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Preface

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- Manuscripts must be written in English and submitted in a word format (Times New Roman) via email.
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- We confirm to the (APA 6th) Manual of style.

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Books: Hair, J., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (Eds.). (2006). *Multivariate Data Analysis* (Sixth ed.). New Jersey: Pearson Prentice Hall.

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Dr. S M Khair

Email: Syed.Khair@buitms.edu.pk

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Teaching English as a subject in the government schools in Balochistan: A bottom-up analysis Syed Abdul Manan*, Khadija-Tul-Kubra**, Liaquat Ali Channa*

* Department of English, BUIITEMS, ** MPhil scholar, SBK Women University

Abstract

Language in education policies in Pakistan have been historically inconsistent. The inconsistency is evident the fact that at least 22 major reports and policy documents have been issued since 1947. This paper aims to illustrate a major factor that has kept language in education policies from sustainability and effective implementation, is the centralization and top-down policymaking system in Pakistan. In top-down policies, the policy makers neither involve the actual end-users and implementers such as teachers and students in the policymaking processes, nor they address their concerns with regard to policies. In this backdrop, this study conducts a bottom-up analysis drawing on government school teachers' views to examine how the policy of introducing English at the primary level stands. A qualitative study, which involved in-depth interviews and classroom observations, was conducted in three government schools in Quetta city. Our findings suggest that the policy is yet to be fully implemented because the government did not invest in the capacity building of the English teachers. We conclude that policies fail to yield desired outcomes because the policy makers appear to be detached from the users. They seem to overlook the readiness level of the teachers, and ignore the institutional capacities of the schools where the same policies are implemented. Towards the end, we propose for a dynamic and inclusive policy making approach that involves a multi-leveled consultation between policy designers, academic researchers, and policy implementers.

Keywords: policy and planning, English, primary school teachers, dynamic approach

Introduction

Language policies in Pakistan are marked by continuous twists, turns, and perpetual flip-flopping. The flip-flopping is evident in the fact that since independence in 1947, the government of Pakistan has issued at least 22 major reports and policy documents on language-in-education policies (Rahman, 2004a). In this study, we seek to demonstrate that one of the major factors that have kept the policies from stability, sustainability, and effective implementation, is the centralized nature of policymaking in Pakistan. Historical evidence suggests that the manner of language policy making has been top-down, and that the policymaking processes generally exclude the end-users or the actual implementers of the policies such as students and teachers. Policies have failed to sustain and yield any desired outcomes because the policy makers appear to be detached from the users, and they seem to overlook the readiness level of the teachers, and ignore the institutional capacities of the schools where the same policy gets implemented. In this backdrop, this paper draws on teachers' input regarding governments' policy about teaching English from class one in the

government schools to analyze how realistic, rational, and implementable this policy stands, and what its possible implications could be. We deem this study critical and urgent because unless stakeholders at the local sites, such as schools, are not taken on board, and unless their readiness levels and their concerns are taken into account, the policies are likely to remain unimplemented and thus result in little practical outcomes. In theoretical terms, a bottom-up approach to research and policy analysis is termed as dynamic approach (Canagarajah, 2005, 2006; García, 2009; García, Skutnabb-Kangas, & Torres-Guzman, 2006; Hornberger & Johnson, 2007; Manan, 2015; Ramanathan, 2005; Ricento & Hornberger, 1996). Towards the end of the study, we put forward our recommendations for a dynamic approach to policy making and analysis. The following overarching research objective shall guide this study:

- To explore teachers' views about the government policy of introducing English from class one, and examine its implementation, and teachers' readiness level in the government schools

Theoretical underpinning

In theoretical terms, our research is underpinned by a dynamic approach towards the analysis of a language policy. Dynamic approach focuses on “agency in implementation” (Menken & Garcia, 2010), and calls for a bottom-up approach. The dynamic approach highlights the different perspectives, changes, adaptations, and perceptions that may arise whenever those policies are enacted locally by educators. Language education policy making and implementation are ‘dynamic’ and ‘more multilayered’ (Ricento & Hornberger, 1996) as there are “many individuals involved in its creation and implementation” (Menken & García, 2010, p. 1) ; therefore the language in education policy research should shift focus from top-down government policies to bottom-up policy structures focusing on “local school administrators, teachers, students, parents, and community members” (Menken & Garcia, 2010, pp. 1-3). Its proponents emphasize that language policies should be understood from the actual practices (Canagarajah, 2005, 2006; García, 2009; Hornberger & Johnson, 2007; Ramanathan, 2005; Ricento & Hornberger, 1996). It is crucial to note that the top-down approaches are generally fraught with limitations because those do not take into account the contextualized nature of the communities within the schools or universities (Baldauf & Liddicoat, 2008; Kaplan, 1990; Liddicoat & Baldauf, 2008; Ricento & Hornberger, 1996). According to Liddicoat and Baldauf (2008), local contexts constitute unique sites of language planning because “it is often local contextual agents which affect how macro-level plans function and the outcomes that they achieve” (p. 4). Therefore, Liddicoat and Baldauf (2008) propose for an integrated approach towards language planning taking account of macro/national and micro/local level because,

Local contexts are the contexts in which language use and language changes are experienced and understood by people. It is in response to these experiences and understandings that particular language issues come to be perceived as problems requiring solution or that the plans to resolve problems are put into practice (p. 11).

Drawing on the dynamic approach, Canagarajah (2006) also proposes for an ethnography of language policy and planning as it facilitates researcher “by discovering and representing grounded, insider perspectives on linguistic needs and aspirations, and can also help assess the effectiveness of policies by showing their local realizations” (p. 154). Therefore, given the advantages the dynamic research affords, it “behooves LPP scholars to listen to what ethnography reveals about life at the grass-roots level—the indistinct voices and acts of individuals in whose name policies are formulated” (Canagarajah, 2006, p. 154).

English language teaching in Pakistan

English is the official language of Pakistan. At the same time, it is viewed as passport to previllages as most white-collar jobs are attached to proficiency in the English language. Thus, the phenomenal rise in its value also affects the linguistic landscape of Pakistan tangibly as one finds a rapid growth in the English-medium schools. Such expansion has naturally led to the marginalization of the indigenous languages (Manan, David, & Dumanig, 2016; Shamim, 2012). English in Pakistan functions in the following major domains; government, law, judiciary, corporate sector, military, commerce, media, education, research etc. (Manan, David, & Dumanig, 2015; Rahman, 2004b). Given the dominant and prestigious position of the English language, many sociolinguists believe that English language serves as the passport for socioeconomic mobility, power, and privileges in Pakistan (Mahboob, 2002, 2009; Manan, David, & Dumanig, 2014; Mansoor, 2005; Rahman, 1996, 2004b; Rassool & Mansoor, 2007; Shamim, 2012)

On the other hand, English language teaching has become a rather debatable policy subject for public, policy-makers and researchers. Pakistan like many other post colonial countries is faced with the dilemma of education language policy, planning and its implementation (Manan et al., 2014; Mansoor, 2004a, 2004b; Mustafa, 2011; Rahman, 1999, 2002, 2004a; Rassool & Mansoor, 2007). Evidence from shows English language proficiency prepares students for all kind of examinations including Provincial Civil Services and Central Superior Services. In addition, it is noticed that passing such exams in English enhances the employment opportunities as well as opens door to the modern studies and learning. More recently, exploring teachers’ attitude towards the current English policy (GOP, 2009), Channa (2014) found that there are a number of loopholes between policy and its implementation. He argues that teaching English language would be productive only when teachers’ level of English competence and readiness would be taken into account. In addition, he advocates for an additive bi/multilingual approach in teaching that is learning English through mother tongues. In the same way, Coleman (2010) talks about mismatch between the functional value of English for the majority of population and their daily lives. In the same study, he proposes that there is urgent need for pre-service teacher education. Consequently, it can lead to ‘the long term development of English language’. Coleman (2010) proposes that,

...the process should consist of intensive advocacy or awareness raising of core stakeholders such as Provincial and Area education authorities regarding the three core issues of a) the desirability of

mother tongue education, b) the risks involved in restricting the medium of instruction to Urdu or English, and c) approaches to the Teaching of English to Young Learners. This can be done through a series of regional workshops (Coleman, 2010, pp. 29-30).

English from Grade 1—the new policy

The National Education policy (GOP, 2009) proposed a multilingual education policy for curriculum especially at school levels. It recommends the ‘tripartite language formula’ i.e. the combination of one national language along with one regional language and English (Canagarajah & Ashraf, 2013). Keeping in view the global importance of English language, it is proposed that,

The curriculum from Class I onward shall include English (as a subject), Urdu, one regional language, mathematics along with an integrated subject. English shall be employed as the medium of instruction for sciences and mathematics from class IV onwards. (GOP, 2009, p. 28)

The above statement clearly suggests the teaching of English language from Grade 1; however, studies suggest that although exposure to English language at beginner level is appreciated by different stakeholders and parents, but in a pragmatic sense, it restricts the overall process of learning and literacy. Pinnock (2009) on this issue claims that learning only to ‘read and write’ in a foreign language does not guarantee the practical competency in that particular language. She further adds that for learning a foreign language, the child must understand the meaning of those words rather than merely imitating in the form of reading and writing. The imposition of a foreign language such as English might also cause emotional and psychological issues. For instance, Jhingran (2009) observes that when children are forced to study through a language which they do not ‘fully understand’, this will seriously strike at their ‘self-esteem and self-confidence’.

The policy itself is fraught with certain contradictions, and there seems to be lack of clarity about some points. For instance, the policy states that Urdu and English along with a regional language should be taught from Grade 1 to 5, but there is no reference as to which ‘language and languages to be used in secondary classes’. Furthermore, GOP (2009) states that Urdu and regional languages can be applied for teaching mathematics and other science subjects; however, it does not specify the use of Urdu and regional languages at secondary level (Coleman, 2010; Manan, 2015; Shamim, 2008, 2012). Moreover, despite the policy statement, that one regional or mother tongue would be taught, is barely implemented, and there is no uniformity of policy across provinces (Manan et al., 2015).

The gap between English language policy and its implementation is the centre of research for many linguists in the developing countries. Similarly, scholars problematize the inconsistency between the policy and practice of English language in Pakistan. One of the important issues is raised by Shamim (2012) who argues that the gap between policy and practice leads to instability in the

society because those who enter the job market with little competency in the English language, become marginalized as the functioning of different schooling systems create a kind of linguistic apartheid. Moreover, Canagarajah and Ashraf (2013) highlight the following issues regarding English language policies in Pakistan and India as they explicate that,

There are inadequate resources for teaching all three languages in all regions and social levels. Certain dominant languages enjoy more currency and upset the multilingual balance. Furthermore, as people integrate English into their repertoires in recognition of the better-paid employment opportunities and communication media associated with globalization, language practices are becoming more hybrid (Canagarajah & Ashraf, 2013, p. 258)

Given the complexity underlying the use of English in the government schools, it is rather pertinent and urgent to explore the state of English teaching and learning in the government schools of Balochistan. This exploration is likely to help identify the challenges or the opportunities which surround policy.

Research methodology

The key objective of the study is to explore teachers' views about the government policy of introducing English in Grade 1. The research has been conducted in 3 different government schools in Quetta, the capital city of Balochistan. Keeping in view the objectives of the study, a sample of five primary class teachers was selected for interviews. The research sites and sampling was based on researchers' convenience. Thus teachers were selected through purposive sampling technique. The basic criteria for their selection was their experience, knowledge and keen observations about the policy regarding English teaching. The research design used for this study was exploratory which according to Brown (2006) refers to 'a kind of research that tends' to explore new problems on which almost no previous research has been carried out. The study adopted a mix method approach by using semi-structured interviews, observations and field-notes. The duration of each interview was approximately 45 minutes. The recorded responses were transcribed from Urdu to English. Interview data was analyzed by using thematic data analysis. This process involves six steps as suggested by Braun and Clarke (2006): familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report.

In addition to the interviews, the researchers also conducted non-participant classroom observation of 30-minute duration in five classes where English was taught as a compulsory subject. The main purpose of classroom observation was to get insight into the instructional approaches of the teachers, and to observe the response of the students. In addition, the purpose was also to examine the challenges that both teachers and students encountered during teaching and learning of the English subject. For data analysis, the study followed triangulation design that is 'the process of verification' to increase the validity of a research by combining multiple viewpoints and methods (Yeasmin & Rahman, 2012). So, triangulation is the combination of two or more sets of data within

the same study to increase the validity, strength and interpretive potential of the study (Thurmond, 2001).

English from Grade 1: an analysis of teachers' concerns

In this section, we present a thorough analysis of the respondents' views and their concerns to show how successful or challenging this policy stands from the viewpoint of the potential stakeholders such as teachers. The analysis also maps the potential concerns of the respondents with a view to link the outcomes of the above policy to the prevailing theoretical debates in the area of language policy and language planning.

Policy-making and implementation mechanisms

The respondents unanimously propose that the introduction of English in Grade 1 may be rational and needed; however, they also observe that the expectations are irrational and ambitious. The respondents concur with the above policy viewing it as a rational and ideal move in theory as well as in practice because most people demand the use of more and more English in the schools. They overwhelmingly celebrate the move for more English language teaching in the government schools and hope that it would potentially enhance students' level of contact with the English language. In turn, such contact could possibly improve their level of English proficiency somehow. For instance, a respondent said that,

I'm in favor of the policy. It's a good step. Our children will be benefited a lot. Everybody is happy about it. English is the need of the day. We cannot progress without English (Respondent 1).

Another respondent also welcomed the policy saying that,

"I'm happy that they are teaching English from day one because English is very important. This will help students in many ways" (Respondent 2).

In principle, the other respondents also showed positive opinions about the same policy; however, they all raised a number of concerns with regard to the challenges the policy entails. Their concerns were particularly about its formulation, implementation and execution mechanisms. To put their voices more precisely, they were opposed to the centralized nature of policy making mechanism as they explained that before this policy was formulated and implemented, the concerned governmental authorities should have conducted large-scale surveys across schools to seek opinions of the teachers and school administrators because ultimately those were supposed to implement the same policy. In addition, they complained that the policy was just handed down from the top while taking no account of the preparedness level of the teachers. Thus, they objected the top-down manner in which the policy has been made, and then implemented without considering the ground realities. For example, one of the respondents argued that the policy suffers from lack of proper implementation because on the one hand, teachers were not consulted. On the other hand, neither school administrators nor concerned teachers were given any kind of professional training or crash programs before the launch of the policy. She was of the opinion that,

...primary school teachers are not given any refresher courses or training due to which if a teacher

has done matric in 1980s and if she/he teaches class 1. So there is a strange gape. She/he must be given at least one refresher course. Policy makers just make the policies but they do not think about that how the implementers face the difficulty in teaching those courses (Respondent 2).

Another respondent expressed the same concern saying that,

“Those who made this policy forgot who will teach these courses. You would be surprised that all teachers are worried. They don’t know how to teach because they have been teaching other subject for many years. English is a new thing for them. These people do not know our conditions” (Respondent 3).

In view of the respondents’ concerns about the top-down policy making, and the resultant institutional challenges facing the government schools, it may be argued their concerns appear justified and legitimate. This may also be corroborated against the evidence we find across the country about the challenges in the effective implementation of English teaching. Several other studies and government reports also testify to the concerns of the respondents of the present study (Bari, 2014; Channa, 2014; GOP, 2012; Habib, 2013; Manan et al., 2016; PEELI, 2013; Rahman, 2013). For instance, in a study on the state of education in Punjab, Habib (2013) also observes that the absence of a clear language policy leaves detrimental effect on learning. According to her, policy was challenging as teachers’ knowledge of English in the government schools was limited and textbooks and curricula were not developed for teaching subjects in English. In an article, Bari (2014) explains that when the government of Punjab made a drastic decision to switch over to English medium, it discouraged and made life of many teachers difficult. Teachers were not comfortable in teaching English. A large number of teachers requested headmasters that they should be assigned Urdu and Islamiat, avoiding subjects that were English-medium such as social studies, sciences and English subject. Furthermore, pointing to the illusive and cosmetic nature of English-medium instruction in government schools in Punjab, Rahman (2013) commented, “...that the claim that English is the medium of instruction is merely for parental consumption but in reality, nothing has changed”.

A joint study by the PEELI (Punjab Education and English Language Initiative) and the British Council (2013) is also revealing in this regard. The study reports about the casual state of institutional preparedness for English teaching in schools. The study was titled as ‘*Can English medium education work in Pakistan? Lessons from Punjab*’. A recent study by Channa (2014) in Sindh province also confirms the limitations and challenges of teachers and other institutional measures in the effective implementation of English medium policy. One of the major challenges is the dearth of competent, trained and committed English language teachers. Apart from the above studies, a study by the Government of Balochistan also highlights the institutional challenges in the effective teaching of English in the government schools. Titled as ‘*Balochistan Education Sector Plan*’ (GOP, 2012), the report clearly underlines that the past language policies in schools were faulty as these “*have been based on unrealistic assumptions about student learning processes, learners’ needs, and teachers’ competency*” (p. 54). The Sector Plan further underlines concerns over the misdirected and irrelevant objectives set out in the curriculum:

Objectives in the curricula have been set independently for each language and a policy for the whole set of languages based on educational, social, political, cultural and economic ramifications has never been developed” (p. 54).

Capacity building of teachers

The respondents argued that this policy has so far been a failure because the authorities have just handed down policies from the top; however, they did not launch any training or other initiatives to build the capacity of the teachers. According to them, only declaring and imposing policies will not work unless all other necessary measures are taken especially that of enhancing the capacity levels of the teachers. Their argument suggested that teacher was key to the success or failure of any education policy as they are the ultimate implementers of the policy; however, this fact remained neglected. For instance, the respondents revealed that neither they nor their other colleagues had received any refresher course, brainstorming session, policy briefing, and any other kind of professional training about how English should be taught as a compulsory subject. Apparently, we found that the policy had just been handed down from the top by the concerned department of the governments, and teachers have been obliged to respond to it in their teaching practices. The respondents rightly observed that teachers needed some rigorous refresher courses and relevant training to teach English well. There was also an urgent need of quality teacher education. The respondent said that,

No, we didn't get any kind of training or briefing before implementing this policy. Yes I think there is great need of some training and refresher courses about teaching English in the primary level (Respondent 3).

Another respondent complained that,

...in our societies only policies are made, no one work for the practical implementation of these policies. I am myself teaching from last 20 years, and I know how I am teaching. Now the way I am teaching is the way I have learnt 20 years back but I think this is not the way to success, because it's the time of internet and the time has changed, kids wants something new and modern from us and this is the need of time too, but what we poor teachers can do? Government needs to provide us trainings about modern teaching that we can step with the time (Respondent 1).

Syllabus contents, instructional approaches, and other practical constraints

In addition to policy making mechanism and other concerns, the respondents also raised their observations about the course contents, the amount of time allocated to course completion, and the challenges in coping with the poor educational base of most students. One of their major observations was about the instructional approaches to the teaching of English subjects in schools. They suggested that the current approaches were flawed and misdirected as there was a need for improvement not only in the syllabus designing, but also in instructional approaches. They

highlighted that the major flaw was the teaching of English as a subject, which is rather narrowly focused on reading and writing skills, an approach we generally associate with Grammar Translation Method (GTM). Unlike students learning English in the private English language academies, most students in schools hardly learn to communicate in the language. Therefore, they suggested that there was a need for introducing and teaching English as a language rather than as a mere subject. For instance, a respondent argued that,

My opinion is that English should be absolutely taught from grade 1 but it should be as a language not as a course, as a language like; from the very beginning the kids needs to be speak with in English, in a natural environment just like they learn their mother language (Respondent 5).

They contended that whether we introduce English from class one or class six, it will hardly make any serious and tangible difference in students' language development. Citing the example of instructional approaches in the language academies, a teacher pointed out that children in such academies tend to develop English language skills rather fast than they do in schools. The basic reason is the approach in language academies where children not only use the target language, but they also receive much greater exposure to the other aspects of the language such as listening, speaking and writing. However, teachers in schools seldom make direct use of the English language, nor do they expose students to other skills of the language. The major challenge in practicing communicative approaches such as in language academies, is that teachers are mostly deficient in the English language. Admitting to teachers' challenges, a respondent pointed out that,

The course is very difficult and lengthy, we throughout the year only think about how to finish the book. Teachers themselves are facing difficulty to comprehend the course because very difficult vocabulary is used (Respondent 3).

Other issues that kept from the use of productive teaching of English included the lack of internet facilities, audio and visual aids, libraries, books, and so on. A respondent argued that,

Government school students have nothing to develop their interest in the studies. Poor teachers have no fault, there is need of internet, A.V. aids and different research methodologies to develop their interest, there are more than 70 research or teaching methodologies of which our poor teachers do not know even one or two (Respondent 5).

The alien nature of the english language

Apart from loopholes in policies, material designing, and faulty instructional approaches, the respondents also hinted at the difficulties vast majority of students faced with the English subject. The major reason being students' lack of exposure and contact with the English language both within the schools as well as outside. According to them, English was an alien language to their overall social environment; therefore, it posed serious challenges to most students. Most students belong to poor families whose parents are not formally educated. This fact multiplies their miseries while they study the English subject. For instance, one of the respondents explained that,

In fact, one big reason why our kids are not learning English despite the fact that they start learning it from Grade 1. It is that at this critical age of their life, they have to study an alien language like English, which is not spoken in any public place in their society. Neither their friends

nor relatives speaks it; as a result, they develop certain dislike or discontent to this subject at such early age. Therefore, they take English as most threatening and tough subject (Respondent 4).

In view of the observations made about the alien nature of the English language, and the consequent difficulties most of the students face, it may be argued that this is an apt explanation because theoretically, such conditions do pose challenges. Previously, Manan et al. (2015) and Manan (2015) had also referred to the same problem in the context of the low-fee English medium schools in Quetta. Those studies found that majority of children belonged to uneducated or less-educated families whose exposure to English language was negligible through either reading material, social interaction, or via media. Such lack of exposure to the English language in children's sociocultural ecology keeps them from interacting and socializing in the language, an element rather crucial for the learning of a second or a foreign language such as English. Many scholars from Pakistan and other post-colonial countries suspect the success of English-medium education policy where children are forced to learn through a language, which not only differs from their home language, but also stands alien to their sociocultural ecology because of the limited naturalistic exposure (Annamalai, 2013; Dutcher, 1995; Ferguson, 2013; Jhingran, 2009, 2012; Phillipson, 2009; Pinnock, 2009; Rahman, 2004a). In addition, scholars from constructionist and interactionist schools of thought also consider social interaction, scaffolding, input and output through socially mediated activities as paramount in the learning of a second or a foreign language (Ellis, 2008; Krashen, 1982, 1985, 2004; Nunan, 2005; Patten, 2003; Swain, 2005; Vygotsky, 1978).

