذكرتها المادة السابقة تمثل أهمية كبيرة وخاصة بالنسبة الجريمة التعذيب، لان الجاني ما كان ليرتكب جريمة لولا صفته الوظيفية، وكان الأجر للمشرع العراقي أن ينص على العزل في حالة ارتكاب جريمة التعذيب في نص المادة ذاتها. كما يتبع الحكم على الجاني بالعقوبة المذكورة اعلاه أن يحرم من إدارة ماله أو أن يتصرف به دون الايحاء، والوقف بغير إذن من محكمة "الأحوال الشخصية" أو محكمة "المواد الشخصية" تبعاً للأحوال.

3- العقوبة التكميلية، هي عبارة عن العقوبات التي لا يتم فرضها على المحكوم عليه إلا في حال تم النص في الحكم عليها وقد تكون جوازيه أو وجوبية<sup>(46)</sup>، أما بالنسبة للقانون العراقي للعقوبات وهي تفرض على المحكوم عليه إذا تم حكمه بالسجن المؤقت والمؤبد أو بالسجن لأكثر من سنة والعقوبة التكميلية تتمثل بالحرمان من حق أو اكثر من الحقوق ولمدة تزيد على سنتين من تاريخ انقضاء العقوبة أو من نهاية تنفيذها لأي سبب من الأسباب وتتمثل هذه الحقوق بالاتي: 1- تولي بعض الوظائف والخدمات العامة على ان يحدد ما هو محكوم عليه منها بقرار الحكم وان يكون القرار متسبباً كافياً. 2 - حمل أو اسمه وطنية أو اجنبية.

## 3 - حمل السلاح.

كما أجاز القانون للمحكمة في المادة 101 من قانون العقوبات العراقي رقم 111 لسنة 1969 "عند الحكم عن جنائية أو جنحة ان تحكم بمصادره الأشياء المضبوطة التي تحصلت من الجريمة والتي استعملت في ارتكابها او التي كانت معدة لاستعمالها فيها وبدون اخلال بحق غير حسن النية". ويقرر المشرع هذا الجواز للمحكمة في الأحوال والتي لا يوجب فيها القانون الحكم بمصادره وبما أن العقوبة هي تقوية تكميلية فإن القضاء مخير في فرضها، وغير ملزم بالحكم بها من. وذلك وفقاً لظروف كل حالة ولا أن جريمة التعذيب من أخطر جرائم التي تمس سلامة الأفراد وتنتهك حقوقهم المقدرة بموجب الدستور والقانون ان يلجا القضاء إلى أعمال هذا الجواز الممنوح له بموجب القانون. ويفرض عقوبات تكميلي على مرتكبي جرائم التعذيب.<sup>(47)</sup>

ثانياً الجزاء لكل جرائي<sup>(48)</sup>: ان الجزاء الإجرائي الذي يرتب على جريمة تعذيب الشخص المتهم هو أن كل ما يقوله المجنى عليه أو أي فعل يقوم به من الممكن ان يتخذ كدليل ضده، يصبح باطلاً وذلك لأنه من الشروط الواجب توفرها في الاعتراف ليكون صحيحاً، هو صدوره عن إرادة حرة، واعتبار اعتراف المجنى عليه باطلاً يمتلك آثار قانونية من أهمها أنه لا يجوز التنازل عن بطلان الاعتراف لأنه هنا متعلق بالنظام العام، إذ لا يصححه الرضاء بالأجراء من ناحية من يتعارض هذا الإجراء بمنفعته، ومن ناحية ثانية فان على المحكمة أن تقضي بالموضوع من ذاتها دون أن تطلب من أطراف الدعوة فعندما تؤيد المحكمة عدم نزاهة الأدلة فأنها تقضي بأنها باطلة فقد قضت محكمة "التمييز الاتحادية" بتصديق القرار الذي تصدره محكمة "جنايات بابل" بحق المتهم بالإفراج (ج.ك.خ) بعد أن تمت إحالته للمحاكمة وفقاً للمادة الرابعة/1 وبدلالة المادة الثانية 7/3 من قانون مكافحة الإرهاب رقم 13 لسنة (2005) لأن اعتراف المتهم هو الدليل الأوحد أمام القاضي ولا شهاده عيانية إضافة إلى تعذيب المتهم وفقاً للتقرير الطبي المصاحب فهنا نجد بان محكمة "التمييز الاتحادية الموقرة" قد قامت بتصديق قرار الإفراج عن المتهم وهدرت الاعتراف الذي صادق عليه القاضي بسبب الحصول عليه نتيجة لتعذيب المتهم.

**القسم الثاني:****اثر "جريمة التعذيب" في الدعاوي الجزائية**

لقد أشرنا سابقاً بان هناك جانباً كبيراً من الفقه القانوني يذهب إلى ان الأكراد وبالتالي التعذيب - بطل الاعتراف أو الشهادة أو الخبرة<sup>(49)</sup>. اذا انها يجب أن تصدر بأرادته حرة تخلو من أي تأثيرات ناجمة عن وعود أو تهديدات. وبالتالي لا يجوز الاستناد إلى الاعتراف أو الاقوال أو الرأي الذي يصدر من صاحبه في حالة فقدان الإرادة كما لو كان تحت تأثير أي نوع من انواع الاكراه ماديا كان ام معنوياً.

وعليه يشوب التعذيب الاعتراف أو الخبرة أو الشهادة بشائبة الاكراه اذا كان هناك ارتباط سببي بينها وبين التعذيب بحيث يكون الاعتراف أو الشهادة أو الخبرة الناشئة عن التعذيب وبسبب وهذا الاتجاه سليم قد

تبناه المشرع العراقي في المادة (٤١٨) ما قانون اصول المحاكمات الجزائية. رقم (٣) لسنة 1971 والتي نصت على أن "يشترط في الاقرار انا لا يكون قد صدر نتيجة الإكراه مادي او ادبي أو وعد أو وعيد. ومع ذلك اذا انتقت رابطة السببية بينها وبين الاقرار أو كان الاقرار قد ايد بأدلة اخرى تقتنع معها المحكمة بصحة مطابقة للمواقع او ادى إلى اكتشاف حقيقة ما جاز للمحكمة ان تأخذ به". من تحليل نص المادة يتبين ان "المشرع العراقي" قام بتبني اتجاهين مختلفان عن بعضهما اختلافاً جذرياً ففي الاتجاه الأول وهو الراجح يشترط القبول الاقرار كما نصت المادة اعلاه<sup>(50)</sup>. انا ينجم عن وسيلة مشروعة وبالتالي يرفض الاقرار الصادر عن الارادة غير الحرة المشوبة بالإكراه المادي المعنوي<sup>(51)</sup>، وبالتالي يعتبره اقراراً باطلاً لا يحق للمحكمة الاستناد عليه، وحسناً فعل ذلك اذ أن رفض الاقرار المشوب بالتعذيب فيه كفالة لضمانات المتهم واحترام الحقوق الانسان وتحقيقاً للعدالة التي تقتضي أن يفلت مئة مجرم من العقاب على ان يعاقب بريئاً واحداً). ولكننا نلاحظ ان المقطع الاخير من المادة اعلاه ينص فيه المشرع على ان انتفاء علاقة السببية بين التعذيب والاقرار ينفي بطلانه، وهذا اتجاه صائب ايضاً اذ انه يعني انا المتهم لم يكن مجبراً على اقرار هذا لأنها اي اقرار لم يكن وليداً للتعذيب بل انه صدر عن المتهم باختياره ولم يكن للتعذيب أن دور في صدوره مطلقاً. ولكن المثير للاستغراب هو ما نص عليه المشرع بعد ذلك من أن تأييد الاقرار المشرع بالتعذيب بأدلة أخرى أو حقيقة ما يجيز للمحكمة أن تأخذ به وكأنما هذه الأدلة أو الحقيقة أضفت المشروعية على الاساليب غير المشروعة التي انتزاع الاعتراف من خلالها وهذا الاتجاه منتقد إذ أن تأييد ان قرار الناجم عن اي الاكراه بأدلة اخرى أو الحقيقة ما لا يرفع عنه شائبه الاكراه وكونه وليد اجراء غير مشروع وهذا بالتالي تجاوز على شرط اساسي من شروط صحة الاعتراف، وهو ان يكون صادراً عن المتهم باختياره كما أن هذا الاستثناء الوارد في المادة اعلاه يعطي لسلطات الضبط والتحقيق او المحكمة الحق في ان تلتمس الحقائق باعتدائها على المتهم او الضغط على ارادته وكأنما غابت عن الأزمان قاعدة قانونية راسخة في كون ما بني على باطل فهو باطل وان هذا الاستثناء خطير جداً وقد يؤدي إلى ضياع حقوق المتهم وضماناته كما انه اعتداء سافر على قرينة البرادة التي تعتبر المتهم بريئاً حتى تثبت إدانته والتي نص عليها الدستور العراقي الدائم (ع) وبهذا فأنا نرى بانه كان من الأولى على مشرعنا الكريم ان يكتفي بالمقطع الأول من هذه المادة ولا يورد عليها أية استثناءات وهذا ما فعلته مذكرة السلطة المؤقتة الائتلافية رقم (٣) "الاجراءات الجزائية" القسم (ع) الخاصة بإيقاف وتعديل النصوص والتي جاء فيها: (تعلق او تعدل النصوص الآتية من قانون .."أصول المحاكمات الجزائية" يلغى كل ما ذكرته المادة بعد كلفة لإكراه)<sup>(52)</sup>. وبالتالي سيكون نص المادة على بعد التعديل كالاتي:

(يشترط في الاقرار انا لا يكون قد صدر نتيجة الاكراه)، وهذا اتجاه جيد الى اننا كنا نفضل لو تم النص صراحة في المذكرة اعلاه على بطلان الاعتراف اذ كان ناجماً عن الكره الان في ذلك ضمانه هامة للمتهم من التعذيب كما اننا كنا نفضل لو ان المشرع الجزائي اصلاً قد حذو المشرع العقابي والذي لم

يقتصر على الحماية من ممارسة التعذيب فقط على المتهمين وإنما شمل مع المشاهدين وكذلك الخبيرين لانهم معرضون لهذه الجريمة وعلية فأنا نغتنم هذه الفرصة وندعو مشرعنا الكريم إلى عطف نظره على هذه المادة آخذاً بنظر الاعتبار ما تبناه "الدستور الدائم في العراق، في المادة ٣٧ فقرة ج حيث نص على "...لا عبره بأي اعتراف انتزع بالإكراه أو التهديد أو التعذيب". ويقرر بطلان اعراف الفرد أو شهادته أو خبرته اذا نتجت عن تعذيب تحقيقاً للعدالة والعقوبة الاضافية عليها لكونها جريمة بشعة تعتبر انتهاكاً لحقوق الانسان.(53)

## الخاتمة

بعد إتمامنا لهذه الدراسة والذي كان تحت عنوان " جريمة التعذيب في قانون العقوبات العراقي " نستطيع القول بأننا حاولنا الوقوف في المواضيع التي استوجبت منا ذلك، وحاولنا ابداء الرأي في جميع المسائل التي استلزمت ذلك، لسلبيتها مثلاً، أو لقصورها، أو لكونها تحمل في طياتها جوانب إيجابية ينبغي التوسيع في بلورة ما تحمله من دلائل حسنة.

وتوصلنا من خلال ما تقدم الى بعض النتائج والتوصيات نورد أهمها:

### أولاً: الاستنتاجات

- 1- تبين لنا عدم وجود تعريف محدد وواضح للجريمة تعذيب المتهم، وكذلك لمفهوم التعذيب، حيث لم يعرفها المشرع العراقي وكذلك المصري، إلا أننا يمكننا تعريفها بأنها كل فعل أو تهديد بالضغط والاكراه المادي أو الحسي على إرادة المجني عليه، الموظف أو من يكلف بخدمة عمومية والذي يسبب الألم والمعاناة النفسية والبدنية للمتهم للاعتراف بجريمة أو فعل ما
- 2- يعد التعذيب صورة من صور الاكراه ولا فرق في كونه اكراه مادي أو معنوي ولا يؤثر سواء كان جسيم أم بسيط.
- 3- للتعذيب صورتين أساسيتين هما التعذيب الجسدي والتعذيب النفسي أو العقلي وتتحقق الصورة الأولى بكافة انواع المساس بالجسد واعضاء الجسم سواء منها الخارجية أو الداخلية، اما التعذيب النفسي أو العقلي فيقع على مشاعر وتفكير ووعي الانسان وهي اكثر إيذاء من النوع الأول.
- 4- حرمت العديد من القوانين الداخلية جرائم التعذيب كونها من الجرائم الخطيرة والتي تمس بالسلامة الجسدية والكرامة الانسانية، ومن هذه التشريعات التشريع العراقي.
- 5- إن الأساس في تجريم التعذيب وترتيب المسؤولية عليه، يرجع من منظور الشريعة الإسلامية لكونه فعلاً مخالفاً لأوامر الله تعالى واعتداء على حقوق الله وحقوق الناس وحرقاتهم الأساسية وانتهاكاً لكرامة الإنسان، بينما يُجرّم هذا الفعل في القانون الوضعي لأنه مخالف لحقوق الإنسان وحرقاته الأساسية، وبالتحديد حق الإنسان في السلامة الجسدية والنفسانية أو العقلية وليس لاعتبارات دينية.



6- ان الدعوة الى حماية الانسان من التعرض لمثل هذه الممارسات المؤذية للشخصية الانسانية على المستوى المادي والمعنوي او الجسدي والنفسي قد ارتبطت بتطور الحركة الدولية لحقوق الانسان على وجه الخصوص ومما ساعد على نمو هذه الدعوة التقدم المطرد لوسائل الاتصال بدور وسائل الاعلام في التثقيف بهذا جانب المهم.

7- كرست الاتفاقيات الدولية على المستوى العالمي والاقليمي فضلاً عن دساتير دول العالم والتشريعات العقابية فكرة مكافحة التعذيب والعقاب على من يمارسه الى الحد الذي وصفت فيه فكرة التحريم بالقاعدة الآمرة التي لا يجوز الاتفاق على خلافها لقيامها على أسس اجتماعية وقانونية واخلاقية وانسانية في غاية الاهمية.

### ثانياً: المقترحات

بعد دراستنا لجريمة التعذيب ومدى خطورتها وتأثيرها السيء على الافراد والمجتمعات، اذ ان "جريمه التعذيب" لا تشكل مساس بالسلامة الجسدية والحق في الكرامة الانسانية وحسن المعاملة والاحترام فحسب وانما هي اعتداء على المجتمع كله لان المجتمعات والدول ماهي الا. الافراد المؤلفين منها فان سلبت كرامتهم وحققهم في سلامة الجسد سلبت كرامة دولهم وحققها في السلامة، فهم طاقات المجتمع واسباس وجوده وبقاءه، لذا نجد ان التوصية المهمة لمشرعنا العراقي تتمثل في تفعيل هذه القواعد القانونية سواء الدولية أو الداخلية، اذ ان تفعيلها كافي لحفظ كرامة الانسان وديمومة الدولة والمجتمع، وتطبيق القانون في دولة القانون.

1- النص على تجريم التعذيب بصورة عامة دون تخصيص، وتعميم ذلك على المستوى الدولي والداخلي للدول، وإعادة النظر في التعريف الجنائي للتعذيب وتوحيده حسب هذا المعيار

2- إدراج نصوص قانونية واضحة تحمل المسؤولية الجنائية للدولة بجميع مؤسساتها بدون استثناء في حالة ارتكاب جرائم التعذيب

3- إدراج نصوص قانونية صريحة تفيد بمساءلة الرئيس جنائياً وذوي السلطة العليا من غير استثناء، عن اقرار جرائم التعذيب أو السماح بارتكابها.

4- رفع مبدأ الحصانة بشكل كام عن الجناة إذا ارتبط الأمر باقرار جرائم التعذيب سواء بالمباشرة أو بالتسبب.

5- عدم الاعتماد كلية بموانع المسؤولية الجنائية وأسباب الإباحة في جريمة التعذيب، جعل الجاني يتحمل المسؤولية الجنائية في جميع الحالات، نظرا للخطورة القوية الإجرامية التي يشكلها التعذيب.

6- القيام بنشاط إعلامي يستهدف توعية الأفراد (الموظفين) المسؤولين عن سلطات التحقيق والاستجواب بالابتعاد عن الممارسات المحرمة بموجب النظام القانوني الوطني في العراق والنظام القانوني الدولي وذلك من خلال توفير التدريب الكافي لهم على اتباع طرق واساليب تحقيق حضارية تتماشى مع مبدأ ان

المتهم بريء حتى تثبت أدانته وتنسجم مع قول رسول الله (ص) ادروا الحدود بالشبهات فإن الخطأ في العفو خير من الخطأ في العقوبة.

7- على الدولة العراقية أن تطور تشريعاتها التي يشوبها القصور والتي قد تسهل نتيجة لذلك ممارسة التعذيب من خلال ضمان الاتصال بالسجناء وعدم احتجاز المعتقلين في أماكن سرية، وتوفير الضمانات الكافية أثناء الاحتجاز والاستجواب، وترتيب البطان كآثر على التعذيب في حالة الأقوال المنتزعة تحت وطأته، وضمان الملاحقة القضائية للجناة، وإدخال مبدأ عدم سقوط جريمة التعذيب بالتقادم وبذلك سيدرك من يمارس التعذيب انه سيكون عرضة للملاحقة الجزائية في يوم من الأيام... وضع السجون ودور التوقيف التابعة لمختلف الأجهزة الأمنية في الدولة تحت رقابة القضاء ومنظمات حقوق الإنسان المعنية.

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- 7- تنص المادة 112 من قانون العقوبات القطري على: (كل موظف عام أمر بتعذيب شخص أو عذبه بنفسه لحملة على الاعتراف بارتكاب جريمة أو الحصول منه على معلومات تتعلق بجريمة أو لحمل احد أفراد اسرته على هذا الاعتراف او على إعطاء هذه المعلومات يعاقب بالحبس مدة لا تتجاوز خمس سنوات أو اذا ترتب على فعل الموظف اصابه الشخص بأذى يبلغ عوقب الجاني بالحبس مدة تتجاوز عشر سنوات إما اذا ترتب على هذا الفعل وفاة الشخص عوقب الجاني بالعقوبة المقررة للقتل حسب الأحوال
- 8- المادة 95 من قانون العقوبات العراقي رقم 111 لسنة 1969
- 9- المادة 100 من قانون العقوبات العراقي رقم 111 لسنة

# الذكاء الاصطناعي ودوره في مواجهة الأخبار المزيفة والمضللة في مواقع التواصل الاجتماعي

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## Artificial Intelligence and its Role in Countering Fake and Misleading News on Social Networking Sites

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### ABSTRACT:

Social media platforms have witnessed tremendous growth in recent years, leading to an increase in the spread of fake and misleading news. Due to their negative impact on public opinion and individuals, it has become necessary to take measures to combat this phenomenon. In this research, we focus on the role of artificial intelligence (AI) technologies in addressing fake and misleading news on social media. Our main goal is to use AI capabilities to analyze and classify suspicious content and provide mechanisms for detecting fake news using a descriptive approach. The research has reached several important conclusions, including:

1. Artificial intelligence plays a role in increasing the accuracy of detecting and uncovering misleading and fake news, thereby minimizing their impact.
2. AI techniques for detecting fake and misleading news should be directed and used appropriately in accordance with ethical and legal standards.
3. Continuous training, monitoring, and improvement of AI technologies are necessary, and their dissemination among members of society is important to enhance their accuracy and effectiveness in tracking deceptive and fake news.

**Keywords:** *Artificial intelligence; Fake news; Misleading news; Social media platforms*

## مقدمة

أصبحت وسائل التواصل الاجتماعي مصدراً رئيساً للحصول على المعلومات للعديد من الأشخاص حول العالم ، في العصر الرقمي الحالي تتمتع وسائل التواصل الاجتماعي بعدة عوامل تجعلها ذات أهمية كبيرة في هذا الصدد ، حيث يمكن للأفراد الوصول إلى وسائل التواصل الاجتماعي بسهولة عبر الأجهزة الذكية مثل الهواتف الذكية والأجهزة اللوحية ، مما يجعلها مصدراً فورياً للمعلومات بغض النظر عن موقع المستخدم ، كما تتيح وسائل التواصل الاجتماعي نشر مجموعة متنوعة من المحتوى ، بما في ذلك النصوص ، والصور ، والفيديوهات ، والروابط المختلفة ، وهذا يسمح بتنوع الأخبار والمعلومات المتاحة للمستخدمين ، وتتيح وسائل التواصل الاجتماعي التفاعل والتواصل مع الآخرين على نطاق واسع ، حيث يمكن للأفراد مشاركة الأخبار والمعلومات والتعليقات ، وذلك من خلال إنشاء شبكات اجتماعية تؤدي إلى تبادل المعرفة والخبرات ، كما يمكن للأخبار والمعلومات أن تنتشر بسرعة كبيرة عبر وسائل التواصل الاجتماعي ، حيث يمكن للمستخدمين مشاركة المحتوى بضغط زر وتعمم الرسالة في غضون ثوانٍ لعدد كبير من الأشخاص ، وتوفر أيضاً التواصل المباشر بين المستخدمين والمحتوى المشترك ، حيث يمكن للأفراد التعليق والإعجاب والمشاركة في المحتوى ، مما يساهم في تجربة تفاعلية وشخصية ، وبالرغم من كل هذه الإيجابيات إلا أن هناك زيادة ملحوظة في انتشار الأخبار المضللة والمزيفة في وسائل التواصل الاجتماعي حتى أصبحت مشكلة خطيرة تؤثر على المجتمعات والأفراد ، وبدأت الأخبار المضللة والمزيفة تؤثر بشكل سلبي على ثقة الناس في وسائل الإعلام ، عندما يتعرض الجمهور لمعلومات غير صحيحة أو مضللة ، فإنه يفقد الثقة في الأخبار والمصادر الإعلامية ، مما يؤثر على قدرتهم على صنع قرارات مستنيرة وتشكيل آراء منطقية ، ويؤدي انتشار الأخبار المضللة والمزيفة إلى تشويه الحقائق وانعدام الوعي بالمشكلات الحقيقية التي تواجه المجتمع ، قد يتم استغلال هذه الأخبار لنشر أجندات سياسية أو اجتماعية أو اقتصادية ، مما يؤدي إلى تضليل الجمهور وتشويه الحقائق ، تعتبر مكافحة الأخبار المضللة والمزيفة أحد التحديات الرئيسية التي تواجه مجتمعاتنا المعاصرة ، حيث أن هذه الأخبار يتم تداولها على نطاق واسع في وسائل الإعلام والشبكات الاجتماعية وتؤثر بشكل كبير على الرأي العام واتخاذ القرارات ، ويأتي الذكاء الاصطناعي كتقنية حديثة يمكن استخدامها لمكافحة هذه الأخبار والكشف عنها ، وهنا يمكن أن يكون للذكاء الاصطناعي دور حاسم في مواجهة الأخبار المضللة والمزيفة في وسائل التواصل الاجتماعي.

## المستخلص

تشهد مواقع التواصل الاجتماعي نمواً هائلاً في السنوات الأخيرة ، وقد أدى ذلك إلى زيادة انتشار الأخبار المضللة والمزيفة ، وبسبب تأثيرها السلبي على الرأي العام والأفراد ، أصبح من الضروري اتخاذ إجراءات لمكافحة هذه الظاهرة ، في هذا البحث نركز على دور تقنيات الذكاء الاصطناعي في مواجهة الأخبار المضللة والمزيفة في مواقع التواصل الاجتماعي ، يتمثل هدفنا الرئيسي في استخدام قدرات الذكاء الاصطناعي لتحليل وتصنيف المحتوى المشتبه به وتوفير آليات للكشف عن الأخبار المزيفة من خلال من خلال توظيف المنهج الوصفي ، وقد توصلت إلى مجموعة من النتائج أهمها :

- 1- للذكاء الاصطناعي دور في زيادة دقة الكشف عن هذه الأخبار المضللة والمزيفة وكشفها وبالتالي التقليل من تأثيرها
- 2- يجب توجيه واستخدام تقنيات الذكاء الاصطناعي لكشف الأخبار المضللة والمزيفة بشكل صحيح وفقاً للمعايير الأخلاقية والقانونية.



3- يجب التدريب والمتابعة والتحسين الدائم لتقنيات الذكاء الاصطناعي , ونشرها بين أفراد المجتمع لزيادة دقتها وفعاليتها في متابعة الأخبار المضللة والمزيفة.

**الكلمات المفتاحية :**

**الذكاء الاصطناعي , الأخبار المزيفة , الأخبار المضللة , مواقع التواصل الاجتماعي**

**مشكلة البحث**

يتمحور هذا البحث حول فهم الدور المحتمل للذكاء الاصطناعي في صناعة الإعلام وتحليل تأثيره على عمليات الإنتاج والتوزيع واستهلاك الأخبار ، بما في ذلك تحديد التحديات والفرص المتعلقة بهذه التكنولوجيا ، وبالتالي تتمثل مشكلة هذا البحث في التساؤل الرئيس الاتي ( ما دور الذكاء الاصطناعي في مواجهة الأخبار المزيفة والمضللة في مواقع التواصل الاجتماعي ) وتتفرع من هذا التساؤل الرئيس مجموعة من التساؤلات الفرعية هي :

1- هل يمكن للذكاء الاصطناعي التقليل من تأثير الأخبار المزيفة والمضللة في مواقع التواصل الاجتماعي؟

2- ما اهم التحديات والصعوبات التي تواجه استخدام الذكاء الاصطناعي في التصدي للأخبار المضللة والمزيفة؟

**أهمية البحث :**

تتمثل أهمية البحث في مواجهة انتشار الأخبار المزيفة والمضللة في مواقع التواصل الاجتماعي , وتعزيز الثقة في المعلومات والأخبار المنشورة في مواقع التواصل الاجتماعي , تعزيز الثقة في المعلومات المنشورة على وسائل التواصل الاجتماعي وتحسين نوعية المحتوى , والبحث على تطوير أدوات وتقنيات قادرة على التعامل مع الانتشار السريع للأخبار المضللة والمزيفة .

**أهداف البحث :**

يهدف هذا البحث الى تحقيق مجموعة من الأهداف هي :

1- التعرف على دور تقنيات الذكاء الاصطناعي في مواجهة الأخبار المزيفة والمضللة في مواقع التواصل الاجتماعي .

2- معرفة كيفية التقليل من تأثير الأخبار المزيفة والمضللة في مواقع التواصل الاجتماعي, عبر الذكاء الاصطناعي

3- التعرف أهم التحديات والصعوبات التي تواجه تقنيات الذكاء الاصطناعي في مواجهة الأخبار المزيفة والمضللة في مواقع التواصل الاجتماعي .

**مفهوم الذكاء الاصطناعي وتطوره .**

الذكاء الاصطناعي (Artificial Intelligence) هو مجال في علوم الحاسوب يهدف إلى تطوير أنظمة وبرامج قادرة على تنفيذ المهام التي تتطلب تفكيرًا ذكيًا مشابهًا للإنسان , يهدف الذكاء الاصطناعي إلى بناء وتصميم أنظمة تكنولوجية قادرة على استخلاص المعرفة واتخاذ القرارات وتعلم الأنماط من خلال تحليل البيانات<sup>1</sup> , تطور الذكاء الاصطناعي قد شهد تقدمًا كبيرًا على مر السنوات ويمتد إلى عدة مجالات منها<sup>2</sup>:

- تعلم الآلة (Machine Learning): يشير إلى القدرة على تعلم الأنماط والتفاعل مع البيانات بدون برمجة صريحة. يعتمد التعلم الآلي على تطوير نماذج وخوارزميات تمكن الأنظمة الحاسوبية من استنتاج القواعد والتوقعات من البيانات المتاحة.
- شبكات عصبية اصطناعية (Artificial Neural Networks): تمثل نماذج مستوحاة من الدماغ البشري، حيث يتم استخدامها لإنشاء نظم تعلم آلي قادرة على التعرف على الأنماط والتنبؤات.
- معالجة اللغة الطبيعية (Natural Language Processing): تعني القدرة على التفاعل والتفسير والتحليل والاستجابة للغة البشرية بطريقة طبيعية. تهدف هذه التقنيات إلى تمكين الأنظمة الحاسوبية من فهم اللغة المنطوقة والمكتوبة.
- رؤية الكمبيوتر (Computer Vision): تهتم بتطوير نظم تكنولوجية قادرة على التعرف والتفسير والفهم للصور والفيديو والبيانات البصرية. تعتمد رؤية الكمبيوتر على تقنيات التعلم العميق وشبكات الأعصاب الاصطناعية لتمكين تحليل البيانات البصرية.
- الروبوتيات (Robotics): يجمع بين الذكاء الاصطناعي والهندسة الميكانيكية وعلوم الحاسوب لبناء أنظمة ذكية قادرة على القيام بالمهام الميكانيكية والتفاعل مع البيئة المحيطة.

#### دور الذكاء الاصطناعي في مجال معالجة وتحليل البيانات .

1. يلعب الذكاء الاصطناعي دورًا حاسمًا في مجال معالجة وتحليل البيانات ، حيث يمكنه توفير قدرات هائلة لتحليل وفهم البيانات بشكل أكثر فعالية من الأساليب التقليدية ، يستخدم الذكاء الاصطناعي في تحليل كميات ضخمة من البيانات للكشف عن الأنماط والتقاربات والاتجاهات التي يصعب اكتشافها يدويًا<sup>3</sup>، وهذا يساعد المنظمات في اتخاذ قرارات مستنيرة وتوقع المستقبل بناءً على تحليلات دقيقة لاستخراج الأنماط والتوقعات ، كما يمكن للذكاء الاصطناعي تصنيف وتجميع البيانات وفقًا لمجموعة متنوعة من المعايير والمتغيرات ، وهذا يساعد في فهم البيانات بشكل أفضل وتنظيمها بطرق مفيدة ، مثل فهم سلوك المستهلكين وتفضيلاتهم وتحديد العوامل المؤثرة في نجاح منتج أو خدمة ، ويتم استخدام الذكاء الاصطناعي لإنشاء نماذج تنبؤية تستند إلى تحليل البيانات التاريخية ، يمكن لهذه النماذج التنبؤ بالاتجاهات المستقبلية وتوقع النتائج المحتملة وتقديم نصائح قابلة للاستخدام لاتخاذ قرارات فعالة ، يمكن للذكاء الاصطناعي تحليل البيانات بشكل آلي للكشف عن أخطاء البيانات والقضايا والاحتيايل ، يمكنه رصد الأنماط غير العادية والتحذير من الأنشطة غير المشروعة أو الاحتمالية، مما يساهم في حماية المنظمات وتقليل المخاطر<sup>4</sup> ، يستخدم الذكاء الاصطناعي في تحليل اللغة الطبيعية ومعالجة الصوت والصورة لتحسين التواصل والتفاعل بين الإنسان والأنظمة الحاسوبية. فمثلاً، يمكن استخدام التعلم الآلي لتحسين محركات البحث والترجمة الآلية وتعلم الأجهزة للتعرف على أوامر الصوت وغيرها .

#### مفهوم الأخبار المضللة والمزيفة وطرق انتشارها في وسائل التواصل الاجتماعي .

1. الأخبار المضللة والمزيفة (Fake News) تشير إلى الأخبار أو المعلومات غير الصحيحة أو المضللة التي يتم تداولها على نطاق واسع ويُعتقد أنها صحيحة. تهدف الأخبار المضللة والمزيفة إلى خلق الارتباك والتضليل ونشر أجندات معينة. وتنتشر هذه الأخبار بسرعة كبيرة في وسائل التواصل الاجتماعي، حيث يمكن للمستخدمين مشاركتها وانتشارها بسهولة<sup>5</sup>، وتتعدد طرق انتشار الأخبار المضللة والمزيفة في وسائل التواصل الاجتماعي ، منها النشر المتسلسل حيث يتم نشر الخبر

المضلل أو المزيف من قبل شخص أو مصدر مشبوه ، ومن ثم يتم مشاركته وانتشاره بواسطة الأشخاص الآخرين ، قد يتم استخدام حسابات وهمية أو شبكات بوتات (robots) لزيادة انتشار الأخبار، وأيضاً تغيير عناوين الأخبار أو تعديلها بطرق مضللة لتجذب المزيد من الانتباه ، قد يتم أيضاً تحرير الصور أو مقاطع الفيديو ليتماشى مع الرواية المضللة ، وهناك الاستخدام المنهجي للمشاعر إذ يستخدم المروجون للأخبار المضللة والمزيفة العواطف والمشاعر لجذب الجمهور وتعزيز الانتشار، سواء كان ذلك عبر إثارة الغضب أو الخوف أو الفضول ، وبسبب الانتشار السريع والتفاعل الكبير تساهم وسائل التواصل الاجتماعي في انتشار الأخبار المضللة والمزيفة بشكل سريع جداً، حيث يمكن للأخبار الكاذبة أن تنتشر عبر المشاركات وإعادة التغريد على نطاق واسع خلال فترة زمنية قصيرة<sup>6</sup>، كما يزيد التفاعل الكبير من فرص انتشارها، حيث يمكن للأخبار المضللة أن تحظى بتعليقات وإعجابات ومشاركات كثيرة.

### تأثير الأخبار المضللة والمزيفة :

الأخبار المضللة والمزيفة لها آثار سلبية على المستخدمين والمجتمع بشكل عام ، مثل انتشار الأخبار المضللة والمزيفة إلى فقدان الثقة في وسائل الإعلام ومصادر الأخبار، حيث يصبح من الصعب التمييز بين الأخبار الصحيحة والموثوقة والأخبار المضللة ، كما يتسبب ذلك في تشويش المعلومات وصعوبة تحقيق التوافق والتواصل بين أفراد المجتمع ، ويؤثر الانتشار الواسع للأخبار المضللة والمزيفة على قدرة الناس على اتخاذ قرارات مستنيرة ومبنية على معلومات صحيحة ، فعندما يعتمد الأفراد على معلومات غير صحيحة، يمكن أن يتأثروا بشكل سلبي في اتخاذ قراراتهم الشخصية والسياسية والاجتماعية ، كما يؤثر الانتشار الواسع للأخبار المضللة والمزيفة على قدرة الناس على اتخاذ قرارات مستنيرة ومبنية على معلومات صحيحة. فعندما يعتمد الأفراد على معلومات غير صحيحة، يمكن أن يتأثروا بشكل سلبي في اتخاذ قراراتهم الشخصية والسياسية والاجتماعية<sup>7</sup>، وتسهم الأخبار المضللة والمزيفة في زيادة التوتر والانقسامات في المجتمع ، حيث يمكن استغلالها لتحفيز الغضب والكراهية وإحداث صراعات بين الأفراد والمجموعات المختلفة ، كما يهدد انتشار الأخبار المضللة والمزيفة دعائم الديمقراطية ، حيث يمكن استغلالها لتأثير نتائج الانتخابات أو تشويه صورة الأشخاص العامة أو إهراء النقاش العام عن القضايا الجوهرية ، وأيضاً يُعدُّ انتشار الأخبار المضللة والمزيفة في مجال الصحة خطراً جدياً ، حيث يمكن أن تنتشر معلومات خاطئة حول الأمراض والعلاجات واللقاحات ، مما يؤدي إلى اتخاذ قرارات خاطئة أو رفض الإجراءات الصحية الضرورية تقاوم الانقسامات والصراعات ، للتصدي لهذه الآثار السلبية يجب تعزيز الوعي بأهمية التحقق من المصادر والتحقق من صحة الأخبار قبل نشرها أو تداولها ، كما يلزم تعزيز التربية الإعلامية والقدرة على التفكير النقدي لدى الأفراد ، بالإضافة إلى دور المنظمات والمؤسسات والحكومات في مكافحة الأخبار المضللة والمزيفة من خلال تعزيز قوانين حماية الصحافة وتعزيز الشفافية في عمليات جمع الأخبار. كما يجب تشجيع التعاون بين المنصات الاجتماعية والمؤسسات الإعلامية لتطوير أدوات تكنولوجية للكشف عن الأخبار المضللة وتقديم معلومات صحيحة وموثوقة للمستخدمين<sup>8</sup> ، بالإضافة إلى ذلك، يلعب المستخدمون دوراً مهماً في مكافحة الأخبار المضللة والمزيفة ، يجب على الأفراد أن يكونوا حذرين ويستخدموا مهارات التحقق والتحليل النقدي قبل تداول الأخبار. ينبغي على المستخدمين التحقق من المصدر والتأكد من صحة الأخبار قبل الاعتماد عليها أو نشرها. كما ينبغي على المستخدمين الإبلاغ عن الأخبار المضللة والمزيفة للمنصات الاجتماعية والسلطات المعنية، وذلك لحد من انتشارها ، بشكل عام تتطلب مكافحة الأخبار المضللة والمزيفة جهوداً مشتركة من جميع الأطراف ، بما في ذلك الأفراد والمنصات الاجتماعية والمؤسسات الإعلامية والحكومات. من خلال تعزيز الوعي وتعزيز القدرة على التمييز بين الأخبار الموثوقة والأخبار المضللة، يمكننا التغلب على آثار الأخبار المضللة والمزيفة والحفاظ على نظام إعلامي صحي يعزز المعرفة والتفاهم في المجتمع .

## تقنيات الذكاء الاصطناعي في كشف التضليل والتزييف الإعلامي :

أصبحت الأخبار المضللة والمزيفة تمثل تحديًا كبيرًا لذا ، يلعب الذكاء الاصطناعي دورًا مهمًا في مواجهة هذه الظاهرة والتصدي لانتشار الأخبار الكاذبة ، بشكل سريع وفعال ، عبر تقنيات تعلم الآلة وتحليل اللغة الطبيعية لفهم وتصنيف المحتوى ، وأيضًا يتمثل دور الذكاء الاصطناعي في تحليل البيانات واستخلاص المعلومات من وسائل التواصل الاجتماعي ، حيث يعمل الذكاء الاصطناعي على تحليل سياق الأخبار وتقييم مصداقيتها من خلال فحص المصادر ، والتحقق من صحة المعلومات ، ويتم استخدام تقنيات استخراج المعرفة للكشف عن العناصر المشبوهة وتحديد الأخبار المضللة والمزيفة ، بفضل التعلم العميق يمكن للذكاء الاصطناعي تحديد أنماط الأخبار المضللة والمزيفة والتعرف عليها بشكل أكثر دقة ، عبر تقنيات معالجة اللغة الطبيعية لفهم النصوص وتحليلها بشكل فعال ، وتهدف الجهود في هذا المجال إلى تطوير نماذج ذكاء اصطناعي قادرة على تصنيف الأخبار وتقييمها بدقة عالية ، وتحسين أداء النظم الآلية في تحديد الأخبار المضللة والمزيفة ، كما يهدف إلى توعية المستخدمين بالأخبار المضللة وتزويدهم بالمعلومات الصحيحة والموثوقة لاتخاذ قرارات مناسبة ، باستخدام الذكاء الاصطناعي ، يمكن تعزيز الثقة في المعلومات المنشورة على وسائل التواصل الاجتماعي ، وحماية الفرد من التأثيرات السلبية للأخبار المضللة والمزيفة ، باستخدام الذكاء الاصطناعي يمكننا تعزيز الثقة في المعلومات المنشورة على وسائل التواصل الاجتماعي ، وحماية الفرد من التأثيرات السلبية للأخبار المضللة والمزيفة ، واحدة من المهام الرئيسية للذكاء الاصطناعي في مواجهة الأخبار المضللة والمزيفة هي مكافحة الانتشار السريع للأخبار غير الموثوقة ، إذ يمكن للذكاء الاصطناعي تحليل البيانات بشكل فائق السرعة وتحديد الأخبار المشبوهة قبل أن تنتشر بشكل واسع ، وبالتالي يمكن الحد من انتشار الأخبار المضللة والمزيفة والتأثير السلبي الذي يمكن أن يكون لها على الجمهور ، بالإضافة إلى ذلك ، يساهم الذكاء الاصطناعي في رفع مستوى الوعي والتوعية لدى المستخدمين ، كما يمكن استخدام التقنيات الذكية لتوفير تحذيرات وإشعارات للمستخدمين عندما يتعاملون مع أخبار مشبوهة أو مزيفة ، ويتم توفير المعلومات الصحيحة والموثوقة للمستخدمين لمساعدتهم في اتخاذ قرارات أكثر صوابًا وإبقائهم على دراية بالتلاعب الإعلامي ، يتطلب ذلك تطوير نماذج متقدمة قادرة على فهم اللغة الطبيعية وتحليل السياق ، وتحديد العناصر المشبوهة في النصوص وتقييم مصداقية المصادر ، يمكن القول إن دور الذكاء الاصطناعي في مواجهة الأخبار المضللة والمزيفة في وسائل التواصل الاجتماعي هو أساسي وضروري ، حيث يساهم في تحسين جودة المعلومات المنشورة ، وحماية المستخدمين من التلاعب الإعلامي ، وتعزيز الثقة العامة في وسائل التواصل الاجتماعي كمصادر موثوقة للمعلومات ، بالرغم من ذلك يواجه استخدام الذكاء الاصطناعي في مواجهة الأخبار المضللة والمزيفة تحديات عديدة من أبرز هذه التحديات:

- 1- تحديات حجم البيانات :** يتطلب تدريب نماذج الذكاء الاصطناعي القادرة على تحليل الأخبار المضللة والمزيفة كميات كبيرة من البيانات ، وجود مجموعة متنوعة من الأخبار الكاذبة والموثوقة قد يكون صعبًا للحصول عليها وتجميعها بشكل مناسب.
- 2- تحديات التطورات السريعة:** يتغير نمط وأساليب انتشار الأخبار الكاذبة باستمرار ، لذلك يتطلب الذكاء الاصطناعي تحديث دوري للتعامل مع التطورات الجديدة في هذا المجال.
- 3- تحديات التلاعب التكنولوجي:** يستخدم القراصنة والمتلاعبون التكنولوجيين تقنيات متطورة لإنشاء أخبار كاذبة ومضللة. قد يكون من الصعب على الذكاء الاصطناعي تحديد هذه التلاعبات المتقدمة والتعرف عليها بشكل فعال.

4- **التحديات اللغوية** : يتعامل الذكاء الاصطناعي مع تنوع اللغات والثقافات في محتوى الأخبار, يجب أن يكون الذكاء الاصطناعي قادرًا على فهم وتحليل مختلف اللغات والعبارات والتعبير المستخدمة لانتاج الأخبار المضللة.

لمواجهة هذه التحديات يعمل الباحثون والمهندسون على تطوير تقنيات وأطر عمل متقدمة تستخدم الذكاء الاصطناعي والتعلم الآلي لتحليل المحتوى والكشف عن التلاعب الإعلامي, يتم تطوير نماذج متقدمة تعتمد على التحليل اللغوي والتعلم العميق لتحديد الأخبار المضللة والمزيفة بدقة عالية وتقييم مصداقيتها , بشكل عام يمكن القول إن استخدام الذكاء الاصطناعي في مواجهة الأخبار المضللة والمزيفة يمثل أداة ضرورية للتصدي لهذه الظاهرة السلبية , من خلال تطوير التقنيات والنماذج الذكية, يمكننا بناء بيئة إعلامية أكثر صحة وموثوقية , حيث يتم تعزيز نقاء المعلومات .

### الاستنتاجات

توصل البحث الى مجموعة من الاستنتاجات هي :

- 1- للذكاء الاصطناعي دور في زيادة دقة الكشف عن هذه الأخبار المضللة والمزيفة وكشفها وبالتالي التقليل من تأثيرها .
- 2- يجب توجيه واستخدام تقنيات الذكاء الاصطناعي لكشف الأخبار المزيفة والمضللة بشكل صحيح وفقا للمعايير الأخلاقية والقانونية.
- 3- يجب التدريب والمتابعة والتحسين الدائم لتقنيات الذكاء الاصطناعي , ونشرها بين أفراد المجتمع لزيادة دقتها وفعاليتها في متابعة الأخبار المضللة والمزيفة.
- 4- الاعتماد على وسائل الاعلام المهنية والموثوقة في متابعة الأخبار التي تهتم المجتمع.
- 5- تحفيز الجمهور على التحقق من الأخبار والمعلومات وعدم الانسياق وراء الأخبار المشبوهة.
- 6- يجب ان تكون مكافحة الأخبار المزيفة والمضللة جهدا مشتركا بين وسائل الاعلام المهنية والجمهور والحكومات والمنظمات الأخرى .

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# Using Jigsaw Teaching Techniques In Teaching English as a Foreign Language

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## **ABSTRACT**

Students tend to display noticeable inadequacy of comprehension and communication. Several research projects have been carried out to find suitable methods to enrich and enhance the vocabulary repertoire. The researchers have attempted the present study to find out whether using complex passages and different instructional methods to teach vocabulary enhances learning and internalization of the target vocabulary. Jigsaw, a student-centered method of instruction and the traditional method of instruction were adopted for both the groups and the design followed as repeated measures. The paired test of the data collected shows invariably the unavailing nature of both methods of instruction and complex input on students' vocabulary.

This research work concludes that teaching methods tend to have insignificant impact on vocabulary enhancement when complex input passages are chosen. This research will cover all the details about how the teacher can use jigsaw techniques in teaching English as foreign language. The research aims to help students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. This research will consist of four sections and rounds of concluding remarks as well as references.

## **SECTION ONE: THE PROBLEM AND ITS SIGNIFICANT**

### **Introductory Note**

This section will include the Importance of the Study and its significance, the aims, limits, and definitions of the basic terms.

### **The Importance of the Study**

Jigsaw strategy offers a way to help students understand and retain information while they develop their collaboration skills. Because students know they will be responsible for teaching the new content to their peers, they often feel more accountable for learning the material. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No students can succeed completely unless everyone works well together as a team. This process facilitates interaction among all students in the class, leading them to value each other as contributors to their common task. For Learners, the jigsaw strategy provided them opportunities to express themselves and process information, which can improve both their abilities and learning outcomes (Timayi et al. 2015:17).

### **Aims**

This research paper aims for achieving the following points:

- 1) To produce long-term learning gains when the group engages in a culminating analytical group task that requires actively using all team members' contributions for a group analysis or problem-solving task .
- 2) To make the students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
- 3) To encourage cooperation and active learning and promote valuing all students' contributions.
- 4) To reward the group for the successful performance of individuals in the group seems to be necessary to produce more than marginal increases in student achievement .

### **Limits**

The research paper was conducted for Iraqi schools for intermediate school for females in the second semester in the morning studies .The current research paper is a modern one, written in 2022\_2023 .

### **Value**

This research paper has a great value for both students and teachers. The suggested technique will be of value for teachers through providing the learners with new strategies such as Jigsaw which can be used by teachers to help students develop their writing skill.The suggested study will be of value to syllabus designers through presenting and including syllabuses that focus on culture and presenting authentic material in their books.

### **Definition of Basic Terms**

The most important terms in this study are

#### ***Jigsaw Technique***

Jigsaw was first designed in 1970s by Aronson and his colleagues, as an attempt to implement the desegregation of schools and build up good relations between children in multiracial situations .Its name derives from the metaphor of putting together the pieces of a puzzle to create a whole picture (Clarke, 1994: 36).

#### ***Teaching English***

Teaching English is the practice and theory of learning and teaching English for the benefit of people whose first language is not English.(Harper,2019).

#### ***Foreign Language***

A foreign language is any language that is not native to a particular region or person. Obviously, this definition varies from region to region and by the individuals within a particular region. (Rankin ,2023:4).

## **SECTION TWO: THEORETICAL BACKGROUND AND RELATED PREVIOUS STUDIES**

### **Introductory Notes**

This section will cover all the information and give a clear description about Using Jigsaw Teaching Techniques in Teaching English as Foreign Language .



### **The Historical Background of Jigsaw Techniques**

The Jigsaw is a teaching technique that is applied in the classroom. It was first applied in 1971 in Austin City, Texas. According to Aronson (2008) the Jigsaw was implemented by him in the school to help teaching material. It was used by collaborating students' Austin, African and American. Jigsaw is an efficient way to facilitate learning. In this technique, students learn a lot of material quickly, share information with other groups, minimize listening time, and are individually accountable for their learning. Since each group needs its members to do well in order for the whole group to do well, Jigsaw maximizes interaction and establishes an atmosphere of cooperation and respect for other students. In the classroom, students worked individually and competed against each other for grades. It was in this context that they invented the Jigsaw strategy. First, they helped several teachers devise a cooperative Jigsaw structure for the students to learn about the life of Eleanor Roosevelt. They divided the students into small groups, diversified in terms of race, ethnicity and gender, making each student responsible for a specific part of Roosevelt's biography. Needless to say, at least one or two of the students in each group were already viewed as "losers" by their classmates (Aronson, 2008).

The Jigsaw technique was developed by Elliot Aronson and his friends' in 1978 as a cooperative learning method. This technique can be used to learn reading, writing, listening, or speaking. The students cooperate with their friends and have many opportunities to improve their communication ability. In Jigsaw technique, the students have the opportunity to improve their responsibility to their learning and they can cooperate with the other students to learn the material. The Jigsaw technique is a cooperative learning technique appropriate for students between 3rd and 12th grade. The technique involves breaking the classroom into small groups; each group consists of five to six students. Each group is responsible for a specific piece of knowledge that they will discuss with other classmates. (Slavin, 2009:16).

### **Advantages of Using Jigsaw as a Techniques**

There are many benefits of using jigsaws in the classroom including the following: (Arends, 2001)

1. Jigsaw can Improve team and class dynamics by helping to build trust, creating a space for candor.
2. Jigsaw can give some respectful disagreement and make a safe space for taking emotional risks.
3. Jigsaw can help in building cohorts (i.e., within majors) by enabling students to really get to know each other in the classroom.
4. Jigsaw can help the students to translate to more interactions outside of class in departmental and campus activities.
5. Jigsaw can foster student engagement through peer learning and more equal participation by everyone in the group by empowering individual students to share their own "expertise" or contribution to the jigsaw group.
6. Jigsaw can require students who are shy or quiet to participate more fully in active ways.
7. Efficiency (time saving): possible to cover more material rapidly when students are assigned different readings/roles/etc. and then teach each other in the jigsaw.

### **Disadvantage of Jigsaw Technique**

1\_There can be some obstacles when using the jigsaw technique. One common problem is a dominant student. In order to reduce this problem, each jigsaw group has an appointed leader. Students realize that the group is more effective if each student is allowed to present his or her own material before questions and comments are made. Dominance is eventually reduced because students realize it is not in the best interest of the group (Adams 2013:65).

2\_Another problem is a slow student in the group. It is important that each member presents the best possible report to the group, as it is important that individuals with poor study skills do not present inferior reports to their jigsaw group. In order to reduce this problem, the jigsaw technique relies on “expert” groups. Students work with other individuals from other groups working on the same segment of the report. In this “expert” group they are given a chance to discuss their reports and gather suggestions from other students to modify their reports as needed (Adams 2013:65).

### **The Steps of Jigsaw Techniques**

The Jigsaw technique is very simple to use. The students are divided into five or six members in a group. Each member is responsible to learn the given material. According to Aronson (2008), the teaching procedures in English classroom by Jigsaw might be sequenced as follows:

1. Students are divided into 5 or 6 persons of a Jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race.
2. One student should be appointed as the group leader. This person should initially be the most mature student in the group.
3. The day’s lesson is divided into 5-6 segments (one for each member). For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (a) Her childhood, (b) Her family life with Franklin and their children, (c) Her life after Franklin contracted polio, (d) Her work in the White House as First Lady, and (e) Her life and work after Franklin’s death.
4. Each student is assigned one segment to learn. Students should only have direct access to only their own segment.
5. Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.
6. Temporary experts groups should be formed in which one student from each Jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation which they are going to make to their Jigsaw group.
7. Students come back to their Jigsaw group.
8. Students present his or her segment to the group. Other members are encouraged to ask questions for clarification.
9. The teacher needs to observe the process from group to group. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come to a point that the group leader should handle this task. Teacher can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.
10. A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.

### **The Challenges of Jigsaw Techniques**

According to Adams (2013:72) Challenges Involved in Using Jigsaw Respondents gave various challenges involved in using jigsaw technique in teaching. A summary of their challenges are provided below:

- 1) It is time consuming.
- 2) Some students tend to dominate during the activities. Time and limited source of information for pupils.
- 3) The jigsaw helped most of the pupils to understand what the research she was teaching but few of them did not get the concept.
- 4) Because pupils have their groups, they will not have a cordial relationship with other students in that class.
- 5) Number of students in that class. High number of students in the group can affect participation.
- 6) Not all students will have the courage to be involved. The nature of the time table does not allow enough time for pupils to do their presentation. That is a time constraint.
- 7) Students who are academically good will give problems to weaker students.

### **Teachers' Role**

Lie (1990:3), Flowers and Ritz (1994:15), and Thanasoulas (2002:2) assert that the teacher plays several roles in this process. These roles are defined as follows:

- Planning dynamic lessons for transfer of learning.
- Encouraging students to learn.
- Extending participation.
- Motivating high level thinking.
- Balancing interactions: teacher to student, student to material, student to student.
- Evaluating students.

### **The Role of the Group**

Ventimiglia (1993:22) suggests a number of group roles that create social interdependence among students, and Joyce (2003:5) asserts that each member of a group assigns a task and gives a role by the instructor. These role cards are distributed among the students and they are as follows:

1. Recorder is the student who takes notes during the group discussion and compiles a presentation for the whole class.
2. Reporter is the student who presents the group information to the class.

3. Checker is the student who monitors the group members' understanding of the topic under discussion and stops the group work for clarification when someone is confused.
4. Encouragement is the student who ensures that everyone has an opportunity to participate in the groups' praises for their contributions.
5. Observer is the student who monitors and records the overall behaviors of the group.

### **Related Previous Studies**

1. There are previous studies discussing Using Jigsaw Teaching Techniques in Teaching English as Foreign Language..One of these studies conducted by Zahra (2014) entitled The Use of Jigsaw Technique in Improving Students' Ability in Writing a Descriptive Text at the One Senior High School in West Bandung. This study aimed at investigating whether there is any improvement of students' writing ability in writing a descriptive text by the implementation of Jigsaw technique and discovers students' response to the use of Jigsaw technique in teaching writing descriptive text.the Jigsaw technique improved students' ability in writing a descriptive text.
2. Another study conducted by Raudhatuz (2009) entitled Using Jigsaw Technique to Improve the Writing Ability at the Second Year Students' of MTs Negeri 2 Medan. This study was designed to improve the students' writing ability by using Jigsaw technique. The objective of the study was to find out how the Jigsaw technique can be used to improve writing ability .English teachers apply the Jigsaw technique since it is beneficial not only in improving the writing narrative text but also in motivating students to write and work together to describe the event in the picture.
3. The last study conducted by Al\_ noori (2023) shows Using Jigsaw Teaching Techniques in Teaching English as Foreign Language has a positive effect on the learner's motivation to complete a task while developing a greater sense of belongingness and accomplishment; and derives its strength from positive interdependence , interaction, and accountability.

## **SECTION THREE**

### **Introductory Note**

This section includes Experimental Design, questionnaire and 8 Items for the questionnaire design and the experience of the Iraqi teacher.

### **Experimental Design**

The researchers check previous studies before writing the questionnaire items. According to the information the questionnaire items were designed.The questionnaire designed online by using google forms and published online for the students in social media apps especially, Telegram. The questionnaire items are a collection of questions designed to investigate the students' preferences and opinions about Using Jigsaw Teaching Techniques in Teaching English as Foreign Language.

### **Questionnaire**

The researcher has designed a questionnaire which consists of 8 items including the gender (females).

**8 items see Appendix A:**

**Choose your gender:** Females

Grade:

- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade
- Sixth grade

City

- Baghdad
- Others

Choose your preferred answer carefully:

**1\_The jigsaw method was useful in comprehending the given topic.**

- Agree
- Disagree
- Neutral

2\_The method enabled in-depth coverage of the topic.

- Agree
- Disagree
- Neutral

3\_The method helped in enhancing communication skills.

- Agree
- Disagree
- Neutral

4\_The activity helped in overcoming shyness and hesitation in the class.

- Agree
- Disagree
- Neutral

5\_ The method was enjoyable.

- Agree
- Disagree
- Neutral

6\_The method was an effective way for learning.

- Agree
- Disagree
- Neutral

7\_ As a Pupil, you are fully satisfied about using this method in the learning and teaching process.

- Agree
- Disagree
- Neutral

8\_The method makes the pupils more interactive and motivated in the lessons.

