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The *Journal of Social Sciences* is published annually by the
GC University, Faisalabad, Pakistan. All correspondence should be
addressed to the Editor, *Journal of Social Sciences*, GC University,
Allama Iqbal Road, 38000-Faisalabad, Pakistan.

ISSN: 1812-0687

Subscriptions:

Pakistan:	Annual	Rs. 300
Foreign:	Annual	US \$ 20

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Printed by:

Misaal Publishers, Aminpur Bazar, Faisalabad.

ISSN: 1812-0687

Journal of Social Sciences

Vol. 6, No. 1

August 2014



**Government College University
Faisalabad**

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LANGUAGE POLICIES, NATIONAL PHILOSOPHY AND SOCIAL REALITIES IN NIGERIA: IMPLICATIONS FOR SOCIO-CONFLICT RESOLUTION

* Akinola Asiyambola

Abstract

The paper is a critique of the Nigerian National philosophy/objectives on the one hand, and the political and educational language policies generated from the philosophy and objectives on the other hand. In corollary, the paper draws people's attention to the incongruence between the theory and practice of both the philosophy/objectives and the educational and political language policies. It is against this backdrop that various recommendations were made with regard to the implementation of the Nigerian National language policies embedded in the National Policy on Education (NPE) 1981 and 2004; and 1979/1999 Federal Constitution of the Republic of Nigeria so that what is actually on paper would eventually see the light of day and made practicable. In addition, implications were drawn from the analysis and discussion towards encouraging an enduring peace and unity in the multilingual- multicultural Nigeria using practical triglot literacy approach.

Keywords: Nigeria, philosophy, language, policy, realities, socio-conflict

Introduction

Nigeria can be described as a bilingual, bicultural, multilingual, multiethnic and multicultural state. It can be described as bilingual because of the presence of a set of mother tongues (MTs) and the second language, English. It can also be described as multiethnic because it comprises about 400 ethnic groups with individual languages, thereby making the country multilingual. Nigeria can be described as bicultural because of the presence of the indigenous Nigerian culture and the English culture. It can as well be described as multicultural because of different multiethnic groups with their different cultures. With the bilingual, bicultural, multilingual and multicultural nature of Nigeria, it cannot be referred to as a nation with a homogenous linguistic culture but a heterogeneous linguistic one (Akindele and Adegbite, 2005, pp.28-53). As a result of this multiethnic, multilingual and multicultural nature, the 36 states of the federation do not see one another as belonging to a nation most especially in the way they treat non-indigenes. It is the main concern of this paper to analyze and discuss the incongruence between the national philosophy/objectives on the one hand and the educational

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and political language literacy policies generated from the former. In other words, this paper is interested in the mismatch or incongruence between what is on paper in form of a policy that should guide the practice and the actual social reality which should be a reflection of the policy. This is critical in order for us to give recommendations that could minimize or solve some linguistic and non-linguistic challenges culminating sometimes into socio-political conflicts affecting Nigeria and Nigerians.

National Philosophy and Objectives: Theory and Practice

The national philosophy and objectives are patriotically and eloquently articulated in both the National Policy on Education (NPE) 1981 and 2004. First, the national philosophy from which the national objectives are generated state thus: The overall philosophy of Nigeria is to:

- (a) live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice.
- (b) promote inter-African solidarity and world peace through understanding.

(NPE, 2004; p.1)

It is from the above philosophy that the following national objectives are generated:

- i. a free and democratic society
- ii. a just and egalitarian society
- iii. a united, strong and self reliant nation
- iv. a great and dynamic economy
- v. a land of bright and full opportunities for all citizens

(NPE, 1981; p.7; 2004; p.1)

One can rightly fault the above philosophy and objectives with respect to the way and manner non-indigenes are treated when it comes to employment and other socio-economic and political opportunities. While indigenes of a particular state are treated as 'sons and daughters of the soil', the non-indigenes although Nigerians from another parts of the country, are treated as outcasts that should not be given permanent appointments or higher political or socio-economic enhancement posts. For example, some youths, after finishing their National Youth Service

Corps (NYSC), were denied jobs in the states of their national service on the basis of being non-indigenes of the state where they did their primary assignments. Those that were given jobs were given contract appointments while they were denied of permanent employment.

In the same vein, a political aspirant cannot aspire to stand for election in order to acquire a particular political post in a state which does not belong to him/her. This is contrary to the definition of a citizen as somebody who has been living in a place and participating in the socio-economic and political activities of the place for at least the past three years (Hornby, 2005). It is stated in black and white in *The Constitution of the Federal Republic of Nigeria* (henceforth TCFRN) that a person could be a citizen of Nigeria by birth, marriage and naturalization (See Chapter III, Clause 25). Also, under Clause 40 (Right to Freedom of Movement), it is stated that "Every citizen of Nigeria is entitled to move freely throughout Nigeria and to reside in any part thereof, and no citizen of Nigeria shall be expelled from Nigeria or refused entry thereto or exit therefrom" (TCFRN, p.30)

As a complement to this, we have it under "Right to Freedom from discrimination" (Clause 41) that "A citizen of a particular community, ethnic group, place of birth, sex, religion or political opinion shall not, by reason be discriminated against only that such a person:

- (a) be subjected either expressly by, or in the practical application of, any law in force in Nigeria or any executive or administrative action of the government to disabilities or restrictions to which citizens of Nigeria of other communities, ethnic groups, places of origin, circumstance of birth, sex, religion or political opinions are not made subject; or
 - (b) be accorded either expressly by, or in the practical application of, any law in force in Nigeria or any privilege or advantage that is not accorded to citizens of Nigeria of other communities, ethnic groups, places of origin, circumstance of birth, sex, religions or political opinions.
- (2) No citizen of Nigeria shall be subjected to any disability or deprivation merely by reason of the circumstance of his/her birth (TCFRN, p.41)"

Similar to the case of discrimination, in most of our higher institutions such as polytechnics, universities and colleges of Education, academic and non-academic posts were more often decided along tribal lines. How can we continue to experience these in a free and democratic society? Why do we have preferential treatment in a just and egalitarian society? Is our country a land of bright and full opportunities for all citizens when non-indigenes are treated as outcasts in their own country just because they are living in another state other than theirs? All these posers are telling us that the National philosophy and objectives that are generated from it are just on paper but not in practice.

Educational Language Literacy Policy and Social Realities

The educational language policy derived from the National Philosophy and objectives is also very ambitious; however, little or no effort is made by the government to implement the policy which reads thus:

In addition to appreciating the importance of language in the educational process, and as a means of preserving the people's culture, the Government considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major languages other than his/her own mother tongue. In this connection, the Government considers the three major languages in Nigeria to be Hausa, Ibo and Yoruba.

(NPE. 1981;p.9)

The same language philosophy is also entrenched in NPE, 2004 but in another manner thus:

10. (a) Government appreciates the importance of language as a means of promoting social interaction and national cohesion; and preserving cultures. Thus every child shall learn the language of the immediate environment (LIE). Furthermore, in the interest of national unity, it is expedient that every child shall be required to learn one of the three Nigerian languages: Hausa, Igbo and Yoruba. (b) For smooth interaction with our neighbours, it is desirable for every Nigerian to speak French. Accordingly, French shall be compulsory in primary and junior secondary schools but non-vocational elective at the Senior Secondary School.

(NPE. 2004: p.5).

The policy is well articulated; that is, the necessity for each Nigerian child to study one of Hausa, Igbo or Yoruba in addition to their mother tongue (MT). However, the Government is not serious about this language literacy policy. There has been no provision for teachers of Hausa, Igbo and Yoruba in the states where these Nigerian second languages (NL2) are not spoken as language of immediate environment (LIE). For example, there is no provision for teachers of Hausa and Igbo in Yoruba-speaking states; no provision for teachers of Igbo and Yoruba in Hausa-speaking states and no provision for teachers of Yoruba and Hausa in Igbo-speaking states. So, this trilingual (triglotic) or WAZOBIA language literacy policy is only on paper but not in practice. In corollary to this, some NYSC teachers were made to start the implementation of this policy but these young men and ladies were jettisoned immediately they finished their one year national service in 1993. Even those that wanted to continue the programme were either given temporary (contract) appointment or totally discouraged to go back to their respective states (Atoye, 1994; pp.11-24).

The Nigerian parents from various ethnic groups do not help matters either with regard to the promotion of indigenous languages as they vehemently discourage their children in using mother tongues even at home where such a language should be given the pride of place. More ludicrously enough, Nigerian parents now deliberately give foreign names to their children. Instead of bearing Emeka, Amaka, Oladunjoye, Akindele, Ali, Babangida and Jega for example; they prefer Patience, Providence, Faith, Favour, Perpetual, Freedom, Perfect, Goodluck and Councillor which are English names.

Even recently, two colleagues from Department of Linguistics and African Languages, Obafemi Awolowo University, Ile-Ife; on the completion of their PhD (Yoruba) went ahead to enroll for M.A.(English Language) of the Department of English, Obafemi Awolowo University, Ile-Ife. When they were asked their reason for their strange action, one of them said that he had observed that among the newly established universities in the country, none of them has Department of African or Nigerian Languages not to talk of Yoruba Department. Thus the two colleagues have realized the "non-marketable-ness" of Nigerian indigenous languages such as Yoruba as disciplines at least in comparison with English which is an international language.

In addition to this incident, in 1999; a group of NCE graduates were employed as Graduate Assistants in the College of Education Language Programme, Ikere-Ekiti and after the completion of course combinations such as English/Hausa, English/Igbo and English/Yoruba in the same college. The College Authority had wanted to sponsor these candidates for B.A. (Igbo), B.A. (Hausa) and B.A. (Yoruba) in the Universities where these courses are offered. To the chagrin of everybody, the gentlemen and ladies deliberately turned down the offer to embrace degrees in English Languages and Literature without being sponsored in the university. All these instances are pointing to the likely endangerment of our indigenous languages which are the anchors of African culture.

The item (b) policy (NPE 2004) about making French a second official language in Nigeria is very reasonable, knowing fully well that most Nigeria's neighbouring countries such as Republic of Benin, Cameroon, Cote di Voire, Senegal, Mali, Niger and others have their official language as French. However, the way French is being taught in Nigerian secondary schools is not supportive of this laudable policy. In the first instance, not many teachers of French are available in schools. The few that are available find it more favourable or convenient to teach English Language which is a popular subject or Literature in English. At the end of the day, majority of them usually ended up not being able to perform well as teachers of French, English and Literature since a 'Jack of all trades' is always a master of none. The government's effort on the implementation of the policy on Hausa, Igbo and Yoruba, on the one hand; and French, on the other hand, as popular languages in Nigeria respectively *is more of a ruse than of reality*.

In the words of Ogunsiji (2003:169-175), the critique of the educational language policies could be summarized under the following headings: "comprehensiveness, functionality, and consistency". As argued by him, on examination, the NPE fails woefully the test of comprehensiveness in that some clauses or phrases in the said document are vague and open to different interpretations depending on the ideological position of those to implement it.

In addition, the policy also failed the test of functionality since there is confusion of the idea of political ideology of unity in diversity and the populist egalitarian educational model apparent in the document vis- a-

vis the role the English language has been playing in the political, economic, administrative, judicial and educational life of the nation. In term of consistency, the underlying educational ideology for populist egalitarianism is inconsistent with the provision of the educational policy in respect of English. For example, the paragraph that contains the language aspect illustrates very clearly the lack of internal consistency found in the overall policy.

On the role of English, Ogunsiji (ibid) identifies in the policy three problems: *underrating*, that is, failure to provide for English at all in most of the aspects of education—only prescription as the medium of "latter stage" of primary education. For example, there is no where English is mentioned as the main language of education after lower primary education but this fact is only implied from the document. There is also the problem of *overrating* with regard to the use of English as a medium of instruction right from nursery to tertiary level; and last, *self deception*, in that English is not wholly used as the medium of instruction in post-primary schools since the teachers sometimes make recourse to the mother tongue (MT) or language of immediate community (LIC) in teaching the students or pupils as the case may be.

Ogunsiji (2003)'s view is in synchronicity with that of Sonaiya (2007) which states that "despite the elitist policy of the colonizers who introduced European languages into the African school system, the current situation in most African countries is such that only a very small minority of the population posses a level of competence in these languages which might be even minimally comparable to that of native speakers. That is, in spite of almost a century of the languages being taught in many schools across the continent, only a handful of people can be considered as real users" (p. 319). All these submissions above are pointing to the reality that despite the pride of place given to English in Nigeria, not many people have appreciable competence in the language. And, the linguistic competence of the few that have the knowledge of the English language cannot be matched with that of native speakers in term of the four factors of language standardization: acceptability, intelligibility, grammaticality and appropriateness.

Nigerian Political Language Literacy Policy and Social Realities

Nigerians are very good at setting up of committees in order to fashion out a particular consensus or agreement. In addition to this, they

are also very good at keeping documents that contain laudable programmes that may not see the light of day or put into use in the day to day social activities. One thing is to have an agreement put on paper after the thorough discussion and consensus of the country's 'egg heads' in various fields of human endeavour, put on paper such as the *NPE* 1981 and 2004; and the 1979 or 1999 *Constitution of the Federal Republic of Nigeria*, while another thing is to implement the agreement or policy already put down in one national document or the other in form of policy. The fate that the educational language policy suffered is quite similar to that of the political language policy of Nigeria documented in the 1979/1999 Federal Constitution of Nigeria. The following are the extracts:

- (a) The business of the National Assembly shall be conducted in English and in Hausa, Igbo and Yoruba when adequate arrangements have been made therefore (P-51).
- (b) The business of a House of Assembly shall be conducted in English but the House may in addition to English conduct the business of the House in one or more other languages spoken in the state as the House may by resolution approve (p.91).

In the two extracts above, prominence is given to the English language in the states' Houses of Assembly and also in the National Assembly (Senate and Representatives). There is no use of Hausa, Igbo and Yoruba in the National Assembly, while very few states in the south-west and northern states only made recourse to their respective indigenous languages on few occasions. Both the tenets of educational language policy and political language policy are intertwined. It is what one knows or has its knowledge that one uses. How many indigenes can make use of any of the national languages fluently without code switching into the English language? There is nothing bad in the two policies (educational and political), but the Government's effort and good-will in order to train, hire and transfer teachers to the states where they are needed to teach these national languages is lacking. The government is not ready to finance the educational language policies with material and men. It is only interested in the sing-song and documented policies that might never be fulfilled or see the light of day.

This unseriousness of the Federal Government can further be seen in the last clauses of the two items above, for example:

- (a)when adequate arrangements have been made therefore
- (b)as the house may by resolution approve

The questions that arise from the above clauses are: when will that arrangement be made? Who are the people that will make the arrangement? When are we going to have the resolution? Who will make the resolution? What percentage of the house will approve of the resolution before it is binding? That is to say that the government is not in any way serious about the utilization of any of the three national languages or all of them in the proceedings of the National Assembly in the centre or Houses of Assembly in the states right from 1960, the year of Nigeria's independence, up till now.

Suffice it to say that there are a lot of advantages if they are fulfilled as they would make the National philosophy and objectives real and achievable. If Nigerians are intelligible to one another in terms of the indigenous languages they use, they are likely to achieve a lot educationally, politically, socially, economically and culturally. If a Hausa individual can communicate in one of Yoruba or Igbo, he/she might be able to live together peacefully with his/her Igbo counterpart who is able to communicate in Hausa or Yoruba. And, the occurrences of political and religious riots, reflecting in forms of 'Maitatsene riot or Boko Haram insurgency' of any kind that is very rife in the Northern part of the country might be minimized or reduced drastically.

Ways Out

The national philosophy/objectives and the educational/political language literacy policies are well articulated in both the NPE 1981 and 2004 on the one hand, and in the 1979/1999 *Constitution of the Federal Republic of Nigeria* on the other hand. However, there should be serious efforts and good-will on the part of the three tiers of government (Federal, State and local government) to make the language policy and the overall national philosophy and objectives achievable. Despite the well articulation of the language policy, there is need for vigorous and serious provision of facilities, equipment, manpower and finance for the implementation.

Furthermore, the youths of Nigeria should have the opportunities to work in whichever state of their interest if we call our country a democratic one and if our national philosophy and objectives well entrenched in NPE 1981/2004 are anything to go by. In corollary, the equipment of each Nigerian youth with a second language (NL2) other than his/her MT will enable them to live and work elsewhere other than their native environment. This is, however, dependent on the interest and seriousness of the government in promoting this WAZOBIA trilingual language policy.

In addition, there should be serious efforts on the part of the three tiers of Government to make the language policy workable. Our indigenous languages should be seen as an inestimable part of our culture and consciousness. The three languages that have been hitherto identified by Nigerian linguists as popular and national (Hausa, Igbo and Yoruba) should be treated in like manner. Teachers of the languages should be trained and posted to states where they are needed. In other words, teachers of Igbo and Hausa should as a matter of fact be posted to Yoruba speaking states. Teachers of Hausa and Yoruba should be posted to Igbo speaking states (the Eastern parts of Nigeria). Teachers of Igbo and Yoruba should be posted to Hausa speaking states. Inter-marriage between couples of different language speaking parts of the country could be encouraged by the government most especially those in the NYSC scheme. The Northern youths may also benefit from the programmes of amnesty drawn up by YarAdua and Jonathan regime as stipends could be given to any Nigerian youth starting from age 18 years who has not been given any employment. Reformatory homes and trade centres should be established to educate the youths on the unity, handwork and progress of the people of Nigeria. The governments should be ready to pay some stipends to Nigerian youths that are unemployed and efforts should be made to create employments for Nigerian youths since devil finds work for idle hands.

Presently, there is no serious financial commitment and good-will on the part of the government; hence it seems to have jettisoned what is in NPE (1981) and (2004), only for us to remain as we have been linguistically since 1960, the year of our independence. However, it is on record that the Constitution of Nigeria has been recently translated into the three Nigerian national languages (Hausa, Igbo and Yoruba)

(Adewole, 2007). We are waiting helplessly for the implementation of these versions to be at least occasionally used in the National Assembly (Senate and Representatives) and the states' Houses of Assembly. Without being skeptical, we hope it would not be an effort in futility when the translated versions are not in use.

Similarly adequate textbooks should be provided in the three popular Nigerian languages and made available in the states where the national second languages (NL2) are being introduced. If the three languages are being handled the way we have suggested as different from the present nonchalant attitude of the government, the languages are likely to be used as languages of instruction in the nursery and lower primary schools. And, this will enable our children to embrace their MTs, language of immediate community (LIC) and national languages which are a repository of our culture and ways of life. It can as well be gradually used to teach science and technology which have been hitherto taught in English. It can also gradually lead to the use of them in the National Assembly and states' Houses of Assembly.

According to Jubril (2007):

"the most important task before African linguists in the present time, therefore, is to embark on rescue "African" linguistics, which should be a combination of action research, advocacy and activism to mobilize the communities to work together to develop, preserve and use these languages so that an important part of our culture and identity is not lost while we watch helplessly" (p.285).

The above excerpt is emphasizing the promotion of our indigenous languages. Parents should be in the forefront of this promotion, followed by the school. The language policy of both the home and the school should be changed in favour of our indigenous languages. This is not underrating the English language which is the official and the language of education in Nigeria. Our indigenous languages from which three have been identified as national languages should be promoted if we do not want them to be totally extinct since they have been endangered already.

More importantly, Nigerian university graduates, after finishing NYSC, should be given the opportunity to work in their state of primary assignment if they are willing, and should be treated like other Nigerians

in the state, their state of origin notwithstanding. The practice of giving them contract appointments instead of permanent ones should be changed in the name of national unity, equal opportunity, democracy, egalitarianism and humanity. And, if this practice is equally encouraged, Nigerian youths would be encouraged to learn and use other languages other than their MTs and not only that, be able to identify with and tolerate other tribes aside from theirs in Nigeria since there has been a cross-lingual effect and advantage as proposed in the educational policy.

Conclusion

The paper critically identifies the problems of non-synchronicity between the Nigerian national philosophy /objectives and their practice in the social life of Nigerians. It also examines the language literacy policies entrenched in the educational and political documents generated from both the national policy and objectives viz -a -viz their implementation. It is against this premise, that the paper recommends both linguistic and non-linguistic approaches towards solving or minimizing social –political conflicts emanating from the multiethnic, multilingual, multicultural, multi-religious and multi-ideological standing of Nigeria.

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PERCEPTIONS OF SCHOOL ADMINISTRATORS ABOUT FACILITIES AVAILABLE IN SCHOOLS FOR CHILDREN WITH AUTISM IN PAKISTAN

¹Hina Fazil, ²Nasir Sulman

Abstract

This study was designed to know the perception of school administrators about the available services for children with autism in private and government special schools of Pakistan. Nineteen (19) school administrators were interviewed from six major cities of Pakistan including Karachi, Peshawar, Islamabad, Rawalpindi, Quetta, and Lahore. Perception of school administrators was recorded with the help of self-made structured questionnaire. The results of the study reveal that different diagnostic and therapeutic services are available for children with autism in Pakistan. On the other side; professionally qualified trained teachers, accessible buildings, pick and drop facilities for children are their major problems.

Keywords: Children with autism; Special education schools; School administrators; facilities and services; Pakistan.

Introduction

Autism is a complex developmental disorder that typically lasts throughout a person's lifetime. It occurs in all racial, ethnic, and social groups and is four times more likely to strike boys than girls.³ Autism impairs a person's ability to communicate, socialization, and relate to others. It is also associated with rigid routines and repetitive behaviors, such as obsessively arranging objects or following very specific routines and the symptoms can range very mild to quite severe.

The word autism was first used in the English language by Swiss psychiatrist Eugene Bleuler in 1912 member of the American Journal of Insanity. It comes from the Greek word for "self". However, the classification of autism did not occur until the middle of the twentieth century, when in 1943 psychiatrist Dr. Leo Kanner of the Johns Hopkins Hospital reported students with autism as being a "unique group of students whose behavioral abnormalities made them qualitatively different from other handicapped students". At the same time, a German scientist, Dr. Hans Asperger in 1944, described a milder form of the disorder that is now known as Asperger syndrome.

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Autism included in the category of Pervasive Developmental Disorder (PDD) listed in the DSM IV (Diagnostic and Statistical Manual of Mental Disorders) as the five developmental disorders including Childhood Autism, Asperger Syndrome, Rett syndrome, Childhood Disintegrative Disorder, and Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS). All of these disorders are characterized by varying degrees of impairment in communication skills and social abilities, and also by repetitive behaviors.

In the past, the diagnosis of autism was virtually unheard of in educational settings. Children who may have had this disability were diagnosed as having mental retardation often with severe behavior problems. However, in the 1990s, the diagnosis of autism increased with alarming frequency. The increase of students with autism in school has created a greater need for education and understanding of how to reach these students so that learning can take place.

In Pakistan, recently in the last few years has been exposed to the awareness, research and documentation on Autism Spectrum Disorders, that has existed in the developed world for decades. Due to which many children have been misdiagnosed as PDD/NOS or have been kept locked away in homes due to misguided belief or due to social stigma. While students of special education at public sector universities like University of Karachi, the University of the Punjab and Allama Iqbal Open University have done studies concerning existing students with autism at special schools, these studies have been area or city specific, and not country-wide, hence their findings are not generalized. Due to these circumstances in south Asia as well as in Pakistan, India estimates their figures at 1 in 500 children on the spectrum, and so do we. According to 1998 census report, the population of Pakistan is estimated to be 172,800,048 hence the number of people on the spectrum is estimated to be a minimum 3, 45,600 although due to under-reporting, misdiagnosis and social stigma we can say this number is in reality much higher.

The biggest problem is lack of awareness for the parents in Pakistan and hence lack of early intervention; due to social stigma, non-availability of trained professionals, expensive/limited therapists and no single physical organization for all their needs, which is why even those parents who are aware of autism must go to many locations and spend a lot of money on incompetent professionals and in most cases are given

wrong advice. When they find out about the diagnosis, most will blame vaccines and try to get chelation or contact quack-doctors such as herbal practitioners (hakeems/traditional healers) who may give steroids to them under guise of medicine.

There have been many achievements and breakthroughs, due to the hard work of parents, doctors, special educators and researchers in Pakistan, all have been recent efforts and have started a series of events which will get us where we want to be, maybe not in a year's time, but soon enough.

Most of the updates regarding the awareness efforts and trainings can be seen on the Pakistan Autism Meetup Group's online forum <http://autism.meetup.com/77/messages> where you can also interact with parents and professionals, and also on the www.autismpakistan.org website which updated every month. What the Pakistan Autism Meetup Group (an online web forum made up of Pakistani parents and professionals related to autism) does is give newly diagnosed parents the right advice, sharing their experiences and giving a social environment in their monthly free meetings like a support group where they can talk and meet others like them. Now this group established four Autism Resource Centers for parents, there is one in Karachi at the Ma Ayesha memorial Centre, one in RAMAQ Lahore, one in Step to Learn Special School in Islamabad and one at the Missionary hospital at Quetta. Through these free resource centers and free monthly meetings, parents of rural areas have also been able to get support.

Another online landmark is Q. F. Aleem's (an Asperger) youtube channel <http://www.youtube.com/qfazeem>.¹ There are a lot of videos available on this link including interviews, videos, lectures and autism workshops; all are in English or have English subtitles.

It is only in 2005 that the first autism awareness campaign was launched in the country by RAMAQ NGO founder Rukhsana Shah, and her efforts were limited and in a handful of areas as she was self funded and supported. However, in January, 2009 Dr. Maroof Qureshi and his wife have inaugurated Autism Centre in collaboration with Karachi City District Government and they have set up the first autism clinics at the

¹ An Introduction to Autism in Pakistan <http://www.aactionautism.org/node/158>

Jinnah Post Graduate Medical Centre and the National Institute of Child Health in Karachi. These are pioneering efforts which finally show a step in the right direction. They have launched mother-child and special educator training programs and plan to set up a specialized school in the future after adequate faculty have been trained.

The autism movement in Pakistan has just started a few years ago, we have a long way to go and thousands of people to reach out to, it continues to be a non-profit voluntary parent-led campaign.

Methodology

This study was conducted to identify the facilities available for students with autism in special in Pakistan and to assess the level of satisfaction of school administrators about the facilities available for students with autism in Pakistani schools. The sample of the study comprised on 19 administrators of special schools from six major cities of Pakistan which are catering children with autism. These 19 administrators were selected through convenient sampling technique. Out of these 19 administrators 52.6% were female and 47.4% were male. Age range of the administrators was 30 to 67 years. 5.3% administrators were graduates, 78.9% administrators were having qualification up to Masters Level and 15.8% administrators were having other qualifications. Job experience of administrators was 3 to 27 years. 52.6% administrators were designated as vice principals or deputy directors and 47.4% were designated as principals or directors. 42.1% administrators were using federal government financial resources, 15.8% administrators were using provincial government financial resources, 26.3% administrators were using fee and service charges, 5.3% administrators were using donations and 10.6% administrators were using some other sources for financial assistance of their institutes.

Researchers developed a self-made questionnaire to collect the data. Seventeen different statements were asked to see the perceptions of the respondents. In eight statements respondents were given two options Yes and No. In nine statements, respondents were given multiple options.

Findings

After the data collection, responses were coded by using numeric coding scheme. Data were analyzed by using SPSS software.

Table-1: Frequency distribution of the responses.

Sr. No.	Statement	Yes		No		Missing	
		Freq	%	Freq	%	Freq	%
1.	Availability of teacher's training program	11	57.9	7	36.8	1	5.3
2.	Availability of foreign training program	2	10.5	16	84.2	1	5.3
3.	Availability of trained teachers	10	52.6	8	42.1	1	5.3
4.	Availability of allied health professionals	9	47.7	9	47.7	1	5.3
5.	Architectural suitability of the building	7	36.8	11	57.9	1	5.3
6.	Availability of need based furniture	13	68.4	5	26.3	1	5.3
7.	Availability of weather control system	14	73.7	4	21.1	1	5.3
8.	Availability of assessment facilities	16	84.2	1	5.3	2	10.6

The model responses indicate that perceptions of administrators about the availability of facilities for students with autism in Pakistani schools are as under:

The model responses indicate that perceptions of administrators about the availability of facilities for students with autism in Pakistani schools are as 57.9% administrators believe that teachers' training programs are available in the schools, 84.2% administrators believe that no foreign training programs are available for special education teachers, whereas 52.6% administrators told that trained staff is available for children with autism in schools. 47.7% administrators told that allied health professionals are available at schools for children with autism, 57.9% administrators believe that buildings of schools are not architecturally suitable for children with autism, 68.4% administrators told that need based furniture is available in special schools. 73.7% administrators told that weather control system is available in schools and 84.2% administrators told that assessment facilities are available at schools.

Table-2: Building ownership

Responses	Rented		Personal		Government		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%
	7	36.5	6	31.6	5	26.3	1	5.3

Above table shows that according to the administrators 36.5% buildings were rented, 26.3% buildings were Government, 31.6% buildings were personal and 5.3% respondent did not respond on this statement.

Table-3: Adaptations in Lighting Facilities

Responses	To stop perpendicular lightening		Tube lights or bulbs were screen covered	
	Freq	%	Freq	%
	7	36.8	12	63.2

Above table shows that 36.8% respondents responded that they have made some special arrangements to stop perpendicular lightening and 63.2% responded that they have covered tube lights and bulbs.

Table-4: Sourced and Quality of Audio-Visual Aids

Responses	PECS Material		Sensory Therapy Equipment		TEACCH Equipment		Occupational Therapy		Speech Therapy Equipment		Missing	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	2	10.5	1	5.3	2	10.6	1	5.3	1	5.3	12	63.2

Above table 4 shows that 10.5% were using Picture Exchange Communication System (PECS) material, 5.3% were using Sensory therapy equipment, 10.6% were using TEACCH equipment, 5.3% were using occupational therapy equipment and 5.3% were using speech therapy material for the teaching of children with autism were as 63.2% respondents were not using any Audio visual aids.

Table-5: Responsibility of Bearing the Cost of Transportation

Responses	Free of Cost		With Cost		Missing	
	Freq	%	Freq	%	Freq	%
	7	36.8	9	47.4	3	15.8

Above table 5 shows that 36.8% respondents responded that they were providing free of cost transport facility to children with autism, 47.4% respondents responded that they were charging cost for transport facility and 15.8% respondents did not respond on this statement.

Table-6: Availability of Technical Facilities

Responses	TV, VCR and Multimedia		Computer, Audio Player and CD Player	
	Freq	%	Freq	%
	3	15.7	16	84.2

Above table shows that 15.7% respondents were using TV, VCR and multimedia and 84.2% were using computers, CD players, and audio players for the teaching of children with autism.

Table-7: Availability of Specialized Services

Responses	Identification and Educational Services		Technical, Vocational and Therapeutic Services	
	Freq	%	Freq	%
	12	63.2	7	36.8

Above table shows that 63.2% identification and educational services were provided by the schools, 36.8% technical, vocational and therapeutic services were provided by the schools.

Table-8: Availability of Standardized Educational Program

Responses	ATEC		Portage		CARS		DSM-IV		PER-R		Adaptive Behavior Scale		Any other		No	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	1	5.3	2	10.5	2	10.5	1	5.3	1	5.3	1	5.3	1	5.3	10	52.6

Above table shows that 5.3% responded were using ATEC, 10.5% were using Portage guide, 10.5% were using CARS, 5.3% were using DSM-IV, 1.5% were using PEP-R, adaptive behavior scale, any other tool for the assessment of children with autism and 52.6% respondents did not respond on this statement.

Table-9: PTA Supporting Areas

Responses	Building, Transport, Teachers		Equipment and Furniture		Missing	
	Freq	%	Freq	%	Freq	%
	4	21.1	1	5.3	14	73.7

Above Table shows that according to administrators 21.1% PTA financing them for building transports and teachers, 5.3% PTA financing them for equipment and furniture and 73.7% did not respond on this statement.

Table-10: Major Problems of the Institute

Responses	Building, Transport, Teachers and Funds		Equipment and Furniture		Missing	
	Freq	%	Freq	%	Freq	%
	4	21.1	1	5.3	14	73.7

Table 10 shows that 21.1% responded that building, transports, teachers and funds are their major problems, 5.3% responded that equipment and furniture are their major problems and 73.7% did not respond on this statement.

Implications

As results indicate that there is lack of professionally trained staff for the assessment of children therefore, all special schools should have professionally trained staff for the assessment of children with autism. Specific assessment tools should be available for the identification and assessment of children with autism in schools. Government should take special steps to promote research activities in this field as it is now most frequent disability of the world. Seminars, conferences and workshops should be organized on massive level to create awareness about autism and its treatment among parents, teachers, and in the general community. Government should allocate special funds for foreign training of teachers

in the field of autism. Only professionally trained teachers and therapists in the relevant field should be inducted in special schools for the education and training of children with autism. Least restrictive environment should be provided to children with autism therefore, all necessary adaptations should be made in the schools according to special education needs of children with autism. High functioning children with autism should be included in regular schools. Government should take measures for the capacity building of schools and staffs for the inclusion of children with autism in regular schools. Overall budget of special education should be increased so that maximum services could be provided to children with autism.

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LEGAL ENGLISH: A SPECIAL VARIETY OF ENGLISH

* Oluwole Akinbode

Abstract

English language as the language of colonization assumed different status especially after independence in Nigeria. It is for instance, the official language in many Anglo-phone. African countries; it is also the language of Administration, Education and the Judiciary to mention a few. Various environments where English is used paved way for the varieties of English all over the world. Each variety of English has its distinct and unique nature which makes it different from other varieties or Englishes'. Legal variety of English is one of those distinctive varieties. To interpret legal variety, one needs to be versed in the legalese. Since everybody can never be versed in the legalese, this study provides an ample chance for any reader that may have or has any business to transact in law.

Introduction

Legal profession is no doubt, a product of its history. That legal English remains problematic and incomprehensible to a layman would be as a result of its history. Although, this claim seems not obvious to some people, it is thereby assumed that the complexity and incomprehensibility of legal English to a layman is caused by the monopolistic use of language by legal practitioners.

Historically, legal English is said to have mainly originated from Anglo-Saxon, Latin, French and Norse. Peter Tiersma who is a Professor of Law and a degree holder in Linguistics documented the historical development of legal English in two of his research works: *Legal language* and *The Nature of Legal language* published in 1999.

Peter Tiesma (1999) documented that legal English generated its words from Anglo-Saxon mercenaries, Latin-Speaking missionaries, Scandinavian raiders and Norman invaders, all of who left their marks not only on England but on the language of its law. The Anglo-Saxon words include "bequeath", "goods", "guilt", "manslaughter", "murder", "oath", "right", the "riff", "steal", "swear", "theft", "ward", "witness" and "writ".

The Christian missionaries landed in 597 and introduced Latin. Its impact attracted the advent of the legal word. 'clerk' Mainly, 'Christianity was introduced to reinforce writing which later had a

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tremendous impact on law, although, Latin was complex to the most population.

Furthermore, French also had its own impacts on law. It was these that led to the coined phrase 'Law French'. Every effort to abolish its spread proved abortive. Eventually 'Law French' disappeared and possible reasons for its retention were seen. These include claims that it allowed for more precise communication, especially with its extensive technical vocabulary; the danger of having laymen read legal texts without expert guidance, the conservatism of the profession; and a possible desire by lawyers to justify their fees or charges and to monopolise the provision of legal services.

Law French left some impact like the addition of initial 'e' to words like 'squire' creating 'esquire'; adjective that follows nouns (Attorney General), simplification of the French verb system so that all verbs eventually ended in 'er', as in 'demurrer' or 'waiver', and a large amount of technical vocabulary, including many of the most basic words in our legal system.

As a result of the stages which the field of law has passed through, it thus remains problematic to a layman, law students and highly challenging to the legal practitioners. Law, being a professional discipline establishes a boundary between itself and some other areas of specialization via its intrinsic and fundamental features. Similar to this, it suggests that lawyers engage in discriminatory practices which limit other professionals from understanding the legal gimmicks.

More importantly the capability of a qualified legal practitioner is measured by his ability to manipulate language so as to claim proficiency in dealing with cases. Via these legal terms, lawyers seem to possess some linguistic sense of belonging. Words are tools of lawyers and judges. The accuracy and effective use of language in putting across a case might lead to an application of an inapplicable principle of law to persuade or manipulate the judge in favouring the defendant.

Tiersma (1999) also explained that legal language could be best described with the relatively new term sublanguage. He further explained that a sublanguage processes its own specialised grammar, limited subject matter, contains lexical, syntactic and semantic restrictions, and allows 'deviant' rules of grammar that are not acceptable in standard language. As regards its history, legal language could be regarded as a

complex reflection of the past linguistic habits that have developed over many centuries and which lawyers have learnt to use quite strategically.

Schame (2006) described legal profession as a profession of words with reference to David Mellinkof (1963). The legal profession is recognised all over the world as “Honourable Profession”, and this makes the members to be referred to as ‘learned’ due to their ability to organize words that are beyond the comprehension of a layman. To substantiate this claim, Tiersma (1999) cited a sentence constructed by a lawyer:

I Helen Hoover, of the Town of Goleta, country of Santa Babara and State of California, do hereby make published and declare this as and for my last Will and Testament, hereby revoking all wills and codicils theretofore by me made.

This could be simply stated as: I declare that this is my will and revoke any previous wills.

Peter Tiersma wrote about the suggestion of some critics in *The Nature of Legal Language*; some critics suggested that the long retention of legalese is not just due to the profession’s general conservatism, but comes from what might be called a ‘conspiracy of gobbledygook’. However, David Mellinkoff (1963) later wrote a classic critique of the language of law inside which he criticised the suggestion of these critics as follows: ‘*what better way of preserving a professional monopoly than by locking your trade secrets in the safe of an unknown tongue?*’

On the other hand, different opinions had been gathered from like-minded individuals who opined that lawyers discriminate via the use of some legal register or terminologies. They thus claim that monopolistic nature of law is characterized by the attitude of those involved that is, the lawyers.

Furthermore, another set of people opined that the lawyers must not be held responsible for the seemingly monopolistic nature of the field of law because law possesses what should be regarded as ‘intrinsic values’. Obviously the two opinions are highly controversial.

Characteristics of Legal English

Legal English being a special language as identified by Nablings (1981) possesses its own fundamental features. These characteristics differentiate it from ordinary English. Despite the fact that Legal English

characteristics are identified independently by different writers, there still exists harmony among the identified features. Peter Tiersma who is a professor of law and a degree holder in Linguistics identified some noticeable characteristics of legal language that stand as obstacles to laymen's comprehension.

Thus, Tiersma (1999) stated that 'legal language' is often full of wordiness, redundancy, and special vocabulary, and it often contains lengthy, complex, and unusual sentence structures'. In view of this, he affirms that there exists a strong relationship between legal language and legalese. In justifying his claim, Tiersma referred to legalese as 'an English term first used in 1914 for legal writing that was designed to be difficult for laymen to read and understand. The implication being that this abstruseness is deliberate for excluding the legally untrained and to justify high fees'. Moreover, Tiersma explained that legalese is characterized by long sentences, many modifying clauses, complex vocabulary, high attraction and insensitivity to the laymen's need to understand the legal gist. Consequently, one may infer conclude that the seemingly monopolistic nature of the field of law is characterized by the attitude of those involved (legal practitioners). And perhaps that is why lawyers are accused of monopolizing the legal practice.

Mellinkoff who was a law Professor identified some legal language feature with reference to the experiments conducted by two psycholinguists, Robert and Veda Charrow. The experiment was about two jurors who were saddled with listening to a tape recording of jury instructions. The jurors were asked to paraphrase what they heard to the best of their abilities. Disappointingly, almost half of the information was missing from some of the paraphrases. Mellinkoff (1963) therefore asked what exactly was responsible for the misinterpretation and incomprehensibility. Later, he concluded that the difficulty was due, not much to vocabulary items, but mostly to particular grammatical constructions, such as the occurrence of multiple negatives and excessive use of passive sentences and of nominalizations.

Richard C Wydick (1998) who was also a Professor of Law and author of a popular manual condemns that abstruse style is so typical of many legal practitioners. While doing this, he did not separate himself from the practice, hence he repeatedly used the personal pronoun: 'We', apparently including himself:

We lawyers do not write plain English. We use eight words to say what could be said in two. We use arcane phrase to express common place ideas, seeking to be autious, we become verbose seeking to be precise, we become redundant. Our sentences twist on, phrase within clause, glazing the eyes and numbing the minds of our readers. The result is a writing style that has, according to one critic four understanding characteristics, it is wordy, unclear, pompous and dull.

However, the critic referred to by Richard was none other than Mellinkoff who was an early advocate for simplicity and clarity in legal expressions.

Also, Tiersma (1999) identified 'archaic legal English lexicon' as one of the characteristics of legal English. He explained that archaic legal terms are typical of legal English. Peter stated that "The touch of archaism is not in vain, it is done on purpose. There are reasons behind this tendency towards words'. He thus backed his point by saying that legal language often strives, towards great formality; its nature gravitates towards archaic language.

Similarly Sabra (1995) identified archaic use of 'shall' as a common feature of legal language. Tiersma explained that the modal word 'shall' poses a level of difficulty in both interpretation of clauses containing it and in the translation of such clauses. Traditionally, the modal 'shall', in legal texts carries an obligation or a duty as opposed to its common function; expression of futurity.

Sabira (1995) furthermore identified redundancy as another quite noticeable feature of legal language. He explained that in legal writing, draftsmen avoid the use of anaphoric devices or referential pronouns, such as the personal pronouns (he, she, it, etc). For example: "The lesses shall pay to the lessor at his office", Here, it would be confusing whether the intended office is the one of lesses or that of the lessor.

At this juncture, citing of constitutional book is pertinent and necessary as it will substantiate the claim that legal language contains redundancy (unnecessary repetitions), complex sentence structures etc. A typical example of sentence structure where redundancy can be found is that of section 121; subsection 1 of 1999 constitution of the Federal Republic of Nigeria:

The Governor shall cause to be prepared and laid before the House of Assembly at any time before commencement of revenues and expenditure of the state for the next following year.

Redundancies are words, phrases, clauses or sentences which if removed from a construction cannot affect ideas conveyed or change the intended meaning. Thus, as in the case of the sentence adopted from the 1999 constitution of the Federal Republic of Nigeria “next” and ‘following’ could be categorized as redundancy in the sense that either of the two words can be used independently without affecting the intended meaning.

As regards the construction of lengthy sentences, 1999 constitution of the Federal Republic of Nigeria is a good specimen. Part two: Concurrent legislature list; section 4 of the 1999 constitution is adapted to substantiate the claim that legal sentences are often lengthy and verbose’:

The National Assembly may make laws for the Federation or any part thereof with respect to such antiquities and monuments or located, be designed by the National Assembly as National Antiquities or Monuments but nothing in this paragraph shall preclude a House of Assembly from making laws for the state or part therefore with respect to antiquities and monument not so designated in accordance with foregoing provisions.

Apparently, this sentence construction is lengthy and as such, it is unusual of non-legal construction. However, the sentence is not only lengthy but also seems to have neglected the necessity of a layman’s comprehension. Thus, for a layman to understand such construction, there will be a need to seek expert’s interpretation.

Differences between Legal English and Ordinary English

Legal English is quite different from ordinary English because of its intrinsic values. The way some words are used in legal English is quite different from the way they are used in ordinary English. As regards ordinary English, when “do is used in a declarative sentence, it is normally to add emphasis, this is not its function in legal language. For example, ‘people of California do enact... in this sentence, it marks that something is performed. The fuction of ‘Do’. Hence, the use of ‘Do’ is

anachronistic and unusual in this usage, it should be avoided; 'hereby' is easily understandable and meaningful. "The people of California hereby enact simply means that the legislature engages in the act of acting.

Furthermore, 'shall' is also used in unusual sense in legal language. It is commonly said that legal use of 'shall' does not indicate the future, but the imposition of obligation. But the word shall appear to function in promises or declarations. In reality, shall' seems to mark that the phrase in which it occurs is a part of the content or proposition of a performative phrase. Thus, in a contract, the parties perform the act of promising by signing the contract; the content of their promising is indicated by 'shall'. However, 'shall' has the function of indicating that the document in which it occurs is legal, which may help explain its perverseness in legal language. Generally, the meaning of 'shall' can be communicated more comprehensibly by 'must' or 'will' or 'is'.

The Semantics of Legal Register

In terms of meaning, legal interpretation differs in several ways from ordinary meaning. In ordinary English, what really matters is what a speaker means by an utterance (speaker's meaning), rather than what a word or an utterance means (word or sentence meaning). With statutory interpretation, courts now often look to the intent of the speaker (legislature intent). The reason for the legal interpretation to place less emphasis on the speaker's meaning is the problem of collective authorship, as well as the fact that one or more of the authors may be dead or otherwise unavailable.

A common criticism of the legal vocabulary is that it is full of antiquated features. These include archaic morphology such as 'further affiant sayeth not', the legal use of words and phrases such as: 'same', 'said', 'aforesaid', 'such and to wit', use of subjunctive especially in the passive such as 'be it known' and words like 'herewith', 'hereunder', 'whereto' although the expressions should be preserved because they are somehow more precise. In addition, concerning conservatism, the legal language is strictly conservative just like the religious language whose adherents are reluctant to change or even translate for fear of changing the meaning. The fact that courts have authoritatively interpreted a term does inspire caution. Furthermore, using proven language over and over can be economical. A less palatable reason is that because archaic language is hard for the most people to understand, lawyers sometimes

have a financial incentive to use it to justify high fees. Yet, when dealing with new legal concepts from which there is no existing word, lawyers do not hesitate to create novel terminology. As a result of these conflicting motivations and goals, legal language is an odd mixture of archaic with very innovative features.

Linguistic Description of the Legal Register

According to Danet (1985) and Hiltunen (1990), the stylistic or linguistic features typical of legal language are as follows:

1. Technical Terms: Every profession and occupation has its own special or technical vocabulary or 'terms of art' e.g. 'warranty' 'deed', 'criminal' proceedings', 'grantee', 'devisee', etc.
2. Common Terms with Uncommon Meanings: The legal variety of English uses familiar words but different meanings from that of general meanings e.g. the word 'assignment' does not suggest 'task or duty' in legal world but means transference of a right, interest or title. Similarly, the use of 'shall' refers to an obligation or duty not to the future.
3. Archaic Expressions: This is typical of legal documents; most of legal documents contain archaic words originated from old English and may have originally been introduced as ambiguity resolving elements or means of abbreviation. Furthermore, these archaic words add to the degree of formality of legal documents.
4. Doublets or Words Pairs: According to Danet (1985) many of the doublets or words pairs root in Norman Period. They are 'fixed' in the mind as frozen expressions, typically irreversible. Examples are 'last will and testament', 'give and bequeath', 'aid and abet', 'lease and desist', rules and regulations, etc.
5. Formality: Almost every expression in legal English has a high degree of formality. For example the preference of 'shall' and 'will', positions of people and institutions involved have capitalized initial letters. For instance, Grantor', 'Devise', 'Contractor', "Attorney". Even some of the documents are capitalized. Examples are: 'Warranty Deed', 'Last will' and 'Testament' etc.
6. Frequent Use of 'Any': This word is considered redundant the way it is used in legal discourse. Examples are as follows: 'any child or children', 'any encumbrances', any other assets, etc. However, Hiltunen (1990) concludes that adjectives in legal English are fairly

scarce because they are often imprecise and vague. Nouns tend to be abstract rather than concrete because they frequently do not refer to physical objects, and verbs are selected from a fairly small number of lexical sets.

The Syntactic Features of Legal Discourse

Danet (1985) claims that 'syntactic features are probably more distinctive of legal English than are lexical ones and certainly account for more of the difficulties of layperson in comprehending it. Consequently, he identifies eleven features:

1. Nominalization: This feature is considered by many linguists; Urbanova (1986) happens to be one of them. Examples are: "make such provision for the payment" instead of "provide for the payment", or "give time for the payments of any debts to pay" etc.
2. Passives: Passives are characteristics of formal documents. Sometimes an active verb may be suitable in a sentence but the use of the passive makes it more formal. On the other hand, it is sometimes impossible to use the active voice because there is no specific agent in a sentence, thus, the passive is the only choice.
3. Whiz deletion: It suggests the omission of the wh-forms plus some forms of the verbs 'to be', e.g... herein (which is) contain or implied.
4. Prepositional Phrase: This is typical of legal discourse. In legal documents, prepositional phrases often string out one after another. Consequently, Danet (1985) claims that 'prepositional phrases are often misplaced'.
5. Sentence Length and Complexity: This particular aspect is typical of legal English. According to Gustafsson (1975) an average sentence contains 55 words (twice as many as in scientific English for example).
6. Unique Determiners: The distinct representatives are those of 'such' and 'said': they are used in a specific way only for the legal discourse. They mean this, the, 'the particular, the one that is being concerned and no other. For example, the said property.
7. Binomial Expressions, Parallel Structures: According to Danet (1985) the register is striking for its use of elaborate parallel structures' and that 'binomial expressions are a special case of parallelism'. Gustafsson (1975) describes these items as 'sequence

of words belonging to the same form class, which are semantically related. Furthermore, Gustafsson (1975) claims that binomial expressions are part of the sentence. Some instances of binominals are; 'liable and responsible', 'engage and participate', 'goods and materials', 'generally and specifically, etc.

Prosodic Features

1. Assonance, Alliteration and Phonemic Contrast: Expressions like 'rules and regulations' 'contain or constitute' have alliteration /r/ and then /k/.
2. Rhyme, Rhythm and Meter: However, some instances of rhyme and rhythm may be found in binomial expressions e.g. 'whatsoever', and 'whosoever', 'employ and 'rely', 'in whole or in part, benefits from or interests under, etc.
3. Discoursal Level Features: This focuses on cohesion. Many scholars identify that legal register is low in cohesive devices because of the lack of clear sentence boundaries which is a phenomenon rather problematic in legal English. However, cohesion in legal documents is distinctive (Akinbode, 2006, 2008).
 - (a) Anaphora: The scarce use of reference and common repetition often makes legal texts 'heavy and monotonous'.
 - (b) Conjunctions: Words such as hereinafter, aforesaid often contribute to cohesion.
 - (c) Substitution: This is generally considered rare in legal English, though some instances can be found.
 - (d) Lexical Cohesion: According to Danet (1985): There is apparently repetition due to the avoidance of pronouns in legal sentences.

Conclusion

Legal register and discourse are a special variety of English which is used to transact any legal business and used by legal luminaries who are versed in the language. Legal register is restrictive and anybody who is legally untrained would definitely find it difficult to interpret it. However, it should be learnt as a special variety of English especially by Language and Linguistics Students.

Recommendations

1. Legal register should be taught in the secondary schools through the vocabulary Development lessons as well as lexis and structures exercises.

2. Legal register should be taught at the tertiary level of education through the Use of English and Communication Skills programmes.
3. Linguistics and Language lecturers should teach legal register as English for special/specific purpose at the tertiary level of education.
4. Legal luminaries are also advised to use simple expressions that would allow them to be understood by laymen.

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STUDENTS' PERCEPTIONS OF ASSESSMENT PRACTICES

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Abstract

Assessment plays a critical role in the learning process of students and learning is considered to be directed by the way students perceive their assessment practices. This paper reports the results of a study of the students' perceptions of the current assessment practices. By employing a survey research design gender and year level difference in the perceptions of the students were also explored. Students' Perceptions of Assessment Questionnaire (SPAQ) having five scales: congruence with planned learning, authenticity, student consultation, transparency, and diversity, consisting of 24 items was used as an instrument for data collection from a sample of 120 students.. Descriptive statistics (mean, median, mode, standard deviation etc.) and independent sample t-test were used for data analysis. The results of the study revealed that students were satisfied with their current assessment and there were no significant gender and year level differences in their perceptions of assessment.

Keywords: Assessment Practices, Students' Perceptions

Introduction

Classroom assessment is an integral part of teaching learning process. It is defined as a process of gathering, analyzing and interpretation quantitative and qualitative information for making educational decisions (Linn & Gronlund, 2005). Learning is directed by the way students perceive their assessment practices (Segers, Gibels & Thurlings, 2008). It has also been reported that it is not the assessment technique but the way students' perceive their assessment that affect their learning. Research has shown that student achievement is effected by the way they perceive their assessment (Alkhurusi, 2011) and that assessment plays critical role in learning process of students.