The way forward: a dynamic approach for policy making

Based on the unfolding themes and emerging trends from the data, it may be concluded that the introduction of English from Grade 1 appears to have received greater public acceptance. The earlier introduction of English as a subject is viewed as a step forward to the broader and greater ideals of alignment with the global cultural economy where English functions as a remarkable signifier both in physical as well symbolic terms. This may be termed quite a rational and pragmatic approach in the given sociocultural and socioeconomic scenario. However, there are also critical dimensions to the teaching of English when we strictly talk about the present context. We would like to argue that quality and state-of-the-art English teaching is yet to occur in those schools, largely due to major systemic, structural and infrastructural loopholes, and partly due to an acute dearth of qualified, competent and specialized English teachers. We believe teachers are key to the success of any language policy. So the bottom line remains that at whatever level English may be introduced in the government schools, we have to face the grim reality that unless quality of overall culture of English teaching is improved, no policy is likely to bring about a substantial change.

We have clearly observed that English is being ambitiously pursued, and favorably conceived by all the stakeholders; however, there still stands a noticeable vacuum between policy and practices. We would propose for a holistic approach towards not only policy and planning, but also to the associated environment for a successful and sustainable policy in the form of curriculum design, teacher knowledge and training, governance structure, checks and balances, and so on. And most

importantly, we would propose for a deeper synchronization and coordination between policy designers, policy implementers, and academic researchers. These goals can most probably be realized only by adopting an inclusive approach, multi-levelled consultation, and a dynamic approach as suggested by many scholars for the positive outcomes of any language policy. Previously, Rassool and Mansoor (2007) appropriately recommended an inclusive approach that the policymaking should adopt, and undertake “multileveled consultation amongst different stakeholders” (p. 240). In this context, Manan (2015) aptly recommended a dynamic approach that, ...centralization in the policy-decision making process should devolve, and instead of ministers, politicians, or bureaucrats, serious linguists, and educationists should spearhead the decision-making processes and procedures and inform the policy implementers (p. 293).

It may be summed up that the policymaking, management and implementation mechanism must be guided and informed by a rigorous sophisticated academic research, which takes account of the underlying limitations of the above aspects of policy in theoretical as well as practical terms. Thus, bottom-up approach, which takes account of the concerns of the end-users, is likely to yield better results as a language policy making approach.

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Impact of transformational leadership on equity sensitivity

Najeeba Hassan*, Abdul Raziq**

* Education Department Balochistan

**Department of Management Sciences BUIEMS,

Abstract

This study examines the relationship between transformational leadership factors (idealized influence, inspirational motivation, intellectual stimulation and idealized consideration) and one of the factors of equity sensitivity such as benevolent. The study employed a quantitative methodology. Data were collected through a self-administered survey questionnaire. The questionnaire was adapted from a previous validated survey. The target population consisted of Government College teachers of the province of Balochistan, Pakistan. Convenience sampling was applied to collect data. A total of 340 questionnaires were distributed. Of these, 280 responses were received. However, 267 questionnaires were finally considered as useable. The results of regression analysis indicated that, transformational leadership has significant positive impact upon benevolent. This study suggests that educational institutions and other organizations should consider benevolence as an important element of teachers/employees selection tests.

Key Words: Transformational leadership. Equity sensitivity

Introduction

It is generally employees rather than investment or other forms of capital that underpin sustainable competitive advantage for an organization (Wright, McMahan, & McWilliams, 1994). Human resources are unique in that they cannot be emulated as physical resources in their essence of virtues such as commitment, performance, efficiency, teamwork, decisiveness, critical thinking, and problem solving. These values that reflect leadership, being non-material qualities, cannot be replicated by competitors solely through financing. Quality leadership enables organizations to utilize the value of their human resources by inculcating within them the organization's vision and motivating the employees to consistently exceed themselves. It is fair to say that employees' performance is positively associated with how satisfied they are with their workplace, which depends on how fairly they are treated there, i.e. being dependent on equity in the workplace or the lack thereof. Only when employees find themselves motivated and content with their workplace are they able to invest their full potential, education, and experience into the organization. Otherwise, inequity will cause dissatisfaction to ensue and little organizational commitment will consequently lead to a higher rate of job turnover and poor performance (Korsgaard, Schweiger, & Sapienza, 1995; Skarlicki, R., & Tesluk, 1999).

The objective of this study is to analyze the impact of transformational leadership upon equity sensitivity. The concept of leader and leadership is dating back to ancient Egyptian, Chinese, and Greek civilization. Leadership was of much interest to the likes of Asoka, Confucius, Plato and Aristotle too. Jago (1982) indicated that “leadership is the exercise of non-coercive influence to coordinate the members of an organized group to accomplishing the group’s objectives” (B. M. Bass, 1990).

After viewing all of these definitions which cover a range of almost eight decades, it can be said that leadership is a group process in which the leader has the capability to influence, transform, and motivate group members in order to attain specific goals without using authority and coercion. This evolution process starts from the great man theory and ends at transformational theory and the process continue.

In the words of Burns (1978), transformational leadership bring changes in the beliefs, needs, and values of the followers (Burns, 1978). James V. Downton coined the term of transformational leadership in 1973, and the traditional and founding work on it began in a book titled Leadership by the political scientist James MacGregor Burns in 1978 (Northouse, 2003). According to Burns (1978), transformational leadership is the “process of pursuing collective goals through the mutual tapping of leaders' and followers' motive bases toward the achievement of the intended change” (Burns, 1978). Burns used transformational leadership for political settings. He said that leaders who are politically transactional in nature “approach followers with an eye to exchanging one thing for another: job for votes, or subsidies for campaign contributions. Such transactions comprise the bulk of the relationships among leaders and followers, especially in groups, legislatures, and parties.”

Later, Bass (1985) further built upon the work of Burns as he applied concepts of transactional and transformational leadership to business organizations. He further proposed that transformational leadership should be applied to conditions in which results were negative rather than positive. The latest definition of transformational leadership given by Bass & Riggio says “transformational leadership is inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers’ leadership capacity via coaching, mentoring, and provision of both challenge and support” (Lee, 2007). There are four factors of transformational leadership, known as the “Four I’s”: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Lee, 2007).

The other component of this study is equity sensitivity. This concept was first introduced by J. Stacy Adam in 1960. This Belgian-born psychologist, J. Stacy Adam, presented a theory laid on the basis of cognitive dissonance known as the Equity Theory (A Dictionary of Psychology, 2006). Equity theory is one among the motivation theories. The principle of equity theory is that employees’ cognitions are the key to understand their motivation (Kreitner & Kinicki, 2001). The equity

sensitivity construct has been divided three groups presented by Huseman, Hatfield, & Miles in 1987 as: Equity sensitive, equity benevolents, and equity entitled.

Equity sensitives are those individuals who fit the propositions of the classic equity theory. The second group is of those who prefer their outcome/input ratio to be less than the outcome/input ratios of the comparison others are known as benevolents, and are also referred to as givers. And the third group comprises of entitled. Those who prefer their outcome/input ratios to exceed the comparison others and are therefore also known as receivers. Meyers (2005) argue that, knowledge of the relationship between benevolent characteristics and leadership behavior is crucial to determine the performance of organizations. If this proposed study finds impact of transformational leadership upon equity, then the result will not only contribute to the causes and happenings of equity sensitivity but will also empirically suggest as to what should be emphasized in leadership education and in the selection and training of leaders within organizations.

Literature review

Transformational leadership theory

The Transformational Leadership theory is the most recent and capable theory in the flock of leadership theories. Being a part of the “New Leadership” model it emphasis on leadership’s effective and charismatic elements. The significance of this theory can be proven by the fact that transformational and charismatic leadership have led to the conclusion of one-third of research (Lowe & Gardner, 2001). Transformational leadership is the process which involves the changes and transforms the individuals. It is concerned with their emotions, ethics, values, long-term goals, and standards, as it determines the followers’ motives by satisfying their requirements of basic needs and humane treatment. According to Burns (1978), transformational leadership brings changes in the beliefs, needs, and values of the followers (Burns, 1978). Yukl, (1989) Bass perceived transformational leadership from the outlook of the influence of leaders on their subordinates. The influenced subordinates are inspired to exceed their original expectations. By the in-depth analysis of several scholars: Avolio, Bass, & Jung, 1997; Bass, 1985; Bycio, Hackett, & Allen, 1995; and Howell & Avolio, 1993, there are four constituents of transformational leadership, known as the “Four I’s”: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Lee, 2007).

According to Bass (1985); Katz & Khan, (1978), the transformational leaders inspire their followers to display the traits of trust, loyalty, admiration, and respect towards them along with carrying out extra-role behaviors (Barbuto, 2005). In Podsakoff, Mackenzie, Morrman & Fetter, 1990 opinion transformational leadership followers show trust, citizenship and satisfaction (Barbuto, 2005). In the words of Bass, 1985; Yammarino & Bass, 1990, the leaders that possess the highest transformational behaviors have the ability and potential to attain the maximum accomplishment from followers due to their inspirational ability and raises followers’ criteria of success and develop in them the sense of solving the problems innovatively (Barbuto, 2005).

Transformational Leadership has four factors including Idealized influence/charisma; Inspirational motivation; Intellectual stimulation; and Individualized consideration.

Idealized influence/ charismatic leadership

It is possessed and embodied by the leaders who are admired by the followers as perfect role models and figures; followers identify themselves with these leaders and desire to match or surpass these leaders who usually have high standard of moral and ethical conduct and are supposed that do right things. Such managers /leaders generate in their employees faith, enthusiasm, trust and, pride, in the followers/subordinates and in their aims (Dubinsky, Yammarino, & Jolson, 1995). As leaders provide for them a sense of vision and mission, leaders are highly revered by followers who greatly trust them.

Inspirational leadership/inspirational motivation

Managers who fall within this category effectively convey their vision with great fluency and confidence by sometimes utilizing symbols to converge their endeavors in order to bring about success. They prove themselves as perfect examples of self-determination and commitment to achieve their goals by presenting forth a genuinely achievable vision of the coming future. Leaders like these increase employees' optimism and eagerness, and heighten their motivation. They control others' emotions by tapping into their emotions as a tool to motivate their subordinates to go beyond the original expectations.

In this factor leaders have high expectations from their followers so the leaders motivate followers to work for the vision and mission of the organization to become vital part of it. (Like sales managers who encourage employees through words and pep talks). They themselves demonstrate commitment and self-determination to attain their objectives and show a vision of the future that can be achieved. Such inspirational forces arouse and heighten the followers' motivation. So with emotional appeals and support they motivate their followers to go beyond the initial motivational expectations (Dubinsky et al., 1995).

Intellectual stimulation

This factor refers to those leaders who encourage the followers to tap into their creativity, to be innovative, and to challenge the beliefs and values of themselves, the leader, and as well as those of the organization. Like managers of plants who support the efforts of each individual in developing solutions to problems using their own methods (Yukl, 2006). An intellectually stimulating leader motivates individuals to think of new and innovative ideas to solve problems by giving compelling reasoning and evidence, instead of being unsupported. Such leaders also consider those co-workers who refuse to share information with other members of the group by highlighting the significance

of teamwork in order to achieve success and reach the desired goal. Good leaders also stimulate the thinking of followers, and are accepting of their reasoning and convincing ideas. These interactions between the leader and the followers are immensely helpful in the event that the leader has comparatively less experience or knowledge regarding a problem, as well as when the leader wants to have an atmosphere of excitement and great inspiration among a personnel of educated individuals who prefer to have their opinion be taken into consideration by the leader at the least. A survey done in the US took into account 400 US managers and professionals, showing that they have less faith in the leadership of their bosses. They reported that despite being hired for their innovative ideas, their firms were barely making any use of it. And half of them said that creativity was not encouraged by their leaders. And 95 percent of them were of the opinion that they could work harder and bring their great potential to productive work if only they were supported and rewarded by their leaders.

Individualized consideration

Under this factor, the leaders show supportive behavior towards their followers as they carefully consider and respect their individual needs and requirements. They take on the responsibility of giving consult and guidance to their subordinates. Moreover, leaders who possess these traits work hard to prepare their followers for success and excellence in their present and future work fields. Furthermore, these leaders give personnel and one-to-one communication to their followers. This kind of leadership develops in the followers/subordinates a sense of support, respect, and being heard by their manager/leaders (Dubinsky et al., 1995).

Transformational leaders attend to the needs of each and every individual separately instead of considering them all the same. So, the transformational leaders should have the ability to recognize and analyze each follower's need and then elevate them as required in order to develop them to their optimum potential. These leaders listen carefully individual's needs and share concern and at the same time build the individual's confidence too. Besides this, transformational leaders strive to eliminate unnecessary hurdles that exist in the system hindering the development and goals of the followers (Avolio, Waldman, & Yammarino, 1991).

A study conducted by Aziz (2014) also showed that there is an important relationship between transformational leadership and the teaching occupation as well as the commitment of teachers to their organization (Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2014a). Surinder (2013) also concluded that cognitive efforts can be increased by transformational leadership (Kahai, Jestire, & Huang, 2013). A study by Mehmet (2013) in two Turkish public hospitals revealed significant and positive relationship among the organizational trust, transformational leadership, organizational commitment and job satisfaction. (Top, Tarcan, Tekingündüz, & Hikmet, 2013). A finding of the study by James (2013) suggests that employees feel comfortable with transformational leader while blowing the whistle than non-transformational leaders (Caillier, 2013). A study by Hauserman

(2013) in Canadian public schools revealed that the teachers want their principals to have transformational leadership qualities. (Hauserman, 2013)

Equity and equity sensitivity theory

A psychologist by the name of Leon Festinger developed a theory called cognitive dissonance in 1950. In this theory, he shows the difference between what one anticipates and what one encounters (Festinger, 1957). Later on in 1960, a Belgian-born psychologist J. Stacy Adam, presented a theory laid on the basis of cognitive dissonance known as the Equity Theory (A dictionary of Psychology, 2006). Equity theory is one among the motivation theories. Equity theory is made on the principle that employees motivation can be understood through their cognitions. (Kreitner & Kinicki, 2001). This theory implies that employees have a tendency to judge equity (fairness) by comparing their magnitude of inputs to the outcomes received by them. They also turn competitive and compare their own ratio regarding this to the ratio of others. The inputs comprise of all the skills and other benefits that employees think they have to contribute to the job. This could include their education, experience about work prior work, devotion and dedication, time, hard work and the quality of work they do on the job. In return, outcomes are said to be the rewards they receive – in return of the work they have done. They include direct pay and bonuses, fringe benefits, social rewards and psychological rewards. It is worth noting that employees are inclined to determine the fairness of their own outcome/input ratio and afterward weight against the other employees working with them and sometimes compare it with the workers working in other organizations. (Davis & Newstrom, 2006).

This modern approach led the equity theory in the construct of equity sensitivity theory which classifies individuals into three groups presented by Huseman, Hatfield, & Miles in 1987 as: Equity sensitives, equity benevolents, and equity entitled. From the viewpoint of this classification, equity sensitives are those individuals who are epitomes of the propositions of the classic equity theory. Equity sensitives are those who want their input /output ratio to be equal to the input/output ratio of the ones working with them and doing the same work. Benevolents are those individuals who want their input/outcome ratio to be less than their coworkers. They are also known as givers. And the third group comprises of entitled. Entitleds are those employees who want their outcome/input ratio to be more than the coworkers and also known as receivers.

Huseman et al. (1985) were the first to introduce the concept of benevolents and entitleds and defined benevolents as those who prefer that their outcome/input ratio be either less than that of the others being compared (Huseman, Hatfield, & E.W.Miles, 1987; Huseman, Hatfield, & Miles, 1985). For the benevolents, satisfaction is shown to be an outcome of the perception that their outcomes are exceeded by their input and that they have made a valuable contribution to the relationship. Benevolents are more tolerating towards over rewarding and under rewarding situations relatively to entitled and equity sensitives (Wesley, Jr, & D.D, 1993). Situations wherein benevolents are being undercompensated prove to be more tolerable by benevolents. While they

consider the fact of being under rewarded, a response from them is assumed to be less occurring (at least openly) when they find themselves in under rewarding circumstances. Benevolents also reveal much higher levels of cooperation than entitled negotiators (individuals).

This theory leads us to observe that there is a motivation within people to close the gap between their efforts and the magnitude of the rewards or compensations they receive in turn for their efforts (William & Jr.D, 1996). Thus, besides equity with regards to pay, employees also look for equity in how organizational rewards are distributed, the difference in job titles, jobs ranking high on the socioeconomic scale, bountifully furnished offices also viewed as outcomes in their equity equation (Greenberg, 1988; Greenberg & Ornstein, 1983).

When an inequity is perceived to have occurred by the employees, it is possible that they may take any of the following courses of action: change their inputs, change their outcomes, alter perception of self, distort perception of others, or choose a different referent and go away from the field/organization (Stephen & Mary, 2001). Perception of equity sensitivity also changes in cross cultures. When Japanese were compared with American the study exhibits that Japanese showed more entitled behavior than Americans. Japanese reacted more in an inequity situation. However, it is interesting to note that the Japanese were more likely than Americans to take action overtly if they perceived themselves as being undercompensated for their work. Although Japanese not ask for raise in pay but they will take more blatant actions to reduce their feeling of inequity. So these negative responses like: reducing efforts, performance, and commitment and to leave the organization is not only expensive but put the organization and administration in difficulty too. Therefore the human resource managers of Japanese workers have to be more conscious about inequities in their organization because such responses give negative impact upon the performance of the organization.(Richard S. Allen, Takeda, & White, 2005).

Few researchers like Michael and John (1978) are of the view that religion, gender, intelligence and social values are the factors which influence equity perception of individuals (Davis & Newstrom, 2006). On the basis of these and other studies one can say that assessment of equity and inequity varies in individuals' perceptions. Huseman et al. (1987) expanded Adam's equity theory and suggested that the perception of inequity results in negative emotions such as guilt and distress, generally depending upon the equity preference of the individual and the nature of the inequity (Davis & Newstrom, 2006). If individuals find inequity it creates tension in them, then they want to restore this inequity. The greater the magnitude of perceived inequity more the employees will straggle to reduce inequity.

Equity researchers presuppose that individuals have the same preferences for different input and outcome combinations and, therefore, react in a like manner to perceived equity/inequity. Vecchio (1981) challenged this conclusion and demonstrated that sensitivity to equity issues moderates individual responses to inequity (Davis & Newstrom, 2006). Furthermore, this theory says that the occurrence of distress is not contingent upon a single condition of either being underpaid or overpaid, but can occur in both cases (Foote & Harmon, 2006). Reward situations remain consistent

whether they occur in under or over rewarding circumstances by research while examining equity sensitivity.

According to Huseman et al. (1985), benevolents are high on the scale of job satisfaction and entitled low, regardless of the reward situation. Miles, Hatfield, & Huseman, 1989 says especially when the reward level is switched from an under rewarding one to an over rewarding one, job satisfaction understandably increases among both the benevolents and the entitled (Blakely, Andrews, & Moorman, 2005). Gerald (2005) found in a study that benevolent show more organizational behavior than entitled even when organizational justice was low (Blakely et al., 2005). Wesley et al. (1993) redefined the groups and discussed that benevolents have more tolerance for being under rewarded but not preference for as compared to equity sensitive and entitleds. On the contrary entitleds when get more reward they tolerate this situation as compared to benevolents and equity sensitive. The study by King, Miles, and Day (1993) revealed that Benevolents and Entitleds have different preferences. Benevolents were those individuals “who have a greater tolerance for, but not preference for, under-reward”(King, E, & Day, 1993).

In a recent study, Buzea (2014) conducted on equity theory in Romanian culture explores that Romanian people expect to be rewarded for their personality traits over their work behavior. It means that they give primary importance to respect, recognition, appreciation than money or financial benefits and money cannot be replaced for lack of respect. In the use of referent they compare themselves to their own standards instead of comparing themselves with others like coworkers, friends etc .finally when they feel inequity they cognitively distort inputs and outcomes and prefer to minimize their work effort and maximize their occupational status that they have job in this time of economic crisis (Carmen, 2014).

According to Lynn et al. (2013), even the leader’s reputation for equity and fairness lessen the severity of micro aggression among the employees and outcomes are better too (Offermann, Basford, Graebner, DeGraaf, & Jaffer, 2013). Thus, keeping in view the importance of transformational leadership and benevolent, this study examine the impact of transformational leadership upon equity sensitivity (Benevolents).

Based on the above discussion, the following four hypotheses have been developed to test the relationship between transformational leadership and benevolent.

H1: There is significant positive relationship between Idealized Influence and Benevolents.

H2: There is significant positive relationship between Inspirational Motivation and Benevolents.

H3: There is significant positive relationship between Intellectual Stimulation and Benevolents.

H4: There is significant positive relationship between Individualized Consideration and Benevolents.

Methodology

The purpose of this study is to examine the relationship between transformational leadership and equity sensitivity of (Benevolents). The data were collected through survey questionnaire from the male and female teachers of the public sector inter and degree, college teachers of the province of Balochistan Pakistan. Data were collected through a self-administered survey questionnaire. The target population consisted of Government College teachers of the province of Balochistan, Pakistan. Convenience sampling method was applied to collect data. A total of 340 questionnaires were distributed. Of these 340, 280 responses were received. However, 267 questionnaires were finally considered as useable.

Survey instruments and Data Analysis Technique

The questionnaire for this study was adopted from previous validated survey of Sauley and Bedeian, Equity Preference Questionnaire (EPQ) which was developed in (2000) on Likert Scale, consists of sixteen items to measure the equity sensitivity of the Benevolent (Lee, 2007). To identify and measure leadership behaviors amongst the college teachers, the current version of the Multifactor Leadership Questionnaire (MLQ-5X) rater's form was used for this study. This scale consists of 36 items measuring 9 dimensions of the full-range leadership model (M. B. Bass & Avolio, 1997). However, for this study, only four factors of transformational leadership have been taken for data analysis which consists of twenty questions. These questions explain four factors of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration Coefficient alpha, reliability coefficient for the MLQ, reported for 2,080 cases, yielding a range of .81 to .96, using Spearman Brown's estimated reliability formula (M. B. Bass & Avolio, 1997). Machin (2005) reported in his study, a reliability which ranges from .71 to .95. Each leadership style in MLQ-5X Cronbach's alpha for leadership subscales ranged from 0.78 to 0.94 (Kanste, Miettunen, & Kynga, 2007; Lee, 2007; Machin, 2005). The correlation and regression techniques were applied to test the hypothesis developed for this study.

