

VOL.9, Number 1, January 2015

ISSN 1992-4399

# NEW HORIZONS

HEC RECOGNIZED JOURNAL

Abstracted/Indexed with EBSCO, USA

AVAILABLE ON FACTIVA

(Affiliated with International Databases through Asia Net Pakistan)

Research Journal  
Faculty of  
Social Sciences

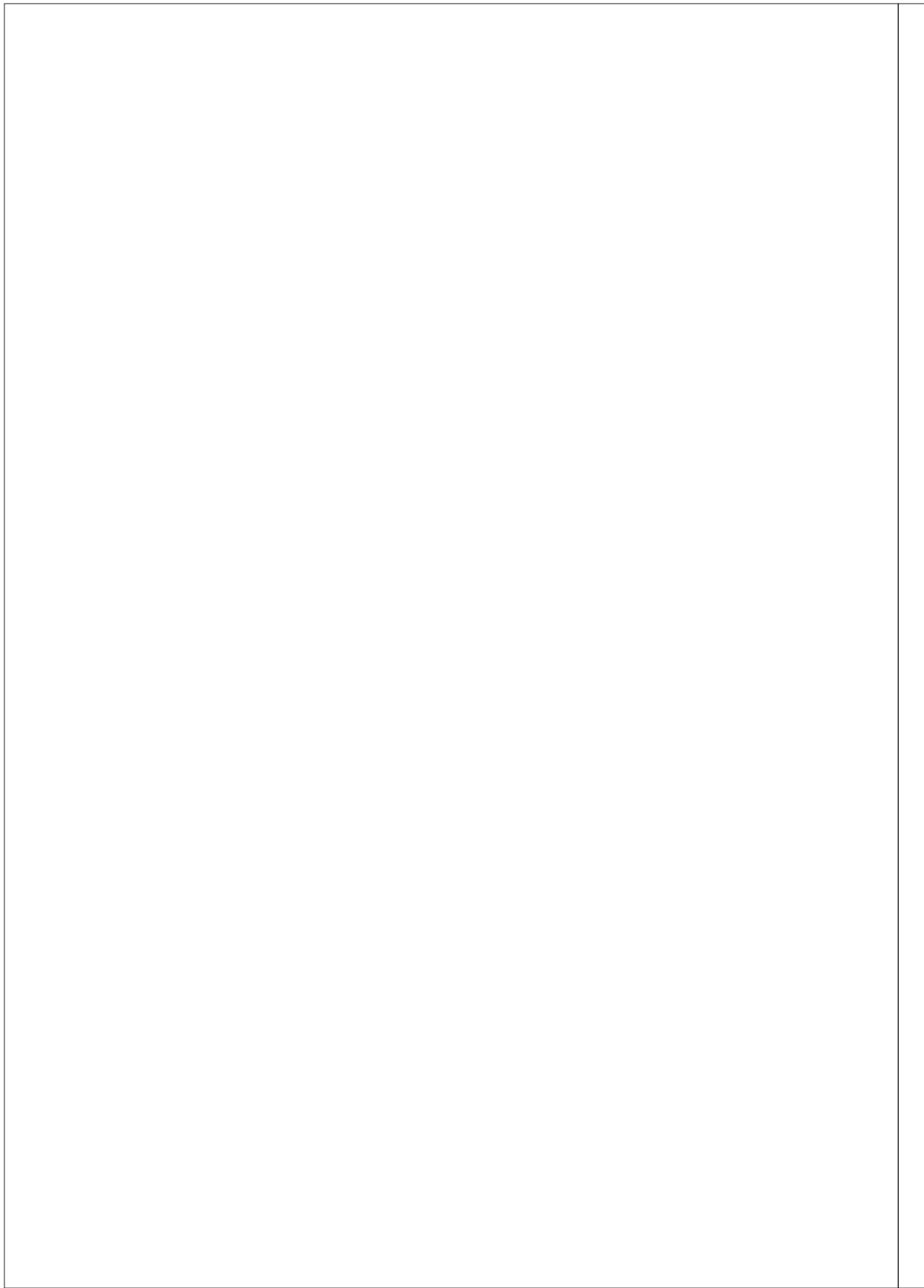
#17



*Greenwich University*

KARACHI – PAKISTAN

www.greenwich.pk



VOL.9, NO.1, January 2015

ISSN 1992-4399

# NEW HORIZONS

*Focal Issue  
on  
Socio-Psychological Public Policy*

**Research Journal**

**Faculty of  
Social Sciences**



*Greenwich University*  
KARACHI – PAKISTAN

w w w . g r e e n w i c h . p k

## **Notes for Contributors**

Greenwich University, Karachi- Pakistan, publishes the Journal of New Horizons twice a year. Contributions to the journal may be papers of original research in the area of Social Sciences as Sociology, Social Work, Public Administration, Political Science, Criminology, Mass Communication, etc. The research papers submitted for publication in the Journal should not have been previously published or scheduled for publication in any other journal.

### **Manuscripts**

The journal accepts research articles, book reviews and case studies written in English. The manuscript should be written (double-spaced, with ample margins) on left side of the paper only. Two copies of the manuscripts along with soft copy should be submitted. Authors should prepare their manuscripts according to the APA – Publication Manual (6th Ed). All manuscripts shall be preliminary evaluated by the editorial board and peer reviewed by the Evaluation Committee. Allow two months for publication decision and upto one year for publication.

### **Tables**

Tables should be reduced to the simplest form and should not be used where text or illustrations give the same information. They should be typed on separate sheets at the end of the text and must in no case be of a size or form that will not conveniently fit onto the Journal page size. Units of measurement should always be clearly stated in the column headings; any dates relevant to the tabulated information should be stated in the table title or in the appropriate column heading.

### **Illustrations**

Figures including both line drawings and photographs should be numbered consecutively in the order which are cited in the text. The approximate position of tables and figures should be indicated in the manuscript.

### **Units**

Units should follow the metric system. Yield or rate is expressed in metric tons/hectare or kg/hectare. Any reference to currency should be expressed in U.S. dollar or the equivalent to a local currency stated in a footnote.

### **Offprint**

Free copies of the offprint will be given to each contributing author(s). Additional copies may be obtained on payment.

### **Correspondence**

Contribution and correspondence should be addressed to the Editor, Journal of New Horizon: For sending soft copy use e-mail address <journal\_nh@greenwich.edu.pk> and for hard copy “Greenwich University, DK-10, 38 Street, Darakshan, Phase VI, Defense Housing Authority, Karachi-75500”.



# Greenwich University

## NEW HORIZONS

### Patron

**Ms. Seema Mughal, T.I.**

Vice-Chancellor  
Greenwich University  
Karachi, Pakistan

### Editor-in-Chief

**Prof. Dr. A.Q. Mughal**

Research Professor  
Greenwich University  
Karachi, Pakistan

### Editor

**Arshad Syed Karim, Ph.D.**

Professor and Dean, Faculty of Social Sciences & Graduate Studies  
Greenwich University  
Karachi, Pakistan

### Assistant Editor

**Ms Amrat Haq**

Greenwich University  
Karachi, Pakistan

### Designed & Composed

**Abdul Kalam**

Greenwich University  
Karachi, Pakistan

---

*Published Bi-Annually by Greenwich University, Karachi, Pakistan*  
*Greenwich University, DK-10, 38 Street, Darakshan, Phase VI, DHA, Karachi-75500*  
*Telephone: +9221-3584-0397/98, +9221-3584-7662, Fax: +9221-3585-1910, UAN: +9221-111-202-303*  
*E-mail: gu@greenwichuniversity.edu.pk, URL: www.greenwichuniversity.edu.pk*

*Vol. 9, No. 1, January 2015, ISSN: 1992-4399*

*Printed in Pakistan by Sardar Sons Printers, Pakistan Chowk, Karachi Tel: +9221-3262-6984*

*Disclaimer: Greenwich University or Editorial Board does not accept responsibility for the statements, contents, opinions expressed or the conclusions drawn by the contributors in this journal.*

## **Editorial Board**

### **International**

- Dr. Ishtiaq Ahmed**, Professor Emeritus, Political Science, Stockholm University, Sweden
- Dr. Sahar Al-Majali**, Professor, Islamic Studies, McGill University, Canada
- Dr. Miles. L. Bradbury**, Professor, History, University of Maryland, U.S.A
- Dr. Christopher Candland**, Associate Professor, Political Science, Wellesley College,  
Wellesley MA, USA
- Dr. Esma Nur Cinicioglu**, Associate Professor, University of Istanbul, Turkey.
- Dr. Vasila Hajiyeva**, Professor, Political Science, Western University, Azerbaijan
- Dr. Robert Hefner**, Professor, Political Science, Boston University, USA
- Dr. Nasir Islam**, Professor, Governance & Public Policy, University of Ottawa, Canada
- Dr. Mehtab S. Karim**, Research Professor, George Mason University, USA
- Dr. Margarita Kefalaki**, Professor, Media and Communication, Free University, Greece
- Dr. Charles Kennedy**, Professor, Political Science, Wake Forest University, North Caroline USA
- Dr. Davorin Kralj**, Professor, Management Sciences, University of Primorska, Slovenia
- Dr. Ashutosh Mohanty**, Visiting Faculty, Palacký University Olomouc, Czech Republic
- Dr. Nikki Phillips**, Professor, Adult Education, Hellenic Open University, Greece
- Dr. Hoda Rizk**, Professor, Political Studies, Lebanese University, Lebanon
- Dr. Abbas Keshavarz Shokri**, Professor, Political Science and Sociology, Shahed University, Iran
- Dr. Theodor Wright**, Professor Emritus, Political Science, SUNY, Al-Bany, NY, USA

### **National**

- Dr. Azra Anjum**, Former Professor, Political Science, University of Karachi
- Dr. Naudir Bakht**, Director, Political Studies, Minhaj University, Lahore
- Dr. Akhtar Baloch**, Professor & Head Department, Public Administration Department,  
University of Karachi
- Dr. Shakeel Farooqi**, Professor, Economics, Lahore School of Economics, Lahore
- Dr. Fareeda Faisal**, Associate Professor, Economics, Arid Agriculture University, Rawalpindi
- Dr. Syed Humayun**, Professor, Political Science, University of Karachi, Karachi
- Dr. Nasira Jabeen**, Professor and Director, Institute of Administrative Science, University of  
Punjab, Lahore
- Dr. Abu-Rashid Jafri**, Eminent Professor, Institute of Administrative Sciences, University of  
Punjab, Lahore
- Dr. Umbreen Javed**, Professor and Chairman, Political Science, University of Punjab, Lahore
- Dr. Tanweer Khalid**, Dean of Social Sciences and Management Sciences, Ziauddin University,  
Karachi
- Dr. Aslam Pervez**, Professor and Head, Political Science, University of Sindh, Jamshoro

- Dr. Hasan Askari Rizvi**, Professor Emritus, Political Science, University of Punjab, Lahore
- Dr. Rasul Bakhsh Rais**, Director General, Institute of Strategic Studies, Islamabad
- Dr. Uzma Shujaat**, Professor and Director, Area Study Center Europe, University of Karachi
- Dr. Naveed Ahmad Tahir**, Former Professor and Director, Area Study Center Europe, University of Karachi
- Dr. Muhammad Wasim**, Professor, Political Science, LUMS, Lahore
- Dr. Shahida Wizarat**, Professor and Head, Economics, IoBM Karachi

## **Reviewers**

- Dr. Ishtiaq Ahmed**, Professor Emeritus, Political Science, Stockholm University, Sweden
- Dr. Akhtar Baloch**, Professor and Head, Department of Public Administration, University of Karachi
- Dr. Naudir Bakht**, Director, Political Studies, Minhaj University, Lahore
- Dr. Miles. L. Bradbury**, Professor, History, University of Maryland, U.S.A
- Dr. Esmā Nur Cinicioghi**, Associate Professor, Istanbul University, Turkey
- Dr. Abu-Rashid Jafri**, Eminent Professor, Institute of Administrative Sciences, University of Punjab, Lahore
- Dr. Syed Humayun**, Retired Professor, Public Administration, University of Karachi, Karachi
- Dr. Khalid Mahmood Iraqi**, Professor and Dean, Mngement Sciences, University of Karachi, Karachi
- Dr. Nasir Islam**, Professor, Governance & Public Policy, University of Ottawa, Canada
- Dr. Nasira Jabeen**, Director, Institute of Administrative Science, University of Punjab, Lahore
- Dr. Margarita Kefalaki**, Professor, Media and Communications, Free University, Athens, Greece
- Dr. Syed Jawaid Murtaza**, MD, FAASM, Assistant Professor, Psychiatry, George Washington University, Washington, DC, USA
- Professor Sajjad Naseer**, Seminar Fellow at the Lahore School of Economics, Lahore
- Dr. Sayyid Salman Rizavi**, Assistant Professor, University of Punjab, Lahore
- Dr. Abuzar Wajdi**, Meritorious Professor and Former Dean, Faculty of Management Sciences, University of Karachi
- Dr. Nabeel Ahmed Zubairi**, Professor, Sociology, University of Karachi, Karachi

## **About the Contributors**

**Tabassum Afzal** has master degrees in Education and Urdu. She is a Ph.D scholar in Karachi University. She is serving as lecturer in Government College of Education, Karachi. Prior to joining the college she has served in Sindh Education Foundation, Shirkat Gah and Aga Khan University for several development projects.

**Dr. Istiaq Ahmed** is presently a visiting Professor, LUMS, Pakistan. He is Professor Emeritus of Political Science, Stockholm University; and Honorary Senior Fellow, Institute of South Asian Studies, National University of Singapore. His book, *The Punjab Bloodied, Partitioned and Cleansed*, Karachi: Oxford University Press, 2012, won the Best Non-Fiction Book Prize at the 2013 Karachi Literature Festival and the 2013 UBL-Jang Groups Best Non-Fiction Book Prize at Lahore. His latest book is, *Pakistan: The Garrison State, Origins, Evolution, Consequences (1947-2011)*, Oxford, 2013.

**Dr. Manzoor Ahmed** is an Assistant Professor of Economics and the acting Dean of the Faculty of Social Sciences, Management, and Information Technology at Lasbela University, Pakistan. Dr. Ahmed also works as the Director of Academics and Advanced Studies at Lasbela University. He has ten years of teaching and research experiences in various organisations. He has the privilege to represent Lasbela University at various national and international forums. Dr. Ahmed has published many research papers and presented his work at numerous conferences and seminars. He obtained an MS in economics and finance, and a PhD in public economics from a prestigious British University, the Durham University, UK.

**Gul Ahmed Baloch** is Professor and Dean Faculty of Education, Lasbela University, Baluchistan, Pakistan

**Dr. Syed Humayun** is a retired Professor, Department of Public Administration, University of Karachi and now teaches as visiting faculty at Karachi University, SZABIST and Baharia University. He has attended several seminars and training courses in USA and Sweden. He is the author of the book *Sheikh Mujib's 6-Point Formula: An Analytical Study of Breakup of Pakistan* published by Royal Book Company. His research articles have been regularly published in national and international journals. He has supervised eight Ph.D. Theses on Human Resources Management, Political System and Pakistan Politics. He has designed master level courses on Human Resource Management and



Local Government and Administration for the Department of Public Administration and Political Science Departments, University of Karachi. His present research interests are Local Government, Human Resource Management and Comparative Constitutional Systems.

