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Message from the Patron in- Chief

The social science researchers have to address the issues, concerns and problems characterized by post-modern times. Post-modern times have jolted all the conditions which brought peace, tranquillity and stability in human affairs. Hitherto the notions of time and space have provided periods of comparative ease and security. The post-modern era has shaken the foundations of status quo satisfaction. Time is running at a faster rate and keeping the human kind on tenterhooks in all aspects of human life. The world has become competitive and up to datedness is the order of the day. The space is shrinking and olden confines of space are being outstripped through swifter communication and interactivity. Post-modern times are thus marked by forces of constant adjustments and re-adjustments with quickness and adroitness. Complexity, inter-communality, inter-connectivity in all human endeavours are placing a great challenge before the social scientists to catch the bull by the horns and constantly knock at the doors of newer avenues to tacit knowledge which awakens us to the realities of post-modern times. Knowledge is growing in almost multiple proportions; newer theories are being framed and re-framed. Flux and change are rampant in all corners of the globe and in almost all phases of life. The social science researchers are expected more than ever before to constantly remain in touch with the type of information and knowledge that is immediate and fresh. Static knowledge congealed in the books in the forms of theories is no longer workable in rapidly changing conditions. Now is the time to keep on developing necessary skills to obtain the inner reflection of the minds of men through research and to bring man nearer to man in the light of dynamics of post-modern age.

Message from Advisor

The researches in social sciences are harbingers of good news of drawing theory, knowledge, values and ideals closer to human experience. The task of embedding the evolution of theoretical knowledge to practical situation of human life is an on-going activity. The theoretical knowledge in the fields of psychology, philosophy, sociology, anthropology, economics, history, social policy, education and human health needs to be tested at the anvil of human experience i.e. at the practical level. Social scientists have a very significant role to play in creating a praxis where knowledge and experience coalesce and engender reciprocity for their lasting relationship of theory in action and action for theory. Action research therefore should become a hallmark of much of all empirical social science research attempts.

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Investigated Self-Regulated Learning in an online learning course for Teacher Students

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Abstract

This research was aimed to propose a methodology to track down elements of self-regulated learning (SRL) in a teacher student's university online learning course. In particular, this paper has tracked aspects of Self-Regulated Learning (SRL) in asynchronous text of a university online learning course. The context was a post -graduate online course called "Educational Design and Educational Research" held by a public university and attended by 43 teachers (40 females and 3 males).The corpus of data was taken from all the post (for a total of 326 posts) by three teachers' students in the selected online learning environment. For this research a mix methodology was used. First we proceed to build a Codebook to identity indicators of SRL in online learning environment. The selected indicators and sub-indicators were generated by considering literature of SRL. Then we operated a thematic analysis to identify main topics in teacher students 'posts.

Keywords: Self -Regulated Learning, online learning, teacher students, cognition, Codebook, post, teacher students

Introduction

Online learning environments have the potential to be interesting tools that support student learning. Today, students are increasingly confronted with the need to learn "alone" to the computer or through the various devices of mobile learning to take advantage of online courses in its various formats (MOOC, interactive courses, series games etc.).However, online training is not always simple, even more difficult considering the lack of scaffolding and teacher support (Azevedo, 2008) and "students often do not make use of cognitive and meta-cognitive tools to improve learning or self- regulation" (Beishuizen, 2012). For this it is interesting to explore the Self-Regulated Learning (SRL).

SRL is considered a transversal competence of "learning to learn" (Schunk & Zimmerman, 1998). As supported by Boekaerts, Pintrich & Zeidner (2000) "self-regulation involves cognitive, affective, motivational and behavioural components that provide the individual with the capacity to adjust his or her actions and goals to achieve the desired results in light of changing environmental conditions" (p .751). If the theme of the SRL has been widely discussed in contemporary literature, it still poses challenges for its analysis. Generally, research on SRL is carried out through the observation of direct action or collected through interviews and questionnaires. In online learning environment the tracking of SRL is more challenging (Delfino, Dettori & Persico, 2010), investigating the role of the SRL in learning environment (for the learning of the math, Kramarski, & Gutman, 2006), in social network (McLoughlin & Lee, 2010) e in general per valuate self-regulated learning in relation to learning performance (Chen, 2009), learner satisfaction (Lee, & Lee, 2008; Sun, Tsai, Finger, Chen & Yeh, 2008) and e-learning design (Keller, & Suzuki, 2004).

In this research our aim is to propose a methodology to track down elements of SRL in a teacher student's university online learning course. Below we present a brief perspective on SRL and then the description of the context of analysis and research.

Self- regulated learning for active learning

The construct of the SRL is complex and widely debated in the literature. SRL is considered the ability to individually control one's own cognitive, meta-cognitive and behavioural learning processes, and maintain an appropriate justification and effective management of one's own emotions (Zimmerman, 2008). Self-regulation involves cognitive, affective, motivational and behavioural components that provide the individual with the capacity to adjust his or her actions and goals to achieve the desired results in light of changing environmental conditions (Boekaerts, Pintrich & Zeidner 2000). So, SRL is understood as a "cross competence" that helps the individual in the management of own learning (Graham, Harris & Reid, 1992), reacting and interacting with the environment, in a mutual adaptation.

There are several models to explicit the SRL, for example, the social-cognitive theory (Bandura, 1989). Widely considered in literature is the socio-cognitive model developed by Zimmerman (2001). He identified the learning process in: 1) Metacognition, indicating reflection on their cognitive activity which is expressed in constant analysis and evaluation of its course; 2) Motivation, as awareness of its objectives, analysing the causes of their success or their failure and focusing its energies towards the final goal; 3) Behavioural, exercising choices and controlling them during the activity. The SRL becomes a process directed by the student to transform mental ability in an operational capacity in relation to a specific task, which is carried out in three phases of the cycle:

- 1) Forecast phase: to predispose specific objectives according to the analysis of the task and mobilize all motivational resources able to give impetus and direction to the action to be taken. This phase consists of five sub-processes: goal setting; planning; self-efficacy; goal orientation and intrinsic motivation.
- 2) Provision phase: it occurs during learning and concerns self-control and self-observation. These processes help students to focus on learning, enhancing performance and achieving its goals (Schunk and Zimmerman, 1998; Zimmerman, 2000). It consists of self-control; the use of mental images; self-observation and information, behaviour and the environment (Zimmerman, 2000).
- 3) Self-reflective phase, involving assessments of the tasks, along with the subjective reactions of cognitive, emotional and motivational to the results.

This model was enriched by Winne and Hadwin (2008), attributing more importance to factors meta-cognitive, cognitive strategies aimed at adapting to the task. Borkowski (1992) also puts out how cognitive, motivational, personal and situational underlying the ability of knowledge and cognitive meta-control. The model Pintrich (2000) recognizes four stages in the self-regulating processes, not linearly ordered: anticipation, planning and activation; monitoring; control; reaction and reflection.

Azevedo (2008) believes that the various main stages of SRL (planning, monitoring, control and reflection) are not regular, considering also permanent aspects vs transient aspects, the role of the contextual elements in supporting processes self-regulation, the number and types of processes, the specificity and complexity of the mechanisms, demanding clarification on the multitude and overlapping constructs to build a unified framework and model of metacognitive monitoring and control.

In general we can consider that students with SRL skill have the responsibility for their personal learning process (Kravčik & Klamma, 2011), which motivates them to take greater responsibility for what and how to learn (Gibbons, 2002). Also, according to Montalvo & Torres (2004), students are better able to achieve the desired result and they are able to assess the achievement of goals and to plan corrective action, actively learning. So, SRL have a central role in achieving optimum levels of learning (Pintrich,

2000). However, to make this process effective, the learner must in turn have sufficient skills and involvement in the activity. For this, recent learning methods (Hakkarainen, Lipponen and Järvelä, 2002; Randi & Horn, 2000) offer opportunities for students to engage in SRL paths, encouraging students to set their own goals, emphasizing collaboration and new forms of scaffolding during learning, creating learning more challenging situations.

How to investigate SRL in online learning environment?

Considering the complexity and variability of the theoretical model of the SRL, it becomes interesting to explore how to analyze this construct operationally (Dinsmore, Alexander and Loughlin, 2008). The variety of models and theoretical differences may be a problem for analyzing and measuring the regulatory processes that occur during learning, especially in online learning environment and new media (Azevedo, 2005; Greene and Azevedo, 2007). General research on SRL is evaluated with self-report; questionnaires or structured interviews trying to understand how the participants set their objectives plan their learning, evaluate their progress and the practice of self-reflection. There are also measurement like think-aloud, activities of error detection, tracking reports, parents and teachers remarks. Researchers have attempted to propose standardized instruments and assessments (Pintrich, Smith, Garcia and McKeachie, 1991). Given this variability, Azevedo and Jacobson, (2008) consider that, despite the maturity of the literature over the last two decades, it does not seem to have emerged a single standard for the measurement of SRL, preferring more measures simultaneously, able to take into account more aspects. For this, the field needs to use multi-method studies to capture and identify the dynamics of self-regulatory processes as they unfold linearly, recursively, and adaptively during learning (Azevedo, 2008).

Aims

The general research question of this paper is to investigate teacher students' SRL in online learning environment. In particular, specific research questions are:

1. How are aspects of SRL expressed in an online learning environment for teacher students?
2. Does the expression of the SRL vary in relation the topics discussed?

Context

The context was a post -graduate online course called "Educational Design and Educational Research" held by a public university and attended by 43 teachers (40 females and 3 males). The course has the main aim to provide specific training to early career teachers about educational design and research. It lasts six months, supported by two tutors and a teacher. The online platform used is OLAT, version 6.3.3 (<http://www.olat.org/>). This platform has synchronous and asynchronous communication space, with a central role played by the forum. The course was organized in three main areas, combining different teaching methods. The initial phase of reception is aimed at familiarizing students with the online environment and the use of various tools. Considering the importance of the group activities to promote new skills and obtain forms of collaborative learning (Dillenbourg, 1999), participants were asked to work in groups for some activities and discussions. The course was so structured in three modules. In the Module 1, the basic activity was held around the direct experiences by recounting teachers: the practical were organized and narrated through the language of maps. In Module 2 instead, it has started the comparison between the existing knowledge in the community with the formal knowledge. In particular, it was proposed a model for reflection on the design process, with the purpose to apply it in practice in individual and group projects. In Module 3, the objective was the discussion and the creation of a project work based on practical experiences in classroom during the stage. After

completing the course, students were evaluated based on the quality of the artefacts produced (project work and personal portfolio), the level and the quality of participation in online discussions.

Corpus data and data collection

The corpus of data was represented from all the post (for a total of 326 posts) by three teachers' students in the selected online learning environment. Specifically, 198 posts in the first profile (F); 78 posts in the second profile (M) and 50 posts for the third profile (M). The difference in the notes posted depended on the personnel involved in the course. The three profiles of teacher students were chosen to provide greater variability in the selected corpus data: gender difference (one woman and two men); different level of self-declared expertise in computer (one high, one average and one low) and different teaching topics (Language, Music and Math).

Methodology

For this research we used a mix methodology.

In particular, to answer to the first research question, first we proceed to building a Codebook to identity indicators of SRL in the online learning environment. The selected indicators and sub-indicators were generated through considering literature of SRL, in particular Zimmerman model (1998), the study of Delfino et al. (2010), and Garrison, Anderson & Archer (2000). The selected indicators and sub-indicators were:

1) Process of SRL

Divided into three categories that are repeated cyclically and that influence each other:

Planning: aimed to predispose specific objectives according to the analysis of the task and mobilize all motivational resources able to give impetus and direction to the action to be taken (for example: Educational activities that I'm going to propose ...).

Execution monitored: it occurs during learning and concerns self-control and self-observation (for example: This educational device has occupied more time than I had assumed).

Evaluation: involving assessments of the tasks, along with the subjective reactions of cognitive, emotional and motivational to the results (for example: I was able to reflect on the fact that often, not all teachers, including me, analyse all the variables that come into play in a project process).

2) Components of SRL, distinguished in:

- Cognition and metacognition: here considered as references to programs, proposals, actions and evaluations (for example: The construction of a map has facilitated the structuring of my project work explaining the constituent phases of the work path).
- Motivational and emotional: reference to expectations, problems, emotions, motivation, support and mutual appreciation (for example: First of all I would like to motivate my choice of the design process undertaken)

In line with Delfino et. al. and considering Garrison et al. (1999) we chose to bring together aspects metacognitive with cognitive ones, since it is very difficult to establish a clear boundary between the two components, especially in the context of virtual learning communities, where it is common to propose cognitive activities combined with activities metacognitive. For the same reason, they are grouped with motivational and emotional aspects.

3) Working mode, distinguished in:

- Individual: references in the first person singular and / or a reference to its personal dimension (for example: Reflecting on the proposals arising in the context of the discussion I found particularly useful for me ...).
- Collective: References in the third person plural and / or to the concept of "we" as a community of teachers (for example: It 'emerged initially the need to increase our theoretical knowledge from a shared vocabulary ...).

In Appendix is presented the Codebook with the SRL dimensions (Process, Component and Modality of work) and respective sub-dimension, with a brief description and an indicative example.

Then, to answer to the second research questions, we operated a thematic analysis to identify main topics in teacher students' posts. From the thematic analysis of the corpus data, four main categories emerged:

- Profession: In this section we considered how teacher discussed about his formation; Professionalism; expertise and vision of teacher profession. (For example: For me it is important to actively seek opportunities to grow from a professional point of view...).
- Educational Practices: Description of teaching practice implemented during the internship; educational choices and reflections on practice. For example: I suggested to the children to make ...
- Self: Expression of emotional aspects, difficulties, objectives to be achieved, future projections. For example: I too have the same problems in assessing.
- Artefacts and tools: Reference to the curriculum and address book, map, diary, forums and communities of practice. For example: The construction of a map has facilitated the structuring of my project work

The Codebook is reported also in Appendix II. Doubts and problems concerning the definitions of the categories, or categorization of specific cases were discussed during the research (Schilling, 2006), making interactive and consistent categorization.

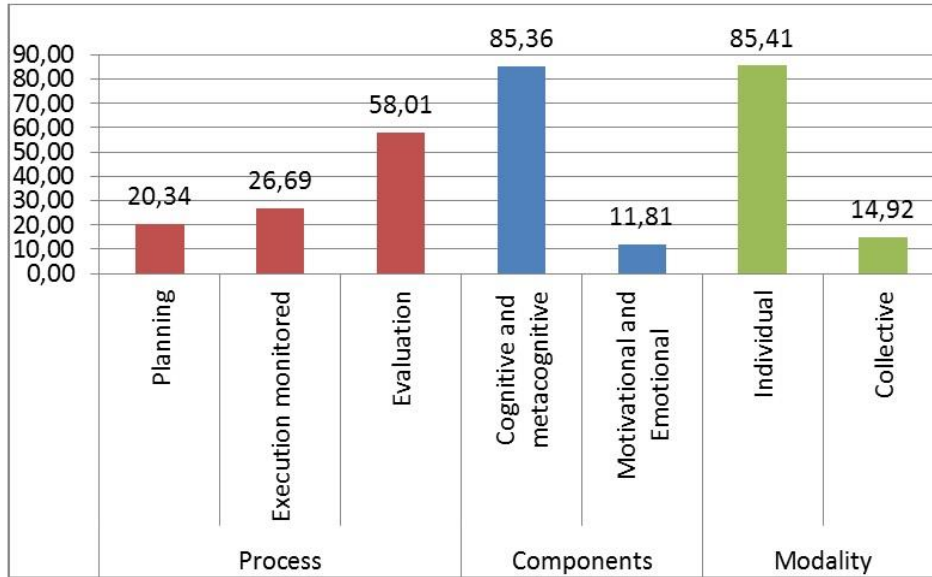
Results

Below we present the results of the study, divided into two sections in relation to the two research questions considered.

To track down SRL in teacher students' post

The codebook with the SRL dimensions and sub-dimensions have been applied to the total corpus data (326 posts by the three teachers' students). From the results, it appeared that only 256 segments of the 326 total contained SRL elements. In Figure 1 we can see the distribution of occurrences of the dimensions and sub-dimensions of the SRL.

Figure 1: Occurrence of SRL dimensions in the posts

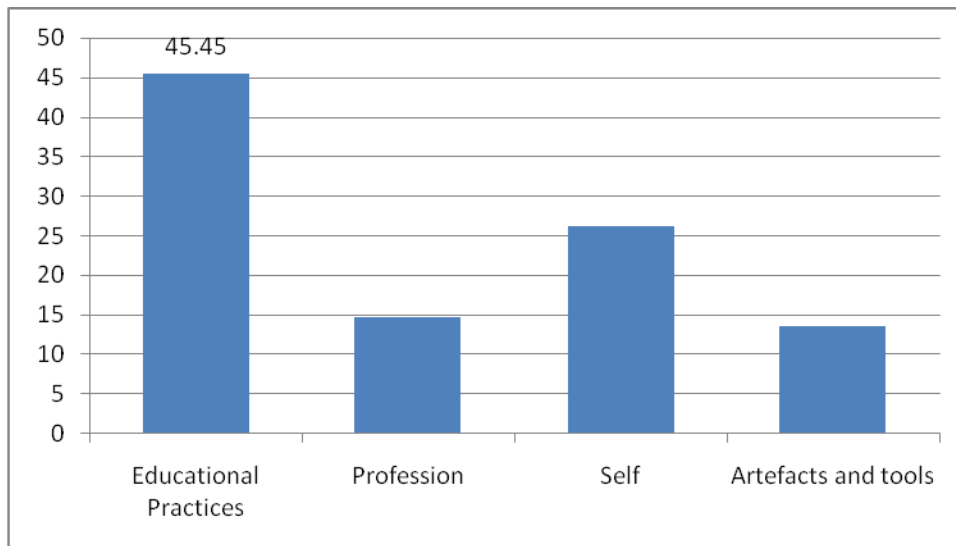


About the Process of SRL the Evaluation is the more frequent dimension (58.01%) with respect to the Planning (20.36) and the Execution (26.69), indicating a continuous activity of reflection on the activities. About the Component, Cognitive and met cognitive (85.36%) have a high occurrence respect Motivational and Emotional dimensions (11.81). About the Modality of work Individual dimension (85.41%) is more representative respect Collective (14.92).

Expression of SRL in relation the topics discussed

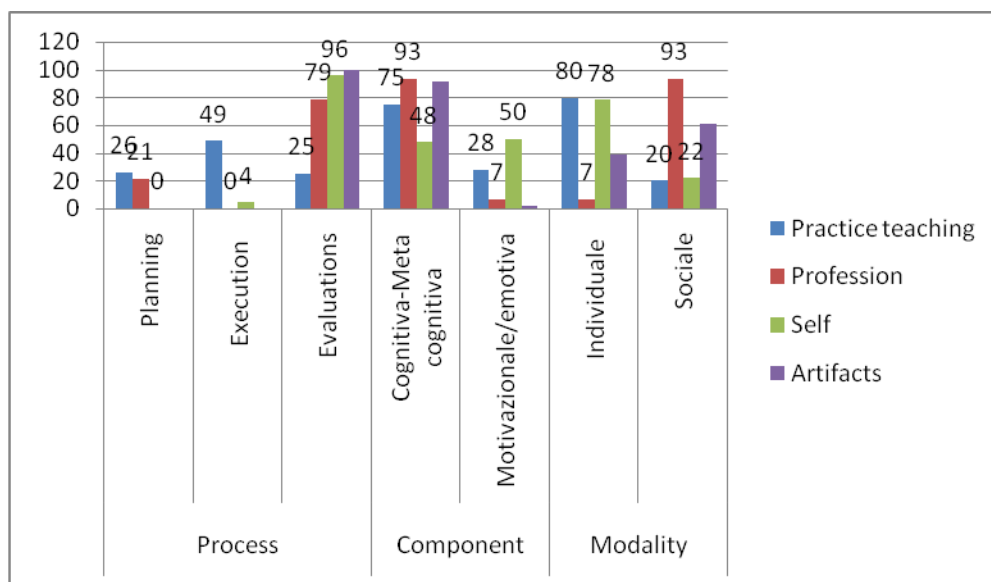
The categories identified by the thematic analysis were applied to the total of the corpus data of the three selected profiles (Figure 2).

Figure 2: Distribution of topics in the corpus data



The analysis showed how Educational Practices had a percentage of 45%; Profession about 14%; self about 26 % and Artifacts and Tools 13 %. Finally, we reported the distribution of the various aspects of the SRL with respect to the four topics (Practice teaching; Profession, Self and Artifacts) in a co-occurrence analysis, as we can see in Figure 3

Figure 3: SRL with respect to the four topics



Here we see how different issues were discussed in relation to the various components of the SRL. The Practice teaching was discussed more frequently in terms of Execution (49%), in cognitive-metacognitive (75%) and Individual prospective (80%).

The profession was discussed in terms of evaluation (79%), cognitive and Metacognitive (93%) and social (93%) prospective.

The Self was discussed more in evaluation component of SRL (96%), motivational and emotive component (50%) and in individual terms (78%).

Finally, Artefacts were discussed in evaluations (96%), cognitive-metacognitive (92%) and social 60 %.

So, we can observe how Teaching practices and self were discussed in more personal perspective, while when discussing the Profession and the Artefacts were more socially shared.

For a summary, from the analysis of the SRL we see that the Cognitive dimensions are more frequent. Individual is privileged to a reference to himself and to his own experience. The Social aspect prevails in talking about the profession, seen as a concept to be negotiated with the intervention of others to open up new perspectives and comparisons. Also the artifacts are discussed in more social perspective, having an instrumental role to the goal of the community. In teaching practices and in the Self the discussion are more personal terms, being linked to the first-person account of their experiences in classes or aspects of personal growth and professional.

Conclusion

In this paper we have tried to track aspects of Self-Regulated Learning (SRL) in asynchronous text of a university online learning course. In particular, we have performed two analysis to identify aspects of SRL expressed in online learning environment for teacher students and how the expression of the SRL

vary in relation the topics discussed. The study was conducted on a corpus data of posts in an online learning environment for teacher training.

From the methodological point of view, we can consider that the exploration of SRL through the analysis of the written text is proposed as a complementary method with respect to other traditional methods (questionnaires and interviews). Indeed, the textual analysis of the messages makes possible a direct observation of the learning process and is not mediated by the opinions of those involved (Dettori, Giannetti & Persico, 2006). Considering this, future research will be addressed to analyze the SRL component in relation to individual learning style.

To be considered also that the presence of the elements of the SRL, activated thanks to the course, not in themselves prove the development of such skills in different context: the identification of these SRL dimensions may be the first point to support the development of such competence in online learning environment. Such skills are not acquired in a single session, but there is the need for repeated practice before internalizing the skills and automate (Schraw & Moshman, 1995; Veenman et al, 2006).

Finally, from a practical point of view, this study can support tutor and teachers in a more personalized monitoring of themes and conceptual changes during online learning courses. In the same time it stresses the role of design mode of online learning environments, providing forms of scaffolding for an effective learning (Azevedo, Cromley, Thomas, Seibert and Tron, 2004; Kester & Kirschner, 2009; Persico, Manca & Pozzi, 2012).

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**Maternal attachment and Malaysian adolescents' social responsibility:
Path analysis on authoritative parenting as mediator**

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ABSTRACT

Concern about a declining sense of social responsibility among adolescents in Malaysia prompted the present study. We examined the relationship between maternal attachment, authoritative parenting and social responsibility, and explored the role of authoritative parenting as mediator between maternal attachment and social responsibility among adolescents. This study adopted a cross-sectional design using surveys. A total of 962 adolescents from Malaysia participated in the study. Empirical data were collected through self-reported questionnaires. Findings indicated that maternal attachment is positively related to authoritative parenting, and maternal attachment and authoritative parenting are positively related to social responsibility. The findings also revealed that authoritative parenting was a partial mediator between maternal attachment and social responsibility. The findings highlight the important role of mothers in fostering adolescents' social responsibility. The study concludes that adolescents experiencing strong maternal attachment and authoritative parenting are more likely to demonstrate socially responsible behaviour than those who lack such experiences.

Keywords: adolescents, maternal attachment, mediator, authoritative parenting, social responsibility

Introduction

Adolescence is a critical period commonly characterized by high-risk behaviours, conflict with parents (Kaplan, 2004), and tremendous emotional, physical, and self-identity changes (Huffman, 2007). Immaturity and a natural curiosity may lead to negative behaviour that can escalate over time, as revealed in Royal Malaysian Police reports (Hariati, 2010). According to the most recent reported police statistics, adolescent involvement in crime increased from 1,409 instances in 2009 to 1,947 in 2010, causing the index for crime involving adolescents to increase by 38% (*The STAR Online*, 2011). These statistics demonstrate a worrisome trend and seem to indicate a declining sense of social responsibility among adolescents.

Social responsibility is a social skill, which enables adolescents to define who they are and what their role is as part of the community (Berman, 1990). Adolescents with social responsibility possess higher self-efficacy and achieve more than those who are less socially responsible (Scale, Blyth, Berkas, & Kielsmeier, 2000; Reed, Jernstedt, Hawley, Reber, & DuBois, 2005; Nakamura & Watanabe, 2006). They are more concerned for other people (Scales et al., 2000) and less involved in negative behaviours (Youniss, McLellan, & Yates, 1997).

Mothers are labelled the “first teachers” and “cultural bearers” who impart life knowledge and values to children (Mazuru & Nyambi, 2012). Some interest has focused on the role of the mother in promoting psychosocial development of adolescents. Those adolescents who have stronger bonds with mothers, and receive more maternal supervision, show higher levels of positive adjustment, such as higher levels

of pro-social behaviours (Day & Padilla-Walker, 2009), self-esteem, social competence, behavioural adjustment (Kim & Cicchetti, 2004), and social responsibility (Brody & Flor, 1997, 1998) and less involvement in delinquent behaviour (Anderson, Sabatelli, & Kosutic, 2007; Leiber, Mack, & Featherstone, 2009). Adolescents who have positive relationships with their mothers perceive their parents as highly supportive, which reflect an authoritative parenting style.

The authoritative parenting style was used in the present study because it is an effective style for bringing up a child (Chao, 2001). Children are more likely to see their mothers as authoritative (Conrade & Ho, 2001). Authoritative parents are more democratic and supportive because they want their children to be assertive as well as socially responsible (Baumrind, 1991). Children of authoritative parents have positive empathy developmental outcomes which are linked to positive social behaviour (Pellerin, 2005; Schaffer, Clark, & Jeglic 2009). However, researchers found inconsistent results that do not clearly show the relationship between parenting style, especially authoritative parenting, and social responsibility among adolescents. For example, Afriani, Baharudin, SitiNor, & Nurdeng (2012) reported that authoritative parenting showed no significant correlation with social responsibility among adolescents. On the other hand, previous research (Baumrind, 1971; Gunnoe, Hetherington, & Reiss, 1999) argued that an authoritative parenting style correlated with social responsibility, and found that authoritative parenting mediated between parental religiosity and adolescents' social responsibility. Both of the studies mainly focused on Western families. Hence, given this ambiguity, this study examined maternal attachment and authoritative parenting to gain a better understanding of their influence on adolescent children's social responsibility.

Furthermore, previous research (Afriani et al., 2012; Kaufmann, Gesten, Santa Lucia, Salcedo, Rendina-Gobioff, & Gadd, 2000) generally employed regression analysis to determine the effect of parenting styles on children's development of social skills such as social responsibility. Unlike previous studies (Afriani et al., 2012; Kaufmann et al., 2000), the present study employs path analysis from the structural equation modelling family. This permits hypothesis testing using multivariate linear causal models that are presumed to "transmit" some of the causal effects of the prior variables onto subsequent variables that indicate association among study variables (Kline, 2011). Hence, this study examines the mediation effect of authoritative parenting in the relationship between maternal attachment and social responsibility among Malaysian adolescents.

There is a scarcity of existing studies, especially in Malaysia, that have simultaneously examined maternal attachment and authoritative parenting to understand their influence on social responsibility among adolescents. The involvement of parents, particularly mothers, represents an important pathway in fostering the social adjustment of adolescents due to parents' increased awareness of their importance in adolescent development. In addition, assisting parents through intervention programs designed to instil positive and effective parenting styles will promote desirable social responsibility among adolescents. Hence, empirical data and published investigations on maternal attachment and authoritative parenting are vital to understand the nature, prevalence, and predictors of social responsibility among Malaysian adolescents, as this information is lacking in established knowledge databases. Overall, the present study investigated the social responsibility in adolescents' behaviour that is deemed necessary, given the complexity and demands of today's social environment, community living, and human interconnections.

Literature Review

Social responsibility is the most important social outcome for young people to have attained by age 18 (Ford, Wentzel, Wood, Stevens & Siesfeld, 1989). Social responsibility is important as it is associated

with the development of the adolescent's identity formation and citizenship. Social responsibility enables adolescents to be active and responsible members of their larger social and political community (Berman, 1997). It helps adolescents to define who they are, where they fit in the world, and builds up their confidence in their sense of agency (the subjective awareness that one is controlling one's own actions in the world) (Berman, 1990; Youniss, McLellan, & Yates, 1997). During middle childhood, children need to gain a sense of self-worth that will help them during the emotional turmoil of adolescence (Brody, Flor, & Gibson, 1999). Once they become adolescents, the focus of parents and teachers turns to helping them become socially responsible (Berman, 1997). From a social perspective, a lack of skill in social responsibility may have a profound effect on the individual as well as others (Wentzel, 1991).

With so much research on the relationship between adolescents' attachment to their parents and their social responsibility and behaviour (e.g., Allen, Moore, Kuperminc, & Bell, 1998; Armsden & Greenberg, 1987; Papini & Roggman, 1992), there are still very few studies that have looked at the relationship between attachment and the social responsibility of adolescents. This is an area that should be investigated, as a good parent-child relationship is important for adolescents to develop a strong sense of their own unique identity (Rice, 1990). According to Bowlby (1982) maternal attachment is a need throughout the entire life; for adolescents to have a good self-image and self-worth, they need to have a secure attachment to their parents. The presence or absence of a secure attachment has been shown to affect many psychological and social characteristics of adolescents and young adults (Fraleay & Davis, 1997; Larson, Richards, Moneta, Holmbeck & Duckett, 1996).

Recent research has shown that the quality of the relationship between mothers and adolescent is important in the development of social skills among adolescents (Holmes, Dunn, Harper, Dyer, & Day, 2013). For instance, a positive relationship between mothers and adolescents was correlated with lower levels of internalizing and externalizing behaviour (Kim & Cicchetti, 2004), social competence (Kenny & Gallagher, 2002), and pro-social behaviour and hope in higher levels (Day & Padilla-Walker, 2009). In addition, a positive relationship between parent and child contributes to the child's development of positive skills such as social responsibility (Brody & Flor, 1997, 1998; Fanti, Henrich, Brookmeyer, & Kuperminc, 2008; Sheeber, Davis, Leve, Hops, & Tildesley, 2007; Wills, Resko, AINETTE, & Mendoza, 2004).

In contrast, adolescents who have not had a secure childhood and a positive relationship with their parents often do not succeed in social relationships. They have trouble making friends, resolving conflicts or controlling their emotions (Mallinckrodt, 2000). Empirical work has shown that poor-quality experiences with attachment figures seem to be related to negative behavioural outcomes (Sroufe, 1997).

Authoritative parenting has been shown to be the optimal parenting style. The literature consistently shows that parents using the authoritative style have the most success in raising well-adjusted, responsible adolescents (Maccoby & Martin, 1983). These studies (Baumrind, 1991; Gray & Steinberg, 1999; Grolnick, Ryan, & Deci, 1991; Kaufmann et al., 2000) have observed that children of attentive, loving and demanding parents tend to be successful in many life challenges, including academic performance, school activities, avoidance of drug abuse and overall psychosocial adjustment.

Although there has been very little research on the effect of parenting styles on social responsibility, per se, among adolescents, there is still evidence showing that parenting styles are related to attributes of social responsibility such as social competence and concern for the social welfare of others (Baumrind, 1980; Conrad & Hedin, 1981; Scales et al., 2000). Previous studies found that adolescents who considered their parents as authoritative had higher level of self-esteem (Jackson, Henriksen, & Foshee, 1998; Milevsky, Schlechter, Netter, & Keehn, 2007), self-regulation (Purdiea, Carroll, & Rochea, 2004;

Zeinali, Sharifi, Enayati, Asgari, & Pasha, 2011), self-worth, sympathy (Laible, Carlo, & Roesch, 2004) and self-efficacy (Nebbit, 2009; Turner, Chandler, & Heffer, 2009)

Social competence in children and adolescents is seen most often when their parents use an authoritative parenting style (Baumrind, 1978), show warmth and concern for them (Davidov & Grusec, 2006), and the children have a secure attachment to the parents (Jones, Eisenberg, Fabes, & MacKinnon, 2002). In addition, some studies have observed that children whose parents use an authoritative parenting style are more successful in school (Baumrind, 1967; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994; Steinberg, Mounts, Lamborn, & Dornbusch, 1991). At least one study has investigated the cause of this relationship (Spera, 2005).

However, existing literature contains only a few studies that examine the relationship between parenting style and social responsibility behaviour (Baumrind, 1971; Gunnoe et al., 1999). A study conducted by Schmid (2012) also found that authoritative parenting had a significant positive effect on social responsibility for both male and female adolescents. In addition, when parents were authoritative, not only were adolescents more socially responsible, they and their parents also viewed their relationship in a much more positive light than families did who used other parenting styles.

Conversely, a study by Afriani and colleagues (2012) found that the authoritarian and permissive parenting styles were significantly related to social responsibility among adolescents, but, surprisingly, authoritative parenting had no significant correlation with social responsibility.

Research Objectives and Research Hypothesis

The present study had two objectives. First, the study aimed to examine the relationships among maternal attachment, authoritative parenting, and social responsibility. Second, the study aimed to explore authoritative parenting as mediator. The study hypothesized that (a) maternal attachment is positively related to authoritative parenting; (b) maternal attachment is positively related to social responsibility; (c) authoritative parenting is positively related to social responsibility; (d) maternal attachment has a direct effect on social responsibility; (e) authoritative parenting has a direct effect on social responsibility; (f) maternal attachment has an indirect effect on social responsibility through authoritative parenting.

Research Method

Sampling procedures

Data for the present study was a subset of a nationwide study by Baharudin (2012) entitled "Social Responsibility amongst Urban and Rural Youths: A Strengths-Based approach in Malaysia. This cross-sectional survey comprised Form 4 students from five selected states (Kelantan, Kedah, Johor, Sabah, and Selangor) who were attending daily schools in 2012. The original survey employed a multistage design, specifically, the probability proportional to size (PPS) sampling technique, at three stages with a cluster size of 40 students. Stages identified were the locality, state, and district level, which resulted in selecting 25 secondary schools and 1,008 students for the study. The survey was conducted by trained enumerators between May and June of 2012.

Sample

The frequency distribution of respondents ($n=962$) which comprised 403 (41.9%) males and 559 (58.1%) females. All of the respondents were from intact families with moderate family size (mean = 3.61 siblings, $SD = 1.14$). On average, the family income of respondents showed mean = RM3339.95 ($SD = 4323.87$). Most of the respondents came from low to medium income families as the standard minimum cost of living is RM 2500 for East Malaysia; RM3500 - RM4000 for West Malaysia (The Malaysian Insider Team, 2013). As for level of education, the majority of the respondents' mothers received formal education up to secondary school level (63.2%).

Translation and Instrumentation

Translation

Original scales in the English version were translated by the research team and experts in the field of family and parenting ecology. A forward-backward procedure was used to translate the scales into Malay. Two panels of translators were involved in the procedure. The first panel translated the English version into Malay and the second retranslated it into English. The two versions were then reviewed by an expert team and adapted for effective communication to the sample.

Instrumentation of Maternal Attachment

The Inventory of Parent and Peer Attachment (IPPA) was used to measure the adolescents' perception of maternal attachment (Armsden & Greenberg, 1987). The original inventory contained 28 questions relating to parents, and 25 relating to peers, resulting in two possible scores, one for each category. The revised version also contained 25 questions relating to the mother, so there were three possible scores, one for mother, one for father and one for peers. However, only maternal attachment questions were used in the present study. The instrument was a self-report questionnaire with a 5-point Likert scale response format ranging from *almost never or never true* (1) to *almost always or always true* (5). Although IPPA made up of three subscales which are trust, communication, and alienation, however, Greenberg (2009) recommended that researchers use a summative score for this revised version of IPPA. Therefore, the possible range for the IPPA was 25 to 125, with higher scores indicating more positive perception of adolescents toward their relationships with their parents. Higher scores represent a stronger attachment. As shown in Table 1, the IPPA has an acceptable level of interval consistency (i.e., more than 0.5, as suggested by Kerlinger & Lee, 2000). The reliability of the inventory of maternal attachment is $\alpha = .88$.

Table 1. Sample items and reliability of inventory of parent attachment (IPPA)

Sample Item	Cronbach's Alpha	Item
My mother respects my feelings.	0.71	25
I feel my mother does a good job as my mother.		
My mother accepts me as I am.		

Instrumentation of Authoritative Parenting

Adolescents' perception of their parents' authoritative parenting style was assessed using the Parental Authority Questionnaire (PAQ; Buri, 1991). The 30-item PAQ was rated on a 5-point Likert scale, ranging from *strongly disagree* (1) to *strongly agree* (5). There were two identical forms with appropriate sex references to fathers and mothers, each measuring prototypes of parental authority (authoritarianism, permissiveness, and authoritativeness) based on 10 items. The scale was scored by summing the individual items to compare subscale scores. Scores on each subscale ranged between 10 and 50. Higher scores indicated a greater level of parents' exercising this parental authority prototype. In the present study, the reliability of PAQ for authoritative parenting was $\alpha = .70$. The sample items of the scale and its reliability are presented in Table 2.

Table 2. Sample items and reliability of parental authority questionnaire (PAQ)

Sample Item	Cronbach's Alpha	Item
As I was growing up, my mother would get very upset if I tried to disagree with her.	0.61	10
As I was growing up, my mother let me know what behaviour she expected of me, and if I didn't meet her expectations, she punished me.		
My mother has always encouraged me verbally and provided give and take whenever I have felt that family rules and restriction were unreasonable.		