Results

For this study, Principal component analysis with varimax rotation was used to reduce the twenty questions of transformational leadership into four factors and the sixteen questions of equity sensitivity into three factors. Both of the questionnaires were on the 5-point Likert scale. It is assumed that these seven components would estimate the relationship between transformational leadership and equity sensitivity. According to the principal component analysis, a minimum factor loading of 0.40 of items was retained to form composite factor (Hair, Black, Babin, & Anderson, 2010). Table 1 displays only those items of loadings greater than 0.4 of all the items in their respective components (variables). Factor loadings less than 0.4 were omitted. Thus, a total of 19 items are highly loaded in their respective components (variables) by showing strong convergent validity.

Table 1: Rotated Component Matrix for Transformational Leadership and Equity Sensitivity Variables

	BEN	II	IM	IC
When I have completed my tasks for the day, I help out other employees who have yet to complete their tasks	.736			
Even if I received low wages and poor benefits from my employer, I would still try to do my best at my job	.686			
I feel obligated to do more than I am paid to do at work	.576			
At work, my greatest concern is whether I am doing the best job I can	.460			
I go beyond self-interest for the good of the group		.598		
I act in ways that build others' respect for me		.661		
I emphasize the importance of having a collective strength of mission		.682		
I talk optimistically about the future			.528	
I articulate a compelling vision of the future			.739	
I express confidence that goals will be achieved			.589	
I spend time teaching and coaching				.482
I consider an individual as having different needs, abilities, and aspirations from others				.469

Notes: BEN = Benevolents, II= Idealized influence, IM= Inspirational motivation, IC= Individualized consideration

Intellectual stimulation was dropped because it was not loaded properly. The questionnaires used for the study was tested for reliability .The Cronbach alpha for transformational leadership was .872 and for equity sensitivity of benevolents was .061.

Table 2: Reliability and Correlations Matrix for Transformational leadership and Equity sensitivity (Benevolent)

Correlation	II	IM	IC	BEN
II	(.730)			
IM	.472**	(.605)		
IC	.383**	.498 **	(.546)	
BEN	.215**	.238**	.270**	(.616)

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

Cronbach's alpha coefficients for multi-item scales are listed on the diagonal in parentheses.

Notes: BEN = Benevolents, II= Idealized influence, IM= Inspirational motivation, IC= Individualized consideration.

Correlation analysis was conducted to determine the impact of transformational leadership factors (Idealized Influence, Inspirational motivation and Individualized consideration) upon equity sensitivity factor (Benevolents) which shows that Idealized influence has significant and positive relationship with benevolents as $r_1 = 0.215, p < 0.01$, for Inspirational motivation and individualized consideration also the relationship is positive and significant that is $r_2 = 0.238$ at $p < 0.01$ and $r_3 = 0.270$ respectively.

Table 3: Regression Analysis on Transformational leadership (Dependent Variable= Benevolents)

Variables	Coefficient	Standard error	Standardized Beta
Intercept	2.482	.248	_____
Idealized Influence	.077	.057	.095
Inspirational Motivation	.091	.067	.102
Individualized Consideration	.133	.056	.168

Note: $R^2 = .086$; $F = 7.829$; $p < 0.01$

The regression analysis is performed to determine the impact of Idealized influence, Inspirational motivation and Individualized consideration on Benevolents. The regression result reveals that Transformational leadership has impact on Benevolents, $R = .294$, $\beta_0 = 2.482$, $t = 2.364$, $p < 0.01$. The value of $R^2 = 29.4\%$ showing that there is a positive linear relationship between Transformational leadership and benevolents. Furthermore, the result of R^2 also shows that the Individualized consideration explains 8.6% variation in Benevolents. The value of $F = 7.829$ is statistically significant as $p < 0.01$ and the value of $t = 2.364$ is also statistically significant so we will reject our null hypothesis.

The regression equation that can be formulated based on the information obtained is as follows:

$$Y_1 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon \quad (1)$$

Where

Y1= Benevolents X1= Idealized influence X2= Inspirational motivation
X3= Individualized consideration E= Error term

$$= 2.482 + .095X1 + .102X2 + .168X3 + .248$$

As X_1 and X_2 had insignificant results that is $\beta_1 = .095$ at $p \geq 0.01$ and $\beta_2 = .102$ at $p \geq 0.01$ so our equation has reduced to following

$$= 2.482 + 0.168 (\text{Individualized consideration}) + .248$$

In order to increase the benevolence of employees the organizations has to increase the Idealized consideration of the transformational leaders. For each change of 1 unit in X_3 (Individualized consideration), Y (Benevolents) changes 2 units so if Individualized consideration of transformational leaders will be increased than ultimately employees benevolence will increase.

Discussion

This study examines the relationship between transformational leadership and equity sensitivity (Benevolent). According to Huesman (1987), individuals were divided into three groups. Benevolents, equity sensitives, and entitleds. Benevolents are also called givers as they prefer their input to be more than the output when compared to someone doing the same work. (Huesman et al., 1987). The other part of the study comprise of transformational leadership. Transformational leadership has four factors: idealized influence (Where leader behavior and moral conduct is a role model for employees), inspirational motivation (where leaders enhance employees to perform more than expected), individualized consideration (where leaders maintain a good relationship, respect the opinion and consider individual need of employees), and intellectual stimulation (in which the leaders inspire followers to be imaginative and innovative, and to challenge their own idea and principles).

In light of these characteristics, this study focuses all potential relationship between the equity sensitivity of Benevolents and transformational leadership factors. Transformational leader is the one who has this ability to shift employees' self-interest for the betterment of the organization, enhance employees' performance change the entitled and equity sensitive employees into benevolents and increases the benevolence.

It is assumed that effective leadership has the quality to transform the human resource and inject commitment, give them insight to predict the future of the organization, motivate the employees to work for the interest of the organization instead of their own which will ultimately increase the organizations performance uplift the organization and place it in the strong competitive position. Employees' performance is directly proportionate with the level of satisfaction at job, depends upon

how the employees have been treated by their ultimate bosses in the organizations. If they feel that they have been treated equally like their coworkers they then feel satisfaction which will increase their job commitment and performance. On the other hand if they feel that they have not been treated with equity they will react. Their reaction varies if they are benevolent they will mentally feel distortion but physically they will not react. On the other end the equity sensitives and entitleds will react more aggressively by reducing their performance. While entitleds even quit their jobs which will not only increase organization financial burden but also the organization have to face many more difficulties: like gap in their work or to train the new employees.

The results of this study are in line with the prior studies of Korsgaard (1995) and Skarlicki (1999) who in their studies confirmed the same phenomena that inequity at job decreases organizational commitment and bring dissatisfaction which results in poor performance and job turnover. Stephen (2001) concluded that if employees find inequity at job, then either they change their inputs or their outcomes, or change their perception about others or themselves, or select a different referent and either leave the job (Stephen & Mary, 2001). Furthermore, it is postulated that if teachers/employees feel inequity in the job, they reduce performance, get absent, and even quit the job, which ultimately affects the institution/organization performance and repute as well as proving to be cost-ineffective as institutions/organizations spend a considerable amount on the recruitment, selection, and training of their teachers/employees. On the contrary, equity at job brings job satisfaction results in retention in the job and increases commitment (Korsgaard et al., 1995; Skarlicki et al., 1999).

The correlation results of this study support the literature by showing positive and significant correlation among all factors of transformational leadership and benevolent. Keeping in view the assumption of correlation between the variables, it was suitable to test the hypotheses to investigate the impact of all factors of transformational leadership on benevolent through regression analysis. These results are also verified by Alma (2005) where benevolents have a higher level of co-operation (Alma, 2005). A study by Richard (2016) concluded that benevolent subjects engage in citizenship behavior regardless of their commitment to the organization.

After testing the hypotheses to study the impact of factors of transformational leadership upon the components of equity sensitivity, the results indicated that individualized consideration has a significant positive contribution in explaining the benevolent component of equity sensitivity. However, the idealized influence and inspirational motivation indicated no impact upon benevolents. Therefore, it is revealed that in order to increase the benevolence of benevolents, the individualized consideration factor of transformational leadership has to be increased in the institutions/organizations.

Though no study has been conducted to examine the impact of transformational leadership upon equity sensitivity, the relationship between these two factors has been observed by Lee (2007) in which he concluded a positive relationship between the benevolents and idealized consideration

component of transformational leadership. A study by Srithongrung (2011) found that two factors of transformational leadership, namely inspirational motivation and idealized influence, directly affect employee behavior and indirectly increase their willingness to stay in the organization where they work (Srithongrung, 2011). A study conducted by Aziz (2014) also indicated that there is significant relationship between transformational leadership and teaching profession and teachers' commitment with the organizations. (Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2014b). Study by Surinder (2013) showed that cognitive efforts can be increased by transformational leadership (Kahai et al., 2013). A finding of the study by James (2013) suggests that employees feel comfortable with transformational leaders while blowing the whistle than with non-transformational leaders (Caillier, 2013). Therefore, the result of this study found a significant and positive impact of transformational leadership upon benevolents.

Conclusion

This study examines the impact of factors of transformational leadership upon equity sensitivity. This study concluded that transformational leadership practices play an important role in the perceived equity sensitivity of the teachers. Hence, the study concluded that individualized consideration has positive significance on benevolents and idealized influence has significantly negative impact upon entitled.

It is concluded from the study that when institutions/organizations acquire the right and competent leaders/principals for the institutes/organizations, then as a result benevolents benevolence will be increased, entitleds entitlement and sense of inequity will be decreased and sense of equity at job will ultimately increase the satisfaction of teachers/employees which will result in better performance, commitment, and retention in the institutes/organizations. A study in two Turkish public hospitals also revealed significant and positive relationship among organizational trust, transformational leadership, organizational commitment, and job satisfaction. (Top et al., 2013). Therefore, it is concluded that transformational leadership factors have a significant impact upon equity sensitivity of the teachers/employees.

Furthermore, educational institutions and organizations should consider benevolence as an important element of teachers/employees selection tests. In the light of this study, transformational leadership education, training, and development need to be applied to improve the organizations and to motivate and transform the teachers/employees to be more benevolent.

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Labovian narrative analysis of a Pakistani schoolteacher's experience of teaching English Liaquat A. Channa*, Syed Abdul Manan**, Khadija-Tul-Kubra***

*, ** Department of English, BUIITEMS, Quetta
*** MPhil Scholar, English, BUIITEMS, Quetta

Abstract

This article aims to understand, employ, and explore the importance of the Labovian method of analyzing narratives of experience. The authors in this article, firstly, discuss the theoretical foundations wherefrom narrative approaches including the Labovian analytical method has sprung. Later, they explain the components that are involved in the method. Secondly, they discuss a research study that employed the Labovian method and explore how the Labovian method has been employed for analyzing an experience. Thirdly, the authors attempt to construct a narrative from one of the author's data and analyze it through the Labovian lenses. Fourthly, they discuss the Labovian elements of narrative analysis that they found in their narrative. Finally, the authors reflect on the strengths and weaknesses of the Labovian methods for analyzing narratives of events.

Keywords: Narrative Inquiry; Labovian Method; English teaching in Pakistan

Introduction

Bruner (1986) categorized humans' ways of constructing reality by ordering experience into paradigmatic mode and narrative mode. He discussed that humans use both the modes in different settings. Bruner held that although the modes are related with each other, each operates for constructing a reality in a different way. Discussing the ordering differences that Bruner (1986) enumerated, Channa (2015a, p. 2) stated that

“The paradigmatic way of ordering experiences, for instance, appears in the shape of arguments which function to prove “one of its truths.” Because the verification of such arguments is conducted through mathematical procedures, they “search for universal truth conditions and function for “establishing formal and empirical proof.” Taking a certain phenomenon as a coherent and neutral system indirectly, the arguments work directly to show “which categories” may be “established, instantiated, idealized, and related one to the other to form a system” (Bruner, 1986, pp. 11-43). The narrative way of ordering experiences, in contrast, appears in the shape of stories. The stories do not function to validate certain phenomena objectively or through mathematical procedures. The stories “convince (us) their lifelikeness.” Rather than look for the truth, stories establish a “verisimilitude” of life. They “deal with the vicissitudes of human intentions.” They show “conclusions not about certainties in an aboriginal world, but about the varying perspectives that can be constructed to make experience comprehensible” (pp. 11-43). In other words, unlike the paradigmatic mode that attains “universality through context independence,” the narrative mode

shows “universality through context sensitivity” (Bruner, 1986, p. 50). About what makes the two approaches complementary, Bruner seemed to argue that the paradigmatic mode emanates from the narrative one, i.e., a hypothesis tends to be narrative in its essence before it matures into a paradigmatic argument. The operating principles underlying the modes function differently and serve different purposes (Bruner, 1986 in Channa, 2015a, p. 2)”.

The narrative way of ordering experience provides the theoretical foundations to various approaches of narrative analysis in qualitative research that are used under the umbrella term of narrative inquiry. Pavlenko (2007) showed that all the narrative analysis approaches that have been put under the umbrella term of narrative inquiry have primarily been founded upon three distinct, yet interrelated, concentrations: “subject reality (i.e., findings on how ‘things’ or events were experienced by the respondents), life reality (i.e., findings on how ‘things’ are or were), and text reality (i.e., ways in which ‘things’ are events are narrated by the respondents)” (p. 165). Riessman (2008) also echoed Pavlenko and explained the approaches to narrative analysis in a form of a continuum. She, for instance, stated that

“On one end of the continuum of applications lies the very restrictive definition of social linguistics. Here narrative refers to a discrete unit of discourse, and extended answer by a research participant to a single question, topically centered and temporally organized...On the other end of continuum, there are applications in social history and anthropology, where narrative can refer to an entire life story, woven from threads to interviews, observations, and documents...Resting in the middle of this continuum of working definitions is research in psychology and sociology. Here, personal narrative encompasses long sections of talks – extended accounts of lives in context that develop over the course of single or multiple research interviews or therapeutic conversations. (pp. 5-6)”

This paper aims to understand, use, and explore the importance of one of the methods of narrative analysis—the Labovian method—for analyzing narratives of teachers’ experiences of teaching English. In the sense of Pavlenko (2007), the Labovian method seems to be focused and/or founded upon the “text reality (i.e., ways in which ‘things’ are events are narrated by the respondents)” (p. 165). And, by drawing upon the Riessman’s (2008) idea of continuum, the Labovian method lies on the end of the continuum that has “very restrictive definition of social linguistics. Here narrative refers to a discrete unit of discourse, and extended answer by a research participant to a single question, topically centered and temporally organized” (p. 5).

The labovian method of narrative analysis

Channa (2015a) stated that “the Labovian approach to structural narrative analysis is considered paradigmatic in narrative analysis scholarship” (p. 8). Riessman (2008) held that “the approach remains a touchstone for narrative inquiry” (p. 81). It appears that the Labovian method of narrative analysis has a prominent place in narrative inquiry. Discussing the focus the method of narrative

analysis is centered upon, Cortsazzi (1993) wrote that the model “examines structural properties of narrative in relation to their social functions” (p. 43). By drawing upon Cortsazzi (1993), Labov and Waletzky (2003), Patterson (2008), and Riessman (2008), Channa (2015a, pp. 8-9) explained the properties of narrative structure in detail and showed how each part functioned. He stated that

“Although “a sequence of two clauses which are temporally ordered” forms a narrative at the smallest level in Labovian approach (Labov, 1972, p. 360 cited in Patterson, 2008, p. 24), there are, in total, six constituents that render a “fully formed narrative” (Riessman, 2008, p. 84). The parts are abstract, orientation, complicating action, evaluation, resolution, and coda. It may be important to note two things here. First, it is considered unnecessary for a narrative to have all these components but evaluation. Without evaluation, “a narrative lacks significance: it has no point” (Labov & Waletzky, 2003, p. 94). Second, it is also not essential that these parts follow in order but resolution usually coming after evaluation and abstract appearing in the starting of a narrative (Cortsazzi, 1993; Labov & Waletzky, 2003; Patterson, 2008). I discuss below the parts that form a full narrative. Those clauses that recapitulate what is to follow are called an abstract (AB) of a narrative. An abstract, thus, summarizes the vital point of a story at the outset. It is held that the occurrence of abstract is optional. However, it is generally agreed that the place of an abstract is always at the beginning of a narrative or near to it because its major function is to sum up the following narrative. A “group of” clauses which introduces settings (i.e., time, situation, characters, and place) in the narrative is named the orientation (OR) (Labov & Waletzky, 2003, p. 93). Complicating Action (CA) is the main part of the narrative that forms and functions as the plot of the story. This part unfolds the event(s) that run through the story and follows “a ‘then, and then’ structure which gives a linear representation of time and permits an open-ended series of events to be related” (Patterson, 2008, p. 26, Labov & Waletzky, 2003). Evaluation (EV), which is called “the soul” of the narrative” (Riessman, 2008, p. 84), is the part “that reveals the attitude of the narrator towards the narrative” (Labov & Waletzky, 2003, p. 97). This part is considered very significant because it unfolds the space where an analyst may see how the narrator identifies herself, shows her attitudes, perspectives, and emotions, and positions herself. Since evaluation (EV) forms the heart for the structural narrative analysis, it is explored at various levels. The exploration generally revolves around external evaluation (the evaluative comments a narrator makes being outside the story she told) and embedded evaluation (the evaluative comments the narrator makes while being in the story) (Patterson, 2008; Riessman, 2008). Further, Labov and Waletzky (2003) held that the evaluation part may be evident in a narrative in a variety of forms; and, it may better be taken as “a scale of degrees” between embedded and internal evaluation (p. 99). Result or Resolution (RE) is another part of the narrative that shows how the story ends. Finally, Coda, which is also an optional, is the part that finishes the story and brings listeners back to the present time (Labov and Waletzky, 2003 in Channa 2015a, pp. 8-9).”

Thus, the Labovian method of narrative analysis has six parts; and, all the six parts play their own role in structuring and ordering an experience. To illustrate the method further, we present below an exemplar to show the use of the Labovian method; the paper analyzes how jealousy is discursively constructed.

Discursive construction of jealousy

Depending upon one's research questions and theoretical framework, one can analyze a narrative from different viewpoints (Riessman, 2008; Andrews, Squire, & Tamboukou, 2008). The article we chose analyzes a narrative from the Labovian structural perspective (Labov & Waletzky, 2003). *Jane's Jealousy: A narrative analysis of emotion experience in its social context* (Tuffin, Morgan, & Stephens, 2001) is a study "drawn from a larger project." The study adopted "discursive approach to jealousy as it is constituted in storied texts of lived experiences" (p. 55). Because the authors held that emotions are "interpersonal transactions rather than as palpable and unitary psychological entities (Gergen, 1995)," the authors of the article were interested in looking into jealousy in order to know how it was constructed discursively in a certain social context. This study, thus, "set out to identify discursive [and sense-making] resources in jealousy texts" (Tuffin et al., 2001, p. 56).

In order to achieve the purpose, which is show how jealousy is discursively constructed in text, the authors "invited second and third year undergraduate psychology students to describe [write] an experience of jealousy" (Tuffin, Morgan, & Stephens, 2001, p. 56). The authors gave envelopes to participants as they could turn in their accounts anonymously. The authors received texts from thirty-two participants. Due to space limitation, the authors chose only one story (Jane's account of jealousy) for discursive analysis. Drawing upon Harre and Gillett's (1994) concept of "positioning triad" that "includes the storyline through which the episode is unfolded, the relative positions of persons involved in the story, and the social acts they realize," the authors chose the Labovian method of narrative analysis (Tuffin et al., 2001).

As discussed above, the Labovian method involves six features: Abstract, Orientation, Complicating action, Evaluation, Resolution, and Coda. Because the authors took "the storyline as structure," they "separated text into clauses and sets of clauses" that "allowed [them] to discuss how the clauses function in relation to storyline, positioning and social acts" in these

Labovian features (Tuffin et al., 2001, p. 58). The authors found that jealousy was constructed through "a sequential unfolding of events" in which Jane used various discursive resources and appeared as "victim," "avenger," and "outsider" in her subject positions. In sum, the study argued that jealousy was not "a single, palpable emotion" (Tuffin et al., 2001, p. 68). Rather, it was a social construction that was discursively constructed in a text or talk.

A teacher's experience of teaching english

While the above article is not directly related to our following story, we analyzed our story through the same Labovian method as the above authors did. We constructed the following narrative from the interview data that the first author of this article had collected. The author had conducted the interviews with government primary school teachers of Pakistan about their experiences of teaching

English as a compulsory subject. In fact, English, as a compulsory subject, starts in the government primary schools of Pakistan in Grade 1 onward (Channa, 2015b; 2017). And, the government primary schools are the major institutes where majority of the Pakistani poor children study (Panzai & Channa, 2017).

One of the participants of our study constructed the following narrative in his response to an interview question /probes regarding what general problems a government primary school teacher faced in teaching the English subject. The respondent's reply included the following narrative that we analyzed through the Labovian structural method: Abstract (AB), Orientation (OR), Evaluation (EVS), Complicating Action (CA), Resolution (RE), and Coda (CO) (Labov & Waletzky, 2003).

Those students who do work hard at their homes	AB
or have someone at their homes to help them	AB
or those who get after-school coaching from certain tutors perform better.	AB
But those who do not have such facility do not do well.	AB
I have about seven to eight students	OR
who come from villages daily.	OR
They reach here in the morning	OR
and go back to their villages	OR
after the school time is over.	OR
After they reach home back,	OR
they have different domestic things/chores to do.	OR
For instance, some of them go for taking their buffaloes back	OR
and some of them help their parents in farming.	OR
These students do not work hard or perform well.	EV
This is a great problem in English teaching.	EV
Today, one of the students came to me	OR
and said to me	CA
that he would no longer be able to study.	CA
I asked him	CA
what problem he faced	CA
due to which he was going to quit education.	CA
He replied	CA
that his father had asked him	CA
that his father did not have enough money to support his studies.	CA
His father advised him to do labor somewhere.	CA
He informed me	CA
that his father had talked to an owner of a shop for him.	CA
He told me	CA
this is how his father had advised him to support himself and his home.	CA
After I heard this,	CA

I asked him to bring his father on the next day.	CA
His father came	CA
and met me.	CA
I told him that	CA
he was destroying the future of his child.	CA
I told him	CA
that his son would gain the fruits of education someday.	CA
I asked him to allow his son to keep studying and coming to the school.	CA
He told me	RE
that he was very poor.	RE
His home was devastated by the recent floods.	RE
He did not have enough to afford the expense of his studies.	RE
He shared with me his worries and ideas.	RE
These issues are there with such children.	EV
Those children who do not have any educated in their homes	EV
or those who are from villages do suffer by not working hard and learning English.	EV
After the school time is over,	OR
these children villages wait for their villages bus.	OR
When they reach home,	OR
they have domestic chores to do.	OR
After they come home back from these chores,	OR
there is no electricity at night.	OR
This is how they do not get a chance to study or do their homework at night.	CO

Discussion on the teacher's narrative

While the authors of the aforementioned article used the Labovian scheme by analyzing and explaining their narrative clause by clause, we used Labov to identify/code clauses step by step according to his six structural features of a narrative. Discussing the significance of Labovian structural analysis, Patterson (2013) wrote that Labovian analytical method “has become paradigmatic in the field of personal narrative research” (p. 27). Riessman (2008) held that narrative from Labovian perspective consists of six fundamentals that serve their own purpose in a narrative. For instance, “Abstract (AB) summarizes point of the narrative”; “Orientation (OR) provides time, place, situation, participants”; “Complicating action (CA) describes sequence of actions, turning point, crisis, problem”; “Evaluation (EV): narrator’s commentary on complicating action”; “Resolution (RE) resolves plot”; and “Coda ends narrative; returns listener to present” (Riessman, 2008, p. 92). As we kept coding the above constructed narrative according to the Labovian scheme as illustrated by Riessman (2008), we came to know that the narrative seemed to have the six features. Thus, it seemed to be a “fully formed” narrative (Riessman, 2008, p. 84).