**Amrat Haq** is currently working on her Doctoral Thesis at the School of Communication, Hong Kong Baptist University, HK. Ms. Haq's primary areas of research include media effects, television violence, political communication and public policy. She has presented research papers in multiple international conferences and has over nine years of undergraduate and postgraduate teaching experience – both at the national and international level.

**Dr. Israr Hassan** is a Master Graduate in History and Civilization; Research Fellow in Islamic Research Institute, Govt. of Pakistan (1964-68) under patronage of renowned scholar, Fazlur Rahman; Teaching in local colleges of Karachi in History and Civilization of the subcontinent; conducting Continuing Education classes in Data Processing Center of King Fahd University of Petroleum and Minerals, Dhahran, Saudi Arabia. He has published four books, all in USA: (i) *Muslims in America: What Every Muslim Needs to Know* (ii) *Believers and Brothers: A History of Uneasy Relationship*; (iii) *The Conflict within Islam: Expressing Religion through Politics* and (iv) *The Muslim Dilemma*. He maintains the following blogs: [www.IsrarHasan.com](http://www.IsrarHasan.com); and [www.Righteous-Right.blogspot.com](http://www.Righteous-Right.blogspot.com) and is currently retired and living in Florida, USA with wife, four grownup children, seven grand and two great-grandchildren.

**Ashraf Hussain** has completed his masters in Sociology in 2013 with A-grade. He has worked in Polio campaign as Social Motivator for WHO. He has worked as a Social Mobilizer for Women Foundation for one year. He is currently working in a community development project for an reputable NGO in Gilgit.

**Dr. Khalid Mahmood Iraqi** is Professor and Dean of Management Sciences at the University of Karachi. He has worked for his post-doctorate at the London School of Oriental Studies, UK; and has also completed course on Advance Public Policy at the National Institute of Public Policy in Pakistan at Lahore. Dr. Iraqi is author of a book and numerous articles. He is coordinator of joint venture on Public Policy program at Karachi University with George Mason University, USA. He has been continuously attending international courses and conferences in Europe and Northern America representing Karachi University.

He is actively engaged in academic and administrative affairs at the University of Karachi, holding positions as Dean, Director of Admissions, and Director of Security on the Campus.

**Dr. Nasir Islam** is a retired Professor of Governance and Public Policy at the Telfer School of Management, University of Ottawa. He took a Master's degree in Political Science at the Punjab University / Forman Christian College, winning a Gold Medal. Later he obtained an MPA and a Doctorate at the University of Southern California. He served as Head of the Department of Political Science at Laval University as well as the Department of Public Administration at the University Ottawa. He also served as the Director of the MBA program and as Assistant Dean (graduate programs) at the Faculty of Administration, now Telfer School. He has been a Visiting Professor at Cornell University's International Study Centre, Postgraduate Institute of Management, Colombo, Sri Lanka and l'Institut National de Gestion et Affaires Internationales in Haiti. His work on development, ethnicity, culture and governance has been published in major national and international journals. He is also a recipient of Queen's Diamond Jubilee Medal for his distinguished service to Canada.

**Dr. Nasira Jabeen** is working as Director at the Institute of Administrative Sciences, University of the Punjab. She has a Ph.D. from the University of Stirling, UK and MPA from the University of Southern California, USA. She has completed her post-doctoral fellowship at the Institute of South Asia, University of Texas, Austin, USA. She has held the Prince Clause chair in Development and Equity (2006-2007) jointly hosted by the Utrecht University and the Institute of Social Studies, Netherlands. She has published her research work in the areas of governance and management with special focus on local governance, human resource management, and gender in the context of South Asia including Pakistan. Besides teaching and research, she has been actively involved in civil society organizations and is the current chairperson of the Advisory Board of AWAZ, an NGO working in the development sector in the region of Southern Punjab. She has contributed her services as president Management Development Institutions of Pakistan (MDIP) a network formed to promote research and strengthen university and professional organization linkages with Management institutions. She has also contributed as the convener of National Curriculum Committee of the HEC for Public Administration.

**Mariam Zafar Janjuah** holds an MBA degree from University of Karachi. She has worked with Greenwich University as Coordinator of the Dean, Faculty

of Social Sciences and Humanities. She is a young writer and has two articles on her credit. She has developed this article seeking inspiration from the Dr. Arshad Syed Karim on the subject of Freewill verses Determinism.

**Latifa Kamal** is Assistant Professor, Faculty of Social Sciences, Management and Information Technology, Lasbela University, Baluchistan, Pakistan

**Professor Ashir Karim**, CPA, PMP formerly has been Head of the Information Technology Department at IoBM, Karachi, Pakistan. He is a professional with highly diversified experiences, including a decade each in Finance & Accounting, Project Management and consulting in Information Technology. He has over 20 years of diverse professional experience in Accounting/Finance, Information Technology, and Higher Education. He has taught business courses in the U.S., Pakistan, and the country of Georgia. He holds a Master's degree in International Affairs and a Master's Certificate on South Asia from Columbia University, a Certificate in Public Accounting (CPA) and a Certificate in Project Management (PMP). He enjoys translating short Urdu stories into English and his hobby is photography. He resides in the U.S.

**Dr. Arshad Syed Karim** received his education in India, Pakistan and the United States. He holds Masters' degrees in History, Political Science and Education, and a Doctorate in Political Science. His experience includes Comparative Politics, Political Philosophy, International Relations, Public Administration, Public Policy, Education and Management Sciences. He has taught in Pakistan and USA and was associated with many other management institutes for teaching and research. Professor Karim has authored 15 books and has written over 100 research articles and papers. He has completed his 50 years of rich experience in varied fields of Social Sciences and Humanities. He has produced a large number of M.Phils and Ph.D.s in his career. He has contributed his expertise in the field of governance, development, public administration, management, consultancy, teaching and research. He has taught in Punjab University, Karachi University, F.C. College, Lahore and Universities and colleges in the USA. He has been a distinguished foreign professor of Fulbright in New York State University and HEC (Pakistan) at Gujrat University and International Islamic University, Islamabad. Presently he is Professor and Dean of Social Sciences and Humanities and Dean Graduate Studies, Greenwich University, Karachi, Pakistan. He is editing two Journals, one on Social Sciences and other on Business Strategies of Greenwich University.

**Dr. Kaneez Fatima Mamdani** is an Assistant Professor in the department of

Sociology, University of Karachi. She has been in education field since 2003. She has supervised more than 50 research students and currently supervising many research students both at M.A and M.S level. More than 12 research papers have been published in national and international journals. She has worked in many international projects and has consulted in EIAs and IEEs of social development projects. She is also working as an expert Environmental Sociologist for the evaluation of Social and community development project studies for EPA (Environmental Protection Agency), Government of Sindh.

**Professor Sajjad Naseer** is currently serving as Senior Fellow and Professor of Political Science at the Lahore School of Economics, Pakistan and served twice as Chairperson of Political Science Department, Punjab University. As a consultant for the United Nations development Program (UNDP) and the International Fund for Agricultural Development, he has handled various governance-related assignments. He is a regular guest speaker at prestigious National Institutions in Pakistan and is a political analyst in both print and electronic media home and abroad. His recent publications include two chapters in the books; *Building Trust in Government*, edited by G. Shabbir Cheema and Vasselin Popovski (2010) and *Pakistan's Quagmire: Security, Strategy and the Future of the Islamic Nuclear Nation*, edited by Usama Butt and N. Elahi (2010). There are other research articles which appeared in the professional journals.

**Dr. Yuvaraj Deva Prasad** has a long and distinguished administrative, teaching, and research experience. He was Director of A.N. Sinha Institute of Social Studies in the rank of Vice-Chancellor from 1994 to 2000. He superannuated as Head of the Department of History in 2003. He was also Dean of the Faculty of Social Science, Patna University. He has been teaching since January 1963 and in Patna University since March 1964. He also taught in U.S.A. and Ethiopia and has been giving occasional lectures in different universities and institutions during his visit abroad. His publications, which are being extensively quoted world over, include books on Indian Muslims, Persian Gulf, American Studies: and research articles on Modern India, British Imperialism and American ethnicity. He is actively associated with, and holds top positions in several academic and social organizations.

He has a brilliant academic career, and is a recipient of several prestigious national and international awards, fellowships, and distinctions. He is a Fulbright alumnus and a Commonwealth fellow. Professor Prasad was till recently Senior Academic Fellow, Indian Council of Historical Research, New Delhi. He has visited and lectured at international conferences in several countries of North

America, Europe, Asia and Africa. His recent book is *Essay in British Imperialism (2013)*.

**Dr. Sakina Riaz**, is presently working as Assistant Professor in the Department of Social Work, University of Karachi. She joined KU in 2007 and completed her Ph.D. in 2013. Prior to this, Dr. Riaz worked at a senior level position in administration at Liaquat National Hospital, Karachi. She has also done her MAS from Public Administration Department, KU. She also also done one year training in social enterprises Management (SEMP) from Lahore University of Management Sciences (LUMS). Dr. Riaz is the author of many articles which have been published in HEC Recognized Journals at National Level and one of her article was also published in International Journal of Social Research

**Dr. Nasreen Aslam Shah**, Meritorious Professor, Director, Centre of Excellence for Women's Studies & Chairperson, Department of Social Work, University of Karachi. Her expertise is in women issues, self-employed women and quantitative research. She is also the Editor of Pakistan journal of Gender Studies, and has supervised nine Ph.D. dissertations; several books and also published research papers in reputed journals, whereas a book is also published on internet via scholar press Germany. Her prominent work is the Directory of the 'Self-Employed Women of Karachi' published in 2010. Some of her publications include: Karachi Kay Nu Umar Mehent Kash Bachchey Aur Bachchciyan: Ek Jaiza; Bridging The Gaps: Researches at the Centre of Excellence for Women's Studies; Directory of the Alumni of the department of Social Work and The Centre of Excellence For Women's Studies, 2011 and Women Issues; Analytical Researches, 2012. She has completed several research projects funded by different organizations and has also been engaged in doing several research projects funded by HEC.

**Dr. Naila Usman Siddiqui** is an Assistant Professor in Department of Sociology, University of Karachi. She joined this University in 2001. She teaches courses of "Community Development", "Survey Reach methodology", "Social system of Pakistani society" and "Theory construction", to B.S, Masters and M.Phil students. Her Ph.D. research is on adolescents' reproductive and sexual health issues. Her research publications includes several research articles on social issues such as situation of street children, problems of domestic workers, Level of job satisfaction among working women etc.

Dr. Naila is actively associated with nongovernmental organizations working

for human Rights Education, child rights, against gender based violence and for health seeking behaviour.

**Dr. Naima Tabassum Syed** did her Ph.D. in Sociology from Middle East Technical University, Turkey. She is serving as Assistant Professor in Area Study Centre for Far East and South East Asia, University of Sindh, Jamshoro. Prior to joining the centre, she also served in Department of Sociology in the university, Aga Khan University (AKU), Sindh Education Foundation (SEF) and Sindh Employee's Social Security Institution (SESSI).

**Dr. Abida Taherani** is a Professor of Economics and serving as Vice Chancellor, University of Sindh. She also has served as Dean, Faculty of Social Sciences in the University. Prior to that, she successfully performed as a Director, Sindh Development Studies Centre in the University of Sindh for more than a decade.

**New Horizons, Vol. 9, No.1, January 2015**  
**Greenwich University, Karachi, Pakistan**

## **Editor-in-Chief Note**

Welcome to the latest edition of the *New Horizons* Journal. This is the second issue being published by the new editorial team, under the guidance and supervision of Prof. Dr. Arshad Syed Karim. As in previous issues, the current journal also seeks to provide a platform for social science research in Pakistan. The previous issues have been multi-faceted, covering a wide array of topics in the social sciences.

However, for the current issue the team decided to narrow down the parameters. *Socio-Psychological Public Policy* was selected as the *focal issue* for the current publication. The current edition aims to highlight governance, accountability, creation of wealth/wellbeing, and implications of policy choices on nation states and citizens.

The current New Horizons edition includes original papers, review papers, case studies, book reviews and discussions on topics of policy concerns. Some of the topics covered include linkages between economic/political/social problems, role of supranational organizations in shaping objectives/outcomes, implementation issues, public policies adopted in the developing vs. developed world and role of economic and other theories in shaping public policy development/ implementation.

The current issue aims to provide a complete overview of the Socio-Psychological Public Policy domains and provide readers with an in-depth and comprehensive understanding of these issues in Pakistan, South Asia and the international community. And we hope that you will find this issue informative and educational as was the previous edition!

**Prof. Dr. A.Q. Mughal**

*Azaz-e-Fazeelat, Sitara-i-Imtiaz*

Editor-in-Chief  
New Horizons





## Content

Articles	Page No.
<b>Poverty in Pakistan: Approaches and Policy Implications</b> <i>Manzoor Ahmed, Gul Hassan Bloch and Latifa Kamal</i>	1 – 19
<b>Freewill verses Determinism: A Psychoanalysis of Divorce Issues in Pakistan</b> <i>Arshad Syed Karim and Maryam Zafar Janjuah</i>	21 – 29
<b>Poverty Alleviation and the Role of Public Policy in Pakistan</b> <i>Arshad Syed Karim and Khalid Mehmood Iraqi</i>	31 – 40
<b>Intelligence: A Meta-Analysis of New Findings in Theoretical Developments</b> <i>Ashir Karim</i>	41 – 46
<b>An Evaluation of Communication Patterns between Parents and Children Regarding Puberty</b> <i>Kaneez Fatima Mamdani and Ashraf Hussain</i>	47 – 65
<b>Identifying and Examining the Types of Intimate Partner Violence through Control Mechanisms</b> <i>Bela Nawaz and Naila Usman Siddiqui</i>	67 – 81
<b>A Study of Patient Satisfaction at Out Patient Department in a Private Hospital, Karachi</b> <i>Sakina Riaz</i>	83 – 96
<b>Social Work Teaching in Pakistan: Problems and Remedies</b> <i>Nasreen Aslam Shah</i>	97 – 112
<b>Impact of Private Tuition Centers on Government Education Institutions in District Hyderabad</b> <i>Naima Tabassum, Tabassum Afzal and Abida Taherani</i>	113 – 125
<b>Discussions</b>	
<b>The Islamabad Sit-in</b> <i>Ishtiaq Ahmed</i>	127 – 129
<b>Pakistani Media and its Impact on Policy Decisions: A Case Study of the Lawyers' Movement</b> <i>Amrat Haq</i>	131 – 138

*Content*

<b>Parliamentary Democracy: An Analysis of Pakistan Constitutionalism</b>	<b>139 – 140</b>
<i>Syed Humayun</i>	
<b>Presenting a Fictional Approach for Studying Critical Theory: Fictional Manifestation or Story</b>	<b>141 – 146</b>
<i>Nasir Islam</i>	
<b>The Politics of Minority Votes in Bihar and 2014 Elections in India</b>	<b>147 – 152</b>
<i>Yuvaraj D. Prasad</i>	
<b>Public Policy Patterns in Pakistan</b>	<b>153 – 155</b>
<i>Sajjad Naseer</i>	
<b>Book Review</b>	
Hugh T. Miller and Charles J. Fox, (2007), <i>Postmodern Public Administration</i> , NY: Sharpe, Inc.	<b>157 – 158</b>
<i>Arshad Syed Karim</i>	
Prasad, Y.D. (2013), <i>Essays on British Imperialism: The Persian Gulf, Turkey, and The Raj (1980-1920)</i> . New Delhi: Anmika Publishers & Distributors Ltd.	<b>159 – 160</b>
<i>Irar Hasan</i>	
Ahmed, Ishtiaq, (2013), <i>Pakistan a Garrison State: Origin, Evolution, Consequences. 1947-2011</i> . Karachi: Oxford University Press	<b>161 – 162</b>
<i>Arshad Syed Karim and Abu Rashid Jafri</i>	

# **Poverty in Pakistan: Approaches and Policy Implications**

**Manzoor Ahmed, Gul Hasan Baloch,  
and  
Latifa Kamal**

*This paper aims at providing a significant overview of the multiple approaches that are applied to the poverty analysis in Pakistan. It presents a detailed discussion of the nature and causes of poverty. The paper focuses and critically discusses the institutional constraints that potentially hamper the poor from social mobility and therefore cause them trapping in the vicious circle of poverty. Beginning the discussion from the early days of Pakistan's formation, the paper goes through periodically to highlight the poverty reduction policies and their consequences on the poor. The paper argues that although poverty is a multifaceted concept that may be caused by many factors. However, because of the critical institutional constraints, poverty reduction policies and their implementation have not been prioritized, which caused persistent poverty in the country. The paper underscores that in order to reduce or permanently alleviate poverty the political and economic system must be restructured in a way where the poor have a stake and reflection in the policy making. Unless the institutional bottlenecks are removed and poverty reduction is institutionalized, it is hard to think of Pakistan free from the poverty.*

**Keywords:** *Poverty Reduction, Institutional Constraints, Policy Implication, Political Economy*

## **Introduction**

This paper presents a brief definitions and measurements of poverty that follows by a thorough discussion of the nature, scope and causes of poverty in Pakistan. While presenting the poverty profile, an attempt is made to highlight the institutional factors related to either the causes of poverty or the impediments that obstruct ameliorating the poverty. To study a wide subject such as poverty in a diverse country like Pakistan, that too for a long period, is

indeed a daunting task. But the paper attempts to provide a critical and nuanced view of the subject matter. So we seek to present a critical examination of the institutional and political economy issues that are viewed to be the potential hurdles in reducing the poverty.