- Agree
- Disagree
- Neutral

**The Experience of the Iraqi Teacher about Using Jigsaw Teaching Techniques in Teaching English as Foreign Language.**

The Iraqi teacher will make an experimental test upon his or her pupils which consist of 30 pupils , half of them have been noticed before how the jigsaw method had applied in the classroom in its accurate way , and how it motivated the academic performance, these pupils are a controlled group. While the others (experimental group)who have never been noticed before how this method can be applied . The teacher will distribute to them a model that contains some activities derived from the jigsaw puzzle game to test whether the pupils can apply all the activities even if some of them had never taught before. As it is shown below:

Try to divide into small groups of five or six students each. Suppose the task is to learn about World War II. In one jigsaw group, Sarah is responsible for researching Hitler's rise to power in pre-war Germany. Another member of the group, Lisa, is assigned to cover concentration camps; Michael is assigned Britain's role in the war; Melody is to research the contribution of the Soviet Union; Pedro will handle Japan's entry into the war; Clara will read about the development of the atom bomb. Eventually each student will come back to her or his jigsaw group and will try to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting.

When this model had been distributed to the pupils, the controlled group (15 pupils) had done the whole activities successfully because the teacher made a test on pupils who they have a learning background about the topic, while the uncontrolled group failed in doing the activities because they had never examined before. As it shows below:

The Total Number	Types of Groups	The Results
15 pupils	Controlled group	They achieved all the activities
15 pupils	Uncontrolled group	They don't achieve the activities

**SECTION FOUR: RESULTS ANALYSIS**

**Introductory Note**

In this section, the researcher will analyze the results of the questionnaire.

**The Statistical Results for the Questionnaire**

The participants were quite active with the researcher, and the majority of the kids were very interactive and completed the questionnaire correctly. The total the number of participants according to their gender was 283. The analysis of the data collected from the student will be presented as the table below:

<b>The Questions</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neutral</b>
The first question	75.5%	15.7%	8.8%
The second question	9.5%	14.3%	76.2%
The third question	13.2%	18.2%	68.6%
The fourth question	42.9%	41.3%	15.9%
The fifth question	47.8%	30.8%	21.4%
The sixth question	67.1%	10%	13.8%
The seventh question	77.8%	11.1%	11.1%
The eighth question	47.6%	26.2%	26.2%

From the results above, it's noticeable that the pupils have proved that Using Jigsaw Teaching Techniques in Teaching English as Foreign Language is valuable and efficient in the students' way of learning. Today parents and teachers are becoming more and more conscious that students need to work in a relaxed environment. In this respect, it will be very helpful for parents who can afford materials for his students because Jigsaw develops the students' intelligence.

**CONCLUSION**

**This research had arrived to some results·recommendations, and concluding remarks , can be listed as follow:**

1. The jigsaw method provides students with the opportunity to be actively involved with the learning process.

2. Jigsaw technique is more effective than the prescribed method in the development of writing skill of the students in the experimental group.
3. Jigsaw groups have higher scores than those in the control group because students in the cooperative group entirely learn their subject topics by fulfilling their individual responsibilities, try to make their friends understand the topic, have effective interactions with their friends, and are all actively involved in the process.
4. Jigsaw is an effective technique for teaching writing composition for Iraqi intermediate school students, because such a cooperative technique provides target language practice in which learners try to communicate in the foreign language.
5. The prescribed method where teachers are the main source of questions and answers limits the learners' creativity, because learners receive a recurring pattern of questions; this will create a boring atmosphere of teaching void of excitement.
6. Cooperative learning is a tool to cope with the massive influx of information. Obviously, each individual has his own information that can be shared with others.

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**APPENDIX A**

The model below as it will be shown in table is the questionnaire that it will be given to the pupils in order to choose the best option according their attitudes and preferences:

1_The jigsaw method was useful in comprehending the given topic.	Agree	Disagree	Neutral
2_The method enabled in-depth coverage of the topic.	Agree	Disagree	Neutral
3_The method helped in enhancing communication skills.	Agree	Disagree	Neutral
4_The activity helped in overcoming shyness and hesitation in the class.	Agree	Disagree	Neutral
5_ The method was enjoyable.	Agree	Disagree	Neutral
6_The method was an effective way for learning.	Agree	Disagree	Neutral
7_ As a Pupil, you are fully satisfied about using this method in the learning and teaching process.	Agree	Disagree	Neutral
8_The method makes the pupils more interactive and motivated in the lessons.	Agree	Disagree	Neutral

# Feature Detection Extracted for Video Tracking Based on the Histogram of the Oriented Gradient HOG Technique

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## **ABSTRACT**

Video tracking systems face many natural and industrial challenges when tracking objects in intelligent surveillance systems, which are complicated by the speed of movement of objects and their change in terms of location and angle and are affected by many factors such as weather conditions, lighting, and the path of the moving object to be tracked. In our research, to detect, we apply many pre-processing stages such as implementation or choosing the background by static background image, optimization, and object segmentation (splitting and cropping) on an object and optimizing its appearance, after that the object is converted to a fixed size (128×64). It uses the application Histogram of Oriented Gradient (HOG) algorithm to determine properties, and their use in discrimination, comparison, and other operations.

## **INTRODUCTION**

There are many challenges in the process of tracking objects in monitoring systems, which are complicated by the speed of movement of objects and their change in terms of location and angle as well as affected by many factors such as weather conditions, illumination, object tracking, and others. Critical issues in establishing any tracking system depend on detecting or recognizing features of object extraction [1].

First, it chooses the appropriate pre-processing operations to extract the object trace and chooses the appropriate technology to generate the scene background template of the scene to distinguish the moving objects in each frame of the fixed parts; secondly, extracting crops from the binary image by cropping the area with segmentation technique; third, use the zoom method to convert the cropped image to a fixed size (64×128) pixels; fourth a mathematical model of swine was applied to extract the features; fifth, save the vector extraction features in the database or compare to select the object [2].

## **RELATED WORK**

Lately several researches have been done for utilize the static or cumulative histogram mechanism for constructing a template of background for this scene [Israa and Adil, 3], in [M. Kachouane and et al, 4] Introducing a real-time algorithm for detecting and recognizing human, from images captured by a CCD camera fixed on a car-such moving robot depend on HOG algorithm and SVM classifier. In [Mahale, Pravin and Ashokm, 5] suggest how to detect Image asymmetry by HOG method that helps us identify the block that manipulates the images, in [Seyed Hesamoddin Hosseini, 6] for the purpose of evaluation, using two categories of square geometries, which are divided into grids of square or rectangular spatial cells, and circular blocks divided into pole-shaped cells: (square “R-HOG” and circular block “C-HOG”).

## **PROPOSED METHOD**

For the purpose of finding its properties, we determine the background of the movie by static background image of the place before the presence of the moving object and then extract the moving object using the subtraction method, and then convert the image to a fixed size (128 \* 64) and apply the HOG algorithm to determine properties and their use in discrimination, comparison, and other operations. The proposed method consists of six main units:

1. Pre-processing: (conversion, enhancement, implementation background model by static background and convert to binary image).
2. Segmentation: (Crop image of the object) according to region growing method.
3. Zooming: Crop image zoom to fixed size (64×128) Pixels.
4. Applied HOG algorithm.
5. Taking average HOGs features for all frames.
6. Saving features in a database or compare with the resolution.

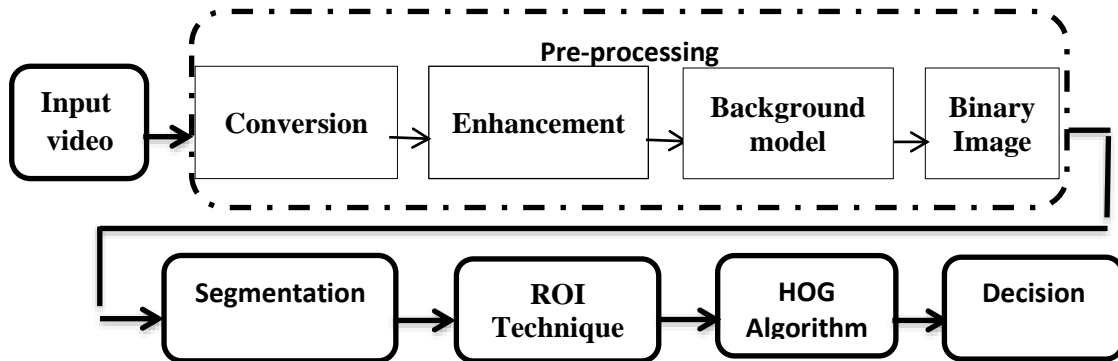


Figure (1): The main diagram of the proposed method.

### Pre-processing

It is consisting of fourth stages below:-

- a. **Conversion technique:** Converts the true color of a digital image to gray scale image by the RGB mode of the luminance component ( $Y_{Comp.}$ ) in the form below:  

$$Y = 0.299 Red_{comp.} + 0.587 Green_{comp.} + 0.114 Blue_{comp.} \dots\dots(1)$$
- b. **Enhancement technique:-** Uses median filter model to remove noise from digital image.
- c. **Background Model (Static background):** It is taking the sense without any object movie and uses subtraction model to around and constraint the object [1].
- d. **Binary Technology:** Through the threshold technique for the gray transformation of the digital image into an image (B/W).

### Segmentation technique

It contains the division of the frame into a meaningful set and a set of homogeneous regions, uses a practical area cropping technique, and starts with a set of seed points, which aggregate pixels or sub-regions, into larger regions. The best case for a growing region consists of (selection, growing, similarity, and minimum area threshold connected with the minimum region size in pixels).

### Region-of-Interest Image Geometry (ROI)

Through the cropping process, select the ROI area in the image from the previous step, and then apply the zoom method to an area of  $64 \times 128$ .

### HOG Algorithm

It is described as a feature that is often used to extract features from the image data and is similar to the Canny filter in edge detection or Scale invariant and feature transform (SIFT). It is widely used in computer vision tasks to detect objects and count pig features for the number of gradient direction event descriptors in the local part of the image. Focuses on the shape or structure of an object and relies on the direction and magnitude of the gradient to calculate the features, i.e., the image is divided into smaller blocks and the 'localized' parts are calculated. Creates a histogram of all regions separately. To implement the algorithm, you need five steps which are given below:

1. **Data Pre-processing (64×128):** The image pre-processing step is very important to prepare the image for the best features for selecting an object, Choosing an aspect ratio of 2:1 and image size (64 × 128) suitable for image extraction feature, along with the extracting features that divide the image (64×128) to blocks (8×8) or (16×16).
2. **Calculating Gradients (direction x and y):** the next step determines the gradient of each pixel in the cropped digital image.
3. **Calculate the Magnitude and Orientation:**

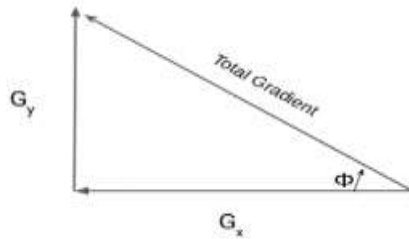
$$G_X = \text{PixelValue}(X+1, Y) - \text{PixelValue}(X-1, Y) \dots \dots \dots (4)$$

$$G_Y = \text{PixelValue}(X, Y+1) - \text{PixelValue}(X, Y-1) \dots \dots \dots (5)$$

Calculates the magnitude and orientation of each pixel value:

$$\text{Total Gradient (magnitude)} = \sqrt{G_X^2 + G_Y^2} \dots \dots \dots (6)$$

$$\text{Angle (Orientation)} \theta = \tan^{-1} \left( \frac{\Delta Y}{\Delta X} \right) \dots \dots \dots (7)$$



**Figure (2):** Graph the magnitude and orientation of each pixel.

**Calculate Histogram of Gradients in 8×8 cells (9×1).**

A histogram is a chart showing the frequency distribution of data that used four methods to calculate it as shown below:

- **Method 1:** It depends on the value of orientation of each pixel and adds to the frequency table.
- **Method 2:** After calculating the orientation such as in method 1, the resulting values for the bins and their frequency distribution are stored in nine bins.
- **Method 3:** This method is based on the amount of gradient instead of frequency bins.
- **Method 4:** It is closer to method 3, the value gradient is distributed on both sides, and the higher value is distributed to the value of the buckets of the direction closest to the container.

**HOG feature vectors**

Combine the histogram into a 1-D matrix. So, the feature vectors size per block is 4×9=36

$$V = [a_1, a_2, a_3, \dots, a_{34}, a_{35}, a_{36}] \dots \dots \dots (8)$$

Therefore, the final HOG feature vectors will be: 7 × 15 × 36 = 3780

**Normalize gradients in 16×16 cell (36×1).**

Image gradations are sensitive to lighting, and hence need to be normalized to reduce luminance contrast. From equation (9) below, calculate the gradient normalization (K).

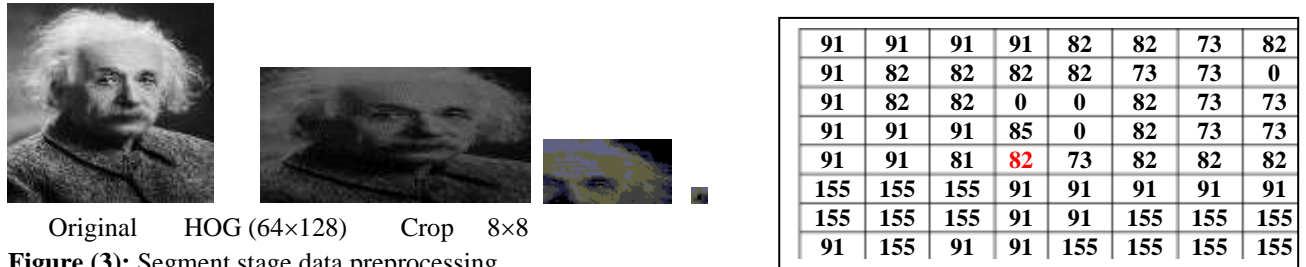
$$K = \sqrt{(a_1)^2 + (a_2)^2 + \dots \dots \dots + (a_{35})^2 + (a_{36})^2} \dots \dots \dots (9)$$

$$\text{Normalized Vector} = \left[ \frac{a_1}{K} + \frac{a_2}{K} + \dots \dots \dots + \frac{a_{35}}{K} + \frac{a_{36}}{K} \right] \dots \dots \dots (10)$$

**RESULT AND DISCUSSION**

There are many challenges in the process of tracking objects in surveillance systems, which are held by the speed and change of objects in terms of location and angle, as well as affected by many factors such as weather, lighting, moving object, and others. The aim of this research is to select the best features to increase detection rate and reduce processing time. How the HOG algorithm works can be illustrated in the example below (Albert Einstein image):

**Data Pre-processing (64 × 128):**



**Figure (3):** Segment stage data preprocessing.

**Calculating Gradients (direction x and y):** by applying equations 4 and 5 then gradients are the simple adjustment in the direction of the (x, y) axis that highlights the pixel value 82, which results in the direction of the (x, y) axis for that pixel, the gradual ranges in the direction control X axis 81 - 73 = 8, for example, applying the mask [-1, 0, 1], the gradient control in the direction of the Y axis 91- 85 = 6 is applied to mask  $\begin{bmatrix} -1 \\ 0 \\ 1 \end{bmatrix}$ , take the absolute value if the result is negative.

**Calculate the Magnitude and Orientation:** by applying equations (6 and 7) then

$$Total\ Gradient\ (magnitude) = \sqrt{G_x^2 + G_y^2} = \sqrt{8^2 + 6^2} = 10$$

$$Angle\ (Orientation)\ \theta = \tan^{-1}\left(\frac{\Delta Y}{\Delta X}\right) = \tan^{-1}\left(\frac{6}{8}\right) = 36.87^\circ$$

Segment Data of image			$\Delta X$	$\Delta Y$	Mag	Angle
91	91	91				
91	82	82	9	9	12.72	45
91	82	82	9	-9	12.72	45
91	91	91	0	-9	9	90
91	91	81	10	-64	64.77	81
155	155	155	0	-64	64	90
155	155	155	0	0	0	90
91	155	91				



**Figure (4):** (a)True color image, (b) Gray image, (c) Enhancement image, (d) Gradient Image .

**Calculate Histogram of Gradients in 8x8 cells (9x1):**

- **Method 1:** The orientation of pixel value (82) is  $36.87^\circ$  then round to  $37^\circ$  and added to the angle table.

	45	0	0	84	0	0			
	45	6	2	45	7	0			
	0	9	42	88	0	45			
	81	82	37	0	45	0			
	0	49	8	0	0	0			
	0	45	0	45	45	0			

The table below shows the number of occurrences of angles in this segment of the digital image.

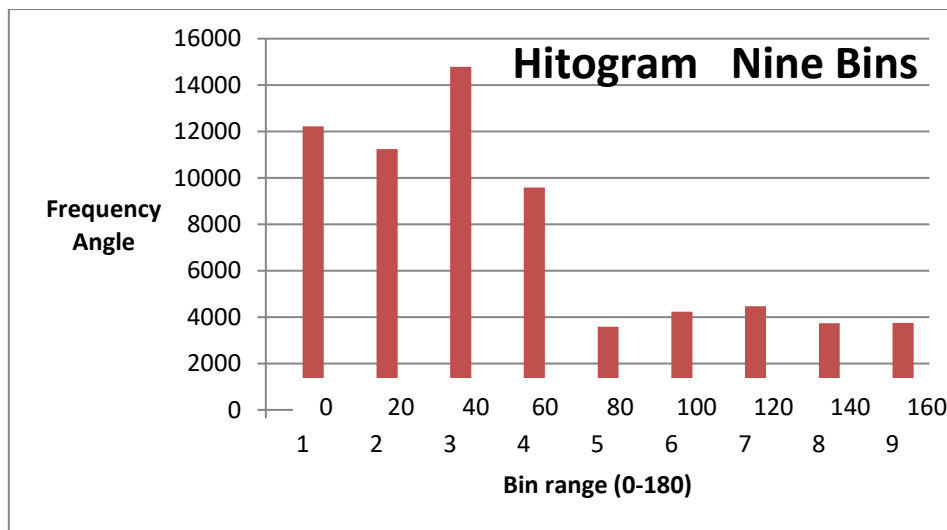
<b>Frequency</b>	1	1	1	1	1	1	1	8	1	1	1	1	1			
<b>Angles</b>	2	6	7	8	9	37	42	45	49	81	82	84	88	...	179	180

- **Method 2:** The distribution of frequency data from nine bins is as shown in the table below:

<b>Magnitude</b>	5	1	10	0	4	0	0	0	0
<b>Bins</b>	0	20	40	60	80	100	120	140	160

In Whole image

<b>Frequency</b>	12220	11241	14787	9585	3581	4233	4465	3729	3743
<b>Bins</b>	0-19	20-39	40-59	60-79	80-99	100-119	120-139	140-159	160-180



**Figure (5):** Histogram account of nine bins of (Albert Einstein) image.

- **Method 3:** The distribution of frequency data from nine bins but depend on magnitude is as shown in the table below:

<b>Magnitude = 10, Orientation = 36.87</b>									
<b>Magnitude</b>		10							
<b>Bin</b>	0	20	40	60	80	100	120	140	160

- **Method 4:** The value gradation is distributed on both sides shown in the table below:

<b>Magnitude = 10, Orientation= 36.87</b>									
<b>Magnitude</b>		$[(40-36.87)/20]*10$	$[(36.87-20)/20]*10$						
<b>Bin</b>	0	20	40	60	80	100	120	140	160

**HOG feature vectors**

Applying equation (8) to each block (8 \* 8) with an image size of (128 \* 64), which is shown in the image below, and obtaining 3780 HOG feature vectors.

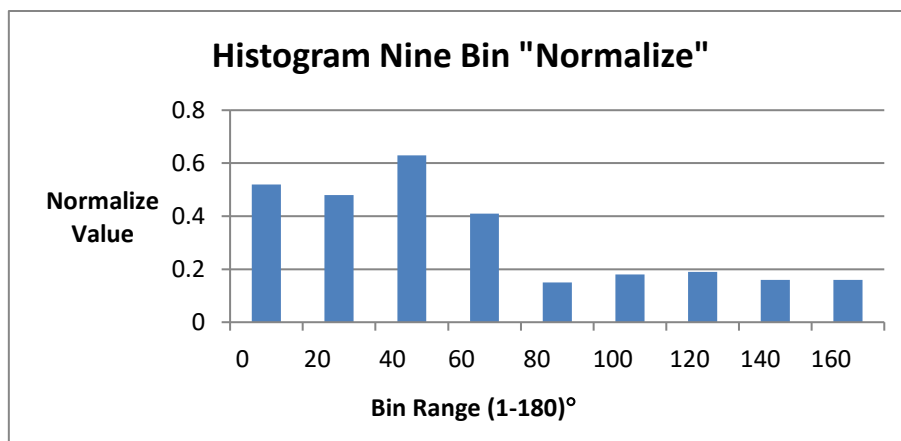


**Figure(6):** The image is divided into blocks (8x8).

**Normalize gradients**

After applying equations (9 and 10), calculate the normalization value (K) for the image test K= 23500 and then determine the normalization vector is

<b>Frequency</b>	12220	11241	14787	9585	3581	4233	4465	3729	3743
<b>K</b>	23500								
<b>Normalize</b>	0.52	0.48	0.63	0.41	0.15	0.18	0.19	0.16	0.16
<b>Bins</b>	0-19	20-39	40-59	60-79	80-99	100-119	120-139	140-159	160-180



**Figure (7):** Histogram normalized from nine bins (Albert Einstein image).

**CONCLUSION**

The systems of detecting the movement of the objects adopted in its construction are characterized by the HOG algorithm quickly due to the dependence of the algorithm on the change in the object (x, y) as well as the angular change in it. One of the advantages of the pig algorithm is the ability to combine it with other algorithms, especially in the field of building this technology and integrating it into complex tasks or robots. The algorithm is to summarize the image modification into a fixed dimension, then divide the image into a number of fixed dimension blocks, and

then calculate and combine the features for each block to find the histogram of each image and use it to train and test the motion of the object.

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# The Difficulties of Using the English Language in Organizations and Humanitarian Work in Yemen

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## ABSTRACT

Yemeni employees working in humanitarian organizations often face difficulties using English. This paper examines the main difficulties that Yemeni employees face in using English in humanitarian work, with a focus on the skills of writing, speaking, reading, listening, grammar, and specialized terminology. The paper uses a mixed-methods approach, combining a quantitative survey with qualitative interviews. The survey was administered to a randomly selected sample of Yemeni employees working in humanitarian organizations in Yemen. The interviews were conducted with a subset of the survey respondents to provide more in-depth insights into the challenges they face. The results of the study show that the most common difficulties that Yemeni employees face in using English in humanitarian work are writing reports and emails, understanding the foreign speakers in meetings with donors and understanding the specialized terminology specific to the humanitarian field. The study also found that the respondents prioritized improving their written skills and grammar.

The findings of this study have implications for the design of an English for Specific Purposes curriculum to be delivered in a training and development program for Yemeni employees working in humanitarian organizations. The results suggest that such a program should focus on improving the written skills and grammar of Yemeni employees, as well as their understanding of specialized terminology.

**Keywords:** *English for Specific Purposes; Curriculum Design; Yemen; Difficulties; Training; Development*

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تأثير جودة الخدمة التأمينية في إدارة علاقات الزبون  
بحث تطبيقي في شركة التأمين العراقية

Impact of Service Quality on Customer Relationship  
Management: Applied Research in Iraqi Insurance Company

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والاقتصاد

قسم إدارة الاعمال

شركة توزيع المنتجات النفطية ( ش - ع )

المستخلص

هدف البحث الى تشخيص طبيعة التأثير بين جودة الخدمة التأمينية وبين إدارة علاقات الزبون بأبعادها المتمثلة بـ ( التركيز على كبار الزبائن ، تنظيم علاقات الزبائن ، إدارة معرفة الزبون ، إدارة العلاقات المبنية على التكنولوجيا ) ، ودرجة ترتيب تلك الابعاد بحسب الأولوية، ولأهمية النتائج المتوقعة ، فقد اعتمدت الباحثة الاستبانة كأداة لجمع البيانات من افراد المجتمع البحث والبالغ عددهم ( 132 ) مبحوثاً من العاملين في شركة التأمين العراقية ، إذ تم استخدام البرنامج الاحصائي ( SPSS V.28 ) في احتساب ( الوسط الحسابي ، الانحراف المعياري ، معامل الاختلاف ، الأهمية النسبية ، ألفا كرونباخ ، اختبار T ، معامل ارتباط بيرسون ، معامل التحديد R2 ، اختبار مربع كاي ، اختبار F ) وأبرز النتائج التي توصل اليها البحث هي: توجد علاقة تأثير معنوية قوية بين جودة الخدمة التأمينية و إدارة علاقات الزبون 0 الكلمات المفتاحية : جودة الخدمة التأمينية ، إدارة علاقات الزبون 0

ABSTRACT

Purpose of research is to diagnose impact between quality of the insurance service and management of customer relations with its dimensions represented by (focusing on major customers, organizing customer relations, managing customer knowledge, managing relations based on technology), and the degree of arranging these dimensions according to priority, and the importance of expected results. The researcher adopted the questionnaire as a tool for collecting data from the members of the research community, who numbered (132) respondents working in the Iraqi insurance company, as the statistical program (SPSS V.28) was used to calculate (the arithmetic mean, standard deviation, coefficient of variation, relative importance, Cronbach's alpha, T test, Pearson's correlation coefficient, R2 coefficient of determination, Chi square test, F test) The most prominent findings of the research are: There is a strong significant effect relationship between the quality of insurance service and customer relationship management 0

**Keywords:** quality of insurance service; customer relationship management

المقدمة :

تعد جودة خدمة التأمين مهمة جداً لشركات التأمين ، إذ تساعد في تكوين صورة جيدة عن شركة التأمين ، ونقل المعلومات المهمة عن الشركة إلى للزبائن ، وبناء الثقة بين الزبائن ، تسعى إدارة شركة التأمين للتركيز على جودة خدمات التأمين لكي تكون قادرة على مواجهة التحديات في مجال عملها من خلال تقديم خدمات عالية الجودة بطريقة فريدة و متفوقة على شركات التأمين الأخرى ، لضمان رضا الزبائن والالتزام بالتعامل مع التأمين إلى الأبد ، إذ يسعى الزبائن للحصول على الخدمات التي تزيد من القيمة والرضا لهم ، الهدف من إدارة شركة التأمين هو التأثير على الزبائن وإرضاءهم من خلال تمكين عملية التبادل ، ولكن لتحقيق ذلك ، يجب على إدارة الشركة فهم الزبائن المستهدفين

واحتياجاتهم ورغباتهم من أجل تحديد مستوى جودة الخدمات المقدمة ، والتحسين المستمر والمساهمة في تحقيق أهداف الشركة ، تسعى جاهدة لزيادة اقتناء الخدمة التأمينية للزبائن من خلال نظام إدارة علاقات الزبون ، وفي ضوء ذلك تكونت هيكلية البحث من أربعة ، تضمن المبحث الأول منهجية البحث وبعض الدراسات السابقة ، في حين ركز الثاني على الجانب النظري للبحث ، أما المبحث الثالث فتناول تحليل نتائج البحث واختيار الفرضيات ، بينما ركز المبحث الرابع والأخير على الاستنتاجات والتوصيات.

المبحث الاول : منهجية البحث وبعض الدراسات السابقة

أولاً : منهجية البحث

1: مشكلة البحث

تواجه العديد من شركات التأمين ، وخاصة شركة التأمين العراقية ، تحديات وصعوبات هائلة بسبب التغيرات والتطورات السريعة التي نشهدها في جميع أنحاء العالم في جميع القطاعات ، لذلك أصبح من الضروري البحث عن الأساليب اللازمة لمواكبة المتغيرات ومواجهة التحديات ، بما في ذلك تحسين الخدمات والاهتمام بجودتها ، من أجل تحسين وتطوير إدارة علاقات الزبائن ، وكسب ولائهم ورضاهم ، وبالتالي تعظيم ربح الشركة المبحوثة وقد توصلت الباحثة ومن خلال المقابلات مع مدراء ومسؤولي الشركة المبحوثة في الحصول على المعلومات من خلال طرح أسئلة التي لم يتم تناولها في الاستبانة وعليه يمكن تحديد مشكلة البحث من خلال التساؤل الرئيس : - ما تأثير جودة الخدمة التأمينية في إدارة علاقات الزبون ؟

2: أهمية البحث

أ - يسهم البحث في التغطية النظرية والتطبيقية والفكرية في موضوع حيوي يتميز بقلّة الدراسات الذي تناولته ، عن التزود بمصدر متواضع من المعلومات ليكون بمثابة مرجعاً مهماً للباحثين والمتخصصين .  
ب - تأتي أهمية البحث من أهمية متغيراته المبحوثة ( جودة الخدمة التأمينية وإدارة علاقات الزبون للشركة ) وحداتها .  
ج - يقدم هذا البحث نتائج وتوصيات مستمدة من الواقع من بيئة العمل والتي من شأنها ستسهم في زيادة جودة الخدمة التأمينية من قبل الشركة المبحوثة وتكون قادرة على حل المشكلات التي تواجهها من خلال نظام إدارة علاقات الزبون بما يحقق نجاح الشركة المبحوثة.  
د - محاولة توعية الشركة التي تمت مقابلتها بالحاجة إلى تنوع أساليب وتقنيات تقديم خدمات التأمين وتقديمها الى الزبائن .

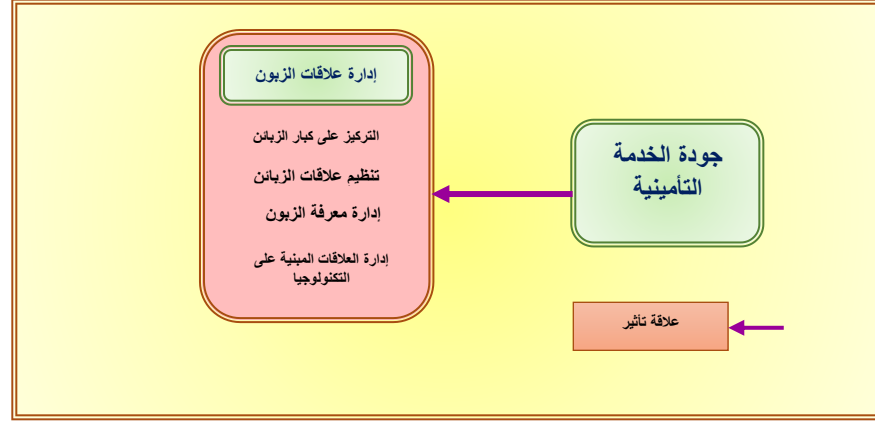
3 : أهداف البحث

أ - تحديد تأثير المتغير المستقل ( جودة الخدمة التأمينية ) في المتغير المعتمد وابعاده ( إدارة علاقات الزبون ) .  
ب - تحديد إلى أي مدى يتم استخدام جودة خدمات التأمين في شركات التأمين وما هي المساهمة التي تقدمها في تحسين وتطوير إدارة علاقات الزبائن .  
ج - جذب اهتمام الإدارة العليا في الشركة المبحوثة لأهمية موضوع متغيرات البحث وتكاملها في رفع مستوى الأداء والفاعلية .  
ب - تقديم بعض التوصيات التي تساعد الإدارة العليا في الشركة المبحوثة على رفع مستويات بعد جودة الخدمة التأمينية التي لها دوراً مهماً و أساسياً في تطوير إدارة علاقات الزبون المعنية بعملية الجودة بناءً على الاستنتاجات التي توصل اليها الباحثة.

4: مخطط البحث الفرضي : يوضح الشكل ( 1 ) مخطط البحث الفرضي والذي يحتوي على متغيرين وهي :

أ- المتغير المستقل ( بعد الثقة X ) أذ تم الاستفادة من أفكار وطروحات ( Permata & Fachira , 2023 , 1310 ) .

ب- المتغير المعتمد ( إدارة علاقات الزبون ) أتمت الإفادة من دراسة ( Al-Homery et al.,2023 23 ) .



الشكل ( 1 ) مخطط البحث الفرضي .

المصدر : من اعداد الباحثة .

#### 5 : فرضيات البحث

اعتمد البحث على فرضية رئيسية لبعدها جودة الخدمة التأمينية في إدارة علاقات الزبون وهي : -  
يوجد تأثير معنوي ذو دلالة إحصائية بين بعد جودة الخدمة التأمينية وإدارة علاقات الزبون وابعادها .

#### 6 : منهج البحث

اعتمد المنهج الوصفي التحليلي لمتغيرات البحث لغرض الكشف عن طبيعة العلاقة بينهما .

#### 7 : حدود البحث

الحدود المكانية : - تتمثل الحدود المكانية في شركة التأمين العراقية والواقعة ضمن الرقعة الجغرافية لمحافظة بغداد.  
الحدود البشرية : - وتشمل عدداً من المسؤولين في الشركة المبحوثة وبالمستويات الإدارية المختلفة وهم ( مدير عام ، مدير قسم ، معاون مدير قسم ، مسؤول شعبة ، مسؤول وحدة ، موظف ) .  
الحدود الزمانية : - وتتمثل مدة جمع البيانات والحصول عليها والتي تمتد من 29 / 11 / 2022 ولغاية 15 / 6 / 2023 .

#### 8 : موقع اجراء البحث

تم اختيار شركة التأمين العراقية العامة مجالاً لاجراء البحث وذلك للأسباب التالية : -  
1- كونها اول شركة عراقية مارست اعمال التأمين وتأسست بتاريخ ( 1959 ) .  
2- تم زيادة رأس مال الشركة الى ملياري دينار عراقي .  
3- أهمية هذا القطاع ومكانته الاقتصادية في زيادة الناتج المحلي والاجمالي .  
4- تزاؤل الشركة كافة أعمال التأمين المتعددة والمتمثلة بـ ( التأمين ضد الحريق ، التأمين ضد السرقة ، أنواع الحوادث ، التأمين البحري ، التأمين الهندسي ، بالإضافة الى التأمين على الحياة بفرعيه الفردي والجماعي ) .

**9 : مجتمع البحث ووصفه :** تم اعتماد أسلوب الحصر الشامل في دراسة مفردات مجتمع البحث كافة من العاملين في شركة

التأمين العراقية العامة والبالغ عددهم ( 132 ) مبحوثاً ، ويوضح الجدول ( 1 ) وصفاً لمجتمع البحث .

الجدول ( 1 ) وصف مجتمع البحث

ت	التفاصيل	الفئات	العدد	النسبة المئوية
-1	الجنس	ذكر	78	59 %
		انثى	54	41 %
-2	المؤهل العلمي	اعدادية	25	19 %
		دبلوم	11	8 %
		بكالوريوس	87	66 %
		دبلوم عالي	-	-
		ماجستير	9	7 %
		دكتوراه	-	-
-3	الفئة العمرية	اقل من 20 سنة	6	5 %
		من 20 - و اقل من 30 سنة	27	20 %
		من 30 - و اقل من 40 سنة	32	24 %
		من 40 - و اقل من 50 سنة	55	42 %
		من 50 سنة فأكثر	12	9 %
-4	المستوى الوظيفي	مدير عام	1	1 %
		مدير قسم	16	12 %
		معاون مدير قسم	16	12 %
		مسؤول شعبة	2	2 %
		مسؤول وحدة	1	1 %
		موظف	96	72 %
-5	عدد سنوات الخدمة	اقل من 10 سنوات	11	8 %
		من 10 - و اقل من 20 سنة	21	16 %
		من 20 - و اقل من 30 سنة	36	27 %
		من 30 - و اقل من 40 سنة	39	30 %
		من 40 سنة فأكثر	25	19 %

**10 – أداة البحث :** تم اعتماد الاستبانة كأداة لجمع البيانات والمعلومات الجانب الميداني للبحث وتضمنت ( 5 ) خمس فقرات لثقة و ( 20 ) فقرة لابعاد إدارة علاقات الزبون للشركة المبحوثة ، فأصبح مجموع فقرات الاستبانة ( 25 ) فقرة على مقياس ( ليكرت ) الخماسي ( اتفق بشدة ، اتفق ، اتفق الى حد ما ، لا اتفق ، لا اتفق بشدة ) وبأوزان ( 5 ، 4 ، 3 ، 2 ، 1 ) على التوالي وكما موضحة في الملحق ( 1 ) .

**11- اختبار صدق الاستبانة وثباتها :** لجأ الباحثين الى أسلوب التجزئة النصفية للتعرف على ترابط جزئي الاستبانة فقسمت الى نصفين ، كان نصفها الأول ( الفقرات الفردية ) متضمناً ( 23 ) فقرة حصلت على معامل الفا كرونباخ ( 0.935 ) ، بينما كان النصف لثاني ( الفقرات الزوجية ) يحتوي ( 22 ) فقرة حصلت على معامل الفا كرونباخ ( 0.932 ) ، فيما أظهرت قيمة معامل ارتباط نصفي الاستبانة ( 0.887 ) قوية ، وقد حصلت الاستبانة على معامل سبيرمان براون ( 0.940 ) ، ومعامل جوتمان للتجزئة النصفية ( 0.940 ) أما ثبات الاستبانة فقد استعمل معامل الفا كرونباخ للاستبانة اجمالاً الذي بلغ ( 0.964 ) ، وبمعامل صدق ( 0.982 ) .

12 : الأدوات الإحصائية المستخدمة

تم الاستفادة من البرامج الإحصائية وهي SPSS V.28 والتي أشتملت على ( الوسط الحسابي ، الانحراف المعياري ، معامل الاختلاف ، الأهمية النسبية ، ألفا كرونباخ ، اختبار T ، معامل ارتباط بيرسون ، معامل التحديد R2 ، اختبار مربع كاي ، اختبار F ، اختبار Kolmogorov – Smirnov )

ثانياً : بعض الدراسات السابقة

1- : جودة الخدمة التأمينية

1- اسم الباحث والسنة	BHUIAN , 2021
عنوان الدراسة	The Impact of Service Quality on Customer Satisfaction in Hotel Business Development
بلد الدراسة	السويد
مشكلة البحث	ضعف جودة الخدمة على إرضاء الزبائن في الفندق
اهداف الدراسة	تعزيز جودة الخدمة في إرضاء الزبائن في فنادق السويد 0
موقع اجراء الدراسة	فنادق السويد
منهج وادة الدراسة وعينة البحث	البحث الوصفي التحليلي بالاعتماد على ( 80 ) عينة من الزبائن في الفنادق المبحوثة 0
ابرز نتائج الدراسة	وجود علاقة وثيقة بين جودة الخدمة والجوانب الخماسية والزبون 0

2 - اسم الباحث والسنة	محمد و يمينة ، 2021
عنوان الدراسة	جودة الخدمة من وجهة نظر زبون شركة التأمين
بلد الدراسة	الجزائر
مشكلة البحث	ضعف تقييم جودة الخدمة من وجهة نظر زبون شركة التأمين
اهداف الدراسة	التعرف على الجوانب التي يركز عليها زبائن شركات التأمين في تقييمهم لجودة الخدمة 0
موقع اجراء الدراسة	شركات الجزائرية للتأمين – SAA لولاية مستغانم 0 0
منهج وادة الدراسة وعينة البحث	البحث الوصفي التحليلي بالاعتماد على ( 50 ) عينة من الزبائن في الشركة المبحوثة 0
ابرز نتائج الدراسة	توجد علاقة وثيقة بين جودة الخدمة من وجهة نظر زبون شركة التأمين

3 - اسم الباحث والسنة	Aldossary &Siddiqui , 2023
عنوان الدراسة	The relationship between service quality and insurance usage .
بلد الدراسة	السعودية 0
مشكلة البحث	ضعف جودة الخدمات وقلة الزبائن الجدد 0
اهداف الدراسة	1- اختبار طبيعة العلاقة بين جودة الخدمة وولاء الزبائن في شركات التأمين في السعودية 0
موقع اجراء الدراسة	شركات التأمين في السعودية – دراسة تطبيقية
منهج وادة الدراسة وعينة البحث	المنهج الوصفي التحليلي ، بالاعتماد على ( 211 ) من العاملين بالشركات المبحوثة 0
ابرز نتائج الدراسة	يوجد تأثير إحصائي كبير بين جودة الخدمة وولاء الزبائن 0

4 - اسم الباحث والسنة	Ayinaddis er al., 2023
عنوان الدراسة	Examining the effect of electronic banking service quality on customer satisfaction and loyalty: an implication for technological innovation
بلد الدراسة	اثيوبيا
مشكلة البحث	ندرة جودة الخدمات المصرفية الالكترونية وقلة الزبائن في مصارف اثيوبيا 0

تشخيص علاقة التأثير بين جودة الخدمات المصرفية الالكترونية ورضا الزبائن وولائهم	اهداف الدراسة
المصارف في اثيوبيا	موقع اجراء الدراسة
المنهج الكمي التحليلي ، بالاعتماد على ( 285 ) من العاملين بالمصارف المبحوثة	منهج وادة الدراسة وعينة البحث
توجد علاقة إحصائية ذو دلالة بين جودة الخدمات المصرفية ورضا الزبائن وولائهم 0	ابرز نتائج الدراسة

2- : إدارة علاقات الزبون

<b>Yapraklı &amp; Aykut , 2021</b>	<b>1 - اسم الباحث والسنة</b>
The Effects of Customer Relationship Management Dimensions on Business Performance: A Field Survey on Hotels in Turkey	عنوان الدراسة
تركيا 0	بلد الدراسة
ضعف إدارة علاقات الزبائن على أداء الاعمال 0	مشكلة البحث
الكشف عن طبيعة العلاقة بين إدارة علاقات الزبائن على أداء الاعمال	اهداف الدراسة
فنادق ( 3 ، 4 ، 5 ) نجوم في تركيا 0	موقع اجراء الدراسة
المنهج الوصفي التحليلي بالاعتماد على ( 174 ) عينة من مدراء في الفنادق المبحوثة 0	منهج وادة الدراسة وعينة البحث
تؤثر على أداء الاعمال والابعاد الفرعية لاداء الاعمال أي الأداء المالي وأداء الزبائن وأداء العمليات الداخلية وأداء التعلم والنمو	ابرز نتائج الدراسة

<b>Fauziyyah &amp; Khusna , 2022</b>	<b>2 - اسم الباحث والسنة</b>
Implementation of Customer Relationship Management in Order to Build Customer Satisfaction and Loyalty .	عنوان الدراسة
Indonesia	بلد الدراسة
الحاجة إلى صياغة برامج تسويق مخصصة وتنفيذها بعناية	مشكلة البحث
التحقيق في تأثير تطبيقات إدارة علاقات الزبائن على رضا الزبائن وولائهم ، وكذلك التأثير على ولاء زبائن البنوك التجارية الحكومية 0	اهداف الدراسة
المصارف التجارية الحكومية ( BTN , Bank Mandiri , BRI , BNI ) 0	موقع اجراء الدراسة
المنهج الوصفي التحليلي بالاعتماد على ( 120 ) مستجيبا" على عينة من الزبائن في الشركات المبحوثة 0	منهج وادة الدراسة وعينة البحث
هناك تأثير إيجابي كبير على رضا الزبائن وولائهم ، ورضا الزبائن له تأثير إيجابي على ولاء الزبائن 0	ابرز نتائج الدراسة

<b>Rahman et al., 2023</b>	<b>3 - اسم الباحث والسنة</b>
Technology readiness of B2B firms and AI-based customer relationship management capability for enhancing social sustainability performance.	عنوان الدراسة
جنوب افريقيا	بلد الدراسة
نقص الخبرة في مجال التكنولوجيا بين الشركات (B2B) وضعف إدارة علاقات الزبائن القائمة على الذكاء الاصطناعي 0	مشكلة البحث
هناك ارتباط إيجابي بين مهارات تكنولوجيا المعلومات والاتصالات وإدارة علاقات الزبائن ، وهناك ارتباط إيجابي وهام بمهارات الذكاء الاصطناعي ، كما أن أداء العلاقة بين الشركات له علاقة كبيرة وإيجابية بأداء الاستدامة الاجتماعية.	اهداف الدراسة
B2B شركات	موقع اجراء الدراسة
المنهج الوصفي التحليلي بالاعتماد على ( 217 ) على عينة من الشركة المبحوثة 0	منهج وادة الدراسة وعينة البحث

تتوسط مهارات B2B ICT بين الاستعداد التكنولوجي ومهارات إدارة علاقات العملاء. بالإضافة إلى ذلك ، تعمل ديناميكيات الصناعة على تغيير العلاقة بين مهارات تكنولوجيا المعلومات والاتصالات ومهارات إدارة علاقات العملاء باستخدام الذكاء الاصطناعي.	ابرز نتائج الدراسة
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<b>Ur Rehman et al., 2023</b>	<b>4- اسم الباحث والسنة</b>
Impact of Customer Relationship Management on the Performance of Hotels of Quetta,	عنوان الدراسة
باكستان	بلد الدراسة
ضعف نظام إدارة علاقات الزبون في فنادق كويتا 0	مشكلة البحث
تقييم تأثير إدارة علاقات الزبائن على نتائج الأعمال الفندقية 0	اهداف الدراسة
فنادق كويتا 0	موقع اجراء الدراسة
المنهج الوصفي التحليلي بالاعتماد على ( 100 ) عينة من الزبائن الفنادق المبحوثة	منهج وادة الدراسة وعينة البحث
ان إدارة علاقات الزبون القائم على التكنولوجيا والتطوير هو العامل الأكثر أهمية لتحسين الأداء وتوجيه الزبائن 0	ابرز نتائج الدراسة

#### المبحث الثاني : الجانب النظري للبحث

##### أولاً : مفهوم جودة الخدمة التأمينية

**مفهوم الجودة:** كلمة جودة مشتق من فعل "جاد" الذي يعني "الشيء الجيد" أو "الفعل" ، في مقابل "السيئ" و "الجودة" في الأخلاق ، وهناك من يؤكد أن الجودة مرادفة للتميز في العمل ، ولحل هذه المشكلة نلجأ إلى القواميس العربية و نؤكد أن هناك فرقاً بين الجودة وإتقان العمل فالجودة مصطلح لغوي يشير إلى أي شخص تم تكليفه بمهمة وتقوم فيها عندما نتحدث عن الإتقان ، فإننا نعني الكمال في فعل شيء ما دون تكليفه به ، والدليل على ذلك أن الله سبحانه ، دون غيره ، قد أعطاه الفعل "الكامل" للدلالة على تفرد ، ليطمئنه ويعظمه ، ويكمل ما خلقه وينسبه إلى الجميع ( النجار و جواد ، 2014 ، 27 ) ، ان جودة نتائج إدارة الموظفين من حيث إدارة العلاقات مع المستفيدين ونجاح إدارتهم مرتبط بإدارة الوقت وخبرة الموظف وسمعة المنظمة ، وتزويد المنظمة بالزبائن لمختلف المستفيدين أو كليهما ولتعزيز والحفاظ على قيمة المنتج والسرعة التي تعمل بها المنظمة لتقديم ما يريده الزبون ، نقدم جميع الإجراءات المتعلقة بتقديم الخدمة ( عباس ، 2016 ، 152 ) ، تؤثر جودة الخدمة على نتيجة عملية الخدمة ، مثل الولاء والرضا والثقة بين المنظمة والزبون ( A.M et al., 2023 , 44 ) ، أصبحت الجودة من أهم العوامل التي تؤثر بقوة على قرارات المنظمة الحالية والمستقبلية ، إذ تلعب دوراً فعالاً وهاماً في زيادة الإنتاجية ، ومن ناحية خفض التكاليف ، ومن ناحية أخرى ، تحقيق مركز تنافسي مستمر في دخول الأسواق العالمية ، تدرك المنظمات التي تقدم مجموعة متنوعة من السلع والخدمات أن هذا هو ما يبحث عنه زبائنها ، لذلك تسعى المنظمة إلى زيادة مستويات الجودة وخفض الأسعار ، وبالتالي ، نتيجة للتغيرات المتسارعة في الأعمال ، أصبح من الواضح الآن أننا لا نستطيع الاستمرار في المنافسة دون تلبية متطلبات الجودة لمنتجاتنا ، وضمان ولاء الزبائن للمنتجات وتلبية الاحتياجات المفضلة لمنتجاتنا وزبائننا إلى جانب تحقيق التميز تكرر عملية الشراء ( جواد وحسين ، 2019 ، 74 ) أصبحت الجودة ظاهرة عالمية ، وبما أن مستوى جودة الخدمات التي تقدمها المنظمات ، وخاصة شركات التأمين ، مهم للغاية ، فقد أصبحت الجودة فلسفة الإدارة وأسلوب المنظمات التي ترغب في البقاء في السوق ، لذلك أصبحت المنظمات تولي اهتماماً "خاصاً" لها" ، يؤكد الزبون على الحاجة إلى تقديم خدمات عالية الجودة عند اتخاذ قرارات الشراء من قبل المنظمات . ( النجار ، وحياد ، 2023 ، 52 ) .

يعد مفهوم جودة خدمات التأمين من أهم وأشهر مفاهيم الإدارة في مختلف الصناعات وخاصة في شركات التأمين ، وهو المفهوم الأساسي للتنافسية الذي تتطلبه المنظمات المهنية ، أصبحت جودة خدمات التأمين سلاحاً "استراتيجياً" لاكتساب ميزة تنافسية ، مما يسمح للمؤسسات بالبقاء والاستمرار ، والاهتمام بعامل الجودة لشركات التأمين هو أنه يجب عليها تحسين جودة خدماتها ، لأنها تهدف في المقام الأول إلى تلبية احتياجاتهم ونشر الرغبة الكاملة لزيائهم ( بو بكر ، 2022 ، 236 ) ، جودة الخدمة هي خدمة تلي أو تتجاوز توقعات الزبائن ، ينبغي على المنظمة تقديم خدمة تؤسس علاقات طويلة الأمد مع الزبائن ، وهذا من شأنه أن يفهم التفاعلات التي تحدث أثناء تقديم الخدمة للزبون مما يساعد في الحفاظ على رضا الزبائن ( إبراهيم ، 2017 ، 214 ) ، يعتبر الاتصال من أهم أدوات تحسين جودة الخدمة من خلال التعامل مع شكاوى الزبائن من خلال وسائل الاتصال المعروفة ( Safli et al., 2023 , 17 )

أما تعريف جودة الخدمة التأمينية ، فقد عرفت بالعديد من التعاريف لدى الباحثين والجدول ( 2 ) يوضح بعضاً منها :

الجدول ( 2 ) تعريف جودة الخدمة التأمينية للشركة من وجهة نظر الباحثين

ت	اسم الباحث ، السنة ، الصفحة	التعريف
1-	رانية ، 2020 ، 5	قيام شركات التأمين ترضي زبائنها من خلال تقديم الأنشطة التي تلي توقعاتهم وتلبية احتياجاتهم
2-	اللاحي ، 2022 ، 151	مدى ارتفاع مستوى الخدمة التي تقدمها شركة التأمين لتقديم خدمات عالية الجودة تتناسب مع مستوى الجودة الفعلي وتوقعات الزبائن
3-	صبيرة ، 2023 ، 6	مجموعة من المنافع الملموسة وغير الملموسة المرتقبة وهذا يعني تلبية احتياجات ورغبات حامل الوثيقة كجزء من الاقتناء وتحقيق الأهداف المختلفة لشركة التأمين ، مثل التوسع والانتشار الجغرافي وتحقيق الربح وتوسيع قاعدة العملاء.
4-	Ayinaddis , 2023 , 18	مقياس لمدى تلبية مستوى الخدمة المقدمة لتوقعات الزبائن والنتائج عن مقارنة بين توقعات الزبائن السابقة حول الخدمة وتصوراتهم اللاحقة للتجربة الفعلية لاداء الخدمة
5-	Andriani , 2023 , 60	مقياس يمكن استخدامها كمدخلات أساسية لتحليل أسباب مشاكل الخدمة
6-	Permata & Fachira , 2023 , 1310	تقييم شامل لمدى جودة الخدمة في كيفية تقديم المنظمة لخدماتها مقارنة بتوقعات الزبائن
7-	مناصر ومراحي ، 2023 ،	تعد جودة الخدمة التي يتوقعها الزبون بالفعل أو يدركها ، بالإضافة إلى الخدمة المتوقعة والمتصورة ، هو المحدد الرئيسي لرضا المستهلك أو عدم رضاه في نفس الوقت ، حيث تعتبر من الأولويات الرئيسية للمنظمات التي ترغب في تعزيزها مستوى جودة خدماتهم

المصدر : من اعداد الباحثة بالاعتماد على المصادر في الجدول

تقوم غالبية المنظمات الحديثة اليوم بتنسيق استراتيجياتها للامتثال لمتطلبات وخدمات زبائنها لتحقيق أكبر مستوى ممكن من رضاهم، إذ أن تحقيق هذا الهدف له أهمية كبيرة في عكس المنظمة من جهة. وزبائنها من ناحية أخرى ، لأن زبائن المنظمة جزء لا يتجزأ ، إذ تعد الجودة والخدمة من الأدوات الرئيسية في زيادة الأرباح وتعزيزها من خلال منع تشتيت الزبائن في الحصول على الخدمة ، كما أنها مهمة في الاحتفاظ بالزبائن واكتساب زبائن جدد والحفاظ على سمعة المنظمة التي تأتي من خلال زبائنها ( الربيعاوي و العبادي ، 2019 ، 51-52 ) .



**ثانياً : أهمية جودة الخدمة التامينية**

الجودة هي أحد العوامل الرئيسية التي تحدد حجم الطلب على منتجات المنظمة ، لذلك فهي مهمة جدا من وجهة نظر استراتيجية ، سواء كان مستوى الزبائن أو المنظمات ذات الأنشطة المختلفة ، وهذه الأهمية هي كما يلي (فاطنة ، 2020 ، 137-138) :

- 1- **سمعة المنظمة** : تتمتع المنظمة بسمعة طيبة في مستوى جودة منتجاتها ، ومسؤوليتها القانونية عن الجودة هي حماية الزبائن ، وتطبيق الجودة على أنشطة المنظمة ، وحماية الزبائن من الاحتيال التجاري ، وحماية المنظمة من الاحتيال.
  - 2- **تخفيض التكاليف وزيادة الحصة السوقية** : يوفر تنفيذ الجودة الأساسية في جميع العمليات ومراحل الإنتاج فرصة لاكتشاف الأخطاء لتجنب التكلفة الإضافية .
  - 3- **ازدياد المنافسة** : تؤدي الزيادة في المنظمات الخدمية ، وخاصة شركات التأمين ، إلى منافسة شديدة بينها ، لذا فإن الاعتماد على جودة الخدمات يمنح هذه المنظمات الكثير من المزايا التنافسية.
  - 4- **تنمية رضا الزبائن** : يريد الزبائن معاملة جيدة ويكرهون التعامل مع المنظمات التي تركز على الخدمة ، مع الخدمة التي يرغبون في تقديم جودة عالية وخدمة متميزة للزبائن .
- يؤدي تطوير رضا العملاء إلى زيادة الولاء في المنظمات الخدمية ، وخاصة شركات التأمين ، إذ يعتبر مفتاح النجاح والحفاظ على علاقات طويلة الأمد بين الزبائن والمنظمات ( Mišnić & Mijušković M 2023 , 47 ) .

**ثالثاً : مزايا جودة الخدمة التامينية : -**

هناك عوامل أساسية ومهمة جدا" يعتمد نظام جودة خدمات التأمين في المنظمة عليها وخاصة شركات التأمين من اجل المحافظة على ميزتها التنافسية ومن أبرزها ( الدرايع ، 2021 ، 23 ) :

- 1- **الموارد البشرية** : تحتاج جودة خدمة التأمين إلى تفاعل مباشر مع الزبون ويجب أن يكون موظفو الخدمة ماهرين في التعامل مع الزبون بدءا من "لحظة وصول الزبون في اللحظة التي يتلقى فيها الخدمة التي يحتاجها، مما يزيد من رضا الزبائن ويؤدي إلى معدل استبقاء .
- 2- ان استخدام أحدث الأجهزة التكنولوجية والبرامج المتقدمة لتحسين جودة الخدمات وتحسين الأداء وتحسين المنافسة ، تحقق المنظمة سرعة تقديم الخدمات وتقليل كثافة اليد العاملة .

**رابعاً : مستويات جودة الخدمة التامينية**

هناك خمس مستويات من جودة الخدمة يمكن تمييزها: ( مطر ، 2020 ، 43 ) :

- 1- **الجودة التي يتوقعها الزبون** : - يمثل مستوى جودة الخدمة التي يشعر الزبون أنها يجب أن تكون متاحة .
- 2- **الجودة المدركة من قبل الإدارة** : إنها الجودة التي تتوقعها الإدارة لتلبية احتياجات الزبائن ورغباتهم .
- 3- **الجودة الفعلية** : هي الجودة التي تؤديها الخدمة بالفعل .
- 4- **الجودة الفنية** : ومن الجودة التي تخضع للمواصفات النوعية للخدمة .
- 5- **الجودة المروجة للزبائن** : درجة الرضا والقبول التي يمكن أن تحصل عليها المنظمة من الزبون حول تلقي الخدمات المقدمة للزبون .