Until the late 1960's research in classroom environment and students and teachers behavior gave importance only to the views of expert observers (Koul & Fisher, 2006). Dunkin and Beddy (1974, cited in Koul & Fisher, 2006) recommended the use of objective data to research teaching process. The study of classroom psychological environment recommended that research in classroom must used

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objective data. Despite the use of expert observers to code teacher and student behaviour was continued in practice. Since research in teaching process followed data collected from both teachers and students. Walberg (1976, cited in Koul & Fisher, 2006) also gave importance to this methodological approach in which students' perceptions played as mediators to assess learning process. Walberg (1976, , cited in Koul & Fisher, 2006) recommend the use of students' perceptions data to measure environment because students considered to be able to perceive and gave importance to stimuli and gave their valid judgments about environment of their classes

Like other aspects of school and teaching learning process students are also consider to hold clear views about their assessment practices. They are concerned with the importance of their assessment practices, fairness of assessment practices and its quality to fulfil the learning goals (Dorman & Knightley, 2006, Alkharusi, Aldhafri, Alnabhani & Alkalbani, 2013). Students' perceptions of assessment practices came into being due to teachers' assessment practices and influenced students' learning outcomes (Alkharusi, 2011)..This study aims to explored students' perceptions of assessment practices at Institute of Education and Research.

Differences in Students' Perceptions of Assessment

Research in the area of students' perceptions of assessment has established the fact that students were different in their perceptions of assessment on the basis of different background variables such as, gender, year of study, ethnicity and age (Kniveton, 1996, Devi & Challa, 2013). Dhindsa, Omer and Waldrip, (2007) conducted a study to measure students' perceptions of assessment practices. It also investigated gender based, race based and grade based differences in perceptions of assessment. It reported that students' perceptions s were similar across gender and different grads, but their perceptions of assessment was statistically different on the basis of ethnic group. Koul & Fisher (2006) directed a study to develop and validate assessment questionnaire in which results informed no significant gender differences in students' perceptions of assessment. But they found significant year level difference in perceptions of assessment.

An investigation carried out by Devi & Challa (2013) to measure students' course assessment views, in which gender differences,

differences in area of specialization and year level differences were investigated. They found significant gender difference in perceptions of consultation of students and year level differences in perceptions of congruence and authenticity of course assessment, while the students were not different in their perceptions with respect to their areas of study.

Cakan (2011) aimed to examine and validate "Assessment Task Inventory" developed by Dorman & Knightly (2006) on Turkish students. It measured students' perceptions on the basis of gender and program and year of study. The results demonstrated that male students had more positive perceptions about assessment as compared to females. Result of post hoc test showed that students from different programs revealed similar perceptions of assessment, except student of music, computer education and educational technology. Whereas there were no statistical differences on the basis of year level (from 1st to 4th year). These researches showed contradictory and inconsistent results to determine differences in students' perceptions of assessment due to different background variables. Therefore, more investigation is needed to determine the extent of differences in students' perceptions due to different background variables (Devi & Challa, 2013).

Statement of the Problem

This study aimed to explore students' perceptions of assessment practices at Department of Research and Assessment, Institute of Education and Research (IER). This study also investigated the gender and year level differences in students' perceptions of assessment practices.

Research Questions

This study has following research questions:

1. What are students' perceptions of assessment at Department of Research and Evaluation?
2. Are there any differences in perceptions of males and females?
3. Are there differences in the perceptions of students enrolled in first year (2nd semester) and final year (4th semester) of study year?

Assessment System at the Institute of Education and Research

The Institute of Education and Research was established in 1960 in collaboration with the School of Education, Indiana University, U. S. A. It is located at the Quaid-e-Azam Campus of University of the Punjab in

Lahore. It is the pioneer Institute in Pakistan for promoting studies in the field of Education. The Institute follows semester system. Number of courses for two years Master Degree Programs are 22-25 with a total of 66-75 credit hours. Students are offered five of six courses in each semester, with total of 32 credit hours in each semester. Each semester is of eighteen weeks with sixteen weeks for teaching and one to two weeks for examinations. In addition to coursework students are also required to take a six credit hours research project (dissertation)/project report/ internship/or a special paper, entailing 9.09% percent of the study load for the four semesters. The teacher is responsible for the evaluation of the work/ performance of the students of his/ her class and for the award of grades to them on the basis of such evaluation. The number and nature of tests and assignments depends on the nature of the course. However, in the case of taught courses there is at least one home assignment, two tests (mid semester and final examination) in each course with the following weighting:

- Assignments 25%
- Mid Semester Examination 35%
- Final Examination 40 %

To pass a course, the student must obtain at least a 'D' grade, represented by 50% cumulative score in mid and final semester examinations and 50% separately in the assignment out of the assigned marks. A mid semester examination is conducted eight weeks after the commencement of the semester and the final examination is held at the end of the semester ([University of the Punjab, 2008](#))

Methodology

The purpose of this study was to measure students' perceptions of assessment practices at the Institute of Education and Research. Further this study explored the gender differences, year level differences and differences with respect to shift of study in students' perceptions s. Therefore descriptive survey research design was used to conduct current study

Participants and Procedure

Sample of the study comprised of 120 (115 females and 5 males) postgraduate students. enrolled at the Department of Research and Assessment. Fifty percent (n=60) of the sampled participants were in the

were in the 2nd semester and 50% (n=60) were in the 4th semester of their MA course.

Instrument

This study used Students' Perceptions of Assessment Questionnaire (SPAQ) developed by Cavanagh, Waldrup, Romanoski, Dorman and Fisher (2005). The questionnaire had 24 items related to the five scales as follows:

Authenticity: The extent to which assessment tasks feature real life situations or those are relevant to the learner .

Congruence with planned learning: The extent to which assessment tasks organize with the goals, objectives and activities of the learning program.

Diversity: The extent to which all students have an equal opportunity to complete assessment tasks.

Student consultation: The extent to which students are consulted and informed about the forms of assessment tasks being used .

Transparency: The extent to which the purposes and kinds of assessment tasks are well-defined and clear to the students.

The items on the SPAQ scales required students to indicate their relative agreement to the quality of their assessment on a five point scale as follows: 5=strongly agree, 4= agree, 3=neutral, 2=disagree, 1=strongly disagree. Data for the study was collected immediately after the final exams for the semester. The research has documented the qualities of validity and reliability ($\alpha=.86$) of SPAQ. The questionnaire was administered in English because the medium of instruction at postgraduate level of study is English.

Analysis of Data

Analysis of data was conducted in two stages. First descriptive statistics (mean, median, mode, SD, skewness and kurtosis) of students' responses on five scales of SPAQ (i.e. congruence with planned learning, authenticity, student consultation, transparency and diversity) were calculated for measuring students' perceptions of assessment practices. (congruence with planned learning and authenticity). This analysis provided information about the nature of students' perceptions of the assessment. Second independent sample t-tests were conducting to explore gender differences, year level differences in perceptions of students (Pallant, 2007).

Results

Descriptive Statistics

Table 1 represents the descriptive statistics for five scales of the SPAQ. The mean score for all scales were well above the scale mid-points and varied between $M=3.56$ and $M=3.65$ (participants scored between 1 and 5), indicating that students generally had positive perceptions of about all aspects of their assessment.

Table-1: Students' Perceptions of Assessment Practices

Scales	Mean	SD	Min	Max	Skewness	Kurtosis
Congruence with planned learning	3.63	2.68	8	23	-.82	1.06
Authenticity	3.65	2.95	5.00	24.00	-1.07	2.61
Student consultation	3.56	2.91	10.00	24.00	-.51	-.06
Transparency	3.58	2.90	9.00	24.00	-.68	.57
Diversity	3.64	2.30	5.00	19.00	-1.21	2.47
Total	3.63	10.79	48.00	111.00	-.64	.96

Gender Differences in Students' Perceptions of Assessment Practices

Table 2 shows that there was no significant difference ($t= -1.004$, $df= 118$ and $p > .005$) in perceptions of males ($M= 82.00$, $SD= 5.43$) and females ($M= 86.94$, $SD=10.93$) indicating that males and females have similar perceptions of assessment practices.

Table-2: Gender Differences

Variable		N	Mean	SD	t-value	df	Sig.
Gender	Male	5	82.00	5.43	-1.00	118	.32
	Female	115	86.94	10.93			

Table 3 illustrates gender differences in subscales of SPAQ. The results showed that there were no significant differences in perceptions of male and female on any scale of SPAQ. For example there was no significant difference ($t= -1.02$, $df= 118$ and $p > .05$) between female ($M= 17.00$, $SD= 1$) and male ($M=18.24$, $SD=2.72$) about congruence of assessment. The result showed that males and females had the similar perceptions of assessment practices done at IER.

Table-3: Gender Differences on Scales of SPAQ

Scales	Groups	N	Mean	SD	t-value	df	Sig.
Congruence	Female	5	17.00	1.00	-1.02	118	.31
	Male	115	18.24	2.72			
Authenticity	Female	5	17.40	2.19	-.66	118	.50
	Male	115	18.30	2.99			
Student consultation	Female	5	16.40	2.88	-1.11	118	.27
	Male	115	17.86	2.90			

Transparency	Female	5	16.60	1.95	-1.04	118	.30
	Male	115	17.97	2.93			
Diversity	Female	5	14.60	1.67	.03	118	.97
	Male	115	14.56	2.33			

Year Level Differences in Students' Perceptions of Assessment Practices

An independent sample t-test was conducted to compare perceptions of students enrolled in first and final year of study. As shown in table 4 There were no significant difference ($t= 1.23$, $df= 118$ and $p > .05$) in perceptions of students enrolled in first year ($M= 87.95$, $SD= 10.22$) and final year ($M= 85.53$, $SD= 11.28$) of study.

Table-4: Year Level Differences

Variable	Groups	N	Mean	SD	t-value	df	Sig.
Year of Study	First Year	60	87.95	10.23	1.23	118	.22
	Final Year	60	85.53	11.28			

Table 5 shows year level differences in students' perceptions on five subscales of SPAQ. The results showed that there was no year level; difference in students' perceptions of assessment except on student consultation scale. For example, there were no significant year level difference ($t= .37$, $df= 118$ and $p > .05$) between first year students ($M= 18.28$, $SD= 2.68$), and final year students ($M= 18.10$, $SD= 2.70$) about congruence of assessment. But there was a significant difference ($t= 2.00$, $df= 118$ and $p < .05$) first year students ($M= 18.33$, $SD= 2.48$) and final year students ($M= 17.90$, $SD= 3.34$) about student consultation of assessment practices.

Table-5: Year Level Differences on Sub-scales of SPAQ

Scales	Groups	N	Mean	SD	t-value	df	Sig.
Congruence	First Year	60	18.28	2.68	.37	118	.71
	Final Year	60	18.10	2.70			
Authenticity	First Year	60	18.62	2.47	1.33	118	.18
	Final Year	60	17.90	3.34			
Student consultation	First Year	60	18.33	2.48	2.00	118	.047
	Final Year	60	17.28	3.20			
Transparency	First Year	60	17.97	2.99	.19	118	.85
	Final Year	60	17.87	2.84			
Diversity	First Year	60	14.75	2.43	.87	118	.38
	Final Year	60	14.38	2.16			

Discussion

This study was designed to explore students' perceptions of assessment practices at IER using a developed instrument SPAQ.

Gender, and year level differences in the students' perceptions were also investigated..

Results of the study revealed that students' had positive perceptions of assessment practices done at the Institute of Education and Research. This result was consistent with the results of studies by Mussawy, (2009), and Gao, (2012). These studies showed that students' hold positive perceptions of their assessment practices. But the result of the current study were in contrast to the studies by Devi & Challa, (2013) and Dhindsha, Omer & Waldrip, (2007), which showed that students' hold negative views of their assessment practices.

The mean scores on all sub-scales of SPAQ showed that students possess positive perceptions in all scales of SPAQ. These results stand in contrast to some previous researches where congruence with planned learning was not positively perceived by the students (Dhindsha, Omer & Waldrip, 2007, Devi & Challa, (2013). While students were also contain negative perceptions about authenticity of assessment (Elkhader, 2008, Devi & Challa, 2013). In this study mean scores of student consultation showed positive perceptions of students. While this result was contradict with the results of Gao, (2012) and Dhindsha, Omer & Waldrip, (2007). Students' perceptions of transparency in the assessment was also positively perceived by students; the results of Mussawy, (2009) and Gao, (2012) confirmed this. Diversity in assessment was also positively perceived by the students', results of Mussawy, (2009) confirmed it. But students' perceptions of diversity in assessment are negatively perceived the study conducted Gao, (2012). Students' perceptions about transparency and diversity were negative in the studies conducted by Dhindsha, Omer & Waldrip, (2007), Devi & Challa, (2013) and Elkhader, (2008). The positive students' perceptions in all sub scales of assessment at IER showed that students were satisfied with their assessment practices and also with different aspects of assessment.

The results of current study revealed that there were no significant differences in the perceptions of male and female students. These results support the results of the previous research by Koul & Fisher, (2006), but stand in contrast to the results of the study by Dhindsha, Omer & Waldrip, (2007) where significant gender differences were reported. perceptions of male and female students' in all scales of SPAQ, while in previous In contrast to results of the current study previous

research has also reported significant gender difference on sub scales of scales of SPAQ for example Devi & Challa, (2013) found significant gender differences on student consultation scale and Gao, (2012) found significant gender difference in perceptions about authenticity and transparency of assessment..

The results of current study showed that overall there was no significant year level difference in students' perceptions of assessment. However, significant year level difference was revealed on student consultation scale This result stands in contrast to the results of the study by Koul & Fisher, (2006), Elkhader, (2008) and Dhindsha, Omer & Waldrup, (2007), who found a significant year level differences in students' perceptions of assessment. Similarly research by Devi & Challa, (2013) showed significant year level difference in the perceptions about 'congruence with learning outcomes' and d authenticity scale of SPAQ.

Implications of the Current Research

This study aimed to explored students' perceptions of assessment practices at IER The current study was a significant endeavor to find out students' satisfaction with their assessment practices. The results of the study provided a small picture to depict students' perceptions of assessment. It helped teachers to understand not only different aspects of assessment but also students' perceptions of these aspects of assessment and provided basis to improve their assessment practices. Significant difference in the perceptions of first year and final year students about "student consultation" scale suggests that teachers should try to inform students about the forms of assessment tasks being used and should have more consultation with their students.

Recommendations for the Future Research

Following recommendations are re made to conduct future research in this area:

1. Similar research should be conducted at a larger scale by including participants from different faculties and departments of the University of the Punjab, Lahore.
2. Departmental difference students' perceptions of assessment must be explored
3. Teachers' perceptions about assessment practices should also be explored and compared with the perceptions of students.

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PRAGMATIC ANALYSIS OF DEVIATIONS OF COOPERATIVE PRINCIPLES IN SAMUEL BECKETT'S *WAITING FOR GODOT*

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Abstract

There is no denying that for a meaningful communication to take place, the interlocutors ought to observe in the words of Paul Grice (1975) 'Four Maxims of Cooperative Principle'. However, for the communication to become meaningful and effective, utterances are interpreted and understood in context, not in isolation. Pragmatics, a relatively new branch of linguistics, deals with all the sociological and psychological phenomena which occur in the functioning of speech. It does not interpret a textual discourse at its surface level but goes to its meanings at deeper level. Samuel Beckett, the pioneer of 'The Theatre of the Absurd', affirms that we try to conceal reality behind words but we fail because language reveals more than is intended by the speaker. Beckett's master piece *Waiting for Godot* provides rich foregrounded material for pragmatic analysis as characters of the play frequently flout the maxims of Cooperative Principles. For a lay man, the utterances of the dramatis personae seem to communicate nothing because of repetitive sentence structures, unconventional dialogues and untraditional symbols. But, this research paper aims to establish that all these deviations/floutings of Cooperative Principles would yield a variety of meanings when analysed in context. A number of passages from the text are selected for analysis on the basis of their stylistic and thematic significance. Mick Short's (1997) model of description, interpretation and evaluation has been applied for the analysis of the selected texts.

Keywords: Pragmatics; Deviations; Cooperative Principles; The Theatre of the Absurd; tragi-comedy

Pragmatics is described as a study of "intended speaker's meaning" or of "invisible meaning" (Yule, 1997, p. 127) as the meaning has to be recognized in a context with deliberation because it is not conveyed simply and directly. Moreover, with the help of deixis, the speaker refers to something temporally, spatially and personally: either it is near to him or away from him. Yule (1997) propounds pragmatics as "the study of relationships between linguistic forms and the uses of these forms" (p. 4).

Whenever there is a conversation going on between two persons, it indicates that both of them are giving their share of information to each other. In other words, they are being cooperative. The theory of

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Cooperative Principles was presented by Paul Grice (1975). He states that the four Cooperative Principles of Quantity, Quality, Relevance and Manner are necessary for effective communication consisting of accurate, true, relevant and unambiguous interaction between the interlocutors. The four Cooperative Principles with their sub-maxims are the following:

Quantity

1. Make your contribution as informative as is required (for the current purposes of the exchange).
2. Do not make your contribution more informative than is required.

Quality

Try to make your contribution one that is true.

1. Do not say what you believe to be false.
2. Do not say that for which you lack adequate evidence.

Relation

Be relevant

Manner

Be perspicuous

1. Avoid obscurity of expression.
2. Avoid ambiguity.
3. Be brief (avoid unnecessary prolixity).
4. Be orderly.

(Paul Grice, pp. 26-27, 1991)

These principles draw an ideal picture of human communication. The speaker may sometimes deviate, opt out, violate, breach or flout the maxims. In such situations, meanings are implicit not explicit. The most frequently applied tools of implied conversation (Implicatures) are irony, metaphor, metonymy, litotes, simile, and hyperbole etc. Irony is “the technique of implying the opposite of what is actually said”, (Russell, 2001, p. 206). Metaphor is a word derived from “Greek *meta* ‘change’ and *phero* ‘I bear’, and has come to mean a change or transfer of significance from one object to another” (p. 211). In this way, all these devices add more meanings to the utterance than are seemingly conveyed by speakers.

Beckett’s play *Waiting for Godot* represents “the predicament of man living in the age of science and industrialization” (Pickering, 1988, p. 3). Two men at a country road are waiting for a man named Godot

who does never come. They spend their time of waiting in idle talk but their discourse gives a variety of meanings. The absurdity and incongruity of the text of *Waiting for Godot* will give way to its meaningful and logical deciphering with the help of pragmatic analysis. In the drama, dialogue is an essential element and Beckett creates a new and negative myth by its failure which is “a source of creative energy, is comparable to the familiar power of certain negative emotions as motives to action, and to ‘the negative way’ as a source of spiritual life” (p. 135).

Samuel Beckett's *Waiting for Godot* is a tragi-comedy. Beckett's economy of expression in his plays causes ambiguity in his texts for the common readers. Drama stages action through dialogues. But most often, Beckett's character does not understand other character's talk which causes irrelevance of content in the situation; hence, it ends in apparent meaninglessness of the conversation but it provides a new horizon of heterogeneous meanings to the researchers with Pragmatic study of the text. The dramatis personae have multifaceted speeches which can be understood only with the help of the contextual study of Pragmatics.

Textual Analysis

The sequence of the analysis of the given passages is: 1) first, the conversation between the characters is described in terms of the context; 2) second, deviations of the maxims of cooperative principles are interpreted in terms of their implications; 3) finally, the implied meanings are evaluated in terms of communicability. To facilitate the readers, the researchers have numbered every dialogue of the characters in the play.

Text-1

Vladimir: (1)
I'm glad to see you back. I thought you were gone
for ever.

Estragon:
Me too.

Vladimir: (2)
Together again at last! We'll have to celebrate this.
But how? (...) Get up till I embrace you.

Estragon:
(...)Not now, not now.

Vladimir: (3)
(...). May one enquire where His Highness spent
the night?

Estragon:

In a ditch.

(p. 9)

Vladimir and Estragon are two friends who are waiting for Godot. In the night time, they depart from each other and in the morning, they meet again at the same place. In this scene Vladimir wants to embrace Estragon out of love to celebrate their reunion but Estragon refuses to do so. Consequently, Vladimir gets hurt emotionally and asks Estragon about the place where he spent his night.

It is interesting that Vladimir, in his utterance 3, does not ask Estragon about his night stay with a simple question as 'Where did you spend the night?' after departing from him yesterday. In spite of a short and simple interrogative, he uses a long sentence consisting of a modal auxiliary 'may', pronouns "One" and "His" in the place of "I" & "You" and the word "Highness" which is one of the 'honorifics'- "the expressions which indicate higher status" (Yule, 1996, p. 10) for Estragon who is a tramp and equal in social status with Vladimir. The reader gets perplexed at the prolixity and ambiguity of this utterance, because Vladimir is flouting the maxims of Quantity, Quality and Manner.

Vladimir is talking to his friend but he is giving false personal deixes to the reader as "One" and "His" for himself and Estragon respectively where he should have used "I" and "You" respectively. He is using "may" a modal auxiliary, which shows the uncertainty on the part of the speaker as the listener can condescend to reply his query if he opts to; otherwise, he can refuse to answer because of his superior or powerful social status. Vladimir is not being brief; even then his information is not as informative for the reader as it should be. Actually, Vladimir has used here an implicature, an irony by giving an exaggerated treatment to Estragon when he refused to hug Vladimir at his arrival on the "Country road", a place where they are supposed to wait for Godot. Hence, he is affronting him with "mock-politeness" (Leech, 1989, p. 176) in an indirect address by the sarcastic use of title like "His Highness" which is used for a person to whom it is "clearly inappropriate" (p. 176). We know that Estragon is neither a king nor a noble man to be interrogated in such a hyperbolic way of reverence. Hence, the humorous and ironical effect is created on the readers because more is conveyed than said.

Earlier on, Vladimir used first person singular and plural personal deictic pronouns as 'I' and 'we' to show intimacy between them, but now he uses (pronouns) 'one' and 'his'. He uses "one" to address himself as a common man or a stranger to Estragon because Estragon, being totally obsessed by his boot, does not pay attention to his friend Vladimir. The pronoun "His" shows distance from the speaker. This distance deixis is used for Estragon and past sentence "spent" also shows psychological distance of Vladimir from Estragon. Vladimir has used irony in his utterance and its ironical effect aggravates when Estragon tells his friend that he spent his night in a ditch. So, there is a deflation in the status of Estragon after his elevation. This contrast enhances the bitter situation of Estragon's life. It projects his extreme poverty because of which he is unable to live in a room or a home and this may be the cause of his indifferent behavior towards other human beings.

So, the gap between Vladimir and Estragon's utterances generates comedy as well as tragedy of human life which become the quintessence of the Theatre of the Absurd. "The absurdity arises from the largeness of the gap" (Hasan, 2002, p. 122).

Text-2

Vladimir: (1)
And now you turn him away? Such an old and faithful servant.

Estragon:
Swine!
Pozzo more and more agitated.

Vladimir: (2)
After having sucked all the good out of him you chuck him away like a . . . like a banana skin. Really . . .

(p. 33-34)

Pozzo-Lucky or the master-slave relationship is discussed here. Pozzo recites a lyrical extract on man's happy and sad moods. After accomplishing his speech, he reveals that Lucky has taught him all these things and has given all his knowledge to Pozzo, his master. Now, Pozzo claims to be more intellectually rich and physically fit than Lucky. On the other side, Lucky's intellect is becoming faulty because of his old age. Pozzo's demands from Lucky are still very high which he cannot completely fulfill at this stage. Consequently, Pozzo decides to sell Lucky at a fair and earn some money. Vladimir and Estragon erupt and

object on his unjust conduct towards Lucky who is tied with a rope around his neck. Lucky should have been treated sympathetically.

Estragon's dialogue "Swine!" consists of just one lexeme "swine" which is a noun; the exclamatory sign after it expresses the extreme anger and hatred for Pozzo. Vladimir was not so severe in his indictment against Pozzo, but Estragon is very vociferous in his criticism on him. "Swine" is a greedy animal. Apparently, it has no resemblance with the human beings. So it is a breach of Quality maxims. This is a deanthropomorphic and dehumanizing metaphor in which a human being is reduced to the level of an animal. The implied meaning refers to Pozzo as a greedy man of a capitalist world. He looks only for his own benefit. He consumes all the energies of his slave which proves him an avaricious and covetous man.

Pozzo's nervousness is shown by Beckett in the drama. He is getting upset and disturbed on hearing the remarks of both the friends. He has been the object of his own praise and Lucky's obedience all the time. Now, he is the target of Vladimir's and Estragon's censure which is nerve-shattering to him.

Vladimir in his turn (in utterance 2) says that Pozzo wants to expel Lucky from his job after enjoying his services as someone throws banana skin after eating banana. Vladimir's utterance is creating a conceptual gap of understanding. How is this possible that a human being can be thrown away as a banana-skin? Vladimir is exploiting the maxim of Quality. He is not presenting true picture of events so it causes ambiguity of style and manner, as a result he is breaking the maxim of relation also. Vladimir is perhaps overcome by Pozzo's gestures and facial expressions. He is no more straight forward in his blame on Pozzo that is why he talks in a circumlocutory manner. Vladimir tries to elaborate his point of view about Lucky and Pozzo's relationship with the help of a simile. "Simile postulates the comparison: X is like Y" (Bradford, 1997, p. 26). By the comparison, the implied meanings become explicit. Plant analogy has been used to represent a human being; it is generating dehumanizing element. The value of human being is compared with the value of a fruit skin which is aggravating the valuelessness of Lucky for his master. Banana is tasty and nutritious fruit but its skin is just scrap. Fruit is utilized and eaten by us but its skin is distasteful and useless so it is thrown away. Same is the condition of workers, servants and masses

represented by Lucky for the capitalist sado-masochistic landlords and dictators in this world. Pozzo has sucked all the intellect and aesthetics from Lucky about beauty and grace but in spite of being grateful or affectionate towards him, he wants to get rid of him. Lyons (1983) writes that the poverty and richness of the characters in the drama symbolizes a “socioeconomic scheme” (p. 42). He compares and contrasts Pozzo and Lucky with lordship and bondage model of Hegel in which slave produces goods for his masters but slave cannot own them; the slave does perform all the duties assigned to him by his master. Lyons points out some differences between Hegel’s philosophy and Beckett’s viewpoint by informing the reader that Beckett’s slave who is Lucky in *Waiting for Godot* generates thoughts; he does not make objects. Through his intellect and contemplation he connects his master, Pozzo, to the modern world. “That world, however, has escaped them both; nothing of its remains but the words of his disturbing tirade that oppresses both servant and master” (pp. 42-43).

Vladimir gives a pause in his speech after “like a” and he repeats these lexemes also. This is creating redundant material which is in extra quantity which is not needed in his speech act. It leads to the breach of Quantity maxim. Vladimir may be searching for some appropriate words to evaluate Lucky’s condition but he may be facing difficulty because of his faulty memory. In addition to this, he may have realized his own situation in life which is below Pozzo’s rank and this reality has benumbed his senses, therefore he falters and hesitates to use some hostile and impolite expression for Pozzo. The pauses play a vital role in the drama; they add semantic richness in the text. Worton presents different types of pauses and their implications in Beckett’s *Waiting for Godot*. He discusses “silences of inadequacy, when characters cannot find the words they need; silences of repression, when they are struck dumb by the attitude of their interlocutor or by their sense that they might be breaking a social taboo...” (qtd in Pilling, 2001, p.75). Beckett is a moralist. Through his drama, he presents the right and wrong deeds for the readers to appreciate or deprecate them. He tells us that Pozzo’s treatment of Lucky is a malevolent act. It is severely disliked by Vladimir and Estragon who are the spokesmen of Beckett.

Text-3

Pozzo:

(1)

Gentlemen, you have been . . . civil to me.

Estragon:

Not at all.

Vladimir:

What an idea!

Pozzo:

(2)

Yes yes, you have been correct. So that I ask myself is there anything I can do in my turn for these honest fellows who are having such a dull, dull time.

Estragon:

Even ten francs would be welcome.

Vladimir:

We are not beggars!

Pozzo:

(3)

Is there anything I can do, that's what I ask myself, to cheer them up? I have given them bones, I have talked to them about this and that, I have explained the twilight, admittedly. But is it enough, that's what tortures me, is it enough?

Estragon:

Even five.

Vladimir:

(to Estragon, indignantly). That's enough!

Estragon:

I couldn't accept less.

(p. 39)

Pozzo makes a remarkable speech on evening and approaching night. He asks for the comments from Estragon and Vladimir. Initially, they pass good remarks on it but after some time their latter comments show their dissatisfaction with his performance. On the whole, Pozzo gets encouragement from their pronouncements and expresses his intention to reward them at their patience with him in utterance 1.

In Pozzo's utterance 2, we find recurrence of "yes" and "dull" which is superfluous. In normal sentence, such repetitions as "yes yes" and "dull, dull" are not found. It is redundancy of lexeme which breaches the Quantity maxim. It shows that Pozzo prefers long conversation and exaggerated style. Moreover, he is a great hypocrite who pretends a lot thus Vladimir and Estragon do not credit his comment. Pozzo has to utter "yes" twice to make them believe on his observation. Pozzo says that he craves for paying them tribute for their nice conduct towards him.

Estragon values Pozzo as powerful and rich feudal who can grant them some money. He demands some money from Pozzo. Vladimir dislikes taking any help from Pozzo. Vladimir uses first person plural pronoun “we” which is a personal deictic including him and Estragon in his statement. He does this to save their respect before Pozzo. Vladimir admonishes Estragon that they are not beggars to beg for money or food from people.

Pozzo’s third dialogue has unnecessary prolixity. Instead of saying that he has been courteous with Estragon and Vladimir, he enumerates a long list of his small deeds of civility so he is flouting the maxim of manner. His first beneficent act is of granting chicken bones to Estragon but he has used pronoun “them” which includes both the friends. It is wrong usage of plural pronoun for a single person which provides erroneous information to the reader hence breaching the Quality maxim. While saying this he tries to present himself as a man who wants to extend his generosity to both of them. Pozzo’s utterance “I have given them bones” fails to create the required effect of inspiring the reader as well as Estragon and Vladimir because Pozzo gave the bones after eating flesh on them. This fact creates sarcasm and satire on Pozzo who threw the bones away when he did not need them and he allowed Estragon to take bones on the latter’s request. Pozzo’s next deed of helping them is passing their time with his conversation on miscellaneous topic. In one of the topics, he gives valuable information to the tramps who are strangers at this place. According to him, he painted a picture of evening with words to entertain them. In reality, he himself is in dire need to converse with someone to get rid to his boredom that is why he proposes to “to dally with” them snobbishly. Beckett’s portrayal of his character is ironical and satirical because his generosity is not worthy to be appreciated by anyone.

After making a catalogue of his so-called fine actions towards Estragon and Vladimir, he repeats a question. Apparently, it is breaching Quantity maxim, but it is not without its covert significance. He asks himself about the adequacy of his actions in the following interrogative “is it enough?”; he gets traumatic to know about its answer; he could possibly be feeling his “being overly generous” (Hasan, 2002, p. 150) with them. It is crystal clear from his verb “torture” which connotes intensive feeling of anguish. He is a man who grabs every possible thing

from others and if something drops from his lap by chance for others, it torments him a lot. Pozzo conveys more with his question than conveying it overtly to the reader. He wants the answer “yes” from Estragon and Vladimir to affirm that his efforts are sufficient and abundant in making them happy and he has paid them in the same coin by being civil to them as they were to him.

Text-4

- Vladimir:* (1)
At last! (...) #
What are you doing?
- Estragon:*
Pale for weariness.
- Vladimir:* (2)
Eh?
- Estragon:*
Of climbing heaven and gazing on the likes of us.
- Vladimir:* (3)
Your boots. What are you doing with your boots?
- Estragon:*
(...). I'm leaving them there. (...) Another will come,
just as . . . as . . . as me, but with smaller feet, and
they'll make him happy.
- Vladimir:* (4)
But you can't go barefoot!
- Estragon:*
Christ did.
- Vladimir:* (5)
Christ! What's Christ got to do with it? You're not
going to compare yourself to Christ!
- Estragon:*
All my life I've compared myself to him.
- Vladimir:* (6)
But where he lived it was warm, it was dry!
- Estragon:*
Yes. And they crucified quick
- (p. 52)

After the departure of Pozzo and lucky, a boy comes to give them Godot's message. Estragon gets huffy at the boy's late arrival to deliver the message. He is feeling unhappy on Godot's non-appearance and sits on the mound to take off his boot. The messenger says that Godot could not come today but he will surely come tomorrow. As soon as the boy leaves the stage, the evening modulates into night and moon rises on the sky.

The pale moonlight is scattered everywhere. Vladimir utters “At last!” which does not refer to anything in particular. It creates ambiguity of manner. It may refer to the night for which they were waiting so that they can take rest after a tedious waiting. Fletcher and Fletcher (1985) say that it means “night has come” (p. 68) and now they can depart from each other. It also points at receiving Godot’s message at last. If he fails to come here personally he sent a message to them in the evening. The emotion of relief and release from their tension of staying there is displayed with exclamatory sign at the end of his utterance. After putting off his boots, Estragon ponders over the presence of moon on the sky which is another part of nature along with tree. Ultimately, he gets his poetic inspiration back as he has told us earlier about his being a poet and utters half lines from Shelley’s poem “To the Moon” as response to Vladimir’s question.

Estragon’s utterance 1 is irrelevant to Vladimir’s interrogation. Hence he is flouting the maxim of Relevance. He tells about the condition of moon whereas Vladimir is interested in knowing about his boots. Vladimir seems to be unable to understand Estragon’s allusion to Shelly’s poem. Estragon puzzles him more by adding another line of the same poem but with some adaptation. What does Estragon want to convey with it? Obviously, he is utilizing his turn of speaking and he is also cooperating with Vladimir. He may be showing his own exhaustion by spending a lot of years of misery and by looking at the suffering humanity.

Estragon fails to recall the complete two lines of Shelley’s poem “To the Moon” which he has quoted in the play. The lines are:

Art thou pale for weariness
Of climbing heaven, and gazing on the earth, ... ?

He may have done it because of his lapse of memory as he suffers from forgetting things, places and people, or he may be doing it intentionally. Shelley’s question to the moon leaves it with an open choice to accept his reason for its paleness or to narrate its own cause. As a result of his openness of choice, Estragon does not give any option to the moon as he himself has no other option expect waiting for arrival of Godot. From Estragon’s perspective, the moon is pale because of being tired of its dull routine. It is not yellowish due to absorbing light from

sun but it is pallid and anaemic because of unhealthy atmosphere surrounding it. It is lonely and without any friend, so Estragon's statement has proved that the moon is tired; its energy is sapped and it seems to be on its end. It has been climbing on the heavens and hills for centuries and from that height it is used to look on earth. "The earth" is substituted by "the likes of us" in Estragon's statement. He delimits moon's range of sight to the human beings only. He excludes nature and animals from this category because the co-sufferer of moon is merely man. The moon is a non-living object; it does not possess animate quality of looking at others. Thus, this situation breaches Quality maxim. It indicates that more is conveyed than said. Anthropomorphism has been used to assign human qualities of watching others by the moon this is why its tie is more strengthened with human beings.

Estragon's irrelevant and ambiguous partaking in speech leads towards implicatures. This reference has its implied meaning. This foregrounded utterance compels the reader to find similarity between the moon and Estragon. On Vladimir's question "What are you doing?", his answer is "pale for weariness" which may infer that Estragon himself is getting unhealthy and old because of his tiresome shifting from place to place. In day time, he comes at this place and he has to spend night time in a ditch. He is also suffering from anguish of waiting for Godot who may be God. He may be looking for some spiritual guidance to lead his life from him but he remains a failure in getting it. His ineffectual exploration makes him disconsolate and dejected. The phrase of "climbing heaven" represents his different undertakings and engagements to accomplish on time with the hope of arriving at his destination. He has been engaged in different improvisations with Vladimir to ensure himself of his existence with some objective in life for half a century. His feet have swelled as a result of his wanderings. When he meets and looks at other human beings on earth, he does not get any satisfaction from them. They are also crushed by the tyranny of their fated journey. The vicious cycle of moving on and on in their lives for some destination does not let them rest and it begins again when they incline to stop it. Pozzo and Lucky are also victim of this process. They will also be degenerating continuously and in Act II of the drama Pozzo will become blind and Lucky dumb out of this drudgery. Vladimir who is Estragon's companion suffers from the same pathetic condition but his

anguish is twofold as he seems to forget less and he is afflicted by physical and mental torments.

After dragging himself on this routine, Estragon is feeling enervated. He cannot go on like this; he is unhappy with his routine; he seems to be uninterested in life any longer. Exhaustion is taking him to a stasis and to give up his will of living. Estragon's quoting infers pessimism in his mood which can also be traced in Shelley who was a revolutionary romantic poet of the nineteenth century. Estragon displays his knowledge of exemplary poet Shelley which shows that he has got formal education in the past happy days.

Vladimir tries to put Estragon on right track by adding noun phrase "your boots" in his dialogue so that he will not misinterpret Vladimir's utterance. Estragon has tugged off his boots, which indicates his intention to die or to end his wanderings; he has put them aside. Vladimir is worried about Estragon's catching cold and falling sick because of cold climate. Estragon is in a mood to get rid of his tight boots so that some other man with smaller size of feet can utilize them. In his utterance 3, he uses lexeme "as" three times which is its redundant use, hence exploiting Quantity maxim. There are also two pauses which display Estragon's moments of reflection. At the background of this utterance, we can allocate two emotions working simultaneously: one is feeling relaxed after abandoning problematic boots and the other is to sacrifice them for some other man to make him happy and comfortable with them. He discards them with a good intention; otherwise he is not rich to renounce his boots carelessly. Beckett implies here that there can be another couple who comes at night at this place to wait for someone most probably Godot that is why in the morning of Act II the boots are found changed in colour and size. Beckett presents a circularity of theme by presenting a couple loitering there in the morning and probability of another pair of friends in the night, in this way, inaction of action goes on.

When Vladimir forbids him from leaving his boots and walking bare foot, Estragon replies him with an irrelevant utterance "Christ did"; for this reason, we can say that he is flouting the maxim of Relevance. Vladimir's talk revolves around Estragon but he is thinking about what Christ did in the past. The question arises that what Christ has got to do here and why Estragon is taking interest in Christ's troubles. Beckett let

Vladimir ask about these points. Vladimir's first reaction is of surprise. He is baffled at mixing the suffering of existence of a common man with the biblical persona. Throughout the play, Beckett intermingles physical life of a common man with spiritual world of religion because they cannot be separated being entwined with each other.

Estragon proclaims that he has found his points of similarity with Christ throughout his life. Estragon provides the reader with fake information. He is breaching maxim of Quality. Estragon is attaching himself with Biblical sufferers. "Thus Estragon links himself both with the first sinner and with the redeemer of sins, the whole tragicomic pattern of the fall" (Dutton, 1986, p. 64). He fancies that the sacrifice of his boots is a sacrifice like Christ, but the thing which is sacrificed is not of a sublime level that results in a huge contrast of situation. This absurd situation generates laughter. Comparing oneself with Christ on the basis of a trivial issue is ironical and satirical. Christ's sacrifice was to redeem mankind. Contrastively, Estragon's sacrifice of boots which are hurting him is for any one man and in reward, he is seeking God's pity only for himself as it is mentioned in Act II. Graver (1989) comments briefly on the situation under-discussion in the following words:

Ludicrous in its extravagant inapplicability, excessive in its self-pity, Estragon's claim is also plaintively fitting for the plight of an itinerant longing for a connection with the spiritual hero who embodied the promise of salvation for all mankind through his suffering and theirs. (p. 57)

Vladimir tries to prove Estragon's comparison with Christ unequal and unfair in a circumlocutory manner. He argues that Christ lived in hot and dry atmosphere whereas Estragon belongs to cool and humid area. Estragon's reply is once again about Christ that he had been crucified quickly because of warm weather there. The people of hot places are normally very emotional so they might have crucified him immediately in their furious moods. Estragon's environment is cold; people are also less emotional. They torment him bit by bit. Accordingly, his life is equivalent to a process of slow crucifixion at a snail's pace. For years and years, he is present at the same place without any development in his condition. According to Berlin (1981), Beckett may be trying to present Christ luckier than modern man because his anguish and pain ended with

his death but modern man's misery increases with his hazy future and his uncertainty about life and death. Therefore, Estragon contemplates on committing suicide to end his life in a minute. He also sees the mirror reflection of his condition in the moon also who seems to him utterly exhausted by its long journey for centuries on heavens as if it were also being gradually crucified by the divinities.

Dutton (1986) observe that "Estragon's thoughts are focused very much on the practicalities of suffering rather than its spiritual dimension" (p. 64). This comment sharpens the irony. He is centralizing his thoughts on the physical condition of suffering rather than focusing on spiritual side of the event. It indicates that Estragon is a man related to physical needs and worries of life; he cannot be professed to take interest in the metaphysical and spiritual side of life. He utters his remark scathingly that ends the dialogue between friends for some time and only silence ensues it.

Text-5

Estragon: (1)

We might try him with other names.

Vladimir:

I'm afraid he's dying.

Estragon: (2)

It'd be amusing.

Vladimir:

What'd be amusing?

Estragon: (3)

To try him with other names, one after the other.
It'd pass the time. And we'd be bound to hit on the
right one sooner or later.

Vladimir:

I tell you his name is Pozzo.

Estragon: (4)

We'll soon see. (...) Abel! Abel!

Pozzo:

Help!

Estragon: (5)

Got it in one!

Vladimir:

I begin to weary of this motif.

Estragon: (6)

Perhaps the other is called Cain. Cain! Cain!

Pozzo:

Help!

Estragon: (7)
He's all humanity.

(p. 83)

All the four characters have fallen down on the ground and they are unable to get up from it. Pozzo, who has gone blind, is continuously calling for help to get up. His cries disturb the sleep of Estragon and, on his suggestion, Vladimir kicks Pozzo who retreats from his place and then collapses. Both the friends get worried about him. Vladimir calls him but he does not answer. Estragon suggests a game of addressing him with other names to pass the time.

Estragon casts doubt on Pozzo's name when he does not show any reaction on his name (Pozzo) uttered by Vladimir. He presents a proposal to use other names for him. Vladimir is thinking about an unpleasant probability of Pozzo's death because of his inertia and inaction. His declarative is not relevant to Estragon's talk. He is flouting the maxim of Relation. By doing this, he conveys his guilty conscience at kicking a blind man who is in need of getting help from them.

Estragon's second utterance bewilders the readers. Has he become so heartless to see a dying man with pleasure? The habit of watching deaths of lots of people may have made him stone-hearted. Vladimir questions him about it and a new point comes to the surface that he was not listening to Vladimir at all as he was not attentive to him in his previous dialogue. Estragon was considering the act of calling Pozzo with different names fun-filled. Beckett's play presents this phenomenon which marks characters' self absorption and their obsessions with their train of thoughts which create misunderstanding or lack of understanding. "Beckett counterpoints resulting misunderstandings with comic subtlety" (Fletcher & Spurling, 1985, p. 61-62). The misconception about Estragon creates tragic feelings, but when it is resolved, it generates laughter on having thought low of Estragon's nature. Such situations make the play a tragi-comedy.

Estragon is quite sure that Pozzo would react on other names. The first name he chooses after reflection is "Abel". Pozzo utters "help!" and reacts on that name; Estragon feels happy to find out name in his maiden effort. Estragon's knowledge of religious myths presents him as a man learned in the field of religion. He breaches Quality maxim as he knows that the blind man is Pozzo not Abel. Perhaps he gives this name to

Pozzo to criticize his victimization of Lucky as Abel who was a murderer of his own brother Cain. Pozzo is also breaching Quality maxim by answering to a wrong name. His answer is also not relevant. He should have said that his name is not Abel but he responds to it by saying "help!". It means he is no more a powerful man who was moving "on" Lucky in the first act. In the second act, he is reduced to a figure that needs help and he has become dependent on Lucky and. He is a victim of fate which is blind, and it has made him blind as a punishment. He considers himself "Abel" because he was opted by fate to be a sinner: the first murderer and the wanderer on the earth afterwards. Pozzo is also destined to roam about here and there probably in search of salvation. Thus, sign of exclamation shows Pozzo's pain at his pitiable condition.

Vladimir loses his interest in this tactic which was meant to pass their time. He says that it cannot serve its purpose so he is tired of it. It could not entertain him. Vladimir may have not liked Estragon's successful turn of conversation that is why he may have suggested stopping this distraction.

In the enthusiasm of winning the game, Estragon carries on with it. This time he chooses another religious name "Cain" and repeats it twice like "Abel" which is an affair of redundancy; hence breaking the maxim of Quantity. This second effort has again given a favourable outcome by Pozzo's scream of help. Estragon breaks the maxim of Quality by uttering a wrong name for Pozzo. He does it on purpose to present him as a man (Cain) who was murdered by his own brother. Pozzo was kicked by Vladimir and he might be beaten by other fellowmen to death with whom he had behaved badly earlier.

Estragon's seventh dialogue is describing Pozzo as whole humanity. Pozzo is a single man and he cannot be considered as all the human beings of the world. Estragon is breaking the maxim of Quality through his statement about Pozzo. Estragon may be foregrounding the theme of universality with Pozzo's tendency to be identified with both the brothers, Abel and Cain. Beckett has mentioned earlier that the mankind is divided into two batches: one will be saved and the other will be damned; this binary division leaves them with fifty-fifty percent chance of getting salvation or damnation in the world hereafter. According to this conclusion, one person out of two mentioned in the dialogue would be saved. So, Pozzo answers and responds immediately on both the

names. It is “his frantic attempt to draw that fifty-fifty chance of salvation upon himself” (Esslin, 1980, p.55).

After losing his eye-sight, Pozzo is woe-begone and calling for help which is not granted to him. In the play, help of others is sought for many times but it is provided on a few occasions; it indicates man's ineffectuality. The land owner, at an instant, may be exploiting others and at the next moment, he himself might be ill-treated by them. Consequently, the cycle of human life is completed. In the first Act, Beckett acquainted Pozzo with the reader as a man full of lust to suck all the good out of Lucky. Now, after tragic deterioration in his personality, he is still in the same element. He wants to represent all the men like Abel or Cain. As a result of his self absorption, he receives justifiably a sarcastic treatment from Estragon.

Conclusion

In the analysis, deviations of maxims are noted and marked greatly in the text of the play. The deviations from the maxims of cooperative principles are motivated and purposeful.

Estragon and Vladimir break these rules of communication, so that in correcting the wrong information, asking for more, finding relation of the topics under discussion and disambiguating the vague utterances their time can fly while waiting for the arrival of Godot. Both the characters contribute less amount of information but Pozzo talks a lot to hold the floor of conversation for a long period of time. Both the situations result in deviation of maxims which project their absurd condition in the play *Waiting for Godot*. Its deviated paradigms are exploited to justify the emptiness, meaninglessness of existence in the drama.

The researchers find that text, sometimes, dodges the reader because of its surface simplicity which has a web of complex ideas underneath. It is highly charged with symbols, metaphors, similes, irony, litotes and hyperboles etc which communicate their meanings from “context-driven factors...used as heuristics” (Katz, 1996, p. 21). The simple structure of the sentence from its contextual study generates deep structure in the language of the drama. The metaphors, which appear deviated and unrelated to the other lexemes, are interpreted meaningfully in their context because “we usually cannot depend on our interpretations of expressions ... apart from their contexts” (Hausman, 1989, p. 4). Beckett's characters have no freedom of thought and movement; they

seem to exist in a vacuum. It is best presented by deixes in pragmatics which are “verbal pointers” (Carter & Goddard, 2003, p. 199); they mostly describe the condition of characters restricted in the present scenario which results in absurdity of their life.

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ANALYSIS OF EXCHANGE RATE FLUCTUATIONS: A STUDY OF PKR VS USD

**Mushtaq Rehman*

Abstract

The current research is aimed to study the dynamic association between macro economic variables and exchange rate in Pakistan. For this purpose the study analyzes quarterly time series of the relevant variables from 1998 quarter 1 to 2012 quarter 4. The study tests the proposed hypotheses using econometric models that are widely accepted and practiced in academic research in the areas of economics and finance. In the first place the study investigates that whether all-time series variables (exchange rate and the set of seven (7) macro-economic variables) are stationary or not. Then the study investigates in multivariate form, the co-integration properties of the variables under investigation. Further the study applies Granger-cause macro-economic variables or vice versa in the multivariate form. Along this line, the study also applies the Granger-causality test in the bi-variate form to investigate the lead-lag relationship and hence establish the direction of influence i.e. uni-directional. The study results suggest that there is a long-run association between exchange rate and inflation at 10% significance level. The Granger-causality test suggests that the direction of influence is more from inflation to exchange rate than from exchange rate to inflation (though both are statistically insignificant). The results from the Granger-causality test suggest that money supply leads exchange rate i.e. money supply Granger-cause exchange rate (a uni-directional causality). The study reports finding that indicate a bi-directional causality between exchange rate and total reserve less gold. A rise in the total reserve less gold causes exchange rate of Pak Rupee to appreciate and vice versa. The study also reports statistically significant inverse relationship between exchange rate and exports. The findings from the Granger-causality test suggest that exchange rate and industrial production share statistically significant relationship. The study failed to report evidence to support Share price index in multi-variate co-integration test as well as Granger-causality test. The study reported that both balance of trade and exchange rate were co-integrated. Further the study reports that exchange rate Granger-cause balance of trade in the short-run.

Keywords: Exchange Rate, Macroeconomic Variables, Granger Causality

JEL Classification: C22, F41

Background of the Study

Due to globalization the world has become a global village and size of international trade has grown very swiftly. Due to this the need of foreign currencies has considerably been increased to make international transactions for goods and services as well as for a stable exchange rate. In financial arena the exchange rate (that can also be termed as Foreign Exchange rate or Forex) is the value of a foreign currency in term of

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home currency. The role of exchange rate is very important in the world's economy. A country such as Pakistan in which the exchange value of currency fluctuates frequently the stability of exchange rate is very important for economic growth and stability. There can be favourable or unfavorable consequences of the fluctuations in the exchange rate on macroeconomic variables of economy of a country depending upon the shared relationship. However the performance of macro economy also influences the exchange rate fluctuations. Further a lead-lag relationship that may exist i.e. exchange rate may be leading or lagging macro-economic variables. Another dimension is that the relationship may be short-run or long-run oriented or both. The economic literature suggests the purchasing power parity argument, the interest rate parity argument, the international fisher effect arguments among others to link exchange rate determination and macro-economic variables.

After independence there was no currency of Pakistan and for at least six months Pakistan used the currency of India. Fixed exchange rate was used by Pakistan system up to 1st half of 1982. During the 2nd half the same year Pakistan stopped using fixed rates as it faced severe budgetary deficits and switched over towards a currency-regime in which variations are allowed in the exchange rate within certain limits. However, in 1991, Pak Rupee become floating in the open market as part of economic and fiscal reforms. Hence market demand and supply were allowed to set exchange-rate value of Pak Rupee against all trading currencies. Significant depreciation in the Pakistani currency occurred due to several factors including economic instability, corruption, terrorism etc. due to this depreciation the value of PKR decreased against the major currencies specially US \$ since its floating point in 1991. However, there have been a constant interference from State Bank of Pakistan in exchange markets of Pakistan to stabilize the exchange rate (PKR/Dollar) so the exchange rate regime remain managed floating rather than free floating due to such positive interferences. These on and off interventions of central banks reflects the importance of exchange rate in the economic growth in an emerging economy like Pakistan. The current exchange rate of Pakistani rupee to the dollar is in the range 100.17.

Exchange rate fluctuation affects growth of multinational companies and also increase degree of risk for financial institutions like (bank, stock

exchange) and firms. On the other side stable exchange rate help firms to decrease their operational risk, check out their investment performance that whether firm getting profit or faces loss and also help in hedging. Other than this exchange rate fluctuation also affected macroeconomic factors these factors are market prices, inflation rates, interest rates, labor wages, and unemployment and output level. In case of macroeconomic variables it is important to forecast exchange rate fluctuation because macroeconomic variables have a large impact on economy. After the economic instability of the different countries their economy fluctuation in currency is common in character. In previous era, the countries poorly performed, however, for the last few years, the exchange rate is playing a very vital role in country economic situations. Very few attempts have been made to identify factors that are critical in the devaluation of currency in the country and hence in the overall growth of the economy have been badly affected. Aim of the study will be to investigate the dynamic relationship between Nominal exchange rate and macro-economic variables (Total reserve minus gold (TRMG), Inflation rate (WSPI), Share price index (SPI), Export (EXPT), Import (IMPT), Industrial production (IP) and Money Supply (MS) in the country so that the knowledge about these relationships in Pakistan can be enhanced, to identify the direction of influence, and to investigate the short-run and long-run dynamics of the relationship. Most of the economic literature has recently been focused on the exchange rate and it can be taken as the large scale recognition of the importance of exchange rate to the development of economy.

