

Journal of Social Sciences

December 2017, Volume 8, Number 2

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Cosmas Maphosa

ISSN: 1812-0687

Vol. 8. No.2

December 2017

Journal of Social Sciences



Government College University
Faisalabad

Journal of Social Sciences

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The *Journal of Social Sciences* is published annually by Government College University Faisalabad, Pakistan. All correspondence should be addressed to the Editor, *Journal of Social Sciences*, Government College 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, Fsd. 041-2615359, 2613841, misaalpb@gmail.com

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**Adedayo O. Adefemi, Akeem Adewale Oyelana, Olusesan Adeyemi Adelabu*

Abstract

This study seeks to investigate the contributions of the Small and Medium Enterprises (SMEs) sub-sector of the Nigerian economy, its problems and prospects and also examines the National SME policy and the importance of the policy. The objective of this study is to explore the implementation of National SME's policy as a driver of Local Economic Development (LED). A total of 5 councilors were selected purposively from a cross section of 7 councilors that represent Ife Central Local Government. Interview was used to determine how National SME policy has been implemented in these constituencies and whether they are facing any challenges to the implementing of the policy and how they are solving the problems associated with the policy. The findings show that the National SME policy is an important policy which if well implemented would help the development of SMEs and also have great impact on the LED. This study therefore recommends that government should strengthen financial laws that mandate financial institutions to give low interest rate loans to SMEs. The government should accelerate development and upgrade rural roads and rail network and other infrastructural facilities and review taxes in favour of local manufacturers especially the SMEs.

Key Words: Economic development, Nigerian economy, SMEs, LED

Introduction

Small and medium scale enterprises as a vital tool for the creation of jobs and improving growth of the economy and development in addition to being a driver for local economic development cannot be over emphasized (Rebecca & Benjamin, 2009, p. 63; Aremu & Adeyemi, 2011, p. 204). According to Mrak, (2000) and Hussain, Farooq and Akhtar (2012, p. 47), the role SME's play in the development as well as economic growth of an economy is critical. SME's also play an important role in the industrialization of a country and reduction of unemployment level of the country. There are 30 local governments in Osun State and Ife Central Local Government is one of them, with its headquarters in the ancient city of Ile-Ife, with a population of about 168,000 according to the population census of 2006 (National Population Commission, 2007).

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According to Omar (2007), the local governments in Nigeria have been controlled by Local Government Council. Each Local Government has a Chairman either elected by the people or appointed and other elected members who are referred to as Councilors. The responsibilities of the Local Government Chairman are to supervise all the activities of the Local Government, preside over all the meetings of the Council. According to Woodward (2009), SME's play an important part in the reduction of unemployment and local economic development, with SME accounting for around 90 percent of the agricultural sector of European countries which gave help in propelling invention and advancement in almost all the sectors of the economy. According to Akande and Ojokuku (2008) the growth and development of industries within a country rest more on the level of development of the SME's sector because they are the main drive of local economic development. They are also the mode of creating jobs which made them an important engine in the development of the local economy.

The Local Government Council is the closest form of government closer to the people and important for the economic and social development of the people. The Councilors which represent each of the communities under Ife Central Local Government works hand in hand with the Chairman in the expansion of agricultural sector of the local government, providing and maintaining both the primary health centers and schools (Muhammad, 2005). This study will look at the implementation process and assess the National SME's policy as a driver of local economic development in Ife Central Local Government and furthermore will uncover the problems confronting the National SME's policy implementation should there be any.

Statement of the Problem

A great potential has been attributed to National SME policy as a driver of local economic development but there are still some challenges hindering the policy. Access to finance has been one of the problems in the implementation of the National SME policy and by extension in the growth of SME's in Nigeria. Malouche (2009) found out that SME's in Nigeria are being starved of funds and thereby reducing the total number of SME's in Nigeria by 3 percent every year and these have affected the National SME policy. Another problem facing the National SME policy

as a driver of Local Economic Development is the market factor. According to Murphy and Ledwith (2006) some of the entrepreneurs do not know how to access the market to sell their products and this has reduced their sale and also resulted too many of them being out of business. Lack of managerial skills also constitutes a major problem to the survival of SME's and a driver of local economic development in Nigeria. According to Onugu (2005, p. 24), among the challenges affecting the growth of SME's is the lack of necessary skills in terms of managerial decision which should help the SME's owners to grow their business. Rogers (2002) stated that almost all the SME's owners do not hire professional team because they are trying to reduce expenses, forgetting that employing professional team makes it easier for a more scientific proven management through ideas and methods, which will always increase the growth of business and reduce resources in terms of time and money and these have led to the misapplication of funds and costly decision making. This has also hindered the development of local economy through the use of SME's

Objective of the Study

To explore the implementation of National SME's policy as a driver of Local Economic Development (LED)

Research Question

- What are the strategies in place to implement National SME's policy?

Legislative Structure of National SME's Policy

The unsuccessful effort of the government over the years to stimulate and develop the SME's have been fruitless till the World Bank advised the government that there should be a separate agency responsible for the development, growth and stimulation of SME's in Nigeria. In 2004 the government finally established such an agency enacted by the National Assembly to help stimulate, create and nurture SME's in the country. The agency was called the Small and Medium Industrial Development Agency (SMIDA) with the sole responsibility of developing SME's in the country.

National Small and Medium Scale Enterprises Policy

According to the United Nations Industrial Development Organization (UNIDO), integration into the global economy through economic liberalization, deregulation, and democratization is one of the vital ways to triumph over poverty and inequality especially in developing countries. SME's have the propensity to employ more labor-intensive production processes than large companies and as such have greater impact on decreasing the unemployment level.

As SME's contribute to the economy of a country, the Federal Government is striving for the creation of an enabling and friendly environment in which Small and Medium Enterprises would flourish, and entrepreneurial instincts aroused so that the entrepreneurs may get maximum output and rewards from their efforts. According to Alawe (2004), the government's effort to promote SME's in Nigeria consists of direct investment and the establishment of SME's, promotion institutions or agencies like the technological development institutions, credit lending institutions, technical and management institutions and the provision of infrastructural facilities such as industrial estates, nationalisation of foreign firms and the provision of incentives and subsidies for the promotion of small and medium scale companies. Indirect public policy includes the regulatory provision, encouraging savings and reinvestment, restricting imports of consumer goods, introduction of measures that protect SME's and the provision of various incentives and inducements to small scale industries. The economic reforms being carried out by the government have however placed greater emphasis on micro, small and medium enterprises development through the National Policy on small and medium enterprises.

The National policy on SME's is based on the National Economic Empowerment and Development Strategy (NEEDS) which is for the federal level, complemented by State Economic Empowerment and Development Strategy (SEEDS) for State and LEEDS at the Local Government level. The Government vision for the establishment of the National SME policy is to deliver maximum benefits of employment generations, create wealth, reduction of poverty and the growth and development of Nigerian economy. The Government envisages that the growth of the SME's sub-sector in Nigeria will grow in scope,

technology, skills and size, and increase to a sizeable position to be able to compete comfortably with local firms within the same region, also with firms within Nigeria and with global firms (SMEDAN 2015).

National SME Policy Strategy

The National SME policy strategy is based on public-private partnership, collaboration and cooperation among its stakeholders. The policy advocates synergy of the National SME policy with other policies and programs in other sectors, based on close integration of SME measures within the national sectoral development policies on industrialisation, science and technology, education and training so as to be able to promote the growth and sustainability of SME in Nigeria. The National SME policy focuses on supporting enterprises to move them up to higher value added links in the value chain such as medium and high information and communication technology, most especially SME's with labour intensive and low technology based businesses.

The National SME policy is underpinned by both economic and social considerations, with some of the SME's been categories primarily for income generation and livelihood objectives and some other SME's will be targeted for broader objectives of employment generation and international competitiveness. In addition, the National SME policy stresses the peculiar circumstances and needs of different SME's categories. The strategy will support well performing businesses or sub-sector to realise fully growth and competitiveness potentials while also addressing ailing and poor performing enterprises with remedial measures (SMEDAN 2010). According to SMEDAN (2007) the strategy is designed to inculcate a stronger awareness and orientation towards the appropriateness, adequacy and sustainability of SME's to promote strategies and measures. The focus of the policy is mainly on eight areas which include the following real estate, solid minerals, agriculture, creative industries, wholesale and retail sector, manufacturing and construction

1. **Agriculture:** The most important sector in Nigeria is agriculture because it employs around 50-62 percent of the whole working force in Nigeria and interjects between 30 – 40 percent to the gross domestic product. The size of arable land in Nigeria and the availability of three major rivers in Africa which passes through Nigeria help in the sector.

2. Solid Minerals: The solid mineral sector of Nigerian economy is very underdeveloped even with the country having over 40 commercially exploitable minerals. The National SME's policy is geared to help to unlock these potentials and with the help of Ministry of Industry, Trade and Investment.

3. Construction: The growth in the construction sector of the economy has been at the high increase, this is as a result of the high migration from the rural to semi-urban and from semi-urban to urban, but even with this increase in the construction activities the contribution of the sector to gross domestic product is still low and the employment rate is also low. The expansion of the cement industry and the National SME's policy it is expected that there would be an increase in the numbers of SME's in the sector.

4. Manufacturing: One of the major problems affecting this sector of the economy is poor infrastructure, and most importantly transportation and power. SME's owners as well as large companies have had to shut down due to this problems as well as un-favorable government policies, but with the National SME's policy which is geared towards the improvement and creating a good environment for SME's it is expected that the sector's growth and development will increase.

5. Creative Industry: The creative sector of the economy is mainly controlled by the SME's and regarded as the most active in the economy. The sector is determined and also motivated by fashion designing, crafts, publishing, photography, and computer services. Due to the enormous potential that exists within the sector as a contributor to the economic development of Nigeria, the Nigerian government introduced a loan scheme to help the development of the sector.

6. Wholesale and Retail: The small and underdeveloped retail and wholesale sector of the Nigerian economy is another area in which the National SME's policy is to help to sustain and grow them to be able to move to higher value added chain. The sector grew by just 2 per cent from 2001 to 2015, but with the intervention of the Nigerian government through the National SME policy it is expected that the sector will stimulate middle-class spending and these will increase the growth of the sector.

7. ICT: The telecommunication sector of Nigeria is regarded as the fastest growing telecommunication sector in African and also with the

largest subscriber base in Africa and among the top ten in terms of growth in the world. The sector growth is around 60 percent between 2010 and 2015. In August 2012 the Federal Government approved a new policy for the sector and alongside the Central Bank of Nigeria's policy on cashless economy these 2 policies are geared to stimulate the growth and development of SME's in the country.

8. Real Estate, Renting and Business Activities: This sector accounts for about 95 percent of SME's in terms of total output. The migration from rural to urban and the swelling increase in the numbers of towns and cities which led to the growth in the construction sector and increase in the numbers of SME's

Theoretical Framework

Henri Fayol Theory of Management

The theory was developed by Henri Fayol and has been considered one of the classical organization theories universally applicable to every type of organization. According to Wren (2001) the classical organization theory was the traditional theory and is the foundation on which other schools of organizational theories have been built, and these made the theory easier to comprehend and evaluate. Fayol in his book titled *General and Industrial Management*, printed in mid-19th century, he referred to the concepts of management as administrative principles. The term 'principles' was used unwillingly so as not to propose to some extents official firmness because he knew the system of management is not so (Wren, Bedeian and Breeze, 2002). The principles of management theory which is about business management as well as general management with the main focus on management, was developed on the personal experience of Fayol (Mahmood, Basharat, and Bashir, 2012). According to Lamond (2003), Fayol introduced five functions which he called the elements of management and fourteen principles of management.

Elements of Management

Planning

According to Bedeian and Wren (2009), Fayol recognized that planning, by defining determined objectives, establishes the stage for the other elements of management and policy. It means looking ahead, and

foresight is an essential element of managing and policy making. Planning is “to assess the future and make provision for it” (Fayol 1949, p. 43). The plan of action and policy should envisage the result, the line of action to be followed, the stages to go through, and the methods to use (Fayol 1949, p. 43). It is in taking the initiative for the plan of action that managers carry out the managerial function.

Furthermore, Fayol saw that a good plan of action would facilitate the efficient use of resources and in doing so, would possess certain characteristics which include one overall plan followed by specific plans for each supporting activity, incorporate both short-range and long-range plans, capable of adjusting to unexpected events and eliminate as many uncertainties as possible. He added that managers and policy makers should establish a series of separate plans that would together constitute one overall plan for obtaining their objectives. He therefore recommended that there should be daily, weekly, monthly, annual, five-year, and ten-year plans to be prepared and redrafted as time passed or as the conditions changed.

Organizing

To organize means providing an organisation with everything it needs to achieve its objectives. This included the classical factors of production: land, labour, raw materials and tools (Fayol 1949). According to Fayol and cited by Bedeian and Wren (2009), it was management’s duty to ensure that a firm’s human and material organization is consistent with its objectives, resources, and requirements. In this regard, a firm should be structured to provide unity of direction, clearly defined duties, spur initiative and encourage responsibility, harmonize activities and coordinate efforts, and ensure control without an “excess of regulation, red-tape, and paper control.”

Fayol also observes that to have a useful and creative organization it is not enough to group people into departments and sectors and distribute duties alone; there must be knowledge of how to adapt the needed policy and how to find essential personnel and put each where he can be of most service. Thus, Fayol realized it was people, not structure that made the difference between the successes of two otherwise similar firms (Rodrigues 2001).

Command

Fayol explained that a firm must be set into motion. He viewed this as the “mission of command,” as spread among a firm’s managers, the main purpose of command is to get the maximum return from all employees, while the art of command rests on certain personal qualities and a knowledge of general principles of management (Lamond 2003).

According to Bedeian and Wren (2009) Fayol felt that managers should have a thorough knowledge of their employees, eliminate incompetent employees, be well versed in the agreements binding a firm and its employees, set a good example for others, conduct periodic audits of the firm’s performance, confer with their assistants as a group to provide for unity of direction and the focusing of effort, avoid becoming engrossed in detail and finally strive at making unity, energy, initiative, and loyalty prevail among all employee.

Co-ordination

The fourth element of management is coordination. By coordination, Fayol meant “to harmonize all the activities of a concern so as to facilitate its working, and its successto accord things and actions their rightful proportions, and to adapt means to ends (Lamond 2003). According to Wren (2001) coordination needs expenses balancing with revenues, meeting production goals with the maintenance of equipment, with periodical meetings with all heads of departments so as to ascertain and maintain that they are all to achieve the same objectives and the collective effort of all the general directors which oversees the entire processes also included are the regional management whose determination are charged towards the successful working of each part. According to Fayol and cited by Bedeian and Wren (2009) the functions of planning and organizing facilitated coordination by specifying duties, establishing schedules, and focusing responsibilities on furthering a firm’s objectives. Command instilled initiative, and conferences with assistants and subordinates provided a clearinghouse for airing problems, progress, and plans.

Control

Fayol’s final element of management is control. According to Bedeian and Wren (2009), Fayol Control means verifying whether everything

occurs in conformity with the plan adopted, the instructions issued and principles established to identify weaknesses and errors in order to rectify them and prevent recurrence and to contribute to the smooth working of each department in particular and of the concern in general and can also be applied to people, objects, and activities. According to Fayol (cited by Wren, 2001) control has integrative consequences on other management elements because it is used to speed up better planning, strengthen the firm's organizational structure, provide necessary data which will help supervisors. Hales (1993, p. 3) suggests that if all philosophy is a set of footnotes to Plato, then management theory can be seen as a reply to Fayol's original memo and that control completed a cycle of managerial activities that could then be improved as the management process continued.

Methodology

The study used to a qualitative research design which consisted of both face to face interviews and interviews by telephone for data collection in Ife Central Local Government Area. The researchers made use of interview questions as against questionnaire because questionnaires are not easily understood or poorly constructed. This study interviews every Council member by using a semi-structured interview approach. It makes use of closed and open ended questions. A total of 5 councilors were selected purposively from a cross section of 7 councilors that represent Ife Central Local Government and make use of both telephone interviews and face-to-face interviews as a means of data collection. Interviews were used to determine how the National SME policy has been implemented in their constituency. Data collected was analysed using content analysis.

Analysis and Findings

First Interview

The first person that was interviewed was a man, after he gave a brief description of himself and the numbers of communities that made up his constituency and how he became an MP. He was asked what he knows about SME's and the National SME policy, and he gave a history of the policy and how it was enacted. Furthermore he was asked that which of the policies are being implanted in his constituency and he said they are

implementing the special target enterprises which consist of enterprises own by women and enterprises own by youth. He further said that there had been great improvement in the areas but he quickly added that more can still be done if the government can provide more funding to the SME and by enacting a law which will make it possible for SME's to be able to take loan with little or low interest rate. Finally on the question of how he is finding solutions to these problems in his constituency, he said he educated them on installment contribution otherwise called in Yoruba land as "ajo". This contribution can either be made daily or weekly and at the end of the month a member of the society will be the one to take all the money and this will repeat itself to all members until the last member of the group has taken his own. The process will start all over again. He said this had helped them a lot.

Second Interview

The second person interviewed also gave a history of himself and how he became an MP which was because he was a former youth leader and was nominated by the youth of his constituency. The interviewee got to know about the national policy when he went for a workshop, and he also gave examples of SME's. He said the policy he was implementing in his constituency was land and land use planning. The policy allows SME's owners to have access to land and to eliminate discrimination against women in holding title rights. He said that they were working with the Ministry of Land and Housing in implementing the policy and the challenges he was facing in implementing the policy on finances because, most of the SME's owners do not have the resources to pay for the title deeds of their land. Furthermore another problem is the awareness and the mentality that women cannot own land. He has been able to improve tax for SME's owners. Furthermore he has been able to sensitize and support SME's owners to come together and form an association so as to be able to have access to loans and credit facilities.

In his opinion one of the interventions that the government can use to scale up the national SME's policy is finance. This is because financial problems remain a major constraint to the development and performance of SME'S owners and they lack a strong asset base and viable securities for them to be able to have access to credit facilities.

Third Interview

According to the person interviewed: *Am an MP in Ife Central Local Government, have been representing my constituency since 1999 and I happen to be among the few women MP's in Osun State. I have been able to educate myself by attending seminars and workshop even though I dropped out of University. I know about SME's, through these workshops and seminars. I have improved my knowledge about SME's and my constituency has greatly benefited from my knowledge. Most of the seminars have been on SME's because my constituency is in the rural area and that have made me to know a lot about SME's and the National SME's policy. Finance and skill development are the main strategies of the National SME's policy that are been implemented in my constituency, the reason for these are because the SME's owners in my constituency lack the necessary skills to improve and add value to their product because they are mostly illiterate and also do not also have the financial capability to expand their businesses. The implementation of the policy is by supporting the new formation and development of chances for on-going education and teaching of SME business owners and their employees. In terms of workforce, there have being an increase in the employment rate in the constituency both employment that are directly related to the group of SME's owners we are working with and those that are not directly related. The major problem that am facing is the differences between the communities in my constituency and these have affected the rate of development in the constituency. I have been able to find solutions to these problems by re-educating them that we are all faced with the same problems and that if we work together we can easily solve our problems. Finally, on the issue of strategies and interventions that I will recommend to sustain and/or scaled up the National SME's policy. I think the Federal Government and also the State Government should enact a law that will make it a must that all Financial Institutions should be giving some percentage of the profit towards the development of SME's in Nigeria. The reason is that the major problems of SME's owners are finance.*

Fourth Interview

With reference to the fourth person interviewed: *I am the youngest MP in Ife Central Local Government, and am among the new MPs. I became an*

MP in 2015 and got to know about SME's from my previous job, before becoming an MP. I was working for a consultancy firm which was working with financial Institutions and Government. The National SME's policy I am implementing in my constituency has to do with marketing of the product of the SME's owners. The reasons are because some of the products of the SME's owners are poorly packed. Some of the SME's owners do not even have adequate market information. I am implementing the policy by providing better transportation and communication and also increasing the marketing amenities. I am also providing necessary information about the market and amenities relating to marketing. My constituency is working with all groups within the constituency and with SEMDAN a government agency in charge of providing SME's support and monitoring their growth. There have been improvements. The SME's owners now know about the market facilities and how they can access the facilities and these have reduced the wastage of the product and increase their profit margin. Some of the problems I am facing with the implementation of the policy are the high cost of advertisement, the low quality products of the SME's owners and lack of patenting and trademarks. I have been able to find solutions to some of the problems by re-educating the SME's owners about the importance of marketing and what they can do to improve the quality of their products.

In conclusion, the intervention tool that I will recommend is the re-education of all SME's owners. This is because most of them are either illiterate or semi illiterate and this is affecting the outcome of their products. They also need more financial support.

Fifth Interview

The views of the fifth person interviewed were: My constituency is the most developed in the local government, with at least 10 banks and industries and these have really helped in the development of the constituency. He knows SME's are the bedrock of any nation, and any nation that does not help in the development and growth of SME's will have problems, in terms of their unemployment rate and level of their industrialization. It is because these reasons that the federal government enacted a policy to help protect and support the SME's in the country. In his constituency he is implementing technology, research and

development policy this is as a result of the level of development in his constituency, and to be able to promote the SME's to make use of modern technology and innovation from international markets as well as from Research and Development Institutions to improve their products. Furthermore to maximize the beneficial impact of Research and Development in areas such as raw materials sourcing, production technology and methods, product development and market exploration. I implement the policy by supporting SME's owners to make strategic use of information and communications technology to maximize their efficiency and develop new business methods and market opportunities. He also said the SME's group that he is working with to implement the national SME's policy are the cocoa farmers group, cocoa processing group and the oil palm processing group. The strategies, that he would recommend to sustain and/or scaled up the national SME's policy is that government should increase finance for SME's because finance is the major problem of SME's owners. In addition, the study have shown that the National SME policy have great impact on the local economic development of Ife Central Local Government and even with the prospect that is associated with the policy there are still some problems that needs to be addressed by both the government at all levels and private individuals so as to be able to achieve the objectives of the national SME policy.

The problems the MP's have been able to identify that are limiting the objectives of the National SME policy are inadequate information base, inadequate access to financial capital, low entrepreneurial skills, inadequate basic infrastructure, unstable policy environment, multiple taxation, land use problems, poor accounting system, strategic planning problems, socio-cultural problems, but even with all these problems the policy has been able to achieve tremendous impact on the economy of Nigeria.

Conclusion

The study has shown that the National SME policy has great impact on the local economic development of Ife Central Local Government and even with the prospect that is associated with the policy there are still some problems that need to be addressed by both the government at all

levels as well as by private sector to be able to achieve the objectives of the national SME policy.

Recommendations

Following the merit that is associated with the National SME's policy as a driver of Local Economic Development, the following recommendations are offered for related study in the field of SME and the National SME policy in Ife Central Local Government:

- Given the effect that the implementation of the National SME policy has on the growth of SME's in Nigeria and Ife Central Local Government, the government should increase finances to the agencies that are directly associated with SME's and the National SME policy.
- The Government should enact a law that will make it a must that all financial institutions will give a particular percentage of loan to SME's owners at low or no interest rate.

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LABELING CONTEMPORARY LITERARY THEORY: ATTITUDES OF DEPRESSIVENESS AND HAPPINESS

**Ali Ammar, Dr. Ghulam Murtaza*

Abstract

Life and death of any theory depends largely upon the people who uphold and propagate them in their writings and voices, though there could be long time-difference between the advocates of the theory and its birth. A critic might be defining tragedy in the Aristotelian tradition of poetics yet he may belong to the times of postmodernism. Thus, Aristotle's poetics survives through that critic. The current essay discusses the life and death of ideas keeping in view the rise and fall of literary movements and theories in the specific backdrop of the recent debates on the death of postmodernism. It attempts to elaborate that human existence and their efforts to define and interpret life and pieces of arts solely stand upon two major attitudes towards life i.e. depressiveness and happiness, which in fact spring from the single river bed of 'life'. An idea dies with a new idea to replace it. In the backdrop of the researches by Knapp & Michaels, Vermeulen&Akker, Kirby, Raoul Eshlman, Ihab Hassan and Terry Eagleton, we argue that variations and expansions in critical theories like modernism, postmodernism, metamodernism, digimodernism, post-postmodernism, hypermodernism and performatism are in fact the shades of two basic attitudes towards life and its interpretations.

Key Words: Depressiveness, Happiness, Postmodernism, Performatism, Literary theory, Hypermodernism

'Nature abhors vacuum', says James Joyce in Ulysses; and, this could also be said about the nature of human beings particularly those who are related to the task of criticizing the criticism on life. A lot is being written about the demise of postmodernism, though researchers like Irmtraud Huber (p. 21) are ready as well as reluctant to break away from the schizophrenic chains of postmodernism. Linda Hutcheon's (p. 165-6) challenge for the readers to label the current literary theory and trends is a clear-cut announcement of the death of postmodernism. However, the next label(s) seem to represent an attitude that seems 'depressiveness' in nature rather than that of 'happiness'. Hypermodernism is a label given by Lipovetsky (p. 35) that defines the current literary practices as somewhere between desire and pain of meaninglessness. Digimodernism is another proposed replacement of postmodernism by Kirby (p. 4) that defines the reliance on technology to

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such an extent that the writer is superseded and amnesiac with no sense of the past or future. Automodernism by Robert Samuels (p. 219) is another attempt to denote the automation of human culture and practices like man being the cog in machine. Bourriaud's (p. 12) label of altermodernism seems to reclaim modernism with a sense of other implied within the human consciousness due to loss of center and scientific temporariness. Timotheus Vermeulen and Robin van den Akker (p. 1) label this age as metamodernism that has 'modern enthusiasm and a postmodern irony'. Among these new labels, performatism of Raoul Eshelman (p. 3) seems to be the one who sees belief, authoriality, theism and mimesis in the current literary works which project 'happiness' attitude of life.

A piece of writing or art or discourse not only gets influenced by the already existing ideas but also defines and influences those ideas. Likewise, a critic, in the task of explaining and interpreting the texts (Knapp & Michaels, p. 723) is also involved in defining the course of ideas, literary trends, styles and attitudes. *Preface to Lyrical Ballads* of the late 18th century set up a style of expressing 'spontaneous overflow of powerful emotions collected in tranquility' (p. 1) in simple language with rustic characters. Words in the poems, novels, and essays in the writings of Wordsworth, Jane Austen, Charles Lamb, the Brontes, and Dickens etc. changed rapidly and soon the language and ideas of Pope were neo-classics to be read in very leisure times with utmost concentration and propounding vocabulary. Thus a critic does not just interpret what already exists; it envisages what and how it should be. Aristotle also delved into the same strategy of being the critic when he postulated that the best form of literature is that of tragedy which brings about catharsis to the readers or viewers. T. S. Eliot also traces the importance of tradition in the individual talent in order to redefine how literature should be and what it might be. Thus the tradition of interpreting and defining the courses of texts continues. Knapp and Michaels (p. 723) seem to question the very existence of theory at all, as if theory is no more required. However, theory in any form or shape continues. Now we have come up to a state of syllogizing the end of postmodernism and labeling these times with new terms like hypermodernism, altermodernism, digimodernism, performatism, metamodernism, automodernism, post-

postmodernism and so on. The list of labels seems to continue till most of the critics agree upon the use of a single term.

However, whatever comes next, the tradition of the whole process of criticism seems to remain within the bounds of the two major attitudes towards life i.e. depressiveness and happiness. The attitude of the critic, thus, is important as it uplifts or degrades the standards and status of works of art of particular themes, styles and ideologies. Knap and Michaels (p. 723) have placed great value on intention in order to do away even with the very need of theory. Their contention is that the need for theory is a mistake as the practice of finding intended meanings live inside the text and by theorizing it means to go outside the text as these are not separable (Knapp & Michaels, p. 742). Yet the need for critical theory has manifested itself in two distinct ways. One is to attempt to find meanings from the text through methodological way. The other is to understand and admit the inability of the theory to arrive at correct interpretation. Yet in all these dwindling situations, the relevance of theory survives and still attempts are being made to come up with new theories for the interpretation of texts. Thus, postmodernism is being followed by new terms and methods of interpretations. One interesting hallmark of these critical theories is that these are based on some philosophy and philosophical attitude. These seem to manifest attitudes towards life i.e. either depressiveness or happiness. Absurdism can be served here as an example, a literary movement in the late nineteenth century and early twentieth century, through the works of Sartre and Camus (Milne, p. 2). Absurdism is a literary movement but literary movements and literary criticism are also interlinked. Movement defines the philosophy behind literary writings on which writers build up their stories, essays and poetry. Literary criticism is the way of understanding literary texts and literary theory is a way of conducting literary criticism moving outside and inside the selected texts. My primary argument here is that a literary theory also advocates a peculiar literary movement or set of themes which are presented as the standards of ideal literary writings, the way critics from Aristotle to Eliot have done.

However, movement and theory meet somewhere while discussing their philosophical platforms. Romanticism is a philosophy yet *Preface to Lyrical Ballads* advocates particular style and themes of writing poetry

by setting up standards for ideal verses. Does this also tell us how to interpret a text? Any literary piece of writing which is close to the ideal would be regarded better and more appealing than that of other pieces of writings as romanticism favours the idea of not following the strict poetic forms and focusses on expression of passions and feelings. Thus a piece of poetry would be interpreted as, conveying particular feelings or not. Romanticism both as literary criticism and theory is also discussed in the popular book of Habib titled *A History of Literary Criticism and Theory from Plato to Present*. Hegelian concept of difference among the three forms of beauty is also discussed in detail there as part of romantic criticism (Habib, p. 403). Likewise, a piece of writing following a particular tradition is better for Elliot than the one which does not. Hence literary criticism and movements keep on meeting on crossroads of themes and styles. While establishing the way of understanding a piece of writing, the critic is involved in conveying, propagating and favoring a particular philosophy which is based on his attitude towards life. Like a creative writer, he also has something concrete to support or convey to the readers yet normally in essay form, a genre well suited for discussions. The attitude is also thus involved in meaning making of the world of art and literature.

The words depressiveness and happiness in relation with attitude and their usage here need to be defined clearly. Depressiveness is used in the sense of the critics and writers that propagate that there is no hopeful future of human practices and that all discussions and philosophies would be revolving around the painful circles remaining in the peripheries. The center has completely disappeared from the lives of the people and text. All that survives is haphazard disheveled world of meaningless meanings stimulating nothing but heaps of discussions. The attitude of happiness is correlated to the state of having specific defined center in which life and human activities move in the orderly fashion for defined goals and their achievements. A set theistic beliefs is shared in the texts that gives hope to the readers and their consequent actions. The point that we want to make here is that depressiveness and happiness are reigning attitudes found in the background of all these critical theories and movements. Even their methodologies of finding meanings are also based on these attitudes. The relationship between the attitudes and literary theory can also be ascertained by the statement of Dutton (p. 23)

in which, talking about postmodernism, he says, uses the phrase that postmodernism is 'a general cultural mood and style in art'. Governed by particular cultural mood, postmodernism also imparts that mood to its readers. Postmodernism rests on the themes of indeterminacy, fragmentation, decanonization, depthlessness, irony and so on (Hassan, pp. 1-2) which are closely related to the attitude of depression and inability to find the true meanings. All these themes of postmodernism are also human state of being depressed and unhappy. Depressiveness abounds in the themes and is thus conveyed to the readers. It is to a vast extent that all texts, through the application of deconstruction, are interpreted in the same perspective. There is then irony in the very blossoming of rose.

The depressiveness of the situation is that the new labels for literary theory and movement also contain such attitude where hope and happiness fear to tread. Each mentionable label after postmodernism is briefly discussed here in order to develop their relationship with the attitude to life that they convey through their theories. In order to justify my stance, we would discuss briefly some of the major labels given in the 'after' condition of postmodernism. The first one in the alphabetical order is Altermodernism by Nicholas Bourriaud (p. 12) who, in his manifesto, claims to propagate a 'synthesis between modernism and postcolonialism'. But this synthesis is even weirder for it propagates a global perception of otherness which is further alienation from the concepts of identity and ideology crisis at local level as in postmodernism. As the world has expanded its horizons with new developments, the societies of the world have evolved themselves into tiny islands of their own where the concept of otherness and the perception to be without the center is even far greater than it used to be in postmodernism. Hopelessness and unhappiness for man is even greater here. The feeling of being divided at the global scale and being in the constant flux of temporariness like nomads is all that would possess our altermodern hero. It might also imply that another generation of writers following altermodernism would be involved in a meaning making activity where the center would always be missing. Should it? Does it?

Next in the orderly list of labels trying to replace postmodernism is Automodernism by Robert Samuels. It is closely related to the

scientific automation of human mind, heart and activities that human beings are reduced to the state of being mechanical all the time and deviance from mechanics of routine life is subject to non-existence of that individual on this planet. Samuels argues that automodernism is 'libertarian backlash against the postmodern welfare state' (p. 4). He also argues that the contemporary man is driven and distracted through media, virtual realities and games which have put his ability of reasoning aside (p. 127). Primarily, the concept of Samuels is based on the assumption that every new movement and theory must be the antithesis of the previous one. In this case if postmodernism is progressive, automodernism is completely uncritical. It is a reaction against postmodernism. His automodernism argues about the human beings to be the part of virtual realities that have been replaced by the external physical realities and media has a great role to play in it. Interestingly, the extension of this concept is driven by the idea of popular postmodern Marxist Fredric Jameson. The criticism, eventually, thus lies towards capitalism that has engaged mankind into virtual realities making them unable to use social reasoning in their lives. This idea of man being the voluntary slave of automations presents a clear picture of depressiveness of man on this planet. As a Marxist, hope though may lie in the effort, the clutches of capitalism have become so strong that there does not seem to be any kind of hope in the social and individual realities as discussed by Samuels.

Alan Kirby, in his popular research essay on the death of postmodernism argues that postmodernism had held itself in the ironies where knowledge and meanings were suspended and evaded (p. 3). However, this concept is long gone and is being replaced by a phenomenon of post postmodernism or better to say Digimodernism. At the academic level, postmodernism has become a movement of the syllabus of students who are studying it as some movement and theory of the past. Kirby argues that the inflow of new technologies and gadgets has redefined the relationship among the writer, reader and the text. It is a culture of pseudo-modernism that has completely taken the world away by suspending him in the existing reality (p. 6). The use of internet, television and other technologically advanced gadgets now 'involve' the people and with just one click they are taken away from the place they are sitting in (p. 5). They are not in the room of gadgetry anymore. Kirby

uses the term 'silent autism' which drives the people throughout their lives by taking them into a state of unreal trance. His popular sentence at the end of essay says that 'Youclick, youpunchthekeys, youareinvolved, engulfed' (p. 6). The human being is no more. Likewise, there is neither author, nor text, nor time and place. There is just the reader who is everything. This kind of fragmentation of man is another way of taking him into depressiveness where things are sticking to the pieces rather than to whole. Reasoning and understanding of the world is through the specs of neurotic trance. Man is thus gripped by the digitalized world, totally disconnected from elements of earth.

Hypermodernism by Lipovetsky takes our attention to the absurdist school of thought with strangeness in the world and painful meaninglessness of human existence. Human beings are no more than voracious consumers involved in the fulfillment of hedonistic desires which in turn creates absurd emptiness in the individual and he is stuck between the desire and pain. He tries to be sovereign, a complete master of himself, yet he is governed by the overarching and overshadowing speedy changes in technology and everchanging perceptions of time and space. He is confused and unclear. This makes him ever more depressed. Lipovetsky is also thus presenting a reality quite worrisome and depressing which would even take the readers further into the fathoms of meaninglessness of life.

Vermeulen and Akker argue in the very first line of their popular paper *Notes on Metamodernism* that 'the postmodern years of plenty, pastiche and parataxis are over' (p. 1). Their argument is that metamodernism swings like pendulum between different states and feelings like 'hope and failure, modern desire and postmodern irony, purity and ambiguity' (p. 5) and so on. Hence, it is not a definite state. There is a constant tension between 'desire' and doubts (p. 6). Whenever, the pendulum sways towards one aspect, it comes back to its opposite and thus the cultural manifestations and social practices keep on moving from one feeling to another aspiring for the balance and yet there is no balance at all. There is a certain kind of romanticism in the oscillations of the pendulum, but this romance is not tension free. One sided extremity reigns all the time in the art works. It can be too much of the depressiveness at a time and too much of happiness. What fails this

approach to be comprehensive is its inability to encompass all. This departure from completeness is what makes art work biased and one sided. There is a peril of the writer for touching one extreme of life and negating the other one. Taking into consideration the question if romance exists in living up to one extreme, the classical romantics would completely agree that it is being on one extreme where thoughts and emotions are allowed to be wild and captivate human existence. Yet, one extreme is short lived in most of the cases of art. The desire for universality thus dies down and the produced art work hangs in the temporariness of extremity.

Performatism is a “transition from metaphysical pessimism to metaphysical optimism” (Eshleman, p. 7). Performatism offers certain characteristics to works that have ‘monism, double closure, authoriality, theism, mimesis, ethics of preparation and belief’ (p. 4). These terms signify that there is aspiration by the artists and writers to go for unity in specific definite clear narrative style with firm beliefs in whatever they are expressing. It is thus a concept of optimism that gives certain happiness and hope to the readers. Eshleman argues that the age of postmodernism is long gone and the new writers have started asserting themselves in their writings. The author is not dead anymore. There is no overarching irony in the writings. There is a unity of the plot in the narratives. The postmodern condition of being in doubt and abiding there forever with plurality of meanings and inability to arrive at a single definite meaning is long gone. Now the writer is clear and definite in his voice and themes that he selects. He is optimist and wants to convey something either for didactic purpose or for the sake of pleasure, yet there is not hysteria being created in the writings. Eshleman tends to see hope and happiness in the contemporary writings. His attitude is a unique attempt to define the condition after postmodernism as most of the other literary theorists and researchers have not been able to clearly dissociate themselves from the doubtful, painful, depressing and unclear strokes of postmodernism. There is an attitude of happiness being expressed and promoted here in the post-postmodern condition by Eshleman. Although the use of term Performatism and its specified characteristics may be disagreeable on scholastic and academic basis, our discussion is confined to the domain of propagation of attitudes towards life as found in literary theories after postmodernism.

The death of postmodernism is also being acknowledged and discussed by other writers like Nicoline Timmer, Christian Moraru, Mary K. Holland, and Irmtraud Huber. But these researchers are either unable to do away with postmodernism completely like Christian Moraru who argues that cosmodernism still 'rel(ies) copiously on postmodern techniques' (p. 316). It is a 'weak epochality' for him (p. 314). However, Timmer's arguments point out the contemporary novelist's desire for belief (p. 359) and sameness. Most of Timmer's arguments are similar to that of Eshleman except with the differences on the views of language. Irmtraud Huber also takes about existence of belief in the literature of post-postmodernism, yet, this belief is in a doubtful condition. So she regards it a 'doubtful optimism' (p. 222). Having doubt on the existence of belief does not promote a clearly well-defined sense of happiness among the readers. Thus there is not very much to offer in the domain of happiness by Huber. The overshadowing attitude is mostly that of depressiveness.

Literary theorists and critics, thus, not only evaluate and interpret literature but also define the course of literary themes and styles. In the past century, most of the literary theories have been engulfed by the attitude of depressiveness. It may also be ascribed to the socio-political conditions of the past. However, in the domain of happiness, there was not much to offer. In the beginning of new century, where efforts are being made to ascertain the end of postmodernism, still most of the replacing labels propagate the same depressive attitude except for the theorists like Raoul Eshelman and Nicoline Timmer. Words in isolation do not have effect unless arranged in specific context and order. Literature thus becomes extremely influential in shaping not just the thoughts of the readers but also their social and individual actions. It is yet to be explored that there might be other sources of catharsis and purgation than tragedy. A lot has been written on the power of tragedy and its influence on man since Aristotle. Yet, there can be a question if tragedy is to be considered the only option as the best form of literature. Does depressiveness still hold meanings for the majority of readers of literature? Should humanity be bound within the walled gates of tragedy and depressiveness? Perhaps, statistical data might suggest that readers of literature are decreasing in number and percentage. It is also up to the

contemporary critics and theorists to define and set up goals which might bring about romance, joy, hope, effort, vigour, serenity, valour, chivalry, romance, faith, explorations, realism, adventures, authoriality, and authority in literature. Interestingly, the drops of these characteristics can also be observed in the contemporary literature.

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READING LAHORE AS A POSTMODERN SPACE OF CONFLICT – A LEFEBVRIAN STUDY OF HAMID’S FICTION

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Abstract

This research looks at Mohsin Hamid’s literary representation of Lahore in *Moth Smoke* (2000) and *How to Get Filthy Rich in Rising Asia* (2013) to demonstrate how one of the major postmodern cityscapes of Pakistan is spatially segregated and politically segmented by the structures of power and is perpetuating socio-economic inequality and injustice by focusing on the phenomena of cityscape, urban expansion, and urban restructuring. Owing to the growing socio-economic importance of Lahore as a major metropolis of South Asia, it is pertinent to investigate its representation in the contemporary fiction and the role it plays in fashioning a strategic and critical spatial consciousness of Pakistani society. Drawing on the concepts of Lefebvre, Soja and Hicks, this research determines that the marginalized segments of Lahore as represented in Hamid’s fiction through the characters of Daru, Murad Badshah, Dilaram, Pretty Girl, and unnamed protagonist of *How to Get Filthy Rich in Rising Asia* struggle against the hegemonic structures of spatial segregation and oppression and come up with new and more egalitarian reorganizations of space through their lived daily experiences. This paper concludes that this struggle of spatial resistance against the urban capital is turning Lahore into a space of conflict and this conflicted literary representation of Lahore by Hamid contributes to the fashioning of urban identity of its reader. Hence these texts should be studied keeping in mind Hicks’ concept of postmodern urban dystopia rather than simpler realist fiction.

Key Words: Lahore, space of conflict, spatial justice, cityscape, postmodern urban dystopia

Introduction

The current research is an effort to explore the cityscape of Lahore as a multi-dimensional notion. The first section of this paper mainly draws upon Henri Lefebvre’s concept of spatial production to study how the postmodern city space of Pakistani metropolis is socially constructed and politically segmented (1991). The second section of this paper incorporates Edward W. Soja’s vision and conception of spatial justice to see how the marginalized and *spatially othered* stratum of society resist against the structures of hegemonic urban capital and fight for a ‘Just City’ (2010). Our analysis of Hamid’s literary representation of Lahore demonstrates that he rejects the idea of a utopian city, a “Disneyesque

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Tomorrowland”, or even a Just City – he rather focuses more on highlighting Lahore as a chaotic, failing entity (Hicks, 2015, p.2). Thus, the last section of this paper focuses on Hamid’s representation of collapsing Lahore in the light of J. L. Hicks’ concept of postmodern urban dystopia (2014). Hicks labelled the chaotic representation of the city in contemporary cinema and literature as postmodern urban dystopia, and this research suggests that the representation of Lahore by Hamid can also be termed the same.

The Lefebvrian Space; Notion of Spatial (In)Justice; and the Formation of a Postmodern Urban Dystopia

Henry Lefebvre’s model of Production of Space (1991) here functions as theoretical frame for the discussion of space and its socio-political connotations in case of Lahore. Lefebvre has discussed the construction of space in terms of physical, mental, and social elements rather than its “strictly geometrical meanings” with the help of a conceptual space triad (p. 1). According to him, an urban space is created in three different phases: representation of space, which is the conceived space; spatial practice, which is the perceived space; and finally the representational space, which is the discourse of space (1991, p. 33). Representation of space is the first conceptualized space of city planners and city governments that takes a physical form in maps, charts and city models. This is the “dominant space” of any city or society since this is where technocrats, social scientists and urbanists design cityscape for the rest of the inhabitants to use, which we argue sets some limits and demarcations of the cityspace for its inhabitants and thus serves as a first organized and institutionalized step of spatial injustice (p. 39).

In the next phase of Spatial Practice, the space that is created and developed by city planners is used by those who live in it. At this level space becomes a mentally “perceived” idea since in this phase space shifts from the maps and charts to city inhabitant’s mind (Lefebvre, 1991, p.38). This phase of Lefebvre’s spatial triad is the main point of urban conflict in case of Lahore. It puts forward a contrast between the daily routine and urban reality¹ of a citizen. For instance, the daily lived

¹ A *daily routine* of an urban resident consists of how he plans to spend his day in his mind whereas *urban reality* includes all those factors that may hinder, modify or challenge his daily routine. This includes traffic signals or check posts controlling his social mobility and “right of admission reserved” type buildings and events. This also

experiences (routine) of an individual require him to go to work every morning. But which road in the city he is allowed to take to reach his workplace from home is hindered, revoked or controlled by city architects or planners in the form of boundary walls, roads, signals, toll plazas and check posts is his urban reality. Thus, our paper studies Lefebvrian spatial practice as a point of eruption for spatial unrest, disturbance, confusion and chaos in case of Lahore and terms it as *space of conflict*.

Hamid's fiction comments several times on the use of representation of space as the main tool urban capital uses to control not only the cityspace of Lahore but also its residents². The "most unequal city" of the world, Lahore is segregated into two spatial classes (Hamid, 2013, p. 172); when this unjust and biased division of space is put into practice (spatial practice as Lefebvre calls it) one stratum of society "stand[s] to benefit from this ongoing growth" whereas the other "suffer[s] the effects of poverty and spatial segregation" (Hicks, 2014, p.1).

The third phase of space construction – Spaces of Representation – is the space imagined by the inhabitants of the city with the help of landmarks, meeting places, images and symbols. In this phase, an individual citizen creates his identity by the image of city or his urban reality. If city capital (that includes state officials, urbanists, city planners, city government, landowners, architects and civil engineers) controls the representational spaces or spaces of representation, it completely controls the process of identity formation of that citizen. This phase of space is named as "space of users" and "space of inhabitants" by Lefebvre since this phase is mainly identified by them through their personal and subjective "lived experiences" with the help of certain signs and symbols (1991, p.39). Lefebvrian Spatial triad suggests that social space consists of fragments – it is controlled by city

includes all sorts of state laws that may stop him from enjoying his urban space freely, for instance a recent ban on the festival of Basant by the city government.

² Recently an extra wall was built in Lahore Cantt's area around one side of the Combined Military Hospital. The purpose of the wall was to establish an extra boundary wall to control the traffic flow. Only staff's vehicles were allowed to cross that wall and the rest of the vehicles had to take an alternative road to cross the Cantt area. This wall proved to be a beneficial addition for the hospital staff, which is by the way only for army staff and their families, but the rest of the citizens had to spend more time while commuting for work. This is just an example how spatial practice works and how our research views it.

capital, physically in the form of city maps and models, and is perceived by its inhabitants, in form of their memories and daily experiences. In this context, this study asserts that construction of an urban space is not a neutral process, rather it serves as a powerful tool for city capital to not only design and define the physical space of city but also re-shapes the identity structures of its citizens through the fashioning of their urban reality.

Drawing upon Lefebvre's socio-political conceptual triad of space production, Soja introduced his own socio-spatial dialect and argued that "spatial shapes social as much as the social shapes spatial", this further strengthens the argument that the spatial segmentation controls social relations of individuals sharing a same cityscape (2009, p.2). Thus, the city's power-structures, environmental crisis and even notions of justice and injustice are all embedded in a "broad critical spatial perspective" (2009 p.1). Like Soja, Justin Williams (2013) also agrees that justice always has a "consequential geography" and the debate about the future of postmodern cities is basically the "question of justice" (p. 1). Thus, this paper while questioning the role of production of space also indulges in the debates of spatial [in]justice and the role it is playing in the construction of Lahore in a conflict zone.

Hamid's fiction highlights the antagonisms generated on account of this spatial injustice – such as violence, social unrest and chaos in the streets of Lahore. Those who are the urban dispossessed – slum dwellers, rural migrants, social outcasts, women and children- i.e., the ones living on the margins of the city, namely Daru, Manucci, Dilaram, Murad Badshah, Pretty Girl and the Unnamed protagonist of *How to Get Filthy Rich in Rising Asia*, the experience of living in the metropolitan city for them is exhausting because the new urban restructuring denies them equal rights and quality of life. The new spatial setup of cityscape is thus seen as empowering one stratum of society and pushing the other to the margins by depriving them of any basic communal rights, justice and equality. This imbalanced "ownership and control of urban space" and the restlessness and chaos it causes in the city is termed as "urban dystopia" by Hicks (2014, p. 7).

Lahore - The 'Most Unequal City' of Rising Asia

Moth Smoke is the story of "various contesting forces" that exist simultaneously in a spatially segregated Lahore (Saleem, 2015, p. 148).

By focusing on the contrasting characters of Darashikoh Shezad (Daru) – a middleclass aimless MBA employed at a bank – and his childhood friend Aurungzeb (Ozi) – a privileged foreign-qualified landlord – Hamid highlights the ongoing structures of injustice in the city of Lahore through the control of land. Ozi belongs to the urban capital, a spatial class that legitimizes the control of space and available resources in their favor (Lefebvre, 1991); this inculcates a sense of alienation, unbelonging and resentment among the spatially marginalized stratum (Hicks, 2014) which in this case is Daru.

How to Get Filthy Rich in Rising Asia (2013) is a novel of unnamed characters and undisclosed locations, but with a close reading of the text, it is fairly easy to identify that the novel has been set in Lahore. Hamid has written this novel in a mock self-help book form; throughout the novel, he addresses his protagonist as “You” and provides him twelve no-fail tips to get filthy rich in rising Asia. On surface level, *How to Get Filthy Rich in Rising Asia* is a “rags to riches” tale of a village boy in Lahore (Khalid, 2013, para.1). But on a deeper level it is a brilliant socio-political critique of the ways urban capital reshapes and restructures cityscape in their favor. From moving to the city, to befriending a bureaucrat, to using violence and power as means of survival in the metropolis – Hamid comments on all practices adopted by capital to maintain a firm spatial control in the city.

Lefebvre’s theorization of space in a socio-political context claims that the forces of capital focuses on the *representation of space* in order to legitimize and “ensure an initial and continuing control of urban space” (Hicks, 2014, p.4). This is done through the official acts of policy making, “zoning schemes, design briefs, maps, plans, drawings” and even “artistic impressions” of the city (Leary-Owhinh, 2012, p. 69). This official and administrative act of developing the representation of space is of course not neutral, it imposes “certain meanings onto urban space” (Leary-Owhinh, 2012, p. 69) that we argue ascribes an elite-favoring narrative to the landscape of Lahore as commented by Hamid in almost all of his novels. Furthermore, Hamid’s fiction not only comments on the phenomena of politicizing space by the capital through the portrayal of various urban planning schemes initiated by men of power in Lahore but also comments on the “socio-political process of alienation” it develops in the city for the *spatially othered* (Busquet & Lavue, 2013, p.1).

In his first novel *Moth Smoke*, Hamid has observed that the spatial stratification of Lahore caused by this process of spatial planning results in the creation of two social classes: “The first group, large and sweaty, contains those referred to as the masses. The second group is much smaller, but its members exercise vastly greater control over their immediate environment and are collectively termed the elite” (2000, p. 102). In all of his novels written till date, Hamid has viewed the cityscape of Lahore as spatially divided into two strata – one is what he terms as elite, referred to as urban capital in our research, controls the space and thus the hierarchy of social relations that develop in the space, and the other is what he calls masses and I’m referring to as spatially othered. Similarly, in *How to Get Filthy Rich in Rising Asia*, Hamid’s characters are again surviving in a universe of binaries: zone 1 and zone 2, zone 1 being the controlling forces of the city that constructs the space for the masses “[our city] is subject to massive gravitational pulls from states. States tug at us. States bend us. And, tirelessly, states seek to determine our orbits” (Hamid, 2013, p.139).

Urban Planning, and the policies of city development are the core techniques urban capital uses in the establishment and maintenance of spatial practice to build state power-structures as suggested by Lefebvre (1991). Hamid’s fiction also looks at the urban elite adopting the same methodology to maintain their dominance in the city. The urban capital of Lahore is a “mixed lot - Punjabi and Pathans, Sindhis and Baluchis, smugglers, mullahs, soldiers, industrialists” all are united under an agenda of shaping the landscape of Lahore as it suits them (Hamid, 2000, p.102). In *How to Get Filthy Rich in Rising Asia*, Hamid comments that “harnessing the state’s might for personal gain is a much more sensible approach” of survival in Lahore, Bureaucrats wear state uniforms to “secretly” back their “private interests” and bankers who wear “private uniforms” also back the “state” (Hamid, 2013, p.140). Through this biased and unjust distribution of available valued-resources “the elite have managed to re-create for themselves the living standards of say, Sweden, without leaving the dusty plains of the subcontinent” (Hamid, 2000, p.102). Hamid uses the motif of air-conditioning to discuss the power city elite possess in altering the landscape and geography of Lahore. This transformation of city by controlling available resource is an active contribution of elites to the prevailing spatial injustice in Lahore, as noted by Hamid. (Soja, 2010; Harvey 2013).

Drawing on the Lefebvrian spatial triad, Williams and Soja both agree that social relations in any metropolis are a result of its spatial structure, “spatial relationships produce social relationships, and hence justice relationships”, even the act of building highways or roads in a country like America reflects solid “political decisions” – decisions that “produce new political and social inequities” like the “distribution of pollutants” or “displacement of urban neighborhood”, thus in this regards, highways, roads and streets of any city are “mirrors of power” that devise the socio-political relationship among the capital and the marginalized (Williams, 2013, p. 5). At the center of Lahore lies its air-conditioned elite, and around it is its marginalized inhabitants. Daru lives in Muslim Town, an upper-middle class residential scheme of Lahore – a town of “small” “plain” houses unlike any of the “pink-painted, column-sporting mini-monstrosities nearby”, the trees on his streets are on the “wrong side”, so “their shadows run away” from him (Hamid, 2000, p.19; p.8). Daru feels the surroundings of the city *running away* from him because he fails to identify and connect with the space, the elite has created for him. This is where Lefebvre’s *spatial practice* comes into play. The elite has marked their territories in the city and left the undeveloped, unrefined residential areas for the underprivileged, among which one is the town Daru lives in. The sense of un-belonging and detachment Daru feels in his allotted space in the city, we argue is one of the main reasons that later contributes in the transformation of Lahore into a space of conflict or a postmodern dystopia.

The maintenance of spatial practice in a metropolis “is a primary source of inequality and injustice”, argues Soja, since “the redistribution of real income” or resources always favor “rich over the poor” (2009, p.3). In *How to Get Filthy Rich in Rising Asia*, Hamid has pointed several times towards the unjust use of spatial resources – at one point, his unnamed protagonist, who manages to establish a flourishing business of bottled-water is invited by the “artists of wars” to collaborate on the construction of a residential area (p.157). The collaboration is supposed to be an “elite housing society marketed, developed and administrated by one of a comprehensive network of military-related corporations”, it visions to build a “secure, walled-off, impeccably maintained, lit-up-at-night, noise-controlled, perfectly regulated” European or North American version of Pakistan (Hamid, 2013, pp. 163-

164). The strongest selling-point of this elite residential housing scheme was the availability of potable water drawn “from canals intended for agriculture use”; the brigadier assures Hamid’s protagonist that they get “permissions no one else can get. Red tape dissolves effortlessly” for them, in short they have the access to consume all valued-resources and landscape in their favor as they please (Hamid, 2013, p. 165). This totalitarian control of the cityscape by the capital causes “geographically uneven development and underdevelopment” of space; gradually this “unevenness rigidifies into more lasting structures of privilege and advantage”, that leads to the production of spatial injustice (Soja, 2009, p.3). Soja further argues that this totalitarian control of land, later on requires “necessary” “intervention” – in the form of spatial resistance movements – for a “fair and equitable distribution” of space and socially valued resources to create a balance and Just City (2009, pp. 2-3).

Territorial dominance, as discussed by Lefebvre is not the only way an urban capital controls an entire cityscape, this control can also be maintained by establishing buildings in which the right of entry is reserved or through the placement of various police check posts to monitor and revoke the social mobility of the masses. Extending the ideas of Lefebvre, Soja, through the discussion of “locational discrimination” commented how at times capital imposes biases on “certain population because of their geographical location” and creates “lasting spatial structures of privilege and advantage” that further contributes to the prevailing spatial injustice among all major postmodern cities (2009, p.3). This locational discrimination goes further beyond the “geographical distribution of the traditional markers of poverty (human deprivation, dilapidated housing, absent services and degraded public spaces” and divides cities into “go” and “no-go” areas (Koonings & Kruijt, 2007, p.12), this implies that the local government and city administration, through the construction of space, legitimizes their right to socially exclude a stratum of society (in this case, the masses) by revoking their right of entrance in their privileged residential areas based on their geographical location.

This controlled spatial organization of Lahore’s land is portrayed multiple times in *Moth Smoke*. Daru – the middle-class protagonist of the novel is stopped various times by the police of the city whenever he tries to enter his small Suzuki car in a modern, well-planned posh area of Lahore. Other times, when Daru is accompanied by Ozi in his pajero,

both of them are granted access to the prohibited and exclusive areas of Lahore, “The police don’t stop us on our drive home. We are in a Pajero, after all” (Hamid, 2000, p.38). Like Daru, the unnamed protagonist of *How to Get Filthy Rich in Rising Asia* also felt like an “out-of-place man” every time he tried to navigate in more privileged areas of Lahore during his struggling period (2013, p. 85). At times, he had to stop for “security officials”, fences, “concrete bollards ... waist-high anti-vehicular steel barriers ... gates ... speed bumps, CCTV cameras and “wooden pillboxes” on his way to meeting any “bigwig” of Lahore (2013, p. 86, p. 104). Hamid has also commented on the ways urban elite justifies their unjust ways of accumulating spatial control, Ozi’s father – a retired soldier turned business tycoon compares the landscape of Lahore to a pie:

People are pulling their pieces out of the pie, and the pie is getting smaller, so if you love your family, you’d better take your piece now, while there’s still some left. That’s what I’m doing. And if anyone isn’t doing it, it’s because they’re locked out of the kitchen. (2000, p. 231)

This clarifies that for urban elite, accumulating socio-spatial control is the only way to survive in the highly unequal city of Lahore. Therefore, the establishment of what Soja terms as Just City through a balanced socio-political power structure and equitable bias-free division of socially valued resources is not possible (2010). This paper, through an in-depth study of Hamid’s representation of Lahore determines that the socially excluded, spatially othered – urban outlaws retaliate in their own individual ways against the power-structures of city capital which is converting Lahore into a space of conflict rather than a Just City.

Soja’s analytical framework of spatial justice views it as an “orderly battalion”: an organized attempt of resistance against city elite (Tajbaksh, 2001, p. 39). He suggests collective social movements, temporary alliances and coalitions by the urban dispossessed as the most effective means of spatial resistance. He presents the Los Angeles Bus Rider Union as one of the most successful spatial resistance movement of present times – the transit-dependent downtrodden immigrant working class of L.A. formulated a union to fight against the “locational bias” of Metropolitan Transit Authority, the MTA planned a multi-billion dollar fixed rail system that would mainly serve the privileged population

ignoring the “inner city working poor” (Soja, 2009, p.5). As a result of this peaceful coalition of marginalized bus riders in Lahore, a court issued an order in 1996 to MTA, demanding the first budget priority for the working class – the cases ended resulting in the construction of a fixed rail system that benefits poor more than the rich in the largest capitalist city of world. Hamid’s fiction, however focuses on more of a decentered and pluralistic nature of spatial resistance of his characters against the capital.

Spaces of representation – the third phase of Lefebvrian triad deals mainly with the close relationship a city dweller shares with his space, as discussed earlier, Lefebvre (1991) explained it as user’s space since it is directly lived by the inhabitant; this space also helps a city dweller to ascribe his own personal meanings to space through his daily lived experiences, “cultural memories” and “symbols” (Leary-Owhinh, 2012, p. 69). We argue that in case of Lahore, where the first two phases of production of space are highly politicized, biased and unjust favoring only city elite – the masses fail to identify with their lived spaces that result in their alienation from the society. This spatial alienation and the inability to connect with fellow citizens, makes the formation of peaceful coalitions even more impossible. Furthermore, since the urban capital of Lahore (mis)uses representation of space and spatial practice and turns it into a space of conflict, the relationship marginalized communities develop with their space also turns out to be highly ambivalent and chaotic.

Violence is the main means of resistance some of them turn to, which in result is gradually turning Lahore into a city “teetering at the edge of the abyss” and a complete warzone (Hamid, 2017, p. 1). In *Moth Smoke* and *How to Get Filthy Rich in Rising Asia*, Hamid has commented on the aggressive resilience showcased by the marginalized subjects of the cities through his characters Daru, Murad Badshah and the unnamed protagonist of the later – as a matter of fact, he himself advises his protagonist to “be prepared to use violence” to climb up the socio-spatial ladder in *How to Get Filthy Rich in Rising Asia* (Hamid, 2013, p.117). Keese Konnigs and Dirk Kruijt (2007) theorized urban violence as a means of resistance while studying the case of post-1970 contested urban spaces of Latin America – both of these experts of development studies agreed on the notion that the socially excluded and marginalized segments of society are always more inclined to adopt

violence as a part of their “survival strategies” rather than forming a coalition or alliance (p. 7). This spatial struggle of the urban outcasts to “carve out alternative, informal spheres of power on the basis of coercions” transforms city into a “fragmented, ambivalent and hybrid cityscape with varying manifestations of the complex of poverty, exclusion, coercion, violence and fear” (2007, p.8). Thus, we argue that Hamid’s fiction, completely rejects Soja’s brand of a peaceful spatial justice and demands to be studied as what Hicks calls, postmodern urban dystopian literature.

Representational space or spaces of representation, as discussed by Lefebvre also serves as an imaginative space of “writers and philosophers” (1991, p.39), it is in this third form of space authors, playwrights and filmmakers find “places of resistance” against the “totalizing conception of “urban space” (Hicks, 2014, p.4). Hicks – drawing on Lefebvre’s representational space, studied various postmodern fictional pieces that are not considered dystopian fiction in their literal sense (2014, p.3), he, however noticed a radical shift in the post-1970 fiction emerging from America – almost all popular films and texts were rejecting the “utopian promise” of early twentieth century and highlighted the “darker underside” of the postmodern metropolis” (2014, p.2). Hicks argued that the postmodern writers and film-makers, through their portrayal of urban failure are developing the *urban imaginary* of their readers and viewers (2014, p.4). Urban imaginary, he argued passively contributes in the development of a user’s lived space thus participates in the fashioning of a metropolis and its future. Since the role of literature and films is rather strong in the development of cities, Hicks urged that the fiction that specifically deals with the workings and failures of a metropolitan, should be studied under a new genre of postmodern urban dystopia. Hicks argued, “One of the main goals of dystopian literature is to identify social, cultural, and political problems affecting nations, communities, and diverse groups of people and then illuminate those problems in the hopes of effecting positive change” (2014, p. 16). We argue that, Hamid’s fiction serves the same purpose; to begin with, it affluently comments on the spatial segmentation of the metropolis into privileged and under-privileged residential areas through various signs, symbols, metaphors and motifs and then comments on its possible destructive outcomes.

Murad Badshah is an important character of Hamid's fiction through which he highlights the decentered and highly personalized spatial struggle of an individual in Lahore and its chaotic outcomes for the city. Murad Badshah, "loves" to claim that he is a "dangerous" urban "outlaw" (Hamid, 2000, p. 45). He is the perfect example of Lahore's urban outcasts who in search of spatial justice have turned towards urban aggression as a mean of their defense. He grew up without a father but learnt English language while living with his maternal uncle. Murad did not learn English just for the sake of knowledge, he actually wanted to be a part of city elite who have been controlling most of the city space. In his efforts to claiming his space within city elite, Murad completed his MA English. He kept looking for work but "was of course unable to find a job" (Hamid, 2000, p. 73). "Twenty-some years later", the helpless urban outcast – Murad turned into a "rickshaw fleet captain and land pirate" with an MA degree (Hamid, 2000, p. 70). By that time, Murad Badshah had come up with his own philosophies of spatial justice to survive in Lahore and to take back what was rightfully his; "very poor have the right to steal from the very rich", in fact he believed that it is the "duty" of urban marginalized community to do so (Hamid, 2000, p. 76). He firmly believed that the "inaction of the working classes perpetuates their subjugation" (Hamid, 2000, p. 76). He proudly admitted being a robber and nothing made him "more happy than the distress of the rich" (Hamid, 2000 p. 128).

When local government introduced yellow cabs in Lahore, "the rickshaw business took a bad turn" (Hamid, 2000, p. 74) and Murad Badshah's representational space changed suddenly. Earlier, his rickshaw business was on boom. He was earning enough and thus considered himself an equal citizen while driving on the roads of Lahore. Whereas, when yellow cabs arrived, their drivers had better and bigger vehicles to offer to their passengers; hence the better chances of earning. Furthermore, rickshaws became the transport of urban poor and the urban privileged started preferring taxis relegating Murad Badshah to the status of spatially marginalized once again. Yellow cab drivers in this context became the part of dominating economic authorities of the city. Since it was a state initiated scheme, cab drivers enjoyed payment on easy installments and subsidy and that made profits "increasingly slim" for Murad Badshah and it enraged him (Hamid, 2000, p. 74).

Since the “marauding yellow cabs” had destroyed the entire rickshaw business in Lahore, Murad Badshah came up with his own plan to get some justice and reclaim his place in Lahore’s landscape back, he started robbing yellow cab drivers to create a “little redistribution of wealth” on his own (Hamid, 2000, p. 75). Soon enough, other rickshaw drivers followed the suit and the entire urban center of Lahore turned into a postmodern dystopia or a “lawless no-go zone” (Hicks, 2014, p. 56).

When majority of rickshaw drivers started following Murad Badshah, taxi drivers started becoming more careful. They started carrying less cash and armed themselves to protect their earnings. Murad’s business once again started going into loss. It was the same time when Daru lost his job due to his argument with Malik Jiwan³. Daru was desperate for work and he did not want to take help from Ozi’s father to get a job. Murad included him in his struggle for spatial justice. Together, they started robbing fashion boutiques situated in high profile locations. Murad and Daru together “formed a duo that would strike fear into the hearts of purveyors of fashionable clothing everywhere” (Hamid, 2000, p. 75).

Darashikoh also known as Daru is the major protagonist of *Moth Smoke*, even though he studied in the best schools, he always felt an outsider – possibly an intruder who was never unwelcomed in the space of Lahore’s elite. His “no-name middle-class background” and his father’s main distinction of “being dead” was always ridiculed (Hamid, 2000, p.232). Daru grew up with resentments for urban elites who were the center of Lahore’s space and controlled everything around him. His SAT scores were better than his friend Ozi but he ended up being in a local university and Ozi went abroad because his dad had the capital to afford his overseas degree.

Daru’s resentment for the inhabitants of *new Lahore*⁴ grew further when he lost his mother. Daru’s mother became a victim of an unnamed bullet one night when she was sleeping on the roof because of the non-availability of electricity in their residential area. She bled

³ A landowner – thus a part of city capital of Lahore who used his resources to get Daru expelled from the bank as a result of a juvenile argument between the two.

⁴ New Lahore includes areas like Gulberg, Liberty and Defence which were not a part of old Lahore’s landscape. They were specially designed for urban elites with the best housing facilities. Ozi’s father owned a mansion in Gulberg.

herself to death. The image of her bleeding dead mother never faded from Daru's memory. It became an essential part of his *space of representation* – his point of reference to identify himself with his space and determine his position in the cityscape Lahore. From that moment onwards, Daru looked at Lahore “as a city with bullets streaking into the air” (Hamid, 2000, p. 135).

Another incident that shaped Daru's *space of representation* of Lahore as elite favoring, biased and unjust was when he witnessed Aurangzeb running over a poor child with his Pajero and getting away with it. Daru and Ozi both were on Jail road that day, one on his Suzuki and the other on a mighty Pajero. Daru had noticed Ozi's Pajero in his rearview but Aurangzeb did not notice him. Aurangzeb was bearing down the red traffic signal fearlessly as he always enjoyed “putting a little fear into people whose vehicles” were “smaller than his” while driving on the road (Hamid, 2000, p.117). On the same road, Daru saw a young boy on a bicycle trying to cross the road on the red signal. Although the traffic light was red and it was Ozi's cue to stop and bicycle boy's signal to go, he seemed terrified while crossing road, afraid of “being hit by maniacs like Ozi” (Hamid, 2000, p. 116). Daru tried to warn Ozi, but Ozi was too busy to notice someone in a Suzuki or a bicycle. His Pajero smashed the young boy's head, he did not stop to look for what he had done and rushed his car back to his house in Main Gulberg Boulevard.