**خامساً : خصائص جودة الخدمة التامينية**

- تتميز جودة خدمات التأمين بالعديد من الميزات التي تميزها عن غيرها وهي ( Muamar , 2022 , 125 ) :
- 1- **عدم الملموسية** : من الصعب تذوق الخدمة أو الشعور بها أو رؤيتها أو شمها قبل الشراء ، وهذا هو أهم شيء لتمييزها عن السلع والخدمات الأخرى وتقييمها من قبل المشترك لها عملية صعبة(0

2- التلازمية ( عدم الانفصال ) : تتميز الخدمة بحقيقة أن توفيرها واستهلاكها يحدثان في وقت واحد ، وأن مزود الخدمة هو الخدمة نفسها ، سواء كانت بشرية أو آلية لذلك يمكنك أن ترى أن جودة الخدمة مرتبطة بالطريقة التي يتم تسليمها بها .

3- عدم التجانس : هذه الخاصية هي أن الأشخاص يعانون من تقلبات في الأداء لأن الخدمات تختلف من موظف لآخر في نفس المنظمة ويمكن أن يكون أداء الموظف مختلفا في بعض الأحيان لذلك تهتم العديد من منظمات الخدمة باختيار الموظفين وتوظيفهم وتدريبهم لضمان الحفاظ على مستوى الخدمة التي يقدمونها .

4- الفئائية : وهذا هو لا يمكن حفظ الخدمة ، لذلك إذا لم يتم استهلاكها ، وسوف تختفي ، والمرحلة مريحة . سوف تختفي معها.

5- عدم انتقال الملكية : غالبا ما يتطلب أداء الخدمة وجود الزبون أثناء تسليمها ، وغالبا ما يتعارض في طلب الخدمة ويتدخل وفقا للحاجة والمزاج ، يتدخل في توقيت وطريقة تقديم الخدمة ويتحكم فيها على حضوره ومشاركته في تقديم الخدمة .

#### سادسا: مفهوم إدارة علاقات الزبون

إدارة علاقات الزبائن تقنية توفر معلومات وتجمع معلومات عنك وتساعدك على تقييم وشراء المنتجات لتزويدها بأفضل قيمة ممكنة ، وقد يكون لدى الأفراد الذين يقومون بعمليات البيع والتسويق الكثير من الإمكانيات للتأثير على قرارات الشراء الخاصة بالزبائن ، أذ أصبح مصطلح إدارة علاقات الزبائن أحد العناوين المألوفة للعديد من وسائل البرامج والمواد التقنية لجذب الزبائن والاحتفاظ بهم. ( صادق ، 2012 ، 109 ) ، مع زيادة الأحداث التنافسية ، فإن تعطيل حسابات المنظمات التي تركز في الوقت الحالي على الإنتاج على حساب السوق وبياناته هو أن الزبون هو العامل الأكثر أهمية في مصلحة المنظمة ، وإنتاج وتقديم الخدمات في ضوء ما يحتاجه هذا الزبون ، تعتمد المنافسة على عدد من الأشخاص والزبائن الذين يلبون أكبر الاحتياجات والرغبات "في هذه المرحلة ، يجب على المنظمة ان تتبع الزبون فيما يسمى باستراتيجية سحب السوق وبما ان مفهوم إدارة علاقات الزبائن هو أحد المفاهيم الحديثة في مجال الأعمال والتسويق ، فهناك العديد من المفاهيم التي تعاملت معها ( محمد ، 2017 ، 160 ) ، وتختار الشركات نظام CRM للتكامل مع التطبيقات الأخرى التي يشيع استخدامها في المنظمات وهذا النظام يساعد في التعامل مع جميع جوانب دورة الأعمال و يؤدي إلى زيادة المبيعات والتكاليف الأخرى ( 4 ، 2020 ، Kotle , & Armstrong ) ، وبما أن العديد من المنظمات تستخدم مجموعة واسعة من الأدوات والتقنيات والإجراءات الحديثة والمختلفة لدعم علاقات الزبائن لتعزيز المبيعات ، فإن إدارة علاقات الزبائن ليست مجرد مسألة تقنية ، ولكنها مسألة أعمال وعمليات إستراتيجية حديثة في ضوء التطور التكنولوجي ( 53 ، 2021 ، Amarachi & Stanley ) ، تعد العلاقات المستقرة مع الزبائن مورداً إستراتيجياً مهماً لجميع المنظمات في الأسواق التي يهيمن عليها الزبائن ، خاصة في منظمات الخدمة ، حيث إن تعزيز علاقات الزبائن وتحسين أدائهم أمر مهم للميزة التنافسية لمنظمات الخدمة ، والتكنولوجيا الرقمية هي مفتاح التحسين أداء إدارة علاقات الزبائن ( Li et al., 68 ، 2023 ) ، تمثل دور شركات التأمين في نشر حلول إدارة علاقات الزبائن ، إذ تسعى المنظمات إلى الاحتفاظ بالزبائن الحاليين في مجموعة واسعة من الخدمات الرائدة في السوق وتصبح قادرة على المنافسة بشكل متزايد ، يساعد CRM في بناء علاقات طويلة الأمد والظهور كفاشرين في المنافسة البيئية التي تتضمن ببساطة تنظيم وإدارة علاقات الزبائن وتتبع جهات الاتصال مع الزبائن المحتملين والحاليين ، حيث يمكنك إدارة جميع جهات الاتصال بطريقة منظمة في قاعدة البيانات ( 57 ، 2017 ، Lavanya ) ، يتضمن CRM نهجاً تنظيمياً يسهل على المنظمة زيادة تحديد الزبائن المرشحين وجذبهم والاحتفاظ بهم من خلال الحفاظ على علاقاتهم يمكن وصف CRM بأنه استراتيجية أساسية مقترنة

بالتكنولوجيا لإدارة حياة الزبون بالكامل ( Al-Gasawneh et al., 2021 , 28 ) ، ولإدارة علاقات الزبون مجموعة واسعة من الوظائف للأعمال هي ( Campbell , 2013 , 377-378 ) ، ( Chiguvi , 2019 , 20 ) : -

- 1- الحصول على معلومات وتخزينها
- 2- إدارة الزبائن
- 3- زيادة المبيعات
- 4- توفير دعم سريع وفضل من الزبائن
- 5- مراقبة التكاليف
- 6- تحسين الجودة

الزبون هو مستقبل بشري يتلقى المعلومات من مكان الخدمة ويعالجها ويحولها إلى ناتج يمثلته قرارات مختلفة عندما يجد الزبون التصميم الداخلي والخارجي للمنشأة جذابا ومميزا ، فإن هذا يزيد من الدافع الإيجابي للزبون ويزيد من مستوى وعيه بالخدمات المقدمة ( الربيعاوي والعبادي ، 2019 ، 48 )

أما تعريف إدارة علاقات الزبون ، فقد عرفت بالعديد من التعاريف لدى الباحثين والجدول ( 3 ) يوضح بعضا منها :  
الجدول ( 3 ) تعريف إدارة علاقات الزبون للشركة من وجهة نظر الباحثين

ت	اسم الباحث ، السنة ، الصفحة	التعريف
-1	Hamidi & Safareyeh, 2019 : 169	تحدد عملية تخزين وتحليل البيانات التي تم جمعها في نقطة الاتصال مع الزبائن ما الأفضل للشركة وتحدد احتياجاتها بطريقة فعالة وفعالة ومرحبة.
-2	Kotler & Armstrong , 2020 : 23	وسيلة قياس قيمة زبائن المنظمات في المستقبل
-3	خلف والقيسي ، 2022 ، 152	لتعزيز العلاقات مع الزبائن بما يتماشى مع أهداف المنظمة وتنفيذ قرارات معينة للعمل على تحقيقها ، يجب على المنظمة اتخاذ التدابير اللازمة لتحسين المعلومات والعمليات الفنية.
-4	الخرزاعلة ، 2022 ، 15	الممارسات والاستراتيجيات والممارسات التي تستخدمها الشركات لإدارة وتحليل التفاعلات بين العملاء وبياناتهم لزيادة رضا العملاء عن الخدمات التي يقدمونها.
-5	Fiiwe et al., 2023 , 19	مجموعة من الأنشطة الموجهة نحو الزبائن ، مدعومة باستراتيجية وتقنية تنظيمية ، مصممة لتحسين مشاركة الزبائن من أجل بناء ولاء الزبائن وزيادة الأرباح بمرور الوقت.
-6	Al-Homery et al., 2023 , 23	هي الفلسفة التي تركز على متطلبات العميل واستراتيجيته من خلال مجموعة من تقنيات المعلومات لتأسيس علاقة طويلة الأمد مع الزبائن لزيادة أرباح الشركة وتحقيق ميزة تنافسية.
-7	Gonu et al., 2023 , 20	القرارات المتصورة الناشئة عن عملية التقييم التي يساوي فيها المستهلكون تصوراتهم مع ما يعتقدون أنهم تلقوه وتحدد من خلال أمثالها لمتطلبات الزبون وتوقعاته 0

المصدر : من اعداد الباحثة بالاعتماد على المصادر في الجدول

سابعا" : اهداف إدارة علاقات الزبون

الهدف الأساسي من إدارة علاقات الزبائن تزويدك بالمعرفة والمعلومات عن زبائنك بشكل مستمر ، أن يتم ترجمتها إلى إجراءات تساعد في تحقيق أهداف المنظمة ، وتحديد احتياجات ورغبات الزبائن وإيجاد الحل المناسب وهذه الاهداف ( حمد واخرون ، 2020 ، 108 ) : -

- 1- تحسين رضا الزبائن والولاء للمنظمة
- 2- تحسين فعالية وكفاءة إدارة علاقات الزبائن
- 3- تعظيم قيمة الزبائن الربحيين المستهدفين على المدى الطويل
- 4- لتحقيق التفاعل والتوازن الفعال بين الموارد البشرية والتوجيه التنظيمي ، لتحقيق رضا الزبائن ، وتلبية احتياجاتهم ورغباتهم ، وتعظيم الأرباح.
- 5- الاستخدام السليم لمعلومات الزبائن ، والتحسين المستمر للأداء والافادة من الخبرة التاريخية السابقة

#### ثامنا" : مزايا إدارة علاقات الزبون

يعد برنامج CRM أداة قوية للغاية ، لكن قيمته لا تتجاوز حجم البيانات التي يحتوي عليها من خلال التركيز على تحليل البيانات الواردة من خلال الأجهزة الذكية ، يمكن للشركات الاستجابة لاحتياجات زبائنهم حتى قبل أن يطلبوها ، وهذه ميزة كبيرة جدًا لأنها تجعل المنظمة مختلفة تمامًا عن منافسيها في ذهن الزبون . يتمتع نظام إدارة علاقات الزبائن بالعديد من المزايا للعديد من الشركات والمنظمات الخدمية ( Wang & Bayanati , 2023 , 17 - 18 ) ، ومن هذه المزايا هي (Shanmugasundaram & Srilekha , 2017 , 34 ):-

- 1- يمكن للشركة بسهولة العثور على احتياجات الزبائن
  - 2- من خلال التركيز على احتياجاتك، يمكنك بسهولة استهداف زبائن محددین
  - 3- توفير المعرفة حول الزبائن المخلصين للمنتج
  - 4- الاتصال المباشر مع الزبائن يخلق وجود الزبائن المحتملين
  - 5- تسويق المنتجات هو السعر المنحى، وليس على أساس الزبائن
  - 6- وفقا لرغبة الزبون ، يتم تصنيع المنتجات وبيعها
  - 7- فإنه يسرع وقت تطوير المنتجات والتسويق
  - 8- إدارة علاقات الزبائن تقلل من تكاليف الإعلان
  - 9- تحسين جودة المنتج وزيادة حجم المبيعات
  - 10- تحسين قنوات استخدام الزبائن وبالتالي تحسين كل اتصال مع الزبائن
- ان توجه استراتيجية المنظمة نحو تبني الأنظمة له ثلاثة أهداف ووجهات متميزة: الزبائن ، والمنافسة ، والتكنولوجيا وهذه الاتجاهات تكمن في ما يلي: ( الطائي وإسماعيل ، 2016 ، 86 ) :-
- 1- العمل على تحقيق المنافسة بين المنظمات من خلال تطبيق الأنظمة الحديثة وخاصة نظام إدارة علاقات الزبائن .
  - 2- إنشاء أنظمة متطورة وتدريب العاملين عليها مما يؤدي إلى الابتكار والإبداع والتميز في العمل على هذه الأنظمة .
  - 3- العمل على تحقيق ميزة تنافسية بين المنظمات وخاصة بين شركات التأمين مما يساهم في زيادة مبيعات الشركة وكذلك اكتساب زبائن جدد وزيادة الأنظمة التي تؤدي إلى تحقيق ميزة تنافسية .

#### تاسعا" : مراحل تطور إدارة علاقات الزبون

يشير الباحثون إلى أن العلاقات مع المنظمات تمر بسلسلة من سبعة مراحل ويمكن أن تتطور للوصول إلى علاقة قوية كالاتي

( الربيعاوي ، 2015 ، 252 ) :-

- 1- مرحلة جذب الزبون :- يتم تشخيص الزبون المناسب وفقا لمعايير تتفق مع الاعتراف بالمنظمة .

- 2- مرحلة الإجابة عن تساؤلات الزبون : - عندما يزور الزبون المنظمة ، يبدأ في طرح سلسلة من الأسئلة والاستفسارات.
- 3- مرحلة الترحيب بالزبون : - عندما يزور أحد الزبائن المنظمة ، فإنه يوفر فرصة لإدارة المنظمة لمعرفة المزيد عن الرعاية والاهتمام الذي تلقاه الزبون .
- 4- مرحلة تبادل المعلومات : - هذه إحدى المراحل الرئيسية للعلاقة بين المنظمة و الزبون ، إذ يتم الكشف عن المعلومات الضرورية حول السلع والخدمات التي تتعامل معها المنظمة للزبون .
- 5- مرحلة تطور علاقة الزبون بالمنظمة : - يتم تطوير العلاقات بين الطرفين بأمان ، والاستجابة بدقة لرغبات ومطالب وطموحات الزبون في الوقت المحدد .
- 6- إدارة المشكلات : - أثناء المعاملة بين الزبون والمنظمة ، قد ترى بعض المشكلات أو الإخفاقات التي تحتاج إلى حل من قبل المنظمة .
- 7- استعادة الزبون : - يمكن للزبون إنهاء علاقته مع المنظمة لعدد من الأسباب التي قد تكون بسبب عدم كفاية الخدمة أو ارتفاع الأسعار ، ولكن إذا تم تصحيح الوضع ، فقد يعود الزبون إلى التداول مع المنظمة ، وقبول الزبون للجودة والسعر أو يجب أن يكون مستوى الخدمة مساوياً لمنافسيه إن لم يكن أعلى.

#### عاشرا" : أنظمة المعلومات في إدارة علاقات الزبون

يتضمن نظام معلومات إدارة علاقات الزبائن القدرة على الحفاظ على الزبائن ، والارتباط بالمعلومات ، والتفاعل مع القواعد الرئيسية لخدمة الزبائن ، ودرجة الوعي بموقف الزبون ، مع مراعاة ملاحظاته واقتراحاته المختلفة ، للإجابة على أسئلته المختلفة ، وتقديم الخدمات اللازمة بشكل سريع وفعال ، ويتم استخدام أنظمة المعلومات الخاصة بكل طريقة مما يؤدي إلى تفاعل المنظمة مع الزبون سواء من مواقع البيع المختلفة أو مواقع المنظمة ومن وظائف أنظمة المعلومات هي ( نوري ، 2021 ، 25 ) :

- 1- تطوير الرأي المشترك مع الزبائن لتحسين الخدمة وتلبية رغبة التغيير .
- 2- أكمل العلاقة مع الزبون ، وزيادة التواصل معه والإجابة على أسئلته المختلفة .
- 3- تحليل العلاقات الزبائن والمنتجات والمنظمات.
- 4- دائما تحديث الملفات الإلكترونية للزبون .
- 5- زيادة حصة السوق في السوق .
- 6- سرعة ودقة الوصول إلى الأسواق .
- 7- الوصول إلى رضا الزبائن وتلبية رغباته واحتياجاته .

وتقدم أنظمة المعلومات مجموعة واسعة من المجالات والحلول لإدارة علاقات الزبائن وأهمها ( Meriem ,2018, 64 ) :

- 1- إدارة الحساب والاتصال : - هذا هو أساس إدارة علاقات الزبائن لأن إدارة الحساب وجهات الاتصال تسمح لك بتسجيل كافة تفاصيل الاتصال والاحتفاظ بها بالإضافة إلى التبادل اليومي ، فإن بناء ذاكرة تداول يعني الحفاظ على العلاقات مع زبائنك بمرور الوقت .
- 2- إدارة قوة المبيعات : - توفر إدارة فريق المبيعات ، المخصصة بشكل أساسي لمهندسي المبيعات ومديري المبيعات ، استجابة محددة للأسئلة التنظيمية ، وإدارة الأولويات ، ومراقبة الأعمال وإعداد التقارير ، لتحسين جهود كل فريق مبيعات ، ويهدف هيكل الأعمال الفردي إلى ضمان كفاءة جماعية أفضل .

- 3- إدارة حملات التسويق : - يمكنك من إدارة جميع معلومات الزبائن والمحتملين والمنافسين في قاعدة البيانات لبدء ومراقبة وقياس المبيعات و اكتشاف آفاق جديدة وتطوير قاعدة الزبائن يعني تأمين مستقبل المنظمة.
- 4- إدارة خدمة الزبائن : - وهو جزء من عملية تحسين جودة الخدمة من قبل المنظمة ورضا الزبائن وإنتاجية صاحب الدعم المهني والولاء لضمان عدد الأعمال اليوم من الغد .
- CRM هي عملية كبيرة يُنظر إليها على أنها مهمة من الناحية الاستراتيجية لأنها تسعى جاهدة لضمان إنشاء وصيانة محفظة تعظيم الأرباح المتعلقة بعلاقات الشركة مع عملائها. علاقة قوية بين العميل والمؤسسة يساهم اعتماد CRM في توفير أداء تنظيمي تنافسي بين المنظمات الأخرى ( Lokesh & Vasantha , 2023 , 53 ) .

#### أحدى عشر : ابعاد إدارة علاقات الزبون

هناك أربعة ابعاد لإدارة علاقات الزبون وعي :

#### أولاً- التركيز على كبار الزبائن :

يشير التركيز إلى قدرة الشركة على تلبية احتياجات ورغبات مجموعة واسعة من الزبائن من خلال توفير خدمات وسلع مخصصة "يزيد تركيز الزبون من القيمة طويلة الأجل للعميل ويضمن بقاء الزبون مع الشركة لأطول فترة ممكنة و أن هذا هو الهدف الأساسي للتسويق التفاعلي ( احمد ، 2015 ، 36 ) ، مع التركيز القوي على الزبائن الرئيسيين المتجذرين بعمق في نظام CRM يجب أن يكون الهيكل التنظيمي مرناً وإذا لزم الأمر يجب إعادة هيكلته لتوليد قيمة تتمحور حول الزبون وتحسين التنسيق المتمحور حول الزبون لإنجاح CRM ( Elmubasher , 2020 , 65 ) ، يجب أن تركز المنظمات على الزبون وخدمته من خلال فهم احتياجاته وتلبية احتياجاتهم إنها الرغبات التي يجب أن تتفهمها المنظمات. يجب عليهم توسيع قدرتهم على الاستجابة لاحتياجاته باستخدام علاقات عامة فعالة وتقوية الاتصال معهم باستمرار من خلال طرق اتصال متعددة مباشرة وغير مباشرة ( لفتة و حسن ، 2020 ، 20 ) ، التركيز على الزبائن يطور رؤية واسعة لاحتياجات الزبائن ومن ثم عن طريق نقل القيمة المؤكدة للزبون يمكن لمنظمة الأعمال تنفيذ التركيز باعتباره اتجاهاً استراتيجياً يحدد القدرة على تطوير ونقل القيمة المحسنة للزبون من خلال تلبية احتياجات وتوقعات الزبائن الحاليين والمحتملين ، وإعطاء قيمة للزبون من خلال هذه الاستراتيجية ، وهذا يؤدي إلى ولاء الزبائن وحولها. المنظمة هي ثقافة ومنظمة تركز على الزبائن تعمل على تحسين الأداء العام للمؤسسة ، أي رضا الزبائن والمبيعات الخاصة والربحية وحصصة السوق وتطوير الميزة التنافسية. ( Larbi , 2023 , 5 ) .

#### ثانياً - تنظيم علاقات الزبائن :

إذا لم يكن لدى الشركات ثقافة تركز على تطوير علاقات طويلة الأمد مع الزبائن ، فعليهم ألا يتوقعوا النجاح في ممارسات إدارة علاقات الزبائن الخاصة بهم. بالأدوات والمعدات الحديثة والتنسيق والتكامل العالي بين الإدارات المختلفة في المنظمة) وتطوير السلوكيات التي من شأنها إقامة علاقات قوية مع الزبائن ( Yapraklı & Aykut , 2021 , 54 ) ، تحتاج الشركات إلى خلق جو من الخدمة في مكان العمل ، مثل خطة تعويض مناسبة وقيادة خدمة ملهمة. وبالتالي فإن التنفيذ الناجح لإدارة علاقات الزبائن يعتمد على جميع أعضاء المنظمة المشاركين في إعادة التنظيم والعملية وقيادة التغيير بشكل مناسب ( Saad & Kamel , 2021 , 153 ) ، تتطلب إدارة علاقات الزبائن الناجحة شرطاً هاماً لتوفير بيئة عمل مناسبة تتميز بهيكل تنظيمي داعم يساهم في تعزيز تفاعل الموظفين والتعامل مع الزبائن واكتسابهم والاحتفاظ بهم ( العامري واخرون ، 2021 ، 255 ) .

### ثالثاً - إدارة معرفة الزبون :

يتضمن إنشاء المعرفة أحياناً تطوير الأفكار والحلول من نقطة الصفر ، ولكنه غالباً ما يرقى إلى إعادة تشكيل وإعادة تكوين المعرفة الأساسية الموجودة بالفعل ، وهذا يمكن أن يحد من التكيف مع المواقف الجديدة بالإضافة إلى ذلك ، قد تكتسب المنظمات المعرفة من مصادر خارجية خاصة نتيجة لذلك قد يتخذ تكوين المعرفة شكل اكتسابها عن طريق البحث عن المعلومات أو الحصول عليها ( Jarrahi et al., 2023 , 88 ) ، إن توليد المعرفة هو السمة الرئيسية لنهج إدارة المعرفة ، أذ يجب على المنظمات توقع مفاجآت السوق ، وأن تكون مرنة وقابلة للتكيف مع التغيرات السريعة في السوق ، والتغلب على مشاكل تطوير المنتجات كجزء من استراتيجيتها التنافسية ( Idreesa et al., 2023 , 2 ) ، تعتبر إدارة المعرفة عاملاً هاماً وأساسياً في نجاح اي المنظمة وهي أيضاً المصدر الرئيسي للميزة التنافسية وأحد أهم موارد المنظمة إلى جانب الموارد المادية والبشرية الأخرى مرة أخرى ( لفقة واخرون ، 2021 ، 5 ) ، تشير المعرفة إلى الكفاءة التي تستند إلى معرفة المعايير والاتفاقيات والممارسات المتبعة في بيئة ثقافية مختلفة ، مكتسبة من خلال التعليم والخبرة الشخصية ، وكذلك المعرفة بأنظمتها الاقتصادية والاجتماعية والقانونية ، والمعرفة السائدة ثقافة القيم فيه ( كامل واخرون ، 2022 ، 430 ) ، وكذلك تحليل وتصنيف معلومات العملاء لمعرفة احتياجاتهم وتوقعاتهم ، وحل المشكلات الحالية والمستقبلية لإنقاذ الزبائن وضمان بقائهم على قيد الحياة( الفيومي ، 2022 ، 247 ) الغرض الأساسي من إدارة المعرفة هو توجيه المنظمة إلى الفرص من خلال صياغة وإدارة المعرفة ، حيث يجب على المنظمة أولاً تحديد احتياجاتها فيما يتعلق بالزبون ، وتسمى هذه المعلومات بمعرفة الزبون لأنها تساعد المنظمة على المعرفة الزبون أفضل ( Attafar et al., 2013 , 831 ) ، اذ ان عملية تشخيص المعرفة هي مفتاح اي برنامج إدارة معرفي وجذب عاملين جدد ومبدعين والتعاون مع وحدات البحث والتطوير سواء على مستوى المنظمة أو خارجها يعد من أهم القنوات لاكتساب المعرفة ( Alazawi et al., 2020 , 312 ) ، لكي تكون قادرة على المنافسة يجب أن يكون لدى المنظمة معرفة جديدة بزبائنهم وأن تدرس وتستخدم المعرفة الموجودة وفي النهاية توزع هذه المعرفة داخل المنظمة ( Wagdi et al., 2023 , 425 ) اذ تتكون إدارة معرفة الزبائن بشكل عام من إدارة المعرفة والعلاقة بين المنظمة والزبون والتي يتم من خلالها اكتساب معرفة الزبون وتطوير المنتج أو الخدمة ( Atapour et al., 2023 . 113 ) .

### رابعاً - إدارة علاقات الزبائن المبنية على التكنولوجيا :

يشهد العالم اليوم ثورة تكنولوجية إلكترونية تتسارع وتتطور باستمرار في مختلف مجالات الحياة وقد اتخذت عدة أشكال أهمها إدخال الأنظمة الإلكترونية في عدة مجالات بدلاً من الأنظمة اليدوية التقليدية ( احمد وحسين ، 2021 ، 83 ) ، تزايد استخدام الأنظمة الإلكترونية باستمرار وعلى أي شركة أو منظمة تحاول النجاح والتفوق أن تضع نصب عينها على الأنظمة الرقمية لأنها الذراع الأقوى في أداء الشركات والمنظمات أذ تشير التوقعات إلى أن نمط العمل المتوقع داخل الشركات والمنظمات يجعلها تحصل على نسبة كبيرة من احتياجاتها بناءً على عمليات التبادل الإلكتروني ونقل المعلومات والبيانات( الربيعي ورشيد ، 2013 ، 250 ) ، والمقصود منها أن تكون إحدى الاستراتيجيات التسويقية لدمج الخدمات عبر الإنترنت نتيجة التطور السريع لتكنولوجيا المعلومات لتأسيس علاقات طويلة الأمد مع الزبائن وتحقيق أسرع استجابة للشركة للزبائن وحل المشكلات والتواصل معهم للحصول على الرضا. ( Cherapanukorn , 2017 , 92 ) ، CRM هو نظام يتم فيه دمج العمليات الداخلية والإجراءات والوظائف والمهام مع شبكات الأعمال الخاصة بالمؤسسات والبيانات الخارجية لإنشاء وتقديم قيمة رائعة للزبائن المستهدفين وزيادة المبيعات وتحقيق الأرباح لذلك ، فهو يعتمد على بيانات عالية الجودة تتعلق بالزبائن و يتم تمكينها ودعمها من خلال تطوير التقنيات والتقنيات الحديثة ، وبالتالي يركز CRM على خدمة الزبائن الحاليين ، جذب زبائن جدد ، وتوفير كل ما يحتاجه الزبائن بخلاف ما كان لديهم من قبل. الحفاظ على

العلاقات مع الزبائن هو المحرك الرئيسي لنجاح المنظمة وتركيز انتباههم لهذا السبب ، تهدف الشركات الآن إلى زيادة مستوى الخدمة وتقديم عروض ممتازة وخدمات ممتازة منخفضة التكلفة ضمن استراتيجية الشركة للزبائن ومن خلال تحسين قدرات الشركة وان الاعتماد على التكنولوجيا يؤثر على ولاء الزبائن ، حيث أن سبب جهود المنظمات هو تلبية احتياجات الزبائن من خلال الاعتماد على التكنولوجيا ، مثل تقديم مجموعة متنوعة من الخدمات وتوفير وقت الزبون وتسريع تقديم الخدمة وحل المشكلات دون إضاعة الوقت إذ تترك هذه العمليات انطباعاً جيداً عن الطريقة التي تتعامل بها المنظمات معها مع الزبائن تتضمن التكنولوجيا مجموعة من الأدوات والأنظمة والبرامج التي تساهم في جمع وتحليل بيانات الزبائن وتفسير سلوكهم وتحديد طلباتهم وتطلعاتهم وتوقعاتهم من الخدمة الحالية إلى الاحتياجات المختلفة للزبائن مما يجعلها يسهل على الزبائن المؤسسيين إتمام معاملاتهم وبالتالي ينعكس ذلك في ولاء الزبائن ( Alanazi ., 2023 , 670 ) .

### المبحث الثالث : تحليل نتائج البحث واختيار الفرضيات

#### أولاً : تحليل نتائج البحث لمتغير جودة الخدمة

يتضح من نتائج الجدول ( 4 ) الآتي :

أقدمت شركة التأمين العراقية على تبني جودة الخدمة بالترتيب الثالث ، فحازت على وسط حسابي (3.88) مرتفع المستوى ، وتعنى به بشكل نسبي (77.6%) جيد والنابع من امتلاكها السلعة او الخدمة القادرة على تلبية توقعات الزبائن من هذا المنتج وبانحراف معياري (0.668) ، وبمعامل اختلاف نسبي (17.2%) ، اما على مستوى الفقرات التي ظهرت تحت التسلسل (21-25) ، فحصلت جميعها على وسط حسابي (3.77-4.04) مرتفع المستوى ، وبانحراف معياري (-0.956-0.793) ، وبمعامل اختلاف نسبي (19.7%-25.4%) ، لتتال اهتمام نسبي (75.4%-80.8%) الجيد في تقديم عاملها في الموقع الالكتروني الاستعداد الدائم لمساعدة زبائنها، وتقديم الحلول للمشكلات التأمينية للزبائن، مما جعل الشركة تقدم خدمات تفوق توقعات زبائنها، فضلاً عن توفيرها المعلومات الصحيحة وبوقت قياسي بشأن الخدمات والعروض والاعلان لزبائن الشركة، لاسيما وان موقع التسوق التفاعلي لخدماتها يتصف بمظهر حديث وجذاب وبما يكسبها المزيد من الزبائن الجدد

#### الجدول ( 4 ) عرض وتحليل بيانات بعد الثقة (n=282)

ت	فقرات بعد الثقة	الوسط الحسابي	الانحراف المعياري	الأهمية النسبية %	معامل الاختلاف %	الأولوية
1-	يقدم العاملين في ادارة الشركة في الموقع الالكتروني استعداداً دائماً لمساعدة الزبائن	4.04	0.795	0.808	19.7	1
2-	يقدم العاملين حلولاً للمشكلات التأمينية للزبائن	3.89	0.793	0.778	20.4	2
3-	تتوفر المعلومات الصحيحة وبوقت قياسي بشأن الخدمات والعروض والاعلان لزبائن الشركة	3.80	0.853	0.760	22.4	4
4-	تقدم خدماتها بما تفوق توقعات الزبون	3.91	0.813	0.782	20.8	3
5-	يتصف موقع التسوق التفاعلي للخدمة في إدارة الشركة بمظهر حديث وجذاب لكسب الزبائن	3.77	0.956	0.754	25.4	5
	جودة الخدمة	3.88	0.668	77.6	17.2	الثالث



ثانياً : تحليل نتائج البحث لمتغير إدارة علاقات الزبون للشركة

قيس المتغير المستجيب بحسب عنوان البحث والمخطط الفرضي ادارة علاقات الزبون عبر اربع ابعاد (التركيز على كبار الزبائن، تنظيم علاقات الزبائن ، ادارة معرفة الزبائن، ادارة علاقات الزبائن المبنية على التكنولوجيا) ومن خلال (20) فقرة وعبر إجابات (282) عينة من موظفي شركة التأمين العراقية ، اذ حصلت ادارة علاقات الزبون اجمالاً على وسط محسوب قدره (3.96) مرتفع المستوى من خلال فلسفة عمل تحفز الإدارة العليا والهياكل التنظيمية في الشركة المبحوثة على العمل كفريق، وتستند إلى تقنيات داعمة لإدامة الحوار والعلاقة بين المنظمة والزبون لتحقيق المصالح المشتركة، ولاكتساب مزايا تنافسية فريدة من خلال الخدمات التي تقدم اليه لإبقائه وضمان ولائه لفترة طويلة ، فحصل ادارة علاقات الزبون اجمالاً على انحراف معياري (0.556)، واهتمام نسبي (79.2%) الجيد ، ومعامل اختلاف نسبي (14%) ، وكما موضح بنتائج الجدول (5)

الجدول ( 5 ) عرض وتحليل بيانات بعد جودة الخدمة (n=282)

ت	فقرات ادارة علاقات الزبون	الوسط الحسابي	الانحراف المعياري	% الأهمية النسبية	%معامل الاختلاف	الأولوية
1-	التركيز على كبار الزبائن	3.96	0.621	15.7	79.2	3
2-	تنظيم علاقات الزبائن	4.11	0.462	11.3	82.1	1
3-	ادارة معرفة الزبائن	4.07	0.605	14.9	81.3	2
4-	ادارة علاقات الزبائن المبنية على التكنولوجيا	3.70	0.875	23.6	74	4
	إدارة علاقات الزبون	3.96	0.556	14	79.2	الثاني

ثالثاً : أختبار فرضية البحث

1- أختبار الفرضية الرئيسية الأولى

تنص الفرضية الرئيسية الأولى على ( توجد علاقة تأثير معنوية ذات دلالة إحصائية بين جودة الخدمة وإدارة علاقات الزبون وابعادها ) ويوضح الجدول ( 6 ) قيم المعاملات المستخدمة في قياس معامل اتاثير بين المتغيرات المبحوثة بأعتماد معامل الارتباط بيرسون وكما يلي : -

استطاعت جودة الخدمة من تفسير ما نسبته 69 % من التغيرات التي تطرأ على إدارة علاقات الزبون إذ كانت قيمة ( F ) المحسوبة للانموذج ( 91.407 ) وهي تزيد عن القيمة الجدولية عند درجة الحرية ( 131 ) ، فيما كان تأثير جودة الخدمة ( 0.831 ) وبقية ( T ) المحسوبة ( 9.547 ) .

الجدول ( 6 ) تأثير جودة الخدمة التأمينية في إدارة علاقات الزبون

إدارة علاقات الزبون				المتغير المستقل
Sig	T	R2	a	جودة الخدمة التأمينية
91.407	9.547	0.690	1.583	

المبحث الرابع : الاستنتاجات والتوصيات

أولاً : الاستنتاجات

1- اهتمام شركات التأمين العراقية بجودة الخدمة نظرا لتوفر الموظفين على الموقع الإلكتروني الجاهزية الدائمة لمساعدة الزبائن ، حيث يتميز موقع التسوق التفاعلي بالخدمات بمظهر عصري وجذاب لكسب زبائن جدد.

- 2- تهتم شركات التأمين العراقية بتحسين تنظيم علاقات الزبائن من خلال السماح للموظفين بامتلاك الخبرة والمهارات اللازمة لبيع خدمات التأمين ومنح المكافآت للموظفين بناء على إنجاز المهام الموكلة إليهم.
- 3- تظهر إدارة معرفة الزبائن اهتمام شركات التأمين العراقية الناشئ عن سعيها إلى معرفة ثقافة وقيم ومعتقدات الزبائن العراقيين ، وكذلك الاهتمام بموضوع الوعي التأميني بين زبائنهم المؤمن عليهم
- 4- شركات التأمين في العراق قادرة على تحقيق ذلك من خلال وجود الموظفين التقنيين المناسبين لتقديم الدعم الفني لاستخدام تكنولوجيا الكمبيوتر في بناء العلاقات مع الزبائن.

#### ثانياً : التوصيات

- 1- تحتاج شركات التأمين في العراق إلى زيادة اهتمامها بالثقة لأنها تلعب دوراً في تحسين مستوى التسويق التفاعلي من خلال التأكد من أنها تقدم الخدمات لزبائنهم ، وجذب المزيد من الاهتمام لموظفيها لزبائنهم من خلال مواقعهم الإلكترونية ، والحفاظ على خصوصيتهم سرية وسرية.
- 2- تحتاج شركات التأمين في العراق إلى الاهتمام بجودة الخدمات وتحسين مستوى التسويق التفاعلي من خلال توفير الجاهزية للموظفين على الموقع الإلكتروني لمساعدة الزبائن وتقديم خدمات تفوق التوقعات وتقديم حلول لمشاكل التأمين. :  
أ - تزويد زبائننا بالمعلومات الصحيحة حول الخدمات والعروض والإعلانات في وقت قياسي.  
ب - موقع التسويق التفاعلي لخدمة إدارة الشركة لديه مظهر حديث وجذاب لكسب الزبائن
- 3- التمسك بتنظيم علاقات زبائن الشركة العراقية للتأمين من خلال امتلاك عاملها الخبرات والمهارات اللازمة لتسويق الخدمات التأمينية، فضلاً عن تأسيسها أهداف عمل واضحة فيما يتعلق باكتساب الزبون (المؤمن له) والمحافظة عليه وتنشيط العلاقة معه، مع اعتماد التكتيكات الآتية:  
أ - منح المكافأة للعاملين على أساس انجازهم للعمل.  
ب - تصميم برامج تدريب العاملين في إدارة الشركة لتطوير المهارات المطلوبة ولاكتساب وتعميق العلاقات مع الزبائن (المؤمن لهم).
- ج - تصميم هيكل تنظيمي دقيق لتقديم افضل الخدمات لزبائنهم.
- 4- ضرورة الاهتمام الإضافي بإدارة معرفة الزبائن لشركة التأمين العراقية من خلال امتلاك إدارة الشركة الى معرفة ثقافة الزبون العراقي وقيمه ومعتقداته، فضلاً عن الاهتمام بموضوع الوعي التأميني لدى الزبائن (المؤمن لهم)، مع استعداد العاملين لمساعدة الزبائن والاستجابة لطلباتهم من خلال تبنيها الآليات الآتية:  
أ - عد الزبائن الدائمين مصدر شهرة الشركة واكتسابها السمعة الجيدة من خلال علاقتها الجيدة معهم.  
ب - امتلاك خبير تسويقي يساهم في تحقيق المنفعة وتلبية ما يطلبه الزبون.
- 5- ينبغي منح إدارة علاقات الزبائن المبنية على التكنولوجيا مزيداً من الشركة العراقية للتأمين من خلال الحصول على ملاكات فنية ملائمة لتوفير الدعم الفني لاستخدام تقنيات الحاسوب في بناء علاقات الزبائن، مع حفاظها على قاعدة بيانات شاملة لزبائنهم، فضلاً عن الحصول على المعدات والأجهزة المناسبة والحديثة لخدمة زبائنهم، وصولاً الى تبنيها الآليات الآتية:  
أ - الحصول على برمجيات مناسبة لخدمة زبائن الشركة.  
ب - توفير معلومات شخصية عن زبائنهم في جميع الفروع التابعة لها.

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## Lifestyle Diseases and Ayurveda

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### ABSTRACT

**'Health'** is a state of complete physical, mental, spiritual and social wellbeing and not merely an absence of disease or infirmity. **'Swastha' in Ayurveda** is health that means the equilibrium of *Dosha, Dhātu, and Mala* with proper functions of *Atma, Indriya & Manas* in the body. But in the present era, the Lifestyle diseases, commonly known as 'non-communicable diseases'(NCDs) or (CDL) are the shooting up prevalence disorders causing questionable health statistics of positive health irrespective of age and gender.

The main culprits of the Lifestyle diseases are faulty & unhealthy diet, day-today lifestyle changes with sedentary routine or disturbed biological clock as well as genetics, physiology, environment and behaviors causing deaths around 41 million people each year. The common NCDs are Diabetes, Hypertension, Stroke, Cancer, Cardiovascular diseases (CVD), Depression etc.

*Ayurveda* emphasizes on '*Garbhasanskar*' before & from the time of conception, during pregnancy and after delivery to empower the child's physical, mental, and intellectual, all round qualities. *Ayurveda* believes in '*Trayopshtambha*' i.e., *Ahar, Nidra & Brahmacharya*. *Ayurveda* recommends to adopt a healthy lifestyle with a proper healthy & balanced diet containing '*shad-rastmak aahar*', '*chaturvidh aahar*' from different 13 '*Aahar varga*' along with some rules & regulations of taking food like '*Ashta vidh Aahar Visheshayatanani*', '*Aahar Vidhi Vidhan*', '*Pathya- Apathya, Aahar-kalpna*'. Millets or '*Trina-dhanya*' or *Bharad-dhanya* are the 'Magic Bullets' against non-communicable diseases. *Ayurveda* emphasizes on '*Dincharya*', '*Rutucharya*', '*Sad-vrutta*' (good healthy conduct) and suggests to avoid the suppression of natural urges.

As *Ayurveda* is recognized as foremost life science and describes ways to prevent and manage lifestyle disorders, the world is being attracted towards its potential. *Ayurveda* better solution in the form of dietary management, lifestyle advises, *Panchakarma, Rasayana* or Rejuvenating therapies. The most powerful and important way is to follow *Yoga & Meditation 'Ashtanga Yoga'* that plays an important role in prevention of the lifestyle disorders, in control over the senses & concentration. The holistic approach of *Ayurveda*, treating the patient as a whole, meaning intervention targeted towards complete physical, psychological and spiritual well-being makes this science a wonderful option in Lifestyle disorders.

**Keywords:** - *Lifestyle disorders; Ayurveda; Garbha-sanskar; Rasayana; Panchakarma; Yoga*

### INTRODUCTION

*Ayurveda* is coined by two words 'Ayur' i.e. Life and 'Veda' means science. Thus, *Ayurveda* deals with the science of life and it focuses on achieving the objective of promotion of health, prevention and management of disease for healthy & happy life in the ailing society. According to modern science, a health is state of complete physical, mental, spiritual and social wellbeing and not merely any disease. But *Ayurveda* explains the health as '*Swastha*' means the equilibrium of *tridosha (vata, pitta & kapha)*, *saptadhatu* (seven bodily tissues), *trimala (mala, mutra, sweda)* along with proper functioning of *Atma, Indriya & Manas*. The imbalance of these factors gives rise to the disease. *Ayurveda* emphasizes on "*Swasthasya Swasthya-rakshanam, Aturasya Vikarmokshanam*". It indicates that one should maintain the health or prevention of the health and if there is any disease, treat it. <sup>(1)</sup> In today's era, the incidence of non-communicable diseases (NCDs) or chronic diseases of lifestyle (CDL) is increasing as there is changing lifestyle or



the ailments are primarily linked with one’s lifestyle and the way people live their life. It is the habit of person that distracts from healthy activities to sedentary routine. That why, these diseases are also called as ‘Lifestyle disorders’. According to WHO, lifestyle disorder are a subgroup of NCDs which kill around 71% of all deaths i.e. 41 million people each year globally<sup>(2,3,4)</sup> The distraction from enough exercise or physical, mental activity and push them towards sedentary lifestyle either due to their habits or their busy schedule or routines and are becoming more common day by day. By 2021, death rate of NCDs is expected to rise 42% in urban India<sup>(5)</sup> According to a report published by ICMR(Indian Council Of Medical Research) in 2017,3 out of 5 individuals leading causes of disease burden in India were NCDs with IHD,COPD as the top two causes and stroke as 5<sup>th</sup> leading cause.<sup>(6)</sup>

**Lifestyle Disorders** – The lifestyle disorders are

- Hypertension
- Diabetes Mellitus
- Cardiovascular diseases
- Obesity
- Cancer
- Hyperlipidemia/High cholesterol
- Behavioral problems

**Table 1:-80 % Medicare Cost Factors Worldwide**

<b>Mortality (Death)</b>	<b>Morbidity (Illness)</b>
Cardiac diseases	Hypertension
Cancer	Diabetes
Injury	Cancer
	Musculoskeletal
	Psychosomatic
	Gastrointestinal
	Respiratory

The main culprits of the lifestyle disorders are faulty, irregular & unhealthy dietary habits, irregular sleep, disturbed biological clock, sedentary lifestyle, genetic-physiological- environmental causes, and overdependence on the technology. The person’s lifestyle includes habits & behaviours, contributes along with unhealthy food, overeating, eating too much processed foods & fast food, eating habits on the name of starter-dessert-sweet-appetizer, energy drinks, artificial sweeteners, and carbonated water drinking habits. The disturbed biological clock with bad & disturbed sleep patterns, lack of physical activity, stress, habits of smoking-alcohol & drug abuse have great role in progression of NCDs.<sup>(7,8)</sup> The nature and duration of the work, lack of exposure to nature-natural sunlight-fresh air also influences. Heredity, age, gender are unavoidable & uncontrollable factors which succumbs the lifestyle disorders. The modern perspective divides the causes of LSDs,

**Table no.2:- Causes of LSDs are according to modern perspective.**

<b>Modifiable Risk Factors<sup>(9)</sup></b>	<b>Non-modifiable Risk Factors</b>	<b>Metabolic Risk Factors</b>
i. bad food habits	i. Heredity	i. Increased blood pressure
ii. Excessive use of alcohol	ii. Age	ii. Obesity
iii. Eating & smoking tobacco	iii. Gender	iii. Increased blood glucose levels or hyper glycaemia
iv. Physical inactivity		iv. Increased levels of fat in blood or hyperlipidaemia
v. Wrong body postures		
vi. Sedentary living		
vii. Stress		

viii.	Bad sleeping habits		
ix.	Lack of exposure to natural light & air		

**Table No.3: Risk Factors of Non-communicable diseases**

<b>Genetic Factors</b>	<b>Environmental factors</b>	<b>Socio-demographic factors</b>	<b>Factors of Self Management</b>	<b>Factors Medical Conditions</b>
<b>Family History</b>	<b>Air Pollution</b>	<b>Age</b>	<b>Tobacco use</b>	<b>Medications</b>
<b>Genetic Inheritance</b>	<b>Weather Changes</b>	<b>Gender</b>	<b>Alcohol use</b>	<b>Blood pressure</b>
<b>Epigenetic change</b>	<b>Sunlight (UV radiation)</b>	<b>Race</b>	<b>Physical activity</b>	<b>Lipids</b>
<b>Environment exposure based (radiation)</b>		<b>Ethnicity</b>	<b>Person's weight</b>	<b>Glucose</b>
<b>Toxic material based mutations</b>		<b>Education</b>	<b>Food choice</b>	<b>Viruses</b>

**CHARACTERISTICS: - <sup>(10)</sup>**

- Complex etiology (Causes)
- Multiple risk factors
- Long Latency period
- Non-contagious origin (non-communicable)
- Prolonged course of illness
- Functional impairment or disability
- Incurability
- Insidious onset

**PREVENTION: - <sup>(7)</sup>**

- *Nidan Parivarjana*- It is important step in the management of the lifestyle diseases to avoid the *Dosha* aggravating factors or disease causing factors in the diet & daily lifestyle of the person. It encompasses the idea to refrain from precipitating or aggravating factors.
- The activities which are aimed to reduce the likelihood of the disease/disorder. Early life decisions & influences can impact people later on in the life. This can be achieved if the parents set the children on the right path regarding their diet, habits, physical activities etc.
- Prevention of LSDs by avoiding the habits like smoking & chewing of tobacco, alcohol, drug abuse.
- Health promotion and preventive health measures to reduce disease burden at lower costs than NCDs therapy.
- Along with dietary modifications & physical activities, it is essential the participation of health care providers, government serving leaders, multistake holders, strengthened health care system.
- Quality lifestyle disease interventions through primary health care for early detection & treatment.

*Ayurveda*, a holistic, life science, gives more importance to the prevention of the disease and protection of the health, offering various regimens for management of LSDs/NCDs. It includes: <sup>(11)</sup>

- *Garbha-sanskara*
- Dietary modifications with dietary habits & daily routine.
- *Dincharya* (Daily regimen)
- *Rutucharya* (Seasonal regimen)
- *Rasayana* (Rejuvenation)
- *Panchakarma* (five detoxification & bio-purification therapies)
- *Sad-vrutta* (ideal routine)
- *Aachara-Rasayana* (code of conduct)

**Garbhasanskar-** As the current time is very fast, stressful & changing lifestyle pattern, the proportion of the NCDs or diseases are increasing along with genetic diseases affecting each cell of the body. The same effect is knowingly or unknowingly being reached into children by such effected seeds. Ancient saints gave the solution of this current issue in term of 'Garbhasanskar'. '*Garbha*' means fetus and '*Sanskar*' means to add good qualities and remove disorders in the foetus. Since from the time of conception, pregnancy and even after pregnancy, the good qualities, removal of disease, implanting the best values, empowering child's physical-mental-intellectual-all round qualities into the foetus for creating the excellent child, the *Garbhasanskar* is implemented. *Ayurveda* has given three phases/steps for *Garbhasanskar*-

1. The phase, before conception,
  2. Phase during the pregnancy,
  3. Phase after pregnancy.
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1. The phase, before conception- according to *Ayurveda*, the person's constitution or '*Prakruti*' is made up of *vata-pitta-kapha* or its combined pattern. It influences on diseases developing in the future or some genetic disorders migrating to the offsprings from the parents. So, this phase of *garbhasanskar* tries to prevent all these effects. Doing *Panchakarma*, both the male & female seeds are cleansed and then those seeds are to be enriched. The elaborate scientific exploration of male & female meetings is also stated in *Ayurveda* whichever is included in this same phase.
  2. During pregnancy- It is all round development period of the baby. Hence, *Ayurveda* focuses and gives guidance on the development of the baby, mother's diet, lifestyle or routine, her thoughts, contemplation of mother in every month. '*Poonsavan sanskara*' is also done for proper development of the child.
  3. After Delivery- After the birth of the child, many rituals of sanskars done for development of the child. '*Jatkarma sanskar*', '*suvarnaprashana sanskar*', '*Namakarana sanskar*', '*Suvarnaprashana sanskara*' is done to improve the intelligence and physical & mental development in the children.

**Dietary modifications with dietary habits & daily routine:** <sup>(12)</sup> *Ayurveda* always emphasizes on '*Ahara*' and explained it in '*Trayopstambha*'. '*Trayopsatambha*' refers to three subsidiary pillars of the life which supports the life. They constitutes: '*Ahara*' (diet), '*Nidra*' (sleep), '*Brahmacharya*' (abstinence) <sup>(13)</sup>. A Sanskrit word '*a-hara*' means to take and *Ayurveda* has considered it as '*Prana*' i.e. basis of the life <sup>(14)</sup>. *Ahara* or diet is very vital for a human being as it provides many nutrients & promotes longevity. *Ayurveda* has explained the *Ahara* in various manner like *Anna-varga* i.e. *ahara* is divided into 13 groups like '*Shuka-dhanya*', '*Shimbi-dhanya*', '*Taila-varga*' (different oils), '*Dugdha-varga*' (varieties of milk), '*Krutanna-varga*' (diet to be used for *sansarjan krama*). The rules & regulations about the *ahara* to be taken i.e. '*Ashta-vidh-ahara-vishesha-aayatanan*', '*Ahara-vidhi-vidhana*' in terms of *shad-rastmaka ahara* & *chaturvidha ahara*. *Ayurveda* has emphasized on consuming healthy & nutritious diet for maintenance of good health. '*Hita-ahara*' (Wholesome diet) described promotes health & longevity & '*Ahita-ahara*' (unwholesome diet) promotes manifestation of different diseases. '*Viruddha-ahara*' i.e. incompatible diet is explained

by the *Acharyas* which should be avoided to maintain health and longevity.<sup>(15)</sup> *Pathya-apathya* (do's & don'ts) for different diseases in the ancient texts. The studies shows that in CHD i.e. coronary heart disease, the plaque formation starts in childhood, infancy & the children under age two. To decrease the risk of CHD, the dietary recommendations like control of dietary low fat, dietary cholesterol, saturated & trans-fatty acids with weight management and physical activity are focused after the age two.<sup>(16)</sup>

**Dincharya-** *Ayurveda* has given an importance to daily routine i.e. '*Dincharya*'. Normal circadian rhythms are very important in day today life to maintain biological clock. The routine begins from daily habits with awareness, 'Brahmya Muhurta Uttishtet' (get up early morning, early rising), avoidance of suppression of natural urges i.e. '*Adharniya vega*', '*Dantadhavana-Jivha-nirlekhana*' (cleaning of teeth-tongue-skin) with fresh sticks of '*Khadira*', '*Neem*' plants, 'Abhyanga' (massage) to *sarvanga* (whole body) - *pada* (foot) - *shira* (head) with different oils as per constitution, '*Anjana*' (coryllium), '*Nasya*' (putting drops of medicated oils like '*Sesame oil-Anu-taila-Goghruta*') '*Karnapurana*' (oil to be poured in ears), '*Gandusha-Kawala*' (gargling with decoction of ('*Triphala*' or *Irimeadi oil*)) '*Snana*' (regular-daily bath) which enhances appetite & promotes longevity. '*Vyayama*' or exercise is important according to one's capacity or till the sweat rolls down from neck. Over-exercise gives adverse effects on the body.<sup>(17)</sup> Exercise daily & early in the morning helps to remove stagnation (*srotorodha*) in the body and recharges & rejuvenates the body-mind. Regular exercise helps for prevention & management of various diseases. Consume suitable & wholesome diet according to appetite and metabolic needs. Proper sleep provides health & longevity, improves complexion-glow. Avoid late night sleep and eating stale food. These might lead to imbalance in the circadian rhythms and thus long term imbalance predisposes to lifestyle disorders. Therefore, *Ayurveda* suggests staying aware about this daily regimen for day today promotion of health, boost immunity and prevention from lifestyle diseases.<sup>(18)</sup>

**Rutucharya-** This is seasonal variation in *ahara* and *vihara* according to *ritu* for prevention purpose. Behaviour according to *rutucharya*, keeps the *tridoshic* balance and seasonal body purification processes or '*panchakarma*' includes '*basti karma*' in '*varsharutu*' (rainy season), '*vamankarma*' in '*vasantrutu*' (spring), '*virechanakarma*' in '*sharadarutu*' (autumn) are advised to maintain the equilibrium of *tridoshas* and to promote physical as well as mental health.<sup>(19)</sup>

**Rasayana:** - *Rasayana* is very important aspect in *Ayurveda* meaning the rejuvenating therapy. In addition to food & diet, *Rasayana*, a special concept of medicinal dietary supplements are propounded. *Rasayanas* are used for nutritional supplement, medicinal purpose depending upon various types. *Rasayana* works on *Dosha*, *sapta-dhatu*, different *srotasas*. Some *Rasayanas* produce their nourishing & rejuvenating effect by promoting *Agni-Bala* acting as direct nutrients and by way of *sroto-prasasdana* (purifying the body channels), which results in improvement of nutritional status. It leads in improvement of quality of *dhatu*s or body tissues. Some *Rasayanas* are intended to work on tissue & organ specific like '*Medhya Rasayana*' for brain, *Hrudya rasayana* for heart, *Twachya Rasayana* for the skin.<sup>(20)</sup> *Rasayana* makes each & every cell as well as tissues of the body healthy by favorably modulating the immune system, increases the span & quality of the life.<sup>(21)</sup>

**Sadvrutta and Aachararasayana:** - *Ayurveda* emphasizes on code good conducts in *sadvrutta* and *Aachararasayana*. These codes of conducts under *sadvrutta* and *Aachararasayana* can be at personal level. E.g. early sleeping & awakening, avoid excess exertion, avoid suppression of natural urges, bathing, and skin cleaning.