This is a review paper that supplies a bird's eye view of the available literature on poverty in Pakistan, it also provides a critical evaluation of the institutional impediments that may potentially limit any of the policy mechanism that is aimed to target the poor and subsequently alleviate poverty. In other words, the paper tries to depict a picture with an argument that a critical issue like poverty cannot be dealt unless the institutional setup of the country is made poor friendly.

A detailed discussion of issues related to the poverty in Pakistan is important because it shows how the trend of the poverty has changed over the time and what has been the impact of various poverty related policies on the poor. As we observe through the discussion of this paper although the poverty is relatively a well-researched subject in Pakistan, a substantive part of poverty related work is focused on measurement issues, grossly ignoring the institutional constraints that are either a great cause of the poverty or impede policies aiming to arrest poverty. Thus, analyzing the poverty in an institutional framework may be considered as a contribution of this paper to the wider poverty related literature.

The rest of the paper is organized as follow. Next section discusses multiple approaches that are applied to measure the poverty in Pakistan. The section next to that provides an analysis of the impact of institutional constraints and the governance on poverty. The second last section provides policy implications on the poverty from 1947 to 2009. The last section concludes the paper.

### **Multiple Approaches Applied to the Poverty in Pakistan**

In poverty analysis two approaches are worth discussing. The first one is the conventional and largely accepted approach where the poverty is statistically and econometrically measured. This approach has broadly been used for the measurement of poverty in Pakistan. The second approach is a more 'inclusive' and process-based that contains dimensions such as education and health while measuring poverty. The review of existing literature on poverty shows that the latter approach despite gaining an overwhelming popularity has remained limited in its application and scope in Pakistan (Gazdar and Zaidi, 1994).

The poverty literature, specifically those dealing with developing

countries, employs absolute ‘poverty line’<sup>1</sup> to measure poverty, and the majority of work related to the poverty in Pakistan uses the same approach in measuring the poverty. While the central focus of the conventional literature is to define and measure the poverty adopting a monetary approach: to classify and identify the poor; and to decide the poverty reduction strategies, a recent trend has emerged in the domain that expanded the analysis to include the ethical, social considerations (Dasgupta, 1993 and Sen, 1999; 1993), democratic and community based elements (Chambers, 1994, 1995; 1998; Duraiappah et al., 2005). Since the 1990s these approaches have been used by many organizations<sup>2</sup> and researchers to assess poverty in Pakistan. According to this approach, poverty is primarily caused by certain socio-economic and political constraints. The poor people are not allowed to take an active and productive part in social, political and economic endeavors. Such restrictions not only the social and ethical well-being of the poor, it also reduces or completely prevents the poor from having access to the opportunity of economic progress (Novak, 1996).

Another important approach in understanding the poverty is the “participatory approach”, which is linked to the income or consumption of an individual: it incorporates the ‘power of consumption’ or ‘having a decent income’ in its broader definition. Gazdar (1999) in explaining the rationale for using income or consumption based poverty and connecting it to the participation approach argues: “the original arguments behind income – or consumption – based approaches was that they are proxies for capturing precisely this ability of individuals to participate freely and with dignity in the affairs of the community, and to achieve objectives might have reason to value” (Gazdar, 1999: 244). It allows the concerned institutions or government agencies to address the areas that potentially restraint the poor from participating in social and economic mobility.

Sen (1992) opines that the participation-based approach of poverty enables us to identify the causes which create poverty and consequently help in suggesting possible remedies for it. This approach is very popular among the

---

<sup>1</sup> *The conventional approach of poverty simply constitutes the failure to obtain a minimum acceptable level of income necessary to meet a given level of consumptions – which is established through a “poverty line”. This indicates that those individuals or households are considered poor who grossly failed to attain the given level of income and therefore fall below the poverty line (Ravallion, 1992).*

<sup>2</sup> *The World Bank (1995; 2003; 2005) and the UNDP (2001) in their respective poverty assessment report on Pakistan include social (non-income) indicators such as education and healthcare alongside per capita income.*

development economists and public policy makers in many developing countries including Pakistan. In Pakistan, for example, both private and public sectors' financial institutions are encouraged to extend micro-credits to the poor to enable them in having access to formal credit markets and hence participate freely in economic activity (Stevens et al., 1976; WB, 1995; Zaidi 1999).

Another challenge to the poor in Pakistan (as in many developing countries) that is not taken into account in income or consumption assessment is the 'inability of the poor to read and write'. In other words, Pakistan faces an acute form of poverty in the shape "illiteracy". Moreover, the poor health and prevalence of various diseases are widely considered as another form of poverty that Pakistan seriously suffers from endlessly. Illiteracy and poor health therefore are regarded as the underlying causes in hindering the poor from participating freely and actively in social and economic affairs.

These drawbacks are partially due to the certain social, political and religious taboos that are ingrained in Pakistan's social fabric. And the participatory approach takes into account these socio-cultural and political issues while defining the poverty (Dreze and Sen, 1989; Haq, 1997).

In Pakistan the majority of the poor live in rural areas and around 70% (FBS, 2009) of the rural labor force are associated with the agricultural sector, and a big part of this labor is "bonded labour" (Zaidi, 2001). The emancipation of the bonded labor from the stranglehold of feudal lords helps in allowing the poor to engage in labour markets freely. And free participation of the labour force, therefore, is a necessary if not sufficient condition to allow the poor to escape from the poverty. Both the participatory and the Sen's capability approaches incorporate the availability of free labor market to the poor as a prerequisite in their respective poverty analysis.

However, crucial yardstick of the participation or the capability and functioning approach to the poverty is the active participation of the poor in political matters. It is worth spelling out that Pakistan, notwithstanding having all the socio-economic and political aspects of poverty, poverty specialists and the economists have restricted their focus to the monetary approach only. In doing so, they have failed to offer a comprehensive and workable explanation of poverty in Pakistan.

### **The Impact of Institutional Constraints and Governance on Poverty**

For rapid reduction of poverty, high and sustained economic growth is obviously essential but that alone is not sufficient. To make the economic growth pro-poor certain institutional constraints and bottlenecks need to be

removed. For example, investing in the health sector has direct ramifications on poverty reduction. Pakistan's performance on health has been poor. Widespread illness and the prevalence of diseases are still very common, particularly amongst the low-income strata and the poor. PIDE's (2001) estimates demonstrate that around 65% of extremely poor are suffering from deteriorating health and illness. Hussain (2008) believes that the high prevalence of diseases is a core reason for pushing those below the poverty line who would hardly manage to survive at the threshold of the poverty line as well as puts the already poor into a deeper poverty trap. That is because the soaring medical cost not only exhausts the already meager resources of the poor but forces them to borrow from informal lenders, consequently remain indebted for the good part of their lives.

Poor health condition and incidence of preventable diseases is potentially be the direct cause of negligence of both federal and provincial governments to this sector, which may be best reflected in the share of health to GDP.

**Table 1. Key National Health Expenditures (1975-2009)**

<b>Year</b>	<b>Health Expenditure as % of GDP</b>	<b>Per Capita Health Expenditure (Rupees)</b>
1975-76	0.83	14.14
1980-81	0.77	23.56
1985-86	0.92	44.69
1990-91	0.86	70.53
1995-96	0.85	131.37
2000-01	0.58	163.35
2005-06	0.51	257.40
2009-10	0.54	

*Source: 50 Years of Pakistan in Statistics (SBP)*

Table 1 describes that spending on health has not only remained abysmally low, but decreased over time. For example, in 1975 the public sector health expenditure embarked upon by the federal and provincial governments was 0.83% of GDP, which further decreased to 0.54% of GDP in 2009-10. Thus, the inefficient resources devoted to the health sector and the poor public provisions accompanied by the incidence of illness and diseases among the poor are considered as a big structural impediment that leads to strengthen the vicious circle of poverty.

### ***Education and Poverty***

Another key sector that has a strong impact on poverty is education. Sen

(1999) considers education is an essential part of human freedom and capability. Education is a crucial element for emancipating the poor from the vicious circle of poverty. Therefore, investment on education has a significant impact on poverty reduction. But like healthcare the public spending on education remained very low in Pakistan, in comparison to many developing countries (for example, Iran, India, Thailand, Vietnam, Bangladesh and Malaysia<sup>3</sup>). Pakistan's expenditure on education (as % of GDP) is the lowest compare to aforementioned countries. Since education is the key driver of human resource and other socio-economic development, the weak state of education is generally perceived as the main cause of poverty in Pakistan.

Mughal (2007) shows that, in Pakistan an additional year of schooling augments the average earning of workers by 7.3%. Similarly, people with 10 years of schooling have 37% more earnings than those without schooling. Furthermore, an additional year of education attainment in primary, secondary and higher level respectively increases the earnings by 3%, 5% and 7.1% to 8.2%. Such evidence highlights the vitality of education in increasing the productivity of the poor and the poverty reductions. However, despite the importance of education to empower the poor socially and economically, Pakistan failed to provide it to a very large part of its population and the majority of them are poor. For instance, Pakistan's interim PRSP (2001) estimates show that in poor households only 27% of head of the families are literate against 52% in non-poor households. Compared to other South Asian countries, the poor quality and low quantity (in terms of gross and net enrolments) of education, in both lower and higher education, suggest a low priority given to this sector. Thus, the low priority in allocating public resources to the healthcare and education sectors are the significant structural constraints that prevent the poor from increasing their productive capacity, and impede them from social and political empowerment.

The allocation of public service expenditure is determined by a specific class (military, civil bureaucracy, feudal lords and high businessmen) that does not display any interest for mass education. Because the structure of power politics in Pakistan is such that the public expenditure is dominated by the military expending and other such expenditures that patronize the elites and their associates at the expense of public sector. Authoritarian power structure in the country always fears mass education as a potential threat to their hold onto the reins of the power.

---

<sup>3</sup> These countries respectively spend 5.2%, 3.3 %, 4.5%, 5.2%, 2.6% and 4.7% of their GDP on education. While, Pakistan Spends 2.1% of her GDP on education (World Bank, 2011, and Pakistan (2009-10)



### **Corruption and Poverty**

Corruption is suggested to have a strong bearing in exacerbating poverty in many ways. It may not adversely affect the poverty directly; rather it has serious consequences in increasing the poverty through many indirect means. For instance, corruption weakens the economic growth, discourages investment, creates large scale inefficiencies in doing business and distorts competitive market mechanisms. With the same vein, corruption foils the public sector institutional capacity in social service delivery, and directs public funds to patronize vested interest groups at the cost of public welfare. Hence, through these serious economic and governance challenges, corruption aggravates poverty.

Susan (1999) suggests that high level of corruption distorts investment confidence and weakens economic growth. Krueger (1974) asserts that corruption intensifies the income inequality through economic and social distortion from which the powerful groups will benefit at the expense of the poor. Similarly, Johnston (2000) shows that corruption adversely affects the governance by eroding the political institutions' capability and discourages people's participation in democratic processes. Ahmed (2001) states that in South Asian countries including Pakistan the poor governance appears to be a stumbling block that hinders the efforts for poverty reduction.

**Table 2. Selected Governance Indicators**

(In Percent)

Year	Rule of Law	Control of Corruption	Government Effectiveness	Voice of Accountability	Political Stability
1996	40.2	29.2	42.2	28.8	21.8
1998	34.2	33.6	35.2	36.4	25.8
2000	35	31.2	39.4	18.6	32.4
2002	35	33	38.6	27.6	19.8
2003	36.2	34	39	26.4	18.4
2004	33.4	28.4	39.6	23.8	16.6
2005	33.8	29.8	39.4	25.4	16.4

Source: Kaufmann, et al. (2005 & 2006), and Haq and Zia (2009)

Table 2 summarises the governance related indicators where we observe that the score of corruption has deteriorated overtime. In its 2007 survey report, Transparency International (TI) places Pakistan among the top most corrupt countries in the world. According to the report corruption and bribery have increased sharply in Pakistan over the years. For instance, in order to get a public service done one has to pay 30% more bribe in 2007 compare to 2006 for

the same level of service (TI, 2007). Hussain (2008) believes that the poor are forced to pay more bribes to achieve any public service. For the influential and affluent people this does not apply with the same magnitude: they would obtain the same or better social service without paying any bribe. Such phenomenon, consequently, worsens the income distribution between the rich and the poor and will result into more poverty.

### ***Democracy and Poverty***

In his analysis of the role of democracy and freedom in empowering poor, Sen (1999) concludes that famines have never taken place in democratic countries. Because the democratic governments are accountable to the voters, face public pressure and criticism, thereby, have strong incentive to take necessary steps to prevent famines and other such incidents that hurt the poor.

Similarly, as elsewhere poverty in Pakistan cannot be judged by looking only at the lack of resources. It also occurs when the people are denied the opportunity to employ their potential abilities and skills. This phenomenon traps the marginal community into a power structure, which is dominated and controlled by the 'powerful elite'. This leads to weaken the public institutions, distorts the law and justice and social services delivery mechanism. If such a situation persists it is hard for the poor and marginalized communities to get rid of poverty trap. That is because exclusion and absence of democratic participation are the main characteristics of the poverty in general.