Instrumentation of Social Responsibility

A modified version (Afriani et al., 2012) of the 21-item Social and Personal Responsibility Scale (Conrad & Hedin, 1981) was used to measure the social responsibility of Malaysian adolescents. All items were rated on a 5-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (5). Respondents' scores were determined by summing all individual item scores after reversed coding is completed on items 4, 9, 11, 12, 14, 15, 19 and 20. Higher scores represent higher social responsibility. In the present study, the reliability of this instrument was $\alpha = .70$. The sample items of the scale and its reliability are presented in Table 3.

Table 3. Sample items and reliability of social and personal responsibility scale.

Sample Item	Cronbach's Alpha	Item
I am like some teenagers who feel bad when they let down people who depend on them.	0.68	21
I am like some teenagers who think people should only help those they know, like close friends and relatives.		
I am like some teenagers who are good at helping people.		

Data Collection

The actual study was conducted by trained enumerators in June and July of 2012. Before the data collection, the researcher secured permission from the author who developed the original questionnaire. The researcher also received permission to conduct the study from the Ministry of Education and secured permission from each of the studied states' Department of Education as well. The researcher telephoned each school and asked for permission to conduct the study from the school principal. If permission was granted, an appointment date and time was established. In addition,

instrument translation from English to Bahasa Malaysia was conducted by three experts in the field of psychology. During the data collection, the enumerators first distributed a packet consisting of (a) an information sheet, (b) an informed consent form, and (c) the questionnaire. Respondents were briefed regarding the study and gave their consent to participate in the study. Respondents completed the self-administered questionnaire; adolescents were asked to report on their personal and family demographic profiles, perceived parenting style, and social responsibility. The questionnaire was administered in groups at the respective schools of the identified respondents. Data collection took approximately two hours. Upon completion, respondents were given a token for their participation in the study.

Data Analysis

1,008 students, age 16 and attending secondary school, were selected from 25 schools. Cases with outliers and incomplete responses were removed. After data screening, 962 data items were retained for further analysis. Data was analysed using the Statistical Package for the Social Sciences (SPSS) version 20, applying Structural Equation Modeling (SEM) with Analysis of a Moment Structure (AMOS) version 18.0 developed by Arbuckle and Wothke (1999). Pearson product moment correlation was used to analyze the relationship between maternal attachment authoritative parenting and social responsibility among adolescents. Meanwhile, path analysis was used to establish the mediating effect of authoritative parenting.

According to Baron and Kenny (1986), several conditions must exist to develop mediation relationship in the present study. In the first equation, the independent variable (maternal attachment) must affect the mediator (authoritative parenting). In the second equation, the independent variable (maternal attachment) must be shown to affect the dependent variable (social responsibility). Finally, in the third equation, the mediator (authoritative parenting) must affect the dependent variable (social responsibility). For the predicted directional effect to be proven, the effect of the maternal attachment on social responsibility must be less in the third equation than in the second. Perfect mediation exists when the independent variable has no effect in the absence of the mediator (Baron & Kenny, 1986). The evaluation of mediation requires both a direct effect between two constructs as well as an indirect effect through a third construct. Full mediation is found when the direct effect becomes non-significant in the presence of the indirect effect, and if the direct effect is less, but still significant, partial mediation exists.

Thus, due to the lack of multivariate normality, the path estimates were generated using the asymptotically distribution-free (ADF) estimation, which works well with non-normal data and handles violation of multivariate normality (Garson, 2012). Nevertheless, fit indices were not reported due to the saturated model tested. This occurs when a model has zero degrees of freedom, in which the number of free parameters is equal to the number of known values (Kenny, 2014). A bootstrap ADF technique was performed to assess the significance of the indirect effect of maternal attachment to authoritative parenting through social responsibility. In the present study, the 95% of bias-corrected confidence interval to obtain the standard errors, confidence interval, and p values with the number of 2000 were set as bootstrap sample (Garson, 2012). For the indirect effect to be significant, zero is not within the confidence interval (Garson, 2012).

Results

Relationships between maternal attachment, authoritative parenting and social responsibility
Results indicate that maternal attachment is positively related to authoritative parenting ($r= 0.45, p< .01$). In relation to social responsibility, maternal attachment ($r= 0.20, p< .01$) and authoritative parenting ($r= 0.25, p< .01$) are positively related (see Table 4).

Table 4: Correlations between maternal attachment, authoritative parenting, and social Responsibility

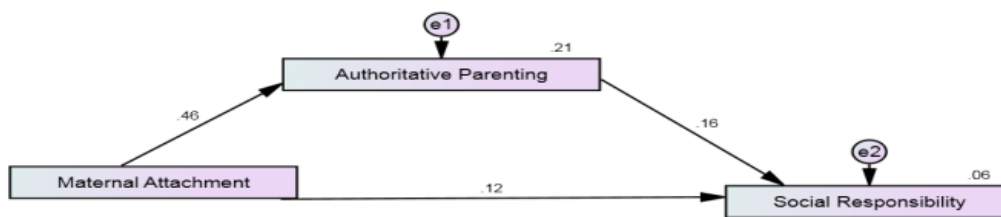
Variable	1	2	3
1) Maternal Attachment			
2) Authoritative Parenting	.45**		
3) Social Responsibility	.20**	.25**	
4)Mean	90.28	36.25	67.72
5)SD	14.12	4.49	5.62

**Correlation is significant at the 0.01 level (2-tailed).

The role of authoritative parenting as mediator

As illustrated in Figure 1.0, the squared multiple correlation (R^2) for authoritative mother and social responsibility were .21 and .06, respectively. The value indicates that 21% of the variability in authoritative mother can be explained by maternal attachment whereas maternal attachment and authoritative parenting can explain 6% of the variability in social responsibility.

Figure 1.0 Path analysis for the path model of Social Responsibility among adolescents.



Based on Table 5, the direct effect from maternal attachment to social responsibility was statistically significant at .001, while the direct effect from authoritative parenting to social responsibility also statistically significant at .001. The indirect effect of maternal attachment to social responsibility through authoritative parenting was .09 (see Table 5). The non-zero confidence interval indicated that the indirect effect was statistically significant. Therefore, the significant direct effect from maternal attachment to social responsibility reduced after the presence of authoritative parenting. This result indicates that authoritative parenting was a partial mediator.

Table 5: Standardized direct and indirect effects on social responsibility

Determinant	Effect	Standard error	Confidence Interval
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Direct effects			
Maternal Attachment	.11***		
Authoritative Parenting	.45***		
Indirect effect			
Maternal Attachment	.09***	.02	.06 .12***

***Significant level at .001

Discussion

Findings of the study indicated that maternal attachment is positively related to authoritative parenting. In relation to social responsibility, maternal attachment and authoritative parenting are positively related. This supported the predicted hypotheses that (a) maternal attachment is positively related to authoritative parenting; (b) maternal attachment is positively related to social responsibility; (c) authoritative parenting is positively related to social responsibility, were supported. This positive relationship between maternal attachment and authoritative parenting is supported by previous studies (Casas, Weigel, Crick, Ostrov, Woods, Jansen Yeh, 2006; Meng, 2011; Roelofs, Meesters, TerHuurne, Bamelis, & Muris, 2006). These studies reported that attachment is usually correlated with parenting style, since attachment and parenting styles are important indicators of the quality of parent-child relationships. They reflect how well the parents meet the needs of the child and how the child perceives the parents. The behavioural dimension of attachment is instantiated by the support offered by the caregiver in stressful situations. In addition, studies (Gunnoe et al., 1999; Kaufmann et al., 2000; Spera, 2005) supported the positive relationship between maternal attachment, authoritative parenting and social responsibility, citing authoritative as the ideal style to promote social competencies and produce beneficial effects for adolescents. Authoritative parenting is significantly associated with positive developmental outcomes among children, such as social responsibility (Belsky, 1984; Baumrind, 1991, Gunnoe et al., 1999). The interaction between parents' demand and nurturance promotes the attributes of social responsibility. In a more specific way, parents who combine consistent demands with verbal reasoning and explanation promote a high level of their children's moral reasoning and internalization of values, while at the same time parental warmth motivates children to comply and self-regulate (Carlo, McGinley, Heyes, Batenhorst, & Wilkonson, 2007). This is in line with previous studies (Gunnoe et al., 1999; Schmid 2012) which found a positive significant relationship between authoritative parents and social responsibility of adolescents. This means the more the parents are authoritative, the more their adolescents are socially responsible. However, the study conducted by Afriani and colleagues (2012) found that there is no significant correlation between authoritative parenting and social responsibility of adolescents. Cultural values may create differences in child socialization as that study was done in Banda Aceh, Indonesia. As in the cultural framework of Hofstede (2001) people in different countries are guided by different beliefs, customs, moral and ethical standards.

Findings in the study indicated that authoritative parenting was a partial mediator in the relationship between maternal attachment and social responsibility. This supported the predicted hypotheses that (d) maternal attachment has a direct effect on social responsibility, (e) authoritative parenting has a direct effect on social responsibility, (f) maternal attachment has an indirect effect on social responsibility through authoritative parenting. This finding has some similarity, with respect to the effect of authoritative parenting as a mediator, to the study conducted by Gunnoe and colleagues (1999), which indicated that authoritative parenting is a partial mediator in the relationship between parental religiosity and social responsibility among adolescents. The result of structural equation modelling in that study indicated both a direct and indirect effect of mothers' and fathers' religiosity on adolescent social responsibility, mediated by authoritative parenting. A prior study by Aunola, Nurmi, Onatsu-Arvilommi, & Pulkkinen (1999) indicated that mothers and fathers used different child-rearing patterns and it was more typical to find authoritative mothers than authoritative fathers. Mazuru and Nyambi (2012), who

stated that mothers are caregivers and nurturers, spend more time with their children, and are more caring towards them than are fathers, supported this finding. Mothers are more knowledgeable about and more sensitive towards the pressures and stresses among their children (Mazuru & Nyambi, 2012). In addition, authoritative parents related to a more positive perception of relationship quality between parents and children as well as to social responsibility among adolescents.

Implications

As discussed previously, research on how maternal attachment and authoritative parenting styles influence social responsibility in adolescents in Malaysia is quite scarce. Therefore, this study fills the gap in the literature and provides valuable empirical evidence on the role of a mother and her parenting style in shaping the social responsibility of adolescents in Malaysia.

Practically, schools need to include more than just social responsibility when they develop their curricula. They should strive for a whole-person approach in a comprehensive package of instruction. In addition, teachers should use positive discipline practices. The use of threats, punishment and extrinsic rewards only have a temporary effect on behaviour and do not teach the students how to be socially responsible, or to help them internalize it. Teachers who use the same kind of skills that we see in authoritative parenting, i.e., clear expectations and willingness to discuss rules, accompanied by a caring attitude, are most likely to help students achieve better school performance and become socially responsible. The U.S. Department of Education offers a program, Positive Behavioural Interventions and Supports, which helps teachers to learn these skills. (Luiselli, Putnam, Handler, & Feinberg, 2005; Metzler, Biglan, Rusby, & Sprague, 2001).

Furthermore, the present study focused on adolescents' development of social responsibility and parents play an important role in such development. Successfully achieving social responsibility will have beneficial effects on adolescents' behaviours, which in turn will have positive implications for the individual, family, society, nation, and possibly beyond. It is also important to provide parents with the knowledge and tools needed to help their children become socially responsible adolescents. Parents should understand the needs of adolescents and the optimal way to rear their children; in this way, they can improve the quality of their parenting style and communicate well with their children. The optimal parenting style for rearing children is acknowledged to be an authoritative style. In sum, the present study supports the theory of parenting typology by Baumrind (1966) where the authoritative style serves as mediator between maternal attachment and social responsibility in adolescents.

Moreover, there is a need to coordinate the efforts of parents, teachers and the community. A community environment that emphasizes respect for others and responsibility, and a school environment that encourages open discussion, sharing of feelings, the exchange of ideas and social service, will encourage the desired behaviour. However, extra effort should be made to promote social responsibility among adolescents in Malaysia. In sum, with this finding, educators and policy makers need to formulate programs that include community-based learning processes that concern the welfare of others, feeling obligated to act responsibly, developing pro-social behaviour, and behaving in an integrative manner (Conrad & Hedin, 1981). Finally, this study highlighted the importance of promoting research in Malaysia on the positive outcomes of adolescents.

Limitations

A number of shortcomings limit broad application of the present findings. First, the study relied on self-reported data from adolescents. However, reports only from adolescents' perspectives might not offer accurate measures of the construct. Second, the researcher found that the questionnaire was difficult to understand for adolescents as some of them do not understand Bahasa Malaysia.

Third, the reliability and validity of the information obtained depend on the honesty of respondents while answering the questionnaire. The researcher found that some respondents did not answer the questionnaire honestly.

Fourth, the present study examined how mothers influence the social responsibility of adolescents. However, the study did not examine the combination of or differences in paternal and maternal styles in relation to adolescents' social responsibility. Fifth, the cross-sectional design of the study limits a causal conclusion that the mother's authoritative style plays the role of mediator.

Conclusion

In line with the literature review, the findings from the present study support the idea that maternal attachment and an authoritative parenting style are significant agents of social responsibility among adolescents. In addition, maternal attachment and authoritative parenting play an important role in children's developmental outcomes. Furthermore, different types of parenting styles and patterns of attachment are associated with different children's outcomes. Based on previous research, an authoritative style is best for nurturing children because the children will be healthier and more competent than if another parenting style is used. Understanding the relationship is valuable and will help those who work with adolescents in planning, designing, or implementing preventive intervention programs to enhance positive development for families and adolescents who are at risk. This study also provides awareness for parents of the importance of their involvement in enhancing the development of social responsibility in adolescents.

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Role of Parenting and Self - Esteem in Promoting Academic Grades among Undergraduate Students

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Abstract

The present study was planned to identify the core predictors of academic grades among undergraduate students. In this research parenting and self-esteem were considered as core predictors of academic grades among undergraduate students. In order to saturate the idea, a sample of (N=150) students were taken by using convenient sampling technique. (PAQ) and Self-esteem scale was used to attain our research data. Collected data was analyzed by SPSS. The regression analysis reveals a considerable links between self-esteem and students' academic grades. It also revealed that the authoritative parenting was positively linked with academic grades. Similarly the authoritarian parenting was insignificantly related with academic grades. Overall results concluded that the level of self- esteem and a particular type of parenting i.e. authoritative parenting predict the academic grades among the undergraduate students. Finally the findings suggested that in order to enhance the academic grades, it is crucial to provide healthy parenting style and groom the self-esteem level of the students.

Keywords: Authoritative, Parenting, Self-esteem, Academic grades, Undergraduate students.

Introduction

In the past many mentalists, philosophers and academicians have always been struggling to explore the factors that predict the secrets of success (Reddy, 2005). In every sphere of life, different patterns of human behaviours are obvious. Usually, the persons with higher IQ level and with healthy emotions are considered as successful in academic domain (Zheng, 2011). But these psychological constructs are not at all predictors of success and failure for the individuals. It has been observed that the students who are considered as intelligent and astonishing also encounter failures, dissatisfaction and depressiveness in their lives. On the other hand, those who are supposed as average or not very much intelligent can obtained good grades in studies. To know the facts of success and failure, the recent scientists and psychologists have chiefly focused on the role of parenting ways of grooming their children and role of self-esteem (Sternberg, 2001). The slogan of this current research is that parenting and self-esteem are core predictors of academic grades. Baumrind (1991) claimed that there are four basic parenting styles. The parents with Authoritarian style enforce many rules and statues. Such parents are highly conscious about the positive outcomes. On the whole, authoritarian parents are very austere. Permissive parents believed on autonomy and claims for equality among their children. They impose few rules for their children and engaged them in creative and decision making processes. Authoritative parents tend to be assertive and follow some values for their children. They are supportive, kind and perfect to groom their children. Another contributing factor to promote the academic grade is self-esteem. The children

with higher level of self-esteem have a tendency of assertiveness and creativity. Self-esteem is a cornerstone to promote academic grades. Lower level of self-esteem results as a hurdle in remarkable performance (Perera, 2011). Educationists and researchers agreed that a particular parenting style is important for successful and healthy life. In this regard the question is what are the core factors or features of healthy and good parenting. Many educationists and academicians had reported this question and claimed that effective parents provide academic home environment to their children (Campbella & Vernab, 2007). A study identified that self-esteem and self-identity are important predictors of academic grades, quality in education (Griffiths, 1993). The role of parenting and self-esteem is also probed by Bootha and Gerardb (2011) in England. They reported that parenting and self-esteem linked with good academic outcomes of school children.

Alveset (2002) pointed out the positive relationship of academic grades with self-esteem and parenting. They concluded that students with lower level of self-esteem obtained poor grades and they remain socially isolated and not take an active part in school activities. They also remain shy, lonely and feel inferior as compared with other students.

Methodology and Objectives of the Study

Good Parenting and self-esteem is considered vital for healthy mind. The healthy mind is best fit with academic high grades. As many studies highlighted the significant factors of academic grades, similarly the current study carried out to explore the role of parenting and self-esteem with student's school grades. There are three objectives of the study. The first one is, to find out the links of parenting and self-esteem in relation with academic grades among undergraduate students. The second objective is, to check the role of parenting and self-esteem in promoting academic grades among genders and the final objective is, to identify the most pivotal parenting style related to academic grades among undergraduate students.

Hypotheses of the Study

It was hypothesized that:

H: Parenting and self-esteem is significantly related with good academic grades among undergraduate students.

H: Parenting and self-esteem plays a significant role in promoting academic grades among boys and girls.

H: A specific parenting style is significantly correlated with maximum academic grades among undergraduate students.

Methodology and Sample

A total of 150 participants were selected for the current study. All participants were randomly recruited from Bahawalpur. Data was collected from both genders boys and girls having the age of 14-20 years.

Measures and Covariates

To measure the desired variables (PAQ) and self-esteem scale were used. Both scales were valid and reliable and operationally measure the desire variables of the current study.

Inclusion & Exclusion Criteria

The undergraduate students of different colleges with the age range of 14-20 years were included in this research. The data was collected from male and female students of different colleges. All those turn aside from the criteria were excluded from the research.

Data and Results

The results were analysed by SPSS and represented in four tables. The discussion was done on the basis of the calculated results.

Table 1: Regression analysis of parenting style and academic Grades

Model	Unstandardized Coefficients		Standardized Coefficients			Correlation		
	B	Std. error	Beta	T	Sig	Zero order	Partial	Part
Constant	157.313	45.555		3.453				
Authoritarian boys	-1.828	.966	-.513	-1.892	.088	-.513	-.513	-.513
Constant	18.247	13.670		1.335				
Authoritarian girls	.891	.308	.675	2.894	.016	.675	.675	.675
Constant	117.339	17.883		6.56				
Authoritative boys	-1.027	.393	-.333	-2.615	.011	-.333	-.333	-.333
Constant	74.072	23.677		3.128				
Authoritative girls	-7.960E-02	.520	-.020	-.153	.087	-.020	-.020	-.020
Constant	71.500	6.357		11.247				
Permissive boys	-.250	.144	-.655	-1.732	.158	-.655	-.655	-.655
Constant	.500	.000		-				
Permissive girls	1.500	.000	1.000	-	-	1.000	1.000	1.000

(Note) Among all other parenting styles the authoritative style is considered to be more closed to grasp positive academic outcomes. Hence, there is positive affiliation between academic grades and authoritative parenting style and negative relationship between academic grades and authoritarian parenting style.

Table 2: Outcomes by regression between self-esteem and academic outcomes/grades

Model	Coefficients		Coefficients			Correlation		
	B	Std. error	Beta	t	Sig	Zero error	Partial	Part
Constant	58.261	5.371		10.847	.000			
Self-esteem boys	.622	.280	.252	2.221	.029	.252	.252	.252
Constant	43.096	7.658		5.627	.000			
Self-esteem girls	1.288	.386	.364	3.341	.001	.364	.364	.364

Regression represented in Table 02, self-esteem is significant predictor of academic achievement of female at statistical value of ($\beta=1.288$, $P=.001$, $p<\alpha$) and among male under-graduate students at statistical value of ($\beta=.622$, $P= 0.029$, $p<\alpha$). This shows a positive relationship between academic achievement and self-esteem.

Table 3: Statistical correlation of academic grades and parenting style among gender.

	Marks %age of boys	Marks %age of girls	Boys	Girls	Boys	Girls	Boys	Girls
Pearson correlation								
Marks %age of boys	1.000		-.513		-.333		-.655	
Marks %age of girls		1.000		.675		-.020		1.000
Authoritarian boys	-.513		1.000					
Authoritarian girls		.675		1.000				
Authoritative boys	1.000				1.000			
Authoritative girls		1.000				1.000		
Permissive boys	-.655						1.000	
Permissive girls		1.000						1.000
Sig(1-tailed)								
Marks %age boys	-		.044		.004		-	
Marks %age girls		-		.008				-
Authoritarian boys	.044		-					
Authoritarian girls		.008		-				
Authoritative boys	-				.004			
Authoritative girls		.439				.439		
Permissive boys	.079						.079	
Permissive girls		-						.000

The above captioned statistical analysis depicted that the Authoritative parenting style was related with academic grades.

Table 4: Correlation of Academic Grades and self-esteem among boys and girls

	Marks %age of boys	Self-esteem of boys	Marks %age of girls	Self-esteem of girls
Pearson correlation				
Marks %age of boys	1.000	.252		
Self-esteem of boys	.252	1.000		
Marks %age of girls			1.000	.364
Self-esteem of girls			.364	1.000
Sig (1-tailed)				
Marks %age of boys	-	.015		
Self-esteem of boys	.015	-		
Marks %age of girls			-	.001
Self-esteem of girls			.001	-
N				
Marks %age of boys	75	75		
Self-esteem of boys	75	75		
Marks %age of girls			75	75
Self-esteem of girls			75	75

The above results showed significant links of academic grades and self-esteem.

Discussion and Conclusion

Current study was carried out to check the role of parenting and self-esteem in relation with academic grades among undergraduate students. Originally the concept of Self-esteem was coined by William James in 1890. This construct is to be considered as a vital in predicting individual's personality as well as

the student's academic outcomes. Similarly, Diana Baumrind acknowledged that parenting is one of the more important steps for the development of the children. The results of the current study saturated the ideas of the above well-known thinkers and revealed that there is significant links between self-esteem and Marks/percentage of male and female undergraduate students. The students with high level of self-esteem exhibit the same progress in their academic domain as well. The results depicted that there is a significant association between self-esteem and academic grades among both genders.

Authoritative parenting style proved as a significant predictor of academic grades among both male and female students. Authoritarian parenting proved as an insignificant predictor of academic achievement. Permissive parenting also proved as an insignificant predictor of academic grades. Over all findings revealed that parenting and self-esteem concluded as crucial predictors of academic success. Hence it is proved that in order to grasp the good academic results there is a need to remove the hurdles of bad parenting and low level of self-esteem.

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Familial Commitments & Professional Efficiency: Family-to-Work Interference

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Abstract

The present study tends to investigate the key aspects needed for employees to become productive within the organization. Performance usually represents output of employees through two major indicators i.e. punctuality and dedication. These indicators are deemed as significant contributors of overall job performance. The study contributes in exploring the effects of family commitments on punctuality and dedication of employees in their jobs. Familial bond is considered as a key societal relationship in effecting human resources from various perspectives. Different studies are conducted to understand work-family conflicts and their effects on employees' efficiency as well as effectiveness. These studies revealed that punctuality and dedication are influenced by different factors, where 'environment at home' is found as the key factor. Similar to the previous studies mainly conducted in western culture, results of the present study authenticate the proposed relationship between familial commitments and professional efficiency of employees. Moreover, effects of children on employee's performance are noteworthy as infancy period needs extensive attention.

Keywords: *Familial Commitments, Dedication, Punctuality, Work Performance, Environment at Home, Cooperative Partner*

Introduction

Organization is set of entities which work coherently for attainment of some goals. Job definition and job description in a social organization is formed due to family alignment, take place through a special dynamic group approach where communication and research come off in a complex way. Although there are societies in which interaction among the family members is little and burden remains on senior member of family who guide the newly associated couple. In general tasks are defined and positions are specified in newly established organization of the two people which may be a strategic decision and is said to be critical for healthy society. Sense of responsibility is developed in two merging creatures through the process of socialization. For males, family commitment (FC) is significant factor which largely influence the association level towards their workplace obligations.

Veronika & Aaron (2013) discussed that bond of conjugality resembles synergy in the outcome after merger happens. Synergy initiates cooperation with each other to have edge over others so that competitors' challenging moves are countered with confidence and trust. Synergy enhances the

potentials of both partners through cooperation, trust and care. Control over future issues increases manifold due to faith and confidence of partners on each other and are determined to be committed. According to Hege & Bungum (2015) family union is not simple relationship but in complexity it is similar to organizational merger and acquisition. Merged entities should have some protocol to work harmoniously with each other to avoid conflicts. If capitalized properly hidden potentials and skills of two partners may support each other. The outcomes are favourable when spouse is cooperative resulting in better on the job performance.

This study examines different sub-scales and other variable types which indirectly or directly influence on the job performance. The most important variable is the home environment (Barbara & Sonja, 2010) which effects personality of a person as well as the new comer. Strength of familial interaction increases when healthy environment is provided to the partners (Rosalind, 2008). Strong social bonds are guarantee of success at home or at office. Commonly believed fact is that technology aware and educated partner's lead a successful relationship (Liisaet *al.*, 2011). These are intervening and moderating variables in complex picture of FC and performance model. Current study also investigates the behaviour of partners working side by side in the same organization. All these variables are discussed in relation to dedication and punctuality which are two main factors contributing in determining performance.

Research Questions

1. Does an association exist between familial commitments and employees' job performance?
2. Does familial commitment have effect on dedication and punctuality of employees towards their profession?
3. Does an educated spouse help her husband to resolve his workplace issues while being at home?

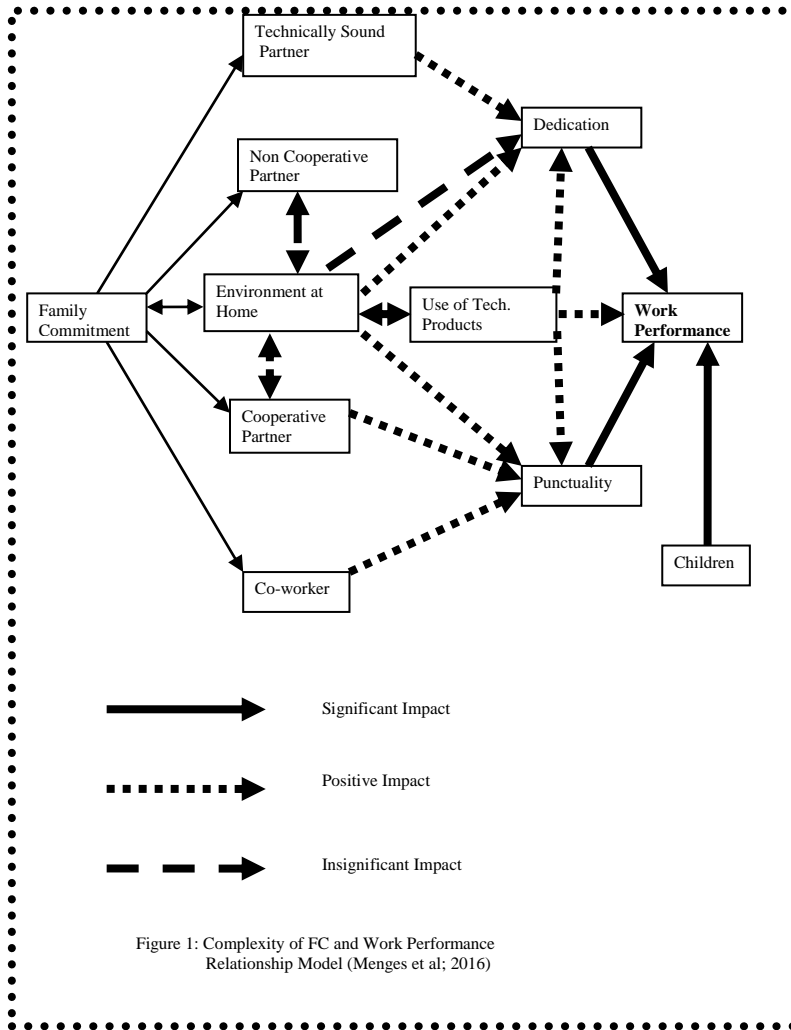
Research Objectives

1. To examine the relationship between familial commitments and employees' job performance.
2. To check the effect of FC on dedication and punctuality of employees towards their job.
3. To study that whether an educated spouse help her husband in resolution of workplace issues while being at home.

Significance of the Study

The study contributes in understanding the effects of environment at home on job performance of employees. Organizations can enhance employees' productivity through consideration of their familial commitments. Managers are expected to give more worth to the family issues/matters of employees that have major role on the minds and productivity of their workers. By understanding importance of familial commitments, managers will be ready to facilitate employees in different ways e.g. flexible work hours for employees, conducting different family events in the organization and also participation in major family events of the employees.

Theoretical Framework



Rationale of the study

Dedication and punctuality are two main determinants of performance (Ricardo & Eduardo, 1998; Fiona, 2007). Managers initially judge employees on the basis of these two sub scales of performance. Later, tasks are assigned to employees and after completion of these tasks they are being promoted further to take jobs of more responsibility. However, performance is directly linked with how satisfied one is domestically (Aryeet *al.*, 2005).

Dedication and punctuality are affected by the following main factors:

- Technically Sound Wife
- Non-Cooperative partner

- Environment at Home
- Cooperative Partner
- Co-worker

Current study has studied the issues and effects of FC which influence efficiency of working people in their work place. Punctuality and dedication are affected by domestic stress, as new person in life is demanding and needs care. When family is formed outside organization, the bond may weaken with organization and strengthen with the partner for the sake of more love in life (Burnett *et al.*, 2010).

Wheatley (2012) discussed family ties and their effect on both genders, their commitment level in home and in office as well. Stress at home has a very prominent effect on overall performance inside and outside official status. One may experience marital association as a step towards learning management of human beings by communicating with one whose responsibilities are now on one's shoulders. Briefly it may be concluded that man becomes better manager after getting into this social contractual bondage to struggle against the odds of life together. So, current study focuses on officio-domestic influence on nuptials and main contexts are: home, technology, and partner. They are chosen to have a holistic view of this social bondage influencing the dedication and punctuality.

Literature Review

A group of people living together in home forms a domestic organization. Trust and reliability factors are stronger in home environment than in organizational environment (Pearson, 2003). Motivation of doing job is basically linked with strong bonds inside the family which require basic necessities of life as well as some luxuries (Dulebohn *et al.*, 2008). Thus goal orientation (Rupashree & Shivganesh, 2010) starts when bonds inside the family are stronger. Goals of living happily with family and keeping everyone satisfied surely motivate workers of all sorts to earn more. Performance and mastery orientation are then linked with family of work force (Jalovaara, 2006). Satisfaction level increases when one is living happily with family and providing them the basic necessities as well as some demanded luxuries of life (Fiona, 2007).

Social bonding of employees is the job motivating factors (Catherine, 1997). Loneliness affects how workers perceive the day to day workload. But family unification helps in getting rid of loneliness and produces good results for a better future with life partner. Some factors that influence work life environment are: in-house commitments and societal bindings (Doris *et al.*, 2007; Burke & Singh, 2014). Kids' factor is a consequence of next social bond which effects performance due to change in domestic environment and its influence on nuptials (Woolnough & Fielden, 2014). Link of work and family environment is quite significant. Competence at work depends on family partner, who if cooperative and motivated, boosts the worker's efficiency and workability in all aspects of work life (Lisaaet *et al.*, 2011).

Cooperative colleagues in official environment do not aid in work efficiency as cooperative spouse does in domestic environment. This is a cause of strong bond in house than in office. But, researchers have also observed negative influence of domestic relationship in the beginning and then became positive with the passage of time (Burnett *et al.*, 2010). More strong observations are about spouse intervening which does not moderate the life when discussed in the context of workers depreciating performance.

Shift in paradigm has embraced women to join their male counter parts as co-workers. Interviews with such employees revealed positive as well as negative implications of such experiences (Aryeet *et al.*, 2005). Raza & Manarvi (2009) revealed some factors which lead women to go for a job. According to their study, women move in practical environment as they want to utilize their education. They demand independence from their spouse, self-respect, their personal identity and become an important pillar in

boosting country's economic conditions which can be major reasons for adoption of professional career. Another important factor which drives many women towards job is poor economic conditions of their families and they want to support them.

Laura & Catherine (2014) discussed that co-worker spouses do support each other to some extent as punctuality has been observed in cases as both are going to same organization. They also know the limitations of each other due to the work environment, thus cooperation in work life goes up though kids factor become the victims of working parents. Regularity is also observed in case of spouses working in the same work place. Direct effect of punctuality and regularity on performance appreciates logically the spouses who work in same organization.

Revelations of bad performance of male workers due to spouse earning (Mooney *et al.*, 2013) have also been discussed profoundly but formal and informal interviews depict that punctuality and regularity is raised when both partners work together. However, other researchers have found no difference in levels of psychological depression (James, 2014), marital adjustment and marital satisfaction (Burnett *et al.*, 2010; Laura *et al.*, 2014; Merviet *al.*, 2014), or overall happiness (Wheatley, 2012) between men and women who are employed. Moreover, Dan (2012) stated that spouse employment has non-significant effect on the marital discord and stress of her husband. Few significant effects indicated that husbands of working women tended to enjoy happier conjugal life and had lower levels of psychological issues than husbands of housewives.

Doherty (2004) discussed the role of women in emerging world. Technology marketing is female oriented; reason being females mostly doing the shopping in advanced countries. Advertisements present female models in a way which attract young women to use emerging technological tools. Fast technological improvements have been oriented to make life comfortable and joyful. Organization and self-possession are common in females than males (Merviet *al.*, 2014); highly dedicated to complete the task, and achieve goals although dynamicity factor is more in other gender (Ahmad *et al.*, 2011). According to Aziz (2004) and Christine & Alison (2010) technology is preference of females to organize it and make work full of comfort which resulted in usage of technological goods. So, marketing of technological goods is also female-oriented as male is casual and not so organized as female (Jensen, 2005; Lenka & Alena, 2015).

According to Gefen & Straub (1997) technical person often needs companion with knowledge of modern technology. Technically sound wife can help her husband in many ways and makes his work life more relax and convenient; which enhances the cooperation level between partners and their association gets strengthen.

All above discussed factors in diverse literature from journals educate about the complexity of FC and its effect on workers' life. Sound and peaceful work environment do not guarantee of efficient performance but healthy affiliation with spouse plays significant role in achieving the official objectives.

Methodology

Interviews were conducted by visiting the respondents in their offices located in twin cities of Pakistan, moreover, also arranged meeting sessions out of their offices. Respondents were mostly managers as well as some academicians and experts from ministries and government research departments. The researchers focused on non-structured interview formats but key questions pattern was to identify the role of domestic relations on work in the offices. Questions were asked to share the experiences so that investigator can find out about the possible actions after learning from the research to be communicated to owners and directors of the organization.

Mostly the respondents were from universities and ministries. They were all married though some non-married experts were also interviewed to have second degree knowledge, however, it was not segregated to remain on the focal issue of the study. Observations were about their family members living a domestic life and how they were looking at their success after being married.

Total 15 interviews were conducted all of which were directed by the researchers to establish good rapport and gain confidence by using self-identity and social norms of that office.

Questions asked were mostly open ended like;

1. How your bond with family strengthens your bond with organization?
2. What issues you face when family is not cooperating regarding your work?
3. How performance at work is influenced by domestic issues?

Formal and informal interviews were conducted for the purpose of knowing about the effect of FC on male employees' performance at work place (Rupashree & Shivganesh, 2010) and also to explore the possible intervening or moderating variables which may influence their relationship. Previous researches had also been used to validate the findings of this study and constructs had been composed to add new concepts to literature about domestic liabilities and work performance.

Brain storming in conjunction with experts' opinion provided the material to research further into FC and work performance complex relationship. Two variables from prior study have been focused which were already declared as sub scales of performance. Focus on two core variables Dedication and Punctuality; provided foundation for further investigation of issue. Choice of the two particular sub scales was based on opinion of Ricardo & Eduardo (1998) and Gill & Mathur (2007). Later discussion with contemporary researchers and scholars of social & behavioural sciences in addition to technology experts levelled the field to carry out research activities.

Discussion

Drive towards Human Resource optimum performance resulted in studies related to different factors affecting on the job efficiency of male workers. Special workforce of men has been the pivotal point of discussion although decision making is significantly influenced, in some cases, by females around them.

The current study is an addition to previous work done focusing two main independent variables; family commitment and work place performance. Yet discussion with managers and researches revealed that it is considered as the primary indicator of performance, moreover decisions related to performance of worker are taken considering primarily the two variables.

FC and professional efficiency have significant relationship which may vary depending on variables discussed in the contextual framework (Menges, Tussing, Wihle & Grant, 2016).

. Everything else if is favourable the usual perception is an increase in on the job performance as merging two persons and their skills harmoniously appreciating, assisting and disciplining each other which affect efficiency and effectiveness in positive way. It is social merger of two organizations with skills and potentials aligning by using communication protocols decided and used with the passage of time. Synergy is the ultimate outcome of such merger.

Positive reinforcement by both the partners enhances the skills, qualities and performance in all respects. Simplifying the complex model and depicting in version is not the true picture of the diversity of mankind (James, 2014). More variables are linked to each other in reference to which observations are not according to what can be seen or believed.

Work performance relationship model, presented in figure 1, is concluded from the studies of (Mooney *et al.*, 2013; Veronika & Aaron, 2013; Sortland, 2014; Hege & Bungum, 2015). According to model, the success of family unification largely depends on how cooperative a partner is in addition to the environment provided to him/her by showing great value and being respected by the spouse. Mutual relationship is enhanced if cognitive behaviour is in synchronizing with each other. Technical person will try to associate with technically sound spouse and performance graph at work may be elevated as a result of cooperation.