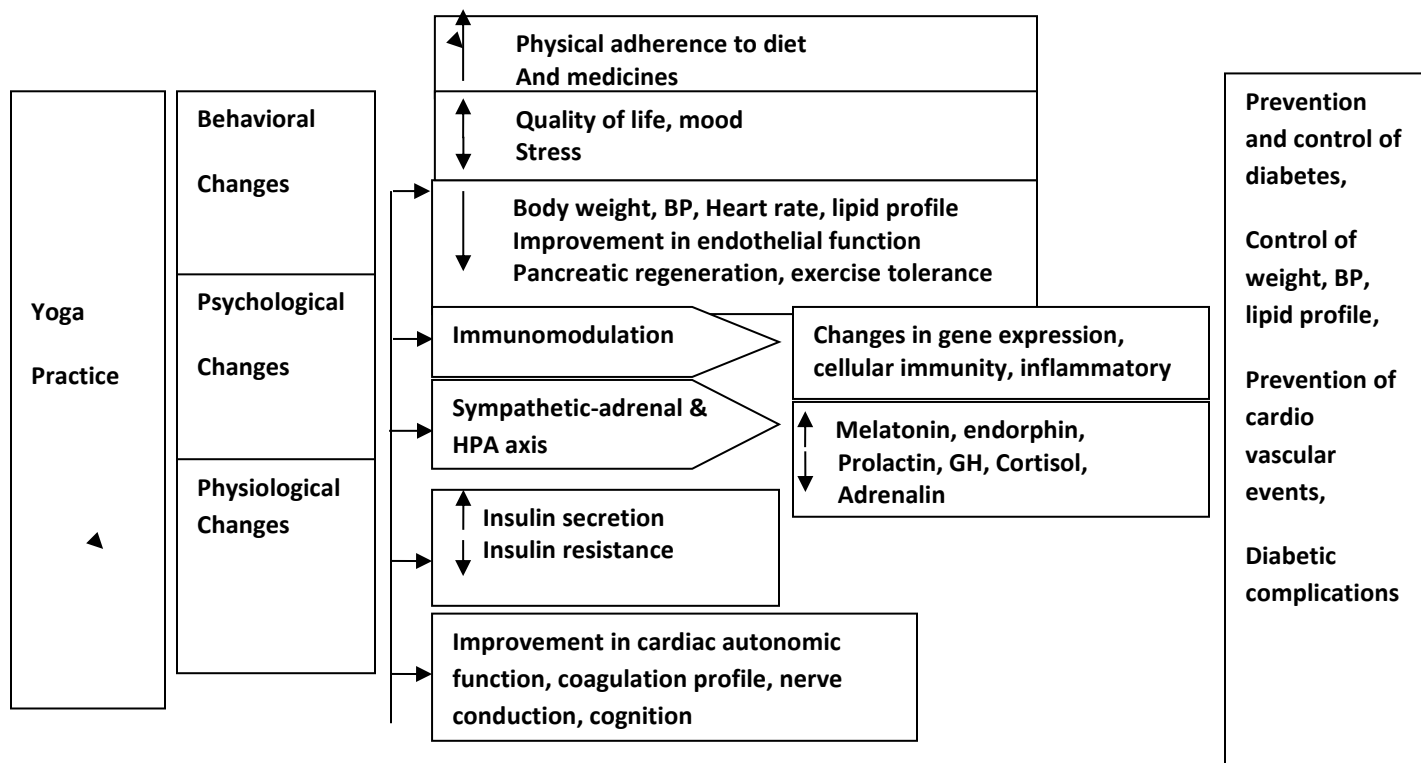
Social includes keeping mercy on others, telling truth & soft speech, be courteous, be soft hearted & be soft in activities also, speak good-pleasant-little-only on the occasion, use cleaned & washed, avoid alcoholism.

Psychological and emotional conducts are to be in steady state i.e. avoid height of emotions, try to avoid memorizing if being insulted by anyone, keep patience. One should maintain a balanced mind during calamity & prosperity, no

envy others towards wealth & happiness. The person, who adopts these conducts well, attains long life, health, wealth, reputation and the eternal world also. <sup>(22, 23)</sup>

**Yoga:** - Retention of lifestyle disorders through Yoga can be achieved.

1. Following 'Yama' (personal ethics), 'Niyama' (social ethics) to maintain personal & social health.
2. Following the practice of yogasana which helps to reduce the excess fat accumulated in the body.
3. Anuloma-viloma Pranayama helps to maintain the equilibrium of the body and mind as well as beneficial in the respiratory disorders.
4. Meditation helps for concentration and control over senses.



**Table no 4: - The Mechanism of benefits of yoga practice in type 2 DM, HT; HPA, Hypothalamic-pituitary-adrenal; GH, Growth hormone. <sup>(24)</sup>**

Yoga therapy is relevant for wellness & illness and has a potential role of yoga based lifestyle modifications in NCDs. The regular practice of yoga including asanas, yama-niyama-pratyahara-pranayama-dhyan-dharana as well as mudras, bandha, meditation all these helps to reduce the stress, protects body from adverse effects. It effects on psychoneuro-endocrine and immune mechanism. Parasympathetic activation and the associated anti-stress mechanism improve overall metabolic & psychological profiles decrease the burden of lifestyle diseases like diabetes, hypertension, hyperlipidemia, cancer, depression. <sup>(25, 26)</sup>

## DISCUSSION AND CONCLUSION

The lifestyle diseases or NCDs/CDLs emerge from inappropriate relationship between people with the environment. Due to exposure over many decades, unhealthy diet, habits of alcohol-smoking, physical inactivity and stress, these increases the incidence of NCDs with long duration, incurability, many risk factors, high mortality rates.

*Ayurveda* has proven its role & importance in the management of NCDs. Different modalities in *Ayurveda* like *garbhasanskara*, dietary modifications, daily routine, seasonal variations in diet-routine, *Rasayana* therapy, *panchakarma*, code of conduct on personal & social level, *yoga*, meditation are helpful in the prevention and management of a wide range of LSDs. Community participation and civic engagement are associated with better self-reported mental health. Hence, in *Ayurveda* treats the disease with emphasis on its root cause. *Ayurveda* concentrates on achieving the objectives of promotion of health, prevention and management of disease for healthy life in the ailing society.

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## वर्तमान परिपेक्ष्य में महिलाओं की बढ़ती जिम्मेदारी: एक अध्ययन

प्रोफेसर (डॉ) रंजना कुलश्रेष्ठ

विभागाध्यक्ष (हिन्दी) ठा० बीरी सिंह महाविद्यालय टूण्डला फिरोजाबाद पिन- 283204

### Increasing Responsibility of Women in Present Context: A Study

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"पढ़ने की मुझे मनाही है सो पढ़ना है  
मुझ में भी तरुणाई है सो पढ़ना है  
सपनों ने ली अंगड़ाई है सो पढ़ना है  
कुछ करने की मन में आई है सो पढ़ना है  
क्योंकि मैं लड़की हूँ मुझे पढ़ना है

मुझे दर-दर नहीं भटकना है सो पढ़ना है  
मुझे अपने पाँवों चलना है सो पढ़ना है  
मुझे अपने डर से लड़ना है सो पढ़ना है  
मुझे अपना आप ही गढ़ना है सो पढ़ना है  
क्योंकि मैं लड़की हूँ मुझे पढ़ना है "1

भारतीय समाज की नारी की स्थिति को बखूबी बयां करती लेखिका कमला भसीन की ये पंक्तियाँ पूरे समाज की व्यवस्था पर प्रश्नचिन्ह खड़ा करती हैं। भले ही आज हम यह कहकर अपनी पीठ थपथपा लें कि आजादी के 75 सालों में हमारी महिलाएँ चाँद पर पहुँच गई हैं, फाइटर प्लेन उड़ा रही हैं, ओलंपिक में पदक जीत रही हैं, बड़ी-बड़ी कंपनियाँ चला रही हैं या राष्ट्रपति बनकर देश की बागडोर संभाल रही हैं, लेकिन व्यावहारिक तौर पर देखें तो यह संख्या महिलाओं की आबादी का अंशमात्र ही है। हमारे समाज की महिलाओं का एक बड़ा



तबका आज भी सामाजिक बंधनों की बेड़ियों को पूरी तरह से तोड़ नहीं पाया है; उनका अपना स्वतंत्र अस्तित्व नहीं है या यूँ कहें कि हमारा पितृसत्तात्मक समाज उन्हें जन्म से ही ऐसे साँचे में ढालने लगता है कि वे अपने अस्तित्व को बचाए रखने के लिये पुरुषों का सहारा ढूँढती हैं। वहीं यह भी सत्य है कि "जब-जब कोई स्त्री अपनी उपस्थिति दर्ज कराना चाहती है तब-तब न जाने कितने रीति-रिवाजों, परंपराओं, पौराणिक आख्यानों की दुहाई देकर उसे गुमनाम जीवन जीने पर विवश कर दिया जाता है।" इसलिए यह जानना बेहद जरूरी है कि तेजी से विकास के पथ पर अग्रसर भारत में शैक्षिक, सामाजिक, राजनीतिक, धार्मिक व आर्थिक स्तर पर महिलाओं ने विपरीत परिस्थितियों में भी अब तक कितनी दूरी तय की है-

(1) शिक्षा के क्षेत्र में- आँकड़ों पर नजर डालें तो, साल 1951 में भारत की साक्षरता दर केवल 18.3 फीसदी थी जिसमें से महिलाओं की साक्षरता दर 9 फीसदी से भी कम थी। वहीं, राष्ट्रीय सांख्यिकी कार्यालय (NSO) के डाटा के अनुसार साल 2021 में देश की औसत साक्षरता दर 77.70 प्रतिशत थी जिसमें पुरुषों की साक्षरता दर 84.70 प्रतिशत, जबकि महिलाओं की साक्षरता दर 70.30 प्रतिशत थी। इसलिए यह कहना गलत नहीं होगा कि आजादी के बाद से अब तक महिलाओं की साक्षरता दर में वृद्धि हुई है।<sup>2</sup>

(2) आर्थिक क्षेत्र में महिलाएं-आज भी महिलाओं की अधिकांश समस्याओं का कारण आर्थिक रूप से परनिर्भरता है। यह बेहद चिंताजनक है कि देश की कुल आबादी में 48 फीसदी महिलाएँ हैं जिसमें से मात्र एक तिहाई महिलाएँ रोजगार में संलग्न हैं। इसी वजह से भारत की जीडीपी में महिलाओं का योगदान केवल 18 फीसदी है।<sup>3</sup>

यदि परिवार के भीतर और बाहर महिलाओं के साथ होने वाले भेदभावों को समाप्त कर पुरुषों के समान अर्थव्यवस्था में भागीदारी करने के अवसर प्रदान किए जाएं तो अन्य महिलाएँ भी गीता गोपीनाथ, इंद्रा , किरण मजूमदार शॉ की तरह सशक्त होंगी, साथ ही देश भी आर्थिक मोर्चे पर तेजी से प्रगति करेगा।

(3) राजनीतिक क्षेत्र में भागीदारी-इससे इनकार नहीं किया जा सकता कि आज के समय में महिलाएँ घर की चारदीवारी से निकलकर सत्ता की बागडोर संभाल रही हैं, और न केवल संभाल रही हैं बल्कि कुशल संचालन कर रही हैं। उदाहरण के तौर पर वित्त मंत्री निर्मला सीतारमण, राष्ट्रपति द्रौपदी मुर्मू, ममता बनर्जी, प्रियंका गाँधी, स्मृति ईरानी, मेनका गाँधी, मायावती को देखा जा सकता है। लेकिन देश में महिलाओं की आबादी के अनुसार देखें तो राजनीति में महिलाओं की संख्या अभी भी काफी कम है। भारतीय संसद में केवल 14 फीसदी

महिलाएँ हैं, जबकि संसद में महिलाओं की वैश्विक औसत भागीदारी 25 फीसदी से ज्यादा है। इसके अलावा, ग्रामीण अंचलों में पंचायत स्तर पर अधिकांश महिलाओं को केवल मुखौटे की तरह इस्तेमाल किया जाता है यानी चुनाव तो महिला जीतती है लेकिन सत्ता से संबंधित सभी निर्णय उसके परिवार के पुरुष सदस्य करते हैं।

(4)न्यायिक क्षेत्र में महिलाएं-देश के सर्वोच्च न्यायालय सहित उच्च न्यायालयों में मौजूद न्यायाधीशों में महज 11 प्रतिशत महिलाएँ हैं। समय की माँग है कि अब महिलाएँ जाग्रत हों और अपनी क्षमता को पहचान कर, परंपरागत रूढ़ियों को खंडित कर देश की मुख्यधारा में अधिक से अधिक योगदान दें।<sup>4</sup>

(5)रक्षा क्षेत्र में महिलाएं-

पिछले कुछ समय में भारत की सशस्त्र बलों में महिलाओं की संख्या तेजी से बढ़ी है। केंद्र सरकार भी सेनाओं में महिलाओं की भूमिका को बढ़ाने के लिए कई तरह के प्रयास कर रही है। इसमें बड़ा सुधार करते हुए हाल ही में शॉर्ट सर्विस कमीशन (एसएससी) प्राप्त महिला अधिकारियों को भारतीय सेना के सभी दस प्रभागों में स्थायी कमीशन प्रदान किया गया है। रक्षा राज्य मंत्री अजय भट्ट ने लोकसभा में यह जानकारी देते हुए बताया कि भारतीय नौसेना और भारतीय वायु सेना में स्वीकृत पद लिंग तटस्थ हैं। इसके साथ ही सरकार ने इन प्रयासों में और तेजी लाते हुए भारतीय सेना में महिलाओं के लिए खाली सभी रिक्त पदों को भर लिया है। सरकार ने रक्षा क्षेत्र में महिलाओं की भागीदारी बढ़ाने के लिए कई कदम उठाए हैं...

सशस्त्र बलों में महिलाओं करना एक निरंतर विकसित होने वाली प्रक्रिया है और भारतीय सेना द्वारा नियमित रूप से इसकी समीक्षा की जाती है। वर्तमान में, महिलाओं को दस प्रभागों में भारतीय सेना में शामिल किया जा रहा है। सशस्त्र सेना चिकित्सा सेवाओं के अलावा इंजीनियरों की कोर, सिग्नल की कोर, सेना वायु रक्षा, सेना सेवा कोर, सेना आयुध कोर, इलेक्ट्रॉनिक्स और मैकेनिकल इंजीनियर्स की कोर, सेना विमानन कोर, खुफिया कोर, जज एडवोकेट जनरल शाखा और सेना शिक्षा कोर डॉक्टरों और सैन्य नर्सों के रूप में जो केवल महिलाओं की भर्ती की जाती है। भारतीय सेना में महिलाओं के लिए लगातार नए रास्ते भी खुल रहे हैं, जैसे एसएससी महिला अधिकारियों को स्थायी कमीशन देना, एनडीए में महिला कैडेटों को शामिल करना, जेसीओ/ओआर के रूप में महिलाओं की भर्ती करना मुख्य रूप से शामिल है।

भारतीय नौसेना में अधिकारियों के रूप में महिलाओं की भर्ती वर्ष 1991 में शुरू हुई थी। तब से भारतीय नौसेना ने धीरे-धीरे एनडीए के माध्यम से प्रेरण सहित सभी शाखाओं को महिला अधिकारियों के लिए खोल दिया है। इसके अलावा, पहली बार महिलाओं को भी अग्निपथ योजना के तहत नौसैनिकों की प्रविष्टि के लिए भर्ती किया जा रहा है। इस योजना के माध्यम से महिला सशक्तिकरण के बड़े प्रयासों के तहत 20% रिक्तियां महिलाओं के लिए आरक्षित की गई हैं।

भारतीय वायुसेना में अधिकारियों की भर्ती लिंग तटस्थ है। भारतीय वायुसेना की सभी विंग्स में महिला अधिकारियों को शामिल किया जाता है। IAF सेवा में करियर के अवसरों को प्रिंट/इलेक्ट्रॉनिक मीडिया और विशेष प्रचार अभियान के माध्यम से व्यापक रूप से प्रचारित किया जाता है। जुलाई 2017 से आगे एसएससी (महिला) उड़ान भरने के लिए एनसीसी विशेष प्रविष्टि के माध्यम से एक उद्घाटन भी प्रदान किया गया है। भारतीय वायुसेना द्वारा 2015 में शुरू की गई सभी लड़ाकू भूमिकाओं में महिला अधिकारियों को शामिल करने की योजना को अब एक स्थायी योजना के रूप में नियमित कर दिया गया है। इस तरह भारतीय वायुसेना की महिला अधिकारियों को बिना किसी प्रतिबंध के सभी लड़ाकू भूमिकाओं में महिलाएं शामिल हो रही हैं।

महिलाओं को लड़ाकू पायलट के रूप में शामिल करने का निर्णय 2015 में लिया गया। लड़ाकू पायलटों को युद्धाभ्यास करते समय विपरीत गतिविधियों का सामना करने के लिए शारीरिक और मानसिक रूप से फिट होने की जरूरत है और करीबी मुकाबले की स्थिति में दुश्मन को मार गिराने के लिए पर्याप्त कुशल होना चाहिए। भारतीय वायुसेना में परिवहन और हेलीकॉप्टर उड़ाने वाली महिला पायलटों ने पर्याप्त रूप से अपनी योग्यता साबित कर दी है और किसी भी तरह से वे अपने पुरुष समकक्षों की तुलना में कम सक्षम नहीं हैं। इसका प्रमाण तब मिला जब 2018 में अवनि चतुर्वेदी ने अकेले मिग 21 विमान उड़ाकर इतिहास रच दिया। केंद्र सरकार ने बड़ा फैसला लेते हुए राष्ट्रीय रक्षा अकादमी में महिलाओं के एंट्री को मंजूरी दे दी है। इससे पहले महिलाएं सेना की तीनों अंगों में अधिकारी के तौर पर तो शामिल हो सकती थीं लेकिन वो सिर्फ शॉर्ट सर्विस कमीशन के तौर पर शामिल होती थीं। इस फैसले से सरकार ने महिलाओं को स्थायी कमीशन देने के साथ साथ एनडीए का रास्ता भी खोल दिया है।<sup>15</sup>

निष्कर्ष रूप में हम कह सकते हैं कि आज़ादी के बाद से अब तक भारत में महिलाओं ने विभिन्न क्षेत्रों में एक लंबा रास्ता तय किया है, परंतु अभी भी मंजिल से मीलों दूर हैं। तेजी से भागते समय के इस पहिये के साथ हमारी रफ्तार बहुत धीमी है, और इस रफ्तार को तभी

बढ़ाया जा सकता है जब भारतीय समाज पितृसत्तात्मक मानसिकता से ऊपर उठकर महिलाओं को भी पुरुषों के समान बराबरी के अधिकार प्रदान करेगा। हालाँकि हमारे संविधान में स्त्री और पुरुष को समान अधिकार दिए गए हैं लेकिन यहाँ का समाज अपने नियमों के अनुसार, महिलाओं को संचालित करता है, जिसमें बदलाव की सख्त ज़रूरत है।

साथ ही, इस बात पर भी गौर किया जाना चाहिये कि हमें नारीशक्ति का उद्धारक नहीं, वरन् उनका सहायक बनना है। भारतीय महिलाएँ भी संसार की अन्य महिलाओं की तरह अपनी समस्याओं को सुलझाने की क्षमता रखती हैं। आवश्यकता बस इतनी है कि उन्हें उपयुक्त अवसर प्रदान किए जाएँ; उनका वस्तुकरण करने की बजाय उन्हें मनुष्य समझा जाए। बेहतरीन कवयित्री अनामिका ने स्त्रियों को गहराई से समझने की गुजारिश करते हुए लिखा है-

सुनो, हमें अनहद की तरह  
और समझो जैसे समझी जाती है  
नई-नई सीखी हुई भाषा।

सन्दर्भ ग्रंथ सूची-

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# Nutritional and Biochemical Analysis of Wine Locally Produced from *Phoenix Dactylifera*

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## ABSTRACT

The *Phoenix dactylifera* fruit, commonly known as dates, has been a popular food commodity in Egypt and other Arab countries for centuries. It is known for its high energy content and popularity as a food commodity. While there is limited information available about its use in wine production, this study aimed to analyze the composition of *Phoenix dactylifera* wine in terms of amino acids, nutrients, phytochemicals, physicochemical properties, and mineral content. The wine sample was prepared locally and stored in a refrigerator for two years. The analysis revealed that the wine had a moisture content of 82.40%, carbohydrates of 9.14%, and protein of 0.28%. The ash, fat, and crude fiber content were found to be 0.12%, 0.32%, and 5.16%, respectively. Essential amino acids like isoleucine, leucine, histidine, lysine, and threonine, as well as non-essential amino acids like glutamine, glutamic acid, serine, alanine, proline, and aspartic acid, were identified from the study. Some amino acids such as asparagine, glutamine, serine, and glutamic acid were found in higher concentrations:  $132.4 \pm 7.3 \text{mg}/100\text{ml}$ ,  $122.5 \pm 5.5 \text{mg}/100\text{ml}$ ,  $117.9 \pm 1.4 \text{mg}/100\text{ml}$ , and  $260.4 \pm 11.0 \text{mg}/100\text{ml}$ , respectively. Various minerals including lead, aluminum, calcium, zinc, phosphorus, sulfur, and iron were detected in the wine, with concentrations falling within the recommended daily allowance by WHO. For example, the estimated concentrations of potassium, phosphorus, and zinc were  $4.90 \text{mg}/100\text{ml}$ ,  $2.60 \text{mg}/100\text{ml}$ , and  $0.09 \text{mg}/100\text{ml}$ , respectively, while the WHO recommended daily allowances for these minerals are 3500mg, 1000mg, and 15mg, respectively. The findings suggest that *Phoenix dactylifera* wine has potential nutritional and biochemical value.

**Keywords:** Wine; *Phoenix dactylifera*; Proximate; Amino Acids; Minerals

## INTRODUCTION

The term "wine" originated from the Greek word "oinos," and the scientific study of wine is known as "oenology." Wine production begins with the harvest of grapes, which are the primary fruit used in winemaking. The process involves extracting the juice from the grapes, separating it before fermentation, and concluding with various storage and aging methods [1]. While wine has traditionally been defined as an alcoholic beverage made from fermented grape juice, it has also been extended to include alcoholic beverages from fermented fruits and vegetables. Alcoholic and fermented drinks hold cultural acceptance for consumption, entertainment, customary practices, and religious purposes [2]. In addition to grapes, apples, berries, and blackcurrants are sometimes fermented for wine production. Grape berries possess a natural chemical balance that allows for complete fermentation without the need for added sugar, enzymes, or nutrients. Grapes are rich in vitamins, provitamins, essential and non-essential amino acids, minerals, fatty acids, fiber, and other beneficial components. While other fruits share similar properties, they have also been discovered and utilized in wine production [3]. Wine production processes are popular worldwide, including in Europe, America, Australia, Asia, and now, Africa [4]. During the fermentation stage of wine production, yeast, such as *Saccharomyces cerevisiae*, is used. This microorganism digests the sugars present in the fruit juice, producing alcohol and carbon dioxide gas as byproducts [5].

Dates are the sweet fruits of the *Phoenix dactylifera* tree, commonly known as the date palm. They are relished worldwide by people of all age groups, primarily as a source of energy. Dates are rich in minerals, including potassium, calcium, and iron, as well as antioxidants and flavonoids [6]. Their high dietary fiber content makes them a beneficial food supplement for individuals with hyperglycemia [7]. Despite their popularity, there is limited knowledge about alcoholic beverages produced from dates. However, the high sugar content of dates has been commercially utilized for vinegar production. *Phoenix dactylifera* is a tropical and subtropical tree belonging to the Palmae (Arecaceae) family. It has been cultivated for over 7,000 years and holds significant cultural and practical importance, particularly in the Arabian Peninsula [8]. Date production, utilization, and industrialization are continuously increasing worldwide, with major date-producing countries such as Egypt, Saudi Arabia, Iran, the UAE, and Algeria experiencing growth. Date fruits are marketed globally as high-value confectionery, and as a fresh fruit, they remain an important subsistence crop in desert areas. They are primarily produced in hot arid regions, especially in Gulf Cooperation Council (GCC) countries, with Saudi Arabia being a major [9].

The development of date fruits is divided into three stages: Khalal, Rutab, and Tamr. Dates are typically harvested at the fully ripened Tamr stage when they reach a Total Soluble Solids (TSS) level of 60–70 brix, which is edible at this stage. Most dates are consumed at the Rutab (semi-ripe) and Tamr (fully-ripe) stages with minimal or no processing. A significant amount of waste is generated from the Kabkab date variety, which has the potential for use in date syrup production with economic advantages [9]. The date palm is a perennial dioecious plant, with female trees typically bearing fruits after approximately four years, depending on agronomic practices. It is a monocotyledonous plant with a fibrous root system and a vertical columnar trunk of consistent girth. The fruit is a single oblong one-seeded berry with a terminal stigma, a fresh pericarp, and a membranous endocarp [8].

## **MATERIALS AND METHOD**

### **Sample Collection**

A 200 ml sample of *Phoenix dactylifera* wine was collected from the microbiology laboratory at Federal University Wukari, Taraba State. The wine had been locally prepared and stored in a refrigerator for approximately two years.

### **Amino Acid Profile Analysis**

The amino acid composition of the wine was analyzed using ion-exchange chromatography and a colorimeter. The different amino acids present in the sample were separated based on their charges and collected in separate containers by eluting with a sodium extract buffer. Each amino acid was identified by calculating the volume of buffer required for elution and determining its pH, comparing it with a standard. A fixed volume of each identified amino acid was collected in test tubes, and ninhydrin solution was added to each. The test tubes were covered with aluminum foil and placed in a boiling water bath for 15 minutes. After cooling in cold water, 50% ethanol was added to each test tube and mixed thoroughly. The concentration of each amino acid was determined using a colorimeter.

### **Proximate Analysis**

#### ***Moisture***

An aluminum dish was heated in a cabolite oven at 105 degrees Celsius for approximately 5 minutes to eliminate any residual moisture. The dish was then allowed to cool in a desiccator. The weight of the dish was recorded, and 10 ml of the wine sample was poured into the dish and reweighed. The dish with the sample was placed in the oven at 105

degrees Celsius for 24 hours. After cooling in a desiccator, the dish with the dried sample was weighed. The moisture content was calculated as follows:

$$\text{Weight of moisture} = (\text{weight of sample and dish}) - (\text{weight of dried sample and dish})$$

$$\% \text{ weight of dried sample} = 100$$

$$\% \text{ weight of moisture Dry matter} = 100 - \% \text{ weight of moisture}$$

### **Fat**

The fat content was determined using [10] method. A 10 ml sample of the wine was collected in a beaker and transferred to a thimble, which was then placed in the extractor chamber. Approximately 50 ml of petroleum ether was added to the beaker, and the thimble with the sample was positioned over it. The machine was powered on, and boiling and extraction were allowed to occur for 10 minutes. The thimble was raised for rinsing down the extracted fat into the beaker, followed by the removal of used petroleum ether for an additional 10 minutes. After removing the used petroleum ether, the beaker with the extracted fat was placed in an oven to evaporate the remaining petroleum ether. It was then cooled in a desiccator and weighed. The weight obtained was used to calculate the fat content as follows:

$$\text{Weight of fat} = (\text{weight of sample and beaker}) - (\text{weight of empty beaker})$$

$$\% \text{ weight of fat} = (\text{weight of fat} / \text{weight of sample and beaker}) \times 100$$

### **Crude Fiber**

A 10ml portion of the defatted sample was weighed and placed in a glass container. Then, 50ml of glacial acetic acid were added to the sample, which was heated at 200-400°C in a fume cupboard for 45-60 minutes to facilitate digestion. After digestion, the sample was thoroughly filtered using pre-weighed filter paper and dried in an oven at 100°C for 24 hours. The dried residue was weighed and recorded. The residue was further ashed in a crucible at 580-600°C for 4-5 hours in a furnace and weighed.

The calculation for fiber content was as follows:

$$\text{Weight of residue} = \text{weight of filter paper} + \text{residue} - \text{weight of filter paper}$$
$$\text{Weight of ash} = \text{weight of ash} + \text{crucible} - \text{weight of empty crucible}$$

$$\text{Weight of crude fiber} = \text{weight of ash} - \text{weight of residue}$$

### **Ash**

According to [10], an empty crucible was weighed and recorded. Then 10ml of the sample were added to the crucible and ashed in a furnace at 500-600°C for 2-4 hours. After ashing, the crucible was removed, cooled in a desiccator, and weighed. The calculation for ash content was as follows:

$$\text{Weight of Ash} = (\text{Weight of crucible} + \text{ash}) - (\text{Weight of crucible})$$

*Percentage Weight of Ash = (Weight of ash / weight of sample) × 100*

### ***Crude Protein***

The crude protein content was determined using the Kjeldahl method. Approximately 10ml of the wine sample were weighed into a micro Kjeldahl digestion flask, and a selenium catalyst tablet was added. The mixture was digested on an electrothermal heater until a clear solution was obtained. After cooling, it was diluted with distilled water to a volume of 50ml. Five (5) milliliters of the diluted solution were transferred to a distillation apparatus. In a separate 100ml conical flask (receiver flask), 5ml of 2% boric acid and four drops of screened methyl red indicator were added. Approximately 50% NaOH was added to the digested sample until the solution turned cloudy, indicating alkalinity. Distillation was then carried out into the boric acid solution in the receiver flask, with the delivery tube placed below the acid level. As distillation proceeded, the pink-colored solution in the receiver flask turned blue, indicating the presence of ammonia. Distillation continued until the flask content reduced to about 50ml, and the delivery tube of the condenser was rinsed with distilled water. The resulting solution in the conical flask was titrated with 0.1M HCl [10].

### ***Carbohydrate***

The carbohydrate content in the sample was determined by calculation:

*Weight of carbohydrate = sum of values (protein, ash, fat, phosphorus, fiber, moisture, and calcium) 100*

### **Physicochemical Analysis**

#### ***Alcohol***

The alcohol content of the wine sample was estimated using a refractometer. Two drops of the wine sample were placed on the refractometer's prism, and the alcohol percentage was directly viewed and recorded.

#### ***Sugar***

2ml of the wine sample were mixed with distilled water in a beaker to make a total volume of 100ml. Phenolphthalein (2-3 drops) was added, followed by NaOH solution until the solution turned pink. Then, HCl was continuously added until the solution regained its original color. Distilled water was added to reach the 200ml mark (V1). Five grams of Curic acid were added to 50 milliliters of the above solution, which was then boiled in a water bath for 10 minutes. After cooling, distilled water was added to reach the 200-milliliter mark (V2). 2ml of the wine sample were mixed with 5ml of Fehling solution A and B, and the mixture was boiled for 2 minutes. After cooling, 2-3 drops of ethylene blue were added, and the wine solution was titrated with the V2 volume until a brick red color appeared.

*Total sugar = (Fehling solution constant × 200 × 200 × 100) / (2 × 50) × volume of the wine solution used for titration*

#### ***pH***

The pH meter used for the analysis was calibrated using distilled water. 2ml of the wine sample were accurately weighed and dissolved in 25ml of distilled water in a conical flask. The pH meter's electrode was inserted into the beaker containing the solution, and the reading was directly taken from the meter's screen.



### ***Temperature***

The temperature of the wine sample was measured using a laboratory thermometer. 2ml of the wine sample were mixed with 20ml of distilled water in a 100ml beaker, and the thermometer was directly inserted into the solution.

### **Phytochemical Analysis**

#### ***Saponin***

2ml of the wine sample were weighed and placed in a 125ml conical flask. One hundred milliliters of isobutyl alcohol were added, and the mixture was shaken for 5 hours using an electric shaker. The mixture was then filtered using a No. 1 Whatman filter paper into a 100ml beaker containing 20ml of a 40% saturated solution of magnesium carbonate ( $MgCO_3$ ). The obtained mixture was filtered again to obtain a clean, colorless solution. 2ml of the colorless solution were transferred to a 50ml volumetric flask using a pipette. 2ml of 5% iron (III) chloride ( $FeCl_3$ ) solution were added, and the flask was filled up to the mark with distilled water. After standing for 30 minutes for the color to develop, the absorbance was measured at 380 nanometers using a spectrophotometer [11].

#### ***Cardiac Glycoside***

2ml of the wine sample were pipetted into a 250ml conical flask. 50ml of chloroform were added, and the mixture was shaken using an electric shaker for 1 hour. The mixture was then filtered into a 125ml conical flask. 10ml of pyridine and 2ml of 29% sodium nitroprusside were added and shaken for 10 minutes. 3ml of 20% NaOH were added, resulting in the development of a brownish-yellow color. A standard glycoside (Digitoxin) was prepared with concentrations ranging from 0 to 50mg/ml. The absorbance was measured at 510nm [12].

#### ***Flavonoid***

The total flavonoid content was determined using the aluminum chloride method with catechin as a standard. 2ml of the wine sample and 4ml of distilled water were mixed in a 10ml volumetric flask. After 5 minutes, 0.3ml of 5% sodium nitrite and 0.3ml of 10% aluminum chloride were added. The mixture was incubated at room temperature for 6 minutes. Then, 2ml of 1 molar sodium hydroxide were added, and the final volume was immediately made up to 10ml with distilled water. The absorbance was measured at 510nm using a spectrophotometer [13].

#### ***Alkaloid***

2ml of the wine sample were mixed with 5ml of phosphate buffer (pH 4.7) and 5ml of BCG solution in a 100ml volumetric flask. The solution was diluted with chloroform to adjust the volume. The absorbance of the complex in chloroform was measured at 470nm against a blank without the sample. Atropine was used as a standard material, and the mixtures were compared to determine atropine equivalents.

#### ***Tannin***

2ml of the wine sample were mixed with 0.5ml of Folin-Ciocalteu's reagent. 1ml of saturated  $Na_2CO_3$  solution and 8 milliliters of distilled water were added to the mixture. The reaction mixture was allowed to stand for 30 minutes at room temperature. The supernatant was obtained by centrifugation, and the absorbance was recorded at 725nm using a UV-visible spectrophotometer. Increasing concentrations of standard tannic acid were prepared, and the absorbance of the various tannic acid concentrations was plotted on a standard graph.

### Mineral Composition

The minerals in the wine sample were analyzed using a spectrophotometer. 2ml of the wine sample were collected in a 50ml volumetric flask. 2ml of perchloric acid, 1ml of H<sub>2</sub>SO<sub>4</sub>, and 5ml of HNO<sub>3</sub> were added to the sample. The mixtures were evaporated almost to dryness on a water bath. After cooling, the solution was filtered into a 100ml standard flask and diluted to volume with distilled water. The minerals were analyzed separately using an atomic absorption spectrophotometer.

### RESULTS

#### Amino Acid

The amino acid profile of the locally produced wine from *Phoenix dactylifera* revealed the presence of various amino acids as shown in the table below. These results provide insights into the amino acid composition of the *Phoenix dactylifera* wine, contributing to the overall understanding of its nutritional and biochemical properties.

Table I: Quantitative and qualitative constituent of amino acid profile of locally produced wine from *phoenix dactylifera*.

Sr. No.	Parameters		Concentration found (mg/100ml)
1	Asp	+	132.4±7.3
2	Glu	+	122.5±5.5
3	Ser	+	117.9±1.4
4	Gln	+	260.4±11.0
5	His	+	14.2±0.9
6	Arg	+	22.6±0.4
7	Thr	+	7.47±5.2
8	Ala	+	1.924±5.9
9	Tyr	+	34.0±0.7
10	Val	+	38±12.1
11	Ile	+	6.1±0.2
12	Leu	+	29.8±1.4
13	Phe	+	19.1±1.2
14	Pro	+	40.0±16

#### Proximate composition of locally produced wine from *phoenix dactylifera*.

The analysis of the proximate composition of the locally produced *Phoenix dactylifera* wine revealed the following composition percentages: 82.40% moisture, 0.120% ash, 0.320% fat, 9.14% carbohydrates, 5.16% fiber, and 0.280% protein. These findings provide important insights into the nutritional composition of the wine, including its moisture level, ash content, fat content, carbohydrate content, fiber content, and protein content.

Table II: Proximate analysis of locally produced wine from *Phoenix dactylifera*.

<i>Sr. No.</i>	<i>Parameters</i>	<i>Percentage composition (%)</i>
1	Moisture	82.40
2	Ash	0.120
3	Fat	0.320
4	Carbohydrate	9.14
5	Fiber	5.16
6	Protein	0.280

**Physicochemical composition of locally produced wine from *Phoenix dactylifera*.**

Table 3 presents the estimated values of temperature, pH, sugar, and alcohol for the locally produced Phoenix dactylifera wine. The temperature of the wine was found to be approximately 22°C, indicating the average temperature at which the wine was analyzed. The pH value was determined to be 5.7, suggesting a slightly acidic nature of the wine. The sugar content was estimated to be 3.60%, reflecting the level of sweetness present in the wine. Additionally, the alcohol content was measured to be 8.43%, indicating the percentage of alcohol by volume in the wine. These results provide specific details about the temperature, acidity, sweetness, and alcohol concentration of the Phoenix dactylifera wine.

Table III: Estimated Values of Temperature, pH, Sugar and Alcohol

<i>Sr. No.</i>	<i>Parameters</i>	<i>Value</i>
1	Sugar%	3.60
2	Alcohol%	8.43
3	Temperature(°C)	22.00
4	pH	5.70

**Qualitative and quantitative Phytochemical constituents of locally produced wine from *Phoenix dactylifera*.**

Table 4 presents the results of the identification of various compounds in the locally produced Phoenix dactylifera wine. These findings provide important information about the presence and quantities of these specific compounds in the wine, contributing to the overall understanding of its nutritional and biochemical properties.

Table IV: Qualitative and quantitative Phytochemicals constituent of locally produced wine from *Phoenix dactylifera*.

<i>Sr. No.</i>	<i>Parameters</i>	<i>Concentration found (mg/100ml)</i>	
1	Saponin	+	3.302
2	Tannin	+	2.675
3	Flavonoid	+	1.967
4	Glycoside	+	1.853
5	Resin	+	0.9380
6	Alkaloid	+	2.562
7	Terpen	+	3.201
8	Cardia glycoside	+	1.842

**Mineral composition of locally produced wine from *Phoenix dactylifera*.**

Table 5 provides information on the mineral composition of the locally produced Phoenix dactylifera wine. The following minerals were identified and quantified: lead (1.30mg/100ml), aluminium (2.02mg/100ml), calcium (2.50mg/100ml), sodium (3.00mg/100ml), magnesium (2.25mg/100ml), zinc (0.090mg/100ml), potassium (4.90mg/100ml), phosphorus (2.6mg/100ml), and iron (0.240mg/100ml). These results highlight the presence and concentrations of these minerals in the wine, providing valuable insights into its mineral content.

Table V: Mineral composition of locally produced wine from *Phoenix dactylifera*.

<i>Sr. No.</i>	<i>Parameters</i>	<i>Percentage composition (%)</i>
1	Lead	1.30
2	Aluminium	2.02
3	Calcium	2.50
4	Sodium	3.00
5	Magnesium	2.25
6	Zinc	0.090
7	Potassium	4.90
8	Phosphorus	2.60
9	Iron	0.240

**DISCUSSION**

Wine, traditionally produced by fermenting ripe grape juice with *Saccharomyces cerevisiae*, has been shown to have significant health benefits when consumed in moderation. Recently, there has been growing interest in producing wine from fruits other than grapes. However, the scientific literature suggests that limited research has been conducted on Phoenix dactylifera, commonly known as the date fruit. In this study, we conducted a comprehensive analysis of the nutritional and biochemical properties of locally prepared wine from Phoenix dactylifera. Our analyses included amino acid profiling, physicochemical characterization, phytochemical composition, proximate composition, sugar-alcohol content, and mineral composition. The results are presented in Tables 4.1 to 4.6.

The concentrations of alanine, glutamine, and leucine obtained in our study (1.9±5.9mg/100ml, 122.5±5.5mg/100ml, and 29.8±1.4mg/100ml, respectively) were comparable to those reported by [14]: 1.942mg/100ml, 127.538mg/100ml, and 31.894mg/100ml, respectively. These amino acid concentrations fell within the recommended daily allowances, indicating that the wine is safe for consumption. The presence of essential amino acids in the wine makes it an important product with potential benefits for human health. For example, phenylalanine, a precursor to neurotransmitters like tyrosine, dopamine, epinephrine, and norepinephrine, plays a crucial role in protein and enzyme structure, as well as the production of other amino acids. Valine stimulates muscle growth and is involved in energy production, while histidine is used in histamine production, which is vital for immune response, digestion, and sexual function. Additionally, the concentration of phenylalanine and leucine in the wine (25.1±24.2mg/100ml and 29.8±28.4mg/100ml, respectively) was found to be significantly higher compared to the study by [15]: (30.095mg/100ml and 31.894mg/100ml, respectively) with a significance level of P<0.05. However, the concentrations were similar to those reported by Sobhy and Ahmed in 2010. This significant difference could be attributed to variations in the methodologies employed by [15] or it may be that these amino acids naturally occur in lower amounts in grapes.

In terms of proximate composition, our findings were consistent with previous studies by [16] and [17]. Our analysis showed a moisture content of 82.40%, while Mohammed *et al.*, [16] and Awe *et al.*, [17] reported values of 88.66%

and 79.5%, respectively. The ash, lipid, and crude protein contents were 0.12%, 0.32%, and 0.28%, respectively. Notably, our study revealed a significantly higher fiber content (5.16%) compared to Awe *et al.*, (2013) who reported 0.01% ( $p < 0.05$ ). This elevated fiber content can be attributed to the flesh of the fruit, which contains notable amounts of cellulose (1.55%), hemicellulose (1.28%), and lignin (2.01%) on a fresh weight basis [18]. The abundant dietary fiber in dates is mainly insoluble, which plays a crucial role in food digestion and acts as an anti-cancer agent.

The physicochemical analysis provided us with estimated values of temperature and pH for the wine: 22°C and 5.7, respectively. These findings were consistent with the pH value reported by [16] as 5.6. The estimated pH value in our research indicated that the wine is close to neutral, suggesting it is safe for consumption even by individuals with certain disorders such as stomach ulcers.

Our qualitative and quantitative phytochemical analysis revealed that the wine is rich in tannins, saponins, flavonoids, alkaloids, terpenes, cardiac glycosides, and other alkaloids. The concentrations of saponin, tannin, flavonoid, alkaloid, and terpene were quantified as 330.25mg/100ml, 267.50mg/100ml, 196.58mg/100ml, 256.24mg/100ml, and 320.11mg/100ml, respectively (Table 5). The tannin concentration in our study was significantly higher than that reported by [19]: 2.675mg/100ml and 0.22mg/100ml ( $P < 0.05$ ). Tannins are known for their medicinal properties, including the treatment of intestinal troubles, fever, edema, and liver diseases [20]. The flavonoid concentration in our study was lower compared to [21]: 1.9658mg/100ml and 6.94mg/100ml. Moreover, our study identified the presence of glycosides, resins, and cardiac glycosides, which were absent in the work of [21]. The higher concentrations of these phytochemicals in our study suggest that the wine has potential medicinal benefits and can be used in the treatment of various diseases.

The sugar and alcohol content in our study were estimated as 3.60% and 8.43%, respectively. The sugar content was higher than that reported by [22], whose value was  $< 0.99 \pm 0.02$ . However, the alcohol percentage was consistent with [22]: 8.43% and  $< 9.2 \pm 0.01\%$ , respectively.

The mineral composition analysis revealed valuable minerals present in the Phoenix dactylifera wine, including calcium, magnesium, phosphorus, iron, aluminium, sulphur, and lead. The concentrations of lead and iron observed in our study differed significantly from those reported by [19]: 1.3mg/100ml, 0.24mg/100ml, and 3.60mg/100ml, 6.03mg/100ml, respectively. Notably, the concentration of lead fell within the recommended daily allowance of 150µg/l, making the wine safe for consumption. Although the magnesium and phosphorus concentrations in our study (3.40mg/100ml and 2.62mg/100ml, respectively) were considerably lower than the values reported by [19]: (9183.56mg/100ml and 456.4mg/100ml), the latter concentrations exceeded the recommended daily administration of magnesium and phosphorus. On the other hand, the values obtained in our study fell within the RDA values for magnesium (3.50mg/100ml) and phosphorus (10.0mg/ml). This suggests that the wine used in our study can be recommended for consumption. The potassium concentration was notably higher compared to [19]: 5.55mg/100ml and 1.34mg/100ml. This elevated potassium concentration can be attributed to the high fiber content of date fruit, which serves as an excellent source of potassium [23]. In general, the valuable minerals obtained from our study play essential roles in human body functioning and metabolic processes.

### CONCLUSION

Tropical fruits like Phoenix dactylifera are known for their nutritive and health benefits. Our study demonstrates that Phoenix dactylifera can be utilized to produce highly nutritious wine with potential health benefits. The wine exhibited valuable essential and non-essential amino acids, which are crucial for protein synthesis and the maintenance, replacement, and growth of tissues. Furthermore, the research highlighted the presence of several minerals, such as magnesium, calcium, and iron, which are essential for healthy bone development and energy metabolism. Iron, in

particular, is crucial for red blood cell production, ensuring the transportation of nutrients throughout the body. The high fiber content in the wine provides additional health benefits, aiding in satiety and potentially reducing calorie absorption. Moreover, the wine serves as an excellent source of potassium, important for fluid balance regulation, muscle contractions, and nerve signals. The phytochemicals identified in the wine hold promise for medical applications in the treatment of various diseases, with tannins showing potential for treating intestinal troubles. Overall, the findings suggest that Phoenix dactylifera wine is a valuable and recommendable product for consumption due to its nutritional composition and potential health benefits.

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## Role of Spironolactone in the Treatment of Female Patterns Hair Loss With Polycystic Ovarian Syndrome

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### ABSTRACT

Hair loss is a common progressive continuous condition affecting both males and females with limited availability of effective therapy. The following study aimed to evaluate the difference between the outcomes of three distinct methods which included plasma of the patient, spironolactone with the plasma of the patient, and lastly, spironolactone in a female with the polycystic ovarian syndrome (PCOS). Further, the study aimed to evaluate the comparison between the results to find the best method of treatment. In the following study, the target population includes ninety PCOS patients who are divided into three groups which are as follows. Spironolactone patients' group (n=30), spironolactone + plasma product(n=30), and thirty patients in the plasma product group (n=30). To exclude the bias of age-related hair loss and hair loss due to other systematic diseases, the targeted population includes healthy individuals who are between 20 years old to 40 years old. The results of the experiment indicated that the differences between all three treatment methods were statistically significant, and all three methods were beneficial. However, the best outcome was shown by spironolactone with a marked reduction of the area of baldness which was around 50% reduction.

**Keywords:** *Hair loss; Spironolactone; Platelet-rich plasma; Baldness; PCOS.*

### INTRODUCTION

Pattern hair loss often referred to as androgenetic alopecia, is a condition that is often attributed to genetic traits and high androgen levels (1). A predictable, repetitive pattern of hair thinning/loss occurs when the number of hormone-susceptible hair follicles decreases. Most men and 40% of women will experience male-pattern hair loss, which is the most common type of hair loss (2). The standard limit for hair loss is 100 hairs per day, therefore, gradual hair loss and an increase in hair loss are typical signs of androgenetic alopecia in both men and women (3). It also has a unique hair loss pattern. Men may experience a receding hairline and thinning of the vertex scalp, while women may experience thinning of the crown and enlargement of the area.

The anagen phase, recession phase and resting phase are the three stages of hair development. Over 2-4 years, the hair shaft increases in length and diameter during the anagen phase (4). During the anagen phase, the hair shaft slowly leaves the follicle for two to three weeks. The loss of hair from the follicle is characteristic of the stationary phase, also known as the resting phase, which lasts approximately two to three months. The term "androgenetic alopecia" refers to a condition that is both genetically predisposed and androgen dependent. Androgens are hormones that, when elevated, accelerate the contraction of the hair shaft (5). Examples of androgens include testosterone and dihydrotestosterone (DHT).

Hair loss can lead to severe psychological and emotional distress, as well as a reduced quality of life. Therefore, patients in dermatology can benefit greatly from the development of safe and effective treatments (6). Minoxidil, finasteride, spironolactone, dietary supplements, low-level phototherapy, and hair transplant surgery are some of the treatments currently available. Although topical minoxidil and oral finasteride have been approved by the FDA, they have limitations, such as limited clinical improvement in some individuals (7,8). The effectiveness of existing FDA-approved drugs to stimulate new hair growth may be substandard, and no significant benefit is usually seen. Therefore, platelet-rich plasma (PRP) become a good candidate for this indication because it is an autologous sample with minimum side effects at a low cost compared to other approaches (9-11). The androgen believed to be directly responsible for this accelerated shedding is dihydrotestosterone (DHT). An enzyme called 5-alpha reductase converts testosterone to DHT (12). Patients with a genetic predisposition to androgenetic alopecia exhibit higher 5-alpha reductase activity, which raises blood levels of DHT.

Minoxidil (13) and Finasteride (14) are the only FDA-approved drugs for alopecia. The extended blood flow immediately extends the time needed for hair growth. Minoxidil may not have a noticeable effect for up to 4 months, so it is very important to stick with it. This medication should be started when thinning hair is noticed. It is highly recommended that both men and women use the 5% solution as it will produce the best results (15). Minoxidil may cause women using the product to grow more facial hair, which is not desirable. Many people believe that all new hair growth will disappear once the medication is stopped. To maximize the percentage of hair in the anagen phase and minimize the amount of hair in the resting phase, Minoxidil should be used consistently for as long as possible. incorporate the product into your routine to help reduce hair loss (16). White blood cells and platelets, which are abundant in tissue factors, are present in plasma. Signalling molecules essentially operate as mediators, expressing the stimulation of skin cells (17). In reality, they have been employed in medicine to treat a variety of ailments, including arthritis and ageing symptoms(17). Creation factors have the potential to promote follicular circulation and encourage the formation of new hair, which is good news for anyone who has receding hair. It has demonstrated effectiveness in boosting the number of hairs, the density of the hair, and the growth phase of the hair cycle(18).

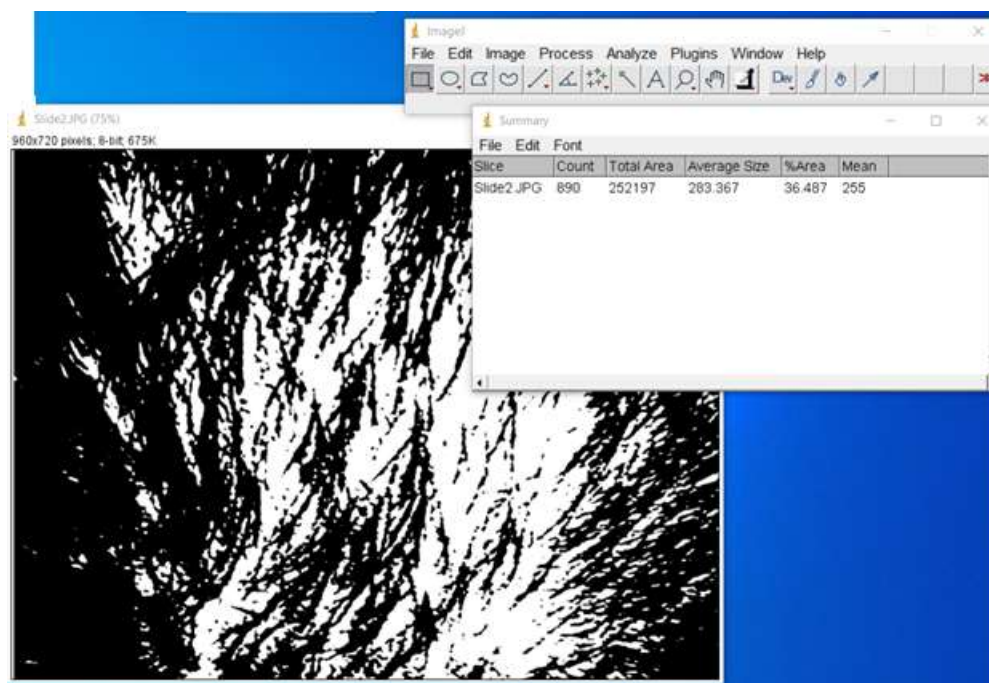
Spironolactone (SPL) is a potassium-sparing diuretic; its metabolism in the body yield canrenone which has aldosterone-blocking effects; an action responsible for their diuretic effects. Moreover, spironolactone has antiandrogenic effects and is thereby used in females with PCOS at childbearing age(19). The following study aimed to evaluate the difference between the outcomes of three distinct methods which included plasma of the patient, spironolactone with a plasma of the patients with polycystic ovarian syndrome (PCOS) patient, and lastly, spironolactone. Further, the study aimed to evaluate the comparison between the results to find the best method of treatment.

## **METHODS**

In the following study, the population includes ninety women with polycystic ovarian syndrome who were divided into three groups (n=30 for each group) which are as follows. Spironolactone patients' group, spironolactone + plasma product, and thirty patients in the plasma product group. To exclude the bias of age-related hair loss and hair loss due to other systematic diseases, the targeted population includes individuals who are between 20 years old to 40 years old. The duration of the study is a year (01.06.2021-01.06.2022). PCOS patients with coexisted chronic diseases were excluded from the study, such as diabetes, metabolic syndrome, hypertension, myocardial infarction, heart failure, arrhythmia, and thyroid diseases. The participants were recruited in a private clinic and the participants were given spironolactone 100mg/day for 3 months with or without PRP product. The PRP was given (5-5.5ml per session) every month for up to 3 months period.



To analyze the difference between the treatment methods and the outcomes which are associated with the treatment results of each group, pictures were captured of each individual before the treatment and in the last session which was based on the status of the patient. To highlight the hair density, ImageJ was used to analyze the results (Figure 1).



**Figure 1.** ImageJ analysis of the whole screen of the taken images of the baldness area. The percentage area calculated by the software is shown in the summary box.

The results of each group were analyzed using SPSS version 24. The statistical analysis included the descriptive analysis of each participant, and the calculation of mean, standard deviations, and percentages. The study has further used student t-tests. The analyzed parameters included the percentage area in the selected image. P-values  $\leq 0.05$  were considered statistically significant throughout data analysis., and a confidence interval of 95%.

## RESULTS

The demographic parameters were outlined in table 1. No significant differences ( $P > 0.05$ ) exist between the studied groups regarding age and body mass index(BMI).

**Table 3.1.** Demography of studied groups.

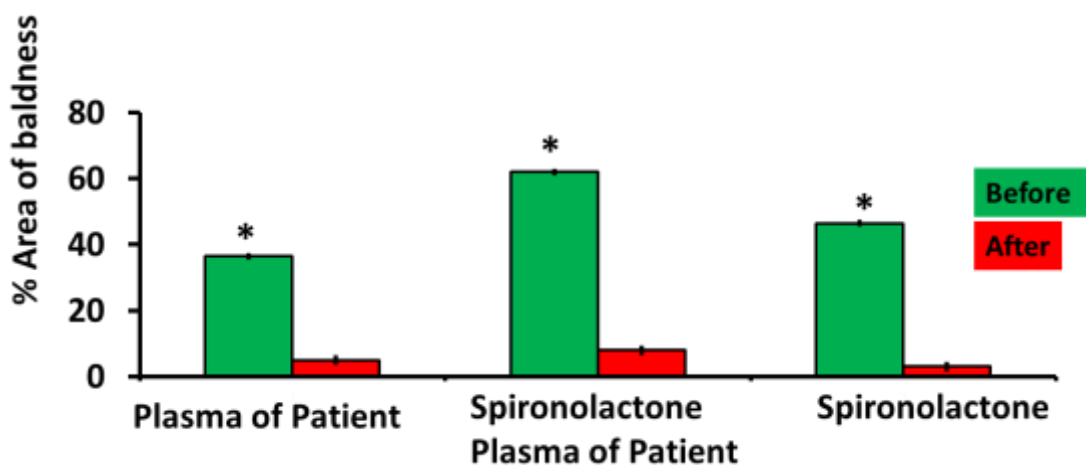
Parameters mean $\pm$ SD	PRP(n=50)	SPL (n=28)	PRP+SPL(n=28)
Age (years)	33 $\pm$ 6	32 $\pm$ 7	35 $\pm$ 5
BMI (kg/m <sup>2</sup> )	26 $\pm$ 0.8	27 $\pm$ 0.7	27 $\pm$ 1.1
SPL=spironolactone, PRP=platelet rich plasma			

The results of the following experimental study represented that the evaluation of outcomes after the treatment with respect to the percentage of area covered was as follows (Figure 2 and Figure 3). In the case of the plasma of the patient, the results of the experiments amongst 30 individuals showed that before the treatment the area of baldness was around 40% and after the treatment, it was reduced to below 10%. Furthermore, in the case of spironolactone and plasma of the patient, the results of the experiments amongst 30 individuals showed that before the treatment the area of baldness was around 60% and after the treatment, it was reduced to 10%. Lastly, in the third group of 30 participants who underwent spironolactone, the % of the area was 50% before the treatment which was reduced to less than 5%.



**Figure 2.** Representative images for participants of the study before and after exposure to patients' plasma or spironolactone.

The results of the experiment indicated that the differences between all three treatment methods were statistically significant, and all three methods were beneficial. However, the best outcome was shown by spironolactone with a marked reduction of the area of baldness which was around 50% reduction (Figure 3).



**Figure 3.** Spironolactone and plasma have reduced the percentage of the area of baldness in participants enrolled in the present study. Data expressed as mean±SD for three spots. Variables compared based on t-test. \*p<0.001. Analysis used ImageJ.

## DISCUSSION

The present study confirmed that PRP and SPL induced beneficial hair gain and reduced hair loss in PCOS women. However, the efficacy of PRP was strengthened by the addition of SPL. These findings agreed with the results of the meta-analysis, PRP injections significantly improved hair density in patients with androgenic alopecia (AGA). Several AGA investigations found PRP-induced improvements in hair volume, terminal hair density, hair loss and hair diameter, in addition to improvements in overall hair density (20). Other previously published results and clinical experience support the effectiveness of PRP as a hair restoration treatment, and this improvement is consistent with those findings. In a brief but careful trial, the addition of PRP to the follicular unit extraction technique increased hair density compared to a control group (saline) (21).