Daru – shattered by what he just saw, first looked at the body of young bicycle boy rolling on the road by a traffic signal “unnoticed by the receding Pajero” then followed Aurangzeb to his house (Hamid, 2000, p. 117). Upon reaching Ozi's house, Daru found him standing calmly in his driveway instructing his servant to wipe the “dent” on his Pajero with a wet cloth (Hamid, 2000, p.118). This was the moment when Daru saw spatial resistance as his only means of survival in Lahore. One moment of realization that urban center “gets everything” and “gets away with everything” changed the whole identity of Daru (Hamid, 2000, p. 118). It was in that moment, Ozi witnessed his childhood friend changing in front of his eyes. After all these years of getting sidelined at the peripheries of *new* Lahore, Ozi could now finally see “the violence” in Daru's eyes and “recognize” it as well (Hamid, 2000, p. 119).

It was then, Daru decided to be a part of unjust *spatial practice* of the capital where “people are robbing the country blind, and if the choice is between being held up at gun point or holding the gun, only a madman would choose to hand over his wallet rather than fill it with someone else’s cash” (Hamid, 2000, p. 230). In the struggle of survival and the war against spatial injustice, Daru partnered with Murad. When Daru joined hands with Murad, “he was bright, ruthless, capable” yet “he was in debt, had no job, and was saddled with the heaviest weight of pride and self-delusion (Hamid, 2000, p. 75). “He (Daru), a man who hated guns, came to accept that he would love to use one “(Hamid, 2000, p. 134). Together, Daru and Murad formed a duo and started robbing fashion boutiques in the posh business areas of Lahore to “lighten the burden of wealth” that was the major tool of urban elites to dominate city’s landscape (Hamid, 2000, p. 85).

Similarly Hamid, in *How to Get Filthy Rich In Rising Asia* also comments how the urban capital through the control of spaces of representation and spatial practice transforms the city into a space of conflict. When his unnamed protagonist enters Lahore, he is pushed to the periphery of the metropolis, he becomes the urban dispossessed who has been marginalized by the air-conditioned and bottled-water drinking controlling urban capital of the city on the basis of power and better spatial control of the city. As soon he finishes his primary school, he starts working in a DVD selling shop to support his family. The proprietor of the shop has divided the delivery area into two zones for his two workers. The worker with the motorcycle – vehicle has been portrayed as a strong social resource that guarantees you better spatial control in Lahore in both of Hamid’s novels – gets the second zone, the posh area of the city, “this man’s salary is twice yours, and his tips several times greater, for although your work is more strenuous, a man on a motorcycle is immediately perceived as a higher-end proposition than a boy on a bicycle” (Hamid, 2013, p. 40). When he enters university, in order to get education as part of his plan to get filthy rich in Asia, he has to suffer the same spatial segregation there as well. Despite his previous academic record, his willingness to work hard and his “familiarity with a wide range of personal styles and affectations from the film”, the fact remained attached to his identity that he belongs to

servant quarters of a rich man's mansion and doesn't possess a space of his own.

The unnamed protagonist of *How to Get Filthy Rich in Rising Asia* when denied the basic rights of living moves on to use all fair and unfair means available to him as means of spatial resistance to reclaim his territorial space. The first thing he does on his journey to reclaim his right to the city is growing a beard and joining an organization in his university. The product that his organization "sells is power" (Hamid, 2013, p.61), power to survive against the dominant power-structures of the elite, power to acquire one's own personal space. Hamid's unnamed protagonist leaves his organization when it fails to provide him enough funds to treat his mother's cancer – the day he loses his mother, his way of viewing city, or in Lefebvrian terms, his space of representation alters completely. Like Daru, a personal loss caused by the unjust distributional pattern of resources by the capital, forces him to jump on the bandwagon of using power and violence to retaliate against the unjust lasting spatial structures of Lahore. So, when he receives an "ultimatum ... from a wealthy businessman, part of the city's establishment" to shut down his business because the market of Lahore belongs to the wealthy man, Hamid's protagonist was not only frightened but also "angry, seethingly" furious (Hamid, 2013, p.124). He hired a private security company and killed the wealthy man before the wealthy man could shun his business, and thus attempted to reclaim his space in city. Our study argues that this current spatial disturbance of Lahore as portrayed by Hamid in these two discussed novels can be a serious threat to city's future. In his most recent novel, *Exit West* (2017), Hamid has portrayed a Lahore that is already collapsed as a result of imbalanced spatial structures – a city where "life now resembled an old quilt, with patches of government land and patches of militant land"; a city of "deadly spaces" that should be "avoided at all costs"; a city where living is no more possible because city dwellers have seen "what happens when bullets are fired onto an unarmed mass of people" (2017, p. 66; p.108), hence the city dwellers have to migrate to outer lands – leaving their beloved Lahore where use of violence "in times of conflict" is the only choice (2017, p.9).

Conclusion

Lahore has always received a “small amount of scholarly attention” and always been “an outcast city compared to others in South Asia” (Chambers, 2017, p.115). The present research is an attempt to fill the gap that currently exists in the study of Pakistani metropolis by encouraging the readers and researchers to explore the notions of social justice in a broader and more relevant spatial paradigm as suggested by Soja. Although, several studies on *Moth Smoke* and *How to Get Filthy Rich in Rising Asia* have been conducted but none of them connect the social turmoil of the city with its spatial restructuring. By conceptualizing Hamid’s literary representation of Lahore in a Lefebvrian spatial framework, we think that the fabrication of certain power-relations is consciously done by city capital while planning the city expansion and development. These power structures, legitimize the authority and control of city capital over the city and inculcates an inferiority complex and sense of exclusion, omission, rejection and segregation among the ordinary urban dwellers. The politics of Lahore’s socio-spatial dialect is thus creating a group of *spatially othered* people that Hamid highlights through the characters of Daru, Murad Badshah and the Un-named Protagonist of *How to Get Filthy Rich in Rising Asia*.

Our study determines that the spatially othered strata of Lahore is rising against the repressive, tyrannical and dominating spatial practices of city capital to fight for a just city. Their spatial resistance and justice riots, as noted in Hamid’s fiction can be disturbingly violent and intensely aggressive for the cityscape. Regardless of their ethnicities, religious identities and cultural background, this group of spatial others share a common critical spatial consciousness; which assures them that because they are marginalized by city capital, they have a justified right to sabotage them by any means possible. This struggle for spatial justice is eventually turning Lahore into a chaotic, disturbed land – a postmodern space of conflict. Our paper concludes that the contemporary Anglophone Pakistani fiction in general and Hamid’s fiction in particular is an active contributor of the imaginative space production of the city. It shapes the way its readers think and connect with their physical surrounding space. Hence it is important to read and study it as a

culmination of global postmodern dystopian fiction rather than simple realist fiction.

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A RE-ASSESSMENT OF AFONJA'S ROLE IN OYO-ILORIN RELATIONS IN THE 19TH CENTURY

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Abstract

The 19th Century was a period of turbulence particularly in Yorubaland, South-Western part of the Federal Republic of Nigeria, West Africa. The period marked an epoch as it finally witnessed the collapse and disintegration of the most powerful pre-19th century empire created by the Oyo, an off-shoot of the Yoruba race. The Old Oyo Empire scattered and the cause of this sad event has been attributed to the military career of the last *Aare-OnaKakanfo* (*Aare* forshort) or Field Marshal Afonja, of the once dreaded polity with Katunga or Oyo Ile, being its seat of power. Afonja was said to have paved the way for the successful incursion of the Fulani *jihadists* into Yorubaland particularly Ilorin, which was Afonja's stronghold. Thus, Afonja laid the foundation of Oyo-Ilorin relations by defecting from the control of *Alaafin* or ruler of the Old Oyo Empire. He has been castigated as a traitor and a selfish ambitious adventurer. However, this study is of divergent opinion to the well celebrated pundits many of those who believe(d) that Afonja betrayed his political overlord, the *Alaafin*. It is against this backdrop that the military/political career of *Aare* Afonja is examined regarding Oyo-Ilorin relations in the 19th century taking into cognizance the circumstances that surrounded the period under study with specific reference to Yorubaland. This is therefore a departure from the existing writings which paint the warrior-statesman as a villain.

Keywords: *Aare-OnaKakanfo* Afonja, Old Oyo Empire, Ilorin, Yorubaland, Power politics, Oyo-Ilorin relations

Introduction

State creation involves the use of force as states themselves are organized violence. No nation builders in the ancient world existed without employing military action to suppress their neighbours as state formation was/is a demonstration of imperialistic tendencies. *Oxford Advanced Learner's Dictionary* (2010) conceptualizes imperialism as "a system in which a country controls other countries, often after defeating them in a war" (752). In his own contribution, Chikendu (2004) observes that the phenomenon called imperialism is "a form of state behaviour found in one way or another in all ages. It has different forms and characteristics and propelled by different motives...such as dynastic rivalry, the need to ward off predatory and marauding tribes..." (p. 1).

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This implies that imperialism, whether ancient, classical or modern accounts for the existence of states, kingdoms, empires and indeed, the modern nation-states or countries are a by-product of imperialism. It therefore follows that *real politik* or application of naked force was/is inherent in imperial ambition. Power politics is highly exhibited and the pre-colonial African societies were not precluded from such adventurous political engagement. Consequently, there arose some powerful kingdoms across the continent among which was the Old Oyo, the subject of this discourse.

The Old Oyo became the watchdog of all Yorubaland during its hey days. With superb administrative machinery, resilient and gallant military formation, shrewd and warlike rulers, and sound economy based on agriculture, trade and commerce as well as works of art, Old Oyo Empire sent jitters to the spine of Yoruba enemies (Atanda, 2007). It was unfortunate that by the dawn of the 19th century, the once awesome and vibrant polity was tottering due largely to the breakdown of central authority which accentuated the Fulani *jihadists'* in-road which ultimately spelt a doom to the continuous existence of the empire. It must be stated that a good military strategist must always seek a way of surviving when helmed up in a war zone. This is exactly what informed Afonja's actions in the 19th century as the provincial governor of Ilorin. Having realized that he was targeted for elimination in the power politics that traumatized the Old Oyo, he had no option than to engage in strategies aimed at self-preservation. Unfortunately, Afonja has been blamed by many historians for being largely responsible for the tragedy that befell Old Oyo (Boahen 1980, p, 97; Webster *et al* 1980, p. 64; Akinjogbin, 1981, pp. 322-323; and Ajayi 1984, p. 143). This academic interrogation therefore critically examines the power politics that actually led to the fall of the Old Oyo, makes an in-depth appraisal of the personality and military/political career of *Generalismo* Afonja underscoring that the man was an astute military strategist rather than being a villain or betrayer. The nature of Oyo-Ilorin relations before and after the elimination of Afonja with a conclusion, similarly receive our attention.

Prelude to the Collapse of Old Oyo Empire

The collapse and final disintegration of the Old Oyo were accelerated by a chain of events. Before then, *Alaafin* Abiodun with the support of the *Are Ona Kakanfo* Oyabi of Ajase, *Basorun* Gaha was overthrown and killed while his (Gaha's) kinsmen and supporters were not spared (Asiwaju and Law, 1985, p. 451). Abiodun died in 1789 and his death brought woes and calamities to the already sick polity under the rulership of *Alaafin* Awole. Unfortunately, the new ruler fell out with *Basorun* Asamu and *Aare Ona Kakanfo* Afonja; these and other chieftains greatly facilitated the erasure of Old Oyo Empire from the political map. This was as a result of their activities which were inimical to the health of the empire. As Oguntomisin (2002) has noted, Oyo chiefs particularly some members of *Oyomesi*, resumed the struggle for power after *Alaafin* Abiodun and "they resorted to usurping the prerogatives of the *Alaafin*" (p. 228). The first was *Basorun* Asamu who arrogated power to himself by seizing a *Qur'an* belonging to Alajaete. The owner, Alajaete was a Muslim trader in the Old Oyo's capital (Katunga). *Alaafin* Awole, having suspected that the *Basorun* was privy to the disappearance of the *Qur'an* because he disapproved of the propagation of Islamic religion in the city, queried his prime minister who was given a marching order to retrieve the book. However, the *Basorun* turned a deaf ear to his sovereign's directive. The deviant behaviour of *Basorun* Asamu alarmed the *Alaafin* who was credited with the following statement:

Is it come to this that my commands cannot be obeyed in my own capital/ must it be said that I failed to redress the grievance of a stranger in my town? That he appealed to me in vain? Very well then. If you *Basorun* Asamu cannot find it my father/Sango the defied *Alaafin*, god of thunder/ will find the *Koran* for me. (228)

The following day, the *Basorun*'s house was totally raised by fire and this incident angered Asamu and thereby became the *Alaafin*'s enemy. This arose because of the efficacy attached to Sango who was reputed to take vengeance on thieves and liars by burning their houses. Thus "great was his rage against the king for being instrumental in convicting him of theft and lying" (Johnson, p. 190). The *Basorun*'s

defiance to execute *Alaafin*'s instruction was considered an affront to the *Alaafin*'s authority and a calculated attempt to demonstrate that the monarch was weak, powerless and incapable of protecting strangers within his domain (Oguntomisin, p. 228).

Another clear evidence that the *Alaafin* had lost total control of the central administration was displayed by another chief called Lafianu, the *Owota*, one of the seventy *Eso*, praetorians guards or war captains. He arrogated to himself the power to shield or protect a condemned criminal, that is, the possession of prerogative of mercy. In the government of the Old Oyo, it was the *Alaafin* who possessed this power to pardon convicted culprits in the domain. The transgressor was one Jankalawa who had fled to Borgu – a neighbouring kingdom – to avoid being executed by the late *Alaafin*, Awole's predecessor. But after the king's death, Jankalawa returned to Oyo capital and walked freely along the streets because of the protection he enjoyed from *Owota* Lafianu. This incident infuriated the late king's wives who complained to *Alaafin* Awole. According to Johnson in his reportage the queens said:

You have inherited our late husband's wives, his treasures, slaves and his throne. Why not make his cause your cause and his enemies yours as well? Why do you allow this Jankalawa to stalk so defiantly about the streets of Oyo (190-191).

The passionate appeal moved the *Alaafin* who summarily ordered the arrest and immediate execution of Jankalawa. But the *Owota* was aggrieved that he was not consulted before somebody under his protection was got ridden of. Consequently, the *Basorun* (Asamu) and the *Kakanfo* found an accomplice in the powerful *Owota*. A conspiracy was formed but not being ripe for execution, they awaited a favourable opportunity (p. 191). The issue of the *Kakanfo* (Afonja) shall be treated later.

There was apparently widespread disaffection in the subordinate towns of the empire which were groaning under the oppressive over- lordship of the *Alaafin* who were represented by the rapacious and wicked *Ilari*. This disaffection was "perhaps in part of consequences of rising levels of taxation, necessitated by the fall in revenues according to the *Alaafin* from the slave trade in the 1790s"

(Asiwaju and Law, p. 451). However, it is imperative that these scholars seem to have blown the centrality of slave trade to the Oyo economy out of proportion since the polity had been experiencing decay before the abolition of the slave trade. The crux of the matter is that the empire had benefitted from the commercial links it had established with the north via the trans-Saharan trade. Through it the Oyo had imported horses, rock-salt, potash, shear butter, milk, kola nuts and livestock. However, the collapse of the central authority dealt a deadly blow to the Oyo Empire resulting in its economic decline. As Boahan (1980) graphically captures the situation:

The assertion of independence by Nupe, the collapse of central authority and the Fulani conquest and occupation of not only Nupe but also of northern Yorubaland and the consequent instability led to the dislocation of the traditional trade with the north. (p. 97)

The implication of the breakdown of Oyo's central administration was its inability to curtail cracks in its political edifice spear headed by emergent and angry warlords of the conquered territories. As Ajayi (1984) has confirmed, the crisis-ridden central authority as being responsible for the sudden collapse of Oyo has this to say:

The argument...is that this rather sudden collapse of the Oyo monarchy and widespread rebellion were the culmination of a deep-rooted and long-standing struggle for power between the *Alafin* and various groups of supporters on the one hand and lineage chiefs, provincial rulers and military leaders on the other; and that the struggle concerned the effective control of the kingdom and empire, an issue that was under and much more fundamental than the control of the slave trade (p. 141).

Back to the chiefs at the capital, *Basorun* Asamu and *Owota* Lafianu and other notable chiefs became incorrigible and would not submit to the authority and power of the *Alaafin*. According to Oguntomisin:

Instead of recognizing the limit of their power, they accused the *Alaafin* of humiliating them in the exercise

of his authority. Swayed by the notion that the *Alaafin* was becoming too powerful, the chiefs sought to undermine the former's authority rather than cooperate with him in the running of the affairs of the empire (p. 229).

The final straw that broke the camel's back was the support they (the chiefs) received from *Aare Ona Kakanfo* Afonja. This spelt a doom to the Old Oyo Empire as the once vibrant and formidable polity broke into municipalities and small political camps. This leads us to the Afonja's saga and his military exploits.

Afonja's Career and the Oyo-Ilorin Political cum Military Relations

Before examining the central character, Afonja, it is germane to note that there had been relationship between the Old Oyo Empire and Ilorin. As noted earlier, several towns and villages were incorporated into Oyo Empire with their local or provincial rulers owing allegiance to the *Alaafin* as their overlord. The existence of peace, law and orderliness that permeated the domain led to the founding of several settlements outside the nucleus of the empire by adventurous Oyo individuals, both hunters and farmers. One of such settlements was Ilorin which is believed to have been created or established by Laderin one of the Old Oyo hunters (Joshua 2011, 24).

At this juncture, it is important to note that inter-group relations, or the series of contacts between different states or peoples, usually in form of trade, diplomacy, management of trade routes, boundaries as well as war and peace (conflict resolution). The need for inter-groups relations in the pre-colonial era was to enjoy good neighbourliness. Towards achieving this, a society or community had to recognize the territorial integrity of others with which it shared boundaries and even beyond. Thus, a society or state "would have to promote peaceful relations through trade, intermarriages and the establishment of diplomatic relations" (Joshua, 1).

Prior to the emergence of modern states and international system, international relations and diplomacy that featured among pre-colonial Nigerian communities were known as inter-group relations which preceded the intrusion of the Europeans into their country. The issue of external relations was a must as no single human collectivity can

live in isolation, having nothing to do with its neighbours. While stressing the importance of relations among human societies, Ajetunmobi cited by Joshua says that the relations with one another in the society reflected in the existence of family life, corporate group existence, and the development of many social institutions – religious, political, economic and social which exist as an avenue for intra and inter-group social relations (p. 2).

Whether a community likes it or not it has to relate with her neighbours, either for good or evil. By geographical imperative, states or empires in the olden days interacted. In addition, economic interdependence compelled the pre-colonial polities to interact either by establishing trade contacts through diplomatic relations or by subjugating weak and inferior palatinates and annex their domains in order to satisfy the economic aspirations of the stronger and imperialistic polities. This is otherwise referred to as expansionist policy.

The Old Oyo Empire maintained inter-group relations with other Yoruba sub-groups and non-Yoruba communities. The relationship between the Oyo and Ilorin people before Afonja's revolt was that of a father-son relationship since Ilorin was an off-shoot of the Old Oyo, founded by its own son, the hunter that established it. But events of the 19th century turned out to portray a relationship in which the son now declaring himself independent unilaterally and also to the destruction of the father and his political estate. The question that arises is: who was this Afonja, the architect of this military coup that rocked the Old Oyo to its foundations and why taking such decision and action?

Laderin, the founder of Ilorin was succeeded by his son called Pasin who was in turn succeeded by Alagbin, the father of Afonja, who later emerged as the *Aare Ona Kakanfo*. It is essential to debunk the argument of some writers who had regarded Afonja as “a slave-born child of the royal family who had risen to become *Kakanfo*, or commander of the Oyo army” (Webster, Boahen and tidy, 1980, p. 64). It is true that the *Eso* who were under the authority of the *Kakanfo* were appointed from among the slaves in order to ensure their neutrality in the politics of the land. But their slave origin became obscured; “they developed an *spirit de corps* of their own and gained recognition as a highly respected nobility, next in rank to the *Oyo Mesi*, whom they now

assisted, and sometimes rivalled, in the administration of the wards of the capital city” (Ajayi, pp. 140-141). Moreover, Afonja was a prince who contended for the *Alaafin*’s throne after the death of Abiodun. His rival was Awole. Indeed, this princely root or antecedent of Afonja is well captured by Oguntomisin: He (Afonja) was not selected as *Alafonja* because, being related to the royal family through his mother, he was not qualified traditionally to the throne (p. 229).

The royal link of Afonja is further substantiated by renowned Nigerian historians who are well versed in the history of Oyo. These are the late Emeritus Professor J.F. Ade Ajayi, Professor G.O. Oguntomisin and Emeritus Professor A.I. Asiwaju while writing in conjunction with Robin Law. As Ajayi has pointed out, “the *Kakanfo* became an office to which an ambitious prince like Afonja, who lost the contest for the throne, chose to be appointed” (p. 140). His appointment was historic in the sense that “contrary to Oyo convention, he pressurized *Alaafin* Awole to appoint him as the *Are-Ona-Kakanfo*” (Oguntomisin, p. 229). In their own writing, Asiwaju and Law concretize that royal blood ran in the veins of Afonja. According to them:

Abiodun’s successor Awole was foolish enough to quarrel both with the Basorun and with the *Are-Ona Kakanfo*, who was now Afonja of Ilorin...

Afonja, who was related to the royal lineage of Oyo, was persuaded to support a rebellion against Awole, on the understanding that he would be chosen to succeed him as *Alafin*. (p. 451)

These illustrations affirm or refute the writings of Webster and his colleagues.

The emergence of Afonja as Oyo’s *Generalismo* or Field Marshall sent jitters to the spine of *Alaafin* Awole who was aware that he was sitting on a keg of gun power with Afonja serving as his commander-in-chief. He was therefore looking for a way to get rid of his avowed enemy. Awole was convinced that Afonja could disregard his (*Alaafin*’s) authority and that the new *Aare* could ally with other rebellious powerful chiefs in the empire and destroy him. As a result, relying on the advice of his courtiers, Awole secretly plotted to eliminate Afonja. By Oyo’s convention, and *Are Ona Kakanfo* must not fail to achieve victory in a military campaign within three months. The penalty

or punishment for failure is death through suicide. Awole decided to employ this convention against his *Kakanfo* who he subsequently ordered to mobilize his troops and attack Iwere-Ile. This was a well-fortified town which, Awole knew, Afonja could not subdue and capture within three months. But Awole was crafty by officially instructing Afonja to lead his troops to attack Igbeji while the royal escorts were secretly told to direct him to Iwere-Ile. With this plot, Awole was sending the army and its chief captain on a suicide mission which would lead them into their early graves.

Afonja and his army were saved by the leakage of the plan. He therefore revolted against *Alaafin* at Iwere-Ile. This rebellion took place in c.1797 and *Kakanfo* Afonja was aided by the *Basorun*, the provincial rulers like the *Onikoyi*, war chiefs like the *Owota* (an *Eso*) and Chief Opele of Gbogun (Ajayi, p. 141). These distinguished personalities dealt with the royal escorts whom they massacred and Afonja besieged Oyo-Ile with his troops instead of attacking Iwere-Ile. A calabash containing parrot eggs was sent to the *Alaafin* with the instruction that he must commit suicide. Deserted by the army and the chiefs, *Alaafin* Awole committed suicide (Oguntomisin 230, Asiwaju and Law, 451). This led to the installation of *Alaafin* Adebo who succeeded Awole but he was a mere figure head having ruled “without the authority and power of king”. He reigned for only 130 days on the throne. His successor was not “recognized by Afonja who sent him a message that the ‘new moon’ at Oyo-Ile be speedily set. Makun reigned for only two months” (Oguntomisin, p. 230).

The calculated attempt by the chiefs appeared to have been fruitful as none of the princes was willing to ascend the throne. Consequent upon this, there was a period of interregnum during which there was the total absence of candidates from the royal line who could forestall or check the rebellion of the chiefs. Many of the chiefs, led by Afonja at Ilorin and Opele the *Baale* of Gbogun, began to declare their unilateral independence and started expanding their territories at the expense of the empire. Hence, in the words of Oguntomisin, “the death of the *Alaafin* (Awole) was the victory for the chiefs who were liberated to carry their rebellion to the point of destroying the authority of the monarchy” (p. 230).

As Asiwaju and Law have shown, the *coup de'tat* against *Alaafin* Awole proved to be the beginning of the collapse of the Oyo Empire. Afonja formally declared himself independent of Oyo and was poised to establishing his control over a large area of the north-east of the Oyo Empire. It is important to consider two issues here pertaining to Afonja's career as a military general and an elder statesman. This is necessary because he was (and probably is still) seen and regarded as a political villain by scholars and writers who had shown interest in Yoruba history and culture especially the Old Oyo Empire. This should not be so as Afonja's personality should not be disparaged. Many scholars focus much more on him than any of his contemporaries. Therefore, it is important to absolve the legendary political icon and a master military strategist in the history of Oyo and Ilorin in two areas.

The first is that by leading the coup that snuffed out life from *Alaafin* Awole and his courtiers in retaliation to the suicide mission to Iwere Ile, Afonja acted in self-defence. As an experienced warlord, he could not spare the *Alaafin* Awole's life and allow him to organize another plot against him and his troops from which they might not be able escape. He had no alternative other than to eliminate the courtiers and force Awole to commit suicide. Secondly, the final declaration of unilateral independence should not be regarded as a rebellion after all, considering the fact that Afonja did so only in 1817 (Boahem, p. 97). Going by the promise of the Oyo chiefs which they made before the 1797 coup, Afonja was to be installed the next *Alaafin* after *Awole*. However, the *Oyo Mesi* refused Afonja's candidature. He declared himself and his polity as a separate state for about twenty years after the coup. He had given them a long rope to pull at the end of which he acted decisively.

Afonja's action could be similarly justified on the basis of the power politics of the era. Since the military had taken over the political centre stage and the chiefs were not prepared to recognize the authority of any weak *Alaafin*, the question is: To whom should Afonja owe allegiance taking into cognizance the political-military influence his office conferred on him? To be candid, there was no other person that Afonja could submit himself to. The man in the eye of the storm had to consolidate his province and this he did through his military wizardry. Again, his carving out a kingdom for himself should not be over flogged.

It is germane to understand that those living in his state needed protection which Afonja was providing. Finally, as Lasisi (2002) has rightly argued, if conquered potentates and Oyo chiefs were declaring unilateral independence. He argues further that as characteristic of imperialist states, territorial expansion often created internal administrative and political problems. This usually led to the breakaway of formerly conquered territories or rebellion of state officials. The liberation of the Egba from Oyo in 1780 and the actions of Bashorun Gaha (1754-1774) are cases in point. What Ilorin did in the 19th century should therefore not be seen as extraordinary (p. 255). The breakaway of the constituent parts of the Old Oyo led to the burning of the capital, Oyo-Ile, and the court had to be moved a hundred miles south to the present site of new Oyo (Boahen, p. 98).

Afonja swung into action as a military leader. He was conscious of the limitation of his army and therefore embarked on the recruitment of new hands (troops). As Ajayi has informed us, at the time Afonja defected, Islam was not new in Yorubaland. The leading Yoruba warriors believed in the potency of Muslim charms and as a result frequently patronized Muslim priests and charm-makers (p. 143). Afonja was not left out in the race for magical protection by the warlords via Islam. He thus sought the assistance from Malam Alimi (Al Salam), an itinerant Muslim preacher. He surrounded himself with Yoruba Muslim faithful and Hausa slaves. As Oguntomisin has asserted, "While the Muslim cleric was to provide spiritual and talismanic support to ensure his success, the Hausa slaves were to serve in his army" (p. 231). Afonja was a good diplomat and a wise military strategist by consulting with Alimi who was the most respected and most feared Muslim priest on the one hand, and by conscripting Hausa slaves who swelled his army, on the other. These slaves were those that revolted against their masters in Oyo town and migrated to Ilorin town. Alimi was encouraged to relocate to Ilorin around 1817 from his settlement at Kuwo, a village near Ilorin township (Omoiya, p. 236).

Afonja's military valour combined with famous magical powers made the 'rebellious' army practically invincible even before it began military operations. Solagberu, a wealthy Yoruba Muslim trader, joined Afonja probably for personal rather than any religious motives. Afonja waxed

stronger and proceeded to besiege the northern Oyo towns which he forcibly brought under his new state with Ilorin as its capital. He made a fatal mistake in associating with Solagberu for Alimi created distrust between him and Afonja. Before then, "the leading Yoruba Muslims, as a minority group, stuck together and Solagberu settled at Oke Suna near Ilorin. He was able to attract the support of fellow Yoruba Muslims. Furthermore, Muslim slaves, were encouraged to revolt and join the rebellion as free men in a special task force called the *Jama'a*" (Ajayi, p. 143).

Unfortunately, Afonja discovered that he had lost the control of the situation at Ilorin especially that of the *Jama'a* who became increasingly directed their loyalty towards Alimi. The *Jama'a* became undisciplined and highhanded which alienated the non-Muslim friends of Afonja who were seeking power within the traditional Oyo (political) system. But they were confronted by an Islamic community at Ilorin with a new ideology challenging the very foundations of that system. *Aare Ona Kakanfo* Afonja, the Ilorin strong man refused to become a Muslim and tenaciously held on to traditional religion whose symbols he similarly refused to put away. His attempt to discipline the *Jama'a* eventually claimed his life as the dissident and disorderly bands turned against him and he died in 1831 (Boahen, p. 97). Even with Afonja's death, it is safe to regard him as an hero by sticking to traditionalism instead of accepting the Islamic faith.

As Ajayi has pointed out the vacuum created by Afonja's premature death was filled by Teyeje of Ogbomoso, who succeeded as the new *Kakanfo* and on two occasions attempted to rally Yoruba rulers to avenge Afonja's death and re-conquer Ilorin. He failed in this respect and his personal quarrels with the *Onikoyi* of Ikoyi frustrated further attempts. Shortly afterwards Alimi died and his son Abdul Salaam took the initiative and won the contest for power at Ilorin from Solagberu who had contested for power at Ilorin from Solagberu who had tried to assert Yoruba Muslim control. Abdul Salaam was the new political arrowhead who succeeded in keeping Ilorin as an independent state and with the unalloyed support of his brother attempted to expand Ilorin power and Muslim influence in Yorubaland (pp. 143-144).

The power game in which Abdul Salaam emerged as the main power broker in Ilorin received the blessing of Fulani *jihadists* from the

northern parts of the present day Nigeria. The *jihad* was a reformist movement led by the well-celebrated Muslim scholar Shehu Uthman dan Fodio, a Fulani *gidda*. He rallied his fellow Fulani elements in his attempt to purify Islam in the much desecrated Hausa city-states and the *Habe* rulers' non-challant attitude to Islam and its doctrines. The revolt which was fuelled by political and socio-cultural forces broke out in 1804. The desire of the *jihadists* was to ensure the spread of Islam to the Atlantic seaboard. Since there was no flag bearer among the *jihadists* to actualize the dream and aspiration of the founding fathers of the Sokoto Caliphate the emergence of Abdul Salaam and his brother was therefore a welcome development. As Ajayi has demonstrated, "he (Abdul Salaam) eventually won the blessing of the Sokoto Caliphate and became the first *Emir*. Thus, as Ajayi has remarked, "Ilorin developed from a rebellious province of Oyo into a frontier post of the Fulani *jihad*" (p. 144). Ajayi (1983) must have been referring to Abdul Salaam and his brother as the two Fulani *mallams* that fronted for the Sokoto caliphate at Ilorin. This he cleverly puts across while summarizing the rift between the military governors and his sovereign at Oyo; and two Fulani *mallams* took advantage of these to convert Ilorin...into southern outposts of the empire" (p. 2).

The military encounters between Oyo and Ilorin continued after the Fulani had had the upper hand. However, the Ilorin leaders were highly favoured in these confrontations simply because Ilorin had the advantage of unity of purpose and dynamism of leadership which arose out of ethnic heterogeneity of its population. The Oyo-Yoruba, on the other hand, were riddled with dissension and treachery that emanated from political ambitions of *Alaafin*'s officials and subordinates. As a result, Ilorin emerged victorious in its encounters with Oyo during the wars fought at Ogele, Mugbamugba, Kanda and Eleduwe. On each occasion one or more of the Oyo Yoruba leaders betrayed the empire either by refusing to fight or by allying with Ilorin. One of them, Lanloke of Ogbodo, a provincial chief, aided Ilorin in finally destroying the capital of the empire in 1837 (Lasisi, pp. 256-257).

The rise of Ilorin imperialism and disintegration of the Old Oyo led to the demographic shift southwards as several individuals and groups of Oyo-Yoruba had to flee for their lives. In order to avoid being

caught up in the cross fire of the era immediately Afonja declared himself independent of the Yoruba wars fought to recapture Ilorin escalated the movement of people into Ibolu, Epo and Ilorin itself. Consequent upon this was the swelling of the populations of host towns such as Saki, Igbeti, Ikoyi, Ogbomoso and Osogbo. Again, there arose new polities from the ashes of the Old Oyo Empire established by some of the leaders of the Oyo-Yoruba refugees. Such states included the capital of new Oyo at Ago Oja (present Oyo) which was established by Atiba, one of the surviving princes of Old Oyo Empire; Kurumi's Ijaye, Oluyole's Ibadan and the Egba kingdom which was led by Sodeke at the new capital Abeokuta. The Egba, who were the autochthonous owners of Ibadan were forced by Ife and Ijebu warlords to migrate to Abeokuta. Ibadan eventually emerged as the strongest imperialist state and harassed the Ijesa, Igbomina, Ekiti and other eastern Yorubaland kingdoms. The new Egba Kingdom expanded southwards into the Egbado country which it suppressed along with the Awori of Ota and Egun of Badagry. Ijaye became a strong military state under *Aare Ona Kakanfo* Kurumi. Lasisi notes that there was a pact between Ibadan and Ijaye which created spheres of influence between them in the defence of Yorubaland. However, this "encouraged aggressive behaviours on the part of these states against neighbouring settlements. This resulted in imperial rivalry between them which eventually culminated in the Ijaye war of 1860-62" (p. 258).

The Oyo-Ilorin political relations became more strained due to the imperialistic ambition of the Ibadan and Ilorin who were interested in expanding into the Ibolu enclave to the south such as Iwo and Ikirun under its imperial influence. The military show down between Ibadan and Ilorin took place in 1840 at the battle of Osogbo in which Ilorin got thrashed. This defeat of Ilorin forced it to consolidate the territories it had conquered and also to expand in the more loosely organized Igbomina and Ekiti regions. Again, Ilorin had to drop the ambition of direct conquest of Oyo-Yoruba settlements to its west and southwest. After 1840, it resolved to support one side against the other in the subsequent intra-Oyo-Yoruba disputes.

The emergence of Ibadan created rivalry among the new Oyo-Yoruba states of Ibadan, Ijaye and the New Oyo itself. Ibadan leaders felt that their state should automatically become the military and political

leader after its success at the battle of Osogbo. This feeling made them contemptuous of the *Alaafiin* and the *Aare*. *Alaafin* Atiba was ready to accommodate the Ibadan posture but Kurumi, the *Aare*, refused to accept Ibadan supremacy. The *Aare* believed that he with his state Ijaye was the most qualified to bear the mantle of military leadership in the Oyo Oyo-Yoruba country. The two states, Ibadan and Ijaye, first slugged it out in 1844 during the Batedo war and Ijaye war of 1860 (Lasisi, p. 158; Ajayi, p. 153-154).

Ilorin took a wise decision by taking sides after it was defeated by Ibadan at the Osogbo war of 1840. Indeed, it sided Ibadan in the latter's military engagements. Ilorin therefore intervened on the side of Ibadan in the Batedo War of 1844. In return, Ibadan assisted Ilorin in subjugating and incorporating into Ilorin state many of the Igbomina and Ekiti settlements. Conversely, Ibadan benefitted tremendously in its alliance with Ilorin as it also acquired territories in those areas. Ilorin's expansionist policy into Ebira and Akoko regions as far as the border of Nupe Kingdom similarly received the express approval and support of Ibadan. In return, Ibadan was aided by Ilorin in its conquest of Ikoro and Ijero. But this rapprochement began to suffer setback when they both started contending for the acquisition of Otun in 1854 and 1860. This contest was probably responsible for Ilorin's change of policy toward Ibadan during the Ijaye war.

The Ijaye war was precipitated by the constitutional palaver over the succession to the late *Alaafin* Atiba by his eldest son (*Aremo*) Adelu. However, *Aare* Kurumi, alluding to the ancient custom and tradition objected to Adelu's bid on the ground that having wine and dined with his father Atiba, he should have died with the monarch. This had been the custom in the Old Oyo Empire. Ibadan supported the New Oyo while the Egba and Ilorin stood solidly behind Ijaye under his henchman, the brave *Aare* Kurumi. In the end, Ijaye was defeated and sacked by Ibadan-New Oyo combined forces. The victory of Ibadan made it the undisputed military and political leader of Oyo-Yorubaland. A close examination of the Oyo-Ilorin political relations confirms that the events of the age of *real politik* dictated such relations. In politics, there is no permanent friend or permanent enemy but permanent interest. This was how the

Oyo-Yoruba and Ilorin relations were characterized by conflict and compromise.

Oyo-Ilorin Economic and Socio-Cultural Relations

The relations that existed between the Oyo-Yoruba and Ilorin were not limited to politics. There were economic and socio-cultural relations that took place between them. In fact, the vibrancy of a polity's economy was the compass on which the politics of the state rotated. Put differently, the economy of a state serves as its life wire. Consequently, politics and economy are two key inseparable issues. According to Lasisi, "Economic and political actions are inseparable elements of imperialism. However, economic factor is more important because economic issues always underpin political activities" (p. 260).

Before Afonja's defection, Ilorin and the first Ibadan were important markets and the trans-Saharan trade routes with Oyo being one of its major southern entry points. Despite the pre-eminence of the European trade at the coastal areas in the 19th century, Ilorin still remained the most important commercial centre in northern Nigeria while Ibadan continued to be the largest and most important commercial centre in Yoruba country (p. 260). Thus, both Ilorin and Ibadan as well as major Oyo-Yoruba towns were connected by the various trade routes that linked the north and south of the country. It was the Oyo-Yoruba that introduced into Ilorin commodities like foodstuffs, beads, pottery and local textiles as well as slaves for which Ilorin became famous. In order to have access to these and other articles of trade both Oyo Yoruba and Ilorin states had to consolidate their conquered territories by controlling the trade routes under their jurisdiction. The interdependence nature of Ibadan and Ilorin in these routes ultimately pitched Ibadan against those coastal peoples who were bound to involve in one form or the other. This was precisely what happened in the conflicts involving Ibadan and the Ijebu/Egba forces. Indeed, the major conflicts that characterized Yorubaland and Ilorin were prompted by the desire of the various groups to have direct control of trade routes in their respective domains. In doing this, military alliances were often formed while vassal states were compelled to assist their sovereign overlords. The whole scenario is well captured by Lasisi while writing on trade routes *vis-à-vis* the Ekiti Parapo Confederacy or Kiriji War:

The war with its several battle fronts confirmed what has been said earlier about the significance of economic factor of trade routes in either sustaining anti-imperialist resistance or in consolidating imperial domination. This was because it was through those routes that the belligerents obtained guns and ammunition. For instance, the Lagos-Ondo-Okeigbo route was invaluable to the confederacy. On the other hand, the Lagos-Abeokuta-Iseyin and Igbeti route was more important to Ilorin. Although there was no fighting between Ibadan and Ilorin along this route it was not absolutely trouble-free. This was because Ibadan between 1889 and 1890 resorted to kidnapping traders in Iseyin and Igbeti areas who were believed to be smuggling rifles to Ilorin (p. 261).

What the above statement emphasizes is that the economic interest forced not Ilorin and Oyo-Yoruba alone but all the states and kingdoms in pre-colonial Nigeria to engage in warfare in the 19th century. And this largely accounted for offensive and defensive military expeditions. The imperialistic tendencies of Ilorin, Oyo-Yoruba and the Egba Kingdom were largely dictated by economic factors (Erinosho 2003). The Oyo-Yoruba and Ilorin relations continued until February 1897 when the Royal Niger Company operating from Lokoja brought Ilorin on her knees militarily “with a force that ironically included two battalions mostly of Oyo-Yoruba from Ibadan” (p. 262).

In the area of social and cultural borrowings, the Oyo-Yoruba and Ilorin influenced significantly on one another. The first *Emir* of Ilorin, Abdul Salaam had to appoint first one and then two of the military commanders from the Oyo-Yoruba group due to the historical truism that Ilorin was founded by an Oyo-Yoruba hunter. The title *Balogun* which is the Yoruba translation of war captain was adopted and this “attested to the demographic and cultural influence of Oyo-Yoruba”. Moreover, the Oyo-Yoruba language became the official language of the ruling class and the *lingua franca* of ordinary folks in their inter-personal relations and trading activities. In addition until recently, “past *emirs* in Ilorin in

spite of their chadic linguistic origin, had *Oriki* like all Oyo-Yoruba people”.

On the other hand, the Islamic fervour was accelerated by the contact between Ilorin and the Sokoto Caliphate. Even though *Aare Ona Kakanfo* Afonja did not embrace Islam, through Ilorin, the Oyo-Yoruba were affected by Islam. For instance, some notable rulers like those of Ikoyi, Gbogun and New Oyo, and indeed Oluewu, the last *Alaafin* of the Old Oyo Empire accepted Islam. There is no doubt that Afonja inadvertently turned Ilorin into the first strong Muslim base within the Oyo-Yoruba country. Consequently, the cosmopolitan and Islamic nature of Ilorin Emirate led to the early development of Islamic education among the Oyo-Yoruba group in the metropolis than their kith and kith who were further south. In this way, Ilorin gradually developed into a kind of “Islamic lighthouse” for the entire Yorubaland (p. 264).

Conclusion

The fall and final disintegration of the Old Oyo Empire marked a turning point in the history of the entire Yorubaland. The balkanization of the empire was accentuated by the breakdown of the central authority, greatly aided by *Alaafin* Awole’s perfidy in his attempt to eliminate his co-contender for the throne and later his *Aare Ona Kakanfo*, Afonja. Some clarifications were made regarding the personality of Afonja’s parentage and career thereby underscoring that he was a hero rather than a rebel, given the tumultuous political climate of the time. Again, he was not the only character that defied the *Alaafin*’s authority and declared his unilateral independence, but academic searchlight seems to have been beamed on him more than any of his peers, portraying him as a political villain.

Afonja’s action set in motion a chain of events which culminated in the rise of Ilorin as well as the emergence of successor states of Ijaye, New Oyo and Ibadan while not leaving Abeokuta, the capital of the Egba Kingdom which colonized the Egbado country, the Awori of Ota and Badgry. The political economic and socio-cultural aspects that characterized the Oyo-Yoruba and Ilorin relations were enunciated. By and large, in politics, what exists and constant is permanent interest which creates no room for permanent friendship or enmity. The lesson of this study for this generation and the upcoming ones is that political

actors should be considerate in their actions so as not to dabble into actions that could consume them and set the entire body polity aflame.

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ELECTRONIC BANKING AND BANKING PERFORMANCE: AN EMPIRICAL STUDY OF PAKISTAN'S BANKS

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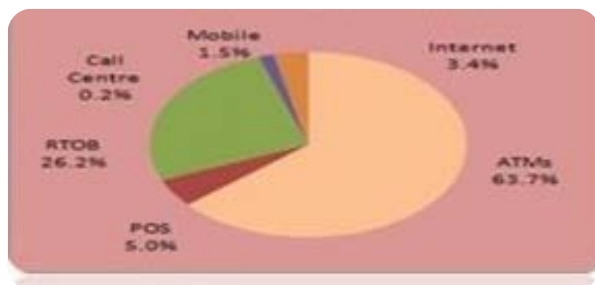
Abstract

The objective of the paper is to empirically investigate the impact of electronic banking proxies on banking performance. We use data for four different banks of Pakistan for the years 2005–2013. The methodology adopted in this paper is Fixed Effect Model. The findings of this paper are contrary to the conventional wisdom. The paper finds that all the proxies of e-banking have a negative significant impact on banking performance both in term of ROE and ROA. Moreover, our results show that number of ATMs have stronger significant negative impact on the performance of the banks in Pakistan. Banks intend to restrict their services which would help them to focus on bank profit or bank performance instead of market capturing.

Key Words: Banking performance, ATMs, Online cash deposits, online cash withdrawals, JEL Classification: G1, G21, M15

Introduction

A banking system being run via computerized technology and telecommunication links rather than conventional ways is known as Electronic banking. Karjaluoto *et al.* (2002) defines electronic banking as a construct which is associated with several distribution channels. Automated Teller Machines (ATMs), Credit Cards, Debit Cards and



online transactions all fall under the umbrella of electronic banking. In recent times, electronic banking has increased rapidly. For instance,

Figure 1: E- Banking Composition (volume of Transactions) Source: SBP

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423.5 million people use electronic banking as per a report conducted by Com Score Data Mine in 2012. United States, Europe and Asia pacific are at the top, accounting 80% of the total electronic banking. Aduda and Kingoo (2012) probed relationship between electronic banking and banking performance in Kenya. The proxies they used are: number of ATMs, investment in e-banking and number of debit cards issued to customers. Their results show that e-banking has a positive relationship with banking performance. Clouds of Electronic banking have provided comfort to many customers around the globe and indeed these clouds are penetrating into the banks of Pakistan.

State Bank of Pakistan has played a vital role in the growth of electronic banking as in 2002 Electronic Transaction Ordinance (ETO) was promoted by State Bank of Pakistan which officially identifies electronic settlement of transaction in banking industry. In Pakistan people are now well aware of electronic banking (Hassan et al 2011). The report of State Bank of Pakistan states that the amount of Electronic banking transactions has reached Rs 7.9 Trillion with a growth of 4.37 percentage during the third quarter of 2012–2013 and by the end of the fiscal year of 2013, two hundred seventeen more ATMs have been installed by various banks bringing total number of ATMs in the country to six thousand four hundred forty nine. Banks in Pakistan are expanding their online branches and offering more electronic services. According to the annual report of State Bank of Pakistan (FY–2013), over ninety four percent of bank's branches in Pakistan are offering electronic services to their customers.

However, there is another perceptive which states that the importance and advantages of electronic banking have been overemphasized by many researchers, as they ignore flip side of the picture. For instance to run the site, banks have to recruit specialist web developer for which banks have to bear a very high cost in terms of their salaries. The installation of capital such as expensive computers, ATMs etc decreases banking performance mainly due to the high installation cost that a bank has to bear during installation (see Giordani, 2012). It becomes difficult to sell products/services like insurance, loans etc online which is rather quite easy to sell and convince a customer while

interacting face to face. Another loss associated with electronic banking is the shutdown of a web site which stops customers to access their accounts. High investment is required to stay commensurate with upcoming of new ways in order to stay ahead of thieves and keep customers account secure. The probability of fraudulent activity is high in electronic banking so if any fraudulent activity occurs - ultimately the bank is responsible for the compensation of the damage which eventually may decrease bank performance or profit both in terms of ROA and ROE. "Gone in sixty" seconds was a very eminent fraud in which dollar one million was withdrawn online from the Citibank, another loophole of electronic services resulting in loss (see for instance, Itah and Emeka, 2014).

The present paper aims to empirically probe the impact of e-banking proxies on banking performance in Pakistan. This panel study covers four different banks of Pakistan for the years 2005–2013 namely Bank Al habib, Muslim Commercial Bank, Habib Bank and Allied bank. There are multiple reasons to study these banks. First rationale to study these banks is their presence in the KSE (Karachi Stock Exchange 100), Second is the access of e-banking data via personal sources which restricted us to study these banks, Third reason to take these banks into account is that they are in the list of top ten banks of Pakistan which are mostly preferred by the costumers in terms of their services (see Viewership research, 2014).

The contribution of the paper is to empirically examine the impact of four different proxies of electronic banking in aggregate i.e. (Number of ATMs, Number of Credit Cards, Online Cash withdrawal and Online Cash Deposits) on banking performance. As per our knowledge no other paper has attempted to do so. E-banking and banking performance has excessively scratched under the exploratory study; Therefore we were motivated to work empirically on this topic. The paper is based on instrumental theory of technology and aims to examine the impact of Electronic banking proxies on the performance of banks in Pakistan.

The rest of the paper is organized as follows. Section two describes theoretical background & literature review. Section three is devoted to the model and methodology whereas data sources are discussed in

section four. In section five empirical analysis and findings of the results have been discussed. The last section covers the concluding remarks and policy recommendation.

Theoretical Background & Literature Review

Technological innovation influenced textile industry couple of centuries ago. We are now in the sixth wave of innovation and the current wave of technological innovation has helped in electronic age. This innovation in technology has not just altered our lives but also the banking industry. There are many theories like theory of reasoned action (TRA), theory of planned behavior (TPB) and technology acceptance model (TAP) which are used as theoretical background in electronic banking researches (see Ezzi, 2014 and Riyadh et al, 2009). Nevertheless these theories are tilted towards the adoption of technology by the consumers. For instance, what are the reasons that compel people to adopt new technology? So these sought of theories do not fall in our realm as our focus is to see how these electronic banking technologies are used to alter banking performance.

The paper is based on instrumental theory of technology. The theory was developed by Andrew Feenberg in 1991 (see *Transforming Technology: A critical Theory revised*, Oxford University Press). The theory presents broadly established vision of technology. It is based on the notion that technologies act as a “tool” to serve the purpose of the users and these act “neutrally” which means that technology can be transferred from one society to the other and its productivity can be measured objectively regardless of culture. The theory states that the positive or negative impact of technology is because of its handling by the firm/industry/business not by the technology itself. Arnold Pacey (2001) argued that when technologies fail or give negative consequences, it is not the fault of the technologies but maltreatment by the industries, politicians and others. The theory further discusses trade-offs. For instance, to achieve environment, market capturing, ethnic goal there is a price and that price is in the form of reduced efficiency (see *Meaning in Technology*, MIT Press, 2001). As far as the relationship between technology and performance is concerned there are varieties of channels.

For instance, the empirical banking literature largely examines the long term distinction in average costs due to a given change in technology, known as technical change (Hunter and Timme, 1991). As Altunbas et al. (2001a) in general propose that technical change reduces bank costs and thus enhances performance.

The increasing popularity of electronic banking and banking performance around the globe has fascinated many researchers to put scrutiny on this domain. Chibueze, *et al* (2013) investigated pre and post adoption of electronic banking in Nigeria and find that electronic banking has positively and significantly ameliorated the Return on Equity but as far as the Return of Assets are concerned negative impact has been observed by electronic banking. Electronic banks are capital intensive and initially have to bear a high cost for the installation of electronic devices therefore electronic banking is a gradual process that needs some time to contribute positively to bank profitability in terms of ROA and ROE as the work of Simon *et al* (2013) found that electronic banking has a positive impact on return on asset after the time lag of two years (see Kariuki; 2005, Aduda and Kingoo; 2012, Javaid; 2012 and Ngango, *et al* 2015). The system of e-banking is considered to be an innovative service delivery mode which has introduced a number of financial services for instance online fund transfer, online bill payments, cash deposits, cash withdrawals and other financial enquires (Okechi and Kepeghom, 2013).

Despite the fact that according to many researchers electronic banking has ameliorated the banking system in term of revenue, speed, efficiency, time saving, ease of use, performance and many more; however according to some researchers electronic banking also has negative effects or it does not have an impact on banking performance at all. One of the pioneer researchers on e –banking Egland *et al.* (1998) focused on the US (United States) banks providing internet or e –services and their performance. They end up with no evidence which shows major difference in the performance of banks that are offering internet banking with the ones which are not offering e–services. Another work of (Sathye, 2005) shed light on e banking and banking performance in Austria. Her results showed that e banking is not a tool from which banking performance can by enhanced. Al-Smadi and Al-Wabel (2011)

examined the impact of electronic banking on the performance of banks working in Jordan and they find a significant negative impact of electronic banking on banking performance. Their results show that electronic banking has not improved the performance in Jordan rather customers rely more on traditional banking system. They also argued that the cost of adoption of electronic banking is very high as compared to revenue generated from electronic services (see also, Khrawish and Al Sa'di 2011).

There was paradigm shift from the seller's market to buyer's market which compelled banks to shift from conventional to electronic banking and the best way is to adopt novel technology. The novel technology brought an environment of rivalry among the banks around the globe for that each bank wants to adopt the best electronic services that could solely be possible with the help of novel methods of technology. A body without brain and electronic banking without technology is incomplete. Advancement in information technology enables electronic banks to offer new products which are beneficial for both the costumers and banks reputation. Bank's working pattern has been changed overall by the revolution in information technology and the future of electronic banks seems to be more comfortable and innovative with respect to products and services, implementation of information technology also in rural areas makes it fully successful (Tawari and Kumar, 2012). Electronic banking provides a whole array of advantages in the form of less cost during accessing and utilizing the product and services of banks, comfort and timesaving in a sense that transactions can be made even without the physical presence in the bank's premises, speediness is another advantage of electronic banking because of the fact that multiple accounts can be checked on just one click, under electron banking manipulating of cash is easy and the level of accuracy increases as the work of Chavan (2013) probed the electronic banking benefits and finds that e-banking has numerous benefits which in the end simultaneously increases the satisfaction of the costumers in term of quality service and enables banks to gain edge from their competitors.

The distinction between ROE and ROA is that, Return on Equity captures how efficiently a firm/company uses the money of the

shareholders on the other hand return on assets tells us how effectively a firm/company uses its assets. According to Rose (2001) there is substantial variation between ROA and ROE. As Nikolai and Bazley (1997) the amount of net income earned in connection to aggregate resources is the sign that company uses its financial assets efficiently. They also emphasize that when return on equity is high as compared to return on Assets, the company has a positive financial power.

Electronic banking services have influenced many people around the globe in a positive manner. People now trust the electronic banking system in contrast to conventional or traditional banking services as Juwaheer *et al* (2012) highlighted that there is direct impact of simplicity and usefulness on the adoption of electronic banking. They also argued that trust and security also play a very indispensable role in the adoption of electronic banking, Muhammad and Smadi (2012), Daniel and Jonathan (2013) and Santouridis and Kyritsi (2014) supported the view point of Juwaheer *et al*, (2012). It is not only the matter of trust, security, simplicity and usefulness, other factors such as level of education, income of the households, age, gender and minimum risk factors also account for the adoption of electronic banking argued by these researchers (see also Munusamy *et al*, 2012; and Baddeley, 2004).

This paper differ from other studies because it has taken into account the four different proxies of electronic banking which shows maximum share in e-banking (see figure 1). In Pakistan most of the studies on this domain are exploratory studies and focus more on the adoption of e-banking by the consumers, lastly this issue has not been readily addressed empirically. Nevertheless this paper may try to fill the previous gap in the literature by empirically examining e- banking and banking performance in Pakistan.

The Models

The models take the following form

$$ROE_{it} = \beta_0 + \beta_1 NOA_{it} + \beta_3 CA_{it} + \beta_4 INF_{it} + \epsilon_{it} \quad (1)$$

$$ROE_{it} = \beta_0 + \beta_1 NCC_{it} + \beta_3 CA_{it} + \beta_4 INF_{it} + \epsilon_{it} \quad (2)$$

$$ROE_{it} = \beta_0 + \beta_1 OCW_{it} + \beta_3 CA_{it} + \beta_4 INF_{it} + \epsilon_{it} \quad (3)$$

$$ROE_{it} = \beta_0 + \beta_1 OCD_{it} + \beta_3 CA_{it} + \beta_4 INF_{it} + \epsilon_{it} \quad (4)$$

$$ROA_{it} = \beta_0 + \beta_1 NOA_{it} + \beta_2 CA_{it} + \beta_3 INF_{it} + \epsilon_{it} \quad (5)$$

$$ROA_{it} = \beta_0 + \beta_1 NCC_{it} + \beta_2 CA_{it} + \beta_3 INF_t + \epsilon_{it} \quad (6)$$

$$ROA_{it} = \beta_0 + \beta_1 OCW_{it} + \beta_2 CA_{it} + \beta_3 INF_t + \epsilon_{it} \quad (7)$$

$$ROA_{it} = \beta_0 + \beta_1 OCD_{it} + \beta_2 CA_{it} + \beta_3 INF_t + \epsilon_{it} \quad (8)$$

Where

ROE is return on equity of bank i in year t ; ROA is the return on assets of bank i in year t ; NOA is number of automated teller machine of bank i in year t ; NCC is number of credit cards of bank i in year t ; OCW is online cash withdrawal of bank i in year t ; OCD is online cash deposit of bank i in year t ; CA is capital adequacy of bank i in year t ; INF is Inflation in term of consumer price index; and random error of bank i in year t .

Banking performance is dependent variable in this paper and two proxies (return on asset, return on equity) are used separately to gauge banking performance. Return on Equity (ROE) and Return on Assets (ROA) are readily used as a gauge of bank performance in prior literature (See section 2). The independent variables in this paper are number of ATMs, number of credit cards, cash deposit, and cash withdrawal which are used as a proxy for electronic banking as this variable is the main focus of our paper. We have incorporated these surrogates because of the fact that a report by the State bank of Pakistan, 2013 (see figure 1) states that overall electronic banking transaction in terms of volume, Automated Teller Machine (ATMs) have the largest share of 63.70 percent whereas real time online banking (RTOB) that is cash withdrawal and cash deposits accounts for 22.6 percent in terms of volume.

In this paper two control variables (capital adequacy ratio and Inflation) have been used which can influence bank performance. For instance, Olalekan and Adeyinka (2013) empirically find a significant and positive relationship between capital adequacy ratio and bank performance however some studies suggest that there is no significant impact of capital adequacy on profitability of private banks (Chishty, 2011). Inflation is another factor that can have positive or negative impact on banking performance and mix results have been found by the different authors in the banking industry (see for instance Umar, 2014).

Methodology

We will begin with the descriptive approach. The paper also uses correlation analysis to see the relationship between the variables. Then the paper uses panel cross sectional dependency test to check dependency among the residuals of an equation. Next, this panel study applies either Fix effect model or Random effect model depending on the results of Hausman (1978) test along with theoretical justification.

Cross section dependence is a problem that needs to be cured before undertaking the regression analysis; Otherwise it will lead to spurious results (Breusch and Pagan, 1980; Pesaran, 2004). If the time dimension is greater than dimension of cross section i.e. ($T > N$) then Breush and Pagan (1980) Cross Sectional Dependence Lagrange Multiplier (CDLM) Test is appropriate and if the time dimension is equal to dimension of cross section i.e. ($T = N$) then Pesaran (2004) CDLM2 is an appropriate test and lastly if the time dimension is less than cross section dimension i.e. ($T < N$) then Pesaran 2004 CDLM Test is appropriate. In our paper Breush and Pagan (1980) CDLM1 Test has been used because the time dimension is greater than number of cross section i.e. ($T > N$) (see Mehmet et al 2014).

The Equation of cross section dependence Test is as follows:

$$CDLM = \frac{\sqrt{2T}}{N(N-1)} \left[\sum_{i=1}^{N-1} \sum_{j=i+1}^N p^{ij} \right] N(0,1) \dots \dots \dots (9)$$

Where

p^{ij} is the sample estimation of sum of cross section residuals

H0: There is cross section independence

H1: There is cross section dependence

If the probability value is greater than 0.05

H0 is accepted and can be said that there is no cross section dependency.

The data

The paper uses annual data from 4 different banks of Pakistan. The sample period run from 2005 to 2013 making number of observation $n = 36$ which according to Central Limit Theorem is a large sample size because $n > 3$. The study uses data from various annual reports of the studied banks, World Development Indicator and E-banking data was personally derived by visiting head/main offices of respective banks.

Empirical Results

The tables given below illustrate the results of empirical findings of those techniques discussed under the heading of methodology and all the analysis has been done by using Econometric package E-views version 8.

Descriptive Statistics

Table 5.1

	logsgroa	logsolw	logsold	logsncc	logscapa	logsatm	loginf	logsgroe
Mean	1.77E-09	6.36E-09	5.23E-09	-5.13E-09	6.35E-09	3.50E-09	-1.46E-08	9.37E-09
Median	-0.267382	0.183060	0.066466	0.205309	0.146018	0.330193	-0.319011	-0.268798
Maximum	2.011608	1.536815	1.530555	1.496363	2.061217	1.230940	2.016468	2.211803
Minimum	-2.234024	-2.659648	-2.658756	-2.414711	-2.307134	-2.180763	-1.085366	-1.702057
Std. Dev.	1.000000	1.014185	1.014185	1.014185	1.028175	1.014185	1.014185	1.014185
Skewness	0.152550	-0.532531	-0.488306	-0.544633	-0.221444	-0.835473	0.639273	0.479476
Kurtosis	2.442294	2.720628	2.708902	2.431666	2.794557	2.416354	2.316201	2.307121
Jarque-Bera	0.606182	1.818610	1.557766	2.264258	0.357534	4.699059	3.153392	2.099506
Probability	0.738532	0.402804	0.458918	0.322346	0.836301	0.095414	0.206657	0.350024
Observations	36	36	36	36	36	36	36	36

Table 5.1 shows the descriptive statistics of all the variables utilized. As, the probability values of Jarque- Bera are more than 0.05 we will accept the null hypothesis (normal distribution) and therefore we can conclude that the residuals are normally distributed. The descriptive statistics also conclude that there is no outlier in our model as the minimum and maximum values have small variations

ROE Cross section Dependence Test

Table 5.2

	Model 1	Model 2	Model 3	Model 4
Test	P value	P value	P value	P value
Breusch-Pagan Chi-square	0.0757	0.0736	0.0428	0.0415
Pearson LM Normal	0.6778	0.6607	0.3842	0.3709
Pearson CD Normal	0.1936	0.1695	0.1355	0.2904
Friedman Chi-square	0.7925	0.9500	0.9545	0.8386
Asymtotic critical values*	0.581080	0.581080	0.581080	0.581080
1%,5%,10%	0.382564	0.382564	0.382564	0.382564
	0.282785	0.282785	0.282785	0.282785

ROE Cross section Dependence Test		Table 5.3			
	Model 5	Model 6	Model 7	Model 8	
Test	P value	P value	P value	P value	
Breusch-Pagan Chi-square	0.3808	0.3396	0.1452	0.3743	
Pearson LM Normal	0.2975	0.3559	0.8951	0.3061	
Pearson CD Normal	0.2974	0.2895	0.3409	0.2782	
Friedman Chi-square	0.7287	0.7067	0.5730	0.7214	
Asymtotic critical values*	0.581080	0.581080	0.581080	0.581080	
1%,5%,10%	0.382564	0.382564	0.382564	0.382564	
	0.282785	0.282785	0.282785	0.282785	

Table 5.2 and 5.3 show results of cross section dependence test for the four different models of ROE and ROA. The null hypothesis of all the test are, that there is no cross section dependence if the probability value is greater than 0.05. In our models for ROE and ROA, all the tests reject the alternative hypothesis and accept null hypothesis. On the other hand (Breusch- Pagan Chi- square) test shows that model 3 and 4 does not pass cross section independence test as their p-values are less than 0.05 but the model 3 and 4 passes the other three test of cross section dependence.

Correlation Matrix for ROE				Table 5.4			
	slogroe	logsatm	logscapa	logncc	logsold	logsolw	logsinf
SLOGROE	1.000000						
LOGSATM	-0.352540	1.000000					
LOGSCAPA	0.023006	0.429540	1.000000				
LOGSNCC	-0.362671	0.541150	0.418164	1.000000			
LOGSOLD	-0.508417	0.768746	0.578571	0.320422	1.000000		
LOGSOLW	-0.398709	0.608187	0.590290	0.952196	0.229411	1.000000	
SLOGINF	-0.179943	0.029208	0.101516	0.147783	0.123442	0.163491	1.000000

Correlation Matrix for ROA

Table 5.5

	LOGSROA	LOGSATM	LOGSCAPA	LOGSNCC	LOGSOLD	LOGSOLW	SLOGIN F
LOGSROA	1.000000						
LOGSATM	0.308610	1.000000					
LOGSCAPA	0.522388	0.529540	1.000000				
LOGSNCC	-0.098020	0.541150	0.518164	1.000000			
LOGSOLD	0.046516	0.768746	0.578571	0.420422	1.000000		
LOGSOLW	0.046746	0.608187	0.590290	0.452196	0.329411	1.000000	
SLOGINF	-0.061983	0.029208	0.101516	0.147783	0.123442	0.163491	1.00000

Table 5.4 and 5.5 depict the results carried out from the Pearson Correlation analysis for the first four models in terms of ROE and last four models in terms of ROA. The results show that there is a moderate correlation between the variables both in terms of ROA and ROE.

Hausman Test for ROE

Table 5.6

Test Summary	Chi- Sq	P- Value
Statistics		
Cross section random	10.52	0.01
Cross section random	19.82	0.00
Cross section random	7.48	0.04
Cross section random	8.30	0.04

Hausman Test for ROA

Table 5.7

Test Summary	Chi- Sq	P- Value
Statistics		
Cross section random	10.49	0.00
Cross section random	18.32	0.00
Cross section random	5.99	0.04
Cross section random	6.83	0.03

Ho: Random effect model is appropriate

Ha: Fixed effect model is appropriate

Results of table 5.6 and 5.7 are designed to see which model is appropriate for the regression analysis, either Fixed Effect Model or Random Effect Model. If the Probability value is less than 0.05 then the null hypothesis is rejected, which means that Random Effect Model is not appropriate for the regression. As our results of Hausman Test show that all the P-values are less than 0.05, which means that FEM is appropriate for the analysis. This is the econometric justification for selecting Fixed Effect Model. Economists usually focus on the impact and hence likely to use Fixed Effect Model (Todd and Wolpin, 2003) and some authors in any circumstances prefer Fixed Effect Model as Peto (1987) argued that the use of Random Effect Model is wrong because the question which is being answered by REM is difficult to understand and is uninteresting.

Fixed Effect Model is preferred over Random Effect Model if the two conditions are fulfilled. In this paper we assume that all the studied banks are functionally identical and share the common effect which fulfills our first condition, the goal of the analysis is to see e-banking and banking performance of banking industry not to extrapolate to other industries which fulfill our second condition to use Fixed Effect Model. So the decision to run Fixed Effect Model is not only based on Hausman test but from the literature as well.

