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## **John Donne and Waris Shah: A Comparative Study of the Elements of Philogyny and Misogyny in their Poetry**

### **Abstract**

*John Donne and Waris Shah hail from lands, cultures and customs far different from each other, yet their poetry bears captivating similarities. Both have marked their everlasting brilliance and given us gems of wisdom through their subtle poetry. Despite the fact that the poets belong to two different regions and societies, they express an astonishingly similar stance regarding women. The ways in which they express their affinity and abhorrence towards women, form the focus of this article.*

**Keywords:** *everlasting brilliance, gems of wisdom, subtle, affinity, abhorrence*

### **INTRODUCTION**

Writers from around the world have written in favor of womanhood and against it. Throughout history, the fair sex has intrigued writers and poets, from around the world, as a palpable subject for writing. John Donne emerged as a famous ‘Metaphysical’ poet in England during the 17th century whereas Waris Shah was an 18<sup>th</sup> century Sufi poet from Punjab who marked his everlasting eminence by creating his masterpiece ‘Heer’. This article highlights some remarkable similarities in the way both poets perceived womanhood.

Patriarchy has been dominant through most of history. This might offend some people but it is a truth that men have been dominant over the fair sex. History has shown us that men have loved their women and have even fought wars for them and over them. Yet they have expressed, in one or the other, sheer abhorrence towards women. They have made allegations about women, branded them as disloyal, treacherous, and the root cause of evil, and inflicted both physical, and psychological violence upon them. And yet history is also replete with remarkable examples of men’s love for women. The famous *TajMahal* for instance was built by a Mughal emperor Shah Jehan in the memory of his beloved wife Mumtaz Mahal. Patriarchy has been dominant during the course of history. This might offend some people but it is a truth that men have been dominant over the fair sex. History has shown us that men have loved their women and have even fought wars for them and over them. Yet

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they have expressed, in one or the other, sheer abhorrence towards women. They have made allegations about women, branded them as disloyal, treacherous, and the root cause of evil, and inflicted both physical, and psychological violence upon them. And yet history is also replete with remarkable examples of men's love for women. The famous *TajMahal* for instance was built by a Mughal emperor Shah Jehan in the memory of his beloved wife Mumtaz Mahal.

They say that the zenith of any language can be reflected through its poetry. Poetry is another word for wit, wisdom, and eloquence. Hence the viewpoint of the poets regarding women carries seminal significance. This dual behavior of man toward woman – misogynistic and philogynistic – is universal as it is instinctive. No matter where the poet hails from, instinctively he would carry sentiments similar to the one sitting thousands of miles away, regardless of varying culture and societal setups.

### **Statement of the Problem**

Waris Shah is hailed as the epitome of Punjabi poetry, and Donne is a famous Metaphysical English poet. Though remote from each other in terms of geographical region, culture, and language, the stalwarts of poetry share astonishingly similar thoughts and beliefs regarding the fair sex with their poetry carrying vivid glimpses of philogynistic and misogynistic elements.

### **Delimitation**

This article highlights the elements of philogyny and misogyny in the poetry of John Donne and Waris Shah. As a researcher, I shall analyze the poetry of both John Donne and Waris Shah with respect to the elements of philogyny and misogyny.

### **Research Objective**

The objective of this research is to highlight the shared elements of philogyny and misogyny in the poetic works of John Donne and Waris Shah with the help of textual references.

### **Research Question**

What are the congruent philogynistic and misogynistic elements in the poetic endeavors of John Donne and Waris Shah?

### **Significance of the Study**

Philogyny and misogyny are the two terms, antonyms in nature, which define a person's stance toward womanhood. Philogyny, according to The Oxford Dictionary of English, is fondness for women, whereas misogyny is "hatred of women" (Mifflin, 1992). The significance of this study is that this article focuses on the poetry of John Donne and Waris Shah and attempts to compare it from the perspectives of philogyny

and misogyny. This comparison intends to highlight affinities between cultures and certify the fact that despite geographical, lingual and cultural dissimilarities, great minds tend to think alike. It is vital to point out likeness and similitude among nations and civilization when the world is experiencing ‘The Clash of Civilizations’ (Huntington, 1996). Literature has its own functions, one of which is to bring together mankind and contain the divisiveness that has become so dominant therein. This study intends to find similarities between the western and eastern poets’ stances toward women.

## LITERATURE REVIEW

The genre under consideration in this study is poetry.

This research highlights only the similarities and does not focus on the many dissimilarities in the poetry of John Donne and Waris Shah. It is evident that the two poets belonging to different regions and cultures must have dissimilarities and contradicting elements in their poetry. This research, however, focuses only on the noteworthy similarities on the grounds of philogyny and misogyny in John Donne and Waris Shah’s poetry and does not focus on similarities on any other basis.

It is a well-known fact that women have always been the center of attention for men. Men have loved their women and at the same time inflicted great oppression and repudiation upon them. History has borne both the philogynist and misogynist models of patriarchal societies. The theoretical framework of this research rests upon the fact that wherever there has been a society dominated by men, the sentiments of misogyny and philogyny have been fairly evocative.

### Theoretical Framework

The term **misogyny** means dislike, hatred, or repugnance for women. It can be in any form i.e. prejudice, mental and physical violence, social marginalization etc. Misogyny is “a central part of sexist prejudice and ideology and, as such, is an important basis for the oppression of females in male-dominated societies. Misogyny is manifested in many different ways, from jokes to pornography to violence to the self-contempt women may be taught to feel toward their own bodies” (Johnson, 2000). This term – misogyny – was adopted by the English from a Greek word ‘misogunia’ meaning hatred for women. Long before comedy and tragedy, misogyny used to be the convention in Greek literature (Robert, 2002). **Philogyny** on the other hand means affinity and fondness for women. This word has its roots in the Greek language as ‘philo’ means loving and ‘gyne’ means woman in Greek language.

This research highlights only the similarities and does not mention the many dissimilarities in the poetry of John Donne and Waris Shah. It is evident that the two poets belonging to different regions and cultures must have dissimilarities and

contradicting elements in their poetry. However, this research focuses only on the noteworthy similarities on the grounds of philogyny and misogyny in John Donne and Waris Shah's poetry and does not highlight similarities on any other basis.

Seldom have these poets been compared on any grounds, in critical studies although their works have, many a time, been analysed without regard to the other author's texts and criticised with respect to representations of womanhood. With regard to Donne, an article by Sarangi (2013), states that the poet exhibits his misogynistic bent of mind and his anger for his partner whether she is a wife or a lover (p.2). In another article, it has been maintained by Halsey (2009), that John Donne has an obsession with representing women that challenges modern-day gender stereotypes in a distinctly misogynistic tone (p.4).

The Pakistani researcher Ahmed (2013) draws a similitude between the thoughts of various Eastern writers and those of John Donne. While quoting the misogynistic mind-set of Donne, Ahmed (2013) cites a verse of Waris Shah translated as:

*"A woman, a beggar, a sword and a horse are loyal to none"* (p.284)

In the article titled "The Feminine Stereotypes in Heer by Waris Shah" by Sadaf Mehmood, 2014, the writer has discussed the fact that women are inferior and a superfluous creature according to men. They, i.e. the women, seldom satisfy the expectations of loyalty that men have of them (Mehmood, 2014, p.79). The writer also highlights Waris Shah's feminist, i.e. philogynistic stance by saying that Shah has formed a strong and stubborn female character *Heer* and admires both her virility and beauty. Nevertheless, Mehmood (2014) concludes the article saying that women have always been subjugated in a patriarchal society and that Waris Shah's poetry is a symbol of man's intolerance toward the fair sex (p.84). This article highlights only the similitude in philogyny and misogyny in the poetry of John Donne and Waris Shah.

## RESEARCH METHODOLOGY

### Research paradigm

Qualitative research has been carried out comparing the two poets' works.

### Content

Waris Shah's 'Heer' and John Donne's 'Elegy XIX', 'The Sun Rising', 'Song: Go and catch a falling star', and 'Woman's Constancy' shall be used as content for this study.

### Method

Content Analysis (Comparative Study) is used as a method to carry out this comparative study.

### RESULTS & ANALYSIS

There are numerous misogynistic elements in the poetry of both John Donne and Waris Shah. Faithfulness and loyalty are two of the most significant human values, and it is derogatory, hurtful, and shameful if these values are challenged, or deemed dubious. Misogyny includes remarks of hatred and repudiation when they constitute a pattern deployed against women. What could show more hatred toward a person than calling them disloyal and unfaithful? John Donne's famous, '**Song: Go And Catch A Falling Star**' is imbued with the message that anything seemingly impossible can happen except for a woman being loyal. During the whole poem, John Donne builds up a tone of suspense and romance by suggesting that readers can perform some tasks which are so difficult that they seem impossible. But at the end of the song he opens up and says that out of all the hard to achieve things in the entire world, finding a loyal woman is the most difficult if not impossible task. He says:

*"...And swear,  
No where  
Lives a woman true, and fair..."* (Donne, 1631, p. 2)

Waris Shah, in his Heer, maintains similar thoughts. He too expresses negative remarks regarding the loyalty of a woman. Like Donne, it appears that Waris Shah too had a bitter experience with women that made him pass such misogynistic remarks. He says:

تساں ولی تے غوث تے قطب مارے مگراں نال سبھے پریاریو نی  
وارث رن دی ذات بیوفا ہوندی پوری نال نہ کسے اتاریو نی

*"You got saints, mystics, and the pious killed by your cunning stratagem,  
O Waris, the very creed of the women is unfaithful – they prove loyal to none."* (Shah, stanza. 17)

Both poets express their viewpoints in sweeping statements; both poets are judgemental and seem to have a decided opinion, regarding a woman's unfaithfulness. From the previously quoted verses we can clearly see that both Donne and Shah have astonishingly similar misogynistic views regarding women. In 'Heer' we come across many verses that show the misogynistic stance of Waris Shah –

misogynistic in the sense that they deem women inferior, unsteady, or treacherous at some level. At one point he writes:

وارث رن، فقیر، تلوار، گھوڑا، چارے تھوک ایہہ کسے دے یار نہیں

“O Waris, a woman, a mendicant, a sword, and a steed are loyal to no one” (Shah, stanza. 352)

Likewise in his ‘**Song: Go and catch a falling star**’ John Donne says that a woman cannot prove loyal.

“...If thou find'st one, let me know,  
Such a pilgrimage were sweet;  
Yet do not, I would not go,  
Though at next door we might meet;  
Though she were true, when you met her,  
And last, till you write your letter,  
Yet she  
Will be  
False, ere I come, to two, or three...” (Donne, 1631, p. 2)

Donne here is of the view that women cannot be trusted even for a short time and that it is extraordinary if one finds a loyal woman – loyal even for a temporary period. This might seem insulting and rather ludicrous to most of us but it remains a fact that Donne expresses abhorrence for women. Similarly Waris Shah says that a woman bears prowess in deception and cunningness. She is as menacing as a lizard. He says:

دفتر مکر فریب تے نچر وایاں انھاں پستیاں وچ ملفوف ہے نی

“Women have learnt all the volumes of swindling and deception.” (Shah, stanza. 361)

In drawing similarities between the viewpoints of Donne and Shah, the above mentioned verses prove our thesis, despite having no cultural and geographical affinity, both poets share astonishing similitude of thoughts regarding women. Waris Shah uses his female characters to show his misogynistic ideas.

Donne criticises the adulterous nature of a woman in his poem, “Woman's Constancy” and claims that a woman is merely a fair weather friend and she will stay

with a person briefly. In this poem he exclaims to his lover that after she has passed a night with him, rather than staying loyal to him, she plans to seek a new partner or lover:

*“Now thou hast loved me one whole day,  
Tomorrow when you leav’st, what wilt thou say?  
Wilt thou then antedate some new-made vow?”*(Donne, 1631, p. 3)

Waris Shah offers additional complaints about women by directly belittling women through the speech of his major character Ranjha. He is of the view that women have limited vision and intellectual competence as compared to men. It is evident that chauvinistic and misogynistic sentiments are present in the poetry of John Donne and Waris Shah. Waris Shah says:

مرد صاد ہیں چہرے نیکیاں دے صورت رن دی میم موقوف ہے نی  
مرد عالم فاضل اتے اصل قابل کسے رن نوں کون وقوف ہے نی

*“Men are proven faces of virtue, but a woman is merely a superfluous creature.  
Men are learned, competent, and rational, but a woman is devoid of wisdom.”* (Shah, stanza. 361)

These verses clearly show disdain for a woman not only because she lacks virtue but because she is considered intellectually inferior to a man. Chauvinistically, it also asserts a man’s superiority. Indirectly, it implies that men consider women inferior and dislike them. Waris Shah says, through his protagonist *Ranjha*, that woman is like a piece of cake before him and can never overpower or even be equal to a man. He says:

کیہاں آن پنچائیتیاں جوڑیاں نی اسیں رن نوں ریوڑی جاننے ہاں  
پھڑیے چتھہ کے لینے لنگھا پل وچ تنبو ویر دے نت نہ تاننے ہاں

*“How could you dare to probe me? I consider a woman mere a sweet snack.  
I can catch, chew and swallow her, you’re lucky I seldom get into a fight.”*(Shah, stanza. 351)

Other evidence of men's misogyny is that Waris Shah uses his female characters to give them scatological dialogue. The language that his female characters use is rude, taunting, and teeming with venomous expressions – as if their words carried fire.

Both poets' works are imbued with elements of love and affinity towards women as well as misogyny against them. Both poets cherish and praise women in a singular manner. John Donne's poem "**Elegies XIX. Whoever loves, if he do not propose**" is an example that reveals his philogynistic bent of mind. In this poem he praises nearly every part of his lover's body. Waris Shah's style of description of the female protagonist, *Heer*, carries astonishing similarity with that of Donne's. Shah too praises *Heer* as if she was the most beautiful maiden on earth. The following paragraphs draw a parallel between both men's description of a beautiful woman.

John Donne writes:

*"Her swelling lips, to which when we are come,  
We anchor there, and think ourselves at home,  
For they seem all ; there Sirens' songs and there  
Wise Delphic oracles do fill the ear.  
There, in a creek where chosen pearls do swell,  
The remora, her cleaving tongue, doth dwell.  
These and the glorious promontory, her chin,"* (Donne, 1631)

Waris Shah writes:

ہوٹھ سرخ یاقوت جیویں لعل چمکن تھوڈی سیب ولایتی سار وچوں  
دند چنے دی لڑی کہ ہنس موتی دانے نکلے حسن انار وچوں

*"Thy lips are red as a ruby, your chin, gently cleft as an apple, singular.  
Your teeth as white as a garland of Jasmine flowers, or brilliant white pearls as  
well-placed as seeds in a pomegranate."*(Shah, stanza. 57)

If we analyse these verses, it is evident that both poets express philogynistic traits in an astonishingly similar manner. John Donne praises the lips of a young maiden and so does Waris Shah. Donne admires the shape of the lips and Shah praises the colour of *Heer*'s lips; both poets appreciate the chin of the woman, while comparing the teeth with pearls. This similitude in the description of a woman's beauty is both exciting and fascinating, with their philogynistic thoughts being well presented in the above mentioned verses. Both poets also praise and define the beauty of their bodies. In "Elegy XIX", Donne writes:

“O'erpast, and the straight Hellespont between  
 The Sestos and Abydos of her breasts,  
 Not of two lovers, but two loves, the nests,  
 Succeeds a boundless sea, but yet thine eye  
 Some island moles may scattered there descry ;  
 And sailing towards her India, in that way  
 Shall at her fair Atlantic navel stay.” (Donne, 1631)

Similarly Shah writes:

چھاتی ٹھاٹھ دی ابھری پٹ کھیوں سب بلخدے چنے انبار وچوں  
 دھنی بہشت دے حوض دا مشک کلبہ پیڈو مخلی خاص سرکار وچو

“Her breasts drop with elegant swell, as if the apples of Balakh city, carefully chosen from a mass.

*Her navel, as graceful and fragrant as a pool in Heaven, as soft as velvet”* (Shah, stanza. 57)

Both John Donne, and Waris Shah have described the body of a beautiful woman, using similar words and phrases as well as style, showing that their love for the fair sex, or philogyny is evident in their physical description of the woman’s face and body.

## CONCLUSION

A detailed analysis of the selected works of the two poets shows that there does exist a remarkable similarity in the way John Donne, and Waris Shah perceive womanhood. Their philogynistic, and misogynistic stances are comparable. As recommendation for future research, it is suggested that the works of both poets John Donne and Waris Shah be compared on other grounds like **philandry**, and **misandry**. Hence it can rightly be concluded that there do exist remarkable similarities that both poets share regarding their stance toward womanhood. This article is intended to highlight philogynistic and misogynistic elements found in their poetry. From the above cited examples from their poetry it does become evident that both of them carried similar misogynistic and philogynistic viewpoints.

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## **CoronaVirus Disease (COVID-19) and Women in Pakistan**

### **Abstract**

*This study focuses on the problems faced by women during lockdown due to Covid-19. It is based on the analysis of research papers, newspaper articles, books, UN reports and other online sources. The study summarizes that this pandemic has negatively impacted women who experienced more domestic violence at homes during the lockdown period. The study concludes that during the pandemic, women suffered a lot and beside other difficulties, they experienced domestic violence as well. Women also have limited access to health facilities due to which their medical issues become much more severe. Moreover, the pandemic has left women economically vulnerable as their income sources have shrunk. The study suggests that there should be women-friendly planning so that their issues are resolved on priority basis. Women should be made part of the National Command and Operations Centre so that they can share their problems with the policy makers.*

**Keywords:** COVID-19, Women, Pakistan, Violence, Health

### **INTRODUCTION**

On March 11, 2020, the World Health Organization (WHO) stated that an outbreak of the viral disease COVID-19 – first known in December 2019 in Wuhan, China – has attained the level of a worldwide virulent pandemic (Javaid, & Javaid, 2020). More than 200 countries/regions have reported confirmed COVID-19 cases, as of late February and early March, 2020. As far as the number of COVID-19 infected patients is concerned, the USA stands at the top of the list followed by other European nations (Rawat, 2020). Keeping the severity of the pandemic in view, the WHO asked all the governments to initiate activities on urgent basis to control the spread of COVID-19

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(Human Rights Watch, 2020 a). It is now an admitted fact that COVID-19 is not merely a global physical health problem but is also a major cause of social, economic, and psychological distress especially for the weaker sections of society including women and people with disabilities. Like other countries of the world, Pakistan has also taken various steps to control the spread of the Corona pandemic (Jamal, 2020). These include closing down educational institutions throughout the country from March 11, 2020 onwards. Inter-city and intra-city travel was banned, while international and domestic flights were also banned, whereas businesses and all types of gatherings were prohibited (Safdar, & Yasmin, 2020). Various states/governments stopped all kinds of festivals including social, cultural, sports and religious gatherings like Umrah and Hajj so that crowds could be avoided (Chakraborty & Maity, 2020). In addition, the government of Pakistan, with the help of the Civil Aviation Authority, established a screening system to screen every passenger who arrives from China and other infected countries. Although there were some lapses in the screening system, with time the monitoring system was improved (Saqlain, Munir, Ahmed, Tahir, & Kamran, 2020). Countries throughout the world are executing various types of 'social distancing' measures to slow down the spread of this viral disease. According to Human Rights Watch (2020b) lockdown, social distancing and suspension of business activities has further added to the problems of people especially the marginalized sections of society. Due to the lockdown 12.3 million to 18.5 million people in various sectors are expected to withdraw from their jobs resulting in economic problems on a massive scale.

Like other countries across the globe, there is a growing realization of the significant threat that the new Coronavirus poses to Pakistan's population of 222 million, about half of whom are women. This includes at-risk populations, such as, 33 million persons with disabilities, 60 percent of whom are estimated to be women. Since early March 2020, cases have continued to increase across Pakistan, with the highest number of cases recorded in Punjab. COVID-19 has further depressed the already weak economy and taxed an insufficiently resourced health system already grappling with inadequate tertiary-care facilities and health care personnel.

Women are expected to be further affected as COVID-19 adds challenges to the systematic discrimination of women, their limited access to political rights, a weaker socio-economic situation and higher rates of vulnerable employment (Tariq & Bibler, 2020). According to Malik and Naeem (2020), apart from the primary impacts of pandemic there are secondary impacts as well which have a more serious implication and which are difficult to understand and settle when sex-disaggregated data is either not available or is inauthentic. Unluckily the affected nations have still not released their national disaggregated information which is creating hurdles in gender sensitive planning. Hence it is of utmost importance that the government consider the damages caused by Covid-19 particularly on women and devise suitable strategies for handling

its primary and secondary impacts. The nursing profession in Pakistan is considered as a feminine job and that is why it is mostly women who work as nurses in different hospitals. This exposes them even more to the Coronavirus. Due to quarantine and lockdown, women are at increased risk of violence at home and have no access to legal aid. This has added to the problems of the women and led to stressful situations, physical and mental ailments (Sandoiu, 2020).

The current study aims to identify the impact of Covid-19 on women in Pakistan. In addition, it explores whether this pandemic has added to the existing problems of women especially in the spheres of domestic violence, healthcare and employment opportunities.

## **RESEARCH METHODOLOGY**

The purpose of this study was to determine the problems faced by women during COVID-19 pandemic. Primary data collection from female respondents was not possible due to cultural sensitivity and lockdown in the country, due to which the study was based on review of available literature regarding COVID-19 and its impact on women in Pakistan. The review of literature was conducted with the help of various search engines e.g. Google, Yahoo etc. accessing online material including newspapers, published research papers and magazines. Works of social scientists have been analyzed and an attempt has been made to identify the weak areas in the research studies already conducted on the subject. Policy recommendation is also given on the basis of the findings of the study.

## **LITERATURE REVIEW**

### **Domestic Violence**

Domestic violence is not a new phenomenon in developed and developing nations. During Covid-19 pandemic an alarming increase was noted worldwide – the World Health Organization has called it the ‘shadow pandemic’. According to media reports, the number of domestic violence cases increased during the lockdown. Due to lack of protection and supportive remedial measures, women are facing psychological distress, bodily harm and deaths (Bari, 2020b). The Pakistan Demographic and Health Survey further elaborated that nearly 28% of men (and 32% of women) agree that a husband is justified in beating his wife if she goes out without telling him while men are not bound in any way (International Growth Centre, 2020). Due to cultural norms, women cannot go outside their houses without the permission of male family members, therefore they are unable to get the required treatment at the proper time.

Lockdown and stopping of business activities due to Covid-19, which continued for an indefinite period, may lead to stress and related risk factors for families. In

addition, lack of employment, reduced income and scarcity of resources led to family quarrels and resulted in domestic violence (Catalá-Miñana, Lila. Oliver, Vivo, Galiana, & Gracia, 2017). Such types of cases have been reported from China where the number of cases increased three times while in France studies have shown a 30% increase, Brazil jumped to 50-50 and Italy has also witnessed increased number of violence related cases against women during Covid-19 lockdown (Campbell,2020). Incidence of domestic violence is not a new phenomenon in Pakistani society (Plan International, 2020) but there is no official data available regarding such cases during the lockdown in Pakistan (Dossa & Mysorewala, 2020). The central government imposed a lockdown due to which the survivors and victims of Sexual and Gender Based Violence could not access services like policing, shelter, counseling and legal aid (UNODC, 2020). The Human Rights Ministry, through its helpline 1099, registered about 40 thousand calls for help in just the month of March 2020, out of which only 13 calls were related to Gender Based Violence. In Khyber Pakhtunkhwa province 25 calls were registered during the same period at its helpline number 15. The police data shows 399 cases of murder of women registered at the police stations during March 2020. The Sindh police records show a distressing growth of violence against women, where 10 cases of *karo-kari* (honor killing) occurred in just one month – March 2020 (Agha, 2020).

The mental health professionals who are providing online therapy have also reported that during the lockdown due to COVID-19, a tremendous increase in the number of cases of domestic violence was noted in Pakistan (Haider, Tiwana, & Tahir, 2020). The female health workers who make up about 70 percent of the workforce in the world performed their duties efficiently during COVID-19 (Boniol, Mclsaac, Xu, Wuliji, Diallo, & Campbell, 2019). Majority of these are female nurses and are delivering services on the frontline against the virus. In China, 90 percent of paramedic staff is women (Wenham, Smith &Morgan, 2020).