Interviews demonstrated that, overall, family ties possess healthy effect on environment at home with some impediments observed due to working women. Majority of working women cannot give much attention to their husband and family due to their busy schedule. Indifference was reported by some researchers in this regard (Dan, 2012; Susana & Ramón, 2013) however most of the literature depicted small but significant disturbance in husband's life.

There is Optimistic effect of job performance is reported as working women become a source of financial uplift to their family and dependents, although care element is absent as both have to share the domestic work load. Males in Poland are given leaves for child care and other domestic tasks so that female work life is not hindered (Mooney *et al.*, 2013). A burden on men is there in the case of working women though they are very cooperative. Findings of Rupashree & Shivganesh (2010) are similar to the discussion mentioned above.

Punctuality has been observed in those people who work in the organization with their spouse. Both working together reinforce each other to be in time and usually the organized nature of female pushed male to be more punctual. Feedback was favourable in case of women working in the same organization where husbands were working. Discussion of current study is also endorsed by the studies of Linda & Roland (2006), Marcello & Buonocore (2012) and Kellett *et al.* (2014). One may deduce that employment should be provided to both wife and husband in same organization to ensure punctuality as other gender related issues in addition to trust are said to be resolved by design.

Working women's participation is incurred as an extra burden on them, which in supportive family, can be shared by males. Traditionally, couples believe that work performance of male employees will be enhanced if females are providing them mental satisfaction by staying at home. Gender based work segregation though supported by veterans and old people are questioned by researchers using scientific methods, which is comparison of experience and education. Historical studies of Adriana *et al.* (2014) and Pavitra & Gupta (2014) had similar findings with current study.

Conflicting old beliefs and new researches created a gap between the two generations however it is just a move towards reconciliation of generations rather than conflict. According to Herman (2015) technology is objected by those who love nature in addition to difficult behavioural factors of old ones. Technology can be used to overcome the digital gap which is prevailing in the society. At the same time it is better to choose the path of discussions and peaceful talks to moderate the feelings and beliefs of others with an objective of meditating the social and moral epidemics of humanity.

Use of technical products is strongly linked with the environment at home (Wieslawet *et al.*, 2012). An educated wife can help and aids her husband's work in a better way; in addition she can give certain suggestions for improvement of his assignments or tasks however vice versa is observed to be true. Technology is symbol of economy and competitive advantage for businesses. Usage of automobiles and mobiles will also benefit those who domestically use all these things. Techno-Economy resulting from technology needs to be exploited which is best done by those who are sound in its usage and have good domestic atmosphere. Above mentioned discussion is very much similar to the analysis of Deborah &

Peter (2013). Dedication and Punctuality with high potential to be consumed at work place are assured by new technology which ultimately increases performance.

Conclusion

Family Commitment is by all means a significant contributor towards the job performance (Mengeset *al.*, 2016). Different studies conducted in diverse cultures already showed that people possessing family bonds try to earn more as compared to single albeit the reasons are disputed (Ashwin & Asupova, 2014). This is a clear indication of the fact that FC affects job performance or in other words FC improves productivity. Social wellbeing is linked strongly with official wellbeing of an individual. Abstraction of the two behavioural models only give minute details which still are under research to conclude what is sure and what is yet a theory under process. Family unification is influenced by environment at home, further, strong relationship between home environment and use of technology has been observed which in turn has an influence of meagre type on performance in the office. Emerging cooperation between partners causes increase in punctuality void of the spouse's status as co-worker or not. However, in case of spouse as co-worker, punctuality still is influenced by the partner in addition to work environment. If family is satisfied by the rewards and compensation system of the organization then there will be a pleasant home environment which will ultimately make positive effect on employee's motivation level. Dedication is insignificant to non-cooperative partner which clearly demonstrates that male employee's dedication level towards his job decreases due to complex domestic bonds. Men always want to have an upper hand in decision making and need independence from women's earnings. However, dedication is observed to be influenced by technically sound partner as both boost the morale by helping each other in using and getting benefit of technology. Both complement each other in learning new technologies or at least will not be hindered in learning and using new technology.

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Peaceful Development of China and Its Impact on South Asian Security (A Common Perspective)

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Abstract

The Chinese civilization has significantly contributed towards development of humanity. It is pertinent to mention that despite foreign invasions, the Chinese nation demonstrated restraint and avoided revenge. While the national power potential kept growing at remarkable pace, the foreign policy of China radiated peace, harmony and development rejecting the notion of hegemony. National rejuvenation and Peaceful development are at the core of policy planning which is summarized in the comprehensive concept of Chinese Dream. It is also added that China's foreign policy and peaceful development is not China specific, but contributes towards humanity and common development of rest of the world. With rising stature as world's number two economy, China has become economic giant in the comity of nations. South Asian region is near abroad of China and her immediate concern due to conflict prone history and struggling economies. Therefore, China is expected to contribute in economic development as well as in conflict management in South Asia. This is an academic discourse; therefore, views expressed in this research are author's own views.

Key Words; Peace development, common prosperity, peaceful dispute resolution, conflict management

Introduction

The Chinese nation bears the history of five thousand years of civilization; where peace, development and service to the humanity have been followed as core national policy. Empirically it has been proved that Chinese nation despite foreign aggressions and humiliations applied restraint and despite increase in the national power potential, have never demonstrated to be hegemonic. Survival and self-help have been the dominant underpinnings as a national priority. National rejuvenation and peaceful development are at the core of policy planning which is summarized in the comprehensive concept of Chinese Dream. President Xi Jinping States "To realize Chinese Dream, we must adhere to peaceful development. We will unswervingly follow the road of peaceful development, unswervingly pursue the mutually beneficial and win-win strategy of opening up. We are not just committed to China's own development; we are equally serious about fulfilling our responsibilities and making contributions to the rest of the world. Our development will not only benefit the Chinese people, but also the rest of the world" (Xiaoxi, 2013). It can be understood explicitly that China's peaceful development is not China specific, but caters for Chinese nation's great aspirations of positive contributions towards humanity and common development of rest of the world with inclusive co-existence. Carrying it from the threads of modern China, Den Xiaoping also said, "When we have quadrupled the gross value of our industrial and agricultural output and are comparatively prosperous, and by the middle of next century when we will approach to the level of developed countries, then there will have been great changes. At that time the strength of China and its role in the world will be quite different. We shall be able to make a greater contribution to mankind" (Foreign Languages Press, 1994). Thus it can be appreciated that peaceful development of China is for the better service to humanity and inclusive development of the world through win-win cooperation. Despite several border and sovereignty issues with the neighbouring countries, China has followed the policy of constructive engagement and resolving disputes through dialogue respecting each other's positions and core national interests. The strategic vision of "One Belt One Road" with allied economic corridors is manifestation of China's dream of common development and prosperity.

Significance of study

The peaceful development and attaining the status of world's second largest economy has elevated China's position as one of the influential member in the international community. Unlike the past historical evidences of rising power challenging the statuesque power with hegemonic ambitions, the China is pursuing the policies of common development and prosperity through win-win cooperation. Shelving disputes and interdependent economic development have proved vital in Chinese fast pace of economic growth, therefore, China is engaging every country and the region for sharing the benefits of her prosperity. Pakistan –China friendship dates back to the establishment of Peoples Republic of China in 1949, which has been carried along through the years and transformed into most dynamic relations as “Iron Brothers” today. The rising stature of China has given her leverage in the international affairs and is favourably poised towards Pakistan. This research article will analyse the core principles of China's peaceful development, its policy of constructive engagement and draw conclusions from South Asian perspective and likely dividends which Pakistan can accrue due to special type of relationship with China.

Research Methodology

This research article follows qualitative research and historical case study design. Primary and secondary data in the form of transcripts, press briefings, articles and books have helped in logically constructing arguments with empirical evidences and answering the research questions.

Research Questions

The research article has been developed by answering following research questions;

1. What is Chinese policy of peaceful development and building of harmonious world, what are its important contours and how it affects the conduct of her relations?
2. How China's peaceful development and rising international stature is factoring in her policy towards South Asia being the immediate neighbourhood?
3. What are the likely implications of China's policy towards South Asia?

Intellectual Debate on China's Peaceful Development

Peaceful Development and Harmonious World

In 2003, China proposed the Peaceful Development Vision. Despite the assertion of peaceful intent in this vision, it generated mixed response from the neighbouring countries and world community at large. China's development was being viewed with suspicion due to Realist Notion of “Power Politics” in anarchic international order. Chinese vice Foreign Minister Wang Yi on 10 March 2004 stated that “While safeguarding national interests, China will also keep up with international trends.” (Xinhua News Agency, 2004) At the 60th anniversary summit of the UN on 15 September 2005, President Hu Jintao made a four point proposal for building a Harmonious World. These were; “Multilateralism should be upheld to realize common security, mutually beneficial cooperation should be upheld to realize common prosperity, upholding the spirit of inclusiveness to build a world where all civilizations co-exist harmoniously and accommodate each other, rational and necessary reform of the UN to maintain its authority and efficacy” (United Nations, 2005). China's practical steps in line with these objectives make it clear that the good neighbour approach to diplomacy encompassed in its harmonious world concept has become the basic blueprint for its international strategy. In his report to the 17th Party Congress on 15 October 2007, President Hu Jintao stated that China will continue to carry forward the good

neighbour diplomatic policy of “befriending and maintaining good relationship with neighbours and actively expanding regional cooperation”(Xinhua News Agency, 2007).The vision of a harmonious world stalks from the ancient Chinese culture and symbolizes the Chinese cultural desire and practice of “advocating peace”, “acting in good faith and cultivating friendship with neighbours”, and “living in harmony with all others far and near”. Harmony is the core and basic spirit of the Chinese customs and traditions. Since ancient times, China has put forth such ideas as “harmony is most precious” “harmony without uniformity” and “harmony brings progress”, etc.

Good and Friendly Neighbourhood Policy

China considers it in her national interest to safeguard durable peace and stability in Asia. Stating China’s Asia Policy, President Hu Jintao at Bao Forum 15 April, 2011 said, “*China cannot achieve development without Asia and Asia cannot realize prosperity without China. It is the consistent policy of the Chinese government to strengthen the good neighbourly and friendly relations with its surrounding countries*” (New China News, 2011). It is based on the concept of befriending and maintaining good relationships with neighbours.

New Security Concept for Harmonious World

In March 1997, China proposed a new security concept at the ASEAN Regional Forum (ARF) and advocated “to rise above one-sided security and seek common security through mutually beneficial cooperation” (Ministry of Foreign Affairs, China, 2016). China reiterated that territorial disputes are no longer an obstacle for China and its neighbours to develop normal cooperation and good-neighbourly relations and jointly build regional security. Through this concept China has sought to improve its relationship with ASEAN countries and persuade countries in the region that the perception of “China threat is illusory.”(Ibid) The illustration of New Security Concept is given in Defence White Paper 1998 as “Security should be based on mutual trust and common interests. We should promote trust through dialogue, seek security through cooperation, respect each other's sovereignty, solve disputes through peaceful means and strive for common development. To obtain lasting peace, it is imperative to abandon the cold war mentality, cultivate a new concept of security and seek a new way to safeguard peace” (Xinhua news Agency, 1998).

Contours of China’s foreign policy implementing the vision of harmonious world

China follows independent and pragmatic foreign policy based on equal treatment, mutual respect and mutual trust in interstate relations. It seeks no expansion, no hegemony and non-interference in the internal affairs of other countries and believes in equality, mutual benefit, resolution of disputes through dialogue for peaceful co-existence. China will not play power politics and will never impose its ideology on other countries. China is against unilateral politics and believes in upholding United Nations charter with rational decision making based on the merit without double standards. China strongly opposes terrorism and the proliferation of weapons of mass destruction. China respects the diversity of civilization and does not link any particular ethnic group or religion with terrorism. China advocates cultural exchanges and learn from each other in order to complement one another with their own strengths.

Analytical view on China and South Asian security China’s Policy on South Asia

In the strategic paraphrasing of China, it is widely understood that China cannot develop without a peaceful, stable and cooperative environment in the immediate neighbourhood. China regards South Asia in her foreign policy outlook as immediate and peripheral neighbourhood, which is very high on the

agenda of implementing the policy of creating harmonious world. For china, its stability, development and common prosperity of everyone living here is high priority agenda for China. China has observer status in South Asian Association for Regional Cooperation (SAARC), the umbrella organization for coordinating economic development and host of other issues as desired by the member states. China has always actively participated in SAARC Summits, one concluded at Khatmandu, Nepal on 26 November 2014 was attended by the Chinese delegation led by Vice Foreign Minister Liu Zhenmin and delivered key note address titled “Enhancing Mutually Beneficial Cooperation and Seeking Common Development Hand in Hand” (Mr Liu, 2014). China attaches great importance to SAARC and desires for her proactive engagement in enhancing common development and prosperity of the region as a whole. Mr Liu stated that “China attaches great importance to developing relations with the SAARC, and is willing to further deepen cooperation in order to make positive contributions to the peace, stability and prosperity of the South Asian region” (Ibid).The significance of South Asia in China strategic calculus can also be highlighted by several regional cooperation projects and initiatives proposed by China in last 1-2 years to realize the dream of common prosperity and development. The significant ones are; “One Belt One Road, the Bangladesh-China-India-Myanmar (BCIM) Economic Corridor, the China-Pakistan Economic Corridor (CPEC), and the Asian Infrastructure Investment Bank (AIIB), and has announced an investment of 40 billion USD to establish the Silk Road Fund”(Ibid). China has also taken several initiatives in cultural exchange programmes and enhancing people to people contact for a comprehensive integration of China and South Asia in the common development and prosperity.

Analysis of China’s important bilateral relations in South Asia

China and India

On the bilateral level, significant progress has been made in the trade and economic relations between India and China. During his visit to India on 17 September 2014, President Xi stressed that “the harmonious co-existence and peaceful, cooperative and inclusive development of the Chinese Dragon and the Indian Elephant will benefit the two nations, neighbouring countries and the globe”. The reciprocal spirit has been demonstrated by Indian leadership. President Parnab Mukherjee stated that “mutually-beneficial cooperation with China is vital to India and we are ready to make joint efforts to achieve common development and prosperity, while border disputes will be managed by both countries to maintain peace and stability”. Bilateral trade between India and China is expected to cross US\$ 100 billion in coming years which indeed is testimony of enhancing economic cooperation.

China and Pakistan

Pakistan is time tested and old ally of China and the relations have progressed very high despite political changes in both countries over last six decades. China has always been helping in infrastructure development and economic development of Pakistan. The bilateral relations, people to people contact, cultural exchanges and defence cooperation have increased manifold in last few years. Both countries have always followed the policy of win-win cooperation, which in fact can be termed as pragmatic modal of interstate relations in the contemporary international order. China has promised US\$ 46 billion investments mostly in energy sector and infrastructure development through CPEC.

China and Afghanistan

China attaches great importance to her relations with Afghanistan. China has invested in infrastructure development, mining sector and host of other quick impact projects like roads, hospitals and schools affecting common people in war ravaged country. President Ashraf Ghani visited Beijing in November 2014 as his first state visit after taking over the office, which reflects China’s emerging importance for Afghanistan. Both leaders pledged to carry forward the already existing treaty of good neighbourly

friendship and cooperation to consolidate and actualize comprehensive partnership. President Xi stated that “*he is willing to work towards new era of cooperation in China-Afghanistan relations and take development to a new depth and breadth*” (Dawn, 2014). Peace and stability in Afghanistan is vital for stability of the region, therefore, China is ready to help in reconciliation process as well.

Concluding thoughts on China’s peaceful development and South Asian security

An Investigative Debate

China’s strategic choice of peaceful development and creating harmonious world through win-win cooperation is unprecedented in the contemporary international politics. Power and security maximization in the mainstream Realism Theory has in-fact been challenged by the common prosperity and development of mankind through China’s own development. Though lack of understanding generated mixed response and at times conspiracy theories like “China Threat”, but have been marginalized through sincere intent and resolute pursuance by the Chinese leadership. The world community by and large has come to terms with the correct understanding and manifestation of peaceful development, which is selfless attempt and sacrifice by the Chinese nation for rest of the world. South Asia being immediate neighbourhood of China is regarded highly by the leadership in actualization of great development dream. Peace and stability in the historically turbulent and nuclearized region is of utmost significance. The economic development will bring prosperity and usher new era of win-win cooperation for peaceful settlement of disputes. From my perspective, China has demonstrated a very mature and non-confrontational posture in the conduct of foreign policy, therefore, is relevant to every country in the world. From South Asia point of view, China has excellent relations with Pakistan, Nepal, Bangladesh, Sri Lanka, Maldives, Afghanistan and has worked significantly in improving relations with India. China is uniquely positioned as a balancer in South Asia. The traditional rivalry of India-Pakistan was generally perceived as zero sum game in South Asian politics; however, with hectic diplomatic efforts for rapprochement between India and Pakistan despite roller coaster ride and China’s enhanced stature have generated positive signals of durable stability, mutual cooperation and economic development for the entire region. Similarly, China’s increased attention towards rebuilding war torn Afghanistan and to facilitate reconciliation process will have lasting impact on the economic integration of Afghanistan with rest of South Asia. Reciprocal enthusiasm from respective countries to work hand in hand with China is the need of time for ushering a developed and prosperous South Asia in the times to come.

Conclusion

Peaceful development and creating harmonious world is the core policy objective of China. Despite historical injustices, invasions and aggressions, Chinese nation has selected this path to benefit the entire world through her peaceful development. China’s development is contingent upon peaceful, prosperous and stable neighbourhood, where South Asia figures out prominently in the policy priority of China. With several bilateral and joint development initiatives, China has ushered South Asia from historically turbulent, under developed and suspicion minded to a path of prosperous and enduring stability in the integrated economic development. China is considered as balancer for South Asia therefore, active reciprocal win- win cooperation is must which needs to be advocated and pursued for rapid development.

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Impact of Social Activities on Job Satisfaction of University Teachers

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Abstract

The purpose of the research was to assess the effects of social activities on teachers' job satisfaction in Islamabad. The research study aimed at the achievement of six research objectives that dealt with the assessment of the effects of social activities on teachers' job satisfaction. It assessed the difference in social activities and job satisfaction on the basis of gender and job experience and to suggests a plan of action to implement social activities in the universities of Islamabad. The research hypotheses were developed accordingly. The 9421 faculty members were considered as the population of the study however the study was delimited only to the regular faculty members from the universities of Islamabad only. 150 faculty members contributed in the process of data collection. The results showed that social activities had no significant impact on teachers' job satisfaction. Likewise no statistically considerable dissimilarity had been found in the social activities and job satisfaction of the employees on the basis of gender and job experience. Thus it was recommended that employees get together, social entertainment visits, Monday morning meetings, celebration of festivals, entertainment clubs, Informal meetings, Official dinners, Organizational event celebrations, and Cultural celebrations may also be used in order to maintain a system of social activities in the universities.

Key Words: Social Activities, Job Satisfaction.

Introduction

Researchers have shown the importance of social elements for humans' wellbeing (Luo & Jamieson-Drake, 2013). They are meant to live with the people. They are socially interdependent. According to the Cherng, Turney& Kao (2014) people from all age groups like to socialize with the people and enjoy the company of their peer group. The same concept has also been supported by Maslow (1943). In his need theory of motivation he explained that after the physiological and safety needs, social or belonging needs are the third essential needs of the humans. According to Maslow (1943) after the satisfaction of basic physiological and safety needs human beings automatically move on desire to have friends and family. The desire to have friends and family is the human need to have people around. Norwood (1999) proposed that Maslow's hierarchy can also be related to the developmental stages of the human development and the information seeking process during these developmental stages. This human need is reflected in the social life system of the society as well. The celebration of family events, get together, cultural celebrations, religious events and events of happiness and sadness are actually the form of social activities that people of the society organize to satisfy their social needs. Kort-Butler &Hagewen (2011) stated the involvement in such social activities results in the personality grooming, emotional stability and the internal satisfaction. Such social activities are not only the part of personal life of every individual but also the important part of his/her professional life. In the professional organizations such activities are carefully developed and organized to provide an opportunity to the employees to develop social relationships and to understand the work environment in a relaxed manner. In return the acceptability level of the employees is increased towards the work place (Wattles and Harris, 2003).

Every group of people need social bound in order to live and maintain a relationship with each other. The same is the case in every organization. When people join different work organizations as employees

they form the social culture of that organization. That culture is affected by the acts and events held by the organization. The socially connected employees perform better in their work productivity. Thus the efforts by the organizational administration for the socialization of the members directly increase job satisfaction, creativity, co-worker support and feedback channels (Wattles and Harris, 2003).

Keeping in view the human needs all the educational institutions specially organize the social events for the mental, social, emotional and physical development of the students. However the social activities are not only important for the students. The teachers and the other staff working as employees in any educational organization also need such activities. Currently in educational institutions of Pakistan the teachers are not provided with any special plan of social activity events. The teacher training programmes also lack in provision of social activities. Thus the researcher designed the research to explore the effects of social activities on the teachers' job satisfaction being attached with the higher level of education.

Research Objectives

1. To assess the effect of social activities on job satisfaction of teachers.
2. To assess the difference between male and female employees with reference to the social activities used by the management of universities.
3. To assess the difference between male and female employees with reference to the job satisfaction.
4. To assess the difference on the basis of job experience with reference to the involvement social activities used by the management of universities
5. To assess the difference on the basis of job experience with reference to the job satisfaction.
6. To suggest a plan of action to implement social activities in the universities of Islamabad.

Research Hypothesis

1. There is no effect of social activities on job satisfaction of teachers.
2. There is no difference between male and female employees with reference to the social activities used by the management of universities.
3. There is no difference between male and female employees with reference to the job satisfaction.
4. There is no difference on the basis of job experience with reference to the involvement social activities used by the management of universities
5. There is no difference on the basis of job experience with reference to the job satisfaction.

Significance of the Study

This research is based on one of the current issues of educational institutions. Thus the research would be helpful and significant for the educational managers to develop their future strategies for effective use of social activities in the universities. The study would propose the suggestions for the social activities of the faculty members. That would guide the management to provide social activities to the faculty that would in return be helpful to develop job satisfaction, motivation and interpersonal relationships. The study will also be helpful for the teachers to understand the impact and importance of social activities in the development of healthy work environment. So that the teachers may also provide guideline to organized small level social activities within their departments. The teachers would also get the benefit as they would have an idea to regulate such social activities at their classroom level as well to satisfy the needs of the students. The study would be a guide line for the policy makers to develop policies keeping in view the long term benefits of the social interaction opportunity approach with the educational

organizations. In this way special fund raising system may also be devised for conducting such activities. Thus over all the research will help the educational think tanks to convert the traditional view of the educational organizations into a modern and collaborative system based on the constructivist approach from the point of view of the employees.

Literature Review

Every individual needs some special efforts and time to understand any system, culture and environment. Even when a child is born, he takes time to recognize and understand the culture, norms and values of his/her own family. Same is the case when a child enters a school. At every stage of life when he/she is confronted with the new environment he needs some helping hand to make us feel comfortable. Similarly when an individual enters in the professional life he/she needs the same helping hand and the time to understand other co-workers. Work environment is usually considered as one of the strict and formal systems where the workers are assigned the work task to be completed and are answerable in front of the authorities (Norwood, 1999). However the new theories of management emphasize on the importance of healthy and friendly relationships at the work place in order to provide an enjoyable environment where the employees may feel comfortable to complete their task. In such a situation entertainment activities can be very useful to develop liveliness and happiness at work place (Kerr, 2011). Many business companies fail to understand the importance of stress free work environment and suffer in form of their work quality and productivity. Turn rate in such companies is also higher in comparison to the other companies (Kerr, 2011). Interpersonal relationships are the soul of the success in every unit of life. This is the unique ability given to the human beings that they not only can care for the other people around them but can also express their feelings and concerns. They can opt for their choices and can show their satisfaction or dissatisfaction. The organizations having friendly relationships among the employees are considered more effective as far as their work quality is considered (Darell, 2011). According to Huffmon, (2011) "keeping the employees connected with each other is extremely important for the health of organization. The employees can be motivated through the recreational activities, trips and tours to stay connected with each other and develop a social bound". The social activities are the life for the organizational health and sustainability (Luo, & Jamieson-Drake, 2013). These activities develop healthy interpersonal relationships. The healthy interpersonal relationships in return develop a comfort zone for the employees in which they can share their issues and find the ways to solve their problems. It develops innovation and creativity in the work productivity (Inkelas, 2004). It is proved from the researches that the organization where the employees are strongly connected have better climate and organizational culture (Cherng, Turney& Kao, 2014). Educational institutions and teacher being employees of these institutions have the same situation. Such social activities within the school life are equally important for the teachers as well as for the students. Teachers are mainly responsible for the development of social activities for the students in order to ensure the overall personality development (Inkelas, 2004). However the teachers also need social activities in order to develop social relationships within the organization. The school management is mainly responsible to develop such activities for interpersonal relations between the teachers as employee of the institutions (Kort-Butler & Hagewen, 2011).

Coulson et, al. (2008) stressed on the point of view that the success of the organizations mainly depends on the quality and satisfaction of its employees. As much as the employees in an organization would be happy and willing to stay there and provide their skills the organization will be that much successful. The loyal employees are the greatest assets for the organizations. But this loyalty is not the product that can be purchased by the money. Loyalty comes with the environment that allows the individual to have his own space, ideas and the identity. Further the environment that can allow the employees to express this identity in front of the other group members in a socially healthy way. This is the employees who make a system run by providing their energies and skills. Thus the satisfaction of the employees and their

willingness to stay with the organization is very much important. This satisfaction is called as job satisfaction. Job satisfaction refers to the “state of being happy with the once job and privileges attached with the work conditions. It may include the dimensions of feeling, nature of job, administration, social group, improvement, support, civil liberties and benefits” (Arthur, 2006). Bruce (2010) explains in their research that exercise and job satisfaction are related with each other. The employees who were given the opportunity for the physical fitness and exercise were found more satisfied according to the results of the research. So he recommended that the fitness clubs or the exercise hours may also be provided for the employees at their work place. Wattles & Harris (2003) concluded that “the employees who were concerned with their fitness and had physical exercise opportunities at their workplace were more satisfied with their job. They further added that the job satisfaction in return effects on reducing absenteeism and increased work efficiency”. Ohta, Takigami& Ikeda (2007) proposed the idea that the opportunity of daily exercise hours increases the job satisfaction level of the employees. Burton, Chen, Conti, Pransky, and Edington (2004) also proved in their research that physical activities of any kind can significantly improve the job satisfaction level of the employees. While the same idea was also support by Pronk, Martinson, Kessler, et al (2004) as well. They supported that the informal or the semi-formal activities within the organization that can allow the employees to share their ideas and to enjoy their free time develops a bound between the employees. This bound helps the organization to face the challenges in a collective manner. This forms an organization as a family. This also reduces the effects of negative politics and the time of the employees is utilized in productive activities.

Methodology

The research was based on the survey method. The researcher planned the survey and conducted order to get the maximum response of the respondents. The research was one of the descriptive type researches. The teachers hired by the universities of Islamabad were considered as the population of the research. The HEC statistics showed that there were 13 public sector universities and 9,421 faculty members were serving in these universities. The male and female employees both were the part of the research. The record revealed that there were 6,475 male faculty members and 2,946 female faculty members hired in the universities. This study was delimited to the regular faculty members only. Thus the other staffs on visiting and contractual basis were not included in the research. The convenient sampling technique was applied to select the required sample. 150 faculty members took part in the process of data collection. The self-developed questionnaire was used as the research tool. The questionnaire was based on two major parts. The first part was related to the social activities while the second part was related to the question statements on job satisfaction.

The section related to the social activities had 11 items and the section related to the job satisfaction had 13 items. However the both sections were found statistically reliable. The reliability of the social activities assessment scale was .84 and the reliability of the job satisfaction scale was .74. Thus both scales were reliable to be used and re used in the future researches as well. For the purpose of data analysis multiple statistical techniques were used such as Cronbach Alpha Reliability, item total correlation, regression analysis, ANOVA and t test.

Table No. 1 Cronbach’s Alpha Reliability Analysis

Scale	Items	Cronbach’s Alpha Reliability
Social Activities	11	.84
Job Satisfaction	13	.74

The table No. 1 shows that reliability of the both scales (social activity scale and job satisfaction scale) used in the research was .84 and .74 respectively. That shows these scales can be used in the future researches going to be done in the same cultural background with fair amount of confidence.

Table No. 2a Item Total Correlation of Social Activities Assessment Scale

Item	Correlations	Item	Correlations
S1	.64	S7	.62
S2	.58	S8	.57
S3	.65	S9	.65
S4	.65	S10	.56
S5	.66	S11	.62
S6	.62		

Table No. 2b Item Total Correlation of Job Satisfaction Assessment Scale

Item	Correlations	Item	Correlations
JS1	.50	JS8	.42
JS2	.56	JS9	.45
JS3	.52	JS10	.63
JS4	.39	JS11	.50
JS5	.54	JS12	.50
JS6	.46	JS13	.60
JS7	.36		

Table No. 2a and 2b explains the correlation between the items included in the scale used for data collection in the research. The tables show that all the items were correlated with each other on a confident degree of significance. Table No. 2a shows the correlation between items of social activities assessment scale. It shows that item S5 had the highest correlation score. While the table No. 2b was related to the correlation of job satisfaction assessment scale. It shows that the highest correlation was of item coded as JS10.

Table No. 3 Impact of Social Activities on Job Satisfaction

Independent Variable	Dependant Variable	B (Coefficients)	t	Sig.	R Square
Social Activities	Job Satisfaction	.136	1.88	.06	.02

Dependent Variable: Social Activities
Independent Variable: Job Satisfaction

The table No. 3 explains that the R² value is 0.02. It means that the independent variable (Social Activities) describes only 2 percent effect on dependant variable (Job Satisfaction). While the coefficient

(B= .136) is not statistically significant at 0.05 level. It indicated that social activities had no statistically significant effect on job satisfaction. On this basis it has been concluded that social activities were not being effectively used. So there is a need to improve the social activities so that it can result in job satisfaction of the employees. Thus the hypothesis No. 1 “There is no effect of social activities on job satisfaction of teachers” was approved.

Table No. 4 Gender Based Comparison of Social Activities (t Test)

Variable		N	Mean	t value	df	Sig
Social Activities	Male	57	37.12	-1.06	148	.29
	Female	93	38.43			

*p <0.05, **p <0.01

The table No. 4 shows that there was no significant difference (t = -1.06) found between male and female employees towards the use of social activities. Thus the hypothesis No. 2 “There is no difference between male and female employees with reference to the social activities used by the management of universities” was approved as well.

Table No. 5 Gender Based Comparison of Job Satisfaction (t Test)

Variable		N	Mean	t value	df	Sig
Job Satisfaction	Male	57	43.79	.43	148	.66
	Female	93	43.31			

*p <0.05, **p <0.01

The table No. 5 having t value (.43) shows that there was no statistically significant difference found in job satisfaction of male and female employee. The hypothesis No. 3 “There is no difference between male and female employees with reference to the job satisfaction” was approved.

Table No. 6 Experience Based Comparison of Social Activities (ANOVA)

Variable	Experience	N	Mean	F	df	Sig
Social Activities	0-10	109	38.35	1.09	147	.33
	11-20	34	37.32			
	20+	7	34.43			
	Total	150	37.93			

*p <0.05, **p <0.01

The ANOVA table No. 6 shows that F value (1.09) is statistically not significant. Thus there was no difference found in the use of social activities on the basis of job experience.

Hypothesis No. 4 “There is no difference on the basis of job experience with reference to the involvement social activities used by the management of universities” is also approved.

Table No. 7 Experience Based Comparison of Job Satisfaction (ANOVA)

Variable	Experience	N	Mean	F	df	Sig
Job Satisfaction	0-10	109	43.75	.42	147	.65
	11-20	34	43.03			
	20+	7	41.71			
	Total	150	43.49			

*p <0.05, **p <0.01

Table No. 7 shows that the F value (0.42) is statistically not significant. Thus there was no difference found in job satisfaction of the employees on the basis of job experience. Hypothesis No. 5 “There is no difference on the basis of job experience with reference to the job satisfaction” was approved as well.

Discussion

According to John (2011), job satisfaction is a state of human attitude that shows the extent to which an employee is happy and satisfied with the task given, co-workers, physical facilities provided and work conditions. Todd and Kent (2009) indicated that the social activities are the best indicators to increase the level of job satisfaction especially the daily interaction between the employees is very important in this regard. To ensure such interaction the organizations may provide recreational hours to provide a chance to the employees to spend some time together. Sharky (2002) also emphasizes that it is very important to add some time for the physical or social interactions of the employees on the daily basis. “The physical and social activities play the role of the backbone in the development of healthy relationships between the groups. Especially when we are concerned with the employees it becomes more important to develop relationships between the people from different backgrounds, culture and nations. In such case the physical activities like trips, collaboration and get together can play a vital role” (Sharky, 2002). Sharky (2002) has recommended that the managers may also participate in such activities.

The work place is a place where people from having different cultures, backgrounds, families, ethnicity, gender, age and qualification are joined together to contribute as a team towards the success of the organization. The individual differences between the workers are needed to be reduced to focus on the common cause of the organization. In doing so they may develop a healthy relationship bound with the other employees and will be able to understand their problems as well. Thus the current research in the situation of Pakistani culture was designed to assess the effect of social activities being used in the educational organizations for the teachers to develop job satisfaction. The teaching profession in Pakistan has been facing many challenges. One of which is the status in the society. Teachers are not given the due status and respect as like other professionals. So here we need such an effective plan to develop satisfaction among the teachers related to their profession. In this regard the social activities can play a vital role.

Pakistan is a developing country where still we need to bring such innovative ideas in the field of organizational management that would be very useful for the managers of the universities. The research results showed that there was no significant effect of social activities found on job satisfaction of the teachers. That explains the social activities that are being used in the educational organizations for the teacher are not sufficient as well as not effective in developing job satisfaction up to significant level. Thus in the light of the data results Hypothesis # 1 was approved. That shows that in universities social activities are still not being used in their true sense. So there is a need to improve the situation and include such activities in a proper and well planned manner. While Hypothesis # 2 and 3 were also proved as there was no gender based statistically significant difference found related to social activities and job satisfaction. Same was the case with the Hypothesis # 4 and 5. That were also approved and no statistical significant difference found between employees on the basis of job experience in relation to the social activities and job satisfaction. It shows a special need to pay a proper attention to develop a regular schedule for the use of social activities in order to get desired results.

So in this way the data revealed that on the basis of gender and experience social activities were equally available for all the employees. Similarly job satisfaction level of the employees was also found same and there was no difference on the basis of gender and experience.

Recommendations

It has been recommended that social activities may be held in all the educational institutions. Keeping in view the importance of the social activities it is important to provide chance not only to the students but also to the faculty and the other staff members as well.

It is further recommended that the educational institutions especially the university may celebrate social activity week according to their feasibility.

Other social activities such as employee get together, social entertainment visits, Monday morning meetings celebration of festivals, entertainment clubs and other such events may also be arranged for the employees as well.

Time to time the management of the universities may conduct small scale researches to assess the level of job satisfaction of the employees and in case of finding dissatisfaction the research may extend to find out the reasons. Similarly follow up of the social activities may also be conducted.

Informal meetings, Official dinners, Organizational event celebrations, Cultural celebrations may also be used to develop a schedule of social activities within the organization.

In the light of the findings the following model has also been suggested to be implemented for the social activities of the employees in the universities.

Social Activities Development Model (SAD)

Objective

- To develop healthy communication skills.
- To develop a habit of accepting differences.
- To enable the employees o help other.
- To resolve the conflicts in effective manner
- To enable the employees to participate in the group activities
- To present innovative and creative ideas.
- To develop a sense of unity.
- To develop a productive and collaborative work environment.



Fig No. 1 Social Activities Development Model (SAD)

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Implications of Capital Conservation Buffer on Stakeholders and Growth Prospects: Evidence from banking sector of Pakistan

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Abstract

The aim of the study was to analyse the implications of Capital Conservation Buffer (CCB) under Basel Accord III on stakeholders and growth prospects of Pakistani banking sector. The study used purposive sampling technique by conducting interviews of fifteen (15) experts from Risk Management Department of commercial banks in Pakistan. Findings of the study showed that capital raising exercise for CCB will be a challenge for undercapitalized banks in Pakistan. Furthermore, there are negative implications of CCB on stakeholders, lending practices and profitability of banks. This study has significant implications for the policy makers in the banks with respect to incentivizing their shareholders and employees and provides strategies to mitigate the issue of declined growth which stem from maintaining CCB in Pakistan.

Keywords: Basel III, Capital Conservation Buffer, Shareholder, Employees, Growth, Strategies

Introduction

The adverse impact of financial crisis 2008 was felt by many developed and developing countries (Reinhart & Rogoff, 2008). In response, the banking regulations became more conservative, stringent and capital based. Basel III emerged in response to the deficiencies in financial regulations. Its objective is to strengthen bank's capital requirements by focusing on the quality and quantity of capital with the application of capital buffers (BCBS, 2011). Banks hold capital buffer which is the excess capital above the minimum capital requirement that acts as a protective cushion to cover the unexpected losses thereby enhances the financial stability (Ayuso, Pérez, & Saurina, 2004). In this regard, Capital Conservation Buffer has a unique nature.

Capital Conservation Buffer (CCB)

In order to promote the conservation of capital, Basel Committee on Banking Supervision (BCBS) has introduced Capital Conservation Buffer under Basel III which banks will build-up in good economic times and utilize the same in the economic stress times. This CCB requirement is based on simple capital conservation rule to avoid breaches of minimum capital requirement. The minimum volume of the CCB should be equal to 2.5% of the Risk Weighted Assets. CCB is part of the common equity in the form of Tier-I capital. Basel III will restrict distribution of dividends, share buyback and bonus payments if banks fail to maintain a threshold level of CCB according to paragraph 131 of Basel III (BCBS, 2011).

State Bank of Pakistan has issued "Instructions for Basel III implementation in Pakistan" under Banking Policy & Regulations Department (BPRD) circular # 06 dated August 15, 2013 (State Bank of Pakistan, 2013b).