Objectives of the Study

The research is being arranged for the achievement of the following objectives:

- i. To identify the link between macro-economic variables and exchange-rate.
- ii. To point out the direction of influence (if any) between these economic variables.
- iii. To investigate the lead/lag relationship (if any) between exchange-rate and macro-economic variables.
- iv. To study the short-run & long-run relationship between exchange-rate and macro-economic variables.

- v. To contribute in a positive way to the academic literature on exchange rate determination in Pakistan.

Literature Review

It has been noticed that existence of both empirical and theoretical interaction between exchange rate and macro-economic variables are established. There are large numbers of studies that have been focused on the determination of exchange rate by means of macro-economic variables. Hypothetically it is described that direct relationship exists between the exchange-rate and other macroeconomic variables but practical studies gives us mixed result of exchange rate and its relation with other variables. Conway (1998) reaches on conclusion that if there is any change in exchange-rate it brings rapid change in the rate of inflation. Because of disturbances in the exchange rate the inflation level is also negatively affected. It was also reported that exchange rate disturbances cause's higher inflation. Sadehi, Samson & Sherafat (2007) also gives their conclusion that due to economic uncertainty in Pakistan one percent change in exchange rate will lead to ten percent increase in inflation rate. Ijaz, Akhtar and Abbas (2002) from his study reach on conclusion that budget deficit and real exchange rate has direct relationship among them. In addition to this they also give their remarks that real exchange rate is directly and indirectly affected through budget deficit. Their results recommended that differences in the Real exchange rate contingent on condensation of fiscal deficit whether by rising taxation or decreasing governmental expenditures. Dong (2006) also told about the effects of other variables on exchange rate. Dong provide a detailed statement that variance of exchange rate are importantly explained from monetary policy shocks, interest rates and output gap. Banita (2001) institute that daily variations in exchange rate against the U.S. \$ are affected through macroeconomic variables. They originate that the exchange rate fluctuations increases through elasticity of the exchange-rate, interventions by the central bank and the lack of certainty of the domestic economies, on the other hand exchange rate variation does not effected through the limitations on the flow of capital and the economic wealth of country decreases volatility. Bhatti (1997) used monthly data from 1982:1 to 1993:7 to investigate the ex ante Purchasing Power Parity (PPP) in Pakistan and found support for an efficient market i.e. the ex ante Purchasing Power Parity holds well and exchange rates

follows a random walk in Pakistan. Bhatti further concluded that the exchange rate of Pak Rupee against currencies of industrial countries is determined by the differences in the level of inflation, income and interest. Rehman, Rauf and Rehman (2010) used monthly data from 1994 to 2004 to explore the impact of Interest Rate and inflation on Exchange Rate. According to them the relationship among interest rate and exchange rate of Pak Rupee with British pound is significantly positive and relationship of inflation with exchange rate is negative and significant.

Vergil (2003) examined the association among exchange rate and macro-economic variables inside Turkey and the European Union by means of quarterly data from 1990:1 to 2000:12. The results of Vergil's study demonstrate that real exports in Turkey are strongly affected through exchange rate volatility. The finding suggests that the relation of real exports and exchange rate has significantly negative. Jakab and kovacs (1999) stated that tradables real exchange rate fluctuation do not affected through nominal exchange regimes. They claimed that exchange rate policies are not the main cause of fluctuation in real exchange rate. But instead important indicators of fluctuations of exchange rate were supply shocks. Coudert and Dubert (2005) give an account that growth of major Asian countries and inflation depends upon exchange rate regimes. Several statistical tools are used for classifying the imperfections of exchange rate systems. Four categories are used for explaining results of free floating, managed floating, crawling-peg and peg system. They compare the variances in the exchange rates and Forex reserves; also measure the exchange rate levels. This classification is used for recognizing the impacts of Exchange Rates regimes on growth and inflation by means of Ordinary Least Squares (OLS) regressions through dummies of Real Exchange rate regimes and some other controlling variables. Consequences of the study recommended that there is lesser growth of pegs instead of floating exchange rate regimes. Simon & Rajak (1999) make his description that changes in interest rate and exchange rate fluctuations has positive relationship. Ramasamy and Yeung (2000) are critical about this and said that there has been restored a new condition of interest in the strength of causality among stock markets and exchange rates. The causality among the two markets is examined in his study i.e. stock market and Forex market, in the economies of nine East-

Asian. They bring into being that the trend of causality is in motion to describe a hit & run behavior as well as modify with the various time period selected. It means that one should be very much careful in the interpretation of Granger Causality results. Bénassy & Lahrière-Révil (2001) claimed the exchange-rate is expected to be a growing apprehension equally for Foreign Direct Investment and trade. They recommended that in addition to this volatility of exchange rate plays an extensive role to attract FDI, other than this they were incapable of producing an evidence effect of exchange rate uncertainty on Trade.

Arizonan (1992) give his conclusion that fixed exchange rate encourage FDI and reverse implications were reported for nominal shocks in flexible exchange rate regimes on behavior of investments in economy. Mohammad, Hussain, Jalil and Ali (2009) used quarterly date from 1986 to 2008 to study the effect of economic variables on the prices of stock. They found that there was no major impact of exchange-rate on stock prices till 1991. However, after free floating of Pakistani currency the foreign exchange rate have significant impact on stock price index. Lauterbach (2001) bring into being that the U.S. Dollar exchange rate daily variability is affected through macro-economic variables. They concluded that the exchange rate fluctuations increases due to flexible exchange-rate regime, interventions by the central bank and the lack of certainty in the host economy, while the exchange rate variations does not affected through limitations on the flows of capital and country's economic wealth decreases volatility. (H Berument and M Pasaogullari 2003) takes quarterly data from 1987 2001 and apply ganger causality method on this data for estimating real depreciation effects on the turkey's economic performance the empirical evidence recommended that even if the economic factors like world market interest rates and capital inflows are being controlled against the classical wisdom the real depreciation are found to be contracted. Furthermore the consequences obtained by the analysis point out that inflationary depreciations in the real exchange rate. (Sorsa 1999) for determining RER of Algeria from the impact of export diversification and trade protection he takes in oil prices, governmental consumptions, and protection level and oil volume as real macroeconomic variables. The research he made is on the basis of OLS which confirm those hypothesis which he made in his research that are RER is only affected by real variable on the other hand in long run

nominal variables are insignificant. (Mac Donald 1999) winds up that these ground rules have a pivotal role to take part in molding the in & out samples efficiency of patterns of exchange-rate. Moreover he assists that for a short time period almost one month exchange rate are able to be predicted and in both time period i.e. short run and long run exchange rate modeling are active. (Siddiqui et al 1996) in their most popular paper make estimation of both single and simultaneous equation models. It is mentioned in result that equilibrium path of real exchange rate is affected by both of monetary and real sector variables. From this research this point is concluded by researcher that if only control monetary side of economy is not suitable but to maintain the competitive and stable RER it is mandatory that real sector of economy also control. By controlling domestic price of currency and stops them from repeatedly devaluation is another way of maintaining the stable exchange rate. After 1982 price of other major currencies in terms of Rupees is 4-5 times increased. On the other hand price of Japanese Yen increased by 9 times in terms of rupees. By making analysis of determining factor of equilibrium exchange rate path it is shown trade terms, inflow and openness of resources are important determinants of ERER. (Hussain 2008) for calculating Pakistan's ERER and its misalignment apply techniques of cointegration on his study. Study calculate the impact of real monetary variable on RER by using data from 1970 to 2007 on annual basis and it is concluded that capital inflows, GDP growth, government consumption, and terms of trade leads to ERER.

(Rosengren, Eric 1992) argue that since 1970 in the US, Real exchange- rate and inward FDI are significantly correlated. He also makes notice that in the United States foreign direct investment is significantly affected by relative wealth and FDI is shortly affected by effects of real wages. (Olimor and Sirajiddinov 2008) in their investigation acknowledged a converse association between volatility of exchange rate in Uzbekistan on both the trade outflows and inflows. In this way it is more striking for foreign investors to make their investment in the host country and many more. They get hold of assets of foreign country which are cheaper in foreign country other than home country. In this way foreign country's currency devalues and FDI increases in foreign country. (Blonigen 1997) from time period 1975-1992 make the use of Japanese data, he thought that exchange rate that are favorable to

Japanese was largely influenced from the acquisition of FDI in the US economy within the period underneath consideration and this take account of acquiring specific assets in foreign currency that can make happens the returns in other currency.

(Chen 2004) from his work explains that addition in price rigidity in the happening of the uncertainty make reasons for exchange rate volatility (that is to say that due to prospects of later reversion to exchange rate firms become unwilling to change their prices). Beside from this in cross country volatility would make description for much of inability of purchasing power parity (PPP) and diminishes the speed of mean adjustment in the direction of purchasing power parity. By making analysis of the speed of convergence, the researcher finds out the positive significant coefficient for exchange rate volatility that is to say that prices are sticker if exchange rate volatility is higher. (Eichengreen and Leblang 2003) disclose twelve countries over 120 years and derive a significant negative relation amongst Exchange Rate regimes and growth. They reach on the conclusion that these assessment results are dependent on the specific period as well as on the samples taken into consideration. The standard rule that is followed in world economics that is the individual Exchange Rates always follow random walks. Very high frequencies occur when minor departures from random walk (Evans and Lyons 2005). (Engel and West 2005) demonstrate that when risk premium remain constant then the exchange rates remains close to random walks and fundamentals will not remain stationary. The conclusion of this paper includes the changes in the exchange rates which is consistent with the random walk assessment of exchange rates. The variables which are not persistent variables includes dollar factor, conditional and unconditional carry factors. (Lustin et al. 2011) didn't reports the regressions of bilateral exchange rates on any time series. The dynamics of portfolios of currencies are focused by them. And when they assist the pricing of their assets effects on bilateral exchange rates, they only focus on the measures of the cross-sectional and don't focus on time series. The present paper is the fragment of the growing literature. This paper mainly focuses on the currency portfolios which help to study the currency risks. Risk premium can be studied with the help of these portfolios. These portfolios are constructed to balance out idiosyncratic components. And the main focus is on systematic risk. The focus of the

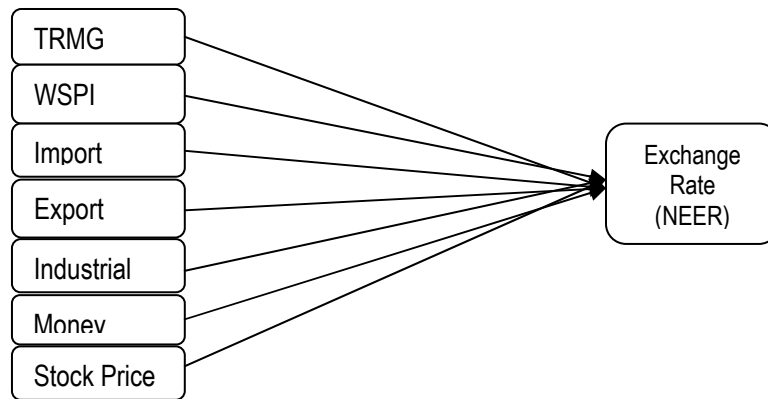
current paper is on systematic versus idiosyncratic variation. There are many of the papers that have been written on the forward premium and the currency carries trades. Froot and (Thaler 1990) review 75 approximations that are consist on the uncovered interest rate parity condition.

Conceptual Framework

Conceptual Framework shows the graphic representation of All selected variables for current study, among them the exchange rate are dependent variable and rest of the seven (7) was independent variables for our present study, that are Total Reserve less gold (TRMG), Inflation through whole sale price index (WSPI), Import (IMP), Export (EXP), Industrial Production (IP, Stock Price Index (SPI) and Money supply (MS).

Independent Variables

Dependent Variables



Methodology

Research Design

The research design of the study is descriptive. The study describes the relationship of exchange rate with macro-economic variables. For this purpose the study analyzes quarterly time series of the relevant variables from 1998 quarter 1 to 2012 quarter 4 from international monitory fund's IFS CD. The study tests the proposed hypotheses using econometric models that are widely accepted and practiced in academic research in the areas of economics and finance. In the first place the study investigates that whether all-time series variables (exchange rate and the set of seven (7) macro-economic variables) are stationary or not. This is necessary as ordinary least squares (OLS) regression can only be

used when the time series variables are stationary. Then the study investigates the co-integration properties of the variables under investigation in multivariate form. The co-integration test is used to test that whether there is any long run equilibrium relationship between the two sets of variables or not. Further the study applies Granger-cause macro-economic variables or vice versa in the multivariate form. It also reveals that which variable(s) react to re-establish the deviations from the equilibrium relationship. Along this line, the study also applies the Granger-causality test in the bi-variate form to investigate the lead-lag relationship and hence establish the direction of influence i.e. uni-directional. The adopted methodology is in line with the nature (descriptive) of the study and allows for investigation of all the questions raised and the subsequent hypotheses.

Explanation of the Variables

The following seven macro-economic variables have been recognized from the literature review for checking the theoretical and empirical relationship with the exchange rate.

Exchange Rate and Export

Exports are the first variable. It is suggested through economic theory that among value of exports of an economy and exchange rate a negative relationship exist. By keeping other things constant it is suggested that value of exports rises when exchange rate depreciates and vice versa (Benita and Lauterbach 2007).

Exchange Rate and Imports

Imports are the second variable. Economic theory suggests that there exist a positive relationship among exchange rate and imports i.e. at the whole imports rise because of the increased buying power of the people in economy (keeping other things constant) when exchange rate appreciates, and vice versa (Kemal and Qadir, 2005).

Exchange Rate and Foreign Reserve

Any country's currency appreciates relative to other currencies, when it has excessive foreign reserves and vice versa. It is estimated from the research that there exist long-run and a short-run relationship equally among nominal exchange rate and foreign reserves (Kasman and Ayhan, 2008)

Exchange Rate and Industrial Production

Industrial production is also another major variable. Major role of the real rate of return is the increase in economic productivity in an economy. So economy experiences higher real rate of return when production volumes are high, and hence equally from abroad and internally economy is able to attract more investment. In result of this the value of local currency increases. When productivity in an economy falls, the opposite is true. The relationship can also be the other way around i.e. exchange rate influencing the level of output (Morley, 1992). He suggests that weakening of the currency reduces output.

Exchange Rate and Inflation

The purchasing power parity (PPP) suggests that strong relationship prevails among exchange rate and inflation. Local currency appreciates or depreciates due to the relative increase or decrease in inflation (Sadeghi, Samson & Sherafat, 2007). On the other hand, by affecting the prices of local and foreign goods and services (increased/decreased price level) exchange rate is considered also to impact the level of inflation in an economy and the purchasing power of the people in an economy is effective (Bhatti, 1997, 2001). The study employed Wholesale Price Index (WPI) instead of Consumer Price Index (CPI) in light of the findings of Hyder and Shah (2004) who found that exchange rate pass-through was stronger in WPI than CPI.

Exchange Rate and Money Supply

In an economy exchange rate is closely related to the volume of money supply. Inflation reduced value of local currency which is due to the level of money supply is increased in the economy, keeping other things constant. The supply of local currency increases for exchange of foreign currency to import more foreign goods and/or make foreign investments, due to the increase in money supply of an economy. Also increased money supply may result in inflation causing exchange rate to depreciate (Maswana, 2005).

Exchange Rate and Stock Prices

In the equity market of an economy stock prices are also considered to be closely related to exchange rate. Initially, the level of productivity, interest rates, imports, exports, inflation and money supply in the economy has a relationship with exchange rate. For the performance of firms operating in the economy these variables are critical. For this

reason among exchange rate and stock prices an indirect relationship is suggested. With the help of foreign portfolio investment in the stock market stock prices are directly affected through exchange rate. It is also recommended that foreign investment is attracted through a well performing stock market (both FDI and portfolio investment) and for this reason value of the currency increases and vice versa. Dimitrova (2005) suggests that if exchange rate is the lead variable a weak currency should result in depressed stock prices and a strong currency should result in higher stock prices (a positive relationship). On the other hand if stock prices are the lead variable then rising stock prices should result in currency depreciation (a negative relationship). However, Dimitrova found weak support for these hypotheses.

Models Specifications

Unit Root Test

Ordinary least squares (OLS) may result in spurious regression so it cannot be applied to non-stationary time series. For that reason, from non-stationary time series generalizations are not possible using OLS (Gujarti 2003). So, the order of integration of variable is investigated to establish that whether a time series variable is stationary using augmented Dickey Fuller (ADF) test (Dickey and Fuller, 1979, 1981). The following ADF models are estimated:

$$\Delta Y_t = \partial_1 + \partial_{2t} + \theta Y_{t-1} + \lambda \sum_{i=1}^n \Delta Y_{t-i} + \mu_t \quad (1)$$

$$\Delta Y_t = \partial_1 + \theta Y_{t-1} + \lambda \sum_{i=1}^n \Delta Y_{t-i} + \mu_t \quad (2)$$

Where, both constant terms are included in equation 1 i.e. (∂_1) and a trend term i.e. (∂_{2t}), however, only a constant term (∂_1) is included in equation 2. $\theta = 0$ is tested in both the equations in order to establish stationarity of the series under investigation.

Co-integration Test

Johansen's co-integration test (Johansen, 1991 and 1995) is estimated to investigate the co-integration (long run equilibrium) relationship of the variables integrated of the same order. Johansen's co-integration model specification is as follows:

$$\Delta X_t = \lambda X_{t-1} + \sum_{i=1}^{n-1} \alpha_i \Delta X_{t-i} + \beta Y_t + \varepsilon_t \quad (3)$$

Where

Δ = the first difference lag operators

$X_t = (n \times 1)$ random vector of time series variables integrated of the order one, $I(1)$

$\beta Y_t = (n \times 1)$ vector of constants

$\perp_i = (n \times n)$ matrices of parameters

$\lambda = (n \times n)$ matrix of parameters

ε_t = Sequence of random p -dimensional white noise vectors

Rank (r) of λ entails information for the co-integration (long run relationships) of the time series variables under investigation. The columns of β contain the co-integrating vectors while α contains the adjustment parameters in the VECM. To investigate the co-integration properties of the time series the study uses the Johansen's method (both bivariate and multivariate) where in first λ Matrix is estimated in the unrestricted form which is then tested for the restriction imposed by the reduced rank of λ i.e. $0 < r < p$.

The Trace Static tests (model 4) the null hypothesis of r co-integrating relations against the alternative of k integrating relations where k is the number of endogenous variables, for $r = 0, 1, 2, \dots, k-1$. The Trace Statistic for the null hypothesis of r co-integrating relations is calculated as:

$$LR_{tr}(r|k) = -T \sum_{i=r+1}^k \log(1 - \lambda_i) \quad (4)$$

For $r = 0, 1, 2, k-1$. Where λ_i is the i -th largest Eigenvalue of the matrix λ (see model 4). A second test is the maximal Eigenvalue Statistic (model 5) which tests the null hypothesis of r co-integrating relations against the alternative of $r+1$ co-integrating relations. The mathematical representation of the test is as:

$$\begin{aligned} LR_{max}(r|r+1) &= -T \log(1 - \lambda_{r+1}) \\ &= LR_{tr}(r|k) - LR_{tr}(r+1|k) \end{aligned} \quad (5)$$

Granger Causality Test

The Granger causality tests the null hypothesis that $\gamma = 0$ in the bivariate regressions expressed as:

$$Y_t = \alpha_0 + \alpha_1 Y_{t-1} + \dots + \alpha_n Y_{t-n} + \gamma_1 X_{t-1} + \dots + \gamma_n X_{t-n} \quad (6)$$

$$X_t = \alpha_0 + \alpha_1 X_{t-1} + \dots + \alpha_n X_{t-n} + \gamma_1 Y_{t-1} + \dots + \gamma_n Y_{t-n} \quad (7)$$

The null hypothesis in the first equation is that X does not Granger cause Y and in the second equation, the null hypothesis is that Y does not Granger cause X . The study use F -statistic to test for Granger-causality. The outcome of the Granger-causality analysis can be:

- No causality; the variables do not Granger-cause each other
- Uni-directional causality; only one variable Granger-causes the other

Hypotheses

The study mainly aimed to test the following hypotheses:

H01: In log level form all the time series are stationary.

H02: In first difference form all the time series are stationary.

H03: In multivariate settings there is no co-integration between Exchange rate and Macro-economic variables.

H04: The long run equilibrium relationship of the time series variables is investigated here.

The study also applies the Granger-causality test if the variables were found not to be co-integrated to test the following hypotheses.

H05a: Exchange rate does not Granger-cause Macro economic Variables.

H05b: Macro economic variables does not Granger-cause Exchange rate

Results and Discussions

Descriptive Statistics

This chapter contains explanation of the results, which were identified from applying different statistics tests and tools on selected dependent and independent variables time series data, the explanation of results are given below:

Table-1: Descriptive Statistics of the Sample Log Levels

Descriptive Statistics of Time Series Variables in Levels without Log								
	NEER	TRMG	IP	WPI	SPI	EXPT	IMP	MS
Mean	85.82003	8609.483	8.398245	130.9049	236.3537	202397.6	333518.5	2718171
Median	81.505	10738.85	8.81365	131.59	264.43	227165	347265.5	2870305
Maximum	119.85	14725.8	15.98	176.07	414.16	287143	689167	4357690
Minimum	73.27	675.73	1.21	89.91	63.02	91618.2	100853	1200260
Std. Dev.	11.69561	4818.509	3.413127	26.59861	130.0405	66287.19	174283.6	1076111
Skewness	1.055997	-0.64159	-0.12159	-0.08049	-0.13191	-0.36552	0.03099	-0.14697
Kurtosis	3.443632	1.707705	3.310478	1.420938	1.27101	1.515643	1.386978	1.368254
Jarque-Bera	11.25522	8.015112	0.375878	6.088426	7.392592	6.616203	6.297061	6.643409
Probability	0.003597	0.018178	0.828665	0.047634	0.024815	0.036586	0.042915	0.036091

Sum	4977.562	499350	487.0982	7592.484	13708.51	11739060	19344075	1.58E+08
Sum Sq. Dev.	7796.881	1.32E+09	664.018	40326.71	963900.8	2.50E+11	1.73E+12	6.60E+13
Observations	58	58	58	58	58	58	58	58

In first step the study investigated simple descriptive statistics before applying natural Log on data, According to Descriptive statistics which are shown in table 1 Among them the first selected variable which were dependent variable for current study as well is Exchange rate and their mean were 85.82 and the median of 81.5 with the selected sample observation of 58, Mean shows the percentage average of all data of specific variable, the Second selected variable for study was total reserve less gold (TRMG) which was first independent variable for study, which the mean of 8609.4, the third selected variable for current study was Industrial production (IP) which shows the mean of 8.39, the fourth selected variable was inflation through whole sale price index (WSPI) and their mean was 130.9, the fifth variable was share price index (SPI) which shows the average mean 136.35, the next selected variable for study was export (EXP) which identified the mean value of 2023.97, then the study emphasize on import (IMP) which shows the mean results of 333.5, and further the study select the money supply (MS) as last independent variable, which shows the mean of 27181.

Table-2: ADF Test Results

Variables	Level	1 st Difference
	Constant	Constant
Exports	-0.51623	-4.18986
TRMG	-1.4853	-6.22619
IMPORTS	-1.39496	-9.71989
IPP	-1.813783	-3.122258
MTW	-0.597181	-9.25408
NEER	-2.89743	-6.50489
SPI	-1.46365	-6.8608
WSPI	-0.84799	-7.39025
1% Critical Value*	-4.13728	-4.13053
5% Critical Value	-3.4953	-3.49215
10% Critical Value	-3.17662	-3.1748

Note: The lag length was selected using the SIC.

After the Descriptive statistics the data are converted by taking natural log of selected data, the purpose of taking natural log is that all data become in one time series and in one sequence. After that ADF test was applied to both Log level and first differenced form of all the time

series variables to examine the stationarity property of all the variables. By assuming both constant and trend the test was applied. Table 2 shows the ADF test results. The results show that all selected variable Nominal exchange rate (NEER), Total reserve less gold (TRMG), Share price index (SPI), Import (IMP), Export (EXP), Industrial Production (IP), Whole sale price index (WSPI) and Money supply (MS) were not stationary in Log level and not significance assuming constant. As the data are not stationarity in level so no further test apply on such time series, for applying further test like co-integration the time series data must be stationarity form, for converting time series data into stationarity form the study apply first difference to the all selected variables data, the result shows in the table were clearly shows that after applying first difference in ADF test the all selected time series data of all variables become stationarity in nature and ready for further analysis.

Multi Co-integration Test Results

The outcome of the multi-variate co-integration tests are provided in Table 3. Table 3 tells that apart from NEER with Import, NEER with export, NEER and WSPI, NEER with Money supply and NEER with foreign reserve were co-integrating relationship at 5% and 10% level of significance respectively suggested by both MEV test and Trace test, there was no evidence of multi-variate co-integration between NEERI and the rest of variables.

Table-3:

Hypothesized		Trace Statistics	0.05 Critical Value	Prob.**
No. of CE(s)	Eigen value			
None *	0.751347	307.8956	159.5297	0
At most 1 *	0.674733	229.9604	125.6154	0
At most 2 *	0.552032	167.0664	95.75366	0
At most 3 *	0.485337	122.0965	69.81889	0
At most 4 *	0.443189	84.89884	47.85613	0
At most 5 *	0.405807	52.10915	29.79707	0
At most 6 *	0.211176	22.95828	15.49471	0.0031
At most 7 *	0.158658	9.674419	3.841466	0.0019

Note: The lag length was selected using the SIC.

Consequently to investigate the long run relationship of exchange rate with other macro-economic variables the multivariate co-integration test was applied. In Table 3 the results of the multivariate co-integration tests are provided. It is suggested through trace test that at 5 % level of

significance there are at least six co integrating relationships. There are two co-integrated vectors suggested by MEV test that bind the long run relationship among the variables. Therefore the co-integrations tests suggest in a multivariate setting that among these variables there exists a strong long run relationship. And it is also suggested that these variables cannot move independently of each other. Another important thing is one or more variables react to re-establish the equilibrium relationship, whenever there is a deviation from the long run relationship.

Granger Causality Test Results

Table-4: Granger Causality Test Results

Null Hypothesis	Obs	F-Stat.	Prob.
LNIP does not Granger Cause LNNEER	52	2.14151	0.0702
LNNEER does not Granger Cause LNIP		1.40975	0.2355
D_EXP does not Granger Cause D_NEER	52	3.04093	0.08571
D_NEER does not Granger Cause D_EXP		0.40354	0.5274
D_IMP does not Granger Cause D_NEER	52	0.01343	0.90807
D_NEER does not Granger Cause D_IMP		0.33336	0.56557
D_TRMG does not Granger Cause D_NEER	52	12.5035	0.00073
D_NEER does not Granger Cause D_TRMG		4.55843	0.03631
D_IP does not Granger Cause D_NEER	52	9.96519	0.00237
D_NEERI does not Granger Cause D_IP		11.9489	0.00094
D_MS does not Granger Cause D_NEER	52	9.01613	0.00372
D_NEER does not Granger Cause D_MS		0.32323	0.57152
D_SPI does not Granger Cause D_NEER	52	1.23594	0.27011
D_NEER does not Granger Cause D_SPI		2.60801	0.11089
D_WSPI does not Granger Cause D_NEER	52	2.77438	0.10032
D_NEER does not Granger Cause D_WSPI		0.04724	0.82858

Note: The lag length was selected using the SIC.

To investigate whether macro-economic variables granger-cause the exchange rate or vice versa Granger causality test was applied. In Table 4 the results are provided. The results of Granger causality illustrate that EXPRTS (at 10% level of significance) and MS (at 5% level of significance) exhibit uni-directional causality towards NEER. On the other hand, bi-directional causality was provided for TRMG, IP and NEER (at 5% level of significance).

Discussions of the Findings

Hyder and Shah (2004) point out that given the considerable deregulation of Pakistan's economy in the recent year's inflation in Pakistan cannot remain unaffected by changes in the exchange rate.

Bhatti (1997, 2001) reported that inflation was instrumental in the determination of exchange rate of Pak Rupee. The findings of the study are in line with these earlier studies and suggest that there is a long-run relationship between exchange rate and inflation at 10% level of significance (Table 3). This provides a weak support for the purchasing power parity theory. This finding is conformity with Khan and Qayyum (2007) who also found support for the purchasing power parity in Pakistan. The Granger-causality test (Table 4) suggests that the direction of influence is more from inflation to exchange rate than from exchange rate to inflation (though both are statistically insignificant). However, report no statistically significant relationship between inflation and exchange rate. This finding contradicts Hye and Siddiqui (2010) who found that exchange rate changes were the main cause behind rising industrial and agricultural prices after 2004. One plausible explanation could be the problem of multi-collinearity that may exists given the other macro-economic variables. The results from the Granger-causality (Table 4) test suggest that money supply leads exchange rate i.e. money supply Granger-cause exchange rate (a uni-directional causality). This finding is consistent with the proposition of Maswana (2005) who suggests that money supply have instrumental role in the determination of exchange rate in an economy. Hye and Siddiqui (2010) also reported that money supply and exchange rate were co-integrated and that the direction of influence was from money supply to exchange rate. This finding indicates that to preserve the value of Pak Rupee and stabilize its exchange rate against other currencies (especially the U.S. Dollar) government must follow fiscal discipline and reduce budget deficit by all possible means. This can be attributed to multi-collinearity as money supply and inflation is also part of the model along with other macro-economic variables.

The study reports finding that indicate a bi-directional causality between exchange rate and total reserve less gold (Table 4). This finding is consistent with Kasman and Ayhan (2008). However, the findings of the current study are different than Kasman and Ayhan (2008) as it failed to find both a short and long relationship between exchange rate and total reserve less gold and exchange rate (Table 3). This finding explains that both exchange rate and total reserve less gold Granger-cause each other. A rise in the total reserve less gold causes exchange rate of Pak Rupee to

appreciate and vice versa. Similarly an appreciation of Pak Rupee causes a rise in total reserve less gold. This finding is consistent with main stream international finance which suggests that investors prefer countries with stable and strong currencies so that their investment value is retained. One of the most important elements of total reserve less gold is foreign remittances from Pakistanis living and working abroad. Given that central bank's intervention into the foreign exchange market is costly, time consuming, disliked by many and uncertain to be able to manipulate exchange rate over a longer period, the government's policy makers and regulators should encourage and facilitate remittances by compatriots living abroad. It will positively influence exchange rate and stabilize the value of Pak Rupee in foreign exchange market. Alongside this the government should devise ways and means to increase exports in the long run.

The study also reports statistically significant inverse relationship between exchange rate and exports. It suggests that a rise in exports causes Pak rupee to appreciate against the U.S. Dollar and vice versa. It can be concluded that a rising exports value increases the demand for Pak Rupee and causes it to appreciate against the U.S. Dollar in the long run. Further the study reports that exports react to correct any deviations from the long-run equilibrium. Hence it suggests that exports Granger-cause exchange rate in the long-run while exchange rate Granger-cause exports in the short-run. The findings from the Granger-causality test (Table 4) and suggest that exchange rate and industrial production share statistically significant relationship. The Granger-causality test suggests that there exists a bi-directional causality between exchange rate and industrial production. The results suggest that industrial production leads exchange rate in the long run and increase in productivity is accompanied by depreciation of Pak Rupee. A rise in productivity occurs in economic recovery and economic boom. In an emerging market like Pakistan, increased productivity is accompanied by higher and higher inflation and consequently higher interest rates by central bank as a monetary policy tool to maintain economic stability. This causes exchange rate to depreciate in spite of increased productivity. Because this study has taken nominal industrial production than real industrial production, the given explanation becomes more plausible for the observed results. This finding is consistent with Dogruel, Dogruel and

Izmen (2010) and Morley (1992) who also suggests that exchange rate influences output i.e. industrial production.

The study failed to report evidence to support Share price index in multi-variate co-integration test as well as Granger-causality test (Table 3 and Table 4 respectively). However, the study reports a long term positive relationship of exchange rate with share price index which suggests that a rise in share price index causes the local currency to depreciate i.e. Pak Rupee to depreciate against the dollar. The study reported that both exchange rate and balance of trade were co-integrated (Table 3). Further it was found that balance of trade led exchange rate in the long-run and negatively influenced the value of Pak Rupee against the U.S. Dollar. Falling exports and rising imports causes trade balance to rise and hence affect the demand for and supply of the local currency in the foreign exchange market. In the case of Pakistan, a consistently rising balance of trade causes the value of Pak Rupee to depreciate against the U.S. Dollar. Further consistent with the proposition of Krueger (1983) the study reports that exchange rate Granger-cause balance of trade in the short-run. It is the balance of trade that reacts to re-establish the equilibrium long-run relationship. It is therefore suggested that macro-economic policy makers should stabilize exchange rate by devising policies to ensure fiscal and monetary discipline. Economic policies encouraging the use of new technologies and production processes should be devised to improve productivity both effectively and efficiently. This will allow for simultaneously increasing exports and reducing imports through better quality of improved import substitution in the local market.

Conclusion

Pakistan is one of the developing country and like other developing countries there are many variables responsible for fluctuation of exchange rate but study includes only seven variables other than exchange rate these variables are Exports, imports, Stock price index, Foreign reserve less gold, Industrial production, Whole sale price index and Money supply. It is consider that these seven variables have an effect on exchange rate and from data analysis made in the study this can be proven that in reality these variables are affected by exchange rate. For survival in this competitive economy there is need to have a stable

exchange rate because of its exchange rate relation with other variables is examined in this study.

Thus the current research is aimed to study the dynamic association between macro economic variables and exchange rate in Pakistan. For this purpose the study analyzes quarterly time series of the relevant variables from 1998 quarter 1 to 2012 quarter 4. The study tests the proposed hypotheses using econometric models that are widely accepted and practiced in academic research in the areas of economics and finance. In the first place the study investigates that whether all-time series variables (exchange rate and the set of seven (7) macro-economic variables) are stationary or not. Then the study investigates in multivariate form, the co-integration properties of the variables under investigation. Further the study applies Granger-cause macro-economic variables or vice versa in the multivariate form. Along this line, the study also applies the Granger-causality test in the bi-variate form to investigate the lead-lag relationship and hence establish the direction of influence i.e. uni-directional. The study results suggest that there is a long-run association between exchange rate and inflation at 10% significance level. The Granger-causality test suggests that the direction of influence is more from inflation to exchange rate than from exchange rate to inflation (though both are statistically insignificant). The results from the Granger-causality test suggest that money supply leads exchange rate i.e. money supply Granger-cause exchange rate (a uni-directional causality). The study reports finding that indicate a bi-directional causality between exchange rate and total reserve less gold. A rise in the total reserve less gold causes exchange rate of Pak Rupee to appreciate and vice versa. The study also reports statistically significant inverse relationship between exchange rate and exports. The findings from the Granger-causality test suggest that exchange rate and industrial production share statistically significant relationship. The study failed to report evidence to support Share price index in multi-variate co-integration test as well as Granger-causality test. The study reported that both balance of trade and exchange rate were co-integrated. Further the study reports that exchange rate Granger-cause balance of trade in the short-run.

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THE ORIENTATION, MOBILITY AND MOVEMENT OF VISUALLY IMPAIRED PERSONS: A STUDY

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Abstract

The purpose of this research study was to know the knowledge about orientation and mobility on the movement of the persons with visual impairment. So, it is much important for visual impaired children to join such institutions in which different activities are arranged to enable them to move, to travel and to find things efficiently using their senses. So the basic purpose of the study was to know the knowledge about orientation and mobility on the movement of the students with visual impairment. This research was a descriptive research in nature, qualitative by technique. Furthermore it was a survey research study. The accessible population for this research study was consisted of all the visual impaired individuals getting education and training at different public and private institutions of District Lahore. Out of the accessible population the researcher drew out a sample of 100 visual impaired individuals, 50 visual impaired individuals were selected from public special education institutions and 50 visual impaired individuals were selected from private special technique from public and private special education institutions of district Lahore. As students were visual impaired and interviews had to conduct so in order to collect the required data a list of close ended questions in the form of three point Likert scale questionnaire was developed by the researcher with the help of supervisor in order to explore the knowledge about the orientation and mobility on the movement of the students of public and private institutions. The instrument was validated through Experts' opinion. After collecting the required data, it was analyzed through SPSS software in order to explore the knowledge about the orientation and mobility on the movement of the persons with visual impairment of public and private institutions. Calculated t-test value was -10.69 that was lesser than the critical value -1.960. It means there was significant difference between the mean scores of students enrolled in public and private institutes about the awareness of orientation and mobility.

Keywords: Visual impairment, orientation, mobility, public institutions, private institutions.

Introduction

Sight is one great blessing of God and no one can deny this great blessing of God. Many problems are created by reduction of vision in a person's life. Visually impaired person's need to know the knowledge about orientation to be in word fluency for the development of cognitive, motor and psycho-social abilities.

A study by Kef (2002) on the social support for Dutch teenagers with vision issues and impairments showed that the high percentage of

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youngsters feel happy and they accepted the fact of their impairment with high self-esteem. Very less variance was found between partial and completely impaired patients. No noticeable variance was found between these groups and sighted young people. Sighted adolescents are more social and have a greater group of friends and family.

Lopez-Justicia et al., (2001) conducted different studies to check whether Spanish children and teenagers with low-vision had low level of self-concepts compare to that of visually perfect peers. The children ranging from 4-11 years of age with low-vision are less attracted towards self-concept. Differences were not so major as far as family and security is concerned. This indicator shows that, they are enjoying the support from their family and class fellows. For children who are in between age of 8-11 years, big differences were known as far as relation with family members is concerned. While they feel uncomfortable, making new friends. Results for the youngster (aged 12-17) group showed that the significant differences are only in terms of physical self-concept. Individuals who have low-vision score lower than their sighted fellows. It shows that individuals of this age group are more attentive to their physical look.

Persons providing or receiving believes that mobility training is effective in increasing the performance of mobility. Three studies have assessed the effectiveness of training and findings are different. Gerushat and Del'Aune (1989) and later Straw and Harley (1991) all three found major improvements in mobility. But Soong (2001) found that performance of mobility did not start right after training of mobility.

As Soong et al. (2001) pointed out the results of by showing that some factor about mobility training are not being considered by others and questions remained unanswered. Gerushat and Del'Aune (1989) checked performance at start and at end and came up with a conclusion that the improvements are caused by practice effect. The conducted sample of Straw and Harley's study (1991) did not tell about exact figure of visually impaired patients, because only little percentage of samples had rational evidence.

According to Riley, (2000) many aspects are involved in the existing variation in losing the sight. These features are:

- Obtain ability and sort of family sustenance.

- The level of knowledge, responsiveness, physical, and mental ability of individual.

Consequently, the differences in the aspects should be considered when planning and constructing suitable learning programs for visually impaired individuals.

Physical activity for the visually impaired involves motor learning and movement related to environmental safety and convenience (Chen and Hsieh, 2003). Significant differences exist between the physical exercise regimes of the visually impaired and the normally sighted. Chang (1991) asserted that the blind suffer from a lack of exercise and that walking alone imposes a psychological burden and variety of dangers.

The abilities of the visually impaired can be improved through education, but to achieve this goal, the government must seek the advice of experts to develop teaching aids to enable participation in team sports and other activities. Since childhood, most visually impaired individuals suffer from a lack of life experience; nonetheless, they are able to use tape recorders, Braille materials, tactile aids, blind computers, and visual aids to learn and reach their maximum potential. Regardless of the development in these areas, orientation remains the most important skill for the visually impaired (Liu, 1975).

Regardless of one's visual acuity, the ability to walk confidently, safely, and purposefully is extremely important, but encountering an unfamiliar environment is especially challenging for the visually impaired. Previous researchers have revealed an Inhibitory govern deficit in children suffering from developmental coordination disorder (Tsai et al., 2009). Tsai (2009) showed arranged a ten-week team based body activity programmes and resulted in significant improvements in mechanical and intellectual ltasks in visually impaired children.

With adequate orientation skills and mobility, the visually impaired are able to perform many living skills independently, such as using the toilet, walking to classrooms alone, and avoiding falling which are crucial to their self-esteem and sense of independence. Many of these individuals are even capable of returning home without assistance, thereby reducing the psychological burden on teachers. Gaining experience and knowledge, expanding their living space, adapting to new social situations, improving relations with classmates, and receiving

encouragement from teachers make life for the visually impaired far easier and more fulfilling. Several studies have made references to living environments, in which the visually impaired are able to use their residual vision or other sensory organs to identify their relative position within the environment (Mao, 1995).

Orientation and Mobility

Definition of Orientation

Orientation is the ability to know the location where a person is and where he/she wants to go while moving from one room to another or going upstairs and downstairs or getting in the bus or walking on the footpath.

Definition of Mobility

The mobility is the skill to move efficiently, safely from one place to another even crossing the roads and using the public transportation without falling or meeting with an accident.

Visual Impairment

Visual impairment can be defined as “visual impairment include people have never visual function. Vision may decrease gradually or suddenly may be partially or totally”. Such people might have visual loss or they may have problem in optic muscle control (Ian L Bailey, 1989).

Mobility is a combination of skills which enables visually impaired personsto spend their lives correctly, safely and independently. “The movement from one point in the environment to another is reffered to as mobility”. (Hill & Pondes 1976, Lydon & McGraw 1973).

Orientation is an ability of one’s to locate him in an environment and to manage his position according to the situation. “Use of the remaining senses to establish one’s position and relationships to other objects in the environment”. (Jo Anne Murphy).

The reason that visually impaired persons mobility is possible at all is largely due to the ability of the individual to use his residual vision and congestive process to maximum effects, and as rehabilitators, its our job to ensure that our clints are doing it to the best of their abilities. It is very essential for us to know about mobility and orientation that we must have knowledge and information about it. A person with vision loss often accompanies with a sighted human guide, so it is essential that the knowledge and information must be delivered to visually impaired persons.

There are lots of techniques for orientation and mobility. These techniques are developed to feel comfortable and to efficient in the role of a sighted guide. For the particular application of these techniques it is instructor's duty that not only he provide information and valid knowledge to visually impaired persons information but also learns daily usage in their daily life. With the teaching procedure, it is also essential that the instructor must tell its precaution, so the possibility to use the techniques of orientation and mobility, it can be sue special devices and special techniques are must to provide the orientation and mobility training. However, it is important, that the teacher understand the nature of training and major methods and modes of travel.

There are experts and specialists in Orientation and Mobility profession who guide the students to develop the skills and concepts which are very important while travelling safely and independently within house and outside of his home. They teach infants and children in schools and rehabilitation center.

There are code of ethics and required level of knowledge and teaching skills for a certified Orientation and Mobility Specialist which are helpful in developing the followings:

- To maximize sensory development among the visually impaired children
- To focus the combination of senses with self protective techniques to move efficiently and effectively from one place to another within house and in the community.
- To use cane and other devices for walking purpose
- To use landmarks and compass directions for crossing roads
- To develop problem solving skills in case of loss of road and changing the bus.

The knowledge of orientation and mobility plays an important role in many areas of a man's life like in home, at school, relatives, neighbors and public places. In visual impairment area the orientation and mobility knowledge is very essential part of education and also rehabilitation for the independent movement of visually impaired person. There is no research work in an important area of this field therefore this topic of work is selected to know the knowledge about orientation and mobility on the movement of visually impaired persons.

The Basics of Mobility Skills

Guided Travel

Mobility technique which is included in walking with an individual is "Sighted Guide Travel." According to this method, children that are blind hold guide's arm while following the guide. The child has to hold the guide's arm so the fingers gripping the inside of the arm and the thumb is not inside the arm but outside it. A child allows the guide to give "cues" about the environment by standing half step behind the guide. The guide indicates that they are passing by narrow path and they will have to walk one by one by guiding his arm on the back of patient. Signs and signals must have suitability with the communication and learning standards of individuals.

Protective Techniques

In Protective techniques students safely travel in familiar places. They protect their bodies while locating objects. These abilities are basically used in accustomed inner settings. Protection skills are used in which the arm is placed at height of shoulder, parallel to the floor, will protect patient from objects which will come at chest and shoulder level. To protect lower body, arm is extended down. These techniques sometimes use simultaneously, but they can be tiring. These techniques are used when needed. For example, trailing skills may be used by patient while he was passing through hallway which is known and makes use of the safety procedure when the end of lobby comes.

Trailing

While trailing refers to extension of student's arm at about 45 degrees, while maintaining contact with a wall. This technique can teach patient, how to make alignment. It gives information about the environment as well as protection. This skill can be used in different conditions. Example includes walking through hallways while looking for a door, or during the outdoor travel from the building that is situated in a way. In trailing mobility device is also considered useful, or in concurrence with forearm and upper hand protection.

Teaching Techniques for the Blind

It is observed that different teaching techniques for the blind are used. It includes adaptation and instructional materials for visually impaired patients; special environment for visually impaired students is created at classrooms (Massachusetts; Division of Special Education, 2011).

Adaptation Material for Visually Impaired

Adaptation materials for the visually impaired include computer programmed, computer machine, and Vincent work station. Braille writing machine, parking machine, Kurzweil reading machine, talking books, thermoform machine, tape recorders, talking calculators. Instructional adaptation for visually impaired includes increase use of verbal descriptions, explanations and instructions. There is frequent use of questions. Discrimination techniques are used in instructional adaptation. Training programmes for the parents, tutor, guardian, about Braille or other behavior modification techniques are arranged. Students are encouraged to choose a partner for play and academics. It also includes communication with the child's parents or caregivers with other teachers about students' progress (Massachusetts; Division of Special Education, 2011).

Daily Living Skills

These skills refer to the ability to perform the routine activities, such as washing and dressing. These activities play vital role in self-esteem of person. It is an easier and faster way to do things for visually impaired child, but in the end it results in "teaching helplessness" (Massachusetts; Division of Special Education, 2011).

Getting Dressed

Start with undressing. Tell your child to put off clothes away in proper way. Choose dresses that are easy to wear. Prefer dresses and pants with zips instead of buttons. Choose large buttons rather than small ones. Those garments should be preferred whose fronts and backs are obvious. (Massachusetts; Division of Special Education, 2011)

Washing

Teaching about body parts can be best done during bath time and to differentiate relative size with siblings. (M. N. Mani, 1992)

Brushing Teeth

Teach the child to clean their teeth by putting toothpaste onto its fingers and then start doing brushing (M. N. Mani, 1992)

Toilet Training

Children started learning about the toilet skills at different range of ages – what matter is that patient should feel comfortable to get on this project. Patience is required by the parent in case of any accident. Have you got a potty with a proper base, and you put it within reach of a wall,

where it is easy to locate? Does patient know that mother and father go to the toilet? (M. N. Mani, 1992)

Food Glorious Food

One of the most important skills to teach is feeding. Mealtimes are the best ways to develop social skills and creating fun. Eating could be a difficult task for visually impaired children. Key steps can be used to avoid problems. (M. N. Mani, 1992)

Research Design and Methodology

This proposed study was targeted to explore the knowledge about the orientation and mobility on the movement of the persons with visual impairment of public and private institutions. This research was a descriptive research in nature, qualitative by technique. Furthermore it was a survey research study. Two groups of visual impaired individuals were selected from public and private special education institutions to explore the knowledge about the orientation and mobility on the movement of the persons with visual impairment. One of the groups was visual impaired individuals of public special education institutions and the other group was visual impaired individuals of private special education institutions.

Data Analysis

After collecting the required data, it was analyzed through SPSS software in order to explore the knowledge about the orientation and mobility on the movement of the persons with visual impairment of public and private institutions.

Testing of Hypothesis

H0: There is no significance difference in the level of awareness about orientation and mobility of public and private visual impaired students.

Table-1: I can move in my house without any difficulty.

Type of Students	N	Means	Standard Deviation	t-test value	Critical value	Level of significance
Students enrolled in public institutes	50	2.46	0.787	-3.086	t<-1.960 & t>1.960	0.05
Students enrolled in private institutes	50	2.84	0.370			

Table shows that mean score and standard deviation of students enrolled in public institutes are 2.46 and 0.787 respectively and mean

score and standard deviation of students enrolled in private institutes are 2.84 and 0.370 respectively. The table also shows that there is significant difference between the mean scores of students enrolled in public and private institutes on the statement that I can move in my house without any difficulty

Results and Discussion

- The mean score of visual impaired students enrolled in public institutions is 64.28.
- The mean score of visual impaired students enrolled in private institutions is 72.64.
- The standard deviation of visual impaired students enrolled in public institutions is 3.45. institutions is 4.32.
- Independent samples t-test value is -10.69 that does not fall between the critical values $t < -1.690$ and $t > 1.690$. It means there is significant difference between the mean scores of students enrolled in public and private institutes about the awareness of orientation and mobility. So, null hypothesis is rejected.

Conclusion

It was concluded that most of the visually impaired children have training and knowledge about orientation and mobility. But with this most of students do not know the proper terminology of orientation and mobility. Mostly students, who are not provided latest training and technologies which are important requirements of the children with visual impairment. It was also concluded that mostly children do not like to hold canes in their hands but they like to travel with a sighted guide who may be their teacher, friend or family member. There are a large number of students, who do not use white canes in their schools and home environments rather than they like to use white canes in their social or public places like parks. Visually impaired students are well known about their home and school environments, so they do not use white canes.

Mostly visually impaired students are well known about the use of senses in the surrounding. There are a large number of students who are able to search objects by themselves with the help of searching techniques. Almost all students are aware of the use of daily living skills.

The research has also concluded that a large number of visually impaired students are aware of orientation and mobility techniques and their use in home, school and neighbors.

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FROM HYBRIDITY TO MIMICRY: A POSTCOLONIAL JOURNEY IN HANIF KUREISHI'S *BUDDHA OF SUBURBIA*

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Abstract

One of the major problems that a postcolonial subject faces in a white society is the location and stating of his place and identity in a society of which he is not a natural part and in which he is not treated in a natural manner. Painfully aware of his different cultural, ethnic and in most of the cases linguistic origin, he acutely feels the need of developing such characteristics in him as would help him to be and seem like them (whites) for which he both consciously and unconsciously resorts to different methods and strategies which help him assimilate into postcolonial white society. In view of this complex nature of the place of a postcolonial subject in a white society, it is not easy for him or her to state identity. But since the issue of identity is central to human existence, postcolonial subjects also have a very strong desire to make their existence felt and get known by the others in a society or a community in which they are living. Hybridity of these postcolonial subjects as it has been narrativized by Hanif Kureishi in *The Buddha of Suburbia* through the characters of Karim, Haroon and Margaret, stems from their 'transcendental narcissism' (i.e. actions taken by the character to transform form their identity).

Keywords: Postcolonialism, hybridity, mimicry, identity, diaspora Pakistani fiction

Introduction

The representatives of ethnic minority groups adopt various techniques to ensure their successful survival and assimilation in majority community, one of such techniques frequently resorted to being mimicry. Far from being liked or taken as harmless phenomenon, it is, nevertheless, considered as potential threat to white society, for the similar is never the same but usually distorted and often dangerous. Gautam Malkani (2006) uses the phrases "Coconuts, Bounty bars, Oreo biscuits" (p.23) those who are perceived as others or hybrids. Corollary of such a perception is an uneasy awareness of inferiority and a powerful lust for revenge and hatred. When in alien white societies with different and antagonistic cultural and ethnic environment, the postcolonial (their postcoloniality being the result of their immigration to or birth in white

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society), unable to give free expression to their ideas, feelings or identity as these are subject to repugnance or derision by the dominant white people, desperately need to resort to several techniques of avoidance or assimilation to locate their place in the society.