### **Healthcare of Women**

Women in developing countries are more prone to health problems especially where adequate resources and infrastructure is not available. Compared to other fields, women have a higher number of employment in the health sector in Pakistan. Due to the lack of facilities in the health services, they are exposed to infection. Data gathered after the 2014-15 Ebola outbreak in West Africa shows that the major reason for the high female infection rate was the same factor (OECD, 2020). Pakistani society is highly patriarchal having visibly segregated gender roles with differential access to resources of all types exist (Durrant & Sathar 2000). In Pakistan, women are considered lower in marital and household relationships due to which they live a restricted life (Ali, 2020). Because of the rigid social structure, rooted in patriarchy and attribution of clearly defined gender spheres, many member of the female population has to ask for the permission of the male head of the family

like father or husband before a visit to the hospital or a clinic (Bari, 2020) or even to decide the place of her delivery without the will of the husband (Gabrysch, 2009). In a situation where socio-economic inequalities are on the rise, the pandemic will lead to an increase in the existing gender inequalities (World Health Organization, 2020). Pakistan's population is estimated to be 207,862,518 (July 2018), 101,186,679 of these are women whereas only 55% of the women have access to proper healthcare, and just 34% have reported consulting a doctor or a medical professional for treatment (Home Office, 2020). Restrictions on movement during pandemics can increase the chances of women not receiving timely care for COVID-19 (Malik, & Naeem, 2020).

In Pakistan, compared to other professions, the number of women in the health sector is more, though still less than required. In the current pandemic too, these female doctors and nurses are working in hospitals for the treatment of COVID-19 patients and are thus at a risk of exposure to the infection (Javed, Sarwer, Soto, & Mashwani, 2020). Although nurses and paramedical staff play a vital role in patient care, they are not provided with sufficient protective gear which makes them more at risk of being exposed to virus contraction (United Nations, 2020). The COVID-19 pandemic during the lockdown has also affected the reproductive health services due to the poor reproductive health system which even before the outbreak had major weaknesses in terms of availability of required machinery and operational capability. At present almost 66 percent of deliveries i.e. around 300,000 per month take place in hospitals; almost 15 percent of these are expected to pass through complications due to unavailability of prenatal care (UNDP, 2020). The maternity wards in Islamabad and the closing down of gynecology in Lady Reading Hospital (LRH) Peshawar can worsen the already grim situation especially for the poor and needy who cannot afford treatment in private hospitals. The maternity ward of LRH hospital was closed because 29 staff members were tested positive for the virus (Ijaz, 2020).

### **Impact on Women Employment**

The spread of COVID19 has affected the world economy and is in recession for the first time since the financial crisis of 2008. The spread of this pandemic has greatly affected the world economy and workers were asked to stay at home. Due to the lockdown, companies stopped operations and the jobs of thousands of workers were at risk (ILO, 2020). Past experiences of economic and health emergencies point out that Covid-19 will affect men and women in a different way (Rubery & Rafferty, 2013). Because of the local socio-economic situation, women are at a higher risk of losing their jobs (OECD/ILO, 2019). The current Covid-19 pandemic has cast negative impact on almost every working woman: women who came under normal employment; women who were underemployed; and women who worked underpaid.

Women used to teach at home as private tutors, or at private schools, but the recent pandemic has made them lose their jobs because schools were unable to generate any income from the students and private tuitions too stopped. Due to the social distancing parameters, most of the migrant or internally displaced women who worked at people's homes as domestic help have lost their jobs. Since these women earned a livelihood for themselves, they were not registered at any income support of other welfare initiatives. They thus became completely vulnerable during the outbreak. Also, most of them had already been underpaid because of their feeble negotiating positions. Like several other groups of women, these women will bear the brunt of the Corona pandemic (Naz, 2020).

In Pakistan's context, female workers are mostly engaged in the informal sector where they are paid minimum wages (Zohu 2017). This is the sector, which is severely affected by public emergencies. Likewise, Home-based Workers' (HBWs) analysis depicts that presently 12 million HBWs whose average income is between PKR 3,000 to 4,000 each will experience multidimensional uncertainties due to absence of social protection schemes for them, financial insecurity and unprecedented economic vulnerability during the lockdown (Ministry of Human Rights 2020).

## **CONCLUSION**

According to the Pakistan Bureau of Statistics (2019) women constitute 48.03% of the Pakistani population. Women in Pakistan suffer from various socio-economic problems and are not treated equally in different spheres of life. They are not given access to services like health, education, justice and participation in political activities, while men have more access to these services. Due to these disparities their status is low and is considered inferior to men. The spread of COVID-19 compelled the government of Pakistan to impose lockdown in the affected areas which increased the problems of the women who were already suffering due to other socio-cultural restrictions. Due to lockdown the women had to stay at home, especially working women who were working in government and private sectors, and either lost their jobs or had their salaries cut down. Due to stay-at-home the number of cases of domestic violence also increased considerably. Women who were expecting had to pass through difficult times because of the closure of maternal health centers and ban on movement of doctors and female health workers. Consequently chances of complications during pregnancy and delivery also increased resulting in poor health both for the mother and the child. Although men were also restricted to their houses during lock down, women were suffering more as their access to services was subject to the will and permission of their husbands or male head of the house. In order to provide health care facilities, the government as well as nongovernmental organizations need to provide medical care and testing facilities as well as vaccination through mobile teams and lady health visitors so that women's lives can be saved.

**RECOMMENDATIONS**

On the basis of the study it recommended that the government should take measures to minimize women's sufferings. Women already suffer because of the patriarchal structure of the society where they are denied certain basic rights e.g. inheritance of land. As per the teachings of Holy Quran and Hadith of Prophet Muhammad (peace be upon him) every woman is entitled to inherit property but practically they are not given their due share in the property. Implementation of Laws of inheritance is the responsibility of the courts and law enforcing agencies leading women to economic independence and empowerment. The role of religious leaders i.e. The Pesh Imam of the mosques is very important as they can better guide the followers regarding the rights of women according to the Quran and Sunnah (UNICEF, 2021). During the lockdown or compulsory social distancing, it needs to be ensured that children and women are protected from domestic violence (UNODC, 2020). In this regard, free legal aid should be provided to the victims of violence. In order to ensure the reporting of such cases, free toll numbers should be made public so that women can easily communicate their problems to the concerned quarters. Separate cells should be established at the Disaster Management Authority for women's protection during calamities both natural and manmade. In addition national and international civil society organizations should be involved in relief and rehabilitation for women.

A research study conducted by Atif, & Malik, (2020) confirms that during the pandemic people in Pakistan have been affected in terms of morbidity, morality and economic burden, mainly because of lack of access to health facilities during COVID-19. In order to save precious lives, people should be provided health care facilities at the doorstep. As far as the health problems of women are concerned, men have more opportunities to access health facilities as compared to women (Arbab, 2020). According to the World Bank about 50 % women report participating in decisions regarding their own health related issues and nearly a third opined that the decision to allow them to get medical treatment or visit the vaccination centers, is in the hands of their husbands or male head of the house. Educational institutions can also play an important role in creating awareness regarding preventive health care in Pakistan. The subject of preventive health care, especially regarding epidemics should be introduced at educational institutions so that the students both girls and boys, may learn about its causes and impacts on their health as well as on the general public. The current pandemic proved fatal not just to those who contracted it but also to those who survived. Covid 19 increased domestic violence, professional inequalities related to jobs, inequalities in terms of earnings, and resulted in increased insecurity, with the main sufferers being women, who are already enjoying a low status in society. Immediate response from the government is thus urgently needed.

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## **Effects of Co-Articulation on Pakistani English: A Case Study of Multilingual Speakers in Islamabad**

### **Abstract**

*The postmodern era is linguistically hybrid since the speakers of different languages show the characteristics of Assimilation, Elision and Dissimilation in their everyday speech. This study intends to unravel these patterns in the English of Pakistani Punjabi speakers employing Generative Phonology as the main theoretical framework for the study. For the said purpose, 24 Punjabi native female speakers have been selected to analyze the production of English words in their connected speech to investigate the effects of coarticulation. As the phonemic inventory and phonotactic constraints of Punjabi and English are different, it is assumed that the Pakistani English speakers whose L1 is Punjabi apply the Punjabi phonotactic constraints on English which causes differences in co-articulatory process in their L2 production. The findings suggest that Punjabi speakers use assimilation, elision, dissimilation while speaking English, though the patterns vary from person to person.*

**Key words:** *Coarticulation, Pakistani English, Generative Phonology*

### **INTRODUCTION**

Pakistan has sixty-nine languages with fifteen major languages, including English. Factors like hybridity, globalization and technology have added to the use and significance of the English language in contemporary times. As a result, English has gained the status of global language and at present is widely acknowledged as a lingua franca. This rapid spread of English as lingua franca has resulted in the emergence of many varieties and dialects all over the world. Similarly, in Pakistan, English has been localized and nativized, thus enjoying a high official status along with the national language Urdu. As English in Pakistan has gone through an evolutionary process over the last century, the stage of deviations, inter-language and deficient varieties is over, and Pakistani English (PE) has assumed its independent entity among other non-native varieties.

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The present study investigates the aspects of assimilation, elision and dissimilation in the spoken English of Pakistani Punjabi native speakers. As the study is specific to the Pakistani variety of English, therefore, a sample comprising twenty-four female undergraduate/graduate students studying at Fatima Jinnah Women University, Rawalpindi having Punjabi as their native language, were purposively selected to obtain speech samples based on a dialogue prepared by the researchers. The features of assimilation, elision and dissimilation including L1 interference employing Generative Phonology (Chomsky & Halle, 1968) as analytical framework for the study have been analyzed to identify and investigate how the above mentioned features are followed in spoken English of Pakistani Punjabi native female speakers.

### **LITERATURE REVIEW**

Punjabi is the most widely spoken language in Pakistan, being the native language of 44% of its population and eleventh most spoken language in India. Punjabi is considered as the ninth most widely spoken language in the world as according to the Ethnologue 2005 estimate, there are 130 million native speakers of the Punjabi language. Assimilation, elision and dissimilation are the most frequently occurring features of connected speech in almost all the languages of the world. However, these phenomena are rule bound and language specific though affected by particular phonotactic constraints of native language of speakers when it is analyzed with particular reference to L2 use employing Generative Phonology (1968) as conceptual framework. Generative Phonology, being one of the significant theories of Phonological perspectives, has highlighted the aspect of L1 influence on L2 by considering assimilation, elision, and dissimilation features of connected speech. Generative Phonology (1968) has its grounds in Generative Grammar by Chomsky and Halle (1968) basing its main notion on a finite set of rules resulting in infinite structures by operationalizing at two levels; 1) Phonemic Representation also known as D-structure and 2) Phonetic Representation also known as S-Structure. According to this theory, perception and production go hand-in-hand to create meaningful utterance. The main philosophy is derived from Distinctive Feature Theory's (DFT) concept of feature that is abstract and binary in nature (Jakobson et al. 1941-1956). Major categories that Generative Phonology considers while carrying out a phonological analysis of sounds are assimilation, deletion, dissimilation, insertion and metathesis. Generative Phonology is concerned with two types of rules; 1) optional and 2) obligatory. Obligatory rules (i.e. nasalization and aspiration) as the name depicts, have to be followed as they are mandatory in all situations as far as standard rules of any language particularly English language is concerned. However, optional rules (i.e. assimilation, elision, dissimilation, insertion and metathesis) may vary under the influence of L1 on L2.

These major categories are not isolatory phenomena but are rather part and parcel of connected speech and known as coarticulation effects. Co-articulation can simply be

defined as the articulation of two or more speech sounds together, so that one influences the other. It is the process of coarticulation where the aspects of assimilation, dissimilation and deletion occur as its divisions. For instance, in the process of connected speech pronunciations, the nearing/surrounding sound would get influenced having similarity, reduction, deletion or dissimilarity (Nathan, 2008; Roach, 2001). Less effort is needed at articulatory level to pronounce similar sounds together while more effort is required for the pronunciation of dissimilar sounds because when the process of dissimilation works on the neighboring segment feature, it avoids a segment systematically.

According to Cho (2004), Co-articulation works actively on both vowels and consonant sounds, henceforth, according to Chen et. al. (2007) and Li (2008) the consonant to a vowel would also make this process active. Therefore, co-articulation may be viewed as a universal phenomenon circumventing the previous results in which co-articulation at specific degree or type cannot be found at a huge level in any language (Farnetani, 1999). Moreover, the cross-language variation is very important in this phenomenon having the differences amongst the various degrees and patterns, significantly making it a pervasive process. According to Ohman (1966), the co-articulation patterns act differently in different languages and Beddor (1993) argues that among the all languages of the world, at the level of nasalization process, the process of coarticulation would occur frequently at extreme level. Henceforth, Ladefoged (2010) argues that refined as in English, nasalization and its degree would differ from language to language (as cited in Kluge *et al.*, 2009). To gain ease in the articulatory process, the speaker often makes sounds accidentally through distortion of distinctiveness; this is known as assimilation. Assimilation has two main features or kinds to be divided into; a) progressive assimilation, b) regressive assimilation, and these would base on the concept of one-another direction according to Brannan & Weiss (2007).

In progressive assimilation, a sound follows a sound, which is often very similar by observing the similarity of the following sound. For instance, the sound /n/ would be similar to the sound /m/ in ‘Happen’ in English language as follows, for instance, Dretzke (2008) exemplifies it as; /hæpn/-to-/hæpm/. On contrary, in the process of regressive assimilation, a preceding sound throw its influence on the following sound, as a result, the original sound changes into a new sound, Collins and Mees (2003) exemplifies it as; /waɪt pepə/-to-/waɪp pepə/

In coarticulation, the process of elision or deletion refers to the omission of one or more sounds (such as a vowel, a consonant, or a whole syllable) in a word or phrase. Often, sounds are deliberately elided to make a word easier to pronounce. However, in the English language, elisions come naturally as spoken by native speakers and are

often described as "slurred" or "muted" sounds. However, not all elided words are contractions and not all contractions are elided words (for example, 'going to' → 'gonna': an elision that is not a contraction; 'can not' → 'cannot': a contraction that is not an elision). Elision takes place at the following three positions, a) initial position: deletion involves silent letters (honest) and contracted forms (I'm) et cetera, b) middle position: deletion includes the elision of sounds in the middle of a word (friendship into frienship). It also deals with /r/ sound elision, a concept of rhoticity, however, c) the final position deletion removes the final sound at the end of a word (car into /ca/, must into /mus/ et cetera).

While talking about L1 influence on L2, Best & Tyler (2007) argue that the perception of people is often worked through L1 into L2 perceiving the segments of sounds from L1 into L2. They would amalgamate the L1 sounds into L2 consciously or unconsciously (Flege, 1995). Flege (1995) argues that L2 consonants and vowels are often perceived differently from the native speaker by the non-native speakers of any language (p. 237). The production of sound into both L1 and L2 often differs, therefore, perceived differences exist at significant levels in second language sound systems (Flege, 1995). For instance, nasal consonants which are word-final in English could be identified similarly by Brazilian learners i.e. /m/ and /n/ (Kluge et al., 2007; Kluge, 2010). Moreover, nasal perceptions in English are categorized differently into the Korean and Japanese language speakers (Aoyama, 2003).

Due to the process of nativization, new varieties and dialects of English have emerged (Boltan, 2004). Kachru (1982) termed the international utilization of English as *World Englishes*. Pakistani English has distinctive features at phonological, grammatical, syntactic and lexical levels (Mahboob and Ahmar, 2004). At the level of phonology, Raza (2008) claims that speakers of English in Pakistan often utilize the phonological and phonetic features of their mother tongue into English speech production, thus exploring some distinctive features, i.e. rhoticity and epenthesis. For instance, various Pakistani linguists consider Pakistani English as a rhotic variety. Mehboob (2004) argues that Pakistani speakers often pronounce that rhotic /r/, which is a sociolinguistic factor (Rahman, 1990) which would not be seen in the acrolectal variety of Pakistani English. Therefore, rhotic factors would present into mesolectal and basilectal varieties. Moreover, Retroflexion of /t/ and /d/, RP alveolar are often replaced with retroflex stops (i.e. "dress" /dres/ and "strut" /ɪʃtɾʌt/), having /d/ and /t/ retroflexion (Mahboob, 2004). On the other hand, in Pakistani English, dentalization of /t/ and /d/ is common. For instance, RP dental fricatives are often replaced with dental stops i.e. 'then' /den/ and "north" /nɔ:rt/(Mahboob, 2004) as a phenomenon which is a prominent and significant feature of Englishes in South Asia (Kachru, 1992).

**RESEARCH METHODOLOGY**

This research is qualitative in nature employing Generative Phonology as its conceptual framework to analyze the phonological variation found in spoken English of under/graduate female students with Punjabi as their native language. However, quantification of data is done to validate the findings resultings from qualitative analysis in order to add more validity and reliability to research findings. The following categories employed from Generative Phonology (Chomsky & Halle, 1968) have been operationalized as analytical devices for the purpose of analysis:

1. Assimilation
2. Elision
3. Dissimilation
4. L1 influence on L2; Insertion, accent and pronunciation

**Sampling**

As mentioned earlier, a sample comprising twenty four female students of Bachelors and Masters English (twelve each) between the ages of eighteen to twenty five, studying at Fatima Jinnah Women University, Rawalpindi having Punjabi as their Mother Tongue, is selected. The present study deals with the spoken English of young Punjabi females whose education is in process with at least Higher Secondary School education in common. The study has incorporated purposive sampling to choose students with Punjabi as their native language to analyze the influence of their L1 on their L2 (English).

**Data Collection Instruments**

An English dialogue (based on words that tend to assimilate and delete in RP) was given to the participants to analyze the aspects of assimilation, elision and L1 interference in the spoken English of Pakistani Punjabi native speakers. The variables included age, gender, medium of education and mother tongue have been considered. The data was recorded and analyzed keeping in view the objectives of the research.

**Procedure of Data Collection**

In order to analyze the phenomenon of coarticulation in spoken English of Pakistani Punjabi native speakers, the researcher has designed a dialogue to be performed in pairs. For the said reason, the purposively selected twenty-four students of Bachelors and Master in English are divided in twelve pairs respectively. Every pair was given the same dialogue to perform which was recorded using a smartphone.

**RESULTS AND DISCUSSION**

Recordings of English spoken by the sample population are made using a dialogue with special emphasis on words that tend to assimilate and to be deleted in connected speech. The sounds produced by more than fifty percent of the sample would be

treated as representing the speech of Punjabi Pakistani speakers' English. The pronunciation of respondents have depicted varied patterns of assimilation, deletion, elision and also reflected aspects of L1 influence (Punjabi) on English language. As there were total twelve pairs (twenty-four students of Bachelors /Master in English with Punjabi as their L1) who participated willingly as source for data collection, therefore, analysis is conducted accordingly (pair wise) keeping in view the following aspects of Generative Phonology:

### Assimilation

During analysis, it is found that assimilation is a commonly occurring aspect in the spoken English of Punjabi Pakistani speakers as all the respondents assimilated words during the dialogue, though it was observed that diverse patterns of assimilation took place during their conversation. The following is the tabular analysis of assimilation that took place in the speech of Punjabi speakers' dialogue in English:

**Table: 1 (Analysis of Bachelor of English Punjabi Native Speakers Recordings)**

Pairs of BS English Punjabi Speakers	Sounds Assimilated	Type of Assimilation	Total/partial Assimilation
Pair-1	Bad English as <b>Bat</b> English	Progressive	Partial
	Proud parents as <b>Proup</b> parents		
	Good girl as <b>gug</b> girl	Regressive	Total
	Thought provoking as <b>thoup</b> provoking	Regressive	Total
	Job ventures as <b>Jov</b> ventures	Regressive	Total
		Regressive	Total
Pair-2	Job prospects as <b>Jop</b> prospects	Regressive	Total
	Good girl as <b>gug</b> girl		
	Proud parents as <b>proup</b> parents	Regressive	Total
	Thought provoking as <b>thoup</b> provoking	Regressive	Total
	Can make as <b>cam</b> make	Regressive	Total
	Good speaking skill as <b>goot</b> speaking skill	Regressive	Total
Pair-3		Progressive	Partial
	Good girl as <b>gug</b> girl	Regressive	Total
	Proud parents as <b>proup</b> parents	Regressive	Total
	Thought provoking as <b>thoup</b> provoking	Regressive	Total
	Can make as <b>cam</b> make		
	Added bonus as <b>addet</b> bonus	Regressive	Total
	Good friend as <b>gub</b> friend	Regressive	Partial
	Now that my as now <b>thath</b> my		
		Progressive	Partial

		<b>Progressive</b>	<b>Partial</b>
	Should be as <b>shoub</b> be	Regressive	Total
	Added bonus as <b>addet</b> bonus	<b>Progressive</b>	<b>Partial</b>
	Job prospects as <b>Jop</b> prospects		
	Good girl as <b>gug</b> girl	Regressive	Total
	Proud parents as <b>proup</b> parents		
<b>Pair-4</b>	Thought provoking as <b>thoup</b> provoking	Regressive	Total
		Regressive	Total
		Regressive	Total
	Job prospects as <b>Jop</b> prospects	Regressive	Total
	Good girl as <b>gug</b> girl		
	Proud parents as <b>proup</b> parents	Regressive	Total
	Thought provoking as <b>thoup</b> provoking	Regressive	Total
<b>Pair-5</b>	Should be as <b>shoub</b> be	Regressive	Total
		Regressive	Total
	Bad English as <b>Bat</b> English	Regressive	Total
	Proud parents as <b>Proup</b> parents		
	Good girl as <b>gug</b> girl	Regressive	Total
	Thought provoking as <b>thoup</b> provoking	Regressive	Total
<b>Pair-6</b>	Job ventures as <b>Jow</b> ventures	Regressive	Total
	Not be available as <b>nob</b> be available	Regressive	Total
		Regressive	Total

**Table: 2 ( Analysis of Masters of English Punjabi Native Speakers Recordings)**

Pairs of Ma English Punjabi Speakers	Sounds Assimilated	Type of Assimilation	Total/partial Assimilation
<b>Pair-1</b>	Should be as <b>shoub</b> be Good girl as <b>gug</b> girl	Regressive	Total
<b>Pair-2</b>	Good speaking as <b>gug</b> speaking Prod parents as <b>proup</b> parents	Regressive <b>Progressive</b>	Total Total
<b>Pair-3</b>	Should be a <b>shoulb</b> be Good girl as <b>gug</b> girl	Regressive Regressive	Total Total
	Thought provoking as <b>Thoup</b> provoking	Regressive Regressive	Total Total
	Should be as <b>shoub</b> be Job prospects as <b>Jop</b> prospects	Regressive	Total

<b>Pair-4</b>	Good girl as <b>gug</b> girl	Regressive	Total
	Proud parents as <b>prooup</b> parents		
		Regressive	Total
		Regressive	Total
<b>Pair-5</b>	Thought provoking as <b>Thoup</b> provoking	Regressive	Total
	Should be as <b>shoub</b> be	Regressive	Total
	Job prospects as <b>Jop</b> prospects		
	Good girl as <b>gug</b> girl	Regressive	Total
	Proud parents as <b>prooup</b> parents		
	I am good as <b>Im</b> goog	Regressive	Total
		Regressive	Total
Pair-6		<b>Progressive</b>	Total
	Thought provoking as <b>Thoup</b> provoking	Regressive	Total
	Good girl as <b>gug</b> girl	Regressive	Total
	Job ventures as <b>jow</b> wentures	Regressive	Total
	In life as <b>il</b> life	Regressive	Total

From these tables, it is clear that assimilation is the most commonly occurring feature of coarticulation in the English language. Moreover, the tabular analysis also depicts that Regressive assimilation is more frequent as it has taken place for **50** times whereas Progressive Assimilation has taken place only **07** times in the conversation of BS /MA English Punjabi speakers. Similarly, the phenomenon of total assimilation as compared to partial assimilation is more common as the difference is **51 Vs. 06** respectively.

### Dissimilation

As far as Dissimilation is concerned, it can be analyzed from the aspect of assimilation in the form of the dis-familiarity of two sounds. Therefore, if we analyze Tables 1 & 2 displaying the assimilation analysis of Masters and Bachelors of English students whose mother tongue is Punjabi, it is observed that dissimilation does not take place frequently in the spoken English of Punjabi native speakers of Pakistan. As per the analysis there were only two expressions i.e. '*bad English* as *bat English*', '*added bonus* as *addet bonus*' and '*now that my* as *now thath my*' which depict the aspect of dissimilation (dis-familiarity of two sounds).

