Editorial Notes:

We are delighted to publish the third issue of the Journal of Ethnic and Cultural Studies (JECS), a refereed international journal. As an interdisciplinary academic journal, JECS publishes philosophical, theoretical, and empirical research from all disciplines dealing with ethnicity, identity, culture and multicultural education. Concerned primarily with critical reviews of current research, JECS provides a space for debate regarding concepts and the questions they raise that have potential to influence in a formative manner ethnic and cultural studies. We believe JECS will make a solid contribution to the field of social science and stimulate needed scholarly debate. It will meet the expectations of varied audiences and endure to stimulate new and exciting research in its field. The eights issue has fourteen excellent papers and a book review from all around the world. We are indebted to our colleagues who have contributed to this issue and to all who support the journal by serving on the editorial boards. We also thank to our anonymous reviewers who have kindly devoted their time and expertise to make this issue possible.

Focus and Scope:

Journal of Ethnic and Cultural Studies (JECS) welcomes original research articles and book reviews for its next issue. The JECS is a biannual and peer-reviewed journal published in February, May, August, and November. Papers for the publication in the JECS are selected through a precise peer-review process to ensure quality, originality, appropriateness, significance and readability. Authors are solicited to contribute to this journal by the submitting manuscripts that illustrate empirical research, projects, theoretical papers, original surveys, and book reviews dealing with the issues of ethnicity and culture from a wide range of disciplines in Social Sciences and Humanities.

Publication Ethics and Malpractice Statement

JECS publishes original and rigorous research findings and does not tolerate any kind of academic dishonesty or misconduct. All manuscripts submitted to JECS should be original works of scholarship. JECS does not tolerate any sort of data fabrication and falsification, plagiarism, and improper author contribution. JECS adheres to the Publication Ethics and Malpractice Statement to ensure high-quality publications, public trust in research findings, and that people receive credit for their ideas.

Contact Information:

Hasan Aydin (Editor-in-Chief) Florida Gulf Coast University Fort Myers, FL, United States

Website: www.ejecs.org E-Mail: info@ejecs.org
Editors-in-Chief

Hasan Aydin
Florida Gulf Coast University, USA

Book Review Editors

Christian Faltis, The Ohio State University, United States
Uzeyir Ogurlu, Harvard University, Cambridge, Massachusetts, United States

Editorial Assistants

Koksal Avincan, Independent Researcher, Germany
Kristina Andrews, Florida Gulf Coast University, United States

International Editorial Advisory Board

James A. Banks, University of Washington, United States
Paul C. Gorski, George Mason University, United States
Hugh Starkey, University College London Institute of Education, United Kingdom
Sonia Nieto, University of Massachusetts, United States
Genava Gay, University of Washington, United States
Walter C. Parker, University of Washington, United States
Bashir Bashir, The Open University of Israel, Israel
Audrey Osler, Buskerud and Vestfold University College, Norway
Angela M. Banks, William and Mary Law School, United States
Ilhan Kaya, Yildiz Technical University, Turkey
Lynn M. Burlbaw, Texas A&M University, United States
Francois Victor Tochon, University of Wisconsin - Madison, United States
Handel Wright, The University of British Columbia, Canada
Charity Embley, Odessa College, United States
Kamran Matin, Sussex University, United Kingdom
Reva Joshee, Ontario Institute for Studies in Education, University of Toronto, Canada
Heribert Adam, University of Cape Town, South Africa
Nektaria Palaiologou, School of Education University of Western Macedonia, Greece
Burhan Ozfidan, Texas A&M University, United States
Tao Wang, East China Normal University, China
Julia Eksner, Frankfurt University of Applied Sciences, Germany
Géraldine Bozec, University of Nice Sophia Antipolis, France
Wing-Wah Law, University of Hong Kong, China
Yun Kyung Cha, Hanyang University in Seoul, South Korea
Mehmet Karakus, Nazarbayev University, Kazakhstan
Rahil Ismail, Nanyang Technological University, Singapore
Bassel Akar, Notre Dame University-Louaize, Lebanon
Rania Al-Nakib, Gulf University for Science and Technology, Kuwait
Douglas Verrangia Corrêa da Silva, Universidade Federal de Sao Carlos, Brazil
Cherry McGee Banks, University of Washington, United States
Barney Warf, University of Kansas, United States
Serafin M. Coronel-Molina, Indiana University, United States
Jennifer Mahon, The University of Nevada, United States
Lindsey Peterson, Mississippi State University, United States
Elavie Ndura, George Mason University, United States
Mokter Hossain, University of Alabama, United States
Ismail Hakki Yigit, Mississippi State University, United States
Barzoo Eliassi, Linnaeus University, Sweden
Stephen Lafer, The University of Nevada, Reno, United States
Barzoo Eliassi, Linnaeus University, Sweden