Theoretical Framework

The term 'mimicry' owes to Frantz Fanon's depiction of the similar people in *Black Skin, White Masks*. Although Frantz Fanon's perspective seems to be quite distant from our debate of post colonial issues rooted in Britain, the context in which we want to exploit his views is quite relevant, thus it will be rewarding and befitting to utilize his ideas in the present debate. Frantz Fanon's *Black Skin, White Mask* (1952) exposed the enduring impact of colonialism on directly or indirectly once colonized people. Fanon, himself a psychologist, and a victim of *thingification*, "brought together the concept of alienation and psychological marginalization" (Bill Ashcroft et al. 1991, p.123). Major points of Fanon's discussion like prejudice of white society, racialism, the feelings of exclusion and psychological nakedness directly correspond to the postcolonial studies. Homi K. Bhaba says that the mimic men become "almost the same but not quite" (Bhabha 1994, p.89). He is inclined to use his famous terms "mockery" and "colonial imitation" akin to "mimicry" (Ibid, p.88). in Ania Loomba's observations "the process of replication is never complete or perfect and what it produces is not simply a perfect image of the original but something changed because of the context in which it is being reproduced" (1998, p.89).

Cashmore (1996) is of the view that hybrid subjects seem decently settled "within the contact zone produced by colonization" (p. 118). Their concurrent belonging to two cultures makes them hybrid and they retain "links with the territories of their forbears but [come] to terms with a culture they inhabit" (ibid, p.165). They evade permanent sticking to any culture, and stay in between, getting better of the two cultures and resisting assimilation with any of them. In view of Kaleta "not only do they cross but are also crossed by two cultures", (1998, p.7) which makes them sensitive to both of them but at the same time leaves them at the crossroads, unaccepted. Katarzyna Nowak (2007) notes about the nature of misinterpretation of the travelling subjects: "The migrant is neither here nor there, speaks neither the language she [he] was born into nor the

language of an adopted new homeland and belongs neither to the past nor the future. She [he] is neither whole nor fragmented” (p. 14). Hence the problems of the hybrid subjects regarding their acceptance into new culture are numerous, and overcoming all the obstacles placed in their way is not only well nigh impossible for the hybrid protagonists but also a vicious circle because even their perfection in one or all the components of a new culture is no guarantee of their acceptance.

Motives of Mimicry

Elleke Boehmer (1995), historically analyzing the situation, claims that Indian elites were always "mentally colonized" and "European cultural centrality was axiomatic" (pp.169-170). It is difficult to agree with Ania Loomba that imitation is "an act of straightforward homage" (1998, p.89) in view of *The Buddha of Suburbia's* postcolonial subjects, for instance, Karim and Haroon, who hardly ever endeavor for perfection in coping or imitating an ex- colonizer , instead they look for their own mixed English Asian way of existence.

Frantz Fanon's concept of the "Prospero complex" finds a very satisfactory illustration of the unfettered desire on the part of the hybrid characters to become a social climber. Elleke Boehmer (1995) claims that in the contemporary postcolonial hybrid cultures, mimicry surfaces "where other channels of self-expression were closed" (p.171). Hence a mimic man is not necessarily the product of mainstream culture rather more of a side effect. Jacques Lacan's assertion that mimicry serves the purpose of merging into the background for the achievement of a particular aim adds a new and invigorating perspective to the discussion of mimicry: "The effect of mimicry is camouflage.... It is not a question of harmonizing with background, but against a mottled background, of becoming mottled – exactly like the technique of camouflage practiced in human warfare" (1981, pp. 47-48). To Lacan, mimicry is a voluntary and deliberate choice serving some particular purpose: carrying on along with newly emerging identity (as a consequence of interaction with white people at many levels) erstwhile identity not disavowing his/her heritage and roots. Imitation, on the other hand, is used to dilate upon the sentimental attachment with one's fatherland.

Janus-Like Existence of the Subjects in The Buddha of Suburbia

In *The Buddha of Suburbia*, the 1950's generation (whether they have settled down after immigration to white society or are born there)

make sustained efforts to please their longing for India and simultaneously sinking into new reality of their belonging to white Western culture. A good part of the novel records the feverish endeavors on the part of the mixed characters to settle down and carve out a respectable career for them if they were to permanently live there and keep themselves from the ever-present danger of being isolated. Not contented with a humble job of a "civil service clerk" (p.7) of the British Government which made him travel in the train every day, Haroon, the protagonist of the novel, after his stay for over twenty years in the middle and lower-middle classes of the British culture, finally learned to hide and stifle his emotions, needs and ambition and on not being offered the opportunity of favorable reception by the other people "to keep his mind blank in constant effortless meditation" (p.8).

But at the same time never even for a single moment did he remain oblivious of the huge advancement he could make only if he would conform to the norms of the white society. Therefore, to impress the white people with his knowledge and conversion, he carried a "tiny blue dictionary" (p. 28) on his way to work and learned a new sophisticated word on daily basis, telling Karim the philosophy behind it: "[Y]ou never know when you might need a heavyweight word to impress an Englishman" (p.28). Karim's longing and ambitions about his son are also obviously coloured and influenced by the demands and requirement of the outside world as he is desirous to see Karim becoming a successful doctor and go on dating with white girls only.

Man-Woman Relationships and Identity

As the Sub-Continental culture considered it honor for men to have amorous relations with girls only not with the same sex- homosexuality being deemed highly disgracing and abominable practice – Karim, influenced by indigenous cultural ideas of adulthood, wants his son to stay away from homosexual proclivities and develop fascination for the white girls only, for to have a white girl friend in Sub-continent was a mark of prestige and fortune. His Indo-Pak or better say Orient-inspired male-chauvinistic ideas experience huge setback when he discovers his son in Charlie's attic where the step-brothers had just had a thrilling sexual fling. When many years of Haroon's unsuccessful living in English elapsed and disillusionment followed, he had the bitter realization that "he was going nowhere" (p. 26), he took a strong turn

when he “turned to Lieh tzu and Lao tzu and Chang tzu” and got too deeply involved in them “as if they’d been writing exclusively for him” (p. 28). Realization dawned upon him that his existence in the cosmopolitan consumerist society has been fruitless, devoid of any purpose and direction. The new enterprise will help him get his moorings, so he desperately needs to discuss “the Ying and Yang, cosmic consciousness, Chinese philosophy, and the following of the path” (p. 27).

Resistance and Assimilation

It is true to some extent what Susie Thomas (2005) claims that “Haroon starts off as the mimic Englishman and, when this fails, he becomes a mimic Indian” (p.66). In both the roles of a mimic Englishman and a mimic Indian, it is necessary for him to hide the part of his real identity, for such concealment would fortify him against the discriminating attitude of the white, on one hand, and make him a person of exotic charm on the other. The first to be surprised at this unusual change in Haroon is his son Karim who discovers his father's endeavors to speak in strong Indian accent during his séances, congregations of the spiritually dead white people seeking peace of mind. Karim is wonderstruck to see his father who “had spent years trying to be more of an Englishman to be less risibly conspicuous” (p.21). Although, Haroon triumphantly tricked his white listeners into believing that he was a great spiritualist, a Buddha with mystic powers to impart spiritual bliss and composure of mind, Karim was conscious of the deeper reasons behind this strong behavior of his father: “beneath all the Chinese bluster was Dad’s loneliness and desire for internal advancement. He needed to talk about the Chinese thing he was learning...” (p.28). Haroon seems to be in a fix when his soul strives and yearns for mimicry but the other part of his personality, his oriental body, resists any efforts for complete assimilation. Contrary to Thomas's statement referred to above, Haroon cannot be isolated from his deep rooted emotionality and profoundly sincere love for Eastern traditions of which he had been a part and custodian for long and which can be clearly seen from his "dietary preferences, love of yoga, and propensity to mock the British (Gilbert 2001, p.132). India and Indians may have temporarily been softened in Haroon's mind but they never vanished from his thought rather remained green, particularly because he had his boyhood friend Anwar to share his

feelings with and refresh the Indian memories, thus his flexible and impressionable identity emanates from his sense of loss rather than conformity to English values.

Exclusion through Inclusion

This study aimed to explore what Fanon had said during his early writing about a man of color that "he has two dimensions: one with his fellows, the other with the white man" can be profitably applied many years later to explicate biracial characters' emotions. In Kureishi's postcolonial world inhabited by characters whose defining feature is their hybridity, duality of perception is evoked frequently by voluntary mimicry which resultantly creates an unbridgeable gulf between traditional, heritage-oriented upbringing and opposing surrounding that demand unlearning the traditional elements. It is quite within the ambit of possibility that Kureishi's characters make use of the elements of imitation deliberately because it is "a strategy of exclusion through inclusion" (Childs 2005, p.129).

Haroon, Karim Amir, Shahid (*The Black Album*) and similar biracial characters breathe in white culture, immerse and assimilate themselves there, experience it into their bones, partially because they cannot avoid it. They like and accept what they deem might help them to exist in that society, for they are the self-help survivalists knowing their success will entirely depend upon their own efforts and that the hostile society will put all the obstacles in their way efforts of achieving their success by realizing desired identity. By means of previous inclusion or assimilation into white society, they are now able to exclude some elements of 'whiteness', the elements which they have found during their interaction with white people unavailing. It needs to be pointed out here that the imposition of mimic identity comes from a unified society and the English society is in all reports a unified society. Haroon's selfhood, his Indian identity was at stake when Jean, his wife's sister and her husband Ted permanently start calling him by the English version of his original name. He is transformed from Haroon to "Harry", for the English version of his name seemed more pertinent as "it was bad enough his being an Indian, in the first place, without having an awkward name too" (p.33).

Karim's Dilemma of Identity

As the white people would want the Asians/immigrants to conform to their standards and norms of living, both the protagonists of *The*

Buddha of Suburbia feel compelled to adopt simplified versions of their names ("Harry and Karim"). Karim apparently seems to be chameleonic figure, having a fickle and volatile identity, vulnerable to all kinds of mimicry and, therefore, eluding any definite, stable identity. Karim's susceptibility to assimilate almost all kind of mimicry inhibits the discovery of his identity. Standing on the threshold of teens, an age which stands as a bridge between innocence and maturity, Karim finds himself bewildered by the bifurcation of innocence and maturity, dependence and freedom, innocence and corruption. His choices, dilemmas, confusions and accomplishments in the xenophobic white society confirm that "the immigrant is the everyman of the twentieth century" (Rushdie 1992, p.181). Despite exacting appropriate changes to come up to the white standards of behavior however, it appeared difficult for Karim to avoid stereotypical roles even while working in a theatre. His first appearance as an actor in the role of Mowgli, from Kipling's *The Jungle Book*, costs him a lot of humiliation which he has to bear with for the sake of initiating a career. To play the role with fidelity to art, to give it a touch of realism and authenticity, he had to have his body covered "from toe to head in the brown muck" (p.146).

But even more aggravating was the problem of accent as his director, Shadwell conditioned him to speak with strong Indian accent and when Karim tried to negotiate the change, to tell of his British origin and capability of speaking with genuine English accent, Shadwell silenced him exclaiming: "you have been cast for authenticity not for experience, try it until you feel comfortable as a Bengali" (p.47). Bengali Karim never had been, but refusing to comply with director would simply mean ousting from the cast, thus he (Shadwell) re-enacts the scene of colonization by in postcolonial British by forcing Karim, a hybrid, to perform according to the Englishman's whims, otherwise he would be denied the opportunity of social climbing, and quest for identity. Whereas Karim's later performances of an immigrant might seem exaggerating the process of stereotypical idea of reduced and crippled identity. Bradley Buchanan, nevertheless, speaks in favor of Karim's mimicry and regards it a useful practice as "in pursuing or representing an inauthentic self, one discovers a more pleasurable, profitable or useful way of being" (2007, p.44). His flexible and fluid identity easily keeps becoming new in the face of new influences.

Karim is not unaware of this mutability process taking place, in fact quite early in his life does he realize its importance and starts practicing first by changing his wardrobe as if he was trying on new roles or identities just like different dresses which suit different occasions, then sharing with childhood friend Jamila the practice of being someone else as they were not allowed to be English, and even when they tried to be so they were not accepted: “sometimes we were French, Jammie and a I and other times we went block Americans. The thing was we were supposed to be English, but to the English we were always *wogs* and *nigs* and *pakis* and the rest of it” (p.53).

This changing of roles and putting on new identities seem to be the necessary condition of being for Karim, Haroon and any Pakistani immigrant, Shahid’s uncle, Asif in *(The Black Album)* dwells on the same dilemma faced by the Pakistanis. They have to fulfill many roles; they are supposed to do whatever they are told to do. It is taken for granted that they don’t have will or choice, so they have to “do everything , win the sports, present the news and run the shops and business , as well as fuck the women”(p.6). The white man has taken off this burden and now it is, in Asif’s opinion, “the brown man’s burden” (p.6) and the role imposed upon Pakistanis by the white society is enormous but thankless as despite discharging so many roles successfully and helping the white society work smoothly, the Pakistani are discriminated, humiliated and refused to be considered at par with the white.

Role of English in the New Identity

If the Asians hope to equal the white man on his own land, they have to achieve the same communicative excellence as the whites have. Appropriating language is appropriating identity for, identity itself is not something fixed or given, it is what it is expressed to be. Haroon is a remarkable example in this context of striving to be more resourceful in English than the English themselves. His obsession with learning new vocabulary for the sake of impressing the native speakers seemingly makes him “more English than the English” (Ashcroft et al 1991, p.4), and further intensifies the process of his disillusionment. When reaching London he tries to discuss Byron with the local people thinking that the English must be knowing more about their own poet, he discovers to his utter astonishment that “not every Englishman could read or they didn’t

necessarily want tutoring by an Indian on the poetry of pervert and a madman "(p.24).

Fuzziness of Sex as a Metaphor of Blurred Identity

Karim Amir's fascination for Charlie hero is motivated by his flaming desire of transforming his identity on the model and pattern embodied by Eva's beautiful son: "I admired him more than anyone but I didn't wish him well. It was that I preferred him to me and wanted to be him. I coveted his talents, face style. I wanted to wake up with them all transferred to me" (p.15). Consequently Karim's inordinate desire for Karim leads him to abandon accuracy of his sexual preferences which inevitably affects relations with parents. Inspired by Charlie, he brings radical changes in his dressing too, and becomes enamored of particular sort of music and books. Charlie becomes style statement of the whole era for Karim. Charlie's silvers hair excites his imagination and sets him thinking whether London was "entering a new hair era that he had completely failed to notice" (p.37). What follows from this is that sexual mimicry becomes inevitable part of his life. But on the other hand, Kaleta has some entirely different point to make that "to say this is homosexual love affair is a simplification" where the need is not for simplification but for clarification as "the boys are in love not with each other's maleness but their own" (Kaleta 1998, p.179).

Karim's fixed sexual identity in postcolonial culture is under threat. Ashcraft (et al.) is of the opinion that mimicry is not without potential threat: "threat inherent in mimicry comes not from an overt resistance but from the way in which it continually suggests an identity not quite like the colonizer. This identity of the colonial subject means that the colonial culture is always potentially and strategically insurgent" (Ashcroft et al. 2000, p.141). Hence Karim's sexual mimicry is "at once resemblance and menace" (Bhabha 1994, p.86).

Violence in Negative Mimicry

The postcolonial subjects are subject to a negative mimicry as well. Burning with revengeful motives, they recourse to the violent imitation of "the white oppressors". Kureishi's protagonists frequently express this negative, violent, threatening side of mimicry. Shahid, the protagonist of *The Black Album* for example frankly admitted that he "wanted to be a racist" (p.10) as a result of racist discrimination he had to bear with everyday. One cannot always commit violence upon others without the

risk of being adversely affected by it. Shahid then started to pay the society in the same coin to prove that evil is contagious: "I argued ... why can't I be a racist like everyone else? Why do I have to miss on that privilege? Why is it only me who has to be good? Why can't I swagger around pissing on others for being inferior? I began to turn into one of them. I was becoming a monster" (p. 11). Anwar (*The Buddha of Suburbia*) just like Shahid turns violent when he is mocked by the white boys for being a Pakistan – a term of racial inferiority. He was badly upset because of his daughter Jamila's refusal to marry the person of his choice, when a racist attack on his shop aggravates his mental deterioration, making him go round the streets madly, wanting to strike the white boys heavily on head. Racial decimation meted out to him drives him a psychological patient. This concept of negative copying is not confined to the biracial subjects alone, the postcolonial conditioning of reality engenders it in the white ones also. John (*My Beautiful Launderette*) can't help himself slipping towards becoming "a fascist with a quarter inch of hair" (p. 26).

From Illusion to Disillusionment

Karim experiences personality crisis inner dissatisfaction, strained relations with his parents, and incapability to set the time right that has gone wrong in terms of his mother's divorce and love affair with Haroon, an oriental. Realization of England being "the kingdom of prejudice" (p.245) dawns upon him quite early revealing that this swampy country provides no real purpose of life and opportunities to find which he flies to America where bored with sexual adventures, he plays with his accent much in the same way as Karim had been made to play with his Indian accent in England. To be successful and 'find' himself on the American soil, he mimics cockney, although, paradoxically when he was at school in England he was "mocked by the stinking gypsy kids for talking so posh" (p.247). Karim, in America with his favorite hero, takes no time to perceive that one time's hotly pursued punk star in England was "selling Englishness and getting a lot of money for it" (p. 247). For Karim this new identity of his idol is simply unacceptable and despicable, for he had not ever thought of him behaving so cheaply. He despises him for almost the same reason for which he was despised by Tracey: for turning his identity and class into commodity. Understandably enough Karim gets disillusioned with his idol in America for the latter's deliberate

abandoning of what Karim had been whole-heartedly striving for: stable and authentic self- the things that Charlie compromises on to acquire economic prosperity and win the attention of the American audience. Thus Charlie is in America what Karim was in England: bored and unnoticed. Both kill their boredom and get noticed even become notable by giving different orientation to their identities.

Insight of Lived Experience

Kureishi is often admired as well as criticized for being “the hyphenated Anglo-Asian author” and for his unique but controversial “insider / outsider point of view” (Kaleta 1998, p. 7). His own biracial / hybrid identity allows him to better comprehend the fact of being lost in the multicultural world and belonging nowhere, thus his own experiences held him in creating such hybrid protagonists who come face to face with the issues of belonging to two cultures, two ethnic groups and consequently two identities. But at the same time, Kureishi sees something good in hybrid character, provisionality and positionality of identity as when you are in the middle, between the cultures “you can see the end and the beginning” (Thomas 2005, p.163). Cognizant of their otherness, postcolonial protagonists carry the burden of representation and stereotyping. Karim Amir states his hybrid identity in the opening lines of the *Buddha of Suburbia*: “My name is Karim Amir and I am an Englishman born and bred, *almost*. I am *often* considered to be *a funny kind of Englishman a new breed as it were having emerged from two old histories*. But I don’t care – Englishman I am (*though not proud of it*), from the south London suburbs and *going somewhere*” (emphasis added, p.3). The word ‘almost’ differentiates him from the others and excludes him from a homogenous English society. His unhappy or mixed experiences within the homogenous white society have made him painfully conscious of “the new breed” he represents a breed of hybrids, and he knows absolutely clearly that he is denied “Englishness”. He locates his identity between “two old histories”, between two antagonistic social systems, and even two continents. Karim has mixed blood and seems to be enslaved in “Cinderella Complex” (Fanon 1967, p.77). he is treated on discriminatory grounds, refused to be recognized as the natural part of the society, which makes these hybrid characters dream about what Frantz Fanon called “Lactification”, miraculous whitening (ibid, p. 47).

In *The Buddha of Suburbia* the focus is perceived through a seventeen years old boy Karim Amir, a mixed child of an immigrant from Bombay and a lower-middle class English woman, Haroon and Margaret, driven by hormones and lured by the sense of danger in seeking release from the status quo. Kurieshi himself a product of inter-racial marriage, identifies the character of Karim as being a "new breed" as the second generation of immigrants living in England –a direct product of transmigration and interracial marriage creating an almost chaotic jumble and confusion of feelings within him, and a non-linear-contrary to tradition-set of beliefs that present an inherent restlessness and the need for change and resistance. Kurieshi incessantly flips between the lives of the characters and the perception of life as experienced by Karim who is placed in the midst of a polarized society where radicalism is contradicted by convention and to be different is to be cool: two ideas embodied through Margaret (the traditionalist) and Mrs. Eva kay (a new-age spiritualist and a radical); in the family mainly induced by his father's renewed and reinvigorated interest in spiritual practice in collaboration with Eva.

Karim's hybridity surfaces in his behavior and preferences also: he is fond of tea and cycling and listens to "King crimson, soft machine, captain Beefheart, Frank Zappa and Wildman Fisher" (p. 62). Against the judgment of most of the Whiteman, he knows absolutely well how and where to satisfy his tastes. As a typical Englishman, he knows the good places where to buy the blends of tea he likes most and where the best music shops in the high street are. He feels spirited in the city. His soul luxuriates in supreme happiness there but his immoderate love for the city is not reciprocated, it remains unresponded and dejected. It was when he tried to date Helen, a white girl, her father reminds him of his place in that society: "she doesn't go out with boys. Or with wogs (...) we don't want you blackies coming to the house" (p.40). To Hellen's father, there is clear difference between the "boys" and "wogs" discriminately called "blackies". Hellen's father is obviously constructing a lower position for Karim, an uncomfortable "master-slave relationship" (Gandhi 1998, pp.16-17). White man still considers himself colonial master who knows the brown man more than the latter does himself.

Hybridities of the First and Second Generation

The first generation immigrants like Haroon and Anwar, despite their best efforts to completely take to western ways, fail primarily because of their stronger ties with the Indo-Pak culture and they retain a strong oriental ideology and outlook in their ways of life – whether it be dressing or eating food, sexual relations or marriages, choice of profession or allowing freedom to their new generation. Haroon, Karim's father, being the member of first generation Anglophile, finds himself surrounded by race-ridden cultural snobs who treat him like a wog. Elleke Boehmer (1995) claims about such people that they may be physically uprooted from India but emotionally they are still there: “[e]x-colonial by birth, “Third world” in cultural interest, cosmopolitan in almost every other way, he or she works within the precincts of the Western metropolis while at the same time retaining thematic and / or political connections with a national background” (Boehmer 1995, p.233).

They find it very difficult to unlearn their Asian culture, its beauty and ugliness which they seem to have taken into their soul. Haroon, for instance had lived almost a princely life in India before he decided to come to England. Forgetting it with all its concomitant values and conventions is beyond the limits of probability. Allured by economic prosperity, the 1950's generation rushed to Britain with soaring hopes and expectations. This is a period after the flux of immigrants to Britain from the 1950's and 60's from the new commonwealth countries: west Indies, Pakistan, India and Bangladesh who come tempted by the hope of finding better employment opportunities in a thriving economy. Haroon's parents had sent him to England with great hopes that he would return from there as a successful man: “Dad was sent to England by his family to be educated....like Gandhi and Jinnah before him, dad would return to India a qualified and polished English gentleman lawyer and an accomplished ballroom dancer” (p. 94).

Chili is the eldest son of the ostentatious father who has adopted with encourage ment from his father the extravagant city life style: "In Chili's hand were his car keys, ray-bans and Marlboros....Chili drank only black-coffee and neat Jack Daniel's; his suite were Boss, his underwear Calvin Klein, his actor Pacino. His barbar shook his hand; his accountant took him to dinner, his drug-dealer would come to him in all

hours....now Chili claimed that the family business had to expand-to London” (p. 30).

Chili strikes great resemblance in his following of contemporary British style with another young protagonist, Karim as both are the lovers of glittering city life. In the life style as well describing the physical appearance of the character, Kureishi also affixes a life-style to him which reflects the second generation immigrant's conformity to and acceptance of the western materialistic society that dominates around them, repudiating their own traditions of home and family. As the hybridity of the second generation immigrants is predominantly a matter of promiscuity, Chili is reluctant to live with his wife Zulma, and prefers the company of more promiscuous women.

Haroon, the first-generation immigrant, truly represents the masses of the Third World countries that easily fall victim to white society's charm, colour and culture. Through his characters, Kureishi has explicitly demonstrated the impact on Asian immigrants of the clash of Western and Eastern culture. Haroon, Anwar and the people like them had migrated to Britain in the hope of resplendent future unaware of the fact that they might have to face a large number of problems: identity crisis, cultural clash, religious antagonism, racial attacks, alienation etc. Haroon lost himself in the charm and glamour of the West and got too deeply implicated in the Western civilization, turning back upon Islamic code and conduct of living. In order to move up the ladder of social mobility, he did not even stop short of abandoning his legal wife and two sons and took refuge in the warm love of Eva for sexual gratification. Haroon did achieve some success in terms of getting popularity as a Buddha but lost his religion, faith and identity. The second generation immigrants, the hybrid descendants who are the result of cross-cultural marriage inherit the traits of two cultures and face the dilemma of belonging and not belonging more than their parents did.

In both *The Buddha of Suburbia* and *The Black Album*, Kureishi alludes to the racial unrest, enhancing the cause through religious beliefs and political stances. In *The Black Album* Shahid, Riaz, Hat, Chad and other boys and girls from the college go to guard a Bengali family from the deep racial harassment they faced from the twelve and thirteen years olds: "the husband had been smashed over the head with a bottle and taken to hospital. The wife had been punched. Lighted matches had been

pushed through the letter-box. At all hours the bell had been rung and the culprits said they would slaughter the children” (p.90). Similar racial prejudice is seen in *The Buddha of Suburbia* when Karim is restricted from seeing his friend, Helen and threatened sinuously in case he persisted to meet her. Her father tries to intimidate him: “...‘we don’t like it’ Hairy Back said. ‘However many niggers there are, we don’t like it. We’re with Enoch. If you put one of your black ‘ands near my daughter I’ll smash it with ‘ammer! with ‘ammer’” (p.40). Kureishi moves on to question whether violence can be attributed to ‘living in ugliness.’ In the estate where Bengali family is being guarded, there is a high level of racism; could this be due to unemployment, powerlessness, lack of food and under-education? Dr. Brownlow, Deedee Osgood’s ex-husband and the students’ lecture defends this as the problem. He is contended against by Riaz, the fundamentalist and the leader of the student revolutionaries who argues how privileged they are living in Britain, to be able to vote, have housing electricity, heating, T.V fridges hospitals nearby while “...our brothers in the Third World, as you like to call most people other than you, have a fraction of this...” yet they are neither “...racist skinheads, car thieves rapists ... No they are humble, good, hardworking people who love Allah !” (p. 95).

Kureishi develops the idea of religion as an integral part of politics and as a requirement for liberation, equality and racial unity. He highlights the significance of faith in the second generation immigrant as a ‘tag’ that makes them human and demonstrates how for it goes to unite ‘brothers and sisters’ together in harmonized reverence and trust towards Allah and a sense of belonging: “the religious enthusiasm of a younger generation, and its links to strong political feelings, had surprised him” (p. 91). The second generation’s faith in *The Black Album* is much stronger than that of the first. This is obvious as neither Shahid nor Chili had been taught about religion by their parents. Karim Amir and his brother Allie are no exception since their parents had never felt inclined to impart religious teachings in their minds. Despite being the sons of an Indian Muslim, they had never been taught the importance of learning religious beliefs.

Karim is absorbed by his father’s spirituality, affectionately addressing him ‘God’ for his successful conducting of yoga sessions with Eva and a hoard of other converts whose spiritual barrenness induced by

materialistic modern society makes them seek inner happiness promised by Haroon – the Buddha of Suburbia. But characteristically, Kureishi distances Karim from the core of faith by putting doubt in his mind. Karim's alienation from and indifference to Islam is primarily because of his father's perverted involvement in and obsession with Buddhism, that leave the children of the second generation find themselves in a divided world, in a state of limbo between cultures and traditions.

They were in a great fix as they were seen as unwelcome visitors by the white majority and castigated and shunned by their own families back in their own countries for having become too western. They were labeled with discriminatory and derogatory tags as 'coconuts' and 'Pakis' (as Karim is frequently called 'paki basher' by the white) for their color and repudiated for their hybridized cultures. Karim expresses his restlessness "...perhaps it is the odd mixture of continents and blood' of here and there' of belonging and not, that makes me restless and easily bored... I was looking for trouble, any kind of movement' action and sexual interest I could find" (p.3).

Furthermore what aggravated their problems regarding finding a better place to live in their new home was the fact that despite their high level of education and experience, they had to face the unexpected prospects of unemployment or being employed as low-salaried unprivileged workers. In some cases like that of Haroon accepting such low jobs was a degradation because he had left behind in Bombay an aristocratic life never expecting he will have to take up such petty jobs. Finding themselves placed in such awkward situation, they feel themselves unable to mediate between the conflicting set of values of East and West. To resolve their identity crisis, they strive to practice their Muslim male superiority over their wives and children (as in case of Haroon wh tries to exert his Muslim male-chauvinism upon his wife Margaret, and son- Karim) but ultimately they desperately fail to do so because of their lack of understanding that they are applying the eastern values in a different western culture which augments their feeling of in-betweens and compels them to rethink their notion of identity.

On the other hand the matter of confusion of cultural identity and hybridity has a different orientation for the descendants of the first-generation immigrants as they have to grapple with these issues from the very first days of their lives. Frequently what these hybrid children see at

their homes and what they observe and experience outdoors is in direct contrast with each other; they are constantly made to realize that they are racially inferior to the white dwellers of the society; are unable to come up to the expectations of the two conflicting cultures and are unwanted outsiders, the 'others' who are destined to be treated more as animals and brutes than civilized human being. Unlike their parents who find it difficult to assimilate, to accept being British Asian due to their deep-rooted love for their mother country, the second-generation immigrants have less strong emotional affiliation with the mother country, and seem reluctant to be labeled as British Asian because they on account of being born and brought up in England, deem themselves simply British. Apparently for the second generation immigrants the 'in-betweenness' of their parents is a weaker phenomenon, less conspicuous as if the 'in-betweenness' state *was already 'post' condition and now they were more in tune with the conventions* and life style of the British culture. However, their cultural confusion stems from other sources than their parents and they have their own different ways to cope up with it. There are two categories of second generation immigrants in this regard : the conformists who prefer assimilation to avoid any cultural confrontation, such as Allie of *The Buddha of Suburbia*; and the 'traditionalists'- who do not break with their roots in terms of religion and political stance like Millat of White Teeth and Karim of Brick Lane. Karim's younger brother, Allie (a westernized version of the Islamic name Ali) appears to be the prototype of completely assimilated perfectly westernized second generation British Asian who deliberately dissociated himself from his origin, from anything oriental.

Similarly Magid absorbs English identity and English manners instinctively, despite being sent back to Bangladesh to receive traditional upbringing and to mix up with native tradition. On the contrary, Millat and Karim stand for a new young militant generation characterized by involvement in crime violence and drug abuse, cultural conflict and finally religious fundamentalists as the means to come to terms with identity confusion. In addition to these two categories of hybrid descendants belonging to the second generation immigrants, there is a third category as well : the one represented by hybrid character of Karim Amir whose unstable and fluid identity embodies a 'new way of being British' (*My Beautiful Laundrette*, p. 18). He explicitly considers himself

to be English (though not proud of being so) but simultaneously demonstrated a sense of cultural responsibility towards his origin, his roots and learns after a series of cultural encounters with the Britishers the facts about his identity confusion and unavoidable state of hybridity.

Like his ethnic hybridity, Karim's sexual identification is also complicated. Without any preference or priority, he is quite ready to sleep with anyone, male or female, though his first really significant and thrilling sexual fling is with Charlie and he sleeps indiscriminately with male or female of any ethnic origin, for instance, Jamila-an Asian and Eleanor- a British. His indeterminate sexuality embedded in overriding confusion places him in liminal role as the fixed labels of homosexual, heterosexual, Indian or British are not exclusively applicable to him, nor does he claim to have the intentions to be identified thus. Avoiding the exclusivity of being pinned down as anything 'fixed' in terms of national cultural or sexual identity, he constantly vacillates between the boundaries of binaries, though he has an Indian Muslim's (later a propagator of Buddhist Philosophy) blood in his veins, and he also retains shreds of respectable Indian traditions, but none of the stuff of Indian heritage is strong enough to restrain him from indulging in immoral sexual relationships with Jamila, his childhood friend, and Charlie, his step-brother. Later on as he grows up, and the novel records his experiences in Bildungsroman tradition, he traverses the road of upward social mobility. He makes connections with upper middle class people attached with Arts community, and participating in theatrical performances exclusively designed for him to highlight his confusing cultural identity, he beings a breath - taking, intensely emotional, though equally complicated sexual relationship with a perfect upper middle class theatrical beauty –Eleanor under the false impression (appropriated by theatre Director Pyke by persuading Eleanor to enter into sexual adventure with Karim out of sympathy, if not out of love because she had never been able to forget her erstwhile love with Eugene) that Eleanor loves him heart and soul, but only to discover later on with shattering disillusionment that her love was only a mercy, nothing more than courtesy while Karim had "never had such a strong emotional and physical feelings before "(p.187).

As a matter of fact most powerful reason of large-scale immigration as Kureishi's claim was that it seemed quite obvious and hopeful for the

immigrant communities that sooner or later they will be extended the right of citizenship and brought at par with the white society: "belonging', which means, in a sense, not having to notice where you are, and, more importantly, not being seen as different would happen eventually. The West was a dream that didn't come true. But one cannot go home again. One is stuck" (Kureishi 2002, p.21). Going home again was increasingly made difficult by the expectations the parents and society back home had attached with the first generation immigrants that they would return home filled with economic and intellectual wealth but instead, they had, better say, got trapped into the West from where returning was as much different as staying. Tragically, when they seem to live in two countries, in reality, they live in neither of them which makes them hybrid and alienates them from others, even to themselves.

The two childhood Indian friends – Haroon and Anwar (*The Buddha of Suburbia*) who migrated to England together are perfectly aware of living between cultures, of their in-betweenness and subsequent inability to completely assimilate into British culture, rooting out from their feelings love and nostalgia for the home country. Young and energetic as they were at their stepping into England, they spared no efforts to adopt the culture of the white and dived deep into the ways and norms of the white people even one of them, Haroon married a lower middle –class English woman, Margaret. But their efforts and expectation to be treated as welcome guests in England remained unrealized chiefly because they were something more than individuals and their mode of thinking and living was emblematic of the whole nation. Quite pertinent is the observation of Edward Said (1994): ".....cultures come to be associated, often aggressively, with the nation or the state; this differentiates "us" from "them," almost always with some degree of xenophobia (p.13). This leads one to assume that this is a natural process of transformation towards hybrid identity for the one who lives in an acquired culture. Lois Tyson (1999) almost shares and confirms Edward Said's idea of gradual progressiveness towards hybrid identity as she claims that the postcolonial identity rather than being a fixed entity is "necessarily a dynamic, constantly evolving hybrid of native and colonial cultures" (Tyson 1999, p.369). What follows it is the division of the society in to two categorically different sections which

actually are the effect of universalistic tendencies followed by the colonized and the colonizers.

Both communities - the colonized and the colonizer- walk towards opposite directions chalked out by their sentimental attachment to their roots and heritage and almost extremist tendency towards giving their respective culture an almost divine superiority. There is thus yet present on both sides a will to preserve the purity of culture, though this will and the concomitant effort to materialize this despite is fated to fail in a postcolonial hybrid culture where the purity of culture is a myth and the hybridity is a living reality. Karim is really surprised to observe his Dad's and Anwar's morbid attachment with "home" as not long ago they had seemed decently settled in Britain showing no signs of nostalgia for India: "[f]or years they were happy to live like Englishman. (...) Now, as they aged and seemed settled here, Anwar and Dad appeared to be returning internally to India or at least to be resisting the English here. It was puzzling: neither of them expressed any desire actually to see their origins again. "India is rotten place", Anwar grumbled. "Why I should want to go there again. It's filthy and hot and it's big pain- in- the- arse to get anything done" "(p.64). Both men came to England convinced that England was their dreamland and lived very close to the heart of London in order to satiate their immoderate thirst for English pleasures which were forbidden and disgusted in India. However, when they tried to forget their "otherness", the white were there to remind them they were "others". An interesting chat takes place between Haroon and Helen, Karim's white girlfriend when the former complains that the old Indians "come to like this England less and less and(...)return to an imagined India" (p.74), the latter tries to hearten Haroon with balmy words : "we like your being here. Your benefit our country with your traditions" (p.74).

Conclusion: Answering Back to Mimicry

In Kureishi's works mimicry has been dealt with as the most commonly adopted technique by the hybrid subjects to look for their identity, to try to play different social and ethnic roles, and finally get that status in the society from where they can state their identity. What makes Kureishi's characters appear authentic is the fact that the feeling they display and the conditions they undergo are the direct consequence of their displacement and immigration. Kureishi's works seem to be

written to answer a very crucial question of the postcolonial era: whether there is only Englishness to Identify with? And emphatically suggest that England is no more the country of the white or the British nor there is only one version of Englishness to follow or identify with. Instead “there must be a new definition of today’s national identities just like Kureishi’s attitude towards his characters and telling their stories is new” (Kaleta 1998, p. 232). Susie Thomas (2005) observes that “[n]ational identities are inevitably presented as a matter of cultural performances” (p.69). Karim ends up with sheer frustration, discovering painfully that despite moving heaven and earth to become the same with the white through mimicry, he is bound to be unsuccessful because mimicry “relies on resemblance, on the colonized becoming like colonizer but always remaining different” (Childs and Williams 1997, p.130).

Kureishi suggests that these are not the Asians or the semi-Asians alone who, while living in postcolonial hybrid cultures of today recourse to mimicry rather the white also are not far behind in this practice. Though it looks a bit surprising, it is an undeniable functional reality that both the groups imitate each other in the search of similar if not the same features. The protagonists find themselves trapped in mimicry in their enthusiasm to imitate the subject of idolization often unaware of the imperfection of the subject imitated, and thus in doing so stand deprived of nobility of feelings and sincere emotionality. Robert Young in *Colonial Desire* (2003) interestingly retorts hybridity that “hybridity is itself a hybrid concept” (p.194). Hybridity is inalienably allied with mimicry and both function simultaneously. It is indeed a complicated term deriving directly from “an act of mimicry that is at the bottom insurrectionary” (Castle 2001, p.505). Just like mimicry, it is considered a potential menace to colonial discipline and order, because in Homi Bhabha’s observation it is “neither the one thing nor the other”, (Bhabha 1994, p.33) and such crossings possibly lack the clarity and purity of the original. Hybridity has dealt a heavy blow to the monologic discourses and its permeation into art, literature or culture may “signify a freeing of voices, a technique for dismantling authority, a liberating polyphony that shakes off the authoritarian yoke” (Boehmer, 1995, p. 238-39).

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FOCUS MARKING IN PAKISTANI ENGLISH

CASE STUDY OF *ITSELF*

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Abstract

This research paper studies the use of *itself* in Pakistani English drawing on the data from Pakistani Written English corpus (PWE). *Itself* is used in all varieties of English exclusively as reflexive pronoun and emphatic pronoun or Intensifier. Pakistani English has developed an additional use of *Itself* as presentational or non-contrastive marker. This paper investigates in depth the syntactic and semantic contexts of *Itself* in order to study the functional use of this lexical item in Pakistani English. The paper strengthens the fact that Pakistani English is an independent variety with norms of its own.

Keywords: Focus markers, Pakistani English, Standardization, Nativization, Intensification

Introduction

The post-colonial scenario has given birth to the different varieties of English. It is still for linguists to decide that 'Who owns English'. (Widdowson, 1993) First of all, it was Braj. Kachru (1982) who introduced the concept of Pakistani English as a non-native variety: "Kachru showed that English in sub-continent changed on account of its contact with indigenous languages but also because of its use in different cultural contexts." (Talaat, 2002, p.33)

Pakistani English is an independent variety. Pakistani English, being a non-native variety, exhibits different norms and shows variation at different levels of grammar, phonology and lexis and various features have been recently explored as independent norms which strengthen the place of Pakistani English as an independent variety with features of its own.

This research paper aims at highlighting innovative feature found at the level of grammar in Pakistani English. The present study investigates the focus marking in Pakistani English and studies the innovative use of *Itself* in Pakistani English.

Literature Review

The deviant and innovative features of Pakistani English have been a key area that calls for a detailed analysis. Kachru (1983) observed

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some tendencies of using more complex structures in the South Asian Englishes. In Pakistani English, Baumgardner (1990, 1992, 1993, and 1998) worked on the influence of Urdu upon the lexical level in a detail. He put forward that Pakistani English borrow frequent words from Urdu and the regional languages. Rahman (1990) also showed some distinct morphological and syntactic features in the Pakistani English.

Talaat (2002) proved that there are texts that are divergent grammatically without showing any divergence in the vocabulary. Mahmood.R.(2012) worked on the lexico-syntactic variation of Noun Phrase in Pakistani English. Mahmood. A. (2012) worked on the corpus-Based analysis of Pakistani English. Bhatt (2008) discussed about the variant use of focus markers in the New Englishes especially in Indian English. Lange (2007) worked on the focus marking in Indian English. Fuchs (2012) studied the focus marking and semantic transfer in Indian English: Case of *Also*.

Pakistani English also exhibits different use of focus marking especially *itself*. *Itself* is used in Pakistani English as an invariant focus particle. It has developed an additional/non-contrastive focus or functional use in addition to its use as intensifiers and reflexives. Moreover, unlike the Present Day English (PDE), *itself* in Pakistani English has been found to have been used with the locative and temporal expressions which is an innovative use of *itself* in Pakistani English.

No one has, so far, worked on focus markers in Pakistani English and this study is pioneering in its nature because it studies the innovative use of *Itself* in Pakistani English and paves the way for the future researchers to study the focus markers in Pakistani English at length. The present study will explore the following research questions:

- What is the preferred position of *itself* with respect to its foci in Pakistani English?
- Whether the use of *itself* is related in terms of meaning or in function?
- Which agreement patterns exist for *itself* in Pakistani English?
- Whether the Innovative use of *Itself* has become a norm of Pakistani English over time?

Itself in Present Day English (PDE)

Focus markers are generally divided into two large groups according to the semantic contribution they make to the meaning of the

sentence (Konig 1991). The first group is named as additive or inclusive particles that “include some alternatives as possible values for the variable of their scope” (Konig 1991:33) The second group of particles are called restrictive or exclusive particles due to their “semantic property of excluding other focus alternatives” (Nevalainen 1991:31); they “imply that none of the alternatives consider the relevant open sentence” (Konig 1991:33)

It is a common knowledge that in all varieties of Present Day English or the standard British English , the form pronoun+ self (yourself, myself, themselves, him/her self has got two explicit characteristics as the following examples indicate from the Pakistani written English corpus(PWE):

1. They asked her not to worry herself about such difficult things like Mathematics. (PWE 01, bks.txt).
2. The prince himself led a life of simplicity and honesty. (PWE 116, bks.txt)
3. “You must devote yourself whole-heartedly to your studies, for that is your first to yourself, your parents and to the State”. (PWE 12, bks.txt.)
4. I feel I am expanding my area in terms of storytelling, and not restricting because I am speaking to people from the east myself. (PWE 11, INT.txt.)

In example (1), herself is a reflexive pronoun, indicating that the subject and the object of the verb are coreferent. Examples (2) to (3) pinpoint the intensifying use:

Typically, intensifier constructions evoke a set of alternative referents that are in some way defined or identified in terms of the value given. (Konig 2002:89)

It has become routine matter to distinguish between adnominal and adverbial use of pronoun+self (Siemund 2002). In sentence (2) , the focus Prince is immediately followed by intensifying himself; thus the adnominal himself makes the meaning of the sentence as central; in relation to the alternatives. The focus followed by the marker himself forms the centre among identical entities that are located to the periphery:

When the two types of adverbial intensifiers are compared, the adnominal pronoun+self is not restricted to occurring with noun phrases with a specific thematic role or in a specific syntactic position.

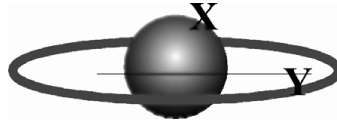


Figure-1: Focus X and alternative values Y (Konig and Siemund 1998: 2)

The adverbial intensifiers as in examples (3) and (4) do not follow their focus immediately, but they agree with their focus in gender and number. Example (3) shows the adverbial-exclusive use; yourself here can be paraphrased by 'alone'. It is a fact that the focus of adverbial-exclusive pronoun+self has to be animate, agentive subject but not always human. Similarly. Sentence (4) demonstrates the adverbial-inclusive use of myself that can be paraphrased with additive focus particles as well. The adverbial-inclusive particles chiefly depend upon the contexts and are generally found in much less frequent number in everyday discourse than both the adnominal and the adverbial-exclusive intensifiers.

Table-1: Syntax and semantics of intensifiers in PDE

	Position, distribution	Meaning
Adnominal Intensifier	Immediately following the focus and agreeing with it in gender and number. Focus has to be a noun phrase, but not necessarily the subject.	Focus is marked as the central value among a set of alternative values.
Adverbial Inclusive Intensifier	Focus has to be the subject, intensifier agrees with it in gender and number, but occurs as part of the verb phrase, usually following the predicate.	Focus is included in a set of alternative values (x too/also)
Adverbial Exclusive Intensifier	Focus has to be the subject (animate, agentive); intensifier agrees with it in gender and number, but occurs as part of the	The person interested in action is also the most directly involved agent (Konig 2002:223)

The syntax and semantics of intensifying pronoun+self in PDE are summarized in Table1.

Keeping in view these semantic conditions for the occurrences of intensifying pronoun+self, it becomes clear that itself is very

common in its use. *Itself* is typically adnominal and occurs in contrastive contexts such as found in following examples (5) and (6).

5. If the government *itself* orders the police raid students hostels in the darkness of the night, and resort to violence against teachers, women and students, how then does it hope to reform it. (PWE.27, ART.txt)
6. The revolution in Iran, *itself* a product of deep political, economic, social and religious forces, affords a unique opportunity for Soviet exploitation. (PWE 22, bks.txt)

Research Methodology

The present research work has been carried on qualitative and quantitative basis. The theoretical framework of the present research is world Englishes and corpus has been used as methodology. The present work is a corpus-based study and Pakistani Written English (PWE) corpus which consists of 2.1million words has been used for the present study and all the instances of *Itself* have been derived and studied from the corpus by using AntConc.3.1.1 research and sort software.

Pakistani Written English (PWE) corpus has been compiled by two researchers from GC University Faisalabad, Dr. Asim Mahmood and Dr. Rashid Mahmood and has been sent to ICE and PWE is also accessible freely for academic research. The instances have been sorted from the corpus and studied in their semantic and syntactic contexts and accordingly, the results have been drawn.

The Syntax and Semantics of *Itself* in Pakistani English

It is a fact that syntax and semantics cannot be kept apart in the analysis of focus markers and intensifiers. Both the context and the position of a focus particle determine its contribution to the meaning of the sentence. Whereas in the case of *itself*, specific positions within a sentence correspond to their specific meanings.

The intensifying and reflexive *itself* has been found more common in Pakistani Written English corpus:

Table-2: *Itself* in PWE

	All tokens	Reflexive itself	Intensifier itself	Innovative itself
PWE	562	189	299	74

Out of 562 instances in PWE, 74 times *Itself* has been found innovative in terms of its use in various contexts other than being an intensifier or reflexive:

7. They could not get anything from the elections and are therefore, despairing from democracy and vote, *itself*. (PWE 41. ART.txt)

8. My train was at that station, which means, I had presumed; Maggie would know how far I was *itself* from Bangalore station. (PWE 17)

In example (7) & (8), the occurrence of *itself* is syntactically unexpected. There is lack of agreement between *itself* and its focus as found in Present Day English (PDE) and therefore, *Itself* in these examples is clearly used as invariant focus particle. *Itself* here shows the syntax of an ordinary adnominal intensifier ----- it is adjoined to neuter noun-----but there is no context of centre vs periphery which should be the license of using *itself*.

Similarly, *itself* has been found innovative in locative and temporal use in PWE:

9. It is not the equivalent of a cricket commentary that silting away from the field now *itself* you are announcing the score and uttering beautiful phrases about the enthusiasm or otherwise in the game or the skill of the players. (PWE 187)

10. Such a civilization brings forth its effects and results in hundreds of years in a sum-total and here *itself* clarifies whether it was a virtuous or a vicious civilization. (PWE 34)

In examples (9) & (10), *itself* occupies the innovative position adjacent to locative and temporal adverbs and it is interesting to note that here that *itself* takes a temporal and locative adverb as its focus which is quite contrary to the use of *itself* in Present Day English (PDE). So, in examples (9) & (10), *itself* is adjoined to a non-nominal focus and thus becomes presentational/non-contrastive in its use unlike the contrastive use of *itself* in Present Day English and such examples are frequently found in Pakistani Written English corpus.

Mismatch of focus is often found in the use of *itself* in Pakistani English Corpus:

11. The Absolute in its absoluteness is Nameless and it has no signs by which it can be approached. It is absolutely inconceivable and

inaccessible. It is beyond human perception, conception and imagination. No qualification or relation can be attributed to It for It even transcends transcendence. It is at once, solely and totally *itself* and is 'the most indeterminate *itself* of all indeterminate'. No linguistic category can describe it. (PWE 53.ART.txt)

12. Were they not guilty of insulting itself Islam, the Muslim umma *itself* and mankind? (PWE 69, ART.txt.)

13. Pakistan since being frontline state and victim *itself* of drug trafficking deserves this concession.(PWE 29, bks.txt

In examples (11) to (13), *itself* occurs at the unexpected positions and found adjoined again to non-nominal focus and there is a categorical mismatch of itself with its focus in these examples. Thus it clearly serves as the presentational or non-contrastive focus which speaks of its functional use.

Likewise, *itself* has been found to have been used in PWE as scalar additive particle even:

14. We have lost the traditional message that was implicit in the symbolic image of the horizon, for example, a message that spoke of the duality of man and the world, in which *itself* reality was shattered into two parts âs the one above, the other below â with the horizon as the seam of the world that actually united the reality of this world into a seamless whole that mirrored the Transcendent Reality.(PWE 67)

15. Everything and anything should be permissible, provided, of course, that no âlawâ is broken. But the âlawâ, when it is formulated by majority vote, *itself* becomes a most pliable and flexible institution. (PWE 49, ART.txt)

In examples (14) and (15), *itself* categorically represents the innovative position in place of *even* and this quality is also similar to the “:two distinct New Englishes: Irish and Indian English”(Siemund 2002).

In PWE, *itself* has found innovative in its use in place of pronoun+herself with the names of nations or countries

16. France had hoped that Britain and America would guarantee its security after the Peace Treaty, but as both retired into their shells and adopted a policy of isolation, France felt *itself* insecure rather

more acutely. So France, left all alone, started entering into separate treaties with powers encircling Germany. (PWE 192)

17. India considers *itself* a useful model of a self-reliant economy; the countries of South Asia, India thinks, should learn from the Indian example. (PWE 28)

In examples (16) & (17), *itself* has been used in place of herself which is quite contrary to the usage found in PDE. This quality has also been found in the other New Englishes like Indian and Irish English (Siemund 2002). But the innovative examples that clearly mismatch their focus and ultimately pointing towards non-contrastive focus are often found in Pakistani written English:

18. Why should Pakistan agree to be hustled into signing the CTBT when eighteen out of forty-four designated states whose ratification is a precondition for this treaty's entry into force continues to delay action? They include *itself* the United States. (PWE 198)

1. By winning the war in Afghanistan, NATO hopes to showcase now *itself* as an effective organization. (PWE 04, LTR)

Table-3: Contexts for innovative *itself* in PWE

Context	PWE
<i>Itself</i> in locative expression	9
<i>Itself</i> in temporal expressions	12
<i>Itself</i> in place of +self	11
<i>Itself</i> in place of even	8
Other contexts	34
All uses	74

Table 2 categorically indicates the frequent innovative use of *itself* in Pakistani English in different contexts and demonstrates that *itself* in Pakistani English not only shares the functions of reflexive pronoun and intensifier like all other varieties of present day English but also has developed an additional meaning namely that of non-contrastive or presentational focus marking. Whereas the intensifier *itself* in PDE always calls for a set of (contextually given) alternatives to its focus, this specific contrastive interpretation may be cancelled in Pakistani English.

Consequently, the innovative prevalent focus found in Pakistani English is entirely different to that syntactic and semantic patterns found in Standard British English or Present Day English. It has been found that *itself* is adjoined to temporal or locative expressions that are not

necessarily NPs. Moreover, *itself* may even occur as an invariant focus particle. It has also become clear that the pattern of NP+ *itself* in locative, temporal and other expressions has been observed well represented in Pakistani written English and has been found stable over time. The adjoining *itself* to an adverbial is not only semantically but also syntactically an innovation which is not shared by the other varieties of Present day English (PDE).