Pakistani banking sector is having Capital Adequacy Ratio (CAR) of 14.8% which is at an average of above the regulatory requirement of 12.5% (State Bank of Pakistan, 2014). Unfortunately, implementation of Basel regulations in Pakistan is delayed than that of the other developing countries (Masood & Fry, 2012) due to lack of efficient capital market (Haider & Jaffery, 2000). So, raising capital for CCB will be a curse. Restriction on dividends and bonuses will negatively impact concerned stakeholders. To meet the additional capital requirement, banks will initially increase lending margins and reduce the quantity of new lending that could have a transitory impact on growth (BIS, 2012). So, this research is aimed to highlight the challenges regarding implications of CCB on stakeholders' interests and growth prospects of the banking sector of Pakistan and to devise strategies that will help policy makers and banks to overcome these challenges.

Research Objectives

This research will cover the following research objectives in order to identify the impact of Capital Conservation Buffer on stakeholders and growth prospects of the banking sector.

1. To examine the general viability of CCB for the commercial banks of Pakistan,
2. To analyse the impact of Capital Conservation Buffer on concerned stakeholders and to devise strategies for safeguarding the stakeholder's concern
3. To investigate the growth challenges that banks will face while maintaining CCB and to formulate strategies to maintain growth prospects of the banking sector.

Literature Review

Financial institutions are exposed to market, operation, credit, liquidity and legal risk one way around (Allen & Santomero, 1998). So, banks need to focus on effective risk management to maintain its efficiency and stability (Al-Tamimi, 2008). For this purpose, Basel Committee on Banking Supervision introduced Capital Conservation Buffer under Basel III to absorb unexpected losses during economic downturns and maintain financial stability (BCBS, 2011). Capital buffer helps in reducing the probability of banking crises, the amplitude of business cycle and asset fire sales (BCBS, 2010a).

The capital buffer theory depicts that banks behaviour depends on the size of their capital buffer. Banks with low capital buffers rebuild their buffers by raising capital and lowering risk simultaneously, while banks with high capital buffers maintain their buffers by raising both capital and risk level (Frank Heid, Daniel Poratha, 2003; Stephanie M. Stolz, 2007). Since, large banks have better accessibility to new equity which reduces the need for them to maintain large capital buffers (Jokipii, 2009). It depicts that medium to small sized banks are likely to suffer challenges in raising and maintaining CCB.

Since retained earnings are a better source of funding than debt and equity (Myers & Majluf, 1984), so it is expected that banks will utilize retained earnings to comply CCB requirement. Consequences of CCB would be adverse for banks that need to struggle for raising capital (Kumari, 2013). Though capital buffers will increase banks' loss absorbency capacity but the struggle that banks have to make in order to achieve compliance may lead to instability rather than strengthening the financial system (Arnold, Borio, Ellis, & Moshirian, 2012). Even banks are uncertain about the buffers they need to hold above the minimum capital requirement (Ernst&Young, 2014).

Capital Buffers and Stakeholders

Due to the prudential requirement of CCB; shareholders will bear more risk than before (Allen, Chan, Milne, & Thomas, 2012) in the case of restriction on dividends and bonuses. It will discourage the current shareholders from contributing more capital (Jones, 2010; ProfitStars, 2012) but it also depends on investors' willingness to trade in higher returns for lower risks (Subbarao, 2012). But, it is questionable for banks that how they will reward their shareholders and employees in such circumstances (Jayadev,

2013). Banks may need to invest in certain projects which yield higher profits in order to inflate bonuses (Gwatidzo, 2009) to avoid fall in CCB threshold level.

Capital Buffers and Financial Growth of Banks

Loan growth will be reduced due to the rise in capital buffers due to capital blockage. So, banks will raise lending rates in order to fulfil the additional capital and buffer requirements (Cosimano & Hakura, 2011; Deriantino, 2011; Abdel-Baki, 2012). According to an estimate by McKinsey & Co., the capital requirements under Basel III could reduce the return on equity (ROE) for banks by about 4% in Europe and 3% in the U.S (KPMG, 2010). According to the Macroeconomic Assessment Group (MAG) Interim Report published in August 2010, by increasing one percentage point in the target ratio of tangible common equity (TCE) to risk-weighted assets (RWA's) will result in 0.19% decline in the level of GDP whether the source be Capital Conservation Buffer or any other capital requirement under Basel III. Each additional percentage point in the capital buffer would lower annual growth by 0.02 percentage points during the period of build-up. Furthermore, it will be difficult to predict the level of such buffer that to what extent, banks are able to access the Capital Conservation Buffer in stress time period (BCBS, 2010b).

Additional capital and buffer requirement will put pressure on margins and operating capacity of banks (King, 2010). There will be a negative impact of CCB on Return on Equity due to restrictions on dividends. Banks will raise lending spreads among the measures they could take to prevent ROE from falling (Chun & Kim, 2012), (PwC, 2011). These challenges could be resolved by substituting long-term corporate lending by short-term corporate and retail lending to free capital and improve profitability (Schmaltz et al., 2014). Financial institution's profitability could be adversely affected by Basel III capital requirements and will lead to the reduction of income generation per unit of capital (Miu, Ozdemir, & Giesinger, 2010). High capital and buffer ratios may not guarantee the bank's soundness if all risk are not adequately measured and managed by the bank (Ayadi, 2013). To over any challenge arising out of additional capital and buffer requirements, banks should change the structure of their balance sheets by allocating more capital and liquid assets, as well as use more stable sources of funding (Abdel-Baki, 2012). Banks can re-evaluate cost models and increase in loan pricing for risky corporate loans and focus on clients' relationship on both the asset and liability side of a business to earn more profit (Ernst & Young, 2012). Banks can diversify funds during periods of good economic times to generate profit and also to build capital buffers to provide protection against credit risk (Crockett, 2001). Banks should re-examine the returns they are achieving through their investment portfolios and decide to reallocate their resources towards those sectors that are achieving better rates of return to accelerate growth prospects (Nuccio, Loewy, Nuccio, & Llp, 2013). Banks will need to update their investment portfolios to add investment products that match their risk profile in order to earn more profit and meet the Basel III regulatory requirements comfortably (ICD, 2015).

Capital Conservation Buffer and Islamic Banks

Islamic banks operate their banking business in compliance with Shariah (Harzi, 2012). The challenging global environment of commercial banks has grabbed the attention of policy makers and scholars towards Islamic banking (Beck, Demirgüç-Kunt, & Merrouche, 2013). Since Basel III is designed for conventional banks yet Islamic banks must also comply (Ahmed, Asutay, & Wilson, 2013). Islamic banks seem to adjust their own capital buffers in an effort to more accurately reflect their own risk outlooks (Daher, 2014). Islamic banks are generally well capitalized because most of their capital is based on Tier-1 and only small portion of Tier-2 capital (Hassan & Bashir, 2003) which makes it easy for Islamic banks to meet the Basel III capital requirements comfortably (Rougeaux & Annadif, 2013). Though Islamic banks have profit equalization reserve which is aimed to maintain a specified level of return on

investment for investment account holders which acts as a shock absorbent. Islamic banks can argue to count profit equalization reserve for capital conservation purposes (Ahmed et al., 2013) but for that banks need to transfer shareholders' share in this reserve (Harzi, 2012).

Pakistani Banking Sector

Undercapitalized banks in Pakistan can face challenges while meeting capital requirements under Basel III that may lead towards mergers & acquisitions in the financial sector. Banks will have to curtail lending to corporate sector that will create a financing gap of over \$340 billion over the next five years (BR-Research, 2014). Anyhow Basel III considers the resilience of the financial sector to negative shocks through enhanced capital buffers (Ozair Ali, 2010). In order to overcome the challenges regarding CCB, banks need to get full benefits of risk management concepts, banks will have to move to the advanced methodologies for aggregation of risks and to achieve that level, the banks will have to strengthen their risk culture and invest in their HR by recruiting experts to gain the necessary skill set (State Bank of Pakistan, 2013a). Banks should increase the share of retained earnings used to rebuild CCB as their actual capital levels approach near the minimum capital requirement to withstand adverse economic environment (State Bank of Pakistan, 2013b). Though Pakistani banking sector is having on an average 14% Capital adequacy ratio which is above the minimum requirement but this is because large banks hold 50.6% of total banking sector assets. Small banks are still hardly meeting minimum capital requirements.

Methodology

By employing interviews of experts from the Risk Management Department of Pakistani commercial banks, this study helped in analyzing the impact of CCB on stakeholders and growth prospects of the banking sector.

Data Collection and Analysis Technique

A sample of 15 commercial banks is selected for this study as a representative sample of the whole population of banks in Pakistan. These banks include public, private and Islamic bank. This study covers the sample of large, medium and small-sized banks based on the financial position of banks (KPMG Taseer Hadi & Co., 2013). Expert sampling is used in order to have particular knowledge on the implications of CCB on banking sector of Pakistan. Interviews of 15 experts are conducted who belong to 15 banks. Those experts belong to Risk Management Department having concerned knowledge on CCB. Open-ended interviews and questions were asked to extract common grounds regarding CCB.

According to the convenience of the interviewees, among 15 interviews, Twelve (12) were recorded telephonic interviews of 20 to 30 minutes each and the rest three (3) were responded in written via email. N-Vivo, the qualitative data analysis software was used in this study to manage the 'coding' procedures to conveniently analyze the input provided by the experts (Hilal & Alabri, 2013). General inductive approach was used where condense raw data was transformed into meaningful form to makes more reliable and valid findings (Thomas, 2006). With the help of N-vivo 8 software, recorded telephonic interviews and written input from the experts was documented in a transcript form and coded that covered the core meanings evident in the text which is relevant to the subject matter (Hilal & Alabri, 2013).

Based on the study conducted by Jayadev (2013), the same methodology was used in this study by incorporating the views of different experts from the Risk Management Department of different banks. Interview questions revolved around general viability of CCB, capital raising exercise for CCB, potential challenges while implementing CCB, implications of CCB on stakeholders and growth of banking sector

and strategies to mitigate issues arising out of CCB (KPMG, 2010;PwC, 2011;Subbarao, 2012;Jayadev, 2013;Schmaltz, Pokutta, Heidorn, & Andrae, 2014).

Findings

The findings were divided into three categories fulfilling the research objectives of this study. The quotations presented in findings were the themes generated from different codes. Quotations illustrated unless otherwise indicated, common perspectives.

Category: Viability of CCB

The first category covered the first research objective regarding the general viability of CCB for the Pakistani banking sector. All the interviewees identified the importance of CCB by stating that:

Code: Burden for banks

“CCB is not viable for the banking sector as it will be a burden for banks in terms of raising capital and maintaining the CCB level especially those banks that are hardly meeting the minimum capital requirement. Even big banks incur few losses so there is no need for additional capital in the form of CCB on the basis of “too big to fail” phenomena.

Islamic banks are also not preferring Capital Conservation Buffer on a ground that:

“Profit equalization reserve and investment risk reserve are used as profit stabilization and act as a cushion against future losses so there is no need to Capital Conservation Buffer.”

Code: Profit Retention

“Majority of Banks will raise CCB through profit retention as it is a less costly source of capital generation.

Code: Equity Market

“Few banks will raise CCB by issuing right shares to the existing shareholders because it is not possible to raise the amount in billions through profit retention only in short span of time. Banks who have their own investment and asset management companies can raise capital through equity market but undercapitalized banks will find it difficult to raise CCB only through profit retention.”

Most of the interviewees alarmed about the potential challenges in implementing the Capital Conservation Buffer by stating:

“Potential challenges would be raising the required degree of capital for CCB, lending and dividend payout constraints, a wave of merger and acquisition and coping with duration of the downward cycle.”

Category: Impact of CCB on Stakeholders

In order to fulfil second research objective regarding challenges that shareholders and employees can face with respect to CCB, majority of the interviewees responded:

Code: Impact on Shareholders

“Raising additional capital for CCB would result in dilution of existing share given and is not likely to be welcomed by the shareholders...Due to restrictions; shareholders would be reluctant to invest in banking sector...It also

depends on the shareholders' attitude that whether they would like to encourage a financially stable bank by sacrificing their current earnings to have long term benefit or to liquidate their shares in case of fall in CCB level for short term benefit"

Code: Impact on Employees

In the case of Employees, bonuses will be cut off as the bank is looking forward to tight the belt by cutting off operational expenses in order to raise capital. Bonus restrictions and low increment will de-motivate employees and cause turnover but it is a short-term challenge. Monitoring and ensuring the level of CCB at ongoing basis would be a challenge for management. Banks are focusing to familiarize employees with risk culture and to recruit experts who can deal with these new regulations in a better way."

Strategies to overcome negative impact of CCB on stakeholders

To overcome the challenges that stakeholders will face due to CCB regulation, responses of experts are taken that will help banks to apply the best-suited strategies in order to stay in the banking business. Through interviews, different strategies are identified that are divided into defensive and aggressive strategies that will help banks to satisfy stakeholders:

"Defensive strategies include bringing clients who have less default risk...channelling investment to sectors where the money at stake is less ... assign weight to every expected loss...creating more reserves...reduce the riskiness of assets... the increase in prudent lending ...each strategy needed to be work on because they are imperative in reducing the risk factor, maintaining CCB level and ensuring profits."

Some interviewees focused on aggressive strategies for satisfying the concern of stakeholders:

"Introducing new business avenues, launching new products and diversify funds to earn more profit...issuing right shares to increase core capital...focus on lending that targets higher profits that will ultimately increase banks' income. In this way, profits can be retained for CCB as well as distributed to employees and shareholders"

While carrying out discussion on whether satisfying stakeholders concern is more important than to retain profits and keep running the banking business, experts say:

"Shareholders are the owners. Fulfilling their concern is credible in order to stay in business...but it is also important to keep balance in wealth distribution and wealth retention. Under Basel III there is much focus on building Tier-I capital just for the betterment of stakeholders and making banks more resilient."

Category: Impact of CCB on Growth Prospects

The key issues addressed in the interview regarding growth prospects are the impact of CCB on lending volume, Return on Equity (ROE) and loan rates:

Code: Impact on Lending Volume

"Lending volume will decline due to the implementation of CCB. Banks will have to hold more capital rather than giving it to lenders."

Code: Impact on Return on Equity

One of the important factors in measuring company's efficiency is through its Return on Equity ratio (Pinto, Henry, Robinson, & Stowe, 2010). It is that income generated from the shareholders equity but

when it comes to dividend constraint element, Experts highlighted the possible implications of CCB on ROE by stating:

“To raise CCB requirement, profitability is sacrificed so definitely it will turn down ROE because of the conditions attached with CCB. Already investors are not attracted towards banking sector in Pakistan. So, CCB will have a negative impact on ROE. It also depends upon shareholders’ appetite also whether they want long term benefit by staying with banks or prefer short run benefit by demanding dividend and dilute their investments. For financially constrained banks retention of already limited profits into retained earnings would be a difficult action and likely to disenchant investors.”

Code: Impact on Loan Rates

To maintain profitability, banks should increase loan rates but to a certain limit otherwise lenders will be reluctant to borrow. For equity constrained banks, it is crucial in decreasing the loan rates to more attract borrowers.”

Strategies to overcome negative impact of CCB on growth prospects

After discussing the potential challenges that banks could face in the line of growth, interviewees suggested some diverse strategies that will facilitate banks to maintain their growth while achieving financial stability:

“By focusing more on asset liability management, banks can target higher profits....opening new ventures and products can increase growth....concept of branchless banking will help in cutting off operational expensesBanks should run their own investment management companies to meet the need..... Banks need to focus on expected return on investment, commercial lending needs to be increased to earn more. Banks need to generate quality assets.....promote Islamic banking as it promotes secured mode of financing.....aggressive deposit (current) taking campaigns would be one best option as a mean to enhancing profitability.....Islamic banks have already high asset quality, the only need is to flourish Islamic banking business more. Islamic banks have asset liabilities committees that are entrusted to establish required strategy mix to counter in a better manner the consequences of any constraints arising from Basel regulations...Asset-backed financing by Islamic banks provides an additional cushion to banks and put a natural cap to excessive borrowing that helps in maintaining growth.”

Frequency table displays the codes and number of respondents who have recorded their input for the possible implications of Capital Conservation Buffer.

Table I
Frequency Table

Codes	Negative Impact <i>f</i> *	No Impact <i>F</i>	Total <i>F</i>	% of Respondents (Negative Impact)
Burden for Banks	10	5	15	66.67
Profit Retention	4	11	15	26.67
Equity market	10	5	15	66.67
Impact on Shareholders	12	3	15	80.00
Impact on Employees	8	7	15	53.33
Impact on Lending Volume	14	1	15	93.33
Impact on Return on Equity	15	0	15	100.00
Impact on Loan Rates	9	6	15	60.00

*Frequency

Based on the majority of responses it is concluded that Capital Conservation Buffer is not viable for the banking sector and it has a negative impact on concerned stakeholders and growth prospects of the banking sector of Pakistan.

In order to investigate the implications of CCB on the banking sector, the main themes under this study are also being compared against bank size. The population is segmented into large, medium and small banks. The response rate is checked for the negative implications of CCB on concerned stakeholders and growth prospects of the banking sector. There are total 15 banks under this study among which three (03) are large, six (06) are medium and six (06) are small banks.

Table 2 Impact of CCB according to Bank Size

Codes (Negative Impact)	Large Banks <i>f</i> * (T=3)**	Medium Banks <i>f</i> (T=6)	Small Banks <i>f</i> (T=6)	Grand Total
CCB Implementation	0 (0%)	4 (66.67%)	6 (100%)***	15
Profit Retention	0 (0%)	0 (0%)	4 (66.67%)	15
Equity Market	0 (0%)	4 (66.67%)	6 (100%)	15
Impact on Shareholders	0 (0%)	6 (100%)	6 (100%)	15
Impact on Employees	0 0%	2 (33.33%)	6 (100%)	15
Impact on Lending Volume	2 (66.67%)	6 (100%)	6 (100%)	15
Impact on Return on Equity	3 (100%)	6 (100%)	6 (100%)	15
Impact on Loan Rates	0 (0%)	3 (50%)	6 (100%)	15

*Frequency **Total Banks in a Group ***Percentage of Respondents

According to the bank size, large banks are the least to suffer from CCB and its implications on concerned stakeholders but the majority of the respondents (66.67% and 100%) said that there is a negative impact of CCB on the growth prospects of large banks (lending volume and Return on Equity respectively). Medium banks have a moderate impact while small banks are the most affected group

showing 100% response rate for the negative impact of CCB on concerned stakeholders and growth prospects of the banking sector.

On summarizing the results, it can be concluded that CCB does have a negative impact on stakeholders and growth prospects of banking sector but that impact would be faced by the small/undercapitalized banks at large. Shareholders will show reluctance towards banking sector and management of the bank will face tough time along with the de-motivation factor. Decline in lending volume, Return on equity and loan rates will decrease bank's profitability. But these challenges can be mitigated by adopting strategies that will make the banking sector more resilient.

Discussion

Capital Conservation Buffer is one of the capital requirements in Basel III regulations which will help in making the banking sector more resilient (BCBS, 2011). At the same time, making arrangements to meet this capital requirement will be challenging for financially constraints small to midsized banks (Subbarao, 2012) because small banks do not have that access to the capital market that large banks do have for capital generation (ProfitStars, 2012). So, CCB requirement will be met through retained earnings by majority of the small banks. Meanwhile, commercial banks in Pakistan are also offering right shares to their existing shareholders in order to fulfil capital requirement for CCB because it is cheaper than a public share issuance and it also helps in underinvestment problems (Mehdi, 2014). According to State Bank of Pakistan banks can fulfil CCB requirement effortlessly (State Bank of Pakistan, 2013b) but small banks will face challenges in this regard (Jayadev, 2013).

When there will be more capital retention in the shape of CCB, there will be less available for lending which will lead to decrease profitability (Miu et al., 2010; Chun & Kim, 2012). Dividend and bonus payment constraints will be another challenge that banks will face when CCB will fall below the minimum requirement of 2.5% of Risk Weighted Assets (Allen et al., 2012; Kanas, 2013; Jayadev, 2013). Now, these challenges could damage bank's reputation among stakeholders making the situation worse for the banking industry. Besides that, a wave of merger and acquisition is possible in the banking industry if banks will be unable to meet the additional capital and buffer needs (BR-Research, 2014). This will be challenging but at the same time will help small players in the financial industry to continue their business under the umbrella of big players or by merging with other small players.

Major stakeholders of any organization are their shareholders and employees. CCB will also impact these stakeholders negatively because any cutback in discretionary earnings distribution due to capital constraints will result in reputational harm to the financial institutions (Lekatis, 2011). Considering the drawbacks of CCB, shareholders would be reluctant to invest their money with the bank (Allen et al., 2012). As a limitation on CCB, restriction on bonuses can demotivate employees and add turnover factor so to overcome this, employees should make efforts to inflate profits. The authorities have to engage both banks and investors in constructive dialogue about the required operational and business changes regarding capital requirements so, that common grounds can be achieved (Allen et al., 2012). Management needs to restructure balance sheet by allocating more capital to fulfil additional capital requirements under Basel III (KPMG, 2010), (Abdel-Baki, 2012). Banks needs to focus on increasing the quality of assets, to introduce risk culture awareness and to reduce risk exposure to fulfil capital buffers need (Jayadev, 2013). No doubt, reducing risk exposure can help in the survival of banks but at the same harmful for growth prospects of the banking sector because when banks will start to retain more and invest less then it may lead to instability rather than strengthening the financial system (Arnold et al., 2012). Regulators designed these capital buffers requirements to control excess lending (Buser, Chen, & Kane, 1981). This is why; CCB will negatively affect lending volume and income generated from these lending. When lending volume will be affected by CCB, then there will be a need to increase loan rates

in order to cover up the cost of loans (PwC, 2011). Restricting dividends will also discourage current shareholders from contributing more capital which can result in a decline growth of Return on Equity (King, 2010; KPMG, 2010; Miu et al., 2010).

To overcome the cost of Capital Conservation Buffer, short-term lending is beneficial to earn profit and raise capital because short-term lending helps to free capital and generate income (Schmaltz et al., 2014). For undercapitalized banks, it is important to go for merger and acquisition to continue their business in the banking sector otherwise these banks may not be able to withstand capital requirement pressure. (Daily Times, 2014), (Meezan Bank, 2014).

Islamic banks are well capitalized than conventional banks (Hassan & Bashir, 2003), (Ahmed et al., 2013) so, these banks can easily fulfil CCB requirement. Since, Islamic banks do have adequate reserves to absorb any financial shock so; Islamic banks should be given an opportunity to adjust their own capital buffers according to their risk profile (Daher, 2014). It will help in blocking less capital in the form of CCB. As a whole, Islamic banks are at the beneficial place than the conventional banks in the implementation of the Basel III capital and buffer regulations as the Islamic banks are Shariah-Compliant and have Tier I capital (liquid funds) as a major source of funding (Hassan & Bashir, 2003).

Conclusion

This study qualitatively examined the possible implications of Capital Conservation Buffer (CCB) on stakeholders and growth prospects of the banking sector. In order to know the impact, interview approach is employed to evaluate the expert opinion of the heads from the Risk Management Department and then they are being analyzed by using N-vivo software. CCB will negatively impact midsize to small banks whereby, large banks are also not supporting CCB due to “too big to fail” hypothesis. Raising the required level of CCB will be challenging for medium to small size banks. Commercial banks in Pakistan are exercising capital raising options for CCB through profit retention and issuing right shares to the existing shareholders. In future, the wave of merger and acquisition might be expected if banks fail to meet the minimum requirement. In the case of fall in CCB level, restriction on dividend and bonus payments will negatively impact the concern stakeholders. CCB will have a negative impact on lending volume and Return on Equity. To overcome these challenges, banks should improve the quality of assets.

Recommendations

It is imperative for the policy makers and commercial banks to take some steps that will help banks to smoothly follow the regulations as well as maintain their profitability. Regulators should support banks to fulfil CCB regulatory requirement else set a minimum level of CCB for small banks because huge capital holding may affect the profitability, efficiency, and effectiveness of banking operations. There is much scope for further research from the present study additional work is required to quantitatively investigate the impact of Capital Conservation Buffer on dividend pay-out, lending volume, loan rates and return on equity when there will be numerical data in hand.

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Abbreviations and Acronyms

BCBS	Basel Committee on Banking Supervision
BIS	Bank for International Settlements
CIB	Credit Information Bureau
SBP	State Bank of Pakistan
CCB	Capital Conservation Buffer
GDP	Gross Domestic Product
FI's	Financial Institutions
RWA	Risk Weighted Assets

Antecedents and Consequences of Job Satisfaction: Evidence from Hospitals of Khyber Pakhtunkhwa (KPK)

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Abstract

Job satisfaction has grasped the attention of many researchers, authors and practitioners. Job satisfaction as a subject realized the significance of organizational commitment. The current study explored the antecedents of job satisfaction and its effects on Organization commitment .A sample of 135 of doctors serving in hospitals of Khyber Pukhtoon Khawah (KPK) participated in the current study. Results indicated that doctors face certain problems like work conflict, and role stress which reduces their level of job satisfaction. Moreover, factors like autonomy and relationship with supervisor have positive impact on job satisfaction. Besides, job satisfaction resulted in organizational commitment. So, management of hospitals and policy makers need to take effective measures to solve above mentioned factors which hinder the job satisfaction and commitment of the doctors in hospitals of KPK Pakistan.

Keywords: Work Conflict, Role Stress, Autonomy, Relationship with Supervisor, Job Satisfaction, Organizational Commitment, KPK Hospitals

Introduction

The phenomenon of job satisfaction is one's emotional state towards his or her job and is vital for organization success. According to Locke and Lathan (1976), "Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job and job experiences" (p.1300).Employee's positive attitude towards his or her job assignments is the reflection of his or her commitment with the organization which in turn proves to be fruitful for success of the organization. Job satisfaction is a priceless asset and previous research predominantly signified its significance for the organizations establishing the fact that more satisfied the employees are better will be their performance (Hafizh & Imam, 2012; Hunter & Tietyen, 1997; Keller, 1975; Linz, 2002; Nelson, 2006; Malik 2010).

The previous literature predominantly signified the positive effects of organization commitment e.g. improved retention, regularity, increased participation in organization's affairs and decrease in employee turnover (Mathien & Zajac, 1990; Meyer, Herscovitech & Topolnysky, 2002).This consequently facilitates in providing better products and services in an effective and efficient manner (Coope-Hakim & Visewasavaran,2005).

Many notable studies were previously conducted in health sector of Pakistan. Doctor's role in the health sector is very crucial and recent research highlighted negative consequences of doctor's dissatisfaction with their job related matters which consequently has negative effect on the overall system of Public hospital and the health care quality, (Alamdard&Aleem,2014 ; Ghazali, Shah, Zaidi, & Tahir, 2007;Hafeez et al.,2010;Kazmi,2011;Khawaja et al.,2004). Ali and Wajidi (2013) in their seminal work established that certain factors like career development opportunities, promotion and work load structure were found highly associated with satisfaction of employees. Alamdar and Aleem (2014) concluded that working conditions, nature of work, pay and promotion factor significantly improves satisfaction level in Autonomous Medical Health Institutions. A study by Jaiswal et al. (2015) among employees working in hospitals of India suggested that hospital administration should focus on satisfaction of employees on priority as it will not only be fruitful for financial health of the organization but will also enhance psychological and social well-being of the employees. Some other studies among doctors in Pakistan have concluded that factors which create dissatisfaction include prevailing working environment, time pressure/work load, low salaries/ reward system, work life conflicts and less training and development opportunities. These studies further suggested that the appropriate strategies for creating conducive environment, incentive based remuneration system needs to move rigorously in a positive direction (Abida, Rizwana, Maqsood& Arshad 2009; Kumar et al., 2013; Zohaib,Kamran, Atif& Samar., 2014). A number of studies have been conducted by different practitioners for finding factors that influence job satisfaction and they found salary, promotion, recognition, autonomy, and relationship with supervisor and relationship with co-worker, working condition, role conflicts, role stress, and many more to be responsible for it (Aziz, Goldman & Olsen, 2007; Jen, 2010; Locke, 1976; Purani & Sahadev, 2007). In addition to it, previous studies on job satisfaction in hospitals examined factors in term of role stress, role conflict and work load (Rubin, 2009). The present study aims to identify the antecedents e.g. work family conflict (i.e. family to work and work to family), role stress (i.e. role ambiguity, role conflict), autonomy, relationship with supervisor and consequences of job satisfaction i.e. organization commitment by choosing the sample from KPK Hospitals. Census record of 2010-II says that Khyber Pukhtoon Khawah (KPK) has an approximate population of 22676855 .The statistics of hospitals of KPK are 17% of the total Pakistani hospital approximately. War on terrorism and law and order situation in KPK particularly after the incident of 9/11 has affected health sector employees.

Literature is replete with research on a very important aspect of work-family conflict. According to Greenhaus and Beutell (1985) work-family conflict is "a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect" (p. 77).It may be work to family conflict and family to workconflict. Previous research has demonstrated that larger family size and family duties put pressure on employees who consequently have detrimental effects on employee's health and hence he is unable to give full attention towards his job assignments. Such conflicts in turn contribute to dissatisfaction with the job (Olorunfemi, 2009).The gender wise analysis previously revealed that among females the negative relationship between work family conflicts to job satisfaction is more than men (Bruck, Allen & Spector 2002; Kossek&Ozeki, 1998). Earlier research predominantly concluded that as Work family conflict (i.e. Family to Work and Work to family) increases there will be significant decrease in job satisfaction (Chen & Kao, 2011; Kahn et al., 1964; Netemeyer, Boles, & McMurrian, 1996).

Role stress refers to role ambiguity and role conflict (Chan, 2011; Grandey and Cropanzano, 1999).Putting in another way, role stress is due to organizational role which creates possible unpleasant and adverse consequences for the employee (Ahsan et al., 2009; Kahn & Quin, 1970). Rizzo, House, and Lirtzman (1970) define role conflict as "the incompatibility of requirements and expectations from the role, where compatibility is being judged on a set of conditions that impact performance". It has two dimensions such as role conflict and role ambiguity (Chen & Kao, 2011; Rizzo, House, 1972). According to Kahn et al., (1964) employees face complex and constantly changing tasks in the organization which

vary their expectations along with the organizational roles. This ultimately results in role ambiguity and conflict which leads to lower satisfaction. The managers make different rules compatible to the situation. This creates a gap between the actual and desired outcome for the employees which arises role conflict (Kopelman, Greenhaus, & Connolly, 1983). House and Rizzo (1972) found that role ambiguity is more strongly correlated to job satisfaction than that of role conflict. Previous research has concluded that role conflict and role ambiguity negatively affect the level of job satisfaction (Cervoni & DeLucia-Waack, 2011; David, Syed, Zaini & Nilufar, 2009; Mansoor et al., 2011; Moura, Orgambidez-Ramos & Gonçalves, 2014; Rizzo, House & Lirtzman, 1970). A study conducted by Ling, Bahron and Boroh (2014) tested the relationship between role stress and job satisfaction in banking sector. Findings of the study reconfirmed the relationship between role stress and job satisfaction i.e. high level of role stress significantly related with low levels of job satisfaction. The study also highlighted the negative consequences of this relationship which may lead to poor performance and propensity to leave.

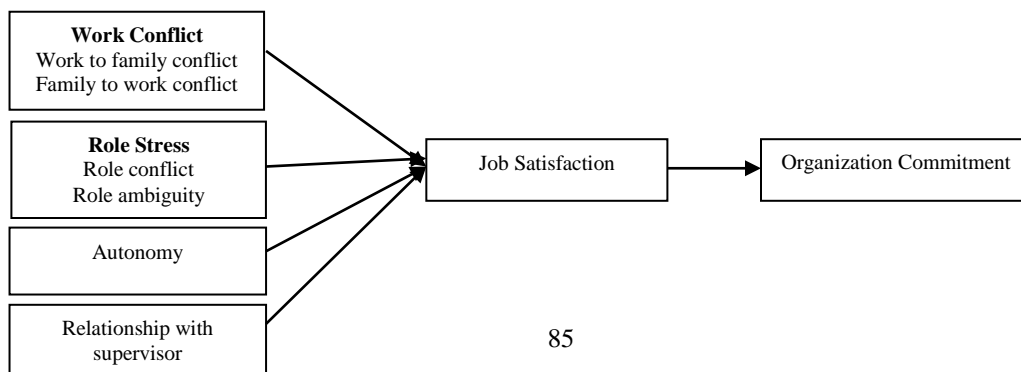
When employees are given the freedom to self-governance or to act what they know is called Autonomy (Aiken, Sloane, & Lake, 1997; Guest, 2004, 2005). Frankfurt (1989) identifies two types of freedom which is linked with autonomy. The first one is freedom of action and the second one freedom of will. Previous research has shown positive association between the level of autonomy and job satisfaction (Benson & Lawler, 2005; George & Karen, 2007; Jen-Te Yang, 2010; Ross & Reskin, 1992).

The evaluation of relation between the employee and their supervisor is considered a relationship with supervisor (Minsky, 2002). Jung and Avolio (2002) scrutinize the relationship between the supervisors and subordinate and concluded that it lead to job satisfaction. Friedlander and Margulies (1969) stated that pleasant relationship with co-worker influences job satisfaction in a positive way. Herzberg (1966) considered relationship with supervisor as one of the highest rated factor that produces job satisfaction.

According to Meyer and Allen (1991) organizational commitment “is a psychological state that characterizes the employee’s relationship with the organization, and has implications for the decision to continue membership in the organization” (p. 67). He further conceptualized the concept into effective, normative and continuance commitment. Previous research highlighted the positive role of job satisfaction with the organization commitment (Kotze & Roodt 2005; Mathieu & Zajac, 1990).

The current study aimed at evaluating the antecedents of job satisfaction among the doctors in the hospitals of KPK. The study also aimed at assessing the dominant factors among these. It further investigated the effect of job satisfaction on organization commitment. Thus, the researcher devised the following research hypotheses of the study:

1. Work-family conflict i.e. works to family and family to work is negatively associated with job satisfaction.
2. Role stress i.e. role ambiguity and role conflict is negatively associated with job satisfaction.
3. There would be positive relationship between autonomy the employee has and job satisfaction.
4. There would be positive relationship between relation with supervisor and job satisfaction.
5. There would be positive relationship between job satisfaction and organization commitment.



Methodology

Sample

The present study was cross-sectional and quantitative in nature. Moreover, the population of the study was doctors of the hospitals of KPK. Convenience sampling technique was used for data collection. For that purpose, 200 questionnaires were distributed in public hospitals of KPK (i.e. Lady Reading Hospital, Peshawar Medical Complex, Mardan Medical complex, SherPao Hospital Peshawar) and 155 were responded out of which 135 were complete and useable. Respondents constituted 99(72%) males and 36(26.5%) females. Age statistics were 25 or below (16.9%), 25-30(44.1%), 30-35(24.3%), 35-40(11%), 40 or above (2.9%). Marital status of the respondents was 67(49.3%) Single, 66(48.5%) married, 2(1.5%) divorced. The statistics representing the job levels of the respondents were 72(52.9%) training medical officers, 27(19.9%) medical officers, 8(5.9%) assistant registrars, 5(3.7%) ward-in charges and others 21(15%). The statistics regarding frequency of emergency calls were 13(9.6%) once a week, 81(59.6%) twice in a week 81(59.9) and 40(29.4%) daily. The shift wise analysis demonstrated that 29(21.3%) were in morning shift, 11(8%) were in evening shift and 95(69.9%) were in both. The statistics regarding the specialization of doctors participating in the study were 63(46.3%) surgeons, 15(11%) ENTs, 11(8.1%) Cardiologists, 16(11.8%) General Physicians and others 29(21.3%).

Instruments

Previous validated instruments with five-point Likert scale were used in the current study. The instrument of Grandley (2005) was adapted to measure work conflict (8 items). Among 8 items, four items comprised of family to work conflict and four items were of work to family conflict. To measure role stress, a previously validated instrument of Netemeyer et al., (2005) was adapted which was measured through role ambiguity (7 items) and role conflict (7 items). For measuring autonomy, 5 items scale was adapted from Breugh (1989). For measuring relationship with supervisor, 6 items scale was adapted from Beinart (2004). For measuring job satisfaction, 5 items scale was adapted from Autry and Daugherty (2003). For measuring organization commitment, 8 items scale was adapted from Meyer and Allen (1984). To ensure face validity twenty doctors of SherPao Hospital were contacted and according to their consultation the inconsistencies in the items were removed. As instrument for all the constructs was adapted from previous studies, thus, content validity was assured. Moreover, the internal consistency of each variable was measured through Cronbach's Alpha (α). For example Alpha values for Worktofamilyconflict(0.69),familytoworkconflic(0.80),roleambiguity(0.78),roleconflict(0.87),autonomy(0.81),relationship with supervisor(0.72) and job satisfaction (0.75). All the values showed satisfactory results and all values were above 0.60 (Kerlinger and Lee, 2000). The normality was confirmed through skewness and kurtosis values which were found within the acceptable range. SPSS 17 software was used for data analysis.

Results

Descriptive analysis, reliability, correlation analysis and regression analysis were used to evaluate the study objects as highlighted previously.

Table I presented the means and standard deviations. All the variables were found significantly correlated as hypothesized.

Table :I Descriptive Statistics and Correlation analysis

Variable	Mean	SD	1	2	3	4	5
1. WC	4.46	0.55	1				
2. RS	4.29	0.77	.77**	1			
3. AT	3.02	0.473	-0.03	.309**	1		
4. RWS	1.71	0.389	-.57**	-.44**	-.25**	1	
5. JS	1.51	0.53	-.488**	-.313**	0.217*	.206*	1

Note. * $p < .05$, ** $p < .01$, Work family conflict(WC), Role Stress(RS), Autonomy(AT), Relationship with Supervisor(RWS), Job Satisfaction(JS).