Dependent variable: ROE

Fixed Effect Results for ROE

Table 5.8

Model 1			Model 2			Model 3			Model 4		
Variables	Coeffl	t-stat	Variables	coeffl	t-stat	Variables	Coeffl	t-stat	Variables	Coeffl	t-stat
LOGSATMS	-1.355	-13.5	LOGSNCC	-0.31	-3.6	LOGSOLW	-0.34	-3.6	LOGGLCD	-0.32	-3.8
LOGSCAPA	0.606	6.0	LOGSCAPA	0.62	4.8	LOGSCAPA	0.62	4.7	LOGSCAPA	0.55	4.2
LOGSINF	-0.202	-2.8	LOGSINF	-0.16	-2.2	LOGINF	-1.5	-2.2	LOGGINF	-0.17	-2.4
R-sq	0.67		R-sq	0.67		R-sq	0.68		R-sq	0.66	
D.W stats	2.02		D.W stats	1.88		D.W stats	1.93		D.W stats	1.83	

Dependent variable: ROA**Fixed Effect Results for ROA**

Table 5.9

Model 5			Model 6			Model 7			Model 8		
Variables	Coeffi	t-stat	Variables	coeffi	t-stat	Variables	Coeffi	t-stat	Variables	Coeffi	t-stat
LOGSATMS	-0.75	-7.9	LOGSNCC	-0.28	3.3	LOGSOLCW	-0.23	2.8	LOGOOLCD	-0.28	-2.9
LOGSCAPA	0.29	2.9	LOGSCAPA	0.30	-0.4	LOGSCAPA	0.27	-0.4	LOGSCAPA	0.26	2.6
LOGSINF	-0.06	-0.6	LOGSINF	-0.05	-3.0	LOGINF	-0.04	-2.8	LOGSINF	-0.05	-0.50
R-sq	0.71		R-sq	0.71		R-sq	0.70		R-sq	0.70	
D.W stats	2.3		D.W stats	2.2		D.W stats	2.1		D.W stats	2.1	

Interpretation of Regression Results

Table 5.8 depicts that number of ATMs have significant negative impact on banking performance in terms of Return on Equity. One percent change in number of ATMs will cause banking performance to decrease by 1.3 percent (see interpretation Gujarati 2003, 181–182). For negative impact of ATMs (see Ogbuji *et al* 2012 and Giordani 2012). Results of table 5.8 show number of credit cards, online cash withdrawal and online cash deposits have significant negative impact on return on equity. The results show that one percentage change in number of credit cards, online cash withdrawal and online cash deposits will decrease banking performance by 0.51, 0.54 and 0.52 percent respectively. The control variable capital adequacy is significant and has a positive impact on banking performance in terms of Return on Equity in all the models. Another control variable inflation shows significant and negative impact on banking performance in all the models of ROE. The positive and significant sign of capital adequacy indicates that Tier 1 capital is capable of protecting Pakistan's studied banks against financial losses. The other control variable inflation is insignificant and the negative sign reports that inflation causes banks to increase interest rates which force people to save instead of borrowing which may result in decline of the bank profit.

All the electronic banking proxies have also shown significant negative impact on banking performance in terms of return on assets. In table 5.9 Number of ATMs, numbers of credit cards, online cash

withdrawal and online cash deposits have significant negative impact on return on assets. One percentage change in number of ATM, number of credit cards, online cash withdrawal and online cash deposits will decrease banking performance by 0.78, 0.28, 0.25 and 0.28 percent respectively. The control variable inflation is insignificant but enters in the model with negative sign and the other control variable capital adequacy entered the model with positive sign and is significant as expected.

The results of the above electronic banking proxies utilized are contrary to our expectations. All the proxies of electronic banking have significant negative impact on banking performance both in terms of return on equity and return on assets. The coefficient of number of ATMs (among other e-banking proxies) shows stronger significant negative impact on banking performance both in terms of return on assets and return on equity.

Al-Smadi, and Al-Wabel (2011), found that electronic banking has a significant negative impact on banking performance. They argued that the cost of adopting of electronic banking is higher than revenue generated from the electronic banking services. Malhotra and Singh (2009) argued that there is no significant association between adoption of internet banking or e-banking with banking performance and internet banking has a significant negative impact on bank profitability, the reason they gave is the higher cost of operations incorporating fixed cost and labor cost. For negative relationship (see also Khrawish and Al-Sa'di 2011; Karimzadeh and Alam 2012; Delgado, *et al* 2007). In our paper two possible justification of the negative impact of electronic banking proxies on banking performance in Pakistan can be given. First, the cost associated with electronic banking is very high as compared to the revenue generated via electronic channels, the cost of electronic infrastructure, maintenance cost, and employees training. Nevertheless, banks are still enhancing electronic services because of the fact that profit is not the sole objective of the banks; Banks are more focused on capturing the market and the customers. Second, banks are trading off in terms of market capturing and attraction of customers, so the opportunity cost of the banks are dwindling of the profit, both in terms of return on assets and return on equity which is also in line with the theory.

“For smaller firms managed by their owners, profit is likely to dominate almost all the firm’s decisions. In larger firms, however, managers who make day-to-day decisions usually have little contact with the owners (i.e., the share holders). As a result, the owners of the firm cannot monitor the managers’ behavior on a regular basis. Managers then have some leeway in how they run the firm and can deviate from profit-maximizing behavior to some extent. Managers may be more concerned with goals such as revenue maximization to achieve growth or the payment of dividends to satisfy shareholders than with profit maximization.”(See Pindyck R.S., and D.L., Rubinfeld, “Microeconomics” third Edition).

Conclusion& Policy Recommendation

The paper empirically investigated the impact of electronic banking proxies on the performance of banks in Pakistan. Our sample includes 4 banks of Pakistan. The study used annual data for the years 2005–2013 making total number of observation 36. The study used fixed Effect Model. Return on equity and return on assets were used as a gauge of bank performance. The results of the paper revealed that all the proxies (i.e. number of credit cards, number of ATMs, online cash withdrawals and online cash deposit) of electronic banking have a significant negative impact on banking performance in Pakistan. The paper further shows that among all the proxies of e-banking, number of ATM has stronger significant negative impact on banking performance of the studied banks of Pakistan, as in line with the results of (Hassan *et al*, 2013) who also showed the stronger significant negative impact of ATMs among other e-banking proxies on banking performance both in terms of return on equity and return on assets.

This paper thus concludes that in general electronic banking is contributing negatively to the banking performance of Pakistan which may strengthen the existing literature on negative impact of e-banking and banking performance. We further discussed two justifications for the negative impact of e-banking. First, e-banking requires expensive capital, maintenance cost, and other cost associated with e-banking are very high as compared to the revenue generated from e-banking. Second, market capturing strategy has been followed by the banks of Pakistan

instead of profit maximization because profit maximization is not the sole objective of a firm/bank so banks are more eager in building up a cashless society.

Banks are increasing their electronic services radically to facilitate their customers and the costumers are well cognizant of electronic banking but less in numbers. As Anne Folan (see The Express Tribune, October 20th, 2013), an independent consultant working with FINCA (Foundation for International Community Assistance) since 2000 said that 86% of adult population in Pakistan is unbanked. So the amount generated from fewer costumers results in negative impact on banking performance because of the fact that the cost associated with e-banking is very high and the amount generated from electronic banking is relatively low though banks are trying to capture the market but the policies they have adopted are slow which might lead Pakistan's banks to lag behind in the foreign competition. Following are some policy recommendations that might give benefit to banks in term of their performance and might increase bank population.

- As in Pakistan mobile banking has a very small share among electronic banking composition (see figure 1). So banks should give heed to the mobile banking as it would act as a beneficial bridge to covert unbanked population to bank population.
- Banks intend to restrict their services which would help them to focus on bank profit or bank performance instead of market capturing.

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STYLISTIC ANALYSIS OF P. B. SHELLEY'S POEM OZYMANDIAS: FORMALISM VS READER RESPONSE THEORY

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Abstract

Stylistic analysis of a literary text finds its grounds on formalism and puts the reader aside from the text. It does not allow the 'informed reader' to construct the meanings of the text. On the other hand, reader response theory takes the reader as the constructor of the meaning of any literary text. However, in the present work, the researchers have tried to merge these contradictory schools of thought in the analysis of Ozymandias. The foregrounded linguistics features are highlighted objectively but interpreted with subjective approach. The reader is involved in the interpretations of these foregroundings which leads to more than one interpretation based on commonsense and are influenced by readers' perspectives and viewpoints. Narrative, Syntactic and Grammatical complexities in the poem have been focused for the interpretation. The study is an attempt to pinpoint the limitations imposed in formalist stylistics and tries to prove that there is a deep relationship between reader, text and interpretation.

Key Words: Formalism, stylistics, interpretation, Shelley, Ozymandious

Stylistics is mainly concerned with formalism, as it takes a text into account in isolation and does not focus the social, historical or other contextual factors. Formalism, however, does not attract a large community of critics, as Weber (1996) finds the problems with formalism and says:

The problem with these formalist stylistics analyses is that they strike one as mechanical, lifeless, sterile exercises, and largely irrelevant to the interpretation of the literary work that they are describing. And if the critics try to ascribe some function or the meaning to the formal patterns that they have uncovered, then a huge leap of faith is required to move from description to interpretation (p. 2).

Fish (1973) also criticizes the formalist stylistics for its objectivity and negligence of the role of reader in the interpretation of the text. He is of the view that the reader should not be ignored in the interpretation of the

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text and comes up with “Affective Stylistics” (1980) to involve the reader. He takes into account the reader’s ‘emotional responses’ as well as the ‘psychological processes’ that contribute in the interpretation of the text.

Both reader and text contribute in the process of meaning construction as every individual writer gets different meaning from the same text according to the social context in which he lives and according to his own viewpoints. Iser (1978) focuses on meaning construction by involving both ‘reader’s ‘mental input’ and the text’s form that contributes in the construction of meaning. Van Peer (1986) goes a step ahead and identifies that the reader is actually attracted by the deviations and parallelism found in the text and explores that reader finds the passages containing such devices more important and considers it more worthy of dimension. Leech & short (1981) also highlight the role of the reader in interpreting foregrounded items by including “psychological prominence” on their model of stylistic use. They first try to analyze the extracts or foregrounding from chosen narratives and then examine the psychological impacts of this foregrounding on the reader.

While describing linguistic devices Leech (1969) tries to explain ‘foregrounding’ and says that feature or the item that strikes the reader at once is the foregrounding. He is of the view that “the significance of a poem lies ultimately in the mind of the reader just as the beauty lies in the eyes of beholder” (p. 60). Leech, however, considers it least satisfactory for the critic. The present study is an attempt to show the significance of strong relationship between reader and text after finding out the linguistic evidences for the intuition.

The reader is involved from ‘affective stylistics’ to Iser (1978) though on the marginal basis. However, reader-response criticism involves the reader influentially. It operates on the following grounds:

- Text affects readers in unique and subjective ways
- Readers participate in determining the meaning of literary works
- Anything that contributes to the development of a reader influences his/her interpretation of reading selection
- An individual’s social class, racial background, ethnicity and other such factors make a profound impact on how that person sees and understands the world.

Wales (2001) summarizes that the “reader-response criticism, like post-structuralism, tried to move away from the text as critical focus, and even more so from (the intention of) the author (p. 331). The students (of literature) may ultimately recognize that it is their beliefs and attitudes that guide their “imaginative construction of these world” (Beach, 1998: p. 184: cited in Norgaard et al., 2010).

The ideology of reader response criticism, i.e. the reader is no longer the receiver of meaning rather the maker of the meaning lead to define the “reader” who could construct the meaning. Many theorists have thrown light on the role of the reader in meaning construction. Fish (1970) writes about the efficient reader, i.e. the reader who is able to construct meaning, and calls him an “informed reader” and Iser (1978) uses the term “implied reader” for such a reader. The present study uses Iser’s term for the efficient reader.

Rosenblatt (1978) consider the relationship of reader and text as complementary for each other. According to him the literary text or the “poem” is not text-centered or reader-centered but it remains in between as the meanings “constructed” by the reader are “structured” by the language of the text. The construction of the meaning of literary text is “transaction” as Rosenblatt calls it, in which both the reader and the text are involved and where none of them stands alone as a “sole repository of meaning”.

The formalist approach has been supplemented by demonstrations of the reader-response method within literary criticism (Scott 1990, 1991, 1994) which “tries to show how a text works with the probable knowledge, expectations, or motives of the reader” (Scott, 1994 p.34). The same approach has been applied in the interpretation of the Ozymandias, which has already been analyzed a lot, but this approach tries to find new meanings and new interpretation of the text involving both language and reader.

Ozymandias has been an attraction for the critics and researchers who have tried to find some new dimensions in it. Blair (2000) focuses on the language of the Ozymandias and analyses the poem stylistically. His major focus remains on the difficulties faced by EAP learner while he tries to interpret the poem through its language. He finds the grammatical usage of articles and deixis can lead the learner in wrong

direction as he is not familiar with such grammatical usages. Barnes et al. (2005) hints to the poem and say that the whole poem, except first line, has been presented through the viewpoint of the “traveler from an antique land, who said...” However, Martindale (1993) finds the clash of viewpoints in the narration of the poem. He views the poem as historical text and identifies one of the viewpoints being of Ozymandias’ and the other one of the artist “who mocked the king’s pretensions and yet produced a work of art” (p. 3). He infers this interpretation from eighth line of the poem

“The hand that mocked them, and the heart that fed” (L-8)

And calls the hand and heart the objects of “survive” (L-7). However he shows the possibility of the existence of two more viewpoints; that of ‘traveler’ and ‘I’ the speaker of the lines who may or may not also be the poet himself, Shelley. He analyses the poem following the ‘reception theory’ and calls the poem in this light “a tiny part of dialogical processes of its reception” and finds that the meaning is “always realized at the point of reception” and that no ‘intention’ or interpretation is communicated within any text.

Theoretical Framework

The researchers have tried to intermingle the two schools of thought i.e. the formalistic stylistics and reader-response theory. For formalist stylistic analysis of the poem, the model presented by Leech & Short (1981) has been followed. The findings following this model remain objective but the researchers have validated these objective findings of the poem subjectively by involving the reader in this process. The researchers have tried to relate the findings they found in linguistic devices used in the poem with their subjective approaches and to uphold the relationship they organized the group discussion, in the end of which the findings were accepted as a whole as they were based on commonsense. This proves that there is a relationship between the formalist stylistics and reader-response theory. Reader tends to assume the findings of linguistic devices in their own perspective.

Ozymandias

Apparently the poem seems to be a simple one as much as to be understood even by an undergraduate student having basic knowledge of

English. But the beauty of the poem lies in its hidden complexity which may be overlooked in the first reading even by an informed reader. The researchers have found three levels of the complexity in the poem:

- Narrator complexity
- Syntactic complexity
- Grammatical complexity

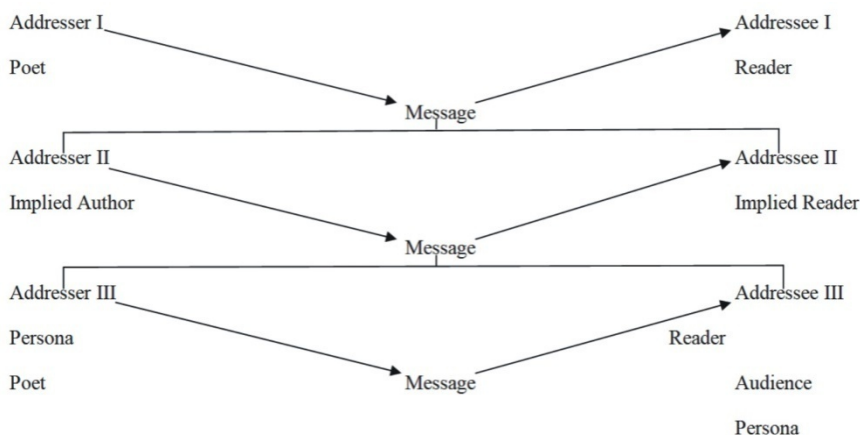
Narrator Complexity

Seemingly there are two narrators in the poem but there is overlapping of first and third person narrator and reader is indecisive about the narrator even after so many readings. The narrator shifts from 1st person narrator to 3rd person narrator and ends on 3rd person narration.

The poem opens up with the 1st person narration.

“I met a traveler...”

This ‘I’ is perhaps the poet himself or the persona created by the poet. The relationship between the addresser and the addressee can be drawn using the model given by Leech & Short (1981);



The addressee of these lines might be the reader of the poem or it is quite possible that the persona might be relating his meeting with the traveler to some audience or to some friends,. Still there is another possibility; this narration is an extract from the diary of the persona where he is writing his daily notes and important happenings. This way, both the addresser and the addressee is the persona himself.

The second narrator starts with “Who said:” this ‘who’ is anaphoric reference to the ‘traveler’. The 3rd Person narration then starts after “Who said:”

“Two vast and trunkless legs of stone (L-2)

...

Look on my works, ye Mighty, and despair!” (L-11)

is the second sentence. The complexity becomes more prominent when the reader finds both 3rd Person and 1st Person narration within the single sentence.

Here, in this extract, if the addresser is the traveler, the reader again remains indecisive about the addressee, whether the traveler is speaking to the persona only, or he is having a sitting among some audience and is relating what he had seen in “antique land” and persona or the poet being one among the audience.

Interestingly, the narration shifts from 3rd person to 1st Person narration in the same sentence. 1st person narration occurs in inverted commas in L-10 and L-11.

“My name is Ozymandias, king of kings

Look on my works, ye Mighty, and Despair!”

The statue-maker might have given these words in the mouth of statue whose addressees are travelers and visitors of that “antique land” or it is the extract from the diary of the king Ozymandias himself that shows his arrogance and superiority.

The last narration is even more complex; it is 3rd Person narration.

Nothing beside remains. Round the decay

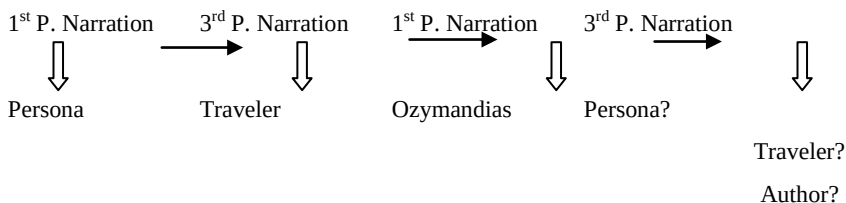
Of that colossal wreck, boundless and bare

The lone and level sands stretch far away (L 12-14)

The reader is indecisive about the narrator of last three lines, whether it is author or persona or traveler. If it is the persona, he might be commenting on traveler’s account of “antique land”. If it is traveler, he might be concluding his account for the “antique land” with a moral lesson, and his addressee could be the persona or his audience. But there is another possibility that the author i.e. the poet himself has jumped in for conclusion who is directly addressing to the reader.

Shifts in Narration

There is abrupt shift in narration of the poem.



This abrupt shift in narration makes the poem complex at deeper level. Moreover, in the last shift of third person narration the speaker or the addresser is indecisive that enhances the beauty of the poem.

Syntactic Complexity

The second sentence is highly complex at syntactic level. The structure can be drawn to make a sense of complexity in it. Clause Structure:

Near them, on the sand, half sunk a shattered visage lies
 | Whose frown and wrinkled lip, and sneer of cold command tell
 | That
 | Its sculptor well those passions read
 | Which yet survive
 | Stamped on these lifeless things
 | The hand that mocked them
 | The heart that fed
 And
 On the pedestal, these words appear
 | My name is Ozymandias, king of kings
 | Look on my works, ye mighty
 | And
 | Despair!

Here in one single sentence there are two main clauses connected with each other with coordinating conjunction ‘And’, and there are almost nine subordinate clauses to these two main clauses rather there are subordinate clauses even to the sub-subordinate clauses of the main clause.

But the complexity does not end here rather it moves to the grammatical level. Unexpected use of deixis creates another complexity. In L-7

“Stamped on these lifeless things”

The use of such ‘proximal terms’ in diexis (Yule, 1996) may mislead the reader as to think about the things found nearby, but until now, the atmosphere of the poem seems to be that of “antique land” i.e. old place which does not exist now, but ‘these’ is the word that immediately involves the reader in the description and reader feels as if he is a part of land which is being described before him.

However, the reader is not kept in this situation till the end and a distance is maintained in L-13 using ‘distal terms’ (Yule, 1996)

“Round the decay, of that colossal wreck”

The poet first creates an “antique land” then involves the reader and again, in the end, keeps his reader at a distance. This spatial and temporal uncertainty also strikes the reader’s mind.

Another complexity which is found in the poem is that of anaphoric references. In L-6

Tell

That its sculptor well

Those passions read

Which yet survive

The ‘which’ is used anaphorically but the reader is indecisive whether it refers to the ‘sculptor’ or the ‘passions’, what survived till then?

Again in L-8

“The hand that mocked them, the heart that fed”

The second half of the line again refers to ‘them’. This is the most complex anaphoric reference. This ‘them’ may refer to the ‘passions’ ‘which yet survive’ or it is the direct object of ‘survive’ (Martindale 1993) or were it the masses of king Ozymandias who were mocked by king’s hands or were they his courtiers whom king mocked. Again there is another complexity in the choice of lexis. It is not the hand that mocks and not the heart that feeds; rather it is vice versa, i.e. hands can feed and heart can mock.

Other features that are stylistically significant are the use of graphology symbolic devices and equity with children literature. The second sentence which presents the description of a broken statue is itself broken into many segments:

“...Near them, on the sand,

Half sunk, a shattered visage lies, whose frown,

And wrinkled lip, and sneer of cold command,

Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things
The hand that mocked them, the heart that fed;"

This frequent occurrence of commas in the sentence result in the pauses and reader relates this segmented piece with that broken statue. Moreover, what reader gathers from this description is that the head of the statue is broken and lies before the legs of the statue. Symbolically it has been presented in graphics as well. The description of legs is given earlier than the description of the head.

Many critics have recognized some particular characteristics of children literature; omission of time and place being one of them. In this poem, the only word "antique" makes the scene of "Once upon a time there lived a king..." Here the literature crosses the limits of time and place. Another aspect of children literature is that most of the children literature ends up with some moral lesson. This aspect is also found in the poem as it ends with the same tone; 'Nothing beside remains...level sands stretch far away'. Some of the complexities have been highlighted in the paper that involve both the language and the reader of the poem while in the construction of the meaning.

Conclusion

The research on Ozymandias has been limited in some sense as the analysts follow only one school of thought. The present study explores more than one interpretations that 'informed reader' constructs while taking into account the structure of the poem. Also, the researchers have tried to prove that there is a deep relationship among 'reader', 'text' and 'language' of the text. The popped up features i.e. 'foregroundings' attract readers' attention but all the readers do not necessarily take the same meaning of the same text rather every reader develops his/her own understanding which is influenced by his/her own perspective and viewpoints. In Ozymandias some readers may take it as a simple poem, some may take it as historical narration, some may take it as moral story and others may take it as a representative of children literature. It is the underlying complexity of the poem that paves way for these many interpretations and which consequently enhances the beauty of seemingly simple poem.

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SUCCESS OF BENGALI SEPARATIST MOVEMENT: AN ASSESSMENT OF AYUB KHAN'S LEADERSHIP

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Abstract

General Muhammad Ayub Khan had been one of the most influential leaders of Pakistan during fifties and sixties. These two decades witnessed the Bengali Movement in East Pakistan developing gradually to a successful separatist movement. Being the most powerful personality in the ruling circles Ayub Khan could play the most vital role in appeasing that movement. Whether he was able to assess the challenge of rising separatism and how his policies, politics and actions affected the Bengali movement are the major questions which have been addressed in this paper. The paper deals with the critical appraisal of the performance of Ayub Khan as Commander in Chief (C-in-C) of Pakistan army as well as the president of Pakistan in connection with gradually rising separatism in East Pakistan. Achievements and failures of Ayub Khan in respect of this most grave challenge to the state of Pakistan have been criticised in this paper. The analysis is based on the primary sources like documents from archives, diaries, autobiographies and biographies as well as secondary sources like books and articles in journals.

Key Words: Leadership, East Pakistan, Separatism, Politics, Movement

General Ayub Khan – An Administrator

Born of a family of landed gentry of Pathan stock, educated at Muslim University Aligarh and Sandhurst, Ayub was commissioned in the Indian army in 1928. He was promoted Colonel early in 1947 and appointed president of a Services Selection Board. In December 1948 he was promoted Major-General as GOC East Pakistan. In late 1949 he was appointed Adjutant General and in 1950 Lieutenant General and C-in-C designate. In 1951 he was promoted General as first Pakistani C-in-C (UKHC Pakistan, October 1963). He was the most influential personality in the ruling circle of Pakistan after the death of Liaquat Ali Khan.

Ayub Khan was an efficient administrator but was not a popular leader (Akbar, p. 43). He became increasingly adept in political manoeuvring but was powerful as an administrator rather than as a charismatic leader (US Embassy Rawalpindi, 1967). He also lacked charisma (Ziring, 1998, p. 180) that is key component of a charismatic leader. He could not be called a contextual leader because though he was imbued with a burning desire to reform society and put the country on the road to progress (Dad, 2001, p. 65), he was in fact more fallible than

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he seemed. He could not gather people around him as a political leader does and he ran what was virtually a one-man show. As a ruler he made little demand – and gave little time – for previous research or examination of likely consequences (James, 1993, pp. 108-09).

Responsible for Instability as Commander-in-Chief

As C-in-C before imposing martial law Ayub Khan was fully involved in political affairs and thus was responsible for bad impacts of political instability at Centre on East Pakistan and mishandling of Bengali Movement during that period. He, days before the dismissal of Khawaja Nazimuddin, strongly urged on Zafrullah Khan the need for immediate action to remedy the position as Khawaja Nazimuddin 'had lost confidence of army' (UKHC in Pakistan to CRO). He had already struck an alliance with Ghulam Muhammad before the dissolution of the first Constituent Assembly of Pakistan. He took Chaudhuri Muhammad Ali into confidence and told him that he had been offered the Prime Ministership by the Governor General Ghulam Muhammad (Khan, 1974, p. 296). He had preferred to become the Defence Minister instead of accepting the request by the Governor General for assuming the control through Martial Law (Note on Ayub Khan, , October 1963).

Evidently under Governor General Ghulam Muhammad, Ayub Khan's influence was all pervasive. "His opinion was sought in matters which were strictly speaking not his concern. His counsel was obtained before any big or vital decision was taken by the government and it did not matter whether the action was concerned with commerce or education, foreign affairs or interior, industrial development or social welfare (Salamat, 1992, p. 29). The dissolution of the CAP, the formation of the 'Cabinet of Talents', the integration of West Pakistan into one unit were all part of the blueprint prepared by Ayub Khan in early 1954 (Khan, 1967, pp. 186-91). Moreover, as C-in-C he considered East Pakistan indefensible and visualized that its defence lay in West Pakistan (Afzal, 2001, p. 113).

As President of Pakistan

President Ayub had an excellent opportunity to solve many of the problems of disintegration. He possessed a towering personality, had the total support of the armed forces and was well acquainted with East Bengal having served there as the general officer commanding of the local army formation. But he did not prove equal to the task. His

priorities went wrong (Matinuddin, 1994, p. 65). According to Qudratullah Shahab who was his Secretary, Ayub's ten years of rule did not help Pakistan to develop any institution which could be a source of strength to Pakistan in the era after him. The 1962 Constitution, the BD system, the ConML, all succumbed to their natural death immediately after Ayub's exit (Dad, 2001, pp. 65-66).

Feldman (2001, p. xiv) regards Ayub as much more able than Yahya but nonetheless holds him substantially largely responsible for the dissolution of Pakistan. He says that "history may well conclude that it was Yahya Khan's misfortune to have completed what Ayub Khan had launched." Likewise Fazal Muqem (n.d., p. 7) views Ayub as being inadvertently responsible for strengthening the secessionist forces within East Pakistan. Shahid Hamid (1993, p. 205) believes the imposition of Martial Law in 1958 and the abrogation of the 1956 Constitution as Ayub Khan's most serious errors. Despite all the Ayub's concessions to opinion and his harder efforts to merit the goodwill of the East Pakistan than his predecessors, his martial law was seen as the further humiliation of East Pakistan. The return to civil government allowed the discontents to find expression and no really effective voice was raised on behalf of the president to allay and counter them (UKHC Pakistan to Secretary of State CRO, 1962-63).

Though the genuine and nationwide sense of relief felt in those days of political turmoil and unrest, yet later, because of being corrupted by power, proved that he was unequal to the necessities of his mission (Feldman, 2001, pp. 315-16). More than weakening the political parties generally through a ban on them, Feldman views that the ML, sole political party in the country which could reasonably claim to be equally well based in each wing, had been driven by Ayub Khan into two competing parties. Opportunists and turncoats filled ruling faction of ML's ranks which never could become an organized party and weak PML factions ultimately at the time of test could save neither Ayub Khan nor Pakistan and they deserted Ayub Khan when he was confronted by a political crisis (Dad, 2001, pp. 65-66; Hamid, 2001, p. 202).

The selection of Karachi as the capital of Pakistan was not appreciated by the Bengalis. People of East Pakistan had silently accepted the setting up of the Capital there only on the emotional ground

that the father of the nation had decided upon it. Ayub Khan's decision to shift the capital from Karachi to Islamabad freshly created an issue by reopening a very vital question which had been closed. It functioned as one of the factors in the alienation of the Bengalis. The Bengalis objected to the huge expenditure on the construction of new capital city. The cost of the estimated plan was 200 crore rupees. They were also averse to the cold weather of Islamabad because it was not bearable for them. They maintained if the Capital was at all to be shifted from Karachi, there was no reason why it should not have been Dhaka (UKHC Karachi, 1960.).

The planners, in the very start, could measure the possible dissatisfaction and criticism in East Pakistan. Suhrawardy as PM had abandoned a proposal of establishment of capital at Gadap near Karachi holding the view that it would be immoral to undertake such an ambitious plan "when the stupendous rehabilitation problem was still staring the country in the face." Ayub, on the contrary, without considering bad impacts on East Pakistan, not only endeavoured to construct new capital but also, as Sir Symon had strong impression that, had already made up his mind as to where the capital city would be and favoured a place in the foothills just above Jehlum (Symon, 1959). For the satisfaction of Bengalis the government announced for developing a second or subsidiary capital in East Pakistan (Information Department GOP, 1959) only when the representatives of East Pakistan, finding the decision imminent, proposed for a subsidiary capital in Dhaka (UKHC Karachi, 1959).

Abrogation of Constitutions

Ayub Khan twice took part in abrogating the constitution, an element that developed the separatism in East Pakistan. He, in 1954 as C-in-C, supported Ghulam Muhammad, to dissolve the CAP. If he had restricted himself to the sphere of his profession, it would have been far better for him as well as for the nation. He could have saved Pakistan from the evils and intrigues of Iskandar Mirza by preserving the constitution and ushering in an era of democracy. But it was very unfortunate day for Pakistan when they became close friends and later on hatched a heinous conspiracy against the people of Pakistan (Bhurgari, 2002, p. 116). In 1958 he with the help of army abrogated the constitution of Pakistan 1956, which was promulgated after a sort of consent with major elements of East Pakistan.

Again for making the new constitution after martial law, the Intelligence Bureau (IB) towards the end of July 1961 cautioned him that a good deal of the political and other activities would depend on the form of the future constitution. IB also warned him that the people in East Pakistan would not be satisfied unless the constitution ensured them in reality equal and effective participation in the government, equal share of development resources and particularly full control over the administration of East Pakistan. The intelligentsia would also like to see a directive principle in the constitution to increase speedily East Pakistan's share in the defence services as well as equal representation of East Pakistanis in the central services" (Gauhar, 1998, pp. 186-87). However, the constitution he produced assured East Pakistanis that they had the least chance of securing political power (Muqem, n.d., p. 7).

Awareness from Challenge

Notwithstanding being fully aware of the East Pakistani preference for a parliamentary and not a presidential system he viewed that only latter form could insure Pakistan's unity. "If East Pakistan wants to have a Parliamentary form of Government and [in West Pakistan] somebody else wants to have something else, really you have got to have two countries then!" was his view (Ziring, 1998, p. 27).

Ayub Khan (1960, p. 549) knew the gravity of challenge of separatism in East Pakistan. He believed that "due to the uniqueness of the ideological state of Pakistan, under normal circumstances, it would have required most extraordinary efforts by the best of governments to cope with the problems" confronting it. Ayub regime cited national disintegration as most important rationale for the coup d'état of October 1958. Feldman (The Herbert Feldman Omnibus: The End & the Beginning, 2001, p. 14) alleges that in the speeches and writings of Ayub Khan there was nothing to show that any of these problems of disintegration of Pakistan's two wings worried him. While Safdar Mahmood (1989, p. 28) thinks that Ayub Khan knew the sentiments of the Bengalis and attached great importance to the problem of national integration. He consulted educationists and psychologists to devise means to integrate the two regions.

Ayub Khan thought the unity of both the parts as the guarantee for the sovereignty and freedom of both. He felt that separated, it might

be a matter of a few years if not a few months, before they disappear, disintegrate, or are destroyed” (Ziring, 1998, p. 28). Over-emphasis on the separation-demand by Ayub Khan is also deemed a major mistake by him. There can be no better and stronger proof than Jilani’s writing who was eyewitness to everything happening in East Pakistan. It proves that Bengalis did not want separation, but it was forced upon them by Ayub (Bhurgari, 2002, p. 311).

Ayub Khan was conscious of the smouldering discontent but the measures he took to develop and promote understanding between the people of the two wings were frustrated due to wrong planning and nepotism. Most of the inter-wing scholarships were not awarded to deserving students. Besides, the exchange of cultural and student delegations bred misunderstandings because the delegations visited big cities only and went back with the impression that West Pakistan was much more developed than East Pakistan. The posting of West Pakistani officers also generated ill-feeling because their attitude towards the local people was indifferent and they treated them as a race apart. Ayub Khan’s idea of inter-wing marriages did not produce the desired result because of linguistic and cultural differences. The Pakistan Councils for National integration set up to remove language barrier and create understanding became centres of Bengali nationalism (Mahmood, 1989, p. 30).

Bias to Bengalis

Ayub Khan’s bias towards Bengali people and Bengalis’ contempt towards him left bad impacts on East Pakistan. Not conversant with Bengali language, short of limited personal contact with Bengali politicians and academics Ayub Khan must have appeared distant and alien to the people of East Pakistan (Gauhar, 1998, p. 186). They hated him in the same manner. In December 1967, an unsuccessful attempt was made to kidnap and assassinate him in East Pakistan (Gauhar, 1998, pp. 408-09). He himself had drawn a racial distinction with the West Pakistanis the ‘conquering race and the East Pakistanis, the ‘downtrodden’ race (Khan, 1967, p. 187). He also said once that the Bengali Muslims’ support of Jinnah’s demand for the establishment of Pakistan was based on a negative attitude. He stereotypically continued that the Bengalis were noted for a negative and destructive attitude rather than for hard work and constructive programmes; they also have a

tremendous tendency to put the blame on others (Choudhury, 1973, p. 10).

Look at Ayub Khan's views about Bengalis in his diary. "Any normal people should have recognized and rejoiced at this blessing (of providing them freedom and equality of status by Ayub), but they and their politicians and so-called intelligentsia show no realization of this. Instead, they urge to fall back on their Bengali past....In addition, they have cut themselves off from Muslim culture" (Baxter, 2008, p. 210). In the light of these views Ayub Khan was certain that the day was not far off when the Bengalis would secede. He disclosed to Altaf Gauhar (1998, p. 411) once that "I gave them the second capital because they are going to need it one day. They are not going to remain with us." In March 1964 he told Khawaja Khairuddin (in the presence of Monem Khan, Governor East Pakistan) that the Bengalis had no culture and could not govern themselves. He wished to rule them through certain West Pakistan families long established in Bengal, such as Khawaja Khairuddin's (1965).

It was during Ayub Khan's administration that, despite his own efforts to meet some, if not all, of East Pakistan's grievances, Bengali Movement acquired firm shape. It was during his administration that the word secession became, in Pakistan, not only utterable, but printable. Ayub Khan failed as explicitly in East Pakistan because his regime became more intolerable, more oppressive and more corrupt without providing any material benefits to the deprived masses (Feldman, 2001, p. 189).

Response to Bengali Movement

Ayub's response to the Bengali movement was two-fold; to give economic relief to the middle class and to replace the established traditional Bengali political leadership with a host of new leaders decorated with patriotic sentiments. In 1962, Ayub Khan accused the Awami League leader H.S. Suhrawardy and others of inciting the students and the people of the region; as such he ordered for crushing those elements (Bhurgari, 2002, p. 110). The public meetings of NDF leaders organized at Lahore and Gujranwala to mobilize public opinion were disrupted by the police and its hirelings. The press, a substantial segment of which had been brought under direct government control,

was used to discredit the National Democratic Front as communist-inspired and subversive (Zaheer, 1994, p. 82).

So far as the accommodation of Bengali demands is concerned, Ayub's views seemed to undergo some changes over the years. While in 1954 he had regarded autonomy for East Pakistan as the best policy for national integration after 1958 he looked upon this solution as "disruptive" and "secessionist" and advocated a strong central government, preferably unitary (Jahan, 1972, p. 66).

Ayub apparently failed to grasp at an early point the force of the Bengali movement (US Embassy Rawalpindi, 1967). His response was short-sighted, even in terms of his own survival. The government machinery projected the Six Points to discredit the entire opposition, which included a large number of moderate and liberal elements. Ayub failed to comprehend the threat to the federal structure posed by the Six Points. Instead of building national consensus to neutralize and accommodate the regional demands within the federal system, he resorted to the usual techniques of the detention of opposition leaders of both East and West Pakistan, a media campaign questioning their patriotism, and placing restrictions on their activities (Zaheer, 1994, p. 97).

Ayub Khan's response to the AL's militant nationalism was detention and prosecution of Sheikh Mujibur Rehman and some other leaders under various laws, at frequent intervals, and generally restricting their activities (Zaheer, 1994, p. 84). If Ayub Khan had sought to accommodate and co-opt Mujib, the separatist movement could have been weakened in the beginning (Zahid, 1984, p. 54). After abortive effort to contain the Six Point agitation by a process of detention and arrests under the Defence of Pakistan Penal Rule, the East Pakistan Safety Ordinance or the Pakistan Penal Code, along with censorship of the Press, Ayub Khan changed tactics. During September 1966 a rumour spread that secret negotiations between Ayub Khan's representatives, and leaders of AL, were in train. A long, circumstantial, and seemingly accurate account of these parleys appeared in the Dhaka weekly, *Holiday*, in its issue dated 12 September 1966. The attempt did not succeed but some useful contact appeared to have been made and it seems that Ayub Khan had concluded that the time was ripening for other more effectively persuasive measures. In December 1966 he again

visited East Pakistan where, it is said, he succeeded in weaning away some of Mujib's supporters and in cutting the Six Points campaign down to manageable proportions by a lavish distribution of import licences and the money-spinning favours. Ayub's next visit to use the same tactic in March 1967 could not be fruitful. During and after that visit Ayub gave strong statements against autonomy saying it was a "camouflage for separation" (Feldman, 2001, pp. 194-195). Ayub, however, acted with finesse when on his own initiative, Tafazzal Hossain was released in 1967. This was interpreted as a conciliatory move by the President for opening a dialogue with the AL (Humayun, 1995, p. 285).

Almost all the prominent East Pakistani politicians publicly rejected the Six Points but Ayub Khan did not try to enlist their support. Instead of winning over these moderate autonomists, he rejected their demands in Toto and drove them to take a more radical stand on autonomy. Ayub failed to foresee the coming events. He probably thought that the Six Point programme would ultimately go against Mujib and his followers. Moreover, knowing that the opposition parties would not support the Six Points, Ayub planned to create rift in the opposition political parties by projecting Mujib's formula. He, therefore, gave great publicity to the Six Points through "Trust Papers" with a view to proving him a secessionist and an Indian agent. But this ill-conceived scheme, bereft of tact and political wisdom, indirectly contributed to Mujib's popularity (Mahmood, 1989, p. 46). In 1967 Ayub was confused and uncertain of what to do in respect of separatist movement. His problem was one of public relations as much as substance – to persuade the East Pakistanis that despite the fact that the country was run by a West Pakistani they were getting a fair deal (Barrington, 1967).

While touring East Pakistan in September 1968, Ayub Khan announced a four-point plan 'to thwart disruption'. It comprised propagation of the legacy of Pakistan struggle; confirmation of Islamic ideology as the basis of Pakistan; projection of the urgency and benefits of a strong centre and the forging of a common front everywhere against the forces of disruption. The implementation of this plan was not marked by any great show of vigour and if it was intended to bring the two Provinces closer together it cannot be said that it was pursued with any real determination. In fact it more or less died through lack of interest

(Feldman, 2001, p. 200).

Towards the end Ayub Khan came to the dismal conclusion that there was nothing to hold the country together except the fear of the Hindu. The best thing, he thought, was to 'let East Pakistan go' and give the other provinces the maximum autonomy they wanted. (Gauhar, 1998, p. 490). Even the last act of Ayub Khan, the resignation, proved disastrous for solidarity of Pakistan. Dobell (1969, p. 310) remarks, "Even the efficacy of Ayub Khan's final act of self-sacrifice has been called into question." A large number of ills of Pakistan, as well as the separation of East Pakistan, can be attributed to him because he, as president for long eleven years, ran the country autocratically through official mechanism only with the advice and help of establishment (Barrington, 1967).

Conclusion

General Ayub Khan led Pakistan as ruler during critical years when this state was facing the most dangerous challenge to its integrity. As C-in-C of Pakistan army, very powerful institution in Pakistan, he interfered in the political matters and shared the responsibility of damages to the political system. Though his policies as president of Pakistan got praise at that time, he was responsible for the weaknesses of political parties which could establish strong political connection between two wings of Pakistan. His abrogating of constitutions twice blocked the constitutional development in Pakistan that heightened the separatism. Though he was able to assess the challenge in start, yet his response to the Bengali movement – economic relief to the middle class and replacement of traditional Bengali leadership – failed to integrate Pakistan. The imbalanced economic growth during his times heightened discontent in the East Pakistan. He tried to snub the movement through use of force and did not co-opt Bengali leadership that increased separatist tendencies. Therefore, it was he who was responsible for the separation of East Pakistan more than any other leader of Pakistan though the incident took place after almost two years of his resignation from the presidency.

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ENFORCEMENT IN RELATION TO CORPORATE LAWS IN PAKISTAN: A CASE FOR LEGAL REFORMS

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Abstract

This article examines the enforcement problems of the corporate law in Pakistan. It critically analyses the legal and regulatory problems of enforcing corporate matters. The out-dated and inefficient laws are major problem for effective enforcement in Pakistan. There is a need to revamp the corporate laws for the safeguard of the interests of the investors keeping in view the prevailing circumstances in the country.

Key Words: Corporate Law; Corporate Governance; Minority Protections; Enforcement; Reforms; Pakistan.

I.Introduction

The protection of rights depends not only on effective enforcement of rights but the provision of those rights in law (Pound, 1910). The scholars of corporate law have been discussing the issue for quite a long time. In the new world scenario, this has become more relevant than it was before. The enforcement of laws is very important in an era of globalisation and competition where cross-border investment has increased (Enriques, 2002). The investment in foreign stock markets is a common modern phenomenon of overseas investment (Coffee, 2000). The foreign investment depends on the quality of laws and their enforcement mechanism. The investors both foreign as well as domestic are concerned with protection of their investment. The protection of investment is directly related to protection through laws and enforcement through institutions.

The effective enforcement comes through three core corporate institutions: Legislation, Judiciary and Stock Market. However, judiciary and stock market can be effective only when there are good laws. The corporate laws in Pakistan are inefficient and out-dated. They fail to provide sufficient protection to the investors on a number of occasions which results in deprivation of their life savings. The present state of corporate governance in Pakistan demands reforms in these three core corporate governance institutions. However, this paper will cover only

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legal reforms. The focus of this article is on corporate law reforms in Pakistan in the light of global trends including India in general and British corporate governance system in particular as the Pakistani system was borrowed from Britain, the former colonial power.

II. Enforcement Issues in Corporate Governance

In recent years, globalisation and competition have brought about towards convergence trend in corporate governance. In convergence, the less developed country transplant the laws of some developed country with better corporate governance mechanism. The transplantation of foreign corporate laws has remained a main phenomenon in recent years. In this process the home countries tried to adapt these features according to their circumstances but lack of synchronisation with home social, cultural, political and religious norms and a weak enforcement mechanism did not produce optimum results.

La Porta et al. have discussed in detail the protection of investors, especially minority shareholder. According to them, the protection of investors is the main factor for the good corporate governance. They further emphasised the fact that the enforcement mechanism can be effective only when there are good laws (La Porta et al., 1997). The focus of La Porta et al. was on the provision of the rights of the investors in the laws. The 'law in books' is, therefore, important in the first phase of reform, even if there is a weak enforcement mechanism; for instance, EU accession in central and eastern European countries suggest that features of foreign corporate governance can play at least a positive role on reform agendas and in their implementation (Berglof, 2004). In the second phase, the law in action can be ensured by enhancing institutional capacity (Cooter, 1998). Therefore, host jurisdictions must improve their enforcement mechanism in order to make the transplanted laws more effective. The mere provision of good laws in books cannot substitute weak enforcement mechanisms; for example, transitional economies transplanted laws from advanced jurisdictions, including the US, but weak enforcement mechanisms allowed the expropriation of minority shareholders. The transplantation of 'law in books' without 'law in action' from more developed jurisdictions may be counterproductive. Therefore, for an effective system of corporate governance, rights must be protected and enforced;

in other words, both good laws and an effective enforcement mechanism complement each other. In the absence of good laws, enforcement will not be successful and, conversely, in the presence of a weak enforcement mechanism mere good laws cannot protect investors (Cooter, 2000). However, the good laws are precondition for good enforcement mechanism.

Reforms in corporate laws and enforcement mechanisms have been on the agenda of both developed and developing countries in the recent past. Developed countries had taken the initiative long before developing countries. As far as enforcement is concerned, it is embedded in the system that developed over the time. The developed jurisdictions have strong enforcement mechanisms due to their ability to enforce the rights provided in their laws; in other words, the ability of the system to enforce laws is directly proportional to compliance with the regulations that provide the rights (Kraakman et al., 2009). For example, the US has the powerful Securities and Exchange Commission (SEC) to provide investors with protection. It has a strong judicial system and a developed market that enforces the rights provided in the laws. In the UK supporting institutions such as the stock market, institutional investors, *laissez-faire*¹, professionals and a developed judicial system have provided sufficient investor protection, which has developed the system of corporate governance (Cheffins, 2001). The problem of enforcement is more severe in developing countries than in developed countries. In some cases the problem does not lie with the 'law in books' but with the 'law in action' in developing countries (Berglof & Claessens, 2004). Many developing countries have laws that are transplanted through globalisation, colonisation or other financial interests. Despite this transition of good laws, enforcement remained a core issue in these countries. Systems of enforcement have also been reformed in some developing and emerging economies; for example, India has taken some initiative to reform its enforcement mechanism. It has introduced new Companies Act 2013 with many reforms including revamped rights for the investors. It has also introduced quasi-judicial authority known as the National Company Law Tribunal to enhance the enforcement mechanism

¹*laissez-faire* is an economic theory which refers the system in which the contracts between private parties are free from government interference through different regulations, privileges, tariffs, and subsidies.

in the corporate sector and to provide protection to the investors (The Companies Act 2013, s. 408).

In Pakistan there have been some reforms during the past three decades. The reform agenda started with the enhancement of the regulator's capacity in corporate law. The establishment of the Securities and Exchange Commission of Pakistan (SECP) through the Securities and Exchange Commission of Pakistan Act, 1997 was the first step on this agenda. The SECP made some laws and amended existing laws, rules and regulations to provide investors with rights and to safeguard them. Many state owned enterprises were privatised and the state disinvested some of its shareholding to the general public. This phenomenon stimulated family-owned enterprises to disinvest some of their shareholdings to the general public. The general public was involved in the process and invested their savings in the market. These reforms caused a boom in the stock market but the market crashed many times and major was in March 2005 and small dispersed shareholders lost their life savings. The regulator and stock market failed to avoid the market crash, and, subsequently, also failed to identify and punish the culprits. Stock brokers had manipulated the market and derived undue advantage from their position (Khawaja & Mian, 2005). This phenomenon is common in Pakistan due to old dated, inefficient and insufficient regulations.

In addition to this, Pakistan's weak enforcement mechanism failed and the poor legislation and the inefficient institutional and judicial system could not provide the victims with an adequate remedy. This necessitates revamping the whole legal system of the country. Therefore, there is a need to reform the system in order to enhance the investor protection. The investor protection is key factor for development of the market which can attract not only foreign as well as domestic investment which will in turn boost economy of the country.

III.Reforms

Corporate governance is regarded in the same way as economic and legal institutions that can be reformed but it requires political support (Shleifer & Vishny, 1997). Good corporate governance is linked with better enforcement of investor rights. Reforms are necessary for underdeveloped jurisdictions such as Pakistan where corporate

governance institutions are weak and fail to protect investors. In order to enhance the enforcement mechanism and improve corporate governance, the system needs to be reformed. This will enhance investor confidence, which may be beneficial to the economy in general and investor in particular.

Legal Reform

Pakistan is an underdeveloped country with complicated, cumbersome and out-dated statutes (Cheema, Bari, & Siddique, 2003). Most of the laws are based on those dating back to the British colonial era. Company law, which is the core corporate law, is based on pre-independence company law issued by the British rulers for their former colonies. Similarly, other corporate laws including securities laws and listing rules are also out-dated. The regulator is slow in reforming the statutes. Pakistan has made only one company law since its independence in 1947 and the same was based on the colonial company law of 1913. Other jurisdictions revised their company laws rapidly and brought them into the realm of modern needs and requirements. The UK introduced at least seven new versions of, or substantial amendments to, its company laws since 1947.² For example, in 1948 a new company law was formed to incorporate new features in company law which *inter alia* included (1) requiring companies to have consolidated accounts (2) to make more disclosure and (3) the power was delegated to the shareholders to remove a director by a simple majority vote.

In 1985, some new features were introduced by making a new company law, such as (1) introduction of unfair prejudice remedy and (2) exclusion of default articles of association from the Act. The unfair prejudice remedy deals with circumstances where the membership or personal rights of shareholders are infringed. In this remedy the members are the proper party for the enforcement of personal rights. This remedy is specifically designed for minority shareholders as if the majority comes to court for an unfair prejudice remedy against the conduct of a director, the court can simply direct that a resolution be passed or that a director be removed for breach of duty by the members themselves in their meeting (Pettet, 2001). The unfair prejudice remedy has a wider

² These new versions or substantial amendments in the company law were made in 1948, 1967, 1976, 1980, 1985, 1989 and 2006.

scope than other remedies such as a derivative action. The court may even demand that directors pay the shareholders whose rights are infringed instead of paying to the company. The default articles are those regulations for the companies which are annexed with the Act and the companies can adopt them as their regulations. Even if a company do not adopt they have automatic applications if the companies do not make their own articles. The objective to exclude default articles is to force companies to make their own articles instead of adopting default regulations.

In 2006, some major changes were made in the company law, such as (1) codification of directors' duties (2) introduction of statutory derivative action, and (3) incorporation of certain provisions in the company law to meet European Unions' Directives such as Takeover and Transparency Obligations Directives.

Fiduciary duty applies to the directors and executive officers of the company so that they act for the benefit of the company and its shareholders. Fiduciary duty was created for trusts in order to avoid the misuse of trust property at the hands of the trustees. The objective was to prevent the wastage of trust property by the trustees for the benefit of the beneficiaries. It was common law remedy applied by the courts in the UK. The courts applied the same duty to entrepreneurs to avoid the misuse of company assets at the hands of the directors for the benefit of the shareholders. In 2006, the fiduciary duties were codified in order to make it more viable due to inherent problem of common law which is in scattered form.

A derivative action is a mechanism by which the shareholders can take action on behalf of the company in the case of breach of duty by the directors. The action is called derivative action as it is derived from the company. This is minority protection because the minority shareholders do not have enough votes to take direct action through a meeting of shareholders. Derivative action is a minority protection remedy as it provides minority shareholder with an opportunity to take action for the wrong done against the company acting on behalf of the company. They are authorised to take action against the directors if the majority is not willing to take action against the directors. This remedy is

so wide that the shareholders can take action against the directors even if they have only one vote.

India has also revamped its company law. It introduced the Companies Act 2013 with major changes that are mostly concerned with investor protection. These include but not limited to revamping the existing rights and to introduce new concepts for the purpose of investor protection. It introduces quasi-judicial authority that may provide speedy remedy to the investor without recourse to the normal judiciary. The formal judiciary has its own inherent problems of providing speedy justice. It is normally slow in providing remedy due to formalities connected with the whole judicial system. In business the time is money and the businessman cannot afford lingering on decisions. One aspect of investor protection is to provide them with speedy remedy through quasi formal authority. Therefore, the new Act has provided quasi-judicial authority in order to provide speedy remedy. There is other range of investor protections mechanisms introduced in the Act.

It introduces right of shareholders to take class action. In class action, a group of persons can take action in case of infringement of their rights or of the company to the Tribunal. If the members of the company are of the opinion that the management of the company is being conducted in a manner against the interest of the company and its shareholders, they can file an application to the Tribunal for the remedy (The Companies Act 2013, s. 245).

There is global trend in reforming the laws especially the corporate laws as foreign investment is directly linked with the better corporate laws and their enforcement. Therefore, corporate laws in Pakistan must be reformed to meet the changed circumstances and new needs. The SECP established the Corporate Laws Review Commission in November 2005 to make recommendations to amend the existing company law or to draft new company law. It published a concept paper for the development and regulation of the corporate sector. After eleven years of work, the Commission recommended a new company law which was promulgated through Presidential Ordinance on 11th November 2016. It got public resentment especially from the parliamentarians as the same was passed bypassing the democratic process of law making. Therefore, the Parliament rejected the Ordinance on 15th December 2016. The Government then presented the bill in the Parliament by reinforcing

the repealed Companies Ordinance 1984. The new proposed bill has suggested making some major changes in the company law. The main focus is on the use of technology for quick corporate actions and decision making. These include but does not limited to notice to the shareholders through email, E-voting, postal balloting, submission of documents and notices through electronic mails. The proposed law also encourages management to register and file the registration documents through online portal of SECP. The other proposed significant changes with respect to investor protection include the provisions to empower shareholders and enhanced duties and powers of the directors to ensure good governance.

Firstly, the Companies Ordinance 1984 provided that a member or members having not less than 20% voting power to apply to the court that election of directors may be declared invalid on the basis of irregularity. New proposal has extended this facility and provides that the members having at least 10% voting power can apply to the court for declaring election of directors as invalid on the basis of irregularity found in the election within thirty days of election of directors. Secondly, the Companies Ordinance 1984 provided that a member of a listed company after acquiring 12.5% or more voting power may apply to the Commission for fresh election of directors in the forthcoming annual general meeting. This facility has been curtailed and this is available only in case of non-listed companies. Under the proposed bill a member having acquired such number of votes which entitled him to become a director of the company may apply to the company for fresh election of directors and the board of directors are bound to hold fresh election as soon as practicable but not later than 30 days from the receipt of requisition. This facility is only available to non-listed companies. The previous provision was more effective because of public interest involved in listed companies. This should have been available for all types of companies. Thirdly, the Commission has been empowered to remove and disqualify a director for a period of five years if he is found to be involved in insider trading, fraudulent activities and other offences specified in the law in public interest companies. The public interest companies have been defined widely and include but not limited to a listed company, a public sector company, a non-listed company which is

involved in business of essential public service and public utility, a non-government organisation (NGOs) within specified threshold of turnover, a foreign company within a specified threshold of turnover. These public interest companies are proposed to comply with enhanced provisions of the law due to public interest involved in these companies. Fourthly, the law requires certain companies to have independent directors in their board of directors. Therefore, a facility has been provided for the companies to select an independent qualified director from the data bank to be maintained by any institute, body or association as may be notified by the Commission.

These proposed amendments have enhanced to some extent the investor protection but some major investor protection mechanisms are still missing and some needs improvement in the context of new trends in the world. The major ones that are missing include derivative action, class action and doctrine of corporate opportunity. A derivative action is a remedy in which the shareholders can take action acting on behalf of the company for the wrong done against the company in those cases where the directors or majority shareholders are either involved in wrong doing or unwilling to take action due to vested interests. A class action is a remedy which provides certain class of shareholders to take action in case their rights are infringed. The doctrine of corporate opportunity is a mechanism to have check on the directors, corporate officers and majority shareholders who take personal benefits by using the resources of the company.

The major ones that need improvement include unfair prejudice remedy, related party transactions, pre-emption rights, and just and equitable winding up. The remedy against unfair prejudice conduct deals with circumstances where the membership or personal rights of shareholders are infringed. This remedy is specifically designed for minority shareholders, however, under certain circumstances the remedy may also be sought by the majority shareholders and the creditors. The remedy is important in corporate governance as this provides wide scope of remedies to the investors.

The conflict of interest between controlling shareholders, directors, and corporate officers (insiders) and the company may arise in any situation. It may arise when insiders have interest in any transaction in which company is involved as a party. This may occur when any

transaction is made between a company and its insiders or between a company and a third party in which such insiders have direct or indirect interest. For example, if a contract is made between a company and a third party and in such contract, the insiders are third party themselves, or owners or shareholders of third party. These kinds of transactions are called related party transactions.

Pre-emption rights provide safeguards against dilution. These rights affect the voting powers and the financial interests of the existing shareholders. These rights mean that the existing shareholders have a priority to subscribe to a new issue of shares on a pro rata basis. If existing shareholders are not interested, then the directors can issue these shares to the general public or to other existing members. Pre-emptive rights are important for minority shareholders. If they are not offered a new issue of shares, it may dilute their voting powers. They may also lose potential benefits in new shares in the form of a lower share price that may normally be less than the market value.

This slow process of reforming the law affects investment from both domestic and foreign investors. There is a need to revamp the corporate laws in order to improve corporate governance in Pakistan.³ However, it must be noted that the mere creation of laws will not solve the problem. Those laws and rules are best that can be enforced. Legal convergence is effective only when there is a sound enforcement mechanism in place, otherwise any reform may be counterproductive (Pistor, Raiser, & Gelfer, 2000). Therefore, in the first instance the corporate laws need to be revamped and should be made according to new needs and requirements. The laws from more developed countries can be helpful but that must be considered in accordance with the social, cultural and political norms of the home jurisdiction. As misfit transplantation from more developed to underdeveloped markets can be

³ The authors have discussed different aspects of corporate laws that need improvement, elsewhere. For this see Khan, I.A. (2014). The unfair prejudice and investor protection remedy in Pakistan. *Journal of Business Law*, 5, 388-406. ; Khan, I.A., Abrar, M. (2014). Fiduciary duties and investor protection in corporate law of Pakistan. *Comp;any Lawyer*, 35 (5), 146-157. ; Khan, I.A. (2012). The role of international organisations in promoting corporate governance in developing countries - a case study of Pakistan. *International Company and Commercial Law Review*, 23 (7), 223-233. ; and Khan, I.A. (2016). The derivative action remedy for minority shareholders in Pakistan. *Pakistan Journal of Social Sciences*, 36 (1).

counterproductive (Pistor et al., 2000). Therefore, any transplantation must be undertaken keeping in view the prevailing social, political, cultural and religious norms in the country.

Conclusion

This article discussed enforcement in corporate governance in Pakistan. The corporate laws in Pakistan are inefficient, out dated and failed to protect the investors. Therefore, for effective enforcement in corporate governance there is a need to revamp the corporate laws in Pakistan. In addition, it demonstrated that the 'law in books' is important in the first phase of reform then 'law in action' can be effective in the second phase for better corporate governance and investor protection.

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BACKGROUNDING WOMEN, OTHERS AND NATURE: AN ECOFEMINIST STUDY OF ROY'S *WALKING WITH THE COMRADES*

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Abstract

This research paper presents an ecofeminist reading of Arundhati Roy's *Walking with the Comrades* and examines the dualistic treatment of women, Others and nature - the culturally marginalized identities. Drawing on the ecofeminist philosophy that the oppression of women and other human others and domination of nature are interconnected, the study examines the selected text to find how non-fiction, too, represents the oppression of women and Others and domination of nature. Culling from the role of value dualisms which, Val Plumwood, an ecofeminist philosopher, holds responsible for the colonization of marginalized beings, the study seeks to explore the role of individual and institutional practices and ideologies in the backgrounding and denial of dependency of not only women and Others but also of nature. Despite the fact that the women, along with their men, are playing their role against the invading forces, they are backgrounded in indigenous tribal culture as well as degraded by the security forces. The *adivasis* (tribal people) are exploited by the corporations and the government-led agencies. Their services to the NGOs are not acknowledged and they remain backgrounded in the development projects. Natural resources are mined profusely to give benefits to the capitalist corporations without caring about the imbalance which these are causing to nature. The study concludes that dismantling of dualistic ideology and replacing it with tolerance can bring a healthy change in the social setup.

Key Words: Ecofeminism, Value Dualism, Backgrounding and Denial, Master Identity

This ecofeminist study of *Walking with the Comrades* is embedded in the conception that unjustified domination of women, human others and nature are interconnected (Warren, 2000, p. 1). The selected non-fictional text encompasses the deep concerns which relate to women, other human others (henceforth will be called as Others) and nature in terms of their oppression and domination ingrained in dualistic treatment. In the context of treatment of women, Others and nature, the text offers a support to Plumwood's point of view that "dualism ... results from a certain kind of denied dependency on a subordinated other" (1993, p. 41). In the backdrop of this relationship, the denied dependency / backgrounding constructs certain structures in which women, Others and

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nature are subordinated by the identities higher in the social hierarchies. Plumwood (1993) prefers to use the term ‘master’ identity in place of patriarchy when she talks about the subjugation and domination of lower human and nonhuman group. Roy portrays women, Others and nature in a way that makes their background vivid.

Ecofeminists like Plumwood (1993, 2002) argue that value dualisms form the basis for the colonization and subjugation of women, nature and other human others who are “treated as nature” (1993, p. 2). These value dualisms permeate in the cultural conceptual system in such a way so as to determine the treatment of one cultural identity by the other. In the logical structure of dualism, the cultural identities are formed in such a manner that “equality and mutuality literally (become) unthinkable” (Plumwood, 1993, p. 47). Regarding dualism, she argues that it is not a simple relationship based on simple division. It is a division that takes the form of “a relation of separation and domination” which is “inscribed and naturalized in culture” (2002, p. 23). This relationship is categorized by “radical exclusion, distancing and opposition between orders constructed as systematically higher and lower, as inferior and superior, ruler and ruled, centre and periphery” (Plumwood, 2002, p. 20). Warren (2000) also supports Plumwood when she talks about the conceptual interconnections that exist in the treatment of women, Others and nature. McFague (1997) supports Plumwood’s conception of value dualisms. She argues that reason/nature is the fundamental dualism which maps to the other dualisms. The upper side of a dualism is connected with reason and the bottom side is similar to nature. In simple terms, everything that falls in the category of nature is the object for the use or pleasure of the being who are related to the reason category. In dualised thinking, women and other inferior human groups are defined in relation to nature. In a culture of reason, nature is termed as an invisible being in the background of which, the “foreground achievements of reason or culture take place” (Plumwood, 1993, p. 4). The culture of reason is dominated by human beings primarily by males who take nature as mere a resource devoid of any moral consideration and purpose of its own.

Besides Radical Exclusion (Hyperseparation) and Incorporations (Relational Definition), backgrounding (denial) is one of the important

features of logic of value dualisms (Plumwood 1993, p. 48) wherein the values and characteristics of one social group are “systematically and pervasively constructed and depicted as inferior (Plumwood, 1993, p. 47). It is a common way of negating and not-acknowledging the role of those identities that are taken as inferior and inessential to the social setup. Greta Gaard (2004) argues in the pretext of colonization of women and weak human groups where the elitist male identity holds the control that the identities of women and men are constructed in a way that make their colonization justified. The indigenous women are eroticized while the men are feminized – and all these associations are used to authorize colonization (Gaard qtd. in Stein, p. 37). The dominant factions (the masters) capitalize themselves upon the efforts of the dominated and subjugated groups (women, nature and poor human groups). At the same time, the dependency on these colonized groups is denied vigorously in order to keep them in “invisible background conditions” against which the ‘foreground’ achievements of the master take place (Plumwood, 1993, p. 4). In the context of human-centeredness and male-centeredness, the roles of nature and women are respectively under recognized in the field of achievements (Plumwood in Heyd, 2005).

The treatment of women, others and nature provides background to the dominant foreground achievements of human beings and predominantly of male members of human society. In the viewpoint of backgrounding nature in the foreground of humans, man takes himself not as part of it. For him, nature is mere a source without having needs of its own. Nature is accounted as “limitless provider” (Plumwood, 1993, p. 22) of all which man needs. In this backdrop, the patriarchal culture denies its dependency on nature as well as on the services of women in the sphere of reproduction and continuation. Both women and nature are sent in the background of the achievements which the androcentric identity is enjoying. The denial of dependency on nature with all its resources is the main cause for the “perpetuation of the no-sustainable modes of using nature which loom as such a threat to the future of [human] society” (Plumwood, 1993, p. 21).

The master foregrounds himself in the perspectives which support him in the process of dominating the other. In order to make himself a self, a master, a colonizer, a centre and a foreground, he depends upon the inferiorized other, the slave, the colonized and the

background. This paradox leads him to the state where he strongly denies his dependency on the inferiorized other because it challenges his mastery and dominance (Plumwood 1993). The relationship of complementation makes man dependent on others for the achievements of his ends. Similarly, the master, too, has certain needs which he cannot solely achieve. For the achievements of many needs, he depends upon the other whom he considers inferior and low in status. Since, he wants to maintain his superiority on the other, he denies the dependency. He hates and fears the dependence on the other because “it subtly challenges his dominance” (Plumwood 1993, p. 49).

When the master realizes that he enjoys a radical difference and superiority over the subordinated beings which are akin to nature, he comes to believe that he is “beyond ecology” and is unlike other inferior beings. Plumwood (2002), in this regard, states: “They [masters] are likely to devalue or deny the Other’s agency and their own dependency on this devalued Other, treating it as either inessential and substitutable or as the unimportant background to their foreground” (p. 29). Women’s household labour gets little acknowledgement from men. Their work is taken as ‘inessential’ whereas the work of men is presented as ‘real’ and worth mentioning. Since women’s work is given a status of an unnecessary labour in the context of social construction, the reliance on women as well as on nature is disavowed and discredited.

Backgrounding of Women, Others and Nature in *Walking with the Comrades*

Arundhati Roy’s *Walking with the Comrades* highlights political, economic, social and cultural issues which relate to the dualised treatment of women, ecosystem and poor human groups. In her non-fictional work, by adopting a style that is “hybrid of literary and generic stylistic techniques” (Joseph and Keeble, 2016, 176), she takes the readers to the battlefield where the Maoists are fighting a war of survival against the security forces and the international corporations. The tribal women are fighting shoulder to shoulder with their menfolk against these forces in order to keep them off their lands. At the same time, these women are also doing domestic work and are performing all household jobs to keep their houses running. Roy (2011) represents these women in

a way that highlights their backgrounding. Despite their role in the domestic and political fields, the services of these women are given but little acknowledgement by the male members of the society.

Roy (2011) brings to limelight the backgrounding of women by the security forces. Women in these areas are raped and killed by the security personnel in order to curb them and make them retreat from the resistance that they are offering against these forces (64). The security members do not hesitate to sexually violate these women because for them, these women are “international security threat” (Roy, 2011, p. 64) and also that they have challenged the government authority. She accounts her experience of meeting with the Maoists girls who have been sexually assaulted by the security. They are raped on the grass with such brutality that the grass under them vanishes. The backgrounding of these women and many others is indicated by her in the narration of the atrocities which the security forces are waging against these women. Though the tribal menfolk are also violently treated by members of Salwa Judum but women get more ruthless treatment (Roy, 2011). Backgrounding and marginalization of women are manifest in the story which Comrade Sumitra narrates in front of Roy. Women’s contribution in the domestic labour bears no weightage in the families and the benefits are given to the menfolk. Her narration exposes the backgrounding of women and foregrounding of men in her family. She tells that “men go off the hill for month together to hunt” (Roy, 2011, p. 107) whereas women can only dream this type of luxury. In her family, priority is given to men when best part of food is served to them. “The best part of the meat goes to men. Women are not allowed to eat eggs” (p. 107). The typical patriarchal treatment of women where they are pushed back and relegated when it comes to the enjoying the fruit of labour makes women rebellious and they resist to this gender discrimination.

These tribal women challenge the cultural norms and practices which background and instrumentalise them as mere body. They complain as well resist against the patriarchal ideology which is active in the party they are shouldering in. They get dualistic treatment at two fronts: one from the exodus agents and the other from the men within their own social setup. Their armed resistance against the forces is not approved by their own menfolk and the result is their backgrounding. Roy (2011) says that these women are warring against their dualistic

treatment at the domestic level. These women are offering their struggle on the platform of their party “not just for their rights, but also to make the party see that equality between men and women is central to a dream of a just society” (Roy, 2011, p. 99). In the realization of this dream of equality lies their freedom – freedom from dualistic ideology of the master which will nurture a culture where their efforts and services are acknowledged.