For instance, the narrator puts forward the theme of those poor students who do not end up learning English in the abstract (AB). These poor students do not have resources such as educated parents who could teach them at night. And, nor are their parents financially sound enough to afford for their children after-school tuition or school studies. The abstract not only sums up the issue discussed in the narrative but also foregrounds what is to follow. The orientation (OR) phase takes up what is summarized in the abstract (AB). It specifies the condition of such poor students—participants—by providing particular location, their situation, and their way of leading life. The poor students are expected to not only study but also do certain domestic chores. Evaluative clauses appear later which reflect the teacher's interpretation of a major problem of teaching English to such students and why such students fail to learn English. Based upon the abstract (AB) and orientation (OR), the narrator presents an incident/story of such a poor student. After a brief orientation (OR) of such a poor student, the incident unfolds complicating action (CA). It has a "turning point" which consists of a "sequence of actions" exhibiting "crisis" or a "problem" (Riessman, 2008, p. 92) of a poor students' father asking his child to work than to study, teacher's asking the student to bring his father for meeting, and discussion of the meeting. The complicating action is resolved in resolution (RE) that includes the poor students' father describing poverty as his inability to continue supporting his child's education. Evaluation (EV) appears again in the form of teachers' "commentary" on such poor students' problems in learning English. Orientation (OR), later, follows to more provide information about the status, situation and condition of such poor students. Lastly, the narrator—teacher—"ends the narrative" and brings the "listener to present" in Coda by repeating and reiterating the point the narrator had developed/foregrounded in the abstract (AB) phase of the narrative. In sum, the Labovian analysis shows how the six features complement each other and present a coherent narrative.

Conclusion

After we finished coding the narrative, we had the question "what to do with it?". The question, in one way, led us to see the limitations of structural analysis of a narrative. The Labovian concept of narrative was quite limited in its range. It took a certain sequence of speech as a narrative (Riesmann, 2008). We started feeling that analyzing only one story through this Labovian perspective would not benefit a lot unless one approached such data through a certain theoretical framework as the authors of the above-analyzed article did. The analysis method would have helped us had we analyzed more narratives and focused upon either how narrators evaluated or constructed the narratives. Had we analyzed more than one narrative, we could have had a powerful space to conduct a thematic analysis, as is commonly done in qualitative research, as well. For example, one could have looked into the evaluation phases of some such/similar stories to see what themes emerged. Additionally, one could have interpreted such themes through certain social theories (Channa, 2015a; Cortsazzi, 1993; Patterson. 2008; Riessman; 2008).

Apart from these limitations, the analysis method has its strengths too. For instance, scholars in

narrative inquiry have noted that the Labovian method involves a rigorous analysis of a narrative based on events. Thus, the narrative inquiry scholars who are interested in understanding events can use the Labovian method. The method also offers an opportunity to scrupulously compare and analyze similar parts or structures of various narratives. Consequently, in evaluation parts, scholars could see how one positions oneself and others; and, one could also note how *evaluation* is conducted by meticulously observing and locating not only the voice of a narrator but also that of the narrated (Channa, 2015a; Cortsazzi, 1993; Patterson. 2008; Riessman, 2008).

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() 6-10 yrs

() 11-15 yrs

() 16-20yrs

() 21-25 yrs

() 26-30 yrs

() 30 and above

Multifactor Leadership Questionnaire(MLQ)

Instructions

The following items will describe leadership style as you perceive it. Please answer all the items on this sheet if any item is irrelevant or if you are not sure or do not know the answer leave the answer blank.

45 descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The words “others” may mean your peers/colleagues, clients, subordinates, boss and all of these individuals.

Use the following rating scale while circling the most appropriate option.

Not at all 1	Once in a while 2	Sometimes 3	Fairly often 4	Frequently if not always 5
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	1	2	3	4	5
1: I provide others with assistance in exchange for my efforts.					
2: I re-examine critical (important)assumptions to questions whether they are appropriate(suitable)					
3: I fail to interfere until problems becomes serious					
4: I focus attention on regularities, mistakes, exceptions and deviations from standards.					
5: I avoid getting involved when important issues arise					
6: I talk about my most important values and beliefs.					
7: I am absent when need it.					
8: I seek differing prospective when solving problems					
9: I talk optimistically(positively) About the future					
10: I instill (fill) pride in others for being associated with me.					

11: I discuss in specific terms who is responsible for achieving performance targets					
12: I wait for things to go wrong before taking action.					
13: I talk enthusiastically (excitedly)about a what need to be accomplished(completed successfully)					
14: I specify(identify) the importance of having a strong sense of purpose					
15: I spend time teaching and coaching					
16: I make clear what one can expect to receive while performance goals are achieve.					
17: I show that I am a firm believer in “if it is not broken, do not fix it “					
18: I go beyond self interest for the good of the group.					
19: I treat others as individual rather than just a member of a group					
20: I demonstrate that problem must become chronic before I take action.					
21: I act in a ways that built others’ respect for me.					
22: I concentrate my full attention on deciding with mistakes, complains, and failures.					
23: I consider the moral and ethical consequences of decisions					
24: I keep track(record) of all mistakes					
25: I display a sense of power and confidence					
26: I articulate(formulate) a compelling vision of the future					
27: I direct my attention towards failures to meet standards					
28: I avoid making decisions					

29: I consider an individual as having different needs, abilities and aspirations from others					
30: I get others to look at problems from many different angles.					
31: I help others to develop their strength					
32: I suggest new ways of looking at how to complete assignments					
33: I delay responding to urgent questions					
34: I emphasis the importance of having a collective strength of mission					
35: I express satisfaction when others meet expectations					
36: I express confidence that goals will be achieved					
37: I am effective in meeting others' job-related needs					
38: I use methods of leadership that are satisfying					
39: I act others to do more than they expect to do					
40: I am effective in the representing others to higher authority					
41: I work with others in a satisfactory way					
42: I heighten(increase) others' desire to succeed.					
43: I am effective in meeting organizational requirements					
44: I increase others willingness to try harder					
45: I lead a group that is effective.					

APPENDIX: B

EQUITY SENSITIVITY QUESTIONNAIRE (EQ)

For each of the following statements, choose the response that best indicates the extent of your agreement or disagreement as it describes you: 1-Strongly Disagree, 2- Disagree, 3-Neither Agree Nor Disagree, 4- Agree and 5-Strongly Agree

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1: I prefer to do as little as possible at work while getting as much as I can from my employer					
2: I am most satisfied at work when I have to do as little as possible					
3: When I am at my job, I think of ways to get out of work					
4: If I could get away with it, I would try to work just a little bit slower than the boss expects					
5: It is really satisfying to me when I can get something for nothing at work					
6: It is the smart employee who gets as much as he/she can while giving as little as possible in return					
7: Employees who are more concerned about what they can get from their employer rather than what they can give to their employer are the wise ones					
8: When I have completed my tasks for the day, I help out other employees who have yet to complete their tasks					
9: Even if I received low wages and poor benefits from my employer, I would still try to do my best at my job					
10: If I had to work hard all day at my job, I would probably quit					
11: I feel obligated to do more than I am paid to do at work					
12: At work, my greatest concern is whether I am doing the best job I can					

13: A job which requires me to be busy during the day is better than a job that allows me a lot of loafing(spend time idly)					
14: At work, I feel uneasy when there is little work for me to do I would become very dissatisfied with my job if I had little or no work to do					
15: All other things being equal, it is better to have a job with a lot of duties and responsibilities than one with few duties and responsibilities					

Changing global geo-political scenario: Pakistan, China and Russia nexus

Hidayat Ullah Khan*, Abdul Wadood**, Akhlaq Rasool Khan***

*,**Department of International Relations, BUIEMS

***Department of International Relations, Preston University, Islamabad

Abstract

Contemporary global politics is witnessing certain geo-political and geo-strategic changes. The world is in a phase of new and shifting alliances. The regions or states which in last century were aligned, in 21st century are moving towards opposite poles. As per realist and neo-realistic perspective, national interest is the prime objective of state and it determines state behavior and with this stated goal, there exist no permanent friends and foes in global politics, yesterday's rival can be the best partners of today. It is not only regional geo-political and geo-strategic changes that are playing role in growing relations between Russia and Pakistan but the global politics also have share in it. The episode of 9/11 brought both the countries closer to each other and Russia supported Pakistan's role as front line ally in global war on terror. Russia's concern over NATO expansion in its region, the Ukraine and its presence in Afghanistan and CAR's and on the other hand Pakistan is worried about the growing ties of India and US. In both scenarios, US is involved and both Russia and Pakistan are worried about these unilateral designs of US and consider it as a threat to their security which would result in the emergence of Russia-China-Pakistan as a counterbalance force against west. This global arrangement is not only limited to Pakistan and Russia but it also include the potential China. Russia is practicing "look east" policy since 2014 and striving for new friends or alliances in the east and at first stance approached China. Russia supported China's stance on South China Sea case and both were at same page in Syrian crises. On the other hand, the Russia-China nexus is heading towards Pakistan in the form of CPEC. Same arrangements are taking place on the western side as US is approaching India and want to make India as a regional power and on this end there is growing Indo-US-Israel nexus. This dimension of global politics also has spillover effect on the region, particularly the South Asia. The two great powers of South Asia, Pakistan and India, are struggling for balance of power and resulting in the said alliances, Pakistan heading towards China and Russia and India towards US and Israel.

Key Words: Neorealism, geostrategic, Asia, foreign policy, Pakistan, Russia, China

Introduction

Global politics is very dynamic, it never remains steady, and there always remain ups and downs with the rise and fall of powers. Geo-politics, geo-strategic location and according to neo-realists, international structure determines state behavior. New world order developed after the demise of Multi-polarity at the end of World War II. The bi-polar world or Cold War era witnessed certain realities in the form of decolonization and emergence of new states in global arena. The same era witnessed conflict between two great powers the US and USSR and the rivalry between the two divided the world into two blocs, capitalist and communist and the prevailing international structure compelled the states to respond either to join the capitalist bloc or communist bloc. That international structure also affected the South Asian region particularly Pakistan and India the newly born states and both facing internal and external threats. In US and USSR's tug of war, Pakistan in its infancy days moved towards Western camp in order to meet its economic and security needs which were easily fulfilled by US, and USSR in the same manner assisted India. Pakistan became part of US containment policy against USSR throughout Cold War era and didn't cultivated lucrative ties with former USSR.

The contemporary international politics is in new phase, the unipolar world which emerged after the collapse of Soviet Union is heading towards multi-polarity and states are responding in same manner to the new World Order. Russia is once again gaining confidence in global arena and is no more in the shock of collapse of Soviet Union. Along with Russia, Pakistan is also in transition phase and there is a policy shift in response to the global system and changing geo-politics of the region and thinking to get rid of the western dominancy. Pakistan wants relations with US based on equality, not masters and slave relation.

Regional geo-politics is compelling both Russia and Pakistan to co-operate and co-ordinate in various sectors particularly in terms of security. The episode of 9/11 posed serious threats to the regional security and which is a matter of concern for both Russia and Pakistan. Along with terrorism, the region is witnessing new alliances in the form of growing Indo-US nexus about which both Russia and Pakistan are suspicious.

Theoretical framework

Neo-realism is one of the most important theoretical traditions of International relations. It emerged in response to the liberal theories which got currency in 1920s that believe in cooperation and peace which is possible to attain with the presence of central authority in shape of organization. The main theoreticians of neo-realism are Kenneth N Waltz and John Mearsheimer. These neorealist maintain that the International structure of the world is anarchic and there is no central authority to protect the states and govern their actions against the others. There are three main assumptions about the neo-realism. Firstly, Neorealist believes that states are the unitary actors in International politics and perhaps the power and interests maximizes. They nevertheless, acknowledge the presence of

international organizations but disregard their presence in dictating states anything which states do not feel that are in their interests. Secondly, the International structure is anarchic, having no higher authority to deal with actions of the states. State actions are unimportant in regard to shape the International structure, but it's importantly the International structure that dictates the state actions. States are also the power maximizers for their own survival and to guarantee their very security. Thirdly, the economic and military capabilities as well as its development and maximization is the only and most important variable of foreign policy of the states so that the states can maximize their sphere of influence plus to serve their national interests (Donnelly, 2013).

There are further three secondary assumptions of the neorealist tradition based on the primary assumptions. First, war is a usual action of states in an International politics. Be in multi-polar system, bipolar or unipolar, war is likely to be happened and a prominent feature of strong state's foreign policies. Secondly, International organizations have no independent value of their own. They are tools of big states and if basic power structure fluctuates, these regimes would come to their end. Thirdly, cooperation within state is utopian aspiration. Cooperation does exist among states only because of their interests but the international cooperation is only possible when there is unipolar world and the sole hegemon keeps check on the interplay among states (Mearsheimer, 1990).

Neo-realist considers that the primary goal of each state is to advance the national interests of the state (Pham, 2008). States never subordinate their own interests for the gains of other states because states try to achieve relative gains in which one state gets more than another. This relative gain brings state relations to the point of mistrust and suspicion that's why it is important for states to engage themselves in self-help system and do not rely on alliances neither on the international organizations for their survival.

Security dilemma is very important point in the neorealist and overall realist tradition. Security dilemma is a concept which defines that states increase and maximize their military capabilities in a competition of other states' military capability. As states perceive threats from the states that maximize their powers although that state may not have any aggressive designs against other states but maximization of military capabilities of one states lead towards doubts of other states thus resulting in arms race.

Neorealist also put up that there is a possibility of three systems based on the numbers of powers existing in the world. These systems are called multi-polarity, in which there are more than two powers; bipolarity, in which there are two main powers to affect International system and unipolarity in which there is only one sole superpower (i.e., today's world). Neo-realist believes that the world of bipolarity is more peaceful than the world of uni or multi-polarity because there are fewer wars in the bipolar system due to alliances with either of the power.

However, neo-realist withdraws from the realists' assumption that states shape International system, neorealist accounts that International system and structure shape states actions and behavior. Neorealist also come up with the global level of analysis with states as their units to be analyzed in the anarchic international system.

This theory also gained a lot of currency after world war especially in cold war when it was a world of competition between two competitive major powers and each was looking for its relative interests in different regions of the world. After the demise of USSR, the bipolar world that is seen more peaceful by realists was decayed. Just after the two decades of unipolar world, the states started countering US, the sole super power, in one way or another. Today the scenario is somewhat different, states like China and Russia are finding allies in their own respective regions and moving beyond their regions to overcome the hegemony of US in their sphere of influence or area. When it comes to developments in South Asia, Pakistan is serving the interests of China and gradually moving towards making bilateral ties with Russia to counterbalance the newly wedded US-India in the region. Moreover, the smaller states falling in the alliance to China, Russia or America is also a reason of their survival. The geographical positioning of a country plays important role for states to choose with whom should they align or not? It is because of this, that China and Russia both are exerting their influence and power politics in South Asian region by making alliances, while US is making new friends in the region is the sign of new geopolitics.

This new geopolitics too is taking place as per the realist tradition. With changing national interests, alliances of the states are changing. The former ally of Russia, India, though not showed back to Russia but proved about its new ties by signing various treaties with USA in military and economic sector plus its declining military purchase from Russia whereas Pakistan has proved its position by increasingly making new agreements with Russia.

However, Hans J. Morgenthau also predicted about the greatness of China in future to come, he explained that China would be a great player in Asia which would offend the powers of west and with its capability of making ties, it will strengthen its sphere of influence not only in its region but in Asia and moving towards the other part of the world (Sempa, 2015).

Russia as a counter balance power along with China

Pakistan and Russia, unlike their experiences in past with each other are on the track of betterment. Both states are trying to forget the unpleasant experiences of past and ideological aversions not only because it will further the mutual interests but most importantly because of change in the geostrategic setting of the region. The new geostrategic environment has provided opportunities for both the states to open gates of cooperation to each other. Nevertheless, China has played its role in establishing long harsh relations into the cooperative ones.

Pakistan and Russia both have been through the major improvement in the relations after the episode of 9/11. Both states for the very first time after the demise of USSR came closer to each other. The bilateral agreements begun with number of visits from the foreign ministers of each side. The visit of President Musharraf to Moscow in 2003 had much to do with the geostrategic realities and the common interests of both states to tackle with emerging new trends in geostrategic affairs. While both states opened up the forum to discuss about the security issues and counterterrorism concerns in 2006 during a gathering of the Pakistan-Russia Joint Working Group on Counterterrorism that was held on the visit of Russian deputy trade representative Vitaly A. Glinkin.

Russia is very important for the elevation of regional peace and prosperity. Strengthening the economic ties with Russia; Pakistan can prove its capacity to play a vital role in the promotion of cooperation in the region (Ghani, Ahmed, Alam, Mujahid, & Gul, 2013). It's not possible for Pakistan to restore its image and play its role in geopolitics alone without a power like Russia, as Russia may not be the superpower but Pakistan would never give up for the state that is the World's biggest in area and rich in resources.

Russia and China, both states have started exercising their power in their regions and also observing the developments in the world and in the wake of evolving multi-polarity. China is the first state that is considered as a hurdle for western hegemony by the west. China came up with the new developments especially in East Asia and gradually including all the states from each continent to brand its developments on global scale such as the formation of BRICS. As far as Russia is concerned, never then before, Russian involvement was seen in the world politics after its demise of socialist republics, nor that of China. But after 2005, Russia and China, both seemed very active in the world politics and asserting their power for the protection of their interests.

The Russian involvement in Syria in 2012 and its stance on the NATO's involvement in Ukraine in 2014, have given the clear image to the world that Russia is not a silent actor in World politics anymore and its intentions are seen as a power to counterbalance US. So far, Pakistan has been witnessed as a key helper to advance the model of China to counterbalance US in the region, it is also reshaping its foreign policy as per the strategic and changing environment of the international as well as regional politics. Because Pakistan has high security and economic concerns and the best example here to quote is Pak China economic corridor in which China is investing 46 billion \$ in Pakistan. It is also engaged with Russia in maintaining bilateral ties for supporting each other against the western hegemony in the region and its biggest example is Russia's lifting of weapon embargo on Pakistan in 2014 and Russia supported Pakistan to get full membership in SCO in 2011 whereas Pakistan also supported the aspiration of Russia in attaining observer status in OIC and SAARC; all the three states have mutuality of interests when it comes to the western hegemony.

Russia and Pakistan hold very significant importance for each other in the changing scenario of the world politics. Russia needs Pakistan to establish good relations with Muslim states especially in the south west Asia that share borders with Common wealth of independent states (CIS) to halt any threat of security approaching its borders. Similarly Pakistan and Russia signed a deal for the sale of MIL and Mi-35helicopters to Pakistan in 4th annual Moscow International Security Council is one of the major steps that both countries are taking to overcome the threat of security in present and as well as in future. The bilateral relations between both the states is a prove of a policy shift of both as Pakistan historically had shattering relations with Russia and only focused on the bilateral ties with US whereas Russia had bilateral ties with India ignoring the importance of Pakistan. This policy shift is seen with loud skepticism by the West, not only because of the bilateral ties between the two but also because of the importance of the geographical importance for the interest of West. The coalition between the two states, Pakistan and Russia, together with the rising power of China can prove deadly for the hegemony of the West in the region. On the other hand, Pakistan and Russia also convene regular meetings for countering new strategic and international challenges. Both the states also have joint working groups to deal with the problems of security and counter terrorism.

Apart from the developments mentioned above, there are other developments that brought Russia, China and Pakistan together. As Russia is worried about the NATO's expansion in its region especially west trying to bring Ukraine in its sphere of influence, Pakistan too is worried about growing relations of India and America that are no more in Pakistani interests. Both states see US unilateral designs threaten the security and interests of both the states.

Though Pakistan failed to make its importance on International media as it's regarded as a poor state with big issue of terrorism but Pakistan's location in the heartland of South Asia, connecting West Asia via Iran and Arabian Sea to East Asia and vice versa confirmed very important for the rising power of China and Russia. With the development of Eurasian Union on January 1st, 2015, Pakistan's scope for Russia was widened. Eurasian economic Union is a treaty organization among the states of North Eurasia. The treaty was first signed among Russia, Belarus and Kazakhstan on 29 may 2014 with inclusion of Armenia and Kyrgyzstan on October 9, 2014 and formally came to force on January 1st 2015 (Khristenko, 2015). Today there are only five countries destined together for economic partnership while Russia is looking for more partners to be added to widen the scope of this newly born union. In this regard, Pakistan can play a vital role not only in opening up routes and states for Russian economy but also for the SAARC to find more trading states. Pakistan can easily connect, Iran, Arabian Sea with China from the new development of CPEC whereas Pakistan, India, Iran, Central Asian states can be connected together via rail route. Today India needs sea-land-sea-land route (Arabian Sea- Iran- Caspian Sea- Russia) to conduct its trade relations with Russia, with Pakistan as a central trading unit, can connect Russia and India via Iran which would be more feasible for both the states. Furthermore, Russia can't include Uzbekistan in union until and unless there is unrest in Afghanistan which harm the peace of Uzbekistan and is considered as a threat for its own security. For including all the states of Central Asia to widen the scope of

Eurasian Union, Russia needs the assistance of Pakistan for elimination of terrorism even in the lengths and widths of Afghanistan by its persistent commitment to eradicate terrorism from the region.