In a non-democratic society the poor are normally voiceless. It is highly likely that whatever decisions are made pertaining to public affairs do not reflect the concerns and predicaments of the poor. On the contrary, it may be argued that in democracy such hurdles to the poverty reduction may be removed by empowering the poor through a participatory process. Ismail (1998) and Ismail and Rizvi (2000) compare the performance of both democratic and autocratic regimes in Pakistan since independence. They conclude that although economic growth rate has remained higher during the dictatorial rules, yet, they have bad record of developing and improving the human capital. On the contrary, during the democratic dispensations human and social services sectors received better attention in terms of public investment as the democratic governments are more accountable to the people.

### **The Political Economy of Poverty: 1947 to 2009**

#### ***Formative years of Pakistan: Mass Migration and Rampant Poverty***

Since the inception of Pakistan various policies of poverty reduction have been launched and implemented. The first eleven years (1947-1958) is

considered to be the formative period of Pakistan. The political and economic developments during this period were very instrumental in defining the poverty trends in the ensuing decades.

The major failure of this period was to ignore the evolution of democratic institutions, the provision of social services, particularly education and healthcare, decentralizing the governance and changing the nature of agricultural land ownership. The negligence of education sector and other social services led to deteriorate human resource that caused more poverty. Moreover, highly symmetric land ownership predominately in rural areas put the majority of rural poor in the vicious circle of poverty, as the majority of rural poor were directly or indirectly associated with the agricultural sector in Pakistan. So, the political, economic and social developments of early years laid down the foundation of the nature and trends of poverty in the country that continue in following years.

### ***The Decade of Economic Growth and Income Inequality, and Rising Poverty***

Year Nineteen Fifty Eight was a watershed in Pakistan's history, after that the country witnessed a profound performance of both industrial and agricultural growth that enhanced the per capita income. For instance, in first five years of the 1960s the large scale manufacturing sector witnessed an impressive growth whereas the agriculture after medium growth rate during the same period gathered its growth momentum and showed a high growth in second leg of the decade (1965-70) (see table 3). Notwithstanding, while the government then had a clear approach and professional competence to the economic management, and somehow commanded the required efficiency to its economic plans, it was extremely indifferent to the issues related to income distribution and paid insufficient attention to the social sector development.

**Table 3. Average Annual Growth Rates of Key Sectors between 1960 and 1970**  
(In Percent)

<b>Growth rates</b>	<b>1960 to 1965</b>	<b>1965 to 1970</b>
Manufacturing sector	16.9	9.9
Agricultural sector	3.7	6.3
Per Capita Income	3.5	3.7

*Source: Pakistan Economic Survey (various issues)*

As a result, with fairly steady and rapid economic growth, income inequality and poverty rose to a record high. Highly skewed economic policies brew a social and political discontent related to the issues of poverty and income

disparities played a central role in the downfall of the government and nullified its economic model. Khan (1972) using the nominal wages and prices data suggests that real wages in industrial sector also declined in the same period. Supporting the same argument Naseem (1977) indicates that the real wage in agriculture in this period had declined despite the rise of per capita income. Similarly, Griffin and Khan (1978; 2000) suggest that the wages of the industrial workers fell by 12% between 1954 and 1967. According to the World Bank (1973) Pakistan was the worst country in Asia in terms of percentage of national expenditures on education, health and local infrastructure that resulted into rising poverty and inequality across region and class. The negligence of social sector, as result, contributed to the high population growth, which remained 2.8% during this period compared to 2.3% in the preceding decade. The rise of population, therefore, was one of the fundamental causes of living standard deterioration and increasing poverty.

Thus, it may be concluded that the decade of growth and development notwithstanding delivered a high growth performance, caused a rising poverty and sectoral, regional and class inequality that consequently led to the popular social and political unrest and collapse of regime along with country and its economic model.

### ***Nationalization, Sluggish Growth and Declining Poverty and Income Equality***

The decade of the 1970s started with a new democratically elected dispensation that launched nationalization of capital and intermediate goods producing industrial units, rice husking and cooking oil factories (Burki, 1980; Aziz, 2009). The economic reforms of the 1970s left a significant impact on the redistribution of national income and poverty. Another major development of this period was the emergence of trade unions in large public sector organizations that provided the workers a platform to strengthen their financial and political power. Moreover, in the 1970s a large scale land reform was launched to redistribute land to the landless peasants and farmers. Albeit the land reform failed to bring a substantial change to the political economy of agrarian relations that could herald the desired economic empowerment of peasants and rural poor, to lesser extent though, it succeeded in improving the living conditions of several poor households in rural areas of Sindh and Punjab by giving them the land ownership. In addition Zulfikar Ali Bhutto's government opened up a window of opportunity for Pakistani workers to the oil rich Middle East countries that fundamentally brought a positive change to the livelihoods of thousands of the poor and low income households, who started receiving remittances from the Middle East (Burki, 1988 and Gazdar, 1999).

But the economic reform of the 1970s received strong criticisms from some quarters (see for example, Burki, 2006 and Aziz, 2009 among others) for its economic inefficiency and mismanagement. However, it should be noted that during the same decade the country has succeeded in reducing poverty and income inequality, despite experiencing a sluggish economic growth.

Many of the events took place in the 1970s that adversely affected the economic performance were beyond government control. For example, sky rocketing surge in oil prices in 1973, two massive floods that hit the county and badly affected its agriculture sector and devastated the infrastructure besides other negative effects, and the world economic recession

**Table 4. Major Economic Malaise of 1970s**

<b>Dates</b>	<b>Events</b>
May-72	Devaluation of Pakistani rupee; initial outcome highly positive with exports growing by more than 100 per cent. However, it unleashed an unprecedented inflation
Aug-72	Massive floods hit Pakistan; imports of food grain
Oct-73	Fourfold increase in international petroleum prices; imports cost much more; prices of fertilizers, essential inputs, and oil jump; excessive inflation domestically
1974-1977	World recession follows OPEC price rise; demand for Pakistani exports remains severely depressed and affects industrial output
1974-1975	Huge failure of cotton crop by as much as 25 percent at a time when international cotton prices had risen; affected industrial output
1976-1977	Worst floods in Pakistan's history (floods hit in 2010 was bigger in magnitude); agricultural crops destroyed; further import of food crops; excessive expenditure on public good measures, all affecting industrial output

*Source: Zaidi (1999: p. 101)*

*between 1974 and 1977, as indicated in table 4, were believed to be some key elements for the poor economic growth in 1970s (Zaidi, 1999).*

### ***Poverty Reduction under Economic Liberalization and Political Repression***

The key development in political economy of Pakistan in the 1980s was the shift from the state intervention in economic affairs to economic liberalism. This period is regarded by many including Burki (1993 and 2006); World Bank (1995); Naseem (2008) and Aziz (2009) as a fundamental step towards the economic growth and poverty reduction. The average GDP growth remained at 6.5% compare to 4.8% in the preceding decade and relative reliance of the economy moved away from the agriculture sector to the industrial sector (Pakistan, various issue).

As stated earlier Pakistan's economy witnessed a relatively high growth rate, a declining poverty trend and a rising living standard in the 1980s. But it is worth bearing in mind that many exogenous events at domestic and international front played a key role for the economic and social development during the same decade. For instance, the impacts of the heavy economic projects undertaken in 1970s, workers' remittances<sup>4</sup> and the positive economic shocks at external front are important events worth noting. In particular, the Afghanistan war played a significant role in explaining the economic growth and poverty reduction in the 1980s. However, in subsequent decades, the Afghan war's fallout equally played a major role in social and economic destruction that caused more poverty.

### ***Poverty Trend in the 1990s under the Shadow of Economic Reforms***

In the 1990s the country faced several social and economic problems that not only had severe consequences on the economic growth and macroeconomic imbalances but also caused increasing poverty (Gazdar, 1999). Although the economic mismanagement and the poor governance would take a great deal of responsibility in explaining the rising poverty and weak state of social sector, the deep rooted political economy dynamics ensued in the country during this period warrant a in-depth understanding accompanied by the economic institutions. For instance, despite a burgeoning budget deficit, military and other non-development expenditures have risen consistently in one hand, and the extension of the tax net to some "un-tax territories" (agriculture sector and capital gain are the classic examples) was frustrated, on the other. The reasons, arguably, were the political clout of military establishment and various other powerful economic and political lobbies to block any such move which would affect their economic interests.

The same decade too witnessed a rising involvement of the International Monetary Fund (IMF) and the World Bank in economic matters of Pakistan. Sayeed and Ghaus (1996) and Bengali and Ahmed (2002) believe that the structural adjustment programmes launched with the help of the IMF caused an adverse impact on the poverty and income inequality. However, the engagement of the World Bank and IMF brought a new debate on poverty by emphasizing 'participation-based' and 'women empowerment approaches' to the realm of poverty. Thus, it may be argued that the economic mismanagement with the rising effect of distortion (subsidies and corruptions) accompanied with the causes of International Organizations interventions played a significant role in explaining the rising poverty.

---

<sup>4</sup> In 1983, the peak year of worker remittances, it contributed one tenth of GDP of Pakistan and was one of the highest foreign exchange sources (Pakistan, various issues).

### ***Incidence of Poverty and Dictatorial Regime of 1999-2008***

During 1999-2008 the country witnessed a significant decline in poverty, a high economic growth and increase in non-interest and non-defense spending (FBS 2005; 2008; Pakistan, various issues). According to the official statistics the incidence of poverty reduced from 31.6% in 2001 to 25.4% in 2005, and in 2008 it further came down to 17.5% (FBS, 2008; Pakistan, 2007-08). During the same period (2001-2008) the average economic growth rate remained above 6%. Non-defence public expenditure, particularly on education, health, rural electrification, irrigation and roads - has increased by 50% in real term compare to the previous decade (Burki, 2006; Hasan, 2006; and Pakistan, 2009-10). The pro-poor expenditure has risen considerably over these years from 3.1% of GDP in 1999-00 to 7.46% of the GDP in financial year 2008-09 (see table 5). Looking at the aforementioned statistics one can easily notice that the social and development expenditures undertaken by both federal and provincial governments appear to be effective in reducing poverty.

**Table 5. Social Sector and Poverty Related Expenditure**

*(Rupees in Billion)*

Sectors	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
<b>community Services</b>	<b>9.06</b>	<b>10.55</b>	<b>11</b>	<b>16.57</b>	<b>28.53</b>	<b>41.71</b>	<b>63.59</b>	<b>76.6</b>	<b>104.5</b>	<b>121.8</b>
I. Road, & buildings	4.5	5.45	6.3	13.15	22.75	35.18	35.25	60	85	99.6
II. Water supply and san	4.56	5.1	4.6	3.42	5.78	6.53	10.34	16.6	19.5	22.2
<b>Human Development</b>	<b>67.51</b>	<b>67.977</b>	<b>86.8</b>	<b>103.9</b>	<b>130</b>	<b>152.9</b>	<b>191.1</b>	<b>222.2</b>	<b>257</b>	<b>330</b>
I. Education	50.98	52.1	66.3	78.61	97.69	116.87	141.7	162.8	187.7	240.4
II. Health	15.98	15.21	19.21	22.37	27	31.42	39.2	53.2	62.4	83.7
III. Population Planning	0.55	0.667	1.33	3.12	4.68	4.57	10.23	7	6.7	5.3
<b>Rural Development</b>	<b>9.94</b>	<b>14.364</b>	<b>24.3</b>	<b>34.18</b>	<b>44.6</b>	<b>59.69</b>	<b>78.52</b>	<b>101.8</b>	<b>152</b>	<b>136</b>
I. Agriculture	3.58	4.2	10.13	15.54	22.5	37.87	59.82	74.8	122.9	88.9
II. land Reclamation	0.56	0.954	1.9	1.8	2	2.11	2.67	2.3	3.1	2.7
III. Rural Development	5.8	9.21	12.33	16.88	18.6	15.35	15.04	22.2	22.8	16.3
IV. Rural electrification					1.42	4.35	1	2.5	2.7	28
<b>Safety Nets</b>	<b>3.339</b>	<b>4.376</b>	<b>11</b>	<b>27.11</b>	<b>16.9</b>	<b>11.34</b>	<b>36.12</b>	<b>18.72</b>	<b>436</b>	<b>276</b>
I. Subsidies	2.65	3.21	4.3	10.9	8.51	5.35	6.02	5.5	398.5	220.6
II. Social Security & Welfare			3.7	13	4.1	2	7.6	4.4	22.5	29.1
III. Food Supply Programme	0.689	1.166	2	2	2.8	2.7	3.1	3.5	4.3	12.4
IV. Peoples Works Programme			0.8	0.8	0.6	0.08	0	0.02	1.9	3.3
V. Natural Calamities			0.2	0.4	0.5	0.9	19.1	5	7.4	10
VI. Low Cost Housing			0	0.01	0.42	0.31	0.3	0.3	0.6	0.6
<b>Governance</b>	<b>28.43</b>	<b>26.68</b>	<b>33</b>	<b>38.9</b>	<b>41.84</b>	<b>50.52</b>	<b>65.21</b>	<b>78.1</b>	<b>94</b>	<b>113.9</b>
I. Law and Order	27.23	25.65	31	36.7	39.4	47.41	59.57	73	88	104.7
II. Administration of Justice	1.2	1.03	2	2.2	2.44	3.11	5.64	5.1	6	9.2
<b>Total</b>	<b>118.27</b>	<b>123.947</b>	<b>166.1</b>	<b>220.7</b>	<b>261.3</b>	<b>316.16</b>	<b>4346</b>	<b>497.42</b>	<b>1042</b>	<b>977</b>
AS % of GDP	3.1	2.9	3.8	4.33	4.6	4.8	5.6	6.7	9.7	7.46

*Pakistan (2009-10) and Federal Budget Documents (various years)*

Though the incidence of poverty has reduced as claimed by the officially provided data but the real challenge, the political structure of the country towards the poor, remained still unaddressed. Another major concern was the increasing income inequality during the same period. Table 6 shows both Gini-Coefficient and higher to lower consumption quintiles ratio. These ratios were used to measure the income inequality. Data suggest that the income equality situation has worsened during this period.

Thus, the serious problem encountering the poor in Pakistan is the increasing economic, social and political inequality, which provides little or no opportunity to the poor to come out of the “poverty trap.” It is plausible to argue that the current political power and asset ownership structure, the weak and inefficient tax infrastructure and inability to mobilize enough resources to fund the poverty related projects are the fundamental causes of poverty and inequality in Pakistan.