There is a parallel between the backgrounding of women and nature as Plumwood (1993) argues and it need not be explicit. Women are backgrounded in their social and cultural roles. Their roles are deliberately given the least importance in domestic, economic and social spheres. The household work of women is not considered worthy to be mentioned because it does not add to the economic stability of the family system. The patriarchal outlook ignores the background for the foreground achievements of the male members of the society. In the traditional terms, women provide the suitable and appropriate environment to the men, which helps men achieve their goals. Contrary to that, the role of women remains unacknowledged and “it is not itself accounted as achievement in any case” (Plumwood, 1993, p. 22). The dualistic treatment of women is reflected in the cultural/folk songs which these women sing in the form of chorus. The folk songs which the Maadiya women sing for their ancestors are reflective of their backgrounding and dualistic treatment. Roy (2011) mentions a cultural practice in these tribes where women have to “remove their blouses and remain bare-breasted after they get married” (p. 101). Women are taken as mere body and they do this ritual against their will. These women challenge this notion of cultural norm and express their unwillingness in the songs they sing. The verses of the song indicate that these women are not happy at all at this degrading ritual. They express their reproach against the cultural practice in which they go to the market half-naked. “We don’t want this life Dada, tell our ancestor this Dada” (Roy, 2011, p. 101) shows their aversion to this type of humiliating life. Moreover, the tribal women are not ready to accept any restriction imposed upon them that backgrounds them in the society. There are certain wings in the area which are fighting against the gender discrimination and marginalization of women. These wings are active to end the

marginalization of women. They are fighting “against the *adivasi* traditions of forced marriage and abduction. Against the custom of making menstruation women live outside the village in a hut in the forest. Against bigamy and domestic violence” (Roy, 2011, p. 102).

Arundhati Roy (2011) represents backgrounding of the marginalized tribal people (*adivasis*) who have raised their weapons against the government and its allied corporations and NGOs. These are trying to displace them out of their ancestral lands and abodes amongst nature where they have been living when there was no India (Roy, 2011). These *adivasis* (called as Maoists or rebels which includes everyone who is resisting land acquisition) are offering a full resistance against the invasion of the state and its exploitative policies, eying greedily upon their natural resources in their areas on all fronts. These people, no matter which age and gender they belong to, are homogenized as the terrorists and are dealt with force and power. Their services and their lands are instrumentalised by these state agencies and in return these poor people are not getting anything material. What they get is rape, massacre, the dishonor and disrespect in the media.

Michelle Voss Roberts (2010), in the backdrop of dualistic structures of privileged and unprivileged/marginalized people argues on the essentiality of the persons of low class. She iterates that the underclass people are essential as far as the functioning of the social system is concerned. However, they are backgrounded to the interests and benefits of the upper-class human groups. These privileged people bring themselves to the foreground where their interests are in the limelight of the social system (2). The achievements of the higher in the social hierarchy are indebted to the efforts and services of the low class groups but this dependence is pushed behind because it challenges the superiority of the higher groups. Roy, in the context of marginalization and backgrounding of the Others, criticizes the practice of the ruling class in terms of their treatment of the poor people who are taken as inessential in the national development process. The government passes the law which forces the poor people vanish “like laundry stains” (2011, x). In political process within the democratic countries like India, the members of the assembly are elected by the votes which the people cast in favour of some political candidate. In India, where the poverty rate is very high. Some 55 percent of Indian population live under poverty

condition (Atul, 2012, 132). These poor people provide a lion's share in the formation of governments. However, the rules that are passed marginalize these Others in social setup. Roy (2011), in this context states that all those who are poor and low class human beings have been sent out of the capital city in order to look the environment clean for the Common Wealth Games. The backgrounding of the poor slum people is symbolically created with the big billboards. "The slums that remained were screened off, with vinyl billboards that said DELHIciously Yours" (Roy, 2011, x). The discriminatory act by the state actors widens the gap between the ruling and low-ruled class which makes the backgrounding look graver and serious.

The complexity in the feature of backgrounding of inferior human and nonhuman groups lies in the construction of master/slave dichotomy. The master constructs the reality of the slave in way as if the slave had been in need of the master. The other side of the picture is that the master posits himself in an ambivalent confusion where he is using the other, "organizing, relying on and benefiting from the other's services" and is at the same time denying the dependency on the other (Plumwood, 1993,48). He is dependent on the other but is consciously denying the reality that the benefits he is reaping are because of the other's services. Without others' services, his mastery is in danger. He exists because of the other. Plumwood (1993), in this regard, describes the forms which the backgrounding of the other and the relative foregrounding of the master can take. She argues that this denial on dependency is achieved through presenting the other as an inessential entity who has no end of his own. His end depends upon the master. This leads the master to the conclusion that any contribution made by the other and even his own being is given but little importance. The whole focus shifts to the achievements of the master and the services rendered by the other are sent to the background so much so that his reality dissolves into nothingness (48). The domestic labour of women, the efforts which the Others make in the development of a country and the limitless resources which nature provide to the human beings sink into inessentiality. Roy (2011) represents the backgrounding of the lower people who are working for the corporations but are paid far less than the amount of work they put to provide profits to these corporations. The

local tribes who provide tendu leaves to the corporations engaged in making beedis. The price they receive is but little as compared to the profits which the corporations are getting out of its products. The services and labour of these tribal workers are backgrounded and remains unacknowledged by the corporate people. They are confused in the complex arithmetic of conversion. Resultantly, the *adivasis* become poorer and the corporations become richer. The corporations are adding to their capitals and have become billionaire whereas “those who do the actual work make just enough to stay alive until the next season” (2011, 71). The dichotomy of being dependent upon these tribal men and at the same time keeping them in the background in term so of economic stability explicates their exploitation and backgrounding in the Indian culture. Roy condemns the corrupt thinking of the politicians and the government related persons who spend the “public money” lavishly for their public interests and its benefits do not trickle down to the poor of the country. She criticizes the backgrounding of the poor people by the elitist ideology who foreground themselves in the social system by the poor man’s money. They do not have an idea of it that the money which these officials are living upon is actually their money, the fruit of their labour on which the foregrounded identity is enjoying the luxuries of life (2011, 155).

The development projects which the state along with NGOs launches in these tribal areas turn out to be another step in the backgrounding of these poor *adivasis*. Roy states that these tribal people are displaced from their own lands on the name of the projects which, in the narrative of the NGOs and corporations, are for the benefit of these poor *adivasis*. She portrays of the plight of these poor people in *Walking with the Comrades* in terms of their backgrounding and the denial of dependency by the master identities who are capitalizing themselves upon the profits they are earning because of these poverty stricken people. The huge development projects like Bodhghat Dam, mining of ores of precious metals like Bauxite etcetera are adding to the miseries of these low social groups. They are displaced farther from their own lands. She describes, “More than 60 million people have been displaced by rural destitution, by slow starvation, by floods and drought, by, mines, steel factories and aluminium smelters, by highways and expressways, by the 3300 big dams built since independence and now by special

economic zones” (2011, 157). Their backgrounding and instrumentalization in the economic field is obvious in the way that they get but little share in the outcomes of these mega projects. They remain destitute whereas those at the other side of the road are gaining more benefits. For these poor people, the fruits of modern development stink like dead cattle on the highway” (Roy, 2011, 159). They are kept away from the fruit of their labour and the profit is distributed amongst those who are at the top of the social and cultural hierarchy. “The landless (mostly Dalits), the jobless, the slum dwellers and the urban working class are more or less out of the reckoning” (Roy, 2011, 181) in terms of distribution of fruits of their labour. They are backgrounded in and pushed back to favour more to those who come from upper social class.

Nature appears as an important entity along with women and Others in Roy’s narration and description of oppression and dualistic treatment of low cultural groups. The approach towards nature is contextually different with respect to government, corporations and the local tribal people. For these locals, nature is a deity. These Kondhs (tribal people) worship these hills “as living deities” (Roy, 2011, 1). However, to the distress of these people, “these hills have been sold for the bauxite they contain”. Any destruction to these natural deities results in the destruction of these poor tribal people. Roy (2011) presents the linkage between these tribal people and nature in these words:

If the flat-topped hills are destroyed, the forests that clothe them will be destroyed too. So will the rivers and streams that flow out of them and irrigate the plain below. So will the Dongria Kondh. So will the hundreds of thousands of the tribal people who live in the forested heart of India, whose homeland is similarly under attack. (p. 2)

The tribal people challenge the notions of backgrounding of nature and also the denied dependency on it. They live among nature and their living depends upon what they get from nature. They keep nature in the foreground and worship it as a deity. These *adivasis* have this consciousness that any rift in the colossal structure of nature is surely going to bring about their extinction – physical and spiritual. It is because of this reason that they have stood against these colonial and

imperialist forces who are trying to take hold of their natural resources. Both tribal people and nature are under an assault of these corporations.

Nature with its resources is taken as a taken-for-granted entity without ends of its own. It is treated as an entity which is there for the human beings to provide limitless resources to him unendingly. It is the absorber of the wastes with a perception that it is an “unimportant background to civilised human life” (Plumwood, 2002, p. 69). It is considered an essential setting for the human beings because it is the stage where man and culture play their roles. Its worth is noticed only when it fails to perform its role as per expectations of human beings (Plumwood, 2002, p. 153). Roy (2011) mentions nature as an identity that is backgrounded by the government led institution and the allied corporations. The representatives of the state are aware of the mineral wealth that the country possesses in the hilly areas of the tribal people. They are more than merely eager to mine all these minerals with the coordination of the NGOs and the other corporations at any cost. The country is rich with, besides coal, “iron ore, manganese, mica, bauxite, titanium ore, chromite, diamonds, natural gas, petroleum, and limestone” (Roy, 2011, p. 168). Under the pretense of being unequipped with the requisite capital and the relevant policy, they want that the corporations must come forward to mine these minerals as quickly as possible (Roy, 2011). This approach encourages and brings the corporations into the streamline who want these minerals no matter what happens to nature and the local *adivasis*.

Plumwood (2002), in case of nature, argues that backgrounding takes a further stage in terms of its position in the perspective of human beings. Despite the realization that nature is performing essential services for human beings, it is placed in the denied area where its existence loses its track. The rocks, vegetation and the minerals which are benefiting the human beings are taken-for-granted services which nature is providing to the human beings. Therefore, in the foreground of human needs and desires, the nature’s provisions are backgrounded. Roy (2011) exposes the face of the corporations in terms of their greed for the natural resources that they are eyeing upon. Their existence and their economic stability depend upon the quantity of the natural resources they mine from these areas. They depend upon these natural resources but the way they cause imbalance in the ecosystem jeopardizes the natural and human

existence in these areas. On the other hand these corporations deny their dependence on nature which is reflected in their treatment of it. They take it as mere cheap storage of facility (Roy, 2011). They do not associate any sentience with these hills. Despite the fact that human existence depends upon nature and its resources, man excludes himself from it and destroys it for his material interests. The corporations, Roy (2011) narrates, not only mine minerals from the earth, they also makes the life of the tribal people miserable by wiping off the vegetation, blocking the flow of the rivers to make dams and exploding the mountains and turning them into dust.

The government-supported corporations and NGOs mine the ores of minerals from the areas of the Maoists mercilessly and thus put the life of the *adivasis* and the animal life in sheer danger. These corporations take these ores as taken for granted natural resources which do not need any moral consideration. They, for the sake of getting their ends meet, destroy nature. Pepper et al quote Agricola (2003) who argues that mining process harms the arable lands, fields and the crops in them. The mining process as a whole damages the ecosystem badly. The mining of the ores background nature in terms of destruction of hewing of trees because “there is need of wood for timbers, machines, and the smelting of metals” (Agricola qtd. in Pepper et al, 2003, 350). The felling of trees results into the extinction of certain species of animals. Moreover, those who depend upon the wild life suffer from scanty food and shelter. In the process of washing of the ores, the used water poisons the brooks and the streams, resulting into the destruction or removal of fish. The local people who suffer from shortage of food and water migrate to other places in order to spend a better life. The upshot is that “it is clear to all that there is greater detriment from mining than the value of the metals which the mining produces” (qtd. Pepper, 2003, p. 350). In the backdrop of mining of ores as a process which backgrounds and instrumentalises nature, Roy (2011) exposes the greed of these corporations who have their eyes upon “every mountain, river and forest glade” (p. 25). The lust for money drives these corporations to inflicting damaging impact upon nature including razing of mountains and wiping out of vegetation. They background nature there and bring their economic benefits in the foreground. Roy (2011) sees with suspicion the

alliance of the institutions and organizations that plan to fulfill their money-making motives and leaving the interest of nature aside. She unfolds the secreted destructive agenda of the mining companies in terms of making money at the cost of nature. These corporations target only the metal ores because it ensures money for them. The entity of nature is ignored. The mountains are turned into dust, plantation is crushed under the heavy machines and poor human beings are forced to displace from their homelands. Roy (2011) brings to surface the callous web of money where the beneficiaries are those who exploit nature and the poor people. She says:

Most of the money goes into the bank accounts of the mining corporations. Less than 10 per cent comes to the public exchequer. A very tiny percentage of the displaced people get jobs, and those who do, earn slave-wages to do humiliating, backbreaking work. By caving into this paroxysm of greed, we are bolstering other countries' economies with our ecology. (2011, p. 26)

Roy's narration indicates how the corporations are sucking on nature and the blood of the poor people to boost the comities of the other nations and companies. The paradox is that these local people sometimes work in the settings of nature for these companies, earn them money but get their share at the cost of their health, homes and habitat.

The representatives of different institutions unveil their backgrounding ideologies against nature and the life in it for the sake of material and financial benefits. Roy highlights the individualistic and institutionalized practices that favor corporations. The judiciary unjustifiably give decisions in favour of firms which commit "environmental damage and human rights violations" (Roy, 2011, p. 30). The government machinery becomes partner in the ruin and destruction of the earth when they allow mining against the law. The commodification of nature for earning money is evident in the out-of-law practices which the state instruments like forest department perform. The mining companies are entertained from the backdoors because it gives financial profits to some individuals at the cost of ecology. The

clearances for mining are granted deliberately despite the reality that “mining would ruin the forests, water sources, environment and the lives and livelihoods of the thousands of tribals living there” (Roy, 2011, 30). The damage to nature ultimately damages the lives of the Others, predominantly those who are living in the lap of nature and get their sustenance from it. The masters (corporations and the Ups in the social rank) take the downs as mere instruments, commodities and the means to get their ends. The moral consideration for Others and nature is annihilated by the capitalist thinking and thus the result is the miseries of the Others and defacing (backgrounding) of nature.

The madness for mining of the precious metal ores casts devastating impact on nature and the human life therein. The mining process turns the earth into rubble and the local people into dusty creatures but the profits are reaped by the corporations. Roy (2011) accounts her own experience of visiting iron ore mines in Orissa. She mentions a forest that used to be there in where the mines are being tunneled. Now, “Now the land is like a raw, red wound. Red dust fills your nostrils and lungs. The water is red, the air is red, the people are red, their lungs and hair are red (Roy, 2011, pp. 57, 60). In short, the nature has turned into a mere heap of dust. The ores are being extracted but at the cost and backgrounding of natural settings. The money is going in the banks of the mining companies. They are enjoying a comfortable life but in return they have “polluted rivers, mined away state borders, wrecked ecosystems and unleashed civil war” (Roy, 2011, p. 170).

What are the remedies that can dismantle mater/slave, man/nature and man/woman dualism in order to give space to a non-dualistic ideology that not only acknowledges the other’s services but also take the matter from the illusion of disembeddedness? Plumwood (1993, 2002) suggests a solution to this issue. She recommends a non-hierarchical concept of difference which demands a system of concept that includes “thoughts, accounting, perception, decision-making, which recognize the contribution of what has been backgrounded, and which acknowledge dependency”(p. 60). It also requires to raise the

consciousness of the people regarding our dependence on marginalized others which include women, Others and nature. One important way to do so is to “criticize the institutions and forms of rationality which fail to acknowledge and take account of dependency on nature” (p. 112) women and marginalized others. The solution lies in paying respect to the services which the others provide to the master that ultimately bring about the benefits for him. Moreover, there is a need to develop more democratic forces which endeavor to eliminate the imbalance between resources and distribution of power. The master needs to remember that “many rational distortions have their source in privileged denial and backgrounding of the fundamental supporting and nurturing roles of excluded and devalued groups” (Plumwood, 2002, p. 239). Roy’s journey into the forests where the local tribal people are leading an armed resistance against the state and the multinational companies to get their lands free of these corporations. She pens down the plight of these *adivasi* including their women and nature in a way that makes their dualistic treatment vivid. She presents domination of these identities at the hands of capitalist ideology. She challenges the unjustified treatment of these low human and nonhuman groups and presents her own conception of a social system which is based upon “self-reliance, socialist ideas of egalitarianism and social justice” (2011, p. 212), a system in which the due basic rights are given to the tribal people. She does not support war as the workable solution to end the resistance. For the development of a sustainable social system, she suggests tolerance as the solution to end the dualistic social treatment of these three identities. She rules out the ideology of debates and talks in the closed rooms. She opines, “The day capitalism is forced to tolerate non-capitalist societies in its midst and to acknowledge limits in its quest for domination, the day it is forced to recognize that its supply of raw material will not be endless is the day when change will come” (2011, p. 213). On the other hand, the tribal women are raising their voice against these practices of backgrounding and marginalizing them. They are successful to the extent that women in general have come to know their potential to bring a healthy change in the society which would bring an end to dualistic understanding of women and also of dualised Others.

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EFFECT OF KNOWLEDGE INFRASTRUCTURE AND KNOWLEDGE PROCESS ON ORGANIZATIONAL EFFECTIVENESS: A STUDY OF BANKING SECTOR OF PAKISTAN

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Abstract

The purpose of this study is to develop and present a model which will help the organization to improve the organizational effectiveness and to get competitive advantages in the market. Research also highlighted the organizational effectiveness with prospect of organizational capabilities in term of infrastructure and knowledge process capabilities. Sample size of the present study is 300 and collected from middle and top level management in different organizations. SEM is used to describe the relationship and impact in the presented model. Results offer the biases for empathetic of presumption for the firm as it come into a platform of knowledge management. Certain limitations and contribution of the study, managerial implications and future directions are also provided in order to get deep comprehensions of unexplored areas which are not sheltered in this study.

Key Words: Knowledge infrastructure capabilities, Knowledge process capabilities, Competitive Advantage, Knowledge effectiveness.

Introduction

This research is based on knowledge effectiveness which has a strong relationship with competitive advantage. Purpose of the study is to highlight the issue faced by organizations regarding knowledge management and gaining competitive advantage. Knowledge is considered to be an asset of the organizations while organizations are now trying to retain the extensive knowledge management efforts to remain competitive. This article will help the organizations in transforming and the transportation of knowledge in the organization and share knowledge with new workers and the co-workers. The objectives of this article are to find out how knowledge infrastructure capabilities construct in organization, to explore the effective knowledge process and infrastructure capabilities which lead towards organizational effectiveness and also to gauge the impact of organization effectiveness on competitive advantage. Current study also tests the mediating role of organization effectiveness between knowledge process capabilities, knowledge infrastructure capabilities and competitive advantages.

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Knowledge management is the very important asset for any organization in today's environment because all organization want to compete with the external environment and with the market forces. Organizations have some control on their existing knowledge and create or gather new knowledge for their favor and for their existence and competition in the market. The information revolution is transforming the nature of competition informative and collecting new information in a competitive advantage for any organization (Porter & Millar, 1985). Competing in any environment the knowledge about culture and the environment is very necessary for any organization to survive and compete in the current era. In Pakistani environment all the companies are trying to compete not only with each other but with the international brands as well and trying for the leading position in the market. Uribetirado ,Melgerestrade and Bornacellycastro(2007) describes that all the knowledge which is collected needs to be managed in a way that can fulfill organizational current knowledge needs and futuristic knowledge needs . Knowledge creation, collection and disseminations for gaining and maintaining the competitive advantage is the one of the core challenge for organizations (Hevner & Chaterjee, 2010). Knowledge management system has to help the organization in creating maintaining and adopting new knowledge which can help the organization to maintain the competitive advantage (Alavi & Leinder, 2001). It is also discussed in last decade that intellectual capital can also help the firm to get leverage on other companies but its mechanism vary from organization to organization (Edvinsson & Malone, 1997; Bonits, Keow & Richardson, 2000, Yasee, Dajani & Hasan, 2016). In the prevailing situation in the country Pakistani firms have to work hard for survival. Due to energy crisis, unemployment, literacy, political instability now organizations are looking for new ways to get competitive at market place, among many effective uses of knowledge one good strategy is to get competitive advantage. Present study helps to find the tactics and the related knowledge management approaches while gaining the required and new extensive knowledge for the organization competitive advantages in the market. In this way we will identify the knowledge management for the perspective of organization capabilities.

Literature Review

It is a fact that current economies are knowledge based economies and all the countries are working on the knowledge related issues. Day by day world is becoming a global village and knowledge sharing is the main pillar of the globalized world. In the current era of states and countries, knowledge and intellectual capital fixed in organization system and process and human capital lead the organization to competitive advantages and organizational effectiveness (Bontis, Dragonetti, Jacobsen, & Roos, 1999). Innovation in organization and the intellectual capital and knowledge is the main way to change in the organization and also the easy way to competitive advantage and organizational effectiveness (Seleim & Bontis, 2013). Technology and the upgradation of the knowledge management system and the knowledge sharing system can also improve the organizational effective system and organizational competitive advantages (Kock & Davasion 2003). In this article we will explore the knowledge infrastructure capabilities which have three components or dimensions: technology, structure, culture. The second variable is knowledge process capabilities which have four dimensions: acquisition, application, protection, and conversion. We will see the impact of these two variables on organizational effectiveness, i.e. how knowledge infrastructure capabilities and knowledge process capabilities affect organizational effectiveness and then how these variables show how we can improve or take the competitive advantage of any organization (Hermans 2004). Relational capital or assets of an organization can help in the embedded knowledge, in the supplier's customers and in a good relationship with partners (Yitmen, 2012). In an organization there are many processes and many resources which can increase or improve or affect the performance. All these resources can be tangible or intangible which can have a direct or indirect impact or effect on the organizational competitive advantages (Omerzel & Gulev, 2011). Furthermore, Nahapiet and Goshal (1998) have stated that the intellectual capital is created through the combination and exchange of intellectual resources that may be represented as explicit or tacit knowledge within organizations. Human capital or resources contain all the efficiency and capabilities of the organizational employees are the asset of the organization (Hsu & Fang, 2009). Thatcher et al (2011) found that use of a system enhances and improves their performance. An organization

which combines technologies in its system has a good and strong positive impact on the knowledge sharing inside the organization (Kock & Davison, 2003). The employees working in the organization are the most important asset for the organization. Both the experience and the knowledge skills and abilities of the employees are the asset of an organization (Kamukama, 2013). The knowledge asset is either static that means the available stocks (knowledge) within the organization (Sveiby, 1997) or dynamic (the flowing) that is the result of knowledge progression in the stock communication (Ross et al, 2005).

Infrastructure capabilities

Technology

Technology helps the system or the organizations to get knowledge and to get a connection between the organization system and the employees. This can help the organization to maintain the knowledge and implement the required knowledge at the time needed and help the organization to get the competitive advantage. In today's environment no organization can work without new technology and innovation (Tecee 2003).

Structure

The organizational structure is the basis of the organizational work improvements and organizational effectiveness. All the units and functions working in the organization are responsible for the organization's effectiveness and competitive advantages of the organization. The structure of the organization should be upgraded and the employees should have a part in the structure making system (Dell & Grayson 2003).

Culture

Culture is the most important feature of an organization in which we include the norms, values and the traditions of the organization. Sometimes the culture of an organization is the big hurdle for its knowledge infrastructure capabilities and the knowledge process capabilities. An organization should adopt the culture of the environment where it is working and the employees should work according to the environment and the culture of the country (Nonaka & Takuchi, 2001).

Process Capabilities**Acquisition Process**

The improvement in current knowledge and the acquiring the new knowledge is acquisition. All the organizations have to collect and maintain the required and relevant data and knowledge and also that knowledge will help the organization to get the competitive advantage and also to improve the efficiency of the employees (Decker, Bignell, Lambertsen, & Porter, 2001).

Conversion Process

Knowledge management is a process of conversion of the knowledge which already the organization has in hand. The organizations establish, participate, combine, practice the knowledge and distribute knowledge in the required units. The previous knowledge which an organization has got in the past should be properly maintained in the record for the upcoming employees in the organization which can help and also motivate the employees who will ultimately lead the organization to organizational effectiveness and competitive advantage of the organization (Decker, Bignell, Lambertsen, & Porter, 2001).

Application Process

Application based system is the system in which the knowledge is applied in the organizations the storage, recovery, application, contribution, and sharing of the required and applied knowledge in the organization as we discussed that the knowledge acquiring and maintain the knowledge in an organization cannot help until and unless that knowledge is applied and used in the proper way to get competitive advantages and organizational effectiveness (Decker, Bignell, Lambertsen, & Porter, 2001).

Protection process

Security concerned with the knowledge management for the organization which will protect the knowledge asset of the organization. This system helps the organization in securing and maintaining the knowledge which they have and also helps the system in the illegal use of the knowledge the knowledge protection is a very important issue and it should be fulfilled that the knowledge is saved because it is the asset of the

organization all the employees are an asset to the organization(Decker, Bignell, Lambertsen, & Porter, 2001).

Theoretical Framework

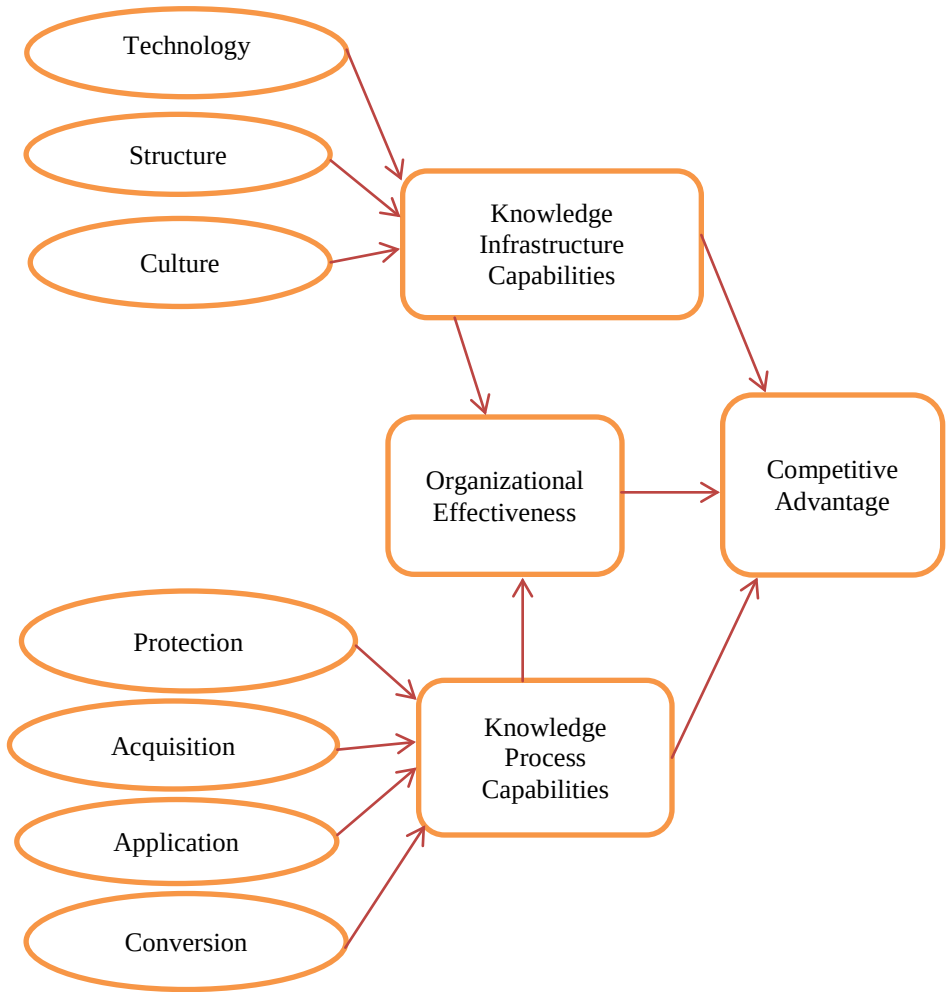


Figure 1: Theoretical Framework for the effect of Knowledge infrastructure capabilities and knowledge process capabilities on organizational effectiveness and competitive advantage

Hypotheses

H1: Knowledge infrastructure capabilities have positive impact on organizational effectiveness.

H 2: Knowledge process capabilities have positive impact on organizational effectiveness.

H3: Knowledge infrastructure capabilities have positive impact on competitive advantage.

H 4: Knowledge process capabilities have positive impact on competitive advantage.

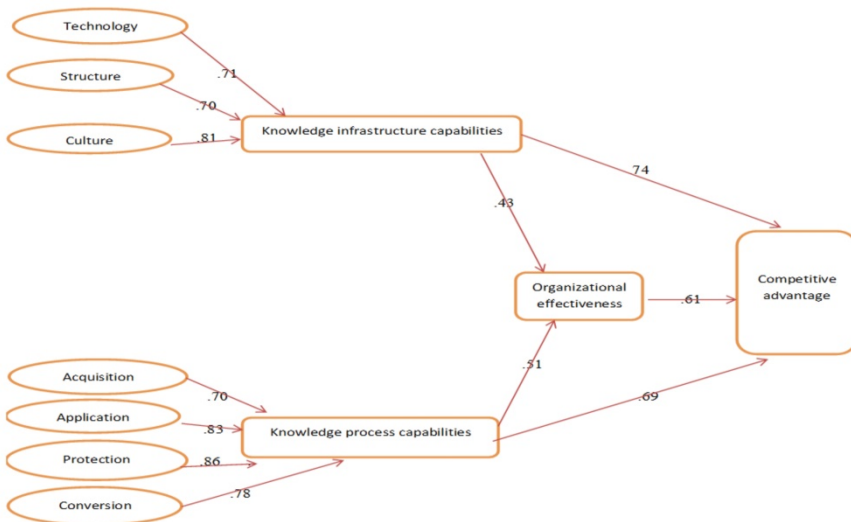
H 5: Organizational effectiveness has positive impact on competitive advantage.

H 6: Organizational effectiveness mediates between knowledge process capabilities and competitive advantage.

H 7: Organizational effectiveness mediates between knowledge infrastructure capabilities and competitive advantage.

Data Collection

Banking industry has been chosen for collection of data, and survey questionnaire was floated in different cities of Pakistan like, Lahore, Faisalabad, Multan, Chakwal, Rawalpindi and Islamabad. As to consider ethically researcher has to take permission from respective bank manager for collection, while adopting a rigorous process, 300 responses have been taken out.



Results and Discussion

AMOS is used to analyzed the data and to check the direct and indirect effects of the proposed model, assumption for running the SEM has

already been observed and to ensure that data has been normal before proceeding further. Table 1 depicts the results from H1 to H5, all hypotheses have been found significant up to 0.001 and that enhances our faith in the proposed model. Correlation was also run to check the relationship between variables which also lies within acceptance range.

Hypothesis 1 has been accepted and illustrated in table 1. It shows a positive impact of Knowledge Infrastructure capabilities on organizational effectiveness with the beta coefficient value 0.43 at 0.05 significance level, which indicated that KIC has positive and significant impact on OE at 0.05 . Results and findings of the present hypothesis have been validated with previous studies (Bontis, 2001; Kong & Prior, 2008). Hypothesis 2 findings depict that knowledge Process Capabilities have positive impact on organizational effectiveness, while beta coefficient for the present hypothesis is 0.57 at significance level of 0.05. It demonstrated that the higher level of knowledge process capabilities lead to higher level of organizational effectiveness. Findings of the present hypothesis have also been found in accordance with previous studies (Nonaka, & Teece, 2001; Mehralian, Rasekh, Akhavan, & Ghatari, 2013; Nahapiet, & Goshal, 1998; Nonaka & Takeuchi, 1995).

Hypothesis 3 that knowledge infrastructure capabilities are positively and significantly related with competitive advantage, findings also highlighted that beta coefficient of 0.72 at 0.05 level of this research study also supports the stated hypothesis. Correlation among KIC and CA has found 0.65 significant association. The beta coefficient value also identifies that higher the KIC practices are adopted within the organization, the more the OE will develop within the organization. For Hypothesis H₄, findings of the contemporary study specify that knowledge process capabilities of organizational division and of the unabridged functional zone of banks, has significant and positive connection with the OE in Banks. Correlation between KPC and CA is 0.65 with positive and significant association while the beta value of 0.62 at 0.05 significant level illustrated that KPC is a significant determinant of OE. Hypothesis H₅ is that organization effectiveness is significantly associated with competitive advantage. Correlation between KPC and CA has been found 0.45 with positive and significant association while the beta value of 0.59 at 0.05 significant level illustrates that OE is a

significant and positive impact of CA.It also states that the greater the organizational effectiveness is embraced, the more the competitive advantage phenomenon is assimilated within the Banks .

Table 1: Summary of Hypotheses Results of H1 to H5

Connection Between Variables	Beta value	Critical Value	P value	Decision / Remarks
β_1 (OE←KIC)	0.43	8.21	0.00	Supported
β_2 (OE← KPC)	0.57	9.21	0.00	Supported
β_3 (CA← KIC)	0.72	8.61	0.00	Supported
β_4 (CA← KPC)	0.62	9.13	0.00	Supported
β_5 (CA ← OE)	0.59	7.29	0.00	Supported

Note OE= Organizational Effectiveness, KIC = Knowledge Infrastructure Capabilities , KPC = Knowledge Process Capabilities , CA = Competitive Advantage , KM = Knowledge Management

Table 2: Mediator Model (for OE)

Variable	Total Effect (C)	Direct effect (C ')	Indirect effect (ab)	Result	Mediation level
KIC-OE-CA	$\beta= .256$ $p = 0.001$	$\beta= .332$ $p = 0.020$ $\beta= .234$	$\beta= .420$ $p = 0.002$	Significant	Partial
KPC-OE-CA	$\beta= .457$ $p = 0.02$	$p = 0.012$	$\beta= .234$ $p = 0.003$	Significant	Partial

Note OE= Organizational Effectiveness, KIC = Knowledge Infrastructure Capabilities, KPC = Knowledge Process Capabilities, CA = Competitive Advantage, KM = Knowledge Management

Baron and Kenny (1986) describe method for mediation analysis, although this may be consider one of the most accepted utilized approach but few updated method are also available for the analysis like (Preacher & Hayes, 2008) and Bootstrapped method. The results illustrated (Table 2) are verified by using bootstrapping technique in SPSS (Preacher & Hayes, 2008) by drawing 5,000 samples and 95% bootstrapped confidence interval as suggested by Ng et al. (2014). Mediation effect has also been analyzed through direct and indirect path, as depicted that both direct and indirect path for Hypothesis 6 has significant and positive

impact with 0.001 and 0.002 respectively. It shows partial mediation for Knowledge Infrastructure capabilities through organizational effectiveness to competitive advantage.

Proposed hypothesis H6 is statistically analyzed that illustrates that Organizational Effectiveness significantly mediates the linkage between Organizational Infrastructure Capabilities and competitive advantage. The findings illustrated that influence of Organizational Infrastructure Capabilities on competitive advantage is demonstrated to be significant as demonstrated by total effect beta coefficient value = 0.256 and $p = 0.001$, while after the mediation effect of OE between the relationship of Organizational Infrastructure Capabilities on competitive advantage with the direct beta coefficient is 0.332 at significance level of 0.015, illustrated still to be significant but marginal decrease in the beta coefficient is depicted, while indirect effect of beta coefficient is 0.420 with significant level at 0.002. This confirms that OE act as a partial mediator in the association of Organizational Infrastructure Capabilities and CA and thus H6 hypothesis is partially accepted. Similar is the case for H7. Results also indicate that Organizational Effectiveness partially mediates between Knowledge Process Capabilities and competitive advantage. A center tenet of KM capabilities is that it will have a direct and positive association with the organizational effectiveness. Importantly performance may not always be a direct measure of capabilities but is instead a state which should, but may not always, follow successful KM capabilities.

Conclusion and Managerial Implications

KMS capabilities and KMS effectiveness both have an impact on each other and both of these lead to organizational effectiveness and further to competitive advantage. The data was collected through questionnaires which were floated in different banks. A correlation matrix was used to check the relationship between these variables and regression analysis was used in this study. The correlation shows the relationship between the variables in the model which was valid and was proven by the method. This research has a direct and indirect influence on the employee's behavior and satisfaction working in the organization. This article demonstrates that the intellectual capital and the intellectual

employees are the asset of the organization and the intellectual capital of an organization also helps organizations to get the competitive advantage and the organizational effectiveness. The employees are not always motivated to change and they are not motivated to new technologies and processes. The users of KMS capabilities and KMS effectiveness have some input and output satisfaction about the system. Ease of the use of the technology, i.e. search ability, quality and usefulness are also reasons for considering satisfaction in the use of a KMS. However, it is valid to suggest that humancapital indirectly and significantly influences competitive advantage as it is embedded in the relational capital. The finding that RC and SC affect competitive advantage is consistent with Hsu and Fang (2009) study. They found that RC is the greatest factor among IC components in Taiwanese design companies. Structural capital is the second factor and human capital is the last one. Further, Wang and Chang (2005) found that IC elements directly affect performance with the exception of human capital. Human capital indirectly affects performance through the other three elements: innovation capital, process capital, and customer capital. As predicted, the effect of relational capital on competitive advantage was moderated by gender and age, and the effect was strongest among younger men. In case of structural capital, its effect on competitive advantage was moderated by gender only such that the effect was slightly stronger for females than males. Thus, intellectual capital is a source of competitive advantage.

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A HISTORICAL ANALYSIS OF INDO-AFGHANISTAN GROWING PARTNERSHIP

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Abstract

Afghanistan is a country which always remains the part of international politics. Due to its Geo-strategic location and importance it will remain always a high targeted goal for Indian policy makers to connect India with this state and typically to Central Asian as well. The relations between India and Afghanistan divided into several phases according to the circumstances of regional politics. The geo-economic and geo-strategic importance of Afghanistan lie with her placement as it is situated among the three significant regions of the world namely, South Asia, Central Asia and West Asia. The importance of this land for the South Asian states in general and India in particular has been enhanced with her accession to the South Asian Association for Regional Cooperation (SAARC). The concept of security underwent a shift. The new concept of security includes threats like global violence, extremism, militancy, fundamentalism, weapons trafficking, drug smuggling and aggressive patriotism. These curses forced the nation-states to bring transformation in the foreign policy making. India being the biggest democracy of the world also brought shift in the foreign policy domain. The issues like trade, energy security, investment, global warming and technological advancement replaced traditional concept of security based on military power or power politics. India has been pursuing strategic policies in business and others affairs with the regional states and other states of the world. She has been trying to become a major regional state so that the issues of South Asia can be managed under the role of it. In order to become a regional strong state, she has been trying to engage itself in the strategic relations with other states of the world. Afghanistan also comes under the category of those countries with which India has been making efforts to develop strategic links.

Key Words: Indian hegemonic design, Afghanistan, Strategic partnership, bilateral relations

India's involvements in Afghanistan: Brief Historical Perspective

A landlocked country, Afghanistan has an Area of 647,497 sq km. Due to her locality; Afghanistan has a great importance in this region. Afghanistan is a crossway among the states of the sub-continent and central Asian states that connect east to the west. Afghanistan shares her borders with Pakistan, Iran, China and Central Asian States. The land of

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these three regions is called “a region at the cross road of history”. Due to the position of Afghanistan, great powers have taken great interest in this country. On the basis of its position, Dr. Mondra Dutta said that “a measure of control over Afghanistan will automatically lead to a measure of control over south Asia” (Laruelle, 2013). In historical prospective, this country has seen many invaders, wars and complete instability. Afghanistan is a country that always remained the subject of internal and external forces. It faced war and terror from the British colonialism including Anglo-Afghan wars.

The effects of British imperialism and Russian aggression made Afghanistan a buffer state. From 1918-1978, it was a peaceful era. After this period, approximately from 1970's, Afghanistan has been facing a lot of issues regarding security and especially foreign invasion. Soviet Union attacked Afghanistan on December 1979 (Webster, 2006). However, that adventure did not prove successful due to the resistance from Muslim *mujahedeen*. Pakistan played an important role against the soviet troops. Religious conservatism and waging of war by lords are some of the results of the Soviet adventurous occupation. The USSR knew the complexity of the situation in this region. She withdrew its troops from the state. This withdrawal brought about civil war in Afghanistan. Because of unplanned withdrawal, the vacuum of power provided opportunity to Taliban to establish their rule in Afghanistan (Rasanayagam, 2005).

After the cold war, independence of central Asian republics and the presence of vital mineral resources in Middle East, India modified the geo-strategic policy. Due to direct boundary links with central Asian, Afghanistan gained critical importance as land bridge for oil and gas pipeline and trade route. As a result of wars and foreign involvement, the country was damaged a lot and the extremist elements were grown up. There was a security problem for Afghanistan and her neighbors. There always remained mutual interests of major powers against terrorism, radicalism and drug trafficking. These elements reflect that great powers have potential to affect the countries beyond their borders. Today, security is the main threat being faced by Afghanistan and its neighbors (Singh, 2005).

The event of 9/11 provided a chance to the USA to intervene Afghanistan. So, the US and NATO launched a war against Taliban under the umbrella of “operation enduring freedom”. International community took interests in the maintenance of the governance system in the country. The distraction of Taliban rule and the built of new government under the supervision of international community committed new infrastructure and improvement of economy of Afghanistan.

The conclusion from the meeting of Loya Jirga is that it is a proof of a significant move and Bone agreement is likely outcome as the Loya Jirga met after 23 years on 12 June 2002. When the constitution was showed for public comments on 4th of November 2003; the Loya Jirga approved the same in 2004 (Mattoo, 2014). Now Afghanistan is on the rout of democracy. Geo strategic location also helps for the purpose of trade transit and energy supplies. All of the inter-regional, intra-regional and extra regional significance are important. The goals of Afghanistan are permanent. These include internal stability, coordination with neighbors, acting as a trade and transit link for the Asian countries and stability of the Middle East.

After the fall Taliban government, political and economic adventures were grown up. Physically, it is very important due to location and it is a trade and business hub between three strategic regions. China’s “greater central Asia “is the concept for the enhancement of economic growth and prosperity. It is the combination of the central and south Asia. Both regions have common concerns such as peace, security and economic cooperation (Singh, 2005).Afghanistan is a land bridge connecting central Asia to the huge market of south Asia. Her location is important for brighter economic cooperation and future prospects. Mineral resources are huge and it is estimated at the rate of US 3 trillion dollars (Sammadar, 2010). Afghanistan has potential to change itself from aid- dependent to a great economy due to her natural resources and geo-strategic location. However, the influence from outer countries, reemergence of Taliban and US aggression result in the constant instability of the country. At this stage, there is also a security concern for neighboring countries but a war-torn country has no capacity to overcome these problems. Suffering such as air strikes, bomb blasts and kidnaping all factors contribute to this phenomenon and have become the cause of regional instability. Thus, NATO and the US

withdrawal have raised concerns for the international community and the regional countries (Singh, 2005).

After the state setup changed, war of the USA in 2001 provided a new dimension. The activities of the international community in the post 9/11 phase made Afghanistan active in the global politics. All regional countries like India, Pakistan, China, Russia and Iran are trying to achieve their strategic goals. For this purpose, all regional countries strengthen their relations with this war-torn state. In the post-9/11 era, India strengthened effort to re-organize her hold in that country. So, the relations between the two nations have moved to the development of partnership. As expressed by Indian former foreign secretary Nirupama Rao "India is engaged in development and humanitarian work to assist the Afghan people as they built a peaceful, stable, inclusive, democratic and pluralistic Afghanistan". India took part in every field of life and provided US 2 billion dollars for the war-torn nation (Laruelle, 2013). The geo-economic and geo-strategic importance of Afghanistan lies with her placement as it is situated among the three significant regions of the world namely, South Asia, Central Asia and West Asia (sharp, 2002). The importance of this land for the South Asian states in general and India in particular has been enhanced with her accession to the South Asian Association for Regional Cooperation (SAARC). The change in India's Foreign Policy demands refined tools to march on the ways of managing the issues of the globalization, economic liberalization, and security threats. It is also a major demand of the time for Indian foreign policy pundits to wage concerted efforts to handle the challenges terrorism, religious extremism, and energy needs.

The energy needs of India can plainly be stated that these have been for the achievement of energy security. Energy security is the central part of the Indian foreign policy orientation. The concerns on the issues of energy security have vehemently been expressed by senior state leaders. On the occasion of conference held under the topic of "Cooperative Development, Peace and Security in South and Central Asia" incumbent president of India Mr. Parnab Mukarjee stated, "In the era of hydrocarbons, there is meshing of interests between India and other countries of South Asia as consumer and countries such as Turkmenistan, Uzbekistan and Kazakhstan as supplier" (Gunduc, 2012).

India wants stability, democratic form of government and peace in Afghanistan. The purpose behind these objectives moves around energy related projects. At present, India needs 170 million cubic meters of gas per day to meet its requirement (Cohen, Curtis & Graham, 2008). This requirement of India can be fulfilled only if the essence of regional and global security is maintained. The initiative of peace and stability will enhance development, trade and prosperity. Hence, India has invested billions of dollars since the overthrow of Taliban. (V.Pant, 2010). However, before examining the Indo-Afghan dealings since 9/11, it is necessary to have a short description of their relations in the historical context.

Indo-Afghanistan Relations: 1947-1979

The existence of Pakistan in 1947 disjointed the dominion of Hindustan with that of Afghanistan. However, despite all this, both of the states maintained their friendly relations and in 1950 they signed 'Indo-Afghan Treaty of Friendship and Cooperation'. Indian films and songs became popular among the people of Afghanistan and Indian movies earned vital part of the Afghan traditions and culture. Whereas, Afghan goods like shawls, dry fruits, and other things, got special attraction of Indian merchants. They maintained their market consistency in post-British India. Based on Rabindra Nath Tagore's short story, Indian film "Kabuliwallah" justifies the position of Pathan dry fruit sellers in the memories of Indian people (Jafri, 1976).

Another important aspect of their close ties in post-1947 period was the access of the both states towards the alliance systems of Cold war. Both the superpowers (The USA and The USSR) spent great amount in Afghanistan during 1950s. However, Afghanistan played the role of missing link to the anti-Soviet chain of the USA that moved from Europe to Pakistan through Turkey, Iraq and Iran. Contrary to it, another missing link of the chain was Hindustan, which adopted the policy of non- alignment to keep itself out of Cold War controversy. This decision also brought Afghanistan and India closer to one another. However, the US equipping of Pakistan and denial to provide military support to Afghanistan pushed both the states towards the USSR. In reaction to this, the President of Soviet Union Mr. Khrushchev came to conclusion to reorganize the Afghan Army should be supplied economic aid. It was

estimated that an amount of US \$ 2.25 billion was provided to the Afghan army up to 1979 (Coll, 2004).

The enhancing dependence of Afghanistan army on the Soviet economic and military aid further increased the friendly relations between India and Afghanistan. In that same period, India signed a number of agreements with Afghan governments during the tenures of Mohammad Daoud to Nur Mohamed Tarakki to increase her influence. India also made fruitful attempts to promote peace, stability as well as cooperation between the two states. However, uprisings broke away across the country owing to the conflict between the pro-Communist and anti-Communist factions. These conflicts affected the relations between the two countries and the 'Indo-Afghan Joint Commission', which was signed in 1976 to provide economic and technical assistance plans, remained non-functional up to 1978. These uprisings also became the cause of the Soviet invasion of Afghanistan in December 1979 (Coll, 2004).

India-Afghanistan Relations: 1979-1989

The Soviet attack on Afghanistan offered a chance to India to re-engage and increase the bilateral relations. However, at the same period, it was the tough job for her to construct foreign policy. The attack put India in a complicated situation impacting her prestige and credibility at the world level. As it seized her situation in between the NAM (Non-alignment Movement) of which it was an initial member and the cordial relation treaty was signed between India and USSR in 1971 (Horn, 1983). Despite this, the present government of that period strongly opposed the Soviet act of intervening and requested for an immediate withdrawal of the Soviet forces. The Prime Minister, Charan Singh, stated deep concerns over the conflicts and summoned the Soviet Ambassador to find out the solution of the situation of country that the presence of the USSR forces in Afghanistan has inauspicious consequences for the whole region (Pant, 2014).

However, when Indira Gandhi came back to power in 1980 the decision was reversed. The change was indicative with the reality that its Ambassador to the UNO, B.C. Mishra proved himself the first non-Soviet bloc envoy to address basically for the Soviet position in the UN-

General Assembly. India selected to stop on key issue of UN resolutions request for Soviet withdrawal from Afghanistan. The country was among the first non-aligned nations to recognize the government in Afghanistan established after the Soviet attack. There were primarily four factors conditioning India's reaction to the Soviet invasion of Afghanistan. First, the US aid to Pakistan that was for economic aid was being used to get a supply of advanced arms and F-16 fighter aircrafts. Secondly, Washington's reconciliation with Beijing in which Islamabad had played a vital role. Thirdly, a US naval set-up in the Indian Ocean region was also raising alarms in the circle of Indian analysts. Fourthly, a threat of Mujahedeen victory was giving Pakistan an unclouded strategic leverage in Afghanistan (Qassem, 2013).

India's worries were borne out by the Washington's National Security Adviser Brzezinski's suggestion that "Washington should work to reinforce the resilience against Soviet advances by providing more aid to Pakistan" and that it should "keep the Afghan issue alive by sustaining the resistance" (IBP, 2009). Her interests deepened with the US engagement in Afghan matter. As such, the ISI-CIA link moved Pakistan towards Islamic fundamentalism that successively spread to Afghanistan. The condition was more harmful as it led to the arms race not only in Afghanistan as well as in the region. India took the move of arming Pakistan by the US as a threat. This coerced her to look the Soviet attack in a different angle to accommodate her own concerns. The country sought to increase economic ties with the Soviet Union and for the first-time import oil from the USSR (Ganguly, 2002).

The Soviet Union emerged as her great provider of defense equipment and space technology. India also enhanced her investment funds in Afghanistan for the sake of development of irrigational, industrial, and hydroelectric projects. When the Foreign Minister of Afghanistan Mr. Shah Mohammad Dost visited New Delhi, Indira Gandhi showed her willingness to reactivate the 'Indo-Afghan Joint Commission'. The initial meeting of the Commission took place in Afghanistan at Kabul in May 1982, and India agreed to enhance the quantity of exports to Afghanistan. Thus, India started a direct deal with Afghanistan and the Soviet Union assessed her realistic approach towards Afghanistan. However, India's official was in the favor of the principal of non-intervention. After a meeting with Britain's Foreign

Secretary Lord Carrington, Indira Gandhi declared, "No country is justified in entering another country" (Maley, 1989). She again clarified her position in a by-election speech while reminding that Soviet troops were sent into Afghanistan only after Pakistan started training the Afghan rebels and sending them to topple the Government. Nevertheless, India was opposed to the USSR's presence in Afghanistan.

Indo-Afghanistan Relations: 1989-2001

After withdrawal of the Soviet Union forces, Najibullah strengthened his position and formed his government in Kabul and India strongly supported this regime. However, within a short span of time, Mujahidin reorganized themselves and they made coalition of Mujahedeen forces. Later on, that was headed by Burhan ud din Rabbani. So, this coalition of Mujahedeen forces replaced the Najibullah government in 1992. India continued its support while providing humanitarian and technical aid. However, the Rabbani government became weak because of its internal crises and barbaric civil war had been started in Afghanistan. During this civil war, Taliban reorganized their groups and replaced the government of Rabbani in 1996 (Saighal, 2000).

When Taliban came to power in Afghanistan, the relations between India and Afghanistan became worse. The Taliban rule was very antithetic for Indian concerns and directed her to break off all the relations with that state. India shut down her Kabul Embassy in September 1996 and showed unwillingness to recognize the Taliban government. India stated that the government of Afghanistan emerged under the extremist regime of Taliban as what Dr. Najibullah said, "A center of world smuggling for narcotic drugs.... Afghanistan will turn into a center for terrorism" (Adamec, 2012). Taliban cut off links with Pakistan to utilize Afghan territory as a center of anti-India militant actions. These policies further deteriorated the relations. India considered that in cooperation with Pakistan, Taliban government permitted Kashmiri Mujahidin to train them within the territory of Afghanistan. Thus, the militant actions of Afghan Mujahedeen in Kashmir valley by the Taliban became a great security threat for India.

These years observed some 80,000 energetic students from the Madrassas of Pakistan who were given training in Afghanistan and later

on they participated in belligerent activities in the region including Afghanistan, Central Asian States and Kashmir valley (Adamec, 2012). A number of militants were arrested in Jammu & Kashmir either was from Afghanistan or had got training in that state. Another setback of relations between India and Afghanistan was the Kandahar Hijacking when five hijackers of Harkat-ul-Jihad-Islami (HUJI) hijacked the Indian Airlines flight IC 814 from Kathmandu and landed at Kandahar Airport. The Taliban government supported the hijackers and kept away the Indian Commandos to start their action against them. This forced the Government of India to deal with the Taliban and the then External Affairs Minister Jaswant Singh handed over three terrorists in exchange for 155 passengers and the crew (Rashid, 2002).

In addition, at the behest of Pakistan's Army, many Afghan militants reportedly fought against India during the Kargil War in 1999. Some 200 Taliban forces participated with Pakistan during this War. Thus, the activities of Taliban closed all possibilities for India to accommodate with the extremist regime in Afghanistan. Anti-Indian activities of the Taliban forced India to support the anti-Taliban, Northern Alliance (NA). Thus, India supported and established links with the Northern Alliance to check the Taliban activities and maintained her influence. Besides the technical advice by Indian defense advisors, the country provided high-altitude weapons worth of US \$ 10 million to the NA, and extended humanitarian assistance to the Afghan people in the form of medicine, vegetable oil, tea and emergency relief material. India also established a hospital in Farkhor province of Tajikistan and provided medical assistance to the NA. India, throughout the Taliban rule (1996-2001), aimed at marginalizing the Taliban influence that brought her close to Iran and Russia who were the other supporters of the NA (Misdaq, 2006).

Thus, from 1992 until the removal of Taliban in 2001, Afghanistan act as a ground for proxy war between Pakistan and Saudi Arabia on one side, and Iran, India, and Russia on the other side. The relations during the Taliban rule are apparent in the words of Mr. M. H. Ansari, India's former Ambassador to Afghanistan, as, "A relationship with the Taliban was not attempted... as result of the treatment meted out to the Afghan Hindus and Sikhs. Much more serious in Indian eyes was the Taliban pronouncements on Kashmir, the training of Kashmiris,

Pakistanis, and foreign militants in camps in Afghanistan... these touched the core of India's vital interests and compelled New Delhi to strengthen (her) support and assistance to the predominantly non-Pashtun Rabbani forces" (Rashid, 2002).

Indo-Afghan Post 9/11 Relations

India is the world's biggest democracy. It is much populated and the seventh largest country in terms of physical size. Bangladesh and Myanmar are located in its East. Bhutan, China and Nepal are situated in its northern part while Pakistan exists in its west. Alongside it, Indian Ocean is located in the south and Arabian Sea is situated in the southwest. The famous Bay of Bengal is present in its southeast side. Sri Lanka and Maldives are also its neighbors and she also shares sea border with Thailand and Indonesia via Andaman & Nicobar Island. India has great role to play in this region due to her size, locality, technological advancement, economic, progress and military capability (Crook, 2007).

The event of 9/11 provided space for the United States to attack Afghanistan in October 2001. It resulted in the fall of Taliban government. This provided India an opportunity to move back strongly into that country and regain her position. Since then, India has made extensive efforts in the reconstruction of this war torn nation. India has become the fifth international and largest regional donor to Afghanistan in post-Taliban era (Lind, 2009). Changes occurred in the old concept of security. The modern concept of security included threats like religious extremism, global violence, weapons trafficking, drug smuggling and aggressive patriotism. These curses forced the nation states to change their foreign policy according to new circumstances. India also had to reshape its foreign policy due to these threats and extended its assistance to its neighbors to curb these evils in buds. India tried to introduce new tools and tactics in its foreign policy. She had been trying to get the status of international economic power for previous two decades (Mansingh, 2008).

In these days, motivating forces in the changes of foreign policies are trade, industry, energy, naval security and technological advancement in internal as well as external security. These are the driving forces of foreign policy for any country. Thus, countries adopted

new coordinated economic dealings with other states of the world. On the basis of these ground realities, it is necessary for the countries that they should mold their existing patterns of policies according to the requirements of dynamics of world politics. Since the last twenty years, India has been on way to take new steps in the foreign policy with intention to achieve highly status on the map of global politics (Mansingh, 2008).

India is tacking new steps in the domain of foreign policy making. She is pursuing strategic policies in business and other affairs with the states of the world. To proceed with these policies, some basic restriction supports it to reset the basic policies proposal once again. These issues include economic crises of early 1990s. After the cold war, worldwide terrorism, revolution in the field of economics and information compelled India to change her foreign policy. In south Asia, India is bearing adventurous and new challenges. In this scenario, indo-Pakistan conflicts, loss of local economic coordination, permanent instability and lack of cooperation among regional states are the main hurdles in this regard. On the other hand, new challenges are gaining ground in the form of china's involvement in the regional affairs, expanding developmental gap between India and other south Asian nations and lack of effective integration of south Asian countries with the global economy. India has to seek out ways to establish her relations with regional countries on the platform of SAARC (Lind, 2009).

Indo-Afghan relations in the 21st century have transformed from the historical and cultural relations and have lifted up the level of broad-based engagement. India, after the debacle of Taliban regime, is truly committed to the rebuilding of Afghanistan. The 9/11 attack and the resultant US campaign against 'Global War on Terror' at the international level and 'Operation Enduring Freedom' against the Taliban government in Afghanistan gave India an opportunity to take up her foreign policy agenda in the changing environment. Thus, India got opportunity to promote her 'Afghan Policy' in post-9/11 era. Agreeing with the agenda of a peaceful, stable and secure Afghanistan with the US, India agreed to provide services for the US-led war against terrorism and provided logistical support to normalize Afghanistan. Since then, India has carried out extensive efforts in rebuilding the war-torn nation

which has sustained and enhanced over the last twelve years. (mekenkamp, tongeren , & veen, 2003).

The post-9/11 era saw global acknowledgement of India's principled stand to counter terrorism and cooperation against war on terror. India has obtained the status of one of the principled donors with her promise to the process of Afghanistan reconstruction reaching US \$ two billion. Her efforts of capacity building and skill development in Afghanistan covered from "seeing to school children to technical skill building" (Meher, 2008). Immediately after the Taliban government fell, India's the then External Affairs Minister, Mr. Jaswant Singh went to Kabul to attend the ceremony when Prof. Burhan ud din Rabbani handed over power to the new temporary administration on 22nd of December 2001.

Grabbing this opportunity to re-engage Afghanistan, India willfully offered the support to the temporary administration headed by Mr. Hamid Karzai. After reopening the Kabul Embassy during the similar visit, Jaswant Singh referred to the close ties between the two countries. The country declared to establishing ties with the new regime on the account of having good relations with most of the leaders of Northern Alliance. (Trividi, 2008) Thus, the support to the NA during 1990s improved her standing in Kabul after 9/11. India started its engagement and since then, both the nations maintained close political friendship. Apart from the reopening of Kabul Embassy, the country reopened her consulates in Kandahar and Jalalabad and established two new consulates in Herat and Mazar-e-Sharif. Many Afghan leaders, who got education in Indian Universities, welcomed and supported the bilateral engagements. Hamid Karzai also received most of education from India. This allowed for the opportunity to the two-way visits by the high personages of both the nations (Mills, 2007).

India has achieved considerable progress as per development in Afghanistan. The country has finished different projects uplifting to the social & economic progress, technical trained capacity building, and science & technology up gradation. The assistance also contributed in abundance of civil infrastructure and human resource. The infrastructure development covered building structures from public sanitation units including toilets to power transmission lines and India appeared to be the

biggest regional and fifth international donor in the re-building process. The interesting aspect of this aid is that most of the aid of India is unconditional, as it expanded to multi-sectored activities and gave full respect to the priorities of Afghan people (Pant, 2014).

The basic object of such aid is the appreciation that socio-economic progress is essential for the stability in Afghanistan as well as the whole region and thus, India maintained regular top-level official engagement with that country. The long and short-term projects covered a wide range of fields in all parts of Afghanistan and all the projects are under construction in partnership with the regime of Afghanistan and in alliance with the Afghanistan National Development Strategy. Notwithstanding assaults on her projects and personnel in Afghanistan, India has not dragged its feet from providing generous aid to the war-torn country. India's aid to Afghanistan covered the basic amenities. India is considering margins of development including civil aviation, irrigation, power generation, industry and rural development. This will indeed boost building strong economic ties between the two countries. (Mariet, 2009). The aid and development partnership covers following broad areas:

India has also tried to improve the condition of masses by bringing development and creating friendly environment. She has taken three steps like peaceful coexistence, formulation of good relations with economic powers and addressing the issues like food security, water security energy security etc. Since 21st century, foreign policy of India adopted intermediate steps in regional and global viewpoints. This country is also pursuing and acknowledging the significance of regional economic cooperation. The regional countries are in the framework of neighborhood policy. India also has been pursuing to develop good relations with central Asian state and emphasizes on the policy of Connect Central Asian Policy from the beginning of 21st century (Chopra, 2006).

Due to the interruption of the international states, such as the US and China, she has increased the planning policies of the state. Major concerns of India on the issue of Afghanistan includes security of the state, economic progress, regional stability prosperity maintenance of law and order situation and his presence in Afghanistan for achieving her desired goals. In order to do so, India is including the cooperation in

economic strategies in region. But the basic desires of the state matter of defense and peace which are depending upon peaceful and economically flourishing region (Hester, 2013). This entire range of factors contributes in Indian foreign policy regarding neighboring states and relations with them. This policy work gives a sufficient space for political, economic and cultural links with all its neighbors. Due to her geo-political and geo-economics importance, Afghanistan is the only country that is essential to India for CCAP. So Indian foreign policy towards post-9/11Afghanistan is the part of neighborhood policy (Chopra, 2006).

Conclusion

Indo-Afghan Relations in the South Asian region has transformed tremendously as the trends of regional politics has shifted along with the global needs. Afghanistan remained under such leaders who were having fundamental differences as far as their ideological orientation is concerned. The pro-Indian governments in Afghanistan and the anti-Indian and pro-Pakistan governments in Afghanistan seemed to provide such an interesting case for analysts to probe into the complexities of foreign policies of a land locked state having practically no unity for the state sovereignty as being divided into tribal factions who were fighting for their vested interests throughout the annals of history. The tribal loyalties surpassed the national needs and this culminated into a gulf at the state level where no comprehensive measures were taken to ameliorate the menaces which were weakening the state. The era of Cold War witnessed the increasing influence of Russia in Afghanistan and India though remained a non-aligned state; came closer to Afghanistan. India signed a number of agreements with Afghanistan and the heydays remained till the Afghan war of 1979 and the end of war a pro-Pakistan government was installed in Afghanistan as these Mujahiddin were backed by Pakistan during Afghan War. The relations of India with the Afghan government strained as these Afghan Muhaddin groups supported the Kashmiri freedom fighters and thus Indian policy makers were annoyed by these events. The incident of 9/11 became a turning point and the Taliban government was toppled and again the groups who were pro-Indian were installed and again the history witnessed a regional shift of policies. The Indo-Afghan relations cannot be studied alone but a

changing regional political dynamics must be kept in mind while analyzing the foreign policy behaviours of the two states. Indian investment in Afghanistan in social, economic and military matters provided useful links which are enhancing the ties between the two states. Afghanistan needs investment but it must maintain its sovereignty so that it may not remain as a pawn in the hands of bigger states of the region. Indian involvement and relations with Afghanistan must not be used against any other regional state so that regional peace may be maintained.

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REPOSITIONING ENGLISH LANGUAGE IN PAKISTAN IN THE CONTEXT OF GLOBALIZATION

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Abstract

In the interest of understanding the shrewdness in rationed out English as a disguise of the continuation of colonial language policies by the governments of Pakistan, a descriptive and investigative cross-sectional social research is conducted. It has examined the attitude of the Pakistani English language learners for English language in Pakistan, which has turned out positive. This language attitude has increased the influence of English in all domains of power in Pakistan. In the same manner, it was done before 1947 in the presence of all other native languages. It is still used as an ideological symbol, potent and vibrant in the country. The major effect of this attitude is to weaken the local languages and lower their legacy, history, culture and identity status even in their home country. This attitude turns on poverty by concentrating the best-paid job in the hands of the English-using elite of the peripheries. The main data collection method is a questionnaire and statistical analysis included insight borrowed from critical theory and postmodern approaches to knowledge and research. The research revealed that privilege status of English is due to the Elite's patronage in the name of efficiency and modernization. They are in favor of the continuation of English, because it gives them competitive edge over masses. Ironically they are using English as an instrument like their past master to suppress their own people. Since, linguistic globalization is anti-poor, pro-elitist and exploitative.

Key Words: English, culture, power, globalization, Pakistan

1. Statement of the Purpose

The language policies of Pakistan, declared and undeclared, have increased both ethnic and class conflict in the country. Our Westernized elites, in their own interests, are helping the forces of globalization and threatening cultural and linguistic diversity. In this process they are impoverishing the already poor masses. They are creating much resentment, and dichotomy among them, against the oppression and injustice of the system. Both globalization and the continuation of colonial language policies by the governments of Pakistan have increased the pressure of English on all other languages. It has generally resulted in more people learning English as a passport to enter into the world of power. In Pakistan this means that the poor are under more pressure than before because they cannot afford expensive schools which

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‘sell’ English at exorbitant rates. The current scenario does not permit to reverse the trend of learning English. However, it is possible to promote the concept of additive bilingualism rather than subtractive bilingualism with an acute awareness of cultural and linguistic heritage (Bronckart, 1978). This means that we should add to our repertoire of languages to gain power, while retaining skills and pride in our own languages.

1.2 Background of the Study

“We are so accustomed to wearing a disguise before others that eventually we are unable to recognize ourselves” (Foucault, 1970). In Pakistan English is a language of the domain of power (Warieing, 2000), government, judiciary, bureaucracy, military, commerce, the media above all a privilege of elite class empowerment. It is also indicative of the vertical social divide in a country in which English, the former colonial language, is still used as a key to power, prestige and opportunities of wealth (Rehman, 2002).

The review of history makes it clear how English sweeps into all spheres of life. It was stated in the constitution of 1973 that the national language of Pakistan would be Urdu but English would function as a national language until all official and other usage were arranged into Urdu (Jalal, 2004). This process did not come to realization due to the issue of ethnicity and a threat to diversity of linguistic and cultural diversity. It gives way to ensconce of English as an official language in Pakistan but this is not a plain story actually it is an allegory that is manipulated by the elite class “anglicized men” (Cohan, 1994) the counterparts of their predecessors (British) put themselves into the shoes of the colonial ruler and use English as the weapon once again to suppress the masses and once again it becomes a class identity marker.

Now, education policy supported this small anglicized elite group ideology; where, young generation is pursuing English medium as a demand of the modern world order and is take ascending of the English language for granted without being aware of the lethal attack of English on social, political, linguistic and cultural identity issues. Their shortsighted pragmatism focuses English as a sole opportunity to transform their humble origin in a present scenario at the expense of their social, linguistic and cultural identity. Their belief got its strength from

Globalization that further increases the imperialism of English by opening the market of jobs across the borders (Kachru, 1995).