In our study, monthly sessions were based on the administration of PRP. The activation, injection technique, a number of sessions, frequency, and patient characteristics used in the preparation and administration of PRP have varied widely in the included hair loss studies. Despite being widely used, it is still not known how activation affects outcomes, as large changes in growth factor concentrations are not always seen (22). Unfortunately, the small number of studies did not allow for a meta-analysis to compare the effects of monthly PRP injections with other injection frequencies, such as weekly PRP injections. However, a recently published study found that monthly injections produced more hair volume than quarterly injections (23). Based on this data, it may be necessary to start with a monthly PRP treatment to optimize certain hair regrowth metrics (e.g., hair volume and hair density). Depending on the disease being treated, the PRP regimen should be modified because disease characteristics (e.g., severity) can affect efficacy. Based on the evidence collected, monthly injections of PRP (3x baseline platelet count) (24,25).

The combination of PRP with finasteride, spironolactone and minoxidil has been considered for optimization of the effects of PRP(26,27). Spironolactone has improved hair gain and reduced female pattern hair loss, these findings were in agreement with the study conducted on a combination of minoxidil and spironolactone or with finasteride (28-30).

## CONCLUSION

The results of the experiment indicated that the differences between all three treatment methods were statistically significant, and all three methods were beneficial. However, the best outcome was shown by spironolactone with a marked reduction of the area of baldness which was around 50% reduction.

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# Increasing Optical Fiber Data Rate by Using 256-QAM-OFDM DP Technique

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## ABSTRACT

A high-capacity transmission strategy called 256-QAM OFDM (Orthogonal Frequency Division Multiplexing) with dual polarization combines cutting-edge modulation and polarization multiplexing techniques. In this technology, two orthogonal polarizations—vertical (V) and horizontal (H)—are used to simultaneously broadcast separate data streams. The 256-QAM modulation technique is used to individually modulate each polarization, enabling the transmission of 8 bits per symbol. The technology essentially doubles the number of subcarriers and data streams by utilizing dual polarization, leading to faster data speeds and enhanced capacity. The system uses OFDM, which splits the available bandwidth into a number of orthogonal subcarriers. This permits effective spectrum usage and reliable transmission when there are channels that selectively fade frequencies, The easy implementation of equalization and channel estimation techniques, which are crucial for overcoming channel impairments, is made possible by OFDM. The optical signal-to-noise ratio (OSNR), signal-to-noise ratio (SNR), bit error rate (BER), and constellation diagram of all users are all measured to determine how well the system performs. Additionally, the relationship between OSNR and BER is investigated, and it is shown that as OSNR rose, BER fell. As can be observed from the findings, the BER grows as transmission distance increases, and we must raise OSNR to keep the BER below  $10^{-3}$ .

**Keywords:** *BER; 256 QAM; ISI; DCF; PILOT CARRIER; OFDM.*

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# Deconstructing Gender in J.M. Coetzee's *Disgrace* and Zoe Wicomb's *Playing in the Light*

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## ABSTRACT

Most Postcolonial writers in their narratives present characters who suffer rejection and discrimination because of their gender. This situation is glaring in patriarchal societies where men feel they are superior to the woman folk. This paper aims at projecting the link between postcolonial narrative discourse and the deconstruction of patriarchy. Put differently, this paper shows how the authors under study, though from different socio-political and cultural backgrounds, participate in their narratives to question the superiority of men over women in the postcolonial world. From the prism of postcolonial theory, this paper, hinges on the premise that Coetzee and Wicomb in their narrative fictions believe that deconstruction of gender is one of the panaceas for harmony in the postcolonial socio-political space.

**Keywords:** *Patriarchy; Deconstruction; Postcolonial Theory; Postcolonial Narrative; Deconstruction of gender; Deconstruction Patriarchy.*

## INTRODUCTION

Gender can be defined in many different ways as the concept is widely used. However, Harriet Bradley gives us an applicable definition in her book titled *Fractured identities* which focuses on the relation between women and men. To her, "Gender refers to the varied and complex arrangements between men and women, encompassing the organization of reproduction, the sexual divisions of labor and cultural definitions of femininity and masculinity" (Bradley 205). In *Critical Theory Today: A User-Friendly Guide* Lois Tyson claims that women are often portrayed as sweet, beautiful, weak, irrational and emotional, while men are described as strong, fearless and the ones who make all decisions. The ultimate goal for feminism is to increase our understanding of women's experience, both in the past and present, and promote our appreciation of women's value in the world (Tyson 119). Makama, Godiya Allanana in "Patriarchy and Gender Inequality in Nigeria: The Way Forward" submit that that:

*Gender is the socially and culturally constructed roles for men and women. For instance, gender roles of men as owners of property, decision makers and heads of household are socially, historically and culturally constructed and have nothing to do with biological differences. It is important to note the difference between sex and gender. Sex refers to the biological differences between male and female. For instance, the adult female has breast that can secrete milk to feed a baby but the adult male does not have. (118)*

The term "Gender" in common usage refers to differences between men and women. it often refers to purely social rather than biological differences. Some even view gender as a social construction rather than a biological phenomenon. In J.M Coetzee *Disgrace* and Zoe Wicomb's *Playing in the Light* he authors present and discuss women to prove the fact that a woman can survive and construct a better identity in any patriarchal society.

Makama, Godiya Allanana further explains that: "Gender is the socially and culturally constructed roles for men and women. For instance, gender roles of men as owners of the property, decision makers and heads of household are socially, historically and culturally constructed and have nothing to do with biological differences" (118).

Harriet Bradley in her book *Gender: Key Concepts* claims that the distinction between male and female has a very old history (3) but gender is something that varies according to time and place, which means that gender today is not the same as hundred years ago and gender in Sweden is not necessarily defined in the same way as it is in South Africa. The different characters in the stories do not share the same age, culture and religion. Feminism, on the other hand, examines how women often are subjugated.

Maria-Sabina Draga-Alexandru in “Constructing the Female Self in Migrant Postcolonial Fiction” contends that: Female emancipation...goes hand in hand with the reassertion of an age-old patriarchal assumption: “that the woman is there to offer support and, since she is seen as belonging to the private sphere rather than the public one, it is up to her to rebuild the protective environment of home” (124). Here, one realizes that for real emancipation to occur, the woman must be able to debunk the assumption that she belongs to the private sphere and not the public one and it is only in this context that she can rebuild a protective environment free from patriarchal hegemony.

### **DECONSTRUCTING GENDER IN THE NARRATIVES OF J.M COETZEE AND ZOE WICOMB**

Deconstructing Gender a theme explicit in J.M. Coetzee’s *Disgrace* and *Youth* and Zoe Wicomb’s *David’s Story* and *Playing in the Light*. J.M. Coetzee’s *Disgrace* begins with a description of one of David Lurie’s weekly visits to an unusual colored prostitute, named Soroya. She is described as “quiet, docile and compliant.” David violates Soroya’s careful division between her private life and her public work. Hence, she stops her visits to Lurie abruptly. At a certain point, David feels that regular visits to the prostitute Soroya makes him happy, but such understanding is not genuine for him. Lurie’s sex with Soroya is intense but not passionate so he feels his intercourse with Soroya is to be akin to the “copulation of snakes: lengthy, absorbed, but rather abstract, rather dry, even at its hottest” (3). This shows Lurie’s attitude towards intense sex; it is not a reciprocal relationship between two individuals. It is a fleeting contract by which he tries to satisfy his physical desires. While commenting on David Lurie’s temperament, the narrator feels that “his temperament is not going to change; he is too old for that. His temperament is a fixed set” (2).

The narrator in *Disgrace* presents Soroya as one who is living a double life because she is married with kids yet, she is having an affair with David. The omniscient narrator states that in Soroya’s arms, David “becomes fleetingly; their father; foster father; step father; showdown-father, he bed afterwards, he feels their eyes flicker over him overtly curiously” (6). The message J.M Coetzee intends to pass across here is that men should not bring forth children they cannot cater for. One can also deduce from the above quotation that Soroya is involved in prostitution because her husband cannot take care of his children. David is not also at fault because he pays Soroya to sleep with her in the hostel where she works. Here, one can also say that although Coetzee is not encouraging prostitution, what he is really frowning at is the nonchalant attitude of men who find it very difficult to take care of their families.

When David meets with Soroya, her husband and children in the market, “His thoughts turn, despite himself to the other father, the real one. Does he have an inkling of what his wife is up to, or has he elected the bliss of ignorance?” (7). He has elected the bliss of ignorance because his wife leaves the house every other day and in the night for that matter and he does not border to find out where she goes to. What his wife is up to is not his problem in as much as she is bringing money for the up keep of the family. Here, Soroya has no other choice than to involve herself in prostitution to provide for her children.

Furthermore, In J.M Coetzee’s *Disgrace*, one also realizes that David shows no remorse towards women. As seen in the text, he uses his desire as an excuse to use women. A good example can still be seen in the relationship between David and Soroya. It should be noted that David uses Soroya to satisfy himself and he uses his power to show his superior position. During the time he sees this girl, he tries to change her in many ways; for instance, the way she looks with her make up. The narrator states that: “Not liking the stickiness of the makeup, he asked her to wipe it off. She obeyed, and has never worn it since” (5). This is the first time in the text that David takes advantage of his position to show power, firstly by using Soroya and secondly by telling her to change her looks. He gains power by putting himself in a position where he is shown as the dominant one and Soroya as his possession. The third time David disrespects women is when Soroya disappears back to her real life and requests that no one should be looking for her and David does the opposite since he already has a relationship with her in his mind. He does not respect her will to be left alone, because of his own wish to be pleased by her (9-10). We are made to understand that when David goes to the hotel where she works, he finds out her real name and decides to telephone her in the night when her children and husband are asleep. In a telephone conversation between David and Soroya, the former tells the latter that: “I don’t know who you are... You are harassing me in my own house. I demand you will never phone me here again, never” (10). David takes sex to be an act of exercising his power. David is not unaware of his power as a white over a poor prostitute who has her family, children and a husband. Lurie seeks to probe into Soroya’s personal life; she disapproves of this invasion on her

privacy. She makes it very clear to David that her life as a prostitute has nothing to do with her life as an individual. It should be noted that he keeps harassing Soraya against her wish because he does not respect her as a person. Soraya's decision to quit prostitution is J.M Coetzee's way of discouraging prostitution and it also portrays the fact that women should be given the respect they deserve. Here, David feels that he is superior to women and that is why he does not treat them well.

Post colonialist frown against the superiority on men and that is why they believe that the liberation of women can only be successful only where patriarchy has been debunked. In other words, the two theories used in the analysis of this work are radical movements that believe in the freedom of women who find themselves in any patriarchal society.

Furthermore, one can say that David's desire for women becomes his burden and he cannot control it, and the loss of his work is a result of it. One would also say that David once tries to explain his burden to Lucy, but as a comparison to a dog: David states that: "[...] desire is a burden we could well do without" (90) and he makes himself comparable to a dog and its hatred of its nature. David sees the problem with his desire and he hates what it does to him. He cannot control it but no matter how hard he punishes himself he cannot deny his nature. Desire is something uncontrollable to David, it leads him to women and he shows his power through it but at the end of the day, he also loses his power through his desire for women.

*[...] when we were still living in Kenilworth, the people next door had a dog, a golden retriever [...] 'It was a male. Whenever there was a bitch in the vicinity it would get excited and unmanageable, and with Pavlovian regularity the owners would beat it. This went on until the poor dog did not know what to do. At the smell of a bitch it would chase around the garden with its ears flat and its tail between its legs, whining, trying to hide.' [...] A dog will accept the justice of that: a beating for a chewing. But desire is another story. No animal will accept the justice of being punished for following its instincts'. (89-90)*

This could be considered as an excuse for his behaviour and his daughter Lucy asks him: "'So males must be allowed to follow their instincts unchecked? Is that the moral?'" (Coetzee 90). Whereupon he answers: What was ignoble about the Kenilworth spectacle was that the poor dog had begun to hate its nature. It no longer needed to be beaten. It was ready to punish itself." (Coetzee 90). From the rhetorical questions in the above quotation, one can deduce that Lucy is insinuating that any man who misbehaves, should be punished. In this case, it is apt to note that the punishment of David is justified because it is morally wrong to harass women sexually, especially when it has to do with minors like Melanie.

In the text, women are not only looked down upon by David and Petrus but also by other people in the society. People at the University more or less support David and his actions towards Melanie. One of the lecturers at the University says that: "[...] David, I want to tell you, you have all my sympathy. Really. These things can be hell." (Coetzee 42). Many people support David and his actions: "You may find this hard to believe, David, but we around this table are not your enemies. We have our weak moments, all of us, we are only human" (Coetzee 52). David's actions are thus justified by his peers. He is backed up by other people on the same level. This could also be connected to how women are looked down on in the story. Melanie, who is a victim of David, is not supported by people around. It should be noted that David never says, nor admits, that his harassments of Melanie Isaacs are disgraceful. There is only one person who tells him that his actions are inappropriate and shameful and that is his former wife Rosalind: "[...] The whole thing is disgraceful from beginning to end. Disgraceful and vulgar too. And I'm not sorry for saying so" (Coetzee 45). Nobody ever tells David that what he does is wrong since he is always supported by others, apart from a few exceptions. Therefore, he sees his actions as more acceptable than they are and his actions may be considered a product of the society he lives in. Moreso, one can say that David's former wife considers David's actions as inappropriate, vulgar and disgraceful because she understands that it is a terrible thing to harass a woman. It is also possible that Rosalind is bitter with David because she has been harassed and disgraced by him in the past.

Again, in J.M. Coetzee's *Disgrace*, there are two women in the story David cannot control; Lucy and her friend, Bev. They are strong women, which is something different from the women David has dealt with earlier. David always tries to control Lucy but he cannot do it. Lucy is very strong woman who takes care of herself and breaks



all the gender roles. Lucy has a big house and a farm that she takes care of. Lucy here can be seen as a strong woman given that unlike some women who depend on men for a house and a farm, she struggles to own the two and this is exactly the message that J.M Coetzee wants to pass across to women who find themselves in a patriarchal society.

David's thoughts about Lucy and Bev are not healthy at all. Some of the first things David notices about Lucy when he sees her is that: "[...] she has put on weight" (59). "Soon she will be positively heavy. Letting herself go, as what happens when one withdraws from the field of love" (65). Despite the way David feels about Lucy, he does not succeed control her. Similarly, the first time David meets Bev, he perceives her as: [...] a dumpy, bustling little woman with black freckles, close-cropped, wiry hair, and no neck. He does not like women who make no effort to be attractive (72). And once again, women's looks is what David is most interested in and since Bev is not good-looking enough, he does not like her. From a feminist perception, this is a way of looking down on women. In the above quotations, David reveals his thoughts about the women who are close to him. Again, when he sees Helen, Lucy's friend for the first time, he wishes Lucy would find someone better because she is not beautiful enough.

Just like David, Petrus is one of the persons who does not have respect for women. When Lucy is raped, instead of sympathizing with her, he decides to ask David the following question: "Will Lucy go to the market tomorrow? (115). This tells a lot about Petrus and his refusal to understand a woman's experience of a rape. Again, one can say that Petrus refusal to understand Lucy is a justification of the fact that he considers women as inferior.

David and Petrus have different intentions of using women. Petrus gains economic and material winnings and that is probably because he has always been poor and riches is therefore what he looks for. In the case of David, on the other hand, it is harder to tell what he gains from using women. One could argue that David's way of acting towards women is a consequence of his troubled life, since he lost his wife. David at least gains sexual pleasure and takes advantage of the position he possesses when he uses Soraya and Melanie. The narrator makes Petrus' way of acting and using women seem less accepted than David's. This may be because the story is focalized through David, as mentioned earlier, and therefore we do not get much sense of what Petrus' thoughts are.

South Africa's history is hereby still present in the story and the portraits of white and black people are brutally exposed. It could all be a contest to show who is in charge. David's rape seems to be more about not seeing women as worthy but let us not forget about Soraya, the black woman he struggled for. He spent time mentioning many times that Soraya is black and he also takes time to hate the black men for raping Lucy, a white innocent girl. David's old-fashioned thoughts of black and white people are still present.

Furthermore, talking about the life of David and women, Lucy reminds him that: "You have paid your price. Perhaps, looking back, she won't think too harshly of you. Women can be surprisingly forgiving" (69). Here, Coetzee portrays the woman's character as one who forgives easily. This can be confirmed as far as the text is concerned because no matter the behaviour of David the women he has dated in the past are still very good to him. A very good example of women and forgiveness can be seen in Lucy who decided to pardon her rapists and despite the effort by her father for her to abort the baby she got as a result of rape, she refuses. Here we can say that women have a soft heart as compared to men.

Again, commenting about women, David affirms that every woman he has come in contact with, has taught him a lesson about himself and has made him "a better person" (70). From the above quotation, one can say that he has learned a lot from the women he has encountered. Knowing who her father is, she responds to him in the following words: "I hope you are not claiming the reverse as well. That knowing you have turned your women into better people" (70). From the above quotation, one can say that why Lucy makes the above statement is because she is aware that all the women David has met are good but David has been a very bad person.

Again, when Petrus's wife is expecting a baby all and sundry including Petrus are expecting that the child would be a baby boy and when asked what he got against girls he explains that: "Always it is best if the first one is a boy. Then he can show his sisters – how to behave. Yes... A girl is very expensive... Always money, money,

money.” (130). From the above quotation, Petrus insinuates that a girl child is useless and can only be taught by boys and that is why he feels that he cannot spend his money on girls. According to Petrus, girls are expensive because “you must buy this, you must buy them that” (130). After listening to Petrus about the issue of the girls “Lucy smiles, but he knows she is embarrassed” (130). Lucy is embarrassed because it is unthinkable to comprehend the fact that girls are better than boys and that it is not right to spend money on them.

In the text we equally see Petrus’s discrimination against women clearly exhibited when Lucy and her father goes to visit Petrus and his wife, the narrator says that he “From the kitchen area, if that what is what they call it, Petrus summons his wife. It is the first time he has seen her from close by. She is young – pleasant-faced rather than pretty, shy, clearly pregnant. She takes Lucy’s hand but does not take his, nor does she meet his eyes” (128). From the above quotation, we realize that Petrus’s wife greets Lucy but does not take David’s hand and “her eyes do not meet his.” Here, one can conclude that she finds herself in a patriarchal society where a woman is supposed to be seen and not heard. Again, the fact that Petrus’s “summoned” his wife from the kitchen to receive a gift from David and Lucy justifies the fact that Petrus does not have any respect for her.

It should be noted that apart from the fact that Petrus is interested in a boy over a girl, Lucy feels that he treats women badly. Talking about Petrus, the omniscient narrator states that Petrus is a “dominating personality. The young wife seems happy, but he wonders what stories the old wife has to tell” (137). From the above quotation, one realises that Petrus is domineering especially to his wives. According to Lucy, Petrus’s first wife may be happy but the “old wife” has a lot of stories to tell about Petrus and his domineering behaviour. In a way, J.M Coetzee is condemning the patriarchal and attitude of Petrus. Again, another instance of patriarchal dominance in the text is seen when Lucy talks to her father concerning men, sex, and hatred. She states that:

*Hatred...when it comes to men and sex, David, nothing surprises me anymore. May be, for men, hating the women makes sex more exiting. You are a man, you ought to know. When you have sex with someone strange – when you trap her, hold her down, get her under you, put all your weight on her – isn't it a bit like killing? Pushing the knife in; exiting afterwards, leaving the body behind covered in blood – doesn't it feel like murder? (158)*

From the above quotation, one realises that men use force to inflict untold pain on women through rape and this according to Lucy is not different from murder. Again, one can say that this is J.M Coetzee’s way of saying that molesting women because they are weak is uncalled for.

Another idea of gender deconstruction can be seen in Lucy when she decides to keep the pregnancy she gets as a result of rape. Talking to her father about why she intends to keep the baby, she tells him that “why? I am a woman, David. Do you think I hate children? Should I choose against the child because of who its father is?” (198). The rhetorical questions explains the fact that Lucy is not just God fearing but she is also a woman of dignity. The fact that she decides to keep the baby is J.M Coetzee’s way of portraying the fact that mothers are supposed to take care of their children, irrespective of how they got them. In fact, when David realises that Lucy is eager to keep the baby, he asks her the following question: “Are you telling me you are going to have the child?” (198). She responds to her father’s question in the affirmative and states that she is not “having an abortion” (198). When Lucy informs her father that she is not having an abortion, he tells her that she did not tell him that she does not believe in abortion (199). When Lucy realises how mad her father is because she wants to keep the pregnancy, she addresses him thus:

*[...] David, I can't run my life according to whether or not you like what I do. Not anymore. You behave as if everything I do is part of the story of your life. You are the main character; I am the minor character who doesn't make an appearance until halfway through. Well contrary to what you think, people are not divided into major and minor. I am not minor. I have a life of my own, just as important to me as yours is to you, and in my life, I am the one who makes the decisions. (199)*

From the above quotation, it is obvious that David is patriarchal and domineering and that is why Lucy feels that her father must not decide for her all the time. In fact, from the above quotation, it is clear that J.M Coetzee is advocating for a society where the rights of the woman are respected.

Again, commenting on what Lucy said to her father in relation to moving into Petrus's house, as a wife, Bev Shaw addresses David thus: "women are adaptable. Lucy is adaptable. And she is young. She lives closer to the ground than you. Than either of us" (210). Here, it is obvious that this is J.M Coetzee's way of saying that unlike men, women are always ready to tolerate any situation especially in their homes just to make their families happy. Lucy confirmed her love for her child in the following words: "love will grow – one can trust Mother Nature for that. I am determined to be a good mother, David. A good mother and a good person. You should try to be a good person too." (216). Here, one can say that Lucy is determined to be a good person and a good mother and, this is a message to all mothers that they are supposed to love their children come what may. She feels that her father should struggle to be a good person too because it is possible that he does not have an iota of love for women and that is why he is not in love with his wife.

In Zoë Wicomb's *Playing in the Light* through the presentation of the activities of the protagonist, Marion Campbell, we realise that the author's project is one of deconstructing gender in post-Apartheid South Africa. Just like Vera Stark and Sarah Barcant, Marion Campbell is presented, in the novel as self-assertive and self-confident. The narrator stresses that Marion lives alone in her apartment at Bloubergstrand. Most importantly, he comments that "Marion's apartment is modest – she has no need for more than a bedroom – but the flat is the fulfilment of an adolescent dream" (2). This statement justifies the fact that Marion's present success is the result of a childhood dream, desire, and commitment to its fulfilment. Even at the early stage of her development, she is conscious of the fact that her future lies in her hands and she has to work tirelessly to succeed in life. Moreover, the idea of living alone shows that she is against those who think that women can only depend on men to survive. Furthermore, the above citation also depicts the view that Marion is ambitious and hardworking.

Again, in the novel, we equally see Marion do a lot of things to make herself happy without a man beside her. The narrator states that "On Sunday morning, Marion rises at dawn to drive to the fishing village on the coast where she rents a cottage" (22). Here, one realises that she does not ask for the service of a driver to take her around; she does it herself. This emphasises the view that a woman can work things out for herself without asking for support from anybody. The narrator brings to the readers' vision the beauty of the coastal scenery in the following passage:

*When the sea is well risen, she has to stop for tortoises carrying their ancient carcasses across the gravel road. In spring, the road is flanked by fields of Namaqua daisies that bring the tourists, who drive absurdly slowly to admire the garish colours, a5ZXXXbut now in April there are not many people about. Here on the lagoon, the Atlantic is not so cold – she may even swim – but sitting in the sun with her magazines, an extraordinary tiredness, a laziness, washes over her. She is content to walk on the sand, to sit and doze all day on the beach and watch the tide come in, watch the water lap at the fine white sand, nibble at the lengthening shadow of the cliff growing greedier and greedier until it roars its hunger into the cavities of rocks. (22-23)*

The use of the above vivid description is to show how the beauty of the landscape is a reflection of the joy and happiness in the mind of Marion as she visits this touristic site for recreation. Besides, she is very forceful and dynamic in her society. She is a vibrant middle class woman with a successful career in business. It is in this light that the narrator says that "It is the hard-working middle class that she [Marion] admires, which is to say people like herself" (25). From the text, the reader is made to understand that Marion who is a female character has "[...]" advanced in the world precisely because she presses on (3). Marion, who is a woman, has advanced contrary to the impression that women are relegated to the background.

Furthermore, Marion's greatest determination is to make herself comfortable in life even without a husband. This is a dream which has been animating her vision throughout the novel. She is proud to share her dreams with the people or workers in her agency and even to her subordinates. The narrator affirms this when she says:

*There is nothing more tedious than listening to other people's dreams. And despite knowing this, knowing that a dream is only of interest to the dreamer – who inserts it into the puzzles of her own life, hoping it will throw its feeble light over her peevish questions, her half-hearted attempts at making sense of the world – Marion has a perverse urge to tell her dream to these in her office, people whom, strictly speaking she barely knows. (29)*

What Marion dreams of, in one of her dreams, is a green Jaguar or a boyfriend, although she says that having a boyfriend is not too certain. The narrator says: “Marion’s dreams of a green Jaguar or a boyfriend, although she has doubts about the latter” (29). This statement justifies the fact that Marion does not see the need for a boyfriend in her life. In other words, she doubts about getting a boyfriend or starting a relationship with a man. It should be noted that unlike other women, Marion does not wait for anybody to take care of her. She has been able to impose herself in the society where she lives. What is interesting as far as Marion’s dream is concerned is the fact that the narrator dedicates five (5) pages in the text to explain Marion’s dream probably because he wants to emphasise that women have the right to dream big irrespective of whether they have a man helping them or not. The narrator equally justify the fact that women, just like men, should struggle to be who they want to be in life, irrespective of what others feel. The narrator comments:

*Marion behaves like someone who doesn’t know that you are exposed to your dreams, that people will shake their heads or wink at each other when your back is turned. She does not try to stop herself from telling. There is perhaps the hope that, in the telling, the dream will release at least some of its meaning; that details inaccessible in silent recollection will reveal themselves to shape a skeletal narrative. (29)*

Similarly, the author, Zoë Wicomb, does not only present Marion as confident and self-assertive; she is seen as hardworking and diligent in her profession. The narrator presents her as someone who “[...] likes being in her office when everyone has left and the place is hers to potter about in, as she cannot do in the presence of others” (15). This character trait shows that she is dedicated to her business and will sacrifice all that she has to make it progress. In this regard, she avoids all places of relaxation such as film halls, night clubs and bars to allocate more time to her job. The narrator comments:

*On the pad on her desk is a list of tasks for Monday morning that she might as well get started on; but she is restless, perhaps because it is getting on for Saturday evening in a city decanted of people – people who are readying themselves for the elusive pleasure of the night. (15)*

Furthermore, we realise that Marion is the bread-winner in her family. This goes contrary to the traditionally-held belief that women are mere observers in their families, while the men are the ones who provide the needs. The narrator draws a contrast between her and her brothers who are very boring and irresponsible. As an illustration to the discourteous and ill-mannered behaviour of her brothers, the narrator comments that “Except for what the brothers stole from the left on lazy Sunday afternoons, pocketfuls taken to the mealier field where they would lie hidden between rows of maize, chewing, and checking the lengths of their penises” (4). This contrast brings out the view that the woman, in the post-Apartheid context, to an extent is more responsible and sensitive to social values than the man. Also, the important role Marion plays in her family is seen when she informs her father that she will be coming to visit them in Cape Town. John Campbell waits for her eagerly. The narrator declares:

*He waits for Saturdays when Marion comes, or for the occasional phone calls during the week when she might announce that she’ll be popping in, or that she is on her way, by which he has come to understand that she has only just thought of coming, and that there will be long minutes of hunting for keys, of finishing a cup of tea, of finding in her cupboard treats to bring for him or stopping at a shop for a packet of biltong or mebos, while he waits patiently through slow time. But with his special ear for traffic, he picks out precisely the sound of her car as it approaches the robot in Main Road; he can tell from the screech of wheels whether she is waiting at a red light before turning, or whether she is slowing down on the green, slipping into second gear in order to turn into Burns Road. (6-7)*

Brenda Mackey is another female character in *Playing in the Light* that the author uses to show the vital role that the woman plays in the post-Apartheid South African society. She is of the coloured race and also a member of the MCTravel Company. Just like Marion, the author penetrates her personality to bring out the shift towards female empowerment in the New South Africa. The narrator describes Brenda in the following words: “Brenda Mackay is soft-spoken, soothing even, unless that is just the musical lilt of her Cape Town accent, but at times there is something of an ironic edge to her voice that is unnerving” (17). Just like Marion, she is also assertive

in her character; she is also diligent and duty conscious at her work place. The narrator admits that she (Marion) is always at work even when she is sick. Her boss, Marion Campbell, is very happy with her behaviour. Also, the narrator authenticates this assertion in the following words:

*Marion felt a twinge of guilt about Brenda. The girl has turned out to be reliable and conscientious; she's never missed a day, even coming to work when she had that dreadful cough and had to be sent home. Come on, she said, take Monday off; take yourself away somewhere nice. (18)*

Brenda, however, rejects this offer and asserts thus: "No, really, Brenda said, I'm not in need of a break" (18). From the above quotation, one realizes that Brenda is working very hard and even comes to work when she is ill. When Marion realizes that she is ill and ask her to take a break, she refuses to take a day off. Here, one can say that just like men, women too can be very hardworking and dedicated to work.

In the same way, Marion's mother, Helen, is one of the female characters in the novel who deconstructs gender bias. She rebukes her husband, John Campbell, for not letting her dress in trousers which he believes is a dress designed only for men. John is a rigid conservative who believes that the gender divide should be maintained. Following this, Helen criticises him thus: "Campbell, you're no longer on the farm; this is the city. I won't be a plaasjapie here, and you know better than to call me Lennie. It can't be a sin to wear trousers, because nowadays, here in town, you'll see smart, respectable women wearing slacks [...] she said bitterly" (10). This rebuke, by Helen, shows that she wants to be free to wear whatever she wants to wear besides, the fact that she wears trousers does not mean that she is bad person since responsible and respectable women wear trousers nowadays.

Moreover, the gender concept of sisterhood is very strong in the post-Apartheid era as seen in the relationship between Marion and Annie Boshoff. These two female characters are very much attached. This stems from the fact that they grew up together. The child-like relationship that they had has followed them to adulthood. This sisterly bond between Marion and Boshoff is seen when the narrator says: "Marion would have preferred to live above Main Road, close to Annie Boshoff" (9). The probable reason for this wish is that they can consolidate their relationship and live together. Through the relationship between female characters in this novel, the author seems to think that there should be a collaboration among post-Apartheid women for them to make their voices heard.

The idea of gender acceptance and reconciliation is also portrayed in the MCTravel Company where the male workers have no bias against their female colleagues because of their gender. This cordial relationship between the sexes is seen in the relationship between Boetie van Graan and Brenda Mackey. When Brenda was recruited in the company to replace Mrs Chester who has gone on retirement, she is given a warm reception by Mr. Boetie who is also a worker in the company. The narrator remarks that:

*When Marion first announced to her staff that things were tight, and that when Mrs Chester retired, she planned to replace her with a young colored girl, she was not surprised at Boetie van Graan's skepticism. It was to be expected: he was not as enlightened as the rest of them. But when Brenda arrived, a slip of a girl who looked no more than sixteen, he did the right thing. Times were changing and he certainly was not going to be left behind. Boetie took her hand warmly and said, Brenda, very pleased to meet you. I'm Mr. van Graan and I hope that you'll be happy here. (19)*

This idea of gender acceptance is proof of the view that the future of post-Apartheid South Africa lies in the hands of both men and women who must come together to contribute to national development. The cordiality between the sexes in this company therefore epitomises the entire post-Apartheid society.

A similar case of gender acceptance is also found in the relationship between Marion and Geoff. Their relationship shows signs of the reversal of roles and gender deconstruction. The omniscient narrator remarks that when both of them are at home, Geoff is the one who does the cooking for Marion. This is contrary to the traditional role of the man as seen in Chinua Achebe's *Things Fall Apart* and *Arrow of God* where the man occupies public space and the woman domestic space. The narrator says:

*They leave the restaurant without ordering food. In the car, Geoff folds her in his arms, ruffles her hair and is gratified by the convulsions, by the tears that course down her cheeks, tears that he kisses away. This revelation turns her into a ragged waif in need of protection. Once home, he cooks for her. A simple pasta is comforting, he says, turning it also into a lesson. First, the grating of the lemon peel so that the juice has time to be infused with its zest, before being toast in the pasta with olive oil, garlic and parsley. (77)*

From the above quotation, one can say that after the outing of Marion and Geoff, while at home, the later decides to cook for the former hence debunking the fact that cooking is only reserved for women. More so, still talking about Marion, the narrator explains that “[...] she knows how to be civil. She knows the names of museums and churches; as a travel agent, she knows the sites that can’t be missed, and so asks after the queues at the Uffizi, the piazza in Arezzo the subsidence, in Venice” (42). The above quotation explains the fact that Marion is an independent woman. The narrator confirms this by saying that when Marion goes out with her boyfriend, “[...] she loves being out with him walking where a woman would not walk on her own, seeing Cape Town anew, but no, not like a tourist, rather the familiar place reused by rain into rightness” (43). What is interesting here is the fact that Marion breaks the barrier of walking where a woman would not walk and this is because she has decided to impose herself in a society that is dominated by men.

Again, also talking about gender deconstruction and self-assertion, the narrator claims that when Geoff, Marion’s boyfriend said he would call Marion and did not; she said “she would call. Although she understands that nowadays a woman needs no wait for a man to get in touch, she cannot bring herself to do the calling, cannot put herself in a vulnerable position. She is she supposes, an old-fashioned girl!” (56). Here, it is very clear that the time when men expect only women to call them is in the past now. This emphasises the idea of self-assertion where Marion feels that if she is that important, Geoff her boyfriend should also do the calling and not the other way round.

In the text, one realizes that apart from fighting against Apartheid, Father Gilbert also fought against gender inequality in the Apartheid days. In the Anglican Church, he tried to maintain gender equality. The narrator says that, as the parish priest of St. Luke’s Anglican Church, he opted for a way of making his mark through the introduction of “[...] the Maundy Thursday midnight ceremony of humbly washing the feet of his parishioners, as Christ himself had washed those of his disciples” (160). Maundy Thursday, as far as Christianity is concerned, is the Thursday before Easter, commemorating the Last Supper of Christ with his apostles. During this occasion, he chooses a woman [Helen Campbell] to be among the twelve parishioners whose feet are to be washed. The narrator records that many members of the parish council interpreted Father Gilbert’s action as a spiritual sacrilege – since they did not consider the woman worthy to be chosen. However, Father Gilbert justifies his decision by bringing the parishioners to the knowledge that “The Bible, he explained, was not immutable; the Church must move with the times” (160). The decision, by Father Gilbert, to include a woman among the twelve shows that he does not consider women as inferior and this is exactly the vision of Zoe Wicomb and J.M. Coetzee as far as the post-Apartheid South African is

## CONCLUSION

In accordance with the above facts therefore, one will assert that a critical study of the texts under study as seen in above paragraphs reveals that the ideological and artistic vision of the authors under study is their ability to deconstruct gender.

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## The Moral Dimension in the Life of the Imams of Ahl al-Bayt (peace be upon them), the Prophet Muhammad (May God bless him and his Family and grant him peace), Imam Hassan bin Ali (peace be upon him) as a Model

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### ABSTRACT

This research is an academic study carried out by the researcher and labeled (the moral dimension in the life of the imams of Ahl al-Bayt (peace be upon them), the Prophet Muhammad (may God bless him and his family), and Imam Hassan bin Ali (peace be upon him) as a model), to demonstrate the contributions of the Holy Prophet (peace be upon him). God be upon him and his family) morality and his dealings, whether in peace or war, as well as with the good and the bad, and how this characteristic was reflected on the pure family of the House (peace be upon them), and these qualities acquire the nature of continuity in the moral dealings from the principles of the Muhammadan house.

And that these morals were never the product of an intellectual or cognitive development on the order of the ages, but were a revelation revealed by God Almighty and legislated by the honorable Prophet Muhammad (may God bless him and his family and grant them peace). The highness of the morals of the greatest Messenger (may God bless him and his family and grant him peace) and his pure progeny.

We divided this research into two axes, the first is the moral dealing of the Prophet of Mercy Muhammad (may God bless him and his family and grant him peace) with polytheists and hypocrites, and the second is the ethical dealing of Imam Hassan bin Ali (peace be upon him).

Among the results that we reached is the uniqueness of the Muhammadan house in their good morals from those who preceded and followed, since the moral obligation for them is the human feeling of God Almighty watching over him, so he must be aware and preserve himself in front of the calamities of the world and its temptations that lead him to what his consequences are not praiseworthy.

### ملخص البحث

يعد هذا البحث دراسة أكاديمية قام بها الباحث والموسوم بـ(البعد الأخلاقي في حياة أئمة أهل البيت (عليهم السلام)، النبي محمد (صلى الله عليه وآله وسلم)، الإمام الحسن بن علي (عليه السلام) (نموذجاً)، لبيان أسهامات الرسول الكريم (صلى الله عليه وآله وسلم) الأخلاقية ومعاملاته

سواء اكانت في السلم والحرب وكذلك مع الصالح والطالح وكيف أنعكست هذه الصفة على آل البيت الأطهار (عليهم السلام) وهذه الصفات تكتسب طابع الأستمرار في التعامل الأخلاقي من مبادئ البيت المحمدي.

وأن تلك الأخلاق لم تكن يوماً نتاج تطور فكري أو معرفي على مر العصور وإنما كانت وحيّاً أوحاه الله عز وجل وشرعه الرسول الأكرم محمد (صلى الله عليه وآله وسلم) وقد وقع إختيارنا على هذا البحث لما يحتويه من صور عن حسن الخلق والتي تمثل النزر اليسير من سمو أخلاق الرسول الأعظم (صلى الله عليه وآله وسلم) وعترته الطاهرة.

قسمنا هذا البحث على محورين الأول التعامل الأخلاقي لنبي الرحمة محمد (صلى الله عليه وآله وسلم) مع المشركين والمنافقين والثاني التعامل الأخلاقي للإمام الحسن بن علي (عليه السلام). ومن النتائج التي توصلنا إليها هو تفرد البيت المحمدي في حسن أخلاقهم عن سبق ولحق إذ إن الالتزام الأخلاقي لديهم هو أحساس الإنسان بمراقبة الله عز وجل له لذا عليه أن يكون واعياً وحافظ لنفسه أمام موبقات الدنيا ومغرياتها التي تؤدي به إلى ما لا يحمد عقباه.

#### المقدمة

كان النبي محمد (صلى الله عليه وآله وسلم) أفضل الخلق وأكثرهم ورعاً وحلماً وهو قدوة المسلمين والإنسانية اجمع وهو الأسوة التي نستمد منها منظومتنا الأخلاقية في جميع تفاصيلها، فهو الحائز على مراتب الكمال والمتخلق بالأخلاق الكريمة فلو لم يكن أفضل الخلق لاحتاج إلى من يهديه من الخلق فالنبي محمد (صلى الله عليه وآله وسلم) يجب أن يكون في الذروة من الصفات الحميدة فمنه يتعلم الناس مكارم الأخلاق.

حيث أن حسن الأخلاق الذي يصبغ الحياة بالجمال والتعامل مع الناس بالرحمة والرأفة هذا هو الهدف الذي جاء به الإسلام وواجه في سبيله النبي محمد (صلى الله عليه وآله وسلم) مختلف الصعاب والمخاطر.

إذ إن النبي (صلى الله عليه وآله وسلم) بأخلاقه صنع إنساناً مؤمناً قوياً منتجاً وعادلاً واستطاع في غضون عقدين من الزمن، من تحويل المجتمع الغائص بالظلام والتطرف إلى امة عظيمة في دولة عظمى.

بل ان النبي (صلى الله عليه وآله وسلم) لخص كل رسالته في الدنيا في قوله : ((أنما بعثت لأتمم مكارم الأخلاق))<sup>(1)</sup> فكانت الرسالة التي رسمت طريقها في تاريخ الإنسانية وبذل الرسول (صلى الله عليه وآله وسلم) جهداً كبيراً في إيصال اشعاعها وجمع الناس حولها. إذ أعلن النبي (صلى الله عليه وآله وسلم) منذ بواكير رسالته أنه يضع الأخلاق في قمة أهدافه كونها العمود الفقري لأي تغيير ناجح في الإنسان، فرداً ومجتمعاً، فمن خصائص أئمة أهل البيت (عليهم السلام) البر والإحسان إلى كافة أصناف الناس فكانت أخلاق أهل البيت أخلاق الرسول الأعظم (صلى الله عليه وآله وسلم) وسجاياهم سجاياه وسيرتهم سيرته فقد سلك الرسول (صلى الله عليه وآله وسلم) وأهل بيته الأطهار كل الطرق من أجل إصلاح المجتمع أخلاقياً وإنسانياً كانت حياته تصب لأعلاء شأن المسلمين بأخلاقه فما من عمل صدر منه إلا وكان منطلقاً من سمو الأخلاق، حيث أن النفوس العظيمة لا تقتصر في الفضائل على ناحية دون



أخرى فهي لا ترضى الا بالسمو والرفعة في جميع المجالات، حيث لم تجمع الأمة بأسرها على أفضلية أحد كما أجمعت على أفضلية الرسول (صلى الله عليه وآله وسلم) وأهل بيته الأطهار .

الرسول محمد (صلى الله عليه وآله وسلم) يمتلك التوازن النفسي والسلوكي في شخصيته، وهذا التوازن يعد من أبرز دلائل نبوته ويتمثل في الكم الهائل من الشمائل ومحاسن الأخلاق التي اجتمعت في شخصيته (صلى الله عليه وآله وسلم)، فالأخلاق من أهم الدعائم والأسس التي يقوم عليها نظام الحياة البشرية، ومما لا شك فيه أن المستوى الأخلاقي للأمة مقياس حضارتها وأساس بناء مجتمعها، ولذلك أحتلت الأخلاق مكانة كبيرة في الإسلام وكثيراً ما حث النبي (صلى الله عليه وآله وسلم) على ضرورة التحلي بالأخلاق والتمسك بها .

وقد تناول بحثنا هذا محورين تناول الأول أخلاق الرسول محمد (صلى الله عليه وآله وسلم) مع المشركين في حين الثاني أشار إلى أخلاق الإمام الحسن بن علي (عليه السلام).

ومن بين أهم المصادر التي اعتمدنا عليها في أثناء هذا البحث بالمعلومات المهمة هي كتاب تاريخ اليعقوبي لأحمد بن أسحاق اليعقوبي (ت292هـ/907م) وكتاب أمالي الصدوق لأبي جعفر محمد بن علي الصدوق (ت381هـ/990م) وكتاب الطبقات الكبرى لعبد الوهاب بن أحمد الشعراني (ت973هـ/1565م).

### المحور الأول : التعامل الأخلاقي للرسول (صلى الله عليه وآله وسلم) مع المشركين:

تمثل الأخلاق الجوهر الأساس في التعامل الذي يقوم عليه كيان أي أمة، فهو الأساس لبقاء الأمم فهي مؤشر على استمرارية الأمة أو انهيارها، وذلك لأن الأمة التي تتهاور أخلاقها يمكن أن ينهار كيانها كله.

فقد كان لسيرة الرسول الأكرم محمد (صلى الله عليه وآله وسلم) واخلاقه الأثر العظيم في نشر الدين الإسلامي حتى يحدثنا التاريخ عن إسلام كثير من العرب وغير العرب متأثرين بأخلاقه، وقد تجسد هذا بشكل فعلي في القرآن الكريم من خلال آيات ترسيخ قيم الأخلاق والحوار فقال الله عز وجل في حقه : **{ وَإِنَّكَ لَعَلَى خُلُقٍ عَظِيمٍ }**(2)، وقال أيضاً عز وجل : **{ فَبِمَا رَحْمَةٍ مِنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظًا لَفُضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ }**(3).

هاجر الرسول (صلى الله عليه وآله وسلم) إلى يثرب ((المدينة المنورة)) وبدأ التطبيق العملي لتعاليم الله والتي استهلها بالمؤاخاة بين الأوس والخزرج أكبر قبيلتين في المدينة إثر خلافات قبلية قديمة، فلا يمكن أن يسود الحوار والتسامح في ظل الخلافات، أراد الرسول (صلى الله عليه وآله وسلم) تعزيز وتأسيس السلوكيات الأخلاقية بعد أن شارك أهل المدينة المهاجرين في زادهم ورزقهم، كما أمتاز الرسول (صلى الله عليه وآله وسلم) بالتسامح مع أعداءه من يهود المدينة، فكان يحرص على تفقد الذين كانوا يهاجمون شخصه حين يغيبون، فيؤكد ما قاله الله في كتابه **{ وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِّلْعَالَمِينَ }**(4).

عند هجرة الرسول (صلى الله عليه وآله وسلم) إلى المدينة، كان الرسول الرحيم يأمر علي بن أبي طالب (عليه السلام) أن يتأخر حتى يرد الودائع التي كان يضعها المشركون عند رسول (صلى الله عليه وآله وسلم) إنه رحيم بالناس لا يريد أن يؤخر أماناتهم عنده فيشق عليهم.

ان صحيفة المدينة (الوثيقة) التي جاء بها رسول الله (صلى الله عليه وآله وسلم) التي قررت حرية الاعتقاد ومبدأ المواطنة والتكافل الاجتماعي وحفظ النفس وصيانة الأموال ونصرة المظلوم وتحريم الجرائم واستتباب الأمن، كانت رحمة للإنسانية كلها، وهي من أهم الصفات الأخلاقية للنبي محمد (صلى الله عليه وآله وسلم) والتي سعى لنشرها وتحقيقها، ونشر نظام جديد استطاع أن يجذب إليه القبائل العربية المشركة والمجاورة للمدينة، فرغبت في الدخول تحت زعامة الدولة الإسلامية بقيادة الرسول الكريم (صلى الله عليه وآله وسلم) كما أرادت قبائل أخرى

الاستفادة من النظام الجديد، ومن خلال ذلك استطاع النبي محمد (صلى الله عليه وآله وسلم) التوسع بالأمة الإسلامية.

لقد كان الرسول (صلى الله عليه وآله وسلم) رحيماً بالناس يختار لهم أحسن الأمراء لإدارة شؤون الدولة وتولي أمور الرعية، وكان يحاسب عماله ولا يتركهم يستغلون الوظيفة لابتزاز الرعية، وامرهم بالتيسير والسهولة والرفق، فكان خير من نهج السياسة الرحيمة في تاريخ البشرية، ولم يكن النبي محمد (صلى الله عليه وآله وسلم) إلا مثلاً للامانة المجسمة والصدق البريء.

كان الرسول (صلى الله عليه وآله وسلم) من المواساة لأمته ما يحير العقول ويذهل العقلاء بعظمته يأكل كأدى الناس مالا وحالا، كثير الصبر والأيثار والأخلاق استطاع التأثير في الجميع، إلا من شذ من المنافقين، وبنى الحضارة الإسلامية ومجدها التليد وكاد المسلمون أن يكونوا سادة العالم لو أقتنوا أثر الرسول (صلى الله عليه وآله وسلم) واتخذوه قائداً بحق وقده وهو أمر قرآني مؤيد إلى قيام الساعة قال تعالى : **{ لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِمَن كَانَ يَرْجُو اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا }** (5) قال الرسول (صلى الله عليه وآله وسلم) : أنا أديب الله أمرني بالسخاء والبر ونهاني عن البخل والجفاء، ومن أهم صفات الرسول (صلى الله عليه وآله وسلم) التعاون مع الصديق، وحسن العهد والوفاء بالوعود، ولا يُخجل أحداً ولا يعاقب، والاحترام المتبادل في حدودها المعقولة، والتواضع، وأيثار بالمال والنفس والأهلين، والغضب لله تعالى، والصبر وتحمل الأذى، والسخاء والكرم، والعفو، والعدل، والرحمة، والحلم، والشجاعة، وأبرز الصفات التي عرف بها رسول الله (صلى الله عليه وآله وسلم) الأمانة فقد كان يُلقب في قومه قبل البعثة بالأمين، وكان (صلى الله عليه وآله وسلم) أكثر الناس حياءً حتى وصفه أصحابه بأنه أشد حياءً من العذراء في خدرها. كان (صلى الله عليه وآله وسلم) طيب التعامل مع زوجاته، ويخدم نفسه فلا يكون عبئاً على أحد، كان (صلى الله عليه وآله وسلم) منشراح الفكر هانئ البال، وأخلاقه مع أحفاده تمثلت بأنه أطال السجود لأن الإمام الحسن (عليه السلام) قد أرتحلته؛ اي ركب على ظهره(6).

كان الرسول (صلى الله عليه وآله وسلم) في مكة قبل الهجرة وفد عليه وفد من نصارى الحبشة، فجلسوا اليه، وسألوه عن صفات معينة موجودة في كتابهم فلما فرغوا من أسئلتهم دعاهم النبي (صلى الله عليه وآله وسلم) إلى الله وحده، وتلا عليهم شيئاً من القرآن الكريم ففاضت أعينهم من الدمع وآمنوا وأسلموا(7).

ومن المعروف أن الرسول (صلى الله عليه وآله وسلم) تجاوز بحسن خلقه كل ما قد تعرض له من مشركي قريش من أذى فهو الذي لم يؤذى مثله نبي مرسل، حيث كانوا ينعتوه بالساحر الكذاب ويرموه بالحجارة، ومع ذلك فإن الرسول (صلى الله عليه وآله وسلم) كان يقابل هذه الأفعال المشينة التي تصدر من مشركي قريش بالصبر والحلم متسلحاً بحسن أخلاقه وقد جسد رسول الله (صلى الله عليه وآله وسلم) أبلغ المعاني السامية في حسن خلقه في فتح مكة سنة (8هـ/630م) (8)، حينما أقبل باثنتي عشر ألفاً من المقاتلين(9)، فجاأ إليه عمه العباس بن عبد المطلب(10)، قائلاً : يا رسول الله أن أبا سفيان(11)، رجل يحب الفخر بين قومه فخصصه بمعروف فقال : رسول الله (صلى الله عليه وآله وسلم) من دخل دار أبي سفيان فهو آمن ثم قال من وضع سلاحه وأغلق بابه فهو آمن ومن جلس عند الكعبة فهو آمن(12)، وهكذا فأن سمو الأخلاق عند رسول الله (صلى الله عليه وآله وسلم) كان معجزة أخلاقية، إذ رغم حريهم للإسلام والمسلمين ولشخص الرسول (صلى الله عليه وآله وسلم) بالذات، وبعد تماديبهم اللئيم وكل ممارساتهم الإجرامية ضد الدعوة الإلهية، بعد كل هذا الذي فعلوه فإن الرسول الكريم (صلى الله عليه وآله وسلم) أصدر أمراً بالعفو العام عنهم جميعاً، وغض الطرف عن جميع الجرائم التي صدرت منهم، وهذا كان سبب في دخولهم في دين الله أفواجاً بمصدق قوله تعالى : **{ وَرَأَيْتَ النَّاسَ يَدْخُلُونَ فِي دِينِ اللَّهِ أَفْوَاجًا }** (13).

فأن حسن الخلق والرحمة بالضعيف والعفو لا يستطيع كل قائد أن يتميز به أمام حقد وكراهية عدوه.  
وأبو سفيان كان من أكثر زعماء قريش عداوة لرسول الله (صلى الله عليه وآله وسلم) وأكثر من كان يحث  
على إلحاق الأذى به<sup>(14)</sup>.

ويوم الفتح (8هـ/630م) كانت راية المسلمين مع الصحابي سعد بن عبادة<sup>(15)</sup> الذي غلظ على المشركين  
وأظهر ما في نفسه من الحق عليهم فدخل مكة وهو يقول:

### اليوم يوم الملحمة اليوم تسبى الحرمة

فسمع العباس ما يقول فقال : يا رسول الله أما تسمع ما يقول سعد وأني لا أمن أن يكون له في قريش صولة  
فقال رسول الله (صلى الله عليه وآله وسلم) للإمام علي بن أبي طالب (عليه السلام) أدرك سعد وخذ منه الراية وكن  
أنت الذي تدخل بها مكة فأدركه الإمام علي (عليه السلام) فأخذها منه وهو يقول اليوم يوم المرحة<sup>(16)</sup>.  
وهنا يتبين لنا مدى حكمة الرسول (صلى الله عليه وآله وسلم) ورفعة أخلاقه وهو المنتصر في أن تتال منه  
نشوة النصر.

وفتح النبي (صلى الله عليه وآله وسلم) باب الكعبة ودخل البيت فصلى فيه ركعتين ثم أخذ بعضادتي الباب  
فقال : (( لا إله إلا الله وحده لا شريك له أنجز وعده ونصر عبده وغلب الأحزاب وحده فله الحمد والملك لا شريك  
له ))<sup>(17)</sup>. ثم قال مخاطباً أهل مكة ماذا تقولون وماذا تظنون قالوا نقول خيراً ونظن خيراً أخ كريم وابن أخ كريم وقد  
ظفرت فأخذت النبي (صلى الله عليه وآله وسلم) الرقة وفاضت عيناه ولما رأى أهل مكة شفقة وإنسانية الرسول أرتفع  
بكاؤهم فقال لهم : أني أقول كما قال أخي يوسف (( لا تثريب عليكم اليوم ))<sup>(18)</sup> ثم قال : الا كل دم ومال ومأثرة في  
الجاهلية فإنه موضوع تحت قدمي<sup>(19)</sup>. وقد وردت تأكيدات متوالية في القرآن الكريم تؤكد على كرامة الإنسان  
وتفضيلاً<sup>(20)</sup>، فقال الله تعالى : **{ وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنَ الطَّيِّبَاتِ  
وَفَضَّلْنَاهُمْ عَلَى كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلًا }**<sup>(21)</sup>.

فقال الرسول (صلى الله عليه وآله وسلم) يغفر الله لكم وهو أرحم الراحمين لقد كنتم الا لبأس جيران النبي فقد  
كذبتم وطردتم وأخرجتم وقللتم ثم ما رضيتم حتى جئتموني في بلاد تقاوتوني ثم عفا عنهم وقال لهم : اذهبوا فأنتم  
الطلاق<sup>(22)</sup>.

من بين الصور الأخلاقية الرائعة للرسول (صلى الله عليه وآله وسلم) موقفه مع هند بنت عتبة ونساء معها  
فيما أتت إلى رسول الله (صلى الله عليه وآله وسلم) وهو بالابطح فقال رسول الله (صلى الله عليه وآله وسلم) لا  
يشركن بالله شيئاً ولا يسرفن قالت هند يا رسول الله أن أبا سفيان رجل شحيح لا يعطيني وولدي ما يكفيني فأخذت من  
ماله وهو لا يعلم فقال : لا خذي ما يكفيك وولدك بالمعروف)) وقال ولا يزينين قالت : هل تزني الحرة؟ قال : ولا يقتلن  
أولادهن قالت: وهل تركت لنا ولداً إلا وقتلته يوم بدر قال : ولا يعصينك في معروف))<sup>(23)</sup>.

ولعل من أبرز القيود الأخلاقية التي كان يحث عليها الرسول (صلى الله عليه وآله وسلم) أصحابه في  
معاركة مع المشركين عدم قتل النساء والأطفال والشيوخ فهو أمر مرفوض في الإسلام))<sup>(24)</sup>.

سيرة المصطفى (صلى الله عليه وآله وسلم) حافلة بالقيم والأخلاق التي تدل على ان رسول الله (صلى الله  
عليه وآله وسلم) أسوة العالمين في كمال الخلق وجمال السمائل وحسن المعاشرة.  
وقال (صلى الله عليه وآله وسلم) أكثر ما يدخل الناس الجنة هو ((تقوى الله وحسن الخلق، وقال (صلى الله  
عليه وآله وسلم) : ((ما من شيء أثقل في ميزان المؤمن يوم القيامة من حسن الخلق)).

كان الرسول (صلى الله عليه وآله وسلم) دائم البشر، سهل الخلق، لين الجانب، ليس بفظ، ولا غليظ ولا صخاب، ولا نحاش، ولا عياب ولا مداح، يتعافل عما لا يشتهي، فلا يؤيس منه ولا يغيب فيه مؤمليه، وهو لا يتكلم إلا في مارجا<sup>(25)</sup>.

كل هذا التعامل أساسه الأخلاق التي منبعها القرآن الكريم فهو يدعو إلى أن يتحلى المسلم بكل ما من شأنه أن يرفع من شأن الإنسان ويحفظ كرامته.