**Table 6. Gini Coefficient and Consumption Share by Quintiles**

	PIHS 2001-02			HIES 2004-05			PSLM 2005-06			PSLM 2007-08		
	Urban	Rural	Pak	Urban	Rural	Pak	Urban	Rural	Pak	Urban	Rural	Pak.
<b>GINI</b>	0.32	0.23	0.27	0.33	0.25	0.29	0.34	0.24	0.3	0.32	0.25	0.29
<b>Consumption share by Quintiles (%)</b>												
Quintile 1	5.3	12.8	10.1	4.8	12.6	9.5	4.5	13.5	9.6	5	13.1	2.2
Quintile 2	8.1	16.9	13.7	7.6	17.1	13.2	8.2	16.8	13.1	9.1	16.1	13.3
Quintile 3	12.1	1	16.8	11.6	19.7	16.4	11.1	20.1	16.2	11.7	19.6	16.4
Quintile 4	19.4	22.4	21.3	18.3	23	21.4	17.8	23	20.8	19.6	22.1	21.1
Quintile 5	55.1	28.4	38	57.7	27.6	39.4	58.4	26.6	40.3	54.6	29.1	39.3
Ratio of Higher to Lower quintiles	10.4	2.22	3.76	12	2.19	4.15	13	1.97	4.2	10.9	2.2	4

Source: Economic Survey of Pakistan (2010-11)

## Conclusion

Poverty alleviation has remained a critical challenge for Pakistan. Various factors, such as income inequality, lack of resource ownership, unemployment and underemployment, inadequate social service provision and poor governance have contributed to the persistent poverty. The measurement and analysis of poverty in Pakistan has changed in recent years. The conventional definition and measurement of poverty is no more the focus of poverty analysis. Instead, more broad-based approaches like participatory approach are being used in studying poverty. These approaches put more emphasis on the institutionalization and socio-political conceptualization of the poverty. Although the poverty and inequality remained an important political issue, poverty reduction/alleviation *per se* has not been the implicit objective of various governments’ macroeconomic policies.



During both autocratic and democratic regimes poverty alleviation has not been the centre policy goals. For instance, in the 1960s despite the high economic growth rate, poverty and inequality have increased. The 1970s was a good decade in terms of poverty reduction but it was a decade that experienced relatively slow a growth rate. The poverty in the 1980s has reduced. This comparative reduction in poverty was attributed primarily to the structural readjustment and deregulation of the markets. However, a closer look at the political economy unfolded during the 1980s reveals that the favorable external shocks have more to do with the declining trend of poverty than domestic policies. Poverty has returned in 1990s which would substantially be the results of wrong and short-sighted policies pursued during 1990s. During 2000s the poverty trend had mixed results: decreased between 2001 and 2008, and started climbing up thereafter.

## References

- Ahmed, S. (2001). Poverty Reduction and Governance in South Asia. *Mahbub ul Haq Human Development Review* 1:1.
- Aziz, S. (2009). *Between Dreams and Realities, Some Milestones in Pakistan's History*: Islamabad. Oxford University Press.
- Bengali K. and Ahmed Q.M. (2001). "Stabilisation Policy vs. Growth-oriented Policy: Implication for the Pakistan Economy." *The Pakistan Development Review*, 40(4) pp. 453-466.
- Burki, S. J. (1980). *Pakistan Under Buttho, 1971-77*, New York. Macmillan Press.
- Burki, S. J. (1988). "Poverty in Pakistan: Myth or Reality?" In P. Bardhan and T.N. Srinivasan (eds.) *Rural Poverty in South Asia*. New York. Columbia University Press.
- Burki, S. J. (1993). "Pakistan's Economy in the year 2000; two possible scenarios". In H. J. Korson, (eds.). *Contemporary Problems of Pakistan*. Lahore. Pak Book Corporation.
- Chambers, R (1994). The Origins and Practice of Participatory Rural Appraisal. *World Development*, 22 (7) pp. 953-969.
- Chambers, R. (1995). Poverty and livelihoods: whose reality counts?' *IDS Discussion Paper* 347.
- Chambers, R. (1998). Foreword, in: J Blackburn and J Holland (eds), *Who Changes? Institutionalizing Participation in Development*. London. Intermediate Technology Publications.
- Dasgupta, P. (1993). *An Inquiry into Well-Being and Destitution*. Oxford. Clarendon Press.
- Dreze, J. and A. Sen (1989). *Hunger and Public Action*: Oxford. Clarendon Press.
- Duraiappah, A.N., Roddy, P. and Parry, J. (2005). *Have Participatory Approaches Increased Capabilities*. Winnipeg. IISD.
- Federal Bureau of Statistics (2001). *Household Integrated Economic Survey*. Islamabad. Government of Pakistan.
- Federal Bureau of Statistics (2005). *Pakistan Social and Living Standards Measurement Survey*. Islamabad. Government of Pakistan.

- Federal Bureau of Statistics (2008). *Pakistan Social and Living Standards Measurement Survey*. Islamabad. Government of Pakistan.
- Federal Bureau of Statistics (2010). *Pakistan Living Standard Measurement Survey*. Islamabad. Government of Pakistan.
- Gazdar, H., Howes, S., and Zaidi, S. (1994a). *A Profile of Poverty in Pakistan*. mimeo, STICERD, London School of Economics and PRDPH, World Bank.
- Gazdar, H., Howes, S., and Zaidi, S. (1994b). *Recent Trends in Poverty in Pakistan*. mimeo, STICERD, London School of Economics and PRDPH, World Bank.
- Griffin, K. and Khan, A.R. (1978). "Poverty in the Third World: Ugly Facts and Fancy Models." *World Development*. 6 (3) pp. 295-304.
- Haq, M. (1997). "Human Development in South Asia 1997." *The Human Development Centre*. Karachi. Oxford University Press.
- Haq, R. and Zia, U. (2009). "Does Governance Contribute to Pro-poor Growth? Evidence from Pakistan," *PIDE Working Papers*. 2009:52. Islamabad. Pakistan Institute of Development Economics.
- Hussain A. (2008). "Institutional Imperatives of Poverty Reduction." *Pakistan Development Review*. 47(4) pp. 605-630.
- Ismail, Z.H. and Rizvi, S. (2000). "Governance, Decentralization and Poverty: The Case of Pakistan." *Pakistan Development Review*. 39(4), pp. 1013-1030.
- Kaufmann, D., Aart, K. and Pablo Z.L. (1999). "Governance Matters. World Bank Policy Research Working Paper No. 2196. Washington D.C.
- Khan, Adeel (2005). *The Politics of Identity Ethnic Nationalism and State In Pakistan*. New Delhi. Sage Publications.
- Krueger, Anne O. (1974). The Political Economy of the Rent-Seeking Society. *American Economic Review*. 64(3), pp. 291-30.
- Mughal, W.H. (2007). "Human Capital Investment and Poverty Reduction Strategy in Pakistan." *Labour and Management in Development*. 7(4), pp. 61-77.
- Naseem, S.M. (1977). "Rural Poverty and Landlessness in Pakistan." In Keith Griffin and A. R. Khan (eds.). *Poverty and Landlessness in Rural Asia*. Geneva. ILO. pp. 41-60.
- PRSP (2001). "Interim Poverty Reduction Strategy Paper (I-PRSP)." Jointly

prepared by Policy Wing, Finance Division Poverty Reduction Cell. Islamabad. Planning Commission. Government of Pakistan November 2001.

Ravallion, M. (1992). "Does Under Nutrition Respond to Incomes and Prices? Dominance Tests for Indonesia." *World Bank Economic Review*. 6(1), pp. 109-124.

Sayeed, A. and Ghaus, A.F.A. (1996). "Has Poverty Returned to Pakistan?" Karachi. Social Policy and Development Centre.

Sen, A. (1992). *Inequality Reexamine*. Oxford. Oxford University Press.

Sen, A. (1999). *Commodities and capabilities*. Oxford. Blackwell.

Sen, A. (2005). "Human Rights and Capabilities." *Journal of Human Development*. 6(2), pp. 20-35.

State Bank of Pakistan (2010). *50 Years of Pakistan in Statistics*. Karachi.

Stevens, R. D., Alavi, H. and Betrocci, P. J. (eds.) (1976). *Rural Development in Bangladesh and Pakistan*. Honolulu. University of Hawaii Press.

UNDP (2001). "Measuring Pro-Poor Growth." World Bank Policy Research Paper No. 450, Washington DC.

UNDP (2006). Human Development Indices. New York. UNDP.

World Bank (1990). *World Development Report: Poverty*. Washington, DC. World Bank.

World Bank (1994). *World Development Report: Infrastructure for Development*. New York. Oxford University Press.

World Bank (1995a). *Development in Practice: Priorities and Strategies for Education*. Washington, DC. World Bank.

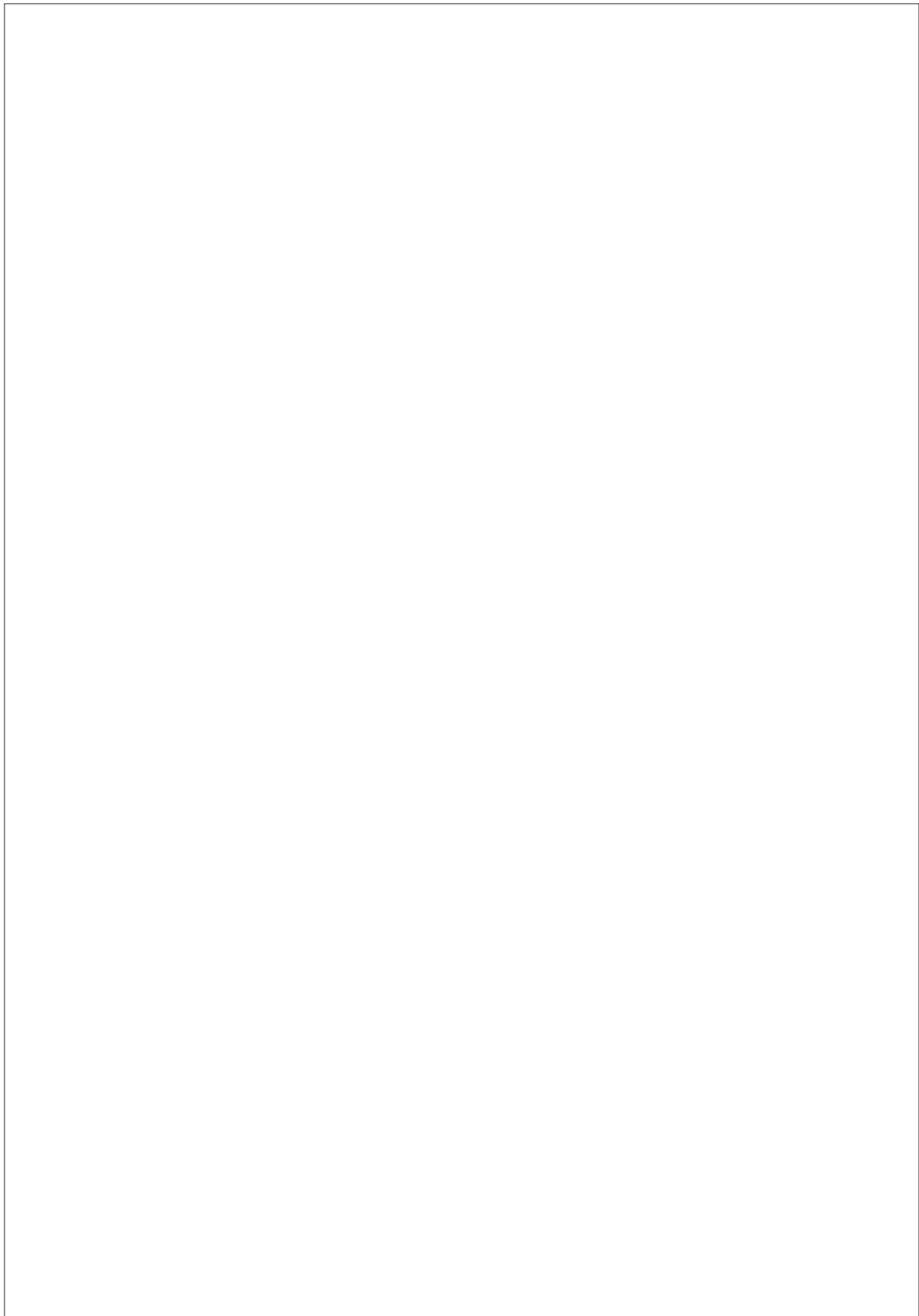
World Bank (1995b). *Development in Practice: Priorities and Strategies for Education*. Washington, DC. World Bank.

World Bank (1996). *Supporting Fiscal Decentralization in Pakistan*. Washington, DC. World Bank.

World Bank (2000a). *Pakistan Reforming Provincial Finances in the Context of Devolution: An Eight Point Agenda*. Washington, DC. World Bank.

World Bank (2000b). "Attacking Poverty." *World Development Report 2000/ 2001*. Oxford. Oxford University Press.

- World Bank (2002). *Pakistan Poverty Assessment Report*. Washington, DC. World Bank.
- World Bank (2004). *World Development Report 2004: Making Services Work for Poor People*. Washington, DC. World Bank.
- World Bank (1995a). *Pakistan: Poverty Assessment*. Report No. 14397-PAK, County Operations Division, Country Department, South Asia Region. The World Bank, Washington. D.C. September 1995.
- World Bank (2005b). *World Development Indicators 2005*. Washington, DC. World Bank.
- World Bank (2007a). "Rural Poverty In Pakistan." Chapter in *Pakistan Promoting Rural Growth and Poverty Reduction*. Sustainable and Development Unit, South Asia Region. The World Bank. (Report No. 39303-PK). Washington, DC. World Bank.
- World Bank (2011). "World Development Indicators Database." <http://www.eea.europa.eu/data-and-maps/data/world-development-indicators-database-world-bank>
- Zaidi, S.A. (1999). *Issues of Pakistan's Economy*. Karachi. Oxford University Press. (reprinted in 2005).
- Zaidi, S.A. (1999b). "Is Poverty Now a Permanent Phenomenon in Pakistan." *Economic and Political Weekly*. 34(41), pp. 35-56.
- Zaidi, S. A. (2001). "The Economy, Poverty and Bonded Labour." *Pakistan Institute of Labour Education and Research (PILER)*, Karachi.



## **Freewill verses Determinism: A Psychoanalysis of Divorce Issues in Pakistan**

**Arshad Syed Karim  
and  
Maryam Zafar Janjuah**

*Freewill and determinism are two psychological forces which influence human behavior in social life. Generally speaking, their influence plays a constructive role in taking the action in the social system by an individual. This study focuses attention on analyzing psychological behavior of an individual with reference to freewill and determination to examine the cause of divorce as a social issue in Pakistani society. The research is based on Questionnaire Survey of limited part of Karachi covering an affluent area such as Defense and Clifton localities. The objective of the research was to explore the psychological conflict of freewill and determinism in human mind.*

**Keywords:** *Freewill, Determinism, Psychoanalysis, Divorce, Pakistani Society*

### **Introduction**

Freewill is an individual taking control and responsibility for his/her actions according to his personal will. In other words freewill is set to be a belief which is self-determined and acts upon one's freedom to choose his/her behaviors. With freewill an individual remains responsible for his/her act and behavior.

Determinism is a reaction of a person already set as a "pre-programmed commands" emerging from within with automatic responses from the brain. Therefore in determination a person's action is out of his/her control as it emerges from the circumstances or environments he/she is surrounded with. Therefore determination is opposite of freewill as far as act of behavior of a person is considered.

Divorce is an act. It is dissolution of marriage leading to termination of matrimonial union which is based on legal duties and responsibilities of a binding of husband and wife in a society. Divorce depends on: freewill or determinism. If one partner of the couple has freewill he/she becomes more forceful for the demand of the divorce. Whereas divorce is also caused because

of determination when there emerges certain circumstances or existing environment. In the life of a couple which prefer to disclose its legal matrimonial binding.

Divorce is found very common in western societies particularly in US as much as it runs into over 50% among the martial couples. (Desai, 2007). Generally speaking western society strongly belief in self-liberty which develops their people's mind into a common living with freewill. Therefore, divorce in western societies generally is based on the belief of freewill. However determination is also responsible for divorce in western societies.