In general the use of English language favors the Westernized elite, as a class marker, in Pakistan. It enables people to empower themselves by learning the languages of the domains of power – the civil and military bureaucracy, judiciary, education, commerce, the media and so on. These all issues are connected with the collective ideology of society as a whole (Khan, 1967). They learn language as a key to success, not as a *Lingua Franca*. This ideology gives English language an authority to play an important role in identity and power construction of society. Still Pakistanis are learning English language to ensure their social status in their own country and do not learn it as a global language.

1.3 DEFINITION OF KEY TERMS

1.31 Language as Power: Bloomfield, Coombs and Owens's chapter in *Management of Information and Communication Technologies* (Mansell, p. 146), illustrates that language has the power. Language is a facilitator of the flow of *power*. It is a substrate that links people, and allows them to co-ordinate and construct *systems*, ideas based on groups rather than individuals. It means to get more gratification than other language users.

1.32 Anglicized Men: Stephen. P. Cohen coined the term anglicized men for those officer corps of the armed forces 'The British generation' who dominated the army till 1971 (cited by Tariq Rehman). Now the Civil Service of Pakistan (CSP) was an Anglicized body of men who have moulded themselves in the tradition of the British (Rehman, 1998, p.4)

1.33 Motivation: Gardner's model (as cited in Romeris, 2006) classifies motivation at two levels, goal or instrumental motivation and core or integrated motivation. The motivation at the goal level includes the learner's orientation to language learning, and the learner's attitudes for the learning situation. Gardner describes the core/ integrated second language learning motivation as a construct composed of three characteristics: the attitudes towards learning a language (effect), the desire to learn the language (want) and motivational intensity (effort). According to Gardner, a highly motivated individual will want to learn the language, enjoy learning the language, and strive to learn the language (pp. 93-94)

1.4 Significance of the Study

This study has an academic and social significance within the border of Pakistan. It tries to clarify the misconception of social and cultural inferiority inculcated by our colonial rulers for their own political motives and further propagated by our own so-called representatives. It may be a meek cry in uproarious materialistic snob culture but a single thought or the first drop of rain has its own significance. On the basis of this study the common attitude of our society towards English as a matter of prestige can be revolutionized only by the teachers and education system. There is a dire need to understand English as a tool to perform functions not as a matter to acquire power. If we are unable to solve the ethnic and linguistic issues at national level, we will again make slavery our destiny.

1.5 Research Question

This article explores the following questions:

- i- How are languages used to facilitate the ideological aims of the Elites and counter Elites?
- ii- How are they associated with certain ideologies?
- iii- What is the relationship between English and distribution of (socio-political and economic) power in society?
- iv- How do language attitudes (instrumental and integrated) and language ideologies permeate in our daily lives?

2. Method and Design

This is basically a Cross-Sectional Social Research. It mainly focuses on the description of learners' attitude towards English language and its analysis on the basis of non-probability sampling data. I have used the questionnaire for collecting from respondents. While planning my questionnaire, I was particular enough in avoiding such questions that led to embarrassing and hypothetical questions. Furthermore, the privacy of the respondent was given prior consideration. I have included Personal background as an important factor in determining the personal preferences of an individual. It determines the mindset and philosophy of an individual. The statistics of questionnaire was analyzed with the help of the Chi square, and the ranking is used to investigate the association of four independent variables with 15 dependent instrumental variable and

16 dependent integrated variables. These statistical analyses were used to access the populations' attitude towards English language.

3. Literature Review

Here is a brief over view of conceptual study of culture by different anthropologists. First, is the Diffusionist theory, which explained culture as a collection of traits. They focused on the spread of these traits from one society to other (Dunnal et al, 1997) but they failed to explain that why certain traits only exist. Then cultural evolution theory added that traits have certain meaning in the context of evolutionary stages by their relation with material, culture and social institution (1997). This theory also gives a limited view because it is only relative to industrial and society development. Then Ecologist, an approach came in and defined culture as adaptation to the variety of environment in which it lived and explained cultural changes in response to these changes. Similarly, Structural-functionalists view culture "a system of normative beliefs" (Robert et al, 1968), but it took society as a stable entity. Then Historical-Particularists took it as a historical process and symbolic anthropologist pointed out it as a mental construct guide of life (Dunnal et al, 1997) . The Structuralist anthropologist gave universal mental patterns of culture that existed independently by analyzing the relationship among cultural construct of different societies. Similarly, this theory has a flaw of assuming that people of any society experience their culture in the same way. Although every approach points out an important aspect of culture; culture is an umbrella term, which consists of various sub sections. To define culture as a living phenomenon in totality is a difficult job (Robert et al, 1968).

In accordance to the above mentioned cultural theories, language expresses the social phenomenon of a culture. It is not only a means of communication, but also a sense of social belongingness and social identity (Saussure, 1996; Chomsky, 1968). Speakers identify themselves and others through the use of language. They view their language as a symbol of social identity. The speakers often perceived the prohibition of their culture as a rejection of their culture. It arouses feelings of bewilderment because it leads toward such environment and culture change from the one that he or she is not familiar with. These unfamiliar surroundings, foreign language and strange habits of a new culture all contribute to his psychological cultural shock (Byram et al, 1991). It is a

reaction due to alienation in a new culture. Cultural shock is further explained by (Stephen & Stephen, 1992) with the help of colonizer and colonized psyche in the language learning process. According to that model, cultural shock results from four types of feared negative consequences:

I: Negative psychological consequences: frustration or loss of control (1992)

II: Negative behavioral consequences: exploitation or verbal derogation

III: Negative evaluation by out-group members: negative stereotyping or apparent disdain

IV: Negative evaluation by in-group members: disapproval or rejection for having no contact group population (1992)

The colonizers spread English in subcontinent by power and exploitation as an instrument for systematic exploitation. This scheme produced distorted economics, socio-psychological disorientation, massive poverty and dependency (Khon, 2006) among people of subcontinent. According to Kachru (1986), the most important reason for the success of English in subcontinent is that it is the language of the colonizer-- The British Raj (government). According to 1975 Government policy English was established exclusively as a medium of instruction and administration. This act, gradually, suppressed the local languages Persian, Arabic and Hindi. It imposed English by making it a language of the legal system, higher education, regional administration, science, technology, trade and commerce with a view that other languages are unable to perform these.

The colonizers' attitude towards colonized languages had an explicit conformity to both language power hypotheses: The intrinsic power hypothesis claim, that the English is the right language for interactional purposes (Kachru, 1986). This autonomy, according to Kachru's claim, of racial superiority, which is the real objective of colonizers' philosophy regarding linguistic supremacy explains how colonizers' language acquired power. Colonizers used their language to expand the speech community in subcontinent by persuading their language as a vehicle of cultural and religious enlightenment to estrange people from their own culture (Arshad, 2009). The Colonized

community expressed their disagreement in a note dated 1935 having a support of 8000 native speakers but it was all in vain. Lord Macaulay resolution in 1939 received a seal of approval for using only English as a medium of education, from Lord William Bentinck (Bailey 1991, p.137). Colonizers started teaching language by using such literature, norms and values that promote Christianity in native learners. Even after 1839 they openly started to teach the Bible in the missionary's school, and took exams from the Bible as a criterion to declare people as educated and legible for getting a job (Kachru, 1983, pp. 68-69). Colonizers openly proclaimed that Muslims and Hindus religious places would be demolished. Such emphatic declarations harassed the Muslim community and they started to think that their children would become Christian as their immature minds are unable to understand the intentions of the hidden curriculum of Britisher's (Kachru, 1983, pp. 68-69). They boycotted missionary schools. Colonizers intentionally crippled colonized culture, language and civilization to maintain their colonized status, as their destiny for a long term planning: expansion of power on other lands. Muslims became frustrated, they boycotted colonizers, socially, politically and academically. The Colonized abandoned the colonizers' language and missionary schools to protect their culture, tradition and civilization by the onslaught of colonizers evil intentions. They wanted to retain their identity. This boycott kept the doors of political, economic and social progress closed for Muslims (Arshad, 2009). Deplorable economic conditions of Muslims forced Muslims leaders to think over this issue. Sir syed Ahmed Khan took the first step, but it aroused negative feeling in the Muslim community. Actually, Sir Syed's view point was not only persuading Muslims to learn English but to get acquaintance with the English culture and mode of living. Then as a reaction religious leader came to rescue Muslims culture, norms and values. They all favor learning English language but conditionally.

At that time Dar-ul-Aluum Deoband was the prominent religious school (madrassa) of the Subcontinent. It was bifurcated into different schools of thought. They did not include teaching English in their curriculum. They were of the view that English was already patronized by government. They started to teach those subjects that were intentionally neglected by missionary schools to make the colonized community culturally rootless (Arshad, 2009). These religious schools

tried to retain their identity by the revival of the culture and literature of native languages. Maulana Mohammed Qasim Nanotvi, the founder of Deobund school of thought, was not against learning English. He opined, that first a Muslim believer should have a clear concept about his culture and a firm faith in the religious beliefs. Then, he should go for learning English language (2009). The command of English language would help the Muslims to preach their religion's teaching to the people of other religions. In order to achieve this objective, an agreement was made between Ali Gargh and Dar-ul-Aluum Deobund to exchange scholars for religious and secular education. This objective was not achieved due to some bad experiences. As a consequence, Maulana Rashid Ahmed Gangohi, the Principal of Dar-ul-Aluum, did not include English in the curricula of school.

Similarly Maulana Ashraf Ali Thanvi proclaimed that if English language learning has no negative effect on Islamic ideology, beliefs and culture then there is no objection to learning English language. It's learning for HALAL (virtuous) livelihood is also a righteous deed (Arshad, 2009). Moreover if someone uses this knowledge for the preaching of Islam then it would not be less than prayer. He asserted that while learning English one should have guidance to understand the hidden motives of colonizers, because these hidden Christian beliefs in the curricula of English could harm their religious and cultural identity. It could tempt them to assimilate into the colonizers' culture (2009). Religious leaders of the last century guided the Muslims against the hidden curriculum and hidden motives of colonizers (2009).

In spite of all these precautionary measures by colonized people, Colonizers linguistic, political, socio-cultural exploitation kept on mounting. It did not left breathing space for colonized community. It stimulated political awareness and the colonized community got independence in 1949. Unfortunately, this was not the end of supremacy of colonizers (Cook, 1994, p.103). After independence when they were supposed to run their system in their own manner they realized that they have no social and political vision to establish a system to run the administration of their country. The colonizers had eroded it. They are left with no choice then to rely on the colonizers system (Cook, 1994). It became clear to them that colonizers had intentionally kept them at arm's

length in administrative affairs, in order to cripple their administrative potentials. It shows that they are still in the vicious circle of colonizer, because if they alienate themselves from colonizers' socio-political and technological supremacy, then they cannot survive in the global village. Helplessly they continue the same route of survival through learning English. Even after independence they are agonized with the question identity "Who are they?"

It confirms the omnipresence of colonizers in the form of the continuation of learning English with the incorporation of colonizers' culture. Muslims (Pakistani) are still bound to learn English in spite of their distrust and suspicion of the West. Due to bad experience of the past Muslims share the paradoxical desire to understand and learn English (Casewit, 1985) as colonizers have social, economic and political supremacy. The most alarming thing is that Muslims are using colonizers' culture without filter. Although, much of the ideological messages are against the culture, values and norms of Muslim society, they are pouring colonizers' culture in the minds of the young generation. As they are moving away from their own culture so they are disproving their own cultural identity. It is creating the difference of opinion among people. Even confused indecisive state of government policy, in using English or Urdu as the media for education is still suspended between these two languages. These imperialistic (Said, 1978) and religious/moral divides produced negative attitude towards other culture in the language learning process within a society due to this lack of planning and ignorance Pakistanis are still suffering cultural shock. It is creating frustration and rift in society. These feelings pull the nation back from reaching a conclusion about forming an attitude for the usage of English language either as an instrumental or integrated. Some people take English in an idealistic manner and try not only do learn English but also integrate themselves into their cultures and norms. They consider English as a key to success even in Pakistan, where international scenario is another story. Their behavior can be justified if we do not underestimate the importance of economics in Third World nations like Pakistan (Dangarembga, 1998). Learning English is not a problem. We are misdirected and prejudiced.

This situation needs a bugle call for awareness among people to understand the current changed scenario of globalization (the new form

of colonization). We need to learn language conditionally and consider language as a global language. We are not taking education as a soul making process that enables us to understand ourselves and to discover the people around us. Such a change will serve to strengthen a sense of nationalism and self-worth. It is a point from where one begins to negotiate the complicated issues of foreign culture and then forges one's identity. The difficulty in discovering identity in a post colonial state can be attributed to a certain lack of self-confidence either on the level of an individual or on the level of a nation. How can one hold on to one's legacy with pride, if it appears to have no value?

In this regard, an approach, The Critical Approach, emerges as an attempt to resurrect and combat preconception about one's own identity by Edward Said book "Orientalism" and other **Major figures** include, Homi Bhabha, Frantz Fanon, Gayatri Spivak, Chinua Achebe Wole Soyinka, Salman Rushdie, Jamaica Kincaid, and Buchi Emecheta contribute in it. It is a collection of theoretical and critical strategies used "to examine the culture (literature, politics, history, and so forth) of former colonies of the European empires, and their relation to the rest of the World" (Habib, 2005). The acknowledgement of these elements in the light of the critical approach enables colonized people to counter them by overcoming the feeling of depression and by abstaining from surrendering themselves in front of them. Above all, it is a dire need that They should struggle to develop their intellectual powers to revive their own cultural identity in postcolonial era.

Hermeneutics gives an insight to uncover the work's authorial intent with the help of historical and cultural determinants. These intentions are used as a motive to estrange the colonized people from their own culture. Whereas Bakhtin, Derrida, and Foucault (Bart, 1997) contribute to interpret the literature of countries emerging from colonizer to avoid unspoken and sometimes superior attitude towards subalterns (colonized people) (Bahr, 2002). That means colonized people have no access to cultural imperialism. It is more than traditional racial inferiority – a space of difference" (Spivak, 1988). Edward Said in *Orientalism* observed that Europeans created an imagined geography of the Orient before European exploration through predefined images of savages and monstrous places. These mythologies were reinforced when travelers

went back. The idea of difference and strangeness of the Orient was continued and perpetuated through media and discourse, creating an “otherness” for Orientals to establish supremacy of the western countries (1988).

Diaspora is also observed in western discourse as another strategy to induce colonized people to leave their roots. Hooks further argued about Euro-centrality, that it places more emphasis on western culture and value than colonized culture (Spivak, 1990). Stuart Hall opines that power of discourse is used to create and reinforce western dominance. These discourses are used to describe differences between the European (the colonizers) and others (the colonized) with the help of European cultural categories, languages and ideas. This difference enables colonizers to maintain their dominance over the colonized community and thereby creating a subaltern by excluding “the others” from the production of discourse (1990).

Similarly, Hybridity is another important aspect of the postcolonial theory referring to adaptation and assimilation of cultural practice as cross fertilization of cultures. It seems to be progressive, positive, enriching and the dynamic concept of cultures. In reality, it is a subtle cunning integration of colonizer’s and colonized culture. Deceptively people willingly adapt themselves to opportunities of more or less oppressive culture imposition. Colonized people started to live into an alien culture with their cognitive structure; thus, producing something new (Fanon, 1986). In this way they became alien even to their own culture. This is used as a means of maintenance of the empire either through direct territorial control or through the indirect method of exerting control on politics and economy of other countries. It focuses on modernization theory with an apparent idea to modernize underdeveloped countries. Similarly, free trade, open markets and capitalist system are characterized as the way to development. In this scenario the colonizers continue to treat the colonized communities as their subordinate. They consider themselves as having no knowledge stand. They themselves maintain the sense of subaltern by not including their opinions in developmental policies and practices on international level (Lawson, 2007).

There is a working relation between Globalization and postcolonialism. Globalization theory focuses on the reorganization of

social formations, political alliance, cultural identity and power along transnational lines. It has deep implications for how we think about the planning of literary studies. It brings a change in the old model of literary studies that was basically nationalist in nature. Now, the globalizing of literary studies portrays a remarkable change that is bound to bring a profound effect on the disciplinary organization of literary studies at wider level. These academic forms of globalization have an inherent threat. It has potential to be interpreted as a duplicate of the worst effects of economic and cultural globalization, the latest manifestation of the colonizers' desire to rule over the rest (Paul, 2000).

Discussion

This research explores the intricate ways of culture on motivation for a language and its impact on our thoughts, feelings and behaviors. Motivation develops a particular language attitude that is basically a part of linguistic culture (Schiffman 1996). While, culture is a complex entity that covers knowledge, norms, values, beliefs, language, art, customs, habits and skills learned by individuals as members of a given society (Hamers & Blanc 1989). Globalization, transnational interaction – where every society is a miniature of globalization – is the order of the day. Knowledge is not the heritage of a single culture and language. English language has got a wider status of global language rather than belonging to a single nation. Although, it has certain hidden strategies in practice in order to continue the colonialism (Boulle, 2009), the point is that the impact of globalization on culture depends on whether one thinks that local cultures should be protected from outside influence, or whether one thinks that new cultural creativity results from interaction and mixing of ideas from different cultures. Culture is dynamic in nature and its isolation and purism in this latest context would have a negative effect on it (2009). Cultures have to adjust themselves according to the socio-political and economic changes that are responsible for bringing change in historical perspective but not at the expense of losing its individual entity for its survival.

Our competence, intelligence, friendliness, trustworthiness, social status, group memberships are the product of our attitude towards a particular language. It incorporates into our cognitive and behavioral

aspect (Oppenheim, 1982). Attitude is a psychological construct. It cannot be observed directly. It has various facets and manifestations. We have to infer them from different reactions (Perloff, 2008, p: 58). It creates difficulty that is ruled out by taking attitude as a favorable and unfavorable reaction to a class of object. We established relevant facets of these attitudes. These facets involved English language itself, acceptance, identity, aesthetic value, utility, media, advantages, social contact, culture adaptation, status, power and many others. For the sake of attitude assessment, what the students say about their feelings and experiences by filling a questionnaire is considered as a representation of an attitude for that particular aspect as a rule of thumb.

This study is based on indirect approach to survey 120 post graduate students aged 22-24 years age group's attitude towards English language. It employed a questionnaire which contained 30 questions and respondents were required to choose one of five possible responses 1. Strongly Disagree 2. Disagree 3. Somewhat Agree 4. Agree 5. Strongly agree. It investigated the association of four independent variables with 15 dependent instrumental variables and 16 dependent integrated variables with the help of Chi Square test and ranking to access the populations' attitude towards English language on the basis of the following factors: i- Gender, ii- Income, iii- Education, iv- Family background

Gender

This section deals with results of Chi Square test by taking gender as an independent variable. It will discuss the positive association among gender (independent variable) and utility ($p < 0.72$), usage ($p < 0.08$), technology ($p < 0.032$), mind set ($p < 0.000$), social contact ($p < 0.045$) and relationship ($p < 0.000$) as dependent variable only calculated by Chi Square Test. It has left out the rest of the dependent variable out of discussion, as they have negative correlation with gender as an independent variable.

The Overall positive association among these variables proclaims; attitudes are an input of social action and output of a social action (Gerette, 2011). This duality serves an important stance in this educational research. These results put into the picture that the positive attitude towards English language is an important input factor in learning context because it builds up learners' orientation towards language

learning. Respondents projected positive attitude towards above said dependent variables due to the high level of achievement in Pakistan and the world around by learning English language in the present scenario.

Moreover, these above mentioned results show that in real life (beyond educational context), Language attitudes and social norms are important factors of our communicative competence (Hymes, 1971). Our language choice facilitates to get the response from the other language community so here the selection serves as an input manifested by output as a behavior for a language (Giles and Coupland, 1991). These results showed the natural response of respondents to English language was for the survival in globalized world, and an access to worldwide development. They concord to Gardner's model (as cited in Romeris, 2006) that utility of a language in a society builds up learner's orientation as it becomes a motivational intensity to learn that language in pursuit of specific goals. It shows that if they would keep themselves aside then just like 1857 they would be lagged behind the rest of the nations, where the transnational interaction is the order of the day. This close association among these variables shows that attitudes are learnt rather than being innate (Allport, 1993). The social environment contributes towards shaping these attitudes with the help of personal experience and social environment.

Similarly, the close association among gender, identity ($p < 0.078$) and power ($P < 0.011$) two dependent variables expose another side of motivation, that how the extrinsic motivation according to Gardner's model gives a u turn to the behavior of a community. They want and strive hard to learn English. These dual behaviors explain the rhythm of a community in a globalized world, where, the English language is not mere a means of communication. In addition, English language has a peculiar past and present associations in Pakistani context. Even in this most enlightened era of development still Pakistan's leader in the mask of being educated use English language as a tool to consolidate their secret motive, to rule over masses as their predecessors (colonizers) did.

Likewise, above said positive-associated results also support that there is a strong relationship between cognition and affective element of attitude as claimed by Phil Erwin in his book "Attitudes and Persuasion" (2001, p. 14). The attitude of the respondents dependent on

the stereotypical assumptions or conventional attitudes associated with English language in Pakistani context. These assumptions serve to preserve and enhance favorable distinction (social categorization) between themselves and other people at inter-group level (Tajfel, 1981). They serve to maintain the inequalities which advantage some and disadvantage others. Language use determines the social background it triggers the discrimination that is used to safeguard the specific ideology of a specific group. In the Pakistan feudal lord community uses English language as a tool to discriminate them and maintain their identity and power in the community as a heritage. They got from their colonial Lords (Table: 7&8). The common people on the other hand try to learn English language as magic potion to be included in the privileged group (Garette, 2005). This social psyche propagates the learning of English as a marker of identity, being educated and respectable, rather than a global language (Rehman, 2003).

Income

This section deals with results of Chi Square test by taking income as independent variable. It will discuss the positive association among income (independent variable) with media ($p < .076$), prestige ($p < .068$), the relationship ($p < .059$), cultural adaptation ($p < .019$) and status ($p < .014$) as dependent variables. These results show both instrumental and integrated bent of motivation towards English language. It would be discussed respectively:

Above mentioned results showed the instrumental motivation for the use of English. Here the cognitive aspect of attitude is dominating the behavior of respondents. It explores the social psychology that English is the most suitable and practical language ($p < .068$) to influence the speech community (Oppenheim, 1982). Respondents' positive attitude towards English for establishing relationship ($p < .059$) proves highest intelligibility and familiarity status of English language in the globalized world (Long, 2002). Similarly the independent variable income exposes latent attitude of respondents with the help of positive correlations among income with cultural adaptation ($p < .019$) and status ($p < .014$) as dependent variables. Here the result showed that respondents were inclined to sacrifice their social identity and social norms in an effort to gain specific responses from the community. It demonstrates that

reception and production of language has also a cycle of influence between social cognition and language shift (Giles & Coupland, 1991). Accordingly, above mentioned positive correlations expose latent integrated motivation behind language. These statistical values show assimilation of respondents into English culture on the basis of imposed norm hypothesis: its cultural heritage and social pressure (Trudgill and Gills, 1978). It offers an insight to the social hierarchy that is still present in PakistanI community, even after 62 years of independence. Here we can perceive the subtle evil intentions of the theory of globalization, a new form of colonizing. It produces new term “multi-culturalism” in a benign form to assimilate the “otherness” into western disciplinary forms, so that they would not be able to protect their own autonomy and character of their own national culture and identity (Loomba, 1998). This propaganda of multi-culturalism is basically used to create and reinforce western dominance that would lead the followers towards rootlessness.

Education

This section deals with the results of Chi Square test by taking education as independent variable. It will discuss the positive association among education (independent variable) with the job ($p < .009$), identity ($p < .066$), cultural adaptation ($p < .015$), power ($p < .091$) and status ($p < .025$) as dependent variables. Here the independent variable education shows that most of the educated group has integrated motivation towards English language. Above all, most of the respondents belong to middle class. Their integrated inclination to learn English illustrate that they want to learn the English language in order to become a member of the target language community (elite class in Pakistan). They try hard for cultural assimilation because they want to acquire a perceived utility because of its cultural heritage and social prestige in a community that had once the status of colonized country (Trudgill and Gills, 1978) and now our own representatives intend to keep this cunning scheme on, for their hegemony.

In the colonial period learning English was important consideration to get the job. English was a symbol of elite economy but still it kept on going so after independence. Now in the new order of the world dominated by America, English sustain the same status of

international language with even greater pressure, though latent but to learn it now has more pressure. It builds up a positive attitude towards acquiring personal achievement even at the expense of their social, cultural and linguistic values. So it makes obvious that globalization is a new form of colonization.

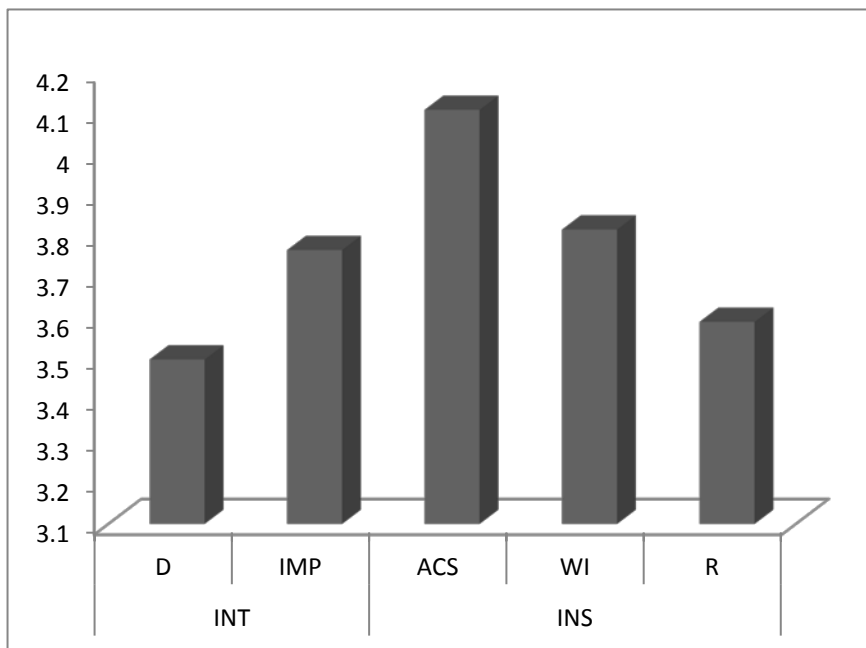
Family Background: This section, deals with the results of Chi Square test by taking the family background as independent variable. It will discuss the positive association between family backgrounds (independent variable) with life approach ($p < .029$ as dependent variables). Respondents had either rural or urban origin. They showed only positive correlation with the dependent variable life approach that reflects integrated motivation towards English language learning. As after colonial rulers we have feudal lords in their places. English language has a status of elite class language. The people being ruled consider learning English as an access to better life style because English language opens gates to better job opportunities.

Conclusion

Four independent variables: gender, income, education and family background, have reflected common close association among these common dependent variables: identity, culture adaptation, status and power. This close association between variables proves our hypothesis that in the Pakistan community's chase for learning English is not as a global language but to ensure personal interest from the transformed colonial ruler of our country.

As an offshoot of research, overall ranking on the basis of mean of responses of all respondents to a particular question we found a unique wrapping up of research. The responses to questions where the English language was tested as a language to access to research ($X=4.1087$), well informed about latest knowledge ($X= 3.8167$) and relationship or communication with other language speakers ($X= 3.5917$) had the highest mean values. Whereas, the respondents also gave the highest responses to use English for the sake of being recognized as educated person ($X=3.7667$) and giving preference to English between Urdu and Punjabi (language shift) ($X=3.500$). It is graphically represented as follows:

Table: The presentation of the overall ranking on the basis of mean of the highest responses of 120 respondents



KEY: INT: integration motivation, INS: instrumental motivation, D: language drift, IMP: to get the impression of being education, ACS: access to knowledge, WI: well informed, R: relationship.

This paradoxical attitude towards English confirms the most important aspect of postcolonial theory, “hybridity”. It proclaims to be a cross fertilization of culture but in reality deceptively people adapt themselves to western culture unconsciously to accept the unspoken superiority of Europe (a space of difference) (Spivak, 1998). Our young generation is becoming an easy victim of the new guise of western dominance such as free trade, open market and capitalistic system to overcome the financial crisis. Pakistani people are passing through a transition period rightly called “Diaspora” that induces Pakistani people to leave their roots. As the order of the day, demonstrates that the tight control of English language is a tool, which is used as the continuation of the past colonial power. It does not permit to change the order of this particular hierarchy of power (Paul, 2000). On the other side, the Government of Pakistan has become signatory to IMF, Human Rights Commission etc., has received funds from ASIAN DEVELOPMENT

BANK: the economy and other polity are partially designed from across the borders to succumb us to the monopolistic imperialist designs unconditionally. The educated section of society understands the seriousness of the situation but their proportion is just a minority in Pakistani community. In accordance with critical theory (Cohen et al, 2007), there is a need of creating awareness among masses to protect their socio-cultural and linguistic heritage in the surrounding shackles of the postcolonial world as globalization is an offshoot of it.

Government intervention is a practical step that determines, and creates a platform for society to decide on and implement choices they would make about their values based on the priority basis of social, linguistic, cultural and political setup. Moreover education policy should be framed while keeping in contact with the latest trends and forces that determine the future perspective for the upcoming generation (Schaeffer, 2005) by keeping the “cultural load” at arm’s length (Al-Abed & Samadi, 1996). In fact, it is the need of the time that students should be forthrightly informed about tensions and values at stake.

In a nutshell, one must not be deceived by the magic spell of English as a Lingua Franca. Mass media is required to realize the dire need to protect our culture and instill the perception to acknowledge the worth of our own social, linguistic and cultural identity. As the capital oriented world has reduced the attitudinal resistance to the snares of English within and out of the country. We should not become prey to cultural onslaught. We should strengthen our social, political and economic values as an independent entity. It should be applicable to the commoners and the Lords equally within Pakistan as well. Then we would be able to face any political and economic change in the international scenario. According to Thomason (2001, p. 24; as quoted in Wright, 2004, p. 134) the concept of Lingua Franca is subjected to history’s ups and downs: if the people who have economic and political power lose their power; their language is likely to lose its status as a language of international communication. We as an independent nation should conserve our autonomy with the broader vision, where everyone is supposed to play his role. Accordingly, in this knowledge driven world we need to learn what is globally shared in global language otherwise we would have a threat of sliding behind other nations. Getting knowledge is an obligation, a crucial condition for survival in this global world but

with a watchful eye for the sovereignty of one's own social, cultural and linguistic entity.

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MARXIST FEMINIST CRITIQUE: SOCIO-ECONOMIC POSITION OF AFRO-AMERICAN WOMEN IN ALICE WALKER'S *THE COLOR PURPLE*

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Abstract

Women are victimized by patriarchy in various creative processes. One such method is economic deprivation that accompanies physical exploitation in the form of punishment and practice of polygamy with women outside the law. In such conditions women are subjected to inferior status whereas men enjoy social privileges despite these weaknesses. Married women experience such situations more often whereby patriarchy demands monogamy from them whereas men indulge in relationships, outside the house and home. This situation arises primarily when two parties in a marital contract are not on equal footing especially when women belong to an inferior economic echelon. This paper aims to explore the domestic and social exploitation enforced upon women by their family men in particular and patriarchy in general. The only way out of this situation is for women to acquire financial emancipation: women who are monetarily liberated have fewer chances of exploitation as compared to those who are deprived of economic stability. Men respect women with earning capacity and prefer to share domestic responsibilities with such women, whereas housewives are expected to perform their domestic duties, without any reward. The article also seeks to determine whether financial emancipation leads to physical and emotional stability.

Key Words: Patriarchy, Gens Tribal System, private property, monogamy, polygamy, economic exploitation, unpaid domestic labor, fiscal emancipation

Introduction

With the emergence of patriarchy the practice of polygamy became fashionable for men while strict monogamy was demanded of women. Women being at the receiving end in all matters became dependent upon men in all matters. As a result women were physically abused by the more powerful men. Apart from highlighting the root cause of women's sufferings, Marxist Feminism presents emancipatory strategies that empower women. Alice Walker in the Afro-American tradition brings to the limelight the pain and tribulations of the women of downtrodden black communities. The protagonist of the novel *The Color Purple* (1982), Celie, suffers a great deal at the hands of patriarchy when she becomes a victim of physical abuse by her own father. Later, her husband physically punishes her aiming to tame her and uses her like a domestic slave, and cheating on her by going to other women. Similarly

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Sofia undergoes virtual slavery at the hands of the powerful white mayor for a period of twelve years only because she belongs to the poor Afro-American background. Walker removes the causes of exploitation by leading her characters onto the path of transformation. Celie, with the help Shug Avery, learns to face her powerful and rude husband. She acquires skills to gain economic independence by mastering the art of tailoring and establishing her own business away from her cruel husband. When she establishes herself as a financially stable woman her husband also transforms himself and starts valuing her. Walker brings together the old couple in a manner whereby both are respected and both share each other's work. Celie's husband realizes his follies and starts paying attention to domestic work besides showing admiration to his wife. In this way Walker transform her characters to achieve domestic and social status through mutual respect instead of subjugation.

Frederick Engels' Theory of Marxist Feminism and Alice Walker

Marxist Feminism emerged with the publication of Frederick Engel's (1884) *The Origin of The Family, The Private Property and the State*. The book traces the history of women's subjugation and explores its root cause in private property and unpaid domestic labor. In this way Engels breaks the stereotypical notion of female inferiority regarding her biological makeup and rather determines social factors to be responsible for women's exploitation. "Friedrich Engels' *The Origin of the Family* (1884/1972), a fundamental text in Marxist feminism, argued that the move to private property included a shift from matriarchy to patriarchy and was the initiating point for women's subordination and oppression" (McHugh, 2007, p. 79). Matriarchy, which was respected in the presence of the 'Gens Tribal System' was gradually replaced by patriarchy with occupation of sources of income that included slave trade, cattle breeding and food crops. All outdoor responsibilities that were related to the sources of production and ultimate generation of revenue were controlled by men, leading to their social strength. On the other hand, indoor domestic activities were handed to women which became unpaid labor and thus women become socially fragile. Kate Millet (2000) highlights the significant contribution of Engels in documenting the history of patriarchy: "Engel's *The Origin of the Family, Private Property and the*

State thus provides the most comprehensive account of patriarchal history and economy and the most radical” (p. 108).

Extension of Marxism into Marxist Feminism

The theoretical stance of Marxist Feminism parts ways from Marxism since the latter primarily focuses on the problems of men. Nancy Hartsock in an article titled “Marxist Feminist Dialectics for 21st Century” outlines Karl Marx’s approach towards women:

I have a number of problems with Marx's own theories, among them: 1) class, understood centrally as a relation among men, is the only division that counts; 2) the analysis is fundamentally masculinist in that workers' wives and their labor are presumed; 3) homosocial birth images mark the analysis in important ways; 4) women come and go in the analysis and are profoundly absent from Marx's account of the extraction of surplus value - the heart of his analysis; 5) he is clearly a 19th-century Eurocentric writer who can pay little attention to such contemporary concerns as environmental issues and the rise of service industries. (Hartsock, 1998, p. 402)

Thus Karl Marx favors patriarchy by highlighting and propagating the rights of men whereas he completely ignores women in his writings. He bases the division of society into classes on the basis of economy and their subjugation because of the domestic and capitalistic attitudes of men. The division of social structures centers men whereas the voice showing female representation is completely silent in the works of Marx. Hartstock rightly calls him a Eurocentric patriarch for whom women’s sufferings do not exist.

Unpaid Domestic Labor

Marxist Feminism seeks the root cause of women’s socially deprived status in finance. Men took possession of wealth and sources of production with the emergence of private property as a result of breaking-up of the ‘Gens Social System’. Engels (2004) in his core book on Marx-Fem brings to the limelight the complex relationship of economy and patriarchy. Evaluating how men gained dominance, he observes that

... as wealth increased, it ... gave the man a more important status in the family than the woman, and, on the other hand, created a stimulus to utilize this strengthened position in order to

overthrow the traditional order of inheritance in favor of his children. But this was impossible as long as descent according to mother right prevailed. (p. 66)

This highlights the fact that women have been marginalized with the creation of private property which in turn, enabled men to exercise control in social and domestic spheres. This led to the supremacy of men and ultimately inferior status of women. Pat Brewer (as cited in Engels, 2004) in "Introduction" to *The Origin* describes that Engels in his core book on Marxist Feminism "set out to provide a social explanation for the emergence of women's oppression with the development of the social institution of the patriarchal family and private property at a particular historic period" (p. 7). Engels (2004) further highlights the hegemonic conduct of men on the basis of economic exploitation:

The very cause that had formerly made the woman supreme in the house, namely, her being confined to domestic work, now assured supremacy in the house for the man: the woman's housework lost its significance compared with the man's work in obtaining a livelihood; the latter was everything, the former an insignificant contribution. (p. 151)

Women in the time of the old 'tribal gens system' also performed household responsibilities but due to the socialist system they enjoyed prestige and respect in the society. Every individual was answerable to the authoritative system controlled by the elders. The emergence of private property paved the way for patriarchy. The domestic work of women became insignificant as compared to the newly evolved social role of men.

The family or the domestic mode of production is based on the unpaid labour of the wife and creates antagonistic relations of production between the husband and wife. This is the basis of the patriarchal exploitation where the men are the exploiters ... The fact that the same labour when performed in the market is considered productive and has exchange value reflects the concealed value of the domestic labour. (Lokaneeta, 2001, p. 1410)

Domestic labor is considered unpaid work by Marxist Feminist theorists: woman keeps working the whole day but she does not receive any

reward or appreciation from her husband. In fact the hostility increases to the extent where the husband tries to dominate the wife by physically and financially exploiting her. Family life, in a system governed by patriarchy, is dominated by subjugation. 'The word 'family' originates from the Latin word *famulus* which means servant' (Webster.com). A similar amount of domestic labor when performed in the market has value whilst it loses its worth inside the family. Karen Sack (as cited in Smith, 2005) states: "Private property transformed the relations between men and women within the household only because it also radically changed the political and economic relations in the larger *society*" (p. 43). Sharon Smith (2005) further highlights the value of property in a matrimonial relation in the following words:

The modern family arose for one purpose only: to pass on private property in the form of inheritance from one generation to next. All of the romantic imagery of "true love" which has since helped to idealize marriage in contemporary society can't change the fact that marriage is essentially a property relationship. Most people learn this all too clearly if they find themselves in divorce court. (p. 96)

This indicates that romantic imagery of 'true love' is worthless in comparison to family as an economic unit. The reality of relations based on financial practices comes to the surface when both parties face each other in a court room where each of the two partners tries to get maximum economic leverage. Similar exploitative practices are portrayed by Alice Walker in her novel *The Color Purple* (1982) where Celie's husband Albert (referred as Mr.____ by Celie in her narration), exercises socially superior power and gets benefit from the unpaid labor provided by Celie. In her post-marriage discussion with her sister, Nettie, Celie describes the domestic burden: "It's worse than that, I think, if I was buried, I wouldn't have to work" (Walker, p. 18). Celie has to perform domestic duties besides taking care of the children by her husband's first wife named - Annie Julia. Celie has to work the whole day not only doing household chores but also field work. In one of her letters to God she states: "He wake up while I'm in the field. I been chopping cotton three hours by time he come" (Walker, 1982, p. 26). After working for extended hours in the fields Celie states that her complexion turns, "... roasted coffee bean color now" (Walker, 1994 27)

showing the amount of labor that her husband demands of his wife. She is told to pick cotton in the fields whereas Mr.____, (Albert) Celie's husband, relishes the joys of sleeping late hours in the morning time. "The result is that working-class women face a double burden, in which they return home from work at the end of the day only to face all of their family responsibilities" (Smith, 2005, p. 55). Celie's hard field labor is rewarded in the form of physical punishment. As a socially privileged male Mr. ____ does not consider it his responsibility to perform field work that provides him with revenue. He engages Celie in unpaid field labor along with other domestic duties. Albert extracts maximum comfort for himself at the cost of Celie's physical labor. In her letter to God Celie describes his authoritative commands when he says: "go git him a cool drink of water, git his pipe, sit on porch and stare" (Walker, 1982, p. 26). During her working hours, Celie's husband merely sits on the porch and smokes. His job is to only observe Celie in the field without giving her a helping hand. Despite her extreme hard work Celie receives physical beating as reward. Albert's son, Harpo asks him the reason for his abusive attitude towards Celie. In Celie's words: "Harpo ast his daddy why he beat me. Mr. ____ say, Cause she my wife. Plus, she stubborn" (Walker, 1982, p. 22). This highlights the degenerated situation of patriarchy where instead of respecting the individuality, the wife is beaten with the purpose of taming her. Celie at this moment wonders with surprise when Harpo asks her the reason of her stubbornness. "Harpo ast me, How come you stubborn? He don't ast How come you his wife? Nobody ast that" (Walker, 1982, p.22). Celie is much grieved at the situation because of her forceful marriage to a tyrannical husband who exploits her and revels in all the privileges by forcing her to undergo extreme atrocities.

Kinds of Marriage in History and Social Status of Women

The social institution of marriage between a husband and a wife has passed through various stages in history according to Engels (2004), and the first one is "consanguine family". In this stage all individuals had liberty to marry the persons of their liking. The restriction of marriage at this age applied to people of different generations such as father/daughter or mother/son etc. The second developed stage of matrimony is "The Punaluan Family" where marriage is allowed to anyone except to people

of different generations and siblings. This paved the way for mother and father gens. Engels (2004) remarks that “the tribe consisted of a number of groups related by blood on the mother’s side, gentes.” (p. 34) ‘Gente’ denotes the feminine noun, the origin of which is an Italian word meaning folk or people (collinsdictionary/gente). The marital connection between people of the same gens consisting of cousins was banned. The third stage of marriage is “The Pairing Family” where matrimonial relation is allowed between only one man and a woman. Men imposed restrictions upon women in terms of monogamy and loyalty with purpose to ensure legitimacy of children whereas they themselves practiced polygamy openly (Engels, 2004, p.70). It can therefore be concluded that all these types; namely Consanguine, Punaluan and Pairing are features of the ages of barbarism, savagery and civilization respectively.

In old times women were protected and respected by the ‘Gens Tribal System’ that consisted of the elderly people including women members. The aim of ‘gens’ was to provide social protection in the form of shelter and food to the deprived people of the society. “There can be no poor and needy - the communistic household and the gens know their obligations towards the aged, the sick and those disabled in war. All are free and equal - including the women” (Engels, 2004, p. 98). The situation of women changed with the appearance of civilization. After the establishment of the Pairing Marriage, men imposed restrictions of monogamy upon their wives whilst they practically engaged themselves in polygamy. In dictionary terms polygamy refers to possession of multiple wives, for instance the online Cambridge dictionary delineates it: “the fact or custom of being married to more than one person at the same time” (Cambridge/ polygamy). On the other hand Engels (2004) utilizes the concept of polygamy for engagement in illegal relations with multiple women despite presence of a wife. “One man lives with one woman, yet in such manner that polygamy and occasional infidelity remain men’s privileges, even though the former is seldom practised for economic reasons; at the same time, the strictest fidelity is demanded of the woman during the period of cohabitation, adultery on her part being cruelly punished” (Engels, 2004, p. 59).

Alice Walker portrays the character of Mr.____ (Albert), Celie’s husband, as an example of patriarchy who practices polygamy openly. (As long as Albert subjugates Celie she calls him merely by the title,

Mr.____.) Despite the presence of his young wife Celie, he openly engages himself in a relationship with Shug Avery, the famous singer of the South also known as “The Queen Honey bee”. Many men like Mr. ____ run after her because of seductive beauty and melodious voice. Mr.____ confesses his love for Shug before his father in following words. “I love Shug Avery. Always have, always will. I should have married her when I had the chance (Walker, 1982, p. 49). Shug is a renowned singer of the town and Mr. ____ has been courting her for long. Out of love he invites her to his home when she is sick. “He sit over in the corner away from the lamp. Sometime she wake up in the night and don't even see. But he there. Sitting in the shadows chewing on his pipe. No tobacco in it. First thing she said, I don't want to smell no stinking blankety-blank pipe, you hear me, Albert?” (Walker, 1982, p. 43). These sentences indicate the depth of affiliation that Mr.____ has for Shug. She calls him by his real name. Whilst the treatment that Mr.____ gives to his lawfully wedded wife is beyond any human considerations.

The novel being epistolary in form, in her letter to God, Celie narrates Mr. ____'s conduct, “He beat me like he beat the children. Cept he don't never hardly beat them. He say, Celie, git the belt. The children be outside the room peeking through the cracks. It all I can do not to cry. I make myself wood. I say to myself, Celie, you a tree. That's how come I know trees fear man” (Walker, 1982, p. 22). This highlights the duality of standards on part of Mr. ____, on the one hand he professes to care for Shug while on the other hand he is brutal towards his wife. Celie has to silently tolerate the sufferings as she has nowhere to go. Before her marriage Celie's stepfather also exploits her physically as well as psychologically. When she resists his wild conduct and rape, he tells her plainly: “...you better shut up and git used to it” (Walker, 1982, p. 3). Hence Celie has to remain silent, “But I don't never git used to it. And now I feels sick every time I be the one to cook. My mama she fuss at me an look at me. She happy, cause he good to her now. But too sick to last long” (Walker, 1982, p.3). On one hand Alphonso uses Celie to saturate his lust while on the other hand he uses her like a slave. When the marriage proposal from Mr.____ comes for Nettie, her stepfather presents Celie, saying, “She ugly. Don't even look like she kin to Nettie” (Walker, *Purple* 10). But he presents Celie's qualities as an unpaid

domestic slave by saying, “She'd come with her own linen. She can take that cow she raise down there back of the crib” (Walker, 1982, p. 10). The stepfather has already made Celie pregnant and sold the children for money. He presents Celie to Mr. ____ as if she were a mule or some domestic animal. This shows that women in a system governed by patriarchy remain at the mercy of their fathers and husbands. The only way of survival is to be submissive and fulfill all men's needs. Like Alphonso, Mr. ____'s conduct is also discriminatory towards Celie: Shug Avery is loved and respected whereas Celie being simple, poor and a housewife, is disrespected. Socially Shug enjoys higher status owing to her wealth and also because she is a professional singer whilst Celie remains deprived and exploited physically at the house of her father and husband.

Women's Slavery and Class System

Engels (2004) narrates the history of ages and social development in this time period. “The period of savagery coincides with the archeological period of the Paleolithic, up until around 10,000 years ago when rapid changes to production, technology and settlement took place” (p.15). The period of “barbarism start with the Neolithic (or new stone age) featuring smooth and ground stone tools and encompass the beginning of the working of metals, including the bronze age up to the development of iron starting around 1000 BC” (Engels, 2004, p. 15). Similarly the age of Civilization starts around 500 BC. “And the new society, during all the 2500 years of its existence, has never been anything but the development of the small minority at the expense of the exploited and oppressed great majority” (Engels, 2004, p. 99). Out of all the ages the period of Civilization is knit with the exploitation of the largest number of people. In this time period new sources of production that generated surplus income were discovered. Engels (2004) further highlights the division of society into various classes based on economy.

Under the given general historical conditions, the first great social division of labour, by increasing the productivity of labour, that is, wealth, and enlarging the field of production, necessarily carried slavery in its wake. Out of the first great social division of labour arose the first great division of society, into two classes: masters and slaves, exploiters and exploited (p. 150).

The various classes of people are based on their possession of sources of income. The elite or higher class uses the energies of the lower classes to make themselves more powerful. Patriarchy itself as a class dominates matriarchy which comprises women. The women of the lower class are discriminated to a far greater level. By exercising their control and constantly sustaining it men become powerful and dominate the women in the social circles. Engels "traced the ways in which the rise of private property controlled by men led women to a position of subordination" (Pelz, 1998, p. 123).

The literature created by the women writers of Afro-American community portrays the social division of humanity into factions of masters and slaves. Walker being the prime advocate of women's rights through her inspiring writings highlights prevalent ideological practices. Walker (1982) in her writings portrays characters that are effectively discriminated by such patriarchal practices that Marx-Fem highlights: women are enslaved and their energies are utilized for the purpose of strengthening patriarchy. The character of Sofia is one such example since the white Mayor of the city forcefully abducts Sophia and throws her behind bars. The reason for her captivity is Sofia's refusal to work for the Mayor, who considers the refusal as an insult to his person. Sofia in her self-defense returns the insult in the form of a slap. The Mayor is the most influential white person of the town and this is why the whole institution of the police comes to his rescue. "The polices come, start slinging the children off the mayor, bang they heads together. Sofia really start to fight. They drag her to the ground" (Walker, 1982, p. 76). Sofia being Afro-American is oppressed and exploited by the Mayor who is an elite member of the dominant white community. Due to her socially deprived background she has to spend six months in jail under severe conditions that Celie describes in one of her letters to God:

When I see Sofia I don't know why she still alive. They crack her skull, they crack her ribs. They tear her nose loose on one side. They blind her in one eye. She swole from head to foot. Her tongue the size of my arm, it stick out tween her teef like a piece of rubber. She can't talk. And she just about the color of a eggplant. (Walker, 1982, p. 76)

Sophia's body is completely disfigured by the atrocious conduct of the white policemen. She suffers a great deal due to her poor black background. In addition to physical pain, Celie in her letter to God narrates the burden of labor that Sofia is put under. "They put Sofia to work in the prison laundry. All day long from five to eight she washing clothes" (Walker, 1982, p. 76). The character of Sofia is an example that depicts the social division when she is doubly marginalized by the authoritative White men. As a result of her 'rude and insulting behavior, Sofia has to spend twelve precious years of her youthful life as a slave in the house of the white mayor. She highlights this bitter fact while talking to her husband, Harpo during one of the visits that he pays her in jail.

Twelve years a long time to be good though, she say.

Maybe you git out on good behavior, say Harpo.

Good behavior ain't good enough for them, say Sofia. Nothing less than sliding on your belly with your tongue on they boots can even git they attention. (Walker, 1982, p. 78)

Besides the long drawn punishment, Sofia highlights the atrocious conduct of the influential white people for whom human values are worth nothing. Even then: improvement in subjugating behavior, service to their family, unpaid labor of day and night, and disgracing self-respect is equal to nothing. Sofia indicates the cold heartedness of the white people who like to keep the blacks at their feet. Walker (1982) further documents the enslaved status of Sofia in her discussion with her son whom she meets after five years. Celie, the narrator of the novel narrates the discussion between Sofia and her son.

He say, Don't say slaving, Mama.

Sofia say, Why not? They got me in a little storeroom up under the house, hardly bigger than Odessa's porch, and just about as warm in the winter time. I'm at they beck and call all night and all day. They won't let me see my children. They won't let me see no mens. Well, after five years they let me see you once a year. I'm a slave, she say. What would you call it? A captive, he say. (Walker, 1982, p. 89)

Sofia rightly considers herself a slave since she performs all the activities that are demanded of a slave. She is not allowed to meet her family or even her young children. Similarly she has to obey her masters day and night. The mayor in exercising his powers virtually enslaves her and uses

her energies to benefit his own family. He forces Sofia to unpaid labor and through the character of Sofia and the White mayor, Walker creates the relationship of slave and master, submissive and dominant as highlighted by Engels (2004), the complex connection between two groups of people that laid the foundation of exploitation of the subjugated class. Sofia being a member of the black marginalized social group in American society becomes an easy target for exploitation.

Marxist Feminist Emancipatory Strategies in Alice Walker

According to Engels (2004) women can regain social standing by acquiring wealth and status: "The emancipation of women becomes possible only when women are enabled to take part in production on a large social scale, and when domestic duties require their attention only to a minor degree. And this has become possible only as a result of modern large-scale industry" (p. 151). The way out of the shackles of deprivation for women is to get economic freedom that would enable them to get liberation from physical exploitation as well. "Woman can be emancipated only when she can take part on a large social scale in production and is engaged in domestic work only to an insignificant degree" (De Boure, 1953, p. 81). Thus economic freedom on the part of women can not only bring stability for them but also homogenize the domestic environment within the institution of the family. Thus only is the liberation of women from social and domestic slavery possible.

In *The Color Purple* (1982) Alice Walker employs the strategies suggested in Marxist Feminism, aiming to empower her female characters and the path of transformation that Walker evolves for Celie brings her true happiness. The incident that totally transforms Celie's life, is the discovery of her sister, Nettie's letter that her husband had concealed in a trunk. When Celie comes to know about Nettie's letters she cannot believe the meanness of her husband. In her letter to God she narrates the discussion between Shug and herself,

He been keeping your letters, say Shug. Naw, I say. Mr. ____ mean sometimes, but he not that mean. She say, Humpf, he that mean. But how come he do it? I ast. He know Nettie mean everything in the world to me. Shug say she don't know, but us gon find out. (Walker, 1982, p. 102)

To Celie's surprise her husband crosses the limits of cruelty becoming the reason of separation of the only loving sister Celie has. Celie is transformed to such an extent that she is ready to kill her husband and at this moment of transformation Walker engages the character of Shug Avery as a mentor for Celie to direct her energies. Shug also realizes the depth of degeneration that Celie had been thrown into: therefore she develops a respect for her at the same time that she starts detesting Albert owing to his nastiness. As Shug says to Celie "Don't kill, she say. Nettie be coming home before long. Don't make her have to look at you like us look at Sofia" (Walker, 1982, p. 122). The role that Shug plays at this critical time in Celie's life is extremely significant. She herself is a famous singer and is already liberated from the shackles of economic oppression. Shug realizes the depth of unconscious slavery that Celie has been living all her life. She leads her to a positive direction by warning her of Sofia's fate, who was a slave in the prison house, in case of any rash step. Shug provides her reasons for survival. She makes her utilize her energies in a positive direction. Therefore Shug suggests to Celie, "We have to git our hands on somebody's army uniform, say Shug. For practice. That good strong material and free. Jack, I say. Odessa's husband. Okay, she say. And every day we going to read Nettie's letters and sew. A needle and not a razor in my hand" (Walker, 1982, p. 125). This indicates the fact that Shug proves an illuminating lamp in the darkest hour of Celie's life. She performs the role of a mentor for Celie by showing her way out from subjugation. Therefore Shug asks Celie to engage herself both mentally as well as physically in creative activities. Instead of demanding things from Celie that could be out of her reach such as expensive items, Shug suggests her to acquire old army uniform in order to teach Celie the art of stitching that she easily manages from Sofia's brother in law. "A needle and not a razor in hand", specifies the application of Marxist Feminist strategy where work is significant that has an economic value. The needle is used for the purpose of stitching and sewing whereas for Walker the use of a razor is not a healthy activity especially when it is used for killing someone. So instead of leading her characters to the path of revenge and conflict. Walker leads them to a way which leads to empowerment. Thus the long tradition of patriarchal exploitation is challenged by the use of improved attitude, behavior and manners.

Besides giving her courage, Shug provides Celie, with self-esteem so that she is ready to confront her tyrannical husband and emerges a confident woman from the lifelong submission into which she has been residing. When Shug announces her decision of taking Celie away to Memphis, Albert becomes infuriated, "Over my dead body, Mr.____ say. You satisfied that what you want, Shug say, cool as clabber" (Walker, 1982, p. 170). Mr.____ does not expect such a bold decision on the part of his submissive wife, Celie. Therefore, he asks Shug to repeat the announcement. After understanding clearly the women's intention he turns out to be more arrogant and threatens them. At this time because of her already professionally empowered position Shug proves to be more confident and rescues Celie from his clutches by welcoming his challenge and answering him back in the same tone of voice. This shows self-reliance on the part of Shug and she uses her confidence to encourage Celie to take a stand against her dominant husband Mr.____.

Celie also presents an interesting response to Mr.____'s question at this time. "What wrong now? You a lowdown dog is what's wrong, I say. It's time to leave you and enter into the Creation. And your dead body just the welcome mat I need" (Walker, 1982, p. 170). For the first time in her life Celie appears confident and thus confronts her cruel husband in a tone and with words that dent the prolonged control he has exerted on her from day one of her marriage with him. She tells him plainly about his insignificant personality and is ready to depart from his stereotypical life of patriarchy and enter into the creativity of newness. Celie also informs him plainly about his wicked misconduct in trying to separate her from her beloved sister. "You took my sister Nettie away from me, I say. And she was the only person love me in the world. Mr.____ start to sputter. ButButButButBut. Sound like some kind of motor. But Nettie and my children coming home soon, I say. And when she do, all us together gon whup your ass" (Walker, 1982, p. 170). This indicates the confidence that Celie displays before her husband and other people who have gathered at Sofia's house at the time of her liberation from the 12 year long slavery at the white Mayor's house. When truth comes out about Mr.____'s despicable nature he become speechless. Celie owing to her newly attained buoyancy further warns Mr.____ of further consequences when she acquires hope of reunion with her family. When

Mr. _____ cannot present any sound argument he threatens Celie with social pressure; she quotes him in a letter to her sister, Nettie, “You bitch, he say. What will people say, you running off to Memphis like you don't have a house to look after?” (Walker, 1982, p. 171). At this time a mesmerizing response of Shug’s is narrated by Celie. “Shug say, Albert. Try to think like you got some sense. Why any woman give a shit what people think is a mystery to me” (Walker, 1982, p. 171). This statement of Shug indicates that a woman in a position of exploitation does not care about people’s spitefulness when her own life is in crisis. Further Mr._____ shows his thinking about her, “Look at you. You black, you pore, you ugly, you a woman” (Walker, 1982, p. 176). It indicates the truth of his patriarchal ideology. He also knows that the male dominated system does not give space and freedom to women like Celie; who do not have charming looks, are black and ugly, therefore he is certain about Celie’s downfall.

Engels, like Walker, identifies the need for a demarcation of the boundaries of discrimination. He says: “What is good for the ruling class should be good for the whole of the society with which the ruling class identifies itself” (Engels, 2004, p. 163). In *The Color Purple* (1982) Shug favors Celie and takes her away to Memphis with the purpose of polishing her professional skills and to establish her as an entrepreneur. With this aim she teaches Celie the art of tailoring on old army uniforms. When Celie shows improvement in learning the mastery of stitching, Shug unshackles her from the constant control of her husband. In the new town Celie is given respect that makes it a new home for her. “Shug give me a big back bedroom overlook the backyard and the bushes down by the creek” (Walker, 1982, p. 177). In city life a room with a backyard and natural scenery is of aristocratic worth and that is why when Celie is provided with valuable space of her own, it helps in her grooming. Shug encourages and motivates Celie in a dignified way when she offers Shug to do her household chores as a gesture of gratitude. “You not my maid. I didn't bring you to Memphis to be that. I brought you here to love you and help you get on your feet” (Walker, 1982, p. 179). This highlights the fact that unlike her husband and other men, Shug treats Celie nicely. She is not assigned any menial domestic duty; instead Shug provides her with every comfort to establish her as a professional and independent business woman with the purpose of attaining emancipation. Celie brings

refinement to her skills by stitching pants in various sizes, styles and colors:

I sit in the dining room making pants after pants. I got pants now in every color and size under the sun. Since us started making pants down home, I ain't been able to stop. I change the cloth, I change the print, I change the waist, I change the pocket. I change the hem, I change the fullness of the leg. I make so many pants Shug tease me. I didn't know what I was starting, she say. (Walker, 1982, p. 180).

Walker follows the roadmap given by Frederick Engels (2004) for the empowerment of women. When women are liberated from domestic duties it becomes easy for them to attain professionalism. Shug does not assign household chores to Celie since she feels that any other work would hinder her success as a business woman. Celie has all the time, energy and resources to experiment in the art of tailoring and creating pants. Shug's help is significant in mastering the art of creativity. Before going on her professional tours Shug takes care of economic problems. "She come home, kiss me, step over all the mess. Say, before she leave again, How much money you think you need this week?" (Walker, 1982, p. 180) This indicates the true support that Shug extends to Celie with the aim to heal her and empower her. She shows her moral backing also by kissing her in order to motivate her when she is busy in perfecting the art of sewing. Besides encouragement the practical help that Shug provides in the form of economic provision is extremely valuable. Thus Celie is able to practice freely without any restriction and she gradually gains perfection in her art. Celie narrates the remarks about the pair of pants that Shug utters, "Miss Celie, she say. You is a wonder to behold" (Walker, 1982, p. 180). Shug also appreciates the precision that Celie acquires. "Shug finger the pieces of cloth I got hanging on everything. It all soft, flowing, rich and catch the light. This a far cry from that stiff army shit us started with, she say. You ought to make up a special pair to thank and show Jack" (Walker, 1982, p. 181). This shows the complete care that Shug gives to Celie. Celie's integrity is kept intact and her individuality is groomed that enables her to attain true happiness. Thus Shug extends all sorts of support to Celie to emancipate her from the traumatized life that she has led so far. Apart from getting moral, ethical

and emotional support Celie also receives financial assistance that paves the path for her to attain emancipation in its truest sense.

Professional Empowerment of Celie in Memphis

With Shug's continuous efforts and support Celie gradually masters her creativity in stitching pants. People around her notice her work with admiration and demand pairs of pants from her to show appreciation for her work. Besides Shug, Jack's wife Odessa also demands a pair of pants from Celie. "Then Shug want two more pair just like the first. Then everybody in her band want some. Then orders start to come in from everywhere Shug sing. Pretty soon I'm swamp" (Walker, 1982, p. 181). It indicates Celie's positive use of her creativity. As soon as the demand for pants increases Celie becomes worried about expenditures and thinks about working in some other field to earn a livelihood. At this moment Shug again proves helpful and shows her direction like a true mentor.

Let's us put a few advertisements in the paper, she say. And let's us raise your prices a hefty notch. And let's us just go ahead and give you this dining room for your factory and git you some more women in here to cut and sew, while you sit back and design. You making your living, Celie, she say. Girl, you on your way. (Walker, 1982, p. 181)

Celie appreciates the suggestions recommended by Shug for improving her professionalism. After the practical application of business plans, both Shug and Celie are able to increase the market for their product. After increasing the prices of pants to a level where they can cover all the expenditures they are able to generate revenue as well. With more women power Celie is able to bring refinement and growth in the quality of the product. Within a few days after the application of the business strategy Celie and Shug are able to achieve their aim of a prosperous professional trade. Celie in her letter to her beloved sister, Nettie narrates her achievements by saying, "I am so happy. I got love, I got work, I got money, friends and time. And you alive and be home soon. With our children" (Walker, 1982, p. 183). Owing to her certified accomplishments Celie turns out to be a confident and gratified woman. Her financial stability provides both admiration and adoration from all the people related to her. She is hopeful for the reunion with her children and sister, Nettie. Celie, like Shug, after achieving economic emancipation becomes influential and ultimately valued, thus showing

that Alice Walker (1982) empowers her women characters by following the doctrine of Marxist Feminist philosophy presented by Frederick Engels (2004) and his followers.

Celie's Emancipation and her Relations with her Husband

The liberation of women from both domestic and social slavery is the primary focus of the theory of Marxist Feminism. It strives to achieve a social system where both males and females can co-exist in a conducive atmosphere. The important condition for the freedom of women in Marxist Feminist ideology is “to bring the female sex back into the public industry where both sexes possess legally complete equality of rights and abolition of the monogamous family as the economic unit of society” (Appelrouth and Edles, 2010, p. 87). Marxist Feminism demands equally responsible attitude from men to improve the quality of life for women in order for a system of cooperation to exist where through mutual help survival becomes easy without any fear of subjugation and discrimination. Walker in *The Color Purple* (1982) portrays the character of Celie's husband Mr.____, because of whose discriminatory conduct Celie leaves him and decides to focus on her personal grooming. When after some time Celie comes back she is amazed to see the transformation in his personality. Celie narrates her discussion about him with Sofia and Harpo in a letter to her sister. “He work real hard too. What? I say. Mr. ____ work! oo He sure do. He out there in the field from sunup to sundown. And clean that house just like a woman. Even cook, say Harpo. And what more, wash the dishes when he finish” (Walker, 1982, p.189). Celie had left him due to his cruel conduct but Mr.____ also changes after this separation when he realizes his folly and starts paying attention to domestic duties. He comes out of his patriarchal behavior and learns to accept responsibility. Walker, following the Marxist Feminist standpoint,s creates such round characters who have the ability to transform themselves with the demand of the situation. Thus Albert also changes when Celie decides to change. Celie narrates his changed approach to life and his wife when she meets him for the first time after their separation.

You know, he say, you look real good since you been up in Memphis. Yeah, I say, Shug take good care of me. How you make your living up there? he say. Making pants, I say. He say, I

notice everybody in the family just about wearing pants you made. But you mean you turned it into a business? That's right, I say. (Walker, 1982, p. 214).

This is the first time that Albert appreciates Celie after decades of marriage with her. Before this he had never paid attention to her or talked to her in a polite manner. The only communication he ever initiated with Celie was issuing commands to fulfill his personal and domestic needs. Thus economic independence and the improved looks of Celie demand the attention and appreciation of her husband. For the first time in life Albert shares his early life with Celie by coming out of patriarchal ideology. Celie narrates the conversation with her transformed husband.

When I was growing up, he said, I use to try to sew along with mama cause that's what she was always doing. But everybody laughed at me. But you know, I liked it. Well, nobody gon laugh at you now, I said. Here, help me stitch in these pockets. But I don't know how, he say. I'll show you, I said. And I did. Now us sit sewing and talking and smoking our pipes. (Walker, 1982 p. 230-231)

This indicates the fact that patriarchy is not a biological construct but a social creation: a person like Albert who used to assist his mother, stopped doing so when he saw that people laughed at a man doing what were considered domestic duties. Celie asks him to lend a helping hand when she is busy in her work of tailoring and he willingly agrees. Because of his improved conduct Celie starts liking his company. In their old age, Walker transforms both Celie and Albert to achieve emancipation that helps to develop a conducive domestic environment. Celie in her letter to Nettie narrates the changes in Albert's personality:

Plus, look like he trying to make something out of himself. I don't mean just that he work and he clean up after himself and he appreciate some of the things God was up after himself and he appreciate some of the things God was playful enough to make. I mean when you talk to him now he really listen, and one time, out of nowhere in the conversation us was having, he said Celie, I'm satisfied this the first time I ever lived on Earth as a natural man. It feel like a new experience. (Walker, 1982, p. 221)

After parting from Celie Albert realizes her true worth and therefore goes through a process of transformation. Earlier Albert had never paid

attention to any domestic responsibility. He used to beat his wife and never gave any importance to his children or grandchildren. The only thing he was interested in was polygamy which meant running after Shug Avery to gratify his lust. To his old self Celie was like a domestic slave who was made for his comfort. But now he turns out to be a totally transformed person when he gives respect to Celie and other people around him. He also shares all the domestic duties like a responsible person. He comes out of the closed shell of cynicism and starts to appreciate all the small things God has created. Now he listens to long conversations whereas earlier he had neither listened nor tolerated a difference of opinion. Owing to his changed approach he feels satisfaction. Celie depicts the newly attained connection with Albert in a letter to Nettie. "Then the old devil put his arms around me and just stood there on the porch with me real quiet. Way after while I bent my stiff neck onto his shoulder. Here us is, I thought, two old fools left over from love, keeping each other company under the stars" (Walker, 1982, p. 230). Walker's writings provide true emancipation which also is the aim of the Marxist Feminist ideology. Her characters develop intimacies that reflect their true connection. The gesture of standing silently with their arms around each other reflects the truth that when both parties are on equal terms the chances of exploitation are reduced. True happiness, in other words, can only be achieved when women are given economic emancipation.

Conclusion

The theory of Marxist Feminism formulated by Frederick Engels (2004) investigates the history of women's oppression and finds it closely connected to economy. The possession of sources of production that generate livelihood are equally important for women to survive in this age of materialism. Economically deprived women are vulnerable and thus are an easy target of patriarchy. The poor women suffer more due to the hegemonic control of their husbands who inflict physical violence, with the purpose of taming them. In *The Color Purple* (1982) Walker creates the character of Celie, who is beaten and cheated on by her husband, Albert. Men because of their access to sources of production relish the joys of life in every sense. In the presence of the legally wedded wife, men frequently establish polygamous relationships with

other women just as Albert has extramarital relationship with Shug, in the presence of Celie. This article also shows evidence of how influential men use the women of weaker classes to gain personal benefits as in the case of Sofia who is imprisoned by the White Mayor, for refusing to work in his house as maid.