#### المحور الثاني : التعامل الأخلاقي للإمام الحسن بن علي (عليه السلام) :

الإمام الحسن (عليه السلام) وهو سبط الرسول (صلى الله عليه وآله وسلم) مثلاً للخلق المحمدي والكمال ورث عن جده وأبيه (عليهم الصلاة والسلام) الفضائل والمكارم وأخذ عنهما المثل الرفيعة والسجيا الكريمة. الإمام الحسن (عليه السلام) ذا شخصية عظيمة تجسد حقيقة الإسلام بما يحمله من فضائل وأخلاق وكرم وتواضع وأثار وغيرها من المزايا والصفات النبيلة، فقد كان الأبن البكر للبيت العلوي والحفيد الأول للنبي (صلى الله عليه وآله وسلم)، كان لصوت الرسول محمد (صلى الله عليه وآله وسلم) صداه على مدى سبع سنوات، كانت كفيلة بأن تغذية فكريا ومعنويا وتهيئة نفسيا لينشأ على مبادئ الإسلام ومكارم الأخلاق، وأن الإمام (عليه السلام) أشبه الناس بجده خلقاً وخلقاً وسؤدداً، مثلما وصفه جده خاتم الأنبياء (صلى الله عليه وآله وسلم) عندما قال له : ((أشبهت خلقي وخلقي))<sup>(26)</sup>.

ومن أبرز الصفات الماثلة فيه (عليه السلام) هي الإمامة وذلك لما تستدعيه من المثل والقابليات التي لا تتوافر إلا عند من اصطفاه الله واختاره من بين عباده، وقد حباه تعالى بها، وأعلن ذلك الرسول (صلى الله عليه وآله وسلم) بقوله فيه وفي أخيه : ((الحسن والحسين إمامان إن قاما وأن قعدا))<sup>(27)</sup> والإمام هو الزعيم العام وله السلطة الدينية والدينية.

وقد نص رسول الله (صلى الله عليه وآله وسلم) بقوله : ((يا علي أنا وأنت وأبناك الحسن والحسين، وتسعة من ولد الحسين أركان الدين ودعائم الإسلام، من تبعنا نجا، ومن تخلف عنا فالى النار))<sup>(28)</sup>.

وقد عهد الإمام علي (عليه السلام) بالإمامة لأبنة الحسن (عليه السلام) في اليومين الأخيرين من حياته (عليه السلام)، وبعد أن ضربته ابن ملجم حيث أدناه وأوصى إليه قائلاً : ((يا بني إنه امرني رسول الله (صلى الله عليه وآله وسلم) أن أوصي إليك، وأدفع إليك كتبي وسلاحي، كما أوصى اليه الرسول ودفع إليه كتبه وسلاحه، وأمرني أن امرك إذا حضرك الموت أن تدفعها إلى أخيك الحسين...))<sup>(29)</sup>.

ومن خلق الإمام الحسن (عليه السلام) الذي تعلمه في مدرسة جده سيد البشرية محمد (صلى الله عليه وآله وسلم) أنه كان متواضعاً سخياً، وروي عنه أنه مر يوماً بجماعة من الفقراء وقد وضعوا على الأرض كسرات من الخبز كانوا يأكلون منها فدعوه لمشاركتهم في أكلها<sup>(30)</sup> فأجاب دعوتهم قائلاً : ان الله لا يحب المتكبرين، ولما فرغ من مشاركتهم دعاهم لضيافته، فاغدق عليهم المال واطمعمهم وكساهم.

ومن مكارم أخلاقه أنه كان يعفو عن أساء اليه ويقابله بالأحسان. ومن عظيم أخلاقه أنه كان جالساً في مكان فأراد الانصراف منه فجاءه فقير فرحب به ولاطفه وقال له : ((إنك جلست على حين قيام منا أفتأذن لي بالانصراف))<sup>(31)</sup>.

ان السخاء عنصر من عناصر الإمام الحسن (عليه السلام)، ومقوم من مقومات مزاجه، وقد أثر عنه أنه ما قال لسائل لا<sup>(32)</sup> وقيل له لأي شيء لا تراك ترد سائلاً؟ فأجاب: إني لله سائل، وفيه راغب، وأنا أستحي أن أكون

سائلاً، وأرد سائلاً، وأن الله عودني عادة أن يفيض نعمه علي، وعودته أن أفيض نعمة على الناس فأخشى أن قطعت العادة أن يمنعي العادة. وله قول :

خلقت الخلائق من قدرة  
فمنهم سخي ومنهم بخيل  
فأما السخي ففي راحة  
وأما البخيل فحزن طويل<sup>(33)</sup>

أجتاز يوماً في بعض أزقة المدينة فسمع رجلاً يسأل الله أن يرزقه عشرة آلاف درهم، فأنطلق إلى بيته، وأرسلها إليه بالوقت<sup>(34)</sup>.

وان شخص من أهل الشام خدعته دعاية معاوية في التأليب على آل البيت (عليهم السلام) رأى الإمام الحسن (عليه السلام) راكباً فجعل يلعنه والإمام الحسن (عليه السلام) لا يرد عليه فلما فرغ الرجل أقبل الإمام الحسن (عليه السلام) عليه وقال له : ((أيها الشيخ أظنك غريب ولعلك شبهت؟ فلو أستعتبتنا أعتبتنا، ولو سألتنا أعطيناك، ولو أسترشدتنا أرشدناك، ولو أستحملتنا حملناك، وأن كنت جائعاً أشبعناك، وأن كنت عرياناً كسوناك، وأن كنت محتاجاً أغنياك، وأن كنت طريداً أويناك، وأن كانت لك حاجة قضيناها لك فلو حركت رحلك ألبنا وكنت ضيفنا إلى وقت أرتحالك كان أعود عليك، لأن لنا موضعاً رحباً وجاهاً عريضاً، ومالاً كبيراً))<sup>(35)</sup> فلما سمع الرجل الشامي ذلك الكلام الذي يحمل بين طياته أعلى مراتب الخلق الرفيع بكى ثم قال : ((أشهد أنك خليفة الله في أرضه، والله أعلم حيث يجعل رسالته ولقد كنت أنت وأبوك أبغض خلق الله لي، والآن أنت وأبوك أحب خلق الله لي، ثم استضافة الإمام الحسن (عليه السلام) حتى وقت رحيله، وقد تغيرت فكرته وعقيدته في أهل البيت (عليه السلام).

ومن محاسن أخلاق الإمام الحسن (عليه السلام) دخلت عليه جارية وحيته بطاقة ربحان، فقال لها : أنت حرة لوجه الله تعالى فقيل له في ذلك قال : أدبنا الله فقال : وإذا حييتم بتحية فحيوا بأحسن منها أو ردوها أن الله كان على كل شيء حسيباً<sup>(36)</sup>، إلا لما وجدت أحسن من عتقها<sup>(37)</sup>.

الإمام الحسن (عليه السلام) تغذى بلباب المعرفة، وبجوهر الإيمان، وبواقع الدين، وكان من أشد الناس إيماناً، وأكثرهم إخلاصاً، وأصدقهم لهجة وأفصحهم منطقاً<sup>(38)</sup>. وأكثرهم طاعة لله قدم الإمام (عليه السلام) في سبيل مرضاة الله كل غال ونفيس، فقد خرج عن جميع ما يملك مرتين، وشاطر الله أمواله ثلاث مرات<sup>(39)</sup>.

قال الإمام الصادق (عليه السلام) في عمه الإمام الحسن (عليه السلام) : ((حدثني أبي عن أبيه (عليه السلام) أن الحسن بن علي بن أبي طالب (عليه السلام) كان أعبد الناس في زمانه، وأزهدهم وأفضلهم، وكان إذا حج حج ماشياً...))<sup>(40)</sup>، وقيل عنه : ((لقد حج الحسن (عليه السلام) خمساً وعشرين حجة ماشياً وإن النجائب لتقاد معه))<sup>(41)</sup>.

أما رؤية الإمام (عليه السلام) عن السياسة : ((هي أن ترعى حقوق الله وحقوق الأحياء وحقوق الأموات))<sup>(42)</sup>.

كان الإمام الحسن (عليه السلام) شجاعاً لا يخشى إلا الله، فقد قال لمعاوية : ((إن الخلافة لمن سار بسيرة رسول الله (صلى الله عليه وآله وسلم) وليست الخلافة لمن عمل بالجود وعطل الحدود))<sup>(43)</sup>.

ومن كفاءته (عليه السلام) أن مصلحة الإسلام تكمن في الصلح، فصالح معاوية، وحقق دماء أنصاره وأتباعه وسائر المسلمين، ولم يدخل في معركة خاسرة لا تحسم لصالحه ولصالح الوجود الإسلامي، وقد مدح معاوية

الإمام الحسن (عليه السلام) ((أما الحسن فابن الذي كان قبله، إذا سار سار الموت حيث يسير)) (44)، وقال عنه مروان بن الحكم : ((أحلم من هذا وأشار إلى الجبل)) (45).

كان الإمام الحسن (عليه السلام) شديد الاهتمام بالفقراء والمساكين، ولم يقصده أحد بحاجة إلا ورجع بقضاء حاجته ويهبه الإمام من لدنه سعة وفضلاً.

نرى كيف يتعامل الإمام الحسن (عليه السلام) بأخلاق جده رسول الله (صلى الله عليه وآله وسلم) يعطي صورة مشرقة عن إنسانيته بما يتناغم مع كلام القرآن الكريم وسنة الرسول (صلى الله عليه وآله وسلم).

وبعد أن صار الإمام الحسن (عليه السلام) في أشد أحواله حرجاً، حيث يلفظ أنفاسه الأخيرة على هذه الأرض، التمسه الصحابي الجليل جنادة بن أبي أمته بموعظة، فأتحفه الإمام (عليه السلام) بسلسلة من الوصايا والكلمات الرائعة التي ترسم للبشرية برنامجاً إنسانياً في التعامل مع الحياة والاستعداد للأخرة، ومما جاء فيها : يا جنادة أستعد لسفرك، وحصل زادك قبل حلول أجلك، وأعلم أنك تطلب الدنيا والموت يطلبك، ولا تحمل هم يومك الذي لم يأت على يومك الذي أنت فيه وأعلم أنك لا تكسب من المال شيئاً فوق قوتك إلا كنت فيه خازناً لغيرك، وأعلم أن الدنيا في حلالها حساب، وفي حرامها عقاب، وفي الشبهات عتاب، فأنزل الدنيا بمنزلة الميتة، خذ منها ما يكفيك، فأن كان حلالاً كنت قد زهدت فيه، وأن كان حراماً لم يكن فيه وزر فأخذت منه كما أخذت من الميتة، وأن كان العقاب فالعقاب يسير (46).

وأخيراً كانت أعمال أهل البيت المحمدي (عليهم السلام) وسياساتهم وقراراتهم وأخلاقياتهم، منارةً يهتدي به الجميع بلا استثناء ولهذا أختصهم الله تعالى برسائلته ونبوته وأرسلهم رحمة للعالمين.

#### الخاتمة

- 1- ان حياة الرسول الاعظم محمد (صلى الله عليه وآله وسلم) كانت عبارة عن دروس تجسدت فيها كل المعاني السامية في التعامل الأخلاقي.
- 2- كان الرسول محمد (صلى الله عليه وآله وسلم) صورة واضحة لمكارم الأخلاق، متحلياً بأخلاق القرآن الكريم في الأماكن والأزمنة ومتميزاً بحسن الخلق وهو الغالب بأمر الله تعالى.
- 3- لقد أخذ أهل البيت الأطهار (عليهم السلام) من المربي لهم رسول الله (صلى الله عليه وآله وسلم) كل الصفات الحميدة والمناقب العظيمة.
- 4- كان الرسول محمد (صلى الله عليه وآله وسلم) يتميز بأخلاقه الحسنة وحسن تصرفه مع نفسه ومع أهل بيته والأشخاص المحيطين به، فكان مثالاً للخلق والحلم والأمانة والرحمة والكرم، ولهذا أختصه الله تعالى برسائلته ونبوته وأرسله رحمة للعالمين ومتمماً لمكارم الأخلاق؛ ولذلك أثنى الله سبحانه وتعالى عليه بما لم يثن على نبي من أنبيائه فقال تعالى : **{ وَإِنَّكَ لَعَلَى خُلُقٍ عَظِيمٍ }**.
- 5- كان لنشأة الإمام الحسن (عليه السلام) وهو ينمو ويتربص في حضن النبوة الأثر الكبير في بناء شخصيته، إن شخصية الإمام الحسن (عليه السلام) كانت تملأ العيون وتهيمن على النفوس لأنه التقى بها عناصر النبوة والإمامة، وتمثلت فيها هيبة النبي (صلى الله عليه وآله وسلم).
- 6- حرص الإمام الحسن (عليه السلام) في أن يكون كجده وأبيه في حفظ دماء المسلمين وأن يتسامى بنبل أخلاقه عن كل اطماع الدنيا، متمسكاً بدين الله، متخذاً القرآن الكريم قانوناً ومنهجاً ملتزم بهديته.

7- استطاع أن يحافظ على بريق مكانة أهل البيت (عليه السلام) من خلال مواقفه الأخلاقية والإنسانية رغم محاولات التضليل التي كان يقوم بها أعداءه.

8- ان الانفتاح الروحي والفكري الكامل للإمام الحسن (عليه السلام) على كتاب الله وسنة نبيه الكريم (صلى الله عليه وآله وسلم)، قد هيأت له الاستيعاب الشامل للفكر والتشريع الرباني بدقته وواقعيته، بعيداً عن الخطأ والاشتباه.

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## عبد الله بن عبد المطلب (رض) صلب النبوة

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مديرية تربية الرصافة الثالثة

## Abdullah bin Abdul Muttalib (May God be pleased with him), the Crux of Prophecy

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### ABSTRACT

This research is an academic study carried out by the researcher and tagged (Abdullah bin Abdul Muttalib (may God be pleased with him) the crucifixion of prophecy) in order to demonstrate his lofty stature and high status among the Quraysh and the Arabs, and what distinguished him of good qualities, as he grew up in a house that is considered one of the best houses of generosity, courage and dignity, where The best crucifix from which the Messenger of God (may God bless him and his family and grant them peace) descended.

We have divided this topic into three axes, the first is his birth and his father vowed to sacrifice him, the second is his attributes and dignity, and the third is his marriage to Mrs. Amna Bint Wahb.

Perhaps one of the most prominent findings of our research is the greatness of this personality, who bears the Muhammadan lights, as God Almighty chose him to be at the core of the best of God Almighty's creation.

### ملخص البحث:

يعد هذا البحث دراسة اكااديمية قام بها الباحث والموسوم (عبد الله بن عبد المطلب "رضي الله عنه" صلب النبوة) لبيان سمو مكانته ورفعة منزلته بين قريش والعرب وما تميز به من خصال حميدة إذ نشأ وترعرع في بيت يعد من افضل البيوت كراماً وشجاعة ومهابة حيث أنه خير صلب ينحدر منه رسول الله (صلى الله عليه واله وسلم).

وقد قسمنا هذا المبحث على ثلاثة محاور الاول ولادته ونذر اباه بنحره والثاني صفاته وكراماته والثالث زواجه من السيدة آمنة بنت وهب.

ولعل من ابرز النتائج التي توصلنا اليها في بحثنا عظمة هذه الشخصية والتي تحمل الانوار المحمدية إذ اصطفاه الله تعالى ليكون في صلبه خير خلق الله تعالى.

## المقدمة

ان سيدنا عبد الله بن عبد المطلب (رض) يعد الشخصية التاريخية والفذة فقد نشأ في ارفع بيت في قريش وتربى احسن تربية وكان احب الاولاد الى ابيه عبد المطلب كما كان موضع اجلال واحترام اهل مكة اذ ان اسم عبد الله كوالد لشخصية الرسول الكريم عليه وآله افضل الصلاة والسلام سيبقى دائم الذكر مع اسم ابنه الى يوم يبعثون فلا يذكر محمد الا باسم ابيه عبد الله بن عبد المطلب (رض) فاذا كان له باقة عطرة وشمائل طيبة من الخصال والفضائل الهاشمية الاصلية والمتوارثة فان كون النبي محمد (صلى الله عليه واله وسلم) ابنه هو اكبر فضيلة له وشرف رفيع المنزلة سامي المكانة وعالي المقام ويغطي على كل صفاته كما ولايد للابن من ان يكتسب من ابيه ولو النزر اليسير من الخصال التي تنعكس على مجريات حياته فيكفي عبد الله فخراً انه ترك وراءه اعظم شخصية في التاريخ وفي كل مراحل فخر الكائنات خاتم الانبياء والمرسلين وسيد البشرية سبب اختيار هذا الموضوع الى مدى اهميته لبيان مكانة والده الرسول (صلى الله عليه واله وسلم) وعظم منزلته بين قريش وما امتاز به من صفات انفرد بها عن غيره.

ان المشكلات التي اعترضت سبيل البحث فهي تتمثل بقلة المعلومات التي قد تناولت حياة سيدنا عبد الله بن عبد المطلب (رض).

قسم البحث على ثلاث الاول تناول ولادة سيدنا عبد الله بن عبد المطلب (رض) ونذر ابيه عبد المطلب بنحره اما المبحث الثاني فقد تطرق الى صفاته وكراماته اما الثالث تناول زواجه من السيدة امنة بنت وهب واهم المصادر التي اعتمدنا عليها في اثناء البحث كتاب الطبقات الكبرى لابن سعد (ت 203هـ / 818م) وكتاب تاريخ اليعقوبي لليعقوبي (ت 292هـ / 902م) وكتاب بحار الانوار للمجلسي (111هـ / 1699م).

## المبحث الاول

### (ولادة سيدنا عبد الله (رض) ونذر اباه بنحره)

عبد الله ابا رسول الله (صلى الله عليه واله وسلم)<sup>(1)</sup> بن هاشم بن عبد مناف بن قصي بن كلاب بن مرة بن كعب بن لؤي بن غالب بن فهر بن مالك بن النضر بن كنانة بن خزيمة بن مدركة بن الياس بن مضر بن نزار بن معد بن عدنان<sup>(2)</sup>.

وكان لعبد المطلب من الذكور عشرة ومن الاناث اربع فهم عبد الله وابو طالب والزبير والمقوم<sup>(3)</sup> وامهم فاطمة بنت عمرو بن عائذ بن عمران بن مخزوم<sup>(4)</sup>. وعاتكة وبرة واروى واميمة والحارث وقتم وامها صفية بنت جندب بن حجر وحمزة وامه هالة بنت وهيب بن عبد مناف بن زهرة وأم صفية والعباس وضرار وامهما فتيلة بنت خباب بن كليب بن النمر بن قاسط<sup>(5)</sup>.

وكان عبد المطلب قد اذعنت له سائر العرب بالسيادة والرياسة<sup>(6)</sup> ونذر لما لقيه من قريش العنت في حفر زمزم لئن ولد له عشرة من الذكور لينحرن ادهم عند الكعبة لله تعالى فلما بلغوا عشرة اخبرهم بأن عليه نذر يجب تنفيذه فاطاعوه فقالوا: كيف نصنع؟

قال: يأخذ كل رجل منكم قدحاً يكتب فيه اسمه وبعد ان كتب الجميع اسمائهم اسوة بالقداح<sup>(7)</sup>.  
فقدم جميع ابناؤه اعناقهم كي تجري القرعة لتضرب القداح فمن يظهر اسمه يضرب عنقه فخرج القداح على عبد الله فأخذ عبد المطلب عبد الله بيده وتناول السيف ليذبحه فاعترضه أخوة عبد الله وطائفة من قريش والمغيرة بن عبد الله بن عمرو بن مخزوم يمنعون قائلين:

والله لا تذبحه حتى تعذر فيه فأضطر الى النزول عند اردتهم قائلين له: فأن كان فداؤه بأموالنا فديناه وطلبوا منه جميعاً ان ينطلق به الى الحجاز فان بها عرافة لها تابع فان طلبت منك ان تذبحه ذبحته وان امرتك بأمر لك وله فيه فرج قبلته<sup>(8)</sup>.

فانطلقوا حتى قدموا المدينة فكانت العرافة في خيبر حتى جاءوها فسألوها وقص عليها عبد المطلب ما عليه من نذر وما اراد به ونذر فيه فقالت: ارجعوا عني اليوم حتى يأتيني تابعه فاسأله فرجعوا من عندها فلما خرجوا منها قام عبد المطلب يدعو الله تعالى ثم عادوا اليها فقالت لهم:

قد جاءني الخبر كم الدية عندكم قالوا:

عشرة من الإبل قالت: فارجعوا الى بلادكم ثم قربوا صاحبكم وقربوا عشراً من الإبل ثم اضربوا عليه وعلى الإبل بالقداح فأن خرجت على صاحبكم فزيدوا من الإبل حتى يرضى ربكم وان خرجت على الإبل فانحروها عند فقد رضي ربكم ونجا صاحبكم<sup>(9)</sup>.

وهذا يدل على مدى الالتزام الاخلاقي الذي يتحلى به سيدنا عبد المطلب في ضرورة الايفاء بالعهد الذي قطعه على نفسه فكان مصراً على يتم نذره بما يرضي الله تعالى.

فخرجوا حتى قدموا مكة فلما اجتمعوا على ذلك قام عبد المطلب يدعو الله تعالى ثم قربوا عبد الله وعشراً من الإبل ثم ضربوا فخرج القدح على عبد الله فزادوا عشراً من الإبل فبلغت الإبل عشرين<sup>(10)</sup>. وظل عبد المطلب يدعو الله عز وجل ثم ضربوا فيخرج القدح على عبد الله فزادوا عشراً من الإبل فكانت ثلاثين ثم لم يزلوا يضربون بالقدح فخرج القدح على عبد الله فكلما خرج عليه زادوا من الإبل عشراً وظل عبد المطلب يدعو الله تعالى ثم ضربوا فخرج القدح على عبد الله فزادوا عشراً من الإبل<sup>(11)</sup> فبلغت الإبل خمسين وقام عبد المطلب يدعو الله عز وجل ثم ضربوا القدح على عبد الله فزادوا عشراً من الإبل فبلغت الإبل ستين وظل عبد المطلب يدعو الله ثم ضربوا فخرج القدح على عبد الله فزادوا عشراً من الإبل فبلغت الإبل ثمانين وقام عبد المطلب يدعو الله عز وجل ثم ضربوا فخرج القدح على عبد الله فزادوا عشراً من الإبل فبلغت الإبل تسعين وقام عبد المطلب يدعو الله تعالى ثم ضربوا فخرج القدح على الإبل فقالت قريش: ومن حضر فقد انتهى رضا ربك يا عبد المطلب قال: لا والله حتى اضرب عليها ثلاثة مرات فضربوا على عبد الله وعلى

الإبل وقام عبد المطلب يدعو الله تعالى فخرج القدح على الإبل ثم عادوا الثانية وعبد المطلب قائم يدعو الله تعالى فضربوا فخرج القدح على الإبل وأمر فنحرت<sup>(12)</sup>.

ومن هنا قال رسول الله (صلى الله عليه واله وسلم) انا ابن الذبيحين وأراد بالذبيحين جده نبي الله اسماعيل (ع) واباه عبد الله (رض)<sup>(13)</sup>. وقد كان عبد المطلب والده اعطاه الله من الشرف ما لم يعط احداً سقاية زمزم وحكمته قريش في اموالها وأطعم في المحل حتى اطعم الطير والوحوش في الجبال وفي ذلك يقول ابو طالب:

**ونطعم حتى تأكل الطير فضلنا إذا جعلت ايدي المفيضين ترعد<sup>(14)</sup>**

وقد تميز عبد المطلب برفضه عبادة الاصنام موحداً لله عز وجل وقد سن سننا نزل القرآن بأكثرها وجاءت السنة من رسول الله (صلى الله عليه واله وسلم) بها وهي:

الوفاء بالنذور وهو مصداق لقول الله تعالى: **{يُؤْفُونَ بِالَّذِينَ نَذَرُوا وَإِذَا سَأَلَكَ عِبَادِي عَنِّي فَإِنِّي سَمِيعٌ عَلِيمٌ}** ومائة من الإبل في الدية والا تتكح ذات محرم ولا تؤتى البيوت من ظهورها وقطع يد السارق والنهي عن قتل المؤدة والمباهلة وتحريم الخمر وتحريم الزنا والحد عليه والقرعة والا يطوف احد بالبيت عرياناً وازافة الضيف وان لا ينفقوا حتى اذا حجوا الا من طيب اموالهم وتعظيم لاشهر الحرم ونفي ذوات الرايات ولما قدم صاحب الفيل خرجت قريش من الحرم فارة من اصحاب الفيل قال عبد المطلب: والله لا اخرج من حرم الله وابتغي العز في غيره فجلس بفناء البيت ثم قال:

**ان تعف فأنتهم عيالك إلا فشيء بابدالك<sup>(16)</sup>**

وهنا يعطينا سيدنا عبد المطلب دلالة واضحة على انه كان موحداً حيث رغم ما هو فيه من موقف صعب في ان ينحر ابنه فانه كان قريباً من الله تعالى وبل وكثير الدعاء فمع كل ضرباً قدح يدعو الله لسلامة ابنه.

## المبحث الثاني

### (صفات وكرامات سيدنا عبد الله (رض))

وعن ابن عباس عن ابيه العباس بن عبد المطلب قال:

ولد لابي عبد المطلب عبد الله فرأينا في وجهه نوراً يزهر كنور الشمس فقال ابي:

ان لهذا الغلام شأنًا عظيماً قال:

حيث رأيت في منامي انه خرج من منخره طائر ابيض فطار فبلغ المشرق والمغرب ثم رجع حتى سقط على بيت الكعبة فسجدت له قريش كلها فبينما الناس يتأملونه إذ صار نوراً بين السموات والارض وامدت حتى بلغ المشرق والمغرب حتى انتبعت وبعدها ذهبت الى كاهنة بني مخزوم سالتها عن ما رأيتها في منامي فقالت:

يا عباس لئن صدقت رؤياك ليخرجن من صلب اباك ولد يصيرا اهل المشرق والمغرب تبعاً له<sup>(17)</sup>.  
وحين ولدته امه عرف اكثر احبار اليهود والقسيسين والنصارى والكهنة والسحرة ان ابا لنبى اخر الزمان  
(صلى الله عليه واله وسلم) قد ولدته امه ولما ولد عبد الله فان النور النبوي الذي كان يرى عند كل من  
اجداد النبي سطع من جبينه وكان يزداد يوماً فيوماً حيث اذا جلس في ظل شجرة يابسة اخضرت واينعت  
واذا فارقتها عادت الى بيوستها<sup>(18)</sup>.

وهذا يبين لنا الكرامات التي حظى بها سيدنا عبد الله وعظيمة منزلته وكيف اصطفاه الله تعالى  
ليكون أب خاتم الانبياء وما حباه من صفات تحلى بها كما قد بني ولد من نبي.

وعن مكانة عبد الله بن عبد المطلب (رض) يقول رسول الله (صلى الله عليه واله وسلم):  
(ان الله عز وجل اصطفى كنانة من ولد اسماعيل عليه الصلاة والسلام واصطفى قريشاً عن كنانة  
واصطفى عن قريش بني هاشم واصطفاني من بني هاشم)<sup>(19)</sup>.

وعن ابن عباس ايضاً قال:

قال رسول الله (صلى الله عليه واله وسلم) : (لم يزل الله ينقلني من الاصلاب الطيبة الى الارحام  
الطاهرة مصفى مهذباً لا تتشعب شعبتان الا كنت في خيرهما)<sup>(20)</sup> وعن عبد الله بن الحارث بن العباس بن  
عبد المطلب قال:

قلت يا رسول الله ان قريشاً جلسوا فيتذاكروا احسابهم بينهم فجعلوا مثلك كمثل نحلة في كبوة من  
الارض فقال النبي (صلى الله عليه واله وسلم):

إن الله خلق الخلق فجعلني في خير فرقمهم وخير الفريقين ثم خير القبائل فجعلني في خير القبيلة ثم  
خير البيوت فجعلني في خير بيوتهم فانا خيرهم نفساً وخيرهم بيتاً<sup>(21)</sup>.

وبذلك فان رسول الله (صلى الله عليه واله وسلم) يبين بشكل واضح وجلي انه قد خرج من خير  
البيوت التي تفاخرت على غيرها بكل الفضائل والمناقب كما انه قد خرج من اصلاب وارحام قد توارثت  
الطهارة ابناً وابعاً وجداً.

وقال الامام جعفر بن محمد الصادق (عليه السلام) (نزل جبرئيل على النبي فقال: يا محمد إن  
ربك يقرؤك السلام ويقول:

إني قد حرمت النار على صلب انزلك ويطن حملك وحجر كفلك فالصلب صلب ابيك عبد الله بن  
عبد المطلب والبطن الذي حملك أمك آمنة بنت وهب واما حجر كفلك فحجر عمك ابي طالب)<sup>(22)</sup>.



### المبحث الثالث

#### زواج سيدنا عبد الله من السيدة امنة بنت وهب (رضي الله عنهما)

إنّ اليهود لما عرفوا انه سيخرج رسول الله (صلى الله عليه وآله وسلم) من صلب عبد الله هموا بقتل عبد الله فرأهم وهب بن عبد مناف<sup>(23)</sup>. فأتى الحرم المكي واخبر بني هاشم فهبوا مسرعين لانقاذ عبد الله ولما راهم اليهود ايقنوا بالهلاك وتظاهروا ان الامر لا يعنيههم الا انهم لم يقتنعوا بذلك فتشابكوا معهم بني هاشم فقتلوا منهم والبقية اخذوهم الى مكة اساري وقد قال عبد المطلب لولده عبد الله: يا ولدي لولا وهب عبد مناف اخبرنا بامرك ما علمنا بامرك لكن الله تعالى يحفظك فلما اشرفوا على مكة المكرمة خرج الناس يهنئونهم بالسلامة وفي نفس الليلة اقبل وهب على زوجته برة بنت العزى وقال لها: لقد رأيت اليوم عجباً من عبد الله ما رأيت من اخذ وهو يكر على اليهود كالليث وهو اجمل الناس<sup>(24)</sup>.

ويعد عبد الله اصغر بني عبد المطلب<sup>(25)</sup>. وقد اقترح وهب بن عبد مناف على زوجته برة ان تمضي الى عبد المطلب وطلب منها ان تعرض عليه ابنتهم فعسى ان يتقبلها وان قبلها سعدنا بذلك فقالت له: يا وهب ان رؤساء مكة واشراف العرب قد رغبوا فيه فأبى عن ذلك فكيف يتزوج بأبنتنا فقال لها: اني لي عليهم فضل حيث اني اخبرتهم بامر عبد الله مع اليهود فخرجت السيدة برة الى دار عبد المطلب وعندما وصلت رحب بها كثيراً وقال لها:

لقد كان لزوجك فضل علينا فضل لا نقدر ان نكافيه ابداً فإن كانت له إلينا حاجة تقضى ان شاء الله فأسرت برة بذلك وقالت:

قد علمنا ان ملوك الشام والعراق وغيرهم رغبوا في ولدكم يطلبون انواركم المضئية ونحن ايضاً طمعنا فيمن طمع في ولدكم عبد الله ان يكون زوجاً لابنتنا وقد كان عبد الله جالساً مع اباه وبعد ان اكملت نظر عبد المطلب الى ولده عبد الله وكان قبل ذلك اذا عرض عليه التزويج من بنات الملوك يظهر في وجهة الامتناع وقال له:

ما تقول يا بني فيما سمعت؟ فو الله ما في بنات اهل مكة مثلها فهي المحتشمة في نفسها الطاهرة المطهرة<sup>(26)</sup> كما انها اجمل نساء قريش واتمهن خلقاً فسكت عبد الله ولم يجب فعلم عبد المطلب انه لم يعارض<sup>(27)</sup>.

ويبدو انه كان من عظيم الشرف ان تحظى فتيات العرب بالارتباط ببيت عبد المطلب لاسيما اذا كان بعبد الله الذي فاق غيره من شأن قريش هيبه ووقاراً وكيف لا واباه عبد المطلب واخاه ابو طالب اسماء ملئت الافاق نوراً واشراقاً.

وقد طلبت السيدة فاطمة بنت عمرو بن عائد زوجة عبد المطلب والدة عبد الله<sup>(28)</sup> ان تذهب معه لرؤية السيدة امنة بنت وهب بن عبد مناف وعندما رأتها قامت لها السيدة امنة اجلالاً وتعظيماً ورحبت بها

احسن ترحيب وجالستها فأعجبت بها وقد اعطى الله للسيدة امنة من الجمال والكمال ما كانت تدعى به  
حكيمة<sup>(29)</sup>.

وبعدها جاءت السيدة فاطمة ابنها عبد الله وقالت له:

يا ولدي ما في بنات العرب مثلها ابداً<sup>(30)</sup>.

ثم انطلق عبد المطلب مع ابنه عبد الله الى بيت وهب فمر به على كاهنة من خثعم يقال لها فاطمة  
بنت مرة متهودة من اهل تبلة<sup>(31)</sup>. وقد قرأت الكتب فرأت نور النبوة في وجه عبد الله فقالت له:

يا فتى من انت فاخبرها قالت:

هل لك ان تقع علي واعطيك مائة من الإبل فنظر اليها وقال:

اما الحرام فالممات دونه والحل لا حل فأستبته

فكيف بالامر الذي تنوينه<sup>(32)</sup>

وموقف سيدنا عبد الله (رض) هذا يبين له كيف انه يخشى الله تعالى وتعففه عن الحرام وهو من  
شروط الايمان وعدم الضعف والاستسلام امام مغريات الدنيا.

وبلغ شباب قريش ما عرضت على عبد الله بن عبد المطلب ورفضه فذكروا ذلك لها فأنشأت تقول:

أني رأيت مخلية عرضت  
فلمائها نور يضيء له  
ورأيته شرفاً أنبؤبه  
الله ما زهرية سالت  
وقالت ايضاً

بني هاشم قد غادرت من مكة اخيكم  
كما غادر المصباح بعد خبوه  
وما كل ما يحوي الفتى من تلاده  
فأجمل اذا طالبت امراً فإنه  
سيكفيك اما يد مقفولة  
ولما قضت به أمينة ما قضت

تزوج عبد الله من السيدة امنة وبعد زواجه خرج الى الشام في غير<sup>(34)</sup> من عيرات قريش يحملون

تجارات وبعد ان فرغوا من تجارتهم انصرفوا<sup>(35)</sup> مروا بالمدينة عندها مرض عبد الله فقال لهم:

اتخلف عند اخوالي بني عدي بن النجار<sup>(36)</sup> فأقام عندهم شهراً<sup>(37)</sup> ومضى اصحابه وعندما وصلوا

الى مكة سألهم عبد المطلب عن ولده عبد الله فقالوا: خلفناه عند اخواله بني عدي بن النجار وهو مريض<sup>(38)</sup>

فأرسل وراءه اكبر ولده الحارث وحين وصل قد وجد عبد الله قد توفى وتم دفنه في دار النابغة وهو ايضاً من بني عدي بن النجار<sup>(39)</sup>.

فرجع الحارث الى ابيه عبد المطلب فأخبره بوفاة اخيه عبد الله فوجد عليه واخوانه واخوانه وجداً شديداً<sup>(40)</sup>. وقد توفي سيدنا عبد الله وله من العمر خمس وعشرون سنة<sup>(41)</sup> وقد رثته زوجته السيدة آمنة (رض) قائلة:

عفا جائب البطحاء من ابن هاشم	وجاور لحداً خارجاً في الغمام
دعته المنايا دعوة فأجابها	وما تركت في الناس مثل ابن هاشم
عشية راحوا يحملون سريره	تحاوره اصحابه في التزام
فان يك غالته المنايا ورببتها	فقد كان معطاءً كثير التراحم <sup>(42)</sup>

### الخاتمة

1. عظمة ومكانة هذا البيت الذي انفرد بكل الفضائل عمن سواه من بيوتات العرب.
2. احترام سيدنا عبد المطلب للعهد الذي قطعه على نفسه في ان ينحر احد ابناؤه.
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# A Scenario of Pharmacy Education and Training in India

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## ABSTRACT

Pharmacy education in India focuses on producing skilled pharmacists who can contribute to the pharmaceutical industry, patient care, drug research, and public health initiatives. The profession of pharmacy plays a crucial role in the Indian healthcare system, and the emphasis on continuous learning and ethical practice ensures that pharmacists uphold high standards of patient safety and well-being. Some pharmacists may pursue postgraduate residency programs to gain advanced training and specialization in specific areas, such as ambulatory care, critical care, or infectious diseases.

## INTRODUCTION

Pharmacy education and training involve the preparation of future pharmacists to provide pharmaceutical care and related services to patients. It is a comprehensive process that equips students with the knowledge, skills, and competencies needed to ensure the safe and effective use of medications and promote optimal patient outcomes. In India, pharmacy education and training follow a structured and regulated system to produce competent pharmacists who can contribute to the healthcare system effectively. India's journey in pharmacy education has evolved over the years, transitioning from a focus on quality control and standardization to comprehensive programs emphasizing clinical pharmacy and patient care. The establishment of regulatory bodies, such as the PCI and AICTE, has played a crucial role in maintaining the quality of pharmacy education and practice in the country. As India continues to grow as a developing nation, pharmacy education remains vital in producing skilled pharmacists who contribute to healthcare, pharmaceutical research, and the well-being of the population.

After gaining independence in 1947, India faced the challenge of organizing and regulating the pharmacy profession, which was previously unorganized under British rule. There were no legal restrictions on the practice of pharmacy, and the concept of pharmacy practice was not fully recognized at that time. In 1948, the Pharmacy Act was enacted, serving as the country's first minimum standard of educational qualification for pharmacy practice and aiming to regulate the profession.

According to the Pharmacy Act, individuals interested in practicing as pharmacists need to have at least a diploma in pharmacy. The Act also established the Pharmacy Council of India (PCI) to implement its provisions and regulate pharmacy education and practice across the country. The Act mandated the creation of state pharmacy councils in each Indian state, responsible for controlling and registering pharmacists within their respective regions. These state pharmacy councils work in coordination with the PCI to ensure adherence to professional standards and ethics. Throughout the country, pharmacy institutions, which encompass both colleges/schools and universities, offer education and training in the English language. English serves as the sole language of instruction in these institutions, providing a uniform medium for delivering pharmacy education.

Since its enactment, the Pharmacy Act and the establishment of the PCI have played a pivotal role in organizing and elevating the pharmacy profession in India. The Act has set minimum standards for pharmacy education and practice, ensuring that qualified and skilled pharmacists contribute effectively to the healthcare system and the pharmaceutical industry in the nation.

Table 1: Timeline of Pharmacy Education in India

Year	Milestone
1937	Introduction of a 3-year Bachelor of Pharmacy (BPharm) program at Banaras Hindu University, focusing on pharmaceutical chemistry, analytical chemistry, and pharmacy.
1944	Punjab University established a pharmacy department.
1947	L.M. College was established in Ahmedabad, offering a pharmacy degree program.
1951	Indian Pharmaceutical Congress was founded, providing a platform for pharmacists to exchange knowledge and discuss developments in the field.
1952	The Indian Pharmacy Act was enacted, regulating the practice of pharmacy in the country.
1955	The All India Council for Technical Education (AICTE) was established to oversee technical education, including pharmacy programs.
1960s	The Pharmacy Council of India (PCI) was established to regulate pharmacy education and practice in India.
1979	The PCI introduced the 4-year Bachelor of Pharmacy (BPharm) curriculum, focusing on clinical pharmacy and patient care.
1991	India implemented economic reforms, liberalizing its economy and opening opportunities for the pharmaceutical industry.
1997	Introduction of the 5-year Doctor of Pharmacy (Pharm.D.) program in India, focusing on advanced clinical pharmacy and patient care.
2014	India's pharmacy education system adopted the Choice Based Credit System (CBCS), providing students with flexibility in course selection and credit transfer.

## EDUCATION STRUCTURE OF PHARMACY IN INDIA :

### 1. Bachelor of Pharmacy (B.Pharm):

- The Bachelor of Pharmacy (B.Pharm) is an undergraduate degree program in pharmacy. It typically spans four years and comprises both theoretical and practical coursework.
- B.Pharm curriculum includes subjects such as pharmaceutical chemistry, pharmacology, pharmaceutics, pharmacognosy, pharmaceutical analysis, and pharmaceutical engineering.
- During the course, students are exposed to practical training through laboratory work and industrial visits.

### 2. Pharm.D. (Doctor of Pharmacy):

- Pharm.D. is a professional doctoral degree program in pharmacy and is a recent addition to the Indian pharmacy education system.
- It is a six-year program that includes five years of academic coursework and one year of internship or practical training.
- Pharm.D. curriculum focuses on clinical pharmacy, patient care, and therapeutics, enabling graduates to



become experts in medication management and pharmaceutical care.

**3. Licensure and Registration:**

- After completing B.Pharm or Pharm.D., graduates must register with the respective State Pharmacy Council to obtain a license to practice as a pharmacist.
- Licensure involves passing a qualifying examination conducted by the Pharmacy Council of India (PCI).

**4. Internship and Practical Training:**

- Students pursuing B.Pharm and Pharm.D. programs must complete a compulsory internship, often known as the "compulsory rotating internship" (CRI).
- The internship typically lasts for six months to one year, depending on the program, during which students gain hands-on experience in various pharmacy settings.

**5. Continuing Pharmacy Education (CPE):**

- After obtaining the license, pharmacists are encouraged to engage in Continuing Pharmacy Education (CPE) to keep themselves updated with advancements in pharmacy practice, new medications, and patient care guidelines.
- The PCI recommends a specified number of CPE credits for pharmacists to maintain their registration.

**6. Specialization and Postgraduate Studies:**

- After completing B.Pharm or Pharm.D., some pharmacists pursue postgraduate studies (M.Pharm or Pharm.D. Post Baccalaureate) to specialize in specific areas of pharmacy, such as pharmacology, pharmaceuticals, hospital pharmacy, clinical pharmacy, etc.

**7. Pharmacy Council of India (PCI):**

- The Pharmacy Council of India (PCI) is the apex regulatory body that governs pharmacy education and practice in the country.
- PCI sets the standards for pharmacy education, conducts licensure examinations, and oversees the functioning of State Pharmacy Councils.

Table 2: PharmD and PharmD (post bacalaureate) Degree Curriculum Outline

Course Title	Hours of Study <sup>b</sup>		
	Theory	Practical <sup>c</sup>	Tutorial <sup>d</sup>
<b>Year 1</b>			
Human Anatomy and Physiology	99	99	33
Pharmaceutics	66	99	33
Medicinal Biochemistry	99	99	33
Pharmaceutical Organic Chemistry	99	99	33
Pharmaceutical Inorganic Chemistry	66	99	33
Remedial Mathematics/ Biology	99	99	33
Total hours = 1320			
<b>Year 2</b>			
Pathophysiology	99	-	33
Pharmaceutical Microbiology	99	99	33
Pharmacognosy and Phytopharmaceuticals	99	99	33
Pharmacology-I	99	-	33
Community Pharmacy	66	-	33
Pharmacotherapeutics-I	99	99	33
Total hours = 1056			
<b>Year 3</b>			
Pharmacology-II	99	99	33
Pharmaceutical Analysis	99	99	33
Pharmacotherapeutics-II	99	99	33
Pharmaceutical Jurisprudence	66	-	-
Medicinal Chemistry	99	99	33
Pharmaceutical Formulations	66	99	33
Total hours = 1188			
<b>Year 4</b>			
Pharmacotherapeutics-III	99	99	33
Hospital Pharmacy	66	99	33
Clinical Pharmacy	99	99	33
Biostatistics and Research Methodology	66	-	33
Biopharmaceutics and Pharmacokinetics	99	99	33
Clinical Toxicology	66	-	33
Total hours = 1089			
<b>Year 5</b>			
Clinical Research	99	-	33
Pharmacoepidemiology and Pharmacoeconomics	99	-	33
Clinical Pharmacokinetics and Pharmacotherapeutic Drug Monitoring	66	-	33
Clerkship	-	-	33
Project work (Six Months) <sup>e</sup>	-	660	-
Total hours = 1056			
<b>Year 6</b>			
Internship or Residency program			

## GROWTH OF PHARMACY EDUCATION IN INDIA

The growth of pharmacy education in India has been remarkable over the years, transforming the profession into an organized and regulated field. Several factors have contributed to the expansion and development of pharmacy education in the country:

1. Establishment of Pharmacy Councils: The creation of the Pharmacy Council of India (PCI) and State Pharmacy Councils in the 1960s provided a regulatory framework to oversee pharmacy education and practice. These bodies set standards for curriculum, faculty, and infrastructure, ensuring quality education and ethical practice.
2. Introduction of New Programs: Over time, India introduced new educational programs in pharmacy, such as the Doctor of Pharmacy (Pharm.D.) and Pharm.D. Post Bacalaureate programs. These advanced programs emphasize clinical pharmacy and patient care, equipping pharmacists to play a more significant role in healthcare.

3. Accreditation and Affiliation: Pharmacy institutions seek accreditation from professional bodies and affiliations with reputed universities, which enhance their credibility and attract more students. Accredited programs ensure adherence to quality standards and foster continuous improvement.
4. Research and Innovation: Increased emphasis on research in pharmacy has led to the establishment of specialized research centers and facilities. Universities and institutions are promoting research in pharmaceutical sciences and encouraging students and faculty to engage in innovative projects.
5. Collaboration with Industry: Partnerships between academia and the pharmaceutical industry have led to collaborative research, internships, and industry-academic interactions. Such collaborations ensure that pharmacy education aligns with industry needs and current trends.
6. Technological Advancements: Integration of technology in pharmacy education has enhanced teaching and learning experiences. E-learning platforms, virtual laboratories, and simulation tools offer practical training and foster digital literacy.
7. Global Exposure: International collaborations and exchange programs provide opportunities for students and faculty to gain exposure to global practices and advancements in pharmacy. This exposure enhances cross-cultural learning and opens avenues for international research collaborations.
8. Demand for Healthcare Services: The increasing demand for healthcare services has driven the need for well-trained pharmacists. As healthcare systems expand, there is a greater demand for pharmacists to contribute to patient care and medication management.
9. Policy and Government Initiatives: Government initiatives and policies aimed at improving healthcare and pharmaceutical services have contributed to the growth of pharmacy education. Schemes to upgrade infrastructure and provide scholarships have increased accessibility to education.
10. Recognition and Career Opportunities: Pharmacists are gaining recognition for their vital role in healthcare. The growing awareness of the profession has attracted more students to pursue pharmacy education, leading to an increase in the number of pharmacy institutions.

## **EDUCATIONAL PROGRAMS IN PHARMACY**

Educational programs in pharmacy are designed to equip students with the necessary knowledge, skills, and competencies to practice as pharmacists or pursue careers in the pharmaceutical industry, research, or academia. These programs vary in duration, content, and level of qualification offered. Here are the main types of educational programs in pharmacy:

### **1. Bachelor of Pharmacy (B.Pharm):**

- The Bachelor of Pharmacy (B.Pharm) is an undergraduate degree program that typically spans four years.
- B.Pharm programs focus on fundamental pharmaceutical sciences, such as pharmaceutical chemistry, pharmacology, pharmaceutics, pharmacognosy, and pharmaceutical analysis.
- Students learn about drug development, drug formulation, drug interactions, and the principles of pharmaceutical care.

### **2. Doctor of Pharmacy (Pharm.D.):**

- Pharm.D. is a professional doctoral degree program that typically spans six years, including a mandatory one-year internship.
- The Pharm.D. curriculum emphasizes clinical pharmacy, patient care, and evidence-based practice.
- Students are trained to play an active role in medication management, providing drug therapy recommendations, patient counseling, and monitoring.

### **3. Master of Pharmacy (M.Pharm):**

- The Master of Pharmacy (M.Pharm) is a postgraduate degree program that typically spans two years.
- M.Pharm programs offer specialized training in specific areas of pharmacy, such as pharmacology, pharmaceutics, pharmaceutical analysis, or clinical pharmacy.

- Students engage in research and advanced coursework in their chosen area of specialization.

#### **4. Pharm.D. Post Baccalaureate (Pharm.D. PB):**

- Pharm.D. Post Baccalaureate is a three-year program designed for graduates holding a B.Pharm degree.
- It provides additional clinical training and exposure to patient care, similar to the Pharm.D. program.

#### **5. Ph.D. in Pharmacy:**

- Ph.D. programs in pharmacy are research-based doctoral programs that focus on producing independent researchers and scholars in pharmaceutical sciences.
- Ph.D. candidates conduct original research under the guidance of faculty mentors and contribute to the advancement of pharmaceutical knowledge.

#### **6. Diploma in Pharmacy (D.Pharm):**

- The Diploma in Pharmacy (D.Pharm) is a diploma-level program that typically spans two years.
- D.Pharm programs provide basic education in pharmaceutical sciences and prepare students to work as pharmacy technicians or assistants under the supervision of licensed pharmacists.

#### **7. Continuing Pharmacy Education (CPE):**

- Continuing Pharmacy Education (CPE) refers to ongoing professional development and learning opportunities for licensed pharmacists.
- CPE programs help pharmacists stay updated with advancements in pharmacy practice, new medications, and patient care guidelines.

Pharmacy educational programs are regulated by national and regional bodies, such as the Pharmacy Council of India (PCI), ensuring the quality and standardization of pharmacy education in the country. These programs play a crucial role in preparing pharmacists with the necessary knowledge and skills to provide safe and effective pharmaceutical care to patients and contribute to advancements in the field of pharmacy.

### **REGULATIONS AND QUALITY ISSUES IN PHARMACY IN INDIA**

Regulations and quality issues in pharmacy in India are governed by various bodies and statutes to ensure the safe and effective practice of pharmacy and maintain high standards of education, training, and ethical conduct. The key regulatory authorities and quality issues in pharmacy in India are as follows:

#### **1. Pharmacy Council of India (PCI):**

- The Pharmacy Council of India (PCI) is the apex regulatory body that governs pharmacy education and practice in the country.
- PCI is responsible for setting and regulating the standards of pharmacy education, approving pharmacy institutions, and granting recognition to pharmacy programs.
- It also registers pharmacists and pharmacy technicians, enforces the Pharmacy Act, and promotes continuing pharmacy education.

#### **2. State Pharmacy Councils:**

- Each state in India has its own State Pharmacy Council, which operates under the guidelines of the PCI.
- State Pharmacy Councils are responsible for registering and regulating pharmacists within their respective states,

ensuring compliance with the Pharmacy Act and related regulations.

### **3. Pharmacy Act and Regulations:**

- The Pharmacy Act, 1948, is the primary legislation governing the profession of pharmacy in India. It outlines the qualifications required for pharmacy practice, registration of pharmacists, and the establishment of pharmacy councils.
- PCI issues various regulations, including the Education Regulations, which set standards for pharmacy education, and the Code of Ethics, which lays down ethical guidelines for pharmacists.

### **4. Accreditation and Quality Assurance:**

- Pharmacy institutions in India seek accreditation from the National Board of Accreditation (NBA) and the National Assessment and Accreditation Council (NAAC).
- Accreditation ensures that institutions meet prescribed quality standards in infrastructure, faculty, curriculum, and research.

### **5. Quality Control of Medicines:**

- The Central Drugs Standard Control Organization (CDSCO) is responsible for regulating pharmaceuticals and medical devices in India.
- CDSCO ensures the quality, safety, and efficacy of drugs through drug registration, licensing, and inspection of manufacturing facilities.

### **6. Good Manufacturing Practices (GMP):**

- India follows Good Manufacturing Practices (GMP) to ensure the quality and safety of pharmaceutical products.
- GMP guidelines provide standards for the manufacturing, testing, and quality control of pharmaceuticals.

### **7. Pharmacovigilance:**

- Pharmacovigilance is the process of monitoring and reporting adverse drug reactions and medication errors.
- The National Pharmacovigilance Program for Drugs and Biologicals (PvPI) is responsible for monitoring and ensuring the safe use of medicines.

### **8. Counterfeit Drugs:**

- India has taken steps to combat counterfeit drugs through various measures, including increased regulation, tracking and tracing systems, and public awareness campaigns.

Ensuring adherence to regulations and quality standards in pharmacy is crucial to safeguarding public health and maintaining the integrity of the profession. Effective regulation and quality control help in promoting patient safety, preventing substandard or counterfeit drugs, and fostering trust in the healthcare system. Regular updates to regulations and continuous monitoring are essential to address emerging challenges and ensure a robust and reliable pharmaceutical system in India.

## **CONCLUSION**

Pharmacy education and training are dynamic and evolving fields, adapting to changes in healthcare delivery, technology, and patient needs. The aim is to produce competent and compassionate pharmacists who play a vital role in the healthcare team and ensure the safe and effective use of medications for the benefit of patients. The growth of pharmacy

education in India reflects the increasing importance of the pharmacy profession in the healthcare ecosystem. The focus on quality education, research, innovation, and industry collaboration ensures that pharmacy graduates are well-prepared to address the evolving healthcare needs of the country and contribute to the advancement of pharmaceutical sciences.

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# Fake News Detection Based on User Credibility: A Comprehensive Analysis

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## **ABSTRACT**

With the exponential growth of social media and online news platforms, the proliferation of fake news has become a pressing concern for society. Detecting and mitigating the spread of false information is crucial to ensure the integrity of online information sharing. Traditional approaches to fake news detection often rely on content analysis, but they may struggle with the evolving sophistication of fake news dissemination techniques.

This research proposes a novel approach to fake news detection by considering the credibility of the users who share the information. We hypothesize that users with higher credibility are more likely to share accurate information, while those with lower credibility may be more prone to spreading misinformation.

To validate this hypothesis, we construct a dataset containing news articles and user profiles with credibility scores. The credibility score is derived from a combination of factors, such as user engagement history, source reliability, and past behavior on the platform. Machine learning algorithms are then employed to analyze the dataset and build a robust model for fake news detection.

Our experimental results demonstrate that incorporating user credibility significantly improves the accuracy of fake news detection compared to conventional content-based approaches. Leveraging user credibility provides an added layer of context and perspective, enabling the model to identify potential sources of misinformation more effectively.

The implications of this research are significant for social media platforms, news agencies, and information consumers alike. By adopting a user-centric approach to fake news detection, platforms can implement more effective content moderation strategies, thereby curbing the spread of false information and promoting a more reliable online environment.

Overall, this study represents a pioneering step towards developing more sophisticated and efficient tools to combat the spread of fake news in the digital age. However, further research and refinement are required to address the challenges posed by rapidly evolving fake news tactics and ensure the continued reliability and trustworthiness of online information sharing.

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# Implicative Speech Acts in the Twenty-Eighth Part of the Holy Quran

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## **ABSTRACT**

This study focuses on the discourse theory and its application to the twenty-eighth part of the Holy Quran, specifically examining verbal actions and their impact on the process of communication, comprehension, and understanding. The study concludes the following:

1. The establishment of discourse features and considering the multidimensional linguistic context as a fundamental element in successful communication through the study of verbal actions.
2. Tracing the efforts of theorists like Austin and Searle in the theory of speech acts, as well as the contributions of Arab linguists such as Sibawayh and Ibn Jinni, and modern Arab linguists like Taha Abdulrahman and Masoud Sahrawi. These contributions emphasized the surrounding contexts of interlocutors and the conditions for successful communication.
3. The multiplicity of approaches in studying grammatical methods, direct and indirect speech in the Holy Quran, by examining verbal actions and their transition from one meaning to another.
4. The application of the theory of speech acts to the Quranic text by applying its principles and foundations to the words of Allah, the miraculous speech, in every time and place.

## **HINTING SPEECH ACTS:**

Undoubtedly, a speaker, while directly expressing the content of their speech through its expressive forms, also relies on figurative linguistic forms that engage the reader in an aesthetic manner, prompting them to engage with the details of the discourse. The reader may interact with the formal structure or the conceptual interpretation. Al-Fakhr al-Razi said in discussing the reasons for using figurative language: "Indeed, diverting from reality to figurative language is either for the sake of the wording or the meaning, or both... As for using figurative language for the sake of meaning, it can be for the purpose of glorification, belittlement, emphasizing clarification, or softening the speech".

Among these linguistic techniques representing hinting speech acts in the twenty-eighth part of the Holy Quran are the following:

## **FIRST TOPIC: THE STYLE OF OMISSION**

Omission and mentioning are considered delicate techniques in the Arabic language. It is known that an Arabic sentence is based on certain elements, and when any of these elements are omitted, it necessitates exploring the necessity that prompted the omission.

Grammarians argue that the default in speech is to mention, and nothing should be omitted without evidence. Ibn Jinni said: "Arabs have omitted phrases, singulars, particles, and vowel markings, and none of that is omitted except with evidence." Dr. Fadel al-Samurai said regarding evidence for omission: "Whether this evidence is semantic, meaning that it is implied by the meaning, or artificial, meaning that it is implied by grammatical construction, and whether it is indicated by a verbal context or an inferred context".