Conclusion

The present research paper has categorically studied the innovative semantic and syntactic patterns of *itself* in Pakistani Written English. It has been observed that *itself* has developed the presentational or non-contrastive focus in Pakistani English. The pattern of NP+ *itself* in locative, temporal and other contexts has been found prevalent in Pakistani English which is innovative and in stark contrast with the Present Day English. It has been further observed that the use of adverbial +*itself* in Pakistani English represents the advanced stage of “structural Nativization.”(Schneider 2003:246) This usage of *Itself* in presentational or non-contrastive way ascertains yet another individual norm of Pakistani English and strengthens the fact that Pakistani English is an emerging independent variety with norms of its own.

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OPINION OF POLICY MAKERS AND JOURNALISTS ON THE ROLE OF NEWSPAPERS IN PUBLIC POLICY MAKING IN PUNJAB

**Muhammad Usman Khan*

Abstract

This paper looks at the role of newspapers (print media) in public policy making in Punjab which is the most populous province of Pakistan. Public policy guidelines come out as an important preliminary point for setting the agenda of the government for the development of economic and social sector, therefore in what way the newspapers sway the process of public policy making is the query because they offer a medium through which politicians and government officials communicate their promises and intentions and get the feedback from the public. In view of this role of newspapers, interviews of policy makers and journalists are carried out in this study. The research questions for this study are 1) 'Do newspapers influence public policy making in Punjab?' and 2) 'Do newspapers act as a tool to form public opinion in favor or against public policy issues in Punjab? The results of this study claim that newspapers do act as a tool to form public opinion in favor or against public policy issues and influence public policy making in Punjab.

Keywords: Punjab, public policy, newspapers, policy makers, journalists, government

Introduction

The public policy making process has become multifaceted especially in this information age with the growing number of stakeholders becoming aware of their right to take part in the policy making process. For every policy choice the fundamental necessity is the availability of facts and information concerning the matter to be addressed. The policy makers are at advantage of having right to use classified and unclassified documents but they still have the need of feedback from other stakeholders particularly the general public. The general public being the principal stakeholder in any public policy decision lacks information and comprehension regarding the public policy issues. The media has a critical role in providing that information and comprehension to the general public in a manner which is effortlessly absorbed by them and this is done by providing all viewpoints concerning a particular public policy issue. Likewise media gives feedback of the general public to the policymakers and if policymakers act in response to the public and the public responds to the

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media then understanding the degree and nature of media's sway on public opinion is very important. The role of the media in determining public view and opinions concerning public policy issues which obviously influence policymaking needs to be investigated particularly in a developing country like Pakistan which faces massive challenges in the governance arena.

Newspapers are an important part of mass media, this study explores the role of newspapers in the public policy making in Punjab which is the most densely inhabited province of Pakistan, with roughly 56% of the country's total population (Government of Punjab, 2010). Punjab is the most developed and affluent province if compared with other provinces of Pakistan. Punjab's capital Lahore is considered to be the hub of political, economic, cultural and administrative activities. Punjab is the largest contributor to the national economy of Pakistan; its share in Pakistan's GDP was 59% as of 2010 (Government of Punjab, 2010). In particular it is central in the service & agriculture sectors of the Pakistani economy and is also recognized as the bread basket of the country as agriculture is the most significant sector of its economy which even supplies raw material for country's main exporting sector; textile. Being the most populace province it has large pool of semi-skilled and skilled manpower. Punjab's education and health sectors are more developed than other provinces (Government of Punjab, 2010). Due to the passage of Eighteenth Amendment in the Pakistani constitution, provinces have become more autonomous in legislation and public policy making particularly in social sector, therefore the public policy making process in Punjab has become more demanding. The chief minister being the head of the provincial government governs the province with the aid of his cabinet and the provincial bureaucracy. According to the constitution, the provincial governor is the representative of the federation and the provincial assembly legislates on the provincial subjects.

Literature Review

The news media's agenda-setting sway is not restricted to the preliminary stage of fixating public notice on an overt subject matter. The media also affects the subsequent stage in the course of communication, our indulgence and standpoint on the matters in the news. The media coverage of subject's facets and importance on these

various facets makes a substantial distinction in how public categorize that predicament. As a result media's potential to affect public opinion turns out to be very distinctive. Newspapers offer quite a few clues about the salience of the subjects in the daily news – major story on first page; added front page presentation, full-size captions, etc. Thus, the news media for public's contemplation could set the agenda (McCombs, 2002). There are a number of prevailing and dominant lobbies in the developed as well as in the developing world who manipulate the media through their economic clout in order to use media in swaying government policies in their support. This could be explicated by the theory of political economy of mass media which states powerful group, individuals, multinationals, establishment etc. use media to advance their political and economic goals, aims and objectives (McQuail, 2005). Similarly, those working in the media are able to mold public opinion which results in swaying public policy by giving importance to one specific issue and paying no attention to the other, this could be explained by the agenda setting theory which states that the news media have a huge sway on audiences by their selection of what stories to regard as newsworthy and how much importance and space to give them (McQuail, 2005).

People, who have the pattern of watching more TV news, reading more newspapers, using the net, and paying attention to campaigns, are more knowledgeable, believing the government and giving their inputs. The proof enthusiastically supports that the public is not just compliantly responding to the political communication being offered to them, in an unassuming stimulus-response blueprint but as a standby they are critically and vigorously scrutinizing, throwing away and taking into consideration the information being offered to them (Norris, 2000). A media organization could be picky in what subjects it covers, what aspects of the issues it takes account of or omits, in what manners facts are presented and in what way they are remarked, this all covers issue bias, facts bias, framing and ideological stand bias. The question is “can news make policy?” this means that by printing a news story could a news editor sway government policy? Such actions of the media organizations could be best explained by agenda setting theory, both media reporting and policy may well be driven by political agendas (Pratt and Stromberg, 2010). Printed newspapers are attributed to increase the

range of public matters, events and concerns their readers are mindful of. The style in which printed newspapers are presented is considered to allure readers into reading the substance of the newspaper as they might not have been engrossed before (Schönbach, de Waal and Lauf, 2005). Public policy making is not plainly a technical undertaking of government but it is a comprehensive interactive course which is influenced by many sorts of socio-political, economic and other environmental factors. These environmental factors that shape the policy outline lead to the peculiarity in policies and sway the yield and impact. Owing to the incidental variances, public policies for instance economic policy of the developed world noticeably differ from those of the developing world (Osman, 2002).

In Pakistan the process of policy making is so far not deep-rooted and institutionalized, a bit it is 'politicized' and 'bureaucratized' missing rules, principles and standard actions for policy blueprint and formulation. Groups entailing president, prime minister, cabinet, bureaucracy, courts, media, military, business elite and donors influence and affect policy-making in Pakistan. When there is a change in the government most of its policies are discarded, therefore fail to realize declared aims which lead to timidity in the market. Regarding policies in Pakistan there is a lack of purpose, meaning and sense of direction. (Waheed, 2001). Upright policy (economic, education, health etc.) entails those who are outside the government in policy making process. This includes inviting those who are the relevant stakeholders of the policy, outside experts, and individuals who are to put into practice the policy. Media is an apparatus which articulates the stance of stakeholders on any given policy issue (Curtin, 2000). The media has a dual role as a conduit for Government's stance and a primary opinion maker. Media's discourse along with Government's own use of verbal communication which is judgmental becomes a part of the political and media message (Mulvey, 2010). Generally five major contributors could be identified in decision-making on important policies in any market economy; which are (1) Bureaucrats, (2) political parties, (3) pressure or special interest groups (4) government ministers and (5) the head of Government (Khan, 2003). In any egalitarian system such as American government, communication takes place to carry out the information requirements of a

democracy, to support people to make erudite choices, and to deliver a mechanism for accountability of public agencies (Horsley et al, 2010).

Research Methodology

Research Questions

RQ1 Do newspapers influence public policy making in Punjab?

RQ2 Do newspapers act as a tool to form public opinion in favor or against public policy issues in Punjab?

Qualitative technique of in-depth interviews was used to probe not just what, where, when but most notably why and how newspapers impact policy making in Punjab. For this reason, smaller but focused samples were required, rather than large samples. Qualitative methods have the benefit of permitting more diversity in responses as well as the ability to adapt to new developments or issues throughout the research process itself. Interviews were conducted to gather data by questioning the sample.

Sampling

Twenty policy makers concerned with economic, education and health sectors in Punjab and five journalists (media professionals) were selected by using purposive sampling technique.

Following is the list of twenty policy makers interviewed for this study. These policy makers have worked or are working in the health, education, economic, finance, planning and development sector of the Government of the Punjab.

1. Mr. Junaid Iqbal Chaudhary (Respondent 1)
Designation: Former Secretary, Government of Punjab.
2. Mr. Shahid Khan (Respondent 2)
Designation: Former Secretary, Government of Punjab.
3. Mr. Shafiq Abbasi (Respondent 3)
Designation: Former Secretary, Government of Punjab
4. Mr. Bashir Malik (Respondent 4)
Designation: (Former) Deputy Director, Agriculture Department, Govt. of Punjab
5. Mr. Anwer Syed (Respondent 5)
Designation: Former Secretary, Government of Punjab
6. Mr. Shahid Rashid (Respondent 6)
Designation: Former Secretary Health, Government of Punjab
7. Mr. Muhammad Aslam (Respondent 7)

- Designation: Secretary Schools Education, Government of Punjab
8. Mr. Tariq Amin (Respondent 8)
Designation: (Former) Deputy Director Education, Government of Punjab.
 9. Mr. Zeeshan Anjum (Respondent 9)
Designation: Former Deputy Director Health, Gov. of Punjab
 10. Mr. Zia Khan (Respondent 10)
Designation: Former Member Punjab Public Service Commission
 11. Mr. Khalid (Respondent 11)
Designation: Chief Research and Development, Planning and Development Board Punjab
 12. Dr. Mohsin (Respondent 12)
Designation: Deputy Secretary Health
 13. Mr. Nazar Mehmood (Respondent 13)
Designation: Health Standardization Section
 14. Mr. Sohail Raza (Respondent 14)
Designation: Deputy Director Punjab Education Sector Reform Program
 15. Mr. Ziaghab Abbas (Respondent 15)
Designation: Deputy Secretary Finance
 16. Dr. Shahid Ameen (Respondent 16)
Designation: Deputy Secretary Health
 17. Mr. Salman Ali (Respondent 17)
Designation: Deputy Director Monitoring and Evaluation, Punjab Education Sector Reform Program
 18. Mr. Rana Ubaid (Respondent 18)
Designation: Deputy Director Punjab, Punjab Education Sector Reform Program
 19. Mr. Nisar Qamar (Respondent 19)
Designation: Director Finance (DG) Chief Minister's Secretariat Punjab.
 20. Mr. Muhammad Ali Ammer (Respondent 20)
Designation: Deputy Secretary Chief Minister's Secretariat

Following is the list of the journalists (media professionals) interviewed for this study:

1. Mr. Najam ud din (Respondent 21)
Designation (current or former): Editor (Content Quality)

- Name of the Organization (newspaper): Daily Times
2. Mr. Wajahat Masood (Respondent 22)
Designation: Former Editor
Name of the Organization: The News, Daily Mashriq, Weekly Hum Shehri
 3. Mr. Shabbir Sarwer (Respondent 23)
Designation: Reporter, City News Editor
Name of the Organization: The Post and The sun
 4. Mr. Zaman Khan (Respondent 24)
Designation: (current or former): Bureau Chief
Name of the Organization: The Muslim, Frontier Post, The News
 5. Mr. Hussain Naqi (Respondent 25)
Designation: (current or former): Editor
Name of the Organization: The News, Lahore

Following are the questions asked from the policy makers:

1. How public policy is made in Punjab?
2. Are newspapers a source of information about public demands for policy makers in Punjab, please explain?
3. Are newspapers a tool to gain public support for public policy in Punjab, please explain?
4. What are the challenges faced by policy makers in Punjab while dealing with a newspaper which is critical of government policies, please explain?
5. Are Urdu newspapers more influential than English newspapers in shaping public opinion about Punjab government's policies, please explain?
6. Do you think in a democracy, a free media is essential for framing transparent public policy, please explain?

Following are the questions asked from Journalists (media professionals):

1. How public policy is made in Punjab?
2. Are newspapers a source of information about public demands for policy makers in Punjab, please explain?
3. Are newspapers a tool to gain public support for public policy in Punjab, please explain?
4. Do you think newspapers should provide guidance to the Punjab government for formation of public policy, please explain?

5. Are Urdu newspapers more influential in shaping public opinion about Punjab government's policies, please explain?
6. Do you think newspapers provide adequate space for readers feedback on public policy issues in Punjab, please explain?

Research Questions

After the analyses based on the responses of the policy makers in Punjab and Journalists (media professionals); let us try to answer the 'Research Questions' of this study:

RQ1: Do newspapers influence public policy making in Punjab?

Newspapers play an important role in giving prominence to many public issues. Respondent 10 said that "newspapers highlight society's problem and issues which come into government's notice. If the government is serious in addressing public issues then newspapers are a constructive source. Whether bureaucracy takes them seriously or not still newspapers keep on highlighting the issues", Respondent 4 agrees with Respondent 10. Respondent 11 said that "newspapers have a role of providing information. In every government department, newspapers' clippings are recorded and given to the departmental head. The policy makers take a look at what news is important and relevant to their department which includes public grievances. All the latest news comes from the press and all high officials read them specially the page where the in-depth analysis of various issues is published." Respondent 16 said that "newspapers are in every office. The press clippings are collected and are used as a source of information for administrative secretaries. Newspapers may also give wrong news and it can create panic. Newspapers can manipulate policy makers for their own vested interests." Respondent 1 said that "the print media reporting is becoming professionally elaborate and investigative. The quality has gone up because of the likelihood of being challenged before the courts. It has placed the burden of being accurate upon the print media. The newspapers are used for assessing the public demand which they voluntarily offer to the readers/policy makers."

Respondent 2 said that "the newspapers have a reasonably strong position in highlighting the requirements or short falls of the policy to an extent. Regarding sensitive subjects like curriculum development etc., the newspapers are often used by the critics etc. and valuable inputs come forth through this channel". Respondent 19 said that "The

newspapers are a source of information about public demands for policy makers. The newspaper provides information regarding key aspects of public policy, which assist the policy makers in making public policy". Respondent 3, Respondent 8, Respondent 9, Respondent 13, Respondent 20 and Respondent 24 agree with Respondent 19. Respondent 21 said that "newspapers are a source of information for policy makers in terms of letters to the editors, stories that are properly researched, components of the stories how people or section of the population thinks about issues of public concern".

Respondent 6 said that "when the media raises a great deal of hue and cry and when there is opportunity for personal benefit, then policy makers seem to react." Respondent 1 said that "some newspapers try to sensationalize the issue while the others are pragmatic. The higher echelons in the government, both political and bureaucratic feel vulnerable to adverse reporting. The reports are therefore scrutinized thoroughly and carefully on being reported. Such matters are often taken into account to remedy the situation and draw inferences for the future policy." Respondent 2 on the issue of some newspapers being critical on the government policies said that "In such cases, the policy makers often come under pressure as they are handicapped for want of an equally potent opinion forming system. The government has to be extra careful for not making any mistake. The situation can be partly remedied through projecting the correct version through other newspapers or electronic media."

Respondent 21 said that "Newspapers role is that of an opinion maker and a bridge between the government and the public." Respondent 22 said that Pakistan "is a country with very low literacy rate and threatening scarcity of trained professionals, media's role becomes critical to inform decision makers about the imperatives of public policy and its short/long term consequences on the economic and social lives of the people." Respondent 23 said that "media as the fourth pillar of the state is bound to guide. It is a mirror of the society, it reflects what is happening in the society and it also monitors, for instance what are the short comings in the public policy initiatives of the governments."

It can be said that newspapers are a big source of information regarding the public demands for policy makers and also helps them in making the right decisions as they facilitate in voicing the concerns of

the public and also conveying the viewpoint of the policymakers to the general public. Newspapers put information into the policy making process, in this way newspapers influence public policy making in Punjab.

RQ2: Do newspapers act as a tool to form public opinion in favor or against public policy issues in Punjab?

Newspapers are used as an information channel. It is not necessary that they present true facts but they are important to mold public opinion. According to Respondent 12, “newspapers are a tool for not just public support but for seeking ideas as well, they send feelers and then the public reaction is measured. They can get the impression how public is feeling about the policy. The government can adjust the public policy accordingly.” Respondent 20 agrees with Respondent 12. Respondent 2 said that “the public policy document comes into being through the joint efforts of the policy planners and the resource providers. At times compromises have to be made on account of strong demand from certain areas for political reasons. In such eventualities, the newspapers often put up the public outcry to attract the attention of the policy maker to adopt more rational course of action.” Respondent 6 agrees with Respondent 12 and Respondent 2.

Respondent 8 said that “a policy, be it for the collective interest of those in power or for the genuine cause of service to citizens, can see its true fate of either success or failure, by the number of people whose attention it manages to fetch in the process of its making. Public support or discontentment is frequently reflected in newspapers and if a particular policy becomes the “talk of the town”, it means that the policy makers are on the path of mobilizing public in favour or against the subject at hand.” Respondent 11 said that “when any department work on a report and make it public newspapers become very important to disseminate this. The report through newspaper, other than various means is shared with the stake holders such as academia, business community, professionals and the general public. The department also invites media for public lecture to project the government policy. The department also prepares press release and hands it over to the media which informs the public about the government of Punjab activities in the arena of public policy.”

Respondent 10 said that “newspapers project issues in such a way that they become tool to gain public support. Newspapers can mold peoples’ opinion in favor of specific public policy”. Respondent 13 agreed with Respondent 10. Respondent 15 said that “newspapers are used as information channel. It is not necessary that they present true facts but they are important to mold public opinion.” Respondent 17 agrees with Respondent 15. Respondent 16 said that “Government of Punjab buys the space in newspaper and then uses it as a tool to gain public support or mold it in its favor. It spends tremendous amount of money on advertisement no matter the work on ground has been done or not but it spend a lot on its projection.” Respondent 24 agrees with Respondent 16. Respondent 25 said that “newspapers are a tool but unfortunately they are used for vested interests of the powerful segments of the society. They have been spreading sensationalism, they are not edited professionally, editors do not have editorial authority as it is with the owners of the big media houses whose goals are to concentrate more political clout and wealth. They have failed to discharge their responsibility to the people. There is a huge professional vacuum in newspapers organization.” Respondent 18 said that “definitely newspapers can mold public opinion, public policy initiatives can be highlighted by the government advertisements.” Respondent 4, Respondent 9, Respondent 3, Respondent 5 Respondent 19 and Respondent 23 agree with respondent 18.

When it comes to Urdu newspapers which have much higher circulation and readership than English newspapers, they tend to be more accessible to the public, hence, more influential in shaping public opinion about government policies in Punjab. For this very reason the government also gives priority to Urdu newspapers to project its success and achievements. Respondent 10 said that “Urdu newspapers are read by common man who does not know English. Because (Urdu newspapers) they are more circulated hence their effect is more on the opinion of the public as compared to the English newspapers. People at the grass root such as shopkeepers, carpenters and barbers read Urdu newspapers and discuss them. English newspapers are read by the elite which is in minority. Politicians take pulse of the people by reading Urdu newspaper.” Respondent 4, Respondent 12, Respondent 14, Respondent 16, Respondent 17, Respondent 19, Respondent 20 and Respondent 24

agree with Respondent 10. Respondent 11 said that “Urdu newspapers are more sensational, English newspapers are more serious and given in-depth analyses which are done through proper research but still one cannot underestimate the influence of Urdu newspapers on the public opinion”.

Newspapers can become more effective if they cover both sides of the story related to public policy issue. It should give more space to public feedback as it gives to the influential and powerful segment of the society. Respondent 23 said that “feedback is not enough for instance it is given through op-ed pages city pages (survey reports) and comments from the various segments of the society on a particular public policy issues like electricity bill hikes. Letters to the editor is the biggest source of feedback. English newspapers give more space to the public feedback as compared to Urdu newspapers. Now the medium of internet is used by newspapers where feedback is given through the feature of blogging.” Respondent 21 and Respondent 24 agree with Respondent 23. Two ways feedback between the policy makers and general public can clear the ambiguity about a policy and form a positive public opinion about a certain policy which is in the interest of both the government and the general public. Despite the deficiencies newspapers act as a tool to form public opinion in favor or against public policy issues in Punjab.

Discussion

Several public policy issues gain government’s attention because of newspapers which is a positive source. Whether the government takes a serious note of it or not, still newspapers keep on highlighting the issues. Newspapers have a role in disseminating information and are a source of information for policy makers in terms of letters to the editors, stories that are properly researched, editorials and writers’ opinion (articles and columns). The content of the newspaper coverage tells us that how the public thinks about issues of public concern. By highlighting the needs of the people and area of the public policy which needs attention, newspapers act as an information provider to the policy makers. The newspapers by giving coverage can set a discourse on public issues which helps the policy makers in making public policy. Newspapers provide public feedback on important issues and demands related to economy, education, health etc. The new ideas on various public policy issues are circulated through newspapers then these ideas get in to the

policy making process if they get the attention of the policy makers. Newspapers are a tool for not just public support but for seeking new ideas as well. The government uses newspapers to float their policy initiatives to get the reaction of the public and accordingly adjusts its policy. Public support or disapproval of policies is often echoed in newspapers. Newspapers highlight issues in such a way that they become tool to mobilize public support in favor or against any particular public policy hence newspapers can mold public's opinion.

The newspapers are criticized for becoming a tool to champion the interests of powerful lobbies and government, as newspapers generate revenues through them in the form advertisements etc. If there is a strong perception amongst the general public that certain newspaper is highly supportive of the government then it loses its credibility which results in losing readership and its worth. Therefore newspapers cannot cross certain limit in pleasing the government. Despite the deficiencies national newspapers are giving a platform to independent voices on public policy issues. We can say that newspapers are acting as a tool to form public opinion in favor or against public policy issues in Punjab, therefore influencing the process of public policy making process in Punjab.

Conclusion

Punjab is a province of a country with very low literacy rate and threatening scarcity of trained professionals, newspapers' role becomes critical to inform decisions makers about the imperatives of public policy and its short and long term consequences on the economic and social lives of the people. Media as the fourth pillar of the state is bound to guide, newspapers role is that of an opinion maker and a bridge between the government and the public. Newspapers should take responsibility to guide the government as they are the mouth piece of the public. Free media is an integral part of a functioning democracy but for this the democracy should be in true spirit. Media gives input and it is done through giving coverage to the views of both the policy makers and public but for this the media should be free in true spirit. The critics argue that the answer to this question is not simple; the term 'free media' is a very complicated one. It is impossible for the mass media to be free nowadays due to the investment required to establish a media house. That makes the owners of the media houses dependent on sources of

revenues which in countries like Pakistan are the government advertisements, corporate advertisements etc. Such dependency can curtail the freedom of media. People believe what they see and hear and so it becomes very important that they are given the real picture so that any initiative towards their uplift is actually translated into a success. Transparency requires public being made aware of what the government is doing. Thus, any measure to solve public issues could be supported by a free media. A free but responsible media is able to identify the fundamental problems in the society and governance hence exerting moral pressure on policy makers to reshape/frame public policy in the best interest of the general public.

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THE FINANCIAL INTEGRATION: AN EMPIRICAL ANALYSIS OF PAKISTAN

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Abstract

In this paper, integration of financial markets in Pakistan with those in United Kingdom, have been investigated. For this purpose we have tested the presence of co integration among Call money Rates (CMR) and t-bills rates (TBR) of Pakistan and UK using data over the period 2000 M01 to 2012 M12. For short run causality, we have estimated Vector Error Correction model. While in the short run interest rates are not associated with each other and there is no evidence of Granger causality from either side.

Keywords: T-bills, Call Money Rates, Financial Markets

Introduction

Integration of financial market has significantly increased during the period of 1980s and 1990s. Wave of recent reforms and internationalization in emerging markets has enhanced linkage within various sectors of national and international markets. Some of the key factors behind this change are increased globalization of investment in order to get higher rates of return and diversification of risk internationally. Several researches are conducted on financial integration.

Investigation by Obstfeld (1994) explains that now the admittance towards capital markets has raised the prospects of Portfolio Diversification for the investors and also provides them with more potential opportunities to obtain a higher risk-adjusted rate of return. International Risk Sharing also leads economies towards plain consumption pattern during the periods of adverse shocks, better growth and welfare benefits. Strong integration is present in domestic call money market with the LIBOR and robust co-movement between domestic foreign exchange market and LIBOR Jain & Bhanumurthy (2005). Feldstein and Horioka (1980) used annual data of OECD countries for the period 1960-74, to test the financial market integration. High saving investment correlation indicate low capital mobility was determined by (Feldstein 1983, Tobin 1983, Penati and Dooley 1984, Dooley et.al. 1984, Sinn 1992 and Bayoumi 1990). Many direct and indirect methodologies were used which also concluded that capital is

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not perfectly mobile Monadjem (1990) , further study by Haque and Montiel (1994) gauges the level of monetary autonomy in struggling economies which resulted that the capital mobility level is quite greater.

Pakistan also implemented policies similar to various other emerging economies of financial sector reform and liberalization as early as the 1990s. Transformation and reform factors implemented a positive effect on the economy, which improved credit rating by appreciation of the currency. As a result of these reforms and deregulation of many sectors of the economy, the movements of important financial market indicators such as exchange rates, stock prices and interest rates became reflective of market forces. Dynamic linkage among exchange rate, stock and money markets was determined by Khalid & Rajaguru (2006)

The primary objective of the study is to investigate whether the financial liberalization undertaken in Pakistan since 2000 has created integration among domestic and foreign market. Further to analyze it there is any relation or co-movement among the rate of returns in Pakistan and UK. This study is structured as follows: section two discusses literature review related to the financial integration. Third section consists of theoretical framework followed by fourth section about data, model and methodology description. Data interpretation and results will be discussed in the fifth section. Sixth section concludes of the paper followed by the references.

Literature Review

Financial Markets integration is a process of mingling markets which makes them enough potent to allow union or risk adjustment on assets possessing related maturity. The financial growth is evident and admitted around the world which is resultant from deregulation, globalization and enhancement in information and technology sectors. (Sundarajan *et al*, 2003) clarifies that the hierarchal structure of financial markets portray that domestic financial markets are at top and then followed by global and regional markets. Moreover, the advantages of domestic financial markets are difficult to match as compared to international financial markets. Now the central banks of different countries across the globe are struggling to expand financial markets especially because of several crises faced during 1990s. Expectation was developed financial market to be better integrated in developed markets. Highly integrated financial markets also help investors to diversify and

their individual's portfolio risk by investing in different countries worldwide.

Study by Levine (2001) proved that international financial integration has a positive impact on overall productivity. The financial productivity also leads to the financial liberty which broadens the depth and breadth of financial markets. It leads to the increased effectiveness level of financial intermediation processes. It is obtained because of reduced costs and increased profits which are related with monopolistic and centralized markets. This overall approaches to lower cost of investment and enhanced resource utilization. (Levine, 1996; Caprio and Honhan, 1999). Benefits of Financial market integration also create some risks and entails costs. Fear associated with integration were heightened by a series of several financial crises – including peso crisis of December 1994 in Mexico, collapse of the Thai Baht prompted the Asian crisis in July 1997, August 1998 Russian crisis, and finally the collapse of the Brazilian Real in 1999. Study conducted by Ayuso & Blanco (1999) suggested that during the nineties there has been an increase of the level of market integration between stock markets of different nations. Investigation conducted by Bhoi and Dhal (1998) studied this issue by using monthly data up to 1997. This study also explained that domestic financial markets are integrated with each other but it is not the case when we check their integration with international markets. Severe increased in last two decades was noted due to International financial market integration, leading to financial interconnectedness not only of regions but also of geographically distant country

In most of the countries around the world the liberalization of capital account has been slowed down because of the fact that international financial integration which inflates capital inflows encourages the appreciation of real exchange rates. Dornbusch and Park, (1994) the analysis of financial markets also brings out another policy aspect which shows increasing significance of foreign interest rates in the formation of domestic rates. The level of integration not only influences the behavior of domestic rates but also has serious impacts on the decisions of monetary authorities towards independent monetary policies formation.

Dynamic relationship between South Asian Market (India, Sri Lanka and Pakistan) and with major developed markets (US, UK and

Japan) was investigated by Lamba (2003). Results indicated that the large developed equity markets influence market of Indian market and this relationship has build up in recent time. India does not influence the stock markets of Sri Lanka and Pakistan; rather Pakistan and Sri Lanka stock markets are relatively isolated. Comparison among emerging countries and developed countries financial integration was done by Kumar Tambi (2008). Countries selected were USA, CANADA, UK, Singapore, Malaysia and India sample was selected for the purpose of the investigation. Several tests were used for co-integration; results disagree with existing literatures. Study also specified that world equity market is divided; where developed nations and emerging markets are in separate grouping. India was found positively correlated with all the markets, but this relationship is not highly positive. Makin (1996) stated that there is a consensus that UIP remained unsuccessful to provide any information regarding the financial integration level. Casual relationship between monetary variables and equity return was determined by Hasan & Javed (2009). Variable used were treasury bills, foreign exchange rate and the consumer price index. Results reveal that there is negative relation of exchange rate on equity returns. Similarly interest rate also has negative impact on equity returns. The eras of developments in financial market of Pakistan can broadly be segregated into following segments, 1947-1960, 1961-1970, 1971-1990 and 1991 to date periods. The Private Sector development was dominant in the period of 1947-1960. This development was overtaken by Public Sector during the years 1961-1970. The era of 1971-1990 shows further enhancement of public sector and the shrinking of private sector as all the banks were publicized. Liberalization stance in Pakistan was witnessed 1990 onward, when Government supported market Securities come in to existence along. After initiation of long term securities in year 1992 market long term yield curve started giving opportunity. Private Sector also brought many instruments which became reality in 1995 i.e. the issuance of first TFC. The actual growth became rapid in from year 2000 with the introduction of long term instruments which were Pakistan Investment Bonds (PIBs). Under the umbrella of President Pervez Musharraf government, in 1999 onward shift occurred in from of state ownership of several industries and heavy regulation of the shift of private economy to privatization of a few state industries under heavy regulations. But still, slack in fiscal and

monetary policies, infrastructural shortage, a poorly developed human resource support, and persistent market twist that benefit small privileged landowners, industrialists, and others undercut economic potential. Several factors affected the economic growth during this era firstly sensitive issue of Pakistan and India relations during 2000-2002, military tensions across the border with India where a million troops on the border was on vigilant, giving predictions of approaching (potentially nuclear) war. Secondly incident of history, post 9/11 armed forces attack in neighborhood Afghanistan, brought a significant arrival of immigrant from that state. Thirdly natural tragedy in 2005 affected the building economy 2005 earthquake across the northern areas of Pakistan. Regardless of these unfavorable actions, Pakistan's market showed increasing trend, and financial development picked up the pace towards the closing stages of phase. This flexibility has escorted to a transform view of several international institutions such as the World Bank, International Monetary Funds, and the Asian Development Bank for admiring Pakistan's performance and economy while facing all adverse conditions during these years.

The reduction in government borrowings from domestic money markets has lead to the decrease in fiscal deficit. This fiscal deficit reduction is also because of lowering of interest rates and growth in private sector lending to the businesses and consumers. Foreign exchange reserves continued to grow in 2003, supported by robust export growth and steady worker remittances. Credit card market continued its strong growth with sales crossing the 1 million mark in mid-2005 Foreign Direct Investment has raised sharply to US\$ 949.4 million as compared to \$376 million in 1999. Pakistan's official currency, the rupee (Rs), has devalued against the U.S. dollar for over a decade. The official exchange rate was Rs4.76 and Rs9.85 to US\$1 in 1970 and 1980, Rs21.61 and Rs53.65 to US\$1 in 1990 and 2000, and approximately RS.86 to US\$1 in Dec 2010.

Theoretical Framework

In this study we use this co-integration approach to examine the integration of returns in both domestic and foreign markets. One of the pre-requisites for undertaking the co-integration framework is that the variables that are expected to have long-run relationship should have the same order of integration:

$$i_{t,k} = \alpha + \beta i^*_{t,k}$$

Where ‘ i ’ and ‘ i^* ’ are the return (interest rates) in domestic and foreign markets respectively and the constant term is a wedge parameter between interest rates possibly caused by a risk premium or other asset differences. The co-relation matrix is used to check the negative or positive relationship among the variables.

In order to find co-integration among financial markets Pakistan and United Kingdom we selected following TBR & CMR of both countries, Exchange Rate (Rs/\$) and LIBOR from year 2000-2012. Similar variables are investigated by (Adnan *et. al.*, 2009; Hasan & Javed 2009; Rehman *et. al.*, 2009). T-bills are short-term debt obligation backed by the government with a maturity of less than one year. Treasury Bills (T-bills) are the most money-making market security and short-term securities that are grown-up in one year or less from their issue date. Such securities are issued with three-month, six-month and one-year maturities. T-bills are among the one of essential way government raise money from the public. The only negative aspect to T-bills is that returns are not great because Treasuries are unusually safe. Call money Rate (CMR) is a short-term money market that lend at interbank rates to large financial institutions, such as mutual funds, banks and corporations to borrow and lend money at interbank rates. The loans in the CMR are very short, usually lasting no longer than a week and mostly used to help banks gather reserve requirements. LIBOR or the T-bill United Kingdom (TBRUK) yield plus basis points are used as reference rate by most of the swaps and floating rate contracts on the global dollar. The spread between LIBOR and T-bill yields over the life of a contract affects long-term financing costs for a growing number of financial instruments. LIBOR is higher. Similar variables are used by several studies conducted by (Bhoi & Dhal 1998; Jain & Bhanumurthy 2005).

In order to investigate the co-integration in financial market of Pakistan and United Kingdom financial market following hypothesis has been developed.

H0: No co-integration between CMR of both countries

H1: *There is co-integration between CMR of both countries*

H0: No co-integration between TBR of both countries

H1: *There is co-integration between TBR of both countries*

H0: No co-integration between TBRPAK and LIBOR

H1: *There is co-integration between TBRPAK and LIBOR*

H0: No co-integration between CMRPAK and LIBOR

H1: *There is co-integration between CMRPAK and LIBOR*

H0: No co-integration between ER of Pakistan and LIBOR

H1: *There is co-integration between ER of Pakistan and LIBOR*

H0: There no is co-integration between CMR and TBR of Pakistan

H1: *There is co-integration between CMR and TBR of Pakistan*

Data and Methodology

Our data consist of monthly rates of the entire domestic (Pakistan) and foreign (United Kingdom) variables. Variables selected for analysis are T-Bill Rate (TBR), Call Money Rate (CMR), Exchange Rate (Rs/\$) and London Inter Bank Offered Rate (LIBOR). The sample period is 1st Jan 2000, to 31st Dec 2012, which includes 96 monthly observations for each variable used. All the variables are expressed in Natural Logarithm. The sources for data collection are State Bank of Pakistan (SBP), Economic Survey of Pakistan, and IMF CD-2009. All the estimations for tests are done in E-Views (6).

Unit Root Testing for Stationarity

Notion of a spurious regression was introduced by Granger-Newbold (1974). According to researchers macroeconomic variables are in general non-stationary and involving variables in regressions at different levels of variables, the average significance tests were frequently misleading. In order to investigate data in time-series the first step is to resolve the Stationarity problem of data and that shocks are only temporary and will revert to their long run mean. Time series with non-Stationarity has a trend and do not return to their mean, so it is always advised to convert these series into stationary. Similarly dependent and independent variable in a classical regression model should be free on non-Stationarity and errors to have zero mean and finite variance. Data having time series property is often examined through widely used tests Augmented Dickey Fuller (1980), Phillip-Perron and KPSS. Unit root test are conducted on the logarithm of the time series data.

Co-integration Analysis

As discussed earlier that macroeconomic variables are normally non-stationary, so if two time series variables are non-stationary, but co-integrated, then at any point in time the two variables may drift apart. But yet there will be a tendency for them to retain a reasonable proximity to each other. In our case, the estimated model is the relationship that tends to tie together the six non-stationary variables in the long run. There may be more than one co-integrating relationship among co-integrated variables. Johansen test provides estimates of all such co-integrating equations and provides a test statistic for the number of co-integrating equations. This method has the following Vector Autoregressive [VAR] representation:

$$X_t = \mu + \Pi X_{t-1} + \Pi X_{t-2} + \Pi X_{t-3} + \dots + \Pi X_{t-k} + \varepsilon_t$$

There are two tests, the Trace statistic, which is more reliable and the max Eigen value statistic. Both indicate co integration at the 5% level.

Vector Error Correction Model

After checking co-integration existence between both markets if co-integration is observed in variables next step is to model them as a vector error correction model (VECM) to In order to analyze both short-run and long-run linkages between domestic interest rates, foreign interest rates and exchange rates. On the other hand, if these two markets are not co-integrated then they will be modelled as a vector error correction model as well. The rationale behind VECM is that if two variables are co integrated then there exists a long run relationship between them, although in short-run they can be in disequilibrium.

Empirical Results

Before discussing the results evaluated through different techniques, procedures and models if we just view the following Figure 1, Figure 2, Figure 3 we can note some interesting results. In figure 1 all the variables are plotted to check any long run movement, it shows some relationship across the years. By analyzing figure 2 we determined very close linkage in the domestic interest rate in case of both TBR and CMR. They are following almost same trend across the year which shows there is strong relationship among interest rate. Exchange Rate doesn't show any visible relationship but yet so some similar fluctuation last years.

Figure 3 show's the similar result as shown in case of domestic market trend. There is strong interlinkage between TBR and CMR of

foreign market. And collectively both variables's are having close co-movement in trend with LIBOR.

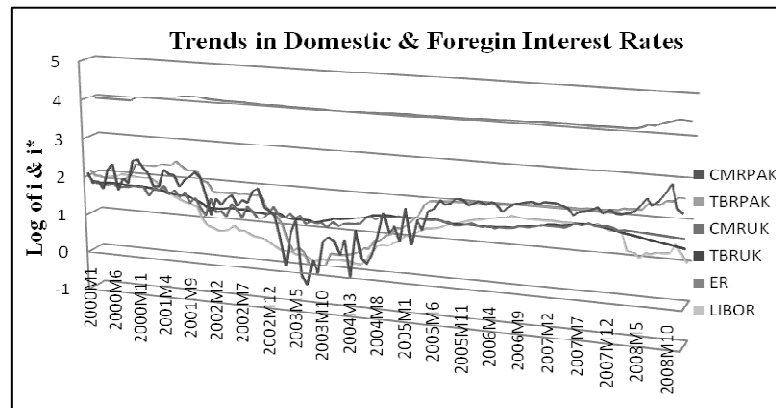


Figure-1

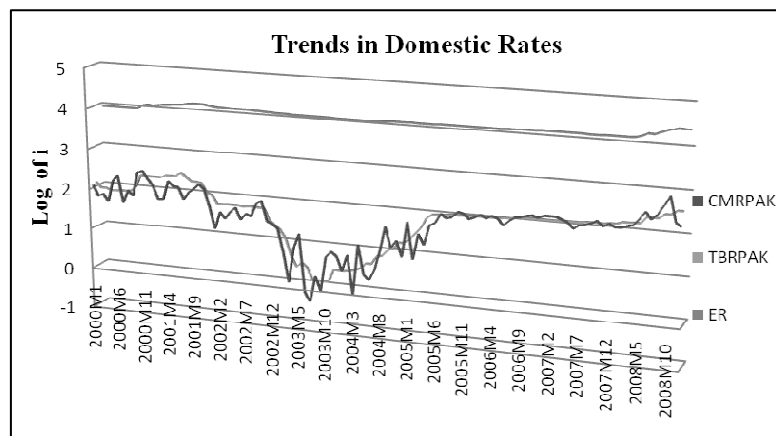


Figure-2

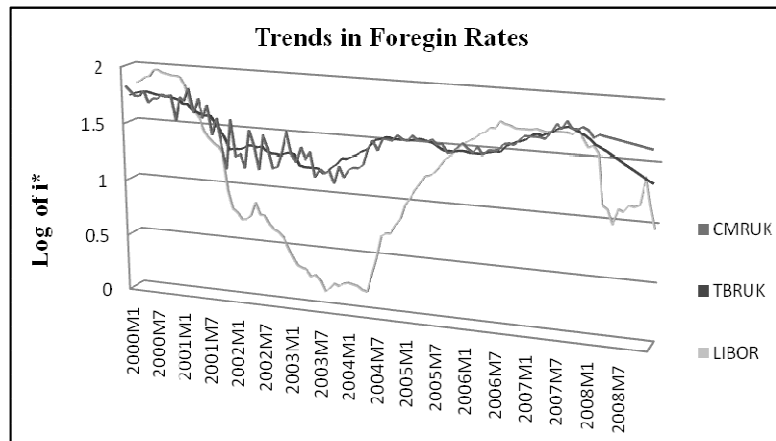


Figure-3

Correlation Analysis

Several methods are used to test co-integration among different variables, highly co-integrated markets should result highly correlated interest rates. In table 1 co-efficient of correlation between all possible pairs of variables are shown. Results indicated that call money rate of Pakistan is positive and highly correlated with all other variables except exchange rate where degree of correlation is low. Exchange rate is negatively correlated with all variables except t-bill rate of Pakistani where degree of correlation is low but positive. Remaining all variables t-bill rate of both countries, call money rate of United Kingdom and London Interbank Offered Rate are highly positive correlated.

Table-1: Coefficient of Correlation

Rates		Pakistan		United Kingdom		Other	
		CMR	TBR	CMR	TBR	ER	LIBOR
Pakistan	CMR	1.000					
	TBR	0.909	1.000				
United Kingdom	CMR	0.609	0.665	1.000			
	TBR	0.624	0.647	0.901	1.000		
Other	ER	0.228	0.290	-0.110	-0.202	1.000	
	LIBOR	0.786	0.816	0.834	0.881	-0.080	1.000

This correlation matrix show high correlation but for caution it's not necessary neither sufficient condition to prove high level co integration between the market of both countries. Variable used are interdependent thus correlation among them is high in certain cases but we will ignore multi-collinearity, also we will not be using OLS and T-Statistics. As revealed from result that the correlation coefficients for majority variables were low (all < 0.7500) multi-collinearity does not seem to pose a serious problem in our study as high degree of collinearity will not bias the estimates.

Unit Root Test

After correlation matrix we perform further econometric tests to determine if the two markets are interlinked over the sample period. So first we perform a unit root test on all variables to determine the integration order of the series. Results in Table 2 indicate that data is non-stationary at levels using Augmented Dickey Fuller Test (ADF) with and without intercept, similarly with and without trend as well. By changing trend and intercept we can also get stationary series. Further test was conducted at first difference to make data stable. Result is Table

3 revealed that all variable in data series are stationary at first difference using ADF test with both trend and intercept.

Table-2: Unit root (ADF) tests at levels

Model	LIBOR	CPAK	TPAK	ER	CUK	TUK
With Trend and Intercept	-1.513	-2.18	-1.644	-0.947	-1.9	-1.95
With Intercept and no Trend	-2.7067	-1.98	-1.516	0.0198	-1.77	-1.83
With no Intercept and Trend	-1.33	-0.51	-0.151	2.053	-0.1959	-0.661
Result	Unit Root Exist	Unit Root Exist	Unit Root Exist	Unit Root Exist	Unit Root Exist	Unit Root Exist

Table-3: Unit root test on first differences

Model	Δ LIBOR	Δ CPAK	Δ TPAK	Δ ER	Δ CUK	Δ TUK
With Trend and Intercept	-7.077	-14.88	-7.101	-7.53	-9.48	-5.71
Result	NO Unit Root	NO Unit Root	NO Unit Root	NO Unit Root	NO Unit Root	NO Unit Root

Co-integration Test

Next step is to determine if the variables in data series have any association. The co-integration analysis results are described in Table 4 to Table 9 and give a mix results. There is co-integration among few variables at 95% Confidence Interval.

Table-4: Co-integration between CMR of Both Countries

H1	H0	Trace Test		Max Eigen Value	
		Trace Statistic	95% Critical Value	M-E Statistic	95% Critical Value
$r=0$	$r \geq 1$	17.69	15.49	16.31	14.26
$r \leq 1$	$r=2$	1.38	3.84	1.38	3.84

The normalized co-integrating equation is $1.0 \text{ CMRPAK} + 3.3977 \text{ CMRUK} = \epsilon_t$

Table-5: Co-integration between TBR of Both Countries

H1	H0	Trace Test		Max Eigen Value	
		Trace Statistic	95% Critical Value	M-E Statistic	95% Critical Value
$r=0$	$r \geq 1$	17.09	15.49	12.52	14.26
$r \leq 1$	$r=2$	4.57	3.84	4.57	3.84

The normalized co-integrating equation is $1.0 \text{ TBRPAK} + 6.3943 \text{ TBRUK} = \epsilon_t$

Table-6: Co-integration between TBR of Pakistan and LIBOR

H1	H0	Trace Test		Max Eigen Value	
		Trace Statistic	95% Critical Value	M-E Statistic	95% Critical Value
$r=0$	$r \geq 1$	11.21	15.49	7.50	14.26
$r \leq 1$	$r=2$	3.70	3.84	3.70	3.84
The normalized co-integrating equation is $1.0 \text{ TBR} + 0.3046 \text{ LIBOR} = \epsilon t$					

Table-7: Co-integration between CMR of Pakistan and LIBOR

H1	H0	Trace Test		Max Eigen Value	
		Trace Statistic	95% Critical Value	M-E Statistic	95% Critical Value
$r=0$	$r \geq 1$	14.25	15.49	9.66	14.26
$r \leq 1$	$r=2$	4.58	3.84	4.58	3.84
The normalized co-integrating equation is $1.0 \text{ CMRPAK} + 1.0235 \text{ LIBOR} = \epsilon t$					

Table-8: Co-integration between ER of Pakistan and LIBOR

H1	H0	Trace Test		Max Eigen Value	
		Trace Statistic	95% Critical Value	M-E Statistic	95% Critical Value
$r=0$	$r \geq 1$	9.41	15.49	8.69	14.26
$r \leq 1$	$r=2$	0.72	3.84	0.72	3.84
The normalized co-integrating equation is $1.0 \text{ ERPAK} + 2.4675 \text{ LIBOR} = \epsilon t$					

Table-9: Co-integration between CMR and TBR of Pakistan

H1	H0	Trace Test		Max Eigen Value	
		Trace Statistic	95% Critical Value	M-E Statistic	95% Critical Value
$r=0$	$r \geq 1$	26.34	15.49	25.92	14.26
$r \leq 1$	$r=2$	0.42	3.84	0.42	3.84
The normalized co-integrating equation is $1.0 \text{ CMRPAK} + 0.8994 \text{ TBRPAK} = \epsilon t$					

These all tests are sensitive to the lag-length chosen. Using Akaike and Schwarz sc criteria we have chosen the number of lags as two. After performing the johansen's co-integration it may be noted that there is presence of co integration between call money rate and t-bill rate of Pakistan for both trace and max-eigen value test. Similar results are determined for the call money rate of both nations where co-integration exists for both tests as well. Trace test indicate co integrating vectors between t-bill rates of both countries while results from max Eigen value are insignificant. Whereas it's determined that there is no co integration between call money rate Pakistan, t-bill rate Pakistan, Exchange Rate and London Interbank offered rate at 95 % confidence interval but it was observed that weak co-integration exist at 90 % confidence interval among these variables. The results indicate that while the domestic short-

term money market is more integrated in comparison with the international financial market. There is no so robust integration between the domestic foreign exchange market and the foreign market. This may be due to the financial market reforms that are initiated in the money market.

Vector Error Correction Model

Since the entire variables in the series are not co-integrated we can, test any possible linkage between all the variables during the sample period by using VECM. Both long run and Short run relationship can be identified through this estimation. As this Results suggested for the variables are reported in Table 10 and 11

From the View, Representations option we determined that the long-run relation exist among domestic and foreign interest rates. The coefficient on all the variables for domestic interest rate and exchange rate in the co integrating vector is 1 as it should be shown in Table 10.

Table-10: Vector Error Correction Model for Domestic and Foreign Interest Rates

Error Correct	D(CPK)	D(CUK)	Error Correct	D(TPK)	D(TUK)	Error Correct	D(CPK)	D(TPK)
CointEq1	-0.3	0.02	CointEq2	-0.054	0.003	CointEq3	-0.657	0.036
	-4.04	0.952		-3.241	0.877		-4.649	0.756
D(CPK(-1))	-1.276	-1.619	D(CPK(-1))	1.518	0.044	D(CPK(-1))	0.803	0.018
D(CPK(-2))	0.343	-1.217	D(CPK(-2))	0.889	-0.914	D(CPK(-2))	0.291	-0.686
D(CUK(-1))	-0.956	-5.357	D(TUK(-1))	-0.293	4.539	D(TPK(-1))	0.927	1.846
D(CUK(-2))	0.067	-1.888	D(TUK(-2))	0.787	1.995	D(TPK(-2))	0.44	1.996

The adjustment coefficient on cointeq1 for the call money rate Pakistan is negative as it should be and quite rapid 30% a month, the adjustment coefficient on call money rate United Kingdom positive, as it should be, but quite small just 2% a month and is insignificant as well. It means that about 30% of disequilibrium corrected each month by change in call money rate United Kingdom. And similarly there are 30% chances that if disequilibrium is created it will return back to its original equilibrium position in short-run after deviation. Lagged call money rate united kingdom is insignificant in the call money rate Pakistan equation, but lagged call money rate united kingdom is significant in call money rate Pakistan equation for short run. Further coefficient on cointeq2 for the t-bill rate of both countries its negative as expected but is very low for both the countries 5.4% and 0.3% for Pakistan and United Kingdom respectively where adjustment for United Kingdom is insignificant as

well. So chances of disequilibrium correction are very low for both the nations and return from deviation chances are also very low. Further lagged t-bill rate United Kingdom is insignificant in the t-bill rate Pakistan equation but lagged t-bill rate United Kingdom is significant. Same result is obtained for lagged London interbank offered rate is insignificant in the t-bill rate Pakistan equation, but lagged t-bills rate is significant in London interbank offered rate equation for short run. The adjustment coefficient on cointeq3 for the t-bill rate Pakistan quite low 0.6% a month and is insignificant, the adjustment coefficient on London interbank offered rate is negative but significant and small just 2.1% a month. This means effect across both countries in cointeq4 is insignificant. About 21% of equilibrium corrected each month by change in London interbank offered rate according to cointeq4 and about 2.1% of equilibrium corrected each month by change in London interbank offered rate. Co-efficient is negative as expected for call money rate Pakistan and significant as well. So 21% chances to return on equilibrium position are there after deviation from original position. In lagged equation both are insignificant which means London interbank offered rate effect on exchange rate Pakistan is insignificant and vice versa. Cointeq5 present the similar results as for the call money rate Pakistan with London interbank offered rate. Finally in cointeq6 which is presents relations between domestic markets of call money rate and t-bill rate Pakistan where 65% of equilibrium corrected each month by change in t-bill rate. So chances to return at equilibrium position after deviation are high. Whereas for t-bill rate its 3.6 % only which is very low. Lagged t-bill rate is insignificant in the call money rate Pakistan equation, but lagged t-bill rate is not highly significant in call money rate Pakistan equation for short run.

Conclusion

Call money rate and T-Bill rate are found to be co-integrated across the nation, which verifies that there exists a general stochastic movement among the domestic and foreign market returns. Results obtained from exchange rate are not integrating with short-term market as determined by the previous study of Khalid & Rajaguru (2006). This study investigates whether any co-integration exist among the sum of the foreign and domestic variables. Moderate frequency data (monthly observations for the exchange rate and interest rate) and three different

empirical testing procedures are used to determine if both the markets are co-integrated. Based on co-integration tests, the empirical results find co-integration among four variables (t-bill rate Pakistan & call money rate Pakistan, call money rate Pakistan & call money rate United Kingdom and t-bill rate Pakistan and t-bill rate United Kingdom). Vector error correction model suggested long run and short run relationship between all variables. These results thus recommend that there is a link amongst domestic and foreign market. It is interesting to note that our results are consistent with the theoretical hypothesis mentioned in Section 1 of this paper. There summary is given in Table 11.