Engels' theory states that the relationship between husband and wife can achieve the heights of emotional attachment when women start earning outside the house and men at the same time start paying attention to household chores, which they ordinarily do not consider worth doing. Walker (1982) shows the transformation of the characters of Albert and Celie where both achieve emancipation, the one from domestic abuse and the other from a narrow-minded patriarchal mindset. The bridge between fiscal savings and domestic duties must be balanced in order to achieve a social system where both men and women can achieve prosperity and this according to Walker is only possible by removing the causes of female suffering which comprise domestic violence, unpaid household labor, polygamy on the part of the men and economic inequalities.

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ROLE OF INTERPERSONAL SKILLS IN THE ENHANCEMENT OF BUSINESS COMMUNICATION SKILLS: TEACHERS' PERSPECTIVE

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ABSTRACT

Business, IT and many other professional qualifications demand a blend of several competencies mainly categorized into human resource management, marketing, accounting and communication studies as per their specialization. The present study explores that contemporary academic-professional context requires repertoire of creative, critical and analytic interpersonal communication skills on the part of teachers and graduates to meet the target needs. Business Communication is one of the most significant subjects, taught for the enhancement of interpersonal and persuasive skills of students at university level. The purpose of this study was to find out the most significantly working interpersonal persuasive skills from the teachers' perspective at tertiary level. For the present quantitative study, 50 Business communication teachers working in different universities of Islamabad and Rawalpindi were selected as participants. The study has found that interpersonal persuasive skills are needed and to be used for the multifarious growth in learners. It is also found that the teachers do need to employ these needs to contribute positively in their pedagogical and research practices. The article provides a brief overview of communication repertoire with interpersonal communication perspective. The findings of this study can be used to enhance creativity in pedagogy and educational research in general, and particularly, in the development of effective interpersonal persuasive skills in learners.

1. INTRODUCTION

1.1. Background

With the growth of professionalism and professional educational training and research, education has become internationally competitive. In non-native countries like Pakistan, communication skills and business communication for all the professionals and trainers have become crucially important. Only in the twin cities of Islamabad and Rawalpindi, there are more than 25 universities which offer the subject of Business Communication. In this perspective, several courses of communication skills and interpersonal persuasive communication skills enhancement have been of special focus in the fields of academic professional fields of medicine, business, industry, commerce, telecommunication and information technology, engineering and several other subjects. Several

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professional English subjects like freshman English, communication skills, English comprehension, technical writing and business communication are of specific focus in professional-vocational development. However, the vacuum continues to exist for a comprehensive course, content, set or repertoire of skills related to interpersonal persuasive business communication skills. The courses mainly cover subjective topics and do not make a comprehensive, logical repertoire of skills. The teachers lack the skills, content and training related to interpersonal persuasive communication skills, and the content does not cover logicity, richness, consistency and contextual-functional interest. In business communication context, the set of interpersonal communication skills have not been identified. A number of theories are taught but because of the rote nature of instructions the students cram these theories in order to qualify the subject without actually understanding and learning them. It has been observed in the current research studies that teaching practices are not satisfactory in teaching business communication. There is no clear syllabus based on written and spoken genres of business communication skills. Interpersonal persuasive business communication meta-skills need to be systematic, uniform and properly organized for more results-oriented teaching-learning contexts.

1.2 Research Question

This study is based on the questions: How the effective use of interpersonal skills can enhance the competence of business communication skills? What strategies can make interpersonal skills more effective and persuasive? What challenges the business communication teachers face in imparting the interpersonal skills to the desired learners?

2. LITERATURE REVIEW

2.1. Interpersonal Skills as Vital Job Requirement

Various studies on employers' need suggest that the graduates should possess training in speaking and listening, written and oral communication, persuasion techniques, conflict management, leadership communication, team skills, presentation skills, global/cultural awareness, and interpersonal communication. According to an

American report, Interpersonal skills were defined as the ability to work in teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds (Secretary's Commission on Achieving Necessary Skills, 2000).

According to Murphy (2015), interpersonal skills are one of the taxonomies or skills to be developed in every learner in the attainment of specialized knowledge. Goleman's (1998) emotional intelligence research study examined key applications of interpersonal communication skills including communication, collaboration, conflict management, and cross-cultural awareness. He also pointed out that MBS programs being too analytic remain unable to inculcate the required ICS. He is of the view that through their emotional intelligence of self-awareness and motivation, students seek interpersonal communication. Several authors stressed that more focus and time should be paid towards soft skills. Likewise, specific strategies and more time should be allocated to interpersonal communication skills (Christie, 2012; Pope, 2015). Several studies gave highest ranking to listening skills, conversational skills, giving feedback, communicating with the public, meeting skills, presentation skills, conflict and negotiation skills (Maes, Weldy, & Icenogle, 1997; Tanyel, 1999; Warner, 1995).

2.2. Theories into Practice

Speech Act theory and classical Rhetorical theory are of special focus in order to achieve the required level of skills in teachers of business communication in order to improve their skills for their professional excellence. There needs to be proper syllabi of the interpersonal persuasive communication skills. A wide range of skills, theories, activities, language materials, rhetorical-persuasive skills to be devised and programmed. These skills, theories and syllabi should properly be scheduled, graded and devised in the classroom academic-professional contexts. Teachers and trainers need to be equipped with practical knowledge and repertoire of these skills.

Interpersonal communication skills are critical to the business setting, but Toye (2013) was concerned about the limitation of teaching these skills to the students. Some studies emphasize university graduates that interpersonal skills are among the most important skills needed for

today's graduates (Pope, 2015; Puhakka, Rautopuro, & Tuominen, 2010). Interpersonal persuasive communication helps professionals in their day to day life. Regardless of the vast amount of research that supports the claim that communication training is important, there is not much research specifying the types of communication skills that might be most appropriately incorporated in the curricula of particular fields (Kokkonen, 2015). He also discussed various kinds of interpersonal skills needed for social and professional networking. Darling and Dannels (2003) have studied about various oral communication tasks practicing engineers face in team presentations, one-on-one meetings with employees, formal PowerPoint presentations of speaking tasks for workplace success with their various clients of public, personal and governmental status.

Howard Gardner (2010) has identified multiple intelligences of intrapersonal and interpersonal, musical, rhetorical, linguistic, spatial, mathematical, and natural ones. There are several intelligences that human beings are blessed with. Communication is one very important intelligence that is inspired by several intelligences of rhetorical, mathematical, musical, interpersonal, intrapersonal, linguistic, spatial and kinesthetic intelligence. Intrapersonal intelligence helps in mainly personalizing the communication. Mind-mapping brainstorming, indexing and summarizing are the sub-communication skills. Interpersonal intelligence helps in maneuvering the pragmatics of communication elements, adding the tinge of ethics, emotions and esthetics in it. Linguistic intelligence helps in managing the proper language and its various skills of written and spoken lexicology, syntactic and pragmatics of communication. Mathematical element helps in ordering and logicity of the ideas multifariously through various ideas. Musical aspect of intelligences helps in managing tone, volume, rate and broadly speaking the prosodic-elocutionary aspect of communication. Kinesthetic aspect helps in managing nonverbal and prosodic disposition through various physical and physiological cues. Spatial intelligence helps in managing and deciding the space elements in communication, i.e. formatting elements in writing and respectable formality in spoken element of communication (Fleethem, 2014).

2.3. Wide Range Sub-Skills Making the Whole

Dictionary of Advanced English enumerates the following communication acts: congratulation and felicitation, slander, proposal or proposition, command or bidding or dictation, agreement and disagreement, offer and request, response or reply, acceptance or denial, informing, describing, disclosure or making known, naming, challenging, explanation, denunciation, boasting, self-praise or jactitation, addressing speech, resignation, affirmation or assertion. It targeted the main conversation acts of descriptive, declarative, imperative, interrogative, exclamations, phatic, emphatic, subjunctive and hypothetic-conditional (Kaburise, 2011). Interpersonal persuasive communication is a wide range of repertoire of skills related to communication like rhetorical-pragmatics skills. Interpersonal communication is the meta-theory about the understanding of communication skills and the various processes and functions involved in it. There are various purposes of communication to inform, persuade, express, giving instructions and requests and to exchange complements in various contexts. These interpersonal skills involve several sets of interpersonal persuasive communication skills. These broader categories of interpersonal persuasive communication skills involve communication skills about communication, dyadic and rhetorical constructions. The present study explores the interpersonal communication skills (IPCS) in business communication skills (BCS). The purpose of the subject is to train the professionals with practical and professional communication effectiveness.

3. RESEARCH METHODOLOGY

The present study follows the quantitative method because of its workability. Teachers are the key accelerators of interpersonal communication skills, though the students, administration and evaluators are also important. The data was collected through questionnaires and then analyzed statistically to find the explanation of the study questions.

3.1. Sampling

Sixteen different universities in Islamabad and Rawalpindi, which function under the Higher Education Commission, were taken into account for this research. Further, 50 Business communication teachers

working in these different universities of Islamabad and Rawalpindi were selected as the participants of this study.

2.2. Research Tools

Questionnaire for the teachers comprised the course related to the communication, interpersonal communication and persuasive communication skills, techniques related to these topics. It consisted of the prior knowledge of the course and the knowledge that should involve the areas of the course related to interpersonal persuasive communication skills. The questionnaire included only the closed ended questions in order to have authentic results. Several variables in interpersonal and business communication fall under the focus to prove the workability. Various conversational expressions, conflict resolution, message design theory involved analyses of approach, plan, audience, occasion, order, theme etc. Verbal messages shared speech acts of affirmation, interrogation, negation, exclamation, performative, subjunctive, hypothetical acts; nonverbal elements involved posture, appearance, gesture, hand movement, eye contact; prosody involved mock neutral accent of clarity, tone, volume, rate, frequency, intrapersonal, presentational and rhetorical communication.

4. RESULTS

4.1. Description

Table 1 shows frequency for constituent items of composite variable of Interpersonal Persuasive Business Communication Skills (IPBCS). The column of *Domain/Item* shows a valid question or statement. *Frequency* shows the number of participants who responded to this option from the given choices. The *Percent* column records the percentage of the responses given to this option. *Cumulative percentis* the percentage of subjects in a category plus the categories listed above it.

Table 1.*Description of teacher respondents' data on interpersonal persuasive communication skills (IPBCS) scale*

Domain/ Item	Strongly agree/ Very Pleasing	Agree/ Pleasing (Freq. Percent, Cum.	Neutral (Freq. Percent, Cum.	Disagree/ Small Problem	Strongly disagree/ Great Problem
1. Fundamentality of	32	18	0	0	0
Interpersonal	64.0	36.0	0	100	0
communication skills	64.0	100	100	100.0	100.0
Communication skills are the most fundamental element for the educational-professional excellence in professionals.					
2. Integrity of	35	11	0	4	0
Interpersonal	70	22	0	8	0
Communication Skills	70	92	92	100	100.0
Communication involves the repertoires (range or set) of abilities to be acquired for the better grip in various academic-professional fields.					
3. Logicity in	24	23	0	3	0
Interpersonal	48	46	0	6	0
Communication Skills	48	94	94	100	100.0
These communication abilities are closely integrated and interconnected with one-another in many ways.					
4. Variability of	21	16	03	10	0
Communication skills	42	32	06	20	0
These communication skills fulfill the various	42	74	80	100	100.0

communicative purposes of human life and interaction: such as to persuade, inform, argue, sharing emotions, or the expression of different compliments to one another.

5. Interpersonal	17	18	08	07	0
Approaches	34	36	16	14	0

These different purposes of interpersonal

communication are attained through the effective inductive and deductive approaches, that is, saying something directly or indirectly in order to achieve the objective of communication.

6. Ethos Persuasion Plan	16	27	4	0	0
One needs to follow the	32	36	16	14	0
ethos style of utilizing the	32	68	84	86	100.0

ethics or character standards or values to perform persuasion.

7. Logos Reasoning Plan	20	23	03	04	0
One can another style logos	40	46	06	08	0
of being logical reasoning,	33.9	86	92	100	100.0

that is, the use of strong informational, and evidence patterns of the content in the communication.

8. Pathos Reasoning Plan	11	19	05	15	0
The use ‘pathos’ as the	22	38	10	30	0
expression of sympathy or	22	60	70	100	100.0

empathy, that is, the exchange of feelings to move the other partner or

party in communication.

9. Mythos Reasoning	18	28	02	02	0
Plan	36	56	04	04	0

Another type of persuasion 36 92 96 100 100.0

means is to convince in the formal, academic-professional is the use of imagination or creative techniques of some addition of sensible technique of interpersonal communication skill.

10. Phatic	23	25	02	0	0
Communication Mood	46	50	04	0	0

The expression and 46 96 100 100 100.0
exchange of phatic mood of complements is another technique to have healthy and lasting relationships in the academic and professional affairs.

11. Emphatic	16	21	03	10	0
Communication Mood	32	42	06	20	0

In order to enforce the rules 32 74 80 100 100.0
and regulation or the dos' and don'ts, one can utilize the indirect use of emphatic mode of speech.

12. Assertive	11	31	02	06	0
Communication Mood	22	62	04	12	0

The exchange of the 22 84 88 100 100.0
information is better conveyed through the exposition style of communication, that is, the explicit and assertive mode

of language.

13. Exclamatory	29	17	0	04	0
Communication Mood	58	34	0	08	0
Benediction of feelings can	58	92	92	100.0	100.0

best be exchanged through the exclamatory or subjunctive mode of speech.

The expression of optative or subjunctive mood of speech better enhances the speech realization in interpersonal communication.

14. Imperative	19	25	03	3	0
Communication Mood	38	50	06	6	0
The ‘Imperative mood’ of	38	88	94	100	100.0

speech is the expression of conveying the pieces of advice, orders or requests that illustrates an important essential part of interpersonal communication skills, which should be utilized through indirect way more and direct less usage.

15. Performative Mood of	12	18	8	12	0
Communication	24	36	16	24	0
The formal act of	24	60	76	100.0	100.0

interpersonal persuasive communication enhances the use of formal performative act of speech. This stands for contagious interpersonal persuasive communication.

16. Brainstorming and	25	19	02	4	0
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Other	Beginning	50	38	04	08	0
Styles	of	50	88	92	100.0	100.0
Communication						

One needs to have the intrapersonal skills of outlining, summarizing, brainstorming, indexing, clustering etc. to have the more planned and effective interpersonal communication skills.

17. Integrity	of	17	29	0	4	0
Interpersonal		34	58	0	8	0
Communication Skills		34	92	92	100	100.0

The rhetorical case should be manipulated to utilize the techniques of analyses of content, audience, context, occasion, formality, approach, or plan of interpersonal persuasive communication.

18. Classical	Rhetorical	14	24	4	8	0
Communication Skills		28	48	8	16	0

Another type of similar analyses is the utilization of memory, style, invention, disposition, eloquence and order of the content for the explicit interpersonal persuasive communication skills.

19. Descriptive	Rhetorical	16	21	5	4	4
Communication Skills		32	42	10	8	8

The content better be explicit through the

extensive practice of the
concepts, facts, narration,
exemplification,
classification,
summarization etc.

20. Rhetorical-Analytic	10	33	4	3	0
Communication Skills	20	66	8	6	0
The subject matter can	20	86	94	100	100.0

better be analyzed through
comparison and contrast,
classification and division,
causes and effects,
generalization and
specification,
summarization, inferring,
argumentation,
interpretation and
recommendation.

21. Various Orders in	21	23	1	5	0
Communication Skills	42	46	2	10	0
One needs to have another	42	88	90	100	100.0

ability of organization on
communication by the
practice of different
chronological, spatial,
important to common,
general to specific, simple to
complex patterns of
interpersonal persuasive
communication.

22. Nonverbal Set of	16	27	4	0	3
Communication Skills	32	54	8	0	06
(Kinesthetic)	32	86	96	96	100.0

An effective communicator
is supposed to have the
kinesthetic (physiological)

patterns of effective appearance, gestures, posture, facial expressions and hand movement to create effective academic-professional interpersonal persuasive communication.

23. General Set of	31	14	4	1	0
Interpersonal	62	28	8	2	0
Communication Skills	62	90	98	100	100.0

Being motivated, assertive, empathetic, and effective, and having patient listening tactics, sincerity, warmth, polite carries another set of interpersonal persuasive communication skills.

24. Eloquence or Prosodic	13	32	2	3	0
Communication style	26	64	4	6	0
Eloquence (prosody or	26	90	94	100	100.0

proximity) is another part of effective interpersonal persuasive communication skills, which is the use of varied stress patterns of pronunciation, pitch, tone, volume and rate, etc.

25. Proper Repertoire of	24	18	4	4	0
Communication Skills	48	36	8	8	0
Needed for Training	48	84	92	100	100.0

There needs to be a compact and systematic course for Interpersonal persuasive communication skills or otherwise, these skills should be integral part of

business communication at least.

26. Interpersonal	17	24	5	0	4
Communication is	34	48	10	0	8
Important to Practice	34	82	92	92	100.0

Teaching of interpersonal persuasive communication skills is though challenge-some and new, but it can cause dominant positive change in the business professionals.

27. Extra-Verbal and	17	23	8	2	0
Nonverbal	34	46	16	4	0
Communication Set	34	80	96	100	100.0

Warmth, genuineness, assertiveness, contagiousness, dynamic sense of self is better exhibited though the understanding of the effective kinesthetic interpersonal persuasive communication.

28. Contextual Relevance	33	13	4	0	0
The relevance of the context	66	26	8	0	0
and the contextual	66	92	100	100.0	100.0

involvement of interpersonal persuasive communication skills are the assurance of success and confidence in the business communication.

29. Intrapersonal	29	16	02	3	0
Enhancement Skills	58	32	4	6	0
Involvement of the personal	58	90	94	100	100.0
experiences, objectives,					

individual sense of self-respect, and the serious future concerns about business are the core of dynamic communication of interpersonal persuasive communication skills.

30. Content or Product/	27	21	1	1	0
Knowledge of the	54	42	2	2	0
Content Skills	54	96	98	100.0	100.0

Awareness of the relevant knowledge of the product or the knowledge of the content is the basis of interpersonal persuasive communication skills.

31. Delegating	28	15	5	2	0
Interpersonal Skills	56	30	10	4	0
Delegation style or skill is	56	86	96	100	100.0

essentially important for the enhancement of teamwork and the sense of responsibility amongst the business professionals, and it causes boost in interpersonal persuasive communication.

32. Conflict Resolving	18	24	4	4	0
Strategies of	36	48	8	8	0
Communication	36	84	92	100	100.0

Conflict resolving strategies are very important for the avoidance and resolution of varied conflicts in the business contexts, and these strategies are helpful in the

enhancement of interpersonal persuasive communication.

33. Team Dynamics of Communication	32	12	1	5	0
	64	24	2	10	0
Working in the teams, supports the business professional learners in communication through case analyses, sharing responsibilities, setting the agenda and valuing diversity among themselves.	64	88	90	100	100.0

34. Leadership Practices of Communication	12	19	15	4	0
	24	38	30	8	0
Leadership styles in the professional business contexts are to be used in order to develop competition, evoke leadership qualities, and to assist the true spirit of interpersonal persuasive communication.	24	62	92	100.0	100.0

35. Analyzing of Issue for Communication Generation	15	17	11	7	0
	30	34	22	14	0
	30	64	86	100	100.0

Issues analyses regarding the critical scenario and problem solving should be practiced in the contexts as well as case studies, so that the remedial strategies are exercised and proposed for critical as well as creative maturity.

36. Proper Disclosure for	24	23	0	1	2
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Communication	48	46	21.4	2	4
Generation	48	94	94.6	96	100.0
Disclosure of the genuine and positive feelings in many ways develops positive and strong relationship. Interpersonal persuasive communication disclosure skills are effective means to healthy relationships amongst the business professionals.					
37. Supportive Response	22	25	1	1	1
Communication Set	44	50	2	2	2
Responding supportively towards others enhances the credibility of an interpersonal persuasive communicator. In order to enhance the supportive response, a business professional should be trained to empathize, speak clearly, giving genuine and sincere advice, to have patience towards others reactions and informing exact and genuine information.	44	94	96	98	100.0

Table 2 shows that the most of the variables added to make composite variable of Interpersonal Persuasive Business Communication Skills Effectiveness (Moods, Styles and Speech Acts) were approximately normally distributed; they had skewness values between -1 and 1 and so could be used for inferential statistics of regression analysis.

Table 2. *Description of data: analysis for variable of interpersonal persuasive communication skills (IPCS)*

N	Use of Brainstorming	Valid Analyses of Communication	Missing	Rhetorical Communication Skills	Use of Descriptive of Communication Skills	Rhetorical Communication Skills	Use of Rhetorical Analyzing Communication Skills	Use of Various Orders of Communication	Use of Kinesthetic Communication Aspect	Use of Assertive Mode of Communication
	50	0								
Mean	4.3	4.18		3.84	3.82	3.84	4.0	4.2	4.06	4.5
Median	4.00	4.00		4.00	4.00	4.00	4.00	4.00	4.00	4.50
Mode	4	4		4	4	4	4	4	4	4

Table 3 shows that most of the variables added to make composite

N	Valid	Missing	Fundamentality of Communication	Repertoire of Communication Skills	Integrality of Communication	Purposefulness of Communication	Use of Communication Approaches	Use of Ethos Communication	Use of Logos Style
	50	0							
Mean			4.64	4.54	4.3	3.96	3.9	4.06	4.5
Median			5.00	5.00	4.00	4.00	4.00	4.00	4.5
Mode			5	5	4	4	4	4	4
Std. Deviation			0.48	0.85	0.77	1.13	1.02	0.97	0.88
Percentiles	25	0	1.00	1.00	2.00	1.00	2.00	2.00	2.00
	50	1.00	1.00	2.00	2.00	2.00	2.00	1.00	2.00
	75	1.00	1.00	0	0	0	0	1.00	0

variables of Interpersonal Persuasive Business Communication Skills

(Intelligences, Analyses & Skills) were approximately normally distributed; that is, they had skewness values between -1 and 1 and so could be used for inferential statistics of regression analysis.

Table 3.*Description of rhetorical-interpersonal communication skills in business communication*

Table 4 shows that the most of the variables added to make composite variables of Interpersonal Persuasive Communication Skills were approximately normally distributed; that is, they had skewness values between -1 and 1 and so could be used for inferential statistics of regression analysis.

Table 4.*Descriptions of meta-interpersonal persuasive communication skills sets*

Need of Interpersonal Repertoire of Skills	Interpersonal Communication is the essence of Human Endeavor	Outcomes of Kinesthetic Interpersonal Skills	Contextual Aspect of Interpersonal Communication	Personalization of Interpersonal Messages	Exploitation of Knowledge of the Product or Content	Use of Delegation or Teamwork Style	Use Conflict Resolving Communication Strategies	Use of Team Dynamics to generate communication	Adopting Leadership Styles to generate IPCS	
4.24	4.0	4.0	4.58	4.02	4.48	4.38	4.12	4.42	3.78	3
4.00	4.00	4.00	4.00	4.00	4.48	4.00	4.00	4.42	4.00	4
4	4	4	4	4	4	4	4	4	4	
0.91	1.08	0.81	0.64	0.83	0.64	0.52	0.86	0.94	0.90	1
2.00	2.00	1.00	2.00	2.00	2.00	2.00	3.00	2.00	2.00	2
2.26	2.00	1.00	1.00	1.00	1.00	2.00	0	2.00	2.00	2
0	0	1.00	1.00	1.00	1.00	0	1.00	0	0	

FINDINGS AND DISCUSSION

On the basis of data analysis, the following results have been found to authenticate the results. It is clearly revealed that interpersonal persuasive skills are needed and to be used for the multifarious growth in learners. It is also found that the teachers do need to employ these needs and several other needs to contribute positively in their research.

5.1. Scale to Measure and Aggregate Result of Findings

As the questionnaire was gauging on the scale of 1-5 of closed questions to validate research, almost all the questions approve the result to 4 scales with maximum results. This shows that interpersonal communication skills are the most important area in business studies. It involves a repertoire of skills. This repertoire has integration, variety and interest for learners and teachers. Multiple intelligences have direct integration for the generation of interpersonal communication skills. Pragmatic speech acts and interpersonal acts are the keys to producing the required results. Pragmatic, rhetoric and interpersonal strategies integration produces variety, interest, motivation, compensability on part of teachers and learners.

5.2. Dynamic Nature of Interpersonal Communication

The results have found that the teaching of the subject does not produce the required level of proficiency in learners and teachers because of the lack of a systematic set of skills and relevant content to be taught to them at this level, because of lack of required training in teachers. Whereas business communication is the key subject along with the students' specialization subjects of marketing, management, information technology, engineering, human resource management or human resource development. Unlike Europe, America and other advanced countries, communication is not taken as a specialization subject in business, IT and other management sciences disciplines. Majority of the universities in Pakistan offer courses of Business Communication for Interpersonal Persuasive Skills enhancement. It should be given due focus for fruitful results of academic-professional competence in both the trainees and the trainers in the process of teaching-learning.

5.3. Rich Repertoire of Skills in Interpersonal Communication

Interpersonal persuasive communication skills involve a wide repertoire of skills. Various analyses such as, SWOT (strengths, weaknesses, opportunities, threats) analyses, content, context, approaches 'plans, audiences, verbal and nonverbal, prosody etc. need to be focused, practiced and rehearsed in order to attain interpersonal persuasive communication skills competence. An eclectic modulation of the pragmatic, classical rhetoric, business communication, and humanistic aspects of communication skills can work for the enhancement and maturity in interpersonal persuasive communication skills. Pragmatic speech acts and syntactic patterns, rhetorical styles and skills, business contexts and tasks practice, and humanistic social as well as moral aspects communication mature the enhancement of skills and competence amongst learners and teachers.

5.4. Interdisciplinary Nature of Interpersonal Communication Skills

Rhetorical development helps in the management and manipulation of thought into strategies; psychology helps in generation of thoughts; pragmatics helps in the management of communication and coordination helps in the successful generation of consensus and communication. As an interdisciplinary field, it connects different professional competencies with the competency of language. Therefore, it should consolidate with various fields of medicine, business, mass media, law, teaching, learning,

religion, social work, and almost all the important spheres of human activity. Logical skills, various logical constructions, rhetorical canons should also be focused in order to develop interpersonal persuasive communication skills maturity in trainees and trainers. Various styles of interpersonal communication should also be focused with relevant logics and skills, as ethos, logos, mythos, pathos etc.

5.5. Multiple Intelligences in Interpersonal Skills

Multiple intelligences regarding language and other sister subjects need to be revised. Interpersonal, rhetorical, musical, mathematical, spatial, and related other intelligences are correlative in academic, professional and intellectual activities of interpersonal persuasive communication. Conflict is a naturally occurring phenomenon, so needed to be studied and various linguistic and social strategies should be studied as well as taught in order to attain interpersonal persuasive communication skills competence. Selling is a very significant part of interpersonal communication. It should be focused in a communication skills class, so that the trainers and trainees get optimum utility from this skill. Teamwork and delegation of portfolios is another crucially important aspect of business and interpersonal persuasive competence and should be focused in order to achieve optimum results.

5.2 Conclusion

Repertoires need to be devised based on workability, utility and practicality of the scenario according to different interpersonal communication experts. There are new openings towards the reformation of the communication in the context of practical application of linguistics. Now opens a new beginning towards the theories to be a blended and converged for uniqueness and innovation in education policy. Interpersonal communication is modern form of pedagogy and new avenues can be explored in synergy with technology and modern communicative theories.

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TRACES OF POSTMODERN DISMANTLING OF EURO-AMERICAN TRUTH CLAIMS IN GERALD VIZENOR'S *THE HEIRS OF COLUMBUS*

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We are no longer with those who want to possess the world, but with those who want to change it and it is to the very plan of changing it that it reveals the secrets of its being...Jean Paul Sartre, What is Literature

Abstract

Opposing historical artifacts and revealing silences or gaps pertinent to the representation of history involves audacious steps of re-textualizing literary discourses. Postmodernism as a literary discourse imbibes foregrounding of the crisis in construction and representation of knowledge, history and cultural identities. Since the representation of knowledge or history has ever been from a dominant perspective, postmodernism takes the oppositional stance to deconstruct its domination and victimization if not altogether denunciation of the validity of the history. This study explores postmodernism and its application to Native-American Literature in general and Gerald Vizenor in particular. Native-American Literature, though, considered as the youngest offspring of literature in American literary history, has a distinctive literary tradition. Like any other minority literature in America, Native American literature has been marginalized and stereotyped on account of nationalism, tribal stories and traditional narratives. The voice of American Indian literary artists has long been silenced but in the wake of postmodernism it has emerged on the literary canvas. Postmodern Native American writers challenge the Euro-American perspective of history and stereotypical representations of Indians in the repertoire of white American grand narratives. Deconstruction of pervasive history and tribal identity is one of the fundamental characteristics of the Native writers; they are attempting to subvert the history told from the dominant white perspective and trying to reformulate it from their own perspective.

Key Words: Postmodernism, Native American Literature, Euro-American and Native American perspective of history and tribal identity

Postmodernism is not an easy term to define in a comprehensive way as it is a multifaceted phenomenon in art, literature, philosophy and criticism. In its broadest sense, postmodernism, as a historical and cultural condition, is concerned with truth claims. It poses challenge to, or offers a skeptical look at the claims of absolute truth. Postmodernism, as a theory, was first proposed during the 1970's with the publication of

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Jean-Francois Lyotard's book *The Postmodern Condition* (1979), and exerted a strong impact on literature and criticism along with other fields like philosophy, sociology, history, politics and cultural studies etc. It is based on a reaction to or rejection of the modernist or Structuralist stance of metaphysical inheritance of ideas; that is, the development of knowledge is based solely on super-rational functionalism. Rational solutions and explanations only guarantee the establishment of true overwhelming knowledge, and this notion still prevails in the Western hemisphere.

According to Lyotard, postmodern is the condition of knowledge produced "in the context of the crisis of narratives", which examines "the state of our culture following the transformations which, since the end of the nineteenth century, have altered the game rules for science, literature, and the arts" (p. xxiii). In explaining postmodern consideration in comparison with modernism Lyotard states that Modernism for him, is "any science that legitimates itself with reference to a meta-discourse of this kind making an explicit appeal to some grand narrative, such as dialectics of spirit, the hermeneutics of meaning, the emancipation of the rational or working subjects, or the creation of wealth" (p. xxiii) while, postmodernism is doubt about the truth of all meta narratives. He explicitly criticizes the grand narratives and advocates the essential significance of critically analyzing the prevailing narratives and presenting alternative ways of looking into the phenomenon. The Postmodern condition can be characterized by dismantling and replacing the totalitarianism of all hegemonic discourses, as in its essence it is "incredulity towards all metanarratives" (Lyotard, 1984, p. xxiv).

Since postmodernism as a literary discourse imbibes foregrounding of the crisis in construction and representation of knowledge, history and cultural identities, it is primarily manifested by "an internalized investigation of the nature, the limits, and the possibilities of the language or discourse of art" (Hutcheon, 1986, p. 179). In the wake of Postmodernism all accepted and pervasive notions about knowledge and truth were challenged and contested. According to postmodernism, these truth claims are, "kinds of myths or grand narratives, rhetorically coloured, dominant discourses that should be replaced by micro-histories" (Denzin and Lincoln, 2005, p. 91). Thus

questions pertaining to the representation and presentation of truth and historical knowledge emerge as critical methodological problems in the postmodern critical perspective. It is potentially revolutionary in nature as it opposes and challenges all meta-narratives and evokes particular interest to give opportunity of expression to the marginalized/othered voices that have been silenced under the oppression of dominant meta-narratives. Denzin and Lincoln (2005) comment about the non-arbitrary nature of history and assure that histories are fractured, “each of the earlier historical moments is still operating in the present, either as a legacy or as a set of practices that researchers continue to follow or argue against” (p. 20). The assumption appears to be that history maneuvers the present either conforming to the traditions or questioning its authenticity.

Postmodernism is a multi-layered phenomenon used by its different exponents in diverse ways. Jacques Derrida, although concerned with linguistic and discursive patterns emphasizing language, discourse and meanings, presents an altogether different manner of understanding and challenging status quo. He coins the *Deconstruction* methodology for analyzing discourse. Deconstruction is a strategy to destabilize and dismantle the claims of authority. Another important postmodern thinker Michel Foucault introduces more holistic attempts to rethink history and dominating ideas with the help of alternative ways of understanding. He offers new structure for historical research that is different from conventional historiography by “showing how the history of the present deploys genealogical inquiry and the uncovering of hidden conflicts and contexts as a means of re-valuing the value of contemporary phenomenon” (Garland, 2014, p. 365). For him history can be approached by posing questions in the present. In a conversation with John Simon (1971), Foucault talks about the formation and establishment of history and states that it is a system which has trapped us. This system, according to him, is “being shattered; more under the influence of a revolutionary movement, than of mere theoretical or speculative criticism... [and] presenting a critique of our own time, based upon retrospective analyses” (p. 192). He further states

What I am trying to do is grasp the implicit systems which determine our most familiar behavior without our knowing it. I am trying to find their origin, to show their formation, the constraint they impose upon us; I am

trying to place myself at a distance from them and to show how one could escape [...] what I would like to grasp is the system of limit and exclusion which we practice without knowing it; I would like to make the cultural unconscious apparent. (pp. 198-201)

Native American literature is a vast, varied and complex field having multiple aspects but some of the characteristics are more or less common: for instance, historical and cultural embedment, how history is conceptualized within Native cultures and how it has transformed the contemporary culture at the tribal levels, investigation of Native cultural history and its appropriation. In performing these tasks, Native American writers seek to revisit their historical and cultural shrines in order to search out the facts and explore their historical and cultural belongings.

Literature holds a mirror up to life, taking its seed from the contemporary social context and sprouting in the existing environment and also articulates the truth about the past that history has either ignored or misrepresented. Native American literature focuses on the silences and gaps in history and attempts to undermine and dismantle all previous preconceived notions about history. Native Americans have long been ill-treated by the dominant whites as victims of racial discrimination. They were deprived of their lands; massacred, and made slaves in their own motherland until the 1970s. The official records did not give voice to American Indian representation. Their concern was misrepresented in white discourse and where they were represented, the discourse about Native history was generated to serve the purpose of white hegemony. As a reaction, many contemporary Indian writers took the stance to explore the experiences of American history and historical facts, which were otherwise silenced by the whites. They brought forth some of the bitter facts of Indian history, which were shocking for Indians as well as for Americans. Apart from Native writers, some of the American writers, who had close acquaintance with Indian life tried to probe and present the Native perspective, in their writings. Native American literature is mainly concerned with the colonial experience of the Natives and its consequences on their lives. Native Americans suffered greatly from European exploration and colonization, which exerted enormous influence on native culture and identity leading contemporary Native

American writers to take up the task of revisiting and resisting colonial history in order to secure and keep alive their culture, identity and history. Most native voices like those of Thomas King, Louise Erdrich, Gerald Vizenor, Leslie Marmon Silko and Scott Momaday have given voice to native tribal history that had long been silenced or marginalized due to dominant European influence. Native American writings focus on self-invention and cultural reconstruction of their lost identity. While attempting to confront and recover native identity, writers present conflicting discourses of the native point of view in order to contest western ideologies. In order to appreciate the Indian perspective, one must know that “whatever they teach frequently runs counter to the teaching of the western tradition, and that the ways in which they delight is different from the ways in which the western tradition has given pleasure” (Owen, 1992, p. 19). Vizenor defines the nature and function of Native American literature in the following words:

Native American literature embraces the memories of creation stories, the tragic wisdom of native ceremonies, trickster narratives, and the outcome of chance and other occurrences in the most diverse cultures in the world. These distinctive literatures, eminent in both oral performance and the imagination of written narratives, cannot be discovered in reductive social science translations or altogether understood in the historical constructions of culture in one common name. (Vizenor, 1995, p.73)

Gerald Vizenor is the most prolific Postmodern Native American writer and Professor of American Studies at the University of New Mexico and University of California, Berkeley. Vizenor achieved a distinctive position in postmodern Native American Literature by reconstructing Native American history. Instead of only narrating the dominant history he revisits it by annotating perceived ideas: “Vizenor does not seek to educate readers about history per se, rather, he points flaws in the prevailing teaching and misunderstanding of history from the point of view of the conqueror” (Weaver, 2001, p. 245). Vizenor is a Métis mixed blood –born to Anishinaabe father and French American mother in Minnesota. The concept of Métis or crossblood in native tradition is pertinent to the people who are hybrid and attempt to explore

reality out of the contradictory and prejudiced society and create a new consciousness for themselves; that's why Métis are called first earthdivers. As Vizenor asserts in his preface to *Earthdivers: Tribal Narratives on Mixed Descent* (1981):

The earthdivers in these twenty-one narratives are mixedbloods, or Métis, tribal tricksters and recast cultural heroes, the mournful and whimsical heirs and survivors from that premier union between the daughters of the woodland shamans and white fur traders. The Métis, or mixedblood, earthdivers in these stories dive into unknown urban places now, into the racial darkness in the cities, to create a new consciousness of coexistence. (Vizenor, 1981, p. ix)

Vizenor's works embody the texture of postmodern perspective of historiography; and deconstructing and reconstructing the Native American identity. Following the trickster nature of language and characterization Vizenor provides epistemological understanding of historical knowledge that results in deconstruction of the formulaic knowledge. Using his tribal trickster discourse, Osborne shows how Vizenor in his fiction and non-fiction prose confronts dominant historical discourse and re-appropriates the possibilities of tribal identity. Osborne argues that Vizenor's "fiction, while clearly inspired and grounded in the tribal traditions of his people, is at the same time avowedly and aggressively postmodern" (Osborne, 1997, p. 115). He further states: "Vizenor is a word warrior employing every discursive weapon he can to undermine and overturn the assumptions that he feels are used to colonize and delimit the possibilities of tribal identity in the contemporary world" (p. 115). In his novel *The Heir of Columbus*, Vizenor revisits the history of Christopher Columbus' voyage across the Atlantic and challenges what has for a long time been the accepted and well established notion in the Eurocentric perspective of history. He not only distorts the history of Columbus and retells it from the Native perspective but also reformulates the distinctive tribal identity of Indians.

Alan Velie (1994) argues that the novel is a 'postmodern fantasy' and with its 'comic exuberance' it "raises serious questions about history and the source of narrative" (p. 5). Vizenor deconstructs

history and affirms native identity through trickster tradition. His purpose is to re-define the fabricated notion of Indianness thereby disjoining myth and reality. Louis Owens quotes a passage from Vizenor's interview; "I'm still educating an audience about Indian identity. The hardest part of it is that we are all invented as Indians... The inventions have become disguises... We're invented from traditional static standards and we are stuck in coins and words like artifacts" (Owens, 1992, p. 4). Vizenor presents the postmodern discourse of encounter in order to change the world. In his preface Vizenor quotes Sartre – "we are no longer with those who want to possess the world, but with those who want to change it" – and stresses the postmodern revisionary stance of his novel which separates Eurocentric truth claims as propounded by western anthropologists. Elaine Jahner (1985) points out that Vizenor creates narrative "as entertaining as a side show; but they are not aside of anything; they are foundations for a way of looking at the world" (p. 24).

Vizenor published *The Heirs of Columbus* in 1991, a year before the quincentenary celebration of Christopher Columbus' arrival to the New World. Christopher Columbus was a renowned sailor in history and his name is associated with discovering America in the world atlas. Columbus' iconic personality has been revisited by Vizenor to challenge long established Euro-centric historical claims. According to European history Columbus was an Italian explorer who was sent by the Spanish monarch to discover the shortest sea-trade route from Europe to Asia, specifically India. He sailed towards the north corner of the world and on the way discovered a remote place where the people were removed from civilization. He promptly captured some of the people and took them back as trophies and slaves.

The Heirs of Columbus is a counter narrative in which Vizenor claims that Columbus did not discover America; he was of Mayan descent and so he had come to recover his native origin. The development of the novel entails two main parts; Blue Moccasins – the name of a game - and Point Assinika – the name of a new and hybrid nation. Both parts deal with the concept of deconstructing the history of Christopher Columbus and retelling it from the Native American perspective. In the first three sections of Blue Moccasins the focus of the story is to retell the history of Columbus while the rest of the sections deal with the history of the heirs. Stone Columbus is an important

character in the novel who claims to be the heir of Christopher Columbus. He possesses three ships; and runs a casino called Santa Maria, a restaurant named Nina and a tax free market which is known as Pinta on three floating ships on the Saint Lawrence river on the border between United States and Canada. On a radio talk show he claims that “Columbus was Mayan” (p. 9) not Italian. He further affirms the ancient nature of the Mayan civilization and says, “The Maya brought civilization to the savages of the old world and the rest is natural ... Columbus escaped from the culture of death and carried our tribal genes back to the New World, back to the great river, he was an adventurer in our blood and he returned to his homeland” (p. 9). According to Vizenor, Columbus acquired in his blood the tribal stories and genes of survival from his mother and she in turn inherited it from her maternal ancestors. By associating Columbus with the Mayan civilization and stating that the Mayan is the oldest civilization in the world, Vizenor contests the binary opposition of colonizer and colonized. According to the colonizer’s perspective, Europeans are the only civilized nation which has taken up the job of spreading enlightenment to the savage nations. Vizenor contests this with the stance that the Native people were not uncivilized, savage or irreligious before the arrival of Columbus; they had their own civilization and religion which was distinct from the Europeans. In a similar vein Vizenor also liberates Native Americans from colonial oppression as he affirms, “I made him (Columbus) an Indian. I am the first person who made him an Indian so he can stop being a victim too” (Vizenor, 1992, p. 20).

Vizenor amalgamates Columbus’ official documented descriptions in his journal and his fictional version of the story. He makes use of irony, humour and sarcasm while pointing out the gaps in the official and therefore Eurocentric history. He subverts the historical version of the purpose of Columbus’ voyage. Queen Isabella ascended the throne of Spain in April 1492. She was against the Jews and the Muslims and kicked them out of the country on priority. Columbus begged her for funds for his visit to the new world, “Your Highness, as Catholic Christian and princes devoted to the Holy Christian faith and to the spreading of it ... order me to go the east” (p. 35). At the same time Columbus compares his journey with Moses: “I saw this as a sign from

God and it was very helpful to me. Such a sign has not appeared since Moses led the Jews out of Egypt” (p. 52). These are words that Columbus wrote in his journal and which show, as nothing else before or since, the extent of his delusions of grandeur in that he compares his voyage with the journey of Moses leading the Israelites out of the bondage of the Pharaoh.

Vizenor challenges the accepted Eurocentric historical narrative by adding a humorous indication to a venereal abnormality of Columbus: “[He] was pained by persistent erection; his enormous clubbed penis curved to the right, a disease of fibrous contracture during erection. He was born with a burdensome penis that once was presented as comic in ancient dramas” (p. 31). According to Vizenor, Columbus was cursed with this venereal disease but when he came to the American continent and found Samana – a native golden hand talker – she saved him from this curse. He promptly fell in love with her and they had a child named Samana, thus establishing the crossblood heritage of Columbus through this somewhat colonial encounter.

The second part of the novel that is *Point Assinika* has an importance because it recalls the arrival of Columbus in America, although Vizenor ironically portrays the incident and tries to dismantle the facts which Eurocentric historians have wrongfully projected. The focus of history was a point in time not the process, meaning that historians wrote history from the perspective of the dominating peoples and projected their authoritative stance. Vizenor revisits the Eurocentric perspective of Columbian myth and brings forward his revised version, “When we say that Columbus discovered America, we are summarizing the outcome of an extended period of claims and definitions, and we are opting for a particular outcome sanctioned at a particular time by a particular social agency” (p. 188). Stone Columbus moves to Point Assinika or Points Roberts that is situated in the Strait of Georgia between Washington and Vancouver Island, Canada to form a new nation of tribal tricksters. The place is considered by the heirs as the state of memories and the genes of survivance in the new world. The heirs create a new place for Native American that becomes the symbol of liberty. The statue of liberty is replaced by the trickster of liberty that is “more than a hundred and eighty feet taller than the statue of liberty” (p. 122). Claiming the trickster of liberty to be higher than the statue of

liberty, Vizenor ironically portrays the racism and hypocritical stance of white America which promises liberty for all people but natives are deprived of freedom even in their own home. Stone Columbus claims Point Assinika as a natural state – free and ideal – where “humour rules and tricksters heal in our state, and we have no checkpoints, no parking meters to ruin the liberty of the day” (p. 126) presenting Point Assinika as the state that does not only make false promises of liberty, but actually guarantees freedom in its essence.

The episode of the moccasin game is also important in terms of Vizenor’s resistance against the white hegemonic stance. The heirs play a game with the Windigoo (cannibal). The rule of the game is that if the Windigoo succeeds in discovering the coin hidden in the moccasin which bears the image of Christopher Columbus; he would devour the children who are at Point Assinika. Vizenor points out the evil force of colonialism but he reverses the concept of the cannibal; according to colonial praxis the cannibal is associated with the colonized as being uncivilized, savage and the source of evil. Vizenor reverses the prevalent Eurocentric image and replaces it with the image of the cannibal as the colonizer rather than Native Americans. At the end of the game the heirs are declared victorious, thus showing the natives’ resistance and refutation of colonization. The Windigoo claims that the ‘game never ends’ (p. 183) underlining thereby the fact that the subjugation of the colonized (Native Americans) by the colonizers or the powerful forces of imperialism will continue. Windigoo, being a colonizer wants to engage natives in the game of moccasins which is an imperialist game in order to affirm the imperialist stance of the colonizer. The novel can be placed in both postmodern and postcolonial fiction as it confronts representation of history and colonialism. Vizenor attempts to challenge the validity of the Eurocentric stance of history and the evils of colonialism through the postmodern technique of deconstruction. Barry Laga (1994) commenting on Vizenor’s stance of writing, that “disrupts, destabilizes, and deconstructs conceptual systems that have led and continue to lead to oppression” (p. 73). The oppression on the part of colonizers has been intended to present the colonized (Indians) as belonging to an inferior and savage race. Laga further asserts that “by deconstructing the binaries of race, Vizenor reverses and displaces a conceptual order. Vizenor

deconstructs the fundamental philosophies of “Western patriarchal monotheistic manifest-destiny” which present terms in hierarchized binaries that displace tribal stories and chance” (Laga, 1994, p. 77).

The novel is structured on the struggle to reclaim tribal identity. The heirs claim themselves to be the genetic inheritors of Columbus. They form a collective tribal identity based on their shared stories and visions. They gather at the stone tavern to tell the stories in their blood. Tribal identity has been the victim of Western hegemonic gaze, in which tribes are given certain constructs pertinent to the images of savage and the dark other; “but we never believe anything the government has ever said about the tribes, least of all the information about the heirs and our nation” (Vizenor, 2013, p. 37). According to Daniel Woods

Vizenor is working toward a very specific goal, a goal not of definition, but undefinition ... stripping away all that has been mistakenly said, written, drawn, painted, created and ultimately simulated to define what colonizing forces and literary anthropologists believe, desire, to be Indian (p. 73).

The discussion of the postmodern dismantling of Eurocentric truth claims is appropriate to the analysis of *The Heirs of Columbus*. The novel not only subverts the formulaic historical truths about Columbus but also reformulates Native American identity. It proposes that the discourse on human history and tribal identity is not authentic and needs to be challenged. Vizenor challenges the Euro-American perspective of history and stereotypical representations of Indians in the grand narratives and thereby successfully reclaims tribal identity.

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THE COLONIAL FARCE: POST-9/11 TRAUMA IN *HOME BOY*

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Abstract

The paper explores the post-9/11 trauma and the reemergence of colonial discursive strategies as depicted in *Home Boy* (2010) by Hussain Muhammad Naqvi. The paper highlights the rising tensions within the American society and the colonial farce practiced by America on the Muslim immigrants after 9/11. By using the ideas of Jeoffery C. Alexander in his *Trauma: A Social Theory* (2012), the paper deconstructs the characters of Chuck, Jimbo and AC who were subjected to extensive interrogations and suffered the post-9/11 trauma the most. Naqvi, like other Anglophone Pakistani fiction writers, questions the construction of definition of a terrorist and the post-9/11 traumatic circumstances for the Muslim immigrants in America. 9/11 brought trauma not only for the white Americans but also for other Diaspora communities, specially the Muslims, settled within America. It left permanent marks upon their group consciousness and transformed their future identity in irrevocable ways. The paper further determines the role of American media and political discourse in relegating the Muslims to the marginalized status.

Key Words: 9/11, trauma, memory, identity, phobia, America, Pakistan

H. M. Naqvi, a Karachi based novelist, depicts the lives of three characters (Chuck, Jimbo and AC) in *Home Boy* (2010) and delineates the after effects of 9/11 on their normal life in America. Chuck is cryptonym for Shehzad, AC for Ali Chaudary and Jimbo for Jamshed Khan: a banker, a PhD student and DJ respectively. They were “bonafide Americans” (Naqvi, 2010, p. 3); deeply submerged in the local culture but all of a sudden their lives were traumatized only for being Muslims in post-9/11 America. This paper analyzes those traumatic circumstances that they had to face. All the three characters were arrested by FBI, because they had friendship with Mohammed Shah (Shaman) who was missing and a terrorist suspect.

The paper employs the work of Jeoffery C. Alexander who argues that, “Trauma is an acute discomfort that enters into the core of collectivity’s sense of its own identity” (Alexander 2012, p. 15). Hence, the farce practiced by America after 9/11 turned out into a social trauma

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and badly affected Muslim immigrants' community in America. All that was normal had gone abnormal after 9/11 as Alexander (2012) further asserts that trauma is a "narrative about a horribly destructive social process" (Alexander, 2012, p. 6). The social scenario for these immigrants after 9/11 was not only challenging but also questioned their loyalty to America and American ways of life. Muslims were considered outsiders and a threat to American solidarity and dream. The post-9/11 American suspicion was a collective social inquisitive gaze mistrusting the whole of the Muslim community within and outside America. This sudden question mark regarding their loyalty with America and challenge to identity led to a traumatic cultural experience for the Muslim community within America. Individuality turned into collectivity as Alexander (2004) in *Toward a Theory of Cultural Trauma* (2004) contends:

Cultural trauma occurs when members of a collectivity feel they have been subjected to a horrendous event that leaves indelible marks upon their group consciousness, marking their memory forever and changing their future identity in fundamental and irrevocable ways.(Alexander, 2004, p.1)

This paper, while focusing on the repetition of the old colonial discursive and cultural practices, explores the trauma for the Muslim community in the post-9/11 American society, as depicted in *Home Boy* (2010). Alexander further contends that, "It should not be surprising, then, that literary interpretation, with its hermeneutic approach to symbolic patterns, has been offered as a kind of academic counterpart to the psychoanalytic intervention" (Alexander, 2012, p.11).

September 11, 2001 witnessed terrorist attacks on the Twin Towers by Al-Qaida that resulted in the death of 2977 people. 9/11 created shock among American people that later on got turned into a social phobia and paranoia. 9/11 led to a rise in racial prejudice within American society and even in most of the Europe. America also waged a war on Iraq and Afghanistan and Pakistan being an American ally also had to suffer a strong wave of terrorist suicide attacks on its civilian population and military personals. 9/11 led to adoption of extremist

strategies by both the sides, America and terrorist organizations. Muntadar al-Zaidi, an Iraqi journalist, threw a shoe at George W. Bush in 2008 during a press conference to register his protest against American policies. In Norway Andres Behring Breivik became the perpetrator of 2011 Norway attacks by killing 77 people and asked Government authorities for banishment of all the Muslims from Europe. This real and discursive war caused a great trauma for the people of both the sides. Naqvi in *Home Boy* (2010) focuses on this trauma and highlights the way various characters respond to it. Trauma includes inflictions, both physical and mental. Oxford English Dictionary defines trauma as, “an emotional shock that follows stressful events or physical injuries that end up in neurosis” (OED). Furthermore, Roger Luckhurst (2008) claims that trauma “disrupts memory” (Luckhurst 2008, p. 1). Aside from these mental and physical affliction 9/11 gave birth to a collective trauma, it was very difficult for the Muslim immigrants to survive in post 9/11 America as Jeffrey C. Alexander (2012) contends that, “trauma is an acute discomfort that enters into the core of collectivity’s sense of its own identity” (Alexander 2012, p. 15). Hence, trauma after 9/11 is to be linked with identity crises of the Muslim immigrants within America who had to face a stereotypical inquisitive gaze of the American society and government as well.

Elleke Boehmer (2010) argues that within the overarching context of this post-9/11 world, “there is a relationship between three terms: terror, the colony, and what has been called the postcolony – which refers to the effective continuation of the authority structures of the colony in the post-imperial nation despite flag independence” (Boehmer 2010, p.7). Consequently, because of the recent War on Terror discourse, the colonial project still continues within postcolonies through the farce of colonization (Bhabha, 1994, p. 85) and creates terror. The effects of this colonial farce have become a hot issue in the mainstream Pakistani fiction where Pakistani writers have tried to provide a rebuttal of prejudiced American media and literary discourse regarding War on Terror. Kanwal (2015) argues that it is not only Muslims but Islam itself is also being targeted (Kanwal, 2015, p. 4). The paper also investigates Naqvi’s construction of the Muslim identity in *Home Boy* (2010). This misrepresentation is also claimed by Kamila Shamsie as a ‘trump card’ (Shamsie, 2009, p. 362). Hence, today’s Western discourse on War on

Terror identifies these once colonized nations through different presupposed prejudiced stereotypes. After 9/11 throughout the Western hemisphere the Muslims are being looked suspiciously by the local inhabitants of those Western countries in which they reside. So, there started a series of writings on this issue by those who suffered ethnic and racial prejudices. *Home Boy* (2010) is one of those works in this regard as Naqvi puts it, "The story was simple, black-and-white: the man was Muslim (shaman), not a terrorist" (p, 214).

Regarding traumatic memory, H.M.Naqvi's debut *Home Boy* (2010) is one of the finest examples as while talking about this novel; in one of his interviews he said: I scrawled a few lines on a cocktail napkin one fateful night back in '03, and when I subsequently transcribed the sentiment, I accidentally embarked on a project that would take me four years to complete (<http://www.hmNaqvi.com/Libas.pdf>). The whole work seems to be a series of flash backs in the writer's mind that continued for four years and in the end got the form of a complete novel. The writer has been a worker in World Bank in America, and a teacher of English Literature at American university. The traumatic description of events and delineation of his sentiment in the novel seems to be autobiographical and belated as Caruth (1995) contends: "The pathology consists, rather, solely in the structure of its experience or reception: the event is not assimilated or experienced fully at the time but only belatedly, in its repeated possession of the one who experiences it" (Caruth, 1995, p.4).

Naqvi has spent a long time in America writing, banking and teaching. He himself experienced the post-9/11 shift in the American society and social behaviors. He explains "Every New Yorker has a 9/11 story, and every New Yorker has a need to repeat it, to pathologically revisit the tragedy, until the tragedy becomes but a story" (Naqvi, 2010, p. 94). Cathy Caruth (1991) also puts that, "Trauma describes an overwhelming experience of sudden or catastrophic events, in which the response to the event occurs in the often delayed, and uncontrolled repetitive occurrences of hallucinations and other intrusive phenomena" (Caruth 1991, p.181). These repetitive occurrences haunt Chuck throughout the novel, when they (Chuck, Jimbo, AC) were arrested. Later on, Chuck's traumatic memory was full of torture and humiliation

when he recalls “I remember holding my head between my hands. I remember Trig instructed us to *sit-the-fuck-down* and *shut-the-fuck-up*. I remember Jimbo muttering, ‘We’re cool, we’re cool’” (Naqvi 2010, p.102). Before 9/11, these three metrostanis were enjoying the modern currents of New York but later on all the scene had changed in contradiction with their expectations:

It was later that I realized that I had been in the throes of some sort of culture-bound psychosomatic psychosis, like the hysteria in fin-de-siecle Vienna that had inspired the Great Quack, or brain fog in West Africa that periodically turned men and women into zombies, or anorexia and bulimia that ravaged prep-school and party girls in Manhattan. The authorities gave me existential heebie- jeebies. (Naqvi, 2010, p.197)

Traumatic experience haunts the sufferer in historical terms as Caruth (1995) asserts, “The traumatized we might say, carry an impossible history within them or they become themselves the symptom of a history that they cannot entirely possess” (Caruth, 1995, p.5). After returning from MDC (Metropolitan Detention Centre), Jimbo said to Chuck “Dude, I’m here. Don’t wanna go back in the hole. Know what I’m saying?” (Naqvi 2010, p.172). Jimbo did not even want to have that memory of what went with him in MDC. Jimbo can be anything but a terrorist. Naqvi writes, “Jimbo’s many things --- a great DJ, a bad drunk-- but he’s no terrorist. Everybody knows he’s like a teddy bear, a lamb” (Naqvi, 2010, p. 166). He had no business with political world around him, but during his incarceration in MDC he went through torture and became very fearful about jail and his political position as a Muslim in the post-9/11 America. 9/11 enlisted many innocents like Jimbo in the traumatic history.

After his arrest in MDC, Chuck was in doldrums of certainty about his survival in post-9/11 America. In jail Chuck talked to himself, “Stop sweating, chum, I chastened myself, we’re in this together. We’ve done nothing wrong. We’ve got nothing to worry about. This is obviously a mistake. You’ll get your phone call. Everybody gets phone call” (Naqvi 2010, p.106). By giving himself consolations, he survived in MDC. He went to America for a financially good and stable life, his migration from Pakistan to America seemed to be another act of financial survival as when he was attending an interview with the director of a

company, the director asked how the things were going in Pakistan and Chuck replied:

There's a war on our border again, an influx of drugs and arms. We've had a war on our border, on and off, for the last thirty years. we live in one of the toughest neighborhoods in the world: we're bordered by Afghanistan on the north, a collection of warring fiefdoms, then there's nuclear aspirant and fundamentalist Iran to the west, and on the east there's India, a country with a million-man standing Army. (Naqvi, 2010, p.158)

His arrest at MDC was a big question mark on his American dream, and this destruction later on, backfired with the issue of survival as Caruth (1993) contends, "Problem of trauma is not simply the problem of destruction but also, fundamentally an enigma of survival" (Caruth 1993, p.24). Chuck was fired from his job, as his Vice President says: "You know, this isn't personal, right? I suppose I did; it had to do with the bottom line, the invisible hand" (Naqvi 2010, p. 30). The invisible hand has symbolic importance. In company's downsizing he was fired first because he was a Muslim immigrant. This "economic depression" (Alexander 2012, p.8) was another marker of his traumatic survival. Besides unlawful detention he has to face financial exploitation, and indignation and humiliation, "Doors would open, doors would close, and I would be smacked around, molested, hauled back and forth between cells and interrogation sessions" (Naqvi 2010, p.112). When Jimbo is released and he meets Chuck, he mumbles: "It occurred to me that if Jimbo had been beaten, AC would have been left for dead. He wasn't easy. You survive, dude. Like my old man. We are survivors" (Naqvi 2010, p.180).

Chuck's life became unpredictable in post-9/11 America. Before 9/11 he was very shining student who got his degree before time and became a competent banker but after 9/11 things changed unexpectedly when he was fired from bank and he turned into a drug addict. Chuk remarks that, "One had to navigate drunks, druggies, potholes, labyrinthine detours, speed traps, summons abuses" (Naqvi, 2010, p. 62). The change of circumstances in *Home Boy* (2010) was at social level and Chuck went through more pathetic situation than ever before: "Later we also realized

that we hadn't been putting on some sort of show for others, for somebody else. No, we were protagonists in a narrative that required coherence for our own selfish motivations and exigencies" (Naqvi, 2010, p. 6).

There has always been indirect and direct relationship between trauma and survival as Caruth (1993) puts:

The intricate relation between trauma and survival indeed arises in this text [*Violence and Time: Traumatic Survivals*] not, as one might expect, because of a seemingly direct and un-meditated relation between consciousness and life threatening events, but rather through the very paradoxical structure of indirectness in psychical trauma. (Caruth, 1993, p.24)

After 9/11 the Muslims were directly targeted. Detaining of Chuck in MDC brought in him a horrendous physical change: "I appeared criminal: my hair had congealed in thick clumps, and a film of beard covered my jaw like a growth of moss" (Naqvi, 2010, p.109). In the name of national security, racial prejudices were in practice. After his release, when Chuck came to Mini Aunt's home, he told the guests there: "In the name of national security, states commit crimes" (Naqvi 2010, p.136). The political actions of America after 9/11 in the name of social security were seen as a threat to the Muslim citizenship and the concept of model citizenship was blurred:

You threw a hundred thousand Japanese into camps, whole families--- women, children, old people--- because *they* posed a security threat. That's not right. That's wrong. And now it is us. *It's me*. Fueled by adrenaline, I continued, 'I've been in jail for the last forty-eight hours. I was humiliated, starved, physically and mentally abused. Mini Aunt's brother, Ali, is still inside. We're not model citizens--- I'm not a citizen at all--- but I can tell you this much: we've done nothing wrong. This is no way to treat human beings, and this is no way to achieve security! (Naqvi, 2010, p. 136)

Trauma is a collective noun as mentioned earlier and includes different perspectives for its completion as Luckhurst (2008) claims that, "[c]oncentration camp inmates, Vietnam and Gulf war veterans, victim

of atrocities, traumatized parents and survivors of disaster are the subject of intensive political, sociological, biological, psychiatric, therapeutic and legal investigation and dispute” (Luckhurst, 2008, p. 2). Chuck was very tense because of 9/11. He recalls “I shut down, and it worked for me. I shut down again on the day of September the eleventh” (Naqvi, 2010, p.94). Later on, during his incarceration he was furious on what was going to be done with him. In MDC Chuck was so tense at his racial exploitation by American police that he issued out loudly, “*Fuck the police comin’ straight from the underground/ young nigga got it bad cuz I am brown*” (Naqvi, 2010, p.109). His arrest resulted in anger at his torture and humiliation: “The stench of cold urine filled my nostrils” (Naqvi, 2010, p.110). Not only Chuck was disturbed by the ongoing racial prejudices at that time in America, his mother far away in Karachi was also very upset at her failure to get in touch with Chuck, “And when I didn’t hear back, I began to get worried. I thought, may be something’s happened to him. These days, with all these terrorists running around in America, you don’t know” (Naqvi, 2010, p.139). The parents also had to undergo trauma as their children were arrested without charges. Mr. Khan (Jimbo’s father) had severe heart attack and was fighting between death and life in Christ Hospital, Palisade Avenue. He comes to know about the incarceration of Jimbo through a phone call and was victimized by heart attack as soon as he received the phone call: “It was not the tea or the news that had caused the seizure but the phone call. At seven in the morning the day before, Old Man Khan had learnt that his son had been jailed” (Naqvi, 2010, p.168). The death and incarceration has been the hot issue of *Home Boy* (2010). Furthermore, when Amo (Jimbo’s sister Amina) turned on the TV, there were

sightings of dark men with dirty bombs and devices in their shoes. Planes appeared and disappeared over the horizon. Our nerves already frayed, we were told to report suspicious activities, to be vigilant. Above all death recurred on TV, in vivid color, charred bodies among concrete ruins, like pornography. *Allah rehamkray*, proclaimed Old Man Khan. (Naqvi 2010, pp.56-57)

Those who suffer trauma are found in a strange communication within themselves as Luckhurst (2008) contends that “trauma is piercing or breach of a border that puts inside and outside into a strange communication” (Luckhurst, 2008, p. 2). Communication of someone with himself or herself is a basic feature that is caused after trauma as a mental ailment (Post Traumatic Stress Disorder) does. Chuck wonders whether he should share his traumatic experiences with his mother or not. While talking to his mother Chuck keeps on talking to himself “I didn’t want to frighten her so I acted casual, but I was very frightened, I’ve been very frightened. I haven’t slept for two nights” (Naqvi, 2010, p. 139). Moreover, Chuck says to himself, “Prison is like that; no consolation, no catharsis” (Naqvi, 2010, p. 118). Back to the apartment after release from detention centre and losing job, Chuck, economically incapacitated besides mental infliction, was perhaps “suffering from Baby Bear syndrome, convinced that somebody had been in my apartment, and thought I saw no empty porridge bowls, I found the chairs suspiciously rearranged in a triangular scheme and the toilet seat mysteriously upright” (Naqvi 2010, p.143). His visa was also going to expire and he had only four days to get an employer who could give him legal status of living in America. In the end he got that but planned to come back to Pakistan, his native homeland. Post-9/11 trauma gave birth to a very complex society in Western hemisphere and America. It was racially prejudiced as Luckhurst (2008) puts: “Histories of gender, sexual or racial violence have indubitable reasons for finding explanatory power in ideas of trauma, yet traumatic identity is now also commonly argued to be at the root of many national collective memories” (Luckhurst, 2008, p.2).

These histories of racial violence are deep in *Home Boy* (2010). At Jake’s bar, two American brawlers fought with these three metrostanis. When one of these three friends told those American brawlers that they had misunderstood the situation, then one of those brawlers said, “Misunderstood my ass; came the reply in a tenor that suggested violence” (Naqvi, 2010, p. 23). This violence is racial as, “Brawler No.1 hissed, ‘A-rabs’” (Naqvi, 2010, p.23). Jimbo protested that they were not the men the brawlers were deeming them to be. In response the second Brawler retorts back: “Moslems, Mo-hicans, whatever, Brawler No.2 snapped. ‘I’m from Jersey dude! I don’t care

chief” (Naqvi, 2010, p.24). New Jersey is an American city that is thickly populated by Muslims as compared with other cities of America. A local American brawler bullies the Muslims but does not care for chief i.e. the law enforcement agencies. Law and order regarding suppressing hate against Muslims was out of control of American law enforcing institutions right after 9/11. All the Muslim immigrants were aware of this changing attitude as Chuck narrates: “We were kicked out of Jake’s. Things were changing” (Naqvi, 2010, p. 25). At MDC when Chuk reminds Rooney, the investigating officer of his rights as an American citizen, he blurts, “You aren’t American! ... You got no fucking rights. No phone call, no lawyer, no nothing. And if you’re lucky, someday we’ll put you on a plane--- a one-way back to Bumfuckistan” (Naqvi 2010, p.107). Hatred against Pakistanis and the Muslims is also quite obvious here. The three metrostanis were not only traumatized by general public but also by the American institutions as Alexander (2012) claims that, “Career groups ‘Police, general public’ are the collective agents of trauma process” (Alexander, 2012, p.16). The detention of all the three characters is full of torture and humiliation as at MDC, Chuck was commanded to strip and furthermore he felt:

They must have watched as I reached around my waist, unbuttoned my shirt, kicked off my lizard-skins one by one, and then unraveled my belt and slipped off my jeans like a pantomime getting into a tub of a hot water. Take off everything, sand nigger; thy instructed. (Naqvi, 2010, p.108)

Chuck had to face humiliation in front of the general public as on subway ride from prison Chuck saw Hispanic and Chinese people were staring at him: “It was a free country: he was free to stare; I was free to cringe” (Naqvi 2010, p.122).

After 9/11, there were societal threats to every Muslim in America as Alexander (2012) puts, “We need to think about social suffering, about emotions and existential threats to ethical convictions” (Alexander 2012, p.1). While going for Shaman Run, who was missing for many days after their arrest after 9/11, Chuck mumbled: “We should have turned back” (Naqvi, 2010, p. 73). In order to avoid any societal threats, the American Muslims also blatantly and protectively demonstrated their solidarity with America as “after 9/11, Muslims

cabbies bore American flags” (Naqvi, 2010, p.74). On the way to Shaman’s apartment, these three metrostanis were also an abnormal combination in a car and this combination was smelled by Chuck:

We are a bunch of brown men in a car, the night of heightened security in the city. We looked appropriately unshaven, unkempt, possibly unwholesome. I could have been silly or paranoid, but it was the first time I had felt this way: uneasy, guilty, criminal. (Naqvi, 2010, p.76)

And finally, when they reach, the knock at the door is also not a normal knock. When they are at Shaman’s house, they are intercepted by the FBI and Chuk knew that “they were not the men of God” (Naqvi, 2010, p.99). Such complex and racial prejudiced milieu forced many Muslims to displace themselves from America as Naqvi (2010) details this displacement after 9/11: “in the sweeps following 9/11, many had fled across the border, to Canada, to Mexico, with not much more than the clothes on their backs. Many would leave for the homes they had left decades ago, never to run” (Naqvi, 2010, p.181).