In case of Pakistan it is more of determinism than freewill which plays role in dissolution of a marriage. However, the increasing economic independence and higher education among the females in Pakistan are becoming a forceful element in developing the belief of freewill among them along with that there is rise of westernization in Pakistani society, particularly because of electronic media which has affected the psychological trend of freewill in both the males and the females of the younger generation.

This study analyzes the causes of divorce based on freewill and determinism as a question mark. The purpose is finding out a difference between old and new values of the existing society of Pakistan; on one hand based on tradition and modernism and on the other hand a contractual psychological development of mind of the younger generation based on freewill or determinism. The study will make a basis of statistical data collected for the analysis to draw a conclusion.

## **Statistics**

Dissolution of marriages is the final termination of a matrimonial union, canceling the legal duties and responsibilities of marriage and dissolving the bonds of matrimony between the parties. It has been seen that the divorce rate has been increased by 30% every year. Physical abuse is not as common as it was earlier but the real problem lies in the awareness of man and a woman that is incompatibility is the major factor that increases the likelihood of divorce. (Ahmed, 2007). In Lahore city alone more than 100 divorces were registered in family courts in a day. Career-oriented women are more prone to taking divorce than housewives. They were of the opinion that forced marriages, lust, infidelity, joint family system, misunderstandings, lack of trust, financial pressures and differences in social status amounted to other reasons for a high divorce rate. Even couples having children don't hesitate from taking divorce now. Divorce rates are higher among couples between the ages of 22 to 30 and the cause of increased divorce is the status of women, women being financially



strong doesn't feel the need to compromise (Rao, 2011). It is concluded that thinking about divorce, while it had some of the same correlates as marital dissatisfaction and divorce itself, exhibited unique patterns as well. Age at marriage, marital duration, religiosity and income were found to have an effect on thinking about divorce that is independent of their effect on marital dissatisfaction. Furthermore, while wife's employment did not have a strong influence on marital dissatisfaction, it was an important factor in permitting thoughts about divorce. It also showed that there are powerful factors which operate to keep some unhappy husbands and wives from even thinking about divorce and other factors which encourage some happily married people to consider dissolving their marriages. (Booth & White, 2011).

The Effect of Parents' Attitudes towards Divorce on Offspring's Attitudes by (Kapinus, 2004) was also reviewed. This study addressed three questions: (a) what influence do parents' attitudes towards divorce have on offspring's attitudes? (b) How are offspring's attitudes toward divorce influenced by parental divorce, and do the effects vary depending on the gender of the child? and (c) How do conditions surrounding parental divorce influence young adults' attitudes? Results indicated that parents had the greatest influence on offspring during the late teen years. Fathers had more influence on sons' attitudes than mothers; the gender of parent had no effect on the influence of parents' attitudes on daughters' attitudes. In contrast to prior research, this study found that parental divorce continues to influence offspring's views of divorce after controlling for parents' attitudes only for daughters, not for sons. Post-divorce conflict and diminished closeness to father following the divorce had different effects on sons' and daughters' attitudes.

According to a Gallup poll, (Impatience and Divorce Rates, 2010) while nearly half of all Pakistanis (48%) believed that the rate of divorce had increased, a significant 32% believed that there had been no notable change in divorce rate in the last ten years, whereas 19% claimed it had decreased. Amongst various factors causing an increase in divorce rate, lack of patience topped the list as cited by 48%, followed by disconnect with religion (33%), influence of western culture (27%), women giving priority to their careers (12%), and men's lack of interest in their marriage. The survey was carried out among a sample of 2698 men and women in rural and urban areas of all four provinces of the country, during May 2010.

## **Research Methodology**

The contents of this report can be categorized in descriptive research. The research design used in this research paper consisted of:

- Survey
- Secondary data studies

Tool of research used for the data collection was self-administrated questionnaire. Data was collected through questionnaires which were distributed to various unmarried, married and divorced individuals. Secondary data is collected using the Internet. Google (search engine) and Wikipedia (encyclopedia) were used. Some of the data was also collected through articles. The data gathered through questionnaires served as primary data. There are two demographic variables in this report:

- Age
- Profession

The data was extracted from Defense and Clifton .The research is based on 100 questionnaires filled out by various individuals belonging to different age groups. Their views of divorced were recorded

### **Analysis of Data**

The research is filled out by various individuals of different age groups consisting of married, unmarried and divorced. The analysis showed is as follows:

64% of the respondent considers divorce as morally unacceptable while 36% doesn't accept it morally. However<sup>1</sup> the divorce rate is increased by 55%, while the rest 23% thinks that the rate is same as before.

People generally hold man and women equally for the divorce; however 28% of them blame relatives whereas 16 and 14% lies in the scale of both man and women.

The increasing number of the divorces has become a major problem for the society, however the reason behind all this is of different aspects which consists of religion, lack of patience, being career oriented or due to western influence. However study shows that most of the respondent belief its due to away from religion , others blame lack of patience and no compromise from both sides and women being career oriented, while others believe that its due western culture in our society.

The effect of the divorce on children varies according to their age, gender and stage of development. They feel unloved and left out, and blame themselves for the cause of the spilt of their parents and have trouble in school, low esteem and have greater increase of some sort of criminal behavior. More than 40% of the respondents think that a disturbed personality of parents is the worst impact

---

<sup>1</sup>*Tables attached as Annex I*

of divorce on a child. Moreover, 35% people think that the low esteem is the worst impact of divorce on a child while rest of the respondent think that social isolation is the worst impact of divorce on a child.

## **Conclusion**

Divorce is morally unacceptable to the majority of people. The divorce rate has increased not only in the upper class of the society but also going on in the lower class.

People generally hold both men and women equally responsible for a divorce.

Majority of the people believe that being away from religion is the primary cause for divorces happening around us. A large number of people also are of the view that lack of patience is the primary cause that leads to divorce.

Most of the people are of the opinion that in our society, women are the ones who face more trouble in being accepted by the society after their divorce.

When asked what you think is the impact of divorce on a person's life, most people said he/she faces trouble coping up with daily routine. However, a distinct mass of people also said that there occurs a significant change in that person's social behavior.

Most people think that a disturbed personality is the worst effect of divorce on a child.

People are of the opinion that the attitude of society towards families whose members have had divorce is negative; people in our society raise fingers on them when they meet others in social circles.

Majority of the people think that to avoid a divorce from happening, the couple should resolve the conflict through talks and dialogue. However, a vast number of people also believe that both the husband and the wife should exercise patience to save their marriage.

Divorce usually has long lasting effects on children. It might be an easy solution to parent conflict, but possess a serious threat to the child's psychological and social health. , commitment is necessary for the marriage to workout. Tolerance is also needed, and patience is the key to a successful marriage.

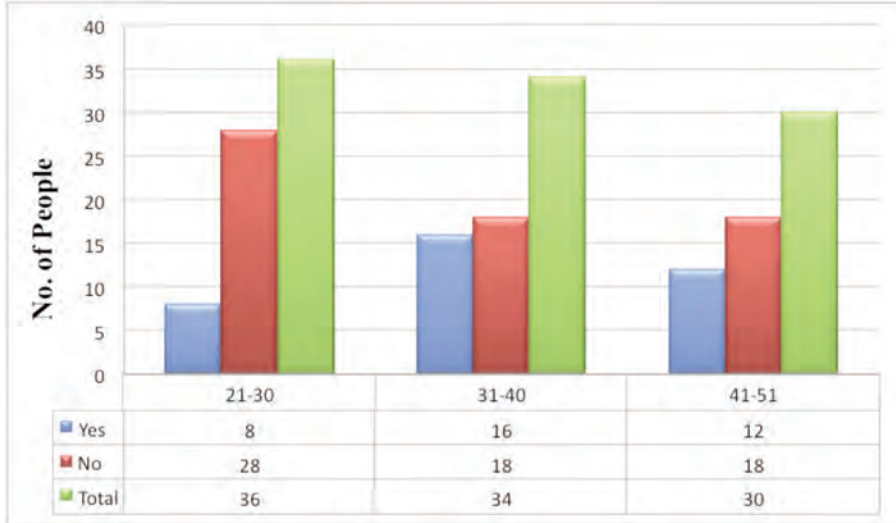
However lots of people are not responsible for their actions as they are bound by the circumstances and environment and making the same mistakes again and again. No matter how much belief on freewill and determination it still comes down to the circumstances and environment around us.

## References

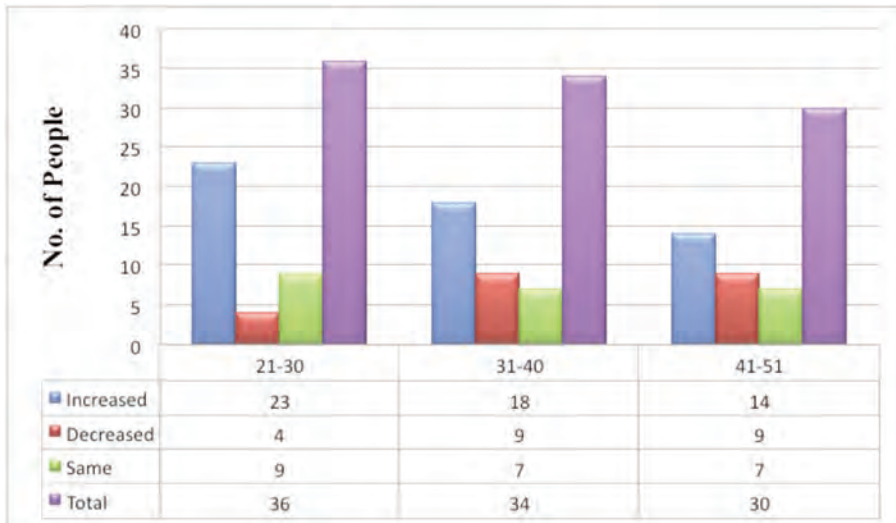
- Ahmed, U. (2007, March 3). *Daily Times - Leading News Resource of Pakistan - Divorce rate rising 30% yearly over incompatibility*. Retrieved September 20th, 2011, from [www.pakistantoday.com.pk](http://www.pakistantoday.com.pk): [http://www.dailytimes.com.pk/default.asp?page=2007%5C03%5C03%5Cstory\\_3-3-2007\\_pg12\\_8](http://www.dailytimes.com.pk/default.asp?page=2007%5C03%5C03%5Cstory_3-3-2007_pg12_8)
- Baloch, S. (2011, September 8). "Effects of Divorce on Children." *Pakistan Today. Latest news, Breaking news, Pakistan News, World news, business, sport and multimedia*. Retrieved from Pakistan Today E-Paper: <http://www.pakistantoday.com.pk/2011/09/effects-of-divorce-on-children/>
- Booth, A. and White, L. (1980). "Thinking about Divorce." *Journal of Marriage and Family*. 42. p. 12.
- Gilani, D. I. (2010). *GALLUP 55% hold Men & Women Equally Responsible*. Islamabad. Gallup Pakistan.
- Gilani, D. I. (2010). *GALLUP Poll result (Impatience and Divorce Rates)*. Islamabad. Gallup Pakistan.
- Kapinus, C. A. (2004). The Effect of Parents' Attitudes toward Divorce on Offspring's Attitudes. *Journal of Family Issues*. 25 (1). pp.112-135.
- Nayyab. (2010, June 16). "Pakistan Divorce Rate Increasing. Why?" *Nayyab's Blog*. Retrieved from Wordpress.com: <http://nayyab.wordpress.com/2010/06/16/pakistan-divorce-rate-increasing-why/>
- Rao, I. (2011, June Sunday, 26). "Divorce Rates Climb." *Pakistan Today | Latest News, Breaking News, Pakistan News, World News, business, sport and multimedia*. Retrieved October 13, 2011, from Pakistan Today: <http://www.pakistantoday.com.pk/2011/06/divorce-rates-climb/>
- Thorton, A. (1985). Changing Attitudes towards Separation and Divorce: Causes and Consequences. *American Journal of Sociology*. 90 (4), p.17.

**ANNEX I**

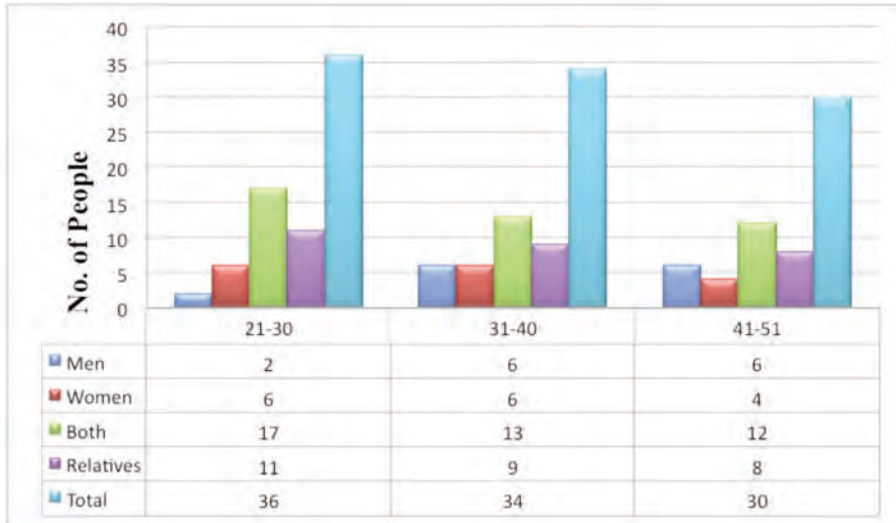
**Table I**  
**Consideration of Divorce Morally Acceptable**



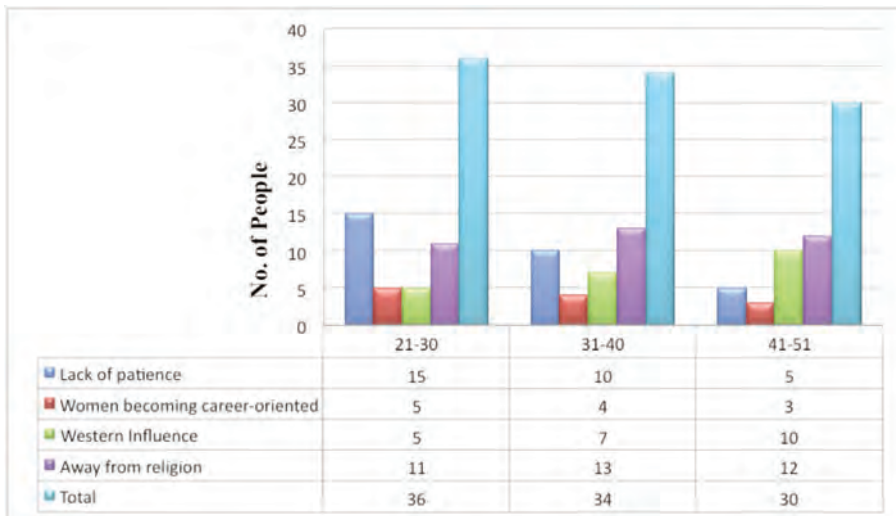
**Table II**  
**Rate of Divorce:**



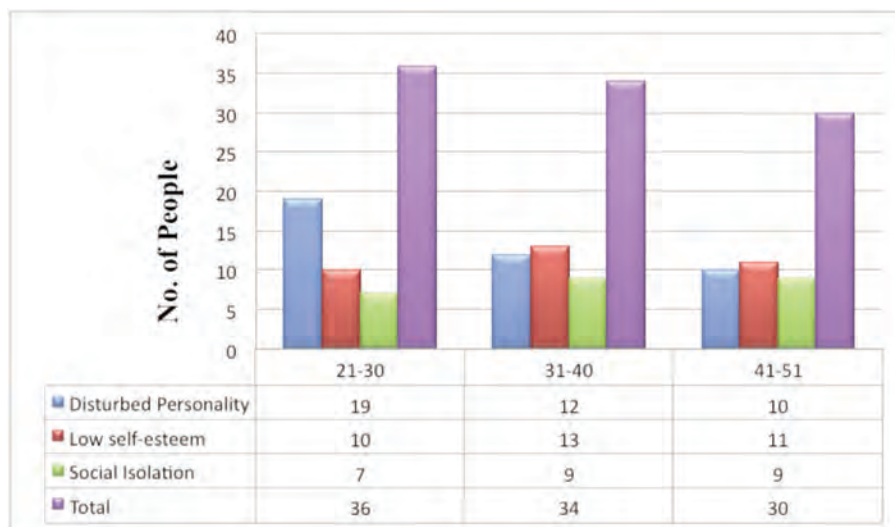
**Table III**  
**Who is to be Blamed for the Divorce:**