### Elision

Elision means deleting a sound unconsciously for the sake of adding fluency in speech and is one of the most commonly occurring phenomena of coarticulation. The same has been observed during the analysis of recorded conversations of the participants which is reflected in the table given below:

**Table: 3 (Analysis of Bachelors in English Punjabi Native Speakers Recordings)**

Pairs of BS English Punjabi Speakers	Examples of Elision from Analysis	Sounds Deleted	Position of Elision
<b>Pair-1</b>	Fluent speaker as <b>fluen</b> speaker	/t/	Final
	How about you as how <b>abou</b> you speaking skills as <b>speakin</b> skills	/t/	Final
	I am as <b>M</b>		
	I think as I <b>thin</b>		
	You could perhaps as you <b>coul</b> perhaps	/g/	Final
	I don't want my as I don <b>wan</b> my	/M/	Initial
	We must do as we <b>mus</b> do	/k/	Final
	She and I as She n i	/d/	Final
		/t/ and /t/	Final
		/t/	Final
	/d/	Final	
		Final	
	Fluent speaker as <b>fluen</b> speaker I can devote as I <b>ca</b> devote	/t/ /n/	Final Final
<b>Pair-2</b>	I am as <b>M</b>		
	I donot want as I <b>don wan</b>	/i/	Initial
	We must do as we <b>mus</b> do	/t/ and /t/	Final
	She and I as She n i		
	Donot forget as <b>dn</b> forget	/t/	Final
	Perhaps as <b>peraps</b>		
		/d/	Final
		/t/	Final
		/h/	Middle
<b>Pair-3</b>	My bad English as my <b>ba</b> English	/d/	Final
	She and I as She n i		
	Birthday as <b>birday</b>	/d/	Final
	I am not a fluent speaker as m no a <b>flen</b> speaker	/th/ /t/ and /t/	Middle Final
	Parents a <b>parens</b>		
		/t/	Final
<b>Pair-4</b>	I am good too as <b>M goo</b> too	/i/ and /d/	Initial & Final
	She and I as she n i		
	I am afraid as <b>M afrai</b>	/d/	Final
	Good friend as <b>gu</b> friend	/i/ and /d/	Initial & Final
	Speaking skill as <b>speakin</b> skill	/d/	Final
		/g/	Final
	Different places as <b>differn</b> places	/t/	Final
	Helpful as <b>hepful</b>		
	We must as we <b>mus</b>	/l/	Middle
	Speaking as <b>speakin</b>	/t/	Final
That will as <b>tha</b> will	/g/	Final	
What do you as <b>wha</b> do you	/t/	Final	
We must as we <b>mus</b>	/t/	Final	

<b>Pair-5</b>	How are you dear as how are you	/t/	Final
	ear	/d/	Final
	She and I as she <b>n I</b>		
	I am afraid as <b>M afrai</b> that	/d/	Final
	Find someone as <b>fine</b>	/i/ and /d/	Initial & Final
	Parents as <b>parens</b>		
	Birthday as <b>birday</b>	/d/	Final
		/t/	Final
		/th/	Middle
	But I can make as <b>bu I</b> ca make	/t/ and /n/	Final
Parents as <b>parens</b>			
Think as <b>thin</b>	/t/	Final	
<b>Pair-6</b>	I don't as <b>I dun</b>	/k/	Final
She and I as she <b>n i</b>	/t/	Final	
I wanted as <b>I wan</b> my	/d/	Final	
You could as <b>cou</b>	/t/ and /d/	Final	
Birthday as <b>birday</b>	/l/ and /d/	Middle & Final	
Donot forget to as <b>dun</b> forge to	/th/	Middle	
That will as <b>tha</b> will	/t/ and /t/	Final	
	/t/	Final	

**Table: 4 (Analysis of Masters in English Punjabi Native Speakers Recordings)**

Pairs of MA English Punjabi Speakers	Examples of Elision from Analysis	Deleted Sounds	Position of Deletion
<b>Pair-1</b>	I am good as M goo	/i/ and /d/	Initial & Final
	I am as M	/i/	Initial
	I think as I thin	/k/	Final
<b>Pair-2</b>	Fluent speaker as fluen speaker I	/t/	Final
	am as M	/i/	Initial
	I donot want as I don wan	/t/	Final
	World as word		
<b>Pair-3</b>	Find as fine	/l/	Middle
		/d/	Final
	Good as goo	/d/	Final
	She and I as She n i	/d/	Final
	speaking as speakin	/n/	Final
	find as fine	/d/	Final
	must as mus	/t/	Final
	donot as dun	/t/	Final
	I am not a fluent as M not a fluen		
	You could as you cou	/t/	Initial & Final
Afraid as afrai	/l/ & /d/	Middle & Final	
	/d/	Final	
<b>Pair-4</b>	I am not a fluent as M not a fluen	/e/ & /t/	Initial & Final
	You could as you cou		
	Afraid as afrai	/d/	Final

Pair-5	Good friend as gu friend	/d/	Final
		/g/	Final
	What do you as wha do you	/t/	Final
	We must as we mus		
	Do not as dun	/t/	Final
	Speaking course as speakin course	/t/	Final
	Fluent speaker as fleun speaker	/n/	
Pair-6	World as word		Final
		/t/	Final
		/l/	Middle
	I don't as I dun	/t/	Final
	She and I as she n i	/d/	Final
	She might not as she migh not	/t/	Final
	Must as mus	/t/	Final
	I am good as M goo	/d/	Final
	Learning as learnin	/g/	Final

Tables 3 and 4 reflecting the feature of elision, depict that elision is also one of the most occurring features of English connected speech. The data depicts that elision in the speech of Punjabi speakers takes place in all three positions i.e. initial, middle and final. However, deletion in the final position seems to be more frequent as compared to other positions. Elision of sounds /t/ and /d/ is more frequent as compared to other sounds in the spoken English of the participants. The main sounds, which are deleted along with their ratio of elision is shown in the table below:

**Table: 5 Ratio of Sounds Elision**

Sounds Deleted	Total number of sounds deleted in the conversation
/t/	39 times
/d/	26 times
/n/ and /g/	5 times each
/l/	04 times
/k/ and /th/	3 times each

### 1. L1 Interference

During analysis, the interference of L1 (Punjabi) on L2 (English) is found. It is observed mainly in the recorded conversation of Masters in English students for the purpose of data collection. L1 interference is reflected mostly in the pronunciation of words like **not**, **venture**, **prospects**, **parents**, **want**, **okay**, **join** et cetera have been mispronounced as *noth*, *ventureay*, *prospectus*, *paaarents*, *went*, *okaaaeey*, *jaain* et cetera. Their pronunciation may be described as stressed and clear in the dialogue. Moreover, one of the participants has used the Punjabi word '*khair*', quite

unconsciously instead of *'well'* and the additional gap filler *'mmm , na'* was also found in the conversation of one pair of MA students.

Following are the findings of the research:

1. The features of coarticulation i.e. assimilation, elision, and dissimilation are common in English speech of Punjabi native speakers who are still studying. However, these features are found more frequently in the conversation of Bachelors of English students as compared to MA English students having Punjabi as their L1.
2. Regressive and Total assimilation are more common as compared to Progressive and Partial Assimilation in the spoken English of Pakistani Punjabi speakers.
3. Elision of /t/ and /d/ sounds is a frequently occurring feature in the spoken English of Pakistani Punjabi speakers. Moreover, elision took place at all three places i.e. initial, middle or final positions.
4. The results depict a degree of L1 (Punjabi) interference upon L2 (English) as Punjabi speakers experience variation not only at the level of phonological features in connected speech but also at the level of accent.
5. It was also observed that all the Punjabi speakers in the study pronounced /v/ sound as /w/ since Pakistani Punjabi English speakers cannot differentiate between the production of /v/ and /w/ (Mahboob, 2004).

## CONCLUSION

English is essential for many Pakistani students coming from diverse linguistic backgrounds in Pakistan, as it is the passport for advancement, an official/academic language and has assumed ever-greater significance because of the effects of globalization. However, the vast majority of Pakistani students struggle with it and provide varied structures of pronunciation on the basis of optional rules mainly (Halle and Chomsky, 1968) as it is not their mother tongue and it does not matter that a great many of them do not begin studying it until after they have completed their primary education. For future research, the same phenomenon may be studied from the perspective of other regional varieties by doing a comparative analysis as Pakistan is a language rich country with more than 72 languages being used in its various regions.

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## **Emergent Sexualities and Intimacies in Contemporary Pakistani Women's Fiction: A Postfeminist Reading**

### **Abstract**

*This paper presents a reading of contemporary Pakistani women's fiction with a focus on their treatment of the subjects of sex and intimacy. The textual nuances have been thematically presented to situate the argument that Pakistani women writers celebrate the intimate aspects of their lives. Without being disloyal to religious and regional sensibilities, these women are creating and nurturing breathing spaces for them. The data for the study comprises the works of two contemporary Pakistani women writers Maha Khan Phillips' *Beautiful from this Angle* (2010), and Saba Imtiaz's *Karachi you're Killing Me* (2014). For the sake of conducting narrative analysis, this study relies on postfeminism as a conceptual framework and thematic categories representative of the chick literature genre as a method. The objective of the paper is to bring forth alternative voices depicting the lived realities of Pakistani women, as opposed to the essentialist understanding of Pakistani women.*

**Keywords:** *Sexualities, Pakistani Fiction, Women Writings*

### **INTRODUCTION**

Pakistani literature in English has traditionally been very diverse in its demeanour. It has focussed on atrocities of partition, emergence of postcolonial identity, life in diasporas, and questioning of home-grown neo-colonial structures, concerning distribution of wealth, construction of gender identity, and the role of religion. We find gender mores and their realization in Pakistani fiction under the influence of cultural hegemony either in the guise of religion or by over-valuing orient; certain practices are justified in the name of 'Eastern' tradition. Gender segregation, arranged marriages, repressed sexualities, tabooing premarital or extra-marital sex, mass gender discomfort, dominant role of parents, or even for that matter grandparents in determining the course of sexual and married life of young adults, girls as *izzat* (family honour) than individual humans are recurrent themes in Pakistani women's writings. The female characters that emerge strong by virtue of being ideologically inclined to fighting for a feminist cause are typically presented as rising above socio-economic odds. A completely independent woman having control over all aspects of

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her life including love relationships, sexuality, and mobility is less explicit, however not non-existent in new millennium Anglophone Pakistani fiction. Writers like Saba Imtiaz, Moni Mohsin, Shazaf Fatima Haider, Maha Khan Phillips are creating bold female characters, convincing enough to live and talk about their sex lives, guilt free. This is how they are decolonizing gender as a category in the South Asian/Pakistani context. Through the analysis of *Beautiful from this Angle* (BFTA) (2010) by Maha Khan Phillips and *Karachi you're Killing Me* (KYAKM) (2014) by Saba Imtiaz, this paper investigates how contemporary Pakistani fiction writers are challenging the stereotypes of Asian-Islamic womanhood through the unconventional, yet realistic and independent portrayal of female characters. Such fiction is also characterised as chick literature<sup>1</sup>. Further, important to the dialectics of the study is the role progressive creative constructions can play in re-envisioning gender normality in Islamic Pakistan.

## LITERATURE REVIEW

### Tracing the Roots of Progressive Tradition

According to Rakhshanda Jalil, (2015) before partition, Muslim women like Rashid Jehan were writing progressively to expose the sexual hypocrisy of the people of India. In her collection *Angaray* (1931), she asserted that societies, religions, cultures, and political interests, all in one way or the other have been hampering the progress towards sexual autonomy and rights of women. Referring to Qudratullah Shahab, Rehman (2015) notes indignation, revolt and preoccupation of sex in the Urdu short story of the time. Sex is significant physically, socio-psychologically as well as religiously, so tabooing it based on Victorian morality is unfair. Modernist Urdu literary contributors like Sadat Hassan Manto and Ismat Chughtai have some very explicit references to sex and intimacy—her short story *Lihaf* is on lesbianism—considering it as a natural human instinct. Others had to camouflage<sup>2</sup> their treatment of sex by arguing that they are dealing with the issue in order to make people disapprove it. Pre-partition Muslim poets like Mir Taqi Mir, Hakim Momin Khan Momin, Mirza Ghalib also had erotic elements in their poetry which they never felt apologetic about. In Pakistan, middle class prudery has not allowed any latitude to modernist liberal values<sup>3</sup>. Despite secular outlook and disfavoured religious orthodoxy, Anglophone Pakistani writers could not present objective treatment of sex as a biological human desire and sexual empowerment of people throughout the literary history of Pakistan.

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<sup>1</sup> Chick literature is a contemporary genre of women's fiction where free, forward-looking female protagonists are at the center stage. The plot mainly revolves around their romantic and intimate lives.

<sup>2</sup> That any mention of sex being a taboo, the writers had to justify its inclusion by saying they are against these 'immoral' practices

<sup>3</sup> Generic understanding of the term 'middle class' as middle income group in given context and 'liberal' as tolerant of differences and diversity

Tariq Rehman (2015) in his book *History of Pakistani Literature in English* provides a thorough survey of Pakistani literature from 1947 to 1988. He is of the view that Pakistani literature in English could not live up to the standards of other literatures in English—for example, African or Indian literature—both in terms of expression and themes. Pakistani writings are replete with solecism and are insensitive to political realities around them. In the recent edition of his book, Rehman comments that the last two decades have produced more mentionable works than the previous fifty years. The roots of Pakistani literature in English lie in a liberal-antisocialist-intellectual tradition under the influence of Westernised bureaucracy who wrote in English. Among them, Ahmad Ali is considered as the pioneer of the progressive writers' movement in Pakistan, along with a group of liberal-democratic elite of the newly formed Pakistan in the 1950s. Under the umbrella of the Progressive Writers' Movement (PWM) authors experimented in English following modernist tradition, but the majority of the works did not meet the literary merits of the English language. A notable female name of PWM is that of Zaib-un-Nissa Hamidullah whose works subtly treated existentialist absurdism, liberal humanitarianism, romance, pleasure and analyses of psychosocial realities of the 1950s Pakistan.

Zulfikar Ghose, writing in the 1960s, with the rise of the middle class in Pakistan, delineated the debates on, socialism, class discrimination, snobbery, exile, colonization, lawlessness, capitalism, and the Pakistani way of life. This all contributed in developing the 'Pakistani idiom' (Rehman, 2015). In the 1970s, religious fundamentalism, and far right nationalism flourished and the worth of English<sup>4</sup> declined. One of the most important female writers of Pakistani English fiction who started writing in the 1970s is Bapsi Sidhwa. Her work is characterised as unsentimental and realistic with a tinge of sensuality. She has delightfully described the Pakistani Parsi community in her works. Due to political instability, repeated periods of martial law, and Zia's Islamism, the environment was detrimental to good literature in the 1980s. The Iranian Islamic revolution of the 80s also had its influence on Pakistan with the censorship of any sexual content in literature and growth of a prudish mentality among the middle class. The few male writers were the main literary contributors, with no significant female writings dealing with romance, love or intimacy.

### **Religion and the Intimate Subject**

The role of religion is important in concrete conceptualisation of the treatment of sex and intimacy in Pakistani literature. Islam has been (ab) used by religious orthodoxy to maintain control over people's lives, especially in the affairs where there is no

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<sup>4</sup> English in general as a medium for education

theological verdict of righteousness<sup>5</sup>. Having said that, it is also a fact that the social identity of Pakistani female writers cannot be detached from their religious identity, that is Islamic Identity. Hence, it is important to trace what values and traditions they inherit from their ancestors and how they are reflected in their works. Fatima Mernissi (2001) debunks Western myths—framing Muslim women either as sex slaves in harems or recipients of violence—by providing pleasant and illustrious examples of Muslim women from the history, art and literature. She compares the concept of harem as it has been realised in Western and Muslim traditions. Harem in Arabic tradition means the place for women in the house, where men not belonging to the family cannot enter, whereas, in many Western realisations of harem through art and literature, it is a peaceful pleasure garden where there are orgiastic feasts happening with vulnerable nude women in inviting positions. This is especially how harem women are painted by Western artists<sup>6</sup>. In the Muslim harem, women are not powerless, poor creatures, but in fact, are furious and fight back; they are uncontrollable sex partners. Mernissi points out, ‘In both miniatures and literature, Muslim men represent women as active participants, while westerners such as Matisse, Ingres, and Picasso show them as nude and passive’ (Mernissi 2001, p. 15)

The Muslim world is heterogeneous with diverse cultures, geographical conditions and economics, encouraging pluralism and freedom of expression. Throughout Islamic history, Muslim women have been expressive about their sexuality. Zulekha’s attempt on Yousaf and its inclusion in the Holy Quran, although in condemnation, indicates that women in Islam have not been passive receivers of sex. This presumed submissive discourse is not limited to intimate aspects of women’s life only, rather Muslim women in general are also perceived as sufferers at the hands of patriarchs. Islamic feminists and female scholars of Islam have successfully challenged all such notions relying on Quranic hermeneutics. Even the exile of Eve from Paradise has a less misogynistic version in Islam as compared to Christianity.

Not for reverse orientalism<sup>7</sup>, but if we study Western philosophers like Kant, we discover relatively conservative views about women, to the extent that they consider women incapable of understanding sublime ideas. For instance, John Berger (1977) sums up West’s treatment of women throughout history in these words: “Men act and women appear...Men look at women. Women watch themselves being looked at” (9). While on the other side of the spectrum Fatima Mernissi argues, “In 1920s, when Matisse was painting Turkish women as harem slaves, Kemal Ataturk was

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<sup>5</sup> In Islam there is no definite verdict on many aspects of religious and personal life, and these aspects get manipulated by clergy to suit their version

<sup>6</sup> Several Western historians writing on the history of Islamic rule in the subcontinent have theorised on the concept of the harem. Richard Eaton and Patricia Crone are two examples.

<sup>7</sup> where orient uses the same apparatuses against occident that are used against them

promulgating feminist laws that granted Turkish women the right to education, right to vote, and the right to hold public office. As a consequence of those laws, which were to transform the entire Muslim world, no less than seventeen women were elected to the 1935 Turkish parliament” (Mernissi, 2001, p. 109)

In an extension to the same argument, according to Shereen El Feki: “there is a long and distinguished history of Arabic writing on sex—literature, poetry, medical treatises, self-help manuals—which has slipped out of sight in much of the Arab world” (Feki, 2013, p. 13). At present our, “sexual hibernation is just one element of a broader intellectual decline that gained momentum during the colonial period: since Bonaparte, we’ve witnessed a negative evolution of Muslim societies. Especially over the past half century, since the collapse of Nasserism and nationalism, our societies have been on the defensive in the process of closing in on themselves” (Bouhdiba 2012, p. 231). In a way the enforced sexual submissiveness paves the way for other forms of suppressions and authoritarian order (Reich 1973, p. 98).

As continuation of the same polemics in a Pakistani context, there is nearly no work available on the history, attitudes or development of sexuality in Pakistan. Among the very few available documents, Ibrahim (2016) has developed a discourse on issues related to gender and sex in Pakistani society. He is very critical of Islamic scholars like Ashraf Ali Thanvi and poets including Akbar Allabadi and Iqbal, on their unfair treatment of women that resulted in misogyny in Indo-Pak. He argues that there is a need of realising the fact that sexuality is not only about men; women also have sexual rights and desires, referring to the instances of marital rapes. Ibrahim also considers lack of sex education as one of the reasons behind the growing viewership of pornography in Pakistan. His work includes debates on sexual desire, masturbation, sexual hypocrisy, love, marriage and sexual identity.

## **RESEARCH METHODOLOGY**

This study is a text analysis based inductive inquiry where the focus is to trace out postfeminist discursivities in selected Pakistani fiction, with an emphasis to highlight the depiction of sexualities and intimacies. A close reading of the texts is used as a method to come up with thematic categories representative of postfeminist literary texts. According to Faludi (1991), postfeminism is a backlash against feminism in which women are providing subtle critiques of feminism without getting involved in heavy theoretical debates. Post Feminists are reverting to those privileges that women had lost at the hands of feminism, including, celebrating femininity, female beauty, domesticity and men.<sup>8</sup> According to Smith (2005) feminism just focused on young

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<sup>8</sup> The concept is still in its infancy; it can be debated what facets of postfeminist stance are doing what favours to women’s cause. However, this is out of scope of this paper to complicate the argument on postfeminism

heterosexual white women. It did not cover many of the choices that women actually make in their everyday lives. Broadly speaking, literature created by women performs two functions; either it depicts strong female characters or deals with everyday reality of modern life. Women need role models that are relatable with their social reality; hence we find feminism and femininity both are redefined in postfeminist chick literature on these grounds. Such literature creates a community of women, who cross cultural boundaries and connect with other women based on shared values of freedom, choice and norms of popular culture.

## RESULTS AND DISCUSSION

In retrospect, when we analyse literary works—fiction—from Pakistan, there is a scarcity of critical or creative work available in the postfeminist tradition. However, in this new millennium, Pakistani Anglophone female fiction is keeping abreast with modern trends in literature. The works selected for this study, *Beautiful from this Angle (BFTA)* (2010) by Maha Khan Phillips and *Karachi You're Killing Me (KYAKM)* (2014) both are set in Karachi. Both novels have multi-layered plots with bold female characters, not very common in Pakistani locales, where they openly party, use drinks and drugs, discuss and date men and get involved in sex and intimacy outside marriage.

Some of the postfeminist-chick literature patterns that emerge in both works are party scenes; drinks and drugs; anti-extremist discourse; humour; consumerism; swear words, foul language; individualism replacing sisterhood, prominence of body image, fashion extravaganza, intimacy, dating, sex, love, marriage, and hunt for men. It is interesting to observe the treatment of these taboo terrains in a Pakistani context, where apparently the presence of strict moral code, promoted by religion, does not leave any space for living or penning down the pleasurable aspects of human life.

### Sex and Sexuality

The female characters enjoy their sex life to the full without any guilt that is an outcome of middle class morality. Amynah sleeps with different men causally and sex throughout the novel is framed as 'just' a common human biological need. With Kamal, her boyfriend, "She gets out of bed and realizes that she is naked...Kamal rinses shampoo off his hair, oblivious to her presence. Amynah watches the suds slide down his body and feels a sudden urge to join him in the shower" (96). "It's been six hours and thirty-two minutes since I left your bed. Of course I'm missing you....I'd love the sound of your voice. It's throaty and sexy and perfect. Well Mr Khalid, you'll hear it plenty later, when we have phone sex" (41). Amynah's mother also had affairs that Amynah grew up observing. A member of the national assembly was a regular visitor of her mother. She was just nine when for the first time she encountered this. Mumtaz's sister Sophie also sleeps with different men. First she has a relationship with Amynah's friend Faisal and then with a wealthy businessman:

“Sophie is with Asghar Alam...Sophie has stripped down to her bra and is running towards water. Asghar follows as fast as he can, his naked belly wobbling” (229). The ease with which these women are switching partners is surprising in the Pakistani setting although it makes a bold statement on the possibility of it.

Saba Imtiaz's *KYAKM* is also full of explicit references to sex. Ayesha, the protagonist details her sex adventures with different men as a party girl: “I really want to meet someone NEW. Like, someone I don't feel ashamed about fucking” (9). In this book we find a discussion on details about sex. Ayesha unapologetically asks Saad about sexual activity with a girl he slept with. Saad calls her a starfish: “A starfish is a woman who just lies there, makes you do all the work. Like a starfish.” (12). At the Karachi Literature Festival Saad boasts that he has had sex with most of the girls present showing that sexual adventures are portrayed as a social capital that add to your profile. The lead character Ayesha, upon seeing Jamie, the BBC reporter, convinces herself that she should feel happy that someone likes her. She expresses her urge for sex boldly: “I really, really need to have sex, to feel someone's body pressing against me other than the cat's. Make a mental note to procure morning after pills at the hotel pharmacy.” (115). She even describes how she loved having sex with Jamie: “The sex was mind blowingly good. Perhaps it had been too long, or maybe it was the wine, or how absolutely romantic it felt to be unwrapped and laid down on a plush bed, but ohmygod. White men really do it better” (122). This sensual, desirous depiction of pleasure seeking by a female protagonist is a powerful alternative discourse indicative of postfeminist turn in Pakistani women's agenda of feminist cause.