Correlation result indicated that both Family to work conflict ($r=-0.42$) and work to family conflict ($r=-0.43$) were found inversely related with satisfaction level of doctors respectively. The overall relation of construct Work conflict was found (-0.488) which was negatively related with job satisfaction. Role ambiguity($r=-0.421$) and role conflict ($r=-0.167$) was also negatively related with job satisfaction respectively. The overall relation of Role stress (which was measured through role ambiguity and role conflict) was also significantly related with job satisfaction (-0.313). Similarly the factors autonomy ($r=0.217$) and Relationship with supervisor ($r=0.205$) was positively related with job satisfaction. Job satisfaction was significantly related with organization commitment ($r=0.289$).

Linear regression results for all the independent constructs namely Work conflict (WC), Role stress (RS), Autonomy (AT), Relationship with supervisor (RWS) with Job satisfaction was examined individually. Significant relationships were found for all the constructs with job satisfaction (Table II). Similarly job satisfaction was also significantly related with organization commitment (Table II).

Table II. Summary of Simple Linear Regression Analysis

Hypotheses	B	SE	Beta	t	p	R ²
H ₁ : WC → JS	-0.465	0.072	-.488	-6.464	.000**	0.232
H ₂ : RS → JS	-0.215	0.056	-.313	-3.820	.000**	0.098
H ₃ : AT → JS	0.243	0.094	.217	2.574	.009**	0.047
H ₄ : RWS → JS	0.281	0.115	.206	2.439	.016*	0.042
H ₅ : JS → OC	0.387	0.111	.289	3.498	.001**	0.084

Note. **Significance level $p < 0.01$; *significance level $p < 0.05$; WC= Work family conflict; RS= Role Stress; AT= Autonomy; RWS=Relationship with Supervisor; JS = Job Satisfaction; OC= Organisational Commitment.

Multiple regression results revealed that overall all the four antecedents i.e. work conflict, role stress, autonomy and relationship with supervisor explained 28% (i.e. $R^2=.297$) in dependent variable i.e. job satisfaction.

A stepwise multiple regressions were also conducted to evaluate the dominant factor contributing job satisfaction. Results revealed (Table III) that out of four, two factors work conflict (beta = -0.481) followed by autonomy factor (beta = 0.202) were found dominantly contributing towards job satisfaction. R^2 for the factor work conflict contributes 23.8% in job satisfaction and when the factor autonomy was added in the model, R^2 increases to 0.279 with increase of 4 % approximately.

Table III. Summary of Simple Linear Regression Analysis

Hypotheses	R ²	ΔR ²	Beta	B	t	p
Model1: WC	0.238		-0.481	-0.459	-6.532	.000**
Model2 : AT	0.279	0.041	0.202	0.227	2.7456	.000**

Note. **Significance level $p < 0.01$; *significance level $p < 0.05$; WC= Work family conflict; AT= Autonomy; JS = Job Satisfaction..

Discussion

The present study focused on antecedents i.e. work conflict, role stress. Autonomy and relationship with supervisor of job satisfaction and its consequence i.e. organization commitment. Regression results revealed that all the hypothesised relationships were found significantly related with job satisfaction. Results of the study revealed that work family conflict was the dominant factor affecting the job satisfaction of the doctors i.e more the work family conflict, less will be the satisfaction level with the job. It may be noted that work to family and family to work conflict both significantly negatively related with the job satisfaction of the sample of the doctor under study. The results of the current study corroborate with the previous findings (Kahn et al., 1964; Netemeyer, Boles, & McMurrian, 1996).

Moreover, Gozukara and Colakoglu (2016) stated that employees become dissatisfied with their jobs when they are unable to balance their work and family duties. The descriptive results further demonstrated that mean value of work to family conflict and family to work conflict were on agreement side which indicated that sample of the doctors had problems in maintaining the balance between work and family. Majority of the doctors felt that their job affects their family life and vice versa. The reasons may be the daily emergency calls due to war against terrorism situation prevailing in the province of KPK, shortage of medical staff and duties timings i.e. working in both shifts etc. Role stress is significantly negatively related with level of job satisfaction. The results also revealed that both role ambiguity and role conflict are negatively related with the criterion i.e. job satisfaction. This signifies that more is the role ambiguity and role conflict the employees will have less satisfaction level. The results of the current study corroborate with the previous findings (Cervoni & DeLucia-Waack, 2011; David, Syed, Zaini & Nilufar, 2009; Jen-Te Yang, 2010; Mansoor et al., 2011; Ling, Bahron & Boroh, 2014; Moura et al., 2014; Rizzo, House & Lirtzman, 1970; Samartha et al., 2011).

The factor autonomy is found to be significantly positively related with level of job satisfaction. The results of the study have established that more autonomy the employee has in his/her job the more will be the job satisfaction. Belias, Koustelios, Sdrolis, & Aspridis (2015) found significant relationship between job autonomy and job satisfaction. Moreover, the results of the current study corroborate with the previous findings (Benson & Lawler, 2005; George & Karen, 2007; Jen-Te Yang, 2010; Kuo, 2010; Lee, 1998; Ross & Reskin, 1992). Better relationship with supervisor was also found to enhance job satisfaction. This factor has significant positive relationship with job satisfaction. Job satisfaction was found significantly related with organizational commitment. Dhurup, Surujlal, & Kabongo (2016) probed the significant effect of job satisfaction on organizational commitment. The result reiterated the fact that more the job satisfaction the more will be the organizational commitment and thus is aligned with previous research (Kotze & Roodt 2005; Mathieu & Zajac, 1990).

Limitations

The study has certain potential limitations. The sample size of the study is limited to the responses of doctors of one province only i.e. KPK. Thus results may not be generalized to wider population. Therefore, in future larger sample may be considered which cater responses from all four provinces of Pakistan so that results may be generalized. The longitudinal study is also suggested. The risk of common method bias is also there as in any survey study therefore the limitation of response bias cannot be ignored.

Conclusions

It can be concluded that the factors like work-family conflict (i.e. Family to Work and Work to family) and Role stress (i.e. role ambiguity and role conflict) are negatively related with job satisfaction. Similarly, the factor autonomy and relationship with supervisor are positively related with job satisfaction. Job satisfaction in turn is positively related with organizational commitment.

This study offered some useful managerial implications. Management of hospitals should assess the work load of the doctors to facilitate the balance between work and family life. Furthermore, the management of the hospitals should also review the role stress as it affects the job satisfaction of the employees. The study provided useful evidence that satisfaction of hospital staff can be strengthened through minimizing the role stress, work-family conflicts and enhancing the supervisor support and work place autonomy which, of course, facilitate in maintaining the better customer service. The management should ensure the confidence building measures like interactive sessions to obtain the in-depth causes of these variables that may affect the doctors' satisfaction level as well as their commitment to the hospitals.

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Information Communication Technology Integration: Trained Secondary School Teachers' Dilemma

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Abstract

The use of Information and Communication technology (ICT) in schools in Pakistan has been increasing throughout the last ten years. This study explores the experiences of professionally qualified secondary school teachers regarding the integration of ICT in the classrooms for effective teaching and learning. A survey research design was adopted to conduct this study. The population consisted of teachers who have obtained their Bachelor and Master Degrees in Education from teacher education colleges during the last five years. A survey questionnaire was designed to collect data and SPSS 20 was used to analyze the data. The study discovered that most of the teachers lack the ability to integrate ICT in the classroom because they found themselves poorly prepared and not motivated to do so. The teachers who participated in this study presented solutions to the problems, such as investment in transforming schools into technologically friendly schools, professional development of teachers, improving support mechanism.

Keywords: Information and communication technology (ICT), Perceptions, professional development. Teacher education, teacher educators, school administration

Introduction:

Teacher education programmes in Pakistan have recently gone through an extensive evaluation process and this process lead to the broad changes currently being implemented in the teacher education programmes in Pakistan. The changes suggested were incorporated into the teacher education curriculum and pedagogical practices of teacher educators. The Higher Education Commission (HEC) in Pakistan in collaboration with teacher educators from all over the country designed a new teacher education curriculum (HEC, 2012.) The professional development programmes were designed for (EDC, n.d) teacher educators in public sector to transform the teacher education programmes and teacher educators' professional practices. This intervention has resulted in the development of ICT-related courses that are now taught to pre-service teachers. The professional development programmes for teacher educators enable them to learn how to plan and teach ICT integrated lessons in their classrooms. The use of technology by teacher educators exposes pre-service teachers to experience ICT integrated teaching and also to learn different technologies suitable to use in schools. A study conducted in Pakistan suggested that teachers' classroom teaching practices contribute to improving the quality of education (Memon, Joubish and Khurram, 2010) and studies from around the world suggest that technology does improve students' learning and increases their motivational level. The current report details the findings of research conducted to find out how trained teachers use ICT in their classroom and also highlights the factors that have been inhibiting their use of technology in their

classroom teaching. The teachers who participated in this study were Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) graduates and all were teaching in secondary schools.

A report by UNESCO (2006) emphasized the need for good teacher education programmes for pre-service teachers and the availability of post-training support for in-service teachers as it eventually improves students' learning. A study conducted by Dean (2009) recommended revamping teacher education programmes in Pakistan as these programmes have proven ineffective in ensuring teachers use student-centered and learning-oriented teaching methods in their classrooms. Retallick & Farah (2005) found that the majority of teachers believe that their role is to ensure that students perform well in the government managed education examination boards (known as BISE.) This attitude is an important reason, among others, for teachers to refrain from using the pedagogies taught during their pre-service education programme.

Literature Review

The International ICT Literacy Panel (2007) defined the ICT literate teacher as someone who is able to use ICT appropriately to access, manage, integrate, evaluate, create and communicate information with others in order to participate effectively in society. This definition showed that teachers not only access information but also communicate information to students using different technologies in their classrooms that would make their classroom constructivists learning places. The ground reality is different from this suggested definition. Evans-Andris (1995) in her long study exploring teachers' use of ICT identified three ICT usage styles which are avoidance, integration, and technical specialization. She also discovered avoidance as the most dominant ICT usage style amongst teachers who spent hardly any time in planning and organising computer-related activities in their classrooms. Later studies have found similar results. In their studies Yildirim (2007) and Chigona & Chigona (2010) found the three primary uses of technology by teachers which are (1) preparing teaching notes and handouts; (2) preparing assessment worksheets, and (3) preparing teaching plans.

The instant access to information through media is influencing students' preferred learning styles and habits (Esteve, 2000). This influence is also shaping students' expectation of their teachers, how they teach and what resources they use in the classrooms. Reimers (2005) argues that teachers can make their learning interesting and effective by integrating ICT into their classroom teaching and assessment practices. This shows that students expect from their teachers to move away from the 'chalk and talk' method as it does not prepare them to face the challenges of the information-based economy. Harvey & Purnell (1995) suggested to develop technology embedded schools and classrooms where ICT is 'part and parcel' of all educational activities newly designed learning spaces require different sets of teaching strategies which are also supported by The Partnership for 21st Century Skills (2009).

The Ministry of Education, Government of Pakistan (2009) with the help of UNESCO and other international donor agencies such as United States Agency for International Development, Department of International Development, European Union and others conducted evaluative studies of teachers' skills and in their reports found that teachers are not trained to use ICT in classrooms. The suggestion given in these reports was to make ICT related courses part of teacher education programme. This newly introduced teacher education programme (HEC, 2012) has ICT an integral part which focuses on equipping pre-service teachers with necessary content and pedagogical skills. These include how to use different technologies and how to integrate them into classroom teaching. The ICT skills and planning and teaching ICT integrated lessons also became one of the National Professional Standards for Teachers in Pakistan (Ministry of Education, 2009). This standard (Standard 7) describes the skills that teachers should acquire during their teacher education course. The knowledge area includes how to operate different technologies that could be integrated into their classroom teaching; how to store and

share information with students; how to use computers and the internet as research tools. Pre-service teachers should have mastered the skills of making use of online resources in their area of specialization and be able to plan, teach and assess students' learning using technology (Ministry of Education, 2009)

Teachers are aware of the importance of ICT in teaching and learning and how it enhances students' learning (Siddiqui, 2007; Balanskat, Balamire & Kafal, 2007). A study by Bauer and Kenton (2005) found that teachers were highly skilled in using ICT but they were reluctant to integrate ICT in their teaching and learning processes. This reluctance is identified as inhibition (Dobozy, Bryer and Biehler, 2009), which they describe as teachers' inability in using the learned teaching methods in their classrooms and this under-performance could be intentional or unintentional. The inhibition could become permanent if teachers are not challenged to practice in their classrooms the learned teaching methodologies as such is against the expected behaviour of a qualified teacher. One important reason for this reluctance stands out among many others is teachers' unpreparedness. Brand (1997) has suggested that along with changes in teacher education programmes, a supportive mechanism for teachers that would motivate them to use technology in their daily teaching should be created if non-existent and strengthened if exist.

There are studies from different parts of the world that have identified many obstacles that hinder ICT usage by teachers in their classrooms. Studies in Turkey (Yildirim, 2007; Goktas, Yildirim, 2009), East Asia (Cheng and Townsend; 2000; Cheng, 2001; Cheng & Tam, 2007; Tien, 2004) and Pakistan (Mumtaz, 2002) have identified the following factors; poorly trained teachers, insufficient numbers of computers in schools, lack of technical support, access to the appropriate ICT resources, pressure to complete the required course work, non-existence of ICT integrated curriculum documents, lack of motivation and teachers perceptions of ICT's impact on their teaching and students' learning.

The use of ICT by teachers is dependent on how they view ICT's impact on their teaching efficacy and students' learning. The studies of Butzin (2001); Yuen, Law & Wong (2003); Yuen & Ma (2008) found a close relationship between teachers' use of ICT and their beliefs about ICT's impact on students' learning. Callister and Dunne (1992) in their study discovered that teachers' decisions regarding technology use in classrooms were dependent on how strongly they believed in its impact on their students' learning in their classrooms. Those teachers who are convinced that the technology will transform their classrooms into active learning places will use it more often and use ICT in a variety of ways. There are other researchers Manson (2000); Huang & Liaw (2005); Korte & Husing (2007); Becta (2008) who found teachers' lack of interest in embedding ICT in their teaching was because they did not see it having any visible impact on their students' learning. This also shows teachers' unwillingness even to experiment in teaching with technology. Casey and Rakes (2002) stated that such teachers should be exposed to technology and provided on the job training opportunities and ICT integrated professional training courses that would expose them to ICT, its use and its impact on their teaching and learning.

School leaders need either to develop a technical support mechanism or improve it if it already exists, as teachers need technical support such as using a particular hardware and a software package, setting up and the use of learning management system in the school (Veen et al 1992). The teachers who use computers regularly are aware of the importance of troubleshooting skills. A study by Maddin (1997) found that teachers' confidence to experiment in teaching with ICT improves when they can troubleshoot basic ICT problems. In another study carried out in Australia (Schiller 2003), teachers commented that on-site technical support plays an important part in their use of ICT in classrooms to ensure their ICT integrated teaching goes smoothly as planned by them. This study also found teachers' willingness to do experiment with technology to assist their teaching as they were learning how to use different technologies for both personal and professional use.

Planning a technology integrated lesson is time-consuming involving teachers planning not only on paper but also on computers, finding the best technology to use during their teaching, locating software packages and computer programmes whether online or in a DVD. Gorder (2008) suggested to school administrators and education leaders to be patient with teachers as they are more focused on teaching. The study also recommended that teachers need to be given more time to plan ICT integrated lessons. The technology integration is needed in the whole school education programme, its teaching, and assessment, and not just a lesson or a few lessons and it is critical for using ICT to improve learning as pointed out by Sherer & Shea (2002). The school curriculum documents developed by the Ministry of Education, Government of Pakistan of different subjects do not provide teachers with an ICT integrated curriculum guide. The teachers are left on their own to find ways how to do it and where to find resources.

Technology has transformed teaching and learning places. Schools and classrooms have been adapting and making changes to become technology friendly places. These adjustments require much investment on the part of the schools but this investment has not proved a game changer in classroom settings. Dahmani (2008) argued that very little research is done on the investment in ICT in schools and its impact on students' academic performance. Education is a provincial entity in Pakistan and there is very limited information shared with the public about spending on equipping schools with ICT. The focus of ICT investment is secondary schools where computer labs are established with very few computers. Other elements of a computer lab such as internet connectivity and supporting devices are not supplied (Qadir & Hameed, 2005). There is hardly any investment in primary schools and this makes teachers not confident to use technology in their schools. There is no information on ICT investments in private sector schools and its impact on students learning has not been studied.

Research Method

The researchers adopted a survey methodology because of their interest in investigating the frequency of factors that cause inhibition amongst secondary school professionally qualified teachers in the context of using learned teaching methodologies. The accessible population for this research was teachers with B.Ed and M.Ed degrees completed in the last 5 years and certified secondary school teachers. The researchers sent letters to 50 school administrators to seek permission to administer the tool, but only 20 schools responded. There were teachers teaching in these schools who did not have the teaching qualification. The total number of the accessible population consisted of 216 graduates. The purposive sampling technique was used to collect data from the research participants. The questionnaire was sent to 216 research participants and after giving several reminders 120 completed and returned the questionnaires. The results of the research are based on the responses of 120 accurately filled in questionnaires.

The participants and the researchers discussed the questions in a small group focus discussions after the questionnaire was completed by the research participants. The purpose of having focus group discussion was to explore further the teacher's perceptions about ICT; their skills of using ICT in their everyday lives and in their academic use; their experiences of teaching ICT integrated lessons in schools; and their willingness or unwillingness to experiment with different technologies for teaching purpose. The data was analyzed using SPSS 20. Descriptive statistics were used to analyze responses received from the research participants.

Data Analysis and Discussion

From a total of 120 research respondents, 75% believe that they are not prepared for using technology in their classrooms and therefore they lack the necessary skills of integrating technology into their teaching. This could be due to the fact that teachers in Pakistan have limited access to technology at home and therefore they cannot take personal initiatives in developing technology related skills for its

integration into teaching sessions. Although teacher educators at pre-service teacher education programmes integrate technology for teaching their courses, the focus on developing pre-service teachers' technology-related skills for its effective use for classroom instructional purposes is not emphasized. The pre-service teachers are introduced to the usage of technology for effective classroom teaching by observing teacher educators using it and by being encouraged to enhance their technology relating skills by using it for classroom presentations. These exercises are not sufficient for developing their technological related skills. Therefore when these teachers enter the teaching profession, they find themselves handicapped in managing technology in the classroom. Only 21.66% of trained secondary school teachers find themselves prepared to teach ICT-based lessons. This could be due to a personal interest in using technology in the classroom, learning during a teacher education programme or developing technological skills as part of in-service teacher education programmes. The level of use of ICT in the pre-service teacher education programmes varies from minimum to moderate usage. The lack of use of ICT by teacher educators does not equip pre-service teachers to use technology for better teaching in the future. Therefore teacher education programme should be designed in a manner that regulates the habits of usage of technology considering the learning styles of student teachers (Brand, 1997). This has been overlooked to some extent in teacher education programmes offered by public or private sector in Pakistan. Pre-service teachers are encouraged to integrate technology into teaching during the practicum or for making classroom presentations assisted by technical support. This initiative familiarizes them with the use of technology in the classroom but does not prepare them to handle it independently.

The data collected from the study reveals that 68.33% secondary school teachers are of the opinion that they lack expertise in handling technology. This could be due to a number of factors such as non-accessibility of technology at home or at schools to learn from trial and error and gain expertise in its use. Secondly, it could be due to the negligence by the developers of teacher education programme of including ICT as part of teacher education programmes. Students expect teachers to integrate technology in classroom to help them to develop the skills required to live and work in the present century. In Pakistan students' use of technology for social and communication purposes is far better than their teachers as it could be seen in other parts of the world too. Thus teachers should develop expertise for integrating technology in teaching to prepare students to face the challenges of technological based economic growth (Partnership for 21st-century skills, 2007, 2004). Though teaching in Pakistan remains largely dependent on 'chalk and talk' methods, as was highlighted by many participants in the focus group discussion. From a total population of 120 secondary school teachers, 16.66% believed that they had the necessary expertise in using technology in the classroom whereas 12.5% of the secondary school teachers were not sure of their expertise in handling technology in teaching.

A total of 66.66% secondary schools teachers are of the opinion that they are not given on-job training for using technology for classes. They have the desire and motivation to conduct technology-based sessions but find them ill-prepared. The willingness towards learning on the part of teachers is also obvious from the calculated responses provided they are trained on the job to acquire the theoretical knowledge and practical skills of integrating instructional technology into their teaching. The 25.83% secondary school teachers are of the opinion that they are given sufficient opportunities on the job to develop and enhance their technological integration skills for efficient teaching-learning purposes whereas 7.5% of the research participants had no opinion about the statement. Professional development sessions for personnel managing the computer labs/computing facilities and teachers are not considered important in schools. Brands (1997), has suggested that teachers must be given specific time in their daily routines to practice technology base teaching.

The data collected for research purposes revealed that 60% of secondary school teachers were of the opinion that they hardly ever use technology for instructional purposes in the classroom. Data collected is supportive of a minimum inclination of teachers towards using technology in the classroom as it requires time, effort and energy. However, 30.83% of secondary school teachers were of the viewpoint that they make deliberate efforts to integrate technology in their teaching sessions by either making individual efforts or seeking the support of colleagues whereas 9.16% had no opinion relating the use of technology for instructional purposes.

The respondents experienced non-availability of expertise (58.33%) in using technology for instructional purposes though schools are equipped with multimedia, desktop computers, internet connection, and educational information stored on DVDs or CDs. The staffs managing these facilities lack expertise in supporting teachers to use these available facilities in their classrooms teaching. This could be due to the fact that the computer lab staffs available in schools do not have the necessary skills to support teachers by suggesting ways to make maximum use of the available technology in their classrooms. The experience of 31.66% teachers was different as in their opinion schools do provide them with satisfactory assistance to integrated technology in the classroom. A further 10% of the research respondents remained undecided about the statement.

A total of 55.83% of the research participants were of the opinion that if teachers accept the challenge of integrating technology into their teaching their efforts are not appreciated and so they feel demotivated and do not make the next attempt. However, 30% of the respondents experienced appreciation and acknowledgment for using technology in teaching. This could have been from administrators, colleagues, parents or students whereas 14.16% did not realize whether their efforts of integration of technology for instructional purposes were evidently appreciated or ignored.

Only 55% of respondents were of the view the school administrators take a keen interest in developing a technology friendly culture in the schools whereas 35% believed that such a culture already prevails in schools and 10% of the respondents remained undecided in relation to the technological culture in the school environment. The school administrators must invest in creating a technology friendly culture in the schools and provide incentives to encourage teachers to use instructional technology in their classroom teaching. The incentives suggested by Groff and Mouza (2008) are continuous professional development opportunities, creating teacher forums in school to discuss the technology-based teaching experiences, professional support and additional time for working out the challenge of technology-based teaching. The use of instructional technology in the classroom will only be possible when the teachers are supported by an administrative structure as well as the teachers' own conviction of its positive impact on the learning of the students. Technology based teaching has gained popularity in the last two decades. Teachers' use of technology is mainly confined to planning purposes and its integrating for instructional purposes has been overlooked (Groff and Mouza, 2008). The data collected for the study confirms this notion as 47.5% of the respondents used technology to plan their teaching session as it could be done in own sweet time, no embarrassment in public in case of mismanagement, greater personal opportunities to be independently skilled in handling technology and so on, whereas 34.16% took a further step and used it for instructional purposes. However, 18.33% remained confused whether or not to use technology for teaching/learning purposes and kept concentrating on the implication of its use while planning for teaching or implement plan in the classroom.

Table I.1

S. No.	Teachers' are expected to integrate technology for instructional purposes but...	Agree	Undecided	Disagree	Total
1.	They are not prepared for the usage of technology for effective teaching.	90	4	26	120
2.	Teachers lack expertise in handling technology.	82	15	20	120
3.	Teachers are not given on-job training for using technology for classes.	80	9	31	120
4.	Teachers hardly use technology for instructional purposes in the classroom.	72	11	37	120
5.	Schools don't have expertise to support teachers using technology.	70	12	38	120
6.	The efforts of teachers using technology are usually not acknowledged.	67	17	36	120
7.	School administration doesn't establish technology friendly culture.	66	12	42	120
8.	Teacher use technology for planning purposes only.	57	22	41	120

Conclusion and Recommendations

The use of ICT for classroom teaching is supported by an overwhelming majority of education policy makers, teacher educators, school administrators and teachers. Thus trained secondary school teachers are not only facilitated but encouraged to use technologically integrated teaching strategies for classroom teaching purposes. This is due to the fact that all the stakeholders firmly believe that technologically integrated teaching strategies are a way to move from 'learning to pass' to 'learning for learn'. Data from the current study highlighted the fact that due attention is still lacking from the key stakeholders for the integration of ICT for classroom teaching purposes. Teachers are of the opinion that they are neither prepared nor supported by school administrators to integrate technology into their teaching. Therefore they lack the ICT-related skills and are deprived of mastering those skills by the lack of ICT professionals in schools and few opportunities for participating in-service training sessions. This is a serious concern for all the stakeholders thus it is recommended that ICT should be a core course in the curriculum of teacher education programmes; school administration must provide ICT related facilities through continuous professional development opportunities for teachers who must be encouraged, motivated and facilitated to participate in those training programmes. Teachers must be equipped with technological skills to bring innovation in their teaching practices and achieve expected outcomes through relevant content using ICT in the classrooms to cater the needs of a 21st-century generation of learners in their classrooms.

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Applying Construction Grammar Approach in Teaching Writing Skills: An Experimental Study

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Abstract

This experimental study intends to apply construction grammar approach to develop English language writing skills of Grade V students. Two classes of 25 students each, one from a public sector and another from a private school served as the subject of experiment. The students were given a topic for writing to get their writing samples as a pre-test. Criteria for evaluation of the scripts focused mainly on spellings, punctuation, specific vocabulary, construction's usage, grammar and tense. For three weeks, through multiple tasks using construction grammar approach students' writings skills were worked upon. At the end to evaluate the results after intervention, a post-test was conducted. The results showed that implementation of construction grammar, enhanced students' writing skills in lesser time.

Keywords: Constructions, Writing Skills, Descriptive Writing, Public School, Private School

Introduction

English is the most frequently used language throughout the world; it has become very important for an individual to develop speaking and writing skills in order to move and work actively in the global market (Paik, 2008). For second language learners, it is a herculean task to develop English writing skills. This study proposes that in Pakistan, application and implementation of Construction Grammar can work wonders to develop writing skills in the students which was suggested by Hinkel (2013) as well. Cohesion and coherence, particular vocabulary items and formal academic constructions for a specific genre are lacking in Pakistani English learners even after years of practice of learning English (Hassan 2013).

With the emergence of construction grammar, which deals with introducing constructions in L2 classrooms, it seems more practical to have proficiency in the target language. According to Hinkel(2003), construction grammar deals with giving 'form and meaning' pairs to students by showing sample texts to them. Hinkel (2003) and Wray & Perkins (2000) explained that the grammar of English is made up of various construction sets, e.g. phrasal verbs, prepositional phrases, and collocations, which can be taught and learned as pre-fabricated expressions. The present study proposes that target language texts which are used for the purpose of translation in native language in Pakistani context up to intermediate level, can be used for introducing features of specific genre writing, by highlighting constructions, which the students can use in their own academic writings.

Literature Review

Construction Grammar Approach was a reaction to the widespread disillusionment by communicative teaching (Widdowson 2003). Instead of grammatical rules, form and meaning pair is considered as 'a whole unit' in Construction Grammar Approach. Wray and Perkins (2000) have considered the role of

construction grammar important in language teaching, as language is a set of pre-fabricated expressions in the form of phrasal verbs, prepositional phrases, idiomatic expressions and collocations. Teaching grammar in isolation for building writing skills is no more effective so Lewis (1993) asserts that academic collocations should be taught for better writing skills. Researchers like Cowie (1998) have found that L2 learners use chunks i.e. multiword units of language, in their writings. Therefore, she advocates the use of construction grammar in order to develop good writing and speaking skills among learners.

Teaching grammar through constructions is proposed in recent years by many researchers. Classical theories could not account for linguistic formulas, collocations and idioms so analytical innovation expanded and researchers worked on ground-breaking work on construction grammar. According to Hinkel (2012) majority of the L2 speakers and learners use constructions because they frequently come across them in the texts of the target language. Generally, construction grammar comprises of presenting the pairs of meaning and form in classrooms because it is related to human cognition.

It has been suggested in recent researches such as Hinkel(2011) and Hilpert(2014) that by presenting chunks of constructions L2 learners can save their time as what is expected from them in a year's time is covered through construction in half the time.

Hinkel (2009) has given many foundations and assumptions for using constructions for teaching language effectively. She asserts that construction grammar may rely on storing a good deal of constructions for the production of spoken and written texts. The constructions can be simple to complex, idiomatic expressions to collocations, but there is no division between regular and irregular (idiomatic) expressions as these may be taught and learnt as whole units. Ellis (1997) has asserted that these chunks or constructions or big words should be memorized by the learners for best productivity. Wray and Perkins (2000) also prefer prefabricated chunks to teach L2 which may serve as storage in memory 'to be retrieved' when needed. Hinkel (2009, 2013) gives similar opinion about memorization of certain chunks in order to build good language skills.

Constructions are called chunks, collocations, sentence stems, formulaic by different researchers. According to recent research these prefabricated chunks i.e. **prefabs** serve as individual words in language production and comprehension. These prefabs are countless and L2 learners' acquisition of these chunks can enable them to become proficient in language (Hilpert, 2014).

Hinkel (2015) has discussed the advantages of using constructions in language classrooms. He stated that the formulas and chunks serve as a great help in academic writing. The problems of verb tenses, articles and prepositional phrases may be avoided if they are dealt with constructions.

Ellis (1997) raised a question of what grammar is to be taught in language classrooms to which he answered that modern trend of teaching functional aspect in place of structural is suitable. Swan (2006) took learners' needs as a guiding force in determining what should be taught. But Ellis (1997) could not resolve this issue of how much grammar should be taught.

Researchers on grammar teaching in Pakistan have pondered over similar questions as raised by Ellis and Swan (2006). Mahmood & Jabeen (2012) have conducted a study to investigate responses of Pakistani English Language teachers and learners towards grammar teaching where the results highlighted the ignorance of language teachers towards grammar teaching and teacher training. Another study by Nawab (2012) was carried out to find out the way of teaching grammar at Chitral (Pakistan), he also concluded that training of teachers about new techniques can bring a positive change in English language learning situation in Pakistan. Hassan (2013) analyzed that the teacher' beliefs and their classroom

practices do not correlate with one another. Hence, there is a need to train the teachers and bring some practical/innovative idea in the grammar field.

The present study attempts to introduce construction grammar at school level, in order to contribute to the English language learning situation in Pakistan.

Research Methodology

The present experimental study was conducted in one public and one private sector school located in Faisalabad. Two classes of grade V each of 25 students were taken as subjects for experimental study. A pre-test comprising of a written paragraph was conducted in both the classrooms. The students were asked to write a paragraph on the given topic. In the experimental phase, both the classes were taught writing skills for three weeks on a daily basis for an hour. At this stage the grammatical chunks and prefabs were introduced during the lessons. The students were given different activities and the use of their own textbooks served as a great help for the study. The same textbook of English recommended by the Punjab Textbook board was exploited to give prefabs and chunks to the participants. A three-week lesson plan is attached at the appendix A. During the first week, students were introduced to different types of writings, i.e. descriptive, narrative and expository types by exploiting their own textbooks. Students were asked to identify each lesson out of the first 4 lessons with each type of writing. In the course of second and third week constructions were introduced in the classrooms. Paragraph development was also introduced in the classrooms. Each student formed a topic sentence and provided supporting details to their own creative writings. A sample text was given to the students, and they were asked to underline constructions which then were given to them for writing their own paragraphs.

The criterion for the evaluation of the transcripts is given as following. Each transcript was evaluated following the same.

Rubrics	Spellings	Vocabulary	Constructions	Grammar& tense	Creativity
Marks	5	5	5	5	5

Data Analysis

During the course of the current experimental study the data was analyzed with a descriptive statistical analysis. Students' writing samples were marked with the help of already set rubrics. The total score was 20 and was distributed into five categories comprising of 5 marks each. The total score as well as the score of each rubric was tabulated for data analysis. In order to compare the results of pre and post tests of students with each category separately, a statistical descriptive t-test was applied. Firstly, the t-test was applied on each category separately to find out the differences and level of improvement in each category. The same t-test was applied on total scores as well in order to analyze the degree of progress of the students.

Analysis of Public Sector Students' Tests

Before the intervention pre-test was taken. Students wrote a paragraph on a given topic. Analysis of the scripts showed that the grade V students of public schools were unaware of the types of writings. Their writings lacked coherence and cohesion. The scripts evaluated according to the rubrics revealed that the students were good at spelling but the content was not up to the mark. During the three weeks time

period, the writing skills of the students were worked upon by introducing a new strategy. Students were introduced to constructions which were useful in their paragraph writings.

For the evaluation of the post-test the same rubric was followed. It was observed that students became more active during the intervention period. The results of all the rubrics were studied with a statistical descriptive t-test individually, according to the results, for spellings, no significant improvement was observed as $t(24)=-1.14, p>0.05$. On the other hand for **Vocabulary** $t(24)=-2.45, p<0.05$, **constructions** $t(24)=-6.36, p<0.05$, **Grammar** $t(24)=-3.06, p<0.05$ and **creativity** $t(24)=-2.14, p<0.05$ results depict a significant difference in writings of the students which improved to a great extent. All the items set for the evaluation of the scripts were tested where spellings got no improvement through construction grammar, but all other items were improved through intervention. The cumulative results also represent improvement as $t(24)=-8.06, p<0.05$ which is a very significant difference and leads to the conclusion that without an intervention like this it is rare to bring such a change.

Analysis of Private Sector Students' Tests

It was found that students of the private sector school were good at spelling, punctuation and vocabulary, but in other three areas especially in constructions they were not good and needed improvement. Connectives were not used by them to support their arguments. So constructions were introduced by the researcher to improve their writing skills. Time and sequence vocabulary was not used by the students. Analysis of the post-test showed that the students 'creativity level didn't improve as expected, where $t(24)=-0.83, p>0.05$ but the results of the other four rubrics show a positive difference, as the t- value for the descriptive t-test showed a significant improvement. Students of the private school improved their spellings in the post-tests since $t(24)=-3.17$, and $p<0.05$ determine this degree of improvement. For Vocabulary $t(24)=-3.46, p<0.05$, Constructions $t(24)=-5.63, p<0.05$, and Grammar $t(24)=-3.980, p<0.05$ there was a significant difference found in the results of the pre-test and post-test.

During the phase of experimentation, students were given feedback on their essays on a regular basis so that they may make up with the deficiencies. Constructions helped them to find features of a specific genre and when during teaching, at production stage they were asked to write paragraphs of these genres, they used the prefabs and chunks which helped them a great deal to have a cohesive piece of writing.

When cumulative scores of the students were analysed, it showed a very clear difference from their previous scores. For further evaluation of the cumulative results t-test was applied proving construction grammar wonderfully supportive for L2 learners. The descriptive statistics showed the t-value and p-value with positive results, i.e. $t(24)=-8.98, p<0.05$. To sum up, scores of written tests of students of both the schools proved that construction grammar makes it easier for the L2 learners to become effective writers of target language.

Findings and Discussion

The results of the study suggested that in a Pakistani context at the primary level application of construction grammar (CxG) enhances students' writing skills. The analysis of their scripts demonstrate that the prefabs or chunks give them readymade form and meaning pairs. Observation of the pre-tests also determined underuse of adverbs and connectives by L2 Pakistani writers which was then infused by bringing the constructions in their writings. The lack of Pakistani students' ability to use adverbs and idioms was highlighted by Nasir et al (2013) and Javed et al (2013). They were of the view that students of Pakistani schools feel difficulty in using adverbs and idioms as compared to simple verbs and nouns, and they do not use complex lexical items as a source of cohesion and coherence.

Furthermore, observation of post tests of both school highlighted that Construction Grammar is found to be useful in building vocabulary and required content for academic writing. These results go in line with Lewis (1993), Cowie (1998) and Hinkel (2009, 2012, and 2013) who supported the application of Construction Grammar in L2 classrooms to enhance students' writing skills. This implies that in order to have mastery over writing skills for academic purposes, the students may get help from the constructions which can make students good writers.

Conclusion

The study concludes that CxG(Construction Grammar)provides L2 teachers with an efficient and productive teaching learning environment, which minimizes the constraints of learning writing skills, where learning chunks, prefabs and formulaic expressions extend the vocabulary and the sentence formation of the students. As compared to learning grammatical rules, which students find confusing to learn, constructions can provide them quick and easy results. The study recommends that Construction Grammar Approach would be equally helpful in enhancing writing skills of the students of public sector schools where students come from such backgrounds where they have little exposure to English language.

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Promoting Diversity and Self-Reflexivity: Gender Studies under the Neoliberalism

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Abstract

This paper discusses the issues of keeping alive the voice and theories of feminism in the backdrop of increasingly neo-liberalized university environment. The analysis of the condition of academe in Pakistani universities related to teaching and studying gender studies signifies that academics of gender studies need to pay attention to the challenges under the overshadowing impact of neo-liberalism. Giving voice to the 'Subalterns' and attempting to propagate the experiences and issues of marginalized segments of society has been the hallmark of the academic subjects of feminism and gender studies. The university academe has become neo-liberalized with focus on students as consumers, pedagogical practices as superficial and syllabus as controlled and manipulated texts. The voice of feminism even being louder than before seems to lose its effect and become stereotypical due to its confinement by and within specific neo-liberal entities. Focusing on the conditions of teaching and studying subjects of Gender Studies in different Pakistani universities, the aim is to draw attention of the concerned towards the elements of difference, creativity, reason and self-reflexivity in the practices of understanding the marginalized.