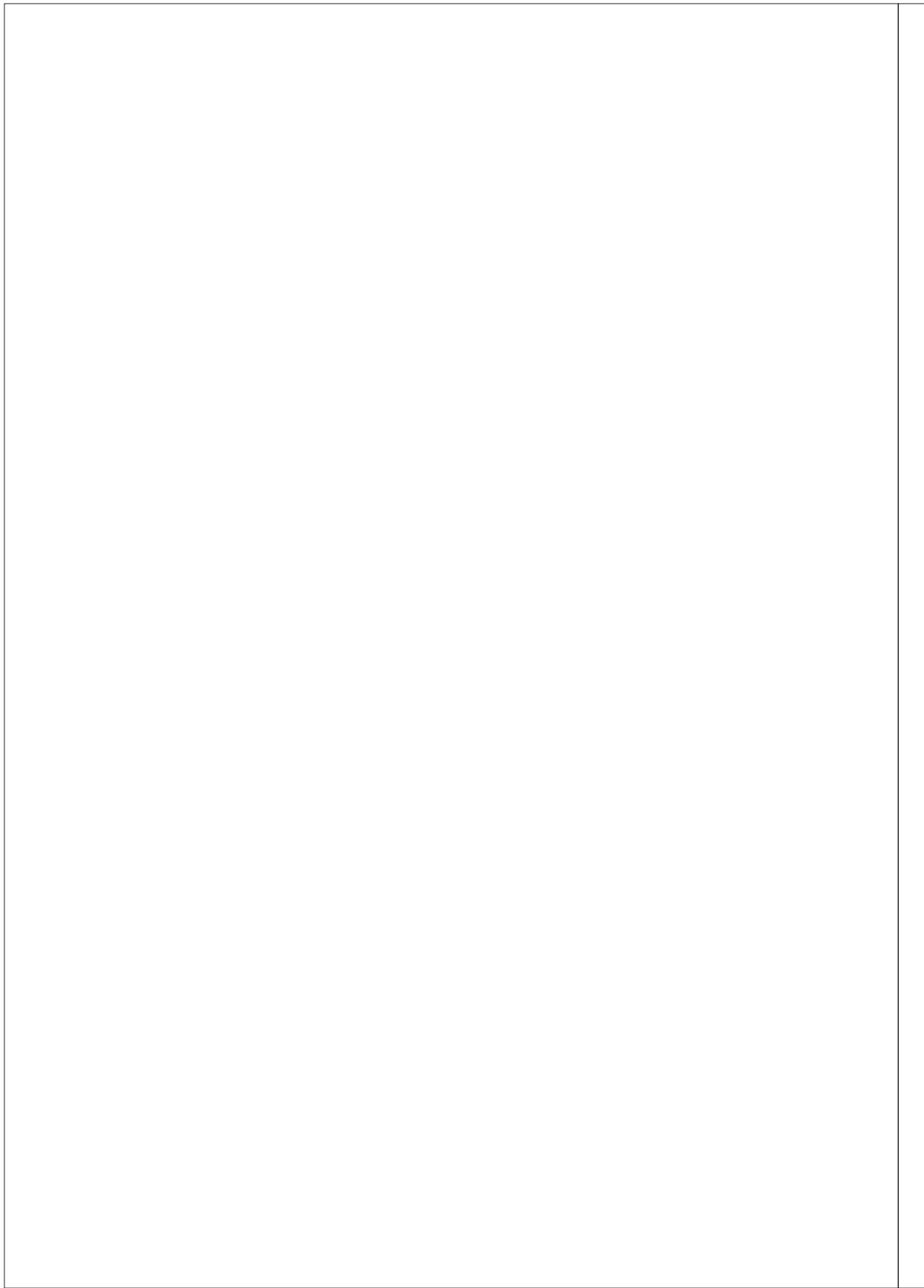


**Table IV**  
**Reasons for Increase in the Divorce Rate:**



**Table V**  
**After Effect of Divorce on Oneself and Children:**







## **Poverty Alleviation and the Role of Public Policy in Pakistan**

**Arshad Syed Karim  
and  
Khalid Mehmood Iraqi**

*In Pakistan poverty problem has not been properly recognized and rather has been found slow and gradual in getting attention. However, during the recent years, some interests are shown by the government recognizing its importance as a serious issue. The government is playing significant role in poverty alleviation by gaining momentum in its approach. But even with such endeavor, there is still need to see the process of growing development in taking some effort for poverty alleviation for the betterment of the country. The most important need is to design a policy framework that aims toward the growth in production and equality in social justice leading to overall economic development of the country which may bring poverty reduction and human development.*

**Keywords:** *Poverty, Poverty Alleviation, Decentralization, Participation, Social Mobilization, Millennium Development Goals (MDG).*

### **Introduction**

Poverty reduction is one of the major challenges confronting most of the developing nations including Pakistan. The endeavor taken up by several developing countries with impressive efforts in economic development has not yet succeeded in poverty alleviation. The combination of unequal economic growth and inequity has hampered the process of translating expanded production capabilities into poverty reduction and human development in Pakistan. The policy makers of Pakistan have failed to adopt and implement rights-based and pro-poor economic strategy, causing more misery and suffering to the 160 million people inhabiting in this part of the world.

The eradication of poverty depends on socio-political and economic development of a nation in which social justice is granted for poverty and equity. (Pasha, 2004, pp.1-2). This is particularly true for Pakistan. The overall economic growth in Pakistan has not been able to provide any relief to the poor

people and also in poverty reduction. The policy makers have been unsuccessful in forging a better and viable economic policy at micro level. However, in result-oriented policy, both are jointly determined to serve the overriding objective of poverty reduction. (UNDP, 2002).

The objective of poverty reduction cannot be easily achieved in Pakistan the present socio-political conditions of the state. There has been inefficient government where the element of good governance is missing in totality. Above all of these are the policies adopted by the decision-makers of Pakistan, which are not viable for the attainment of proper socially based goal-achievement.

Poverty is a relative term. Its basic meaning relates to food, shelter clothes and proper healthcare with reference to age and location of residence. This minimum level changes with fluctuations in the general standards of living and in the value of money. Though always tied to the cost of certain kinds of material goods, this minimum income level also implies psychic consequences for those living below this standard.

According to Michael Harrington (Huntington, 1963, p.175),

“Poverty should be defined psychologically in terms of those who place in the society in such that they are internal exiles who almost inevitably, develop attitudes of defeat and pessimism and who are therefore, excluded from taking advantage of new opportunities”.

On the other hand, relative definition of poverty does not relate it to a particular level of material well-being but to the well-being of other members of society. In this definition a family is poor if its resources place it well below a normal standard of living, no matter how moderate or extravagant that standard might be. Thus most relative definitions describe poverty as any family income below one-half the nation’s median family income. (Cochvan, 1986, p.185).

In his study ‘Poverty in the United Kingdom’, P. Townsend (Townsend, 1978, p.31) declares:

“Poverty can be defined objectively and applied consistently only in terms of the concept of relative deprivation”.

This claim can be elaborated in the following three different propositions about poverty, deprivation and need.

1. Poverty is relative within a given distribution of resources: e.g. poverty is defined relative to average income so that individuals and families can be defined as in poverty when they lack or fall seriously short of the

resources commanded by the average member of society. (Townsend, 1979. p.43).

2. Relative deprivation is defined as an individual's inability to participate in a common accepted lifestyle. It is a normative concept of deprivation. Defining poverty as relative deprivation really defines it as inequality.
3. By operationalizing these concepts, the two indicators can be cross-tabulated and two objective propositions established:
  - a. Then there is an inverse relationship between the levels of income and deprivation; and
  - b. Then an objective threshold exists for certain families, whereby in descending the income scale at a particular point for different types of family, a significantly large number of families reduce more than proportionately their participation in the community's style of living. (Townsend, pp.249).

Murry Edelman (Edelman, 1998. pp.131-39) has written extensively about the meaning and functions of political language, while dealing with social problems particularly poverty. He has defined poverty as:

“To believe that the poor are basically responsible for their poverty is also to exonerate economic and political institutions from that responsibility and to legitimize the efforts of authorities to change the poor person's attitudes and behavior.”

The type of definition chosen makes a big difference in evaluating public policy. Under most absolute definitions, poverty has risen in the last forty years but under relative definitions we may reach a different conclusion.

### **Poverty in the Global Context**

The Western world is far ahead in economic development. Similarly in Asia, China and India are another example for rapid economic growth. These situations are successful in creating equality in income for the masses. However, Pakistan is following the suite, but could hardly reach the status of the West or even of China and India at the present scenario. This is due to the policy makers of Pakistan who are unsuccessful in seeking cure for the economic stagnation in the country. They are even not to the standard of Millennium Development Goals (MDGs) in their economic goal process.

**Table – 1**  
**Major Economic Indicators, 2003-2006**  
**Real GDP growth rates (Annual Percentage Change)**

	2003	2004	2005	2006
World	2.6	6.8	6.4	5.4
Developed Economies	1.9	3.2	2.4	2.5
United States	2.7	4.2	3.3	3.1
EU-15	1.1	2.3	1.4	2.0
Japan	1.4	2.7	2.1	1.9
Economies in transition	7.1	7.7	6.0	5.9
Developing Countries	4.9	6.6	5.7	5.6
Africa	4.4	5.1	5.1	5.5
East and South Asia	6.6	7.4	6.6	6.5
Western Asia	5.0	6.8	5.8	5.1
Latin America & Caribbean	1.8	5.6	4.1	3.9

Source: Development of Economic and Social Affairs (DESA), "World Economic Situation and Prospects 2006", Which is available at <http://www.un.org/esa/policy/wess/wesp.html>, International Labor Organization (ILO, January 2006).

**Table # 2**  
**Major Economic Indicators, 3007-2014**  
**Real GDP Growth Rates (Annual Percentage Change)**



Actual	Previous	Highest	Lowest	Dates	Unit	Frequency
4.10	5.00	10.22	-1.80	1952 - 2013	Percent	Yearly

Pakistan is one of the poorest and least developed countries in Asia. Pakistan has a growing semi-industrialized economy that relies on manufacturing, agriculture and remittances. Although since 2005 the GDP has been growing an average 5 percent a year, it is not enough to keep up with fast population growth. To make things even worst, political instability, widespread corruption and lack of law enforcement hamper private investment and foreign aid. This page provides - Pakistan GDP Growth Rate - actual values, historical data, forecast, chart, statistics, economic calendar and news. Content for - Pakistan GDP Growth Rate - was last refreshed on Tuesday, September 23, 2014.

Analysis of “poverty”, in any particular region or country is seen through suffering of general masses in the society which is based upon any policy or program on economic, political or social conditions.

Therefore, we need poverty eradication policies to secure not only civil, political, economic, social and cultural but also human rights provided by the nature. Poverty declines when growth in economy declines. The emerging economic growth is in China and India. This overall economic growth has been able to reduce poverty rates at a significant level. These nations have able to reduce poverty rates because of pro-poor economic policies. In Pakistan, on the other hand, though government claims economic growth of 7.8%, yet it has not helped in poverty reduction. This can be largely attributed to the absence of pro-poor policies.

Due to continued absolute increase in population and persistent inequalities, the changes in public policy have not been able to bring about any substantial reduction in the extent of economic poverty and in improving social indicators of change. The Government of Pakistan continues to spend only a very small share of GNP on social sector activities.

### **Poverty in Pakistan**

Like in any developing nation of the world, poverty is one of the major social and economic issues in Pakistan. The government “Poverty Reduction Strategy” has proved to be a failure because of poor implementation of policies and rampant corrupt practices. The high claim of government of Pakistan regarding poverty reduction has been contradicted by the frequent World Bank reports. According to World Bank and United Nations Development Program (UNDP) reports poverty rates in Pakistan are between 25 – 26 %, showing tangible success as it has fallen by 5 percent since 2000. (Dawn, 2006).

### **Sanitation – Adversity in Pakistan**

Sanitation is vital for poverty reduction. Sanitation is in crisis. 26 billion people world wide i.e. 40% of the world’s population, do not have a toilet. ( UNDP, 2006). The issue has failed to gain any political action even with knowledge of diarrhea disease. The government of Pakistan is facing daunting sanitation challenge as it ranks 7th in the world where 63,468,000 people of the total population lack access to sanitation. (UN Population Project, 2007).

Lack of awareness about the importance of sanitation, water scarcity, poor construction standards and the governmental non-commitment to this problem

is a major obstacle to meet the UN Millennium Development Goals (MDGs) and Poverty Reduction Strategy (PRS).

Moreover, the unemployment rate is clearly indicative of prevailing poverty rates in different regions of Pakistan. Government investment in promoting equal economic growth and overcoming unemployment rates has been negligible, thereby causing more social and economic inequalities in different regions of Pakistan.

### **Gender Discrimination in Pakistan – Its impact on poverty**

The gender discriminating policies affect poverty issue particularly in case of Pakistan. It is very much visible that gender discrimination has not helped the war against poverty. The Pakistani traditional society maintains male chauvinism that places women bound to home. Therefore, women are suffering more with poverty compared to men. ( See, [web.buzzle.com](http://web.buzzle.com)). The poor economic conditions of women has supported the increasing incidences of poverty resulted in upward trend rather than down-ward. We invest for less on women than men; hence women in Pakistan suffer from poverty opportunities throughout their lives. It is clearly reflected in literacy rates, labor rates and women participation in politics and their representation in parliament. The legal system has failed to protect women and, as a result, the notable social evil, the killing of women in the name of honor continues despite new legislation (Women's Protection Bill, 2007). Amendments to the *Hudood* laws and passage of Women Protection Bill have not proved effective enough to ensure protection and safety to women. More legislation cannot solve the problem unless government and its machinery implement the law in letter and spirit. Furthermore there is institutionalized harassment of women's rights groups which are very actively operative in Pakistan. Hence, choices of actions are ineffective in poverty reduction if they ignored half of its population.