### **Pakistani Party Prospects**

Both the works present the party and nightlife of the city. Aynah the lead character of *BFTA* and Ayesha the protagonist of *KYAKM* are party animals. In Pakistan, there is a ban on public bars or nightclubs, so most of these sprees referred to in the novels are private events. We find the presence of a wide range of such elite parties in both novels, especially in *BFTA*: ‘post-Ramzan parties’, ‘The Heart Centre's Black and White Evening’, ‘Ali Habib's Sadists and Virgins party’, ‘The Cancer Trust's Arabian Nights’, ‘Sindh Club Ball’, ‘Ozzy and Mehnaz's’, ‘Saints and Sinners Party’. The details that we get about these parties makes us feel that it's an insider's description, the one who really knows about the modus operandi of such events, and this is happening in Karachi, this is real, not a swank. These parties become rituals, reflective of the social class of the organizer. Various NGOs, hospitals and charity organisations host them, and themes and ticket prices vary accordingly. A notable aspect is that the girls take equal delight in drinks at these parties as boys do, which can be read as an effort to normalise free and frank description of alcohol consumption. This for a reader, not familiar with Pakistani locale, is very surprising.

A typical image that we get is of a Pakistani woman as a pitiable victim of patriarchy, devoid of any opportunity for pleasure. However, the fine details of the fun-centric parties in Karachi prove it otherwise. In *KYAKM*, it's not only the lead character, but her friend Zara also gets involved in the bash. They party as if their life depends on it. Along with pleasure, these parties are a way to socialise, make connections and meet potential partners.

### **Expression of Pop Culture: Consumption of Alcohol and Drugs**

As an expression of pop culture, alcohol, cigarettes, and joints get frequent mentions in the novel. Most parties and nightlife in these works centres around them. People of all ages celebrate their freedom by drinking and dancing the nights away. Mumtaz in *BFTA*, who apparently is considered a simpleton, excessively relies on alcohol. Aynah, as a pro party girl, her body is accustomed to high levels of alcohol and drugs. Aynah takes care of Mumtaz as she is a novice on the party front. The soirees that take place on the beaches are full of all kinds of stuff: 'why don't we sit in one of the turtle pits and drink the bottle of red you brought... Turtle pits perfect for a drink or a joint' (12). The girls not only consume alcohol at parties, they also rely on bootleggers to deliver it to their doorsteps, which is indicative of addictive consumption of liquor, and a variety of beers, wines, and liquors are used by both Aynah and Mumtaz in *BFTA*. This comfort with booze mania may not be representative of all Pakistani girls, but it does establish, to some extent, a collective facet of female folk, where they do not shy away and assert their freedom. A common critique the creators of such texts have to face is on the issue of 'class'; that these characters are elitist, and do not connect with a common Pakistani woman. However, a complete denial of their existence would be no less a fallacy.

In *KYAKM*, the lead character Ayesha smokes excessively and utilizes female smoking as a tool to venture into the men's world. She takes a cameraman to task when he tries to film women who are smoking, and thrashes them saying that it's not pornography that they are curious about. There is also mass consumption of alcohol visible in the novel. The ability to consume large amounts of alcohol is considered as a symbol of elitism. If someone cannot handle drinking she does not belong to these galas. Since it is illegal to carry any type of alcohol without permit in Pakistan, we see characters making an effort to get away from the police, showing the level of involvement the youth has with alcoholic beverages. The sales of Murree Brewery, one of the local producers of alcohol, are ironically high considering Pakistan is a country where it is prohibited to consume alcohol for the Muslim population and the non-Muslim population needs a special permit to be able to buy, sell and consume alcohol.

### Girls' Hunt for Men

One of the defining features of postfeminist chick literature is girls' hunt for men. In most cultures it is men who admire female beauty, fanaticize it, and make an effort to approach women. In contrast, in both these works we find instances of male beauty adored and sought after by females. In *BFTA*, Aynah describes her crush Kamal as sexy and longs to run her hand over his sculptured torso. Despite having an appreciation for physical appearance, it is not that looks and beauty are the only thing, these girls are appalled by, intellect is a key element that they are attracted to and they appreciate reading habits and the philosophy of men.

In *KYAKM*, it was difficult for Ayesha to stay without men. Ayesha's new year resolution was not to stay single. She gets ditched by a white guy and eventually marries her childhood friend Saad. Throughout the novel love and approaching men is not stigmatized. Ayesha describes her longing for Saad in these words: "For some reasons I feel like I'm going to cry...I just want to put my head on his shoulder and tell him how miserable I've been" (11). Later in the novel she is ensnared in the charm of a white man, whom she explicitly expressed her desire to sleep with, made effort to get him, and finally succeeded. At times in the diction of *KYAKM*, the reader feels as if men were overly sexualized, their bodies objectified and they are victims of the female gaze.

### Dating Extravaganza

The female characters in both novels openly date the affiliations they develop over drinks at parties or elsewhere. These affiliations are shown to last briefly and these girls do not seem to have an issue if their partners have multiple affiliations. As a norm, relationships outside marriage are not acceptable in Pakistani religio-cultural settings. Thus, this liberty and the freedom being exercised by these girls is not very characteristic of Pakistani women. However, in *BFTA*, Aynah told Mumtaz's sister Sophie that Faisal has been with her and he is not a one-woman-man, which did not seem to bother her at all. Later in the novel even Aynah, despite knowing that Faisal has been with Sophie, calls him for her own pleasure. Dates get facilitated; in *KYAKM* Zara makes Ayesha meet Hasan by saying: "When was the last time you went on a date?" (31). Ayesha keeps on changing partners as Aynah does in *BFTA*. Ayesha very comfortably accepts and discusses her friend/lover Saad's dating scene. Along with facilitations and acceptance, we also find characters advising other characters on dating as Zara advises Ayesha not to get carried away: "Look, date a gora all you want, but please don't become a cliché" (93).

### Conquest of Marriage

A general conception that emerges from analysing textual nuances of the selected texts is that both lead characters are uncomfortable with the concept of marriage. This

does not go by a common positive attitude towards marriage in postfeminist fiction. Aynah expresses her views about marriage: “No one stays faithful. That’s why Aynah has sworn never to marry and never to have children” (Phillips, 2010, p. 45). She is also weary of how men want their wives to be a superwoman who is able to seamlessly shift roles when required between a perfectly pious woman and an active sex partner: “Why are all men like this? On the one hand, they expect you to act like hookers in the bedroom. On the other, they want you to dress piously and touch their mother’s feet.” (100). Ayesha, in *KYAKM* reassures herself about not to marry: “I remind myself how much I love being single and not having to account for every second of my life to someone” (Imtiaz, 2014, p. 30). Riffat Aunty, the mother of Saad, Ayesha’s best friend cum lover, abhors the idea of getting married: “getting married and settling down...Where’s fun in that beta? Enjoy yourself. Travel. See the world. Maybe get married. Don’t have kids, they’re so overrated” (43). Ayesha mocks married females, saying: “Pakistanis, they’re fanatical in their devotion. They even cut their wrists to get their husband’s attention. And this is what even Pakistani TV dramas are portraying” (95).

## CONCLUSION

These textual instances from contemporary Pakistani chick fiction disqualify the prevailing perceptions of Muslim women’s victimhood. Had it all been misogynistic and gloomy, we would not have examples of Muslim women from history, or from the contemporary literature exercising their freedom. The versions of modesty and freedom vary, not only between cultures, but also within cultures. Pakistani women living under Islam are equally open to modernity and social evolution taking place around them. If not entirely successful, they are striving sincerely to reach there; their struggle should be acknowledged rather than paying undue attention to politically inspired Western discourses which objectify them. Pakistani females are humans who love to be loved and are sensitive to the value of emotions, intimacy, and desire. They take pride in their beauty and like to express it. They cherish male attention more than constantly whining about male gaze, with the understanding that there are religious and cultural restrictions that they are supposed to abide by, but they are equally free to reinterpret them or flaunt them. Religion is a matter of personal choice and freedom—not a communal thing. Pakistani women have been and are learning to live a joyous personal life, sticking to their individual worldview of righteousness without disrespecting any religious sentiments of the place. A pluralistic Pakistan cannot be achieved if the voices of dissent are side-lined or silenced.

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## **Transgender Marriage in Pakistan: An Appraisal Analysis of Transphobia in Facebook Discussions**

### **Abstract**

*This paper explores the APPRAISAL systems as they are enacted in (non)heteronormative discourses of the social media. The focus is on Facebook comments posted in response to broadcast media news of a fatwa issued by Pakistani clerics allowing transgender marriage in the country. In order to achieve its ends, the paper takes Martin and White's (2005) framework to study appraisal in discourse as a theoretical framework. The analysis shows Facebook users encode a range of appraisal items to evaluate transgender individuals' marriage. The study reveals that the differences between transphobic and transphilic argumentation are realized most notably through APPRAISAL markers of JUDGEMENT and AFFECT. The analysis further illustrates that the dialogic positioning taken by discussion participants is predominantly monoglossic (meaning one sided and totalitarian with utter disregard for alternative viewpoint and ideology) which exhibits the hold of hegemonic heteropatriarchy on the society.*

**Keywords:** *Transgender people; Pakistan, social media, discourse, appraisal systems*

### **INTRODUCTION**

This paper aims to unveil how transgender community is viewed and evaluated by common Pakistanis and how a majority of them fail to view the transgender community beyond a mere spectacle of misery and an object to be pitied at and feared by. This study shows, a majority of Pakistanis does not empathize with transgender community which may in turn guarantee trans-community equality and rights. One such right includes the right to marry and live with a life partner. The transphobic lens of the people evaluates transgender marriage negatively and equates it with sin and homosexuality. It is in this connection that this paper intends to demonstrate gendered appraisal systems incorporated in social media discussions and the way these appraisal systems are employed to encode and interpret transphobia in text and talk. So, this paper aims to “comment on the interface between APPRAISAL and different modes of meaning in order to make contact with broader approaches to (gender and) discourse semantics” (Martin and White, 2005: 210). The hetero-

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patriarchal/homophobic discourses under analysis attend specifically to localized interactions between ATTITUDES and ENGAGEMENT with the purpose of developing the account of how, by such interactions, people construct a model of a presupposed addressee and position themselves with respect to that addressee (White and Martin 2005: 210). A range of discursive strategies formulate the evaluative mode of interactive social media texts. The interpersonal functionality of texts develops the idea of potential alignment between text producers and text recipients as they strategically invest the text's experiential content with different (non) heteronormative attitudes. By this it could be assumed in Bakhtin's (1981) terms, that social media are both ideological and axiological. "In these terms, ideologically speaking a text unfolds as rationality – a quest for 'truth'; axiologically it unfolds rhetorically – an invitation to community (cited in Martin & White 2005: 211).

To accomplish this, (non) heteropatriarchal discourses on social media are focused on following Martin and White's (2005: 210) analysis of enacting appraisal. This study, it is expected, will not only lead to observe and exemplify the texture of appraisal in discourse but also interpret the materialization of gendered evaluations as they unfold in the texts. The objective is to take a more comprehensive view of the gendered and sexist operation of various systems of appraisal which co-exist across various sub-cultural spheres. While discourse samples making representative samples for this study can be said to be attending to systematic patterns in the use of appraisal resources, nevertheless they exhibit varying emphases.

Taking all these issues into consideration, this study addresses the following research questions:

1. To what extent do Facebook commentators evaluate, appraise and challenge transphobia and *transphilia* (i.e. this study uses this label for the supporters of trans-community's rights) in the context of transgender people's marriage in Pakistan?
2. How are transphobic and transphilic values encoded discursively through interaction between AFFECT and ENGAGEMENT?

### **Background information**

*Transgender* is an inclusive label for intersex, transsexual and transgender individuals in Pakistan. Unfortunately, the transgender community does not enjoy any respect and is flagrantly denied rights in Pakistan (see Massad 2015: 227). The 'transwomen' and 'eunuchs' are the visible members of trans-community in Pakistan because of their subversive enactment of gender (Butler 1990, 1997) in public space.

On June 26, 2017 a group of Islamic scholars belonging to the Barelvi school of thought issued a *fatwa* (religious decree) in Pakistan stating that transmen are allowed to marry transwomen (Bakshi 2016; Samaa Web Desk 2016; ARY Web Desk 2016; IANS 2016 & Khan and Marszal 2016). According to Mufti Muhammad Imran Hanfi Qadri, “A transman can marry a transwoman and vice versa, but intersex person – people born with physical sex characteristics that do not fit typical binary notions of male or female bodies – cannot marry at all according to Islam” (Tanveer 2016:2). At the present there is a substantial opposition in Pakistani Muslims to this *fatwa* and a majority of people on the social media, Pakistani and non-Pakistani conservatives, posted comments to confront this *fatwa*, arguing in opposition to the said group of clerics and characterizing the supporters of this *fatwa* as ‘immoral’ and ‘lewd’.

### THEORETICAL FRAMEWORK

The theoretical approach taken in this study was developed by Martin and White (2005) who built their approach on Halliday’s (1994) *Systemic Functional Linguistics* (hereafter referred to as SFL) paradigm. SFL identifies three modes of meaning which operate simultaneously in a given text, the ideational, the textual and the interpersonal (Halliday 1994, Halliday & Matthiessen 2013). Martin and White’s (2005) approach to study appraisal in English is concerned “with how writers/speakers approve and disapprove, enthuse and abhor, applaud and criticize, and with how they position their readers/listeners to do likewise” (Martin and White 2005: 1). Following Martin and White (2005) this article focuses on interpersonal meaning in written discourse. According to Martin (2000: 145), APPRAISAL can be defined as the semantic resources used to negotiate emotions, judgments, and valuations, alongside resources for amplifying and engaging with these evaluations. APPRAISAL consists of the systems of ATTITUDE, GRADUATION and ENGAGEMENT. It is the interaction between the systems of ATTITUDE and ENGAGEMENT which is of most interest in this paper. Within the APPRAISAL system, there are three broad subsystems of attitudinal positioning, i.e. AFFECT, JUDGMENT and APPRECIATION. The linguistic resources deployed in AFFECT(s) serve to construe emotional responses of the people; the linguistic resources of JUDGMENT construe moral or social evaluation of people’s behaviour; and in APPRECIATION linguistic resources serve to construe the ‘aesthetic’ qualities of processes and natural phenomena (see Martin 2000). ENGAGEMENT refers to **dialogic positions** and “groups together...all those locutions which provide the means for the authorial voice to position itself with respect to, and hence to ‘engage’ with, the other voices and alternative positions construed as being in play in the current communicative context” (Martin and White 2005: 94).

**Operational definitions of variables under analysis:**

- AFFECT – [The people] will be urged to understand and accept alternative gender and sexual identities.
- JUDGMENT – [A body] devoted to enlightening the masses
- APPRECIATION – World’s fastest growing religion

The attitudinal sub-categories of JUDGMENT and APPRECIATION emerged as comparatively more frequent in the analysis; therefore, their sub-systems were discussed in more detail. These categories can either have a positive or a negative value. The examples found in the data have both negative and positive values. These values ENGAGE the people in a given discursive space, where their **dialogic positions** may either be **monoglossic** [this view excludes the dissenting view from “any possible solidarity with the writer” and places it “outside the discursive community which the text constructs for itself” (Martin and White 2005: 157)] or **heteroglossic** [this view takes divergent voices and alternative viewpoints (see Martin and White 2005: 93)]. APPRAISAL categories, it is argued, are intertwined with discourse practices of the people in a particular socio-cultural context (see Foucault 1978, 1980; Fairclough 1992a, 1992b; Mills 1997; Lazar 2007).

Table A: Kinds of ATTITUDE

ATTITUDES		
A.1: ATTITUDE: Affect	A.2: ATTITUDE: Judgement	A.3: ATTITUDE: Appreciation

Table B: Kinds of AFFECT

AFFECT		
B.1: Affect: Un/happiness	B.2: Affect: In/security	B.3: Affect: Dis/satisfaction

Table C: Kinds of JUDGEMENT

JUDGEMENT				
ethics/ evaluating behavior				
C.1: Judgement: Normality (Is s/he special?)	C.2: Judgement: Capacity (Is s/he capable?)	C.3: Judgement: Tenacity (Is s/he dependable?)	C.4: Judgement: Veracity (Is s/he honest?)	C.5: Judgement: Propriety (Is s/he beyond reproach?)

Table D: Kinds of APPRECIATION

APPRECIATION (aesthetics, evaluating text/process, natural phenomenon)							
D.1: Appreciation: Reaction and its kinds	D.2: Appreciation: Valuation (Was it worthwhile?)	D.3: Appreciation: Composition and its kinds					
↓		↓					
<table border="1"> <tr> <td>D.1.1: Reaction: Impact (Did it grab me?)</td> <td>D.1.2: Reaction: Quality (Did I like it?)</td> </tr> </table>	D.1.1: Reaction: Impact (Did it grab me?)	D.1.2: Reaction: Quality (Did I like it?)		<table border="1"> <tr> <td>D.3.1: Composition: Balance (Did it hang together?)</td> <td>D.3.2: Composition: Complexity (Was it hard to follow?)</td> </tr> </table>	D.3.1: Composition: Balance (Did it hang together?)	D.3.2: Composition: Complexity (Was it hard to follow?)	
D.1.1: Reaction: Impact (Did it grab me?)	D.1.2: Reaction: Quality (Did I like it?)						
D.3.1: Composition: Balance (Did it hang together?)	D.3.2: Composition: Complexity (Was it hard to follow?)						

(adapted from Martin and White 2005)

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value. The examples found in the data have both negative and positive values. These values ENGAGE the people in a given discursive space, where their **dialogic positions** may either be **monoglossic** [this view excludes the dissenting view from “any possible solidarity with the writer” and places it “outside the discursive community which the text constructs for itself” (Martin and White 2005: 157)] or **heteroglossic** [this view takes divergent voices and alternative viewpoints (see Martin and White 2005: 93)]. APPRAISAL categories, it is argued, are intertwined with discourse practices of the people in a particular socio-cultural context (see Foucault 1978, 1980; Fairclough 1992a, 1992b; Mills 1997; Lazar 2007). So, ‘performativity’ (see Butler 1990, 1993, 1997) of marriage of a transgender couple {of transmen (i.e. bio-physiological females with a masculine gender identity/expression) and transwomen (bio-physiological males with a feminine gender identity/expression)} (see Reddy 2010; Kotak 2000; Sharma 1989) is an instance of subversive acts because *hijra* (a label for transgender people in Indo-Pakistani context) in women’s clothing is “subversive to the extent that it reflects on the imitative structure by which hegemonic gender is itself produced and disputes heterosexuality’s claim on naturalness and originality” (Butler 1993: 125). In order to address the research questions, the comments on Facebook pages of newspapers and magazines which highlighted the news of *fatwa* allowing transgender marriage in Pakistan were studied. An overwhelming majority of comments (70%) from Pakistani commentators immediately following the news headline took to moralistic preaching, reprimanding the clerics for their wrongdoing. There is a minority group of commentators who welcomed this *fatwa* and declared it a progressive move. Social media comments, at first, seem varied, even disjointed with no homogenous argument, no clearly encoded hypothesis and no systematically presented facts and stats. In fact, if one intends to extract gist out of *anti-fatwa* arguments, they appear biased, orthodox and perhaps implausible – for example: transgender people are always involved in immoral activities.

## RESEARCH METHODOLOGY

The general aim of the data collection process was to identify, for micro and macro-textual analysis, the different ways in which transphobic or transphilic sentiments were invoked by the commentators. Given this context, the following framework was used as the comments were reviewed:

- (1) Identifying relevant texts by examining a range of discussions on comment sections of different newspapers and magazines about the said *fatwa*
- (2) Text selection according to explicit inclusion and exclusion criteria and;
- (3) Discursively analyzing the data for themes.

The inclusion and exclusion criteria were:

- Those written in English;
- Posts that were about *fatwa* allowing marriage of transgender people in Pakistan and;

- Those posted when the *fatwa* allowing transgender marriage was first issued.

Following is the breakdown of 655 comments making representative sample for this study:

- I. *Samaa* 56 comments
- II. *ARY* 111 comments
- III. *Express Tribune* 14 comments
- IV. *Global Citizen* 80 comments
- V. *Khaleej Times* 47 comments
- VI. *The Telegraph* 115 comments
- VII. *Vice News* 343 comments

The discussions under analysis were initiated on June 27, 2016 when the said *fatwa* was issued. Here, it must be added that the comments comprising data were not selected or picked by the researcher. These are actually the total number of comments posted on the Facebook pages of the said newspapers. If a news/story manages to attract people's attention, thousands of people comment on it, but this was not the case here, showing that people in general are not interested in the transgender community and their rights.

#### 4. Appraisal analysis of Facebook discussions

##### 4.1 Axiology – Social media discussion forums' value orientation

An in-depth study of Facebook comments demonstrates following ATTITUDES of the commentators:

- a) AFFECT: Empathy, sympathy and pity for transgender community who is denied rights and is considered inferior to a man and a woman
- b) APPRECIATION: applause and appreciation for clerics who issued the religious decree
- c) JUDGMENT: declaration of moral outrage, contempt, anger and hatred for clerics, their supporters and transgender people who are considered prostitutes and lesser humans.

The hybrids of evaluation (see examples on the following pages) construe an approving or disapproving attitude to gender-variance and can be treated as affectual inscriptions invoking (i.e. implying) JUDGMENT or APPRECIATION (satisfaction/dissatisfaction, respectful/contemptuous, disgust/revolt). Thus, different value orientations interconnect and interrelate in order to build ultimate gendered appraisal system within an order of discourse. By such interconnections and interrelations, the discourse constructs 'high order meaning complexes' or 'meta-relations' (Macken-Horarik 2003: 286). Eventually, these meta-relations provide

**dialogic position** to readers which leads them to adopt **monoglossic or heteroglossic** attitudinal alignments.

### Key

+	positive attitude
-	negative attitude
des	affect: desire
hap	affect: un/happiness
sec	affect: in/security
sat	affect: dis/satisfaction
norm	judgement: normality
cap	judgement: capacity
ten	judgement: tenacity
ver	judgement: veracity
prop	judgement: propriety
reac	Appreciation: reaction
comp	appreciation: composition
val	appreciation: valuation.

(from Martin and White 2005: 71)

### ***The Headline – setting field and tenor***

The headlines listed below seem to take a position and this is how field and tenor of Facebook discussions for different individuals is set (appraisal items underlined):

- i. Pakistani clerics declare transgender marriages legal in Islam (The Telegraph)
- ii. Clerics issue *fatwa* allowing transgender marriage in Pakistan (SAMAA)
- iii. Fatwa allows transgender marriage in Pakistan (Khaleej Times)
- iv. A surprisingly progressive move: Transgender marriage is now legal under Sharia law in Pakistan (Global Citizens)
- v. Can transgender marry? ‘Yes’, says new *Fatwa*. (Express Tribune)
- vi. Pakistani clerics declare transgender marriages legal under Islamic law (Vice News)
- vii. New *Fatwa* allows transgender marriage (ARY)

Out of these five headlines the fourth and fifth seem to exhibit AFFECT: **insecurity, surprise** towards transgender community. The rest of the headlines attempt to take a neutral position without expressing any ideological leaning. Despite this neutrality, they seem to exhibit positive APPRECIATION, **valuation** marked by underlined appraisal items, since positive APPRECIATION, here, is used to refer to newsworthy information that is valuable enough to print (Martin and White 2005: 73).

Table 1 on the next three pages presents the summary of “ATTITUDE analysis”. The category which does not emerge in the given example is marked with x sign. The examples mentioned in Table 1 are discussed in detail on the following pages of the paper (please refer to *Key* to for analysis codes in Table 1). The multiple appraisal items in the same example are numbered a, b, c.... Since the study is based on Facebook comments, the examples are numbered C.1, C.2, C.3 ..., where C stands for ‘comment’.

A majority of comments posted by Pakistani people identify the homophobic group as westernized liberals (see C.1 below: in this and all the following examples, the appraisal items are underlined: refer to *Key*):

*C. 1 This is another slap (a. **-prop**) on our moral values. These molvis are paid mullas (b. **-cap**). There are many westernized (c. **-cap**)liberals in our society who want to change our religious values. In fact transgender people’s rights means homosexuality(-norm)...(Posted by ZAA on Facebook page of ARY on June 27, 2016).*

Thus, the hypothetical Muslim text recipients who are written into the text right from the beginning tend to take a negative JUDGMENT (**propriety, capacity, norm** respectively: see underlined attributes) of those who campaign for the transgender community’s rights. The aligned text producers and text recipients are construed as in-group members positioned against the ‘otherness’ of the ‘progressive’ section of the society.