Keywords: Feminism, Gender Studies, Subalterns, Neo-liberal, Voice and Visibility, Diversity, Self-reflexivity, Difference

Introduction

Infested in the discussions on the issues related to the marginalized people, particularly the female gender, which is considered an established social construct, feminist theories have been busy in propagating their voices from various aspects and paradigms for a very long time (Wagner, 2014). Length of time and the magnitude of related theories and feminist issues have also resulted in the diversity in course contents and representations of voice of gender. The level of expectation to stay committed to the statutes of feminism and the ever developing diversity in the subject has also increased. In higher education, the goals of feminists have got mixed up with the neo-liberal involvement in this industry. Although there are declarations that the gender studies would be considering the issues of feminism with diversity and equity, yet, for a purposeful change and development in the affairs of the human beings, this seems to be a far-fetched idea. The objective of this paper is to develop an

understanding about the current issues and methods of tackling feminist issues in academic environments with the view that the perspective of tackling such issues need to be revisited. Feminist issues are currently being dealt through rhetoric. Practical steps need to take up even in the institutions of higher education in Pakistan. There are certain concrete steps to be taken so that most of the students and teachers are involved in thinking, reasoning and involving themselves deep into the feminist theories critically. Merely, showcasing the projects and chanting the slogans would not suffice. This paper is based on the hypothesis that the feminist discourse dealing with equity, diversity and self-reflexivity in Pakistani universities need to be revisited by making it more practicable and true to the actual picture of female in Pakistani society. Different universities in Pakistan offering research degrees in gender studies have been taken up as case studies and their course contents and pedagogical practices have been discussed qualitatively with a focus on the possible recommendations for the improvement in the gender issues of diversity, equity, equality and self-reflexivity.

The term and context of Neoliberalism for the current study needs to be defined here. Jones et al. (2005) argue that it means 'markets should be free from the intervention of the state' (p. 100). This freedom also involves the concepts like privatization, deregulation, free trade, and less government spending. Since the inception of Higher Education Commission in Pakistan and its regulations about the seats of higher learning to be more self-reliant, the universities of Pakistan have come under the mounting pressure to think of ways of their sustenance. New programs and various attractions are being given to the students with specific focus on treating them as consumers. The complete functionality of universities has changed. Students are being taken as consumers (Polster, 2009; Sudbury & Okazawa-Rey, 2009; Vakalahi & Starks, 2010; Wagner & Yee, 2011). The values in the knowledge and student teacher relationships have also undergone drastic change. Neoliberalism has permeated even in the very method of gaining knowledge and what to impart and what not to. A piece of paper, being regarded as the degree is all that matters bearing good scores. Research is also not being manipulated. Wehbi and Turcotte (2007) argue that there are stereotypical preconceived and presumed concepts which are imparted to the students and even their types of researches and outcomes. The classical values of the seat of learning and institutions have shifted so much that the consumer comes in the shop, pays off, gets the degree and walks away. His actual concerns and personality developments seem to stem from some other psycho-social factors. Wagner (2014) substantiates her argument that the students also consider their degree as an investment (p. 100).

Gender studies in Pakistan under Neo-liberalism

This paper studies the juxtaposition of feminist theories and neo-liberal policies in the backdrop of considering degree as an investment by the students, students as consumers by the university administration, and teachers as facilitators under the economic pressures to be part of the ongoing neo-liberal system. In this context, the discussions of difference, diversity, equity, marginalization in gender studies remains a mere propagated rhetoric in the classrooms. The aim is not to just point out the challenges for the feminist teachings, rather this paper also discusses certain teaching and academic approaches that might give benefit to the whole process of pedagogy and develop deep thinking and practices among the feminist scholars in Pakistan.

According to Eduvition website (2016), there are 13 institutions offering master level programs in gender studies, 7 offering Mphil/MS, and 2 offering PhD in Gender Studies in Pakistan. These are being taught under semester system with certain number of credit hours being given to the research work. The course contents are mostly similar focusing on the basics of gender inequalities to the current ongoing theoretical and practical implications of feminist theories. The numbers of the programs and the institutions involved are significant. The number of students involved in the process of studying the feminist experiences and subjects is also great. As a developing country, the issues related to gender biases and practices in the actual society are also huge and devastating for serious thinkers and

intellectuals in this field. Yet, if these issues are neglected and the subject of gender studies is confined to the pedagogical practices and subjects disallowing self-reflexivity, this type of educational experience is not going to be fruitful for the real issues in Pakistani society. Thus, neo-liberal challenges and teaching methodologies and practices need to be redefined and developed to conform to the actual conditions in the society.

The Mid Term Development Framework for higher education published by Higher Education Commission of Pakistan clearly states that 'It is important to take steps to implement the requisite structure changes and statutory framework to enhance university governance and fiscal effectiveness' (MTDF-HE, 2011-15, p. 115). This focus of the government higher education body to make universities self-reliant has pressurized the public sector higher education institutions of Pakistan to look for avenues to generate more money by themselves through the inculcation and introduction of market oriented programs, researches and strategies. The public sector universities have thus neo-liberalized themselves considering students as their consumers. According to the Mid Term Development Framework for higher education, the end goal is 'reduced fiscal reliance on the Government but would also create opportunities for autonomous, self-reliant and self-regulatory educational system' (MTDF-HE, 2011-15, p. 115). Giroux (2004, p. 196) argues that 'the exchange of capital takes precedence over social justice'. The interests of the institutions lie with earning money and resources than with the priority to be given to the subjects, courses and research programs. All those research works and educational practices which do not coincide with the ideological thrust of neoliberalism are thus compromised. Such compromises are also demanded of the faculty members involved in true pursuit of knowledge and research. However, the demand may be put forward in much sophisticated manner and the pressure is subtly felt by the faculty members (Wehbi and Turcotte, 2007). Sudbury and Oka-Zawa-Rey (2009) argue that the feminists try to resist these pressures to a great deal, yet, economic neoliberal forces remain to be hegemonic for they are the ones involved in the hiring and firing business as well as the complete administration of the institutions.

Feminist academicians have also been involved to counter this neoliberal thrust in the universities and manipulation of courses and teaching methodologies. They have been trying to portray their image of being involved in feminist diversity and self-reflexivity among the students, yet these have been limited to the organization of conferences and departmental programs that end up at the end of the day and the actual effort for the students to develop their educational practices and themselves in the domains of gender studies remains superficial. These conferences and gathering have at the end resulted in mere showpieces for the propagation of the equitable image of the university. Neo-liberals have even jumped in the race and have thus collaborated with these programs using it as incentives and motivations for the students to draw them in universities. Such gatherings have thus become the recreational spots where there are loads of discussions without any practical output. By practical output, it is meant here the positive changes in the pedagogical practices. Such condition has also been studied by Ahmed (2012) about the universities of North America.

Wagner (2014, p. 102) argues that this condition of universities and their gender studies departments is even more troubling. Because, most of the feminists involved in these exercises consider it a sign of progress which in fact is driven by the neo-liberal supremacy of giving preference to economic gains and individualism. The conferences and other pedagogical practices in these departments are merely showdowns for the people who are generally regulated by the few overshadowing individuals who, besides being feminists, have their luxurious lifestyle and have nothing at stake having their bags and pockets full. Such commodification of knowledge and the packing of different activities within the limited scale without bearing any considerable practical output is dangerous even for the sake of knowledge (Smith, 2010). This looks more like the rich elite trying to buy knowledge from the Socrates and he is giving it indispensably. The knowledge is thus eventually manipulated and molded according to the will

and ideologies of the few. There is thus the peril of the hegemony of the knowledge in the hands of the few.

The acceptance of neoliberalism as a natural and indispensable process of the world is also troubling. Giroux (2004) argues that neoliberalism is considered to be a common sense phenomenon which is dangerous for the academe of gender studies, for it is only involved in the process of money making and the projection of positive image. The real issue with the sincere interests and efforts by the concerned stake holders remain at distance in this environment. Only those that adhere to the tenets of neoliberalism are incorporated in the mainstream activities of universities and the counter discourses, which are mostly effective, are completely sidelined. Moreover, when the issues are considered to be within the specific contexts, the basic structures which consider these issues like racism, sexism and homophobia become insignificant for their very basis is challenged and individualized. Moreover, different universities and even the students go for the brands that are later on sold in the market for the best prices. This process of branding of the institutions as well as the students clearly demarks the differences and the flow of knowledge is thus biased with efforts towards competition rather than the production of knowledge and research for effective social practices for the cause of gender studies. With the higher education, being market oriented, there are thus influences on the students as well as on the teachers. The way different issues of gender studies are taken into consideration and discussed in the classes have also changed with special focus on the market economy. Although there are slogans of global village and globalization of human being within the specific concept of cosmopolitanism, yet, the way issues are being approached under the pressure of money needs to be changed and developed. The development is thus focused mainly on the pedagogical practices within and outside the classrooms.

The focus of the feminist theorizing is basically to give voice to the lives of the female who have been marginalized and make them sound loud and clear in the male dominant halls of academe. In neo-liberal environment, this situation seems to be extremely challenging for the teachers. With client oriented mentality, the students, in the neo-liberal environment, have lot to comment upon and show their likes and dislikes which are also given preferences. Even their choices are made acceptable by the market oriented university administration. In this condition, the teachers are thus demotivated and even manipulated what to teach and what to omit. The teaching practices of the faculty are thus compromised and they have to adapt themselves according to the will of the majority students. In neo-liberal environment, there is also another troubling havoc with the students. They are actually detached from the core issues. It is because of the inbuilt flaw of neoliberalism that propagates individualism and issues to be seen with their specific contexts. They tend not to feel any affinity with the 'others'. The element of self-reflexivity is thus twice removed. The internal detachment of the students and the change in the pedagogical practices are serious concerns for the study of feminist theories and the involvement of the people with sincerity and true efforts.

As it has all come to the choice of the majority and the policy of the institutions, therefore, even at the level of selecting the curriculum, such voices are not given privilege that challenge and do not conform to the ease of the administration and students. Ahmed (2012) discussed that in this situation, the voices of the marginalized are subsided and only those are presented that seem to be happy within the discussions of diversity. The high sounding words like sexism, racism and naked forms of oppressions are either removed or clothed in the words that do not have clarity for the majority of the students. It is thus the task of the feminist scholar to develop critical thinking among the students and they should be motivated to think beyond the boundaries of neo-liberalism. If the students accept the social realities the way these are, the developments in the subjects and academic practices cannot be made. Even the manipulated social realities are going to be the way these are being taught currently in the universities particularly of Pakistan.

Working for the Pedagogical Practices

In short with the students being detached and give priority to choose syllabus, teaching becoming non-critical, university administration following neoliberal ideology, and the overall environment of the institutions revolving around the choices of the majority who have liking for fun, there is a dire need to develop and bring primary changes in the pedagogical practices. As neoliberalism propagated to look into the issues through the narrow specs of individualism and also by separating them from their true socio-historical contexts, the very ways of approaching the issues would be exchanged with students and teacher being completely detached. For the development in pedagogical practices, certain steps need to be taken. The primary step is to consider the issues of feminism in their specific socio-historical perspective. This consideration needs to be included in the teaching and learning practices in the universities of Pakistan. The next step is to understand, identify and study the ways privileged ones use to favour the inequalities and status quo. Another important point is to understand that there is a need for the acknowledgement of the differences in the society and social practices. These differences are being propagated in the current academic system yet, as it has been discussed earlier in the previous section, these are at superficial level. Gatherings, events and conferences related to gender studies are mostly shows and events of enjoyment which make all the efforts superficial without bearing any fruitful results and critical thinking on the real issues. Such educational practices need to be introduced that do not rely on superficiality.

There is a common practice in the institutions that those experts who are popular in representing the issues of the marginalized are invited in the classrooms and on conferences as guest speakers. There this temporary interaction with the students and the faculty. It could also be counter-productive if the person invited may fit into the norms of those who have invited. There are also those few scholars who might not fit into the normative scheme of the administration. Thus there could be a one-sided and manipulated version of knowledge for the students and that they may not get the maximum benefit from the whole practice. It is also a possibility that those few scholars who have been marginalized may better represent the case of the actual marginalized segment of the society. Wagner (2014) argues that the inculcation of such people throughout the discussions and course material would bring about the other sides of power hierarchy working in the backdrop of the gender studies and thus their voice, being marginalized, would also be heard. This practice would also question the dynamics of power in the educational environment that also work in other social sectors. Thus, the students would not only be listening to the voices of those who are part of the status quo, rather they would also be having enough concepts and ideas to think critically on the voices of the unprivileged. It would also challenge the thrust of the overshadowing neo-liberal ideologies. This challenge might also develop the environment of learning in the classrooms and outside where the concept of preference of money over other matters would be questioned for the propagation of better image of educational institutions.

The main aim of the educational practices in the teaching and learning of gender issues and theorizing is to develop the critical approach of the students. In order to accomplish this goal, the students need to be introduced to the issues of the marginalized in the context of their own environment and countries with focus on the historical and sociological perspectives. In the current case, the gender issues in Pakistan may be highlighted with focus of looking at theorizing of feminism in the cultural and historical context. It would serve in many ways. First it would involve the students and enable them to see their position in their environment. If the class is heterogeneous consisting of students of different gender and classes, as is the case in most of the Pakistani universities, the students would also be sharing their critical approaches among each other and might come up with new ways of conceptualizing and theorizing the issues. This pedagogical practice would also develop the understanding of the students

about the feminist issues. It would also be beneficial for the proper understanding of the gaps between the privileged and marginalized. The power structures within the country would be evaluated and critically discussed so that these could be challenged. A discourse on the very nature of the hegemony over the issues and their possible solutions in the wake of diversity, equity and differences needs to be initiated. Pondering over the issues of the marginalized in the national context would also develop a better understanding of the ways of looking at the international issues. Pakistan being the ideal case of study of feminism with so many issues and power pressures from various corners is a relevant battleground for the sensitive minds to get involved in the concepts and experience the marginalized realities and experiences closely.

Brown (2012) argues that there is a need to develop the students' self-reflexivity that they are able to see inward and not engaged in the dialogue on differences. The image and understanding of the majority male population and students in Pakistan that all is good and that there is no marginalization except that which is approved by the culture needs to be altered. This effort of drawing the attention of the male students and making them consider the local conditions and issues in Pakistan would also make the students think and understand that all is not so innocently good. There are lots of areas within the power structures of the country and the marginalized people which need to be revisited and thus changes are required to be made. This pedagogical practice may also invite criticism and repulsion from the neo-liberal quarters; however, certain forms of resistance are also inevitable for the survival of the true forms of knowledge and feminist theories in genuine ways.

Living in a society with the specific collective consciousness, certain concepts are internalized and accepted as norms by the members of that particular society. Hogan's (2006) idea that there should be engagement among the privileged and the marginalized, in the current case, it should be between the students and the marginalized, with revision of the socio-historical accounts of the feminist theories. Human beings have learnt certain fixed responses to specific stimuli. There are feelings of like and dislike attached with certain concepts. Ahmed (2012) argues that there are certain feelings of unhappiness and disturbances attached to certain segments of society that are marginalized and also branded in the particular manner. Re-engagement with feminist theories from different perspective which should not create feelings of repulsion and resentment towards the marginalized would be a healthy exercise to develop conformity and affinity with them. This also needs to be done by the privileged people in the society so that effective results may be obtained. In the pedagogical practices, this strategy would be able to reduce/eliminate the division between the privileged and the marginalized. The tensions and troubles in the overall structure of the society would be minimized. Teachers are also in a great position to take up this task.

Conclusion

The current paper focused on the representation of feminist issues and theories in the backdrop of ever increasing thrust of neoliberalism in the universities of Pakistan. After delving into the plight of pedagogical practices in the departments of gender studies in Pakistan, the specific attention has also been paid to the developments and changes to be made in the educational practices and approaches to teaching and learning of feminist theories. In order to avoid the superficiality in the pedagogical practices, there is a need to look into feminist issues in specific socio-historical contexts, identify the power structures and the strategies of the privileged, develop students' self-reflexivity by engaging them in the local feminist theories and issues, and revisiting the historical accounts from such concepts that might develop the feeling of happiness and conformity between 'us' and 'them' and lessen the socio-cultural tension prevailing in the society.

Diversity and self-reflexivity regarding gender issues can be promoted through the understanding of the role of the privileged and engaging students in the actual environment so that they are better able to grasp the matter and also influence the ongoing researches towards actual real life situations. For this students and teachers can engage in research projects as parts of their syllabus and the existing pedagogical practices can be more target oriented focusing on the practical steps. Overall, this paper has discussed the representation of various issues of teaching of feminist theories and developments in the pedagogical practices to counter the ever increasing powerful thrust of neoliberalism. For the pursuit of genuineness of knowledge, development of self-reflexivity among students and authentic researches, the changes in the pedagogical practices are inevitable.

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Communicative Language Teaching (CLT), Role of Grammar and Teachers' Beliefs

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Abstract

This review article focuses on Communicative Language Teaching (CLT) highlighting the role of form based activities and the importance of teachers' beliefs concerning English language teaching. Communicative Language Teaching (CLT) has been used by language teachers for the last few decades in second language classroom. It has a long history in the second language teaching scenario throughout the world. This approach to language teaching has many methods used by language teachers. The main focus in all of the methods is on developing learners' communicative skills through the use of authentic language in meaningful contexts. Thus, the study is an attempt to highlight the difference between communicative competence and grammatical accuracy underscoring the point of view of some of the prominent scholars and researchers concerning the use of form-based activities in the CLT classroom. This is a review article and literature related to the topic has been reviewed and synthesized. Despite some of the strong criticism on the use of grammar in CLT classroom, many scholars believe in integrating communicative and form-based activities in the language teaching classroom. The researchers believe that integrating communicative activities, teaching of grammatical structures inductively and teachers' beliefs can result in meaningful teaching and learning of English language.

Keywords: Communicative Language Teaching, Form-Based Activities, Communicative Competence, Linguistic Competence

Introduction

The era of communicative language teaching began in the beginning of 1970s as this concept spread mostly after the research contributions of experts of Council of Europe (Al-Mutawa and Kailani, 1989). To be precise, according to Al-Mutawa and Kailani(1989)the concept started and grew mainly since the mid of 1970s as a consequence of the Council of Europe experts' efforts. It is believed that Long's Interaction Hypothesis (1983a, 1983b, 1996) has greatly influenced the beginning of CLT. However, Chomsky could be credited for this method as this can be traced back to his works. In the 1960s, Chomsky put forward the notions of 'competence' and 'performance' in response to the predominant language teaching methods such as: audio-lingual method or structural method. According to Hedge (2000) 'Competence' and 'performance' were later on developed by Hymes into 'communicative competence' which refers to speech governing rules such as social, cultural and psychological rules, which bound the learners to use a particular speech. Hymes was concerned with the cultural and social knowledge that is necessary for the speakers to develop an insight into the usage of linguistic structures. His views dealt with both knowledge and the ability to apply that knowledge in practical communication in real or realistic situations. The available literature which identified the aspects of Hymes' concept of "communicative competence" underscores grammatical or linguistic competence, pragmatic or

sociolinguistic competence, strategic competence, discourse competence and fluency (Richards & Rogers, 1986; Hedge, 2000). Hymes argues that the focus of linguistics should be communicative competence which means the ability to generate appropriate sentences. He is of the view that “an adequate approach must distinguish and investigate four aspects of competence: *systemic potential; appropriateness; occurrence; feasibility*” (as cited in Coulthard, 1985). Since these developments, the L2 (second language) teachers and instructors have devised diverse techniques for communicative teaching in their language classrooms. The interaction and active involvement of the learners have been the central points of CLT; hence, the instructors invariably provide activities which comprise pair or group work.

CLT Approach and Methods

Richards and Rogers (1986) opine that it would be more suitable to consider CLT as an approach and have differentiated it from a language teaching method. Methods are fixed teaching systems which have prescribed practices and techniques, on the other hand, an approach represents philosophies of language teaching which can be understood in many ways and similarly can be applied in a different number of ways in the classroom practice (Rogers, 2001).

According to Richards and Rogers (1986) a holistic theory of language teaching underlies the Communicative Approach which can be considered to have language as communication as its base. Widdowson (1984) furthers this point by including the usage and use of the language and states that these two aspects are part of this approach. The Communicative Language Teaching primarily aims at preparing the non-native language learners to engage in negotiating meaning, therefore, the language instructors do not deal strictly with the errors of the learners. Moreover, the range of activities and exercises is very wide and the learner is the centre of all of these activities performed in the language classroom (Al-Mutawa and Kailani, 1989). However, this does not mean that the role of the teacher can be negated or ignored in this approach. In other words, a proficient, skilful and reflective language instructor remains a strong basis for the effective achievement of the objectives using CLT.

According to Krashen and Terrell (1983) the different methods used in the communicative teaching cover structured input, task-based instruction, immersion and The Natural Approach. The teaching of grammar, in communicative language teaching, CLT is one of the main issues and has been long debated, which has been discussed in detail in this paper. There have been many lists for the activities in the CLT classroom. Nunan (1991) has listed the general characteristics and principles applied in CLT which are:

1. An emphasis given to learning for communication through target language interaction,
2. Authentic texts introduction into the situation where learning takes place,
3. Providing opportunities to concentrate on language as well as management of language learning processes,
4. Improvement of the learner's learning experiences as important elements to learning,
5. To link classroom activities for language learning with language performance outside.

The Communicative Language Teaching instructors claim that Nunan's (1991) list of features highlights that the main focus in the CLT classroom is the needs and desires of the learners. Similarly, it also describes the strong connection between the language practice in the classroom and language performance outside the classroom. This list makes it easy for the practitioners to decide that any teaching practice that develops communicative competence of the learners in all learning context is an authentic form of language teaching. Through communication meanings are conveyed by the people to develop a common understanding and shared meaning; Vygotsky (as cited in Bentham, 2002) has termed this shared understanding as inter subjectivity. Moreover according to him this inter subjectivity is reached both by reading information and discussing it with each other. In addition, collaboration and

cooperation are the main outcomes of communication among people, in this case, the language learners in a language classroom. The communicative language teaching that gives emphasis only to meaning with little or no attention to forms cannot be enough for the language learners to achieve the expected native-like fluency and accuracy (Pica, 2000). Although previously according to scholars such as Krashen (1982, 1985) grammar instruction has limited role to play in second language acquisition. The revision of Interaction Hypothesis by Long (1996) made Communicative Language Teaching scholars highly interested in integrating form-focused instruction and communicative activities in their language classrooms (Spada&Lightbown, 2009). These conflicting arguments show that the importance of grammar in CLT should be rationalized and only teacher beliefs should not affect teaching practices in English language classrooms.

Communicative Competence vs. Grammatical Accuracy

Being an approach, CLT is supported by different hypotheses which have been derived from the theories of language and second language learning and teaching. Researchers and practitioners are of the view that it is an approach which offers a number of language teaching techniques and methods for the classroom teaching. Brown (2002), while referring to Nunan, says that the focus has shifted to align classroom activities with processes involved in second language acquisition. Dialogues, games, role plays and group work are some of the classroom activities that are used by a teacher who uses CLT; these activities make communication among the learners a basic principle and allow the teacher to be a moderator and a guide for the students.

The primary focus on function over form is emphasized by the CLT advocates; they focus on the language fluency instead of teaching vocabulary and grammar as discrete units, it is a shift which is largely influenced by Krashen, who emphasizes on meaningful input and communication instead of focusing on rules of grammar and memorization (Lightbown & Spada, 2006). Krashen in collaboration with Terrell puts forward the Natural Approach whose premise is that acquisition can take place in the classroom by providing acquisition like environment to the learners. They postulated five hypotheses for second language learning from this proposition. In his learning and acquisition hypothesis, Krashen differentiates language learning from language acquisition. According to him rules and forms are learnt in learning, and in acquisition unlike learning the learners are exposed to input in the target language. Similarly, the use of authentic texts is important in CLT classrooms and according to Larsen-Freeman and Anderson (2011) authentic material provides an environment to real communication in the classroom which is an important aspect of CLT. The use of authentic texts can best fulfil the basic communicative purpose of communicative language teaching and learning the rules and memorization of structures come as a result of communication and discussion and are never taught directly and explicitly. In their lesson Larsen-Freeman and Anderson have used sports columns of a newspaper from which they teach different forms of language for one function. These different forms are based on real life communication which implies that CLT focuses on preparing the language learners for real life meaningful communication. It further implies that though the communicative competence is the primary focus of this approach, however, this communicative competence could not be realized without learning the form and mastering the linguistic aspects of the language. Therefore, it can be easily said that communication and interaction with others to develop learners' communicative competence in L2 is the fundamental goal of CLT (Canale & Swain, 1980; Mochida, 2002).

Rickheit, Strohner and Vorwerg (2008) argue that communicative competence refers to effective and appropriate conversation during communication. According to them effective conversation is outcome oriented and appropriate conversation refers to a conversation which takes place in a proper context with appropriate forms depending upon the real situation of the social interaction (Rickheit, Strohner, & Vorwerg, 2008, p. 16).

Savignon (1972) was of the view that learners have communicative competence if they can use the language in real communication or real communicative environment where they have spontaneous interaction with people. Savignon (1976) explains and expands the point further and says that in such communication meaning is negotiated; it is a step forward to linguistic structures. Where Savignon (1972) emphasized spontaneity in communicative competence, Hymes focused on appropriateness, fluency and accuracy (linguistic proficiency) in a particular context.

Swain (1985) lists four aspects of competence: linguistic, discourse competence, strategic, and sociolinguistic competence, which according to him are mandatory for learners to gain communicative competence. The use of lexical items and grammatical structures is the part of linguistic competence. In order to have linguistic competence a mastery of lexis and structures is very important (Canale, 1983; Canale & Swain, 1980).

Sociolinguistic competence deals with learner's ability to use language appropriately in different situations. Discourse competence refers to speakers' ability to use appropriate as well as meaningful language in a particular context. In other words it deals with the use and the usage of a language. Strategic competence deals with the ability to use different strategies to enhance linguistic, sociolinguistic and discourse competencies.

Studies prove that each of this competence plays a very vital role to acquire and develop communicative competence. Although some of the research scholars and teachers seem to deemphasize grammatical accuracy when they employ CLT approach in their CLT classrooms for the language learners. Here it is important to state a difference between communicative ability and communicative competence (Savignon, 2002).

All these different aspects contribute to the development of communicative competence, which means that linguistic competence also plays an important role in acquiring the communicative competence. However, some of the classroom practitioners ignore the role of grammar and grammatical accuracy in teaching English when they use CLT approach in their English language classrooms.

Communicative competence is different from communicative ability; the former refers to negotiating meaning whereas the later refers to the ability to use linguistic structures in an appropriate way. The former refers to meaning whereas the later refers to form. Therefore, the learning of grammar seems important to acquire communicative competence.

Grammar and Teachers' Beliefs

As mentioned earlier, the communicative approach for language teaching focuses engaging students in meaningful communication in learning the language (Larsen-Freeman & Anderson, 2011). It means that CLT aims at enabling language learners to use language in real situations and to communicate purposefully. It implies that fluency should be preferred to grammatical accuracy. That is why those grammatical mistakes are tolerated by teachers using this approach as pointing out grammatical mistakes at an earlier stage and correcting students' mistakes can hinder students' fluency which is not desirable in this approach. However, the researchers feel that it would be more helpful for students to learn a language when both the form and function are integrated. But the use of forms should be meaningful and appropriate following the rules of semantics and pragmatics respectively (Nho, 2005). As a result there has been an increase in the form-focused teaching as compared with the meaning-focused instruction which consists of meaning based tasks and activities.

The inclusion of grammar in teaching instruction in CLT has both supporters and opponents. Scholars such as Prabhu (1987) are against explicit grammatical instructions in classroom whereas some scholars

such as (Spada&Lightbown, 1993)are of the view that grammar is a necessary component of ELT pedagogy and should be included even in Communicative language Teaching. Krashen is of the view that acquisition can take place better if learners are given exposure to sufficient linguistic input. He differentiates between learning and acquisition of language. In learning the grammatical rules are learned whereas acquisition takes place in a natural environment where there is sufficient linguistic input. Acquisition helps fluency whereas learning monitors the use of appropriate and correct rules and as such it filters fluency of learners.

Form-focused teaching is important and necessary for the development of communicative competence (Swain, 1985). It is evident from the studies in which the students who were immersed in the linguistic input without teaching explicit grammatical structures to them and were involved in interactive discussions, but they had grammatical errors in their utterances. Williams (1995) identified that side-lining form focused activities resulted in the learners' grammatical inaccuracy.

On the other hand it is argued that communicative activities and form-focused language teaching must be integrated and combined for better effect. For example Wang (2009) views that if the forms are learnt in real situations the learners pay more attention to these and the forms become part of their memories. Lee and Van Patten (2003) posit that structured input activities are one of ways of the communicative approach to grammar. This kind of teaching can guide students for giving concentration to the target language by arranging input which the language instructors design according to the context by combining form and content. These activities are termed as "structured input activities". Meaningful contexts are the hallmark of such activities. The basic proposition of these activities is to enhance the awareness of the English language learners. Teachers believe, according to some of the recent studies, grammar as necessary part in second language teaching (Farrell and Lim, 2005), hence, they recommend instruction of grammar and exercises of grammar too. Wang (2009) opines that teachers consider grammar drills very important in teaching learning process. Wang, however, has not excluded communicative activities from practice in teaching second language in this study. In order to enable the learners to speak fluently their role cannot be denied. It shows that there is a wide gap in what the English language teachers believe concerning teaching grammar in CLT and what they practice.

Brown (2000) views that teacher's grammar by giving students exposure to different grammatical categories implicitly reducing students exposure to explicit grammatical structure. It shows that explicit grammar teaching is not the focus of attention in CLT. Ausubel (1960) was an influencing factor in initiating the principle of immersed grammar in teaching and learning of English. He opined that the teaching and learning of English could be made more meaningful in this way, believing that the background knowledge of the learners could be activated when the language input is related to their new learning experiences. Authentic language plays an important role in achieving meaningful learning. The goal of CLT according to Richards (2006) is to enable the learner communicative competence prior to achieving grammatical competence. A learner is said to be communicatively competent if s/he can use a specific language according to appropriate context keeping in view the setting, the purpose of the communication and the participants. Furthermore, a communicatively competent learner can use multifarious communicative strategies when needed. One of the hall marks of CLT is achieving communicative competence rather than grammatical competence because sometimes language users know grammatical rules but cannot express themselves in certain situations particularly when involved in meaningful communication.

CLT and Teachers' Beliefs

Different research methods and theories contributed to CLT have been enlisted by Mangubhai et al. in 2007 discussing the different constructs of CLT which are environment, classroom, teachers and

learners' roles and their attitudes towards errors and instruction of grammar. Mangubhai et al. (2007) claim that a comprehensive view of CLT and its implementation in foreign language classrooms has no evidence even no authentic text is available that can guide the practitioners how to implement CLT practically. Nevertheless, Joyce and Weil's (1994) frame work is suggested that may come near to the satisfaction level of the practitioners and the scholars who advocate CLT (Mangubhai et al. 2007). This shows the varied activities and methods used in CLT classrooms. Some scholars have also conducted studies regarding what the teachers believe and what they implement in classrooms (Hiep, 2007). He identified the multifaceted practices of teachers and their beliefs about Communicative Language Teaching and found that this approach could offer different ways to develop students' comprehension. He has given different explanations of the approach and has discussed teachers' understanding of the method and that what they think about its implications in the classrooms (p. 193). The results reveal that the teachers opined about the potential of success in the learners who are taught with the help of CLT. With regard to the use of CLT, the teachers stated that there was a strong vacuum between the beliefs and the practice and they needed to create activities which consist of the meaningful communication that would help enhance the learning process of the language learners. The research conducted by Hiep (2007) foregrounds that the teachers have positive attitudes to CLT but the methods and the activities which are used by the teachers in the classroom to realize the principles remain a point of concern as the teachers are not clear about it. The teachers knew about the different constructs of CLT, nonetheless, some of them viewed that students did not have motivation concerning the use of some activities in language classrooms because they felt that English was not used for communicative purposes in their society. Cultural restrictions, some teachers believe are also a barrier in the application of CLT in classrooms. Hesitation, shyness, criticism and many other factors which are present in the culture also become factors against the practice of CLT activities in the classroom.

All these studies conducted on the beliefs of teachers and their attitudes highlight the varied difficulties in the proper use CLT. It is often debated that communicative language teaching approach is very vast and teachers are unable to explain the boundaries and activities of CLT which is a barrier in its appropriate implementation. In the same way, some culture-related issues exist in CLT because some cultures do not allow close interaction among teachers and students and students and students. Similarly, teachers' use of traditional methods also interfere their use of CLT as they have been used to practicing them for a long time in their profession. Likewise, new teachers use the methods through which they have been taught as students. In addition, Borg (2009) is of the view that most of the teaching techniques employed by the teachers depend upon the way through which they have been taught and these practices have undeniable impact in the language teaching process. This complex situation in the teachers' minds creates difficulties for the teachers to apply CLT in language classrooms.

Borg (2009) reviewed different studies about English language teaching. He highlighted that teachers did not necessarily practice the teaching methods that they believed were the most effective. In other words, there was a huge gap between what the teachers thought was the best method and what they actually did in the classroom. Borg (2009) believes that the use of a teaching method by a teacher largely depends on their perceptions, the contextual factors and practices.

Conclusion

Communicative Language Teaching focuses mainly on communicative activities which are arranged in realistic and meaningful situations to enhance the communicative competence of the learners. However, the researchers feel that linguistic competence and knowing the structures of the target language also contribute to the communicative competence of language learners. Thus amalgamation of communicative activities with form based activities is viewed as an effective strategy in teaching a second or foreign language depending also on the contextual factors. The researchers believe that involving

language learners in communicative activities, inculcating linguistic structures in the language learners inductively and teachers' beliefs have a positive impact on the teaching and learning processes. CLT is an approach which has multiple methods; the core of all of the methods is communicative activities. The implementation of CLT in English language teaching depends largely on the teachers' beliefs, thinking and understanding. The role of grammar is very important but it is not a necessary part of communicative language teaching classroom. Recently many scholars emphasize integrating communicative activities and form-focused activities so that the learners can acquire both fluency and grammatical accuracy in learning the target language.

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Decolonization: the East Writes Back in Kamila Shamsie's *Burnt Shadows*

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Abstract

*Since the disastrous events of 9/11 and its aftermath, the discourse of terrorism has become one of the dominant preoccupations of American literature. Several novels have been composed following the September 11 attacks that deal directly or indirectly with the effect of the event on individuals, both inside and outside of the United States of America. Although these novels often claim to deal with the post-traumatic effects of the attacks, the Western writers frequently employ Orientalist stereotyping and it appears that post 9/11, this attitude towards Muslims has even hardened and strengthened the old Orientalist discourse by representing all Muslims as terrorists. In line with Edward Said's notion of writing back, this paper shows how the novel *Burnt Shadows* by Kamila Shamsie stands as a reaction to the dominant post 9/11 rhetoric and challenges the discourse of colonization from the Pakistani side(which stands for the East)and welcomes decolonization. This paper investigates a number of issues concerning the relationship between the Islamic world/Pakistan and America in the context of post 9/11 scenario. In the American politicized environment of reinforced nationalistic approach characterized by suspicion and fear of the Other, *Burnt Shadows* presents the harsh encounter of the Muslim Self/the Other of America with America and attempts to reverse rather overturn the post 9/11 dominant rhetoric of the European nations especially America and generate a respectable space that provides the Muslim Other(s) an opportunity to not only speak but enter into a dialogue with the European world; an endeavour that symbolizes the process of decolonization.*

Keywords: terrorist attacks, 9/11, decolonization, the other, extremist, terrorist

Introduction

Since the invasion of Afghanistan by America and the worldwide hysterics about extremism and terrorism, Pakistan has had to bear the worst atrocities and frequent acts of violence and terrorism. As a forefront collaborator of America in the war on terror, following the terrorist attacks of 9/11 2001, Pakistani state and society have been overcome by mounting militancy and acts of hostility and violence commonly labelled as terrorism. With the terrorist attacks of September 11, 2001 it was not only the political and geographical infrastructure of the world that experienced a deliquescence; but the thought of being Muslim, the Islamic ethnicity and identity in the European world and predominantly in the United States, when situated in a world of randomness, unpredictability and entrenched fear, also underwent a radical change. Religious identity and ethnicity became the much debated topic, and the Muslim self when brought underneath the American microscope resulted in labelling of Muslims as terrorists and extremists. Literature could not stay impermeable and immune to this altered world milieu in the aftermath of 9/11, especially Pakistani fiction in English, since Pakistan's reputation acquired uncertainty both as an ally and antagonist of America. Pakistani writers have felt the urgent need of giving voice to the earlier unheard and silenced Pakistani community and writers are struggling against the consequences of colonialism. They are not merely concerned with recovering past cultures and histories, but in discovering how the world can move beyond colonialism towards decolonization to realize a world of mutual esteem and respect. These writers emphasize that the formerly colonized

nations will continue to be hybrid with a wretchedly schizophrenic identity if they don't challenge and question the Western hegemony. The centre is shifting anew; formerly colonized and silenced voices are entering the discourse. A handsome number of short stories and a few novellas discuss the impact of terrorism and the pointlessness of war and aggression. In this context, the literary endeavour of British Pakistani author Kamila Shamsie will be brought to light to platform major with trends in English writings. This research will therefore be delimited to study of the novel *Burnt Shadows* (Kamila Shamsie).

Literature Review

In the aftermath of the terrorist attacks of 9/11, the public rhetoric in America labelled Muslims as extremists and fanatics and equated Islamic faith with terrorism and extremism. This equation authorized the detention and deportation of a large number of Muslim immigrants and provided unavoidability to the incursion of Afghanistan and later of Iraq. Following the terrorist attacks of 11 September 2001, the terror and fear of the other has been a vital mobilizing force not only in the politics of the United States of America but also in the politics of quite a lot of European countries. These Other(s) are not merely portrayed as migrants and ethnic minorities, but as Muslim fundamentalists and terrorists are identified as a security threat and risk to Western citizens and their lifestyle. A number of literary works including fiction, essays and short stories that have been written in the United States of America and Europe after the terrorist attacks of September 11, 2001, a catastrophe that has since been nicknamed '9/11', deal with this atmosphere of fear and the manner in which this event has affected the relationship of the Self and the Other in the post 9/11 European world.