Table-11: Summary of Results

Items	Hypothesis	Results
H0	No co-integration exist between CMR of both countries	Rejected
H0	No co-integration exist between TBR of both countries	Rejected
H0	No co-integration exist between TBRPAK and LIBOR	Accepted
H0	No co-integration exist between CMRPAK and LIBOR	Accepted
H0	No co-integration exist between ER of Pakistan and LIBOR	Accepted
H0	Co-integration exist between CMR and TBR of Pakistan	Accepted

Given that both markets are linked, any internal or external shock would affect all three markets in a direct or indirect way. This is an important finding and could be used as important policy implications.

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ASSESSING GENDER EQUITY IN MIDDLE LEVEL SCIENCE TEXTBOOKS IN PAKISTAN

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Abstract

The gap between male and female students' representation in science is being bridged up rapidly. Resultantly, science is no longer a male oriented subject. This demands fairly equal gender representation in their science textbooks. Gender equity in science education has always been and still is a major concern of educational researchers throughout the world. This study aims to explore the same phenomenon in Pakistani perspective. Latest editions of general science textbooks of Punjab textbook board for class 6, 7 and 8 (middle level) are analyzed to address the gender equity issues. Text and illustrations given in the textbooks are examined to learn whether or not males and females have been given equal representation. The roles are also discussed in which both the groups are exhibited in the books. This document analysis is an attempt to present a clear picture of the appropriateness level of the science textbooks for both girls and boys. Educational implications are also discussed.

Keywords: Gender, equity, portrayal, textbook

Introduction

The issue of gender equity is crucial to be addressed in science textbooks as science is considered to be a field in which women have always been in minority. Female scientists are rarely mentioned in the history of science. Female students are proved to be having less positive attitude towards science as compared to male students (Adamson, Foster, Roark & Reed, 1998; Dawson, 2000; Iqbal, Shahzad & Sohail, 2010; Jones, Howe & Rua 2000; Kubilius & Turner, 2002; Lee, 1998; Mallow, 1994; Ornstein, 2005; Osborne, 2003; Pell, Iqbal & Sohail, 2010; Weinburgh, 1995). The researchers are also evident of polarization of female students' interest in Biological Sciences and male students' interest in Physical Sciences (Adamson, et al., 1998; Cameron, 1989; Farenga & Joyce, 1999; Hughes, 2001; Iqbal et al., 2010; Miller, Blessing & Schwartz, 2006; Murphey & Whitelegg, 2006; National Science Board, 2002; NSF, 1999; Osborne & Collins, 2000).

In order to incline female students towards science, their equal portrayal in science textbooks may prove to be a fruitful attempt. Gender

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equity in textbooks is still a cause of concern all over the world as a mounting body of research from different countries is evident that females are still underrepresented and unequally portrayed in textbooks. This gender bias in education is defined by Chung (2000) as “reinforcement of sex-stereotypes and the overt or less overt discriminatory treatment of girls in schools that disadvantage girls” (p.4). Whereas stereotypes are viewed as “generalized beliefs about certain groups of people based on their belonging to certain gender, ethnic group, religion and race”(Montenegro, n.d, p. 4).

This issue has captured the attention of educational authorities in Pakistan and became a part of Education for All (EFA) project which aimed at inclusion of both male and female students in education. One of the major concerns for EFA is “Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality” (Government of Pakistan, 2002, p. 20). Government of Pakistan (2002) further claims that “the Ministry of Education will continue to pay attention to eliminating gender bias in textbooks and curriculum” (p.32) and “gender stereotypes will be replaced by positive portrayal of women in textbooks” (p. 98).

Gender equity is not only the heart of EFA but also of Millennium Development Goals (MDG). The Millennium Development Goals Report (2010) flaunts its 3rd goal in these words, “Promote gender equality and empower women” (p.20) and its target 1 is to “eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015” (p.20). This gender disparity can be reduced through gender parity in textbooks. Gender equity in textbooks will make female students feel that they are also given equal importance and equal representation and they are equally expected to be a part of education system. Gender impartiality in Science textbooks will let female students think themselves as prospective and potential scientists.

“A textbook is often the ‘official’ history of a nation, especially if the state is responsible for creating or contracting the text. It is important to question what the official histories say about a nation, its people and its relation to others” (Firestone, 2000, p.2). He ascertains that through textbooks, “a specific if unconscious gender message is carried to girls and boys that tells them what is valued in society about themselves and

what opportunities are available to them as women and men” (p.1). When this message is not carried out fairly, both of them cannot realize their identities and their potentials. Blumberg (2007) criticizes gender stereotypes in textbooks as they hamper the vision of girls about “who they are and what they can become” (p.4)

Walford (1980) contends that textbooks play vital role in “encouraging the view that science is a boys’ subject more than a girls’ subject” (p.51). He highlights the need to alter “the clear masculine face that science presents” (p.52). Elgar (2004) is of the view that “lack of female examples in science textbooks can imply to children that science subjects are not the normal pursuits of girls and women” (p.879). The higher educational authorities agree that fair portrayal of both genders in text books can prove to be one of the successful approaches which can make us accomplish the above mentioned goals.

Research Studies Addressing the Issue of Gender Equity in Textbooks

Different researchers have studied the textbooks used in their countries to highlight the issue of gender disparity globally for example in Sweden (Alexanderson & Wingren, 1998) in Paris (Blumberg, 2007), in Korea and Mexico (Chung, 2000), in Netherlands (Dijkstra, Verdonk & Lagro-Janssen, 2008), in Brunei (Elgar, 2004), in Pacific Rim including, Latin America: Argentina, Mexico, Peru, Chile, Brazil, and Asia: Korea Japan, Thailand, China (Firestone, 2000), in Nepal (Joshi, 1994), in America (Potter & Rosser, 1992). This phenomenon is studied for the text books used in different disciplines such as Medicine (Dijkstra, Verdonk & Lagro-Janssen, 2008), Introductory Psychology and Human Development (Peterson & Kroner, 1992) and teacher education (Zittleman & Sadker, 2003).

Walford (1980) analyzed 13 textbooks of Introductory Science. He studied the images in the books printed in the 1970s. He came across two images of men for every image of women. Bazler and Simonis (1991) examined if chemistry textbooks for high school were having gender parity. They compared 7 old textbooks of early 1970s with the recent editions. They discovered some development in situation. The gender ratio improved from 5:1 to 3:1. Articulation their apprehension, they pronounce: “if texts lack images of science-involved women and minorities, students may view science as an activity that excludes most people” (p. 354).

Peterson and Kroner (1992) analyzed the latest editions of human development and introductory psychology textbooks. They found that females were still negatively portrayed and were underrepresented as far as theory, work and behaviors were concerned. Potter and Rosser (1992) explored the reasons of girls' lack of interest in science by analyzing the textbooks of life science in America. There was no proof of chauvinist language i.e. use of 'he' for both the sexes. There was no evidence of occupational stereotypes in the text. For instance, nurse was never supposed to be only female and scientist was never thought to be a male alone. On the other hand, a considerable bias was there in textbook images supportive of males. These biased illustrations indicate that "males are the norm" (p.677).

Alexanderson and Wingren (1998) analyzed the content of textbooks on medicine used in a university of Sweden. They also found males to be used as norm which females are to be compared with. They also highlight the hidden psychosocial and biological differences between members of both the sex groups. They contend that students will face problems during their medical practice due to these shortcomings in textbooks.

Chung (2000) studied the textbooks being taught at primary level in Korea and Mexico to explore the roles assigned to females and males and other gender related issues. They found numerous images of females in the conventional roles "of mother and homemaker, doing the cooking and the housework in the home, and of vendor at outdoor markets, while men are outdoors" (p.21). They declared that "gender stereotypes lower girls' self esteem and limit girls and boys to certain modes of behavior, course of study, and career choices, thereby preventing girls and boys from realizing their full potential" (p.2).

Zittleman and Sadker (2002) studied current editions of 23 textbooks on teacher education comprising five key areas. They realized that even after a long period of discussion on gender issues in textbooks and consumption of government recourses to confiscate this gender bias, only three percent of space was given to gender related issues in those textbooks and no female scientist was mentioned in there.

Paivandi (2008) studied textbooks in Iran to expose intolerance and discrimination. They realized that females are "accorded little importance as individuals, and their contributions to society outside the

home are largely ignored” (p.1). Women are not presented as independent individuals. Rather than portraying women as autonomous individuals, they are shown as “man’s wife, mother, sister, or daughter” (p.2). Home is women’s first priority and their role as a professional outside the home is considered to be secondary. They are shown in working environment only in 21% of the illustrations. Ratio of male and female authors is also breathtaking. There are ten male authors for one female authoress. On the whole “gender discrimination permeates Iran’s textbooks”. Dijkstra, Verdonk and Lagro-Janssen (2008) came across gender bias in medical textbooks in Netherlands. The books are unable to prepare prospective doctors for medical profession as they are deficient in psychosocial and somatic knowledge.

A meta-analysis conducted by Blumberg (2007) regarding content analyses of the textbooks revealed many interesting facts. He ascertains that approximately every piece of textbook content analysis summed up with the same story of unfair gender portrayal irrespective of (a) the country/region in which the researchers carried out the analyses, (b) its income, (c) the level of instruction for which the books were analyzed (from primary to higher education), (d) the subject matter (Social Studies, Science, Mathematics, etc.) and (e) the date of publication. The homogeneity in their findings is also awesome: “(a) under-representation of females, (b) use of male words to mean all of humanity, (c) traditional gender stereotypes about the activities of males and females in the occupational sphere and in the domestic sphere, (d) traditional stereotypes about the traits and activities of males and females, and so on” (p.33).

Gender equity in science education has always been and still is a major concern of educational researchers throughout the world. This study aims to explore the gender equity in middle level science textbooks in Pakistan. Text and illustrations given in the textbooks are examined to learn whether or not males and females have been given equal representation. The roles are also discussed in which both the groups are exhibited in the books.

Method and Procedure

Punjab textbook board Lahore published science textbooks for middle level school students (class 6, 7 & 8) with the approval from ministry of Education, Pakistan in the period 2001-2003. Number of pages in these textbooks ranged from 168 to 196. There are 19, 16 and 16

chapters in textbook for grade 6, 7 & 8 respectively. 19 chapters in textbook for class 6 are: characteristics of living things, cell-unit of life, organization of life, environment, continuity of life, element, compound, mixture, structure of atom, solution, mass & volume, simple machine, atmospheric pressure, heat, light, sound, electricity, electromagnet, structure of earth, the moon. 16 chapters in textbook for class 7 are: working of a plant, working of human body, environment, continuity of life, atom and its structure, elements, some common gasses, water- a common compound, pressure and simple machines, heat, light, sound, electricity, magnetic field, ocean, solar system. 16 chapters in textbook for class 8 are: classification of living organisms, plant kingdom, animal kingdom, environment, continuity of life, symbols and formulae, chemical change and chemical bonds, acids-bases and salts, carbon and its compounds, manufacture of useful products/from common raw materials, liquid pressure, thermal expansion, light, electricity and magnetism, rocks, galaxies and stars.

There are colorful photographs, diagrams and tables in these books. To determine whether or not males and females are fairly portrayed in these textbooks, text and illustrations are analyzed. Most of the illustrations were clear to indicate male or female figure. In only a few instances their figure was ambiguous so they were not included in the analysis. As far as analysis of the text is concerned, number of instances of nouns and pronouns were counted.

Findings

Table-1: Nouns used in the Text regarding Gender

Nouns	Grade 6	Grade 7	Grade 8	Total
Man (for mankind)	4	9	15	28
Man (for a scientist)	2	-	-	2
Scientist's names (male)	4	11	5	20
Astronomer's name (male)	-	-	1	1
Male	2	-	3	5
Female	2	-	4	6
Laborer	-	-	1	1
Army	-	-	1	1
Women	1	-	-	1
Brother	2	-	3	5
Sister	2	-	3	5
Mother	2	-	3	5

Father	2	-	3	5
Boy	1	-	-	1
Child (for female)	1	-	-	1
Authors' names (male)	7	12	8	27
Authors' names (female)	8	5	1	14
Editors' names (male)	2	3	2	7
Editors' names (female)	2	1	1	4
Total	44	41	54	139

Table 1 includes the nouns as they appeared in the text. In 28 instances the word “man” was used for mankind including male and female. The nouns ‘boy’ and ‘child’ are taken from an example from a play ground which depicts gender bias. In this example ‘boy’ is used for male and ‘child’ is used for female. The text is, “A fat boy is sitting near the fulcrum. The small child, too, intends to swing. Should she sit at position A or B to enjoy swing easily?” (Science 6, 2001, p.107). Overall number of male authors and editors is almost double of the female authoresses and editors. There were only male scientists and astronomers mentioned in the text.

Table-2: Number of Nouns used for Males and Females

Textbooks	Male	Female
Grade 6	26	18
Grade 7	35	6
Grade 8	42	12
Total	103	36

Table 2 shows that overall male nouns are three-fold to female nouns. Less gender disparity is visible in text book for grade 6 because almost equal number of female authors (7 male and 8 female) and editors (2 male and two female) are involved in developing the textbook. Gender bias increases with the increase in number of male authors of the textbooks.

Table-3: Pronouns used to represent Gender

Pronouns	Grade 6	Grade 7	Grade 8	Total
He	2 (for scientists)	2 (for scientists)	2 (for scientists)	6 (for scientists)
		1 (for laborer)	1 (for hunter)	4 (miscellaneous)
			1 (for farmer)	
			1 (for mankind)	
His	2 (for mankind)		6 (for mankind)	8 (for mankind)
	1 (for astronaut)			1 (for astronaut)
Him		1 (for laborer)		1 (for laborer)
She	1 (for a girl)			1 (for a girl)
Total	5	4	11	21

Table 3 shows that female pronoun appeared only once as compare to male pronouns which appeared 20 times more.

Table-4: Number of Pronouns used for Males and Females

Textbooks	Male	Female
Grade 6	5	1
Grade 7	4	0
Grade 8	11	0
Total	20	1

Table 4 is showing clear gender biases in using pronouns as female pronoun emerged only once whereas male pronoun emerged 20 times.

Table-5: Number of Illustrations Depicting Gender

Textbooks	Male	Female
Grade 6	58	15
Grade 7	9	1
Grade 8	21	3
Total	88	19

In illustrations gender disparity becomes even more prominent. Table 5 reflects that there are more than four illustrations showing male figures for every illustration depicting females.

Table-6: Number of Illustrations Omitted from Analysis

Textbooks	Description	Total
Grade 6	2 (babies), 1 (astronaut)	3
Grade 7	7 (human body functions and skeleton), 2 (diver), 3 (hikers),	12
Grade 8	1 (a market full of people), 1 (surgeon), 1 (fire fighter), 1 (swimmer)	4
Total		19

Illustrations mentioned in table 6 are omitted because they were not clear enough to be classified as male or female as some were wearing clothes particular to their activities. In case of babies, their gender could not be determined due to their indistinguishable features. Illustrations of human body functions demonstrated only human skeletons which were not identifiable for gender.

It is worth mentioning here that sex neutral terms were also used in the text. They are scientists, geologists, paleontologists, astronomers, people, no body, children, parents, offspring, person, teacher, philosopher, farmer, class fellow, doctor, factory workers, human(s), human beings, human body systems, human body parts and human related issues. Pronouns such as we, they and you are also used in the

textbooks at many places. Most of the times activities are narrated in imperative sentences or passive voice are used to avoid gender bias.

The roles are also discussed in which both the groups are exhibited in the books. Males are allocated the roles of hunter, loader, farmer, painter, car washer, surgeon, fire fighter, wood cutter, astronaut, scientist, gardener, passenger and driver. They are also shown to be engaged in experiments in laboratory setting and outdoor jobs. The females are portrayed as showing their dress, washing clothes and cleaning floor. They are assigned the roles of mother and sisters performing domestic chores only. They are exposed to be involved in their domestic chores most of the times. For instance, “you must have seen women using fans to dry the wet floor” (Science 6, 2001, p.129). There is no provision for them to be an active participant of outdoor life in which they could be involved in some profession to contribute towards economical cause.

Discussion

Our science textbooks are presenting the same gender portrayal today as it has ever been presented in previous content analysis. “The clear masculines face that science” (Walford, 1980, p.52) presented still persists. Science is not yet considered to be “the normal pursuits of girls and women” (Elgar, 2004, p.879). Elgar (2004) interviewed five female scientists to get their opinion regarding the impact gender disparity has on children studying the textbooks. He quoted one of the interviewees:

It definitely matters. Students learn from these books. We should convey the message to our students that we are all equal. Showing pictures of males only is not a good start. And in the lower secondary years children are at an impressionable age (P. 889).

The present study reveals that gender inequity still persists as it was before the commitment by Ministry of Education (2002) that it will “continue to pay attention to eliminating gender bias in textbooks and curriculum” (p.32) and “gender stereotypes will be replaced by positive portrayal of women in textbooks” (p. 98). A huge gap between male and female portrayal in science textbook is evident in this study. As far as text is concerned the usage of nouns and pronouns collectively is about four times more in case of males than females. Illustrations also demonstrate the same ratio. These results are almost consistent with

those of Elgar (2004). The Pakistani workforce is getting gender diverse. Females are entering the fields in which they were considered to be aliens before. Although they are becoming engineers, doctors, pilots and scientists now yet this face of females is not shown in textbooks. A commonly visible role in daily life is of a driver which a large number of females are used to play. But all the females are shown as passengers travelling in cars, buses, and rikshaws carrying their babies. Not even a single lady is shown to be driving among 38 persons who are travelling (Science 6, 2001).

Textbook may be an indicator of the roles assigned by society to both the gender groups. Therefore, science textbooks, if they give equal and fair gender representation can encourage females to adopt careers in science and go side by side with men in this field. While revising the present editions of science textbooks gender issue must be taken into consideration. This content analysis can be helpful for curriculum planners in this regard. As teachers and students both are the direct stakeholders of gender issue in textbook, their opinion in this regard must be sought. In future, the research studies must explore what teachers and students think about gender inequalities in their textbooks and what role teachers can play to minimize the effect of these biases. Comparative studies must be conducted to get the clear picture of this phenomenon as it exists now as compared to past.

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ASSESSING SERVICE QUALITY IN BUSINESS SCHOOLS: IMPLICATIONS FOR IMPROVEMENT

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Abstract

Measuring service quality in business schools has gained great momentum due to increased competition among institutes. Quality experts opined that measuring service satisfaction is one of the greatest challenges of the quality movement implementation. The literature suggests that there is mounting pressure from stakeholders, students, parents and employers to close the increasing gap between institutional quality and their expectations. Therefore, this study was designed to assess service quality in business schools according to SERVQUAL model in the perception of students.

Survey research was used to achieve the objectives of the research study. Eight business schools were taken as sample from public and private sectors randomly. A structured questionnaire was adopted with five dimensions of service quality (Tangibility, reliability, responsiveness, assurance, and empathy) recommended in SERVQUAL model containing 20 statements. The responses of 300 business graduates were taken on five-point Likert rating scale. The collected data was analyzed by frequencies, mean, t-test, one way ANOVA and independent sample t-test. The findings show that students perceive low quality in all the dimensions of service quality (SERVQUAL) model in all institutes.

Keywords: Business schools, Service quality, SERVQUAL

Introduction

Increased competition in the educational environment has contributed to the growing importance of service quality measurement at business schools (Gbadamosi, Gbolahan & De Jager, Johan 2008). Quality experts believe that, 'measuring customer satisfaction at an educational establishment might be regarded by educators as one of the greatest challenges of the quality movement' in higher education (Quinn, et. al. 2009). Therefore, it is vital for business schools to actively monitor the quality of services and commit to continuously improve to the needs of stakeholders.

In the last decade, there is huge demand in Pakistan for business education. As a result a number of private and foreign business institutes enter in Pakistani market to compete for students. Most of the institutes are striving to attract students by supplying improved services. There is

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increasing pressure from the customer of business education, which includes student, parents, executives and employers to close the widening gap between their expectations of institutional performance and actual performance. But unfortunately, there are a few researches on the quality measurement concept which can be used to improve the service quality of Pakistani business schools as per expectations of stakeholders. Therefore, this study intends to measure the service quality offered by Pakistani business schools in the perception of the students through SERVQUAL model.

Measuring Service Quality

In the search for a reliable method of measuring service quality there has been little consensus on the methodology which is of general applicability in all service industries (Faganel, 2010). There are a number of models used by various researchers to measure the services' quality. For instance, The Image Model of Grönroos (used by Sachdev, & Verma, 2004); Lethenin & Lethenin's 3-Dimension Model for Measuring Service Quality (1992); ECSI, European customer satisfaction index (used by Martensen, Gronholdt, Eskildsen & Kristensen, 2000); SERVPERF (used by Fagnel, 2010); HEdPERF (used by Abdulllah 2006).

SERVQUAL model presented by Parasuraman, Zeithaml and Berry (1985) was the most experimented model in last decades (Faganel, 2010). A number of researches have been conducted on the basis of SERVQUAL model (Mc Elwee and Redman, 1993; O'Neil & Wright, 2002; LaBay & Comm, 2003; Sahney et al., 2004; Barnes, 2006; Gao & Wei (year); Tyran & Ross, 2006; Yang et al., 2006; Smith et al., 2007; Lee & Tai, 2008; Yeo, 2008; Brochado, 2009). In brief, SERVQUAL is recognized as a tried and tested instrument that has been successfully applied in various different contexts (Buttle, 1996). Its strengths more than outweigh any deficiencies, and the results can be presented in a format useful for targeting specific service improvements (O'Neill and Palmer, 2001). Therefore, current research study was conducted by using this model. SERVQUAL is based on customers' expectations and perception and comprised of five dimensions which can be defined as follows:

- Tangibles: physical facilities, equipment and appearance of personnel

- Reliability: ability to perform service dependably and accurately
- Responsiveness: willingness to help customers and provide prompt service
- Assurance: knowledge and courtesy of employees and their ability to inspire trust and confidence
- Empathy: caring individualized attention provided by the firm to its customers.

Service Quality in Educational Settings Past Researches

During the last decade, quality initiatives have been the subject of an enormous amount of practitioner and academic discourse, and at various levels have found a gateway into higher education (Avdjieva and Wilson, 2002, Barnes, 2003). Ford et al., (1999) identified reputation, career opportunities, program issues, physical aspects, and location as important attributes to offer for educational service providers. Further the authors highlighted that due to high competitive environment surrounding business education, institutions need to better understand the nature and quality of service offered. Adey (1997) recommended several 'university characteristics' may be useful in explaining the perceived quality among students, these being an emphasis on competent teaching, the availability of staff for student consultation, library services, computer facilities, recreational activities, class sizes, level and difficulty of subject content, and student workload. In line with the previous researchers Lau (2003) suggests a conceptual framework consisting of three factors based on learning, teaching and resources (Institutional Administrators, faculty, and Students) which are considered to influence student involvement and satisfaction. Abdullah (2006) used HEDPERF instrument consisting of 41 statements to assess service quality in the higher education sector. His study confirmed that students' perceptions of service quality are consisted of six identified dimensions: non-academic aspects, academic aspects, reputation, access, program issues and understanding. He suggested widening and developing of the measuring instrument from a different perspective that is from other customer groups (internal customers, employers, government, parents and general public). Table 1 highlights the past researches in educational settings to measure service quality.

Table-1: Past Researches in Educational Setting to measure Service Quality

Authors	Service Quality Dimensions
Entwistle and Tait, 1990	▪ Standards of organization ▪ Assessment and feedback ▪ Teachers' enthusiasm and methodology ▪ Relevance and interest of the material to students ▪ Teachers' interest in individual students ▪ Explanation of study material ▪ Difficulty, pace and quantity of workload ▪ Willingness for class involvement
Lehtinen and Lehtinen (1992)	▪ Physical Quality ▪ Interactive Quality ▪ Corporative Quality
Gronroos 2000	▪ Technical quality ▪ Functional quality ▪ Reputational quality
Hampton, 1993	▪ Quality of education ▪ Teaching ▪ Social life-personal ▪ Campus facilities ▪ Effort to pass courses ▪ Social life-campus ▪ Student advising
LeBlanc and Nguyen, 1994	▪ Faculty ▪ Reputation ▪ Physical evidence ▪ Administration ▪ Curriculum ▪ Responsiveness ▪ Access to facilities
Qureshi, Mahmood, & Sajid, 2008	▪ Curriculum ▪ Contact personnel ▪ Physical Evidence ▪ Reputation ▪ Responsiveness ▪ On campus facilities ▪ Grading and assessment criteria ▪ Faculty ▪ Students ▪ Fee structure ▪ Development and planning ▪ Discipline
Pereda, Airey & Bennett, 2007	▪ Recognition ▪ quality of instruction and interaction with faculty ▪ sufficiency of resources ▪ quality of facilities
Abdullah, 2006	▪ non- academic aspects ▪ academic aspects ▪ Reputation ▪ Access ▪ Program issues ▪ Understanding

Martensen, 2000	▪ Institution image ▪ Student expectations ▪ Perceived quality of non-human resources ▪ Perceived quality of human resources ▪ Perceived value ▪ Students satisfaction ▪ Students loyalty
Brochado, 2009	▪ Tangibility ▪ Reliability ▪ Responsiveness ▪ Assurance ▪ Empathy

Kaleem & Rahmat (2004) conducted a research study by using SERVQUAL model and found that service quality across public and private sector business schools is below the students' satisfaction level. Moreover, they reported that the students in private sector have more expectations than the students in public business schools. They attributed this gap due to higher fee structure in private sector. Qureshi, Mahmood, & Sajid (2008) reported in their study that business schools in both public and private sectors are not performing up to the required standards and they suggested that business schools in private sector may invest in quality education while public sector schools may invest on secondary education. Morales & Calderon (2010) conducted the research on measuring the service quality of executive education in business schools through SERVQUAL and found that reliability and empathy is the most important dimension in the perception of business schools while tangibility is at the second place. Gao & Wei (2010) in their study found that Chinese students have consistent high expectations of service quality provided by business schools, while their perceptions are relatively low which indicates that Chinese business schools need to improve their service quality.

In Pakistan business education has gained great popularity owing to the growing demands for improving the quality of services to satisfy the major stakeholder, the students. In response to this popularity, there is mushrooming of business schools in Pakistan in last couple of decades. These institutions are working under Public and Private sector and are listed with Higher Education Commission of Pakistan (Lodhi, 2010). In Pakistan currently there are a few business schools from public and private sector which are providing quality in the limited context and are not able to effectively focus on quality of service delivery to the external

customers (Qureshi, Mehmood & Sajid 2008). For that reason, this research study was designed to measure the perception of the students about quality of services offered by business institutes and recommend improvements for future.

Objectives of the Study

The objectives of the study were as follows:

1. Measuring the service quality of business institutes according to the SERVQUAL model in Business schools of Lahore in the perception of students.
2. Assessing the need to improve service quality of business institutes with respect to determinants of SERVQUAL model.
3. Assessing the need to improve service quality in the light of demographical variables.
4. Give recommendations to improve the service quality of business institutes.

To achieve the research objectives the research study focused the following questions.

1. What is the perception of students about the service quality of business institutes in the light of SERVQUAL model?
2. What are the areas which need improvement in service quality of business institutes in the light of SERVQUAL model?
3. What is the difference in the perception about the service quality of institutes according to demographical variables?

Design of the Study

This study is designed to assess service quality in business schools according to SERVQUAL model. Survey research was used to achieve the objectives of the research study. Eight business schools are taken as sample from public and private sectors randomly.

The study selected a convenient sample of 500 students from eight business schools. The required data was collected through a structured questionnaire based on SERVQUAL model. The questionnaire was administered by the researcher themselves. A total of 300 questionnaires were received.

The questionnaire was consisted of five SERVQUAL dimensions as used by Gao & Wei (2010). It contains 20 statements about five determinants, tangibility, reliability, responsiveness, assurance and empathy. The responses of the students were taken on five- point Likert

rating scale ranging from 5 strongly agree to 1 strongly disagree. Further the respondents were assured about the ethical issues such as confidentiality and anonymity.

Results and Discussion

Cronbach's Coefficients alpha was calculated to measure the internal consistency of the five SQ dimensions. The internal consistency of the scale was found 0.888. To measure the perception of students about the quality of service one sample t-test was used while for variance in demographics (for gender and sector) independent sample was used and one way ANOVA for institutional variance was used.

Table-2: One sample t-test for measuring the perception about Service Quality of Business Schools

SERVEQUAL	Statements	Mean	SD	t-value	df	Sig.
Tangibility	Up-to-date equipment	3.9333	1.03882	15.562	299	.000*
	Physical facilities	3.6767	1.11786	10.484	299	.000*
	Well-dressed staff	3.8300	1.07934	13.319	299	.000*
	Better competitive accommodation	3.6533	1.03443	10.939	299	.000*
Reliability	Keep promises with students	3.5733	1.10848	8.959	299	.000*
	Staffs' sympathy to problems	3.4867	1.14347	7.372	299	.000*
	Honors' its promises	3.5500	1.10978	8.584	299	.000*
	Maintain records accurately	3.8867	.97827	15.699	299	.000*
Responsiveness	Tell exact time about performance of services	3.6000	1.00167	10.375	299	.000*
	Perform services at first time	3.5033	1.06479	8.188	299	.000*
	Staff ready to help students	3.5700	1.17603	8.395	299	.000*
	Staff responds promptly to queries	3.4867	1.14054	7.391	299	.000*
Assurance	Students trust all staff	3.3667	1.15904	5.479	299	.000*
	Staff deals politely	3.5633	1.10305	8.846	299	.000*
	Students feel safe while receiving services	3.7000	.99665	12.165	299	.000*
	Professors are knowledgeable	3.9867	.97450	17.537	299	.000*
Empathy	Gives individual attention	3.5367	1.11930	8.305	299	.000*
	Professors understand specific needs	3.5900	1.16609	8.764	299	.000*
	All staff keeps students' interest at heart	3.3000	1.16671	4.454	299	.001*
	Timing suites students	3.4467	1.36628	5.662	299	.000*

* $p < 0.05$

As table 2 illustrates that for tangibility the mean scores for all the statements are significantly above the cut point (3.0). It proves that all the students are agreeing with the statements that their institutions are providing them tangible facilities.

In case of reliability, responsiveness, assurance and empathy again the mean scores of the statements are significantly higher than the test value three showing that students perceive the quality services provided by their institutions. These are not in line with the findings of Qureshi, Mehmood & Sajid (2008) that institutions in Pakistan are not providing the services up to the level of their expectations. The results show that the institutions in Pakistan are on the road to improve the quality of services in all the dimensions as per stakeholders' expectations.

Table-3: One Way ANOVA Analysis of Variance for Service Quality in Sub-scales by Institutions

SRVQUAL	Variance	Sum of Squares	df	Mean Square	F	Sig.
Tangibility	Between groups	40.878	7	5.840	14.502	.000*
	Within groups	117.584	292	.403		
	Total	158.462	299			
Reliability	Between groups	40.596	7	5.799	11.783	.000*
	Within groups	143.716	292	.492		
	Total	184.312	299			
Responsiveness	Between groups	35.071	7	5.010	9.888	.000*
	Within groups	147.949	292	.507		
	Total	183.020	299			
Assurance	Between groups	54.616	7	7.802	13.336	.000*
	Within groups	170.833	292	.585		
	Total	225.449	299			
Empathy	Between groups	873.858	7	124.837	13.336	.000*
	Within groups	2733.328	292	9.361		
	Total	3607.187	299			

* $p < 0.05$

Table 3 indicates that there is significant difference of service quality among the eight institutes in the perception of students. Therefore, post hoc analysis is conducted to know the variance among institutes.

Table-4: Tukey HSD for Multiple Comparisons of Service Quality in Sub-scales by Institutions

Sub-scales	(I)	Mean Difference (I-J)						
		Institutions						
		UMT	LSE	LUMS	HCC	DBE	GCU	HB&F
Tangibility	P.Aims	-.521	-.407	-1.26*	-.741*	-.235	-.800*	-.829*
	UMT		.114	-.748*	-.220	.285	-.279	-.308
	LSE			-.862*	-.334	.171	-.393	-.422
	LUMS				.527	1.03*	.468*	.440*
	HCC					.506*	-.059*	-.087*
	DBE						-.566*	-.593*
	GCU							-.028
Reliability	P.Aims	.0500	-.071	-1.08*	-.442	-.349	-.563	-.762*
	UMT		-.121	-1.132*	-.492	-.399	-.613	-.812*
	LSE			-1.010*	-.371	-.277	-.492	-.690*
	LUMS				.639*	.733*	.518*	.319
	HCC					.093	-.120	-.319
	DBE						-.214	-.413
	GCU							-.198
Responsiveness	P.Aims	.04286	-.164	-1.11*	-.276	-.270	-.543*	-.448
	UMT		-.207	-1.153*	-.319	-.313	-.586*	-.491
	LSE			-.946*	-.112	-.106	-.379	-.284
	LUMS				.833*	.839*	.566*	.661*
	HCC					.006	-.266	-.171
	DBE						-.272	-.177
	GCU							.095
Assurance	P.Aims	.17857	-.271	-1.306*	-.258	-.471	-.707*	-.593*
	UMT		-.450	-1.48*	-.437	-.650	-.886*	-.771*
	LSE			-1.03*	.012	-.200	-.436	-.321
	LUMS				1.048*	.835*	.599*	.713
	HCC					-.212	-.448	-.334
	DBE						-.236	-.121
	GCU							.114
Empathy	P.Aims	-.714	1.08	5.22*	1.035	1.885	2.830	2.373
	UMT		1.800	5.94*	1.75	2.60	3.54*	3.08*
	LSE			4.14*	-.050	.800	1.744	1.287
	LUMS				-4.192*	-3.342*	-2.39*	-2.85*
	HCC					.850	1.794	1.337
	DBE						.944	.487
	GCU							-.456

* $p < 0.05$

The institution wise results are as follows:

1. With respect to PAK AIMS, it is evident from the analysis that in tangibility dimension of SERVQUAL Pak Aims students significantly perceive low quality of services than the students of LUMS, HCC, GCU and HB &F. But in reliability dimension

- respondents perceive its performance lower than LUMS and HB & F respondents. While for assurance and responsiveness the mean difference revealed that Pak Aims is not doing well in providing service quality in comparison to LUMS and HB&F. This means that Pak Aims needs to improve its services in all its dimensions.
2. The students in UMT perceive that the institute is not providing better services than the perception of LUM, HCC & HB & F students in all the dimensions. Moreover the mean of other institutions are high in most of the categories, implying that institute is not providing quality services and needs to improve.
 3. For LSE the analysis revealed that the mean difference is significantly lower as compared to LUMS, HCC & HB & F in all service quality dimensions except empathy. While HCC, DBE & GCU respondents means are higher than LSE but not significant. Interestingly for LUMS, the highest ranking institute in Pakistan, students perception is high for all categories i.e. tangibility, reliability, responsiveness, assurance and empathy. These results are not in line with the findings of Kaleem & Rahmat (2004) study which found that the highest gap of perceptions and expectations exist in the responses of LUMS student. They attribute this gap to the high expectation of services against the high fee structure at LUMS.

Variance in responses with respect to Gender and Sector

The independent sample test revealed that there is no difference of opinion among respondents with respect to gender and sector. The findings are in line with the past researches (Qureshi, Mehmood & Sajid (2008); Kaleem & Rahmat (2004).

Conclusion

Measuring service quality is very important to retain students in any institution. But perception of quality is different for different stakeholders. In this research study, most of the statements means fall in the range of 3.3- 3.9 which means that there is room to improve the quality of services to survive in competitive environment. Therefore, institutions may improve their services in the light of discussed dimensions of SERVQUAL according to the perceptions of major stakeholder- that is student.

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FREEWILLVS.DETERMINISM: HUMAN AGENCY AND MORAL RESPONSIBILITY

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Free will vs. determinism, one of the oldest issues in philosophy with a long intellectual tradition, continues to be an intriguing debate for philosophers in contemporary times. Much of the explanation of free will has remained focused on philosophical concepts such as determinism and the related notions of causality and necessity. Determinism denies the possibility of freewill and espouses the worldview that every event occurs necessarily from the antecedent events that gives rise to events. The idea of free will has all along been closely connected with the question of moral responsibility. But, in order to be morally responsible, one has to rule out chance and indeterminism. On the other hand, freewill is the world view that refutes the idea that the will is completely determined. It claims that moral judgment is meaningless unless the will is free in its choice of actions. The doctrine of freewill rejects the claim that determinism applies to the actions of man. Thus, the standard argument against free will presents determinism and indeterminism as the two horns of a dilemma presumably rejecting all the logical possibilities of reconciling free will with either chance and randomness or determinism.

Historically, the free will-determinism controversy has attracted the attention of a number of eminent philosophers. With a view to holding man responsible for his actions, the Pythagoreans, Socrates, and Plato tried to reconcile human freedom with material determinism and laws of nature. Aristotle, one of the first indeterminists in the history of philosophy, argued that we are free insofar as we are responsible for our actions, and we are responsible only for our voluntary actions. For Augustine, freedom refers to being able to do what one chooses to do. An act caused by external forces cannot be termed as my free action. It is free only if it is caused by my choice. Freedom is the active affirmation of one's complete determination for Spinoza. What one chooses to do could not have been otherwise. Hume rules out freedom and explains

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necessity in terms of regularity. The assumption that things cause other things insofar as we see them happen with regularity before and near other things gives us the notion of “cause” which is nothing other than a kind of event we regularly experience preceding another kind of event. When we do something that is preceded by its choice, we call it free or voluntary actions. Other things that are not preceded by choices are called involuntary actions.

The extant literature on free will determinism controversy betrays two distinct and contrasting versions. For hard determinism all actions are causally determined and hence determinism is incompatible with freedom. Soft determinism agrees with the philosophical claim that all events have a cause but distinguishes between the state of being physically forced to do something and choosing to do something. It says that we are determined without ruling out human freedom arguing that when the individual is the cause of his or her actions, he or she is said to act freely. For example, one is not free to resist the gravitational pull; but one is free to choose to eat an apple because wishes and desires are causes internal to the agent. Self-determinism also has two aspects: passive self-determinism and active self-determinism. Passive self-determinism is the view upheld by St. Augustine, Spinoza and Hume, asserting that freedom means being able to do what one wants to do, without external coercion or interference. Active self-determinism allows us to critique ourselves and transcend ourselves to be self-aware and free to make original decisions. This is Aristotle’s standpoint. Our personality or character is determined by external events like genetics, culture, upbringing, etc. but as long as one is able to act consistent with the choices one makes, one is deemed to be free. Self-determinism or soft determinism takes a stand that acknowledges that all events, including human actions, have causes. However, it offers allowance for free actions when the actions are caused by one's choices rather than external forces.

Determinism and freedom are two conflicting and disputable views about the physical world harboring human existence. The deterministic view of the world invokes the law of causation for the explanation of all occurrences’ in nature, including human action’s reference to the cause of any, implicitly refers to the idea of necessity¹. In this sense the determinism emerges as a view that at any given period of time, and

given the antecedent state of affairs of the universe only one consequent state of affairs of the universe is possible. In other words all state of affairs of the world are determined and therefore necessitated by the antecedent state of the world. Determinism further implies that given the knowledge of antecedent state of affairs the consequent state of affairs is predictable and explainable. Necessity involves the view that given certain event, certain other event definitely happens, such that no other event may take its place.

In a general sense, causal determinism states that antecedent events, conditions and the laws of nature necessitate every event. It is closely linked with our understanding of the physical sciences and their explanatory potential as well as with our views about human free action. On both these counts, there is no agreement over whether determinism is true or even whether it can be known to be true or false. It is, nonetheless, a sufficiently broad term to include considerations about our deliberations, choices, and actions as necessary links in the causal chain that brings something about. Our deliberations, choices, and actions may, indeed, be determined like everything else; causal determinism still leaves the scope for the occurrence or existence of other things as depending upon our deliberating, choosing and acting in a certain way. Thus, an unbroken chain of prior occurrences stretching back to the origin of the universe is proposed by causal determinism. . This may neither entail specific mention of relation between events nor the origin of that universe. Causal determinists emphasize the impossibility of the uncaused or the self-caused. It has often been taken to convey the sense that everything that happens or exists is caused by antecedent conditions.

Given certain conditions as causally necessary for the mental acts of choices and decisions, no self-conscious agent can choose to act in any way other than what he actually chooses to do. If one's choices are deemed as causally necessary outcomes of certain factors beyond one's control, the entire conscious life of an individual is the consequence of these causes and he can himself do nothing about it. In this regard, Ted Honderich, the principal spokesman for hard determinism and strict causality, asserts:

States of the brain are in the first place effects of other physical states, including other states of the brain. Many states of the brain, secondly, make up correlates. . .

States of the brain thirdly are the causes, both of other states of the brain . . . and of certain movements of one's body. The latter are actions. It follows from these three premises, about states of the brain as effects, as correlates, and as causes, that on every occasion when we decide or choose, we can only decide or choose as in fact we do. So with our actions the ones we actually do are the only ones that we can do. It follows too that we are not responsible for our decisions, choices or actions, and, what is most fundamental, that we do not possess selves of a certain character².

This further implies that all human actions are caused, necessitated and predictable like natural events. It is clear from above formulation that determinism as a world view does not seem to allow any exceptions. Determinism based this philosophy on causation, necessity and finally onto prediction. Van Inwagen formulates the conception of determinism by underscoring the point that there is only one physically possible future if determinism is true:

Determinism . . . is the thesis that there is at any instant exactly one physically possible future. There must, of course, be at least one physically possible future, if there is more than one, if at some instant there are two or more ways in which the world could go on, then Indeterminism is true³.

With this formulation of the conception of determinism, any possibility of appearance of breach in the causal nexus is ruled out. This view of the unbreachable causal nexus of nature is the ground of scientific explanation as well as intelligibility⁴ of all natural phenomena. We may, indeed, still hypothesize that in case we make a choice, many futures will be open to us even if one possible future has a physical connection to the actual state of the world.

Determinism as a philosophical thesis is a world view with the claim that intelligibility and causality go together since it is a world view, Therefore it involves the idea that human world is also intelligible only through causality. The process and mechanisms⁵ involved in human action are explainable and therefore, intelligible only under the causal structure of the physical world, any alternative ways of understanding human world leads us into groundless Metaphysics, involving freedom, freewill, choice, chance, indeterminism⁶ and randomness.

It is obvious from the initial consideration that thesis of determinism is not only clear, but also verifiable doctrine in so far as human understanding of physical world is involved, both at common sense and scientific level, we find determinism at work. William James states:

Old-fashioned determinism was what we may call hard determinism. It did not shrink from such words as fatality, bondage of the will, necessitation, and the like. Nowadays, we have a soft determinism which abhors harsh words, and, repudiating fatality, necessity, and even predetermination, says that its real name is freedom; for freedom is only necessity understood, and bondage to the highest is identical with true freedom⁷.

However, this deterministic world view places human reality within the casual nexus of nature, such that man appears to be a part of nature. It is obvious from the deterministic point of view that our understanding of ourselves as conscious being, with the conception of ourselves as autonomous agents, has no place in the whole system of nature where all events or processes are inevitably determined by, and predictable by antecedent physical conditions. The philosophers from antiquity till today have struggled hard to refute determinisms by arguing against the view that man is part of nature.

This raises the perennial, Philosophical issue that either determinism is true and we are part of nature, or there is something about human reality that places us above and beyond natural physical processes and makes us moral beings⁸. Determinism is, roughly speaking, the idea that every event is necessitated by antecedent events and conditions together with the laws of nature. Determinism is deeply connected with our understanding of the physical sciences and their explanatory ambitions, on the one hand, and with our views about human free action on the other. In both of these general areas there is no agreement over whether determinism is true (or even whether it can be known to be true or false), and what the import for human agency would be in either case.

Human agency or man's capacity to make choices is often contrasted to natural forces which causes are involving only unthinking deterministic processes. There is a fine distinction between agency and free will. The proponents of free will thesis uphold the philosophical view that our choices are substantially free and are not the products of causal chains. The notion of human agency implies that

human beings really make decisions and act upon them in this world. When human decision making leads to consequences, we find ourselves under obligation to apply moral judgments and make people responsible for their actions and decisions. In circumstances that lack human decision making, such a course of action will be termed as nonsensical.

Human agency is deterministic yet self-transformative. Experience changes agency as and when it is exercised. Although human agency is not fixed, yet it can be changed in the framework of determinism. It is, therefore, possible that human agency undergoes change as and how it reacts to external events. Those who argue for human agency emphasize the presence of randomness and unpredictability in the universe. Notwithstanding the idea of the causal nexus of natural events and predictability of the physical world, they see from this randomness intelligent creatures deriving the ability to choose and to escape the deterministic fate of a pre-destined future. Hence, for them, mechanical determinism alone cannot account for the unpredictability of human nature.

One of the main philosophical problems that seem to be dependent on a defense of free will is moral responsibility. More generally, the question relates to what conditions must be met in order to assign moral responsibility – to assign not only punishment, but also praise. The much debated problem of the possibility of morality hinges on the very concept of human choice and action. The question of the possibility of free choice in a deterministic world is the crux of problem faced by determinism and libertarianism⁹. Therefore, a discussion about free will, determinism, moral responsibility, and agency seems worthwhile.

Our current practices of reward and blame seem to hinge on the fact that we assume human beings as agents capable of control over their actions and deeds. Since the Stoics, it has been said that moral responsibility requires that an agent must have the ability to choose between alternate choices or actions in order to be held responsible for their actions. This principle, called the Principle of Alternate Possibilities, states that a person is morally responsible for what he has done only if he could have done otherwise. Peter van Inwagen writes:

It seems to be generally agreed that the concept of free will should be understood in terms of the power or ability of agents to act otherwise than they in fact to. To

deny that men have free will is to assert that what a man does do and what he can do coincide. And almost all philosophers agree that a necessary condition for holding an agent responsible for an act believes that agent could have refrained from performing that act.¹⁰

Peter van Inwagen seems to hold the view that moral responsibility is founded on the idea that responsibility requires that there exist an alternate possibility. In other words, moral responsibility cannot exist without there being an alternative choice.

Most of us believe in responsibility for at least some of our actions. But, this does not seem to be permissible if determinism is true and we are not in a position to initiate or control our actions. If our status is that of only a transitional link in the temporally extended chain of determinism, we cannot be morally accountable and responsible for our actions. On the other hand, if free-will is true, possibilities and choices become available as the requirement for moral responsibility. But, belief in the truth of deterministic thesis presents a problem because determinism demands that actions are necessitated by previous actions, physical laws, etc. Since the agent's action is the only action and he could not have done otherwise, no options appear to be available for the sake of genuine open possibilities against necessitation of determinism. Moral responsibility is, thus ruled out because determinism does not allow alternate possibilities for a choice or decision. Eliminating the possibility of alternative states of affairs result in the dilemma whether we are moral agents or not.

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RECOGNISING HART'S RULE OF RECOGNITION: A CRITICAL EVALUATION

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Abstract

The rule of recognition is the foundation of a legal system for Hart. This work thoroughly discusses the rule of recognition from every possible aspect and mentions the various ways in which Hart has used it in his literature. This article adds to the list of shortcomings in Hart's treatment of the rule of recognition and finds inconsistencies in his position regarding the same. Hart considers every standard used by the court for its decision as a rule of recognition. Therefore, when a decision is based on a legal principle Hartian theory would consider it as a rule of recognition.

Introduction

The rule of recognition is central to Hart's theory of rules. It is a set of criteria used by the officials to determine which rules are, and which are not, part of the legal system. The standards applied are referred to as justifications for the actions of the officials; though to some extent the standards are also created by those actions. The rule of recognition may sometimes be written down in an official text (e.g. a written constitution) or at the very least, are clearly expressed in the criteria that the officials claim to be following (e.g. to become valid law in Pakistan, proposed legislation must be passed by a majority of each House of Parliament and then signed by the President). At other times, the standards the officials are following can only be determined after the fact by reference to the decisions they have made. The rule of recognition has generated enormous literature on jurisprudence itself. This work explains the rule of recognition as presented by Hart in his *The Concept of Law*, and evaluates this rule, as viewed by his critics, especially Dworkin and others. This work points out that despite the enormous literature about the differences between Hart and Dworkin, especially regarding the former's rule of recognition, no serious attempt has been made to discuss the common grounds between the two philosophers. The thesis put forward in this work is that Hart's assertion in the postscript to his *Concept of Law* that the rule of recognition is a form of judicial customary rule brings him very close to Dworkin's position about principles. The vast literature about the differences between Hart and

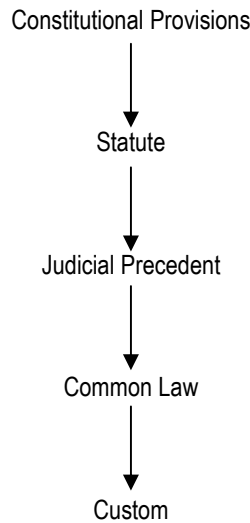
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Dworkin seem to have overlooked this point. The work gives examples of Pakistani legal system to explain important points regarding jurisprudence in general and the rule of recognition in particular. The idea behind this scheme is to analyze jurisprudential concepts in Pakistani context as much as possible. Brian Simpson argues that there are different concepts of law in different legal traditions and therefore one analyses of a legal system might not be appropriate for all legal systems. Unfortunately Hart has never done a comparison of the concepts of law in different legal systems. Hart's analysis of the concept of law is considered by Simpson as 'one size fitting all.' He argues that 'a scholar with the slightest familiarity with the writings of comparative lawyers would surely at least have addressed the point' [comparative analysis of the concept of law] (Simpson, 2011, 160).

What is Hart's Rule of Recognition?

Hart replaces Austin's idea of habitual obedience (severely criticized by him in chapters two, three and four of *The Concept of Law*) by his secondary rule of recognition. He argues that once a rule of recognition is used for the identification of primary rules of the legal system then we could rightly call it the foundation of the legal system.

According to Hart, in a modern legal system, the criteria for identifying the law are multiple and commonly include a written constitution, enactments by a legislature, judicial precedents, and customs. However, these are the sources of law and these were the same in Austinian theory. Moreover, Hart's scheme is not different from Austin when he (Hart) mentions that the primary rules of the system should be generally *obeyed* by the bulk of the population. Hart asserts that, "... those rules of behavior [primary rules] which are valid according to the system's ultimate criteria of validity *must be generally obeyed* ..." (Hart, 1994, 116). In another passage Hart explains who should obey the primary rules. He says, "So long as the laws which are valid by the system's tests of validity are *obeyed by the bulk of the population* ..." (Hart, 1994, 114). The same is mentioned in another passage of the Concept where he says, "The assertion that a legal system exists is therefore a Janus-faced statement looking both towards *obedience* by ordinary citizens ..." (Hart, 1994, 117).

Hart's Criteria for identifying Primary Rules in a Descending Order

The above diagram explains Hart's description of the criteria used by judges of a legal system. It is clear from the above that Hart's rules of recognition are either created by the Parliament (such as provisions of a written constitution or statutes) or by the officials of the system. Thus, precedent and common law are created by judges (judge-made laws). Custom, on the other hand, in Hart's scheme (in chapter six), is dependent upon statute. It is pertinent to note that Hart himself have been using the phrase 'rule of recognition' as well as 'rules of recognition'. Other authors use the expression 'the *rules* of recognition' rather than 'the *rule* of recognition' (Marmor, '2001, 193, 212-7; Zipursky, 2001, 219, 227).

Hart distinguishes between the two aspects of the rule of recognition: the *ultimate rule* and the *supreme criterion* (Hart, 1994, 105-6). In simple words, a custom is subordinate to a statute or the latter is superior, whereas the former is subordinate. Thus, in case of a clash between statute and custom, the former prevails over the latter. This is what he calls the supreme criterion (Hart, 1994, 106). The *ultimate rule* is explained by him by borrowing a familiar example of Kelson's Grund norm. Hart mentions that if someone asks about the validity of a bylaw, he will be told that it is validated by the relevant Parent Act. If the person asks what validated the Parent Act, he will be told that it is valid because it is passed by the Parliament. If he asks why the law passed by the

Parliament is valid, he will be told that ‘what the Queen in Parliament enacts is law’ (Hart, 1994, 107). It may be argued that ‘what the Queen in Parliament enacts is law’ is not a conventional rule but a customary rule. Although Hart suggests that in the primitive society the rule of recognition is a customary law. By this account of the English rule matches the rule of the primitive society. Hart argues that there can be no further inquiries concerning validity because the last rule provides criteria for the validity of other rules but “there is no rule providing criteria for the assessment of its own legal validity.” This is how this last one is the rule of recognition and the ultimate rule of the English legal system. For Hart it is important to find the existence of the rule of recognition, its validity is a secondary issue (Hart, 1994, 109-110). In other words, in Hart’s theory, we identify the law by reference to the basic rule of recognition; but we identify the basic rule of recognition by reference to the empirical facts of official behavior. In this way, the content of law can be established by a purely empirical inquiry, without asking any controversial moral questions. Students of legal theory know that this example is borrowed from Kelson although Hart’s project was to provide an alternative to common law lawyers for Kelson.