Table 1: Attitude analysis

Sections	Appraising items	Appraiser	AFFECT	JUDGEMENT	APPRECIATION	Appraised
4.2	i. declaring ii. allowing iii. allows iv. surprisingly v. Interrogative and response "Yes" vi. declares vii. allows	i. THE TELEGRAPH ii. SAMAA iii. Khaleej Times iv. Global Citizen v. Express Tribune vi. Vice News vii. ARY	i. x ii. x iii. x iv. - sec v. - sec vi. x vii. x		i. +val ii. + val iii.+ val iv. x v. x vi. + val vii.+ val	i.clerics ii.clerics iii.fatwa iv. fatwa v. fatwa vi.clerics vii.fatwa
4.2 C.1	C.1 a.slap C.1 b.paid mullahs C.1c.westernized C.1.d homosexuality	C.1a ZAA C.1b ZAA C.1c ZAA C.1d ZAA	C.1a x C.1b x C.1c x C.1d x	C.1a.-prop C.1b.-cap C.1c.-cap C.1d.-norm	C.1a x C.1b x C.1c x C.1d x	C.1a.fatwa C.1b.clerics C.1c.clerics C.1d.trans-community
4.3 C.2 to C.8	C.2 manufacturing fault C.3 people of Lot C.4a only about marriage, divorce, eunuchs and pedophilia C.4b never C.5 be forced C.6aharamkhor C.6b incapable C.7a Good C.7b "OL ...world" C.8a Wow C.8b unbelievably C.8c Good	C.2 BJ2 C.3 TAH C.4 SL C.5 QMB C.6 QMB C.7 VV C.8 TK	C.2 x C.3 x C.4a -hap C.5 x C.6a -hap C.6b x C.7 x C.7 x	C.2 -cap C.3 -norm C.4a x C.4b -prop C.5 -prop C.6a x C.6 b -cap C.7a x C.7b +prop C.8 x	C.2 x C.3 x C.4a x C.5 x C.6a x C.6b x C.7a +reac C.8a +reac C.8b +reac C.8c +reac	C.2 transgender people C.3 transgender people C.4a, bclerics C.5 Clerics C.6a ,b Clerics C.7a Fatwa C.7b trans people C.8, a, b, c Fatwa
4.4 C.9	C.9a already made C.9b already decided	C.9 KX	C.9a x C.9b x C.9c x	C.9a -norm C.9b -norm C.9c -norm	C.9a x C.9b x C.9c x	C.9a the world C.9b the world C.9c the world

	C.9c bother C.9d thanks again		C.9d x	C.9d x	C.9d + val	C.9d The Telegraph
4.5 C.10 to C.13	C.10a a long ... person C.10b draconian... law C.11a much more C.11b meaningless C.12a Look ... talking C.12b should ... humans C.12c The more ... politicians C.13a harami C.13b alcoholic C.13c Fazlu diesel	C.10 AC       C.11AC   C.12 MIA KZ       C.13 AS	C.10a x C.10b x  C.11a x C.11b x C.12a x C.12b x C.12c x C.13a -hap C.13b x	C.10a +nrom  C.10b x  C.11a x C.11b - norm  C.12a -cap C.12b - prop C.12c -ten  C.13a x C.13 b - prop C.13 -prop	C.10a x   C.10b -reac  C.11a +reac C.11b x  C.12a x C.12b x C.13 x  C.13a x C.13b x C.13c x	C.10a Pakistani culture C.10b The West C.11a trans- community's rights C.11b Fatwa C.12a clerics C.12b trans- people C.12cclerics   C.13a clerics C.13b clerics C.13c clerics

\* In Table 1 the second and third columns list appraising items and acronyms of the commentators' names respectively.

**Rhetoric of sin and morality**

An overwhelming majority of social media comments about transgender marriage are loaded with the rhetoric of sin and morality. The use of methodic strategies such as the cataphoric reference of *they, these people, people of Lot* and politically incorrect language such as *half-man, curse, God forbid* and *sinners* for transgender people are some of the hallmarks of Pakistani transphobic discourse. The interpretative paradigm which operates for such heteropatriarchal appraisal discourses comprise strategic chains of attitudinal values which lead in-group members to construe the depicted world through the eyes of the text producer, and hence to empathize or sympathize with them. In the case of Pakistani social media, an overwhelming majority of the commentators (i.e. the moralists and the religious ones) organize attitudinal meanings so as to align the in-group members into a transphobic community which shuns deviation from gender norms and forbids subversion of normative gender performance. The effect is achieved by firstly aligning the in-group members into a communality which maintains the status-quo of gender roles. Interestingly, this is achieved mainly by invoked attitudinal *tokens* (i.e. indirect emotions) rather than *inscriptions* (i.e. direct expression of feelings).

C. 2 *Their baby making machine has manufacturing fault (-cap) (Posted by BJ2 on Facebook page of ARY on June 28, 2016).*

[factual token of -ve JUDGMENT: incapacity, hence normative contempt for transgender community]

C. 3 *Because of such practices, God destroyed People of Lot ( -norm) (Posted by TAH on the Facebook page of ARY on June 28, 2016).*

[factual token of -ve JUDGMENT: normality, people of Lot stands for homosexuality in Quran, hence sinful life of married transgender people]

C. 4 *These clerics like to issue religious decrees only about marriage, divorce, eunuchs and paedophilia (a. -hap). People are dying in Syria, Iraq and many other countries of the world... They would never(b. -prop) talk about these issues. (Posted by SL on Facebook page of SAMAA on June 28, 2016).*

[-ve AFFECT: **unhappiness**; indication of dislike, hate and abhorrence for Pakistani clerics; -ve JUDGMENT: **propriety**]

C. 5 *First of all, the clerics who issued this fatwa should be forced (-norm) to marry transgender individuals (Posted by QMB on Facebook page of ARY on June 28, 2016).*

[token of -ve JUDGMENT: **propriety**, condemnation of the clerics and *fatwa*]

At times, transphobic attitude is inscribed rather than invoked. It typically happens in case of values of condemnation. The direct negative AFFECT: **un/happiness: dislike** (e.g. *haramkhor*) towards, and JUDGMENT:incapacity (e.g. incapable) of, clerics and transgender community could be observed in C.6.

C.6 *the haramkhor (a. -hap) (someone who earns money by dishonest means) clerics are incapable(b. -cap) of talking about important issues (Posted by QMB on Facebook page of ARY on June 28, 2016).*

There are others who express positive JUDGMENT and AFFECT regarding this issue. Under the conditioning of the text recipients' knowledge of socio-cultural scenario of Pakistan, seemingly neutral statement of facts may have a force to evoke a positive reaction (i.e. APPRECIATION: **reaction, quality**) which is, perhaps, more strongly felt on account of being alluded to rather than directly stated (e.g. see C.6). In Facebook pages of foreign newspapers and magazines, the dominant attitudinal motif is positive APPRECIATION (**reaction: quality**, e.g. good, wow) and positive JUDGMENT (**propriety, ethics: moral**, e.g. *Ol humans have der own rights in the world* and **capacity: productive** e.g. *still a lot to do*) of the sympathizers and right activists typically conveyed via inscription (see C.7 and C.8.):

C. 7 *Good step (+reac) ....*Ol humans have der own rights in the world* .... (Posted by VV on Facebook page of Khaleej Times on June 28, 2016).*

C. 8 *wow (a. +reac)! That's unbelievably progressive (b. +reac)! Very good (c. +reac) step but still a lot to do (Posted by TK on Facebook page of Khaleej Times on June 28, 2016).*

Intriguingly, this sort of positive labeling, APPRECIATION: **reaction, quality**, (e.g. Wow and good in C.7 and C.8) is punctuated with material which has the potential to evoke the sense that the 'transgender community' has been mistreated and to provoke feelings of sympathy for them. The outcome is to position the text recipient as aligned into a community of feeling by which an undeniably 'natural' connection between celebration of a good move and hope for a better future is maintained.

### *Juxtaposing competing discourses*

One group of social media which exhibits *condescending* behaviour seems to mix positivity with negativity (e.g. C.20):

C. 9 *Hollie Carter that's the mind-set all the world already made (a. -norm) regarding Pakistan. They have already decided (b. -norm) about Pakistan. even they never bother (c. -norm) to research the things about us □ Telegraph, thanks again (d. + val) to help us (Posted by KX on Facebook page of The Telegraph on June 28, 2016).*

This is the same monoglossic taken-for-granted approach which marks the discursive practices of non-Pakistani commentators. The negative JUDGMENT: **normality** (see underlined chunks in C.9) that Pakistan is an orthodox, conservative and extremist society is construed as a position which is definitive and unquestionable for all non-Pakistani commentators. The texture of discourse in C. 9 is quite intricate, with both positive and negative lines of APPRECIATION. The positive APPRECIATION: **valuation** is both for the newspaper (for publishing positive news about Pakistan) and Pakistan (for initiating a progressive move of legitimizing transgender marriage).

### *Sorry state of ethical values of Facebook commentators*

The social media discussion forums provide a series of factual tokens which the users offer to the text recipients as evidence of just how aggrieved and discomfited Pakistani transgender community is (see C.10).

C. 10 *The subcontinent, including Pakistan, has had a long tradition of recognizing transgender persons (a. +norm) --- BTW, the draconian anti-LGB laws there came from British law (b. -reac) during the period of British colonialism/oppression (Posted by AC on Facebook page of Global Citizen on June 28, 2016).*

This evidence, then, is allegedly presented as further premise for why ‘we, the normal heterosexual Pakistani people’, should empathize with the transgender community in continuation with our historical tradition. This is how a meta-relationship of ‘confirmation’ is established with the preceding comment, i.e. C.9: the negative APPRECIATION: valuation that Pakistan is viewed as an intolerant and oppressive society by a majority of people in the West. In other words, C.10 (the underlined relational clauses) provides a point of possible attitudinal alignment for both Pakistani and Western readers – in which a long-standing and deep-seated negative APPRECIATION: **valuation** of Pakistan and Pakistani society is invoked – namely the view which condescends Pakistani socio-cultural tradition, seeing it as crude, gauche or unrefined and underdeveloped as compared to the West. This comment and many others like this serve to highlight ‘transformation’ or devolution of Pakistani society: the practices of tolerance and acceptance of a pre-colonial Indo-Pakistan are recalled in juxtaposition to current intolerant and exclusionary practices. The core value being invoked is one of positive APPRECIATION: **normality** of Indo-Pakistani culture regarding status of transgender community (see underlined chunk ‘a.’ in C.10), and hence an invocation of negative APPRECIATION: **reaction** of the West (see underlined chunk ‘b’ in C.10).

In their unequivocal evaluative language (their inscriptions of attitude), a majority of Pakistani social media commentators (i.e. the skeptics and the ambivalent ones) avoid being directly sympathetic to the transgender community. At the level of explicit attitude, the said *fatwa* legitimizing transgender marriage is perceived as a matter of APPRECIATION: **reaction** rather than JUDGMENT.

*C. 11 Agree that Much more (a. +reac) is needed but do not agree that it's ‘meaningless’ (b. +norm)* (Posted by AC on Facebook page of Global Citizen on June 28, 2016).

No human agent has been mentioned in C.11. Once again, the juxtaposition of ideas is observed here. The phrase ‘much more’ is juxtaposed to ‘meaningless’ which allows the explicit, literal meaning to be affirmative rather than disapproving. In terms of attitudinal alignment and the negotiation of solidarity, the attitude of some of the commentators is somewhat mixed.

*C. 12 Look who is talking (-cap)... Transgenders should be treated as human(+prop) but.... The more fatwas they issue, the more it looks like religion is a means of control over people, by politicians (-ten)* (Posted by MIA and KZ on Facebook page of Khaleej Times on June 28, 2016).

Here, as it has been mentioned, the skeptic commentator is proposing a somewhat disapproving view of the said *fatwa*. A range of JUDGEMENT: **capacity** (Look who

is talking), **propriety: obligation** (should be) and **usuality** (The more ... by politician) acts to present this negativity as contentious and likely to be debated in the communicative context of social media discussion since this is a view which the commentator herself repudiates (when she says, ‘Transgenders should be treated as humans but’), even though she dismisses it later. The community into which the text-recipient is being aligned, therefore, is noticeably one which is sympathetic towards transgender community but is not in favour of allowing them sexual liberty. This disapproval takes the shape of ‘factual’ statements which act as tokens of -ve AFFECT: **un/happiness** (see ‘a’ in C. 13) and -ve JUDGEMENT: **propriety** (see ‘b’ and ‘c’ in C.13).

*C. 13 Google" Mufti " in Pakistan and it will mean a Harami (meaning bastard) (a. -hap).....Like Ashrafi alcoholic (b. - prop) or Mufti Qavi and Qandeel ....Liaqat Amir , FazluDiesel (c. -prop) and many more .... (Posted by AS on Facebook page of Khaleej Times on June 28, 2016).*

Both attitudinally and dialogistically, some commentators exhibit ambivalent feelings. Attitudinally the text-recipient is made to share feelings of both sympathy (i.e. transgenders are humans) and condescension (i.e. Pakistani clerics are incapable of doing anything good). Dialogistically, some statements are held to be non-contentious for the readers (for example, ,‘The subcontinent, including Pakistan, has had a long tradition of recognizing transgender persons’) while others are held to be a little more problematic and less plausible to be shared, at least primarily (for example in C.12, ‘it looks like religion is a means of control over people, by politicians’)

Table 2 shows a synoptic view of complex meta-relations of appraisal values.

Table 2: Overview of meta-relations

Analysis sections	Dominant attitudinal terms	Dominant dialogistic positioning
4.3 Rhetoric of sin, morality	inscribed -ve judgment	monoglossic: taken-forgrantedness
	tokens of -ve affect	
4.4 Juxtaposing competing discourses	inscribed -ve judgment: about Pakistan	monoglossic: taken-forgrantedness
	Inscribed +ve judgment: about clerics and fatwa	heteroglossic
	tokens of +ve appreciation: of clerics, fatwa and The Telegraph	
4.5 Sorry state of transgender community in Pakistan	invoked -ve judgment: incapacity	monoglossic + implied heteroglossic
	invoked +ve judgment	heteroglossic
	+veaffect: appreciation	
	invoked -ve judgment invoked -ve affect	monoglossic+ implied heteroglossic

Table 2 shows how discourses of/on transgender marriage in Pakistan demonstrate strategic use of affectually-based alignments (predominantly negative and monoglossic) and reject transgender marriage equating it with homosexuality and sin.

## CONCLUSION

The analysis, provided in this study, reveals complex processes by which Facebook commentators construct a range of points of alignment with the said *fatwa*, and strategically vary the terms of these alignments depending on their respective ideological leanings. More specifically, this study unfolds various points of alignment in relation to the transgender community's rights in Pakistan, thereby displaying a wide range of rhetorical force exhibiting transphobia. The transphobic discourse of Pakistan comprises a careful modulation of alignment with a long-standing ambivalence towards the transgender community. By this modulation, Pakistani people characterize transgender individuals as wronged against while at the same time disrespecting and ridiculing them for their immoral activities and unworthiness. Since these unworthy elements have long-standingly been stereotyped targets of suspicion and criticism in heteropatriarchy (for example, disapproval of religion and equation with homosexuality), the picture painted by the text is compatible with Pakistani culture's heteronormative images of gender. This evaluative logic provides the (non)compliant individuals with a community of shared ATTITUDE within which heteronormativity enjoys hegemony. This analysis also demonstrates the way Facebook commentators exhibit certain intersubjective positioning in order to construe transphobic and homophilic groups. An overwhelming majority of discourse samples demonstrate **monoglossia**. One of the propositions which was extensively **dialogised** and hence characterized as contentious was the assertion that religion is intolerant of transgender marriage and transgender marriage equates with homosexuality. Solidarity for comments with +ve EVALUATION of transgender community's rights is overwhelmingly a matter of alignment with an axiological community for which values are not taken for granted and in which there is space for alternative viewpoints.

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## **Learning and Practising Assessment in Pre-Service Teacher Education Program: Bridging Theory-Practice Gap**

### **Abstract**

*This paper responds to two research questions as part of a wider study: 1) How do prospective teachers learn about assessment in a pre-service teacher education program? 2) How do cooperative teachers and university teachers support prospective teachers on teaching practicum to learn about using assessment for bridging the gap between theory and practice? A sequential mixed method design was applied to collect data in two phases: a survey about the opinions of Prospective Teachers (PTs) and observations of classes in both teacher education and teaching practicum contexts were completed along with interviews and focus group discussion. The study concluded that PTs face difficulties in applying student-centred assessment practices because of limited modelling both in the teacher education and school practicum settings, large class sizes, lack of collaboration, insufficient time during the teaching practicum, and limited opportunities to use technology in school settings in Pakistan.*

**Keywords:** *Learning, practising, assessment, pre-service teacher education program, theory and practice*

### **INTRODUCTION**

#### **Establishing a need for reform in teacher education regarding assessment:**

It has been observed that modern methods of teaching and assessment techniques currently taught in pre-service teacher education programs to prospective teachers (PT) are not fully availed in practice for complex multiple reasons including the prevailing classroom situations in government schools as well as the role of university supervisors, cooperative teachers and those in school management positions of these placement schools. It has been argued that in Pakistani settings the training provided often fails to enable the PT to adapt learned assessment strategies and theoretical understandings of assessment to classroom situations and therefore,

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PTs tend to continue with traditional methods of assessment which negates the entire purpose of training (Naeemullah, Muhammad, Muhammad, Uddin, & Shafqat 2010). The alignment of curriculum, pedagogy and assessment is therefore very significant in bridging a potential gap between theory and practice when seeking to facilitate learning which promotes creativity, innovation and the solution of problems by the learners (Biggs, 1996; Anderson & Krathwohl, 2001; Brookhart, 2010; Azzam, (2009; Barahal, 2008). In the pre-service teacher education programs in Pakistan, by and large the alignment of curriculum, pedagogy and assessment has been ignored for multiple reasons (Iqbal & Anwer, 2014; Bashir, 2002). The majority of the teachers ask questions on their feet, and only measure the cognitive retention power of the students. Assessment of higher order thinking skills such as analysis, synthesis, evaluation and problem-solving are not given their due share in teaching and assessment (Iqbal, Anwer, 2014. Iqbal & Anwer (2014) conducted an exploratory study about the assessment practices used by university teachers on a B.ED (Hons) programme and revealed that intended learning outcomes were not aligned to assess all cognitive levels of Blooms' Taxonomy, curriculum objectives of the course were confined to 'Remembering' and 'Understanding' levels,.

This line of argument leads to identifying an issue in the preparation of PTs, if we consider how they themselves are being assessed in the development of their knowledge, understanding and practical competencies of developing classroom assessment practices. This paper explores the need and rationale of the assessment reforms required in teacher education programs, if theory is to be effectively adapted for practice in school teaching settings and subsequent reforms of classroom assessment practices in the schools in which the PTs develop their careers. This places a particular emphasis on the teaching practicum elements of PT programs and therefore the role of cooperative teachers (CP) in schools which partner with higher education Teacher Education Providers (TEPs) to offer opportunities for PTs to develop their practice and thus classroom assessment practices.

This article focuses on the findings related to a subset of the project's scope, focused on the following research questions:

- 1) How do prospective teachers learn about assessment in a pre-service teacher education program?
- 2) How do cooperative teachers and university teachers support prospective teachers on teaching practicum to learn about the use of assessment and bridging the gap between theory and practice?

## **RESEARCH METHODOLOGY**

A sequential mixed method design was applied to conduct this study by applying quantitative and qualitative approaches. The wider study, from which the data used in

this paper to address the above research questions was collected, consisted of two phases, with each phase supporting and guiding the next one. The first phase was quantitative in nature in which a survey was conducted by questionnaire. In the second phase, we also collected evidence of **the enacted curriculum** through observation of classes, interviews and Focus Group Discussion to gather data, albeit partial, about the **learned curriculum**. This helped to cross check the quantitative findings and collect richer information about the learning of assessment practices in relation to closing the gap between theory and practice. The decision to conduct interviews with teachers after analyzing the quantitative data was made pragmatically on the basis of apparent contradictions in the quantitative results towards a more reliable analysis of the data. Sources of triangulation in the study were the quantitative and qualitative responses of university teachers. According to Cohen and Manion (2008) triangulation is a technique that gives a balanced picture of human behavior in an unbiased and objective way.

### **Instruments of the study**

Baseline data collected from the content analyses helped to construct the survey questionnaire. One strand of these questions gained the views of PTs about the learning of assessment techniques to bridge the gap between theory and practice. The key constructs of the survey questionnaire were setting learning objectives, knowledge assessment, reflective-formative assessment, learning supportive assessment practices, feedback and asking questions. The constructs were reviewed and finalised by the experts after detailed discussion for the construction of items. 26 out of 56 items were finalised after the review by the research team. The three relevant experts validated the instrument and proposed some changes in languages, assessment terms and alignment with the key constructs. The instrument was pilot tested before its usage. Quantitative analysis guided in finalizing the major and sub-themes of the Interview guide and Focus Group Discussion.

Semi-structured interview and FGD schedules were formulated by the research team, in consultation with the wider steering group, to collect richer information about the situation from the perspectives of those involved in and experiencing the teacher education provision. This has helped to identify issues associated with the learning of assessment techniques and their application on teaching practicum by the PTs with the support and guidance provided by the UTs and CTs.

### **Population and setting of the study**

The setting of the study in Pakistan was three public sector universities and teacher education colleges, all running a B.ED 4 Years program for elementary education in Rawalpindi and Islamabad (Fatima Jinnah Women University, Rawalpindi, International Islamic University, Islamabad, Government Teacher Training College,

Islamabad). On this B. Ed (hons) program students go for practicum three times during different semesters to the cooperative schools associated with each institution. The Elementary Teacher Training Colleges, along with the universities, are the beneficiary partners of the project funded by HEC under British Economy Exchange Program. The data gathered during the project activities is adjusted in research articles as agreed with the funding agency. All the institutions including the Elementary Teacher Training College are running the same B.ED (Hon) program approved by HEC. Students of elementary Teacher Training College have also accomplished three practicum terms like the university students, and in this context, it is a homogeneous group for the survey approved by the national and international experts at the designing phase of the project.

### Sample of the study

Purposive and convenient sampling techniques were applied to select the sample of the study. PTs of the three partner institutions were selected for the survey questionnaires to gather quantitative data about learning and application of the assessment techniques. For this purpose, the survey questionnaire was administered to all the Pakistan-based PTs who were studying the ‘methods of teaching’ course and who had also completed three phases of their teaching practicum. Phase two was completed with an 80 item questionnaire used to survey the views and experiences of PTs in the three Pakistan-based TEPs, of the following numbers of prospective teachers:

**Table 1: Summary of data collected in Pakistan**

Sr.no	Name of Institution	Number of prospective teachers
1	Fatima Jinnah Women University	35
2	International Islamic University	42
3	Government College Elementary Teachers	32
<b>4</b>	<b>Total</b>	<b>109</b>

The analysis of quantitative data from this survey data clarified the themes and sub-themes for the semi-structured interview and Focus Group Discussion (FGD). Participants for the FGD were the heads of cooperating schools. Eight heads of institutions (4 male & 4 female) participated from Pakistani schools. Major and sub-themes were discussed with the five HoDs and two senior teachers in detail to draw findings and conclusions of the study. Eight UTs and eight CTs from the UK and Pakistan participated in the interview. A summary of the data collected in phase three of study is included in Table 2.

**Table 2: Summary of data collected in Pakistan and UK (UoL) about observation of teaching session and interview of prospective teachers**

	Pakistan		
	Session	Time	Participants
TEP Session observed	5	400 min.	230
School sessions observed	5	240 min.	440
University Teachers interviewed	8	255 min.	
School cooperative teachers interviewed	11	5	150 min.
School leaders	2	80 min.	

### Collection and analysis of data

The protocols agreed were then used to gain informed consent from all participants by sharing the ethical principles on which the study was based and briefing participants about the objectives of the study before gaining their participant in each data collection incidence/use of each research instrument. Responses for the questionnaire categories were fed into SPSS and descriptive statistics were applied by calculating percentages. The researcher tried to remain unbiased and controlled personal effects during interviews by an impartial attitude, at the same time observing the participants' pitch of voice and body language during interviews and jotted down as field notes. Thematic analysis was carried out by open coding, axial coding, analytical coding and selective coding.