Alexander (2012) puts that “[r]eligion, nation, race, ethnicity, gender, class, each of these dimensions can be medium for inflicting social pain” (Alexander, 2012, p.1). Chuck, when he is heading towards Manhattan Alley, comes across a gangbanger who is “hanging back on the stoop with his crew, picking the dirt beneath his fingernails with a butterfly knife. You, homeboy; he had called out, you wanna tattoo?” (Naqvi, 2010, p. 64). Chuck is afraid of him because of the earlier threats to his existence as a Muslim immigrant in the post-9/11 America. Furthermore, there was anger among the American Muslims due to prejudiced treatment they received after 9/11 by the American society just for being brown. There were recurrent incidents of racial, national and ethnic prejudice being reported by the media after 9/11 as Chuck comes to know of another hate crime: “Twenty four year old Ansar Mahmood, a Pakistani born permanent resident, asked a passer-by to photograph him against the Hudson. A guard at a nearby post called the police because the shot included a water treatment plant” (Naqvi, 2010, p. 91).

Trauma can be ended only if things are settled right. Khan, an old man, despite being an Afghan whose native country was being bombarded by American Army right after 9/11, has no prejudice against

local Americans as while talking to Dora he says, “It doesn’t matter if a person is Eastern or western, black or white, from New York or from New Jersey. In my experiences, each human needs the same things: food, water, shelter, loving. Will you agree with me, Dora beti?” (Naqvi, 2010, p.178). His son is arrested by FBI without any charges, but he never becomes violent. Alexander (2012) observes, “When bad things happen to good people they become shocked, outraged, indignant” (p.8). When his son Jimbo, is released from MDC, Old Man Khan recovers from illness. Alexander (2012) adds: “Trauma will be resolved not only by setting things right in the world, but also by setting things right in the self” (p.10). As the narrative approaches its end, Chuck gets a job and it seems that the miseries are finally over. He recalls that, “It took me several moments to appreciate that the afternoon I attempted suicide, I had been offered a way out. Then I puked all over the place” (Naqvi, 2010, p. 202).

Whatever the Muslim American immigrants did in solidarity with America, as the cabbie drivers bore the flags of America on the front of their cabs, was useless. Kaplan (2005) comments: “Descendants of indigenous peoples in postcolonial contexts who are also living in terror still after centuries of displacement” (Kaplan, 2005, p. 1). It was because of the pre-conceived stereotypical notions of the Americans about the Muslims that they were arrested and investigated in a large number after 9/11. There was a preexisting binary between ‘you’ and ‘us’ and the reinforcement of such racial and ethnic binaries brought trauma not only for the Americans but also for the Muslim immigrants living in America and their relatives abroad. Michael Leonard’s obituary about Shaman’s death further highlights the racial violence in America. The obituary proves Shaman innocent as he lost his life in Twin Towers collapse. Naqvi at this point observes that, “The story was simple, black-and-white: the man was a Muslim, not a terrorist” (Naqvi, 2010, p. 214).

The analysis of *Home Boy* (2010) establishes that the Muslims are not terrorists as it has been propagated after 9/11 by the American media. The role of western electronic and print media discourse become questionable in this regard as Peek (2011) asserts that everyone who shared identical features regarding religion and ethnicity with the terrorists of 9/11, came under strict government surveillance, hatred,

ethnic prejudice and harassment (Peek, 2011, p.22). *Home Boy* (2010) through the tale of three metrostanis depicts how the trauma was faced by the Muslim immigrants in the post-9/11 America. Naqvi through his journey from Karachi to New York made the readers realize the social and political transformation within America after 9/11.

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GLOBAL BUSINESS PROFESSIONALS AND FINANCIAL ENGLISH: DEVELOPING A NEED-BASED COURSE FOR BANK OFFICERS IN PAKISTAN

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Abstract

Business communication has become a key differentiator among employees' performance, firms' success and soundness of overall economic systems. Many academic and training institutions are, therefore, preparing graduates for this global arena. Work environment of all major industries, especially banking industry, is of multicultural nature and thus requires highly proficient employees to help organization achieve its mission. Purpose of this research is to prepare a need based Financial English course for bank officers in Pakistan. To assess the English communication needs of bankers, a questionnaire consisting of three parts was used and four communication skills: reading, writing, speaking and listening. Using tabulated analysis, graphical analysis and descriptive statistics, it has been observed that bankers' communication skills do not meet their requirement to perform their duties efficiently and effectively. Need analysis reports that reading skills have top priority followed by writing, listening and speaking skills. The findings of this study lead to the need for redesigning Business Communication syllabus for improving the performance of the bankers in the Business world. New course for enhancing written and oral communicative competence of banking professionals will compensate bankers against late start of English learning in their academic and professional life.

1. Introduction

Proficiency in English has become an opportunity, but at the same time, a key competitive differentiator for individual workers, corporations and entire economic systems (Graddol, 1997; Pennycook, 1998; Crystal, 1997; Raimaturapong, 2005). The importance of English language and its impact on the professional development of company personnel has also become a critical research area of Global English in the business communication context. Many universities and tertiary institutions all over the world claim to be preparing graduates for the global corporate arena. A lot of business interaction all over the world takes place in English, the lingua franca of international business. Widespread educational reforms, including English language education, are taking

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place in countries all over the world as well as in Pakistan. As part of developing its human resources in professional competencies, like other countries, Pakistan as a nation is also required to enhance English language proficiency of its public sector employees in general and those working in Banks etc. in particular. As in other countries, in Pakistan also, these days, the business world is very competitive and there is always room at the top. All business organizations, particularly banking sector, require staff that is more proficient in their work. Obviously, bank officers have to function competently in social and work environments which are international and intercultural in nature. Bank staff, in addition to dealing with their customers, has also to be quite proficient in their communication within the organization vertically as well as horizontally. In addition to verbal communication, they are also required to prepare different types of reports, letters, memos, promotional material, etc. A new literacy, an intercultural/international literacy, is crucial to meeting this challenge successfully. In view of the continuously expanding role of business sector and the role of banks therein, there is a dire need to develop a course on business communication skills for bank officers. Therefore, lay motivation for this task for developing need based course in business communication skills for bank officers.

1.1 Statement of the Problem

In the increasingly globalized business world, there is a justification to develop a need-based course to equip the Pakistani business professionals generally in all communication skills, and more particularly in expressing themselves in written and spoken English. For any organization, communication is very important to attract new customers and to serve better the existing customers. Banks are no exception. Bankers have to maintain good relationships with depositors, employees, other banks as well as borrowers. To successfully build and maintain these relationships, communication skill plays key role. This research first aims at carrying out a thorough need analysis of the communication skills of the bank officers through a questionnaire for them and interview of bank executives and then randomly observe the selected bank officers functioning in natural setting.

1.2 OBJECTIVES OF THE STUDY

Major objectives of this study are to identify the training needs of bank officers in terms of English communication skills, to develop for them a need-based course, to design and sequence the activities and experiences required for developing business communication skills in English in the light of skills needed by Bank Officers. The course contents may be used by the International Islamic University (IIU) for imparting training to Bank Officers in particular and other categories of potential bank employees in general in business language communication skills. The IIU may also use the course contents in its other courses designed for even fresh graduates aspiring to join banking sector in future.

2. Extant Review of Related Literature

English for Specific Purpose is the field of Applied Linguistics and an offshoot of ELT that has brought language out of the artificial atmosphere of classroom to the real-life situations showing people in actual correspondence. It focuses solely on the actual usage of language in a given situation or context and the need is to equip the learner with desired language skill (Munby, 1980; Orr, 2002; Richards, 2001; Richards & Rogers, 2001). The point of departure for ESP is that it has “described language use in specific disciplines or work areas” (Basturkmen, 2006, p. 149). This is the point of differentiation between ESP and traditional ELT.

Dudley-Evans and St. John (1998) provide a comprehensive characterization of ESP as language teaching designed to meet the specific needs of the learners through employing effective teaching methodologies and teaching activities. The teaching and learning process is focused on developing language skills by pursuing the discourse and writing genres that fit particularly well with the activities. Friedenberg et al. (2003) emphasized the importance of incorporating all areas of communicative competence into the program design. They present an inclusive and practical set of guidelines for TESOL service providers or language practitioners involved in workplace language training. ESP has developed certain macro-strategies to cope with the demand. According to Stern (1992), macro-strategy is “an overriding methodological principle covering a wide variety of classroom techniques and

procedures at the planned level of teaching” (Basturkmen, 2006, p. 113). Evaluation is also always important in any language course but it takes special focus in ESP because “ESP is accountable teaching” (Hutchinson and Waters, 1991, 144).

McLaughlin’s attention-processing model puts forward learning process, controlled and automatic processing mechanism, as major means in learning L2 and Long’s interaction hypothesis indicates interaction and input as two main features in the process of acquisition (Brown, 2001, pp. 282-288). Table 2.1 illustrates the summary of the development of second language teaching methods on the basis of theories of language and theories of language learning as outlined by Ellis (1986), Brown (1994), Gass and Selinker (1994), Richards (2001), and Richards and Rogers (2001).

TABLE 2.1: SUMMARY OF TEACHING METHODS AND THEIR COMPONENTS

Time	Teaching methods	Theories of language	Theory of language learning
1800 - present	Grammar Translation	Structural view	-
1850s — 1930s	Oral approaches (Direct Method)	Structural view	Natural method (based on child language learning)
1940s — 1970s (in the US)	Audiolingual Approach	Structural view	Behaviorism (language = habit for mention)
1950s-1970s	(in the UK) Situational Approach	Structural view	Behaviorism (language = habit formation)
1970 - present	Communicative Approach	Functional view	Attention to learning process and attention to how language is used to communicate
1970- present	ESP Approach	Functional view	Attention to learning process and attention to how language is used to communicate
1970s — present	Humanistic Approaches: - Silent Way - Total Physical Response - Suggestopedia	Functional view	Attention to learning process and attention to how language is used to communicate

1990 present	-	Content-based instruction	Interactional view	Attention to learning process and attention to how language is used to communicate
1990 present	-	Task-based language teaching	Interactional view	Based on Learner needs
1990 present	-	Competency-based instruction	Interactional view	Based on Learner needs

The theories of language or the nature of language has been viewed as falling into three main dimensions: structural, functional and interactional views. Teaching methods such as Grammar Translation, Oral Approach (Direct Method), Situational Approach and Audio-lingual Approach were derived from the belief in “language as a system of structurally related elements for coding of meaning” (Richards & Rogers, 2001, p. 20). This means that to understand the meaning of reading passages, learners require grammatical rules to decode them. However, methods such as Communicative Approach, the ESP Approach, the Silent Way and the Total Physical Response view language as “a vehicle for expression of functional meaning” (Richards & Rogers, 2001, p. 21). This theory focuses on three main elements: grammatical rules, semantics, and communication. To learn a language, learners require not only grammatical rules, but they also need to understand words and be able to use both in real communication. The teaching methods such as Content-based instruction, Task-based language teaching and Competency-based instruction, on the other hand, are characterized as interactive, that is, “language as a tool for the creation and maintenance of social relations” (Richards & Rogers, 1986, p.21). Thus, language is a kind of device to initiate and develop social networks.

In a qualitative study, Watson (1999) examined, through case studies, interviews and documents she collected, what characteristics caused a Finance student to receive a job offer. The result indicated that Finance graduates who are able to present themselves as a total package have: 1) previous co-operative experience; 2) relevant coursework; 3) teamwork skills; 4) communication skills; 5) project management skills; 6) high organizational skills; 7) the ability to be a self-starter; and 8) those who have computer- skills. Such people are better able to get a job.

The study shows the important role of communication skills in getting a placement in business sector.

Shea (1997) makes use of the combination of a comprehensive mail survey and a special program called multi-objective decision modelling and linear programming in the design of a financial curriculum for an Industrial and Manufacturing Financial program at Oregon State University. The research results indicated that the desirable skills of financial graduates in the 21st century consisted of technical depth skills and breadth skills. Leepatanapan's (1997) study developed a methodology for designing an industrial needs-driven curriculum and applying it in the manufacturing Finance and technology education sector in Thailand. The results indicated that to respond to current and future industrial needs, curricular content is required to be focused on the combination of two essential principles: technical skills and enterprise skills.

Cambridge English: Financial (2009) is the project of ESOL Examination of University of Cambridge. The study provides the learners with "realistic texts, tasks and topics similar to those that finance and accounting professionals would expect to encounter in their daily working lives. Despite the fact that English is a foreign language for the Pakistani users, or the second language from the perspective of some researchers (Graddol, 1997; Kachru, 1985; Pennycook, 1998), it has greater penetration into the institutional correspondence of the country because of its colonial past as colonialism always entails linguistic penetration (Pennycook, 1998). Banking and financial sector is no exception in this respect. Financial correspondence, written or oral, uses English as means of communication.

3. Research Methodology

Population of this study consists of all banks in Pakistan. Questionnaire was designed to get required information from bankers. The questionnaire consisted of three parts. In part I, personal and demographic information about the respondents was collected. This information includes gender, age, marital status and education etc. In the second part of the questionnaire, data about work related English use was collected and frequency of various uses of English at micro level was analyzed. Likewise, in the third part of the questionnaire, data about English language communication discourse of bankers was collected.

To gauge the statistical consistency and stability of results, Cronbach alpha has been used. Total sample of the study consisted of 179 respondents. In this study, commercial banks operating in Islamabad and Rawalpindi were selected as sample banks. Investment banks have been excluded from sample because of their totally different nature of operations. These banks included MCB, National Bank of Pakistan, Allied Bank Limited, United Bank Limited, First Women Bank Limited, Bank of Punjab, Dubai Islamic Bank, Habib Bank Limited and Standard Chartered Bank.

Using questionnaire, quantitative data was obtained about the level of English and the need for English for bankers. This data was then shifted to SPSS for statistical analysis. Statistical analysis included calculation of mean, percentages and standard deviation. To address the English communication needs of bankers thoroughly, questionnaire was used to assess the level of English communication of bankers, their needs in daily banking operations and frequency of micro level skills in listening, reading, writing and speaking skills.

4. Results and Discussions

This section will investigate how levels of English and Urdu proficiency affect the financial people daily work routine while working within banks or coordinating with overseas bankers and customers. This part further explores what impact communication skills have on their professional development and promotion in the work situation. The view of the participants on how English proficiency affects their daily work responsibility was assessed through the question: “How much does the English language affect your medium of instruction?” More than half (61.4%) indicated that both English and Urdu ability influenced their work for a fair amount, 13.97% ranked only Urdu “high” and 13.97% rated English “high”. About 2.23 percent reported that other languages rarely affect their present medium of instruction in Banking.

Table 4.1: Medium of Instructions in the Banking Sector (N=179)

Medium of Instruction	No. of Responses	(%)
English and Urdu both	110	61.45%

English language only	25	13.97%
Urdu Language only	35	19.55%
Other languages	4	2.23%
Missing cases	5	2.79%
TOTAL	179	100.00%

4.1 Classroom Learning Experience

In order to find out how English language learning takes place in the formal learning context of Pakistan business management/financial management universities, the participants’ English learning experience in the classroom was examined through looking at the medium of classroom instruction and teaching methods in the classroom practice. Participants were asked in the survey, “What was the medium of instruction in the English language classes at the university?”(Table 4.1).More than half of the research participants (50.28%) revealed that both English and Urdu were employed while undertaking their degrees (Diploma, Bachelor or Master). More than a third (39.11%) indicated that only English was used. Thirteen participants (7.26%) mentioned that only Urdu was allowed in class. Five people indicated neither English nor Urdu was used in the classroom.

Table 4.2: Medium of Instruction in the University(N=179)

Medium of Instruction	No. of Responses	(%)
English and Urdu both	90	50.28%
English language only	70	39.11%
Urdu Language only	13	7.26%
Other languages	5	2.79%
Missing cases	1	0.56%
TOTAL	179	100.00%

This suggests that majority of these bank officers acquired their professional knowledge in Pakistan through classes conducted in a combination of English and their mother tongue. Medium of instruction in university/college level can be further elaborated with the following graph.

4.2 Life and Learning Experiences of English Language Learning

Table 4.3 below shows the pattern of responses to the question “What teaching methods did your English language teachers use in your English classes. Most of the sources indicated that they used “memorization of vocabulary and grammar” (38.49%) and “English conversation” (22.64%) as a teaching methodology, whereas some (13.58%) utilized the method of English teaching from integration listening, reading and speaking skills. Clearly, studying teaching methods employed for banker, vocabulary and grammar memorization are the most popular sources.

Table 4.3 Teaching Methods Employed in English Classes at College/University

Sources Employed in Self-Development	No. of Responses	(%)
Vocabulary and Grammar Memorization	102	38.49%
Grammar translation	35	13.21%
English conversation	60	22.64%
Integration listening, reading and speaking skills	36	13.58%
Others	32	12.08%
Total	265	100.00%

Note: Number of responses exceeds 179 because respondents could select more than one category.

4.3 Levels of English Language Proficiency

To assess the English proficiency of Bankers, respondents were asked the following question: “Please evaluate your overall English proficiency”. Although the bankers were generally satisfied with their efforts towards their English self-development, they expressed the view that more English development was required when self-rating their English proficiency. The majority (59.22%) of the participants rated their English proficiency as “poor”. More than a third (36.31%) perceived their learning outcome as “fair”; 3.35 percent rated it “good”. Only few (1.12%) thought it was “excellent” (Table 4.4).

Table 4.4 Rating of Overall English Language Proficiency (N=179)

Level of English Proficiency	No. of Responses	(%)
Poor	106	59.22%
Fair	65	36.31%
Good	6	3.35%
Excellent	2	1.12%
TOTAL	179	100%

Results of table 4.4 clearly reflect that bankers perceive their English language skills as poor and only 2 out of 179 respondents believed that they had excellent English language skills. Table 4.4 creates need to redesign English courses at colleges/universities level.

Table 4.5 Self Rated Skills of English(N= 179)

Macro-Skills	Poor (1)	Fair (2)	Good (3)	Excellent (4)	Mean	S.D.
Listening	56.98	36.31	6.7	0	1.50	0.62
Speaking	61.45	33.52	5.02	0	1.44	0.59
Reading	44.69	39.1	16.2	0	1.71	0.73
Writing	36.31	53.07	10.61	0	1.74	1.24
Missing Values = 0						

Table 4.5 indicates that bankers are not at home in all the four types of language skills, though relatively better at reading and writing skills. Mean values indicate that major chunk of respondents rated their language skills as poor and fair. Last column of table 4.5 shows standard deviation. Values indicate that writing skills have more standard deviation of 1.24. Standard deviation measures dispersion of values. As 16.2% of respondents reported their reading skills as good and 10.61% of bankers reported their writing skills as good. This left the mean values of reading and writing skills as 1.71 and 1.74 respectively. Bankers face different levels of difficulty in different dimensions of English. Some feel difficulty frequently in listening while others feel rarely any difficulty in listening or speaking or reading or writing.

Table 4.6 Perceived English Skills Required by Banker

	Least (1)	Rarely (2)	Frequently (3)	Most (4)	Mean
Listening	64.25%	5.03%	2.23%	28.49%	1.95
Speaking	79.89%	0.00%	0.00%	20.11%	1.60
Reading	5.03%	7.26%	7.82%	79.89%	3.63
Writing	12.85%	16.76%	10.06%	60.34%	3.18

On the basis of these perceived English difficulties, bankers require assistance in English skills in the areas of listening, speaking, reading and writing. These perceived skills in various areas of English are graphically elaborated as under:-

Table 4.7 Level of Difficulty in Micro Level of Listening (N=179)

Difficulty in listening English	(1) Never	(2) Sometim	(3) Often	(4) Always	Mean
1.Having trouble in understanding presentation or discussion.	36%	25%	19%	21%	2.25
2. Having trouble in taking notes while attending meeting, seminar/	26%	33%	12%	29%	2.45
3.Having trouble in understanding lengthy talk.	31%	19%	33%	17%	2.35
4.Having trouble in understanding the subject matter of a talk, i.e., what is being talked about	26%	22%	15%	37%	2.63
5. Others please specify	21%	34%	18%	28%	2.53

The level of difficulty in English language skills was assessed by question No. 20, 21 and 22. Question No. 20 of questionnaire belongs to micro level of difficulty in listening skills of Bankers. Table 4.7 reports the results of this question. The level of difficulty in the micro level of listening was found by the banking officers to be generally higher (Table 4.7). The participants had a very high level of difficulty in all micro-skills, from 21% to 28% as “always” having difficulty. The mean scores (ranging from 2.25-2.53) indicate that the participants struggled in their listening skills, especially with the micro-skills of 1) understanding the subject matter of a talk as mean value was 2.63. This was followed by 2)

trouble in taking notes while attending meeting, seminar and conference etc. having mean value of 2.45, and 3) understanding presentation or discussion.

5. PROPOSED TRAINING PROGRAMME FOR BANK OFFICERS

The stage of identification of training needs or a thread-bare analysis thereof is not the end in itself unless followed by a number of other logical follow-up steps including academic decisions and actions focusing on having and then embark upon the same. Their brief account is given as under:

Program Title: Master in Business Administration

Course Title: Course for Bank Officers

Duration: One semester

Status: Three-credit Course

Broad Objectives of the Proposed Course:

As described under the section on Formulation of Objectives above.

Contents of the Proposed Course:

UNIT 1: INTRODUCTION TO BANKING

Banking as an industry

Place of Bank Officers in management structure

The Role of Bank Officers in banking sector

Major functions performed by Bank Officers

UNIT 2: INTRODUCTION TO BUSINESS ENGLISH

Place of English in business communication in Pakistan

Greetings: Meaning and nature

Need for greetings

Basic greetings

Types of greetings

Practical activities in Business English in greetings

Receiving colleagues in office

Entering the office

Responding to colleagues and customers

Leaving the office

UNIT 3: SOCIALIZATION PROCESS IN BANK OFFICE

Socialization: Meaning and nature

Organization as a socio-cultural unit

Interaction with colleagues

Dealing with customers

Need for socialization in business

Consolidation of cultural cohesion of the office

Tips for socialization

Practical activities in Business English for socialization

Showing good gestures in dealing with colleagues

Socialization in meetings

Organizing and conducting meetings

Inviting others' opinion

Reaction to others' opinion

UNIT 4: BUSINESS COMMUNICATION

Communication: Meaning and nature

Importance of communication in business

Ingredients of the process of communication

Types of communication

Barriers to communication

Tips for effective communication

Practical activities in Business English in communication skills

Use of telephone for business calls

Attending phone-calls of colleagues and customers

Managing the messages received through phone calls

Drafting letters to seniors

Drafting letters to juniors

Drafting letters to customers/business organizations

UNIT 5: DISCUSSION IN BUSINESS

Discussion: Meaning and nature

Place of discussion in Business

Types of business discussion

Characteristic of good discussion

Barriers to business discussion

Tips for effective business discussion

Practical activities in Business English in discussion skills

Starting discussion

Conducting discussion

Participation in discussion

Reacting to others' opinion

Summing up the conclusions in discussion

UNIT 6: NEGOTIATION IN BUSINESS

Negotiation: Meaning and nature

Types of negotiation

Ingredients of the process of negotiation

Bargaining considerations

Problems in business negotiation

Tips for effective negotiation

Practical activities in Business English in negotiations skills

Homework for negotiations

Presenting own viewpoint

Listening and reacting to others' opinion

Moving towards agreement

UNIT 7: PRESENTATIONS IN BUSINESS

Presentation: Meaning and nature

Types of Presentation

Preparation of presentation

Ingredients of effective Presentation

Problems of Presentation

Tips for effective presentation

Practical activities in Business English in presentation skills:

Planning for and preparation of draft presentation

Formatting the presentation

Ensuring physical arrangements for presentation

Common mistakes and what to avoid

Capturing the audience's attention

Writing handouts and notes for use during presentations

UNIT 8: PARTICIPATION IN SEMINARS AND CONFERENCES

Seminars and Conferences: Meaning and distinguishing features

Place of seminars and conferences in Business

Preparation for participation in seminars and conferences

Logistics for holding seminars and conferences

Tips for effective communication

Practical activities in the use of Business English in seminars and conferences

Preparation of material for presentation in seminars and conferences

Starting presentation

Interacting and accommodating opponent's view-point

Preparation of report on seminar and conference

Unit 9: SWIFT Correspondence

SWIFT Correspondence: Meaning and nature

Telegraphic Transfers and SWIFT Transfers

Role of SWIFT Correspondence in Banking

SWIFT Network

Problems in SWIFT Correspondence

Practical activities in Business English in SWIFT Correspondence skills:

Drafting message

Entering transfers

Replying a message

Preparation of statement of receipts

Inter-bank transfer

Unit 10: USE OF MACHINE TOOLS

Major machines used in banking

Computer

Photocopier

Printer

Scanner

Automated teller machine

Understanding the manuals and operation of machines

Useful tips for maintenance and operation of machines

Troubleshooting

Practical activities in Business English in communication skills:

Reading and following the operating instructions

Understanding the major operational aspects of machines

Pitfalls to avoid in operating machines

Unit 11: Electronic Communication

Electronic Communication: Meaning and nature

Role of electronic communication in banking

Writing electronic mail

Types of electronic communication in banking

Hazards of electronic communication in banking

Practical activities in Business English in email skills focusing on the following:

Firming up the thoughts before and selection of words for writing effective emails

Appropriate salutations / greetings

Writing the body of the email

Closing / putting down signature

Pitfalls to avoid in emails

Unit 12: Branch Returns

Branch Returns: Meaning and nature

Major Types of Branch Returns

Essentials of Branch Returns

Tips for preparation of Branch Returns

Practical activities in Business English in communication skills:

Study of Branch Returns

Identification of points for improvement

Preparation of dummy Branch Returns

Unit 13: Remittances

What is Payment Order?

Parties involved in Payment Order

What is Demand Draft?

Purpose of Demand Draft

Difference between Payment Order and Demand Draft

Mail Transfer

Telegraphic Transfer

Difference between different types of remittances

Unit 14: Letter of Credit

What is Letter of Credit?

Different types of Letter of Credit

Parties involved in letter of Credit

Legal aspects of Letter of Credit

6. CONCLUSION AND RECOMMENDATIONS

Based on the analysis, it can be concluded that the objectivity of the business communication course shall be much appreciated by the bankers. It means the bankers are satisfied by the objectivity of the course. Another conclusion that can be drawn, the contents of the course

match with the requirements and aspirations of Bank officers. This leads us to conclude that the target participants would be satisfied by the contents of the course. Teaching methodology of the course is designed in such a way that it facilitates the learning process.

Responses of the bankers reflect that the Business Communication course is appropriate to cater to their future needs. The findings indicate that most of the bankers started learning English language very late in their academic career and have not received any specialized training in the field of Business Communication in general and financial English in specific. The inductions of such bankers have contributed to the lower performance of employees in their professional life.

Bankers have shown their *utmost* satisfaction on the contents, objectivity and methodology of revised curriculum of Business Communication course, as these facilitate them in getting their work done efficiently and effectively. At the same time they have reflected in the Needs Analysis their awareness of the usage of Business Communication in different contexts in the corporate sector. This leads to good performance in field of Business Communication and they may get quick promotions as well.

Financial English is a relatively complex area of English language teaching not only in Pakistan, but also in the whole world. As such, there are bound to be methodological and pedagogical problems that are normally associated with such courses as this study depicts. After need analysis, it has been observed that reading is ranked number 1 requirement followed by writing, listening and speaking. As bankers in Pakistan do not need to talk foreign colleagues frequently, speaking has not been very important for bankers. However, bankers have to read various manuals of machine, bank notifications etc. on daily basis; therefore, understanding of these manuals and guidelines is directly dependent upon bankers' ability to understand written English.

New syllabus should include grammar/vocabulary memorization and should cover four types of language competency:

1. Linguistic (grammatical competency)
2. Sociolinguistic (understanding and use of utterances)
3. Discourse, the ability to combine ideas

4. Strategies to understand limitations of English language

The instructors teaching Business Communication must focus more on application of skills through 'practice sessions', as desired by the bankers in the Needs Analysis. This would discourage learners for just memorizing the text-book lessons.

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MANIPULATIVE POWER OF PAKISTANI REAL ESTATE PRINT ADVERTISEMENTS: A CRITICAL DISCOURSE STUDY

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Abstract

This study presents the critical discourse analysis of real estate print advertisements (confined to the sale & purchase of small houses only) to unveil the manipulative moves of the advertisers in Pakistani socio-cultural context. Seventeen Pakistani real estate advertisements are analyzed by applying Norman Fairclough's (1989) approach to Critical Discourse Analysis (CDA) integrated with M. A. K. Halliday's (1985) Systemic Functional Grammar (SFG), Schrank's (1974) Language of Advertising Claims and Kress and van Leeuwen's (1996) Grammar of Visual Design to ensure theoretical triangulation. The study discusses real estate ads as a means of exploitation of people's needs and desires by exposing the manipulative role of advertisers who control people's minds through linguistic and visual devices. It sheds lights on how customers are trapped by stating prices in a deceptive manner as well as by giving several incentives on immediate booking of a plot or a house. The current study has followed the theoretical perspectives such as multimodal discourse analysis and applied linguistics, thereby highlighting this important issue through the critical discourse analysis of real estate print advertisements.

Key Words: Critical discourse analysis, systemic functional grammar, multimodal discourse, grammar of visual design

1 Introduction

Manipulation in advertisements has been the subject of interest for many linguists, sociologists, psychologists as well as the proponents and students of media studies. During the last two decades, a number of studies on manipulative advertisements related to various products, especially beauty products, have been conducted examining the crucial role of advertisements in creating unwanted necessities in young generation (Diaz 2011, p. 28) as well as the exploitation of women in and through advertisements. However, real estate business in general and advertisements in particular have received little attention by researchers.

The importance of real estate business lies in the fact that it is one of the most expensive investments requiring customers' hard-earned money they have saved their whole life. The real estate market encompasses "all transactions which involve dealings in rights or access to land and buildings" as defined in a survey report on *Real estate in*

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Pakistan commissioned by the Ministry of Commerce (2007) as part of the larger study on *Domestic Commerce* (Niazi & Khetran 2007, p. 8). The survey report discusses that the real estate market in Pakistan is not transparent; standards are not uniform and there are loopholes in property transaction and legal system. The current state of the real estate market has inspired the researcher to analyze real estate ads as means of exploitation of the Pakistani people.

The study aims to explore and uncover the underlying principles working behind the Pakistani real estate advertising discourse of print media. Modern day real estate ads influence the social lives of people with the help of the interplay of images and verbal text. By applying Fairclough's approach to CDA(1989) combined with Halliday's Systemic Functional Grammar(1985) and Kress and van Leeuwen's Grammar of Visual Design(1996), the strategies employed by the advertisers to control customers' minds are exposed. In using CDA as a tool, it is the objective of this study to possibly raise consciousness about a discourse invested with exploitative tactics towards which readers and consumers are vulnerably attracted.

2 Literature Review

This section reviews literature related to advertising manipulation as well as Critical Discourse Analysis (CDA) outlining the research approach of Norman Fairclough (1989) which informs the present study. Moreover, the theoretical approaches such as Halliday's Systemic Functional Linguistics (SFL) (1985), Kress and van Leeuwen's Grammar of Visual Design (1996) and Jeffery Schrank's Advertising Claims (1974) employed for the analysis of advertising text are also discussed.

2.1 Critical Discourse Analysis (CDA)

Critical Discourse Analysis (CDA), one of the domains of Critical Applied Linguistics, originates from a critical theory of language which regards the use of language as a "form of social practice" according to Fairclough & Wodak (1997, p. 258) and considers the context of language use to be crucial to discourse (Wodak & Meyer, 2009, p. 6). It particularly focuses on the relation between language and power. The key figures in this area include Fairclough (1989, 1995a, 1995b), van Dijk (1994, 2001), and Wodak (1996, 1997, 2004). As the present study applies Fairclough's approach to analyze 17 real estate ads, the chapter will focus mainly on Fairclough's approach.

2.1.1 Norman Fairclough (1989)

Norman Fairclough regards CDA as a method for studying social and cultural changes that could be used to protest against the power and control of a privileged and powerful group on other people. According to Fairclough (1989, p. 1), CDA aims at exploring and articulating how language and power are interrelated and studying ‘connections between language use and unequal relations of power’. In *Language and Power* (1989, p. 3), Fairclough calls his approach *Critical Language Study* which aims at highlighting the pivotal role of language in generating, maintaining and changing power relations in a society. Therefore, Fairclough’s three dimensional model was considered to analyze how advertisers control and influence customers’ minds. Fairclough propounded his three-dimensional model in his book *Language and Power* (1989). According to this model, any discursive event (any instance of discourse) is a three-dimensional phenomenon simultaneously: “It is a piece of spoken or written text, an instance of discursive practice and an instance of social practice” (Simpson & Mayr, 2010, p. 53). Fairclough’s three-related dimensions of discourse analysis are Description (*Text analysis*), Interpretation (*Analysis of the process of production and reception*), and Explanation (*Social analysis*). The present study is confined to the first dimension of Fairclough’s model i.e. “Description” which refers to the linguistic analysis which is mainly concerned with the formal properties of a text. The analysis of text incorporates linguistic analysis in terms of lexis, grammar, semantics and phonological aspect (Fairclough, 1995a, pp. 57-58). Linguistic analysis involves text’s lexico- grammatical and semantic properties, two aspects that are mutually interrelated as words cannot be separated from their meaning. “The text level draws on Halliday’s functional grammar” (Batch Le, 2012). Following systemic functional linguistics (SFL), Fairclough also views text from a multifunctional perspective. Therefore, linguistic analysis involves the analysis of text in terms of Halliday’s SFL (1985).

2.2 Systemic Functional Linguistics (SFL)

Building on the ideas of his tutor J.R. Firth (1935), M. A.K Halliday developed the theory of *Systemic Functional Linguistics (SFL)* during 1960s and gave it the final shape in his book “An Introduction to

Functional Grammar” (1985). Language in SFL’s functional view comprises three metafunctions: ideational, interpersonal and textual metafunctions. Halliday (1981) explains (as cited in Hartayan 2011, p. 262) that the ideational function expresses and explains our experience of the outside world in an environment while the textual function is mainly language-oriented which deals with text production in a cohesive and coherent form by structuring and arranging the linguistic information in a clause. Moreover, interpersonal function highlights the social and power relations among the users of language. It deals with the situational roles of the participants in the discourse.

2.3 Schrank’s Advertising Claims

The language of ads is also examined in terms of some of the claims propounded by **Jeffrey Schrank (1974) in his essay *The Language of Advertising Claims*** published in the magazine *Media and Methods to evaluate the fairness of the language employed in the ads. He propounded ten claims out of which five claims were considered for examining real estate ads which include weasel claim (a modifier that practically negates the claim that follows), uniqueness claim (claim to superiority), statistical claim (specific numbers e.g. number of users) and testimonial (celebrity endorsement).*

2.4 Kress and van Leeuwen’s Grammar of Visual Design

The images, colours and layout of the ads are analysed by applying Kress and van Leeuwen’s (1996) theory of *Visual Grammar* presented in *Reading Images: A Grammar of Visual Design*. This theory takes into account the grammar of visual mode based on the principle of Systemic Functional Linguistics. Kress and van Leeuwen (2006, p.1) believe that just like grammars of language show how words combine in clauses, sentences and texts, to convey meaning, the grammar of visual design also shows how people, places and things combine in visual statements to deliver meaning. This approach is based on Halliday’s SFL (1985) suggesting that images also perform ideational, interpersonal and textual functions.

2.5 Critical Discourse Analysis of Advertising Manipulation

Critical Discourse Analysis is a useful approach for analyzing advertising manipulation because it offers excellent methods for analyzing texts and images (Begoll, 2006, p.17). The term Van Dijk (2001) uses for this “social power” is *control* (as cited in Diaz, 2011, p.

27). He elaborates that groups exercise power by controlling the acts and minds of (the members of) the other groups. The advertising industry controls and manipulates people's desires by juxtaposing words and images together as the language of advertisement is usually reinforced by images. Fairclough's model has been applied to various advertisements such as bank ads, drink ads and the ads promoting beauty products. In the research paper titled "Critical Discourse Analysis: Iranian Bank advertisements", producers employ language and paralinguistic features as manipulative strategies e.g. the background colour of most banks' commercials symbolized hope and happiness; the sky and the sea are mostly chosen for the background. Blue is a symbol of purity, generosity, and happiness; green lands are selected as background of the voice over because green is culturally and religiously associated with Iranians' values. The enthusiastic announcements of reward create the image of Iranian banks as help (Tahmasbi and Kalkhajeh, 2013, p. 129). Begoll (2006, p. 15), in his research paper "Absolut Ads: A Critical Analysis of an Advertising Phenomenon", applies Fairclough's model (1989) to advertising campaigns of Absolut Vodka carrying less text and more visuals. Fairclough's model (1989) was integrated with Kressian theories (1996) to explain images in detail. Absolut Vodka advertisers control consumers' mind by injecting alcohol into every part of social life; "they 'steal' (elements of) culture, press it into a bottle shape and *brand* it in every meaning with the intention to sell a drug" (Begoll, 2006, p. 21).

2.6 Real Estate Market and Advertisements

Real estate market can be grouped into three broad categories based on its use: residential, commercial and industrial. Real estate market especially advertisements have not received much attention as a subject of research. The researcher could find only one research study related to real estate advertisements which was carried out by a thesis scholar (Masters in Real Estate Management) titled "Investigation of Media Efficiency for Real Estate Advertising". His research focused on "Sanska" real estate company and the findings were that internet is the most effective medium used in Sanska Company but since the use of one medium is not desirable, newspapers and internet are the most effective media mix (Zharkova, 2005, p. 201). All of these media contain apartments' ads and definitely could be used by the potential buyers.

The only study on real estate in Pakistan which the researcher could find was the one commissioned by the Ministry of Commerce (MOC) (2007) as a part of a broader study on “Domestic Commerce”. The study aimed to develop information on the multifarious aspects of the real estate sector in Pakistan as well as to analyze the barriers which disrupt the process of developing an effective, real estate and property market. The study recommends that since the real estate market in Pakistan has not received its due attention by the government, the Ministry of Commerce must provide overall guidance on the content and organizational aspects of a real estate development program. Considering the findings of the above-mentioned study, the researcher aims to study how the Pakistani people are exploited by the real estate sector which lacks transparency and fair play. Real estate advertisements, of course, are used as major tool for manipulation and exploitation

3.0 Research Question

The study aims to provide answers to the following research question:

How do advertisers control and manipulate people’s mind by employing linguistic and visual devices in Pakistani real estate print advertisements?

4 Methodology

The study employs qualitative approach by applying Norman Fairclough’s approach to Critical Discourse Analysis propounded in his book *Language and Power* in 1989 to analyze the seventeen Pakistani real estate print advertisements. Fairclough (1995b, p. 44) believes that media discourses “contribute to reproducing social relations of domination and exploitation”. Therefore, to study the manipulative power exercised through the Pakistani real estate print advertisements, ‘Text Analysis’, one of the dimensions of Fairclough’s Three-Dimensional Model (1989), is applied to the advertising text. For text analysis, Halliday’s Systemic Functional Linguistics (SFL) (1985) is applied for linguistic analysis while Kress and Van Leeuwen’s *Grammar of Visual Design* (1996) is employed to analyze images. The language of the ads is also examined in terms of the advertising claims propounded by Jeffery Schrank (1974).

5 Results and Analysis

The analysis of the advertisements reveals that the real estate advertisements present a very idealistic and exaggerated picture of the

advertised housing societies. Advertisers control readers' mind by carefully employing linguistic and visual devices. The term "control" is used by Van Dijk (2001, p. 355) to refer to "social power" which people or groups in power exercise by controlling the acts and minds of (members of) other groups. The application of SFL (1985), Kress and van Leeuwen's Visual Grammar (1996) and Schrank's Advertising Claims (1974) to the selected ads expose the exploitative moves of the real estate advertisers. The discussion here forth presents the analysis and results of the research. The advertising text as performing ideational function is analysed in terms of four processes: material, mental, relational and processes. Material process refers to the "process of doing" (Halliday 1994, p. 109) in physical world, so it covers all the action verbs (processes), an actor (logical subject) and the goal of action (logical direct object). Moreover, the one who receives something is called recipient and circumstance provides additional information related to the "when, where, how, and why" of the process. Following are the examples of material process manifested in ads:

Table 1.1: Identification of the material process in the selected real estate ads

Sr. #	Clauses in Urdu	English Translation	Figure #
1	<i>Pehlay dau mah ke andar booking karanay wale 5 khush naseebon ko free solar system bazariya qura andazi faraham kia jaey ga.</i>	First five fortunate customers (Recipient) who get their houses booked (Process) in first two months (Circumstance) will be provided (Process) free solar system (Goal) through lucky draw (Circumstance).	Figure 1.2

The examples show that the readers are given incentives to speed up the booking process to get free solar system on booking (of houses) within two months provided they are among the top five "Khush Naseeb" (fortunate) customers. The exploitative role of ads is evident in the fact that the customers may not be provided the promised facility on the grounds that he/she is not among the first five lucky customers.

The analysis of ads in terms of mental process reveal that the ads control readers' minds by arousing a sense of fear and insecurity among readers by claiming that they will lose a "sunehri moqa" (a

golden opportunity) if they do not get their plots booked immediately. Mental process is a “process of sensing” (Halliday 1994, p. 112) which covers mental phenomena e.g. perceptions (see, fear), reaction (like, please), and cognition (believe, convince). Main participants in this process are Sensor and Phenomena. For example,

Table 1.2: Detection of mental processes in the selected real estate ads

Sr. #	Clauses in the Urdu	English Translation	Figure #
1	<i>Fori booking kara lijay, warna yeh sunehri moqa haath se nikal jaey ga.</i>	Get your plot booked immediately otherwise, you (Sensor) will lose (Mental process) this golden opportunity (Phenomenon) .	Figure 1.5

The readers get the impression that they would certainly lose a valuable chance. Another process manifested in the ads is relational process. This process expresses attributes, possession and equivalence. It can be classified in two types: attributive and identifying (Toolan 1998: 82). The associated participants of attributive are carrier and attribute while the associated participants of identifying are token and value.

Table 1.3: Detection of relational processes in real estate ads

Type of Relational Processes	Clauses in Urdu	Clauses translated in English	Figure #
Identifying	<i>Pehlay se mojud 50-50 saal puranay baray baray darakhton ki thandi chhaon mein chehchahatay parindon aur koilon ke raseelay sur is jannat nazeer housing scheme ka sarmaya-e-khaas hain.</i>	The melodious songs of chirping birds and cuckoos (identifier/Token) in the shade of already existing 50-year old trees (Circumstance) are (Relational process) the asset of this heavenly housing scheme (Identified/value) .	Figure 1.1
Attributive	<i>Construction ka kaam tezi se jari hai.</i>	Construction (carrier) is (process) in quick progress (attribute) .	Figure 1.2

In order to attract the readers, the advertisers exaggerate the beauty of the advertised housing societies by equating them with heaven.



Figure 1.1



Figure 1.2



Figure

The above example shows that the housing scheme ensnares readers in the web of imagination by calling it “*Jannat Nazeer housing scheme*”: as beautiful as heaven (See figure 1.2). However, the description is manipulative because the picture given in the ad is a painted picture not an actual one which makes the claims of the housing scheme dubious implying that readers might be given false hopes about the beautiful natural environment. Moreover, most of the advertisers lie about the current situation of the housing scheme e.g. the false claims about the quick progress in the processes of construction and development (See figures 1.2 & 1.3).

1.3 Verbal process is a process of exchanging information. Commonly used verbs are *say, claim, tell, talk, praise, boast and describe* etc. (Eggins, 2004, p. 235). Participants include: *sayer, verbiage and receiver*. The analysis of verbal process highlights the advertisers’ tactics to influence readers’ choice. For instance, the advertiser suggests that the housing society is so beautiful that the reader will yearn to be here forever (See Table 1.4).

Table 1.4: Identification of Verbal Process

Clause in Urdu	English Translation	Figure #
<i>Hamara dawa hai ke aap yahin ke ho kar reh jaen ge.</i>	We (Sayer) claim (Verbal Process) that you will yearn to be here forever (Verbiage)	Figure 1.1

The analysis of interpersonal function (both linguistic and visual) elucidates how real estate and advertising companies interact with the reader through multi-modal text. Interpersonal function refers to the interaction between speaker and addressee (Halliday and Matthiessen 1997). Interpersonal function is often expressed by mood and modality. Through Mood, the role of the speaker that he selects in speech situation is shown. On the other hand, modality refers to a speaker's attitude towards or opinion about the truth of a proposition expressed by a sentence.

The analysis of mood shows that the advertisers use imperatives because it creates a sense of one to one conversation as if one person is talking to another. Through imperatives, advertisers not only urge the readers to purchase the houses or plots e.g. *Ghar banaeiy-Islamabad ke Benazir Bhutto International Airport ke paas* (Build your house near Benazir Bhutto International Airport Islamabad) (See figure 1.5) but also give them a sense of ownership claiming that they can own the house if they pay the required amount *Karaya ada karein aur maalik ban jaein* (Pay the rent and be the owner) (See figure 1.2). Moreover, imperatives are used to invite readers to see model houses which is also one of the techniques to lure customers into believing that model house would resemble their prospective house e.g. *Model house aaj hi visit karein* (Visit the model house today) (See Figure1.6). They (customers) mostly get trapped by fully furnished model houses which arouse their desire to improve lifestyle. Application of the *Grammar of Visual Design* to the images of the ads shows that as imperatives demand the readers to follow them, the element of gaze configures a demand from the represented participant (celebrity) to follow them and get his house/plot booked.



Figure 1.4



Figure 1.5

In the above ad, Javed Sheikh's (Pakistani actor) gaze as well as finger pointing towards the viewer creates a visual form of direct address as well as it suggests a challenge to the target audience to follow him. The way to take up this challenge is, of course, to purchase the advertised product. The gaze and gesture of the actor, Nabeel (Pakistani actor), in figure 1.5, can also be interpreted as an invitation to



visit the housing society:

Figure 1.6



Figure 1.7

Likewise, another example of imperative in which the readers are motivated to be a part of *Park View Villas* stresses that the housing society is completely developed and facilitated with all basic necessities (See figure 1.6): it is an indirect 'offer' to enjoy the available facilities.

The visual configuration of 'offer' can be found in the ad for Al Rehman Garden (See figure 1.7). Here, too, the element of gaze plays an important role. When the participants do not look directly at the viewer, the viewer plays a role of an invisible and detached onlooker. The celebrity couple addresses the viewers indirectly as the image is captioned as "Meray Khawabon ki tabeer, mera ghar" (The realization of my dreams: My house) offering them to identify with the couple and persuading them to have the realization of their dream in the advertised housing society. Images are also captured from vertical and horizontal angles to establish power relation between the viewer and the represented participant or object. When the image is captured from high angle, the power lies with the viewer. So, the advertiser empowers the viewer in

order to make him/her believe that access to this beautiful accommodation is quite possible (See figure 1.8). The images of the buildings captured from below belittle the viewer and magnify the buildings (figure 1.9). However, those taken from frontal angles imply that they are within reach and can be theirs easily (See figure 1.16).



Figure 1.8: Housing society from high angle from low angle



Figure 1.9. Building from low angle

Advertisers use interrogatives to involve readers by creating a sense of personal communication. Most of the interrogatives presuppose something. For instance the question *Hazaron families ka intikhab Bahria Town kyun?* (Why is Bahria Town the choice of thousands of families?) (See figure 1.10) presupposes that thousands of families have already chosen *Bahria Town* for residential purposes. Another example of interrogative *Choti si zindagi mein barson ka intizar kyun?* (Why wait for years in such a short span of life?) refers to a problem by making readers conscious of the fact that life is too short to wait for years to have one's own house (See figure 1.11). The solution provided by Valancia Homes is 5,8,10 and 16 Marlas fully constructed houses which can be their own on paying 50% of the full amount.



Figure 1.10



Figure 1.11



Figure 1.12

Moreover, the use of colour and lighting also expresses mood and exerts significant influence on the readers/viewers. Red colour is mostly used to highlight the important information while greenery suggests purity as well as relief to those who are fed up with the mundane life of the polluted and over-crowded cities. As for lighting, the brightness in most of the ads might suggest “hope” to the readers that their earnest desire of enjoying luxurious lifestyle can be fulfilled by choosing the advertised housing scheme.

As for modality analysis, two modal verbs are frequently used in advertisements: *will* and *can*. *Will* evokes the impression of ‘promise’ and the modal auxiliary *can* refers to the ‘possibilities’ the product offers if it is preceded by an inanimate object (housing society) (Leech 1972: 125). For example “.....*ta ke qudrat se qareeb tar rehish ko mumkin banaya ja sakay*. (... so that an accommodation in a natural environment *can* be made achievable) expresses the possibility of enjoying the beauty of nature by having a house in KDC Garden. While *Ayeiay dekhiey, hamara dawa hai ke aap yahin ke ho kar reh jaein ge* (Come visit our housing society; we claim that you *will* yearn to be here forever) promises to mesmerize the costumers with its captivating beauty (See figure 1.1).



Figure 1.13



Figure 1.14

The analysis of the textual function (both language and images) shows how advertisers coheres the text and turn it into a unified whole to make it understandable for the reader. Textual function is concerned with

the creation of text- with the presentation of ideational and interpersonal meanings as information that can be shared by speaker and listener in text unfolding in context (Halliday and Matthiessen, 1997). As for language, anaphoric references are used to refer within text e.g. *Yeh maaqula hum bachpan se suntay aye hain laikin is ki haqeeqat sirf KDC Garden mein hi dekhi ja sakti hai* (We have been hearing this **proverb** since childhood but **its** reality can be seen in KDC Garden only)(See figure 1.1) As for images, vectors, which can be in the form of lines created by such things as a gaze, pointing fingers or hands, lead the reader from one element to another (See figures 1.1, 1.2 & 1.4).

Different stylistic features like anaphora and epiphora enhance the persuasive appeal of the advertisements. Anaphora can be defined as the intentional repetition of a lexical item or a phrase at the beginning of several successive verses, clauses, or paragraphs e.g. *Fori qabza, fori taameer* (Immediate possession, immediate construction) (See figure 1.5). Epiphora is the repetition of a word or words at the end of two or more successive clauses, phrases, or verses, for instance, *Ghar bhi apka. Karaya bhi apka* (House is yours; rent is yours too) (See figure 1.11)

The advertisers convey their message in the form of a rhyming verse which not only serve motivational purpose (booking or purchase of houses and plots) but also sound attractive and easy to remember e.g. *“Khawbon ki tabeer paiey, apna plot book karwaiey”* (materialize your dreams by getting your plot booked). The language of the selected real estate ads is analysed in terms of the ad claims propounded by Schrank (1974, pp. 44-55). One of the ad claims commonly found in various ads to manipulate customers is *“The weasel claim”*. *“A weasel word is a modifier that practically negates the claim that follows Words or claims that appear substantial upon first look but disintegrate into hollow meaninglessness on analysis are weasels”* (Schrank, 1974, p. 45) e.g. almost, virtually, can be and up to etc. In the real estate ads, weasel words are mostly used while stating installment price or the prices of apartments or houses e.g. *Apartment ki qeemat 9 lakh forty thousand se* (The price of the apartment starts with Rs. 9 lacs forty thousand) (See figure 1.15). This is how they deceive customers by not specifying the exact amount of the advertised apartments or houses Mostly, the price of the low-priced apartment or house is mentioned which might not be well-facilitated and the apartments or houses which are more spacious and

facilitated might be very expensive. Moreover, weasel word is usually written in a smaller font to reduce shock factor.

Some ads specifically mention figures (statistics) to substantiate their stance about the luxury and comfort people are already enjoying e.g. *Mediterranean style ke dilkash villas jahan 45 families pehlay se rehish pazeer hain* (Attractive villas of Mediterranean style where 45 families already reside) (See figure 1.16). Moreover, advertisers claim to be different and unique as the slogan of S.A. Villas is “Aik Naya Lahore” (A new Lahore) which can be regarded as unfinished claim because it does provide evidence to prove the claim (See figure 1.17).

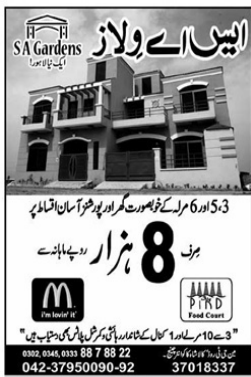


Figure 1.15



Figure 1.16



Figure 1.17

Other ways of manipulating customers is to include a statement *Sharait-o- zawabat lagu hain* (Terms and conditions apply) (See figure 1.2) or *Ilawa qarza* (Loan element is separate) (See figure 1.15) following an attractive offer. That's how, customers are kept unaware of the terms and conditions which might not be easy to comply with as well as the additional amount not easy to pay. Advertisers trap customers by presenting them an elusive world of attractive offers without letting them know the complete truth.

6. Conclusion and Recommendations

To conclude, the present study raises consciousness about the exploitative role of real estate ads and highlights how the ads control people's mind motivating them to materialize their dreams by choosing the advertised housing society. These housing societies are equated with heaven as their very names prove that e.g. Eden Lifestyle Homes and Super Heaven (See figures 1.8& 1.12). Moreover, real estate companies

invite customers to associate with the upper class by either calling their housing societies “posh” (See figures 1.1 & 1.9) or having such a name as “Elite Town” (See figure 1.4). Consumers are entrapped by giving several incentives e.g. free Italian kitchen (See figure 1.15), solar system (See figure 1.2) and free gifts and hampers (See figure 1.12) on immediate booking of a plot or a house. The prices of plots and houses are also stated in a manipulative way by using weasel words. Some housing societies deceive by providing painted eye capturing images concealing the actual reality (See figure 1.1).

The study recommends that more research studies be carried out relating to the real estate sector in general and advertisements in particular to create awareness among people about various forms of manipulation prevalent in Pakistani society. Moreover, since the study is confined to only one dimension of Fairclough’s three dimensional model, more studies should be conducted to analyze these ads in terms of other two dimensions i.e. processes of production and reception and social analysis to find out how the text under analysis is produced and received by the people as well as their effects on society.

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Newspaper Advertisements Source:

Figure #	Source
1.1	KDC Garden Housing Scheme, The Daily Jang, p.1, (2012, June 4)
1.2	Supreme Villas, The Daily Jang, p. 5, (2012, June 3)
1.3	Limra Garden, The Daily Jang, p. 1, (2012, June 20)
1.4	Elite town, The Daily Jang, p.23, (2012, July 8)
1.5	Airport Society, The Daily Jang, p.5, (2012, June 16)
1.6	Park view villas, The Daily Jang, p.20, (2012, June 3)
1.7	Al Rehman Garden Phase 4, Daily Awaz , p. 1, (2012, June 2)
1.8	Lake city, The Daily Jang, p. 14 , (2012, May 29)
1.9	Euro Builders, The Daily Jang, p. 44, (2012, May 13)
1.10	Bahria Homes, The Daily Jang, p. 24, (2012, May 13)
1.11	Valancia Homes, The Daily Jang, p. 22, (2012, July 8)
1.12	Super Heaven, The News, p.19, (2012, June 5)
1.13	Bella Vista at Lake City, The Daily Jang, p.24, (2012, April 22)
1.14	Grand Avenues, The Daily Jang, p. 14, (2012, June 16)
1.15	Ad # 7: Burj-ul-Ameen, The News, p.19, (2012, June 5)
1.16	Tricon Village, The Daily Jang, p.2 , (2012, May 13)
1.17	S.A. Villas, The Daily Nawa-i-Waqt, p.13, (2012, June 3)

COMPARING LINGUISTIC FEATURES OF ACADEMIC DISCOURSE IN PAKISTANI AND BRITISH ENGLISH: A MULTIDIMENSIONAL ANALYSIS

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Abstract

Pakistani English as a non-native variety exhibits variation at different levels of language. Most of the previous quantitative studies have compared individual linguistic features of Pakistani English with their counterparts in British English and claimed about the distinctive identity of Pakistani English as an indigenous variety. These studies are, however, limited in their scope due to their dependence on individual linguistic features and unrepresentative data. Pakistani English need to be compared at the level of register to further highlight its unique features and strengthen its distinct identity. Biber (1988) developed multidimensional (MD) approach for register variation studies based on the co-occurrence of lexico-grammatical features. He disregarded the reliability of individual linguistic features for exploring variation among registers and accentuated the importance of co-occurrence of linguistic features for register variation studies. The present research as one of the pioneer studies on the multidimensional analysis of Pakistani English is based on the comparison of lexico-grammatical features of Pakistani and British academic writing along with five textual dimensions of Biber's 1988 study. A special purpose corpus of 8.38 million words of Pakistani academic writing has been constructed for the present research. The corpus consists of the research dissertations of M.Phil and PhD graduates and is further divided into categories of academic disciplines. The findings reveal that Pakistani academic writing conforms to the norms of British academic writing and has been found more informational, more non narrative, more explicit, less persuasive and more impersonal in using lexico-grammatical features when compared with British academic writing.

Key Words: Pakistani English, Register variation, MD Analysis, Academic writing

Introduction

Variability is intrinsic in human language. Human beings use language in different ways in different situations and for diverse communicative reasons. The change which 'starts from a specific area and spreads to neighboring areas' (Trudgil, 1991, p.07) has resulted in the evolution of different varieties of English across the globe. Variations in geographical, socio-cultural and communicative phenomenon have

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played their role in the evolution of different varieties of English all over the world. These varieties have their own communicative purposes and stand as independent languages with distinct linguistic features. Pakistani English (PE) is a nativized variety and has undergone various local and cultural influences and changes.

Studies on Pakistani English with reference to individual linguistic items have claimed the distinct identity of Pakistani English with certain deviant trends of its own when compared with British English. However, no register based study on Pakistani academic writing has been conducted in comparison with British English. For further exploration of its unique features and to strengthen its distinct linguistic identity, Pakistani English needs to be studied at the level of register, a situationally defined variety of language characterized by particular situation, topic and purpose. Biber proposed Multidimensional (MD) analysis in his 1988 study to explore variation among registers on the basis of co-occurrence of linguistic features. Biber considered that register variation studies relying upon individual linguistic features instead of co-occurring features are biased in nature. He regards multi-dimensional analysis as the most suitable alternative to investigate the linguistic variation which is corpus-based, quantitative, empirical and comparative in nature. So far, no register based study has been done on co-occurring linguistic features of Pakistani academic writing. Therefore, the present research aims at exploring distinct features of Pakistani academic writing as a register and further compares it with British academic writing to explore how much Pakistani academic writing as a register conforms to the previous claims regarding the distinct norms of Pakistani English. The following research question has been addressed in the present research.

How far is the language of Pakistani academic writing different from British academic writing analyzed in Biber's 1988 study?

Literature Review

A dozen of researches have been done in the area of world Englishes (e.g. Jenkins, 2003; Kirkpatrick, 2002, 2006, 2007; Hickey, 2004; Trudgill, 2004; Kachru & Nelson, 2006; McArthur, T., 2003; Schneider, 2007; Fishman, 2008; Kachru and Smith, 2008; Mesthrie, 2006). World

Englishes have been studied from geographical, socio-cultural and linguistic perspectives. Most of the work done from socio-cultural perspective is based on the elaboration of theories and models of development, spread, classification and interaction of new Englishes (e.g. Kachru, 1986; Yano, 2001; Berns, 2005; Schneider, 2007; Kachru and Smith 2009; Michieka, 2009; Seidlhofer, 2005). The work done from linguistic perspective explores lexical, phonological and grammatical features of the world Englishes. Many other studies compare patterns of language use in different varieties of English. For example, Kachru (2003) compares expressions of definite reference in English as used in India, Nigeria, Singapore and the USA; Sand (2004) investigated the article use in contact varieties; Nelson (2006) is concerned with the 'common core' of lexis in six varieties of English; Mair (2007) explores the collocational and cultural contours of varieties of English around the world; Collins (2009) explores the distribution patterns of a set of modals and quasi-modals in nine varieties of English; and finally, Kirkpatrick (2007) presents a book-length account of socio-cultural and historical backgrounds of world Englishes as well as their linguistic features.

Like many other countries English has been nativized in South Asian countries. Nativization refers to a process in which the native languages affected too much the new varieties of Englishes and added in them many new local trends. The presence of English language for over 200 years in the south Asian region has led to the nativization of the language, which is manifested in numerous local varieties of English. These local varieties are collectively referred to as South Asian English.

Pakistani English as Non Native Variety

Like many other south Asian countries, English has been nativized in Pakistan as it has sucked up many local expressions ranging from sounds to lexico-grammatical and discourse features. Studies on Pakistani English (PE) have been mainly conducted from two different perspectives: occurrence of individual linguistic items in multiple texts and register based studies in terms of co-occurrence of linguistic features. Studies on the occurrence of individual linguistic items include both manual and corpus based researches. The researches based on manual analysis include studies mainly on lexical (e.g. Mahboob, 2004; Baumgardner, 1993a, 1993b, 1998; Rahman, 1990b, 1991; Talaat

,1993, 2002; Y. Kachru and Nelson, 2006) and phonological levels (Rahman, 1990b). Taalat's (1993) study of lexical variation in PakE, for example, looks at the semantic shift in certain lexical items as a shift from their original Standard British English usage to a so-called Urduised meaning. Baumgardner (1987; 1993; 1998) discusses Pakistani English is based on the comparison of Pakistani English with exonormative models of English. His discussion of the acceptability of various syntactic, lexical, and morphological innovations in Pakistani English is the only large-scale study of its kind. But the scope of his study did not extend to the investigation of sociolinguistic variation in Pakistani English. Mahboob (2004) presents an overview of syntax morphology, lexis, and phonology of Pakistani English. Some of the studies address issues of spelling (e.g. Hassan, 2000) in Pakistani English.

Mehmood & Mehmood (2009) are among the earliest who carried out corpus based research on Pakistani English and compared its distinctive features with British and American Englishes. Mahmood, R. (2009) studied the 'Lexico-Grammatical' aspects of the nouns and noun phrases in Pakistani English. The different patterns of the nouns and noun-phrases were studied in comparison with the British and American Corpora. Mahmood, R. (2009) also worked on the collocations, colligation and word-grammar in Pakistani English. Mahmood, A. (2009) worked on multiple trends in Pakistani English through a corpus-based study and verified the legitimacy of previous claims made by the researchers working on Pakistani English. The researchers have tried to strengthen the distinct identity of Pakistani English through their work by highlighting the distinguishing features of Pakistani English as a legitimate variety. However, these studies being based on general purpose corpora built up from limited and unrepresentative data are unable to distinguish among registers of Pakistani English. To explore the independent trends of Pakistani English it needs to be studied beyond individual occurrences of lexical, phonological and grammatical features. Pakistani English so far is a less researched area and it needs to be studied at the level of register to further validate its distinct identity.

Register Based Studies on Pakistani English

So far only two register based studies have been conducted on Pakistani English. These studies include: linguistic variation across advertisement in print media (Shakir, 2013) and linguistic variation across press reportage of Pakistani print media (Ahmed & Mehmood, 2015). Both studies employ multidimensional analysis to explore internal as well external variation. Ahmed and Mehmood compare the lexico-grammatical features of Pakistani press reportage with British press reportage on Biber's five textual dimensions and discover the significant statistical linguistic differences between Pakistani press reportage and British press reportage register. Findings of the study reveal that Pakistani press reportage has certain deviant trends and exhibits distinctive features of its own. For example, On dimension 1, the researchers find both Pakistani press reportage register and British press reportage register as highly informational as it justifies the norm of press reportage register. On D2, Pakistani press reportage register was found highly narrative in nature; whereas, British press reportage register was found non-narrative in press discourse production. On D3, British press reportage was found situation dependent in discourse production of press reportage in comparison to Pakistani press reportage register which was found highly explicit in nature. On D4 and D5, no differences have been observed between both varieties of English. The study further compares the distinctive linguistic features of both Pakistani Press reportage register and British press reportage. The findings reveal the distinct linguistic characteristics of Pakistani Journalistic register, which emphasizes categorical independent existence with its own independent norms. The researchers relate these deviant trends to cross cultural differences being exhibited in two registers. They stress the need for further register based studies on Pakistani English by disregarding the previous studies which relied on the frequency of individual linguistic features.

Need for more Register Based Studies on Pakistani English

The process of strengthening Pakistani English as an independent variety seeks for the continuity in the researches at other levels beyond individualistic features. The above mentioned brief review of Pakistani English also reveals that there is a much vacuum in the area of register

based studies. Therefore the present research strives for further investigations of co-occurring linguistic features at the level of register to add into the validation of Pakistani English as a legitimate variety on the one hand and to explore how much Pakistani academic writing deviates or conforms to the norms of British academic writing on the other.

Previous Studies on Pakistani Academic Writing

Pakistani academic writing is the least explored area so far. Previous researches have focused individual linguistic items in academic writing or general problems faced by learners in producing academic writing. For example, the research work which represents Pakistani academic writing as a small part of general purpose corpora of Pakistani Written English (PWE) comes from Mehmoodians (2009). In PWE, Pakistani academic writing is represented by three sub-registers of text books, research articles and thesis. However, no distinct features of Pakistani academic writing have been studied in this research. Asghar (2015) conducted research on the features of meta discourse and contrastive rhetoric in Pakistani academic writing. The research is based on a small corpus consisted of 11 written texts, each comprising of 450 words at average. The research is an attempt to develop awareness about meta-discourse features in students' writings. The brief review calls for further investigation of linguistic features in Pakistani academic writing as register and to compare them with their British counterparts to identify the differences or similarities between them.

Register Variation

Variation in language in terms of situation of use refers to register variation. Studies on register variation focus on lexico-grammatical features in accordance with the situation of use. Language used in different registers belongs to different situations, different purposes, and different participants. Register variation is widely considered to be intrinsic to all cultures. Ferguson (1983, p. 154) emphasized the fact that "register variation in which language structure varies in accordance with the occasions of use, is all-pervasive in human language." That means that registers are characterized by the use of particular lexical and grammatical features which are viewed in the situational context and for

further functional interpretation. Both lexical and grammatical features in registers exhibit functional substance in general: linguistic features have a tendency to occur in a register as they are predominantly well-suited to the purposes and situational context of the register.

Register analysis involves three basic elements: the situational background, the linguistic features and the functional association between the two. Registers are characterized by particular lexico-grammatical features and are linked with the specific situational contexts. Register analysis explores the functional association between linguistic features and the situational context. Linguistic features tend to occur in a register because they are particularly well-suited to the purposes and situational context of the register.

Pakistani English exhibits variation not only at lexical, phonological and syntactical levels but also at the level of use. Pakistani English has its own registers which vary in accordance with the situation of use. So far only two register based studies have been conducted on Pakistani English. There is a need to study other registers of Pakistani English to further explore its individual and distinct identity.

Multi-Dimensional Analysis and Register Variation Studies

Biber (1988) presented Multidimensional analysis for register variation studies in his influential work '*Variation across Speech and Writing*' in which he compared 23 spoken and written registers based on the co-occurrence patterns of prominent linguistic features in an empirical way. Co-occurrence of linguistic features refers to the clusters of associated features having a tendency to occur together in a particular register.

Multidimensional analysis uses the methodological tools of corpus linguistics. By using computational techniques, it is possible to analyze the linguistic patterns found in a large corpus of texts. Such analyses include a comprehensive linguistic characterization of each text, based on a wide range of linguistic features. The primary goal of multidimensional analysis is to focus on the linguistic analysis of texts and text types and it undermines the analysis of individual linguistic features. It turns out, though, that the relative distribution of common linguistic features, considered individually, cannot reliably distinguish among registers. Biber considers: 'few registers can be identified by unique lexical or grammatical features. Instead, to carry out the linguistic

analysis of a register, you must consider the extent to which linguistic features are used, in order to identify the linguistic features that are pervasive and especially common in the target register'. On the basis of this idea, MD approach focuses the fact that individual linguistic features cannot distinguish among registers; rather, sets of co-occurring features work together towards getting a shared a communicative goal. These are marked in MD analysis as dimensions.