In a number of '9/11 novels' dealing with the issues of extremism, violence, terrorism and hostility, the agent of terror and violence happens to be an outsider/foreigner who usually remains external to the West or the Americans (Versluys, 2007, p.65). John Updike's *Terrorist* (2006), Don DeLillo's *Falling Man* (2007), Claire Massud's *The Emperor's Children* (2006), Joseph O Neil's *Netherlands* (2008), Jess Walter *The Zero* (2006), Pearl Abraham's *American Taliban* (2006), the list continues of post-9/11 novels by eminent American novelists where the imagined Muslim terrorist questionably occupies a position of non-belonging and belonging, situated within and outside the Western society. The Muslim terrorist is humanized as well as demonized, as the texts generate a complex bond of empathy/hostility in shaping the encounter of the terrorist with the West. The post 9/11 Western terrorist novel not only accesses the mind-set of the terrorist, presenting his ordinariness, but it also exhibits a clash of ethics and cultures. The writers of these novels clearly identify and relate terrorism with Islam and the novels thus propagate negative stereotypes of Muslims as terrorists, unreliable and enemies of America.

In *The Empire Writes Back*, Ashcroft, Griffiths and Tiffin (1995) asserted that, "the rereading and the rewriting of the European historical and fictional record is a vital and inescapable task at the heart of the post-colonial enterprise" (p.196). This comment although written in the perspective of Western colonization of the Third World, can be applied in its complete sense to the misrepresentation and negative portrayal of Muslims in the Western literature in the aftermath of 9/11. Mohsin Hamid's *The Reluctant Fundamentalist* (2007), Kamila Shamsie's *Burnt Shadows*, H. M. Naqvi's *Home Boy*, Nadeem Aslam's *Maps for Lost Lovers* (2004), *The Wasted Vigil* (2008) and *The Blind Man's Garden* (2013) to mention a few post-9/11 Muslim novels; present a postcolonial standpoint on violence and terrorism.

Kamila Shamsie challenges the status quo and move towards decolonization by not only transforming the treacherous and deceitful split between the West and the East, into a living and breathing space but also highlighting the lethal and rigid consequences of these post 9/11 binaries. Like Kamila Shamsie's *Burnt Shadows*, Mohsin Hamid's *The Reluctant Fundamentalist* (2007) and H. M. Naqvi's *Home Boy*, investigated, a number of issues concerning the relationship between the Islamic world/Pakistan and America in the context of the post 9/11 scenario. Kamila Shamsie's *Burnt Shadows* attempt to overturn

the post 9/11 dominant discourse of the European nations especially America and generate a breathing space giving voice to the Muslim Other; an endeavour illustrating the process of decolonization. The text certainly presents an alternative to the post 9/11 dominant discourse constructing “a violent struggle (Morton, 2008, p. 193). In her individual singular way, Shamsie replaces the lethal divisions of President George W Bush’s war on terror discourse with the prerequisites, complexities and hesitations of lived experience. Gene Ray (2005) tells us that “the world itself, the social given, remains accountable to the virtual utopia that never ceases to haunt and indict it from within” (p. 14). Viewed from this creative and ethical perspective the novels of Shamsie has disturbed, indicted and challenged the war on terror discourse. The novelist manifestation of Said’s (1993) phrase “voyage in” (p.216) i.e. It not only confronts but also amends America’s vision regarding her as a sanctuary for the subjugated, a citadel overwhelmed by an extremist and obsessed Orient, whose most recent representatives are immigrants bearing contagion and bombs and religious fanatics.

Research Question

I shall endeavour to seek answers to the following question through a detailed analysis of the selected novel. The impact of 9/11 on the life and personality of the protagonist of the novel under study will serve as a tool in seeking answers to the following question:

- I. How has the British Pakistani fiction writer Kamila Shamsie through her novel, *Burnt Shadows* presented a struggle to decolonize the region into a world that has truly moved beyond all that colonialism entails?

Methodology

The present research is located within Fairclough’s framework of Critical Discourse Analysis (CDA) which looks at the underlying ideological structures ingrained within the discursive structure of text i.e. the written discourse. This framework is used as it encompasses characteristics of multi-faceted analysis. Critical Discourse Analysis (CDA) emerges from a critical theory of language which observes that the use of language is actually a form of social practice. As all social practices reflect particular historical contexts, hence language as a form of social practice becomes the means to not only produce or contest prevailing social relations but also serve specific interests.

Norman Fairclough’s framework of Critical Discourse Analysis (CDA) is an all-inclusive approach which takes into account the multifunctional, multidimensional, critical and historical facets of social discourse. The multidimensional aspect of Norman Fairclough’s framework of Critical Discourse Analysis (CDA) sees discourse from three interrelated perspectives; discourse as text, discursive practice of discourse and social practice of discourse. Thus, for Fairclough, discourse as a text is viewed as comprising a variety of linguistic elements within its internal structure to communicate certain meaning and produce certain effects on the readers, as recipients of the discourse. Hence discourse becomes a site for communicating meaning by means of manipulating the linguistic elements prevalent in the text.

Narrative discourse viewed as social practice entails the operations of ideology manifested in the narrative discourse and the relationship between discourse and society. Narrative discourse viewed as social practice entails the operations of ideology manifested in the narrative discourse and the relationship between discourse and society. Narrative discourse viewed as social practice entails the operations of ideology manifested in the narrative discourse and the relationship between discourse and society. Narrative discourse viewed as social practice entails the operations of ideology manifested in the narrative discourse and the relationship between discourse and society. The analysis will focus on the probable interpretations on the role of the writer as producer of the narrative discourse in carrying on the ideologies revealed within the discursive aspect of the narrative discourse. This is critical as

narrative discourse is considered to be a social discourse which serves as a site for struggle between members of society in relation to the ideological formation exhibited in the narrative discourse. Through this analysis, I endeavour to explain the dialectic relationship between society and discourse, by revealing how the writer has effectively challenged and questioned the Eurocentric values imposed on the Muslims by the whites in previous discourses, by subverting and decolonizing the typical representation of the Muslim Americans in the present narrative discourse.

Decolonization: the East Writes Back in Kamila Shamsie's *Burnt Shadows*

Whilst the European post 9/11 fiction, especially post 9/11 American fiction reveals an obsession with external means of violence, and represents Muslims as inhuman barbarians and terrorists, Pakistani writers in particular have shifted the focus from the Other as an agent of violence (labelled as the fundamentalist, the terrorist, the migrant and the marginalized outsider) and lay emphasis on the American land as generating violence and hostility instead of being on the receiving end. Hence, while American writers portray Muslims as the terrorist Other; agents of hostility and violence who either live outside or within Western societies, Pakistani fiction writers expose forms of hostility and violence as being generated on American grounds: violence that is widespread in Western societies and/or carried out by Western agents.

Decolonization, which sets out to change the order of the world, is, obviously, a program of complete disorder. But it cannot come as a result of magical practices, or of a natural shock, or of a friendly understanding. Decolonization, as we know, is a historical process: that is to say it cannot be understood, it cannot become intelligible nor clear to itself except in the exact measure that we can discern the movements which give it historical form and content. (Fanon, 1963, p. 63)

Burnt Shadows interferes in this crisis of representation by attaching meaning and depth to such narratives and consequently to tell the tale, to use Jasbir Puar's phrase, "beyond the ocular" (2007, p. 174). The novel explores the consequences of 9/11 from a Pakistani, Muslim point of view and serves as a crucial step towards the process of decolonization. The text engages the construct of Othering from an Orientalist perspective in highlighting the irrationality and ridiculousness of depiction of Muslims in the Western colonialist discourse. The novelist endeavours to tear apart the shroud of invisibility concealing the other so as to enable the true representations of the Orient.

Transcending Religious and Ethnic Boundaries

Shamsie's narrative *Burnt Shadows*, ambitious in its chronological and geographical aspect, is the disclosing of a prisoner's story. The novel drives the reader from Nagasaki, Japan, seconds before the atomic bomb destroys the city of Nagasaki, to sub-continental India on the eve of the Indo-Pak partition, to Pakistan in the clutches of military dictatorship and CIA's role in politics and on to the United States of America and Afghanistan in the immediate wake of the terrorist attacks of 9/11 and President George W. Bush's subsequent war on terror. This geographical rally of crisis achieves the novel's imperative to locate one of the protagonists as a medium of experience and insight within a chain of global upheavals. This imperative is coordinated by the numerous cultural and national adherences of the characters: the Japanese Hiroko Tanaka, who has lost her German fiancé Konrad Weiss in the deadly atomic explosion in Nagasaki, moves to colonial India before partition to meet Konrad's half-sister Ilse Weiss and her English husband James Burton, weds their Muslim clerk Sajjad Ali Ashraf, is transported with him to Pakistan after Partition, and shifts to New York immediately before 9/11 after Sajjad's death, to live with Ilse Weiss; Hiroko and Sajjad's son. The Japanese-Pakistani Raza Konrad Ashraf, born and bred in Pakistan and a genius at languages, gets employment in Dubai, after the demise of Sajjad. Later he moves to the United States of America, landing finally in Afghanistan, where his life is radically

transformed by the young Afghani boy Abdullah and the arrival of Harry Burton, Ilse Weiss' son to Pakistan. Ilse Weiss, the German-English woman, moves from India to the United States of America with her son; Sajjad's English friend, Harry, who has spent his childhood in India, youth in America and is ultimately murdered in Afghanistan; and his daughter, the American Kim Burton, - named after the protagonist of Kipling's novel *Kim* - struggling against her disjointed family and America after the terrorist attacks of 9/11.

In this rich epic of national and personal stories, Shamsie attaches the moral core of the text with Hiroko Tanaka-Ashraf who, as a survivor of the deadly Nagasaki bombing is portrayed as a living reminder of the American government's earth shattering response to the Japanese attack on Pearl Harbor. Hiroko Tanaka's convincing perspective puts across the didactic view of the novel i.e. the failure of the modern state. Colonial Japan and England, postcolonial India and later Pakistan, a neo-colonial America and a Taliban administered Afghanistan are all accused as executors of injustice and violence. Shamsie rises above the limitations of religion and ethnicity as being responsible for the most awful atrocities of the twentieth and early twenty first centuries. By situating her epic novel in the backdrop of an almost intolerable burden of history including World War II, British Imperialism, Pakistan's independence and Indo Pak partition, the Russian incursion of Afghanistan and the establishment of Taliban rule, the terrorist attacks of 9/11 and the following American incursions on Afghanistan and later Iraq; Shamsie brings to light the historical relationship of terrorism, colonialism, imperialism and the power structures of the world. Shamsie decanters the nation and privileges the global relations of culture, history and colonialism, thus disrupting the seamless singularity with which religious and temporal binaries i.e. regressive/modern, fundamentalist/secular and non-Western/Western are endorsed to defend the war on terror discourse in the aftermath of the terrorist attacks of 9/11. Thus, in *Burnt Shadows*, Shamsie portrays characters that move beyond ethnic and religious boundaries and become global characters who labour for meaning and purpose under the burden of religious, political and social conditions. *Burnt Shadows* takes its obligation to cross borders and bring out morally inspired changes for the adjustment of the other, to question the legacies of colonialism history which make globalization and neo-colonialism possible.

Shamsie's unique characterization, her galaxy of global characters who are endeavouring to move beyond all that colonial and imperialism entails is in fact a struggle for decolonization. The character of Harry Burton represents Shamsie's struggle for decolonization in its true spirit. The Englishman Harry—whether as a colonialist in India, as an upper class Englishman in England, as an English immigrant to the United States of America, as a CIA operative in Pakistan, or as a private arms contractor in Afghanistan does not carry the stigma and pride of having been a white colonizer in India. When Harry locates Sajjad and Hiroko in Pakistan, he befriends them immediately. That Sajjad has now migrated to Pakistan and is no more an Indian, and that he has married Hiroko; a Japanese woman, and that the reunion is taking place in Pakistan and not in India, are all secondary to Harry since he goes on to assist Sajjad's son Raza and persuades him to apply to universities in America:

I'm pretty sure you and America will like each other. Forget like. Love at first sight—that's how it was for America and me. I was twelve when I went there, and I knew right away that I'd found home. . . . In India I would always have been an Englishman. In America, everyone can be American. (Shamsie 2009, p. 185)

The histories of relationship between racism and American citizenship, or America's legacy of race relations with the Third World countries and the Arabian Gulf, or the privilege enjoyed as a former colonial power, escape the British-American Harry completely as he transcends the limitations of race, class, colour and ethnicity. America has a history of race based discrimination and prejudice, in the post 9/11 scenario, but Harry still considers America to be a hospitable and promising land for all, irrespective of race, class and ethnicity. Although this is not a true depiction of America; it is what Harry desires America to be. It is not what true America is; instead it is what Harry wants it to be. Harry's

perception of America or his desire to accommodate Raza in America is different from what most white Americans desire for a Muslim immigrant or an immigrant from Third World countries. This desire echoes Shamsie's aspirations to decolonize the region and move beyond the constraints of ethnicity and religion and through the character of Harry Burton, Shamsie propagates her desire of equal accessibility of all nations to American privileges of advanced technology and a stable economy.

The character of Raza Konrad Ashraf can also be seen as a global character representing Shamsie's struggle for decolonization. Konrad Ashraf, the Pakistani-Japanese polyglot, fluent in English, Urdu, English, Japanese and even Pashto, can be located on both sides of the war on terror rhetoric. Employed by Harry for an American military contractor, Raza becomes a part of the American war on terror in Afghanistan as a translation genius. As a Pakistani Muslim, Raza is crucial to the war effort but in his multiracial, multilingual and national adherences he also represents an amorphous identity that is global in its true spirit and transcends the strict demarcation of national and ethnic boundaries. Raza finds his undecided and confusing status unsustainable, as he must constantly confirm his allegiance or risk doubt and suspicion. When the suspicion for Harry's murder, during his stay in Afghanistan rests upon Raza, he flees the democratic facade of the American judicial system and enters the ruthless world of human trafficking. His subsequent actions result in a particular course of events that take the novel to its troubled end. Raza searches for the friend of his youth Abdullah, an Afghani refugee in Pakistan, with whom he had, in a foolish notion of exploration and adventure, once journeyed to a militant training base camp in at the outskirts of Peshawar. When Raza comprehends that Abdullah is now a migrant in New York City, also running from the FBI, Raza embarks on a chain of events to rescue his friend. Raza requests Kim Burton, Harry's daughter; to transport Abdullah to Canada in her car, from where Abdullah's family members plan to have him trafficked back to Afghanistan. Kim reports to the establishment but is unable to forecast the result of her actions. Raza thinks that the man who transports Abdullah to Canada will ship him back to Afghanistan and so he decides to meet Abdullah. The sight of the police entering the restaurant where he and Abdullah are to meet, prompts Raza to switch his coat with Abdullah and surrender himself to the authorities. Since Raza and Kim have never met, the latter doesn't realize that she has unintentionally administered the arrest of a man whom her father Harry loved as a son. Raza symbolizes a deeper and stronger sense of humanity which he inherits from her mother Hiroko. He risks his own life for his friend Abdullah and ends up in Guantanamo Bay, where he experiences the cruellest and most humiliating treatment at the hands of his captors. Raza thus dismantles the post 9/11 Western perception of Muslims being terrorists and brutes and symbolizes Islamic fraternity and empathy as he arranges for Abdullah's journey back to Afghanistan and takes his place in Guantanamo Bay.

One of the most appealing and representative characters in the struggle for decolonization is none other than Hiroko Tanaka Ashraf, who represents the moral essence of the narrative and serves as a palimpsest recognition that the intertwined threads of history, though apparently dissimilar and isolated, narrate a universal tale of loss. When she discovers a placard which "consisted of a picture of a young man and the words: MISSING SINCE 9/11. IF YOU HAVE ANY INFORMATION ABOUT LUIS RIVERA PLEASE CALL ... Hiroko recalls the train station at Nagasaki, the day she had gone to Tokyo with Yoshi. The walls presented signs inquiring about missing people" (Shamsie 2009, p.274). Although the tragic incident of 9/11 is dreadful in its valour and scope, it is incomparable in scale and intensity to the atomic bombing of Nagasaki and Hiroshima in 1945.

Hiroko's move to New York City is provoked not by her loneliness after Sajjad's death but by the nationalistic announcement of the nuclear armory by Pakistan and India. This instance of temporal and narrative displacement highlights the overarching thesis of the text, which persists upon a re-evaluation of national apprehensions within international structures of reminiscence. The absurdity in preferring the United States of America as an asylum from nuclear pomposity is not lost on Hiroko. When an

immigration official at the airport on her arrival to New York City, “with a peace sign tattooed on his forearm,” comes to know that her place of birth is Nagasaki, he states “It’s OK . . . You’ll be safe here.” Hiroko is unable to believe his “obliviousness to irony” (Shamsie, 2009, p.287). This representation of the United States of America as a refuge from violence revives a dynamic in which the centre remains immured in the margins. Conversely, even the security felt at the centre or the representative core of the world i.e. America is quickly destroyed by 9/11. Hiroko’s son, Raza is taken into custody as a supposed terrorist and her close friend Ilse’s granddaughter, Kim, is the unknowing tool of his imprisonment. However, Hiroko’s disenchantment with the nations she dwells in; her birth place-Japan, where she met and married Sajjad-India, after migration her abode – Pakistan- and her final destination in the wake of 9/11, United States of America; rises from a reflective and profound sense of compassion and humanity for the injustice done to her family and her own self: “My stories seemed so small, so tiny a fragment in the big picture. Even Nagasaki—seventy-five thousand dead; it’s just a fraction of the seventy-two million who died in the war. A tiny fraction Just over .001 percent Why all this fuss about .001 percent?” (Shamsie 2009, p.293). The text’s imperative shifts the reader’s focus from concerns of the self to the incomparable injustices suffered by humanity and exposes the structural relationship of the national that locates itself within religious, linguistic, geographical and ethnic singularity. Therefore, the site of crisis is not merely an instant of departure, self-accusation, disappointment, or withdrawal for the individual but instead an exhortation for a devoted commitment with one’s country, community, and culture in the international and collective history of the world. Hiroko declares:

When Konrad first heard of the concentration camps he said, “...you have to deny people their humanity in order to decimate them. You don’t. You just have to put them in little corners of the big picture. In the big picture of the Second World War, what was seventy-five thousand dead? Acceptable, that’s what it was. In the big picture of threats to America, what is one Afghan? Expendable. Maybe he’s guilty, maybe not. Why risk it? Kim, you are the kindest, most generous woman I know. But right now, because of you, I understand for the first time how nations can applaud when their governments drop a second nuclear bomb. (Shamsie 2009, p. 362)

Hiroko’s painful outburst does not only rest on this singular occurrence of inhumanity and atrocity but on the willing involvement of the citizens in replicating that moment. It was the second atomic bomb that destroyed Nagasaki. “To deny people their humanity” (Shamsie 2009, p. 362), is to impose violence and brutality upon those not considered human whereas the appropriate expendability of people is to admit that the security, safety and survival of a core group surpasses the sacredness of all other lives. Shamsie boldly questions America’s atrocities inflicted on the other nations of the world including the atomic bombing in Nagasaki. Through the character of Hiroko, Shamsie conveys the sublime notion that religion and ethnicity are secondary to humanity. Hiroko symbolizes the profound and deeper sense of humanity and represents Shamsie’s endeavor to draw the attention of America as well as the world to the bitter reality that they are sacrificing human lives in pursuit of national and political goals; in the name of security and under the label of war on terror. Hiroko quotes Konrad, who in the context of the inhuman bombing of Nagasaki declares that mass execution and massacre of humanity cannot be justified, with no other validation than not considering them human beings i.e. to “deny them humanity” (Shamsie 2009, p. 362). This is the moral core of the text which Shamsie in her struggle for a decolonized world propagates through her narrative; the wars, terrorist attacks, incursions and assaults grounded on religious and ethnic conflicts are denying people their humanity. The privilege that America enjoys over the rest of the world, her hegemonic stance, dictatorship and influence over the Third World countries and recent incursions on Afghanistan and Iraq symbolizes a unique form of colonization which is virtual as the Third World countries, the former colonies, are still under the spell of colonization. For a decolonized world it is pertinent that the emancipation, enlightenment and

empowerment of the down trodden nations and the former colonies be brought about for restoring peace, tolerance and harmony in the world.

Challenging the Western Privilege of Judging the Other

Shamsie exposes the avenging psyche of Americans through the character of Kim, who despite being closely associated with the Ashrafs through her grandmother Isle Weiss and father Harry Burton, brings about the arrest of Raza. When Hiroko inquires for a clarification of her son's arrest, Kim responds: "I trusted my training. Don't you understand? If you suspect a threat you can't just ignore it because you wish—and I really really wish this—you lived in a world where all suspicion of Muslims is just prejudice, nothing more" (Shamsie, 2009, p. 360-61). Kim's self-confidence in her "training," and her knowledge, is the privilege and dispensation of the Western Self, who can with impunity and confidence generate information or pass judgment about the non-Western subject. Shamsie proves this training to be insufficient, and Kim's perception flawed. That Abdullah, the person she has driven to Canada is not a terrorist, and that the individual who is under arrest is not Abdullah, suggests the insignificance of the non-Western subject to this creation of knowledge that takes for granted its own comprehensiveness. The terrorist and rebel Kim identifies and causes to be arrested, in reality do not exist. But both Abdullah and Raza do. But their individuality and identity become invisible under the cloak of terrorist. Kim's confidence that her particular racism is not an error, that she, because of her schooling and training, enjoys an entitled privilege to give verdict about the Other, alludes to the complicated authorization of her subjectivity and to the supposed insignificant nature of Raza's and Abdullah's lives. Suggestive of her literary ancestor, the British Kim who successfully passes for an Indian but continues to be loyal, true and sincere to his national and colonial ancestry, Kim Burton exposes her true national and political adherences to the United States of America. For Third World countries, previously colonized it is essential that they should not trust their former colonizers i.e. the white man. In proving Kim's perception faulty regarding Abdullah/Raza to be a possible terrorist, Shamsie actually challenges the privilege enjoyed by the Americans in passing judgment regarding the Muslim immigrants in the post 9/11 scenario. Challenging and proving Kim's perception faulty, in a broader spectrum, is actually proving America's perception faulty regarding the Muslim immigrants settled in America. It's high time when America needs to rethink and reconsider her policy regarding the post 9/11 treatment of Muslim Americans. Numerous innocent Muslim immigrants were entangled in fake cases based on faulty perceptions and incomplete information. Shamsie in a desire to realize the dream of decolonization not only exposes the avenging psyche of America but also proves the American schooling and training inadequate as Kim boasted that she trusted her training but this training rests upon misconceptions and faulty perceptions.

Decolonization and Neocolonialism

In this age of neo-colonialism, Kamila Shamsie has successfully managed to initiate the process decolonization as she moves beyond all that colonialism entails. The message that Shamsie is trying to present through her novel *Burnt Shadows* is that in the present age of neo-colonialism and globalization when religious and ethnic diversity is celebrated and acknowledged with respect, the hegemonic attitude of America and her effort to enforce American values throughout the globe will result in nothing but a world devoid of peace and stability. This will result in a backlash and repercussions against American dominance as those nations and states who become the target of America's racism and hostility will resent and eventually challenge the American outlook. This post 9/11 text demolishes the identities that the war on terror discourse blends i.e. Muslim identity was equated with that of a terrorist and extremist whereas the American was identified as a rightist/reactionary neo-colonialist. This text brings forth the uncertainties, hesitations, prerequisites and intricacies of lived experience of the protagonist of the novel in an age of Neo Colonialism and highlights

his identity quest presenting alternatives to the deadly and hazardous polarities of the war on terror rhetoric and the post 9/11 public discourse. The writer, struggling in a Neo-colonial era, is situated on the deceitful rift located in between the divisions of post 9/11 terrorist discourse. These binaries include the post 9/11 division between the native and the alien/outsider and the distinction between the moderate Westerner symbolizing the secular West and the extremist Muslim symbolizing the Islamic faith. Shamsie challenges the post 9/11 status quo and moves from Neo-colonialism towards decolonization by not only transforming this treacherous and deceitful split into a living and breathing space but also highlighting the lethal and rigid consequences of these post 9/11 binaries. Shamsie achieves this by employing the conventional potency and vigour of literature, for instance employing its ability to give voice to the previously silenced ideas and notions.

Decolonization and Globalization

Burnt Shadows skilfully and successfully plays out the suspicion, fear and detestation that characterize American-Muslim relations. Shamsie shows that the obsession of white American culture with flawlessness and perfection has very grave problems. The text underscores the fact that white American culture has proven to be as fanatic and extremist, as bigoted and prejudiced of the cultural, ideological and racial differences as any of the Third World cultures. This prejudiced and intolerant American culture has a negative impact upon non-Europeans especially Third World countries thus resulting in breeding resistance and contempt against the American nation, culture and policies throughout the world. This sets back the process of globalization at the same time as it hampers the decolonization enterprise. Shamsie rejects America's supposition that only the developing cultures or Third World cultures breed and foster extremism. She accuses America and her culture, along with other European nations of breeding extremism, global tensions, hatred and confrontations by targeting immigrants and Third World countries through racial and religious prejudice and discrimination. The writer manages to voice a strong urge to decolonize the world, into a more humane, tolerant, emancipated and enlightened place with all its diversity and heterogeneity of nationalities, cultures and religions. Shamsie also illustrates the fact that lack of respect and acceptance of people from other cultures and racial discrimination and prejudice are major obstructions in the path of globalization that aims at respectful and mutually beneficial interaction among various cultures and countries. The insulting and discriminating attitude of America and her culture makes people intransigent and reactionary fanatics and extremists. Shamsie, in short, has demonstrated that American interference and intervention in the internal affairs of other countries is in the interest of neither the US nor that of international peace and cooperation, because it breeds ill will and encourages people from developing cultures like Pakistan to embrace extremist ideologies.

Conclusion

In his struggle for decolonization, Naqvi implicitly decanters American global power in his text. The novel persuades American audiences to consider adopting a more understanding and tolerant attitude towards the rest of the world. The novel also prompts contemplation upon universal issues regarding globalization that have compelled a lot of Muslims to view Islam as an alternative to American global domination. The global characters in *Burnt Shadows* suggest the writer's struggle for decolonization. The novel suggests the foreclosing of a comfortable breathing space in America in which these protagonists can enact their Muslim as well as American identity. President Bush's post 9/11 Manichean worldview leaves the protagonist Raza with no option other than to choose either Islam or America. The novel actually calls for a more compassionate, humane and tolerant American attitude for the rest of the world particularly the Third World countries and the former colonies. Creating a secure and comfortable breathing space for immigrants and minorities in America will promote peace and stability and help in decolonizing the region thereby making America an emancipated and enlightened society. In

this age of globalization and neo-colonialism, for Western readers to reflect on and engage with an outlook that is meaningfully and significantly Other to Americanization/westernization require texts like *Burnt Shadows*, which symbolize a call for decolonizing the region by suggesting that the US should integrate and accommodate religious minorities like Muslims into her society instead of considering them as outcasts.

Most Americans believe that taking away other people's freedom and liberty in the name of American security and stability is acceptable and fine. We should pay heed to the quote by America's founding father, Benjamin Franklin, who stated, "Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety" (Franklin, "Pennsylvania Assembly: Reply to the Governor" 1755). A sustainable and workable democracy needs an educated and active citizenry and indifference and passivity will one day become one of the worst enemies for America even more than terrorism or any terrorist group. America's lack of care and engagement with her neighbours makes it easier for the American government to make policies and promote legislation that will make America less accommodating, not only for minority communities like Muslim Americans, but its repercussions will also be felt by the entire American nation.

How much of the Muslim community will integrate and assimilate into the American society, or sustain communal distinctiveness and individuality is hard to predict but as far as the anticipated future is concerned, Islamic fundamentalism and extremism will remain an issue with which America (and the Western Hemisphere) will have to deal with, both on individual and national levels. The Muslim population must persistently locate novel ways of developing and promoting understanding, and struggling against negative stereotypes. I strongly believe that Muslim Americans relate to the American ideals of human rights, democracy, human rights, pluralism and justice not merely through their American citizenship but also through their religious identity. They argue that the Islamic faith promotes all these ideals and values and hence Muslim Americans are at home with the political system of America. Nonetheless, they are disappointed and disillusioned time and again with what they see as incongruity and discrepancy in American values and ideals and American international and domestic policies. The need for a better and empathetic understanding between America and Islam is greater and more urgent now than ever before. Shamsie has successfully accomplished this enterprise. She has effectively portrayed the post 9/11 chaotic and tense scenarios as far as the Muslim perspective is concerned; and has offered a counter rhetoric to the American war on terror discourse that inculcated a sense of discrimination and hostility against Muslims. She has not just opened eyes to the bitter atrocities that America has inflicted on humanity be it the Nagasaki bombing, the Vietnam War, the Korean War, intervention and incursions in Afghanistan and Iran or the post 9/11 discrimination and hate crimes against Muslims; but has also provided workable alternatives in realizing a world that has shed all its colonialist feathers and moved towards decolonization.

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White Linguistic Violence and Black Americans: A Textual Analysis of the Bluest Eye

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Abstract

Besides fulfilling the role of information sharing, communication, words in a language are also used as a tool, with negative connotation, to subjugate individuals of a lower social stratum. This article deals with the dominant white people's use of offensive words and their impact upon Afro-Americans. Richard Delgado in Critical Race Theory delineates the usage of violent words by persons in power touching the sensitivity of poor black people. Such stigmatized people when subjected to verbal aggression, remain underprivileged due to racial discrimination directed against them further leading to mental illness and trauma. The escape is only in drugs and alcoholism. Resultantly the children of coming generation also take deep influence. The study applies Delgado's (2000) theoretical framework upon Toni Morrison's The Bluest Eye (2007). Cholly Bread love and his family members undergo trauma, diseases and exploitation mentioned by Delgado (2000) owing to their black skin colour. Cholly's psychosomatic disorder starts with linguistic violence and haunts him all his life. The suffering of racism continues to the next generation where Pecola remains ambivalent and deprived merely due to her ancestral background. People like Cholly raise children like Pecola who lack confidence and continue to feel inferior as they become adults leading a life of alienation and economic deprivation. It is the linguistic violence that drives such people on a course that never allows them to gain self-esteem.

Keywords: Wound, stigma, low income, psychosomatic, hypertension, trauma shifting. Violence, exploitation, CRT (Critical Race Theory).

Introduction

"But there are some who collapse, silently, anonymously, with no voice to express or acknowledge it. They are invisible. The death of self-esteem cans occur quickly, easily in children, before their ego has "legs, "so to speak (Morrison, 2000, X)".

Language, a powerful contrivance, which helps the dominant race to sustain its superiority, can also have a lasting impact on marginalized factions. In the colour-obsessed American society, the dominant whites try to sustain their hegemony through their choice of words and feel privileged about their superiority. "In linguistic appropriation words" spoken in area are considered as property of dominant group of speakers with their "...meanings and uses determined by their owners" (Jane, H., 2008, p.159). Thus the dominant white race, having proclaimed themselves sole proprietors of the American language, sketch out the roadmap for everyday language, in order to maintain their superiority and oppress blacks. The stereotypical intentions of whites with lifelong mordant impact for the marginalized segments carry a lot of weight in the form of hypertension and psychosomatic disorders. The affected tend to be monetarily disoriented and embrace the down-trodden social status due to ordinary employment and inferiority complex. These physiologically-deprived people ultimately take refuge in drugs and alcohol which further alienates them from mainstream society, the heat of which is borne by their successors who suffer further trauma.

The present study incorporates the textual analysis as a research method suggested by Catherine Belsey in her essay "Textual Analysis" that deals with the study of text and other creation of art in social and cultural contexts. This method adds additional information to the text to validate or contradict the facts embedded in a literary text. Belsey, in Textual analysis articulates that "interpretation always involves extra-textual knowledge. Some of this is general, part of the repertoires of knowledge that constitutes a culture; some of it is personal, a matter of one's own interests or biography; and some of it is derived from secondary sources" (Belsey 161). In this regard the theoretical underpinnings formulated in Critical Race Theory by Richard Delgado and other secondary sources serve as extra knowledge to analyse *The Bluest Eye* (1970) by Toni Morrison.

Racial Supremacy of Whites

Contemporary society, like earlier ones, is socially segregated where the privileged dominate races with fewer opportunities of growth. Racism is a socially occurring phenomenon that encompasses any activity or exercise or philosophy signalling racially discriminatory conduct. It also reflects the social ideology that the division of human beings into distinct groups is made purely on the basis of their biological features and there is causal link between inherited physical traits and traits of personality, intellect, morality. American society consists of white, black and other races characterized by distinct paradoxical physical appearances, intellectual and social positions, resulting in conflicts that paved the way to white domination and black subjugation. Despite the abolition of slavery black people still suffer a great deal owing to racism being inflicted upon them by the dominant whites.

Richard Delgado in his Critical Race Theory highlights the fact that the modern age is no different from the age of slavery. In his view "Today, over a century after The abolition of Slavery, many citizens Suffer from discriminatory attitudes and practices, infecting our economic system, our cultural and political Institutions, and the daily interactions of individuals" (Delgado, 2000, p.131). This indicates the fact that even in this age, the tentacles of power politics are spread in multiple directions: starting from social practices and encompassing the economic, cultural and political aspects of nations and peoples. In all these facets the one that continues to dominate and influence others, especially Afro-Americans, is the white race. In both formal and informal manners and mediums the linguistic performance is regulated. Jane Hill referring to this dominance of all linguistic resources states "White racism in the United States exhibits this kind of dominance" (Jane, H., 2008, p.159). Hill, being the foremost voice in exposing racism in language is particularly vocal regarding the language of dominance used by the white community since to her mind it defines and prescribes their racially biased behaviour.

All state institutions, the corporate sector, media - both print and electronic, schools, colleges and universities, and the political and judicial systems are controlled and regulated by whites owing to their influence over these institutes. Even the dictionary entry for black is significant in bestowing stereotypical roles to black and coloured people. The multiple meanings bestowed to the morpheme 'black' aside from denoting it as a race of African origin, are: "dirty, soiled, absence of light, thoroughly sinister or evil, wicked, a black deed, indicative of condemnation and invoking the supernatural and especially devil" (merriam-webster/black, 2016). Similarly the dictionary entry for the word white, besides showing "a person belonging to a light skin race" also gives "free from spot or blemish, free from moral impurity, innocent, a symbol of purity and not intending to cause harm" (merriam-webster/white, 2016). Thus the dictionary entries for the words black and white indicate the stereotypical linguistic violence marginalizing blacks and bestowing superiority to whites. A similar disregard prevails in the US for the blacks who remain subjugated and marginalized in all walks of life. This discrimination is so palpable that Afro-American people have economically and socially lower status with African Americans constituting about 13.3 % of the total population of USA (black demographics,

2016). Despite being five times lesser in percentage compared to the white population which is 62% of United States' total population, the poverty rate of Afro-Americans is almost double that of whites with "27.2% poverty rate in 2013 for blacks, while nationally it was 14.5 %" (US. Census Bureau, 2015). The number of blacks with bachelors or higher degree according to a report by the department of commerce was only 19.3% in 2013. (US. Census Bureau, 2015)

The Bluest Eye (1970) is a novel created by the Nobel Laureate literary author, Toni Morrison. In her novel *The Bluest Eye* (1970), Morrison portrays various themes prevailing in African American community including: racial inequalities, evil of incest, linguistic violence, patriarchal injustices, poverty and problems related to black community. The persons of Afro-American public have been subjugated on almost all fronts owing to conduct of white people. The characters depicted by Morrison in her novel *The Bluest Eye* (1970) represent the social issues concerning the poor black society. "Morrison points out the asymmetry in how the impact of racism is portrayed in American literature (Steyn, & J. Lopez, 2005, p. 120)". The portrayal of Afro-Americans in almost all circumstances is perpetuated to be 'different'. Steyn and Lopez (2005) expose the irony in the situation when the propagator of racial inequalities see and present it as normal to the extent as if it being a natural occurrence. Therefore Morrison in the American society observes racism as a phenomena of normal occurring where for whites everything appears in a natural order that characterizes blacks as dull, drunkards and useless in their conduct of routine life. She critically portrays the sufferings of the Breedlove family owing to their Afro-American background. Similarly the narrator Claudia and her family also undergo similar practices of exploitation. The opportunities that the white dominated American system provides to the individuals of Afro-American people are very limited. They are poor, downgraded and exploited to a great deal merely because of their skin colour. Critical Race Theory brings to limelight such unjust practices among blacks of America. In *The Bluest Eye* (2007) the narrator of the novel Claudia narrates such conditions of the black people by documenting a dialogue between an imaginary white master and his subjects belonging to the black community. The exchange is particularly appropriate since it highlights the master-slave relationship that according to her exists in contemporary society even today 'the master had said, "You are ugly people." They had looked about themselves and saw nothing to contradict the statement; saw, in fact, support for it leaning at them from every bill board, every movie, every glance' (Morrison, 2007, p. 39). Being the foremost literary voice, Morrison records the debilitating consequences of such stigmatization upon people of her own race I-Afro-American. Critical Race Theory observes that the people of discriminated communities accept the ugliness trusted upon them by the powerful masters. Owing to their long subjection the Afro-American blacks seek no justification in contradicting such marginalizing judgments, thus wearing the mantle of ugliness for the rest of their lives. These lines are particularly appropriate to the condition of Pe cola when she is verbally abused by her white class fellows since she believes that she is inferior by virtue of her blackness. The effect of racism can be witnessed in the fact: the abolition of slavery have had no impact on them and since the beliefs of the white society dominate, Pecola Breedlove accepts her subordination and the power of capitalist white society. The experience of black Americans varies with variation in social and economic placement. As Linda Dittmar(2007)has stated: "Violence, madness, and incest are some of the extreme forms this pathology takes here, though the racism which pushes people to such extremes is Morrison's underlying concern" (p. 70). Thus racial inequalities and poverty paved ways to reduction of blacks' self-image, self-worth, self-respect and self-esteem with no courage and valour to resist the narrative imposed upon them from the long downtrodden situation they have been thrown into by their influential masters. Racism is division of human beings on the basis of the skin colour where poor people owing to a class system prevalent in the social circles become victim and are controlled in various ways. Racial exploitation according to CRT effects the individuals in multiple ways as it: "injures the career prospects, social mobility, and interracial contacts of minority group members" (Delgado, 2000, p. 134). As a consequence of racial marginalization, the downtrodden people have to suffer on many fronts that Delgado propagates in CRT by stating: "This, in turn, impedes assimilation into the economic, social, and

political mainstream of society and ensures that the victims of racism are seen and see themselves as outsiders (Delgado, 2000, p. 134). Applying Critical Race Theory in the context of Afro-Americans, the class based discrimination is obvious in the conditions of the black Americans where they remain at the receiving end while their white counterparts always enjoy privileges by controlling the lives of the former. The Afro-Americans remain deprived of their professional careers and localities. Thus economically and politically whites owing to their majority, control and influence, remain at a superior position. In such conditions Afro-Americans being members of minority group are bound to consider themselves as outsiders. The application of such ideology propagated by Delgado in CRT can be discovered in the first novel of Toni Morrison titled, *The Bluest Eye* (1970), that “is a unusually effective exploration of racism In twentieth-century America in part because of the place it gives to central legacies of Western civilization” (Fick, 2007, p. 19).