In this context, Imam Abd al-Qahir al-Jurjani describes omission as "a precise and intricate method, delicate in its application, astonishing in its effect, and resembling magic. It allows you to abandon mention, yet express more clearly; to remain silent without conveying information, yet convey more; and it enables you to articulate what you would be unable to articulate if you did not articulate it, and complete what would remain incomplete in expression".



Dr. Tammam Hassan states: "We should not understand omission as an element that was present in the speech and then removed, but rather the meaning to be understood is the difference between the prescriptions of the linguistic system and the demands of the contextual usage".

Thus, resorting to omission is an artistic need in the use of this discourse pattern, a necessity that, when employed correctly, enhances the meaning. Imam al-Jurjani illustrates the artistic and aesthetic value of omission, stating that it is more expressive and explicit than mentioning.

It is important to note that the term "omission" should not be understood as something that was present in the speech and then deleted, but rather the meaning to be understood is the difference between the requirements of the linguistic system and the demands of contextual usage.

Based on this understanding, some Quranic verses that exhibit discursive hints and where omission is central to the discourse are presented.

**(Allah said )** Of a truth ye are Stronger (than they) Because of the terror In their hearts, (Sent) by God. This is because they are Men devoid of understanding] ( Hashr: 13)

The speech in this verse is directed to the Prophet (peace be upon him) and those with him among the Muslims. It emphasizes that the fear they instill in the hearts of their enemies is greater than the fear of Allah. The omission of the possessive pronoun in the phrase signifies that their fear from you is greater in their hearts than their fear of Allah. This omission carries an indirect stylistic effectiveness by highlighting the believers rather than focusing on fear. Ibn Ashur explains that the intended purpose is to strengthen the spirits of the Muslims, making them aware that their enemies are fearful of them. This further encourages the Muslims to be more determined in their fight against them. The context of the speech does not aim to record the fear of the hypocrites and Jews towards Allah, but rather to inform the Muslims that they are more fearsome to them than the greatest fears. This unique construction of the sentence is a remarkable linguistic composition. The usual way to express this meaning would be to say, "Their fear from you in their hearts is greater than their fear of Allah." However, the verse uses a different structure to highlight the emphasis on the Muslims and to attribute fear to them, anticipating their impending attack. The omission of the possessive pronoun in the phrase "from Allah" is appropriate because it would not be suitable to say, "Their fear is greater than Allah".

Additionally, the verse indicates another productive effect of the omission by providing glad tidings to the Prophet (peace be upon him) and the Muslims of the victory that begins with instilling terror in the hearts of their enemies and ends with their defeat. This aligns with the statement of the Prophet (peace be upon him), "I have been given victory through terror for a distance of one month." It is a call to hold onto the religion of Allah, which is emphasized in Surah Al-Hashr.

Furthermore, in this verse, there is a specification mentioned by the term "their hearts." The verse does not merely state, for example, "You are more fearful to them than Allah." By mentioning their hearts, it signifies that the fear is firmly established within them and not a mere claim. Ibn Ashur explains that describing the fear as being in their hearts indicates that it is a genuine, hidden fear. It means that they pretend to be prepared for war against the Muslims and boast of their bravery to intimidate the Muslims, but they are not actually as formidable as they claim. Allah, however, informs His Messenger (peace be upon him) of their true state.

From the above, it becomes clear that the productive power of omission in this noble verse lies in highlighting the believers rather than focusing on fear. It also includes the announcement of glad tidings to the Prophet (peace be upon him) and the Muslims regarding victory that begins with instilling fear in the hearts of their enemies. Furthermore, the omission of the possessive pronoun and the mention of "their hearts" emphasize the reality of fear being present within them rather than being a claim.

## **THE SECOND TOPIC: THE TECHNIQUE OF PREPOSING AND POSTPONING**

In the Arabic language, each element of a sentence, whether it is nominal or verbal, has a position in the construction order. However, there are factors that may require a change in the order of the sentence, where what deserves postponement is placed before what deserves to be presented. Al-Jurjani says about this topic: "It is a chapter with many benefits, abundant merits, and extensive flexibility. It takes you away from the ordinary and leads you to the subtle. You will continue to encounter poetry that pleases your ears and has a delicate placement before you. Then

you look and find the reason why it appeals to you and has a delicate effect on you, which is that it presented something and shifted the word from one place to another".

**There are two ways of presenting:**

1. Preposing that is said to be for the purpose of postponement. This occurs when a certain element is placed before its rightful position based on its original function and its grammatical role. For example, when the subject is placed before the subject, or the object is placed before the verb, as in the phrases "Muntaliq Zaid" (Zaid is departing) and "Darba Omaran Zaid" (Zaid struck Omar).
2. Preposing that is not for the purpose of postponement, but rather to transfer the function of an element from one role to another and assign it a different grammatical function. This occurs when there are two nouns, and each of them can be the subject or predicate of the other. In this case, one is sometimes placed before the other. This technique allows for a semantic interpretation that connects different texts together as a method of interpretation. The technique of preposing and postponing takes on interpretive dimensions that work to relate texts to each other as a method of interpretation. The researcher will present examples of verses from the twenty-eighth part of the Quran that contain preposing and postponing. Among them is:

-O ye of Faith! say not (to the Apostle) words of ambiguous import but words of respect; and hearken (to him); to those without faith is a grievous punishment.) Surah Al-Baqarah, 2:104

Translation: "O you who have believed, say not [to Allah's Messenger], 'Ra'ina' but say, 'Unzurna'..."

)Note: The above translation is one possible interpretation. Please note that Quranic verses should be referred to in their original Arabic form for accurate understanding

(Allah said ) Little did ye think That they would get out : And they thought That their fortresses Would defend them from God]( Hashr : 2)

What did you, O believers, think that the Banu Nadir would come out of their homes while they were in a state of siege for six days, with the strength of their fortresses and their barriers? They thought that their fortifications would protect them from the decree of Allah to evacuate them from the city.

The use of the narrative technique of "Taqdim" (fronting) and "Ta'khīr" (postponement) in the Quranic verse serves to emphasize the disparity between the believers' and the Jews' beliefs. The Jews were convinced that their fortresses were impenetrable and would shield them from any harm. However, the verse employs the technique of "Taqdim" and "Ta'khīr" to indicate that the situation would change, and their fortresses would not be able to protect them from Allah's decree. Ibn Ashur explains the significance of the fronting and postponement by saying, "The fronting of the fortresses, which is an adjective, on the subject is more appropriate and makes the adjective the predicate. Departure from this order indicates the importance of their belief in the effectiveness of their fortresses, and it is placed in the position of fronting to evoke their belief" (source [iii]).

Al-Alusi states, "They thought that their fortresses would prevent them or shield them from Allah's punishment. Their fortresses are the subject (mubtada'), and [the statement] 'they thought' is the fronted predicate (khabar muqaddam). The apparent meaning suggests a correspondence with [the following verses] 'But they thought they would not be expelled,' and [the technique of fronting and postponement] indicates the disparity between their beliefs. It signifies their strong conviction that they were safe within their fortresses, indifferent to anyone who would oppose or covet their enmity" (source [iv]).

In summary, the use of fronting and postponement in the structure of the Quranic verse serves to indirectly convey the disparity of beliefs. The Jews had excessive confidence in their fortresses, believing themselves to be in a position of power and security due to them. However, the verse confirms that what they held onto would be mentioned first.

### **THIRD SECTION: THE STYLE OF REALITY AND METAPHOR**

Within the realm of indirect suggestive speech, there are mechanisms that focus on the speaker and lead them to their intentions, such as metaphor and metonymy. This falls under the category of metaphor, which Ibn Qutaybah considers a shared aspect among languages and a necessary expression that cannot be avoided [v]. He states, "It has become clear to those who are familiar with language that figurative speech exists in it. It is said, 'The wall said,' meaning 'Hope,' or 'The camel said,' or 'The camel,' " [vi].

"Reality is every word intended for what it was placed for" [vii], while metaphor is every word intended for something other than what it was placed for, or it is every word by which something is inferred without returning to its original placement unless it resumes that placement. It is used to highlight the distinction between what it permits and what it implies, and between its original placement and the placement to which it is directed. This is metaphor. The purpose of observation is that it relies on something other than what is intended by it at present [viii].

This section examines examples of verses in which words deviate from their original or literal meaning to convey a metaphorical meaning known as "Qarāʾīn" (indicators) and conditions, such as figurative language and metonymy. Examples include:

for the speech of Allah

**(Allah said)** rely God loves those Who fight in His Cause In battle array, as if They were a solid Cemented structure. ]( Saff :4)

"The fighters who describe themselves as organized and stand firm in their positions when facing the enemy are beloved. Ibn Ashur explains in this verse that a row (ṣaff) is a group of things arranged in a sequential manner in specific places. It is used to refer to the row of worshippers, the row of angels, and the row of an army in the battlefield. When the battle begins, the army forms rows consisting of men or horsemen, and then some of them may advance individually or in groups. Here, the term 'row' signifies order and steadfastness in combat. As for 'aligned,' it refers to the close proximity of individuals to each other, resembling stability and lack of dispersal.

In this noble verse, there is a figurative shift from the literal meaning to the metaphorical meaning by using the term 'row' (ṣaffan), indicating orderliness.

This figurative shift indicates an indirect speech act, which signifies orderliness and deliberate combat.

**(Allah said)** When thou looks At them, their exteriors Please thee; and when They speak, thou listens To their words. They are as (worthless as hollow) Pieces of timber propped up, (Unable to stand on their own). They think that every Cry is against them. They are the enemies; So, beware of them. The curse of God be on them! How are they Deluded (away from the Truth)! **(Munāfiqūn :4)**

"And when you, O Messenger, see these hypocrites and look at their bodies, you are amazed by their physical appearance, as if Ibn Abi Jasiyma were a handsome young boy. And if they speak, you listen to their words, impressed by their eloquence and sharp tongues. Allah says, 'And that is a magnificent similitude: They are like hollow pieces of wood, propped up, unable to benefit or harm, like lifeless trunks leaning against a wall' (Quran 63:4) ([i]).

The figurative shift in this verse involves the use of a simile in Allah's statement, comparing these people to wood that has no usefulness in the metaphorical sense, apart from other qualities in its literal form. The interpretation of this simile, as mentioned by scholars, is that these individuals resembled pieces of wood leaning against the wall in the gatherings of the Messenger of Allah (peace be upon him). They were devoid of faith and goodness, like lifeless entities, because wood that leans against a wall is of no use unless it is part of a structure or support. It is also possible that the reference to wood could be to carved idols made of wood leaning against walls, symbolizing their external beauty and lack of substance in terms of their deeds and contributions ([ii]).

This simile indirectly signifies a speech act, indicating stiffness and rigidity. Ibn Ashur explains that 'propped up' refers to being supported against a wall or something similar, implying that they are thick, tall, and strong but of no benefit when it comes to a roof or a tightly held wall. They are likened to leaning wood, a simile that represents external beauty and lack of effectiveness. This implies that their admired physical appearance and influential words are devoid of any benefit, just like the uselessness of leaning wood. If you observe them closely, you will find them lacking in the qualities you initially attributed to them, such as intellect, knowledge, and expertise. Therefore, do not be deceived by them ([iii]).

In conclusion, this simile emphasizes that they are imposing figures that may appear intact, but they are devoid of any usefulness or goodness.

#### **FOURTH POINT: THE STYLE OF SHIFTING**

Shifting is a style characterized by transitioning from one form to another due to the speaker's needs. AL-Zarkashi defined it as: "Transferring speech from one style to another, to entertain and engage the listener, renew their attention,

and protect their minds from boredom and monotony caused by the continuous repetition of a single style' ([iv]). Others have mentioned that shifting means expressing a meaning in one of the three ways: speech, written discourse, or indirect expression, after expressing it in another form ([v]).

Examples of shifting include :

### 1- Paying attention from backbiting to the addressee

(Allah said ) When the Prophet disclosed A matter in confidence To one of his consorts And she then divulged it (To another) and God made it Known to him, he confirmed Part thereof and repudiated A part. Then when he Told her thereof, she said, "Who told thee this?" He said, "He told me Who knows and is well-acquainted (With all things)" (Tahrim, 3 , 4).

Stated in the focus in the mentioned verse is the shift from the third-person pronouns referring to the absent individual in "He, His, and Him" to the second-person pronouns addressing the addressee in "You, Your." This is interpreted, as stated in the exegesis books, in the following manner: When the Prophet confided in his wife Hafsa (may Allah be pleased with her), and she informed Aisha (may Allah be pleased with her) and Allah made him aware of her disclosure, Hafsa partially acknowledged what Aisha had informed her, while graciously refraining from informing her of the complete disclosure. When Aisha informed her about what had been divulged from the conversation, she asked, "Who informed you of this?" The Prophet replied, "Allah informed me. He is the All-Knowing, All-Aware, to whom no secret is hidden." If both of you (Hafsa and Aisha) turn to Allah in repentance, indeed, your hearts have deviated from what the Messenger of Allah (peace be upon him) disliked in the disclosure of his secret.

This shift effectively achieves an indirect accomplishment that can be understood from the context, which is the exaggerated reproach of Lady Aisha and Lady Hafsa. Ibn Ashur states: "The shift from mentioning the two stories to the admonition of those associated with them is a resumption of the divine discourse directed to Hafsa and Aisha. The Prophet's notification of his knowledge of their disclosure aims to admonish, warn, and guide them to rectify their neglect of their duties towards their husband. Since this act was indeed a sin, as it involved neglecting the rights of the husband, especially by revealing his secret, it reminds them of their obligation to repent".

Thus, the functional purpose of the implicit speech act in the previous verse becomes evident, which is the exaggerated reproach of Lady Aisha and Lady Hafsa (may Allah be pleased with them).

### 2\_Paying attention to backbiting when speaking:

(Allah said ) ) *Had We sent down This Qur-ān on a mountain, Verily, thou would have seen It humble itself and cleave Asunder for fear of God. Such are the similitudes Which We propound to men, That they may reflect. God is He, than Whom There is no other god ;— Who knows (all things) Both secret and open ; He, Most Gracious, Most Merciful.* ( Hashr : 21\_22)

In this verse, it becomes clear to us that the focus has shifted from the pronoun of speaking in [the previous verses], to backbiting in [the following verses]. This interpretation is supported by the exegesis books which state: "The meaning is that if the addressee of the Qur'an were a mountain, and the mountain understood the address, it would be affected by the Qur'an's address in a way that arises from fear of Allah, a fear that would influence it through the meanings of the Qur'an. The meaning is that if the mountain were in the position of those who forgot Allah and turned away from understanding the Qur'an, and did not benefit from its admonitions, the mountain would not be admonished, and its rocks and soil would not split due to the intensity of its fear of Allah".

And the apparent implication is to restrict the pronoun without mentioning the name of Allah, because the intended meaning is to inform about the pronoun with [the following attributes] and what follows, so combining the pronoun with what is considered as a counterpart with regard to considering that the name of Allah encompasses all attributes of perfection, because its root is "the God" and its connotation entails all attributes of perfection.

Thus, the shift from speech to backbiting has indeed given an indirect verbal act, which is to exalt the Noble Qur'an and demonstrate the greatness of Allah Almighty through His attributes.

### 3\_The shift from addressing the singular to addressing the plural:

(Allah said )

O Prophet! When ye Do divorce women, Divorce them at their Prescribed periods] (Talaq: 1)

In this verse, there is a shift from addressing the singular with the statement [previous verse], to addressing the plural with the statement [following verse]. Ibn Ashur states, "Directing the address to the Prophet (peace be upon him) is a style used in the verses of legislation that are concerned with him. However, this does not imply the exclusivity of what is mentioned after the Prophet (peace be upon him), such as [specific attributes]. The Prophet (peace be upon him) is the one responsible for implementing the Shariah in his nation and clarifying its conditions. If the legislation mentioned encompasses both him and his nation, then the address is inclusive of that, as seen in the plural form in [the verse]... The address is directed to him (peace be upon him) because he is the conveyer to the people, the leader of his nation, their role model, and the executor of Allah's commands among them in their interactions".

Therefore, this shift indeed carries an indirect verbal act, except for the specificity of addressing him (peace be upon him) alongside the general address to his nation. This is done for an honorable purpose, to show his elevated status.

#### **FIFTH TOPIC: THE STYLE OF CONCISENESS**

Conciseness is one of the rich Arabic styles that contains subtle and precise considerations. Al-Qazwini defined it as "specifying one matter with another matter in a specific way." Among the styles that indicate conciseness are the use of (meaning "only"), negation and exception, conjunction with (meaning "no," "rather," and "but"), and placing what deserves delay in advance.

Conciseness has different categories and methods based on the circumstances, addressee, and the parties involved (the limited and the one being limited).

The style of conciseness is found within the realm of implicit speech acts. Conciseness in speech carries an indirect effective meaning, which is the hidden implication derived from the verse's meaning, suggesting the accomplishment of an indirect verbal act. Examples of this include:

**(Allah said)** The Evil One has Got the better of them: So he has made them Lose the remembrance Of God. They are the Party of the Evil One. Truly, it is perish! Of the Evil One That will perish! (Mujādila : 19)

"Any inclination that overwhelms their minds, Satan whispers it to them and embellishes it, so they follow it and become losers." (Quran [i])

In this verse, the term "the losers) "losers" is attributed specifically to the followers of Satan. No one will be characterized as a loser on the Day of Judgment except those who follow Satan and belong to his party. The use of the pronoun "they" emphasizes that they are the losers and no one else.

This attribution serves to indirectly convey the significant warning about the danger of this matter and to highlight that those who follow Satan will inevitably face the consequences without any escape. At-Tahir ibn Ashur elaborates on this issue, stating that the phrase. It must be said" The people of devil are the losers " suggests that it could have been stated as: "Indeed, the followers of Satan are the losers." However, it was altered to the form of a preface letter as a reminder of its importance and the need to emphasize it in people's minds. The excessive warning is meant to prevent Muslims from integrating with them and falling into the same deceptive behavior mentioned earlier. This warning is further reinforced by the use of the particle" that " and the shortened form, as there is no doubt that the followers of Satan are losers. This fact is universally accepted among humans. Therefore, these affirmations were not intended to refute denial but to warn Muslims against being enticed by Satan's traps, deceived by the appearance of hypocrites, or misled by their false faith. The pronoun "they" signifies the limitation of their description, highlighting their distinctiveness, so that no one would hesitate to recognize them as the followers of Satan. [ii]

The purpose of employing the rhetorical device of "qasr" (shortening) in the previous verse becomes clear as a means of exposition and admonition from Allah Almighty, aiming to avoid the path that ultimately leads to loss on a day when wealth and children will be of no benefit. This intended meaning would not have been complete without the use of "qasr".

Similarly, the use of "qasr" is mentioned in another noble verse:

[The hypocrites] are those whose deeds have become worthless in this world and the Hereafter, and for them there will be no helpers. (Quran [ii])

**(Allah said )** Secret counsels are only (Inspired) by the Evil One, In order that he may Cause grief to the Believers ; But he cannot harm them In the least, except as God permits ; and on God Let the Believers Put their trust.( Mujadila: 10)

The intended meaning of this Quranic verse is: "And secret conversation is not but from Satan, in order to cause grief to the believers. But it does not harm them except by permission of Allah. And upon Allah let the believers rely." (Surah Al-Mujadila, 58:10)

Ibn Kathir said, "This (secret conversation) only comes from those who are misled by Satan and adorned by him." It means that this whispering originates from those who are influenced by Satan's temptation and adornment.

And regarding the statement, "And it does not grieve him except [for] the one who is saddened," it means that this whispering does not harm the believers unless it is by the will and permission of Allah. The believers should rely and trust only in Allah and not be concerned about the whispering of the hypocrites, as Allah protects them from their evil and schemes. This is mentioned in the hadith: "When you are three, do not converse privately to the exclusion of the third person, for that will cause grief to him".

There are three instances of restriction in this verse. The first is in the statement: "And secret conversation is restricted to sin and aggression against the truth." Ibn Ashur commented on this verse, saying, "The restriction here is applied to a quality and an initial state, meaning that whispering is limited to the universe of Satan".

The second instance of restriction is found in the statement: "It does not grieve him except [for] the one who is saddened." This restriction is expressed through the negation particle "not" and the exception particle "except," as it restricts a quality to the one who possesses it. The purpose of this restriction is specification. Ibn Ashur said, "It is permissible for something general to be intended specifically".

#### **THE SIXTH TOPIC :MANIFESTATION IN THE POSITION OF IMPLICATION**

Among the implicit speech acts is the manifestation in the position of implication or vice versa. This style carries meanings and implications that are not conveyed by the explicitness or manifestation of the noun. These secrets appear in linguistic forms that engage the reader in an aesthetic manner to understand the various types of indirect performative speech acts. Examples of this include:

**(Allah said )** When the Hypocrites Come to thee, they say, "We bear witness that thou Art indeed the Apostle Of God. " Yea, God Knoweth that thou art Indeed His Apostle, And God beareth witness That the Hypocrites are Indeed liars.] **Munāfiqūn**: 1

"If the hypocrites come to you, [O Muhammad] , they would say, 'We bear witness that you are indeed the Messenger of Allah.' And Allah knows that you are indeed His Messenger, but Allah bears witness that the hypocrites are liars in their testimony. They take their oaths as a cover, so they avert [people] from the path of Allah. Indeed, it was evil that they were doing." (i)

Note: The translation provided above is a rendering of the text you provided into English. It is important to note that translations can vary based on interpretation, and the original Arabic text may contain nuances and cultural references that may not be fully captured in the translation. **(Allah said)** O Prophet! When ye Do divorce women, Divorce them at their Prescribed periods] ( **Talaq** : 1)

In this verse, there is a manifestation in the statement of Allah, "And whoever transgresses," in the position of implication. This is done to emphasize the seriousness of transgression. The meaning of the verse, as Ibn Ashur explains, is that "the word 'hadd' (limit) is derived from the verb 'hadda' which means to prevent or hinder from crossing over to what is beyond it. It is either absolute, such as the limits of protection (hadd al-himma), or it is for the purpose of changing a situation, such as the limits of the sanctuary (haram) that prohibit hunting, or the limits of the times for entering the state of ihram during Hajj and Umrah. The meaning is that these rulings are similar to limits in preserving what they entail".

After Allah has clarified divorce and its rulings, He brings this verse to refer to those who exceed the limits set by Allah, as they have wronged themselves.

Therefore, the communicative purpose of the implicit speech act becomes evident. By manifesting "whoever transgresses" in the position of implication, it serves to emphasize the gravity of transgression and to indicate the reason for the ruling stated in Allah's saying: "He has wronged himself".

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# Diaspora Literature: A Comprehensive Analysis of Key Elements and Theoretical Frameworks

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## ABSTRACT:

Migrations have been a consistent aspect of human history since ancient times, and these movements have given rise to what is now known as Diaspora literature. This genre revolves around the experiences of groups of people who have migrated from their homeland to another country, maintaining political, social, and economic ties with their place of origin. Such journeys often bring forth a range of challenges, including feelings of alienation, nostalgia, encounters with different cultures, and a profound longing for the homeland. In the contemporary era, Diaspora literature continues to fascinate both readers and writers. It now encompasses a broader spectrum of topics, including the impact of recent events like the Corona Pandemic and instances of warfare that have forcibly displaced populations. These modern events have become significant catalysts for migrations and subsequently form the foundation for new waves of Diaspora literature. This paper aims to delve into several key elements and theories that underpin the concept of Diaspora. It will explore the intricate dynamics of migration, shedding light on the various ways in which individuals and communities navigate their identities, connections, and emotions as they adapt to new environments. By examining these fundamental aspects, this paper seeks to provide a comprehensive understanding of the evolving nature of Diaspora literature in our contemporary world.

**Keywords:** *Migration; diaspora; nostalgia; catalysts; alienation; pandemic; dynamics; longing for motherland; cross culturalism.*

## INTRODUCTION:

The term "Diaspora" finds its origins in Greek history and civilization. Its etymology can be traced back to the Greek verb 'diaspererein', signifying the act of scattering or sowing, coupled with the Greek preposition 'dia', meaning through or over. Early studies predominantly associate the Jewish experience with the archetype of both exile and Diaspora. This connection was primarily established to document the exile of the Jews subsequent to the Babylonian dispersal in 586 BC. In contemporary times, the concept of Diaspora has expanded to encompass any substantial community from a specific nation residing outside its borders, while also sharing a common bond that contributes to their ethnic identity. These communities strive to establish themselves in new territories, making concerted efforts to integrate with foreign cultures. This phenomenon is witnessing continuous growth, evolving into an overarching term that encompasses various disciplines within literature and philosophy.

## Objectives:

1. To study the significant elements of Diaspora literature.
2. To study the classical and contemporary theories of Diaspora literature.

## METHODOLOGY:

The present paper studies interpretative, descriptive, as well as analytical point of view of the significant elements of Diaspora. The researcher has meticulously gathered data from both primary and secondary sources, employing a multifaceted approach to understanding the pivotal elements within the realm of Diaspora. The researcher has also studied and read selected papers and searched information on internet related to the topic.



### CRITICAL ANALYSIS:

Diaspora is a process in which group of people migrate from one nation to another. There are many thinkers and philosophers who have defined characteristic features of Diaspora. According to Cohen, a Diaspora group must have the following characteristics:

- (i) The dispersal of the group must be the result of a traumatic experience, a pursuit of work or trade, and colonial ambitions.
- (ii) A commitment to the homeland's maintenance, restoration, safety, prosperity, and even in some cases its creation.
- (iii) A group consciousness sustained over a long period of time including a sense of empathy and solidarity with other members of the group in the host land.
- (iv) A potential for contribution to the host land when a tolerance for pluralism is present.

These are the basic traits used to examine whether the group is actually diasporas in nature or not. Let us discuss some of the important elements of Diaspora literature.

### ELEMENTS OF DIASPORA:

- **Migration:**

Migration serves as the foundational trigger for the emergence of Diaspora. According to the Oxford Dictionary, migration is characterized as the relocation of substantial groups of individuals, as well as birds or animals, from one geographical location to another (Oxford Advanced Dictionary, 7th Ed.). Individuals embark on journeys from their original residences to new cities, states, or even countries, propelled by diverse motivations, such as employment prospects or various other compelling factors. Among the multitude of reasons that prompt migration, the pursuit of employment opportunities stands out as the most prevalent catalyst. However, migration also arises due to circumstances like the scarcity of prospects in one's home region, the implementation of large-scale infrastructure projects like dam construction, the sweeping impacts of globalization, the aftermath of natural calamities, and other factors of similar significance.

- **Cultural displacement:**

This element deals with geographic dislocation of the person. Longman dictionary of contemporary English opines that "Cultural means a group of people belonging or relating to a particular society as well as its way of life and displacement means when a group of people or animals are forced to leave their place where they usually live". (Longman) In this process two or more cultures come into contact. Culture may include specific beliefs, attitudes and customs as well as values and behaviors. Diaspora literature presents many features of cultural displacement.

- **Alienation:**

It is the psychological situation and result of the dispersion. Karl Marx developed theory of alienation in *Economic and Philosophical Manuscripts of 1844*, and *The German Ideology*. He defines, "Alienation as an inherent condition of capitalism, the economic system of capitalism isolates and dehumanizes human beings and is the source and cause of alienation". (Karl Marx, 1844). It means alienated means not simply having tension, doubt and anguish but being unable to function systematically and satisfactorily.

- **Reconciliation**

Reconciliation is the process of making consistent or compatible at the place where a person is migrated. According to the Cambridge dictionary, "Reconciliation is a situation in which two people or groups of people become friendly again after they have argued". It is a process which takes hours of negotiations to bring about settlement between the two sides. When a person is migrated he is confused with diverse situation and then the process of reconciliation starts in which migrants have to adjust with two opposite beliefs, ideas, or situations at the host place.

- **Hybridity:**

Diaspora is the fusion of two distinct races, wherein the cultures of both the homeland and the host society intertwine following the dispersal. The concept of hybridity encapsulates the amalgamation of Eastern and Western cultures in its most elementary sense. However, the term "hybridity," drawn from a biological metaphor, assumes a broader connotation in contemporary discourse. It extends beyond mere East-West cultural blending and encompasses a wide spectrum of cultural intermingling or fusion between the Eastern and Western influences.

- **Loss of Identity:**

Loss of identity or identity crisis has become common theme of human existence. It is continuous process and constituted within, not outside representation. The change in experiences leads to change in identity. According to Merriam Webster Dictionary, "Loss of identity or identity crisis is personal psychosocial conflict especially in adolescence that involves confusion about one's social role and often a sense of loss of continuity to one's personality".

- **Homelessness:**

Homelessness is defined as the condition of not having a house and usually being unable to afford the same. Homeless people usually live in a hostile or unsafe environment. As far as today's situation is concerned, there is a huge variance in why people become homeless. When Salman Rushdi reached in England he describes his mental condition, he quotes, "When I first went to England to study, I became the other. I think I am able to understand what it means to be on the other side of the wall." In this way, it is clear that, the host society that makes the immigrants feel that they do not belong that particular place where they are living at present is homelessness.

- **Nostalgia:**

Nostalgia and Diaspora share an intimate connection, with the former often intertwined with the latter. Nostalgia can be characterized as a form of sentimental idealization of the past, often focusing on periods marked by joyful personal relationships, akin to the sentiment of love. The Merriam Webster Dictionary defines nostalgia as "a wistful or excessively sentimental yearning for a return to a past period or an irrecoverable state." This sentiment frequently finds resonance within the context of Diaspora, where individuals separated from their homelands tend to fondly reminisce about aspects of their past that are associated with happiness and personal connections.

There are many other elements which are equally important such as rootlessness, quest for identity, cultural conflict, acculturation, marginality, cultural identity, hybridity, multiculturalism etc.

## **THEORIES OF DIASPORA:**

- **Classical or Traditional Theories of Diaspora:**

Within the framework of Diaspora theory, the utilization of the Jewish experience as a benchmark for evaluating other groups' classification as Diaspora is a significant criterion and perspective. However, it's important to acknowledge that the Jewish criteria may not be universally applicable to all transnational communities. The Jewish Diaspora analysis delves into a range of critical themes, including migration, cultural dislocation, feelings of alienation, identity struggles, exile, trauma, collective identity, despair, and hybridity. It's worth noting that these attributes cannot be indiscriminately employed to assess whether other groups qualify as Diaspora. An illustrative instance of an ancient or classical Diaspora is the Greek community, which dispersed primarily due to commercial pursuits. As highlighted by Chaliand and Rageau (1995: XVIII), "During the Hellenistic period and under Rome, the Greeks encountered a dispersion characterized by both intellectual and trade-related dimensions." Nevertheless, it's crucial to recognize that the majority of classical Diaspora theories have been formulated based on the experiences of Jewish communities. While the Jewish paradigm offers valuable insights, it's imperative to interpret and adapt these theories thoughtfully to accommodate the unique circumstances and dynamics of various other transnational groups.

During the middle Ages, spanning from the tenth to the early fifteenth century, a consistent presence of Armenian communities engaged in trade and craftsmanship is well-documented. Notably, in Western Europe, cities such as Venice, Marseilles, Paris, and Bruges stood as prominent hubs for Diaspora communities during the 13th to 15th

centuries. The Moors also constituted a significant Diaspora community in Spain throughout this pre-modern epoch. Within this historical context, Cohen introduces the notion that "Other ancient civilizations uninfluenced by the Judaeo-Hellenist world – notably the Mesopotamian, Inca, Indus, and Zhou empires generated their own migratory myths and their own population flow." Comparatively, the contemporary period encapsulates an even broader array of Diaspora communities, and the factors prompting their dispersion are notably more diverse than those observed in the classical era. This is particularly accentuated in light of the influence of globalization. The scope of Diasporas during this modern age encompasses an intricate tapestry of motivations and circumstances that extend beyond what was experienced in the classical period.

- **Contemporary or Modern Theories of Diasporas**

As far as contemporary situations are concerned there are many incidents such as civil wars, Covid-19 pandemic etc. which have been resulted in verities of Diaspora. The contemporary or modern period covers from the end of World War II to the present age. The principal diaspora theorists fall into two main categories. The work of Safran (1991), Clifford (1994), Chaliand and Rageau (1995), Said and Simmons (1996), Cohen (1995, 1997), Green (1998), King and Melvin (1999), Gillespie (1999) etc. which rely heavily on the Jewish experience as a starting point for examining the phenomenon. The second category essentially comprises a small corpus that explores diaspora issues in a novel manner. This body of literature explores the contemporary diaspora with issues of transnationalism and globalization. We have philosophers like Castles and Miller (1998), Laguerre (1998), Papastergiadis (1998), Van Hear (1998), Mahler (2000), Mandelbaum (2000), Mittelman (2000), Cornwell, Stoddard (2001), and others who come in this category.

After the world wars in Europe, great chaos reigned both in terms of political disorganization and economic collapse. In fact, the major transfers of population or migrations in Europe as well as across the world at the end of World War II were of three kinds. People who had been forced into Nazi Germany to work during the war and afterwards resettled in their own country from states is first kind of Diaspora. Russians and Poles who settled in territories annexed or occupied at the end of the war, from which the original inhabitants either fled or were expelled is another kind of Diaspora. The third category can be attributed to a diverse range of factors in the twenty-first century, encompassing both human-made and natural crises. These factors include warfare, the resurgence of nationalism, ethnic tensions, acts of terrorism, the sweeping effects of globalization, historical colonialism, rapid industrialization, and the complexities of international trade. Collectively, these elements have contributed to a state of instability that has resulted in migrations and ultimately giving rise to a widespread Diaspora phenomenon across the global landscape.

## **CONCLUSION:**

This paper has systematically explored a range of elements that have contributed to the diversification and proliferation of various Diaspora scenarios in the contemporary era. The primary objective of this study has been to dissect the foundational components that have given rise to the concept of Diaspora, while concurrently analyzing a spectrum of Diaspora theories. Classical or traditional Diasporas are inherently linked to antiquity, encompassing ancient Greece and the Jewish exilic narrative. In contrast, Contemporary or modern Diasporas unfold in a more fluid and unpredictable manner, characterized by dislocation and rejuvenation processes that are intrinsically intertwined with the globalizing context. The significance of Diasporas and their consequential role within the evolving global political economy is of enduring import. Notably, the Latin American Diaspora has evolved into a valuable cultural resource, particularly within the United States. This underscores the enduring impact and significance of Diasporas, transcending geographic boundaries and enhancing the richness of cultural exchange.

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## A Pragma-Discoursal Functions of Soliloquies in English Drama

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### ABSTRACT

Language is used to mediate ideas, points of view, emotions, etc. from one user to another, and Shakespeare's soliloquies are as well used for such goals. What this study is concerned with is analyzing language taken from Shakespeare's tragic plays to arrive at the hidden and apparent ideologies of texts. When people are encountered with a text, based on the experience they have, they can associate the text to a certain type or genre that is familiar to them (Verdonk, 2002: 11). For example, readers can usually distinguish between the language of poetry and the language of newspapers based on the pragmatic conventions that they are acquainted with. This is part of people's socialization in the culture they belong to (ibid).

It is an obvious fact that time is time, but there is more to that which the author means, and soliloquies may predict several implied meanings and functions that can be analyzed pragmatically and discoursally. As a result, this thesis investigates how soliloquies might be interpreted and how these interpretations convey different implications and different intentions by authors. About 3 texts of soliloquies collected from different English dramatic works of William Shakespeare will be analyzed to explore the soliloquy used of this literary genre depending on Simpson (1993) conceptual functional theory, Van Dijk (1998) theory of ideology and Searle (1979) theory of speech acts. Moreover, investigation of the linguistic features of soliloquies will be conducted.

**Keywords:** *Soliloquy; Pragmatics; English Drama.*

### INTRODUCTION

Soliloquy is a term used to describe the relationship between notions. It is a literary phenomenon that the author uses in order to build his given piece of art. Thus, this study aims via using soliloquies to seek the reader's or audience's interpretation, which is complicated by the difficulties of delivering the exact same picture in different contexts and time periods. Soliloquy could be vital in connecting communication tools and conveying a moral message between old and new writings in William Shakespeare's plays. Authors actually employ soliloquies to communicate additional and multiple implied meanings. Thus, a single soliloquy might predict multiple functions and interpretations which might lead to conflicting ideas in grasping the real intention of the author in English language in general and literature in plays in particular.

Precisely, as far as English dramatic texts are concerned, this study sets itself towards answering the following questions:

1. What are the Soliloquies' functions used by authors in English drama?
2. What are the pragma-discoursal strategies via which power and ideology are fulfilled in Soliloquies types?

The present study basically aims at answering the questions above as follows:

1. Identifying the Soliloquy functions used by authors in English drama.
2. Highlighting the pragma-discoursal strategies via which power and ideology are fulfilled in Soliloquies types.
3. Developing an eclectic model to analyze Soliloquies through pragma-discoursal strategies of the data under scrutiny via adopting the qualitative and quantitative methods of analysis. In relation to the aims mentioned above, it is hypothesized that:
  - a. English drama is considered as Soliloquy according to the presence of one or more of pragma- discoursal functions.
  - b. Each Soliloquy type is achieved by means of certain pragma-discoursal strategies.

### **Procedures of the Study**

To achieve the aims of this study and test its hypotheses, the following procedures are adopted:

1. Reviewing the literature about soliloquy in general, and its pragma discoursal nature in particular.
2. Surveying relevant pragma-discoursal theories in relation to the nature of English drama that can be used in analyzing the data under scrutiny.
3. Randomly selecting data as representative examples of English dramatic texts to be analyzed by means of the eclectic model developed by this study.
4. Analyzing the data under scrutiny by means of the models developed for this purpose.

The present study is restricted to scrutinizing the pragma-discoursal aspects of Soliloquy, i.e., as it is related to pragma-discoursal theories of conceptual -textual functions depending on Simpson (1993) conceptual functional theory and Van Dijk( 1998) theory of ideology and discoursal strategies in English dramatic texts. The researcher has chosen 3 extracts from different plays written by William Shakespeare, that is Hamlet (1603\_1599), Macbeth (1623), and Julius Caesar (1599).

The model used in the present study is eclectic, consisting of two models adapted to suit the purpose of the study, they are: Conceptual Functional Theory by Simpson, P. (1993) and The Theory of Ideology by Van Dijk, T. A. ( 1998) , cf. Chapter three for more details.

### **Significance of the study**

This study can be of value to those who are interested in the field of English drama and pragma-discourse. It will be for linguistic scholars attentive in studying pragma-discoursal approach as an interdisciplinary branch of analysis. Understanding Soliloquies as a practical, significant method of analyzing all types of literary written and spoken forms is critical in discoursal research, as it is a linguistic tool that allows scholars and writers to add additional depth of meaning and their personal affection to the work. Besides, the findings can be made use of in applied linguistics, especially by textbooks writers and pedagogic teaching and learning.

### **LITERATURE REVIEW**

The origin of the term soliloquy comes from the Latin word soliloquium, which in turn translates as speaking alone. Although the soliloquy is a kind of solitary conversation, there may be a case where there is a receiver, but it must not necessarily intervene or interrupt the sender. From what has been said above, the fact arises that the soliloquy is a common resource in plays so that the audience knows the reflective nature of a character.

This form of expression is directly related to the monologue, in fact, the Royal Spanish Academy relates them as synonyms. Defining dramatic soliloquy seems easy. Its etymology tells us clearly that it consists of solus (“alone”) and loqui (“to speak”). This “aloneness” of the speaker has given rise to the term’s popular definition: “A speech given

by a character that is alone on stage; generally represents a character's inner thought through this convention" (Brockett and Ball; 2004: 436).

Lloyd A. Skiffington (1985) also sees it as ". . . a locution dominating the stage and the attention of the theatre audience, delivered by a speaker who is alone on the stage,". What's interesting about the history of soliloquies though is that according to one online etymology dictionary, Shakespeare may well have been the first one to adapt the monologue (which is a speech the character gives on stage as part of the accepted action) as a window for the audience to see into the characters' inner thoughts.

While Shakespeare was one of the first and by far the most prolific user of soliloquy, some modern playwrights have incorporated the device. With the rise of realism at the end of the 18th century, writers worried that soliloquies would sound artificial, since people rarely talk to themselves in front of other people. As a result, modern soliloquies tend to be shorter than Shakespeare's. (ibid).

## PREVIOUS STUDIES

There are many previous studies that is deduct other ideas that is different from mine as Hussein, R. (2021) when he wrote about soliloquy and clarified his thoughts on this phenomenon via his study that aims at investigating the critical stylistic analysis of soliloquies taken from Shakespeare's tragic plays (Hamlet, Macbeth, Othello and Julius Caesar). Soliloquies are monologues or speeches given by a character on stage alone expressing his/her thoughts and feelings. Language of all sorts is expected to exhibit ideology.

Shakespeare's language is, therefore, expected to show some of these ideologies within its structure, then what kind of ideology is found in Shakespeare's soliloquies?

Critical Stylistics studies what the text is doing, through the textual-conceptual functions proposed by Jeffries (2010). The analysis follows both the qualitative and quantitative methodological approaches. The qualitative analysis explores how the textual-conceptual functions are used and the quantitative analysis shows the frequency of these functions. After the application of these functions to the eight chosen soliloquies of the four plays (two from each), the study arrives at the conclusions that Shakespeare's language expresses a great deal of ideology both hidden and obvious. This ideology is dangerous and manipulative because it asserts dangerous actions such as the killing of others for different reasons; Hamlet asserts killing for revenge, Macbeth for ambition; Othello is manipulated to kill for revenge; Brutus tries to kill Caesar because Caesar is unfit to rule. However, Shakespeare's language has repetition of phrases, thoughts, and ideologies which enforce the effect of these instances.

## THEORETICAL BACK GROUND

Language is a tool for people to communicate. Through language, people can express their feelings and messages. Paul Simpson's in (1993;45) stated that the function of a language is to make the communicants be able to understand the messages that they deliver. As to achieve the purpose of the study, the researcher subdivided the eclectic modal of soliloquy into three levels. In the first level, he gives importance to the main types and criteria that were stated by (Bevington, D; 1992: 34) as follow; Soliloquy Characteristics can be seen through such functions;

Soliloquies help to establish a vital part in a play, which is to reveal the character's emotions and thoughts. Not only does it effectively does that, but also deepens the plot and creates a strong atmosphere for any play. Without soliloquies, plays would lack depth and length, along with various key elements. No doubt, the soliloquy is the most powerful instrument into discovering the deepest ideologies of a character to reveal his true internal conflicts in which the play without soliloquies would have a far different effect. As it was mentioned before, a soliloquy is a speech that an actor gives while he or she is alone onstage and allows for the audience to hear the character's innermost thoughts. Thus, the core criteria of soliloquy are expression out loud, alone, subjectivity, reflexive, and it is used in dramatic texts. The overhead characteristics exemplify that the message is perceived by the same person who emanates it or by a receiver who does not contribute in what is conveyed. (ibid; 76).

Accordingly, authors and playwrights in which they often use many literary elements to help aid the audience in a further understanding of a character's thoughts, to advance the storyline and create a general mood for the play. Elements

frequently used in Shakespearean's plays, is of various types of soliloquy. As such, soliloquies hold a significant role in any play. A soliloquy can be defined when a character speaks to themselves, essentially the audience, revealing their thoughts. Thus, in terms of the interrelationship between the soliloquist and his identified or unidentified addressees, the soliloquy can be distributed into four main functions: subjectivity, reflexive and plain texts, (Rimmon-K.S; 1983).

Soliloquies' functions offer a variety of different possible effects, regardless of whether they are being used in a Shakespearean play or a more modern drama, in which the exposition of types of soliloquies by Characters can reveal action that has taken place off-stage or off-screen but is critical to understanding the current story.

### **PRAGMA-DISCOURAL STRATEGIES OF SOLILOQUY**

Pragma-Discourse analysis (PDA) is concerned with textual analysis, as it is a broad field of study that draws some of its theories and methods of analysis from disciplines such as linguistics, sociology, philosophy and literary texts. More importantly, discourse analysis has provided models and methods of engaging issues that emanate from disciplines such as education, cultural studies, and communication and so on. In accordance to discorsal analysis of literary texts, a soliloquy is a dramatic text that is considered as literary device used when a character gives a speech that reveals something about their thought process, (ibid). These are parts of plays that when read on the text or preformed help the reader better understand who the characters are and what it is that's driving them. As such, the researcher in his analysis of textual strategies of soliloquy in level two separated them into two constituents;

#### **Pragmatic Strategies**

Pragmatics is the study of language use in particular situations. Pragmatics, like discourse analysis, goes beyond structural study of the phrase and focuses on higher units: what is more, it focuses on its object of study through consideration of the context and its construction, through recognition of the speaker's intention and through the establishment of implicit elements which the hearer has to access (Searle; 1979). Doing discourse analysis certainly involves doing syntax and semantics, but it primarily consists of doing pragmatics; pragmatic facts are frequently necessary for explaining syntactic and semantic facts. The subject of pragmatics is now very familiar. Some twenty years ago, however, it was not so. At the time, pragmatics seemed to be the waste-paper basket in which formalist linguists threw what they thought to be irrelevant data. Now the outlook to pragmatics is quite different. Many would argue that we cannot really understand the nature of language itself unless we understand pragmatics.

#### **Discorsal Strategies**

Literary discourse is defined as an occasional mode of communication, which means it is not how authors write or talk all the time, but it is the product of a process activated only on certain occasions, a process that is both conscious and creative. At the same time, there is always a considerable input which is mainly unconscious linguistic habits from authors' everyday life. Coleman (1999, 26) drew attention on the imaginative nature of soliloquys' texts and statements that are used in literary discourse, emphasizing that they are more effective than ordinary and rational statements, and effective in promoting "thematic assent".

Paul Simpson's in (1993;47) contribution to the interface series is in an area which is central to literary discourse. It has long been an aim of literary discourse to account for point of view in drama texts. Language, power, ideology and Point of View provides precise and systematic frameworks for taking this account further with particular reference to the significance of linguistic choices in representation. At the same time, Simpson (ibid) does not describe these linguistic choices as if they were neutral; instead he relates language and context to the particular social, cultural and ideological positioning of the various narrative voices within a text. Therefore, the researcher has adopted Simpson's modal in dividing discorsal strategies into power and ideology in analyzing soliloquies in various dramatic texts;

#### **Power**

The majority of studies in discourse analysis focus exclusively on one aspect of the language/power relation, language as a context for power and domination. Simpson (ibid: 50) argues that power is "implicit within everyday social practices" and that it is predominant "at every level in all domains of life". The researchers analyzed the implicit meaning and the power dimensions of each speech act as to exhibit revenge and delay the revenge in soliloquies in

Shakespearean plays based on the context and the classification of each speech act, "declarations, representations, expressives, directives and commissives."

### ***Ideology***

Language, ideology, systems and sets of beliefs which reside in texts, is seen to explore, in other words, ideology in language. There is, unfortunately, a proliferation of definitions available for the term ideology, and many of these are contingent on the dramatic text framework favoured by the analyst, (Van Dijk: 1998; 45). This study is enlightened and enlivened by showing the relationship between dramatic texts, underlining how studies of literary language are always more revealing if they do not presume that all discourses are discontinuous but that they are part of the same linguistic, textual and ideological fabric.

So, from a linguistic perspective, the term normally describes the ways in which what we say and think interacts with society. An ideology therefore derives from the taken-for-granted assumptions, beliefs and value systems which are shared collectively by social groups. Specially, when an ideology is the ideology of a particularly powerful social group, it is said to be dominant. In accordance with this study, dominant ideologies are mediated through powerful dramatic texts. As such, the present study will be shaped in part by the specific linguistic practices as in vengeance, grief and anger, despite the heterogeneity of the soliloquy texts examined, to discover, in other expressions, ideology in language.

### ***Cohesive Devices***

Guy Cook (1989:6-7) describes discourse as language in use or language used to communicate something felt to be coherent which may, or may not correspond to a correct sentence or series of correct sentences. Discourse analysis, therefore, according to him, is the search for what gives discourse coherence. He posits that discourse does not have to be grammatically correct, can be anything from a grunt or simple expletive, through short conversations and scribbled notes, a soliloquy or dramatic texts (Jeffries; 2010;49). What matters is not its conformity to rules, but the fact that it communicates and is recognized by its receivers as coherent. Again, we affirm that what matters in the study of discourse, whether as language in use or as language beyond the clause, is that language is organized in a coherent manner such that it communicates something to its receivers.

As such, in analyzing soliloquy the notion of 'coherence' is important in the study of discourse. We also noted that discourse does not have to be composed of well-formed sentences or conform to grammatical rules. Cohesion therefore exists where the interpretation of some element of a discourse is dependent on that of another. That is, the meaning of a given presupposition cannot be effectively interpreted without recourse or reference to another.

### ***Shakespeare's language***

Shakespeare's language Shakespeare is definitely one of the most influential writers because of the effect he has had on the development of the Early Modern English language. Kotchmer et al., (2014) argue that during the Elizabethan period, there were many changes in grammar, for instance, in the use of inflectional endings (suffixes that serve grammatical functions, much like how it is now). (Such changes occurred because English language became more flexible during that era. In relation to this, Shakespeare was one of the leading playwrights who embrace the flexibility and changed the way the language was being used in his own works. Studies reveal that Shakespeare has, among others, used words in new contexts, thus creating new meanings of existing words. For example, in the utterance, 'The wild disguise has almost anticked us all.' (II.vii. 119-121), "antic" which is a noun was used as a verb which carries the meaning of 'to make a fool of' which showcases Shakespeare's unconventional writing style at that point in time. Another development at that time was the huge inflow of other European vocabulary into the English language as a result of Renaissance cross-pollination. This had also created changes in the usage of words to provide multiple meanings, which provided a multitude of interpretations, making him one of the most respected writers in British history. Basically, this development paved the way for Shakespeare to have even greater freedom in the choice and use of words as evidenced in *Love's Labours Lost*, where Shakespeare uses words which convey multiple meanings quite prolifically.

For instance, the word 'light' in 'Light, seeking light, doth light of light beguile' carries the following connotations: 'intellect', 'wisdom', 'eyesight' and 'daylight' which is a classic example of the richness of Shakespeare's language.



Although, the grammar of Early Modern English is identical to that of Modern English, Shakespeare's unconventional writing style is likely to pose problems to the modern reader or create anxiety to them. The mixture of words such as "thees" and "thous" alongside newer ones showcases the period of transition in the English language

### ***Text (1) Hamlet 1***

This play explores the fights challenged by Prince Hamlet who move toward the detail that his father, King Hamlet, was assassinated by his uncle, Claudius who turns out to be the ruling king momentarily afterward. All through the play, Prince Hamlet attempts but vacillates to avenge his father by murdering his uncle.

Each soliloquy of Hamlet is scrutinized in a diverse sub-section so as not to make the reader confused and to evade any deliberate combination of the two soliloquies. Accordingly, the study begins with Hamlet's first soliloquy, and then we will tackle the second soliloquy.

At this point, the analysis will be carried out through concentrating on these illustrative lines:

- (57) *To be, or not to be: that is the question*
- (58) *Whether 'tis nobler in the mind to suffer*
- (59) *The slings and arrows of outrageous fortune,*
- (60) *Or to take arms against a sea of troubles,*
- (61) *And, by opposing, end them? —To die, to sleep*

Hamlet's soliloquy shows how power in discourse' looks at the language itself, and how its relationships are demonstrated through language via clarifying the delay of revenge, specifically, when doubt and uncertainty play a huge role in Hamlet's "to be or not to be" soliloquy. By this point in the play, it is observed that Hamlet has struggled to decide whether he should kill Claudius and avenge his father's death .

According to Shakespearean's ideology, the play's exposition shows us that Hamlet is in the midst of crises: his nation is under attack, his family is falling apart, and he feels deeply grief and very angry. Hamlet manages to survive long enough to kill Claudius. The general debated reasons for his delay are that Hamlet's melancholy or grief prevents him from acting, that mere reluctance to kill after he has resolved to avenge his father's death causes the delay, and that the simple mechanics involved, such as easing his doubts and catching Claudius alone where the deed can be done conveniently, stand off Hamlet's vengeance. People from all social and educational classes enjoyed Shakespeare's power and ideologies that were observed very clear in his plays because Shakespeare understood human nature. His plays were about situations and emotions that most people could understand: love, hate, jealousy, grief, anger and revenge. Like real people, most of Shakespeare's characters were neither entirely good nor entirely bad.

### ***Text (2) Hamlet 2***

At the present study, the analysis is achieved through focused on these descriptive lines:

- (74) *Now might I do it pat. Now he is a-praying.*
- (75) *And now I'll do 't. And so he goes to heaven.*
- (76) *And so am I revenged.—That would be scanned .*
- (77) *A villain kills my father, and, for that,*
- (78) *I, his sole son, do this same villain send*
- (79) *.To heaven*
- (80) *Oh, this is hire and salary, not revenge .*

These lines exemplify the use of these criteria (**Alone, Subjective, and Reflexive**), which show that these characteristics of the soliloquy refer to the dialogue that Hamlet swallows alone with himself at the commencement of this piece, signifies the subjectivity of certain notion that reflects the hidden ideology of revenge for his father that Hamlet is seeking for achieving in a regular circumstance.

The type of soliloquy here is **attended soliloquy** which may amplify ideological outcome even where no actual overhearing happens. In Hamlet, King Claudius rudely walks out of the show Murder of Gonzago and goes to the chapel where he is seen kneeling and praying. Hamlet, who chances upon this scene, has been emboldened by what he saw in Claudius during the performance of the internal play and believes himself now justified to revenge his father

murder and yet, just as he is about to finish off his uncle, when he says “*Now might I do it pat, now a is a-praying, / And now I'll do 't*” a second thought suddenly dawns on him to choose another suitable time for his action.

**Text (3) Macbeth 2**

**Macbeth Act 2 Scene 1, Lines (33-65)**

- 33) *Is this a dagger which I see before me*
- 34) *The handle toward my hand? Come, let me clutch*
- 35) *thee*
- 36) *I have thee not, and yet I see thee still*
- 37) *Art thou not fatal vision, sensible*
- 38) *To feeling as to sight? Or art thou but*
- 39) *A dagger of the mind, a false creation*

This soliloquy tells us that in a sudden darkened hall, Macbeth has a vision of a dagger floating in the air before him, its handle pointing toward his hand and its tip aiming him toward Duncan. Macbeth tries to grasp the weapon and fails. He wonders whether what he sees is real or a “*dagger of the mind, a false creation / Proceeding from the heat-oppressed brain*” (lines 38–39). Macbeth continues to gaze upon the dagger, he thinks he sees blood on the blade, as in the citation “*And such an instrument I was to use, Mine eyes are made the fools o' th' other senses, Or else worth all the rest. I see thee still, And on thy blade and dudgeon gouts of blood.*” (Lines, 44-47). Then abruptly, he decides that the vision is just a manifestation of his unease over killing Duncan. The night around him seems thick with horror and witchcraft, but Macbeth stiffens and resolves to do his bloody work. A bell tolls, Lady Macbeth’s signal that the chamberlains are asleep, and Macbeth strides toward Duncan’s chamber.

So, the main common criterion of the soliloquy are “**Subjectivity**”, “**expression out loud**”, “**reflective**”, and “**Use in Dramatic Works**” which convey that the citation “*Is this a dagger which I see before me, The handle toward my hand? Come, let me clutch, thee*”, “*I have thee not, and yet I see thee still*” is confirmed out loud and the subject is fixed by the same character who reflects it in dramatic works or by an audience who does not contribute in what is excited.

**CONCLUSIONS**

On the basis of the findings of the analysis conducted in the previous chapter, the following conclusions can be introduced: Soliloquy in dramatic text is linguistically achieved by means of: pragma-discoursal approach via three strategies of analysis; main characteristics, textual strategies, and conceptual textual functions of soliloquies. Soliloquy, as a dramatic literary device that is used when a character gives a speech that reveals something about their thought process, is a kind of dialogue.

Each soliloquy type is proved to be achieved, by means of pragma-discoursal strategies specific to it. The discoursal strategies of three texts are used to fulfill the textual strategies via power & ideology and cohesive devices. Thus, the hypotheses are proved.

The whole pragma-discoursal structure of soliloquy comprises three distinct stages (components) each one has its own sub-stage(s) component(s) and strategies specifically adopted to achieve it/them. However, these stages are inseparable, i.e., the fulfillment of each stage leads to the other one next to it. As such, these textual-conceptual functions help us to understand how ideology can be embedded in a text, sometimes below the level of conscious notice. This is important for inducement and influencing the audience.