With no security issues at home, Russia can easily widen its economic ties not only through the Eurasian Union but as a state unilaterally. It can also have an easy access to the Middle Eastern states via Pakistan through Arabian Sea just as China is to grab Middle Eastern region in its access by its large investment in Pakistan in the form of CPEC. This will help PRC not only to strengthen ties with Middle Eastern states via exporting its goods to the region but also purchasing of oil from Middle East on which the economies like China are heavily dependent. This can also help China to build its vulnerable and backward provinces through the economic transaction. Likewise, Russia can use the same model for the development of not only its economic sector but to grab allies or establish far better bilateral ties with the states that do not belong to its own region and continent, the policy which was missing during the Cold war and resulted in its demise due to shortage of friends and allies in the world.

South Asian geopolitics has always been shaped by the interplay of relations between Russia and India and this have been the major reason for setback of relations between Russia and Pakistan (Korybko, 2015). But the present geopolitics of South Asia has seen a very drastic change in which India is showing its tilt towards US while Pakistan is tilted towards East, Beijing. It doesn't really mean that both India and Pakistan have started showing their backs to their former allies completely. Pakistan is considered as a partner of China to destabilize the power of India whereas India is considered a partner of US to counterbalance China and Pakistan. Russia understand growing tension between India and Pakistan a source of a problem for the region, it believes that US game in the region would be over if India and Pakistan gets united and so Russia is bringing platforms to unify these both states such as from the platform of SCO etc. Russia and Pakistan on other hand are also furthering their ties to counterbalance the allies of US in the region. The ties between the both states furthered after the Russia decided to begin dialogue with Pakistan over selling military helicopters. Few believe that Russian advancement to make bilateral ties with Pakistan is the reason that Russia is concerned over its security after NATO forces would withdraw from Afghanistan (Korybko, 2015). But the bilateral ties between the both gives more clear picture that it's beyond the issue of NATO's withdrawal from Afghanistan and the changing scenario of the world politics where power like Russia needs allies like Pakistan for counterbalancing the power of USA not only in the World but also in the region where US interests basically lie.

“There are no political differences between Russia and Pakistan” (Malek, 2004), this statement was delivered by Mr. Putin in 2002 when Musharraf spoke about the importance of Russia in World politics as well as Russia can be a key player in cooling down tensions between two big states of South Asia. Since Pakistan's inclusion in the Global war on terrorism, Russia and Pakistan's tension started cooling down as Russia encouraged Pakistan's effort of eradicating terrorism. Historically Russia saw Pakistan with doubts and believed that Pakistan sponsored terrorism in Russia and

elsewhere in the region (Owais, 2007). This however, became a major reason of the contacts between both the states but not the only reason. Today both countries share commonality of interests against the Western hegemony which have cost a lot to both states as well as the region. Pakistan also wants to get rid of institutions on which it depends as those institutions come under the supreme hegemony of US such as IMF and World Bank. The changing scenario of US internal politics is also working as a catapult for Pakistan to align with Russia together with the geopolitics of its own region. Just as Mr. Donald Trump, A candidate for 2016' Presidential elections of US expressed once, "In 2011, *NDTV* reported that Trump had called for an urgent pull-back on aid to Pakistan unless it demolishes its nuclear arsenal." (Haque, 2015). Pakistan can predict its future while analyzing these developments in US. It's possible that Pakistan will move towards other organizations for rather being at mercy of US for aid from World Bank or IMF. So far, the only alternative to this development is BRICS. It might be very strange for Pakistan to disconnect itself from IMF and to look forward for aid of BRICS. Even for this Pakistan needs the support of Russia. With China as trustworthy ally, Pakistan would need Russia to vote for Pakistan to support its economy via BRICS. With two main powers and financers of BRICS in favor, Pakistan can grab enough support in BRICS for backing its economy that even Indian presence here won't help much against it and can easily get rid of American based International institutions plus this withdrawal of Pakistan from US-led institutions can become game changer for US in the region backed by Russia and China.

Despite the fact Russia and Pakistan remained limited in developing the bilateral ties with each other. It's a need of time that brought both states together because of a strategic compulsion for both the states to shape their foreign policies in a way to benefit each other. States' interests of both states require pleasant relations even in the case of security, as NATO forces are soon to leave Afghanistan, Pakistan have already witnessed that US left Pakistan to deal with extremists alone who were created to fight USSR and served US interests, yet Pakistan alone had to deal with its consequences. It's also evident that same would happen after NATO troops will leave Afghanistan. The disturbance of Afghanistan can cause disturbance in Pakistan as well as in Russia and both states are well aware about it. Russia can help Pakistan by more military support to get rid of terrorism in region as well as preventing it to reach its doorsteps. Secondly both states are aware of US intention of destabilizing both states, thus it's a geostrategic requirement for both sides to embrace positive and meaningful relations in order to garner positive outcomes. Apart from that, Russia is also worried for the American presence in Central Asian Republics via Caspian Sea either directly or indirectly. Russia interprets this expansion of US as new great game (Rehman, 2014).

Since Russia along with China is proving to be the counterbalance to US because of the new strategic environment. Pakistan can become a key player for Russia to get rid of the US hegemony in the region. One of the main reason that Russia decided to make better contacts with Pakistan is, the world famous intellectuals saw Crimean crises as the start of New Cold War, Russia perhaps would not wish the history to be repeated and starting viewing Pakistan as the important actors in the region, it also want to grab states to establish new ties for further strengthening its position in the world.

Strengthen ties with others to counter Indo-US nexus

As the International politics have entered the new phase with countries giving up their old allies and focusing on making new allies in their respective regions. Same situation is apparent in South Asia. With the start of 2014, very visible change in International politics was seen. When Russia annexed Crimea and faced sanctions by the West, it started looking towards east (Tikhonova, 2015). Moreover, West was also overwhelmed by the Russian troops stationed in Eastern Ukraine. Looking all these developments, Russia had to find new friends in east and ultimately reformed its policy from 'look west' to 'look east'. Russia reshaped its foreign policy to 'look east' with Vladimir Putin holding the office of President. The 'look east' policy for Russia started with strengthening ties with China and eventually moving towards other states (Storey, 2015). This case of finding new allies, however, is not only with Russia; it is same with US as well. Pakistan so far has served American interests in the region to its fullest. But regional scenarios are changing now, the countries used as allies are turning their partnership with others. In case of Pakistan, America is suspicious of its designs because of its very strong bond with China. Thus US is also looking for new and strong allies in the South and part of East Asia. US has advanced to India for making its robust ally to counter China. India has so far responded very quick and positive to US call for alliance. This partnership of interests started with US president Obama's visit to India in 2015. It's the mutuality of interests that brought both states together with each other. This is not only Indo-US nexus, but it's actually an alliance of three states, US, India and America's biggest ally that is Israel, this Indo-US-Israel nexus is in the making for the great geostrategic changes to come (Niazi, 1998). China, however, is not only a traditional competitor for US but also seen as old enemy to India because of their territorial dispute.

Observing the US- Indo nexus, another development in the region became center of attraction in the world politics. This development was Pakistan-Russia-China bond to counter US-Indo Nexus. China sees India as the enemy just as India perceives China. Similarly Russia needs allies in the Eastern region because of the hostilities with the West. Nevertheless, Pakistan too, fed up with 'do-more' from US feels need to be allied with other powers for its protection as well as for the protection of its interests. This Pak-Russia-Sino relationship is not only serving the interests of the both but also is the counterbalance nexus against that of US-India.

In case of Russia, the two rivals of cold war are getting closer due to contemporary geopolitics. This is inviting an alarming scenario for the West. When the Russian economy was troubled by the sanctions imposed by West in 2014, Russian Kremlin moved its foreign policy from West to East-particularly Pakistan. Firstly, Moscow lifted weapon embargo on Pakistan and then both states signed an agreement for the collaboration in field of trading political and military information that brought both states together in the sector of counter-terrorism and security plus making their efforts for the future of peaceful Afghanistan because both states want to escape from the ramifications

coming from terrorism. Furthermore, improvement in the relations of both the state wouldn't only benefit CARs states but would be an initiative to take them out from the trap of US. (Maitra, Ramtanu, 2012). Russia not only encouraged Pakistan's forces for eliminating terrorism in Pak-Afghan region but also supported the idea of Pakistan getting full membership of SCO (Dedov, 2016).

Though Russia and India have been the strongest allies since 1960s, the military cooperation between both the states have seen sudden and serious decline (Singh, 2015). Since India signed number of MOUs and treaties with the west, the bilateral ties between both Russia and India had been vulnerable. India's strategic partnership with US or the 123 agreement with US has restrained the relations of India and Russia and made a vacuum for the relations between Pakistan and Russia for conservation of peace, stability and security of the region as well as to keep region gradually clean from the Western influence. Keeping faith in newly made ties between Russia and Pakistan and declining of relations between India and Russia is an example of geostrategic change as well as an example of counter-alliance of Indo-US nexus.

While in case of China, it has been the oldest ally of Pakistan against India which is the common enemy of both states (Tikhonova, 2015). China is the major reason between Pak-Russia and China alignment against the West particularly US-Indo relation, where China is worried about the developments in South China Sea and so as Russia for the development in Oder-Neisse River plus Pakistan's grievances about US intentions in the region brought all these three states together. China and Pakistan are doing much in field of military, security and diplomacy to counter Indo-US link.

In the field of defense and security, China has been supporting nuclear reactors for Pakistan whereas Pakistan has remained the biggest purchaser of Chinese military goods (Hibbs, 2014). Both the states are always doing joint development and cooperation in the development of JF-17 fighter jets. Pakistan is also expected to buy S20 or Yuan-class diesel-electric submarines (SSK) from China (Mitra, 2015). China has invested huge amount of money on Pakistan, making its Gwadar port and land route all the way connecting Gwadar with China through all the provinces of Pakistan naming it as China-Pak economic corridor. Furthermore, Pakistan and China started joint military training exercise and named the exercise as Shaheen-V. Both states labeled each other as 'All Weather Friends' against their common neighbor India and a desire to keep US out of Asia and its affairs (Express Tribune, 2016). China has also vetoed the application of India to join Nuclear supply group (NSG), stating that it's impossible for India to get admission in NSG unless Pakistan is given its membership (Dawn, 2016).

For China and Russia, US is a threat that must be sidelined to protect their security against the US hegemonic designs. Pakistan on other hand has the golden chance to be the part of this nexus to architect Asian security structure that is being made by China. On other side Russia too face no impediment in making bilateral ties with Pakistan to undo American ambitions in the region since Russia see India as no more serving Russian interests in the region.

Pakistan, Russia and China are not only key actors that are containing Indo-US nexus in the region. But the bilateral ties between Pakistan and Central Asian Republics are also containing US-India in the region. It's not only in the interest of Pakistan to extend ties with Central Asia but also in the interest of Central Asia to extend ties with Pakistan not only in the field of transaction of gas or petroleum but also in the field of security as security of Afghanistan and American free Afghanistan is in the best interest of CARs. CARs can also provide an intersecting point for Russia, Pakistan and China to meet each other and prevent the vulnerabilities they are facing by the American influence in the region. Shanghai Cooperation organization in this regard, can make a better ground for the strategic ties of these states. As Russia, China and Pakistan are already making relations to deal with Indo-Russo relations, CARs states like Tajikistan, Uzbekistan, Kyrgyzstan, and Kazakhstan are also members of Shanghai with India being on one side as a partner to USA and all other states on another side to overcome US designs in the region. SCO is an anti-NATO and multilateral collective security organization. SCO is providing a ground for China to further security relations based on bilateral interests to counter US and to compel it on letting all states to have equal participation in the region in future.

Along with these, Pakistan had always maintained good bilateral ties with Turkey. It is making contacts between China and Turkey from which China can utilize Eurasian land bridges that can connect China to European landmass via Turkey (Ghani, Alam, Gul, & Shah, 2013). Pakistan can also utilize this China-Turkish nexus. Moreover China can benefit by escaping itself from the sea routes to reach states where US troops are stationed especially in east and South China Sea. As China is a trading economy, it cannot let US and India to stop its trade in the time of crises, thus it is finding land routes to reach nations and the safest route that China could utilize in the time of crises. Little dependency on US and India is also a reason to make ties with states to be independent of US-Indian nexus and counter it through making alliances in other parts of the World from where it can have easy access to other states and also can easily counter US and India in the region.

Maintaining balance of power in South Asia

In the world where there is no central power to govern states' actions, power is always a need to deter potential enemies and its aggressive designs. This concept of acquisition of power is very old. It was present in the old Empires to the European colonialism and finally occupied its place in the modern world politics.

Firstly the concept of balance of power has not gone short of relevance in today's world just as it was the case with the old empires and kingdoms. This concept will remain be the part of international politics until there is a state system as states need power to achieve their national interests by hook or crook. The structure of the world has always been changing from multi polarity to bipolarity and moving on to uni-polar system with rise and fall of the nations. The emergence of new power, its selection of allies, friends, strategic companions and its international plans affected

much to the policies of regional players. Second, the problems that have changed or dominated our world have always been changing and tend to change in future, the example of ideological conflict of Cold War to problems of terrorism in today's world, however, the choices that nations make among these issues impact their countries for long (Rais, 2015).

Balancing of power by gaining power has been the major factor in relations of Pakistan and India. Where the states of East Asia had forgotten their rivalries and started focusing on economic up gradation, development, progress in the field of science, technology, education and military, the two major players of south Asia had been busy is counterbalancing each other's power by making and remaking alliances with the parties that best suited their interests over the course of time.

As India is gradually becoming the most powerful state in the south Asian region by strengthening its ties with US avoiding periodic impediments US and Indian ties are growing rapidly, the trade between both the states had rose to 5 times in past 10 years to over \$100 billion and is expected to have a boost in next five years. Whereas the defense sector between both has got more currency than that of economic sector. The defense transaction between US and India rose from 300 million \$ to 14 billion \$ over the course of ten years and is expected to expand more. US is investing a lot of money on India with the name of bilateral investment treaty (BIT) (Singhal, 2015). Because of its strategic interests in the region it has also introduced US-India defense, technology and partnership act, while introducing this Senator Warner of US said, "The bill bestows upon India the status it deserves as a partner in promoting security in Asia and around the world" (Baqai, 2016). US on other hand have plans to provide India with Patriot Advanced Capability (PAC)-3 missiles which is the most advance technology of the time that can provide a security shield to India which can destroy missiles that carry Weapons of Mass Destruction (WMD), cruise missiles and other aircraft. Moreover, India had also planned to sign a defense agreement of United Progressive Alliance (UPA) which was later denied by a government because India believes that it would threaten the non-alliance symbol of India. Together with all the developments stated before, India and US are also collaborating in the field of Navy. Since 1992, with the gap of 1998 to 2001, both the states are conducting Malabar joint naval exercise in Indian Ocean (Ali, 2015). It's also expected that the joint military and naval exercises of both the states will increase with the new days to come.

With the developments mentioned above, Pakistan too is strengthening its ties with China day by day because China can't afford Indo-US hegemony in east and south Asia. The close relation between China and Pakistan is seen with utmost doubt by the Western powers especially for the cooperation against terrorism. On the visit of Mr. Yousaf Raza Gillani in May 2011, both states celebrated 66 years of friendly ties stating that the relations between both the states are "higher than mountains and deeper than oceans." (Rousseau, 2014). On one of the occasion, Chinese former Premier Wen Jiabao has said that Pakistan and China are "all-weather strategic partner" (Rousseau, 2014).

Pakistan is aware of the fact that US only use Pakistan for its strategic interests and see India and Pakistan with a different approach. It has been exerting pressure on Pakistan on the issues related to India and have been appeasing India for its aggressive designs (Ashraf, 2014). Thus Pakistan has moved towards China to counterbalance power like India in South Asian region. The military budget of India in 2015 was 46 billion dollar whereas Pakistan could only afford to fix its defense budget to 6 billion (Rais, 2015). India's defense budget of only one year has been more than the overall defense budget of Pakistan. Thus for counter balance India and new US-Indo nexus, Pakistan needs the help of China. So far China and Pakistan gained a lot from each other in the field of military. Both states have also signed number of treaties to counter the new strategic challenges. As both states believe that India funds terrorists in their territories and give asylum to their most wanted people such as Dalai Lama, both states have signed the treaty in 2005 of 'Pakistan-China Treaty for Friendship and Cooperation and Good Neighborly Relations' (Kabraji, 2012), to deal with new geostrategic implications and issues of terrorism, separatism and extremism. Whereas, in 2012, the Chinese ambassador to Pakistan highlighted Pakistan as the 'fulcrum of Asia' (Kabraji, 2012)

In case of military relations between Pakistan and China, China in 2011, gave 50 JF-Thunder to Pakistan following the Osama Bin Ladin episode. It has also assisted Pakistan for developing its first indigenously made frigate in August 2011. It also launched a communication satellite for Pakistan Furthermore, to counterbalance the strength of standing army of India, Pakistan and Chinese military carry out joint exercise every two years and have tested their capability of joint operation and intelligence gathering (Kabraji, 2012). Pakistan is though not able to provide China with military equipment but has the ability of joint production just as JF-17 and FC1. This joint production has elevated the restlessness of Indian security.

Not only this, Both the states also signed a treaty for the joint sales and marketing of JF-17 thunder and Pakistan have bought Chinese made Radar system and SD-10 mid-range missiles to equip its fighter Jets in 2010. Moreover, one of the Chinese companies which is the second largest producer of fighter jets, Chengdu Aircraft Industry, has been cooperating with Pakistan's aviation company for the making of Fighter China-1. China has so far supplied Pakistan with F-6, FT5, A5, F-7P, and K-8. It has also provided Pakistan with Navy F-22P, Air force Awacs aircraft and FC-20 aircrafts. Pakistan Air Force (PAF) too has plans to buy new manufactured Chinese J-10 fighters to further the reputation and skills of PAF (Khan, 2016).

Pakistan on other hand is not only strengthening its bilateral ties with China, it has also so far been successful to start bilateral agreements with Russia. Pakistan and Russia signed a military cooperation deal in November 2014, for the exchange of military equipment as well as intelligence. It was the landmark for the diplomatic history of Russia and Pakistan. Pakistan's interest in Russian Mi-35 combat helicopters and importing Russian RD-93 engines. Apart from the developments in military sector, Russia and Pakistan also share mutuality of interests when it comes to Afghanistan as Russia is concerned about the NATO withdrawal of Afghanistan and its consequences on the

region whereas Pakistan is much bothered with the terrorism at home, can't afford more terrorism in the region that would further jeopardize its security. Thus, there is possibility that both states in future would sign an agreement to deal with the new strategic environment which is neither in interest of Russia nor of Pakistan. Both states are also focusing on economic cooperation as Russian state owned Rostekh Corporation has plans to build 680 mile long gas pipeline in 2017 in Pakistan which would be worth 2.5 billion (Mitra, 2015).

Conclusion

Together with Russia and China, Pakistan is gradually strengthening its diplomatic ties with the states around to protect its position in the South Asian region where India has got the support of West. With India signing military cooperation deals with USA and Israel, Pakistan on the other hand is compelled to revisit the weaknesses in its foreign policy and make closer ties with Russia plus other regional states with the element of trust for departing hegemonic designs of India and US from South Asian region.

Not only military relations, but Pakistan and China are also working on strategic interests of both the states as to counter US and Indian designs in the region. China's One Belt, One Road (OBOR) with the major contribution of Pakistan as Pakistan is providing China with road and Gawadar port is intensifying suspicion and irritation of India and USA (Baqai, 2016). China and Pakistan can further exert their influence and bring the countries of the region close if they play their cards right. In contrast to this development, India is desperately finding allies and so far has signed treaty to develop Chabahar port with collaboration of Iran and India. It seems the direct response of India to Chinese-Pak Economic corridor.

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Geo-politics of China in 21st century: Case study of China Pakistan Economic Corridor (CPEC)

Abdul Wadood, Hidayat Ullah Khan , Ubaid Ullah

*,**Department of International Relations, BUIITEMS

Abstract

On the map of the world, the two neighboring states China and Pakistan have unleashed the process of cooperation to bring solidity in the region with economic prestige and countering violent factors. Both states are confronted with the underdeveloped situations in their several provinces, therefore this economic corridor is considered win-win situation and a new wide-ranging era with framework of peace and prosperity in Central Asia and South Asia. The Corridor is not lone pertinent to political-military interdependence, nevertheless to political-economic interdependence. At the bank of Indian Ocean, Gawadar port will make China a key player in the Indian Ocean and Arabian Sea where it can challenge the hegemonic influence of USA and to accomplish the strategy of “String of Pearl”. Additionally China has confrontation in the South China Sea and the Malaccan dilemma can block the gateway of shipments for China hence China is intensely determined to strive for the alternative short and secure routes for her maritime shipments to neutralize the threats. Various internal and external challenges are evolving over the network of CPEC that must be overcome for efficacious progression of the port.

Keywords: China, Pakistan, geo-politics, Gawadar port, Economic Corridor, energy, Indian Ocean, Hurmoz and Malaccan dilemma

Introduction

The China-Pakistan economic corridor is a substantial bilateral agreement between two sovereign states, one a rising global power and other the regional power, which contains significant potential to reconstruct the geo-politics of South Asian region. Where China as mighty power has granted to invest \$46 billion for the launch of CPEC project and this project prompts shift from classical geopolitics to critical geopolitics centered on rational regionalism and strategic alternatives. China Pakistan Economic Corridor was introduced by the Chinese Premier Xi Jinping on a visit to Pakistan in April 2015 where Prime Minister of Pakistan Mian Nawaz Sharif agreed to support China in construction of CPEC. The project commences from sea port Gawadar of province Balochistan in Pakistan to the Kashgar in Xinjiang province of China. The source of piecing together this network is the roads, railways and pipelines. The significance of Gawadar port lie on the outlet of the three most commercially substantial regions such as West Asia, South Asia and Central Asia and these ramification gives the notion that it will become a station point for the trade,

commerce and energy worldwide (Tawlar, 2015)

Geo-strategic importance of CPEC for China

China Pakistan Economic Corridor is considered as a pre-set way for two fact's cooperation and the competition. As above mentioned, that this port is located on a strategic point so the operational control of this port gives the Chinese a strategic and geopolitical advantage since the port is strategically located near to Strait of Hormuz and Persian Gulf. Moreover, it will make China to look for the sea lines of communication as the 60 per cent of its crude supply comes from West Asia (Jabeen, 2015). Thus the movement of the supply from this port will allow China to save its capital, time and effort.

China Pakistan Economic Corridor has the main potential of integrating Central Asia, South Asia and the Middle East. As a professor at Johns Hopkins University, Frederick Starr, an expert on Central Asia stats that "This corridor will link Europe to China through Central Asia and the Caucasus and to reach onward through Pakistan and India to Southeast Asia, a route that will be in 30 years more important that China's route to the West" (Mushtaq & Kiyani, Dec 2015). Yet the investment in this project will have promising development and progress for both Beijing and Islamabad along this the cities connected to the route of CPEC will find this project as a huge capital provider. Gawadar as all season port offers a direct access rout to the Indian Ocean and bypass the Malacca Straits. Besides this, it is near to the Strait of Hormuz through which one third of the world oil is transported thus the construction of mentioned route will lessen the dependence of China on Strait of Malacca (Afridi & Khalid, 2016). The control of Gawadar by Chinese is obviously a deep matter of concern for the major players in the Indian Ocean, particularly United States and India and the Chines access to the port will be a challenge to the strategic and economical interest of the both opponent states.