Hart argues that the rule of recognition i.e., what the Queen in Parliament enacts is law, is neither (strictly) law nor (strictly) fact. Because of its characteristics, it is both. It is law because it identifies other rules of the legal system and it is a fact because its existence is an actual fact (Hart, 1994, 111).

Hart asserts that there are two minimum conditions necessary and sufficient for the existence of a legal system. First, citizens must obey the primary rules of obligations but mere obedience on the part of the officials of the system is not enough. They must accept all the secondary rules of the system. They may regard any deviation as lapses (Hart, 1994, 116-7).

There are some ambiguities in the phrase ‘rule of recognition’. In *The Concept of Law*, Hart uses the phrase ‘rule of recognition’ in three different but interrelated ways. First, he seems to consider the rules of recognition as some sort of linguistic entities that identify the primary rules of the legal system. Hart’s first example of a rule of recognition is ‘an authoritative list or text of the rules to be found in a written document or carved on some public monument’ (Hart, 1994, 94). In the case of

Pakistan, this would be the three words found on most national monuments. These are: faith, unity, and discipline. In his famous article, 'Positivism and the Separation of Laws and Morals' (Hart, 1958), and in the 'Postscript' to second edition of the *Concept*, Hart suggests that the United States Constitution may be a part of the rule of recognition in the American legal system (Hart, 1994, 250). This is certainly an example of a text. According to Zipursky, "[T]he tendency to see the rule of recognition in this way is further supported by the fact that primary rules of a legal system are very plausibly identified with linguistic entities – with texts – and Hart appears to regard primary rules and secondary rules as different species of the same type of thing – rules" (Zipursky, 2001, 227).

Secondly, Hart often suggests that the rule of recognition is a propositional order (such as certain provisions within the United States Constitution). The rule of recognition, on this view, is the designation of standards or criteria that determine what the primary rules of the system are (Hart, 1994, 95-6, 100-01, 106-07). Hart does not give any particular verbal formulation because such formulations only express it. On this view, the rule of recognition is a proposition that sets forth the standards which determine what the primary rules of a legal system are. It is clear that the first, purely linguistic aspect of the rule of recognition is not enough for interpreting *The Concept of Law*: 'In the day-to-day life of legal system its rule of recognition is very seldom expressly formulated as a rule' (Hart, 1994, 101). In addition, Hart frequently speaks of acceptance of a rule, by which he means accepting that certain criteria determine which putative norms are legally valid, and accepting the latter is accepting something of a propositional order.

Finally, Hart frequently claims that a rule of recognition is a particular kind of social practice, which he calls a 'social rule'. This claim, and the analysis of social rules to which it is conjoined, (Hart, 1994, 55-6) lie at the core of his account of law, (Hart, 1994, 116-7) as is suggested by many scholars recently (Coleman, 1982; Marmor, 2001, 194-217; Shapiro, 2001, 149-191). The conceptualization of a rule of recognition as a social rule of treating putative legal norms in a particular manner is seemingly confirmed by Hart himself in the Postscript:

My account of social rules is, as Dworkin has also rightly claimed, applicable only to rules which are

conventional in the sense I have explained. This considerably narrows the scope of my practice theory and I do not now regard it as a sound explanation of morality, either individual or social. But the theory remains a faithful account of conventional social rules which include ... certain important legal rules including the rule of recognition, *which is in effect a form of judicial customary rule* existing only if it is accepted and practiced in the law-identifying and law-applying operations of the courts (Hart, 1994, 256). [Italics are mine].

In Pakistan as well as in many other countries with the common law tradition, we may identify few forms of judicial customary rules. Hart's rule of recognition on this account would be the long standing judicial practices of superior courts. For example, in Pakistan as well as in India, the principle that the decision of a larger Bench of a High Court or the Supreme Court is binding on a smaller Bench, (Munir, 2014, 120-124); would be, in Hart's parlance, a form of *judicial customary rule*, and so, a rule of recognition.

The above three different uses of the phrase 'rule of recognition' is confusing. In *The Concept of Law*, the rule of recognition refers to different things in different ontological orders. The problem is that several aspects of his theory depend on certain attributes of rules of recognition. It is, therefore, unclear whether all these asserted attributes could coexist (Zipursky, 2001, 228). On the one hand, Hart says that the rule of recognition is a social practice of judges. On the other hand, it is vital for his theory that rules of recognition state criteria to identify primary rules of the legal system. This feature seems to require the first or second version of the rule of recognition, (that is, a linguistic or propositional entity), discussed above. Yet, a social practice of judges is neither a linguistic nor a propositional entity but is rather a judicial customary rule.

Criticism of Hart's Rule of Recognition

We have already criticized Hart's rule of recognition in part II above but it was basically a response to his description of the same. Here we want to bring more serious attacks on his rule of recognition theory. Let us first mention why Hart introduces his rule of recognition. He asserts that one of the defects in the legal system of the primitive society is that rules are uncertain [the other defects being the static character of

rules and their inefficiency] (Hart, 1994, 92-93) and when “doubts arise [in the primitive society's legal system] as to what the rules are or as to the precise scope of some given rule, there will be no procedure for settling this doubt, either by reference to an authoritative text or to an official whose declarations on this point are authoritative” (Hart, 1994, 92). To cure the defect of uncertainty [in Hart's scheme] he introduces the rule of recognition which identifies and validates all other rules of the legal system. In other words, the rule of recognition makes law certain. But if this is the case then why is there adjudication about what is the law in certain court cases and how can uncertain law be law at all? (Guest, 1996, 39). In addition, since the introduction of the rule of recognition there should have been no uncertainty in law or it means that the rule of recognition has not fulfilled what it was meant for.

Secondly, was Hart the first jurist to use the word recognition? Perhaps Hart has borrowed this term from his contemporary at Oxford J. L. Austin who used it earlier in his article ‘Other Mind’ (Austin, 1961, 44-84 and Austin, 148-187 at <http://www.scribd.com/doc/63288853/Austin-Other-Minds>). In addition, the concept of validity is used to identify actions or transactions and not rules. Hart mentions that rules identified by the rule of recognition are valid rules. Hart also tells that in a modern legal system its rule of recognition is very complicated. This is not true as he himself tells that the sources of law used by courts to arrive at their decisions are rules of recognition. Thirdly, while describing how the rule of recognition is the ultimate rule Hart tells us that it validates other rules but it is not validated by any rule. It means that this is what we have to presuppose just like an act of faith.

Hart's theory of rules and his rule of recognition have come under a scathing attack from Ronald Dworkin. Dworkin has, in the first stage (produced in 1960s) attacked the core tenets of positivism, especially Hart's version of it. He gives two American cases, i.e. *Riggs v. Palmer* (1889) and *Henningsen v. Bloomfield Motors* (1960) to prove that in hard cases judges decide cases according to standards other than rules and that such standards are also part of the legal system. In *Riggs v. Palmer*, Francis Palmer made a will that would give most of his estate to his grandson Elmer Palmer, and the rest to his daughters Mrs. Riggs and Mrs. Preston. It can be presumed that Elmer's father is Francis' only son.

At the age of sixteen, Elmer poisoned Francis to death. Even though he was sent to jail for second degree murder, Elmer received his portion of the estate and Mrs. Riggs and Mrs. Preston sued to recover his share. The trial court upheld the will as valid denied the claims of Mrs. Riggs and Mrs. Preston. The main issue before the appeal court was whether the person who has murdered the testator nevertheless inherit according to the provision in the will? The Court held that since no one shall benefit from his own wrongdoing, therefore, the murderer shall inherit under the will. In Pakistan this case will come under section 317 of the Qisas and Diyat Ordinance, 1991 which debars a person committing *qatal-i-amd* (premeditated murder) or *qatal-i-shibhi-i-amd* (quasi premeditated murder) from 'succeeding to the estate of victim as an heir or a beneficiary.' In *Maheea v. Shaiya*, (PLD 1991SC 724) the Supreme Court of Pakistan dismissed the appeal of a murderer who was convicted of killing his father but wanted to get his share in his estate. We shall explain Dworkin's point by giving a Pakistani case. In *The Chief Settlement Commissioner v. Raja Mohammad Fazil Khan*, (PLD 1975 SC 331) the defendant had obtained land entitlement certificate from the Settlement Commissioner by fraud. When the alleged fraud was detected the defendant argued that his certificate cannot be cancelled by the Commissioner because it has no jurisdiction. His view was endorsed by the High Court but on appeal the Supreme Court of Pakistan addressed the issue in broader terms and ventured to decide whether a tribunal of special or limited jurisdiction, as distinguished from an ordinary Court of general jurisdiction, had the power to recall, rescind or treat as a nullity, an order obtained from it or any authority by practising fraud. Anwarul Haq, J who wrote the decision for the Full Bench, ruled that "the preponderance of judicial authority is in favour of conceding such a power to every authority, tribunal or Court on the general principle that *fraud vitiates the most solemn proceedings*, and *no party should be allowed to take advantage of his fraud*" (at 345). The Lahore High Court had used the same principle in *Grindlay's Bank Ltd. v. Murree Brewery Co. Ltd.* (P L D 1954 Lah. 745). The words here are: "no party should be allowed to take advantage of his fraud", whereas the Supreme Court applied it again in *Board of Inter & Secondary Education v. Salma Afroze*, (PLD 1992 SC 263, at 274 D). In hard cases, such as those

mentioned above, judges decide cases not according to rules but according to standards other than rules such as principles and policies.

Dworkin rejects a fundamental tenet of Hart's positivism that, when the answer to a legal problem is not available in rules, then judges use their discretion to legislate. For Dworkin, this is inevitable for positivists because they know that rules do not have answers to difficult questions.

Dworkin's attack on Hart's rule of recognition is very harsh. He argues that Hart's rules of recognition are either created by Parliament or judges and officials, whereas principles are neither created by Parliament nor judges. When judges create an original precedent it does not exist before in the legal system. However, the same cannot be said about a principle if it is applied by judges in a legal system (Dworkin, 1978, 40). According to Dworkin, this is why we talk of rules as repealed and of precedents as overruled but we do not use such language for principles.

However, if Hart's assertion in the Postscript that the rule of recognition is a form of judicial customary rule is interpreted to mean judicial customary practice or principle, then on this account, all such principles would also be the rules of recognition. In Pakistani legal system, the decision of a larger Bench, both in the Supreme Court as well as a High Court, is binding on a smaller Bench. Thus, the decision of a Full Bench is binding on a Divisional Bench (comprising of two judges); that of a Divisional Bench is binding on a Single Bench. This repeatedly held by the Supreme Court such as in *All Pakistan Newspapers Society v. Federation of Pakistan*, (PLD 2004 SC 600) and the High Courts. Some examples of this practice in the High Courts are decided by the Supreme Court are: *Province of East Pakistan v. Dr. Azizul Islam*, (PLD 1963 SC 296) and *Multiline Associates v. Ardeshir Cowasjee*, (PLD 1995 SC 423; 1995 SCMR 362). The Supreme Court has held the same to be the case in *Ardeshir Cowasjee v. Karachi Building Control Authority*, (1999 SCMR 2883). There are more than a dozen Pakistani cases on this point. (Munir, 2014, 96-174). The same is the position in India as is shown in *Gundavarapu Seshamma v. Kornepti Venkata Narasimharo*, (AIR 1940 Mad. 36) and *Mahadeolal Kanodia v. The Administrator General of West Bengal*, (AIR 1960 SC 936). The Privy Council has laid down this rule in 1915 in *Buddah Singh v. Laltu Singh*, (AIR 1915 P C 70). There are plenty of Indian cases on this point. But can we say that this is because of the Pakistani/Indian Constitutions or any other enactment in Pakistan or

India? No! It is because of a 'longstanding practice' in their legal systems. It would be very unfair and unjust to do otherwise. This is what Dworkin would call a 'principle' (obtaining in the legal system over a long period of time) yet, for Hart this is what he has (conceded in the postscript) called a 'judicial customary rule'. If Hart was not so fond of using the term "rule", then he would have, perhaps, named it *judicial principle* instead of judicial customary rule. It could be said, however, that when judges decide a case on the basis of such a judicial practice they declare it as a rule of recognition and subsequently the same becomes a precedent which is also a rule of recognition. If this proposition is accepted, it would mean that both Hart and Dworkin are talking about one and the same thing. Dworkin might argue that it cannot be said that such a principle, before it was applied in a case, did not exist, which is not correct of principles because they do exist as part of a longstanding judicial practice. In other words, we should not forget that the differences between Hart and Dworkin are multi-dimensional. Because Dworkin subscribes to the theory that judges discover the law, that already exists, as part of the legal system, (thus principles exist in any legal system and judges simply apply them in hard cases – Dworkin's view) whereas Hart believes that judges create or make the law (when the answer to a legal question is not available in rules – in Hart's view). This author has discussed this issue somewhere else (Munir, 2013, 7-40). According to Dworkin, principles (in *Fazil Khan's* case discussed above) exist, not because of "[A] particular decision of some legislature or court, but in a sense of appropriateness developed in the profession and the public overtime" (Dworkin, 1978, 40). Hart seems to be saying the same thing in two places of his book. In chapter nine Hart remarks that, "In some systems, as in the United States, the ultimate criteria of legal validity explicitly incorporate principles of justice or substantive moral values" (Hart, 1994, 204). It can be argued that here principles (of justice) are part of the rule of recognition, and owe their existence to the rule of recognition, whereas, principles (according to Dworkin) are not supposed to be validated by the rule of recognition. Secondly, in the Postscript, Hart describes the rule of recognition as a form of judicial customary rule (discussed above).

Hart seems inconsistent regarding his treatment of principles. He admits in his postscript that "[I]t is a defect of this book (i.e. *The Concept*

of Law) that principles are touched upon only in passing" (Hart, 1994, 259). As is clear from the above, he does not accord principles the status accorded to them by Dworkin, yet in chapter nine of *The Concept of Law*, Hart seems to have forgotten his longstanding stance about morality and principles. He suggests that the decision of the German court in the famous grudge Nazi informer case was wrong because it was against the principle of '*nulla poena sine lege*' (i.e. there shall be no punishment without law) (Hart, 1994, 211; Guest, 1996, 42). Hart has effectively invoked this (moral) principle to prove his point. In chapter nine of the *Concept of Law* Hart argues that to punish the women, a new statute should have been created, making her actions punishable and the statute should have been given retrospective effect. It is strange to see such arguments from Hart because if punishing the woman without law was immoral, giving a new statute retrospective effect would be equally immoral. It is very clear that Hart resorts to principle as no rule can help him. He must be well aware that this principle was not a legal rule but was a standard other than rule. Moreover, if resorted to by the courts, it would not be their creation but they would use it because it was already law.

According to Dworkin, legal positivism must hold that laws are identified by their pedigree (their source of enactment) and not by their content (Dworkin, 1978, 40). In other words, a rule counts as a law not because it is just or fair (a matter of its *content*) but because it has been laid down or established in a statute or a case (a matter of *source* or *pedigree*). Dworkin uses Hart's treatment of custom to tear apart his rule of recognition. As discussed above, Hart says that a rule of recognition might designate as law not only rules enacted by particular legal institution, but rules established by custom as well (Hart, 1994, 101). In chapter three of his *The Concept of Law*, while criticizing Austin for excluding custom from his definition of law, Hart has this to say about custom:

Why, if statutes made in certain defined ways are law before they are applied by the courts in particular cases, should not customs of certain defined kinds also be so? Why should it not be true that, just as the courts recognize as binding the general principle that what the legislature enacts is law, *they also recognize as binding another general principle: that customs of certain*

defined sorts are law? [Author's italics] What absurdity is there in the contention that, when particular cases arise, courts apply custom, as they apply statute, as something which is already law and because it is law? (Hart, 1994, 46).

In the above passage he is asserting that some custom counts as law even before the courts recognize it. It means that custom does not exist because it is created by the rule of recognition but just like the rule of recognition itself. Dworkin has hit this point very hard. He argues that what criterion is used by the rule of recognition to identify custom. "It cannot use", points out Dworkin, "as its only criterion, the provision that the community regard the practice as morally binding, for this would not distinguish legal customary rules from moral customary rule, and of course not all of the community's long-standing customary moral obligations are enforced at law."⁵¹ On the other hand, if the criterion is that whatever other rules the community accepts as legally binding remain legally binding, then it provides no such test at all, beyond the test we should use were there no master rule.⁵² "The master rule becomes (for these cases) a non-rule of recognition", says Dworkin, and it could be said that every primitive society has a secondary rule of recognition, namely the rule that 'whatever is accepted as binding is binding'. Hart's treatment of custom discussed above is, indeed, very confusing because it amounts to a confession that there are some customary rules of law that are not binding because they are validated by a rule of recognition but are binding like the rule of recognition as they are accepted as binding by the community. Hart is, once again, inconsistent because in chapter six he argues that custom owes its validity to statute – a superior source of law (than custom).⁵³ Thus, when he is criticizing Austin for excluding custom from his definition of law, he says one thing, but when he discusses criteria for the validity of other rules of the legal system, he says something different.

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Dworkin concludes his discussion that "[I]f we treat principles as law we must reject the positivists' first tenet, that the law of a community is distinguished from other social standards by some test in the form of a master rule" (Dworkin, 1978, 44). Dworkin argues that principles differ from rules in a number of related ways:

1. Rules apply in an all or nothing fashion. If a rule applies, and it is a valid rule, the case must be decided in accordance with it (Dworkin, 1978, 24). A principle, on the other hand, gives a reason for deciding the case one way, but not a conclusive reason. A principle may be a binding legal principle, and may apply to a case, and yet the case need not necessarily be decided in accordance with the principle (Dworkin, 1978, 26).
2. Principles have the dimension of weight or importance whereas rules do not have such a dimension.
3. Valid rules cannot conflict. There can either be valid or invalid rules. If two rules appear to conflict, they cannot both be treated as

valid. Legal systems have doctrinal techniques for resolving such apparent conflict of valid rules, e.g. the maxim *lex posterior derogate priori*. Principles, on the other hand, can conflict and still be binding legal principles.

4. Rules are dependant on each other. Principles, on the other hand, are independent of each other. In other words, rules are linked together, whereas principles hang together (Dworkin, 1978, 40).
5. Another distinction can be added here. Rules are either created by the Parliament or the Courts (in Hart's view) whereas principles are neither created by the Parliament nor by the Courts but exist in the legal system in a sense of fairness, justice or appropriateness over a long period of time (Dworkin's view).

Conclusion

To sum up the foregoing discussion the main points are summarized below. According to Hart, the rule of recognition is the foundation of a legal system. It is the criteria for identifying, validating and recognizing the law of a legal system and commonly includes a written constitution, enactments by a legislature, judicial precedents, and customs. These sources of law are either created by the Parliament (such as Constitution and Statutes) or the Courts (such as common law and precedent). Hart argues that in most cases, provision is made for possible conflict by ranking these criteria in an order of relative subordination and primacy. Hart asserts that for the most part the *rule of recognition* is not stated, but its existence is shown in the way in which particular rules are identified by the officials of the legal system.

Hart uses the phrase 'rule of recognition' in three different but interrelated ways. First, he seems to consider the rules of recognition as some sort of linguistic entities such as a list of rules or text in a written constitution or carved on a public monument that identifies the primary rules of the legal system. Secondly, it seems to be a propositional order because it identifies other rules of the legal system. Thirdly, he describes it as a social rule what he called some form of 'judicial customary rule'.

Hart is inconsistent in his discussion of custom. When he criticizes Austin, he asserts that customs exist independently in the legal system and when Courts use and apply them they do it because they are already law. Secondly, while talking about the rules of recognition – the different sources of law, he mentions that custom is validated by statutes or

precedents (in the English Legal System). Dworkin uses Hart's first assertion and argues that some customs exist not because they are identified by the rule of recognition but just like the rule of recognition. Moreover, the rule of recognition cannot provide any criteria for the validity of custom. It may be noted that Hart has described, in the postscripts, his rule of recognition as a form of 'judicial customary rule' to accommodate Dworkin's criticism. The expression 'judicial customary rule' should be taken as 'judicial customary practice or principle' which would amount to the assertion that such a rule of recognition is a principle as it is the longstanding practice of the courts. Hart considers every standard used by the courts for their decisions as the rule of recognition in that case. Therefore, when a decision is based on a legal principle Hartian theory would consider it as a rule of recognition as well.

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NARRATIVE INEQUALITY AS A CRITIQUE OF SOCIAL INJUSTICE IN *OUR LADY OF ALICE* **BHATTI: A MARXIST ANALYSIS**

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Abstract

The proposed study explores narrative inequality and social injustice in M. Hanif's *Our Lady of Alice Bhatti* in Marxist perspective. Mohammed Hanif has successfully incorporated the sorry state of low-caste Christians in a highly corrupt locale, where these miserable people are even considered inferior to 'cockroaches'. This disjointed narrative presents poor and exploited people of 'French Colony' in comparison to the institutionalized bureaucracy of 'Sacred Heart Hospital' in Karachi. Social incoherence and class oppression on the expense of down-trodden creatures of French Colony actually maintain the mainstream of the novel in the form of incoherent structure of the narrative. All the major characters suffer at the hand of minor characters which are representative of hegemonic capitalism. The parasitic nature of high-ups of the society actually deforms the social fabric while the others have to suffer for their material or personal gains. This inequality in social set up finds a way to narrative inequality through naturalistic social perception of the novelist. The objective of the research is to highlight all those malfunctioning social factors which directly result in disruption of the narrative structure finding their way through the insightful expression of the writer. Theoretical framework of this research is based on key concepts of Karl Marx and his theory of Marxism. The so-called natural and unjustified finale of the narrative leads the researcher to this conclusion that our social structure is in a dire need of its reconstruction for the development of a healthy society.

Keywords: Class oppression, hegemonic Capitalism, Marxism, Narrative inequality.

Introduction

Our Lady of Alice Bhatti is a fantastic description of class disparity in Pakistani society. The most evident description of class inequality is about the strenuous struggle of the protagonist of the novel, Alice, fighting against the hegemonic class in the society. Alice is the representative of lower-class. The narrative is a mess up of all the odd situations and events which the protagonist and the people close to her face in their life. Alice possesses an indomitable courage to face all hardships. All the social rules, imposed in the interest of ruling class,

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form class oppression while defiance to this oppression forms the key events of this particular novel. Hanif portrays these events in a very naturalistic way in *Our Lady of Alice Bhatti*. From these events our social structure is quite evident which is the basis of Marxist theory. Karl Marx is the founder of this theory. Most of Marx's theoretical works are related to social set up, hegemonic capitalism, class disparity, political influence and social structure. Marx emphasized that present social set up must be developed into a classless structure. All these ideas are the key concepts of Marxist theory.

Our social structure mainly consists of two classes: the bourgeoisie and the proletariats. Both the classes depend on one another in their social concerns. At the same time both classes are antagonistic to each other due to the social exploitation of working class at the hands of capitalistic class. This inequality of social structure disrupts the social coherence which eventually leads to social disturbance.

Hanif has described the story of his novel with the same unruly tone, in a disjointed structure. As the novel is the true depiction of society on the basis of its exploitation, that is why it is accumulated in the form of disjointed and incoherent plot structure. This structure helps in expressing the mental state of author on observing pathetic condition of lower-class mass in a highly corrupt and capitalistic society.

Literature Review

Many acclaimed researchers and authors have inked their views and criticism on this novel. This section deals with the views and criticism which have been made upon the novel *Our Lady of Alice Bhatti*. All those angles will be closely observed in which the critics have already seen this novel.

Hanif's novel, on its own terms, is a Chekhovian study in withheld judgment. Recent history has made it a scorching indictment of a society's moral collapse. Row (2012), in his review "Caste in Doubt" wrote that *Our Lady of Alice Bhatti* is a political narrative, in fact her (Alice's) longing of human dignity is also political, but this is never an anthropological discourse about the survival tactics used by Christians in principally Islamic locale.

Hanif approaches even touchy subjects with an irreverence that makes them palatable. Brady (2012) reviewed in *The Boston Globe* about *Our Lady of Alice Bhatti* that it's a narrative, fearless to investigate the

inconsistencies of today's Pakistan with a cynical ironic bent. Hanif employs a humorous attitude throughout the book which may appear inappropriate with the miserable reality of life in a misogynistic society for women like the protagonist. At the same time it is never declining.

Robin Yassin-Kassab (2011), in his review about *Our Lady of Alice Bhatti*, "A Sparkling, Witty Tale Reflects the Sad State of Pakistan", said that Pakistan's brightest English-language voice has chosen to view his country through the eyes of a (lapsed) Christian – the eponymous Alice Bhatti. He also said that *Our Lady of Alice Bhatti* is a book like life, a comedy for those who think a tragedy for those who feel.

Moreover, this love story is the story of caste and the religion, the novel's greatest obsession is the cruelty and rough treatment of women and their miserable lives in Pakistan. In Pakistani society men are treacherous but still they enjoy greater importance. In her review "A Young Nurse Battles with Adversity in a Corrupt Karachi Hospital in Mohammed Hanif's Portrait of a Nation in Bedlam", Albinia (2011) has said that this narrative is full of bitter extracts that vote novelist's own resentment. Hanif sketches a sympathetic and miserable picture of a nation in chaos in this daring, adamant narrative.

Hanif has a masterly way with words and phrases that lend urgency and emotion to the hyper-chaotic world that Alice inhabits. In *Indian Express*, Bobb (2011), in his review "Alice in Karachi" opined that the principal subject matter, however, is very much convincing, how the past get closer to the future and no way out. Hanif presents us a narrative that is a very accurate divider between wisdom and insanity, brutality and religion, love and desire, death and life.

Inequality of narrative structure and social structure regarding *Our Lady of Alice Bhatti* had not been discussed earlier, so we are going to analyse text keeping in mind inequality among people in Pakistani society through Marx' ideology with the help of following research questions.

Research Questions

This research intends to explore the following questions:

1. How does the narrative and social structure inequality tend to present a spokesman of under-class against capitalist system in Pakistani society?

2. How does narrative structural incoherence lead the reader to naturalistic social depression and tend him to derive his own conclusion?

Research Methodology

To find out the answers of the above-mentioned research questions the qualitative research is used which is interpretive and descriptive in its spirit. It delves deep into exploratory study of the class disparity to comprehend the social injustice through the intentional actions of characters. These actions form the said unequal structure of the novel, *Our Lady of Alice Bhatti*. It also observes how the characters are created, metamorphosed and transformed into the social situations for the augmentation of a deeper comprehension of the quotations of the social phenomena in its particular anthropological context. The philosophical assumptions underlying this research come from the interpretive tradition. This implies a subjective epistemology and the ontological belief that reality is socially constructed.

Data analysis involves the close analysis of the novel from the lense of Marxism. Key concepts of Karl Marx: class disparity, social injustice, hegemonic capitalism and exploitation have been employed for this study. From a hermeneutic perspective, the researchers are constructing a reality with their interpretations of *Our Lady of Alice Bhatti* by Mohammed Hanif provided by the subject of research. Keeping in view the background of this reality and application of said theory (Marxism) the researchers reach to the above-mentioned conclusion or findings.

Analysis and Interpretation

The researchers are concerned to have an analysis of Hanif's *Our lady of Alice Bhatti* on these grounds: Narrative Inequality, Class Oppression and Hegemonic Capitalism. Characters and situations have been studied under microscopic view of Marxism. Textual references prove the validity of existing social disorder which leads to social injustice.

Narrative Structure

The novel is an unruly narrative somehow amusing, a romantic and enchanting account, and a bitter representation of Pakistan's biggest city, Karachi. Basic intelligence resides in writer's insightful consideration that what make the underprivileged remarkable are not their severe and sticky situations but how they devise methods to tackle them. The writer

has excavated his own homeland's apparently incomprehensible information to expose and convey to English readers its hilarious extraction.

Our Lady of Alice Bhatti lacks the fastidious plotting and narrative neatness of *A Case of Exploding Mangoes*. It is a loose, lopping creature, less anxious about being a novel, more interested in telling a ripping story. Sehgal (2012) opined in "Interpreter of Maladies" about Mohammed Hanif's narrative that it is a nifty, evil small narrative of humorous brilliance. Like Joseph Heller, Hanif focuses in a manner of terror and comedy attached at the core. Exposed of the funny side and magical realist particular upshots, the catholic nurse (Alice) and her relations are a scorching onslaught on the generally endorsed massacre of lower-class in Pakistani society. The novel is an unruly piece of art; the under discussion issues are local as well as worldwide, concerned about all of us.

Our Lady of Alice Bhatti is a humorous story with the special quality of buoyancy with precision, at the same time it's profound than it first comes out. This very daintily composed narrative shines and gleams but in no way boasts of writer's excellent talent. All chapters have been composed with the propinquity of the present age; they revolve around in time without, for a moment, losing their consistency. Furthermore, the writing style achieves the status of versification off and on. Writer's actual concern is to make the others conceive about the issue of the insanity of a community where large part has come to rely on rhythms of authority and indignity.

Hanif's sparring mockery extends to cover many sections of life in Pakistan, and because of this, the novel tends to come across as a series of linked set pieces rather than a fully-integrated whole. Sipahimalani (2011), in his review of this novel, "Book Review: Our Lady of Alice Bhatti" opined that this narrative goes round the trials and tribulations of its protagonist, a junior nurse at a hospital in Karachi. The heroin of the novel is the combination of being a high-spirited lady with very soft feelings. Alice belongs to the Dalit (low-caste) non-Muslim's society, and the writer handles numerous punches against religious faith of all types, at the same time against so-called caste and class segregation, in the pages of the book.

Hanif's subject demands a more careful navigation of its faultiness. What lets the novel down is a disorienting loose structure. In it we are walked back and forth in time to piece together the progression of Alice and Teddy's relationship. Moreover large gaps appear between one step and the other. Hanif's compelling characters travel on curiously thin ice; if we are speaking of episodes, it must be said that the book might work better if read as discrete set pieces. The end, with its perverse sense of finality, constitutes an act of violence in itself. Without giving away the details, the reader may only say that it can colour the whole novel in retrospect. While reading this novel until the last part the reader comes to comprehend that the dexterous skewering of a social disorder may have been writer's target from the very beginning. Mukherjee (2011) calls the novel a surreptitious book. It is mainly because there are no characters that take part in as stereotype. The novel is at the same time populated with triple-dimensional characters, which exist with their imperfections and what life imposes at them, manage answers to unusual circumstances.

Hanif tends to be very much similar to Arundhati Roy while dealing with all the embellishing techniques in his narrative. At times, his similes and metaphors are breath taking and put one in mind of contemporary South Asian writing's second great debut (the first being *Midnight's Children*), Arundhati Roy's *The God of Small Things*. Like her he resorts to a fairly liberal use of strategic capitalisation, italicisation and unexpected juxtaposition. The analogies, the metaphors, writer has used, made the reader hook to the story till the end. Mohammed Hanif is definitely the best at characterization and dark humour. The cover page review says it all, a deft, evil little novel of comic genius.

Class Oppression

Class oppression, which is also referred to as 'classism', can be defined as prejudice and discrimination based on social class. It includes systems that are meant to benefit upper classes at the expense of lower classes. Hanif's novel evokes a city where an underprivileged underclass has no alternative but to continue to earn their daily bread. The novel transcends not only location but all social contexts of class, culture and ethnicity. Life in Hanif's Karachi is a grim enterprise, and Alice's Choohra Christian world provides a canvas onto which he lashes misery after misery. Hanif canvasses a territory where oppression is the

norm. Alice has to face the hatred of the people because she is sweeper's daughter and her father washes and cleans the shit from the streets. Her presence is disliked and even it is felt that she smells but when someone wants to fulfil his sexual desires, she can be forgiven for her crime of being born in a sweeper's house. It's very early when Joseph Bhatti, her father warns her about the cruel reality of this outside world. Joseph Bhatti expresses his inner grief in these words that "These Muslas will make you to clean their shit and then complain that you stink . . . And our own brothers at the Sacred? They will educate you and then ask you why you stink" (p. 01). Weir (2007), in *Class in America: An Encyclopaedia*, stated that the oppressed person/group—usually the lower class and poor—is viewed as less worthy intellectually, socially, and economically. Classism is usually linked to power.

This class oppression exists in its severe form even in the atmosphere of the hospital and in the attitudes of its staff also. She has to face this humiliation in many remarks of her seniors. She was degraded with this sort of words: "Have you cleaned the floor, Alice? Why have you not cleaned the floor? Who do you think will clean that blood on the floor, Alice? Your father?" (Hanif, 2011, p. 2). Shoemaker (2009), in *Theories of Delinquency: An Examination of Explanations of Delinquent Behaviour*, explained that the pressures among the *lower class* are generated from middle- and upper-class attempts to control workers which sometimes lead them to be contemptuous about their employers.

Joseph wants to give a realization to her daughter about the cold behaviour of the society. So he tries to give a few fatherly advices to his daughter so that she may not feel disappointed at her rejection by the society. Alice has just come out of Borstal after 14 month punishment. During Alice's absence her father used to do work at Dr. Preriera's house. The same disgust and coldness was present in the behaviour of these people. Joseph Bhatti remembered that time in these words, ". . . they fed me in their Choohra dishes and then washed their hands as if I was spreading leprosy. They hovered around me at a distance thinking that if I touched something it would get contaminated" (Hanif, 2011, p. 75). Nwaneri (2013), in *We Are at War: Book One: Origin and Progress of Our War*, opined, "This type of discrimination is most serious in the Islamic countries where Christians are often persecuted" (p. 335).

Joseph Bhatti feels much disappointed at the narrow-mindedness and cold behaviour of high ups in the society. He thinks that the other people must acknowledge their importance, as poverty and richness are part and parcel of any society. They must be given equal rights and respect in society. Joseph Bhatti describes the social evil of class oppression in such words, “Chooohras were here before everything. Chooohras were here before the Sacred was built . . . And when all of this finished, Chooohras will be still here . . . and cockroaches too”(Hanif, 2011, p. 77).Dirlik (1991), in *Anarchism in the Chinese Revolution*, has said, “Such was the case with class oppression, where one class deprived another of its humanity, or with gender” (p. 217). Oppression also comes in serious forms of discrimination: Alice is the main accused in a murder she didn’t commit.

Hegemonic Capitalism

The initial, theoretic application of cultural domination was as a Marxist analysis of economic class (base and superstructure), which Antonio Gramsci developed to comprehend social class; hence, cultural hegemony proposes that the prevailing cultural norms of a society, which are imposed by the ruling class (bourgeois cultural hegemony), must not be perceived as natural and inevitable, but must be recognized as artificial social constructs (institutions, practices, beliefs, etc) that must be investigated to discover their philosophic roots as instruments of social-class domination. Such praxis of knowledge is indispensable for the intellectual and political liberation of the proletariat, so that workers and peasants, the people of town and country, can create their own working-class culture, which specifically addresses their social and economic needs as social classes.

In the same way capitalistic society sets the norms of the society for its lower-classes to follow. Alice Bhatti and all other characters in this novel are caught up in the whirls of circumstances and the society is not ready to give them any room to maneuver according to their own wishes. They have to face so many situations which are thoroughly discouraging for them. But still they are very much determined to survive in a capitalist society. Alice, the most exploited, tries to prove her honesty to her job and to be in good book of her seniors, she even visits Charya Ward (The Centre for Mental and Psychological Diseases) to take notes

about her patients during her duty and to give them a dose of medicine. No one, not even doctors visit that Ward.

Sister Hina Alvi said about the patients of that Ward; “These Boys in Charya Ward are suffering from what everybody suffers from: life” (Hanif, 2011, p. 42). Life means the same to those patients as it is meant to Alice. They are all victims of this capitalist system. Briar (2004), in *Working For Women?: Gendered Work And Welfare Policies In Twentieth Century*, opined, “Problems have arisen partly because of Marxist and Marxist-Feminist analyses of capitalism itself: the system is assumed to be gender blind, which makes it difficult to explain systematic discrimination against women” (p. 126).

Hanif, very artistically through a capitalistic perspective, calls the society nuthouse. HinaAlvi, while talking to Alice, points out the darkest aspect of this capitalist system. She says, “People can be greedy. . . Just remember it’s called a nut house and there is a reason for that . . . the whole country is a nut house” (Hanif, 2011, p. 42). Meyers (2014), in *Feminist Social Thought: A Reader*, explained, “We can only start from where we are beings who have been created in a cruelly racist and capitalist society that has shaped our bodies and our minds” (p. 399).

Hanif depicts that the rules of Capitalist Hegemonic System are very much similar to the rules of Charya Ward in the Sacred Heart Hospital. It is populated with lunatics in the same way our society consists of capitalists. These people are very much indifferent from the lot of other human beings who are suffering on their stake. As Sister HinaAlvi says to Alice, “I don’t know if you have done any psycare, but there is only one rule you need to remember: you have to tell them that everything is normal” (Hanif, 2011, p. 43). Storkey (1985), in *What's Right with Feminism*, said, “The capitalist system has harshly exploited vulnerable workers, especially women workers in low paid jobs” (p.86). The poor are always forced to do their jobs in every type of circumstances which are provided to them.

When Alice was cradled out of Charya Ward in the bony arms of Teddy Butt she was trying to get rid of her rescuer and at the same time she was shouting, “I still need to give them lithium sulphate” (Hanif, 2012, p. 53). She was head to shoulder ready to perform her job in a responsible manner. In fact, in doing all that she endangered her own life too. Teddy Butt finds Alice very light weight in his arms. She kicks him

and screams. She wants to get rid of all that but in vain. Her light weightedness and resistance show the insignificance of a poor female worker against this powerful capitalist system. Shannon (2010), in *Political Sociology: Oppression, Resistance, and the State*, stated that women's oppression is coming from the dual systems of capitalism and patriarchy.

Conclusions

The study proves that *Our Lady of Alice Bhatti* incorporates a Marxist strain in its disjointed and unruly structure. Mohammed Hanif has successfully employed the so-called naturalistic division of the society (class system) in episodic structure of the narrative. Unjustified finale of the narrative is very much similar to social injustice.

In spite of the tragic end, Hanif presents a vivid picture of a society that has discovered the coping mechanisms to deal with the disintegration reality. The chaos of the Sacred reflects the existential chaos of modern cities. So, underlying this book is anger towards a society that is brutal on every level - with its women, with its poor, with its minorities, even within the family. Violence is the subtext, but again without really hitting you in the face. It's always around but it's normal. *Our Lady of Bhatti* is a dark commentary on the way we live and the way we die. It is also a story about how life just carries on.

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DOING BUSINESS UNDER TERROR: EMPIRICAL ASSESSMENT OF HOTEL BUSINESS IN THE POST CONFLICT PERIOD IN SWAT VALLEY, PAKISTAN

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Abstract

The growing militancy and terror conflicts around the world have widespread macro and micro economic effects. Tourism being a major contributor to the economy of Khyber Pakhtunkhwa province has been adversely affected during the last 3 years, because of increasing terror acts. This endeavor assesses the hotel business in the post conflict period in terms of monthly revenues, occupancy rates, tourists' arrival, employment, and rehabilitation sources. A data set of 70 hotels is selected in 2010 using simple random sampling technique. The findings indicate that the sample hotels in the study area have suffered huge financial losses. Furthermore, we find that tourists' arrival and monthly revenues have dropped extensively in urban, semi-urban and rural hotels. Moreover, the t-test results clearly show that, a significant difference exists in daily room occupancy, tourist arrival, monthly revenues and employment between the pre-conflict and post conflict period. Loans and private saving are identified as the major sources of financing for rehabilitation of the affected hotels in the area. We conclude that terror conflicts do have an adverse effect on business and tourism. It is, therefore, recommended that the government and non-governmental rehabilitation efforts should focus on financing the affected enterprises vis-a-vis ensure peace and security in the study area to rejuvenate the tourism industry in the area.

Keywords: terror conflict, tourism, economic losses, business, hotel industry

Introduction

Terror conflicts lead to huge economic losses that in turn affect the pace of the economic development in affected countries. Such acts of terrorism affect the per capita Income and decrease the flow of Foreign Direct Investment (FDI) as well (Abadie and Gardeatabal, 2003, Abadie and Gardeazabal, 2008). The presence of conflict leads to lower growth and higher inflation, and have adverse effects on tax revenues and investment (Gupta et.al, 2004). Even, quite mild terrorist activities could considerably reduce the inflow of capital to terror stricken country (Frey, et.al, 2004). The direct economic cost of conflicts is the decrease in the growth rate of GDP (Abadi and Gardeazabal, 2008). Moreover, terrorism

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also leads to the deterioration of political and social climate (Khan, 2008).

During the last couple of years, Pakistan too has suffered adversely as a result of the increasing militancy and its war against terrorism. The country has seen the worst ever terror's attacks, affecting almost every sector of the economy. The flow of FDI declined to \$910.20 million from \$1.4 billion in fiscal year 2008-09, mostly because of the upset confidence of foreign investors that in turn increased poverty and unemployment in the country. According to a recent statistics, nearly 35-50 percent of the population lives below the poverty line in Pakistan (ICM, SATP, 2009). The military operation launched by the government of Pakistan against the militants led to loss of 65 percent in the Karachi Stock Exchange (KSE) in 2009, since its capitalization in 2007. The domestic investors shifted their capital to other protected destinations as well. The foreign private investment has declined by 25.7 percent to only \$5 billion in 2008. The inflation rose to 12 percent in 2008. The GDP grew by 6 percent in 2008 as compared to 7.7 percent in 2005.

The Khyber Pakhtunkhwa a Pashtun dominated province in Pakistan, is the worst affected parts of the country. An estimated cost of approximately Rs. 300 billion has occurred to the province, because of militancy (Frontier Post, 2010). Specifically, the Swat Valley has suffered huge financial losses, as consequences of the growing militancy, during 2008-2009. The economic conditions deteriorated when the militants in the Swat valley challenged the writ of the government. Because of the hostile climate and lack of security, government agencies and Non Governmental Organizations (NGOs) ceased to function in the region. The worsening security situation led to the displacement of more than 2 million local people from the area, while thousands others were trapped in the conflict zone. Sources of livelihoods disappeared, and their assets were damaged. Agriculture, livestock and tourism, which are the three vital sectors of the local economy, were badly affected that in turn lead to loss of the livelihoods of local communities. The properties of local communities were looted and plundered by the militants who took control of the whole area of nearly 18 million inhabitants. Besides, women, children were traumatized as result of the alarming rate of suicide attacks, target killings and murders of the civil servants, teachers. Female were banned from attending the school in the area. As a

consequence, social, cultural, human assets and economic assets deteriorated. The armed conflict, which started in 2008, has pushed back the already marginal development to a level, which is yet to be recovered in the coming several decades. According to Ahmad (2010), War on Terror in KPK has had harmful political, economic and social consequences for KPK in general and its Pashtun population in particular and has produced detestation among the Pashtuns in the region.

Impact of Terrorism on Tourism

Despite the substantial contribution of tourism, it got scholarly attention only in the nineties (Sonmez, 1998). Studies on the impact of political turmoil such as the Maoist War in Nepal were studied in later years (Bahatarai, Conway and Shrestha, 2004). The gains from tourism have been found to be adversely affected besides its effects on GDP, fixed capital investment, and consumption expenditure.

There is an extensive body of literature on the association between the acts of terrorism and its impact on the tourism, for example in 1989, in a crackdown on students and as results of the conflict hotel occupancy rate in Beijing dropped by 30 percent and tourism revenues declined by \$430 million in that year (Gartner and Shen 1992, Hall and O'Sullivan, 1996 cited in Sonmez 1998). Studies also show that tourists are less likely to choose destinations with a higher threat of terrorist attacks (Frey, et.al, 2004) and tourism revenues are substantially reduced because of terrorism (Enders et.al, 1991). It has also a negative effect on the tourist choice of destination (Pizam and Smith, 2000). The impact of terrorism on tourism and tourism demand are closely linked (Pizam and Smith, 2000, [Araña](#) and Leon, 2008). Increased state repression and ethno religious diversity significantly positively affect the incidence of terrorism (Piazza, 2006). As such terrorism has generally very localized economics effects (Sandler and Enders, 1991). Various aspects of terrorism have been the subject of various studies, such as the macroeconomic consequences of terrorism (Blomberg, Hess, and Orphanides, 2004), the fiscal consequences of terrorism on low and middle income countries (Gupta, Clements, Bhattacharya, and Chakravarti, 2003) and the impact of terror conflict on the tourism destinations (Pizam, Smith, 2000). The effects on the political instability have also been investigated (Sönmez, 1998). As a result of the September 11 terrorist attack in the New York City, the tourism industry

lost about \$10 million day as many cancelled meetings. Hotel occupancy rates were about 50 percent lower than usual even though the overall rates were about 40 percent lower than usual. Moreover, a third of nations 256,000 unionized hotel and restaurants workers were laid off (The Washington Post, 2001).

In some countries such as Egypt, terrorists try to hurt the country income by violent actions against tourists. Similarly, the Kurdish action brings tourism down in the east of Turkey (Feichtinger, Hartl, Kort, and Novak 2001). Literature shows that terrorism, political instability and regional war curtail tourism (Hurley, 1988; Enders and Sandler, 1991, Pitts, 1996). However, the literature also indicates that war positively affects tourism. The war stimulates tourism such as promotional, emotional, military and political tourism and such category of tourism that is stimulated by war is the largest single known category of tourism known (Smith, 1998). Moreover, human rights violation, conflict, and other politically motivated violent negatively affect tourists' arrival and even type of government affect tourist arrival. Such as the arrival of tourists in an autocratic regime are lower than in a democratic one (Neumayar, 2004). Sociopolitical factors such as domestic violence, tension between neighboring countries and terrorism have been identified as serious threat to the tourism industry (Richa, 2005).

Looking at the impact of terror acts on tourism on the global level, the terror acts since 1972 have badly impacted the hotel industry across the globe and shift in touristic plans seriously curtailed revenues for many countries (Sonmez and Graefe, 1998). Hotel in Rome experienced a decrease of nearly 60 percent in 1985 in hotel occupancy among the American guests (Hurley cited in Sonmez and Graefe, 1998). Tourism, which is one of the important sources of income for the local people in the Swat valley of Khyber Pakhtunkhwa, was badly affected due to the increasing acts of terrorism and war against the militants. Majority of the hotels across the valley shut down as tourist ceased to visit the area because of the increasing bomb blasts, suicide attacks, target killings and abduction in the area. According to a survey report, the revenue growth in the hotel industry has suffered by 45 percent. Additionally, it adversely affected the level of employment, marketing activities and agriculture sector in the area. In the war affected Swat valley, the hotel industry suffered a loss of more than 7.5 billion Rupees during the last 3

years and over 800 hotels, including 405 restaurants remained closed due to the tense situation in the Swat valley (Qamar, 2009).

Pakistan is an attractive place for tourists across the region. The tourists visit due its many beautiful and adventure aspects. The country, because of diversified cultures, values and natural beauty, attract millions of tourists annually. The Khyber Pakhtunkhwa province is especially famous for the tourist as a hotspot for adventures and exploration. It is famous for its natural beauty, high mountains, valleys, hills and dense agriculture forms. Terrorism in Pakistan has adversely affected tourism. It has greatly de stabilized the economical fertility of hotel industry, in the event of the Meriot hotel bombing in 2007 in the capital city of Islamabad, attack on Pearl Continental hotel in Peshawar and PTDC motel in Swat. Because of the tourists' inflow within contributed huge amount of revenues to the economy. State Bank of Pakistan (2002), tourism generated 6.9 percent of revenue to GNP.

Among others, the arrival of tourists and hotel business were affected because of the conflict in the Swat valley. Majority hotels in the area were shut down because of the insecurity in the area and tourists ceased to visit the valley engulfed war against the militants. As a consequence, war against terrorism greatly reduced business activities in the Swat valley. Tourism business has also been found to be affected as result of the conflict in the province of Khyber Pakhtunkhwa. Recent literature indicates that the terror conflicts have largely affected all sector of the local economy and business has specially been affected. There is no single study, which has covered the impact of the conflict on the hotel business in case of swat valley. Taking into account the huge economic losses and its impact on the livelihoods of the people, this study add to the current literature on terrorism and its impact on tourism industry vis-a- vis unfolds insights to the policy makers around the world. The study specifically focuses on the post-conflict situation in the war affected region.

The paper is organized as follow: The first section discussed the status quo of the problem of conflict. Section two review the literature on the impact of conflict on the economy vis- a -vis the tourism industry. Section three focuses on the methodology. In section four we present the results and discussion. The last section outlines conclusion and forward policy recommendations.

Data and Research Methodology

A total of 70 hotels were selected using simple random sampling from the conflict affected Swat valley in Khyber Pakhtunkhwa province of Pakistan. These comprise of Semi-governmental and private sectors. An interview schedule was designed to collect data from the hotel owner/manager. The hotels were categorized into three groups: Urban, semi-urban and rural on the basis of their location. The interview schedule was pre-tested to adjust it to the real field survey. Face to face interviews were held with the respondents in the study area. The interview schedule focused on the variables such as the pre- and post conflict business activities in the hotels, room occupancy, number of guests visiting the hotel, revenues generated in the pre- and post conflict situations, cost of damages due to cross firing, theft, and loss of equipments etc. Similarly, number of employee working in pre- during and post conflict situation in the hotels were also included in the interview schedule.

The respondents were also inquired about their confidence in continuing hotel business after the conflict. Moreover, information was solicited about the capital needed to recover their business and the sources they used to reestablish their business in the post conflict situation. In addition to the primary data, secondary data were also gathered from various sources at the federal, provincial and district level. An interview schedule was used for soliciting information from the respondents. Face to face interviews yielded the needed information on the variables of interests for this study. The missing information was filled through revisiting the sample respondents in the study area. The refined data were transferred to excel sheet and the descriptive statistics, such mean, tables and graphs were generated using the Microsoft Excel Sheet.

The Study Site

The study area is located in North of Khyber Pakutunkhwa province. The valley is a famous tourist spot because of its scenic beauty, natural landscape and abundant natural resources. In the West of the Valley is located District Dir, while in the north it extends to Northern Areas bordering China.

The valley is endowed with natural forests and natural spring and water-falls which add to its attraction for the tourists. Swat valley is one

of the most beautiful and historical valley in Pakistan. It is one of the greener and more fertile valleys because it lies in the monsoon belt. In addition, the valley is rich with the Ghandhara civilization and historical places in many locations. Local crafts are also famous which has made the valley a popular location of the tourists. Therefore, the valley attracted tourist both within and outside the country. Especially, in the summer season, tourists' inflow reaches to the peak in the valley generating sufficient revenues for the business community. Hotel industry is also the source employment for local people. Since 2008, the valley came under fire because of the increasing militancy, suicide attacks, and explosions in the area.

In 2009, the government launched a military operation in the area to cleanse the area from the militants. Million of local inhabitants were displaced from the area. All the economics activities including the hotel industry came to a halt. In addition, many hotels were attacked and several others were looted. Physical damages million of rupees occurred to the hotels in the area and thousands of employees lost their jobs.

The swat valley became the centre of Terrorism, which directly affected every sector of the local economy. That in turn overburdened the economy of Pakistan. The conflict in the area devastated the economic conditions in the area. This led to the loss of a major share of revenue which was generated through tourism sector before the conflict. Swat valley is one of the most beautiful and historical place in Pakistan. It is greener and fertile valleys and it is so attracted due to his beauty and his hospitality of the people that the people called them with the name of Paradise on earth.

Results and Discussion

Data Analysis

The data of 70 hotels were used for the analysis. A total of 48 respondents were selected from hotels in the urban areas, 5 respondents were selected from hotels located in semi-urban areas, while 17 respondents were interviewed from hotels located in the rural areas. The sample respondents comprised hotel owner, managers and other employees of the hotels. The data was used to calculate mean and percentages. Microsoft Excel sheet was used to generate tables, graphs and charts.