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# Political Perspective of 'Macbeth'

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## ABSTRACT

Abundant research has been conducted on all works of Shakespeare, yet, researchers continue to delve deeper into his writings and one is astonished to realize that one can still find unexplored areas that help to reveal more about the plays and the playwright. This study is one such accidental hit upon something in the famous play 'Macbeth' that enables a better understanding of the characters as well as a worthy search into the play's association with history, further enabling a political perspective of the play. The researcher has touched upon the religious aspect as well, and the supernatural beliefs of those times. Together, the entire comprehensive view gives a sense of completion and satisfaction of the reading of the play.

*Keywords: religious; political; historical; plot; conspiracy; murder*

## SECTION 1: INTRODUCTION

The human brain can soar to mighty heights of imagination, as is evident in the art and creative writings of literature hitherto, especially when we think of legendary writers like William Shakespeare. At the same time, it must be kept in mind that no matter how deviant the brain can think, the shoots of imagination are rooted in reality. A work of art is triggered, a theme or an idea is triggered by some experience of the creator. Characters in fiction or drama are inspired by someone within the experience of the writer. The writer's skill lies in combining incidents, blending character-traits and arranging or organising a piece of writing comprehensively so that the final presentation appears to be an original creation. Yet, it holds true as per the old saying, that truth is stranger than fiction.

Every notable piece of writing can offer a good exercise, to seek its roots in reality; it will not always be a futile attempt. If the roots are traced, it will only help in understanding the literature work in a better way and provide an opportunity to look at it from various new perspectives. Even if any resemblance to reality is missed, the work will always remain a worthy piece of literature and continue to entertain and inform readers. However, there is no harm in tracing sources of inspiration or identifying resemblances to reality, or searching for different perspectives.

It is a fact that Shakespeare borrowed plots from history and constructed his plays. Hence, many of his plays can be described as historical. At times, he combines facts with fiction in order to bring forth some realities about human life and nature. We often come across a resemblance between some historical characters and the characters in his plays. We find this kind of resemblance between King James I and the protagonist in his play 'Macbeth'. Although there are differences in the events, there is surely a connection which ensures that the play 'Macbeth' can be seen from a political perspective. This paper intends to examine the play from a political perspective and arrive at some valuable conclusions.

If the play 'Macbeth' is read as a work of art without any reference to history or any other issue, it offers a complete satisfaction about plot, characters and all elements of drama. Yet, the conditions in which it was staged by Shakespeare compel readers to associate it with the Gunpowder plot. In order to understand the relationship between the two, it is necessary to summarize briefly the tenets of the Gunpowder plot. The latter was a true historical incident; hence, it follows that if the plot resembles a historical incident, the characters involved in the plot must resemble one or other of the characters in the play.

## Background of the Play

Exhaustive research has been conducted on all aspects of all works of Shakespeare. There seems to be nothing left for researchers to explore. Yet, the more one delves into his works, the more one can find and reveal. The reason could

be the immense potential of Shakespeare's treasure that he has left behind, or it could be the unending urge to explore deep, the undying curiosity of the human mind. Occasionally some researcher hits upon something new, perhaps a new angle or perspective, a new theory that can be applied for investigation or an unidentified resemblance to reality. Someone may also discover the writer's source of inspiration or try to imagine his/her aims or objectives in setting a situation or creating a character. Such attempts in research are very fruitful and help to add value to the literary works. Literature reflects society directly or indirectly. Although a work of literature can be entirely fictitious, the imagination is based upon life experiences. The closest forms that approach reality are biographies and historical writings. Shakespeare often borrowed themes from real history, sometimes to highlight certain circumstances and sometimes, as a general background for whatever observations about human life he wished to convey. Sometimes, it was a combination of both.

This article explores how the contemporary political background and the plot in the play 'Macbeth' bring forth certain facts about human nature. The political angle is extended to a psychological angle. If direct criticism of a real incident is not possible, the objective can be achieved through literature. A real historical event provides an opportunity to touch upon several aspects of human nature, life, social and political aspects, and related issues. The article has significant relevance from all these angles and a literary, scholarly angle as well.

This article also attempts to look at the famous tragedy penned by Shakespeare from a different perspective hitherto untapped. The article focusses mainly on two aspects:

1. Is the play 'Macbeth' related to any real historical incident?
2. Do any of the characters in the play resemble historical figures?

The Gunpowder plot was designed to blow up the parliamentary building and kill King James -1 who did not show tolerance towards Catholics. The conspirators had hidden tons of gunpowder in the basement of the parliament building but it was discovered and the plot failed. The conspirators were arrested and brutally hanged and quartered. The incident took place in 1605. The Gunpowder plot was planned for religious purposes. It was triggered and executed by staunch Catholics. Following the Gunpowder plot, new laws were framed in England, offering the Catholics the right to vote and cancellation of some repressive restrictions. On the other hand, King Duncan was the victim in Macbeth, who was killed by Macbeth for high ambition to gain the throne. The plan was successful and led to a series of murders. It created a wave of fear in many a mind for varying reasons. Finally, justice was established when the throne was adorned by rightful heirs as pre-destined. The conspirators met with the death they deserved. Macbeth's plot was triggered by the prophecy of witches who boosted his ambition. While tracing the events in history and in the play, a simultaneous analogy will be drawn between King James-1 and King Duncan. It is possible to perceive a work of fiction like 'Macbeth' from a political angle.

### **Aims and Objectives**

The aim of this research is to consider the play 'Macbeth' by William Shakespeare from a different perspective. Considering the political situation in which the play was written, it can be viewed from a political angle.

### **Hypothesis**

By drawing a parallel between the plot and real historical events and characters with real people, it is possible to bring forth some truths and facts about human life and nature.

### **Method**

A library method is used in this research. A thorough reading of Macbeth, critical texts and articles, will be followed by an analysis of the play, its plot and characters in the light of real historical events.

## **SECTION 2: THEORETICAL BACKGROUND**

### **The Gunpowder Plot**

The Gunpowder Plot of 1605 is also known as the Gunpowder Treason Plot or the Jesuit Treason. Around 1540, the British society was dominated by the new Protestant church and the Catholics had to struggle for their religion. Opposition resulted in harsh punishments like imprisonment or execution. The situation became intense during the

reign of King James-1 and since he did not take any steps to improve it, several plots were designed to put an end to his rule. One such plot was the Gunpowder Plot. The plot was led by Catesby and the plan was to kill James-1. Barrels of gunpowder were procured in order to blow up the parliament building but it was discovered and the plan failed. Shakespeare was influenced by the event and he used it in his play 'Macbeth', along with the previous Gowry Plot. Certain incidents and characters in the play can be traced to the Gunpowder Plot and historical characters. It leads to a possibility of comparing reality with fiction and a comparison between the aftermaths of the incidents.

Although the Gunpowder Plot failed, it was enough to open the eyes of those who did wrong to others in the name of religion. The reformation of laws regarding Catholics that followed the incident are enough proof.

### **Shakespeare and History**

Shakespeare wrote ten history plays starting from the reign of King John to Henry VIII. Although his historic plays have a historic base, they are works of imagination and his sole purpose was to entertain the public. For example, Shakespeare chose to present King Henry V as a perfect king in view of furthering certain themes which he wanted to present through the play. Shakespeare's version of the characters are so impressive that most people remember them more than the real characters as they existed. Shakespeare's historical plays give an insight into political processes of medieval times and at the same time, afford a glimpse of human beings at all levels of society.

### **The Story of Macbeth**

Macbeth was a soldier in King Duncan's army. He happened to come across three witches who prophesied that he would be the king. Macbeth's ambition was triggered by the witches and strengthened by his wife Lady Macbeth. The first prophecy was that Macbeth would be the Thane of Cawdor. It turns out to be true so Macbeth believes that the other prophecies would also come true. Macbeth was happy with his position. When Duncan nominated his son as the heir, Macbeth became apprehensive and then began a series of murders starting with Duncan, followed by the guards and MacDuff who were direct witnesses of the murder. Macbeth is appointed the King of Scotland as per the prophecy. The witches had also predicted that the future kings would be the descendants of Banquo and not Macbeth. So, he kills Banquo, but his son escapes. Macbeth is haunted by Banquo's ghost. Lady Macbeth loses her mental balance and is reduced to a miserable state. Confronted by Malcolm's army, Macbeth struggles but dies in the end. Lady Macbeth also dies. Shakespeare's support for properly-constituted monarchs – even if they are weak at the job of government – indicates a support for stability as well as for kingship (Martin Stephen, Philip Franks, 1984, p. 32).

Just as one lie leads to a succession of lies, one murder leads to a series of murders. All bad deeds take their toll. Getting Duncan out of the way was not enough for Macbeth to retain the throne. Once he became the King of Scotland, he experienced a sense of insecurity. To secure his position, he had to kill some more people. He killed the chamberlains and put the blame on them. He had to pretend innocence. Cheating, lies, bribery followed one after the other. He had to pay the murderers. He killed Banquo. He wanted to kill Macduff who escapes but he succeeds in killing Macduff's wife and children. Before the French Revolution, "kings for centuries were killed in corners, the murders hushed up, the murderers unthanked, neglected, condemned" (Walzer 1973: 620). The following words of Ross to his wife show his perspective of the situation when Macduff has left Scotland abruptly, without confiding in his wife.

**Ross:** *But cruel are the times, when we are traitors  
And do not know ourselves, when we hold rumour  
From what we fear, yet know not what we fear,  
But float upon a wild and violent sea...*

The wife's observations tell us more about the loss of reason and fear:

### **Lady Macduff:**

*All is the fear and nothing is the love;  
As little is the wisdom, where the flight  
So runs against all reason.*

Macbeth visits the witches too out of the sense of insecurity. They fill his head with other misleading notions, adding to the crimes of Macbeth.

One wonders whether ambition is stronger in Lady Macbeth or Macbeth. She commits suicide driven mad by intense sense of guilt. Duncan is also killed in a battle fought against him by an army raised by Macduff and his comrades for the very purpose. Bare facts in the story are highlighted as evidence of the consequences of greed and ambition. One factor that must not be missed is the fear rampant after Duncan's murder. The resulting violence urges these words from Macduff:

**Macduff:** *Bleed, bleed, poor country!  
Great tyranny!*

Almost every significant character had become the victim of fear. Malcolm and Macduff had sensed it early and fled. Banquo also feared death. Even Macbeth and Lady Macbeth were burdened by fear although they had set it off. The killing of Duncan multiplied the fear and insecurity which obsessed him day and night. Lady Macbeth's condition was far more miserable. She was almost on the verge of madness. Both showed acts of loss of the sense of reality at times.

## REVIEW OF RELATED LITERATURE

In the article titled "Macbeth's Political Imagination: "The Struggle for Kingship in Macbeth" by Abdul Mutaleb et al ( 2021), the writers look upon ambition as a sin. According to them, regicide is observed in the play. Usurping someone leads to death and destruction. The fair rule of Duncan brought happiness to Scotland. The contrast between the two is deliberate as depicted by Shakespeare. The article talks about the brutal nature of struggle for monarchy. When one considers the divine right to kingship, the issue is both religious and political. It was believed that God appoints a king and not any human. Macbeth's ambition is considered as a flaw and the writers consider this to be a tragedy of ambition. But Macbeth's ambition is illegal. That is why it leads to chaos and destruction. Macbeth is so obsessed by the ambition planted by the witches that although Duncan is his guest, he commits the murder. His thoughts at that moment are evident in the following lines:

*He's here in double trust; First, as I am his kinsman and his subject,*

*Strong both against the deed; then, as his host,*

*Who should against his murderer shut the door,*

*Not bear the knife myself. (1.7.12-16)*

Macbeth's crime is intense: first because any killing is a crime and secondly because he kills a king, who is God's choice. The writers opine that a certain action of Macbeth may be unintentional or forced by circumstances, as he knew that he was doing wrong. The article concludes that Duncan remains the ideal king.

The main argument in Edward Djordjevic's article titled "Conjuring Legitimacy: Shakespeare's Macbeth as contemporary English Politics" ( 2020), is that James is indeed the legitimate king but he questions the grounds of that legitimacy. In those times, people believed in magic and there was some connection between witchcraft and monarchy in the preceding century. British monarchs made deliberate efforts to control witchcraft. Monarchs carried out witch hunts in England, especially in Scotland. We find a similar situation in Shakespeare's play. However, the writer reemphasizes that witches never existed, hence, any scholarly attempt to study them is a futile effort. The article touched upon both – legitimacy and witch craft. Perhaps, Shakespeare wrote 'Macbeth' to draw the favours of King James I in the aftermath of the failure of the Gunpowder Plot. From ACT IV onwards, the play confirmed the ideology of legitimacy as lineage. In the play as in reality, one system of rule is replaced by another. Macbeth is abruptly presented as the king – it is not mentioned who appointed him and when. Power changed hands. James was new and a foreign king. The play is undoubtedly about contemporary politics in England.

Richard van Oort ( 2018) has given a very different picture of Macbeth in his article titled "Violence and Politics in Shakespeare's Macbeth and Kurosawa's Throne of Blood". He argues that Macbeth was a brave warrior. Most critics

view Macbeth as an ambitious tyrant. However, they fail to see the deeper irony. "... it is unsurprising that a heroic battlefield commander such as Macbeth would be simultaneously haunted by a desire for the throne. What else has he been trained for? The very things that make him a supreme defender of his king (desire, envy, fearlessness, predatory violence) make him an obvious candidate to replace him" ( Richard van Out, 2018, p 99). The question of a successor is raised when the king dies. Duncan was aware of this, so he declares his son Malcolm as his heir. Malcolm is weak and feeble but preferable to Macbeth, who was valiant and fierce. Macbeth seizes the opportunity, prompted by the witches, and encouraged by his wife. He takes the throne easily, without any opposition. The writer states that one cannot blame Macbeth of violence in a world where violence was the norm. If he would not have killed Duncan, someone else would have done it and become the king.

### **SECTION 3: ANALYSIS**

#### **Macbeth and the King**

When a king heads any nation, the subjects generally accept the king without questioning. Especially in days when people believed in the divine scheme, believed that it is God's will. The same was true about King James-1 and King Duncan. As long as things go on smoothly, nobody thinks of going against the King. Even if there is some degree of oppression from the side of the monarch, there is also a degree of tolerance from the side of the subjects. King James-1 was brought up as a Protestant although his mother was a Catholic. However, when he crossed the limits of tolerance there was bound to be opposition. Plotting and conspiracy against oppressive kings is common in the history of monarchs. James met with the same fate. The Gunpowder plot was an attempt to put an end to his tyranny and injustice towards the Catholics. At the same time, there is bound to be someone, who believes in humanity, who does not approve of massacre on a large scale, particularly, when several of them are innocent victims. Some unknown being of this nature revealed the plot through a letter, warning the parliamentarians and saving the would-be victims. It is a shame that religion should be the cause of such conspiracies of violence and murder. Each one follows the religion of his choice and must be given the right to do so. It is not a question of any religion being right or wrong or good or otherwise. No religion preaches violence or inhumanity.

It can be concluded from this political incident that the public will not tolerate injustice even under the name of religion beyond a certain extent. Kings may be rulers but they must act within limits; they do not have any right to exploit those who are at a disadvantage. Secondly, freedom must be given in religion and faith. Religion is something that cannot and should not be imposed on anyone. A King who acts without discretion in these matters must be prepared for opposition which can go to any extent. A King is responsible for the safety and well-being of his subjects. If his wisdom fails to instruct him, the consequences can cause thousands of innocent people to lose their lives.

Now let us switch to the play 'Macbeth' by William Shakespeare. In this play, it is ambition that prompts Macbeth to kill King Duncan. Unlike James, there was nothing to complain about King Duncan. People were happy and satisfied with him. He commanded the respect and honour of his subjects. He was just and kind. However, a reading of the play casts light on some aspects of politics which have been observed throughout history and hold good even today.

Macbeth was happy with his position. Being appointed the Thane of Cawdor was an additional honour. Had he not met the witches; he would have been overjoyed. However, the prophecy of the witches starts the fire of ambition in his breast, leading him to do deeds that even he did not imagine he would ever commit. When the first prophecy came true and he was declared Thane of Cawdor, he was sure that the next one that he would be king would come true as easily. Bloating with ambition, he is blinded to all else. When he reveals the prophecy of the witches to Lady Macbeth, she was able to convince him to murder Duncan. He began to feel insecure about rising to power when Duncan announced that his son Malcolm would be the king after his death. This shows us that ambition kills sense, that it eases the conditioning of minds and it works against reason.

#### **Legitimacy**

Macbeth killed Duncan and became the king. He was not the legal heir. It was believed in those times that a king is chosen by God. Duncan was God's choice and his rightful heir was his son Malcolm. After Macbeth's death, Malcolm became the king. Shakespeare perhaps wanted to show that if human beings meddle with God's plan, they can never succeed and would be destined to a miserable end. Both Macbeth and Lady Macbeth who desired for the impossible met with a tragic end. Lady Macbeth was so shaken mentally that she was on the verge of madness. The couple could not enjoy the state of power for long. After getting Kingship, Macbeth feared danger from other rivals especially from



Banquo because the witches had said that not he but his would succeed the throne. Perhaps, Banquo's descendants could be God's choice. But Macbeth killed Banquo in order to secure his position. No doubt he was brave, but he was a warrior and a good one and would have continued to be so. If one tries to usurp someone else's rightful position, one cannot match up with the same position with equal capacities. One can do only what one is made for. Macbeth was made to be a good warrior and not a good king.

### **Magic and witchcraft**

England, particularly Scotland was rampant with ideas of magic and witchcraft and believed that it could work wonders, change destinies and shower luck through its practices. Witch hunting was common among monarchs in order to add to their powers. It was natural for Macbeth to believe the prophecies of the witches especially after the first prophecy came true and he was appointed thane of Cawdor. If this was possible immediately after meeting the witches, why not the kingship? He is so driven by the witches that he forgets that Duncan has made him the thane of Cawdor and not the witches. He suddenly felt that kingship was within easy reach although before he met the witches, he had not a single thought about it. He perceived a murder as something easy, something that he must accomplish, something that he was meant to do, all because of the witches. Did Shakespeare want to show that belief in the supernatural can change the normal order, disturb it and give rise to violence and treachery? In the circumstances that followed Macbeth becoming the king, nobody could be trusted. The witches could have been Macbeth's hallucination. Perhaps, hallucinations are the result of deep desires. The desires are converted into strong ambitions and translated into villainous acts. "Workings of fate and destiny are seen most obviously in relation to the witches, but are also present in the characters of Macbeth and Lady Macbeth. However, the way in which fate and evil are interlinked is much more amorphous. While the deeds committed by these characters are evil, the destiny that compels them is neither evil nor good; it simply exists" (Spencer M, 2017, p 1).

In real politics, there may not be witches but witch like characters, as opined by Greenblatt: "the same set of events might have occurred anyway, impelled entirely by the pressure of Macbeth's violent ambition and his wife's psychological manipulation" (1994, p 21). Lady Macbeth seems to take destiny in her own hands and construct her own evil end.

Thus, we see that a play is a play. A playwright can put in black and white some ideas that he has in mind. He may hint at some others or imply through actions and dialogue. A playwright's brain may be crowded with themes and ideas. It is for readers to delve deep and unravel the multiple layers to understand the depth of a piece of literature. A great writer like Shakespeare can write a play with some definite intention and simultaneously hint at several related issues woven finely into the plot. A play can be looked at from several perspectives and each time, it will reveal something new. The charm lies in the multiplicity.

### **CONCLUSION**

If we look at real history or a play based on history, we can conclude certain facts not only about history but ultimately about human race and life. The play shows that usurping someone's position can never end up in anybody's good. The victims suffer and so do the usurpers. The consequences are nationwide, as observed by Malcolm:

**Malcolm:** *I think our country sinks beneath the yoke;  
It weeps, it bleeds; and each new day a gash  
Is added to her wounds...*

The play points to the consequences of ambition for power. This is true about politics. Politics can never be free from ambition, jealousy and desire for power. Those who cherish them can go to any extent to achieve them and use all kinds of means, fair or foul. They seem to lose all sense of reason and do not hesitate to revert to violence and murder and cruel deeds of all dimensions. Often, innocent lives are lost in the game of power. The witches do not directly tell Macbeth to kill Duncan. They just plant an ambition in his mind and he does the rest by taking responsibility for his own actions. Macbeth indulges in the thought planted by the witches but Banquo rejects it. The impact differs from character to character when faced by temptations. Macbeth has a lust for power unlike Banquo, which hastens his tragic end. A meeting with the witches changed the path of Macbeth's life and he changed as a human being.

It can be said that character traits are inherent but sometimes, they need an external trigger to be activated, as happens in the case of Macbeth and Lady Macbeth. In the latter, cruelty can be observed as an inborn trait. The ambition triggered by the witches gives her opportunities to exercise it.

Although the victims of the two plots, namely Duncan and King James-1 are analogous, the purpose in murdering them was different; King James-1 was himself responsible for drawing the wrath of the Catholics while Duncan became the victim of another's desire for ambition. Both characters were kings with ultimate power of the nation in their hands. The consequences of the plots in both cases affected the whole nation, changed the history of the land and had far reaching consequences. Both plots led to villainous acts, destruction, violence and bloodshed. The concluding words of Macduff are apt to end the discussion:

**Macduff:**

*Boundless intemperance  
In nature is a tyranny; it hath been  
The untimely emptying of the happy throne  
And fall of many kings.*

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# The Impact of the Feminist Movement and Sisterhood in Wendy Wasserstein's *The Sisters Rosensweig*

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## ABSTRACT

The Nineteenth and Twentieth century was considered the major turning points in the history of America which witnessed the uprising of the social, economic and political fields. It was the time for America to transform from a rural into industrial country.

The two centuries witnessed a new kind of revolution that helped women to end the injustice and oppression they experienced for many years. The Feminist Movement contributed to obtain the women's legal and social rights. As social observer, the Feminist playwrights helped the movement to spread its ideas and views through their dramatic productions.

One of the Feminist playwrights that was considered the voice of her generation was Wendy Wasserstein who devoted her plays to depict women and their problems through the second half of the twentieth century. Wasserstein was described as an author of women's identity crises. Her heroines were intelligent and successful, but unfortunately without self-confidence.

Wendy Wasserstein ( 1950- 2006 ) was born in New York. She was the daughter of Morris Wasserstein, a textile manufacturer and Lola Schleifer Wasserstein who emigrated from Poland to America when Germany occupied Poland during the World War II. At the age of eleven, her family moved to settle in the upper side of Manhattan where she attended a series of young women schools. She received her B. A. degree from Mount Holyoke in 1971, and her M. A. degree from City College where she studied Creative Writings.

What motivated Wasserstein to be a playwright is her experience to observe the American culture. She is considered the most influential American dramatists and the voice of her generation. The research discusses Wasserstein's *The Sisters Rosensweig* (1993), which depicts the life of three middle-aged sisters who reunite again to help each other to move to the next stage of their life.

**Keywords:** *Feminist Movement; Sisterhood; Women's rights; Sara; Pfeni; Gorgeous.*

## INTRODUCTION

*The Sisters Rosensweig* was published in 1992 by the Dramatists Play Service in New York, and it received the critics' admiration for its humor. The play earned the playwright's Outer Critics Circle Award and Tony Award Nomination for the best play in 1993. (Galens, David 2003, 212). Wasserstein regarded it as her most serious effort; she was surprised that the audience responded to the humor rather than the more serious dimensions of the play. Actually, her seriousness emerged from the humor that was part of her social analysis to her plays (Bigsby, C. W. E. 2004, 379). It is unlike her previous plays; this work is a non-episodic play, complete with the unities of time, place and action.

The play gained appreciation for its representation of the spirit of time, the moral and social events, and trends of the late 1980s. All the characters engage in deep intellectual and thoughtful arguments about the issues of their times, like the fall of the Soviet Union regime, the Lithuanian Resistance, and the efficacy of the American culture and economy. While the events take place through the weekend, the play offers the life of three desperate sisters: Sara, Pfeni and Gorgeous through their celebration of Sara's fifty-fourth birthday. They are all educated, talented and successful in their work. The eldest sister, Sara Goode, divorced twice and recovered herself from a hysterectomy through being a successful banker at Hong Kong bank. She has moved to London to acquire a British accent. She also named her daughter Tess from her second husband with reference to Thomas Hardy's heroine in his controversial novel *Tess of the D'Urbervilles 1891*. (Krasner, David 2005, 171).

Gorgeous is married to a lawyer who lost his job and is writing mystery novels in the basement, she has four children. They live in Newton, Massachusetts. Sara's third sister, Pfeni is forty years old, and she is a journalist who has a relationship with a theatre director, Geoffrey. Pfeni begins the play by arriving and ends it by leaving. At the end of

the play, Sara helps Pfeni to do her best by going to Tajikistan to finish a book she started years ago about the lives of women over there. Tess, Sara's daughter, is a twenty years old and seeking to find her own identity away from her mother's control. She decides to go to Lithuania with her friend, Tom, to have a better life. Later, she changes her mind and stays with her mother (Wakefield, Thaddeus 2004, 19).

The male characters in the play come from different backgrounds. Merv Kant (Mervyn Kantlowits), attends Sara's birthday party. He has an important role in changing Sara's ideas concerning identity, self-loathing, who is in love with Pfeni. He lives his life according to his own standards since he is a liberated model. He tries his best to make Pfeni feel better. Both Nicholas Pym and Tom Valiunus, are the two characters who represent the polarities of the English society, who influence Sara and Tess's notions. Wasserstein is concerned with women protagonists who shouldn't remain alone "*especially in a culture that tries to deny the possibility of love to women over thirty five.*" (Murphy, Brenda 1999, 224) She wants to introduce women's dignity on the stage. In an interview, Wasserstein comments on that:

*" The fact is, three middle aged women on a stage who are accomplished and successful and not caricatures in our culture is still a surprise. And that's why I wanted to write this play " ( Ibid).*

The heroines in *The Sisters Rosensweig* are talented, and able to manage their lives in a way that they seem happy with it. they still feel detached from themselves and their lives. In his analysis of Wasserstein's heroines, Bigsby sees that:

*" Wasserstein's play is political, in that it engages with the individual's struggle to make sense of changing times, to live according to principles that are generated not out of fashionable beliefs or pragmatic adjustments but out of genuine convictions rooted in a sense of self which is a product of experience. Her heroines show what Hemingway called grace under pressure, but that pressure comes from the struggle to balance biological drives, social ambitions, political commitments with the need to discover the basis on which life can be lived with some dignity "(Bigsby, 347).*

Critics praised the play to be the time line of three sisters who are trying to discover their place as women in this world. David Krasner comments saying:

*" Wasserstein's The Sisters Rosensweig is a journey of self-discoveries and mutual revelations, filled with joy and sorrow...Sara eventually finds emotional comfort in her reunion with Pfeni and Gorgeous, her two sisters, as well as in the recognition even if temporary of her roots " (Krasner, David, 467).*

*The Sisters Rosensweig* can be considered the modern version of Anton Chekov's immortal *The Three Sisters*. Wasserstein's goal was as she illustrated in an interview:

*" Like Chekov, I wanted to write a play dealing in time obsessing about time, ...I also wanted to write about the fact that time has passed and you're not going to be all those persons you might have been; you have a history, you have chosen a road, and yes, you did know what you were doing " (Brustein, Robert 1991, 115).*

Wasserstein's sisters are the feminist counterparts of Chekov's nineteenth century sisters with careers and choices that Marsha, Olga, and Irina (the characters of Chekov's play) never imagined. Banker, travel writer, and radio personality (in Wasserstein's play) "*replace Chekov's headmistress, telegraph operator, and a wife; because according to Gorgeous " the decade of bimbo is over. ... This is the era of the strong but feminine woman " (Ibid, 117).* The play is also Chekovian in the way it balances comedy and serious issues. While examining serious questions about identity, family, relationships, the American recession, and the predicament of women in mid-life; the play still manages to emerge a comic tone (Christy, Marian 1998, 224).

In *The Sisters Rosensweig* , there are autobiographical references through which Wasserstein admitted that the central characters of her play resemble to some extent herself and her two sisters. Sara, the anglophile, inspired Sara Goode. Her sister Georgette shares some characteristics with the character Gorgeous Teitelbaum, including her nickname and her love for fashion. Pfeni Rosensweig, the wandering journalist is like Wasserstein herself (Parini Jay, 2006, 328).

According to some critics, the play has a feminist appeal in its depiction of generation of women who attempt to fit social roles in search of self-identity. *The Sisters Rosensweig* represents real episodes with characters that are more dynamic and many themes to indulge with. David Galens, in his criticism shows what distinguishes the play most; Galens writes:

" *What fuels The Sisters Rosensweig thematically is the issue of identity as it is expressed in or explored by all of Wendy Wasserstein's characters. The play is rich in its representation of women struggling to define themselves against the backdrop of the conventional social roles as a function of their age* " (Galens, David, 223).

It is also obvious that the play celebrated the familial bonds that support the people's need for intimation and tenderness. In her essay, Howard Zinn clarifies that *The Sisters Rosensweig* is a chance for the sisters to prove their ability to speak truthfully of their feelings about one another and their past through a birthday party (Zinn, Howard 1980, 226). Wasserstein wanted to celebrate the females' ability to reevaluate their lives to find confidence in themselves to fulfill their dreams. Jan Balakian in her article entitled *Wendy Wasserstein, a Feminist Voice from the Seventies to the Present* said:

" *The Sisters Rosensweig is Wasserstein's most skillfully written play to date. ...Its brilliance lies in the balance of humor and the serious issues of identity, self-hatred, and the possibility of romance and love when it seems no longer possible. It is a play of possibilities, not just in terms of a middle-aged love, but in its exploration of characters who discover who they are* " (Balakian, Jan 2010, 224).

Thus, *The Sisters Rosensweig* is one of Wasserstein's best plays that represent the issue of middle-aged women, and their transformative power of their reunion to change the course of their lives. It is a story of people in their weekend. According to Robert Brustein's words, the play " *makes us laugh a little, sigh a little, and go home feeling that despite life's confusion and pain, things will somehow work out* " (Brustein, Robert 1991, 78).

#### **THE INFLUENCE OF SISTERHOOD.**

In *The Sisters Rosensweig*, Wasserstein created characters that are educated and successful, and they own a social and economic stability that enable them to encounter the difficulties of life. The events of the play focus on the three sisters Sara, Pfeni and Gorgeous, who gather to celebrate Sara's fifty-fourth birthday.

The three sisters are not courageous enough to confront their problems. Still, there is a sense of personal quest in Wasserstein's plays concerning their needs and feelings, who are they? And what they want to do in their lives. It is clearly reflected in Geoffrey's words to Pfeni when he tells her " *you really don't understand what it is to have absolutely no ideas who you are* " (2.2.88). (Wasserstein, Wendy 1993) (All the quotations below from the play are taken from this edition).

In fact, Geoffrey is not just talking about himself; his notion refers to the three sisters. The whole play clarifies two basic principles that the characters have to realize: victory and obstacle. In his textbook for college actors, Robert Cohen illustrates that " *the victory ... is what the character wants. The obstacle is whatever stands in the character's way* " (Barnett, Claudia 1999, 110). Both principles are found in *The Sisters Rosensweig*, the three sisters deep inside are in desperate need to overcome their problems. Therefore, their obstacles and hardships of their lives overdo them.

The three sisters " *need to find Chekhov's Moscow of the spirit, to find place in the world* " (Brantley, Ben 2001, 82). Each sister as Lee Barney asserts: " *struggle with identity crises, trying to rationalize the choices she made in her life* " (Ibid). The three sisters continuously try to find out the answers for questions about identity crises. The life of Sara's Goode summarizes the relationship between the past and present. She grew up in a traditional family in Brooklyn, New York, but for certain reasons she tries to view her past as a symptom of the old world values, and she aggressively nullifies her New York upbringing. Howard Zinn analyses Sara's behavior as " *with her fake British accent, chintz-field house, and snobby beau [she] has done everything short for converting to repudiate her roots in Brooklyn* " (Zinn, Howard 1980, 99). Throughout the play Sara tries to reveal this detachment from her roots whenever it is possible. In one of her arguments with her daughter Tess on how Pfeni tries to relate their roots with their present, Sara comments:

" *New York in a way that has a very little to do with us. Pfeni's the only one who's guilty of revisionist history, my luv, Pfeni the one who's romanticized a world we never belonged to* " (1.1.9).

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Sara believes that she is a self-made woman. For her, her success and fame are totally nothing to do with her family's support and encouragement, she tells her sister Pfeni about the subject of her daughter's thesis:

*" Her thesis is to prove that my early years have no bearing on my present life. Frankly, I can hardly remember my early years "* (1.1.13).

Sara and Pfeni are obviously *" roiling with disconnect "* (Brantley, Ben 2001, 82). Sara, for instance, describes herself as a miserable woman who according to her daughter, Tess, *" is in desperate need of hope and rebirth "* (1.1.7), Pfeni shares Sara's isolation being away from home. However, Pfeni's reason differs from Sara's. Pfeni as a journalist who travels around the world; she feels isolated from home, and has no specific place to settle in. she is also known as being a woman who would be more emotional and prone to fracture sentimentally, whenever she stays in one place for a while. Pfeni, on the other hand, is unable to leave her unsatisfying job despite being full of restless tasks. This is seen as Tess tells her aunt Pfeni of what her mother Sara thinks of her:

**TESS:** *" My mother says she worries about me because I'm so Much like you. She says you compulsively travel you Have a fear of commitment, and when you stay in one Place, you become emotional and defensive just like me "*

**PFENI:** *" Tessie, honey, I'm sorry. I didn't know it was contagious "* (1.1.7).

Both Sara and Pfeni with their jobs as a successful banker and a brilliant journalist, represent the achievements of the feminist movement accomplished through the past years. Wasserstein portrays women who have important jobs as persons that forget the meaning of happiness and excitement in their lives and the satisfaction about themselves. Concerning the other sister Gorgeous Teitelbaum, the way she looks and the way she behaves, reveal a lot about her personality in the play. She is introduced as:

*" A very pretty but overdone woman of forty six enters through the open door. She wears a fake Chanel suit with too many accessories and carries imitation Louisa Vuitton suitcases "* (1.2.27).

Gorgeous is a successful wife, mother, she brags about her life whenever it is possible. While introducing herself to Merv, she tells him:

*" Merv let me tell you something. I was a Newton housewife with four wonderful kids. My husband, Henry, is a very prominent attorney. We have a very comfortable life style. In other words, everything was going just great, but I needed just a little sparkle to make it all perfect "* (1.2.30).

Gorgeous seems less troubled than her two sisters, until she reveals some secrets about her life. According to David Patrick Stearns assessment, Wasserstein has *undoubtedly " upset her feminist supporters, especially since the two who have pursued glamorous careers. ... Realize they are neurotic, lonely and painfully estranged "* (Ciociola, Gail 1998, 87). Even Gorgeous, the only married one between her two sisters complains to them about her husband:

*" Every night at ten he dresses in a trench coat and goes to prowl around the bars of South End. He comes home at five in the morning and begins typing in the basement until he falls asleep at noon. We pass each other in the hall and he tells me how much it means to him that I am still here "* (2.2.93).

The female characters raise the question of how much women can get the independence they desire. Though, the play presents a positive portrait of the independent women, but it also introduces the *"high cost of autonomy"*. (Robert Brustein, p. 130) Sara and Pfeni in particular are the ones who realize that it is hard to keep up with a good job, a family, house work, and the social commitments at the same time. The problems of the work to the three sister influence their lives too, and they are enormously frustrated. That feeling make them gradually lose their self-confidence. It can also be added that one of the reasons that caused the dissatisfaction about the three sisters is the absence of reliable men in their lives.

Sara and Pfeni did not experience a long and stable relationship. Gorgeous too, confesses later in the play that her relationship with her husband, Henry, is not normal as her sisters think. Nevertheless, they pretend that they are happy. Gorgeous believes that her sisters envy her happiness and perfect life, she comments:

*" Well, I'm sorry things have not worked out as you hoped. But I can no longer allow you to hurt my feelings because you are so threatened by my bride in my husband, my family, and my accomplishments "* (2.1.77).

Pfeni, on the other hand, does the same, as she believes that her life has a strong basis, but later she discovers that her relationship with Geoffrey is completely far from being normal. In one of the scenes, Pfeni tells her sister Sara that:

**PFENI:** *" Geoffrey says we'll live together when his house is finished "*

**SARA:** *" That man has no intention of ever living there, when he can enjoy the hospitality of all his friends "* (1.1.12).

### **THE IMPACT OF THE MOTHER- DAUGHTER CONFLICT.**

The male characters in this play are confused. They think that they must be independent and strong. Moreover, they spend much energy trying to figure out which position should they take near their women friends. Geoffrey asks Pfeni: *"What is that you want, my angel, which you're not getting? Do you want to get married? Well get married"* (2.1.67). Geoffrey, in fact, expresses the typical liberated late twentieth century views. Merv too, is confused about how to understand Sara's unwillingness to give him a chance to know her better:

*" I've never met anyone like you, Sara. You're warm and cold all the same time. Your face is so familiar and so distant. Sometimes, I look at you and see all my mother's photographs of her mother and her mother's entire family "* (2.1.79).

The issue is more serious for the three sisters. They are torn between their own way of life and the way their mother Rita Rosensweig wanted them to follow. The image of the mother with her conventional values of life, which represents the early female role models with limited choices, distracts them. There is that conflict between the past female traditional way life and the less conventional choices of the present. This mother- daughter conflict influences Sara when she states: *" mother and I have a female trouble conflict "* (1.2.36). She unconsciously wants her daughter to follow her and tries to decide the future of Tess alone. She tells Merv:

**SARA:** *" We are hoping she'll be up at Oxford next year "*

**MERV:** *" She wants to stay here for school "*

**SARA:** *" From what we've heard about the states now, I think it's wise "* (1.2.24).

In a previous scene, Tess clarifies to her aunt Pfeni how she cannot discuss her future with her mother's Sara, because it is already settled:

**TESS:** *" ... I can't wait to leave London to go back to school "*

**PFENI:** *" Did your mother say you could? "*

**TESS:** *" Are you kidding? The woman who named me for Tess of the D'Urbervilles? The only American who is convinced that Harvard and Yale are second-rate institutions. She won't even discuss it "* (1.1.4).

Pfeni too, has that mother-daughter conflict inside her, as she still wants to have the traditional life that her mother experienced. Still, she lives with Geoffrey on one level but betrays her true desires on another. Although Gorgeous is the only sister that followed her mother's conventional way of life; but she discovers that the perfect life has its problems too, as her situation with her husband Henry.

### **THE LOSS OF IDENTITY**

The identity problems could be detected when the characters cannot accept their names. Their names affect their lives. Sara Goode seems to enjoy the possibilities of identity confusion. She admits that when she says: *" multiple divorce is a brilliant thing. You get so many names to choose from "* (1.1.12). Later, when Merlin uses her original full name, *" no, you are Sara Rosensweig "* she responds: *" Jesus, no one's called me that in thirty years "* (1.4.58). There is a further name confusion when Sara asks her sister *" Pfeni Rosensweig, Pfeni! God, what an awful name! Why do you*

*keep it?* " (1.1.11). Her actual name is Penny and even Penny is not accepted by her, "*Penny Rosensweig wasn't any better*" (1.1.12). Gorgeous always wonders about the reason of choosing that name for her, "*it is not Daddy's fault, he called me Gorgeous* " (2.2.94).

Wasserstein uses the name's various comic possibilities to heighten the identity confusion. Towards the end of the play, Sara says: "*My two little sisters! Gorgeous and also Gorgeous ... we are the sisters Gorgeous!* " (2.2.96). Merv, whose actual name is Mervyn Kant is called as Marv, Marvin and Merlin. He changes his last name to Kant. "*It seems absolutely clear that who we are, who we have been, and who we think we are now, are questions that interest Wasserstein is great in this play* " (Barnett, Claudia 1999, 110).

The problem of identity goes further to extend the names. It is about who they are and the way they look is a way to hide the real selves. Sara tries to forget about her background. She tries to get rid of everything that reminds her of home. She lives in Queen Anne's Gate, in an apartment furnished with classical English furniture, and she speaks with an English accent, as an attempt to deny her cultural background. The problem causes the clash of cultures, which definitely leads to identify problems. Although all the characters are Americans, still Sara and Pfeni are less related to their cultural background. For Sara, America is no longer the perfect place of the fifties. She tells Merv:

*" Merv, the home you're talking about is the Bronx, the Brooklyn, the America of forty years ago. It doesn't even exist anymore "* (2.1.82).

In a previous scene, while she speaks to Merv, Sara explains why she thinks America is not suitable anymore to live in:

*" Well, obviously what we have is a society in transition; you've got an industrial economy that is rapidly being transformed into a transitional one. And that's exacerbated by a growing disenfranchised class, decaying inner cities, and bankrupt educational system "* (1.2.24).

Sara's sister, Pfeni, has the same problem of being detached from her background, because of her continuous travels, that make her feel unsettled. Sara's daughter, Tess, tries to find a place to relate herself to. Through the play, she plans to go with Tom to Lithuania, to participate in the Lithuanian demonstrations against the Soviet Union. She, in fact, is confused about being an American who lives in London and wants to go to Lithuania for an event, which does not refer to her in any form. Her relationship with Tom is based on her admiration of his family's stability which she misses. She tells her mother:

*" Mother, Tom comes from a perfectly, balanced and mortal family, which is something you've never managed to maintain despite being on the cover of Fortune twice "* (1.1.1).

It is more obvious in Gorgeous' situation. She is introduced as a woman who wears fake suits and accessories to give the impression that she is rich. She tries to become a better person as her jobless husband cannot afford a luxurious kind of life for her. Pfeni, on the other hand, has a certain way of travelling with shopping bags rather than suitcases. She imitates adventurous, daring, and crazy people. She says to Tess:

**TESS:** "*Aunt Pfeni, why don't you have any suitcases?* "

**PFENI:** "*Because your grandmother Rita told me that only crazy people travel with shopping bags. So, I've made it my personal signature ever since* " (1.1.7).

### **THE STRENGTH OF THE FAMILIAL TIES.**

Wasserstein wanted the play to "*deliberately set on the event of a momentous historical event* " (Ciociola, Gali 1998, 84), specifically that August weekend of 1991 when the Soviet Union was teetering on the revolution. Setting the plays within historic frameworks is one of the passions:

*" In a way, what I do is a lot like British theatre. It's a large canvas in which you see the social and historical change, and then the personal change, and how they reflect in each other "* (Balakian, Jan 2010, 136).

The play begins and ends with Tess, to reflect the power of youth and the continuation of the Rosensweig generation. Tess decides not to travel to Lithuania with Tom. She tells her mother:



**TESS:** " *I told Tom to go with me* "

**SARA:** " *thank you, honey* "

**TESS:** " *I didn't make this decision for you. I made it for me. You have to have your own life* " (2.3.106).

The decision of Tess indicates that she is finally able to make her own decisions, and to plan her future without her mother's intervention. With the fall of Berlin Wall, and the collapse of the Soviet Union, the world is going to change. The lives of the characters will never be the same, at the end of the play, the sisters gather to have a confession session. Each sister speaks freely about her fears and problems. They finally discover that life is too short to waste the grief and sorrow. Geoffrey tells Pfeni saying: " *all I know is life is random and ... we must cherish those we love* " (2.1.96). The sisters finally realize that it is important to be strong enough to confront the harsh reality of life. Despite the difficulties, it is a world of possibilities. Sara, Gorgeous, and Pfeni are convinced that beautiful moments should not be wasted:

**GORGEOUS:** " *you know what I wish with all my heart* "

**SARA:** " *What?* "

**PFENI:** " *What?* "

**GORGEOUS:** " *I wish that on one of your birthdays, when all the children and the men have gone upstairs to sleep ...* "

**SARA:** " *What men?* "

**GORGEOUS:** " *... and we finally sit together, just as three sisters ...* "

**PFENI:** " *around the samovar* "

**GORGEOUS:** " *and we talk about the life* " (2.2.96).

At the end of the play, the characters continue their lives with new decisions. Geoffrey decides to move on directing plays and goes back to America. Following Geoffrey's advice, Pfeni decides to devote her life to journalism, rather than raising a family. She takes off to Tajikistan to write her book about suffering women. In spite their hard circumstances; those women manage to make a better life to for their families. After all, Pfeni discovers that she derives her strength and self-confidence from those women. Though Geoffrey abandons, she never blames her; Geoffrey is an external factor who helps her to find her real self. She finally leaves with great hope for a better future.

Gorgeous, on the other hand, decides to be true to herself. At the end of the play, she receives a real channel suit and accessories as an appreciation for her privileged performance in one of the touring campaigns in London. Gorgeous manifests her newfound honesty and maturity by selling them to collect money for her daughter's tuition. She finally goes back home to support her husband, and continue her plans about her new cable show.

Sara's response to her daughter's thesis project tape record summarizes the way she reconciles with herself, background, and identify. She said: " *My name is Sara Rosensweig. I was born in Brooklyn, New York, August 23<sup>rd</sup> 1937* " (2.3.107). This information is heard for the same time from Sara. Sara's revelation of her background indicates that she realizes that is impossible to forget one's past. Sara finally accepts to experience love and romance again; she finds moral support in her sister's and daughter's love. Merv decides to know Sara better through a mature relationship based on rational life. In the final scene, both Sara and Tess using their favourite song which draws a positive image of the new promises.

Wasserstein manages to create female characters who finally gain self-knowledge, acceptance, and empowerment. According to poet Deena Metzger, " *the second half of a woman's life provides the opportunity for transformation* " (Ciciola, Gail, 98). These three sisters show the power of sibling relations. They prove that sisterhood never dies. Despite their differences, the three sisters can survive quite well on their own, as they anticipate a more promising future.

## CONCLUSION

The twentieth century was a time of prosperous life for the Americans. The rapid developments in the fields of life led to serious social, cultural, economic and political crises. Women who represented half of the American population suffered a lot from the oppression and injustice. So, they had a great faith in the Feminist movement to support them in getting respect, justice and fair opportunities. In 1920, they had their legal right to vote. Therefore, a large number of women writers tackled the obstacles women faced in different fields as a mean to help the Feminist Movement spread its ideologies and agenda.

Wendy Wasserstein illustrated central concerns like gender, identity and the lack of self-confidence. She also discussed the positive and negative aspects of the Feminist Movement. Wasserstein's play portrayed educated, talented, smart, beautiful and professional women because she believed that all women deserve to fulfill their potentials. In *The Sisters Rosensweig*, Wasserstein focused on women who tried to enhance their feelings through searching for self-emancipation to be able to overcome the patriarchal barriers to achieve their autonomy. The three lived a harsh life through reflecting their desire to balance their private and professional lives. In spite of their loneliness, misery and dissatisfaction, they pretend that they are happy and successful.

Sara Rosensweig is the central character who plays a major role to be a motive for her two sisters and her daughter, Tess. Sara is characterized as a beautiful, elegant and dignified woman. Being the eldest sister, she is unable to adjust with any new events and persons. Both Sara's sisters, Pfeni and Gorgeous have their own problems too. Pfeni can't choose a husband and she has no clear plan for her future. Gorgeous on the other hand tries to hide her failure in finding a harmony with her husband.

Wasserstein managed to create female characters who finally gained self-knowledge and acceptance. She did her best to show the power of sibling relation, and to prove that sisterhood never dies. The playwright succeeded to mix the comic scenes with the tragic events. Although, the play is full of agony, but Wasserstein sought for happy endings to illustrate women's bravery and integrity.

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# Postcolonial-Feminist Reading of Albert Camus's "The Adulterous Wife"

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## ABSTRACT

The perspectives of postcolonialism and feminism challenge the dominant views presented in Western literature. Their main objective is to scrutinize the effects of colonialism and imperialism on colonized individuals and analyze women's oppression in patriarchal societies. These approaches aim to reveal the power structures, ideologies, and representations that shape literary works. This project will delve into these themes as well. I argue that Janine is oppressed as a female, and that is her husband.

## POSTCOLONIALISM AND FEMINISM

Within feminist discourse, a subset of scholars specializes in analysing the complex intersection of various factors, such as gender, race, and class, in the experiences of women residing in postcolonial regions. These postcolonial feminists have taken issue with Western feminism for its tendency to be overly universal and ethnocentric. In response, they advocate for more diverse and inclusive forms of feminist theory and practice. In my own research, I have applied the principles of postcolonial feminism to investigate the impact of colonialism on Western culture. Specifically, I have conducted a thorough analysis of Albert Camus's 1957 short story "The Adulterous Wife," seeking to uncover how it reflects the legacy of colonialism in Western literature.

### Albert Camu's "The Adulterous Wife" as a postcolonial text

In 1957, "The Adulterous Wife," a short story by Albert Camus, was published in his collection titled "Exile and the Kingdom." The story explores several crucial literary, philosophical, and societal themes, including existentialism, adultery, lack of communication, feminism, and postcolonial perspectives. Camus sets the postcolonial backdrop by introducing a couple of French origin living in Algeria for work. Despite residing in an Arabian country, they failed to interact with the locals or learn their language. The couple, known as Pied-Noir, lived in Algeria during the European colonization of the Orient. Janine, the wife, and her husband Marcel, who is in Algeria for business, are adapting to a new life in the Middle East, albeit with some challenges.

The story revolves around "binary opposition," where opposing terms such as colonizer/colonized, occident/orient, and self/other are utilized. The colonizer establishes their dominance by treating the other as inferior, thereby distinguishing themselves as privileged. The story erases the other and depicts them as serving the colonizers without objection. Home.K. Bhabha, in *The Location of Culture*, also emphasizes the oppositional relationship between the dominant culture and the other. He believes that colonial conditions must be eradicated so that nations can relate to each other without contradiction and ambiguity. He further states that cultural statements and systems are constructed in this contradictory and ambivalent space of enunciation. The bus stopped abruptly. The driver fired off a few words in that tongue she had heard all her life without understanding. "What's this?" asked Marcel. The driver, this time in French, said that sand must have clogged up the carburetor, and Marcel *cursed the country again* (My Italics 8).

This passage depicts a French couple who consider themselves superior to the Oriental culture in which they reside. They are focused on accumulating wealth and securing their own lives, and Marcel, in particular, expresses his disdain for the country and its people. This highlights the ongoing conflict between Eastern and Western cultures. Even the Eastern characters are referred to as "Arabs" without being given individual names, suggesting a lack of importance placed on their identities. The couple's names, Marcel and Janine, are living in Algeria and mixing with people they disdain only to gain money and increase their income. "She believed she had discovered his true passion, which was money, and she did not like this, without exactly knowing why" (Camus7). For almost all colonizers, the East is the place of economic gain and benefit.

Within his literature, Edward Said explores Michel Foucault's discourse on the misrepresentation of the Orient throughout history. Said (1993) posits that the West has utilized this inaccurate image to dominate and reorganize the East. Additionally, he notes that this falsified portrayal of the Orient has been employed for colonial purposes. In the story, the characters symbolize stereotypical figures that personify Western beliefs and values toward the East. "Close the door!" Marcel shouted. The driver laughed, coming back toward the doors. Deliberately, he took some tools from under the dashboard, then, tiny in the fog, disappeared again toward the front of the bus without closing the door. Marcel sighed. *"You can be sure he has never seen an engine in his life."* "Leave it be!" Janine said. (My Italics 8)

When the bus broke on their way, and the bus driver tried to fix the carburettor, Marcel sarcastically says to his wife that the driver has never seen an engine in his life, referring to the primitivity of the Arabs whom the colonizers always describe as backward and ignorant people. It is a scholarly axiom in the postcolonial theory that the Westerners considered themselves superior to the colonized, as described by Edward Said: "The relationship between the occident and orient is a relationship of power, of domination, of varying degrees of complex hegemony" (Said 5). The couple behaves with the Algerians according to this dogma that they are powerful and privileged over the uncivilized natives.

Janine, surrounded by faces that seemed carved from leather and bone, besieged by guttural cries, suddenly felt her exhaustion. "I'm going to the hotel," she said to Marcel, who was impatiently shouting at the driver. (11)

Marcel's superiority towards the Arabs prevents him from addressing them politely. He keeps shouting at the driver as an enslaved person, and in return, the driver accepts this humiliation and subjugation to Marcel as a non-Arab person. The colonized have internalized their feelings of inferiority and dealt with it unconsciously. "There is, in addition, the hegemony of European ideas about the Orient, themselves reiterating European superiority over oriental backwardness" (Said 7). Even the story's setting is portrayed in a classical colonial way, which is the desert, camels, and the palms, i.e. the exotic atmosphere as always drawn in the European culture. "On the bare walls were paintings of camels and palm trees, drowned in a syrup of pink and violet" (Camus 12). The hatred is described not only by Marcel but even his wife Janine, who is full of unjustifiable agitation against the Arabs despite the fact that they served and treated them politely and silently without showing any traces of offense towards the Western aggression as symbolized by the couple. "She despised the stupid arrogance of this Arab and suddenly felt unhappy" (Camus 16).

The other dominant idea in the story is the feminist reflection, as depicted through the sterile relationship between the husband and wife. The introductory lines of the story indicate the sense of unhappiness experienced on the part of the wife who is sitting on the bus contemplating her middle-aged husband "Janine looked at her husband with tufts of graying hair sprouting on a low brow, a large nose, an uneven mouth; Marcel looked like a sulky faun" (Camus 1). The wife spent more than 20 years of marriage attempting to signify her existence linked to her husband's need for hers. Despite her devastation and unhappiness, Janine patiently embraced her role as a wife without thinking of taking action to change her life or gain her freedom. She accommodated herself in this style of life that lacked emotion and sensation, as described by the author. The couple used to practice their physical relationship in darkness.

For more than twenty years, every night like this, in his warmth, always the two of them, even ill, even traveling, as they were now'. Besides, what would she have done at home alone? No child! 'Wasn't that what she was lacking? She did not know. She followed Marcel, content to feel that someone needed her. The only joy he gave her was the knowledge that she was needed. He probably did not love her. Love, even hatred, did not have this closed face.

Nevertheless, what was its face? They made love at night, without seeing each other, groping in the dark. (Camus 21).

The submissive role of Janine might be due to many reasons, like "the social construction of gender" as described in feminist literary criticism. "It questions the long-standing, dominant, male, phallogocentric ideologies (which add up to a kind of male conspiracy), patriarchal attitudes and male interpretations in literature (and critical evolution of literature)" (Cuddon 273). Women were compared to enslaved people in many contexts as they were used as tools for servitude for the patriarchal system. Marcel is using Janine as a means to his end, even in bed. He sleeps with her to fulfill his sexual desire without showing her any kind of passion or intimacy. As a result, she had a sensual desire towards the French soldier whom she met in the bus who looked handsome, young, and packed with vitality compared to her husband. He flatters her, and she accepts this flattery as a woman. She wanted to feel her feminine aspect as a desirable and attractive woman.

Janine suddenly felt that someone was looking at her and turned toward the bench that was her extension across the aisle. He was not an Arab, and she was surprised not to have noticed him at their departure. He wore the uniform of the French legion of the Sahara and a kepi of grayish-brown cloth on his tanned face, which was long and pointed like

a jackal's. He examined her with his clear eyes, staring silently. She blushed suddenly and turned back toward her husband, who continued to gaze before him into the fog and wind. She wrapped herself. Up snugly in her coat. But she could still see the French soldier, tall and thin, so thin in his close-fitting tunic that he seemed made of some dry and crumbling matter, a mixture of sand and bone (Camus 6)

Janine is depicted throughout the story as bored and looking for any source of change and amusement; therefore, the French soldier arouses her interest when he pays her a little attention. It is worth noting that Janine did not commit any disgraceful behavior or infidelity as the title suggests instead she had her own dreams of having a romantic relationship that may revive her feminine aspirations and needs. She wasted almost two decades serving her husband's needs and being afraid of loneliness. "Twenty-five years were nothing; it seemed to her only yesterday that she was hesitating between a free life and marriage, only yesterday that she had felt such anguish at the thought that perhaps one day she would grow old alone" (Camus 9). Virginia Woolf emphasized the importance of education for women to liberate themselves from all social constraints in her article, *A Room of One's Own*. She states that women are capable of being creative and dependent, equal to men. If Janine was a strong woman with vision and will, she would not have wasted her life unsatisfied and miserable in the male-dominated society.

She even sacrificed her maternity instinct like any other woman who aspires to have a child and enjoy the experience of motherhood. She could not live her freedom nor enjoy her life in a society that deprived her of her rights as a woman. Julia Kristeva says that "disturbs identity, system, order. What does not respect border, positions, rules" (247). Kristeva explains the pivotal role of the woman, which may disturb the patriarchal society if she gains mental and physical freedom. The female character in the story ends up accepting her depression and barren life, unable to make any change in her life. "She was weeping uncontrollably, unable to restrain herself, 'It is nothing, darling;' she said, 'it's nothing.'" (Camus 27). The story closes with the wife crying for her lost years, aspirations, and unattainable dreams as a marginalized woman under patriarchal dominance. She lives her barren life with her husband without any complaints.

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