In the Asian region, Pakistan and China are having close friendly ties and both are situated in geostrategic location thus both are respectively making efforts to get more of CPEC and this project has much geo-strategic potential to chase the level of their concerns. Pakistan sees China as a partner that has the potential to fully support Pakistan regarding defense, economy and as a neighbor country. Hence by strengthening its partnership with China, Pakistan holds a strong position in contrast to other countries in the region.

Geo-politics and Chinese quest for alternative routes

As a global rising power, China aims to create a network of friends in the region based on two essential concerns: security and energy. The concern of security compels China to make effort for the stability in the region to solidify its economic hold in the region as it is said that "economy is the new currency of security" (Lim, 2015). Thus to this end China attempts to stabilize the relation between Pakistan and India. Secondly, to accomplish the requirement of its growing energy china is

seeking for the new advantageous routes. Therefore China favors putting Gawadar on the most wanted option to expand its transportation links by network on CPEC, therefore Gawadar port offers substantial access to sea routes to the Indian Ocean from Xinjiang. Additionally 50% of China's oil is imported from the Middle East and 20% from Africa through the passage for China is the Strait of Malacca. It is said that Gawadar port in one of china's "String of Pearls" strategy along its sea-lanes. Likewise China is also keen in securing the atmosphere of its relation with Muslim world by implying good relations with Pakistan (Qandeel, 2014).

The Xi Jinping states that the China-Pakistan Economic Corridor is located where the Silk Road Economic Belt and the 21st Century Maritime Silk Road meet. It is a major project of the "One Belt and One Road" initiative. Mentioned trade route is considered to result peace and development in South Asia. China as a major power is now looking for multidimensional diplomacy around the world thus this cause has pushed China to go for this project. Beijing's policies have driven China toward this Geostrategic port for some substantial interests. As worldwide China is a trading country and has a strong capital power thus CPEC will result in reducing the distance for trade. Along this, it will also reduce the dependency of china on other trade routes such as Strait of Malacca for the shipment of energy and other trade commodities. The Middle East, African and European markets will be at short distance to China by once the port of Gawadar start full functioning. The total distance between the port of Shanghai and Sinkiang region to the Middle East coasts is 16000 km and logistically the ramification of such distance is huge time consuming and costly with risk of threats. In contrast, the network of CPEC project which is based on roads, railways and pipelines, will link the ports of Shanghai and Gawadar with distance of 2500 km which seems influential ramification (Javaid & javed, 2016).

China-Pakistan Economic Corridor will create much opportunities to both countries and one of that is the of commerce. China has the aim to develop the backward Sinkiang and its north-western regions. The North-Western areas of China need development, thus the network of CPEC will surely initiate economic accomplishments in the north-western areas. Moreover, It is also an instance of execution of China's policies of concentration on the development of the provinces nearest to the Chinese ports of RI Zhao, Qingdao and Shanghai. The job opportunities will increase with the network of CPEC, moreover Sinkiang has been under the threat of separatist organization of the East Turkistan Islamic Movement which has remained the cause of unrest in the regions (Sial, 2016). Thus China wants the eradication of terrorism from its regions by economic development.

China has become the world's second oil consumer since 2003 due to the rapid modern industrialization and the growth of its economy has been remarkable. Hence the pursuit for energy has compelled China to look for reaching to the oil market and Gawadar port is the best alternative in respect to other options. Additionally, China is also cooperating in different programs of mining and extraction of minerals such as coal, copper and other natural resources in Pakistan. The achievement from CPEC is not one sided but it is win-win situation for both the countries. Various

factors are responsible for Islamabad's effort to make China-Pakistan Economic Corridor a successful development. The economy's downfall is one of the factors that force Pakistan to shake hand with China. The shortage of energy is another matter of concern for Pakistan. Under the umbrella of CPEC various energy projects of hydropower generation, thermal plants, coal-run installation, wind and nuclear energy are to be accomplished. This project will result in rapid growth in economy of Pakistan and will also create a notion worldwide for the foreign investors to come under the umbrella of CPEC.

The infrastructure of Pakistan will improve with the construction of CPEC and especially the province of Balochistan which is the most backward will surely be developed and will attain more opportunities of economic initiatives and employment. Due to significant geostrategic location, it will not be wrong to call Gwadar port as a competitor to the Iran's Chabahar port, Oman port and Dubai port (Afridi & Khalid, 2016). Gwadar port will provide Pakistan the connectivity with important regions of South Asia, Middle East and Central Asia and further to Africa and Europe. The CPEC project will grant China a direct access to Indian Ocean and will boost its influence in the Central and South Asia. As a world's biggest oil consumer and importer, the security of energy routes are the key concern of China. Therefore, China prefers the promotion of neighborhood diplomacy over the management of relations with other major powers (Jahangir & Yasmin, 2015). It seems new type of great power relations. China eventually fears the confrontation of US, thus it has to gear up to put efforts where it needs such as to make improvement in relation with neighbors. The new One Belt One road project will be the key factor to the accomplishment of interests.

The 21st century has introduced new challenges and threats in South Asian region and can be stated to terrorism, migration, environmental concerns, epidemics and lethal diseases. The security is considered the priority of the countries in the region and the struggle is still alive for the preservation of sovereignty in the region. The dynamic of politics in the region revolves around the security and economy as "Economy is considered the new currency". So as traditional friends, China and Pakistan are putting efforts to establish strategic partnership to cover both dimensions. China is assisting Pakistan by investing in strategic areas (Gwadar) to help stabilize the economy and prosperity of Pakistan. Moreover, Gwadar is the hub of Chinese investment in the underdeveloped Balochistan province of Pakistan. In opposition, India has raised the objection over the Chinese investment in Gwadar port construction and considers Chinese economic and strategic interests in Gwadar deep sea port as China's aim to make its military bases in the area in the name of economic prosperity. The defense cooperation between China and Pakistan is perceived by India as China's maritime encirclement of India. The concept of Strings of pearl strategy fits here to make India's argument strong (Jiang, 2015). Moreover, China seeks more strategic goals by making extensive efforts to make use of Gwadar port. The port can deliver an easy access to the routes linked to Red Sea, Arabian Sea, and the Persian Gulf, thus it can be more than the objections of India.

The CPEC project has the potential to offer China much more influence in the areas where India has conflicting interest with China. For instance, the project will enhance the influence of China in the Indian ocean, thus this economic corridor has also potential to counter the hegemonic designs of India in the Indian Ocean. The US is using India as a player to maintain its lead in Indian Ocean which is opposite to the interest of China and Pakistan both (Butt & Butt, 2015). By the construction of Gawadar, China has complete right to reduce the dominance of US and India in Indian Ocean by stationing its naval bases. Additionally, the Arabian Sea and the Persian Gulf comes under the umbrella of Indian Ocean thus it means that China will no longer remain dependent on the long passages to cover the requirements of its oil and energy. Moreover, presence in the Indian Ocean will offer China a direct land routes access to the Central Asian Republic (CARs) along with Afghanistan and Iran. Here Afghanistan will create a plus point for China to connect more shortly to CARs. The Strait of Hormuz will be probably the checkpoint for China where China can easily checkmate India in the chess board game of politics and economy of the region. Strait of Hormuz is located in a location where it can grant China safe and short route to Europe and other countries. Besides this, all the resource rich countries and Middle East will favor China more positively in every prospect.

Indian Ocean region is point of interest for almost most of the economic states due to its transformation and several states will expand their sphere of influence in the blue water region in coming decades. Overall the China-Pakistan Economic Corridor holds significant potential for China to expand its economy and its naval presence in future decades. As contestant India wants its exclusive presence of military and economic functions. India is supported by US naval presence at blue water but she won't rely more on this belief of backup from US therefore, India is heavily putting efforts to advance its strategic military capabilities and to stand its foot in South China Sea. Perhaps we can say that Indian navy will grow rapidly in future. But China has already reserved its presence in the Indian Ocean. In 2008, it shipped its fleet for UN Security Council-mandated anti-piracy actions. In the Gulf of Aden, China has sent 25 escort missions to the region consist of missile frigates, supply ships, special combat soldiers, seaman and officers and carried out humanitarian and sea lane security operations. It has escorted 6000 ships and rescued or assisted 60 Chinese and foreign ships (Khan & Safdar, 2016). Considerably, China will set its way to expand more to the Indian and Pacific Oceans in future via CPEC and for completion of these geo-political concerns, the activeness of Pakistan is must for completion of CPEC project and to eliminate terrorism on its territory.

The strengthening strategic relationship between Pakistan and China by the network of CPEC has been opposed by India in various patterns. Not only this, India has been busy in keeping harsh relation with Pakistan by creating border conflicts to disturb the project. Even Indian PM Modi proposed China to cease the plan of CPEC but the answer of China was obviously negative and this answer has driven India to look for other new strategic partners in the region to balance the political rivalry with Pakistan and China.

As above mentioned that Chabahar port to be built in the southeast of Iran which is situated 72 km in west of Pakistan's Gawadar port is the game India wants to play against the CPEC to balance the political rivalry. The Indo-Iranian Nexus can have negative impact on the CPEC project as the international sanctions on Iran have been eased, and the cooperation between India and Iran is likely to strengthen. Indian government has promised to invest \$85 million in construction of Chabahar port in Iran which later on can provide ticket to enter to Afghanistan for achievement of its interests and go through CARs for its political and economic goals (Butt & Butt, 2015). If we consider landlocked country Afghanistan, it will also benefit China in case she also joins the CPEC project. In this regard, China has stepped forward toward Afghanistan by funding projects for reconstruction of the country (Butt & Butt, 2015). We must not forget that Afghanistan is the state where US has made efforts for attainment of its interests. If we put a glance forward beside the Indian Ocean the CPEC network will also grant route to China for Middle East, the Persian Gulf, and in CARs where US has strategic influences so US may imply various strategic policies to cease the expansion of China.

Dubai port which currently is a station of business for the whole world will be affected immediately with the establishment of the Gawadar port, about which United Arab Emirates may also be worried. By coming to action, the Gawadar port can lessen the business by the port of Dubai. Therefore it is stated the same gains from Gawadar will strengthen the position of China strong But on the other side, UAE is offered to join the CEPC which would have positive results if UAE give acceptance to the offer.

The prospects of CEPC for China is not limited but multidimensional optioned If we come to one of the straits on which Chinese shipments is most dependent is the Strait of Malacca, a route for Chinese most energy shipment. Energy transportation through Strait of Malacca takes around 45 days, in contrast if it goes through bridge of Gawadar port it will lessen to 10 days which will be a huge accomplishment if Gawadar port is constructed (Butt & Butt, 2015). Thus Gawadar port will grant access through land routes for China as alternative to Malacca Strait for the transportation of energy which seems much more beneficial for China in comparison to sea ways, which is more time consuming and expensive. Additionally the security issues on the Strait of Malacca have threatened China several times. Currently China is facing conflicts over the South China Sea. With other nearest countries such as Australia and Japan etc. Strait of Malacca is sandwiched between the shores of Malaysia and Indonesia nevertheless the US navy is highly dominated in the waters of the Strait thus it is stated by that in future if tension rise between US and China, eventually CPEC will be an assurance for China in those situations if the routes are under threat. The routes currently under use by China for its commerce are less profitable due to the long distance of Maritime Silk Road. Logistically, if China adopt the route of Kashgar-Gawadar in replacement to Maritime Silk Road, it can save around \$6 Million per day for the requirements of its 50% energy trade and if we sum it annually China can save almost \$2 billion US\$. Not only CPEC network can grant China access to Arabian Sea but it can make China a leading actor in the near future for the involvement in the ports of Hambantota (Sri-Lanka), Sittwe (Myanmar) and Chittagong (Bangladesh) (Javaid, 2015).

The Gawadar port has the potential to connect China to different parts of the globe. China as an economic power is likely more involved in activities to preserve its energy trade routes. Thus China's perception regarding CPEC is more motivating. Critically analyzing CPEC network will ensure the safest and shortest shipment routes via Gawadar port. 12900 km route from Persian Gulf through the Strait of Malacca to China's eastern seaboard. For China the prior requirement from CPEC is an energy corridor with less distance to its territory. These geo-economic gains of CPEC will alter the national power and geopolitics for both Pakistan and China. Regarding this geo-economic project, US illustrate China's rising economic power that Beijing Consensus is taking precedence over the Washington Consensus. Asian Infrastructure Investment Bank (AIIB) as international game changing regime has been easing China in becoming victorious in its geopolitical aims and strategies plus in its global commercial propagation (Jahangir & Yasmin, 2015). Currently the world economy is in condition of interdependency due to globalization where the countries are both dependent as well as contestant. The new geo-strategic primacies have given more superiority to the interconnected economic integration. The globalized world has pushed states to go through the sphere of regional economic integration as we have witnessed the interdependency in bilateral, regional and intra-regional trade. The situation in the South Asia can be illustrated in a picture of weak bilateral and intra-regional trade with the 3-5% of trade in the region. Now what China is doing is the same to connect the region under umbrella of interdependency via economic opportunities. China is playing this game for multi-dimensional reasons. If we explore the interests of China among them one is the energy security. Additionally, China can fulfill its requirements of minerals and natural resources via Baluchistan where she can have beneficial use of those unused resources and Iran as oil and gas rich. Plus Afghanistan is known for its unexploited natural mineral reserves therefore, it can be a good option for China to accomplish its energy security agenda by constructing Gawadar port.

Through Arabian Sea China will have more influence in Gulf of Aden which is the shortest route to African continent where China has determination of financing in Africa. In 2008 the figure was \$7 billion in addition to it extended to a whopping \$26 billion in 2013. These proliferations of investments by China in the African region have alarmed the west (Javaid & Javed, 2016). Eventually this expansion to African continent will become more beneficial while the scheme of CPEC come to functioning with its easy transport of capital and machinery from China to African countries.

Majid Mahmood stats in accordance to statistics provided in Pakistan economic survey 2013-2014, the capacity of business amongst China and Pakistan has augmented from US \$ 4.1 billion in the year 2006-07 to US \$ 9.2 billion in 2012-2013, indicating an enhancement in trade for 124 percent. As a result, China's share in Pakistan's total export has gradually picked up from four percent in 2008-09 to 10 percent during the fiscal year 2013-14 (Sial, 2016).

This figure illustrates the economic ties between China and Pakistan. Besides this, it gives indication that Pakistan has been more important for China than the others in the region in

achievement of its strategic goals. Additionally, the geography of a state is much more important factor in determining its role in global politics. Strategically, China will linkup via Pakistan to three strategically and economically essential regions, the South Asian region, the Middle East and Central Asia. With the completion of CPEC network China will attain many alternative options for its commercial transportation and solution to its energy shipment problems and threats in the cases of blocked in the Strait of Malacca. The geo-political condition of Pakistan offers China more than this, a gate way to Indian Ocean and more presence in the Arabian Sea where Strait of Hormuz is a station for China to fulfill its energy requirements from the Middle Eastern countries with more secure and short distance. CARs are known for its natural resources and are interested in CPEC thus China will have more partners under the umbrella of this Corridor. China can assure Pakistan as a Muslim partner to Muslim world to have more positive relations with them. On the western side, China will have more gains from Iran by constructing gas pipelines and oil imports. Europe and Africa will be at short distance for China with the construction of Gawadar port and these both continents are at the priority of China for its commercial and political policies because the location of Gawadar is such central place where it will assure the security of China's energy requirements.

The network of CEPC will introduce Pakistan as a center of business and trade in the region. The accomplishment of this project will be through advanced connectivity between China and Pakistan via roads, railways and industrial zones. In the future it is not sure that India and Afghanistan will merge into network of CPEC but if they connect to it surely it will be huge accomplishment in the region regarding regional economic developments and trade collaboration, which in turn would contribute in the direction of regional peace and solidity.

China Pakistan economic corridor can also be illustrated in a way that it is China's plan to promote its quest for more access to global energy resources and partners through constructing this alternative sea port of Gawadar. As in previous years China has provided with help to construct the sea ports in Pakistan, Bangladesh and Sri Lanka which is regarded China's 'string of pearls' strategy. Logistically, Gawadar port is located at the edge of Arabian Sea which connects to Strait of Hormuz and Persian Gulf thus presence here denotes influence in the Indian Ocean, on the other side the Chittagong port is situated in Bay of Bengal and Hambantota port by the edge of Indian Ocean, thus location these of ports confidently indicates that China will have alternative routes to stand against the Malaccan Dilemma (Mahmood, 2015). Though the states holding these ports have boundaries with China. Perhaps China have more easy opportunities to connect these ports via railway lines and network of roads to feed the energy thirst of its economy.

Challenges

The security challenges to CPEC are numerous due to its location and the internal situation of Pakistan. The rivalries Pakistan and China have in the region, the security of the corridor is critically significant for China as well for Pakistan for the sake of successful functioning and construction of corridor. The region of South Asia is known for terrorism and militancy and it

signalized that these dynamics of security will surely give China and Pakistan much tough time to develop the design of economic corridor. Pakistan's tribal conflicts and militancy have denoted to maintain the heat up of insurgency inside boundary of Pakistan with commitment to decrease it with required time. Pakistan has agreed to station a special security division comprising of 12,000 men strong army battalions and Civil Armed Forces wings to guard organized the economic corridor projects. The division will be directed by a Major General and will be made up of nine army battalions and six CAF wings (Rangers and Frontier Crops). (Mahmood, 2015)

Along the fear of terrorism and militancy, corruption and ineffectiveness of the administration of Pakistan may hurt the project, therefore it will be the key duty of Pakistan to imply favorable policies and take appropriate steps dedicated to the transparency of Pakistani administration and for assurance of securing the economic corridor from being fruitless. Political solidity and policy consistency of Pakistan will have significant role in maintaining the CPEC for long period. Currently, there is almost consensus among Pakistani political parties regarding the corridor project and these parties support strengthening the bilateral ties with China. The reason behind this variable of constraint is the political history of Pakistan where political instability is witnessed in several eras which had created obstacles in the development of country. The economy is interrelated to political instability therefore it is indeed the political stability that would strengthen economy of Pakistan.

Additionally, regional security could be one of the biggest threatening factors for effective functioning of CEPC. The security environment specifically in Afghanistan is mystery though China has much invested for reconstruction of the country to have positive reaction from Afghanistan. Perhaps the anti-government resistance of Taliban has made the stability of Afghanistan questionable. Therefore, China several times pursued to invite Taliban to negotiating table. With the NATO drawdown the situation is more threatening to China because such groups have refused to negotiate for the maintenance of peace. Not only Afghanistan but Pakistan is also the victim of Taliban as with the counter of Taliban leader Mullah Mansoor it seems that the negotiation may go through tough time moreover, the internal rift among Taliban has emerged due to lust for leadership thus it is not sure but it could be an obstacle to peace talks. Particularly Pakistan's province of Balochistan and Federally Administrated Tribal Areas (FATA) are witnessed for long insurgencies which will surely have negative prospects for the Economic Corridor. The security phenomena is connected with boundaries of China, Pakistan and Afghanistan, it can be illustrated in a way that China is sharing 76 km border with Afghanistan and 523 km with Pakistan. The factor of this militancy is highly found in the Western sides of China in Xingjian province which is the center for functioning of CPEC. In the region, the reaction from the traditional rival India will be antagonistic though she has made arrangement with Iran to construct the Chabahar port and as well have backed the militancy in the Balochistan thus it is the notion from India to block the smooth way for the Economic Corridor. It is added that whether it is Pakistan or India, they must have to take India into a positive opinion. Special security forces known as Special Security Division have been stationed and gathered for the protection of CPEC and the associated projects.

Taking CARs in to account, the only way to make economic ties with these republics, Pakistan and China must make efforts to stabilize the political admin in Afghanistan so then they can go smoothly through Central Asia. Here it is also the desire of CARs to make their trade dream come true. Thus the trade with this region will be harshly affected if the wars and instability is continued in Afghanistan. Additionally, in Central Asia the tussle between the major powers has been witnessed and still it exists. The CARs region is well known for its energy resources and economic advantages. This region can connect the continents and the two major powers of the globe Russia and China are nearest to it thus it has gotten the attraction from all other states. It can be summed up that rivalry can be more heated up in future. The known new great game in Eurasia has geo-strategic and geo-economic mysteries so it has involved many players in the region to achieve their interests.

The culture and language distinctions may create trouble for officials and labors to communicate for trade purpose, for traders and investors plus drivers it will be difficult to communicate due to different languages. The China Pakistan economic corridor significantly demands the friendly neighbors in the region. Indian constraints toward CPEC is considerable because India is a traditional rival to both Pakistan and China, likewise Pakistan and Afghanistan have harsh relations. So it is important to apply good neighbor policy with India (Bhattacharjee, 2015). India has involvement in Kashmir issue and similarly in insurgency in Balochistan province therefore, China must answer the objections from India by appropriate steps.

Conclusion

In 21st century, China Pakistan economic corridor by which the two harmonious states will surely make efforts to accomplish their comforts whether that is political or economic. Besides this, the economic corridor will stabilize the region by economic prosperity. It will craft bridge of interdependency and connectivity in the region via domain of economy. It is deliberated that CPEC will reduce the terrorism with introducing economic opportunities under the umbrella of economic interdependency in the region. The economic corridor will strengthen the ties between Pakistan and Chain that will definitely change the fate of the region. The network of CPEC will deliver alternatives for China and Pakistan to come over the challenges in different locations of the world. It is expected that the long term instability of Pakistan will come to end once this mechanism come to function. The militancy and terrorism may affect the project in initial periods but not more, since the opportunities it will provide will convince these posed threats and will bring solidity in economy and politics of Pakistan. The channel from Kashgar to Gawadar is expected to be an alternative secure and diminutive route for trade and energy imports. China has the aim to gain access in the Indian Ocean and Arabian Sea with the intension to impose its 'String of Pearl' strategy to contain India, nevertheless to meet the requirement of energy from the Middle East, Central Asia and African Continent. The access to Arabian Sea via Gawadar port will surely

commence a “New Great Game” though it will have to face several challenges from regional and global powers. The controversies in South China Sea and Malaccan dilemma are pushing China to seek for optional routes in the reign. Once the naval installation in Indian Ocean is accomplished, it will be all China with the control of the region which will surely lessen the potential of India and US in the blue waters. For China, all it will be Pakistan as trump card to attain access to South Western regions and to other rich resources countries. Moreover to construct a network of transportation with the aim of connecting the region this will lead to stability in the atmosphere of the region. CPEC, the win-win strategy for both China and Pakistan will be the future economic hub globally.