Journal of Ethnic and Cultural Studies
Volume 8, Number 2, May 2021

Contents
Original Manuscript

Burning Witches: The Moral Dilemmas of Ashaninka Leaders.....................................................1-20
Guillermo Enrique Delgado, Susana Frisancho
Comparing the Psychological Well-Being of the Manjo Ethnic Minority with the Non-Manjo Ethnic Group in Kaffa Zone, Ethiopia.................................................................21-38
Bizuayehu Dengechi Dachachi, Nigatuwa Worku Woyessa, Fisseha Mikre Weldmeskel
Socioeconomic Determinants of Caste-based Endogamy: A Qualitative Study........................39-54
Muhammad Rizwan Safdar, Muhammad Akram, Falak Sher, Abid Rahman
Changes in the Understanding of Religious and Cultural Components of Human Capital..........55-67
Askadula Sabirov, Konstantin Sokolovskiy, Egor Gromov, Lilia Sabirova
Re-prioritizing Teachers’ Social Emotional Learning in Rural Schools Beyond Covid-19……………..68-88

Edwin Darrell De Klerk, June Monica Palmer, Alfred Modise

Battling the Invisible Infertility Agony: A Case Study of Infertile Women in Khyber Pakhtunkhwa-Pakistan………………………………………………………………….89-105

Aman Ullah, Hina Ashraf, Muhammad Tariq, Syed Zuhair Aziz, seema Zabair, Khalil Ur Rehman Sikandar, Nayab Ali, Abdul Shakoor, Muhammad Nisar

Sociology of Multiracial Identity in the Late 1980s and Early 1990s: The Failure of a Perspective……………………………………………………………….106-125

Reginald Donie

The Traces of Oppression and Trauma to Ethnic Minorities in Indonesia Who Experienced Rape on the 12 May 1998 Tragedy: A Review of Literature…………………………………………………………126-144

Anas Ahmadi


Cecilia Eseverri-Mayer

Ethnic Identity among Second-Generation Vietnamese American Adolescents……………………167-186

Tham Thithu Tran, Elizabeth Bifuh-Ambe

Intercultural Communication, the Influence of Trauma, and the Pursuit of Asylum in the United States…………………………………………………………………………..187-208

Sarah C Bishop

Ethnicity, Spatial Segregation and Length of Stay in Emergency Medicine Departments: The Case of Israel…………………………………………………………………….209-224

Keren Semyonov-Tal

Intercultural Relations Among Guinean Immigrants Living in Portugal: Testing Multiculturalism, Contact, and Integration Hypotheses…………………………………………….225-240

Félix Neto

The Contribution of Somali Diaspora in Denmark to Peacebuilding in Somalia through Multi-Track Diplomacy…………………………………………………………………241-260

Sylvester Tabe Arrey, Francisco Javier Ullán de la Rosa

Racialized Capitalism and Anti-Chinese among Indonesian Workers…………………………261-275

Af Sigit Rochadi

The Relationship between Servant Leadership Characteristics of School Teachers and Students’ Academic Achievement…………………………………………………………………….276-295

Harun Gultekin, Margaret Dougherty

Cultural Reconstruction and Organization Environment for Employee Performance…………..296-315

Tehubijulu Zacharias, Mohamad Arsad Rahawarin, Yusriadi Yusriadi

Surviving a Cultural Genocide: Perspectives of Indigenous Elders on the Transfer of Traditional Values………………………………………………………………………………316-346

Shawn Clark, Ruth Wylie

To What Cost to its Continental Hegemonic Standpoint: Making Sense of South Africa’s Xenophobia Conundrum Post Democratization……………………………………………………347-361

Daniel N. Mlambo, Victor H. Mlambo

Shot but Not Silenced: I Am Malala………………………………………………………………………..362-365

Alyssa Sanabria