### Phase 1: Analysis of Quantitative data

Data collected through self-administered questionnaires was fed into SPSS version 16 to calculate percentages. Items relevant to the research questions of this paper are summarized in Tables 10-14, which report only the percentage responses for the 'very useful' category on the Likert scale.

**Table 3: Importance of setting learning objectives and lesson planning (very useful)**

s.no	Item	Inst. A	Inst. B	Inst. C	Total
		%	%	%	%
1	Usefulness of setting learning objectives	27	20	29	25
2	I was taught how to set learning objectives	78	29	36	47
3	I understand what learning objectives are	34	29	41	34
4	I am competent to set learning objectives	16	11	17	14
5	Usefulness of planning lessons	44	60	55	53
6	I was taught how to plan lessons	69	29	50	49
7	My competence in planning lessons	25	29	36	30

The analysis of Table 10 revealed that PTs enrolled in the selected institutions of Pakistan do not report themselves as competent in lesson planning (30 %) and setting of objective (14 %) skills. They do not recognize or consider the usefulness of learning objectives (25 %) and lesson planning. Participants of institutions B and C

were of the view that they were not taught how to set learning objectives (29 %, 36 %). However, participants of institution B were of the view that they did not have sufficient opportunities to plan lessons (29 %).

**Table 4: Importance of questioning and summative assessment (very useful)**

s.no	Item	Inst. A %	Inst. B %	Inst. C %	Total %
8	Usefulness of questioning technique in learning	34	51	52	45
9	My competence to apply questioning technique	31	23	24	26
10	I was assessed on my knowledge, understanding and skills of methods of teaching	13	29	21	21
11	Usefulness of assessing pupils' work summatively	63	31	38	44
12	I was taught how to assess pupils' progress through summative assessment	47	29	43	39
13	My competence to assess pupils' work summatively	44	17	29	30
14	I understand the role of summative assessment	25	23	19	22

It is elicited from Table 11 that the participants of the three institutions were of the view that they had insufficient competence in applying questioning techniques and assessing pupils' work summatively. PTs reported that they did not consider that their curriculum taught them sufficiently how to assess pupils and were not clear about the role of summative assessment in learning and teaching. It was further identified that the majority of the participants disagreed with the statement that they were assessed on their knowledge, understanding and skills of method of teaching. Percentages below 50 show that teachers gave little importance to questioning and summative assessment.

**Table 5: Importance of formative assessment (very useful)**

s.no	Item	Inst. A %	Inst. B %	Inst. C %	Total %
15	Usefulness of assessing pupils' work formatively	50	31	21	34
16	I was taught how to assess pupils' progress through the use of formative assessment	25	34	41	33
17	My competence in assessing pupils' work formatively	50	17	26	31

Table 12 highlighted that, other than the 50% participants of institute A who agreed with the usefulness of formative assessment and their competencies in formative assessment, those in institutes B and C highlighted lower confidence and competences. Overall, participants highlighted that they were not taught how to apply formative assessment.

**Table 6: Importance of interview, portfolio and reflective journals (very often)**

s.no	Item	Inst. A %	Inst. B %	Inst. C %	Total %
18	I interviewed pupils and teachers at primary level	31	3	12	15
19	My teachers supported me in conducting interviews	16	11	19	15
20	I kept a reflective journal	38	9	24	23
21	I am competent to complete a reflective journal	19	23	14	18
22	I kept an assessment portfolio	47	37	45	43
23	My assessment portfolio was an effective way of supporting my learning	22	9	24	18

Table 13 showed that participants in all three institutions did not report an appreciation of the importance of interviews, portfolio and reflective journals and those with particularly low percentages.

**Table 7: Effectiveness of different methods for supporting students learn to teach (strongly agree)**

s.no	Items	Inst. A %	Inst. B %	Inst. C %	Total %
24	Usefulness of feedback from tutors as part of assessment	25	26	19	23
25	I was provided with feedback about my teaching	41	20	33	31
26	I was offered support in reflecting on classroom challenges between lessons	16	31	14	20

Table 14 highlighted that the majority of the participants reported that they were not offered sufficient support in reflecting on classroom challenges. They were less agreed about support provided through feedback and the usefulness of feedback.

## **Phase 2: Analysis of Qualitative Data including reflection on Quantitative findings**

The researcher interviewed eight UTs from the three institutions running B.ED (Hons) program in the universities and colleges located in the twin cities of Rawalpindi and Islamabad. Eleven PTs were also interviewed to cross check the views presented by UTs. It also includes reflection of UTs on the quantitative data collected from the PTs.

In the same manner, eight UTs and six PTs were interviewed from the UK. Eleven CTs were interviewed about how they support PTs in learning assessment techniques at teaching practicum. Data was recorded, transcribed, refined and validated before its interpretation to draw major themes and sub-themes of the study. This allowed a cross-cultural comparison to be carried out, to further contribute to the imagination of possibilities and appreciation of locally and culturally specific opportunities and

constraints on educational reform of PT preparation for classroom assessment practice. The themes which arose from this integration of quantitative and qualitative data were:

1. Challenges to assessment practices relating to PT recruitment
2. Introducing assessment techniques and their practice
3. Grade and accountability focused assessment
4. The role of assessment criteria
5. The nature of PT assignments
6. Support from cooperative teachers in learning about assessment
7. A dialogical approach to learning about assessment
8. The role of feedback

These themes can be divided into themes related to PTs (1), TEPs (2, 3, 4, 5, 6), cooperative schools (7) and themes which provide evidence for developing School-University collaborative provision (8, 9).

## **RESULTS & DISCUSSION**

### **1. Challenges to assessment practices relating to PT recruitment**

The first theme is a factor which is important to acknowledge in terms of the personal characteristics of the PTs themselves, which TEPs need to acknowledge and take into account. Intrinsic motivation to study and develop as a committed teacher cannot be assumed. The majority of the PTs reported about joining pre-service teacher education program as a second choice to their initial career choice either because of failure to get admission into engineering and medical subjects due to low grades in intermediate examination or, in the case of many of the female recruits in particular from the Northern Provinces, due to familial advice that this would be a safe profession to join. Out of eleven PTs interviewed: five intended to join the engineering or medical department, four joined due to influence of parents and family members, and only two of them opted for the teaching profession of their own choice as a respectable, noble and honourable profession that may help them to think, discover and invent.

### **2. Introducing assessment techniques and their practice**

Teacher educators use a range of assessment practices such as portfolio assessment, reflective journals, interview skill observation, computer based assessment, and peer assessment to assess students' learning in institutions in Pakistan, however, these

were not all reflected in the reported practices of this particular B.ED programme. The main tool planned into the program was the use by PTs of a reflective journal. This was valued by UTs as an important component that could enhance PTs' learning and application of assessment practices and was made mandatory for all students. One element for inclusion in these journals was the expectation to complete an analysis of the different types of lectures to draw conclusions on positive and negative aspects of each classroom technique introduced. However, the review of these student-centred assessment techniques were not regularly or systematically included in their teaching practice or the B.ED program. The reflective journal supported the UTs aim to equip the PTs with theoretical knowledge about these modern assessment techniques but did not contribute to the development of the skills to use such techniques and assess any progress in such application. The majority of PTs also viewed that assessment portfolio is also not effective to assess and support learning. The majority of the PTs also viewed that the CTs and UTs do not support and guide them to apply and practice interview skills for assessment purposes. As a result, PTs continue to practice the traditional assessment techniques (paper and pencil test) at teaching practicum that may not support and enhance learning of the learners, despite holding appropriate knowledge about a wider range of practices.

### **3. Grade and accountability focused assessment**

Teacher educators are aware that schools are assessed on the basis of grades that have been earned by their students as a result of annual examinations held by the examination boards. Schools display their results through print and electronic media, chalking on walls, and displaying banners to establish their worth in society. This is a high stakes assessment culture and parents and students pursue grades to get admission into the best professional colleges. However, grade focused assessment has led to the promotion of rote learning habits, use of unfair means of making progress and potential nervous breakdown of both students and teachers. Certainly, it can be argued that a focus on learning of knowledge, skills and dispositions, including higher order thinking skills: creativity, problem solving, analysing, imaginative thinking or conceptualising, are not valued since they are not included in these high stakes examinations. This situation is perpetuated in teacher education settings, in which the assessments are organised on a similar basis and with similar values, leading to a similar de-prioritisation of competency and higher order thinking skill development.

### **4. The role of assessment criteria**

The assessment criteria used for grading has a significant effect on learning and assessment. The focus of lower order and higher order thinking skills determine the quality of learning. UTs organise model lessons to grade PTs based on holistic grading or rating scales that have been developed by foreign Universities who have

acted as consultants to the B.ED program. PTs are generally graded on the basis of communication skills, organisation of lessons, and measurement of their theoretical knowledge of program content and pedagogical practice. This is by written examination of students which qualifies them for their B.ED (Hons) degree. Assessment criteria do not check analytical, problem solving and creative abilities of the students but rather lower order thinking and recall skills. Particularly noteworthy, there is no inclusion of assessment of the reflective skills of the PTs either during the program or as they complete it and enter into the teaching field. It has been noted from the analysis that, unlike the UK situation, the assessment criteria are not linked to Teacher Standards that have been formulated by the Higher Education Commission of Pakistan. In addition the grades can sometimes be surprising for PTs and kept in secrecy until the announcement of the results, which has led to claims of favouritism being applied to the awards given. It has been concluded that there has been no role for schools in deciding or applying these criteria.

### **5. The nature of PT assignments**

The participants of FGD 1 viewed theory based assignments and lesson plans as key assignments assessing PTs' knowledge of assessment practices. These are judged by applying traditional assessment techniques but do not value practical learning on the part of PTs. In comparison with UK practices and practices that match what is valued in Pakistan, there is a need to reformulate assignments which allow assessment beyond covering knowledge recall only to include competency based assessment and assessment of higher order thinking skills. Currently assignments are rigidly focused on the textbook and its content, rather than skills and application of knowledge. In particular they do not require reflection on the part of PTs and lack relevance to real life situations of classroom practice. PTs need to be self-evaluative and UTs and CTs need to be open minded and happy to self-evaluate their own practice, modelling this process on that of PTs. This should include the full range of teaching competencies expected in the Pakistan teacher standards, such as relationship building, professionalism and commitment to continuing professional development.

### **6. Support from cooperative teachers in learning about assessment**

The teacher educators viewed that support on the part of CTs was not something that was systematically organised into the current B.ED programme. PTs are dispatched to cooperative schools without any orientation and capacity building for the CTs. This means that they are not sensitised about the importance of their role in the professional development of PTs. In some schools PTs on practicum were seen as a chance to get some relief from the CTs' heavy teaching workload; in others, periods of practicum were seen as disruptive to the disadvantage of pupils and the school. It was revealed that there is no proper mechanism of providing guidance in planning, observing and conducting lessons by CTs. Consequently, PTs face challenges in

classroom management, delivery of content and evaluation of lessons. In addition to the lack of support for CTs and hence PTs, there is also no evaluation role expected to be performed by CTs and hence no opportunity for alignment between school and TEP elements of the B.ED programme. There is a missed opportunity for using communication technologies to maintain connections amongst PTs, CTs and UTs both for coordination of the programme and professional development of all concerned. It was also noted that, in contrast to the UK situation, there is no recognition of the services performed by the CTs in professional and financial terms, which affects their commitment.

### **7. A dialogical approach to learning about assessment**

It has been demonstrated through this study that the evidence collected supported the hypothesis that PTs found it difficult to practice the methods of teaching and assessment techniques in government school settings due to several barriers. According to UTs, large class sizes, lack of continuity practice, lack of involvement in planning sessions, limited opportunities to use technology in school settings and opportunities to expand a repertoire of no/low cost resources and insufficient time for practice are major barriers to student centred assessment techniques. The key finding was that the multiple perspectives needed to address these challenges were not brought together sufficiently to explore solutions. Those who support trainees in schools were found to have limited awareness of and therefore commitment to the aspirations of the B.Ed curriculum. What is needed is a shift from a culture of obligation to a culture of collaboration between University and school participants in initial teacher education, thus establishing a learning orientation for all involved in Pakistan.

### **8. The role of feedback**

The UTs reported that it was important to gather feedback from PTs and provide feedback to them on their understanding and use of assessment practices, but accepted that this was not regularly provided by UTs or CTs. CTs were thought to provide PTs with oral feedback on their teaching practicum but not in relation to formalised target setting or progress towards meeting the standards, as this was not something for which they had been prepared. This means that PTs do not get opportunities to identify their weaknesses and identify how they might overcome them. Feedback in respect to a progress continuum across the program, as in the UK setting, is missing. Microteaching practices were thought to be an effective technique to overcome the weaknesses in applying theory to practice in terms of practical teaching skills and an opportunity for feedback to PTs. However, it was found to be inconsistently used on the B.Ed, due to lack of confidence and training on the part of UTs. The quantitative data gathered from PTs also confirmed that the majority of the

CTs and UTs do not provide feedback opportunities, and reflection on the challenges of learning and assessment is missing (31 %; 20 %).

## CONCLUSION

This study concludes that in the Pakistani B.Ed program, PTs face difficulties in applying student centred assessment practices due to a lack of modelling in both TEP and cooperative school settings, challenges related to the large class sizes in schools, a lack of value for competences in the assessment practices and insufficient time in teaching practicum experiences. It is also concluded that an additional challenge observed that the majority of PTs on the program have not opted for the teaching profession as a primary choice and hence are facing a lack of intrinsic motivation and commitment to develop the necessary competences. These findings agree with the study conducted by Massud (2016) in the TEP offered in the Universities located in the twin cities of Rawalpindi and Islamabad. PTs enrolled in the UK setting study also faced difficulties in bridging the gap between theory and practice with reference to assessment practices. There is already a reflective journal, which has the potential to be a more powerful and valued vehicle for these reflections, in the B.ED program. A more collaborative school-university partnership model could be developed in which the professional development of PTs, CTs and UTs are considered and fulfilled together. This sees CTs and UTs as having an equal role in the support and evaluation of PTs as well as CTs, CHs and UTs all having a place in the program's development.

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## **Role of Higher Education Institutions in Developing Entrepreneurial Intention among Female Students**

### **Abstract**

*This study explores the role of HEIs in providing entrepreneurial experiences and opportunities to female students for developing their entrepreneurial intention. Explanatory sequential design and multi-stage sampling plan used in this study. Total 103 female students of graduating class, studying in the HEC recognized universities of Rawalpindi and Islamabad, have participated in Phase- I to complete a survey questionnaire and eight students were selected for a face-to-face interview in Phase-II. The quantitative data (Phase I) led to the qualitative data (Phase II) and the results were drawn through descriptive statistics and thematic analysis. The findings show that Entrepreneurship is a new concept in HEIs due to lack of awareness and orientation. HEIs are providing experiences and opportunities (seminars/workshops/career fairs) to students but fail to provide entrepreneurial exposure, which could help female students in developing entrepreneurial intentions.*

**Keywords:** *Entrepreneurial intention, Female Students, Entrepreneurial Experiences, Entrepreneurial Opportunities, Higher Education Institutions*

### **INTRODUCTION**

Education plays a vital role in achieving broader sustainability (Garzon et al., 2018). The World Development Report (2019) emphasized that higher education is the main platform that can accelerate economic growth and stability of the country through developing entrepreneurial skills and knowledge among youth. Thus, according to the European Commission, (2013) higher education can promote innovation, and entrepreneurial culture. It helps to develop the entrepreneurial intention among male and females to reduce poverty, unemployment and expand economic growth and development within society (Choukir et al, 2019). Entrepreneurship has achieved an important place in educational discussions nowadays and is thriving across the world. Its importance and relevance has now been realized in all fields, thus promotion of

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entrepreneurship has become an accepted need in any country (Khan, 2008). The 21<sup>st</sup> century demands the acquisition of new skills and knowledge for entrepreneurial culture and practice to compete in today's global world (Silva, 2008). Entrepreneurship is far ahead from just creation of knowledge towards creating new opportunities and innovative ideas to bring change (Linen, 2004). Global Entrepreneurship Monitors (GEM) (2010) discusses entrepreneurship as a lifelong learning, knowledge, skills and practice that varied from level of elementary education programs till higher education institutions level. Higher education plays a decisive role in enabling students in developing skills that are required for entrepreneurship i.e. innovative ideas and vision, awareness, open-mindedness, risk taking, responsibility, decisiveness, interpersonal and intrapersonal skills and good communication skills etc (Krueger, 2003; Kutako, 2004; Oteh, 2009).

According to Khan (2008) educational trends are changing across the world now and higher education is emphasizing to design such curricula that can promote entrepreneurship education in order to meet 21<sup>st</sup> century demands of the global market. On the other hand, Pakistan is facing a massive discrepancy between the curriculum offered in higher education institutions and industry demands (Naseer, 2015) therefore, students are unable to practice their theoretical knowledge in their practical fields. It is the liability of higher education institutions to develop students' self-efficacy in entrepreneurship through providing them exposure, and opportunities. HEC (2016) reported that both male and female students have the opportunity to attain such skills, knowledge and practical exposure to experience their entrepreneurial intention. However, research conducted by Ahmad, Arshad and Nawaz (2019) concluded that HEC is not playing a vital role in promoting entrepreneurship in respect of funds, infrastructure and faculty training to promote entrepreneurship. According to Paoloni and Serafini (2018) women entrepreneurship is gaining significant importance and value across the nations and verified their level of interest in performing entrepreneurial activities. However, in the Pakistani context, female entrepreneurship is a comparatively new idea (Khan, Ahmed, Nawaz & Ramazan, 2011).

According to the Government of Pakistan-National Youth Development Framework (2019) Pakistan has the highest young population (15-29 age group) in history and is 5th in the world. However, as a developing country, Pakistan is far behind in entrepreneurship. Pakistan has only 1% women entrepreneurs which is very less as compared to the male entrepreneurs at 21%. Being in a male hegemonic society, women are highly discriminated and segregated as compared to the men. This gender segregation, gender biases and inequalities, having less knowledge about business and lack of training (Hassan & Naz, 2020), less emotional and financial support and multiple responsibilities do not allow female entrepreneurs to develop their intention to engage themselves in entrepreneurship (Yaqoob, 2020). It can be improved if they

gain proper knowledge about starting entrepreneurial activity, family support, financial aid, shared responsibilities, and respect for their individual decisions and female participation in entrepreneurial activities can improve socio-economic conditions of Pakistan and as well as help in achieving Sustainable Development Goals (SDGs) (UN Women, 2019). Vision 2030 focuses on eliminating gender inequities, and promoting female empowerment through entrepreneurship. In Pakistan Vision 2025, it is documented that the aim of the vision is to streamline and promote the energies of youth of Pakistan and enable them to utilize their potential for economic growth and development of their country through innovation-oriented entrepreneurship.

Shaheen et al, (2013) have verified that women play an important part in the economic growth and development of Pakistan, Hence, got the attention of academia in Pakistan to make a positive impact worldwide. Therefore, it is the responsibility of higher education institutions to offer such entrepreneurial exposure, platforms, experiences and opportunities to their female students that can develop their intention.

### **Research Questions**

1. What is the role of Higher Education Institutions in providing entrepreneurial experiences to the female students?
2. What specific opportunities do Higher Education Institutions offer to the students for developing their entrepreneurial intention?

Entrepreneurship education is an innovative approach and it is all about creating jobs, excellence and employment opportunities. European Commission (2004) reported that entrepreneurial mindset, skills and attitude could be developed among youth through education. Research studies indicated that entrepreneurial experiences have an effect on Perceived Behavior Control (PBC) (Kirby, 2002; Shane, 2003; McMullen & Shephard, 2006). Thus, according to Linen (2004a) developing intention among students is requisite to perform entrepreneurial behavior for entrepreneurial knowledge, skills, and activity based set of education and training. The dynamics of entrepreneurship further identified that PBC, attitude and social norms are the key features to explain entrepreneurial intention (Kolvereid, 1996; Autio et al, 2001; Linan & Chen, 2011).

Women in Pakistan are playing a dynamic role in the fields of business and forming new milestones. They have great entrepreneurial potential; however, they need support and encouragement from their families to further excel in their respective fields. Entrepreneurship creates change and women entrepreneurship, thus, is the need of the time to bring change in society. This includes self-employment,

alleviation of poverty, gender differences, and social and economic development in Pakistan. The Ajzen Theory of Planned Behavior (TPB) has been chosen for the theoretical underpinning of this study because of its relevance to the research questions formulated. The theories provide a framework to study entrepreneurial intention among female students. The important factor of this theory is to know the individual's behavior that is known as intention. It is a statement that a person who has strong intentions can gain success. TPB can be a significant model to provide an opportunity in order to predict entrepreneurial activities and events and has been used in past research studies in explaining entrepreneurial intention across various cultures and contexts (Lin & Lee, 2004; Scholten et al., 2004).

## **RESEARCH METHODOLOGY**

### **Research Type and Design**

Mixed method research was employed in which the data was gathered to get in-depth results about the entrepreneurial intention. Using explanatory sequential mixed methods research design; quantitative data is collected and analyzed in the first phase of the study followed by qualitative data collection and its analysis in the second phase of the study. In this research design the equal priority has been given to the quantitative and qualitative data that provides a baseline data to better understand and connect the latter (Creswell, 2011).

### **Sampling**

This research used a multistage sampling framework to select the respondents and participants of this research from each of the sampling units of the study in two different phases of research. The sampling unit at stage one was HEC recognized Universities with functioning ORIC offices situated in Rawalpindi/Islamabad and the sample was selected through simple random sampling technique. In the second stage, the graduating class female students studying in these universities were selected through convenience sampling techniques to collect quantitative data. The researcher approached those female students who were accessible and agreed to participate in the study. In the third stage, a subsample of eight female students was selected from the respondents of Phase-I through purposive sampling technique based on predetermined criteria of selection.

### **Data collection instruments**

Quantitative (Phase-I) data was collected through self-administered adapted survey questionnaires. The survey questionnaire was adapted and content validity was done. This meant that some of the items were adapted using contextual changes. A five-point Likert scale was used for Phase-I and individualized interview protocol was designed to collect qualitative data in Phase-II. A self-administered questionnaire was pilot tested on 15 students where the internal consistency Cronbach's Alpha value of the survey questionnaire was .925. The quantitative data was analyzed in percentage

and mean values of the responses were calculated through SPSS. Individualized interview protocol was also developed based on the results drawn from the survey questionnaire of Phase- I.

## RESULTS & DISCUSSION

### Quantitative Results

Table 1  
*Specific Entrepreneurial Experiences*

<u>Items</u>	<u>N</u>	<u>Mean</u>	<u>Std.Dev</u>
My university provides an environment for learning about entrepreneurial ideas	102	3.54	1.183
My university recognizes the development of new product/services by the students	103	3.62	1.067
In my university, students are encouraged to pursue our individual ideas	102	3.65	0.908
My university provides entrepreneurial experience through internship activities	100	3.52	1.096
My university has incorporated an optional course about entrepreneurship in syllabi	101	3.08	1.181
My university offers/includes entrepreneurial activities as a part of classroom teaching	103	3.53	1.055
I meet people in my university with (many) good ideas for new entrepreneurial activities	103	3.72	1.15
My degree would give me enough experience to become an entrepreneur	100	3.55	1.167

Results of the study show that the highest mean score was 3.72 with Standard Deviation 1.150 towards the item “university interaction for new ideas” which indicates that their university provides them opportunity to meet people with good ideas for new entrepreneurial activities. The study also shows the lowest mean score as 3.08 and Standard Deviation as 1.181 towards the item “entrepreneurship course in syllabi” which shows that their University did not incorporate an optional course about entrepreneurship in the syllabi.

### Entrepreneurial Opportunities

	<u>N</u>	<u>Mean</u>	<u>St.Dev</u>
Table 2 <i>Entrepreneurial Opportunities</i> <u>Items</u>			
Valued entrepreneurial activities (than others)	103	3.4	0.974
Opportunities to develop problem-solving skills)	102	3.89	1.089
Opportunities to develop leadership skills and abilities	102	4.15	0.979

Opportunities to develop communication skills	103	4.07	1.078
Provision of exposure for networking/ professional contacts	103	3.47	1.083
Entrepreneurial education through different workshops/seminars	103	3.73	1.122
Encouragement of graduates to pursue entrepreneurship ventures	103	3.55	0.967
Provision of opportunity/ resources for ventures)	103	3.47	0.978

Results show that the highest mean score was 4.15 with Standard Deviation .979, which highly supported the item “opportunities to develop leadership skills and abilities” which shows that their university provides them different opportunities to develop their leadership skills and abilities. The lowest mean score was 3.40 in item “valued entrepreneurial activities (than others)” with Standard Deviation .974, which shows that in their university, entrepreneurial activities are not valued above recreational activities. This mean score was low as compared to other items but, it was above the cut point of mean set for the Likert scale, with the cut point score being 3.