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A Graphostylistic analysis of Rafat's *meditation and prayer* in arrival of the monsoon

Anila Zaheer

Air University, Islamabad

Abstract

The study of the writing scheme of a language is called graphology and it includes graphological elements that act as a means of reflecting the author's intention throughout language. Rafat's poems are also packed of formal devices in which graphological deviations are mainly outstanding. In order to carry out the graphostylistic analysis for this study, Rafat's poem Meditation and Prayer is chosen through convenience sampling method. The present study is conducted with an endeavor to examine the graphological elements which are used to accomplish foregrounding in the chosen text. The linguistic frameworks of M. Holliday's Systemic Functional Grammar (SFG) and Patt's Model of Graphic Realization of Linguistic units will be used to analyze this poem. This text is analyzed by qualitative method as it will be descriptive. The present study highlights how Rafat has used a range of paralinguistic elements to accompany the linguistic varieties in this selected text. The study discloses that the graphological devices are employed by the poet to add to the visual and artistic application of his text. The result will assist readers to grasp that the graphological patterns are consciously foregrounded to pass on aspects of meaning in the text.

Key words: graphology, graphostylistics, deviation, graphological foregrounding, poetry, Taufiq Rafat

Introduction

Basically, writers set up diverse ways to encode messages and spread creative visualization to attain formal magnificence in their texts. The area of Linguistic Stylistics explores these linguistic features present in a text. It directs our thought to the language system inside which the different linguistic features are examined on the basis of levels of language. Graphology is, accordingly, a level of linguistic analysis which focuses on the format of text, the size or shape of words and any additional components that are graphological or orthographical.

In graphological stylistic investigation, close concentration is rewarded to the written mode of the text which helps to encode, expand or transform its signification. Graphostylistic analysis is a paralinguistic approach to the textual meaning. The focal point is primarily the non-verbal aspects of the text such as form and visual appearance which convey pragmatic meaning. The paralinguistic devices are graphological elements or patterns which are of visual dimensions of language use, such as italicization, capitalization, punctuation, and indentation etc.

As explained by Rahman (1991), Rafat's ballads were spread from 1947 onwards in the most in vogue scholarly magazines of the 60's and 70's and were respected overwhelmingly and highlighted in the best accumulations of the Pakistani verse in English. In 1985, Rafat appropriated his gathered work entitled 'Arrival of the Monsoon'. It comprises of 116 poems and is separated in 4 sections: Lyrics composed within 1947-1969 (Arrival of the Monsoon); 1970-1973 (Going after Geese); 1974-1976 (Wedding in the Flood) and lastly within 1977-1978 (A Rumour of Change).

One of the genuine reservations of stylistics, as stated by Lucas (1955, cited in Ogunsiji, 2011) is that the expected form of exact structures, things and components in a discourse or an appearance in a given text is one of the genuine reservations of stylistics. Deviation in stylistics is concerned with the employment of a range of styles from the standard of language use in a given type of composing. Stylistics recognizes how and why substance has strayed. In stylistics, foregrounding is a well known idea, particularly in the investigation of the poetic language.

The apprehension of graphology as indicated by Adegaju (2008, cited in Yeibo, 2014) incorporates matters, for example, spelling, capitalization, hyphenation, content's format, text style decisions, underlining, stress and paragraphing and so on. He clarifies that it is unique in relation to orthography since orthography is worried with practice or investigation of right spelling including the system of composing a dialect while it is additionally not the same as typography one might say that it is just the investigation of the outline of typefaces laid out on a page to accomplish desired visual impact to pass on intending to the reader.

Graphological foregrounding can be accessible in various ways in content through capitalization, accentuation, contractions, underlining and so forth. For Halliday (1994) foregrounding is a conspicuous perspective that is highlighted and impelled in substance. He puts that foregrounding can be subjective and quantitative in an etymological or non-semantic substance. The graphological cases that are used as a part of the substance help us to make visual imagery which adds to the memorability of the substance.

As examined before, the deviant utilization of the graphological material is an instrument in the hands of the craftsman hence one such study was directed by Saleem (2012) to think about T.S Eliot's imaginative style with reference to the utilization of graphological deviations. He experienced that his verse is brimming with advanced considerations in addition to different formal gadgets, concerning formal structures; the graphological deviations stand out in. He infers that the utilization of different deviations of graphology, highlight the content and the consideration of per user is captured overpoweringly.

Another study was done by Nawaz and Sarwar (2014) for the examination of the stylistic elements. This examination was done under the parts of graphology, linguistic, syntactic, lexical and phonological examples. The consequences of the study demonstrated that there was an abnormal pattern of lines and bizarre capitalization.

An equivalent study was conducted by Mehmood, Siddique and Raffique (2014) to manage the level of semantics, graphology and phonology designs. The examination targets of this study were to see how elaborate gadgets work at semantic level and how expressive variety happens at phonological and graphological level. The discoveries revealed that Cummings' style of verse splits far from the customary utilization of English language.

Another critical study looks at Andre Raditya's motivational book because of its language utilized solely as a part of displaying the materials. The researcher Anantha (2014) watches how the writer utilizes distinctive style of language. The discoveries in this study unveiled that the consumption of capital letters, bold letters, italic letters, accentuation such as full stops, question marks, exclamation marks, ellipsis marks, quotes sections and emoticons by the writer passed on what he implied. With the same point of view, Yeibo (2014) analyzed the phenomenon of graphological foregrounding. His contention suggests that the paralinguistic gadgets, for example, length of content, section structure, accentuation marks, typography and so forth are used by the author to supplement verbal signifiers and forefront basic and vital parts of significance in connection to content and textual function in the content. The key purpose of this study exhibits that graphological components are exceptionally basic in written and printed message and convey certain pragmatic power.

One of the significant contributions in this domain is of a joined work of Ahmed, Ali, Mehmood and Amir (2013). Their study broke down the syntactic and phonological parallelism, its special lexical and semantic components and concentrated on how every one of these elements aggregately improved the social part of the ballad so as to have a more profound comprehension of the substance and type of the sonnet.

Another interesting research in the circle of stylistics is the study done by Ayeomoni (2012) which embraced a graphostylistic investigation of chosen sonnets that were broke down from the point of view of the linguistic structure of graphostylistics. The study demonstrated that graphostylistics is a dependable linguistic apparatus for the investigation of the literary writings, especially the lyrical sort. It just as showed that graphological parts could enlighten, to a huge degree, the open objectives of beautiful kinds as an example of dialect use. The study inferred that the graphostylistic strategies are tactically used by the writer to catch the subjects contained in lyrics.

This study has sought consultation from the studies done by Ahmed (2013) and Ayeomoni (2012). Notwithstanding these different studies identified with graphology, little measure of work is accessible in the Pakistani setting, especially the graphological investigation of Rafat's poems. Along these lines, it created a corner which is to be filled by the aftereffects of this exploration and finds particular graphological stylistic investigation of poetry that can't be disregarded or overlooked in contemporary practice.

Statement of the problem

The unusual application of graphological material is a device in the hands of an artist to foreground a text and it works as an analytical strategy for the reader. Earlier studies on Rafat's poetry have concentrated only on literary and some linguistic features highlighting the relation of theme and figuration in the works. However, such studies have paid little or no attention to the role the graphological patterns play in foregrounding stylistic function which is very crucial for a all-inclusive elucidation and understanding of the poet's idiolect. Following this belief, this paper will study Rafat's artistic style with reference to use of graphological deviations in his poem *Meditation and Prayer*.

Research objectives

1. To recognize the specific graphological patterns employed in Rafat's poem *Meditation and Prayer*.
2. To examine that the graphological choices employed by Rafat enhance readers' understanding of his idiolect.
3. To discover that graphological patterns, deliberately foregrounded in the selected text, convey aspects of meaning.

Research questions

1. What kind of graphological patterns are employed in the poem *Meditation and Prayer* by Rafat?
2. What is the role of graphological choices in interpreting Rafat's idiolect in the selected text?
3. Do the graphological patterns foregrounded in the selected text contribute to meaning?

Significance

The research aims an in-depth understanding of the graphological deviations present in Rafat's poem *Meditation and Prayer*. The study will add to the existing literature on foregrounding, specifically on graphological patterns. This study will also bring to light the style of Rafat in showing how he foregrounds the set patterns and regulations in this poem and how those graphological patterns relate to the meaning of the poem. It will also help the readers to perceive that the particular graphological foregrounding employed by the writer enhances our knowledge and explanation of the poet's idiolect. Information gleaned from the study will help to offer insight how the association between the graphological patterns and meaning is formed.

Methodology

In order to study the deviant graphological patterns in Rafat's poem, this research is conducted in the light of linguistic stylistics. This approach deals with artistic function of language and its effects in a text. Qualitative study based on descriptive analysis of the text is the approach of the research. Close reading strategy will also be used to identify the places in the text where graphological patterns have been used the poem. The method thus involves intensive reading of the poem, discovering the graphological deviations, organizing and explaining them in detail.

Theoretical framework

The analysis of Rafat's poem Meditation and Prayer is conducted with the respective System Functional grammar (1971) proposed by Halliday and Patt's Model (1992) of Graphic Realization of Linguistic Units. The analysis is formulated to study the deviation of graphological patterns in the text and their link with meaning. The Textual Metafunction is particularly germane to the present study. It is concerned with the mode; the internal organization and communicative nature of a text. According to Patt (1992) the graphological patterns which are to be explored within a text include layout (page reproduction), compound spelling, spacing, capitalization, variation in orthography, typeface, font, type size and punctuation (text presentation). These deviations of graphology need to be analyzed because they not only foreground the various parts of the discourse; they are also devised to shed light on the various important aspects of the poem under analysis.

The present study examines graphological foregrounding in Meditation and Prayer, focusing on the graphological tactics such as hyphenation, capitalization, and punctuation etc. as graphological patterns for encoding meaning of the texts.

Sampling

The convenience sampling method is used for the present study. The purpose of this study is to explore the graphological patterns therefore Rafat's poem Meditation and Prayer, from his Arrival of the Monsoon (1947-1978) has been chosen as the sample for this study.

Results and findings

Length of text

The Meditation and Prayer text is spread across six pages consisting of eight stanzas based on 155 lines and 939 words. What immediately attracts the attention is the manner in which Rafat uses various adjectives (e.g. L.1 gracious, L.22 stilting, L.3 dry etc.), nouns (e.g. Line 40 muezzin, Line 74 servant, L 69 dining-room etc.), verbs (e.g. L 51 Lurches, L 53 disturb, L 61 Filtered, L 62 caressing etc.), adverbs (e.g. L 104 ridiculously, L 54 slowly, L 56 wholly etc.) and various figures of speech i.e. simile (e.g. L 107), metaphors (e.g. L 38 self-pity sizzles, L 11 inky sun L 9 morning peck), enjambment (e.g. L 29, L 11, L 52), and personification (e.g. L 63 time whispers, L 65

ocean's restive tongue etc.) in the poem as a backdrop against which the poem is delineated. The length of the text is also justified because of the use of allusions (L.21 prophetic rain) and meronymic agency (i.e. L.148 cobwebbed miracles and L.149 rams will not appear). The obvious fact is that this mode of graphological patterning depicts the kernel of meaning that pervades the entire text, a description that borders on multiple ideas comprising of man's transition from prosperity to adversity, personal experience of getting up in the morning, picturesque images of noise and silence, imagery of breakfast scene and dressing up in the morning, scene of factory and man's indifference towards things around him, reference to extra marital affair, modern man's substandard living and inspiration for hope. The aim of this juxtaposition of lexical features and figures of speech is clearly to foreground the procrastination and pondering technique that has excessively been used to reveal poet's feelings and thought processes.

Stanza structure

This poem overtly uses unusual stanza structure for development of stylistic effect. The best or most visible creative use of this device lies in his deformation of standard stanza structuring. This poem consists of eight stanzas with stanza no.5 (L 69-100) as the longest stanza consisting of thirty two lines. Many stanzas and lines are indented in the poem where indenting is normally not the norm. This device clearly reflects what has been referred to as deliberate distortion of language or textual conventions or codes (Leech, 1969, cited in Yeibo, 2014). The use of different number of lines in varying stanzas also displays violation of norm. The inconsistency in number and grouping of stanzas is indicative of poet's inclusion of separate multiple themes that he captures in the poem. Keeping in view the numerous ideas within the poem, we are left with free floating connections in a kind of stream-of-consciousness-like progression.

Typography

Typography is the study of the design of typefaces. It concerns the outline of how words and letters are printed in the text. In this poem the type is of the normal font i.e. 12; both the uppercase and the lowercase are used to catch the attention of the reader. This technique tallies with Stockwell's (2010, cited in Yeibo, 2014) view that foregrounding depends on a sense that the particular features that gets noticed, does something noticeably different from the previous co-text.

Direction of writing

The whole text of Meditation and Prayer is written from left to right with the exception of lines 14-20 which are written from the right hand side to the left and can be read both horizontally and vertically. Ordinarily, it is a normal linear sentence but the rearrangement of the verse has created a text of a literary quality. This oddity also caused a problem for me when I numbered the sentences for ease of presentation.

14. of a palm seems
15. a hand on a
16. bony wrist
17. pulling
18. us to
19. zero

The poet while describing the inky sun refers to the shortening shade of palm. This is done to create stylistic effect in the poem and to convey meaning. The poet compares the past and the present and states that everything has changed. The shortening of the shade is shown by diminishing of words which get fewer and fewer and ultimately end up being zero or nothing. In these lines the author creates an ambiguous discourse which reflects three dimensions: the descending of the inky sun, the shade of palm and the palm of a hand. This ambiguity is also reinforced by the use of effect that assimilates the first letter of phrase 'of' to the last letter 'o'. The fact that the poet plays with the shape of the text shows how important it is for him as well as the consideration of symbolic effect in his poetic discourse and the necessity to go beyond language linearity.

Layout of text on page

The layout of text on page is one of the graphological techniques which help to orchestrate ambiguities and to encourage interpretation. The analysis of Meditation and Prayer shows the following observations:

- The title 'Meditation and Prayer' is present at the beginning of the poem written in uppercase in order to attract the attention of the reader.
 - The lineation is unusual.
 - A crisscross pattern occurs throughout the whole poem.
 - The poem is abundant in punctuation which provides consistency, profounder significance and logic in lines.
 - There are unexplained indentations at the beginning of random stanzas.
 - Each stanza has a varied length contributing to the theme it holds.
 - There is also inconsistency in the stanza structuring of the poem which are linked with the manifold ideas of the poem.
 - The lines 14-20 having threefold meaning are beautifully foregrounded from right to left to catch the attention of the reader.
 - There is also use of secluded lines at the end of diverse stanzas. These lines stand alone and are the most prominent. They are without indentation giving the idea that they are related with their previous stanzas i.e.
- L. 68. Night ends, as the day ends, without a sense of achievement.
- L.32. Cold, or ailing, or reluctant, we are never alone.
- L. 117. but beyond that we are not prepared to go.

These are the only philosophical lines in the poem in order to inspire the reader to love wisdom, grow in wisdom and to apply this wisdom in daily life. These lines reinforce the message conveyed in the stanzas and make the presented idea more clear and rich. L.117 starts with a small letter because it is the explanation of the its previous line but it is written separately after a gap in order to covey the poet's satire on man's poor performance of acts of worship.

- The gaps and pauses within words and phrases also contribute to the meaning of the poem. Ferguson (2005) states that 'enjambment tends to increase the pace of the poem, whereas end stopped lines that break on pauses emphasize these silences and slow the poem down' (p.2034). For example in the following lines the gap, between the word 'some' and 'chink' give the image of a narrow opening.

34. Beneath the quilt our tomorrows count us with precision;

35. through some chink

Also in lines:

107. part of us, just as a steady flame

108. seems a bright extension

109. of the candle's self,

110. and not wick burning.

The writer while talking about the candle creates an image of the candle by the long space and the words 'seems a bright extension' can be imagined as the flame of the candle.

- The altered pattern of the following lines also contributes to meaning of the poem through stylistic effect.

112. There is something apt about old women

113. on prayer mats

114. turning

115. automatic

116. beads;

The poet beautifully describes the action of old women on prayer mats. The gaps before the words show the seclusion from worldly matters while sitting on prayer mats. Also the arch that is formed at the end of words 'turning', 'automatic' and 'beads' shows the movement of beads in a rosary i.e. how the bead in the rosary first goes forward and then downwards by the push of the thumb.

- The poet also foregrounds some lines by using just one lexical item i.e. (L 19) zer, (L 20) o (showing insignificance), (L 42) Awake, (L 48) buzzes,(showing quick , sudden action as mentioned in the stanza), (L114) turning,(L115) automatic, (L 116)beads, (L 136) destroy (used for repetition and emphasis in the stanza contributing to meaning)

It also refers to the sun shining brightly with its beams spread far apart on all living creatures. Also
L .135 the raging urge to destroy, destroy
L .136 destroy

The repetition of a word at the end of a sentence is also known as anadiplosis which is defined as a figure of speech which consists in the recurrence of the similar utterance at the end of one and at the start of the subsequent clause or sentence. It is an effective rhetorical strategy for achieving emphasis in a text. The poet repeats the word 'destroy' in order to express his emotions. He stresses the desire of destruction through violent uncontrolled anger.

Punctuation

Punctuation is small marks or signs which aid in elucidation and are used to generate logic, clearness and pressure in a sentence. The following kinds of punctuation are employed in this poem:

- Parentheses are used twice in the text of 'Meditation and Prayer'. Throughout the poem there is excessive use of mode or pattern of punctuation which is reflective of the title of the poem.

58. or denial. Across the cave-mouth
59. (the room's a grotto where the relics shine)

The poet mentions the cave mouth and then elaborates the idea of the small cave in which the shining relics are kept. The brackets here can also serve the idea of protection which is given to the relics in the closed room.

84. I am dressed and ready to go to office,
85. cheeks shaved with time dexterity
86. (six and a half minutes, the extra
87. half-minute because of a pimple
88. on the awkward part between chin and lip)
89. and mustaches trimmed with the precision

In these lines the poet describes the action of a person getting ready in the morning before going to work. The careful process of shaving is further clarified in the brackets. Parentheses are deliberately deployed in the poem and convey aspects of meaning. Rafat uses parenthesis to designate text that also represents as an aside. This gives the sense that he is leaning in and whispering something special in our ears, an extra tidbit that pertains to the subject matter, like a personal reflection. It involves relevant but not essential information and encloses information that is only loosely related to the subject matter that the surrounding text deals with. They are used to add supporting and supplemental information.

- The full stop is a technique generally used at the end of a sentence in prose writing but in this poem there is a deliberate effort to create foregrounding for specific and general meaning.

L.21. All night a prophetic rain has fallen.
L.22. on the steady slanting tiles, till some time.

- L.23. towards morning the roof begins to leak.
 L.24. The electricity has, as usual, failed.
 L.25. The baby starts crying and will not be hushed.

As a grammatical pause, Taufiq employs this technique throughout the text which is significant for meaning, especially through the use of declarative sentences and to make longer pauses to refer to the act of meditation and thought processes of the poet. The use of stops seems to be normative, and in fact they resemble a functioning that is closer to conventions. They are used to slow down the poem's tempo. It makes poetry more coherent, accessible and helps the reader to ponder over the sentence.

- In *Meditation and Prayer* the main function of comma in the text is essentially to show where the poet naturally pauses so as to allow the message to be absorbed during his act of meditation. Examples are:

- L. 133 the animal sounds, the dirty words,
 L.134. and as the excitement mounted
 L.135. the raging urge to destroy, destroy,
 L.136. destroy.

The extensive use of commas in the text forces the reader to pause and think which would naturally force down the pace of reading. They offer symmetry to the pattern of a poetic script. In this style also, the grammatical pause serves as a technique for foregrounding the meaning of the text.

- The colon is used before an explanation proceeded by a clause whereas the semi colon is used to separate closely related clauses. In this text both show the relationship between the ideas and the message of the poet is penetrated in to the mind of the reader.
- This poet makes use of hyphen to join two independent words to obtain compound words of strong lexical quality i.e. L .4 drain-pipes, L .96 wrist-watch, L. 58 cave-mouth, L. 1 high-vaulted, L. 7 half-a-man, L .51 first-floor apartment, L .52 song-cum-static, L .54 knee-deep, L .54 chest-deep, L .56 sea-weed, L .69 dining-room, L. 94 glow-worms, L 96 wrist-watch, L .144 well-worn.
- It is only applied once in '*Meditation and Prayer*' and provides an emphasis stronger than a direct statement. The use of question mark in the text is, apparently, also stylistically significant. In other words, Rafat's employment of question mark in this text has intrinsic stylistic value in the sense that it is deliberately used to foreground or draw attention to create direction in the mind of the reader as we observe in L .111 why then does the intelligent mind shy away from prayer? The poet has used only one rhetorical question in the whole poem. The critical point to note in this context is that this question mark carries with it a rising intonation. The design in the context is, therefore, to reflect mankind's attention to worldly matters, one's sins, guilt and regret, and the satire on modern times. The question mark is, therefore, a deliberate effort to mean to interrogate the system: why civilization has gone rotten and produces a foul smell? Why is there so much anxiety, frustration and depression in our lives? Why have we become so materialistic? Why do we remain absent minded from prayer? Why worship has reduced to hollow movements with no spirit behind them? Why we are more inclined towards the physical rather than the spiritual? Etc.

- Apostrophe has been used with the following words: L. 109 candle's self, L. 140 moezzin's call (code-switching used to refer to Pakistani context), and L. 142 time's come.

Hence the poet keeps marks to organize the text and to give it a logical sequence. Gomez (2011) states, 'beyond grammatical function, punctuation marks add meaning to the text when these are used in a creative manner'. The analysis shows that the amount and kind of punctuation used by Rafat greatly influences the cadence or pace of all the poems. He uses punctuation to significantly alter the way we read his poems and these act as signposts to breathing and pausing and at the same time contribute to the meaning and theme of poems.