Moreover, the approach being explicitly multi-dimensional assumes that multiple parameters of variation will be operative in any discourse domain. Biber (1988) made it clear that no single dimension can differentiate between spoken and written form of texts. Biber (1988) also made clear that textual dimensions in multi-dimensional studies are investigated through the process of factor analysis in which the co-related linguistic features are further explored for their shared communicative function. Biber (1988) discussed the concept of factor analysis in MD analysis, "Factor analysis enables quantitative identification of underlying dimensions within set of texts. Factor analysis provides primary analysis, but it is dependent on the theoretical foundation provided by an adequate data base of texts and inclusion of multiple linguistic features" (p. 65). "When applied to linguistic data, factor analysis can therefore be used to identify sets of linguistic features that tend to co-occur across the texts of a corpus". (Grieve, 2010, p. 5).

Dimensions are identified and labeled on the basis of the functional interpretation of sets of co-occurring linguistic features with significant frequencies in texts. It is important to mention here that the co-occurring patterns underlying dimensions are identified quantitatively through statistical factor analysis. Dimensions are further interpreted in relation to the communicative functions shared by the co-occurring features and are accordingly labeled.

Multi-dimensional approach of register variation synthesizes quantitative and qualitative functional methodological techniques. Quantitative techniques are not sufficient in themselves for MD analyses of register variation. Rather, like all register analyses, qualitative analysis is required to interpret the functional bases underlying each set of co-occurring linguistic features. The dimensions of variation have both linguistic and functional content. Quantitative analysis is concerned with

the linguistic content of a dimension comprising a group of linguistic features to explain the quantitative linguistic patterns in functional terms, where as qualitative analysis is required for the interpretation of functional bases underlying each group of linguistic features.

Theoretically, MD approach is different from previous register variation based studies in three different ways. First, most of the studies disregarded single dimension / parameter to investigate variation differences among registers; whereas, MD approach stresses the fact that different sets of co-occurring linguistic features accentuate the different functional interpretations e.g. explicitness, involvedness, informational focus, etc. Second, previous studies highlighted the fact that register variation can be studied in the form of dichotomous characteristics; while MD approach shows that no incessant range of linguistic variation is associated with each of these dimensions. Third, previous investigations showed uncertainty about groupings of linguistic features selected on intuitive level to co-occur for certain in the texts; whereas, MD approach uses quantitative statistical techniques and provides the identification of the prominent co-occurrence patterns in a language.

The prominent feature of MD analysis is that it deals with both linguistic and functional aspects of language. After, the clusters of co-occurring linguistic features are derived through statistical factor analysis, the co-occurring features are interpreted in functional way and are given names as dimensions. Biber (1988) explored five textual dimensions in his study on linguistic variation across speech and writing:

Dimension 1: Informational vs. Involved Production

This dimension represents interactive and involved discourse (verbal) on positive side and highly informational discourse (carefully planned and edited) on negative side of polarity. Nouns, prepositional phrases, and, attributive adjectives are some of the features whose co-occurrence on negative pole represents density of information. The features with positive weight on this dimension are associated with 'highly constrained production circumstances' and represent interactive discourse. The linguistic features on the negative side of polarity include private verbs first and second person pronoun referring directly to addressor and addressee, emphatics, Wh- questions and amplifiers as markers of involved and interactive text. Due to the shared function of the linguistic

features on both positive and negative sides, the dimension is labeled as 'Involved vs. Informational Production'.

Dimension 2: Narrative vs. Non Narrative Concerns

The dimension 2 distinguishes between narrative and non-narrative type of discourse. The features of narrative discourse include past tense verbs, third person pronouns, perfect aspect verbs, public verbs as indicators of past action. Non-narrative registers have lower frequency of occurrence of such linguistic features.

Dimension 3: Explicit vs. Situation Dependent Reference

The dimension 3 differentiates between explicit and situation dependent type of text on two sides of polarity. The features with positive loading on this dimension include 3 forms of relative clauses (Wh relative clauses on object and subject positions and pied piping constructions), phrasal coordination and nominalizations to exemplify explicit informational discourse. The time and place adverbials along with other adverbs are specific to situation dependent text.

Dimension 4: Overt Expression of Persuasion

The dimension has features with positive loading only. Infinitives, modals of prediction, suasive verbs, conditional subordination, modals of necessity, split auxiliaries and modals of possibility work together to mark persuasion.

Dimension 5: Abstract vs. non Abstract Information

The dimension 5 is labeled as Abstract vs. non Abstract Information and represents informational discourse that is abstract and formal. The features with positive weight include conjuncts, agentless passives, adverbial past participial clauses, by-passives, past participial WHIS deletions, other adverbial subordinators and predicative adjectives. All these features indicate complex logical relations among the clauses. This dimension has also been labeled as 'impersonal vs. non-impersonal style' in later works.

Multidimensional analysis can be conducted in two ways. One is to carry out Old MD analysis based on the exploration of variation across

texts on five textual dimensions (discussed above) of Biber's 1988 study. The other is referred as new MD analysis based on the new factor analysis of the data and formation of new dimensions. The present research employs old MD analysis and explores linguistic variation across Pakistani academic writing in comparison with British Academic writing on five textual dimensions of Biber's 1988 study

Previous Register-Based Studies on Multidimensional Analysis of Pakistani English

Very few researches have been conducted on register variation of Pakistani English. Most of the researches have strived for the recognition of Pakistani English on the basis of individual linguistic features, whereas, the functional interpretation of linguistic differences have not been explored which is a marked feature of register studies. So far, only two studies (Shakir, 2013 on advertising register in Pakistani print media; Ahmed & Mehmood, 2015 on press reportage register in Pakistani Print media) have been conducted which have employed MD approach to explore linguistic variation based on internal and external comparisons. The studies stress the need to explore other registers of Pakistani English to highlight the linguistic variation and linguistic identity of Pakistani English as a non-native variety. Both studies disregarded previous researches on Pakistani English due to their reliance on frequency of individual linguistic features and being based upon unrepresentative data. Shakir (2013) mainly investigated how far Pakistani print advertisements varied with reference to source, audience and product category on five textual dimensions propounded by Biber (1988) and found significant variance in accordance with source and product category. Ahmed & Mehmood (2015) worked on five leading newspapers and explored that the language of Pakistani press reportage is highly informational, narrative, explicit, less persuasive along with Biber's 1988 five textual dimensions. The present study has also explored variation across Pakistani academic writing in comparison with British academic writing on five textual dimensions of Biber's 1988 study.

Materials and Methods

Construction of Corpus and Data Analysis

The first step in building a representative Corpus of Pakistani Academic Writing (COPAW) was to select disciplines that may represent a wide range of academic areas. Three major disciplines, Humanities, Sciences and Social Sciences due to their importance in academics were then selected to study. 235 M.Phil and PhD research dissertations were collected from multiple universities of Pakistan of which 100 PhD theses were downloaded from HEC research repository. The research theses represent a wide array of subjects in Humanities, Social Sciences and Sciences. The corpus was compiled of 235 text files on the bases of sub-categories. Finally, a corpus of 8.385000 million words was ready for further data analysis process.

The following table describes the categories of Pakistani Academic writing to be studied in the present research.

Table:1 Sub-Categories of Pakistani academic writing in terms of Disciplines

Sr. No	Sub-Categories of Pakistani Academic Writing	Codes
1	Humanities	H
2	Social Sciences	SS
3	Sciences	S

Data Analysis

The data analysis in the present research is based on three rigorous steps: tagging of data for linguistic features, attaining counts of linguistic features, turning raw frequencies into normalized scores and calculation of dimensions scores. They are briefly discussed as under

Tagging of the Corpus

The corpus of Pakistani academic writing was tagged by employing Biber's tagger for all the linguistic features used in 88 MD Analysis on five textual dimensions. (List of Features attached as Appendix I).

Turning Raw Counts of Linguistic Features into Normalized Frequencies

Biber's tag count program was used for the raw counts of the frequencies of different linguistic features and normalized frequencies. The raw frequencies of linguistic features were obtained from all texts (235) and computed out of 1000 words. This normalization was highly essential for comparison of frequency counts across texts due to variation in the length of texts. 'A comparison of non-normalized counts will give an inaccurate assessment of the frequency distribution in texts' (Biber, 1988, p.75). This standard, set by Biber himself in his 1988 study is based on the formula: actual frequency divided by total number of words, multiplied by 1000.

Calculating Dimension Scores

The dimension score of each text of Pakistani academic writing was calculated by subtracting the standardized scores of negative features from the sum of standardized scores of positive features. The dimensions with no negative features include only sum of positive scores of linguistic features. In this way, dimension score of each text in 1988 MD analysis of Pakistani academic writing was calculated.

Results of Multidimensional Analysis

Previous studies on Pakistani English like Baumgardner, (1993); Tallat, (1993, 2002); Mehmood & Mehmood (2009), Ahmed & Mehmood (2015) have claimed that Pakistani English is different from British English and is an independent variety with its distinguishing linguistic features which are considered as norms. By taking the same stance, the present study explores the linguistic features of Pakistani academic writing as a register and compares its results with those of Biber's 1988 study of British academic writing on five textual dimensions in a general way. The results of the present study are compared with those of Biber's 1988 study as a trend to figure out certain differences as well as similarities. It may also be mentioned that the best comparative study would have been possible, if any recent study based on specialized corpora of British academic writing had been available. The figure given below compares the mean dimension scores of Pakistani academic

writing with British academic writing on five textual dimensions of Biber's 1988 study.

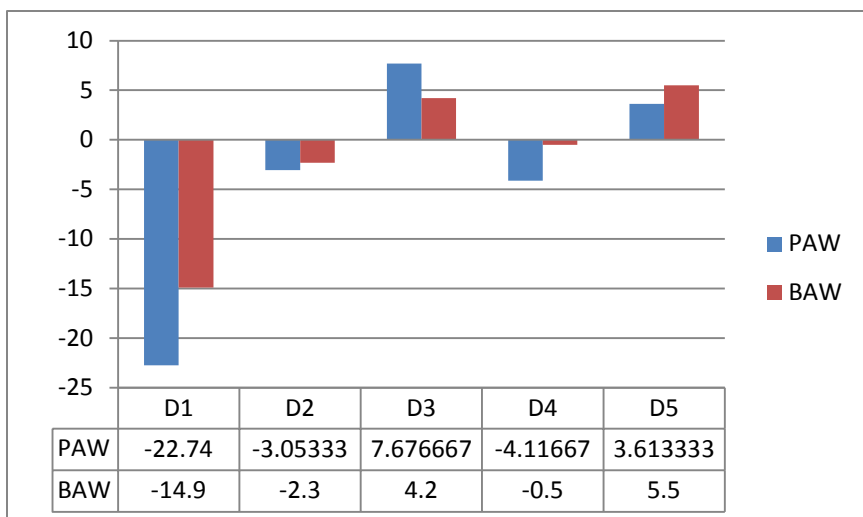


Figure: 1 Comparison of Pakistani Academic Writing with British Academic Writing on Biber's 1988 Five Textual Dimensions

The comparison exhibited in figure 1 reveals that both Pakistani academic writing and British academic writing demonstrate similar trends on all the five dimensions. Both Pakistani and British academic writings are found to be informational, non narrative, explicit, non persuasive and impersonal. The differences are found in terms of the extent to which the two registers vary on the five textual dimensions.

Among all dimensions, the differences on D4 are found interestingly greater than on other dimensions. The differences can be related to cross cultural variation between the two registers in employing features of informational discourse. On D1 Pakistani academic writing with mean score of -22.74 has been found more informational, more carefully integrated and less interactive than British academic writing with mean score of -14.9. On D2 Pakistani academic writing (-3.05333) has been found less narrative and more expository when compared with British academic writing (-2.3). On D3, Pakistani academic writing with the positive mean score of 7.676667 has been found more explicit, open and elaborated as compared to British academic writing with the mean score of 4.2. These results indicate that Pakistani academic writing is less

time constrained and situation dependent as compared to British academic writing. On D5, the results have been found reverse, in that on this dimension PAW has low mean score as compared to BAW and has been revealed less impersonal and detached and has been revealed more personal in the production of academic discourse.

The figure given above clearly depicts that both registers as highly informational on D1. The high informational stance of Pakistani academic writing calls for detailed analysis of its grammatical features on this dimension. This informational density is essentially due to the high frequency of nouns, prepositions and attributive adjectives.

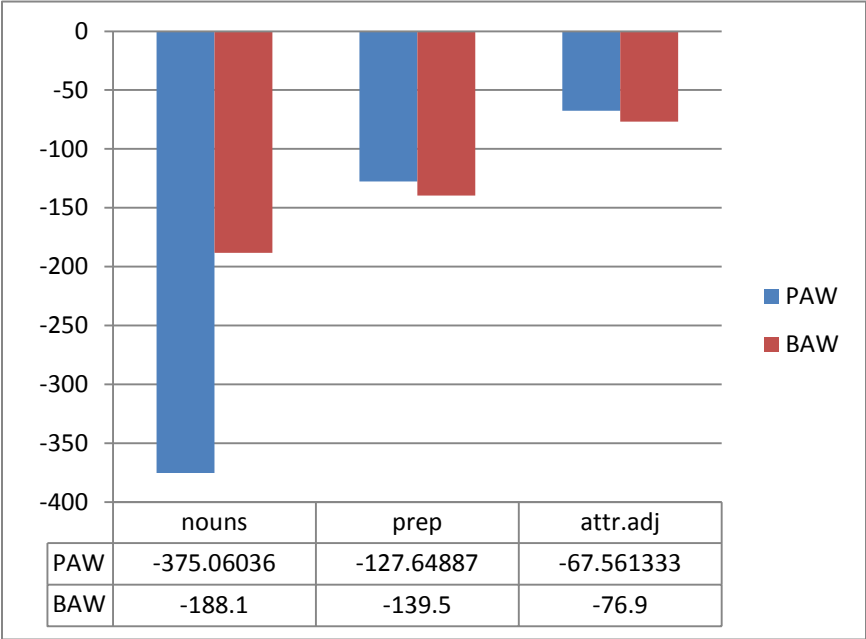


Figure: 2 Features of Informational Discourse in Pakistani and British Academic Writing

The figure 2 compares the mean frequency of informational features across the two registers. Pakistani academic writing is found to be exceedingly more informational due to the more extensive use of nouns (-375.06036). The frequent use of nouns indicates the greater focus on referential meaning and informational density in Pakistani academic writing. British academic writing has shown a greater trend of using prepositions and attributive adjectives, though the differences are not as greater as on nouns between the two registers. Prepositions work to specify or elaborate the identity of the referents. The less use of

prepositions and attributive adjectives indicates that Pakistani academic writing is propounded to have less explicit and less elaborated referential identity.

The below given example from social sciences illustrates the characteristics of informational discourse in Pakistani academic writing.

Example:

Quality education has become a **burning issue** today. **Annual reports of various public and private institutes** like **federal** and **provincial public service commissions** finger out **the quality of higher education institutes**. During **the selection process, the graduates, even master degree holders of these institutes**, sometimes do not justify **their competence**. **Competence and commitment of teachers (motivation)** towards **teaching** are **two of the most important factors of quality' education**. **These two variables** are not only **indicators of quality education** but **they** determine **teachers' performance**.

The above example illustrates the typical linguistic features of informational discourse with frequent nouns, prepositions and attributive adjectives. The passage is produced with informational focus and careful lexical choices.

On D2, it is noted that both Pakistani and British academic writings have negative feature and are non narrative in style. The results indicate that Pakistani academic writing is more descriptive, expository and procedural in nature and less event oriented as compared to British academic writing. Expository discourse is characterized mainly by the use of present tense. These non-narrative concerns have been discussed by many researchers including Biber, 1988; Biber & Conrad, 2009; Biber, 2010; and Connor & Upton, 2003, 2004. Connor and Upton (2004) describe these non-narrative concerns as:

'These non-narrative purposes include (1) the presentation of expository information, which has few verbs and few animate referents; (2) the presentation of procedural information, which uses many imperatives and infinitive verb forms to give step by step description of what to do, and (3) description of actions

usually in progress, that is, actions in the present tense, a straightforward and concise packaging of information'. (p.249)

The following example from the corpus of Pakistani academic writing exhibits the non narrative stance of Pakistani academic writing.

Example:

Groundwater is a valuable resource **that is utilized** for agriculture, domestic and industrial use besides surface water resource in Pakistan. Efficient management of groundwater resources **relies** on a comprehensive database that **represents** the hydraulic characteristics of the natural groundwater system and modeling tools **to describe** the impacts of decision alternatives. In regional groundwater management problems, the information on the groundwater system **has to be related** with land use, surface water, soil characteristics and environmental issues.

The example above shows Pakistani academic writing as highly non-narrative and gives the presentation of expository information, which has present tense verbs, description of actions usually in progress, that is, actions in the present tense, a straightforward and concise packaging of information

On D3, both Pakistani and British academic writing have features with positive mean scores which show that both are explicit and highly elaborated in style, though not to the same extent. The linguistic features on this dimension include WH relative clauses on object positions, WH relative clauses on subject positions, and pied-piping constructions. These features function to explicitly identify referents or to provide elaborating information concerning referents. The co-occurrence of phrasal co-ordination and nominalizations with these relativization features indicates that referentially explicit discourse also tends to be integrated and informational. The below given figure 5.1.3.3 compares the frequency count of the feature of explicitness in both registers.

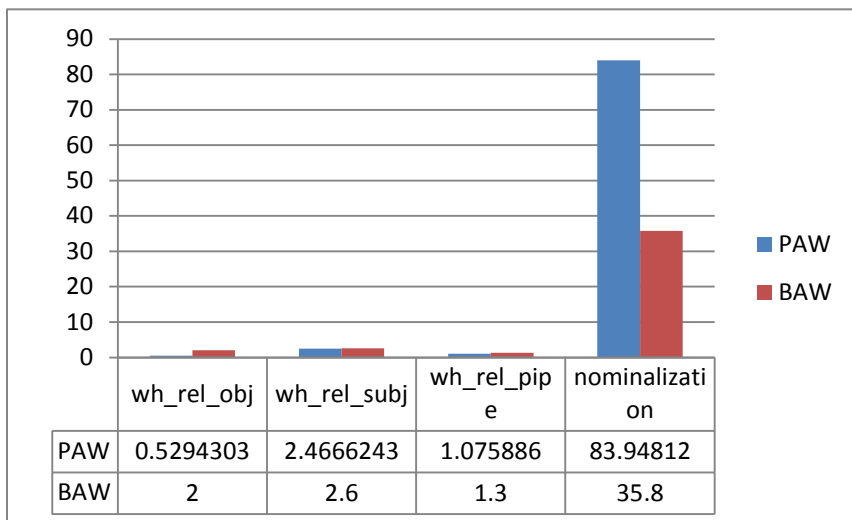


Figure: 3 Features of Explicitness in Pakistani Academic Writing and British Academic Writings

Figure 3 illustrates the features of explicitness in both Pakistani and British academic writing. Pakistani academic writing is marked with the extremely high use of nominalizations. The high frequency of nominalization indicate the absence of adverbs in Pakistani academic writing. Nominalizations are abstract nouns usually derived from adjectives, nouns and verbs and are essential in academic discussions, where frequent reference is made to abstract concepts and where actions and processes are often referred to in general terms rather in relation to a specific place and time. This means that lesser temporal and spatial references are used and a lot of information is being compressed in derived nouns in Pakistani academic writing.

Example:

Goleman (1998) defines emotional **competence** as a learned **capacity** based on emotional **intelligence**, results in outstanding **performance** at work place. It covers 3 domains containing 19 components of emotional **competence** (viz., emotional **self awareness**, accurate **self awareness**, **self confidence**, **self control**, **transparency**, **optimism**, **adaptability**, **achievement**, **initiative**, **social awareness** cluster, empathy, organizational awareness, **serviceorientation**, inspirational **leadership**,

influence, developing others, change catalyst, conflict management, teamwork & collaboration).

The example given above reveals the abundant use of nominalization in Pakistani academic writing that indicates the preferences for the production of abstract and compressed information. The presence of wh-clauses at along with the density of nominalization mark Pakistani academic writing as more explicit and precise rather than situation dependent.

On D4, both Pakistani and British academic writing have negative mean score indicating lack of overt expression of argumentation. However, Pakistani academic writing is more non persuasive with mean scores of -4.11667 than British academic writing which has -0.5 mean score on this dimension. Features of overt argumentation are generally employed to indicate logic behind the procedures, describing how and why the procedures work. Moreover, overt expression of argumentation is also used to explain procedures to the novices. The results show that in Pakistani academic evidences and procedures are discussed with the fewest features of overt argumentation. The main purpose in Pakistani academic writing is not to persuade the reader but the description of explicit and overt information. On the other hand British academic writing has overt inclination towards persuasive discourse to influence and persuade the readers with logic and argumentation that means description of procedures is accompanied by the features of persuasion.

Figure 1 illustrates the comparison between Pakistani and British academic writing on five textual dimensions of Biber's 1988 study. The results on D5 reveal that both Pakistani and British academic writing have positive features on this dimension and are found to be impersonal and objective in the presentation of informational discourse. The distribution on this dimension is quite different from other dimensions. Pakistani academic writing have the greater mean score on all the other dimensions, whereas, on D5 British academic writing has greater mean score of 5.5 as compared to the mean score (3.613333) of Pakistani academic writing and is found more impersonal and detached. Passives are mainly responsible for creating impersonal and detached discourse. The presence of passives as markers of detached discourse is being shown in the following figure.

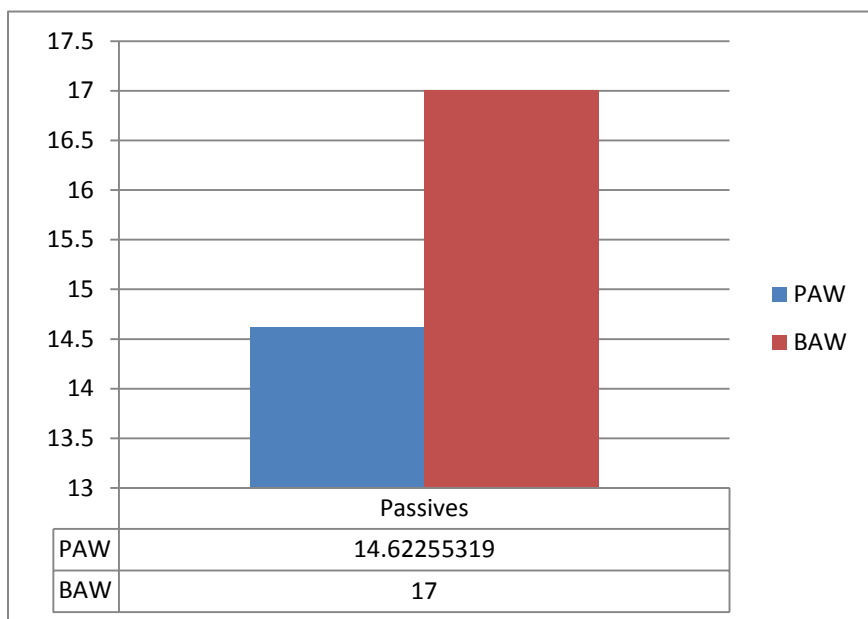


Figure 8: Features of Impersonal Discourse

Figure 8 demonstrates the presence of passives in two registers and reveals that British academic writing with greater mean score is more detached and impersonal in the production of discourse. Whereas, Pakistani academic discourse tend to be more personal and subjective. The extensive use of passives also gives a sense of objective detachment in expository prose. As agents are not important in academic discourse and the main concern of the writer is to present information in exact and objective way, so passive voice is useful: it reduces the importance of the agent noun phrase by putting it in a by-phrase or not mentioning it at all. The differences between two registers may be associated with the cross cultural variation.

Conclusion

From the foregoing discussion on comparison between Pakistani academic writing and British academic writing on five textual dimensions of Biber' 1988 study, it is concluded that both registers have exhibited similar trends and have been found highly informational, non-narrative, explicit, non persuasive and impersonal. However, there are

differences in the extent to which the two registers share these characteristics on different dimensions. On D1 Pakistani academic writing has been revealed much more informational than British academic writing which is true to the norms of academic writings. On D2, Pakistani academic writing is found to be slightly more expository than British academic writing. On D3, Pakistani academic writing is characterized by elaborated discourse with noticeable difference from British academic writing and been found less situation dependent. On D4, Pakistani academic writing is revealed to be highly lacking in overt expression of persuasion than British academic writing indicating that it is less logical and argumentative. On D5, it is more personal and less detached than British academic writing.

Further investigation into the frequency counts of the linguistic features reveals that on D1 Pakistani academic writing is found to be using almost double ratio of nouns as compared to the low ratio of nouns in British academic writing. The frequent use of nouns indicates the greater focus on referential meaning and informational density in Pakistani academic writing and that it is more informational and less interactive. However, prepositions and attributive adjectives are comparatively slightly lesser in use in Pakistani academic writing. Pakistani academic writing has also been shown abundant with present verbs which make it more expository and less event oriented when compared with British academic writing. Density of nominalization is another marked feature of Pakistani academic writing which further characterizes it with explicit and open style. The frequent use of nouns on D1, present verbs on D2, nominalizations on D3 and lesser use of passives on D5 contribute in making Pakistani academic writing as highly informational, expository and explicit and less impersonal respectively.

Overall, Pakistani academic writing in comparison with British academic writing is more informational, more expository, more explicit, less persuasive and less impersonal. The differences clearly speak of differences in the situational characteristics and different academic context of the two registers. However, the comparison would have been clearer, had an equal sized, recent corpus based study on British academic writing been available.

The findings of the present research do not strictly support the claim of the previous studies on Pakistani English. Unlike Pakistani press reportage register which has certain deviant trends and is opposite to British press reportage register on two dimensions, Pakistani academic writing register conforms to the norms of British academic writing register and follow similar trends on all dimensions. However, the trends may further be verified through future researchers by conducting further comparative studies between British academic writing based on the specialized corpora and the results of the current study. It may also be further validated by conducting further comparative researches on different other registers of Pakistani English.

In future diachronic researches might be conducted to evaluate language change in Pakistani academic writing register by collecting the corpus of Pakistani academic writing of previous decades and comparing its results with the present study. Moreover, the results of the present study can be compared with the results of the other register based studies on Pakistani English. For example a comparative study may be conducted on the language of Pakistani academic writing, Pakistani press reportage and Pakistani print advertisement register. The comparison will explore the linguistic differences and similarities among three registers and be a valuable contribution in strengthening the distinct identity of Pakistani English. Moreover, the findings of the present study provides bases for viewing the results in perspective of world Englishes and the results may be compared in native and non-native context.

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Appendix I

Linguistic Features Relevant to the 88 MD analysis of Academic Writing

Private verb(e.g, believe, feel, think)

‘That’ deletion (e.g; I think[that] he did it)

Present tense verb(uninflected present, imperative and third person)

Pro-verb ‘do’

Demonstrative pronoun(that, this, those, these)

Adverb/ Qualifier-Emphatic (e.g, just, really, so)

First person pronoun (e.g, we, our)

Pronoun it/its

Verb ‘Be’ (Uninflected present tense, verb and auxiliary)

Subordinating Conjunction- Causative (e.g, because)

Discourse particles (sentence initial, *well, now*)

Nominal pronoun(e.g, someone, everything)

Adverbial-Hedge(e.g, almost, may be)

Adverb/ Qualifier, Amplifier(e.g, absolutely, entirely)

Wh-question

Modals of possibility(can, may, could, might)

Coordinating conjunction-clausal connector

Wh-clause(e.g, he believed what I told him)

Stranded Preposition(appearing at sentence end)

Noun(excluding nominalization and gerund)

Preposition

Attributive adjective (e.g, national interest, annual return)
Past tense verbs
Third person pronoun (except ‘it’)
Verb-perfect aspect
Public verb (e.g, assert, complain)
Wh-pronoun- relative clause-object position(the person who he likes)
Wh-relative clause-subject position (e.g, the participants who like to join...)
Wh-relative clause-object position with prepositional fronting(‘ pied piping’)
Co-ordinating conjunction-phrasal connector
Nominalization(e.g, organization, development)
Adverb-Time(e.g, instantly, soon)
Adverb-place (e.g, above, beside)
Adverb other(excluding adverb/Qualifier, Hedge, Emphatic, Time, place, Amplifier
Infinitive Verb
Modals of prediction(will, would.)
Suasive Verb(e.g, ask, command)
Subordinating Conjunction- conditional (if, unless)
Modal of necessity(Ought, should, must)
Adverb within auxiliary (splitting aux-verb)(e.g, the product is specifically meant)
Adverbial-conjuncts(however, therefore, thus)
Agentless passive verb(e.g, however, therefore, thus)
Agentless passive verb(e.g, the scheme was introduced)
Passive verb+ by (e.g, the plan was introduced by principal)
Passive post nominal modifier(e.g, the message conveyed by)
Subordinating conjunction-Other (e.g, as, excepts, until)
Present Tense Verbs(Uninflected present, imperative and third person)
2 nd person Pronoun
Ist Person Pronoun
Verb “Be”
Noun (excluding nominalization and Gerund)
Preposition
Verb Perfect Aspect
Predictive adjectives
Passives all
That-complement clause controlled by stance verb
To-complement clause controlled by stance verb
To-complement clause controlled by stance adjective
Process nouns, (isolation et.)
Other abstract nouns (e.g, idea)
Activity Verb (e.g, give, take)
Mental verb (e.g, believe, enjoy)

Seem
Contractions
Split infinitives
NOT neg.
P-AND
O_AND
FINAL PREP.

Appendix II

Analysis of variance table for variation among disciplines on five textual dimensions of 1988 MD analysis

Source of variation	Humanities		Social Sciences		Sciences	
	d.f	MS	d.f	MS	d.f	MS
Dimension	4	8414.3**	4	11069**	4	12876**
Error	395	3.2	395	4.0	370	2.0
Total	399		399		374	

** = Highly significant ($P < 0.01$); d.f=degrees of freedom; MS = Mean squares

Dimension x Disciplines Interaction mean $\pm$ SE

Dimension	Categories		
	Humanities	Social Sciences	Sciences
D1	-19.01 $\pm$ 0.34E	-22.56 $\pm$ 0.39E	-26.65 $\pm$ 0.26E
D2	-2.76 $\pm$ 0.09C	-2.81 $\pm$ 0.08C	-3.59 $\pm$ 0.07C
D3	8.17 $\pm$ 0.18A	8.52 $\pm$ 0.20A	6.34 $\pm$ 0.15A
D4	-3.60 $\pm$ 0.11D	-3.54 $\pm$ 0.10D	-5.21 $\pm$ 0.06D
D5	3.29 $\pm$ 0.17B	3.21 $\pm$ 0.15B	4.34 $\pm$ 0.21B

Means sharing similar letter in a row or in a column are statistically non-significant ($P > 0.05$).

The table 4.3 shows that there lie no statistical significant differences among disciplines on all dimensions along 1988 MD analysis, whereas, highly significant differences are found among dimensions on all disciplines.

REFLECTIVE MENTORING SCHOOLS: TOWARD A NEW DESIGN FEATURE FOR ASSURING THE QUALITY OF THE INITIAL PRIMARY TEACHER EDUCATION PROGRAMME IN MALAWI

**Cosmas Maphosa*

Abstract

Reflection in action and reflection on action by a practitioner are critical lenses through which to assure and ensure that services are fit for purpose and fit of purpose. The study is a critical realist analysis of the design features of mentoring schools in the 1+1 Initial Primary Teacher Education in Malawi in the context of self-reflection. The study was grounded in a post-positivist orientation whose methodology employed a mixed methods approach. In the quantitative approach, 183 key informants comprising 92 school mentors and 91 headteachers; and drawn from 92 primary schools in four education districts, participated in a census survey. The questionnaires were administered through a drop-and-pick technique and the response rate was 100% for school mentors and 97% for headteachers. In the qualitative approach, a convenience sample of 2 headteachers and 2 school mentors drawn from two instrumental case schools participated in face to face interviews which were complimented and triangulated by non participant observations and document analysis. The qualitative and quantitative data were analyzed by content analysis and descriptive statistics respectively. Results reveal that mentoring schools were not reflective institutions. This was evidenced by lack of reflection in action nor reflection in action; lack of a generic theory in which to reflect on their practices; lack of built-in processes to enhance their competences in mentoring; lack of internal practices to identify and remove impediments in mentoring student teachers. The study further revealed that voluntary participation and collegial approach are critical additional antecedents to self-reflective mentoring schools. A new design feature of Reflective Mentoring Schools (RMS) is proposed in the 1+1 Initial Primary Teacher Education mentoring programme. And it is recommended that this new design feature of mentoring schools as Reflective Institutions be made compulsory.

Key Words: Quality, Quality Assurance, mentoring, Reflective mentoring schools, Initial Primary Teacher Education

Introduction

Preservice teacher education is grappling with how to assure the quality of mentoring student teachers during the teaching practicum (Mwanza, 2014; Mwanza, Moyo and Maphosa, 2015; Maphosa, Shumba and Shumba, 2007). However, Barnett (199, p. 178) argues that optimum quality evaluation gains its greatest justification when, as a result, the

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actors centrally involved in offering programmes in higher education learn about themselves and, as a result, change, improve and even transform the quality of their own professional activities and services to society. This suggests that for meaningful gains to be made, quality assurance practices must be institutionalized in the providers of the services (Verkleij, 2000; Selesho, 2008). In the context of this study, it suggests that practices of maintaining and enhancing quality of mentoring student teachers must be institutionalized in mentoring schools. In this regard, mentoring institutions must be the entry point to maintain and enhance the quality of mentoring services. As pointed out by Harvey (2002(a), 2002(b)), the impact of quality and quality assurance practices of service or product is significant when the practices are driven by the practitioners themselves. This gives rise to the concept of self-evaluation (Eurydice, 2006) or self-reflection (Lackshmi and Rama, 2007) within the mentoring literature. The phenomenon of self evaluation or self reflection raises the question of: 'what design features of mentoring schools have the potential to maintain and enhance the quality of their mentoring services and products? It is important that mentoring schools have definite design features which empower them to own the primary responsibility for assuring quality of mentoring services.

Driving forces for quality mentoring in primary schools in Malawi

The demand for quality teacher education, and with it quality mentoring of student teachers, is world-wide. For Malawi, the driving forces are both internal and external. Internally, the Government of Malawi is obliged to reduce poverty through economic growth and infrastructural development (GoM, 2006; 2011; Mwanza, 2008, 2014). The lynchpin to the realisation of this obligation hinges on the provision of quality education at all levels (GoM, 1994; MoEST, 2012), which has raised demand for quality teachers and preservice teacher education (MoEST, 2008(a), 2008(b); 2012; 2013). The external forces have included the commitment to achieve supra-national, regional and internal obligations. For instance, Malawi, like all signatories, is obliged to achieve the Millennium Development Goals (MDGs) (UN, 2000); Education For All (EFA) goals (UNESCO, 2000); the World Declaration on Higher Education for the 21st century (UNESCO, 1998); African Charter on

Human and Peoples Rights (OAU, 1986). Quality teacher education is also a central pillar to the realisation of the multiple goals. Globalisation and internationalization, despite being criticized as a modern forms of cultural imperialism (UNESCO, 2007; Machingambi, 2014; Dzvimbo and Moloj, 2013), have also heightened the demand for quality preservice teacher education. Since mentoring is a critical component of quality preservice teacher education (Diskson et al., 2014; Mwanza, 2014; Hansford, Ehrich and Tennent, 2004; Hansford, Tennent and Ehrich, 2003), then there is an equally unprecedented demand for quality mentoring schools in Malawi's education sector. However, the unresolved and fundamental issue hinges on design features which would constitute quality mentoring schools.

The Theory of Quality

Quality is a contextual and stakeholder-relative concept (Harvey, 2007; 2006; Harvey and Green, 1993; Green, 1994). As such, there are many definitions and at the same time no universal definition of quality. Thus, Lagrosen, Seyyed-Hashemi and Leitner (2004) categorizes the definitions into transcendent- based; user-based; product-based; manufacturing-based; and value based. However, Harvey and Green (1993) provide a typology consisting of five conceptualizations of quality which have been widely adopted and adapted in higher education as well as in teacher education. They define quality as exceptional fitness of/for purpose; perfection or consistency; value for money; and transformation. Kis (2005) argues that education may not produce zero-defects graduates; as such the conceptualization of quality as perfection rarely applies to education in general and teacher education in particular. Kis contends that the two most definitions applicable to teacher education are fitness for/or purpose and transformation. Biggs (2001) adds value for money to the list. For Harvey (2006), transformation is more embracing a definition of quality. As such, quality is a contested concept in preservice teacher education and it is not uncommon that institutions may embrace more than one definition of quality in their programmes and services. Despite this contestation, service providers, such as mentoring schools, have the responsibility to define their conceptualization of quality and how they intend to assure it.

In the context of this study, quality is defined as fitness of purpose and fitness for purpose. The central feature in fitness for purpose is that the institution says what it does, does what it promises and proves it to the third party (Bayaga and Moyo, 2009, p. 57). In the words of Green (1994, p. 15), a high quality institution is one that clearly states its mission (or purpose) and is efficient and effective in meeting the goals that it has set itself. Harvey's (2006) "fitness for purpose" is a definition of quality that allows institutions to define their purpose in their mission and objectives, so "quality" is demonstrated by achieving these. It is therefore a mission and standards based definition of quality. Fitness of purpose entails being responsive to standards set by governmental, professional bodies and supranational bodies (Harvey, 2007). According to Swanepoel and Mays (2010), fitness of purpose is concerned with doing the right things. It therefore provides a check on the relevance and adequacy of the quality assurance practices of the institution (Harvey, 2007). Hence, Swanepoel and Mays claim that fitness for purpose, value for money and transformation may be embodied in fitness of purpose. Fitness for/of therefore essentially demands institution to be responsive to internal and external interest groups of the services or products.

There are four rationales for adopting the definition of quality as fitness for/of purpose in this study. First, Harvey (2007) and Parri (2006) concur with Green (1994) that fitness for/of purpose is the most popular definition of quality in higher education institutions. Secondly, Koslowski III (2006) also argues that fitness for/of purpose has the potential to bring about the optimum quality of a service. In this regard, it could be argued that where as fitness for purpose is internally focused; fitness of purpose enables one to assess the adequacy of the practices with respect to external demands and expectations of national, regional, supra-international and professional agencies. Thirdly, literature indicates that mentoring is most effective when it is fit for purpose and fit of purpose (Hobson, Ashby, Malderez, & Tomlinson, 2009; Mwanza, 2014). In the context of this study, fitness for purpose and fitness of purpose was finally appropriate because it could be assessed quickly through a cross-sectional design. However, the fundamental question in this study is: what design features would make mentoring institutions to be fit for/of mentoring student teachers?

However, the definition of quality of a service or product as fitness for/of purpose is not devoid of limitations. First, it is not holistic in defining quality of service or product particularly in education (Harvey, 2006). Harvey (2006, p. 22) further argues that fitness for/of purpose is merely lazy pragmatism that redefines quality as accountability; fitness for purpose transmutes quality into quality assurance; it fails to engage with the conceptual nature of quality per se (that is, removes the focus on the essential quality of provision). It may also be argued that in the education sector fitness of/for purpose has the potential to undermine the core business of transformation in cases of weak purposes (Bayaga and Moyo, 2009). Nevertheless, fitness for/of purpose was appropriate and more embracing because it could be assessed easily and quickly within the cross-sectional design of the study.

The Theory of Quality Assurance in Teacher Education

Just like quality, Quality Assurance (QA) is a contested concept. As claimed by Singh and Lange (2007, p. xii), Quality Assurance (QA) can be described as a discursive field whose dimensions and sub-fields are still evolving. As such, meanings and interpretations of Quality Assurance appear vary from one stakeholder, context, country and institution to another (Singh, 2010; Bayaga and Moyo, 2009; Loukkola and Zhang, 2010). However, in its simplest sense, it is an umbrella term for the practices of maintaining and enhancing the quality of a product or service. More precisely, QA is an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programmes (Martin and Stella, 2007, p. 34). There are two types of quality assurance: internal and external (Barnett, 1994; Stella and Martin, 2007; Harvey and Newton, 2004; Harvey, 1997; Biggs, 2001). In the context of this study, the focus is on Internal Quality Assurance (IQA). Internal quality assurance practices refer to those policies and practices whereby academic institutions themselves monitor and improve the quality of their education provision (Dill, 2007, p. 1). This implies that institutions themselves plan, implement and monitor the activities; and utilize the results for purposes of maintaining and enhancing the quality of their services or products. Thus, IQA is about self-evaluation

(Eurydice, 2006), or self-analysis (Lackshmi and Rama, 2007) by providers of the services themselves. It is about self-reflection and feedback on institutional performance (Verkleij, 2000). The primary purpose of QA is capacity building within the institutions so that it improves the quality of the service or product (Lackshmi and Rama, 2007). Lackshmi and Rama further contend that the condition for effective QA is that it must involve collective thinking and shared action (participation by all members of the institution) in addition to regular training of participants. The question of interest is: what are the practices of internal quality assurance in mentoring schools which could make mentoring of student teachers during teaching practicum fit of purpose and fit of purpose?

The merits of internal quality assurance are multifaceted. Harvey (2002a, 2002b) argues that internal QA are more accurate and fruitful than external QA. Perhaps this is because the internal stakeholders own the QA process from planning, implementation, evaluation to utilization of the findings. Barnett (1994, p.178) echoes that optimum quality evaluation gains its greatest justification as a result when, the actors centrally involved in offering programmes in higher education learn about themselves and, as a result, change, improve and even transform the quality of their own professional activities and services to society. This stance is also supported by Eurydice (2006, p. 27) who contends that internal evaluation offers opportunities for quality enhancement in so far as it is a collective appraisal of structures and practices existing within the institution concerned. IQA is an integral and indispensable component of QA system in any institution (Verkleij, 2000). Verkleij further contends that continuous improvement is a responsibility of institutions rather than external agencies.

‘Charity begins at home’, so the saying goes; and perhaps the home of QA in mentoring is in the institutions themselves. Hence, to support the improvement purpose of QA, the primary responsibility to assure the quality of a service or product needs to lay with the providers themselves rather than those who monitor the provision from outside. In the context of this study, it may entail that the schools need to assume the largest obligation to assure the quality of mentoring student teachers during the teaching practicum rather than the Teacher Training College

which organises the mentoring programme. This raises a question of: what practices of mentoring schools would demonstrate their primary responsibility in maintaining and enhancing the quality of mentoring student teachers during the teaching practicum? For Biggs (2001), Lackshmi and Rama (2007), Selesho (2008) and Verkleij (2000), self evaluation or reflection is pivotal in this agenda. According to Verkleij (2000), the necessary conditions for self-reflection include vision or preliminary theory about the future of the institution, ample room for flexibility, solving problems when one meets them and goal oriented; trust (openness of intended goals, involvement of staff in the design of QA, rewards for those who are successful; openness of procedures and follow up mechanisms; external evaluation to add up rigour to self reflection. In this regard, self-evaluation needs to be informed by developments in scientific contexts, professional contexts and institutional contexts. That is, self reflection must be fit for purpose and fit of purpose.

In his framework of Ecology of Quality Assurance system, Wong (2012, p. 40) argues that the effective system must have the 'what', the 'who' and the 'how' of quality assurance. In this case, the what refers to the infrastructure for assuring quality whose critical elements are a communication system regarding control and feedback, resources that allow effective and efficient execution, and an organisational culture that cultivates team spirit and encourages fresh approaches to new tasks; the who refers to practitioners or the quality people entrusted with the service; and the how encompass the operational details of policies, practice codes and standards. For Eurydice (2006) self reflection may focus on issues such as the content of teacher education curricula, the teaching methods used, the balance between professional training and general education, school placements for student teachers, the trainer/student ratio or the general infrastructure of the higher education institution concerned. Verkleij (2000) specially mentions teaching services, research and management, input, process and output as areas to reflect upon. However, an important ingredient in self reflection is the involvement of all members of staff (administration and academic) in the improvement agenda (Lackshmi and Rama, 2007). Thus, these elements of internal quality assurance system are critical during self reflection.

Reflection in action and Reflection on action (SchÖn, 1987)

The terms reflection, reflective practices and reflective practitioner as they relate to education and teacher education have their roots in Dewey's (1933) *Reflective thought and transformative action*. According to Schon (1987), two types of reflection are critical in professional practices such as teacher education: 'Reflection in action' and 'Reflection on action'. Reflection-in-action takes place when professionals are faced with a situation which they experience as unique or containing an element of surprise; rather than applying theory or past experience in a direct way, professionals draw on their repertoire of examples to reframe the situation and find new solutions (Griffiths, 2000, p. 241). Griffiths identifies three key elements of Schon's reflection in action paradigm: conscious (though not necessarily articulated in words); critical, involving questioning and restructuring; and of immediate, giving rise to on-the-spot experiment and new actions. This suggests that Reflection in action hinges on problem solving while in the course of implementing an action. For Schon (1987), Reflection on action refers to Reflection after action (Schon, 1987). Hence, it is about evaluating and making sense of the past experiences (Griffiths, 2000, p. 544). Both Reflection in action and Reflection on action are goal oriented: to improve practice or improving quality of performance of practitioners all the time. In the context of this study, it can be argued that mentoring schools need to be engaged in Reflection in action and Reflection on action for the purposes of maintaining and enhancing the quality of their mentoring services. The question of interest at this stage relates to the elements that constitution a reflective mentoring school.

Reflective Institutions (Biggs, 2001)

Biggs (2001) provides a framework for interrogating internal quality assurance practices of an institution known as the Reflective Institution. In this theory, quality assurance is simply a process of maintaining and enhancing the quality of teaching and learning. Thus, a Reflective institution is one that continuously maintains and improves the quality of its core business. Therefore, Biggs contends that a Reflective institution has three distinctive characteristics. First, it has an espoused theory in which services are grounded. Such a theory drives the agenda for what

teaching and learning will look like in the institution. Thus, Biggs calls this characteristic as a Quality Model (QM). Theoretical paradigms such as constructivism and critical realism are clearly identified and used in the teaching and learning processes. The espoused theory defines what the student is; what the teacher does and what the student does. Secondly, an institution must have built-in mechanisms that allow it, like the individual reflective teacher, to continually review and improve current practice. According to Biggs (2001, p. 227), Quality Enhancement (QE) is about improving the competences of practitioners through such avenues as staff meeting, seminars and conferences or any other form of continuing professional development. The final characteristic feature is Quality Feasibility (QF). Quality Feasibility related to practices of removing impediments in the provision of the service. In other words institutions answer the question: what can be done to remove impediments? This involves removing institutional policies and structures that impede the provision of quality teaching. A quality institution is therefore one that has high level aims that it intends to meet, that teaches accordingly, and that continually upgrades its practice in order to adapt to changing conditions, within resource limitations (Biggs, 2001, p. 223). He further emphasizes that a reflective institution is fit for purpose and fit of purpose at the same time. In the context of this study, the question worth answering is: how reflective are mentoring primary schools in the 1+1 IPTE programme?

Mentoring: Theory and practice

Mentoring is a contextual and stakeholder relative term (Bozeman and Feeney, 2007). This makes it too elusive a concept to get its universal definition. The complexity is demonstrated in the literature reviews by Eby, Rhodes and Allen (2007), Bozeman and Feeney (2007) and Haggard, Dougherty, Turban and Wilbanks (2011) which reported fifteen, thirteen and forty definitions of mentoring. However, the common element among the definitions is that mentoring is a social development process of one person by another. Using Vygotsky's (1978) Social Development Theory, mentoring primarily entails a social development process of a less knowledgeable other by a more knowledgeable other. Traditionally it is conceptualized as a relationship between an older, more knowledgeable and experienced person (known

as mentor) and a younger, less knowledgeable and experienced person (known as mentee) for the purposes of development of the less experienced person (Kram, 1985). In the context of this study, mentoring is the process by which school teachers assist student-teachers to learn how to teach in school-based settings (Tomlinson, 1995, p. 7). In this case mentoring is a formalized apprenticeship-type of learning (Maphosa, Shumba and Shumba, 2007). Mentoring in preservice teacher education may therefore be regarded as a critical tool for teacher quality (Mwanza, 2014).

Mentoring is therefore a planned activity. It serves three broad categories of functions to mentees such as student teachers: psychosocial; career and role modelling (Dickson et al., 2014; Kram, 1985; Castro, Scandura and Williams, 2004; Parise and Forret, 2008; Scandura, 2009). These may be termed as triangular functions of mentoring. The psychosocial function relates to the provision of social support to the student teachers such as encouragement, friendship, counselling, support, acceptance, advice and feedback on performance; the career function entails building of competencies (skills and knowledge) through provision of challenging work, coaching, exposure, and protection; and the role modelling function is about provision of best practice benchmark (positive role modelling of best teachers in the profession) to the student teacher (Parise and Forret, 2008; Scandura, 2009; Castro et al., 2004; Mwanza, 2014). In his Five Factor Theory of mentoring, Hudson (2010) contends that mentoring of student teachers involves development of personal attributes; exposure to systems requirements; development of content and pedagogical knowledge; modelling effective teaching and classroom management; and observing lessons and giving feedback. It may therefore be argued that mentoring is a worthwhile activity in preservice teacher education. A study by Hobson (2002) revealed that student teachers rated mentoring as a critical competent of their teacher education programme. However, as claimed by Sundli (2007), poor design features of the mentoring programme could be detrimental to the quality and quantity of mentoring. As such, Ragins, Cotton and Miller (2000) have also warned that poor mentoring could be more disastrous than no mentoring at all. This suggests that a mentoring institutions need to have mechanisms to maintain and enhance the quality of the

mentoring process. The question is: what constitutes such mechanisms? How mentoring institutions should be designed so that they serve the three functions? According to Mwanza (2014), achieving mentoring functions hinges on such factors as recruitment and screening of mentors, initial training and regular retaining of mentors, matching strategy, support and recognition and the monitoring process; and collegial culture.

Impediments to mentoring services in mentoring schools

Mentoring of student teachers in schools is not free from challenges. A study by Hobson et al. (2009) revealed that the dark side included increased workload; sense of insecure, threat, and isolation from fellow teachers. Further, Long (1997) identifies lack of time for mentoring, inadequate funding and insufficient resources for mentoring. Johnson (2002) found that obstacles to mentoring were in three main clusters: organisational obstacles (incentives, rewards and recognition); departmental obstacles (mentors' lack of time and interest, lack of training); and individual obstacles (lazy mentees, uncooperative mentors). A study by Pinho, Coetzee and Shreuder (2005) also revealed that mentoring schools experienced challenges related to time constraints, trust, jealousy, cross-gender relationships and mentoring style. Verkleij (2000) contends that self evaluation is the primary strategy to remove impediments to mentoring. This suggests that self evaluation is essentially the first step of all efforts to maintain and enhance the quality of the mentoring services. It is therefore important that the design of mentoring schools must be such as to make the schools integral components of quality assurance system of the mentoring programme. But as claimed by Biggs (2001), reflective institutions need to be always proactive in identifying and removing the challenges that they encounter.

The Study

There is a high demand for quality preservice teacher education world-wide. However, one of the key quality challenges in preservice teacher education is to ensure that mentoring programmes of student teachers during the teaching practicum are fit of purpose and fit for purpose (Mwanza, 2014; Maphosa et al., 2007; Makura and Zireva, 2013). In Malawi, this challenge is empirically evidenced in the Initial Primary

Teacher Education (IPTE) programme (Steiner-Khams and Kunje, 2011; DeStefano, 2012; Gunsaru and Salagi, 2012; Herstein, 2013; MoEST, 2014). According to Dean et al (2005: 284) in Chong (2014), if preservice teachers do not receive the highest-quality teacher preparation, then we cannot meet the demand for high quality and effective teachers. We may also risk the training a cadre of teachers who could be more of liabilities than assets in the teaching profession. For Malawi, it may further be argued that low quality teacher preparation has the potential to negate the efforts to achieve national, regional and supranational goals aimed at reducing poverty. Thus, this study sought to understand the design features of mentoring schools in the IPTE mentoring programme which could be instrumental in maintaining and enhancing the quality of mentoring services.

Main Research questions

- How reflective institutions are mentoring schools in the 1+1 Initial Primary Teacher Education programme in Malawi?

Sub-research questions

- What are the design features of mentoring schools in the IPTE mentoring programme?
- What are the implications of the findings for a new design feature of mentoring schools in the 1+1 IPTE mentoring programme?

The Research Methodology

This research study was grounded in Postpositivist orientation whose methodology employed mixed methods approach. Moyo (2004), van Rensburg (2001), Lincoln, Lynham and Guba (2011) and Mertens (2010) contend that the central tenet in Postpositivism is that there is no absolute reality; as such researchers aim to get as much close to reality as possible. In addition, Creswell (2009, 2014) argues that Postpositivism focuses on understanding the root causes of a social problem. The paradigm was therefore instrumental in unravelling issues surrounding the seemingly low quality of mentoring in the 1+1 IPTE mentoring

programme (Mwanza, 2014). The mixed methods approach in this study involved mixing of quantitative and qualitative research approaches at various stages in a single study (Moyo, 2004; Creswell, 2014; Johnson and Onwuegbuzies, 2004; Johnson, Onwuegbuzie and Turner, 2007).

In the quantitative approach, a census survey design was employed to collect data from 92 school mentors and 92 headteachers drawn from 92 mentoring schools in four education districts; and a 100% and 97% response rates were obtained respectively. In this phase, self-administered questionnaires, informed by Dillman’s (2000) Total Design Methods, were dropped and picked to/from headteachers and school mentors. The qualitative approach employed a case study of two instrumental (Yin, 2014) mentoring schools in which four one-on-one face to face interviews involving two headteachers and two schools mentors were conducted. Observation and document analysis (Prior, 2008; Lincoln et al., 2011) also formed important methods to collect data in this second phase. Thus, the mixed methods approach was used specifically for data expansion and triangulation. Content analysis (Hsieh and Shannon, 2005; Guba and Lincoln, 2005; Lincoln et al., 2011) and descriptive statistics (Creswell, 2014; Mertens, 2010) were employed to analyse quantitative and qualitative data respectively.

Results of the study

In this study, 183 key informants were drawn from 92 mentoring schools in four education districts. Table 1 gives a summary of the demographic characteristics of the key informants.

Table 1: Demographic characteristics of participants

(i) Distribution of participants by mentoring responsibility (n=183)

Headteachers	49.7%
School mentors	50.3%
Total	100%

(ii) Distribution of participants by gender (n=183)

Male	72.1%
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<i>Female</i>	<i>17.9%</i>
Total	100%

(iii) *Distribution of participants by years of experience in mentoring student teachers*

Years of experience

Less than 1 year	34.4%
1 year and above	65.6%
Total	100%

(iv) *Distribution of participants by mentoring schools and Education Districts (ED)*

	ED1	ED2	ED3	ED4	TOTAL
% of mentoring schools (n=92)	26%	18%	30%	22%	100%
% of participants (n=183)	26%	18%	30%	22%	100%

It can be seen from Table 1(i) that mentoring responsibilities were held by headteachers and school mentors; and that school mentors had a slight majority (50.3%) over headteachers (49.7%). This indicates that the key participants in mentoring student teachers participated in the study. The participation of both headteachers and school mentors was crucial in this study for purposes of collecting accurate and reliable information about the design features in their mentoring schools.

Table 1 (ii) shows that the majority of the participants (72.1%) were male. This indicates that mentoring responsibilities were skewed towards male. Hence, it further suggests a need to demystify gender in mentoring responsibilities in mentoring schools. However, participation by both genders was advantageous in this study for purposes of getting balanced and holistic mentoring lived experiences.

Table 1 (iii) also shows that 65.5% of the participants had at least one year of experience in mentoring. Thus, the majority of the participants had relevant experience of the design features of their schools in mentorship of student teachers. Participation of this category of participants was crucial in this study for purposes of collecting reliable data.

It can also be seen in Table 1(ii) that participants were drawn from 92 mentoring schools, clustered in four Education Districts (ED1, ED2, ED3 and ED4). However, there was unequal distribution of mentoring schools and participants among the Education Districts; such that the largest number of mentoring schools (29%) and participants (30%) were in ED3. This spread of participants in this study was useful in collecting accurate data regarding the design features of mentoring schools.

Findings for research question 1: What are the design features of the mentoring schools in the Initial Primary Teacher Education programme in Malawi?

(a) Criteria for selecting mentoring schools

Data reveal that there are a set of criteria for selecting schools to be mentoring schools. In the context of this study, the most critical ones were: a competent headteacher; a trained school mentor or a qualified and experienced teacher who can be trained as a school mentor; and a pool of qualified teachers who are willing to support student teachers. This suggests the design features of mentoring schools as comprising commitment, experience, and professionalism of the teaching personnel; as well as involvement of all teachers. Perhaps, such characteristics of the mentoring personnel were needed to maintain and enhance the quality of the mentoring services and student teachers.

(b) Staff participation in mentoring student teachers

Document analysis and observations revealed that there was one mentor per school officially appointed by the school and the Teacher Training College. Data also revealed that although the IPTE handbook emphasized on the need to involve all teachers in mentoring student teachers; only one teacher was officially appointed as a school mentor. It was also found that qualified and experienced school teachers shunned away from sharing mentoring responsibility. During the face to face interview with one the school mentors regarding support from other teachers, the remark was

*‘Experienced teachers are supposed to assist.
But there is resistance because of incentives.
They resist to do it freely’ (SM 2)*

The results indicate a design feature which contributed to a lack of collegial or collective efforts to mentor student teachers; which clearly contradicted sharply with the criteria for mentoring schools.

(c) Participants in Quality Assurance of mentoring in schools

Data reveals dual responsibilities of the Headteacher in the mentoring programme: mentoring student teachers in professional development issues or whole school issues; and monitoring mentoring. This suggests a design feature focussed on involvement of school leadership in mentoring services. However, the study also found that members of staff did not participate in activities aimed at quality assuring the mentoring activity. That is, mentoring schools had no internal structures to monitor the quality of their mentoring services. This indicates that mentoring schools had no practices aimed at identifying and removing impediments to mentoring. This further suggests that school had no practices of reflection-in-action and reflection-on-action.

(d) Workload for school mentors

Headteachers were asked to indicate the number of student teachers for a given mentor in their schools. Table 2 gives a summary of the findings.

Table 2: Ratio of school mentor (SM) to student teachers(ST)

Number	Frequency	Percentage
Student teachers	(n=91)	of schools
Per mentor		
1	2	2%%
3-5	8	9%
6-8	79	87%
9-11	2	2%

It can be seen from Table 2 that the 98% of mentoring had at least three student teachers attached to one mentor. This indicates a design feature grounded in group mentoring model known as One-To-Many model (OTMM). However, the majority of the schools (87%) had a range of 3-6

student teachers. As remarked by school mentors, this design feature was problematic because the school mentors were also full time classroom teachers:

'I am a mentor and a teacher, ... However, mentoring without being a class teacher is better'
(SM1)

Class teacher as well as a mentor –time is a problem'
(SM 2)

And headteacher (HT1) also said that he/she had a heavy workload by combining the two responsibilities. The results suggest that mentoring schools had a design feature in which both the headteachers and school mentors had a heavy workload which had a potential to negate their involvement in reflection-in-action and reflection-on-action.

(e) Incentives, recognition or rewards in mentoring responsibilities

Document analysis and face to face interview revealed that school mentors were not recognized and rewarded by schools for the mentoring responsibilities. The study found that the only form of reward was in monetary form and paid by the external agent. This indicates a lack of a design feature to motivate school mentors to aim high in their mentoring services.

(f) Theoretical framework on mentoring

Data from Document analysis and triangulated with data from observation and face to face interviews, reveal that each mentoring school had no theory or model in which their mentoring services were grounded. The lack of mentoring model or espoused theory suggests that mentoring services were carried out haphazardly.

(g) Internal staff development of mentors

Data reveals that 99% school mentors (n=92); and 96% of headteachers received training in mentoring organised by the Teacher Training College. Perhaps the small percentage of untrained school mentors and headteachers resulted from the newly appointed headteachers at the time of the study. Three sessions of training were given to mentors each year; one training prior to the beginning of the school term (almost every three months). The results suggest a design feature of providing training to the

mentoring personnel. However, it was also found that there were no internal staff developments activities organised and facilitated by mentoring schools themselves in between the external training, whether individually or collectively. This indicates a design feature in which there were no internal efforts to improve the performance of mentors within the mentoring schools.

(h) Voluntary versus mandatory participation of mentoring schools

Headteachers were asked if the participation of their schools in mentoring student teachers was voluntary or mandatory. Data reveal that 87% of the mentoring schools (n=92) volunteered to serve as mentoring schools. That is, not all mentoring schools participated on voluntary basis. This design feature of mixed mode of participation for mentoring schools raises concerns over the commitment and ownership to reflect over their activities in the mentoring programme.

(i) Voluntary versus mandatory participation of school mentors

School mentors were asked to indicate if their participation in the mentoring programme was voluntary or mandatory. Data reveal, the majority (56%) of the school mentors (n=86) indicated that their participation was voluntary; while the participation of 44% of the school mentors was mandatory. This indicates a design feature of a mixed mode of participation by school mentors. The design feature of forcing mentors to participate in mentoring student teachers raises concerns over their reflection-in- action and reflection-on-practices in the mentoring programme.

(j) Challenges faced by mentoring schools

Headteachers and school mentors were asked to indicate the challenges that they encountered in mentoring student teachers. Data reveal four categories of challenges: student related; resources related; administrative related; and workload related challenges. Table 3 gives the most common elements mentioned under each of these categories.

Table 3 Challenges impinging delivery of mentoring services in mentoring schools

Category	Challenges
Student teacher related	reluctance to take advice; unpunctual to duties; conflict within peer groups; too many excuses; unruly behaviours
Resource related	inadequate stationery; incomplete mentoring documents; lack of resources for visually impaired student teachers; inadequate textbooks
Administrative related	non payment of mentorship allowances; delays in paying student allowances; very little recognition for the mentoring responsibilities
Workload related	heavy workload for headteachers and mentors; no release time for mentors and headteachers; inadequate competences in mentoring virtually impaired student teachers

It can be seen from Table 3 that there are many impediments to the provision of mentoring services in mentoring schools. It was also found that mentoring schools did not practices to identify and remove the challenges. Mentoring schools simply depended on occasions for mentor training organised by the Teacher Training College (every three months) to discuss the solutions to their challenges. Such a design feature of mentoring schools had therefore the potential to negate the quality of mentoring services.

Discussion on Findings

This study sought to answer the question ‘how reflective are mentoring schools in the 1+1 IPTE programme’ in their pursuit to maintain and

enhance the quality of their mentoring services. In particular, the study examined the design features of mentoring schools in which reflective practices were imbedded. The findings from this study reveal that mentoring schools had no espoused theory to inform their mentoring practices; had no rewards or incentives for the participation of mentors; lacked team or collegial approach to providing mentoring services; their participation was more mandatory than voluntary; never provided staff development activities to enhance competences of their mentors; were overloaded with mentoring and classroom responsibilities; had no practices for identifying and removing impediments to mentoring services. This suggests that mentoring schools were not reflecting in action and reflection on action (Schon, 1987); hence they were not reflective institutions or practitioners (Biggs, 2001). In this regard, it can further be claimed that mentoring schools were therefore marginally maintaining and enhancing the quality of mentoring. The results confirm findings from a study by Hobson et al (2009), Johnson (2002), Pinho, Coetzee and Shreuder (2005) and Long (1997) which revealed that mentoring had the dark side as well with mentoring institutions rarely reflecting on/in their practices.

Mentoring of student teachers during a teaching practicum is a critical component of a preservice teacher quality. Student teachers too attach a lot importance to the mentoring phase during their teacher education programme (Hobson, 2002) as mentoring gives student teachers an opportunity to meaningfully integrate theory and practice. However, mentoring schools need to assume the primary responsibility for mentoring student teachers (Barnet, 1994). Verkleij (2000) and Selesho (2008) echo that mentoring schools have an obligation to demonstrate their primary responsibility in managing self-evaluation and reflection. It is therefore important that mentoring schools have design features which would help them assume the primary role to maintain and enhance the quality of their mentoring services.

The design features of mentoring schools must be such as to empower the schools not only to own the mentoring programme but also create an environment for self-reflection. Reflection in action and

reflection on action is therefore This perspective is also shared by Selesho (2008) who argues that internal self evaluation are critical pillars in assuring the quality of the services provided by organisations because it brings with it a high degree of ownership of the services. For Biggs (2001), such self evaluative institutions are known as reflective institutions. Biggs further contends that reflective institutions possess an espoused model which informs the quality mentoring practices (the Quality Model), often interpreted from the mission and vision statements. Thus, the model becomes a lens through which to interpret their practices. In addition, Ozdem (2011) argues that institutions need mission and vision statements to strengthen the culture of the organization and unity and loyalty among members, and to increase employee motivation. In this case, the mission and vision statements in mentoring would therefore be a binding element to the members of staff in the mentoring schools.

In addition, reflective institutions are characterised by built-in mechanisms for reviewing and improving current quality their practices (the Quality Enhancement). Critical Quality Enhancement practices include school based in-service training of teachers, rewards/incentives to the practitioners, support structures, peer reviews; evaluation of practices by learners and collaboration among providers. The proponents of mentor training (Ulvik and Sunde, 2013; Rajuan, Tuchin and Zukerman, 2011; Johnson, 2003) argue that effectiveness of mentors and their stability in a mentoring programme is enhanced when mentors are provided with regular training. In this regard, mentor training is a tool for both mentor and student teacher quality. Wong (2012) in his Ecology of Quality Assurance supports that effective internal quality assurance systems are grounded in quality people and resources as well rules and regulations that govern the practices. It is therefore critical that mentoring schools have the internal activities for enhancing the competences of their mentors. Perhaps, instead of individual schools being responsible for the training, a collective approach would involve the training of mentors at cluster centres.

Biggs further contends that reflective institutions engage in practices aimed at identifying and removing impediments to the quality of services they provide (Quality Feasibility). As revealed in this study,

mentoring schools experience challenges which could be detrimental to the quality of mentoring services and products. Biggs argues that mentoring schools need to shoulder the primary responsibility not only to identify the challenges but also finding solutions to the challenges. As pointed out by Selesho (2008), meaningful improvement of mentoring services starts with mentoring organisations themselves identifying and removing the weaknesses. It can be argued that a collegial culture is critical to the identification and removal of impediments to mentoring the mentoring schools. It is therefore important that the design of mentoring schools embodied an effective internal quality assurance system that would create a conducive environment for all internal stakeholders to participate in the activity.

Conclusion

This study sought to examine and understand the design features of mentoring school mentoring student teachers through the self-reflective practitioner lens. The findings have revealed that mentoring schools in the 1+1 IPTE programme were not Reflective Institutions or practitioners. In this regard it can be argued that mentoring schools did not have design features and practices aimed at maintain and enhancing the quality of their mentoring services. The lack of self reflective practices has the potential to negate the purposes for which the mentoring programme was designed. In this regard, the study recommends that mentoring schools should be redesigned to contain features of Reflective Institutions. To become Reflective Institutions, mentoring schools must be supported to develop a generic theory of mentoring (quality model) in their schools; develop a collegial culture with a particular focus on voluntary participation and staff development; and absorb the primary responsibility to identify and remove impediments to their mentoring services through the reflection in action and reflection on actions lens. This study therefore extends Biggs (2001) conceptual framework of Reflective Institution to include two additional antecedents: collegial culture in mentoring services and voluntary participation of practitioners. Whereas mentoring is pivotal to the quality of the student teachers, reflection in action and reflection on action by mentoring schools are critical ingredients to the value of mentoring. The

new design feature of mentoring schools as Reflective Institutions could have the potential to empower mentoring schools to provide mentoring services that are fit for purpose and fit of purpose.

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