### Qualitative Data Analysis

The qualitative data was categorized in provisional and emergent themes. In this paper, the interview excerpts are shared in compliance with the above-presented quantitative data. All participants of this study described *entrepreneurial experiences* as community work, internships, and/or teaching practicum. It was interesting to note that most participants were not aware of the term entrepreneurship. Most participants believed that entrepreneurship could only be used in business education and business industry. One participant stated:

*“When you gave me the questionnaire to fill, I was wondering why you are asking about entrepreneurship from me. I am a student...how can I tell you anything about entrepreneurship.”*

Referring to the *university environment* in providing these experiences, the majority of participants were of the view that the university had provided them a conducive environment to foster their entrepreneurial intent. One participant stated ‘*our university arranges seminars, different sessions and workshops for students to learn about many different entrepreneurial activities and provide some information as well for starting small projects.*’ The majority of the participants responded in affirmation that they have a chance to meet and interact with different people who help and guide them in developing ideas, and that they availed chances of *networking with people* in their Universities during seminars or workshops. Another participant from the discipline of Education stated that: ‘*Our University provides us the opportunity to interact with skilled people in the field of teaching and learning. Where would we meet, and discuss with people in workshops/seminars in order to get information*

regarding starting a business venture.’ Another stated that ‘our university provides us opportunity to interact with skilled people in the field of teaching and learning. Where would we meet, and discuss with people in workshops/seminars in order to get information regarding starting a business venture.’ The participant from Mass Communication stated that: *Yes, our university provides us opportunities to interact and meet with other people if students show interest. But mostly students who study their last semester are interested in starting small businesses and therefore, register themselves in workshops outside the university in order to interact and learn skills that are required for our professional development.* Most participants stated that they got entrepreneurial experience through **Internship**, and one semester internship is a compulsory requirement for completion of their degree programs. However, they had to search for internships themselves, because the university did not provide linkage to any institute. However, one of the participants stated that ‘*Internship is compulsory for my degree completion and it provides me good experience. I did a three-month internship in a bank, but I don’t think it has prepared me to start any kind of business.*’

Students from Humanities and Social Sciences stated that they go to schools for research/teaching practicum, which helps them in using the different strategies they learn in their curriculum. Most participants stated that **community work** is also compulsory to complete their degree and provides them useful experience and exposure to entrepreneurship. One participant from the discipline of Fine Arts opined that ‘*we have to exhibit our painting at the completion of our degree. We just do our community work by exhibiting our thesis work...we can later sell our products in the market and different fairs.* Another participant from the discipline of Education stated “*We designed models and different paintings for students, which was a very good experience for us. We organized sports activities for students, as it was a school for needy children so they became very excited and happy for the activities we arranged for them.*’ Students were asked about the role of their university in **encouraging them to pursue their individual ideas** and they stated that their Universities and their faculty members encouraged and appreciated them extensively to pursue their own ideas.

Another participant stated that ‘*our institution encourages our own ideas. As we have a campaign against smoking which was organized by students. The faculty encouraged us. And also, students have organized a forum for CSS to promote interested students in it.* On the other hand, one of the participants stated that ‘*Being a married woman, whenever I come out of my class after taking a lecture I completely forget everything except my own home. But of course, during the lecture I come up with lots of ideas in my mind about starting something on my own. However, as far as entrepreneurial ideas are concerned I think unmarried girls can better pursue their*

*innovative ideas rather than me as my ideas lingered just inside the classroom premises. Conferring to the views on the role of **entrepreneurial intention** in becoming an entrepreneur, the findings were opposed to quantitative results. The majority of participants stated that they have not developed any intention to become entrepreneurs. The participants widely stated that they would prefer to do a job. One of the participants stated 'I will join Edhi foundation after I graduate. I will teach there, as they not only provide shelter but also moral support to the needy people. Education degree doesn't mean only to teach'. Another one stated 'I have developed strong entrepreneurial intentions just because of my degree. I want to open an art gallery and arrange exhibitions of my paintings just after completing my degree.'*

The majority of the participants pointed out the **significance and relevance of degree programs** to become entrepreneurs in their relevant field, and that the university provides good opportunities and experiences through their degree programs. A participant from Education stated *'our degree is professional. We have gained enough experience in teaching through internships and teaching practicum, which provides good field experience to become a school administrator or manager in this field in our future career.* Another participant from Mass Communication pointed out that: *'Our degree gives good experience but not too much priority has been given to Mass Communication as compared to other management and computer sciences programs. Those programs are mostly considered having more scope. If we tell people that we are doing masters in Mass Communication, they inquire what this degree means. But we can be entrepreneurs in print and electronic media.'*

When asked about **entrepreneurial opportunities** in their role in fostering the entrepreneurial intentions among female students getting higher education, a few participants stated that HEIs provide entrepreneurial opportunities to students across all disciplines. Some stated that they are encouraged but not provided with training or opportunity for their educational career advancement. One of the participants added *'being a woman studying in Co-education University, I have limited opportunities as compared to male students.'* Majority of the participants indicated that seminars are conducted and are an integral part of their educational programs and activities. On the other hand, one participant argued that *'university arranged seminars but we are busy nowadays in our final project so it is not possible for us to attend any of them...my priority is to take my class not to attend seminars.* Most participants considered workshops deliberately as the informative source. Some of the participants across disciplines agreed that workshops should be relevant with their educational requirement, but none of them willingly participated in any of the workshops in their academic session unless they were nominated for them. A participant from Islamic Studies stated *'we have very few opportunities for these activities as our university arranges few entrepreneurial programs for our departments compared to MBA and*

*IT disciplines. Universities should also arrange workshops for the Faculty of Social Sciences to develop their professional skills and teaching learning methods''.*

The participants stated that they are encouraged to pursue individual ideas but as far as venture or business are concerned; the university does not provide any encouragement to start any venture, and the focus is only on their degree courses. One of the participants highlighted *'we are studying a leadership course for which we have designed many projects in coursework. Most of the students participated in the entrepreneurship annual fair regardless of disciplines. Last year our students from the faculty of education displayed a stall in an entrepreneurial fair, which was a good exposure and experience for all of us. These experiences helped anyone to start a small venture.'* On the other hand, some participants stated *'our university does not provide any encouragement to start any venture through promoting our brochure or providing any financial help but yes they just develop individual entrepreneurial skill for ventures.'*

Results specified that the intention of female students to search for jobs has been developed. However, HEIs do not provide any opportunity exclusively to female students. This is evident when the university organizes a fair, priority is given to male students to manage those stalls and females are unable to handle such activities. One participant stated *'my degree has developed organizational management and leadership skills in me. But as far as venture concerns my institute does not develop intention or offer any opportunity.'*

The triangulation technique is used to discuss the findings of both quantitative and qualitative data analysis. The quantitative results reveal that female students have been provided with entrepreneurial exposure and experiences and have been encouraged to pursue their individual entrepreneurial ideas whereas the qualitative data in contrast highlighted the lack of awareness and orientation among female students regarding the concept of entrepreneurship at the higher education institutions. The quantitative findings revealed that teaching practice, internship/and community work is compulsory in each discipline to complete their degrees. Likewise, the qualitative findings show that internship/community work is a requirement to complete the degree program in HEIs. However, it is indicated that the institutions do not provide them information about organizations to do their internships. Overall findings show that experiences through internships/community work can only enhance the skills and knowledge among female students but do not develop any kind of new entrepreneurial intentions in them. Leong (2008) concluded that through providing training and developmental programs to students, strong entrepreneurial intention might be developing in them to choose their entrepreneurial career path. This could develop their abilities and interests to have positive attitudes

towards entrepreneurship. It was also discovered that teachers in HEIs gave more emphasis to coursework/internships as compared to workshops, seminars or entrepreneurial exposure to complete their degrees. The worth and importance of workshops and seminars can be understood through the research conducted by Pruett (2012) that workshops are designed according to individual needs in order to educate and develop entrepreneurial skills among students.

Overall results show that HEIs enhance their female **student's entrepreneurial skills and knowledge** per their degree requirements and develop their intention to become professional, but they do not have any specific course included in their syllabus related to entrepreneurship except practicum/internships/and community work. Quantitative finding indicates that university provides opportunity to students across disciplines to meet and interact with people within university in seminars/workshops or career fairs. However, qualitative results revealed that female students have not been provided such entrepreneurial opportunities and platforms as compared to the students from Business and Management disciplines. HEIs do not provide female students such training and opportunities as compared to male students that are needed for their career progression through developing entrepreneurial intention in order to enable them to become a successful entrepreneur. It is verified by Israr and Saleem (2018) in their research that entrepreneurship education can develop entrepreneurial intention among students and suggested Universities provide entrepreneurial training and courses in order to develop entrepreneurial intention among graduates. Overall findings indicate that female students have developed their communicative and leadership skills because of their relevant degree, courses, and practicum/projects that expand their abilities, and skills. although they fail to develop any kind of entrepreneurial intention among them. It is verified through the study conducted by Peterman and Kennedy (2003) that entrepreneurial intention can only be developed through adapting new pedagogical practices, providing exposure, training and resources for enhancing teaching skills and knowledge.

## **CONCLUSION**

This study aimed to explore the role of HEIs in developing entrepreneurial intention among female students. The results lead to the conclusion that the majority of the students are not even aware of the concept of 'entrepreneurship' and HEIs do not provide sufficient awareness to develop entrepreneurial intention among female students. Despite little familiarity, female students have the intention to start small ventures and are interested in self-employment after they graduate. It is also evident that male students get more entrepreneurial opportunities and resources as compared to the female students. Higher Education Institutions are providing experiences and opportunities primarily aiding students to achieve course objectives, but failed to provide specific entrepreneurial exposure, opportunities and courses which could help specifically female students in developing entrepreneurial intentions. Moreover,

students have shown their interest towards entrepreneurial activities but faculty considered such entrepreneurial activities, seminars and workshops, arranged in HEIs, irrelevant to their degree courses. It is verified that due to the weak linkage between industry and academia, fewer entrepreneurial activities, and resources (financial aid, business knowledge, application of their knowledge in real-life) the major entrepreneurial skills including leadership, problem-solving, and communication skills are being developed and enhanced among female students only through their coursework not through any entrepreneurial opportunities (seminars/workshops) at HEIs. HEIs should allow their students to opt for different course(s) from multiple disciplines. In order to develop their knowledge and skills, practitioners should motivate their female students to take active part in entrepreneurial activities across disciplines in HEIs. Entrepreneurial experiences, fairs, job fairs, awareness workshops and seminars, bootcamps, and business projects can be helpful in developing entrepreneurial intention among female students in HEIs and enable them to think out of the box so they can learn and develop practical knowledge of their respective disciplines/or other disciplines to become more creative and innovative in terms of self-employment and resilience.

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## **Response of Macro Economy of Pakistan to External and Internal Shocks**

### **Abstract**

*This study assesses external business cycle shocks to the economy of Pakistan using a Structural Vector Autoregressive (SVAR) framework consisting of five variables: gross domestic product, public investment, exchange rate, CPI, and openness of trade. The real exchange rate shock seems to be most volatile, and is responsible for significant movement in the rest of the variables in the system. The results indicate that terms of trade and exchange rate shocks have profound impacts on the system, and it can be generally concluded that external shocks have a strong bearing on the economy of Pakistan in both the short and long run. The study found that GDP is positively affected by public spending and terms of trade. Therefore, in general, we conclude that the economy of Pakistan is prone to be affected by external events.*

**Key Words:** *E32 Business Fluctuations; Cycle; F31 Foreign Exchange; H5 National Government Expenditures and Related Policies.*

### **INTRODUCTION**

Business cycle fluctuations in Pakistan have been assessed with respect to numerous internal factors like macroeconomics policy management, political stability and conflicts of different nature especially the war against terrorism. But external factors like exchange rate movements, climate change, technological innovations, international quality standards and financial crises also have profound impact on internal economic decision-making at every level of the economy. Governments in Pakistan face perpetual revenue scarcity and trade deficit making it difficult to manage expenditures and taxes in good and not so good times. The variations in exchange rate impact significantly the overall economy since most of the electricity production depends on imported petroleum. At the same time, the perpetual trade deficit is a permanent source of stress for an appreciation of the exchange rate -

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directly (Iqbal, Din, & Ghani, 2017). The volatile trend in exchange rate due to non market factors has an adverse impact on exports demand and trade flows. This not only causes upward pressure on aggregate prices but also on interest rates and business investments. Therefore, the discretion against rules based macroeconomic policy has been the phenomenon in Pakistan where the will and intuition of policy makers drive the decisions mainly due to uncertainty about the way external factors may influence the domestic economy.

This study is an effort to understand the behavior of GDP of Pakistan when unanticipated shocks of important macroeconomic variables hit the economy. Structural vector auto-regression provides the methodology to first identify the shocks and then trace their impact over the future forecast horizon. The information so generated can help modify the policy response to a particular shock when it strikes the system. The study will be an addition to existing literature as it incorporates internal as well as external factors while the previous studies either considered fiscal or monetary factors.

## **LITERATURE REVIEW**

In the Classical school of thought it is the deficient domestic demand in comparison with aggregate supply that causes stagnation in the economy (Sim, 2021). This fall in domestic demand is attributed to external factors that cause fluctuations in the business cycle, otherwise markets are always clear. Subsequent schools of thought, i.e. Keynesians and Monetarists focused mostly on supply side effects to explain the unanticipated cyclical movements in the economy (Hussain & Khan, 2020; Cheng, 2003). The actions of the macroeconomic policy to target inflation and/or expansion in aggregate output in the short run have profound impact on targets of planning over the long run mainly through improving factor markets in terms of their efficiency and optimal use (Naveed & Mahmood, 2019). The response of aggregate output due to alterations in government expenditure in neoclassical models has a multiplier almost equal to zero whereas that of consumption is negative (Sayed, 2014). Similarly in the New Keynesian framework, improvements in the labor market result in inflexibility in real wages for the involuntarily unemployed and prevents the private consumption to rise due to increase in government expenditure. In the Keynesian framework, productive investments create higher demand for labor that leads to a rise in private consumption. Empirical evidence for the US economy supports that shocks in planned public expenditures become a source of higher aggregate consumption expenditure which is not in line with the predictions of Neoclassical and New Keynesian models (Sabrowaski, & Weber, 2013).

For Pakistan, interest rates and aggregate output do not significantly affect the exchange rate especially when the target goal is defined over a short run in the

presence of a permanent trade deficit and continuous debt creation by the federal government - domestically and internationally (Ashfaq & Padda, 2020).. Although this results in depreciation of currency, it is not proved to have boosted exports to the extent that might make up for the trade deficit. Therefore, inflation has become a perpetual policy problem especially due to the volatile exchange rate regime for the past so many decades. All together the maintenance of foreign exchange reserves has been problematic and continuous borrowing and issuance of Eurobonds are putting pressure on long term sustainability of the economic progress (Rahman et al., 2020). This study therefore, considered the behavior of these variables over the past three decades i.e. from 1990 to 2019, and tried to assess the dynamics of these variables in Pakistan with reference to her growth potential.

## RESEARCH METHODOLOGY

The study employs a Structural Vector Auto Regression (SVAR) to model the link of aggregate output, public investment, exchange rate, openness of trade and CPI for Pakistan. SVAR uses the restrictions as described by the economic theory and attains structural shocks from the identified reduced form shocks. This helps the system to interpret the impulse response functions depicting the future forecasts aligned logically with economic theory. Another advantage of using SVAR is that it does not require too many restrictions as in other complex simultaneous equation models and still can generate results that are easy to understand and can make viable predictions (Enders, 2003).

### Unit Root Test

The Augmented Dickey Fuller (ADF) and Phillips-Perron (PP) tests help to ascertain the presence of unit root and order of integration on the bases of following relationships:

$$(1) \dots \Delta Y_t = \alpha_0 + \alpha_1 Y_{t-1} + \sum_{i=1}^n \alpha_i \Delta Y_i + e_t,$$

$$(2) \dots \Delta Y_t = \alpha_0 + \alpha_1 Y_{t-1} + \sum_{i=1}^n \alpha_i \Delta Y_i + T_t + e_t,$$

and Phillips and Perron (1988) test is:

$$(3) \dots \Delta Y_t = \alpha_0 + \alpha_1 Y_{t-1} + e_t$$

Where  $Y_t$  is a time series,  $n$  is lags of dependent variable and  $e_t$  is the stochastic error term. Equation (3) includes only the drift but (4) includes both the drift and a linear time trend.

### VAR Cointegration Test

Co-integration traces the presence of long-run relationships between economic variables that are stable and stationary and helps to avoid incidence of spurious regression. A combination of two or more non-stationary variables explained in a linear relation may turn out to be stationary or co-integrated (Engel and Ranger, 1987). Johansen (1991, 1995) developed the VAR based cointegration test as:

$$(4) \dots Y_t = \mu + \Delta_1 Y_{t-1} + \dots + \Delta_p Y_{t-p} + \varepsilon_t$$

Where  $Y_t$  is  $(n \times 1)$  vector of variables that are integrated of order  $I(0)$  and  $\varepsilon_t$  is  $(n \times 1)$  vector of innovations. Thus:

$$(5) \dots \Delta Y_t = \mu + \eta Y_{t-1} + \sum_{i=1}^{p-1} \tau_i \Delta Y_{t-1} + \varepsilon_t, \quad \text{where } \eta = \sum_{i=1}^p A_{t-1}, \quad \text{and} \\ \tau_i = -\sum_{j=i+1}^p A_j.$$

Two test statistic: trace and maximum eigen-value, tests the null hypothesis that the number of cointegrating vectors is less than or equal to 'q' (where the alternative is:  $q = r$ ). It is calculated as:  $\lambda \text{trace}(r) = -T \sum_{i=r+1} \ln(1 - \hat{\lambda}_t)$ . The other statistical tool is the maximum eigenvalue test (ë max) that is defined as:  $\max(r, r + 1) = -T \ln(1 - \lambda r + 1)$ , where 'T' is the number of observations, and the ' $\lambda_t$ ' are the estimated eigen-values from the matrix of coefficients.

### SVAR Analysis

Sims and Zha (1999) and Blanchard and Perotti (2002) are of the view that it should be economic theory that describes the structure of the system instead of data driven diagnostics. Such diagnostics generate different results even for the same data when frequency is changed from, say, annual to quarter. Therefore, the study followed economic theory to determine the order of variables entering the system. The first variable is assumed to be the most endogenous variable and the last to be most exogenous with variables having no simultaneous contemporaneous impact on each other. The VAR has the ordering of variables as: aggregate output, public investment, exchange rate, openness of trade and the CPI, and considered data from 1995-2020. The following is set of equations describes the SVAR:

$$(6) \dots \begin{bmatrix} 1 & \alpha_{11} & \alpha_{12} & \alpha_{13} & \alpha_{14} \\ \alpha_{21} & 1 & \alpha_{22} & \alpha_{23} & \alpha_{24} \\ \alpha_{31} & \alpha_{32} & 1 & \alpha_{33} & \alpha_{34} \\ \alpha_{41} & \alpha_{42} & \alpha_{43} & 1 & \alpha_{44} \\ \alpha_{51} & \alpha_{52} & \alpha_{53} & \alpha_{54} & 1 \end{bmatrix} \begin{bmatrix} y_t \\ gec_t \\ rex_t \\ tot_t \\ cpi_t \end{bmatrix} = \begin{bmatrix} b_{10} \\ b_{20} \\ b_{30} \\ b_{40} \\ b_{50} \end{bmatrix} + \begin{bmatrix} \gamma_{11} & \gamma_{12} & \gamma_{13} & \gamma_{14} & \gamma_{15} \\ \gamma_{21} & \gamma_{22} & \gamma_{23} & \gamma_{24} & \gamma_{25} \\ \gamma_{31} & \gamma_{32} & \gamma_{33} & \gamma_{34} & \gamma_{35} \\ \gamma_{41} & \gamma_{42} & \gamma_{43} & \gamma_{44} & \gamma_{45} \\ \gamma_{51} & \gamma_{52} & \gamma_{53} & \gamma_{54} & \gamma_{55} \end{bmatrix} \begin{bmatrix} y_{t-1} \\ gec_{t-1} \\ rex_{t-1} \\ tot_{t-1} \\ cpi_{t-1} \end{bmatrix} + \begin{bmatrix} \varepsilon_{y_t} \\ \varepsilon_{gec_t} \\ \varepsilon_{rex_t} \\ \varepsilon_{tot_t} \\ \varepsilon_{cpi_t} \end{bmatrix}$$

The exogenous error terms ( $\varepsilon_{y_t}$ ,  $\varepsilon_{GP_t}$ ,  $\varepsilon_{EX_t}$ ,  $\varepsilon_{OT_t}$  and  $\varepsilon_{CPI_t}$ ) are structural innovations and independent of each other having standard econometric assumptions.

And

$$(7) \dots BX_t = \Gamma_0 + \Gamma_1 X_{t-1} + \dots + \Gamma_k X_{t-k} + \varepsilon_t$$

$$(8) \dots B^{-1}BX_t = B^{-1}\Gamma_0 + B^{-1}\Gamma_1 X_{t-1} + \dots + B^{-1}\Gamma_k X_{t-k} + B^{-1}\varepsilon_t$$

$$(9) \dots X_t = A_0 + A_1 X_{t-1} + \dots + A_k X_{t-k} + e_t$$

Where  $X = [Y_t, GP_t, EX_t, OT_t, CPI_t]'$ , and

$$(10) \dots \{A_0 = B^{-1}\Gamma_0, A_1 X_{t-1} = B^{-1}\Gamma_1 X_{t-1}, e_t = B^{-1}\varepsilon_t\}$$

The system in equation (9) is the standard VAR that has only the lag values of all the variables on the right hand side. The 'B' matrix captures the contemporaneous effect of variables, ' $\Gamma_0$ ' is a vector and ' $\Gamma_1$ ' and ' $\Gamma_k$ ' matrices capture the lagged effects of

variables on each other. The errors of system are represented in the vector 'e<sub>t</sub>' and these errors have standard attributes i.e. zero mean, constant variance and no serial correlation, but may be having contemporaneous correlations.

$$(11) \dots \begin{bmatrix} \varepsilon_{y_t} \\ \varepsilon_{gpt} \\ \varepsilon_{ext} \\ \varepsilon_{ot_t} \\ \varepsilon_{cpi_t} \end{bmatrix} \approx \text{iid} \left( \begin{bmatrix} 0 \\ 0 \\ 0 \\ 0 \\ 0 \end{bmatrix}, \begin{bmatrix} \delta_1 & 0 & 0 & 0 & 0 \\ 0 & \delta_2 & 0 & 0 & 0 \\ 0 & 0 & \delta_3 & 0 & 0 \\ 0 & 0 & 0 & \delta_4 & 0 \\ 0 & 0 & 0 & 0 & \delta_5 \end{bmatrix} \right) = \text{iid}(0, D)$$

But

$$(12) \dots \begin{bmatrix} e_{Y_t} \\ e_{GPI_t} \\ e_{EX_t} \\ e_{OT_t} \\ e_{CPI_t} \end{bmatrix} \approx \text{iid} \left( \begin{bmatrix} 0 \\ 0 \\ 0 \\ 0 \\ 0 \end{bmatrix}, \begin{bmatrix} \omega_{11} & \omega_{12} & \omega_{13} & \omega_{14} & \omega_{15} \\ \omega_{21} & \omega_{22} & \omega_{23} & \omega_{24} & \omega_{25} \\ \omega_{31} & \omega_{32} & \omega_{33} & \omega_{34} & \omega_{35} \\ \omega_{41} & \omega_{42} & \omega_{43} & \omega_{44} & \omega_{45} \\ \omega_{51} & \omega_{52} & \omega_{53} & \omega_{54} & \omega_{55} \end{bmatrix} \right) = \text{iid}(0, \Omega)$$

But  $Cov(e_{jt}, e_{jt-1})$  may or may not be equal to zero. It is important to note that the error terms (e<sub>Yt</sub>, e<sub>GPIt</sub>, e<sub>EXt</sub>, e<sub>OTt</sub> and e<sub>CPIt</sub>) are composites of the five shocks (ε<sub>yt</sub>, ε<sub>GPIt</sub>, ε<sub>EXt</sub>, ε<sub>OTt</sub> and ε<sub>CPIt</sub>) and since e<sub>t</sub> = B<sup>-1</sup> ε<sub>t</sub>, with some restrictions imposed on B, the structural innovations can be attained from the estimated VAR. The variance-covariance matrix of the e<sub>1t</sub>, e<sub>2t</sub>, e<sub>3t</sub>, e<sub>4t</sub> and e<sub>5t</sub> shocks as:

$$(13) \dots \Sigma = \begin{bmatrix} \text{var}(e_{1t}) & \text{cov ar}(e_{1t}, e_{2t}) & \text{cov ar}(e_{1t}, e_{3t}) & \text{cov ar}(e_{1t}, e_{4t}) & \text{cov ar}(e_{1t}, e_{5t}) \\ \text{cov ar}(e_{1t}, e_{2t}) & \text{var}(e_{2t}) & \text{cov ar}(e_{2t}, e_{3t}) & \text{cov ar}(e_{2t}, e_{4t}) & \text{cov ar}(e_{2t}, e_{5t}) \\ \text{cov ar}(e_{1t}, e_{3t}) & \text{cov ar}(e_{2t}, e_{3t}) & \text{var}(e_{3t}) & \text{cov ar}(e_{3t}, e_{4t}) & \text{cov ar}(e_{3t}, e_{5t}) \\ \text{cov ar}(e_{1t}, e_{4t}) & \text{cov ar}(e_{4t}, e_{2t}) & \text{cov ar}(e_{4t}, e_{3t}) & \text{var}(e_{4t}) & \text{cov ar}(e_{4t}, e_{5t}) \\ \text{cov ar}(e_{1t}, e_{5t}) & \text{cov ar}(e_{5t}, e_{2t}) & \text{cov ar}(e_{5t}, e_{3t}) & \text{cov ar}(e_{5t}, e_{4t}) & \text{var}(e_{5t}) \end{bmatrix}$$

In general, the shocks can be mutually correlated but this can be controlled only if the contemporaneous effect of variables in X is controlled. Once the uncorrelated shocks are extracted, the system stability can be shown in particular solution as:

$$(14) \dots X_t = \mu + \sum_{i=0}^{\infty} A_i e_{t-i}, \text{ where } \mu = (I - A)^{-1} B$$

This presents the Vector Moving Average (VMA) form of the structural system and helps determine the Impulse Response Functions (IRF). IRFs are especially helpful in predicting the behavior of the variables when the system experiences unanticipated shocks over the forecast horizon.