Respondents Demographic Characteristics

The analysis shows that 24 percent of the sample respondents in the urban hotels are illiterate. While 20 percent respondents are illiterate in semi urban area and 23.5 percent of the respondents in the rural area are illiterate. Moreover, in the urban area 16.67 percent of the respondents are graduates, while among the respondents of the semi urban area 20 percent are graduates. The data of rural area sample consists of 17.65 percent with graduate level education. The analysis further show that 14.58 percent of the total respondents located in the urban area, 40 percent in semi urban and 47 percent in rural area are hotel owners (Table 1).

Table-1: Demographic Information of Respondents

Demographic Information	Hostel Location		
	Urban Area	Semi Urban Area	Rural Area
Illiterate respondents	12 (24)	01 (20)	04 (23.52)
Respondents with age < 40 years	32 (66.67)	02 (40)	09 (52.94)
Respondents with Graduate degree	8 (16.67)	01 (20)	3 (17.65)
Respondents who are hotel owners	07 (14.58)	02 (40)	08 (47)
Respondents with > 10 years experience	30 (62.5)	02 (40)	14 (82)
Sample Respondents	48	05	17

Source: Primary Survey. Note: Values in parenthesis are percent of total sample.

Out of total respondents in the urban area 62.5 percent have work experience of more than 10 years, while in semi urban area hotels about 40% have more than 10 years experience and in rural area respondents having more than 10 years experience are 82 percent. The data suggest that majority of the respondents are educated and few respondents are graduates.

Economics Losses (Rs.) of Conflict Affected Hotels

Table 2 presents the total estimated loss occurred of 48 hotels in urban area. The data show that the hotel in urban area has been affected worth cost of Rs. 821234. This cost includes Rs. 983673 as buildings' damages, Rs. 143827 as crockery loss and Rs. 181000 as assets losses. In 5 hotels of semi urban area, the total cost incurred due to the conflict is Rs. 100740. This cost includes Rs. 43740 as building damages, and Rs. 106000 as electric appliance loss Rs. 38000 as crockery loss. The 17 sample hotels in rural area have suffered a loss of Rs. 266600. This loss includes a loss of Rs. 202142 as building damages Rs. 60333 as assets

loss while Rs. 70000 have been lost as vehicle damages, theft etc. during the conflict.

Table-2: Economic Losses (Rs.) in conflict affected hotels

Type of Cost	Urban Area	Semi Urban Area	Rural Area
Estimated Loss (Rs) Building	983673.07	43740	202142.85
Estimated loss (Rs) assets	181000	0	60333.34
Estimated loss (Rs) crockery	143827.27	38000	45375
Estimated loss (Rs) electric appliances	31723.52	106000	31625
Estimated Loss (Rs) vehicle	16000	0	70000
Others estimated. loss (Rs)	403337.5	35000	77333.33
Total estimated. Loss (Rs)	821234.1463	100740	266600

Source: Survey Data, 2010

Impact of Conflict on Room Price, Hotel Revenues and Employment

The conflict has significantly affected the room price, monthly revenues and hotel occupancy in the study area. The average room price for all the categories of sample hotel shows reduction in pre and post conflict period. The average room price in the pre conflict times is Rs. 390.48 for urban hotel while it is Rs. 406.19 after the conflict. Considering the case of semi-urban hotel we find that average room price is Rs. 662.5 in the pre conflict period while it is Rs. 325 after the conflict.

Table-3: Average Change in Room Price, Monthly Revenue and Employment

Variables	Area		
	Urban Area	Semi Urban	Rural Area
Average Room Price (Rs)/Night (Pre-conflict)	390.48	662.5	338.24
Average room price (Rs.)/ night (post-conflict)	406.19	325	277.65
Average Revenue (Rs)/month (Pre-conflict)	360755	736000	243176
Average revenue (Rs.) /month (post-conflict)	3677	9800	5705.88
Average decline in revenue Rs./month	357078	726200	237470.12
Average No. of employees (pre-conflict)	7.67	9.2	9.65
Average No. of employees(post- conflict)	5.21	2.8	(4.35)

Source: The values in the parenthesis are the Post Conflict Values.

The analysis further indicates that the average room price of rural hotels is Rs. 338.24 in the pre-conflict period and it is Rs. 277.65 after the conflict. The analysis also reveals that monthly revenue in the pre-conflict period is Rs. 360755, while it is dropped to Rs. 3677 after the conflict for urban hotels. In the Semi-urban sample hotels, the pre-conflict monthly revenues are Rs. 736000 which declined to Rs. 9800

after the conflict. The monthly revenue of the rural hotels is Rs. 243176 in the pre-conflict period, and it is Rs. 5705.88 after the conflict. The room price has been declined more than 100 percent in semi urban are hotels. The conflict has affected the number of employees. We find the number of employee is 7.67 persons per hotel in pre conflict, which reduced to 5.21 persons per hotel after the conflict in case of urban hotel. In case of semi urban area the total number of employment is 9.2 workers per hotel in pre conflict and 2.8 workers per hotel in post conflict. In case of rural area, the situation of employment is also decreased from 9.65 workers per hotel in pre conflict to 4.35 workers per hotel in post conflict (Table 3). These results support the findings of other studies, which evidenced that tourism revenues are substantially reduced because of terrorism (Enders et.al, 1991).

Room Occupancy and Guests Arrival in Pre and Post Conflict Periods

The number of daily rooms' occupancy is decreased immensely in the conflict affected hotels. The daily rooms occupancy were 87, 96 and 88 percent in pre- conflict, which declined to these were 28, 9 and 10 percent in post conflict. More than 100 percent reduction occurred in daily rooms' occupancy in all sample hotels (figure 1). Moreover, it is evident from Figure 1 that the number of guests (local and foreign) is also decreased in all sample hotels of the study area.

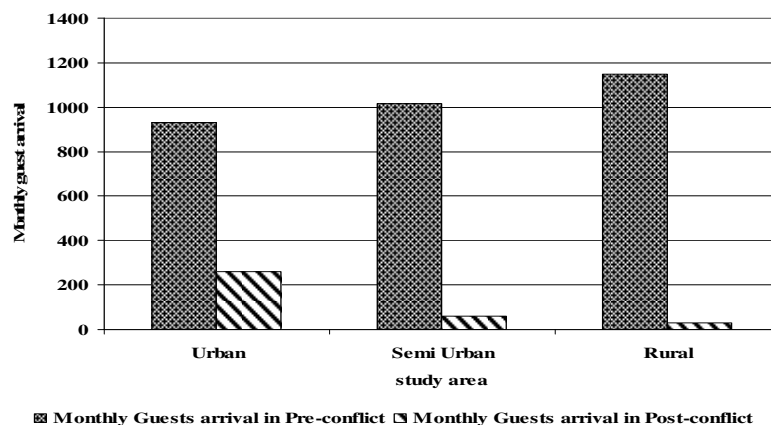


Figure-1: Pre- and post conflict guests arrival in the conflict affected hotels

Similar findings have been reported on the impact of terrorism on tourism and the hotel occupancy rate in New York city because of the September 11 attack on the twin towers in the city in 2001 (The Washington Post, 2001). The drop in hotel occupancy rates have also

been reported in case of China as result of the crackdown on students in Beijing in 1989 (Gartner and Shen1992, Hall and O'Sullivan, 1996 cited in Sonmez 1998). These findings add to the literature on the impact of terrorism on tourist choice of travel destination. As Pizam and Smith (2000) stated that tourists are less likely to visit areas with greater threat of terrorism. Our findings strongly support these studies and clearly unveil the impact of terror conflict on the hotel occupancy and reluctance of tourists in the affected areas.

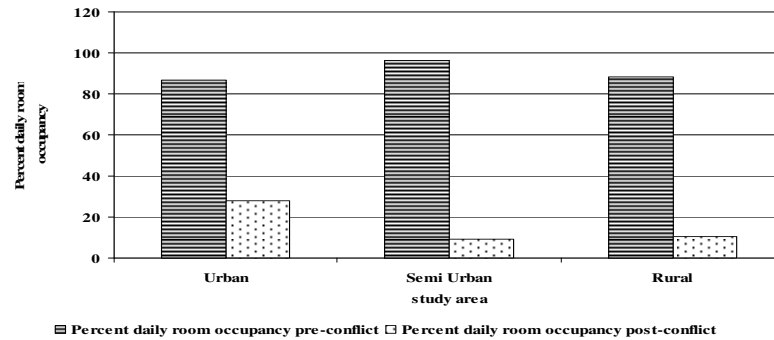


Figure-2: Percent daily room occupancy in pre and post conflict period

The results of comparing the mean through t- statistics are given in table 4. The significant t values of daily rooms' occupancy, local tourists' arrival, foreign tourists' arrival, monthly revenue, and employment indicate that growing militancy and the subsequent conflicts have widespread macro and micro economic consequences in sample study.

Table-4: T-test for pre- and post conflict assessment of room occupancy, guest arrival and employment

Variables' Name	t-value
Daily Rooms Occupancy	10.68 *
Tourists Arrival	8.72*
Average monthly Revenue	1.85***
Room Price per night	0.63
Employment	5.81*

Note: *, *** show significance level at 1% and 10% respectively

Sources financing of loss recovery and rehabilitation

Hence, the data provides adequate evidence to specify that the conflict affects average daily rooms' occupancy, local tourists' arrival, foreign tourists' arrival, monthly revenue, and employment in the study area.

However, the insignificant t value of room price per night indicates that room price is not affected due to the conflict. Tourism being a major contributor in the economy of Khyber Pakhtunkhwa province has suffered a major setback during the last 3 years.

To rejuvenate the devastated hotel industry is a daunting challenge for the hotel owners. The hotel business has been badly affected during the conflict. In the post conflict period, to restart the affected businesses, the respondents were asked to report their sources of financing for their business. The major sources of financing in the sample area are loans, assets and borrowing. We find that majority of the hotel in urban area have used loans to reestablish their hotel business. The respondents in semi urban area reported that they utilized savings to reestablish their hotel business. On the contrary, majority of the respondents in rural area reported a combination three major sources; saving, assets and borrowing (Table 5).

Table-5: Source of financing for hotel business reestablishment

Source of Financing the Loss (Amount in Rs.)	Area		
	Urban Area	Semi Urban	Rural Area
Savings	249731.7647	93500	28416.66667
Assets	7000	0	20000
Borrowing	112003.5	35000	56250
Remittances	40000	0	0
Loans	3000000	0	0
Others source	0	0	45000

Source: Survey Data, 2010

Conclusion and Policy Recommendations

Tourism plays a very important role in the economic development. The country, during the last couple of years, remained one of “the most vulnerable countries” in the world. Despite its geo-strategic importance in the South-East region, it is faced with the daunting challenge of mushrooming militancy in the country. The government has a strong commitment to fight against the menace of terrorism and root out the growing terror acts despite its financial vulnerability. The findings of this study will be helpful for policy makers in Pakistan to cope with the post conflict situation and it would also serve to act as a model of insight for the rest of the world.

Tourism is especially important industry in developing countries like Pakistan. It is of greater significance due to its employment and

revenue generation potential, particularly in the scenic and remote mountainous valleys of Khyber Pakhtunkhwa.. In recent outbreak of terrorism has largely affected all sectors of the Pakistanis' economy including the tourism industry. Taking into account the tremendous importance of the tourism industry and its role in the economic uplift of the communities dependent on tourism revenues, the quantification of losses in revenues, tourists' arrival, employment and occupancy rate in the conflict affected hotels can yield insight of great policy significance. This paper assesses the post conflict situation of the hotel business, quantifies the losses, and to identify the sources of financing for reestablishing the hotel industry in the area.

This paper has empirically examined the impact of the terrorism and growing militancy in the province of Khyber Pakhtunkhwa and the impact of nearly 3 and half years conflict on the hotel business in the valley of Swat. The results show that growing militancy and the subsequent conflicts have adversely affected the local hotel industry. There is a significant reduction widespread macro and micro economic consequences in sample study. The data provides adequate evidence to specify that the conflict affects average daily rooms' occupancy, local tourists' arrival, foreign tourists' arrival, monthly revenue, and employment in the study area. We conclude that the sample hotels in the study have been greatly affected. The results show that most of the hotel owners in urban area utilized loans to pool finances to their business, in semi urban area mostly financed their losses from savings. Majority of the hotel owners in rural area used three major sources for financing loss; saving, assets and borrowing for the reestablishment of their business.

It is further concluded that the terror conflict engulfed the whole Swat valley and produced a humanitarian calamity in the area displacing nearly 3 million people from the area. During the course of the conflict huge losses occurred because of damages to hotel buildings', crockery, assets, electric appliances and vehicle losses from the hotel. The terror conflict has had serious economic implications for the hotel industry in Swat valley of Khyber Pakhtunkhwa. The economic cost caused by the terror conflict is implausible and has significantly affected the average daily rooms' occupancy, local tourists' arrival, foreign tourists' arrival, monthly revenue, and employment in the study area. Keeping in mind the results of the study, we recommend that the government should give

high priority to the tourism industry. Further, the local government should develop roads infrastructure and accelerate post conflict reconstruction. The media might play a strong role in the promotion of the tourism industry. However, the promotion of sustainable peace and security is the duty of the political economy.

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ORGANISATIONAL IMAGE AS A MODERATOR OF THE RELATIONSHIPS BETWEEN PERSONALITY AND PERSONAL TRAITS AND SALES PERFORMANCE

* *Ishtiaq Ahmad Malik*

Abstract

The present study represent an attempt to explore the impact of sales personnel Characteristics (personal & personality) on sales performance with a moderator role of organizational image, the researchers aim is to find the relationship in the context of Pakistani market. The researchers used non probability sampling technique. The tool used for data gathering i.e. questionnaire has been distributed among 275 respondents within the domain of Rawalpindi and Islamabad. Result of the study shows that personality & personal characteristics of sales personnel along with organizational image as moderator has a positive impact on sales performance.

Keywords: Personality characteristics, Personal Characteristics, Sales performance, Organization image

Introduction

It is critically important for organizations today to recruit high performing employees. One big question that organizations may find hard to answer is how to separate individuals who will perform well from those who will not. The answer may to some extent relate to the type of personality that one exhibit. Every firm focuses on profitability and increase in sales which depends on different factors. Those factors lie within the teams or may exist in an individual e.g. the individual characteristics i.e. personal characteristics and personality characteristics have enough contribution towards the sales performance of a firm. Individual salesperson and organization give significant importance to Improving sale performance and sales manager put considerable effort in recruiting, training and managing their sales personnel.

It is believed that improved sales skills of sales personnel brings a potential benefits for an organization, however to gain these potential benefits, it is required to invest in those skills and characteristics of sales personnel. The management of sales performance of sales personnel by an organization has a significant impact on overall success of that particular organization. Furthermore, organizations spend huge amounts on sales person's recruitment and on their training to increase their ability and skills to polish their abilities to perform at their best.

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Researchers struggled to identify different traits which can help an individual to improve sales performance, these traits include cooperativeness, competitiveness, persistence, enthusiasm and big five personality traits i.e. conscientiousness, openness, extraversion, neuroticism and agreeableness. Researchers also focused on different personal factors which include age, gender, height, education and race.

The main objective of this study is to investigate the impact of personal & personality characteristics on sales performance. After the detail analysis and applying many statistical tools it is proved that sales people's characteristics like age, gender, education, dressing and past experience affect sales performance and customer satisfaction. Similarly, personality characteristics like extrovert, openness, knowledge of job and social interaction increases the sales performance. Interpersonal skill is important for sales persons to perform in the fields. Organizational image help the sales persons while interacting with customers. Both the firm and the individual sales person works together for the interest of organizational success and on the other hand sales performance sometime depends on situational factor and organizational image which can moderate the sales performance. Situational factors include market condition, product types etc. In recent years consumers focuses more on branded rather than non branded products. Thus the study contributes in guiding the service and production organizations to understand which personal & personality characteristics of sales persons has impact on sales performance.

Literature Review

Sales performance is defined as quantity as well as quality of sales closed at a particular time period (Colleti & Tubridy, 1993). The Significance of Sales According to the Bureau of Labour Statistics BLS (2010) sales and related occupations are the second largest occupational group accounting for approximately 10% of the total number of employments in the US (US Department of Labour, 2010). Based on statistical data from BLS, organizations in the USA employ roughly 14 million workers within the occupation of sales (Farr & Tippins, 2010). More importantly, Farr and Tippins (2010) have addressed that sales occupations represent a significant portion of the total workforce in the world and that the success of businesses solely depend on their sales workers job performance. Previous research has shown that sales people

role has an impact over sales performance and without their efforts and characteristics customers cannot be satisfied and ultimate result i.e., sales performance cannot be achieved (Heiner Evanschitzky, 2012). Research in the past has shown that both sales peoples & customers have an adaptive way of dealing. Hence it can be stated that satisfied employee can easily satisfy a customer and can make him a client.

Mecloy, Campbell and Cudeck (1994) found that sales performance is about how well the individual mold their behavior to make it in line with the organization sales objective. (Ralph W. Giacobbe D. W., 2006) argues that since 1960 many factors are investigated which can measure the sales performance in an organization. However, despite of that much effort in this area there is need of more research on those factors which influence the sales performance. Personality characteristics include psychological characteristics which can enhance the ability of individual to perform (Charchil et al, 1985). Meanwhile, Wiley and Carolyn (1997) relate personality as one's ability to perform the task that he or she has the right personal characteristics, the right mental capabilities for selling.

Barrick et al (1991) state that it's very crucial now days for the organization to hire sale persons who have high performance attributes. Personal characteristics of sales persons may include age, height, weight, education, hobbies etc which will influence the consumer and sales performance (Lamont, 1977). Research has shown that the personality characteristics of a sale person are the prior predictor of sales performance (Barrick & Moamt, 1991). Colletti and Tubridy (1993) provided the following list of sales activities for successful salespeople: selling, working with distributors, entertainment, attending meetings, servicing products, working with orders, servicing accounts, travel, communication/information, training and recruiting. It is also cited that the performance measures taken at different times are not highly related and the relationships between different performance measures are not strong (Chonko, Roberts and Dubinsky, 2002).

The first theoretical framework of sales performance was published by Walker, Churchill and Ford (1977) suggesting the determinants of sales performance, followed by several attempt to investigate the hypothesized links between possible personality factors and sales performance. Maslow (1970), Dion, Easterling and Miller (1995), Hollenbeck, Williams and Klein (1988) and Wiley and Carolyn (1997)

have examined the relationship between personality and performance have generally exhibited numerous results. Personality is associated with three dimensions. The first dimension is related to an individual physical appearance such as height, weight or age. Second, personality that is the distinctive and attribute patterns of thought, emotion and behavior that define an individual's personal style and influence his or her interactions with the environment Atkinson, Smith and Bern, (1993). The third dimension is mental abilities such as verbal intelligence, mathematical ability and musical orientation and these are frequently referred to as achievement in psychology. Some of the personality characteristics associated with salespersons are empathy, ego, self-efficacy, locus of control, sociability and self-monitoring Bagozzi, (1978). Lamont and Lundstrom (1977) investigated the relationships between several personal factors and personality variables and sales performance of industrial salespeople. The result indicated that endurance and social recognition were significantly and positively related to performance while empathy and ego strength were found to be negatively related to performance.

Self-efficacy is one of the major personality characteristics being investigated in searching for criteria which is related to sales performance. Judge, Jackson, Shaw, Scott and Risk (2007) examined the unique contribution of self-efficacy to work-related performance and reported that the contribution is relatively small. The result was based on a meta-analysis of the relevant literatures. Bandura (1977) defined self-efficacy as individuals' beliefs about their capabilities to produce designated levels of performance. Even in those studies that have found a significant relationship between performance and self-efficacy, the relationship has been weak (Ford, Smith, Weissbein, Gully and Salas, 1998).

The Vinchur et al. (1998) study was an important step in combining the results of sales performance validation studies conducted across the 20th century. However, limitations include: a) potential moderators were not included in the study, and b) only main effects of personality scales were studied, not combinations of scales. Warr, Bartram, and Martin (2005) addressed the issues regarding sales performance research to some degree with three small-sample studies. Although positive main effects were found for Openness to Experience and Conscientiousness,

and significant negative main effects for Agreeableness, no significant effects were found for situation (i.e., type of sales organization) as a moderator, or for combinations of scales (i.e., interactions).

Conceptual Framework

In the service industry sales person is very important. It has direct contact with customers and is responsible for customer satisfaction. Thus it is needed that they must understand customers mind, and act accordingly. Organizational image helps the sales person in the field and is reflected by its customer. Sales person affect the company sales. These Variables are interacted with each other. Sales person personal & personality characteristics affect the sales performance and organizational image support this relation positively.

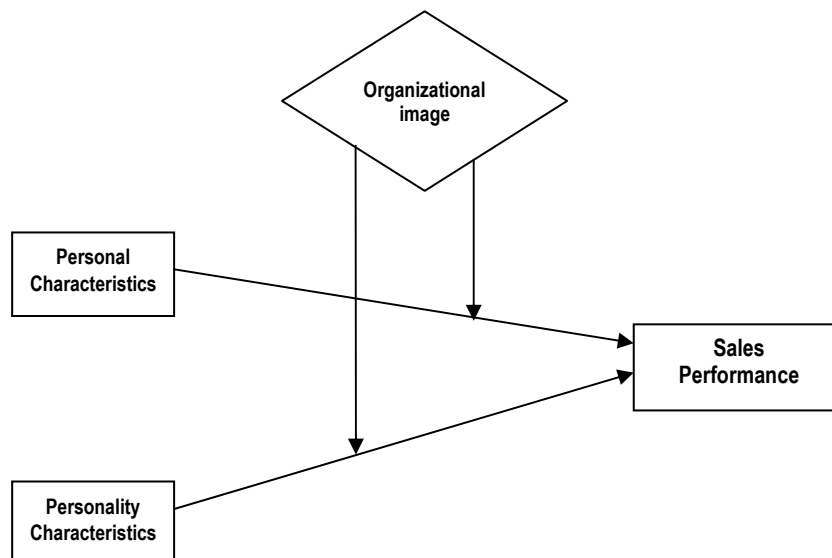


Figure 1: Conceptual Framework

Hypothesis

- H1: Personal characteristics have positive impact on sale performance.
- H2: Personality characteristics have positive impact on sale performance.
- H3: Organizational Image moderates the relationship between personal characteristics and Sale performance.
- H4: Organizational Image moderates the relationship between personality characteristics and Sale performance.

Research Methodology***Research Design***

The purpose of this study is to explore the impact of personal and personality characteristics on sales performance with the moderation role of organizational image. In the service industry sales person have direct contact with customer that's why researchers select service industry to study the impact of above variables. The population of this research consists of the sales persons of service industry serving in Rawalpindi and Islamabad. Researchers have used non probability convenient sampling technique. Researchers collect data that is easily available from those people who fulfill prescribed criteria. The Summary for responses is as below:

Table-1: Detail of Responses

Pre decided sample size	No. of questionnaire distributed	No. of filled questionnaire received	No. of Questionnaire Discarded	No. of Responses recorded	Response rate
300	275	257	7	250	97.27%

Nature of Data

Data is primary in nature because researchers collect it directly from sales persons of service industry.

Purpose of the Study

Purpose of study is descriptive.

Type of Investigation

Type of investigation is causal.

Time Horizon

Type of data is cross-sectional because this data is collected for one time and the respondents belong to different organizations and at different level.

Data Analysis

Researchers have used SPSS 17.0 and applied various statistical tools to analyze the questionnaire.

Unit of Analysis

The unit of analysis in this research is the Individual sales people of service industry.

Instrument Development

The data collection tool is the questionnaire for this study. The questionnaire was developed on five point likert scale.

Table-2: Linkert Scale

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Questionnaire

The questionnaire (annexure-I) is adapted to gather the information regarding the research topic. The researchers have used both online and printed questionnaires for recording the view of respondents. The data gathered could only be used for this research purpose and the researcher makes sure the no information is shared or distributed to others. The questionnaire includes the demographics i.e. gender, age, income level and education level. The rest of the questionnaire is comprised of 20 questions about different variables involved in this research. Simple closed ended questions have been used to make the questionnaire easy to understand for the respondents. Details are as follows:

Table-3: Questionnaire Detail

Sr. No.	Variable	Type of Variable	No. of Questions	Adapted Form
1	Personal Characteristics	Independent	05	(Lundstrom, 1977) (Doris Omerzel Gomezelj, 2013)
2	Personality characteristics	Independent	05	(Margaret Jenkins, 2004) (Lundstrom, 1977) (Victor P. Lau, 1999)
3	Organizational Image	Moderator	05	(Robert Inglis, 2006) (Supina, 2002)
4	Sales performance	Dependent	05	(Ralph W. Giacobbe, 2006) (Johlke, 2006)

Content Validity

The content validity of the adapted instrument is done by 3 marketing experts who have vast knowledge of the market trends and have experience of conducting market research.

Results and Discussion***Results*****Reliability**

To check the instrument reliability researchers have used the reliability test and find that instrument is reliable. It is measured separately for each variable and the acceptable value of Cronbach's α is greater than 0.650 (See Table 4).

Descriptive Statistics

Descriptive analysis measures the central tendency and variability or dispersion. Measure of central tendency includes mean, median and mode whereas dispersion includes skewness, kurtosis, minimum and

maximum values of the variables. In Table 5, it is clear that all the values are between 1 and 5 which mean that there is no problem in data entry because all the values are within range. Mean statistic shows the mean value of all the respondents of a particular variable. Standard deviation shows the deviation of the data from the mean. Skewness and kurtosis are the measure of the normality of the data. Value of skewness and kurtosis should be between +1 to -1 to prove the normality of the data. In the table it is clear that all the values are within the range which proves the normality of the data.

Table-4: Reliability

Variable	Reliability	No. of Items
Personal Characteristics	0.824	5
Personality Characteristics	0.943	5
Organization Image	0.657	5
Sales Performance	0.753	5

Table-5: Descriptive Statistics

	N	Mini- mum	Maxi- mum	Mean	Std. Deviation	Skewness		Kurtosis	
Personal characteristics	250	1.20	5.00	3.6480	1.03261	-.888	.154	-.527	.307
Personality characteristics	250	1.20	5.00	3.4952	1.04488	-.624	.154	-.919	.307
Organization image	250	1.40	5.00	3.5920	1.00358	-.835	.154	-.485	.307
Sales Performance	250	1.20	5.00	3.6488	.91363	-.544	.154	-.558	.307
Valid N (listwise)	250								

One Way ANOVA

Researchers apply one way ANOVA and takes sales performance as Dependent variable and experience as categorical variable to study the impact of experience on sales performance. In table 6 of ANOVA it is shown that people with different experience have different impact on sales performance. In table 7 it can be seen that as experience of sales person increases the sales performance also increases, thus there is a positive relationship between sales person experience and its sales performance. People with having more than 10 year experience have greater impact on sales performance in positive way and people with less than 2 year experience have less influence on sales performance.

Table-6: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	153.726	3	51.242	232.924	.000
Within Groups	54.119	246	.220		
Total	207.845	249			

Table-7: Multiple Comparisons

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
< 2	2-5	-.81196*	.08109	.000	-1.0217	-.6022
	5-10	-1.79313*	.08316	.000	-2.0082	-1.5780
	>10	-2.14368*	.09674	.000	-2.3939	-1.8934
2-5	<2	.81196*	.08109	.000	.6022	1.0217
	5-10	-.98117*	.07597	.000	-1.1777	-.7847
	>10	-1.33173*	.09064	.000	-1.5662	-1.0973
5-10	<2	1.79313*	.08316	.000	1.5780	2.0082
	2-5	.98117*	.07597	.000	.7847	1.1777
	>10	-.35056*	.09250	.001	-.5898	-.1113
> 10	<2	2.14368*	.09674	.000	1.8934	2.3939
	2-5	1.33173*	.09064	.000	1.0973	1.5662
	5-10	.35056*	.09250	.001	.1113	.5898

* The mean difference is significant at the 0.05 level.

Assumptions of Regression

Normality of Data

To check for normality of data researchers looked at the values of skewness and kurtosis and its ranges from +1 to -1. Thus the data is normal and first assumption is full filled (see table 5).

Absence of Serial or Auto Correlation

The value of Durbin Watson is 1.987 and it is within range of 1.5 to 2.5 thus there is no auto correlation and this assumption is fulfilled (see table 8).

Linear Relationship with DV

Third assumption is that all variables have linear relationship with dependent variable. Personal characteristics and personality characteristics has strong relationship with dependent variable. And the moderator variable which is organization image has strong association with DV as well and its value is 0.795 (see table 9).

Table-8: Model Summary

Model	Durbin – Watson
1	1.987
a. Predictors: (Constant), Personality characteristics, Personal characteristics	
b. Dependent Variable: Sales Performance	

Table-9: Correlation

		Personal Characteristics	Personality Characteristics	Organization Image	Sales Performance
Personal Characteristics	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	250			
Personality Characteristics	Pearson Correlation	.474**	1		
	Sig. (2-tailed)	.000			
	N	250	250		
Organization Image	Pearson Correlation	.510**	.426**	1	
	Sig. (2-tailed)	.000	.000		
	N	250	250	250	
Sales Performance	Pearson Correlation	.738**	.756**	.795**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	250	250	250	250

** Correlation is significant at the 0.01 level (2-tailed)

Absence of Multicollinearity

The forth assumption is that there is no multicollinearity in the data which means that there is no combined effect of variables on dependent variable. For this researchers check the value of tolerance and VIF. The range of tolerance is greater than 0.25 and value of VIF is less than 4. All values are within the range and this assumption is fulfilled (see Table 10).

Table-10: Coefficient a

Model	Collinearity Statistics	
	Tolerance	VIF
Personal characteristics	.775	1.290
Personality characteristics	.775	1.290

Regression

Researchers have concluded that the value of R is 0.87 and the relationship between independent and dependent variables is strong. A change in independent variable changes the dependent variable by 75.7% and the change in dependent variable due to the external factors is 45.20% as shown by Standard Error of estimate. Adjusted R square means if researchers take whole population as its sample than a change in

independent variable changes dependent variable by 75.55% (see Table 11). Results of ANOVA b shows that at least 1 independent variable has a relationship with the dependent variable hence researchers can precede with regression analysis. For reference see Table 11. Also Researchers have come to the conclusion that the value of dependent variable is equal to 0.468 if the independent variables are equal to zero. All hypotheses are accepted because personal & personality characteristics have significant relation with dependent variable. Personality characteristics changes the dependent variable by 43.3% and personal characteristics changes dependent variable by 45.8%, this is shown by value of B (beta) (see Table 11).

Table-11: Regression

	R	R. Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.	B	t	Sig.
	.870 ^a	.757	.755	.45207	385.013	.000 ^a			
(Constant)							.468	3.951	.000
Personal Characteristics							.433	13.736	.000
Personality Characteristics							.458	14.725	.000
a. Predictors: (Constant), Personality characteristics, Personal characteristics									
b. Dependent Variable: Sales Performance									

Moderator for Personal Characteristics

Researchers have concluded that the value of R is 0.738 and the relationship between Personal characteristics and dependent variable is strong. A change in Personal characteristics changes the dependent variable by 54.4% and the change in dependent variable due to the external factors is 61.823% as shown by Standard Error of estimate (see Table 12). In path two researchers have concluded that the value of R is 0.795 and the relationship between Personal characteristics and dependent variable is strong. A change in Organization image changes the dependent variable by 63.2% and the change in dependent variable due to the external factors is 55.55% as shown by Standard Error of estimate (see Table 12).

In path 3 researchers have concluded that the value of R is 0.873 and the relationship between product variable (Personal characteristics * Organization image) and dependent variable is strong. A change in product variable changes the dependent variable by 76.2% and the

change in DV due to the external factors is 44.627% as shown by Standard Error of estimate (see Table 12). In table 12 ANOVA is significant in all three paths so we conclude that organization image moderate the relationship between personal characteristics and sales performance. In path one researchers have come to the conclusion that the value of dependent variable is equal to 1.268 if the Personal characteristics are equal to zero. The hypotheses are accepted because personal characteristics have significant relation with dependent variable. Personal characteristics changes dependent variable by 65.8%, this is shown by value of B (beta) (see Table 12).

Table-12: Moderator for Personal Characteristics

	R	R. Square	Adjusted Square	R.	F	Sig.	B	t	Sig.
Personal Characteristics (IV) and Sales Performance (DV)									
	.738 ^a	.544	.542		295.800	.000 ^a			
(Constant)							1.268	8.818	.000
Personal Characteristics							.653	17.199	.000
Organization Image (IV) and Sales Performance (DV)									
	.795 ^a	.632	.630		425.366	.000 ^a			
(Constant)							1.050		8.024
Organization Image							.724		20.624
Product variable (Personal characteristics * Organization image) & Sales Performance (DV)									
	.873 ^a	.762	.761		795.604	.000 ^a			
(Constant)							1.873	27.158	.000
E							.130	28.206	.000
a. Predictors: (Constant), Personal characteristics									
a. Predictors: (Constant), Organization image									
a. Predictors: (Constant), E									
b. Dependent Variable: Sales Performance									

Moderator for Personality Characteristics

In path one researchers have concluded that the value of R is 0.756 and the relationship between Personality characteristics and dependent variable is strong. A change in Personality characteristics changes the DV by 57.2% and the change in DV due to the external factors is 59.91% as shown by Standard Error of estimate (See Table 13). In path two researchers have concluded that the value of R is 0.795 and the relationship between Personal characteristics and dependent variable is strong. A change in Organization image changes the dependent variable by 63.2% and the change in dependent variable due to the external

factors is 55.55% as shown by Standard Error of estimate (See Table 13). In path 3 researchers have concluded that the value of R is 0.91 and the relationship between product variable (Personality characteristics * Organization image) and dependent variable is strong. A change in product variable changes the DV by 82.7% and the change in DV due to the external factors is 38.04% as shown by Standard Error of estimate (See Table 13). In table 13 ANOVA is significant in all three path so we conclude that organization image moderate the relation between personal characteristics and sales performance.

Table-13: Moderator for Personality Characteristics

	R	R. Square	Adjusted Square	R.	F	Sig.	B	t	Sig.
Personality characteristics (IV) & Sales Performance (DV)									
	.756 ^a	.572	.570		330.931	.000 ^a			
(Constant)							1.338	10.096	.000
Personal Characteristics							.661	18.192	.000
Organization image (IV) & Sales Performance (DV)									
	.795 ^a	.632	.630		425.366	.000 ^a			
(Constant)							1.050		8.024
Organization Image							.724		20.624
Product variable (Personality characteristics * Organization image) & Sales Performance (DV)									
	.910 ^a	.827	.827		1188.068	.000 ^a			
(Constant)							1.864	32.652	.000
E							.137	34.468	.000
a. Predictors: (Constant), Personality characteristics									
a. Predictors: (Constant), Organization image									
a. Predictors: (Constant), F									
b. Dependent Variable: Sales Performance									

Conclusion

Organisations wants to enhance their sales performance but their focus always remains the same that they should stay one step ahead from their competitors specifically in terms of sales performance. Business needs some conditions and factors to cattier their desired situations i.e. to improve sales performance. The personal and personality characteristics are used as independent variables while sales performance as dependent variable and the organizational image is acting as a moderator between the personal and personality characteristics and sales performance relationship. The researchers studied different market identified factors such as personal characteristics, sales people's personality characteristics

and image of particular organization to investigate their impact on sales performance. The population of this research consists of the sales persons of service industry serving in Rawalpindi and Islamabad. Researchers use non probability convenient sampling technique. Researchers collect data that is easily available from those people who fulfill prescribed criteria. The result of the research shows that both personal characteristics and personality characteristics have a strong relationship with sales performance. The respondents revealed that in spite of the above mentioned factors organizational image has also a major influence on sales performance, the more the organization is known to people the highest will be its sales percentage.

Implication

Personal and personality characteristics influence sales performance. Through the factors identified in this research the HR department can be aware of the importance of those factors and they can train and develop their sales force to align them with customer need. The research shows that organization image has a major influence over customer decision making. That's why the marketing department can start communicating their organization image to their customers to get benefit of it. This research can be a self assessment tool for the sales personnel, with the identified factors they can mold thier personality in accordance to the market and customer demand. This research is helpful for the students who are interested in research in particular areas. Through this research students can be aware about the factors which are helpful in the field of sales. That's why they can groom their selves before entering into the field.

Limitation and Future Direction

Researchers faced the time and resources constraints and the domain of the research was limited to the respondents of Islamabad and Rawalpindi thus, future research can focus on a broader sample in order to collect many indifferent viewpoints. This research is limited to service industry; future researches should target some other industries in order to get more precise and focused idea about the future for sales performance.

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REVOLUTIONIZING AND REDISCOVERING WOMEN'S SPIRIT: A GYNOCRITICAL STUDY OF *THE HOUSE OF SPIRITS*

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Abstract

The article looks into how *The House of Spirits* realistically depicts the life of Latin American women who despite the discriminatory attitudes of the patriarchal world stand firm and resolute to challenge the hegemony of the dominant patriarchal structures around them. It explores the very perspective of feminism by taking into account the non-patriarchal private as well as the patriarchal public life of women characters. The aim is to uncover how the author subverts patriarchal structures that portray the image of the Chilean women as fallible and subhuman creature. Since every action of women is contrary to the accepted norm, the paper traces the reaction of women towards the patriarchal mindset prevalent in Chile. The way women are shown in the perpetual quest of their feminine role results in the transformation of their lives and roles. As Gynocriticism rejects the male author for the representation of women's issues, it is the most suitable framework for such an analysis. Content analysis along with close-reading is used as a technique to interpret the text applying Showalter's Gynocritical theory. The present study is useful not only to understand women's condition in our highly patriarchal society but also suggests the ways to subvert it.

Keywords: Patriarchy, feminism, *The House of Spirits*, gender rediscovery, Gynocriticism

Introduction

Isabel Allende's *The House of Spirits* (1993) appears to be a historical document covering the social, political and domestic life of Latin American people. But a careful perusal of the text reveals another peculiar aspect of Chilean life i.e. the life of women sketched through the pen of a woman author. Allende covers most of the aspects of Chilean women including their role ascribed to them by the patriarchal society. The major aim of the paper is not only to trace and uncover the patriarchal designs to confine women within the four walls but also investigate the patriarchal strategies that further restrict their freedom of speech, action and the ways of thinking that if a woman tries to cross these boundaries she is penalized psychologically as well as physically. Our research extends even a step further to figure out how the compromised position of women in a patriarchal society has an ingrained

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potential to prove a catalyst of change to empower themselves in the society where they are highly marginalized.

The Latin American world is generally known for the land of revolutions and resistances challenging the status-co. The names of 20th century revolutionaries such as Fidel Castro, Hugu Chavez and Ernesto Che Guevara are not unknown to those living in our age. Associating revolutions and different way of thinking with this part of the world makes it an entirely different than the so-called mainstream world such as Europe, the North America, Australia and the developed parts of Asia. The people of this part of the world are known to put severe resistance to the false notions, hegemonic ideologies and dictatorial regimes of the powerful and imperialist power such as the United States. This makes a strong case for Allende as being a Latino woman who is no exception to the revolutionaries referred to above. She seems to be charged with greater enthusiasm and power of resistance than the women of the advanced countries despite being doubly marginalized; the Latino women have an acute sense of dissatisfaction and discomfort with their conventional role in a patriarchal society.

Review of the Relevant Literature Review

Since the very beginning of the literary history women have been at the centre of representation in literary works mostly by men. There is a vast plethora of works which cannot be reviewed here keeping in view the scope of this paper. There are many works which portray the issue of feminism positively such as Lucie Armit and L. Timmel Duchamp (1992) trace the genre of ghost stories composed by female authors as a medium to convey psychological problems of the individuals in a lighter and concealed way. They sum up that "women's ghost stories not only explore areas of concern different from those treated in the male tradition, but refuse the latter's inherent binary oppositions, taking the boundary between "natural" and "supernatural" as fluid rather than absolute." (Armit & Duchamp p. 849) They describe *Perils of the Night* (1990) as an interesting stuff for those interested in liberation of middle-class women from the social constraints of English society of the eighteenth and nineteenth centuries. On the other hand, the perspective used here is not limited to Gothic literature which talks about feminism in a lighter and concealed way. Besides, Allende's novel is not entirely a

ghost story where she has taken up the feminist issue much more seriously, directly and intensively.

Magnarell's (1986) point of view that "The females who are not center stage as is Esteban, but who nonetheless make a significant contribution to the course of history. In fact, all the women of the family were creative; Rosa embroidered mythical creatures combined of disparate parts, and Blanca fashioned them of clay, just as Alba composes the text we read" (Magnarelli p. 102) supports the objectives of this study that is to underestimate the women is the false notion of patriarchal world.

Looking into the history of Latin American feminist issues, we see that they have very prominent role in the Latin American world. Sor Juana (1700s), for example, can certainly be considered as the torchbearer of women liberation. She put her vehement efforts for the recognition of equal rights for women in every perspective of life. She had been the champion of women's cause in the 17th century Latin American world at the time when the word "Feminism" was not even invented. It reflects that the perturbing sense of inequality had been felt long ago.

Reflecting on the status of women in Latin American world, Mexican poet Octavio Paz (1961) had stated that women are considered secretive and that they are considered creatures without sentiments and expression meant merely for carrying out the domestic chores. In his essays, he gives the point of view of patriarchal world towards women. This paper takes a contrary view for the eradication of such a patriarchal thought about women.

Sandra Cisneros (1994) the Mexican poetess and author, openly defines the role of women in society by condemning male-chauvinist society where women's role is no more than a sex toy. The poems in her *Loose Woman* reveal the same aspect of the humiliation and disgust the woman as '*macha*' faces. Cisneros gives more space to the issue of sexual exploitation while this study also takes into consideration other aspects of the women's world.

Methodology and Theoretical Framework

We have used qualitative method of inquiry to conduct a feminist critique of the novelistic text with the help of Elaine Showalter's (1979) theory of Gynocriticism. Bell hooks' theory of feminism also supports

our point of view. For this purpose, first of all, the novel's text is viewed through the technique of Literary Close Reading. According to Cuddon (1997), Literary Close Reading entails a preliminary analysis of a literary work from a specific perspective. In this way, if I view *The House of Spirits* from a feminist perspective, it would mean that I'll select only the details of the novel's text which included explicit or implicit evidences of feminism and represent the whole novel by shortening or omitting the irrelevant details. In a later process, the selected textual and contextual examples would be put to a feminist analysis using the tools acquired through the reading of Showalter and hooks.

The House of Spirits gives space to the female character of the Trueba Family including all the aspects of their lives. It can be roughly called the story of four generations of women; Nievia, Clara, Blanca and Alba. Though Nievia's character is given very less space, yet, it reveals the very initial stage of the feminist movement i.e. women's fight for the suffrage rights. The last character, i.e. Alba, is much closer to the third wave of feminism dealing with the issue of sexuality and deconstructing the social structure. She appears broadminded, emotionally strong and advocate of pre-marital sexual relations. Blanca, Februela and Clara represent the middle generation and have been shown antagonizing, fighting, protesting against the physical and psychological violence created by Trueba as the head of the house. They are shown protesting for the basic rights related to their social and private lives. The second wave was also influenced by the Marxist and Socialist movements at that time. This is why, we find Clara, Blanca and Alba's great inclination towards liberalism as they secretly help the liberal and the poor of their society.

Elaine Showalter's Gynocriticism is the strand of feminist theory which has been used to as a critical and theoretical perspective to analyze the entire work. Gynocriticism usually known for focusing on woman's fight for her individuality besides undoing the conception of socially 'constructed gender'. Gynocriticism not only focuses on the issues of gender but also recommends the deconstruction of women's 'internalized consciousness' in a patriarchal society. It aims at rediscovering women's 'subculture' and the exhibition of the female representation. *The House of Spirits* is produced by a female author to voice the female issue of identity and exploitation. Even the translator of this work, Magda Bogin,

is a woman. It covers all the aspects of Chilean women's life what they think, aspire and dream and also deals with the ways how they translate their dreams into reality - a reality which acknowledges them. The novel ends positively with the hope that the rigidity of the patriarchal world would lose its power against the spirit of women. When Clara goes to jail and loses her spirits she sees the vision of her mother who motivates her to contemplate and defend herself by writing. This incident reflects Showalter's idea of Gynocriticism, i.e., a kind of re-writing of patriarchal discourse in favor of women. In the conclusion of the story Alba rewrites her family history with the help of her grandmother's personal diary. This rewriting implies the rediscovery, revival of the life of women not as a marginalized group but as individuals.

Analysis

Dissatisfaction with Socially Acknowledged Status

The analysis of the text reveals that it is closely related to the struggle of the feminist movement of 1960s in Europe and the United States. There are two wars simultaneously going on - the clash between the status-quo (military) and the liberals, and the contention between the sexes. The former is mainly related to men and men relationship and ends in destruction, bloodshed for apparently no cause. While the latter is the fight for man and woman relationship where man resorts to violence but the woman resorts to plead for unity, sacrifice and compromise. Her ultimate aim is the stable blissful family life. It exhibits the writer's insight on the sensitivity of the issue of gender. The female world of her novel is shown as pacifist and truly the agent for change. The efforts of women for the triumph over the authority of patriarchy have been portrayed positively; "I would like to have been born a man, so I could leave too" she said, full of hatred. "And I would not have liked to be a woman", he said. (Bogin Chapter 2 Paragraph19 hitherto referred in a style 2.19)

The above exchange of dialogue takes place between Esteban and his sister. Both are brought up in the same environment but with different designs which structure their minds and personalities differently. She restricts herself to the responsibility of domestic chores and feels her life more like a prison. We can feel a sense of complaint in her tone and also a sense of detest of Sebastian towards the role of women.

Women, The Unusual Kind of Creatures

The author intentionally portrays women with the exceptionally high qualities like intuition, mystic feelings and creativity. The pregnancy of the woman characters symbolically reflects the unusual kind women traits, i.e., their sense of creativity and productivity. It reveals that women are not at all inferior to men. Rather they are born with unusual sensibility and have divine power of intuition and wisdom. Their ability of foretelling the future is not associated with men. It is Clara, a woman, in whom this trait is reflected. All the female characters have been steadfastly engaged for the cause of woman liberation. They refute the patriarchal notion that relates women to inferiority and frailty. The notion of underestimating the women is related all parts of the world, i.e., Europe, Asia or Latin America. Clara, Blanca and Alba successfully trample the so-called notion of patriarchal world.

Agent of Change

The most surprising trait of the women of Trueba family is their resistance and silent confrontation within their confined and limited place which results in change. Clara is beaten violently many times especially over the matter of Blanca's love affair. Blanca protests and Clara shows her unwillingness to accept her husband's dominance by confining herself in isolation. She does not let him come closer despite the fact that he wished for her touch.

Febreula, Esteban's sister, boycotts her brother by refusing all kind of financial help from him after her expulsion from home which indicates that Allende's women world is full of self respect and self esteem. They are no doubt strong women who could be destroyed but cannot be defeated as they would not compromise on their structured fate. They take over their own control in their own hands. Esteban cannot stand his male chauvinism further and finally loses the battle of power over the female spirits of the house.

Clara, like a snail, camouflages herself in the shell of silence whereas this silence is not taken as a passive activity. In her silence, she indulged herself in self-created world which is far from the restrictions of her authoritative husband. Clara manages to get connected with the exterior world. She inherits this tendency from her mother Nivea, who was a woman of unyielding character and strong will. Nivea used to take part in the feminist cause more openly than Clara. On the other hand

Clara's struggle is not an open encounter instead she adopts the way of silence. Neither she leaves her house nor applies any kind of physical force to show resistance. She adopts the way of ignoring and neglecting Trueba. Despite the confinement and restricted environment, such a way of neglect is a big blow to the ego of male-chauvinists like Trueba for whom the status of woman is not less than a puppet which is structured and maneuvered with subservient nature. In this way, she gets escape and revives herself in a better way to face him:

Clara's response to his physical violence was twofold. First, she refused to speak him and then, she locked herself in her room. Clara's denial of access to the space of her room, of her body - the spaces which Trueba had violated - was a powerful weapon. Even more potent was her refusal to allow Trueba to enter her mental space; she would never verbally communicate with him again. (García-Johnson p. 191)

Clara's help for the poor, marginalized and needy reflects her desire to liberate herself too from being marginalized by the patriarchy. It also exhibits her liberation, revolution of her spirit and strength of her character which she fully utilizes despite her limitations.

The women are shown very daring rejecting the conventions set by the patriarchal world. Blanca appears non-conformist by involving in her love for the son of a peasant, Pedro Tercero Garcia. That is against the conventions and ideals of her father. So is the case with Alba who goes against the wishes of Trueba and gets involved in Miguel, a radical leftist. Trueba wants to maintain his control over the women. Not only on the women of his house but also of the peasants' women. He sexually exploits them and spoils the life of the virgin peasants. For sexual pleasure he is ready to get closer to the daughter of his worker but when the time approaches for making her offspring a legal heir, he refuses to accept that child just because of the reason that it is not from the woman of his own clan. For him this child is an outcast and subhuman despite the fact that he is the cause of his arrival in the world.

If women don't know that two and two are four, how are they going to be able to handle a scalpel? Their duty is motherhood and the home. At the rate they're going, the next thing you know they'll be asking to be deputies judge-even President of the Republic! (Bogin 2.77)

Esteban's remarks are full of biases of male dominating society, underestimating women:

Since when has a man not beaten his wife? If he doesn't beat her, it's either because he doesn't love her or because he isn't real man... Besides, she was born with a wound between her legs and without balls, right, Senora Clara?... (ibid 4.3)

In that respect women are really they thick. They're the daughters of rigidity. They need a man to feel secure but they don't realize that the one thing they should be afraid of is men. They don't know how to run their lives. They have to sacrifice their lives for the sake of someone else... Whores are the worst *patron*, believe me. They throw life their lives away working for some pimp, smile when he beats them... and when he goes off and takes up with a woman half of their age they forgive him everything. Because 'he's a man.' No, sir, I'm not like that. No one's ever support me and that's why you'll never find me supporting someone else... (ibid 4.41)

But he was determined that at least his son would be kept at safe distance from her magic ,so Jaime and Nicolas were sent to a Victorian English boarding school. Blanca's case was different matter because her father believed that her destiny was marriage and a brilliant life in society where the ability to converse with the dead, if kept on a frivolous level, could be an asset. (ibid 4.94)

Rediscovery and Transformation

The women of Trueba family, i.e., Clara, Blanca and Alba are able to succeed in influencing Esteban Trueba. They prove their worth through an unyielding courage and show the world that to underestimate the status of women is a false conception. They are not in any way lesser than the men of the society. Ultimately Esteban admits the fact to some extent. And he senses the fact that it is impossible to control the women who are self-enlightened. He has been fully controlling the women of his house either through violence or restrictions. He used to consider them irrational creatures that do not have even commonsense. He gets lenient toward Alba and does not show any resentment. But we see that Patriarchy has so strongly intervened in the mindset of a society that one cannot completely get out of it. Despite the fact that Trueba gets

transformed but it is not a complete transformation because he still feels that much of woman's future prospects depend on her selection of husband:

He had finally come to accept - beaten into it by the tide of his own ideas - that not all women were complete idiot, and he believed that Alba ,who was too plain to attract a well-to-do husband, could enter one of the professions and make her living like a man. (Bogin 10.25)

He further reveals the fact of patriarchal world in these words and takes the side of a woman's world who loses her liberty, and independence through wedlock; "He said it was good for men to have a wife, but that women Alba could only lose by marrying." (Bogin 11.2)

Conclusion

The issue of feminism is a very prominent feature of Latin American world. Allende's depiction of the female characters is very thought-provoking. The way she deals with the issue of feminism exhibits her insight into the sensitivity of gender. The female world of her novel has been shown as the pacifist but true agent for the change. The effort of the woman for the triumph over the patriarchal authority is portrayed positively. Her female characters fight for their rights without shedding blood; they create a space for themselves without leaving the confined space. Allende does not dislocate her female characters. She does not portray them escaping from the situation like Ibsen's Nora who has to leave her own home for her rights. On the contrary, Allende's women have stronger nerves and great flexibility. They fight back for their rights from the same ground and create space for themselves. Since the writer is a woman herself, she can easily identify herself with the protagonist as to how the latter can use herself as an agent of change in the acutely patriarchal society. Had the writer been a male, he could not have represented the true feelings and the strengths of women with which they use to empower themselves.

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