Conclusion and discussion

This study has discussed the graphological resources deployed by Rafat to foreground aspects of meaning and achieve aesthetic ends in his text *Meditation and Prayer*, using Halliday's Systemic Functional Grammar (1971) and Patt's Model (1992) as theoretical templates. In this process, the various graphological tactics that convey meaning in the poem are identified, analyzed and interpreted. The analysis of the poem shows that the graphostylistic tactics of textual length, stanza structuring, typography, direction, layout, indentation, repetition and punctuation are tactically deployed to capture the theme of the poem. The graphological devices are thus capable of illuminating and exposing the communicative goals and intentions of the poet and convey the meaning of the poem. The current effort reveals that the selection of graphological patterns alongside with words is very vital and is able of expressing successfully the opinion, mindset, approach, stance and feelings of the poet. The graphostylistic analysis passes crossways the intentional messages of the poet presenting that these graphological patterns add to meaning in all his poems. The graphological patterns play an essential function in meaning production and assist the reader to be aware of the target and the message the poet is trying to pass crosswise. Graphostylistics by this examination shows that these graphological devices are consciously employed for stylistic special effects and add to meaning in poems. Hence the graphological patterns work collectively in attaining and ensuring valuable meaning and communication and serve up as helpful sources to assist in elucidation of lyrical or prosaic texts. The study by Adegoju (2008, cited in Yeibo, 2014) holds that 'graphological elements are very key in critical textual analysis, as they are the first qualities of a written text that we notice and carry certain pragmatic force that is central to the interpretation of discourse'.

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Appendix

MEDITATION AND PRAYER

1. Gracious living is gone along with the high-vaulted roof.
2. Sheerness, where once were fluted column and filigreed dome,
3. stained glass, arabesque, mosaic.
4. Instead of gargoyles, straight black drain-pipes.
5. We no longer sit on lion's paws or walk on fabled menageries.
6. Now temperature conditions our lives in rooms where
7. the ceiling is barely half-a-man above our heads;
8. it presses down on us, reminding, in a burst of short
9. lines and clichés,
10. of other pressures waiting to be lifted.
11. There was a time the inky sun provided a companionable shadow
12. as we ran home from school;
13. now the shortening shade
14. of a palm seems
15. a hand on a
16. bony wrist
17. pulling
18. us to
19. zero
21. All night a prophetic rain has fallen
22. on the steady slanting tiles, till some time
23. towards morning the roof begins to leak.
24. The electricity has, as usual, failed.
25. The baby starts crying and will not be hushed.
26. As I slosh around in the dark
27. for a dry spot, guided by a running
28. commentary from the wife, I discover
29. new dimensions of feeling: physical
30. comfort is peace; that love can only
31. thrive under a dry roof.
32. Cold, or ailing, or reluctant, we are never alone.
33. The elbow digging into our side is insistent.
34. Beneath the quilt our tomorrows count us with precision;
35. through some chink
36. the wind sneaks in
37. with its cold nose.
38. Slowly a drizzle of self-pity sizzles on the brain.
39. In the dawn air, a cacophony of loudspeakers distort

40. the muezzin's call,
41. triumphantly echoed by the crowing cock.
42. Awake
43. says the toothbrush on the wall,
44. and the gleaming razor beckons from the bathroom.
45. Awake
46. say the moans of yawning children.
47. The sun the sun the sun
48. buzzes
49. in the sky pane now.
50. Only a streetcar's drying rattle
51. as it lurches past my first-floor apartment,
52. and the song –com-static of the radio
53. disturb this peace. A liquid noise
54. rises slowly till it is knee-deep, chest-deep,
55. and then right over my head, to leave me
56. wholly suspended in a sea-weed silence.
57. Here is no question of acceptance
58. or denial. Across the cave-mouth
59. (the room's a grotto where the relics shine)
60. love has thrown a screen of glass.
61. What filters through is a nameless music
62. caressing the ears, and the glowing softness
63. of borrowed light. Time whispers, dies.
64. I stand alone on a breakwater deafened
65. by my thoughts. The ocean's restive tongue
66. flicks its saliva against the wall,
67. and what it touches is scoured and renewed.
68. Night ends, as the day ends, without a sense of achievement.
69. Consider the dining-room
70. now breakfast's over. Not a crumb
71. on the gleaming shish am table;
72. the napkins neatly quartered again,
73. and leftover foodstuff whisked away
74. by a dexterous servant in canvas shoes.
75. The mound of toast has disappeared
76. carefully consumed by clamped mouths.
77. Two cups lie in front of us, only

78. a hint of tea at the bottom,
79. while we discuss yesterday's events
80. and today's chores. The abstract paintings,
81. waxed floor, sideboard, and the bowl's
82. precise arrangement of flowers and twigs
83. make the creation of discoed unthinkable.
84. I am dressed and ready to go to office,
85. cheeks shaved with time dexterity
86. (six and a half minutes, the extra
87. half-minute because of a pimple
88. on the awkward part between chin and lip)
89. and mustaches trimmed with the precision
90. of a silversmith hammering foil;
91. the grey striped suit pressed
92. recently as becomes the cloth;
93. the tie negligently right; and the shoes
94. like back glow-worms coming to a point.
95. The clock strikes nine. Ceremoniously
96. I compared it with my wrist-watch, and
97. rise from the table under her clinical
98. eye, and fortified by the morning peck
99. and last minute instructions, I leave feeling
100. the solitary soiled thing in the room.
101. The June sun turns each asphalt road to a glue-pot.
102. Eyes straining through dust, the legacy
103. of a passing car, and ears turned to the squelch
104. of wheels, it is ridiculously easy
105. to develop a summer conscience.
106. Even poetry, through long practice, becomes
107. part of us, just as a steady flame
108. seems a bright extension
109. of the candle's self,
110. and not wick burning.
111. Why then does the intelligent mind shy away from prayer?
112. There is something apt about old women
113. on prayer mats
114. turning
115. automatic
116. beads;
117. but beyond that we are not prepared to go.

118. Racing past a tannery and a chemicals plant, we
119. note civilization has a bad smell.
120. The siren hoots and brings the day to a halt.
121. The factory gates burst outwards pressed by an
122. anonymous humanity drawing our pay.
123. Already sweepers are tidying for the next shift;
124. But he eye this whimsical evening, looks right through
125. the walls to a place where stands
126. derelict man
127. pigeon siftings accumulate on the rafters of his brow,
128. and a careless wind whistles
129. through the discussed chimney of his nose.
130. After the performance is over
131. I turn from her and light a cigarette.
132. It seems such foolishness now:
133. the animal sounds, the dirty words,
134. and as the excitement mounted
135. the raging urge to destroy, destroy,
136. destroy.
137. Just a minute ago
138. the encircling arms and thighs
139. were the one sure thing in a heaving world.
140. Now I ruefully feel the place
141. where she bit me.
142. The limp time's come,
143. and reason slowly clambers back
144. to its well-worn seat, and from the shadows
145. the deceptions one by one emerge
146. to surround the bed a accusingly.
147. I must make do with this.
148. The time of cobwebbed miracles is over;
149. rams will not appear again to save
150. this neck from the knife. But there is hope
151. still, and cause enough for gratitude,
152. if I sometimes question myself,
153. if every goodnight to the mirror
154. reveals the darkness
155. gathering slowly under the eyes.

Socio-economic condition of nomads: empirical evidence from selected districts of Balochistan

Saira Aziz*, Abdul Salam Lodhi**, Mehwish Qudoos***

*, ***Faculty of Art and Basic Sciences, BUIITEMS, Quetta

** Faculty Management Sciences, BUIITEMS, Quetta

Abstract

This study aims to highlight the socio-economic issues of nomadic life. Naseerabad division of Balochistan province was selected as the locale of the study. The research employed qualitative method of social research; a sample of 31 respondents was chosen. Two focus group discussions comprising six members in each were conducted. Non-participant observation technique was also carried out for gaining in-depth understanding about the issue under study. The empirical and qualitative findings of the present study revealed that different nomadic communities reside in different parts of Balochistan province such as Baloch, Balti, Gujjar, Jat, Hindu and Kochi tribes. These communities do not possess any permanent settlement due to their typical life patterns. Due to temporary settlement, therefore, they do not have any permanent jobs or alternative works to do; they mostly rely on daily wages. They do not have any life facilities if available so can not avail these due to limited economic resources. Lastly, the study describes the socio-economic status of nomads, particularly of women, in Balochistan which is quite miserable and needs to be given proper attention by government to increase their living standards.

Keywords: Nomadism, Socio-economic status, Nomadic settlement, Balochistan

Introduction

The term “Nomad” in numerous methods has been derived from a Greek word which means “pasture” and therefore etymologically it matches by means of ‘Pastoralism’ which is derived from Latin term that denotes to nurturing livestock. Subsequently, the first meaning is related to “Nomad”, documented in OED (vii:182) in (1587), is “A person who is appropriate to such a tribe or race which moves place to place in quest of pasture; hence, one who lives a wandering or roaming life” (Salzmann, 2002). Nomadism: the pattern of human existence or a way of life of such population who doesn’t have any permanent settlement and migrate place to place cyclically or periodically. It is a socio-economic mode of life which can be based on domestication of livestock, ecological conditions or dependency on agriculture. These are the people who live in various locations, transfer their whole set up of life from time to time. The nomadic tribes spend their life in tents and move here and there for grass and a place to be settled in. These people are characterized by a distinct culture that is reflected in their beliefs, traditional patterns and customs. By estimation, it has been mentioned that the world comprises of 30 to 40 million of the nomads. Most of the

societies have been customarily nomadic, but in developed nations the customary nomadic activities are increasingly rare (Munawar 2013).

Nomadism is such a pattern of life, which is infrequently understandable basically as environmental variation. In contemporary circumstances, periodic groups could be in several cases proficient by commuting shepherds as well as by wandering families. The familiarity and devotion nomadism forges between the family and the range in marginal surroundings is possibly unapproachable by any other resources and further promising environmentally in the long run than any other possible practicing approach. Furthermore, the nomadic' awareness and understanding of the total territory is an essential sustenance for other segments of the economy and for the general commencement of nature of the society, the affiliation between the total social order and its atmosphere. The nomads are of three types, a) hunter gatherers, b) pastoral nomads and c) peripatetic nomads.

In human history the longest-lived sustenance method was adopted by nomadic communities, succeeding seasonally obtainable rough plants. Nomads transfer with herds due to the stability of pastures of all areas. Peripatetic communities (nomads) are found mostly in developed countries, moving from one region to another one and offer trade everywhere they travel. Nomadism is mostly found in insignificant areas which only support spare population, predominantly in the barren regions and as well in semi-barren sections of Asia and Africa. This is such kind of society which is traditional one that allows social movements and suppleness indispensable for moderately even usage of shrubbery over enormous zones of low eminence rangeland. There is supplementary social interaction in these communities than those people inhabit in less or slight scattered regions. As nomadic tribes muddle through successfully with the social issues and the environmental problems especially in those regions where other people never want to stay even for a day, so the way of life which they spend justifies careful considerations. The patterns of nomadism comprise ways of imagination around people and the space that is significant for effective economic progress in marginal ranges.

Nomads of Balochistan follow the cyclical pattern of forage production, spending the summer season in colder highlands and winter season in warmer lowlands. Nomadic livestock owners buy constant grazing rights, grass and other feed stuff for their animals in exchange for their labor, animals and for the products of animals. This system of livestock is as well denoted to as pastoral (FAO, 1983). Nomadic livestock producers are gradually getting involved in buying the field of cereal farms around the area where they reside with their animals. In the past, they attained the fields only for grazing in crop excesses/stubble but now in some areas they buy, harvest and market the grains, as well. Almost 30 percent of the total number of small ruminants' population of the province belongs to nomadic people (GOP,1997). There is also a current inclination of nomadic livestock owners of buying agricultural land and adopting transhumant standard of livings.

Methodology

Methodology provides scientific procedure, design of investigation, the nature of the influence and requirement of theoretical framework. This chapter deals with the methodology that is adopted for the research. The study is purely qualitative, exploratory and descriptive; it focuses the methods of data assortment on nomads of Balochistan.

Study area

As nomadic communities are found in all parts of Balochistan province but present study is confined to Naseerabad division of Balochistan province due to time and resource limitations and that point of time when mostly nomads migrate in to that area. The study was carried out in various districts of Naseerabad which comprises Naseerabad, Jaffarabad, sohbatpur, Jhal Magsi and Kachi. The area was selected due to the environmental conditions and availability of nomads. As this area is a tropical one therefore, the respondents migrate here from other parts of Balochistan during winter season.

Qualitative research is a broad term which covers a wide range of research techniques and philosophies; in broad terms qualitative research is such an approach that allows examining experiences of people in detail, by utilizing various research methods. For instance, comprehensive interviews, focus group discussions (FGDs), observation, content analysis and life histories or case studies. The qualitative research method is selected to explore or unearth the socio-economic conditions and problems of nomads in Naseerabad division.

Sampling

Selecting a sizable population is a tough task in case when the whole population is unknown. In the study this difficulty can't be ignored because the number of nomads in Balochistan isn't known. Balochistan is a large province; from the entire province data collection isn't possible due to resource and time limitations, so sampling is a useful method. In this study, the sample unit is the individual/group who migrate from one place to other, called nomads. The respondents were selected keeping in view a common characteristic of being a nomad. The sample size is 31. The study also includes detailed interviews, two focus group discussions (FGDs) and four key informant interviews. In detailed interviews both male and female were approached, one FGD was conducted with male member of the community and the other FGD was conducted with female members of the nomadic communities. It is purely grounded on qualitative method of research so provides a comprehensive data. In this research, the whole population is unknown, the actual number of total nomads can't be known fully due to their temporary settlements, and therefore purposive sampling technique was applied for the study for the individual interviews.

Results and discussion

Nomadism encompasses constant shifting of the people in the exploration of substances. Nomadic mobility is concentrated around temporary centers of operations, the constancy of which is reliant upon the food supply and the accessibility of technical proficiency for resource exploitation and the adjustment in the labor market. It was found that the distribution of the nomads is associated with the number of individuals and physical factors. The cultural heritage of nomadism is a very significant factor in the persistence of nomadism. The requirement of consistent migration outlines almost all characteristics of nomadic society and culture. Even though often understood by outsiders as 'wandering', the cyclical migrations of nomadic herdsmen are in general over fixed directions traveling between recognized pastures and water possessions. These movements begin in spring as adequate rainfall or snowmelts (or both) open up additional pasturelands.

Socioeconomic conditions of nomads

The empirical findings of the study reveal that the social and economic conditions of nomadic tribes are quite miserable due to unavailability or inaccessibility to the life resources. They are deprived of most of the life facilities. The nexus of legal pluralism, tenure insecurity and changing control of space is identified as an important determining factor for the shape of mobile pastoralism (Kreutzmann and Schütte, 2011). The findings of the study also disclose that a frequent number of population are unable to avail the basic facilities due to various reasons; firstly they did not have facilities in their areas because they lived in remote areas which are far from the other settled community. Secondly, if these facilities are available in their vicinity so these people are unable to avail those easily. The reasons behind inability to avail the life services are economic and social. Either they do not have enough resources to get those facilities as these services cost much which are expensive for nomads. The social reason involves their temporary settlements which do not allow them to avail any services for a short time period.

The education of nomads is constrained by social, cultural and ecological issues. Nomads living in remote areas do not avail the educational facilities. The results of the study showed that the majority of the respondents were illiterate. Furthermore, Dyer (2001) also found that wanderers, and mainly nomads, are the ones who are the most scattered groups within the society and these people are mostly excluded from the provision of education. However, the spectacle of migration itself highlights the difficulties in providing and using the services of education. Likewise, Dyer (2010) also argues that the provision of formal education to nomads always replicates the established patterns of economic judgment and the inequality which ignore the children who belong to nomadic families. Moreover, a large number of respondents do not have much of belongings due to regular shifting which costs a lot. They just have few belongings and the most important for them are the camps/tents which are the vital for housing of nomads. Inside the tents they own few basic things such as some sleeping mats and blankets, a stove, some dishes, few clothes and a little food because nomads are often poor. They mostly keep their animal herds nearby their camps tied with ropes.

Access to basic amenities

It was observed in the study that few of the families had the basic social facilities nearby their settlements but couldn't avail these due to their temporary settlement. These social services near the city area includes, markets, girls and boys schools, health care centers, mosque, police station, paved roads, transportation facilities, clean drinking water, livestock market, veterinary hospitals etc. The distance of these services to around 75 percent of the population was far away and to the remaining 25 percent was closer. The nomadic communities from whom these services were on distance, they faced so many difficulties in their life. Hence, Dyer (2010) found that the policies failed to fulfill the needs and rights of health services and educational institutes for the nomadic population, though the illegalization of flexibility leaves a durable inheritance of discrimination. Whereas, Bauer (2015) suggests that the ways of resettlements offer the nomads with opportunities for the access to the public facilities such as health services and educational facilities. The above discussion helps make it clear that along with proximity, the availability of resources at the time of need also matters. Little (1992) stated that the nomadic and settled Turkana both are focused on seasonal and long term bases, to less food sources. Additionally, it was observed that the protein which is attained through blood, milk and meat is appropriate for diet however, the energy of food is limited as body fats are reserve. While conducting interviews it was observed that 68 percent of the population had mostly the problem of food shortage and water scarcity which remained for a week and sometime exceeded. The rest of 32 percent of the respondents did not face the food and water scarcity, they reported that we earn that much which fulfills our family needs. The respondents were thankful to Almighty Allah for having basic necessities of life.

Contribution of nomads to local economy

The nomadic communities are significant for the economy of any region. They deliver valuable livestock products and essential foundation of labor for the purpose of date harvest and other crop harvests which accords with the slack season in the pastoral cycle. They are also agricultural fabricators themselves: much of the agricultural production of the area depends on unpredictable rivers runoffs, which only the nomads understand better. Small sacks of soil scattered all over the areas produce crops when a downpour transpires to bring water, however only if a nomad is there to apply it. Therefore, the contribution of nomadic communities cannot be ignored in any field.

The sources of earning of nomadic communities is quite limited to the animal herds production, to the work on daily wages, working on the lands as tenant, and some other related work in the field of agriculture in sowing or harvesting seasons. These findings are in line with the findings of Ginguld et al. (1997) who reported that a lot of differences were found in livestock practices and the other sources of subsistence's as a result of outside policies that limit animal's places and the foundations of income (table 1).

Table 1: Sources of family earning

Serial No	Sources	Percentage
1	Job	0
2	Livestock	35
3	Daily wages	52
4	Any other	13
Total		100

Source: Survey data, 2016.

The unstable or temporary sources of earning of nomadic communities obviously lead to unstable sort of amount received by those sources. It was observed that a nomadic family which was interviewed was entirely relying on begging. The male and female family members and their children begged for meeting the needs of family. When they were asked why they are not doing any job, one of the male respondent answered that, now-a-days educated and qualified people are not having any job so who will give us any work as he was illiterate and do not have any knowledge. One of the female member of this family said that, they also want to have life's basic facilities, they also wants to eat meat and rice but they can't get these due to inflation and poor economic condition. Her daughter was facing a severe health issue and they couldn't treat her due to poverty. Furthermore, she mentioned that, there were very small proportion of people who give them money while begging, instead many give miseries and make their life miserable.

Sources of livelihood

The family earning isn't an easy task especially when it is about the nomadic communities; this population suffers the worst conditions of the life. The results of the study showed that the entire population was facing the problems of arranging for the livelihood source of the family. Especially the male members of the family, who look after each member of the family. In course of interview, few of the male members said that the earning isn't an easy work to do, they have to work the whole day on the lands in every type of season either summer or winter and get a very little amount which gets quite hard to manage for the livelihood. So it is obvious that they face too much difficulty in making the family earnings and still get insufficient for the needs of the family.

One of the respondent mentioned that it was very hard to earn livelihood for them (nomadic communities) who don't have any other source of earning. Firstly, they have to find sources of earning which isn't easily and they are also underpaid if they find a job. While few of the female respondents of the focus group discussion reported that their family's entire earning was depending on the livestock which they had, but now they don't possess any of them. In flood they lost their livestock. Now, finding the alternative sources of earning for the male members is a hard task. One of the other respondent mentioned that they have few goats and sheep which help them coping with the economic hardships. They sell milk and make yogurt which is used and sold as well. These

livestock are grazed by their sons. At home, they (women) take care of them. The discussions showed that the livestock production helps nomads in making their earnings and fulfilling the needs of the family.

Conclusion

The main purpose of the study was to give an overview of socio-economic conditions and problems of nomads in Balochistan province of Pakistan. The results of the study have comprehensively presented not only the social and economic conditions of nomads but as well demonstrated various other issues and prospects of nomadic life patterns. The migration patterns of nomads include their movement to various regions of the province, these families mostly the Afghan nomads usually move to Balochistan during summer and move back during winter, they usually settle in different parts of the Balochistan province. Nomadic communities usually settle near water and pasture sources, the families main source of livelihood is earned through their livestock, nomadic farming or by daily wages. Their (Afghan nomads) extensive travel across both countries is mainly done on camels, without using any vehicle for transportation.

The nomadic communities are experiencing through a remarkable transformation as a consequence of innumerable socio-economic motivations and coercions. These motivations and coercions have probably stimulated the settlement of nomads, movement of landless nomads to cities for alternate occupational opportunities. The social aspect of the study analyzed various aspects of nomads such as, the social services provision and access, one of them was the health services which were in a very poor condition. The major limitations in the poor health status of nomads are the nomadic environment and non-acceptance of community towards the health services. Though, the inaccessibility and unaffordability to health care and disinclination to seek assistance for health concerns remain a substantial problem in nomadic societies. Besides that, nomads are widely excluded from education provision, despite pledges of education for all.

The results of the study revealed that nomadism is mostly found in marginal regions which support only the sparse population, particularly in arid and semi-arid regions of the province. This traditional form of society allowed flexibility and mobility. These small scattered populations have more social interaction with each other. Their way of life exemplifies the values to which the rest of the population pledges. Nomad's seasonal movements could in several cases be proficient by commuting shepherds as well as by transferring families, but the understanding and commitment nomadism forges between the family and the ranges in marginal conditions. Furthermore, nomad's understanding and knowledge of the land is a significant support for other segments of the economy and for the society's general commencement of nature, the relation between the total society and its atmosphere.

Nomadic communities lack the basic life facilities therefore; the study suggests that both governmental and non-governmental organizations should supply adequate amenities to support the

livelihood of the poor nomadic population. These amenities are education, social, services, and health care facilities. In considering priorities for health, greater exertion and resources are essential to increase their responsiveness and change attitudes towards acceptance of present day's health care services. Human right laws should provide nomadic population with rights to use their lands, if they possess any.

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Quality Policy Statement

BUITEMS contributes in defining standards and systems for the up-lift of socio-economic order through quality education and services by:

- ❖ Providing an environment conducive to learning, teaching, academic inquiry and innovation
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- ❖ Benchmarking with other leading institutions of higher education for improvement
- ❖ Enhancing efficient and effective operations by encouraging participation of stakeholders
- ❖ Pursuing continuous improvement through creativity, team work and adaptation to change

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Playing a catalytic role to achieve the national, regional and global harmony.