The study used Cholesky decomposition to identify the system and assumed that government consumption does not have a contemporaneous effect on rest of the variables (i.e.  $b_{12} = 0$ ,  $b_{13} = 0$ ,  $b_{14} = 0$ ,  $b_{23} = 0$ ,  $b_{24} = 0$ , and  $b_{34} = 0$ ) and finally the structure of the errors become upper triangular. It follows that  $e_t = B^{-1} \varepsilon_t$ .

$$\begin{aligned} [e_{Yt} \ e_{Gpt} \ e_{Ext} \ e_{oTt} \ e_{CPIt}] &= B^{-1} [\varepsilon_{Yt} \ \varepsilon_{Gpt} \ \varepsilon_{Ext} \ \varepsilon_{oTt} \ \varepsilon_{CPIt}], & \text{and} \\ B &= [1 \ 0 \ 0 \ 0 \ 0 \ b_{21} \ 1 \ 0 \ 0 \ 0 \ b_{31} \ b_{32} \ 1 \ 0 \ 0 \ b_{41} \ b_{42} \ b_{43} \ 1 \ 0 \ b_{51} \ b_{52} \ b_{53} \ b_{54} \ 1], \\ &\text{and it also implies that } \Sigma \varepsilon_t = [\delta_1^2 \ 0 \ 0 \ 0 \ 0 \ 0 \ \delta_2^2 \ 0 \ 0 \ 0 \ 0 \ 0 \ \delta_3^2 \ 0 \ 0 \ 0 \ 0 \ 0 \ \delta_4^2], & \text{and thus:} \\ \text{var}(e_t) &= B^{-1} \Sigma (B^{-1})', \end{aligned}$$

e.g. the structural innovations of aggregate output ( $\varepsilon_{yt}$ ) do not directly affect  $\varepsilon_{Gpt}$ ,  $\varepsilon_{Ext}$ ,  $\varepsilon_{oTt}$  and  $\varepsilon_{CPIt}$  instead the impact is indirect working through lag values of the variables in the system. But Sims (1991) and Blanchard (1990) do not support Chowlsky's decomposition for identification of the system as it is mechanical in nature devoid of economic reasoning. Therefore, generally, this approach is utilized for short-run dynamic analysis. They support imposing restrictions that are based on economic reasoning even if the system becomes over-identified. Therefore, the study imposes the long run restrictions using the insight from the economic theory as:

$$\begin{aligned} [e_{Yt} \ e_{Gpt} \ e_{Ext} \ e_{oTt} \ e_{CPIt}] &= B^{-1} [\varepsilon_{Yt} \ \varepsilon_{Gpt} \ \varepsilon_{Ext} \ \varepsilon_{oTt} \ \varepsilon_{CPIt}], & \text{and} \\ B &= [1 \ b_{12} \ b_{13} \ b_{14} \ b_{15} \ b_{21} \ 1 \ 0 \ 0 \ 0 \ 0 \ 0 \ 1 \ b_{34} \ 0 \ b_{41} \ 0 \ b_{43} \ 1 \ 0 \ b_{51} \ 0 \ 0 \ b_{54} \ 1] \end{aligned}$$

Public investment is presumed independent of exchange rate movements, terms of trade and state of inflation in the economy. Terms of trade are affected by the domestic income and exchange rate but public spending and inflation does not influence it in the long run. Inflation is affected by aggregate income and the exchange rate whereas in the long run public spending and terms of trade do not affect it. It can be understood from the above formulation that the exchange rate is independent of all the variables in the system except terms of trade over a long run. The system is exactly identified with these long run restrictions and thus studied the behavior for short run (Chowlsky's decomposition) as well as long run forecast of the system.

### Impulse Response Functions

IRFs plot of the effect of structural innovations ( $\varepsilon_{x,t}$ ) on existing and future values of the variables in the system and capture how different shocks affect the behavior of these variables over the forecast horizon. The VMA formulation helps to transform the system to get the impulse responses or variables and path the behavior of variables with respect to the effect of structural shocks.

VAR can be written in VMA formulation with the standard VAR error terms as:

$$(15) \dots \begin{bmatrix} Y_t \\ GP_t \\ EXx_t \\ OT_t \\ CPI_t \end{bmatrix} = \begin{bmatrix} \bar{Y}_t \\ \bar{GP}_t \\ \bar{EX}_t \\ \bar{OT}_t \\ \bar{CPI}_t \end{bmatrix} + \sum_{i=0}^{\infty} A^i e_t$$

But as  $e_t = B^{-1} \varepsilon_t$ , therefore, the final form of impulse responses is:

$$(16) \dots \begin{bmatrix} Y_t \\ GP_t \\ EXx_t \\ OT_t \\ CPI_t \end{bmatrix} = \begin{bmatrix} \bar{Y}_t \\ \bar{GP}_t \\ \bar{EX}_t \\ \bar{OT}_t \\ \bar{CPI}_t \end{bmatrix} + \sum_{i=0}^{\infty} \underbrace{\frac{A^i}{|B|}}_{\Phi_i} B^{-1} \varepsilon_{t-1}$$

$$= \begin{bmatrix} \bar{Y}_t \\ \bar{GEC}_t \\ \bar{EX}_t \\ \bar{ToTt} \\ \bar{CPI}_t \end{bmatrix} + \sum_{i=0}^{\infty} \begin{bmatrix} \Phi_{11}^{(i)} & \Phi_{12}^{(i)} & \Phi_{13}^{(i)} & \Phi_{14}^{(i)} & \Phi_{15}^{(i)} \\ \Phi_{21}^{(i)} & \Phi_{22}^{(i)} & \Phi_{23}^{(i)} & \Phi_{24}^{(i)} & \Phi_{25}^{(i)} \\ \Phi_{31}^{(i)} & \Phi_{32}^{(i)} & \Phi_{33}^{(i)} & \Phi_{34}^{(i)} & \Phi_{35}^{(i)} \\ \Phi_{41}^{(i)} & \Phi_{42}^{(i)} & \Phi_{43}^{(i)} & \Phi_{44}^{(i)} & \Phi_{45}^{(i)} \\ \Phi_{51}^{(i)} & \Phi_{52}^{(i)} & \Phi_{53}^{(i)} & \Phi_{54}^{(i)} & \Phi_{55}^{(i)} \end{bmatrix}^i \varepsilon_{t-1}$$

OR

$$(17) \dots \begin{bmatrix} Y_t \\ GP_t \\ EXx_t \\ OT_t \\ CPI_t \end{bmatrix} = \begin{bmatrix} \bar{Y}_t \\ \bar{GP}_t \\ \bar{EX}_t \\ \bar{OT}_t \\ \bar{CPI}_t \end{bmatrix} + \sum_{i=0}^{\infty} \underbrace{\frac{A^i}{|B|}}_{\Phi_i} B^{-1} = \bar{X} + \sum_{i=0}^{\infty} \Phi_i \varepsilon_{t-i}$$

Each impact multiplier represents the outcome of a unit change in a structural innovation on a corresponding variable in the system at time  $t$ . The IRFs represent the change occurring due to a unit change in  $Y_t$  but the magnitude of this effect is measured by impact multipliers with respect to time (i.e.  $\Phi_{12}(0), \Phi_{12}(1), \Phi_{12}(2), \dots$ ), and their accumulated effect is summed (i.e.  $\sum_{i=0}^n \Phi_{12}(i)$ ). Similarly, over a longer period of future time horizon the accumulated multiplier effect of each time period is given as:  $\sum_{i=0}^n \Phi_{12}(i)$ . But practically these responses cannot be assessed empirically if the SVAR system is unidentified.

## RESULTS & DISCUSSION

Before conducting the SVAR analysis the study conducted the diagnostics testing to ascertain the stability of the system. Given the results of unit root test all the variables are stationary at first difference and optimal lag order selection condition reveals that

the system is stable at two lags. Co-integration analysis reveals that a long run equilibrium relationship between the variables exists and the system can be supportive of viable policy implications.

The impulse response function of GDP shows that the own shock produces a positive response upon impact for short and long runs (see Appendix A.1 and A.2). These shocks have a volatile impact on GDP of Pakistan that are corrected over next two to three periods and restored to equilibrium. There is a negative response of GDP generated due to public investment, exchange rate and terms of trade for short and long runs, but the magnitude of impact multipliers are relatively larger for the long run. The findings of the study are different from those of Awan and Gulzar (2020) and Rabnawaz, Jafar and Sohail (2015) that found public investment in Pakistan to influence GDP growth rate positively but they found a reverse causality between these variables as well. When there occurs improvement in terms of trade it indicates the improvement in returns to capital and labour productivity (Ulrich, 2004). But in Pakistan GDP shows a negative response to terms of trade shock in short as well as long run indicating the pressure of continuous trade deficit that is hampering capital and labor productivity (Aron & Muellbauer, 2001). This also indicates that technological progress in real terms is also not happening in Pakistan which is a grave concern for overall progress of the country. GDP affects exchange rate in multiple ways: if real GDP increases it strengthens the currency and exchange rate improves; growth in real GDP induces more foreign direct investment as well expansion of existing investment, and; central banks alter interest rates given the state of the economy. A persistent negative response of GDP due to exchange rate shock is due to dismal growth performance and heavy reliance on imported petroleum products that are the main source of energy production in Pakistan.

The GDP shock does not generate any response in public investment for the short run but produces a positive impact in the long run that does not revert to equilibrium. This non-response of public investment in the short run is an indication of sluggish response of policy to any issue resulting in generating GDP shock. Public investment is not affected by the exchange rate shocks in short as well as in the long run. There is almost a similar positive response of public investment to terms of trade and produces a positive response over the entire forecast horizon. An important finding is that inflation shock does not cause public investment to change over the short run but there is a positive response in the long run which is generally expected (Hsing, 2010). The results are indicative that due to inflation shock public policy management in Pakistan causes a permanent rise in it that does not return to its equilibrium level which is in line with findings of previous researches (Ramey, 2011). Generally public investment is expected to have a positive impact on GDP as it increases the capital stock in an economy (Afsono & Aubyn, 2008; Marattin, Paesani & Salotti, 2011).). The literature establishes that the most productive public investment is in health and

education that produces long run sustainable positive effects (Chen, 2011; Fournier, 2016). The response of public investment to variables in the system is mixed and caution needs to be exercised to make any specific predictions.

Exchange rate shock produces a negative response of GDP upon impact and adjustment to equilibrium is relatively faster in the short run as compared to long run. Exchange rate shock also produces a positive response of public investment in short and long runs but the response is not volatile over the forecast horizon. Own shock produces a large positive response in the exchange rate that is then corrected over two years. This response is less volatile in the short run but in the long run the volatility is relatively larger. But due to exchange rate shock the response of terms of trade is almost similar for short and long runs and it causes the trade to become regressive and this negative response adjusts to equilibrium with a lag. Exchange rate shock produces a similar positive response of inflation upon impact for short and long runs and it takes almost two years to correct for this shock. Friedman (1953) proposed using a flexible exchange rate policy instead of fixed in order to hedge against real shocks to the economy. There is ample empirical evidence that establishes that flexible exchange rate policy prevents large losses to the GDP when there is negative movement of terms of trade for an extended period of time (Broda, 2002; Aisen & Hauner, 2008). As Pakistan follows a managed floating exchange rate regime, policy makers face the challenge of managing it where there is upward pressure on it (Aqeel & Nishat, 2000). Past few governments have issued eurobonds to cover for the dearth of foreign exchange reserves.

For the short run terms of trade shock produces a negative response of GDP upon impact but it is corrected within a year and then remains around equilibrium over the forecast horizon. The response of GDP to shocks in terms of trade for the long run takes into effect after a lag and then produces a positive response in it. This impact remains in effect for three periods before it settles around equilibrium for the remainder of the forecast horizon. Terms of trade shock produce a positive impact on exchange rate over the entire forecast horizon for short and long runs. Terms of trade shock produce a larger response of inflation for the long run as compared to short run (Broda, 2002). The impact died out after four periods but afterwards remained non-volatile. Di Pace et al. (2020) conducted a cross country analysis and found that the shocks of terms of trade have different effects for different economies. The impact is not prominent on the overall performance of economies where the ratio of exports and imports prices is not too volatile. Therefore, in countries like Pakistan where trade balance is perpetually negative, the terms of trade shock significantly affects the economy and it can be seen in the impulse responses (Rahman et al., 2020). Kiran, Zakria and Fida (2014) found a negative effect of terms of trade on inflation but the results of this study found inflation not to respond immediately to it at impact. After a

lag the effect starts to appear and inflation rises in the long run as compared to the short run. The long run magnitude of these dynamics may be due to uncertainty attached to the movement of exchange rate in Pakistan and agents tend to overestimate these movements that result in increasing inflation.

The impact of inflation shock is prominent in the long run but its impact does not cause variables in the system to deviate from equilibrium in the short run. In the long run inflation shock generates a positive response in GDP upon impact that dies out quickly and becomes volatile before settling back to equilibrium from fourth year onwards. The negative response of public investment due to inflation shock is corrected over two years and afterwards remains around equilibrium. Inflation shock causes a negative movement in the exchange rate that then settles to equilibrium over a period of two years (Ullah, et al., 2020). Inflation shocks affect the economy in different ways as it alters the expectations of the agents causing a change in investment decisions, interest rates, and varying policy responses (Elsheikh, 2011). The shocks of inflation are more prominent in the long run in Pakistan as compared to the short run.

## **CONCLUSION**

Due to the data limitation the study used the VAR model to trace the impact of one off innovations for the same data generating process mimicking the shocks arising due to changes in the policy rules. The results indicate that in terms of trade and exchange rate shocks have profound impact on the system, and it can be generally concluded that external shocks have a strong bearing on the economy of Pakistan for short and long run. Furthermore, to correct for the disequilibrium in the economy, there is an active government spending spree that exists not only for short but also for the long run. But this continuous rise in public investment due to these shocks in Pakistan is not in line with the Keynesian perspective that requires adjustments of public investment according to the relative position on the business cycle (Dejthamrong, 1993). The continuous trade deficit and unforeseen contingencies like natural disasters and war against terrorism make it a struggle to maintain foreign direct investments and exchange reserves, and public spending is sometimes independent of signals from the business cycle. Therefore, to maintain this balance, the government must have sufficient revenue to support its spending so that it does not disrupt the credit availability to the private sector activities especially related to exports. The study found that GDP is positively affected by public spending and the terms of trade, therefore, the exports related sector must be paid special attention to generate growth effects. Although Pakistan has shown improvement in the index of ease of doing, exports continue to be low. The high energy cost and non-availability of technical labor hampers the innovation lead growth. Both these issues can be addressed in the long run but a strong policy framework independent of political inspirations needs to be in place. Some large scale projects especially in the cement

sector have imported technical labor due to non-availability of labor of the same skills domestically. Vibrant and relevant effort is required to build skills at the level of engineering universities and technical education boards. The inadequacy of time series data over shorter spans of time (i.e. daily, weekly and monthly) limits the scope of analysis to track the changes occurring in economic variables resulting from unanticipated policy changes.

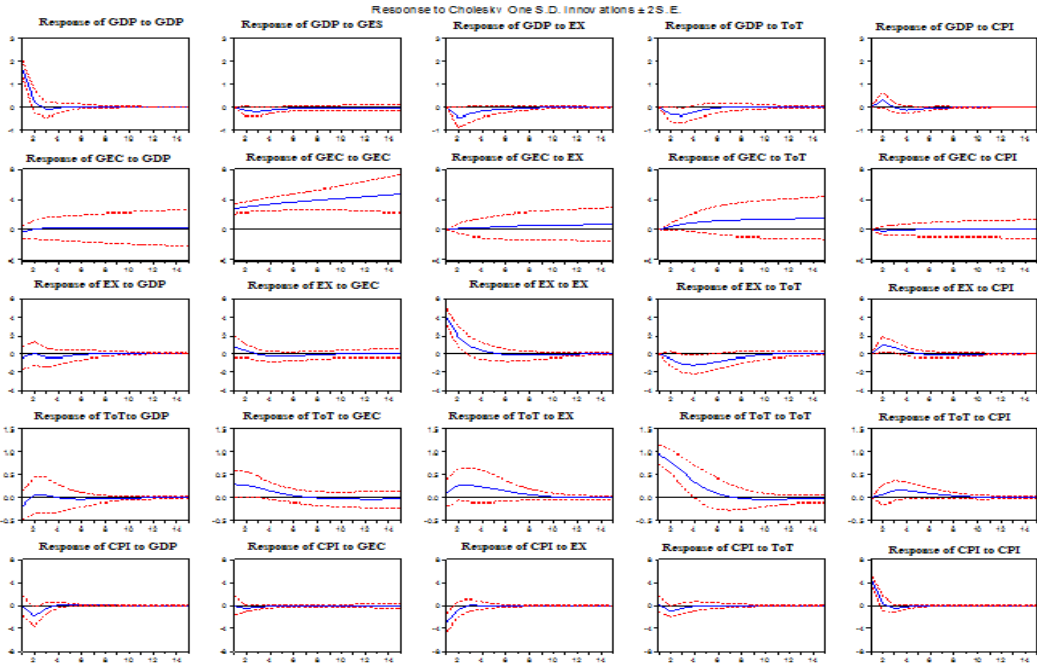
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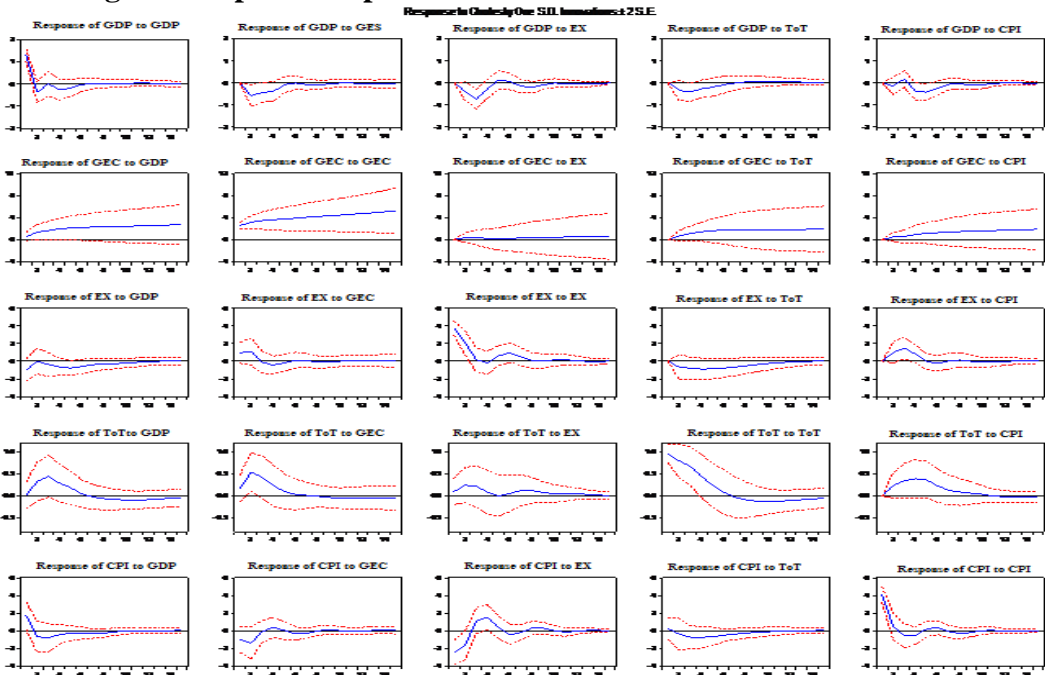
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**Appendix:  
A.1: Short Run Impulse Response Function**



**A.2: Long Run Impulse Response Function**



**A.3. Unit Root (Augmented Dicky Fuller Test)**

Variables	Order of Integration	t-statistics	Decision
GDP	I(1)	ADF	Stationary at 1 <sup>st</sup> difference, level and intercept
		1%	
		5%	
		10%	
Public investment	I(1)	ADF	Stationary at 1 <sup>st</sup> difference, trend and intercept
		1%	
		5%	
		10%	
Exchange Rate	I(1)	ADF	Stationary at 1 <sup>st</sup> difference, level and intercept
		1%	
		5%	
		10%	
Openness of Trade	I(1)	ADF	Stationary at 1 <sup>st</sup> difference, level and intercept
		1%	
		5%	
		10%	
CPI	I(1)	ADF	Stationary at 1 <sup>st</sup> difference, level and intercept
		1%	
		5%	
		10%	

**A.4. Lag Length Criteria**

Lag	LogL	LR	FPE	AIC	SC	HQ
0	-617.29	NA	5095393.	29.63	29.85	29.70
1	-457.82	273.38	8519.54	23.66	24.46*	23.61*
2	-430.63	40.18*	8090.72*	23.39*	25.40	23.95

**A.5. Johnson Co-integration Test****Unrestricted Co-integration Rank Test (Trace)**

Hypothesized No. of CE(s)	Eigen value	Trace Statistic	0.05 Critical Value	Prob.**
None *	0.897362	122.28	70.81	0.0000
At most 1 *	0.376564	55.23	51.85	0.0087
At most 2	0.391675	28.38	31.79	0.0785
At most 3	0.128197	6.17	17.49	0.6393
At most 4	0.031779	1.09	2.84	0.2949

**Unrestricted Co-integration Rank Test (Maximum Eigen value)**

Hypothesized No. of CE(s)	Eigen value	Max-Eigen Statistic	0.05 Critical Value	Prob.**
None *	0.812362	67.04	32.76	0.0000
At most 1 *	0.512564	27.18	26.84	0.0561
At most 2 *	0.398675	21.57	23.31	0.0434

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At most 3	0.119197	5.37	15.64	0.6935
At most 4	0.023779	1.09	2.41	0.2949

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## Notes To Contributors

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