Describing the disintegration of the Breedlove family through the lens of Critical Race Theory, Claudia states: “Mrs. Breedlove was staying with the woman she worked for; the boy, Sammy, was with some other family; and Pecola was to stay with us. Cholly was in jail” (Morrison, 2007, p. 8). After the episode of Cholly’s house burning the Breedlove family unit disintegrates. Mrs. Breedlove has no option to stay anywhere other than with her employer. This is similar to the fate of other members of the Breedlove family who remain at the mercy of other people. Here the application of Delgado’s theoretical model can easily be observed, when Bread love family in unknitted completely in terms of politics and economy. The level of self-esteem of Breedlove family is so low that Cholly’s actions have a deep impact upon their lives and his “despair, dissipation, and violence directed toward petty things” (Morrison, 2007, p. 38) that is transmitted to other family members including his wife, his son Sammy and his only daughter Pecola. The psychosomatic disorder that is transferred from one generation to the other is a result of Cholly’s exposure to racial discrimination in his youth. According to Delgado (2000) there comes a situation in the lives of people belonging to racially inferior status when the individuals do not trust the system and become demoralized. In such pensive mood “when they are actively prevented by racist institutions from fully contributing their talents, society as a whole loses” (Delgado, 2000, p. 134). In other words such unhealthy conduct is easily transferred to the circle of people surrounding them. Delgado’s statement highlights the fact that most Afro-Americans and people of other minorities within the American system become targets of racial inequality resulting in their exclusion from mainstream society.

Intentional Wounds via Words

Words in a language are primarily a source of communication: of intentions, passions and affiliations whether used in the positive or the negative sense. Harmful words possess the power to damage receivers. “Hate speech is bias-motivated speech aimed at a person identified as a member of a historically victimized group based on gender, sexual orientation, race, ethnicity, religion, national origin, or disability” (Jay, 2009, p. 83). Because of their arbitrary and abstract nature words reflect the ideology imbued in them which when used with negative connotations are likely to carry deep wounds for those on whom they are directed. Delgado (2000) lists words which have grave impact on the individuals of the subjugated community. “Most people today know that certain words are offensive and only calculated to wound.” Says Delgado (2000), “No other use remains for words such as “nigger,” “wop,” “spick,” or “kike” (p. 135). The purpose of using such derogatory words is to humiliate socially downtrodden people. The influential segments of the society use such intentional words with a clear objective in their mind i.e. to degrade those belonging to the lower classes and enjoy the feelings of superiority. In making blacks feel humiliated, white people of America have sensation of being powerful. In her novel *The Bluest Eye* (2007), Morrison delineates the details of verbally infused racial discrimination directed against Afro-Americans inculcating Delgado’s framework of CRT whereby exposing dominant white racists. One such example is when Cholly as a young man becomes a victim of

the white prejudice and racial discrimination. He is discovered in the bushes with a young girl: “The men had shone a flashlight right on his behind. He had stopped, terrified. They chuckled.” The beam of the flashlight did not move. “Goon,” they said. “Goon and finish. And, nigger, make it good” (Morrison, 2007, p. 42-43). This incident highlights the harassment that Cholly faces as a representative of the black community and for whom the margin of insult is increased since he is nude and thus more vulnerable. The application of linguistically violent words emphasized in Critical Race Theory by Delgado (2000), are apparent in the conduct of white men towards Cholly. The white men use exploitative and degrading techniques like shining a light upon Cholly and adding insult to the injury by their derisive laughter. Cholly’s degradation is increased when the white men call him nigger and force him to complete his erogenous activity. Thus incident of verbal violence damages his self-respect and has a lasting impact on Cholly’s future. Recalling this incident “...along with my raid other humiliations, defeats, and emasculations, could stir him in to flights of depravity that surprised none but only himself” (Morrison, 2007, p. 42-43). The victimization of Cholly owing to verbal abuse proves validity of Delgado’s (2000) viewpoint that words in reality cause deep wounds. Bread love proves the system wherein he lives, is dominated by white people and their control on sources of revenue generation whereas black people have been marginalized so that their status remains at the level of virtual slaves. “The meaning and impact of speech is entirely determined by the contextual factors, such as the relationship between the speaker and listener and the topic of discussion” (Jay, 2009, p. 90). Cholly belongs to the downtrodden because of his black background whilst the white men have influential white heritage. Cholly engages in unhealthy activities which not only ruin his own but his family’s life too, further cementing upon Delgado’s (2000) argument about outcomes of racism and linguistic violence it becomes obvious that “The psychological responses to such stigmatization consist of feelings of humiliation, isolation, and self-hatred” (p. 132). The members of Bread love family especially Cholly feel the similar psychological responses of stereotyping and becomes more marginalized. This stigmatization occurs in the form of abusive discourse used against socially marginalized people. As a result of such societally powerful denials, the submissive individual can only safeguard themselves with feelings of ambivalence and speculation.

Effect of Violent Words on Stigmatized People

Content words in a language carry the power of expressing intentions and feelings as they are not mere sounds but carry strong social connotation that adheres to them as meanings. Words that have a power to wound and intention carrying words “have meaning in that they refer to concrete objects and abstract concepts; are marked as characteristics of particular social, ethnic, and regional dialects and of particular contexts” (Finnegan, 2012, p. 193). Such words possess the power of conveying information regarding emotions and behaviour of the speakers. Speakers may use such words with a clear objective to crush their opponents and the individual who becomes a victim of such racial discrimination, feels the strong setback in ways that have a long lasting social impact.

Richard Delgado (2000) highlights the pertinent aspects of impact in his version of the Critical Race Theory: “psychological effects of racism may also result in mental illness and psychosomatic disease. The affected person may react by seeking escape through alcohol, drugs, or other kinds of anti-social behaviour” (p. 132). This underscores the fact that the victims of linguistic violence are communally useless. The results of stigmatization are extremely harmful as the targeted individuals become socially ineffective primarily owing to their engagement in unhealthy activities like drugs and alcoholism. Morrison in her writings portrays the victims of racial discrimination. The influence of racially discriminated insults is so strong on people like Cholly in *The Bluest Eye* (2007) that they take refuge in belligerent activities. The antisocial conduct of people like Cholly destroys the domestic environment of the institution of the family. Due to his habitual drinking the environment of his home is destroyed with Claudia describing it in the following words. “Dog Breed love had burned up his house, gone upside

his wife's head, and everybody, as a result, was outdoors. Outdoors, we knew, was the relater or of life" (Morrison, 2007, p.17). It reflects the capricious attitude displayed by the guardian of the family who destroys the domestic atmosphere. The social dejection of Cholly Breedlove in American society is so strong that individuals like him have no other way but to hide their consciousness under the influence of drugs. Critical Race Theory seeks repercussions of racism and social inequalities of individuals coming from black community. The usage of drugs and Alcohol seems only possible solution for such people to seek escape from the wretched realities of their deprivation. Such irresponsible conduct where Cholly ruins the peace and comfort of his family, destroys the domestic environment and leads him on a path that not only ruins his own personality but also shackles the lives of people around him. Holly is a victim of white hegemony and the impact of racial exploitation makes him an easy victim of subjugation. The only escape from these bitter realities is through alcoholism and drugs. Claudia's narrative highlights Cholly's condition when he burns the house and sends all his family members outdoors. According to Claudia he had hurled himself beyond the limits of human rationality. "He had joined the animals; was, indeed, an old dog, a snake, a rat tynigger" (Morrison, 2007, p. 18). This comparison with animals of lowly status indicates the social worth of Cholly and highlight the stress and pain that Cholly experiences. The reason for such a condition, according to Critical Race Theory, is social rejection and psychosomatic diseases resulting from lack of respect, low self-esteem and escapist attitude that primarily come from having black skin especially in the context of American social setup.

Children's Rejected Self-Esteem

The effects of linguistic violence are long lasting and this aspect of racial discrimination flows from victimized parents to their offspring. Critical Race Theory informs about the racial victims in this regard: "Most had negative expectations concerning life's chances. Such self-conscious, hypersensitive parents, preoccupied with the Ambiguity of their Own social Position, are unlikely to raise confident, achievement Oriented, and emotionally stable Children" (Delgado, 2000, p. 133). The effect exerted upon individuals, who are marginalized owing to racial exploitation, is exerted through morphological manipulation. Children are low in confidence, aimless and passionately dull, clearly following the footsteps of their elders. In the Foreword to *The Bluest Eye* (2007) Morrison herself elaborates the situation of the children of racially discriminated people: "The death of self-esteem can occur quickly, easily in children, before Their ego has "legs," so to speak" (P.X). Thus the children of exploited parents are bound to follow their elders on the way to degeneration in a downward way. "Couple the vulnerability of youth with indifferent parents, dismissive adults, and world, which, in its language, laws, and images, re-enforces despair, and the journey to destruction is sealed" (Morrison, 2007, P.X). The Foreword highlights the fact that in this world adults and children belonging to a socially inferior status have to undergo strong traumatic experiences primarily because of their skin colour. Children in Delgado's opinion via CRT are more vulnerable owing to receptive skills like listening where words inflict pain and observing their parents suffering from verbal aggression. The condition of Breedlove children truly reflects the heat of ethnic fire experienced by their parents. Owing to the ferocious battles between Cholly and his wife, the children, Sammy and Pecola face difficulties. Morrison documents the scene of fights between the married couple giving precise and minute detail of the physical fights in which Mrs. Breedlove gives back as good as she gets. Such fights affect the children witnessing their parents' behaviour. Their son Sammy watches in disgust and explodes into the fight hitting his father since he sees that as the only way to deal with the situation. The response of Sammy indicates his restlessness and despair; being a boy Sammy's last resort is running away from home. Thus by the age of fourteen Sammy has run away from home more than 'twenty-seven times' staying away for a maximum of three months but always coming back once he has had his catharsis. On the other hand Pecola "...restricted by youth and gender, experimented with methods Of endurance. Thought him methods Varied, the pain was as consistent as it was Deep" (Morrison, 2007, p. 43).

Pecola's response is different from Sammy's although there are times when she desperately wishes "that one Would kill the Other," (Morrison, 2007, p. 43). Pecola engages in creative painful processes to endure the miseries imposed upon her by the system of discrimination. Delgado's viewpoint of the death of self-esteem among children occurring before the emergence of ego is applicable to the character of Pecola. The young girl has no moral or psychological support and her fighting parents and the dismissive social attitude of people forces her into alienation.

Through the character of Pecola, Morrison (2000) also portrays incest, in the incident when Cholly, under the influence of alcohol rapes his own daughter. In Bluent and Yasmen's (2012) view point, "Pecola is representative of both psychologically And physically Abused girl" (p. 441). Kubitschek's (1998) study of Toni Morrison's novel shows how Pecola "...is repeatedly exposed to psychological violation, and how physical violation completes the psychological Destruction" (p. 30). Thus like her black ancestors, Pecola becomes a victim to the hegemony of patriarchy. "Morrison suggests many reasons for the rape: Cholly's inability to develop fatherly emotions because he had never known aparent himself; his feelings of "guilt and impotence" that he could do nothing for this whipped, burdened, miserable child; and his love" (Baum, 2007, p. 17). Thus Cholly's lifelong deprivation of the emotional vacuum created by the absence of his father and his mother makes him unaware of his responsibilities as a father leading Cholly to transmit his own guilt and remorse to his daughter and taking the trauma of deprivation to the next generation.

Poverty of Breedlove Family

The pursuit of career among individuals of the black community is a factor that is deeply influenced by the racial discrimination directed against members of the black community. According to Richard Delgado, the impact of racial exploitation is deeply grounded in the economic conditions of the victims: "...racial stigmatization may damage a victim's pecuniary interests" (p. 133). Racial exploitation damages the self-esteem of the individuals to the extent that person loses his/her interests in pursuit Of a well-paying career. "The person who is timid, withdrawn, bitter, hyper tense, or psychotic will almost certainly fare poorly in employment settings"(Delgado 2000, p. 133), showing that racial discrimination adds material and professional handicaps in addition to emotional and mental illness. The living conditions of the Breedlove family - highlighted by Murphy Baum (2007)in showing them living "...in an abandoned store which has been divided into two rooms, with a kitchen in the back but no bath facilities except a toilet bowl" (p. 17).

Degradation of children

Racism has a powerful and lasting effect on marginalized communities. One of the strategies that racists incorporate in handling their victims, is inflicting racial slurs of which Delgado says: "...mere Words, whether racial or otherwise, can cause mental, emotional, or even physical harm to their target, especially If delivered in front of others or by a person in a position of authority (p. 134)." The result that a racist achieves in inflicting such injurious semantics makes the targets docile traumatizing them by using wounding words which accompany psychological, emotional and physical agonies. Similar treatment of children and seniors of the Afro-American community are reflected in *The Bluest Eye* (2007) when Claudia describes the wounding words used by the children when they see Pecola: "Black e mo. Black emo. Yadaddsleepsnecked.Black.emoblack.emo. Yadadd.sleeps.necked. Black.e.mo . . ." (p. 65). These words are delivered for Pecola by her class fellows who belong to the white community allow them to be racially superior and bestow inferior status upon Pecola when seen through the lens of CRT. The repetition of such insulting words in chorus leaves a deep impression on the mind and behaviour of the poor black girl and the verse that was created out of a combination of words refer to "matters over which the victim had no control: the colour of her skin and speculations on the sleeping habits of an

adult, wildly in its incoherence” (Morrison, 2007, p. 65), has a profound bearing upon Pecola, who degenerates into a submissive individual. They make her the target of their insults by shouting out about the sleeping habits of her traumatized father, Cholly Breedlove further adding to her misery. This insulting rhyme is not the only way in which she is discriminated. She also knows that she had become the butt of all insults directed at her class fellows including the fact that if a girl wanted to catch the attention of a particular boy at school, all she had to do was to shout: “Bobby loves Pecola. Breedlove! Bobby loves Pecola Breed love! (Morrison, 2007, p. 65) and she would be sure to get an immediate denial showing that the purpose had been achieved. Pecola’s name thus becomes the basis of all insults at school. She is used as a symbol of hatred and detestation in the school. “These stereotypes, portraying members of a minority group as stupid, lazy, dirty, or untrustworthy, are often communicated either explicitly or implicitly through racial insults” (Delgado, 2000, p. 135). In such a situation the laughter and mock anger exhibited by the addressee are a direct insult for Pecola. She is alienated by the system she strives to survive in even when “She was the only member of her class who sat alone at a double desk” (Morrison, 2007, p. 45). According to Delgado, children, like Pecola, exposed to such discriminatory conduct “withdraw into moroseness, fantasy and fear” (Delgado, 2000, p. 136).

Being an introvert Pecola does not possess the capacity to divert the aggression of others; she therefore turns this belligerence on herself, becoming demotivated and horrified. Through Pecola, Morrison exposes the power and cruelty of white, middle-class American definitions of beauty, for Pecola will be driven mad by her consuming obsession for white skin and blonde hair - and not just blue eyes, but the *bluestones*” (James & Louisa, 1997 p. 4) Pecola is disappointed by her present status and wants white skin and the bluest eyes. “If she looked different, beautiful, maybe Cholly would be different, and Mrs. Breedlove too. Maybe they’d say, “Why, look At pretty-eyed Pecola. We mustn’t do bad things in front of those pretty eyes” (Morrison, 2007, p. 46). The bluest eyes for the little girl are representative of white supremacy but in reality signify her displeasure for her oppressive black skin which she wants to change in order to get equal prestige as her white skinned school fellows. Wishes never come true in the lives of the marginalized people. Once socially settled, the subjugated status is hard to deracinate, resulting in Pecola’s permanent sadness.

In such a situation it is almost impossible for the rejected and marginalized children to defend themselves when they encounter name-calling and verbal abuses from white supremacist children. Similarly “children who are passive toward their insulters turn the aggressive response on themselves; robbed of confidence and motivation, these children withdraw into moroseness, fantasy, and fear” (Delgado, 2000, p. 136). Similarly Pecola is robbed of her confidence and is depressed as she knows she does not possess any authority owing to the social status bestowed upon her. “These are the materials out of which each child grows his own set of thoughts and feelings about race “If the majority defines them and their parents as no good, inadequate, dirty, incompetent, and stupid, the child will find it difficult not to accept those judgments” (Delgado, 2000, p. 136).

Claudia also expresses her unfulfilled desires as a child of Afro-American parents. She cannot ignore the aggression imposed upon her when she is bullied by privileged white children. She therefore takes revenge on the dolls that she receives for Christmas “I did not know why I destroyed those dolls. But I did know that nobody ever asked me what I wanted for Christmas” (Morrison, 2007, p. 21). Deprived of basic necessities and ordinary wishes in her life, Claudia extracts revenge where she knows there can be no retaliation. “I destroyed white baby dolls. But the dismembering of dolls was not the true horror. The truly horrifying thing was the transference of the same impulses to little white girls. The indifference with which I could have axed them was shaken only by my desire to do so” (Morrison, 2007, p. 22). The anger and repression which is the lot of Claudia and Pecola receives an outlet in the form of her Claudia’s destruction and dismemberment of the white dolls, which for her are the symbol of the tyranny imposed upon all black girls.

Conclusion

Content words are a significant way of conveying ideas, feelings and passion. Hate speech uses content words with negative social connotations that have long lasting impact upon the individuals from a poor social background. African Americans, a minority community in the American context have been victims of linguistic violence at the hands of the white influential majority. The consequences of verbal abuse and linguistic vehemence that Richard Delgado highlights in his *Critical Race Theory* (2000), are applicable on *The Bluest Eye* (2007) created by Toni Morrison. The members of Breedlove family becomes a victim of white aggression and black social rejection. Cholly and his family remain underprivileged owing to their blackness and result in Cholly feeling traumatized throughout his life and seeking refuge in alcoholism. The psychosomatic disorder of Cholly destroys the domestic environment and thereby adds to the sufferings of his wife and children.

Pecola, being a sensitive girl, is upset because of the rejection of her parents and the attitude and behaviour of her teachers and white school fellows. The feeling of inferiority that Pecola feels results in her dreams of attaining the bluest eyes but it is a dream that is not fulfilled. She is but one representative of a community that faces linguistic violence and racial discrimination on a daily, if not hourly basis. The subjugation, that she and members of her community experience has its roots in linguistic violence and the situation post-2016 US elections has only served to underscore the extent of the discrimination and linguistic violence that erupted in the months and weeks preceding the election. The immediate result has been to highlight the racial biases that exist in US society and which have been shown by Toni Morrison in *The Bluest Eye* (2007). Posterity will tell how long-lasting this impact will prove to be for the US and the world at large.

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Similarities between the grammatical gender system in Urdu and French to facilitate the learning of French among Urdu phone learners.

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Abstract

The existence of grammatical gender is a common feature in both languages Urdu and French. The purpose of this study is to observe how the gender system similarities in Urdu and French facilitate the learning of French as a foreign language among Urdu phone learners. As Urdu and French are genetically related languages, it means that both languages are originated from the same language family, Indo European. The similarities between different grammatical elements help the Urdu phone learners of French language. Theoretical background of this study is provided by James Clackson's theory of reconstruction and comparative method. It is recommended that a French language teacher of Urdu phone learners should have command on the grammar of both languages.

Keywords: comparative methods, genetic relatedness, possessive adjectives, gender.

Introduction

Human beings rely on language to express themselves, communicate with others and know the world. (Wen Qiu, 2014). All human languages have common ancestral roots or we can say that they have genetic relatedness. Derived from the same origin it is very natural that they share certain similarities and exert some influence on each other. Urdu and French share a common origin as they both are proto-Indo European languages.

Despite the fact that many great efforts have been done in the area of comparative linguistics but still a lot is required to be done specially regarding languages which are remotely related for example Urdu and German, Hindi and Japanese etc.

The present study is an empirical research based on observations being done in the French language class. These observations are related to some structural similarities between French and Urdu regarding existence of number and gender and the changes that occurred in a sentence due to these two elements. It was observed that this shared feature of both languages facilitate the Urdu phone learners of French language in learning different parts of discourse like qualitative adjectives, demonstrative adjectives, possessive adjectives and direct and indirect pronouns etc. As the similarities from the gender and number point of view in the usage of possessive adjective is more significant, we delimit this study to the adjective possessive in both languages.

Literature review

Indo-European is essentially a geographical term: it refers to the easternmost (India) and westernmost (Europe) pre-colonial expansion of the family and at that time it was proven to be linguistic group by the scholar of 18th and 19th centuries. (Philip Baldi, 1990). Bopp (1916) was the first linguist who introduced

the term Indo-European (Brügger, 2003). A set of different languages was also created by him in Asia including Pakistan, Iran (northern area), Afghanistan, and Bangladesh as well as in Europe.

These languages share significant linguistic similarities: Greek, Latin, Sanskrit, Irish and Gothic etc. They also have notable correspondences in their phonology, syntax and vocabulary. Proto- Indo-European is the source which has given birth to several hundred languages in ten major branches. According to Britannica (2016) Indo-European language family currently include Indo- Iranian languages; Sanskrit, Hindi, Persian and Urdu, Baltic languages (Lithuanian and Latvian), Celtic languages (Breton, Welsh or Scottish, Gaelic), Germanic languages (English, German, Dutch and Scandinavian languages), Romance languages (Spanish, Italian, French, Catalan and Portuguese), Slavic languages (Russian, Polish and Serbian). This family consists of around 450 languages and dialects out of which about half belong to Indo-Aryan sub family. (ethnologue.2015)

Look Wood (1972) says that the grammar of Indo-European languages has been constructed on these three principals.

- 1- A distinction between animate and inanimate objects which was further divided into masculine, feminine and neuter.
- 2- Normally nouns and adjectives in these languages are declined as in the case of Sanskrit, Greek and Latin and there are 8 cases of noun declension and each case is recognized by special suffix.

The adjectives agree with noun in number and gender. Moreover the verbal system has three basic tenses namely present, past and future and these can be further classified as transitive and intransitive verbs. The auxiliary of Past tense verb agrees with the object in gender and number.

As, the languages under discussion (French and Urdu), share the same ancestral roots (Indo-European), practice certain similarities as presented by Look Wood (1972). To understand their relatedness, it would be necessary to go through briefly their historical background.

1.1 Historical background of French and Urdu language

According to Aitchison (2001) language change involves three factors, firstly, it decays gradually, where a standard language is used in a formal situation but the same version or variety changes its form in an informal setting. Secondly, languages after gone through a slow process of evolution attain a more efficient or sophisticated form. Thirdly, a language remains more considerably in its similar state and its decay and progress is dominated by certain general laws.

At this point we can say that Aitchison is absolutely right because both Urdu and French were initially substandard version of standard languages before attaining their more efficient forms that is their present form; Urdu through Sanskrit and French through Latin.

1.1.1 Urdu

The word Urdu itself a Turkish word that means “army” or “camp” (Urdu encyclopaedia). Urdu and Urdu e Mualla was the name given to the Muslim army positioned in Delhi from 1195. It is generally believed that they used to speak Persian whereas “Braj”, a dialect of Hindi was spoken by the locals. In fact, the perception that “Braj” was never spoken in Delhi is wrong. “Khari boli”, an early variety of Braj, was spoken in Delhi and it is currently the language of Hindi literature. (Dr Akhter, 1984) It is usually believed that Urdu began in Delhi but the fact is that army speaking Persian entered Punjab almost 200 years before the establishment of Muslim Empire in Delhi. This army and locals of Delhi required a language in their daily conversation which could be Persian or old Punjabi. These soldiers used to

communicate with each other in Persian and they used to speak in indigenous language with the locals of country. But finally Persian lost its status of conversational language however it remained the official language of court in Lahore and in Delhi for 100 years. In Persian that invaders used to speak there were lot of Arabic words and some words of Turkish (ibid). So it must be remembered that Urdu did not began in Delhi but in Lahore and Khari is not its fundamental language but it is originated from Punjabi (H.M Sherani, 1988). Later, the early form of Urdu was somewhat altered by “khari” spoken around Delhi but there is no evidence that “Braj” had any influence or not. The creation of Urdu started with the arrival of sultan Ghaznawi’s armies in Lahore in 1027. Thus we can figure out two periods: first, from 1027, which was “Lahore Urdu” comprised of old Punjabi caped with Persian. The second period started from 1193. This “Lahore Urdu” was overlaid by “old khari”, and was not much different from the old Punjabi and Persian gradually exerted its influence on it. Amalgamation of all these languages finally became the “Urdu of Delhi” (ibid). The works of Ameer Khusru (1255-1325) in Persian show that he has written a lot in Hindvi. The word Hindi then had two dimensions, broad and narrow. In the wider sense, it is composed of languages spoken in Behar, United Provinces of Agra and Oudh (central India), Punjab Raj Putana, in southeast and in Ambala. In a precise sense, it means Hindi. Braj and Khari are the main dialects. Khari despite its widespread use as conversational language, was not used much in literature. The only exception is Ameer Khusru who wrote several works in Braj. The inception of Urdu can be dated after 1027 when Muhammadon army of occupation started living in Lahore. Distinction between Khari and Urdu is difficult to draw. In fact, Khari includes very few Urdu words and a great number of Persian as well as Arabic words (ibid).

In Pakistan and India Urdu enjoys the status of mother tongue. It is also the national language of Pakistan and one of the national languages in India. It is used as official language in Utter Pradesh and in Indian held Jammu and Kashmir. Urdu is also spoken in United States, Australia and in some countries of Asia, Africa and Europe. According to Ethnologue (2015) *“The total number of people, who can speak and understand Urdu, is more than 200 million. It is the 20th most spoken native language”*

Present Urdu is greatly influenced by Persian, Arabic, Turkish, Punjabi and other native languages of subcontinent which were spoken during 12th to 18th centuries. (Comrie, 2009)

1.1.2 French

French, one of the world’s major languages, is derived from Latin. It is widely spoken today throughout the world including France, Belgium, Canada, Switzerland, and Quebec, Monaco and also in North and West Africa, Lebanon and in some parts of south East Asia, particularly in former French colonies. Now a days, French is one of the six official languages of UN and official and working language in many international and regional organizations, including European Union and International Red Cross. French, like all other languages, has gone through a long process of evolution during centuries and in later Middle Ages and in early modern era French remained a language of European high gentry and of international diplomacy (Walter, 1994).

‘Serment de Strasbourg’ is considered as the first known document written in French rather than in Latin. In medieval times, French flourished in its different forms as the language of literature in France as well as in England. ‘Chanson de geste’ and ‘chanson de Roland’ are some examples (ibid).

In Middle Ages the French language was made of multitude of dialects including dialect of “oil” in north and dialect of “oc” in south. The meaning of both words is “yes” (Cormie, 2009).

Gradually during the Capetian monarchy the dialect of “oil” became strong. So we can say that till the middle ages France has no linguistic unity. Latin remained as an intellectual and sacred language and France was fragmented by different dialects. The French spoken today has taken its origin from proto

French dialect or “langue d’oil”, spoken in “Il de France” in middle Ages. During 11th century till the beginning of 14th century French was at its peak. It became an international language spoken in entire Europe (Rickard, 2003). Thus it became the Lingua Franca of the world. When the Norman conquerors occupied England in 1066 French marked a great influence on English as well as on Italian medieval literature. A significant portion of English vocabulary came from French. French replaces Latin as an international language in 17th century and after the world war II English seems to dominate the scene (ibid).

A great number of English words have been introduced into Modern French by travellers, journalists, scientists, and above all by the information technology and media (Walter, 1994).

The present study deals with the similarities in certain grammatical aspects of French and Urdu. As in this case the resemblance in the usage of possessive adjective in both languages, we consider it appropriate to take theory of reconstruction and relatedness as theoretical background of this research.

1.2 Theory of reconstruction and relatedness as theoretical background

J. Clackson (2007) in his book “Indo-European linguistics” writes about identifications of grammatical similarities between languages of same origin. He further says that it can be done through reconstruction and comparative method. According to Clackson “*reconstruction aspect of the parent language is both an end itself and an aid to understanding the links between the languages in the family and explaining their historical development*” (2007)

To elaborate his point of view, he gave an example of comparison between English, Dutch and German as they all are Germanic branch of Indo-European family. Any speaker of one of these languages can notice similarities in the vocabulary and grammar of the other two. An English phone learner of Dutch and German, for example, cannot avoid observing that the word for *bread* and *water* in the two languages (*brood* and *water* in Dutch, *Brot* and *wasser* in German) are remarkably close.

This example of Clackson served as an aid to us in the present research to understand the relations between the two languages in question (Urdu and French) from the point of view of existence of number and gender in both of them. It must also be kept in mind that both of them originated from the same root, which is Indo-European.

In the languages under discussion, in spite of the fact that both are remotely related, there exist to some extent several grammatical and phonetic similarities. To deal with all the aspects of both languages, is a huge task, so we focus only on one grammatical aspect of existence of number and gender in both languages from the point of view of usage of adjective possessive.

As comparative method is a tool through which linguists study the development of languages by doing feature by feature comparison of two or more languages having shared ancestor. This method was developed over 19th century. Danish scholar Ramus Rask and Karl Verner and a German scholar Jacob Grim contributed a lot in this field (Antonsen, 1962)

As the objective of this study is to see the usage of gender in both languages, comparative method provides us the base to undergo this study.

2- Similarity in the usage of Possessive adjective in Urdu and French

In Urdu adjective possessive agree in number and gender with the noun (possessed) they qualify (Bender, 1964). Same is the case in French where gender and number of possessive adjectives is

determined by the gender and number of noun. The following table shows different forms of possessive adjective derived from personal pronouns.

Possessive Adjectives (Sing/Pl)	Personal prônon	Personal pronouns	Possessive Adjectives Singular	Possessive Adjectives Singular	Possessive Adjectives Plural	Possessive Adjectives Plural
English	French	Urdu	French	Urdu	French	Urdu
My	Je	maī	Mon (m)	Merā (m)	Mes	Merē
My	(I)	(I)	Ma (f)	Meri (f)		
Your	Tu informal	Tu informal	Ton (m)	Terā (m)	Tes	Terē
Your	(you)	(you)	Ta (f)	Teri (f)		
His	Il	Who	Son (m)	Uskā (m)	Ses	Us kē
His	(He)	(He)	Sa (f)	Uski (f)		Us ki
Her	Elle	Who	Son (m)	Uskā (m)	Ses	Us kē
Her	(She)	(She)	Sa (f)	Uski (f)		Us ki
Your	Vous	Aap	Votre	Aapkā (m)	Vos	Aapkē (m)
Your	formal (You)	formal (you)	(m/f)	Aapki (f)		Aapki (f)
Our	Nous	Hum	Notre	Hamara(m)	Nos	Hamarē(m)
Our	(We)	(we)	(m/f)	Hamari (f)		Hamari (f)
Their	Ils (m)	Who	Leur	Unkā (m)	Leurs	Un kē (m)
Their	(They)	(They)	(m/f)	Uki (f)		Unki (f)
Their	Elles (f)	Who	Leur	Unkā (m)	Leurs	Unkē (m)
Their	(They)	(They)	(m/f)	Unki (f)		Unki (f)

In both languages (Urdu and French) each noun has a gender either masculine or feminine but is not necessary that gender of nouns in both languages should be identical. Contrary to English where there is no gender for noun and adjective.

Pronouns and adjective possessives in Urdu and French agree with the possessed (object), not with the possessor (subject).

For example Ahmed says ye merā jootā (m) hai

This is my shoe

Similarly Sara says ye merā jootā (m) hai

This is *my* shoe

In this example the subjects Ahmed and Sara are masculine and feminine names respectively but it is important to note that the possessive adjective “*merā*” (my) agrees with gender of the noun “*jootā*” which is masculine and it does not agree the subject (Ahmed, Sara) of the sentence,

Same is the situation in French

For example Paul dit “c’est *mon* livre (m)” This is *my* book

Marie dit “c’est *mon* livre (m)” This is *my* book

In this example the word “livre” (book) is masculine so the possessive adjective “*mon*” (my) does not agree with the subject (Paul, Marie) but it agrees with gender of the noun “livre”

Here is another example with feminine noun.

For example Ahmed says “ye *meri* kitab (f) he”

This is *my* book

Sara says “ye *meri* kitab (f) he”

This is *my* book

Here the word “kitab” is feminine so possessive adj “*meri*” is feminine irrespective of the gender of subject.

Feminine nous in French:

Example Paul dit “c’est *ma* chaise (f)”

This is *my* chair

Marie dit “c’est *ma* chaise (f)”

This is *my* chair

In both cases possessive adjective “*ma*” (feminine/singular) does not agree with the subject of the sentence but with the noun.(chaise).

Now we see the usage of possessive adjective in plural form of noun.

Ahmed says “ye *merē* jootē (m/p) haī”

These are *my* shoes

Sara says “ye *merē* jootē (m/p) haī”

These are *my* shoes

In the above mentioned examples the word “jootē” is masculine plural noun so the possessive adjective “*merē*” is masculine plural. It does not agree with subject of the sentence (Ahmed, Sara)

Same is the situation in French

Example Paul dit “ce sont *mes* livres (m/p)”

These are *my* books

Marie dit “ce sont *mes* livres (m/p)”

These are *my* books

Here again the possessive adjective “*mes*” is masculine pl and it agrees with the gender of the noun “book” which is also masculine. It does not agree with subject of the sentences.

3-Difference between the usage of possessive adjective in English and in the two languages (French, Urdu)

Usage of possessive adjective in English grammar is completely different from that of French and Urdu. First of all in English possessive adjective has triple distinction that is masculine, feminine and neuter. Contrary to Urdu and French where each adjective or noun is either masculine or feminine, there is no third neuter gender. Moreover in English masculine and feminine gender exist only for human beings and animals or objects are designated by neuter gender. Whereas in Urdu and French every noun or adjective is either masculine or feminine and it also agrees in number with the subject of the verb. And such an agreement doesn’t exist in English. The main difference between English and two other languages is that in Urdu and French the possessive adjective agrees with the possessed, not with the possessor and it varies also according to the subject of the verb. Whereas the possessive adjectives in

English do not agree in gender or number with the subject of the verb. As we have earlier said that English has three genders but it should be kept in mind that this distinction occurs only in the case of third person singular form (he, she, his, her) .The plural forms remain invariable but in the languages we are dealing with that is Urdu and French, gender system is very rigid and the distinction exist in all singular and plural forms. Another contrast that can be observed is that for each possessive adjective in English there exist two in French and Urdu.

Exp : This is my book (English)
 C'est mon livre. (m) (French)
 C'est ma chaise. (f) (French)
 Ye meri kitab hai. (f) (Urdu)
 Ye mera qalam hai. (m) (Urdu)

In the examples given above English has one possessive adjective “My” whereas Urdu and French have two which agree in number and gender of noun.

Urdu in spite of its similarities in the gender construction with French differs in the formation of plural form of this determiner, for example, the equivalent of “our” in French is “Notre” and it is invariable in gender but in Urdu it has two forms Masculine and feminine “Hamara” masculine and “Hamari” feminine. Moreover this form “Hamari” remains identical in singular and plural forms, for example:

English This is our bag.
 These are our bags

In this example the word “bag” has no gender and possessive adjective does not change in singular and plural form

Same is the case here in French also where possessive adjective “notre” has no gender but it changes into “nos” in plural form.

French C'est notre sac. (m) (This is our bag)
 C'est notre chaise. (f) (This is our chair)
 Ce sont nos sacs. (Plural) (These are our bags)
 Ce sont nos chaises. (Plural) (These are our chairs)

Unlike French, in Urdu possessive adjective “Hamara” has a feminine form also “Hamari” and it changes into “hamaray” with only masculine noun in plural form. In case of feminine plural it remains invariable.

Urdu Ye hamara basta hai. (m/s) (This is our bag)
 Ye hamari kursi hai . (f/s) (This is our chair)
 Ye hamaray bastay hain. (m/p) (These are our bags)
 Ye hamari kursian hain. (f/p) (These are our chairs)

From all the examples mentioned above it is obvious that Urdu and French are very much similar in certain grammatical notions especially in the case of number and gender. These resemblances reveal the fact that both these languages (Urdu and French) are genetically related as both of them share the same ancestral root that is Indo-European family.

Conclusion

As the problematic of this study is based on genetic relatedness of French and Urdu, we have assumed that this relatedness may result in certain similarities between both languages in the area of phonology, morphology, syntax and lexicon. History of development of Urdu is parallel to that of French. Both languages are originated from Indo-European language family, French from Latin and Urdu from Sanskrit. Both of these source languages (Latin and Sanskrit) are perished. They emerged as vernaculars of their classical languages. Both languages borrowed words from other languages; Urdu from Arabic and Persian

and French from Germanic, Celtic and other romance languages. The element of gender and number is very significant in Urdu and French as every noun and adjective has a gender and it varies in number. Moreover gender and number of the possessive adjectives depends on the gender and number of the noun it qualifies. This comparison of the existence and function of possessive adjective in both languages leads to the conclusion that an Urdu phone learner of French language can easily understand the functioning of possessive adjectives in French language. Whereas an English phone learner of Urdu and French can face difficulties in learning the grammar of the two languages as his language does not possess certain grammatical notions such as existence of gender and its agreement with the different parts of speech. Therefore it is recommended that a French language teacher should have command not only on French grammar but Urdu grammar is also a pre requisite in teaching of French to Urdu phone learner.

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