The present economic environment in Pakistan has contributed more inequalities in incomes causing a wide gap between the rich and the poor. The state-controlled economy favors the economic elites of the society. The social services also show duplicated picture in Pakistan. The government's policies do not promote and provide social services to the people. The worst affected are the poor section of the society. In fact, as for social services, the government is performing nothing more than mere verbal commitments. To achieve national objectives in poverty reduction and to deliver their international covenants, the states and governments must adopt policy that leads rapid economic development and brings economic stability to reduce poverty.

## **Approaches to Poverty Reduction**

Broadly speaking there are two important approaches to poverty reduction. These approaches are vital for understanding poverty in its true context and approaching the problem in its environmental context.

**These two approaches are namely:**

- 1. Human Rights-based Approach**
- 2. Empowerment Approach**

### **1. Human Rights-based Approach**

It is recognized human moral values which reinforced by legal obligation of the state incurred by being part of international company and ratifying various treaties. The Draft Guidelines were prepared by the UNO for this approach for the purpose of poverty reduction.

#### **Main Features of a Human Rights approach**

Six basic approaches are described to reduce poverty:

- 1) Identifying the poor people in a society
- 2) Recognizing the human rights
- 3) Maintaining equality and rejecting discrimination
- 4) Participating in policy making process and encouraging empowerment
- 5) Realizing the progress in seeking human rights
- 6) Monitoring the poverty alleviation and maintaining accountability

### **2. Empowerment Approach to Poverty Reduction**

The empowerment approach is based on one basic concept that “intervention” is prerequisite for poverty reduction. This approach emphasizes upon use of strength by people in pressurizing the government to maintain a continued policy of poverty alleviation. There is an urgent need to alter this situation and the new emerged strategy can be viewed as “empowerment” of the poor.

#### **Guidelines of Empowerment Approach**

- To begin with, empowerment has to be recognized both as a dynamic process and input in economic and social transformation.
- The process must have institutional elements to strengthen itself rather than as simple economic ingredient.
- The process has to be formed in order to bring out legislative measure
- It also requires use law for accountability.
- Empowerment requires awareness and socio-political mobilization of masses.

### The Framework for Empowerment Approach

Broadly speaking, there are three major aspects and relevant issues in the framework of Empowerment Approach. The policy-makers and decision-makers need to have understanding about this framework in order to produce positive results – poverty reduction.



There are some practical limitations to the application of this empowerment approach to poverty reduction in Pakistan. The various indicators which are vital for applying this approach reflect a very dismal picture in Pakistan. The very first aspect i.e. governance is a major challenge. The other aspects simply cannot be developed without good governance.

### Conclusion

A mere observation of “International Day for the Eradication of Poverty” is not enough towards achieving Millennium Development Goals (MDGs). Poverty remains to date a standing problem for the state of Pakistan because the country has not yet been able to achieve the MDGs standard which was due by the year 2015. It is unfortunate that majority of the people of Pakistan still remains under the category of poor.

Although Pakistan is increasing its per capita income in the past years poverty still remains increasing. Consequently the distribution of income is getting worse day by day. Similarly the other indicators of poverty such as hunger and nutrition are also in poor conciliation. This alone shows the failure



of public policy in Pakistan which comprises a large ratio of children being undernourished and living in poor condition. They are suffering from unattended health care facilities and nutrition along with their mothers. Added to these are constant issues remain with supply of contaminated water infectious diseases and unhygienic living environment.

Undoubtedly there are wide level of skills and resources globally to bring out the overwhelming majority of the humanity from hunger and diseases eradicating poverty. This can be done with the promotion of sustainable economic development and social justice on the global basis. Although many organizations are working on this particularly the World Bank and broadly the UNO, the failure of national government in developing nations to achieve poverty alleviations don't allow the goal achievements. It requires a proper public policy particularly for such developping nations which include Pakistan to eradicate poverty. Needless to say the main task to achieve human dignity is only possible to achieve through poverty eradication. In Pakistan, its government, public and private organizations and in general public people themselves can contribute to bring out a sustainable progress towards socio economic development through powerful socio political mobilization and in participation. The society of Pakistan needs to make itself free from major diseases and hunger to create a viable social system killing the germs of poverty. Pakistan needs a concrete public policy formation paradigm to develop its capacities in production and towards progress for the promotion of economic development which can in return be helpful in poverty eradication. In short its only growth of technology and socio – political and economic structural changes which can bring goal achievement fro Pakistan to each the standard of MDGs. We should not sit aloof leaving the poverty issue behind. Rather we should endeavor using our strength to eradicate poverty with a mind that hunger is the most harmful for the human lives.

## References

- Asian Development Bank Report on *Poverty in Pakistan: Issues Causes and Institutional Response*. Online Edition. n.d.
- Cochvan, Clarke, E. (1986). *American Public Policy: An Introduction*. New York. St.Marris Press.
- Dye, Thomas R. (1995). *Understanding Public Policy* Englewood Cliffs, N.J. Prentice Hall Inc.
- Edleman, M. (1998). "Language Myths and Rhetoric". *Society*. Vol.35.
- Harrington, Michael (1963). *The Other America: Poverty in the United States*. New York. Praeger.
- Jehan, Salim. (2002). "Human Development & Millennium Development Goals (MDGs): Analytical Linkage and Policy Issues". *Bureau of Development Policy*. United Nations Development Program (UNDP). New York. October, 2002.
- Pasha, H.A. and Palanivel, T. (2002). "Pro-Poor Growth and Policies: the Asian Experience." (UNDP).
- Townsend, P. (1967). *Poverty, Socialism and Labor in Power*. Harmondsware. Penguin.
- Townsend, P.(1979). *Poverty in the United Kingdom*. Harmondswork, Penguin.
- UN Population Projection from UN Department for Economic & Social Affairs (2006 Revision & also the status of World Toilets & Water Aid, 2007).
- Zepeda, E. (2004). "Poor Growth: What is it?" *International Poverty Center*, #1.  
<http://www.dawn.com/2006/10/19/top10.htm>
- <http://www.cia.gov/library/publications/the-world-factbook/geos/pk.html#people>
- <http://www.buzzle.com> "Pakistan is losing the fight against fundamentalism".
- <http://www.un.org/esa/policy/wess/wesp.html>

## **Intelligence: A Meta-Analysis of New Findings in Theoretical Developments**

**Ashir Karim**

*This current study focuses on the new findings in theoretical developments in the field of human intelligence. A meta-analysis, the study is an open commentary on the current status of the field, past research and future trends. The study is made on the basis of a scientific development made by a British scientist who dealt with the subject using a new approach. The debate focuses on practical intelligence and creativity versus general intelligence.*

*Keywords: General Intelligence, Creative Intelligence, Meta-analysis*

In 1904, British scientist Charles Spearman postulated that general intelligence, referred to as “g”, is a measurement of cognitive abilities in humans, and that g exists as a unitary value to which all mental abilities positively correlate (Herrnstein & Murray, 1994). Supporting Spearman, Linda Gottfredson (2009) hypothesized that a factor analysis of specific abilities, such as verbal and spatial, yield a “general, higher level factor, called g”; and it is this common intelligent factor g to which all mental-skill tests point (Gottfredson, 1998). This “g”, then, does not only have a unitary value and individuals have disparate levels of it; g is inherited, it is fixed and cannot be changed (Herrnstein & Murray, 1994).

From the data collected from 14 nations, Flynn (1987), however, showed that IQ has been rising in those countries. Named the “Flynn Effect”, the IQ data showed that the average IQ has been rising at a rate of 3 points per decade for those nations. Flynn (1987) suggested that IQ tests do not measure intelligence, but rather show only a weak causal correlation to intelligence. He attributed the rise in IQ of those nations to the spread of science and education (Pinker, 2012). Flynn’s findings were severely criticized (Rushton, 1998; Gottsfredson, 2007; Rushton & Jensen, 2009) for discarding the concept of g in his analysis of rising societal IQ.

Nevertheless, it is widely agreed that IQ scores do predict success in school and work. In the unitary g model, it is from g that IQ measures cognitive abilities that predict success of an individual. Hence, if g is unaffected by secular gains (the Flynn effect), then IQ is also unaffected by secular gains. For

that reason, the Flynn effect critics argue that secular gains have no value as far as malleability of *g* is concerned (Nisbett et al., 2012).

Furthermore, in the unitary *g* model, if *g* increases, then all the abilities that positively correlate to it should increase proportionally. Nisbett (2012) notes, however, an issue arises that if the increases in abilities are purely *g* gains, then the rise and fall in abilities, which occur respectively in children and elderly, cannot be explained by the unitary *g* model. But, they further note, if the notion of *g* is expanded into the aspects of crystallized *g* and fluid *g*, then the relationship of cognitive gain or decline to underlying *g* can be explained. Crystallized *g* contains stored memory and mathematical solving abilities, and the fluid *g* is the ability to learn and solve new problems that require little prior or stored knowledge. In this two-dimensional *g* model, both crystallized *g* and fluid *g* could increase or could decrease; one of them could increase and the other decrease, or one could increase or decrease while the other remained stable. Moreover, neither the timing nor the rates of change of them necessarily coincide. In the Flynn study of IQ in 14 nations, fluid *g* rose an average of 15 points, and crystallized *g* rose an average of 9 points (Plucker, J. A., 2003).

Citing various studies, Nisbett et al. (2012) suggest that a *g*-factor could emerge. People who are good at a certain cognitive skill, such as mathematics, would work in environments that would provide them with opportunities to acquire more new skills which would give rise to *g* in those individuals. Various studies cited by Nisbett et al. (2012) that show a *g*-factor can arise indicate that *g* is not genetically inherited.

In their article, *Intelligence: New Findings and Theoretical Developments*, Nisbett et al (2012) expand on and describe the new findings on intelligence since Neisser et al. (1996) responded to the controversial book *The Bell Curve* (Herrnstein & Murray, 1994). *The Bell Curve* suggested that IQ, or general intelligence, is not only the key to predicting success at schools and work; IQ is also genetically-based, it is unchanging over time, and that any attempt to increase it is an exercise in futility. If so, Herrnstein & Murray (1994) suggest, the government needs to reassess its policy of social welfare programs based on the genetically-based IQ facts as outlined in their book.

Gottfredson (2009) defined IQ as subtests of different cognitive abilities that give rise and correlate positively to common factor *g*. Although Nisbett et al. (2012) agree with the concept of *g*, they do not share the view that *g* is single-factor. They believe that although IQ scores do predict success in school and work, IQ is represented by at least two dimensions: crystallized *g* and fluid *g*;

and that the two are very separate collections of abilities (Nisbett, 2012). The evidence of g(C) and g(F) by the studies cited by the Nisbett et al. (2012) render the concept of g as a unitary psychological entity doubtful.

Using IQ as the measurement of cognitive abilities, Nisbett et al. (2012) break their new findings into various parts. They suggest that environment plays a significant role in developing IQ; that the g-factor is neither fixed nor unitary, and although it is heritable it can emerge as new skills are acquired, and that an intervention with children in low socio-economic class can have a significant positive impact on their intelligences. Nisbett et al. (2012) opine that the interplay of a number of genes that influence intelligence is too large in each individual to isolate a single “intelligence” gene. In their research they discover that, in the period from 1972 to 2002, Blacks have narrowed the IQ gap with Whites by 5.5 points. Nisbett et al. (2012) find that breastfeeding could increase the child’s IQ by as many as 6 to 8 points. They note that social factors, such as the interaction of parents with their children, play a crucial role in raising IQ. For example, they find that IQ was increased by as many as 12 to 18 points among those children who were adopted from low socio-economic class to a middle class.

Nisbett et al. (2012) suggest that interventions, such as education and schooling, can significantly raise IQ in children and can increase academic achievements substantially in them. They find that fluid g can be improved in people by training them in working memory skills. In their study, Nisbett et al. (2012) looked at many critical factors, including genes, environment, social, racial, and gender, and found that the differences in IQ among the groups are not attributable to differences in genes, and that both heritability and environment play a role in shaping IQ.

Gottfredson (1998) believes that “tests of mental skills invariably point to the existence of a global factor that permeates all aspects of cognition”; whereas Gardner, in his theory of multiple intelligences, attributes eight distinct set of processes to intelligence (Berk, 2010, p. 311). Sternberg (1999), however, views intelligence as multidimensional which is composed of interdependent but distinct aspects of analytical, creative, and practical intelligences.

In his critique of g, Sternberg (1996) expounds that intelligence is neither unitary as some believe, nor many things as others propose. He is of the belief that intelligence needs to capture all of those abilities that enable an individual to achieve success in life, and that those abilities can be measured and tracked scientifically.

Sternberg does not discard the notion of a general ability as traditionally defined, such as measurement by IQ tests; he considers it incomplete because the abilities that IQ tests measure are too narrow (Sternberg, 1999). Successful intelligence, as Sternberg termed it, is the ability to achieve success in life. Success, he argues, depends on an individual's ability to capitalize on his strengths and correct or compensate his weaknesses. An individual does this by developing analytical, creative and practical abilities to select, shape and adapt to environment (Sternberg, 1999). Sternberg's (1999) describes his triarchic model as three sub-theories of: (1) dealing with the components of intelligence, (2) dealing with the importance of coping, and (3) dealing with processes of adaptation, shaping, and selection; all of which can be scientifically measured and have the predictive power.

An individual is not merely a construct of verbal and mathematical abilities that IQ measures. If *g* is malleable, as Nisbett et al. (2012) imply, then tests other than IQ can be designed to measure abilities that are broad and better reflect an individual's abilities for success in life. In Sternberg's view, practical intelligence and creativity can be measured to predict future success; both of which "correlate only moderately with analytical intelligence as measured by IQ tests" (Nisbett, 2012).

As measured by conventional IQ tests that focus on cognitive abilities, an individual may lack analytical skills reflected by a low IQ score and predicted to not succeed in school or at work. That individual, however, may very well be predicted to succeed in life if measured by Sternberg's notion of human abilities such as practical intelligence and creativity.

## References

- Dickens, W.T. (2007). *What is g?* Washington, DC. The Brookings Institution.
- Berk, L.E. (2010). *Development Through the Lifespan*. New York. Pearson, Fifth Edition.
- Flynn, J.R. (1987). "Massive IQ Gains in 14 Nations: What IQ Tests Really Measure." *American Psychological Association*. 0033-2909
- Gottfredson, L. (1994, December 13). "Mainstream Science on Intelligence." *The Wall Street Journal*.
- Gottfredson, L. (2009). "Intelligence: Foundations and Issues in Assessment." *Psychological Association*. 0708-5591/09 DOI: 10.1037/a0016641
- Gottfredson, L. (2007, November 8). "Shattering Logic to Explain the Flynn Effect." *Reaction Essay*.
- Gottfredson, L. (1998). "The General Intelligence Factor." *Scientific American*.
- Herrnstein, R.J. and Murray, C. (1994). *The Bell Curve: Intelligence and Class Structure in American Life*. New York. Free Press.
- Jensen, A.R., and Rushton, P. J. (2009). "The rise and fall of the Flynn Effect as a reason to expect a narrowing of the Black-White IQ gap." *Intelligence*. Berkeley. Department of Education, University of California. DOI: 10.1016/j.intell.2009.12.02
- Nisbett, R. E., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D. F., and Turkheimer, E. (2012, February-March). "Intelligence: New Findings and Theoretical Developments." *American Psychological Association*. DOI: 10.1037/a0026699
- Pinker, S. (2012, February 26). "To See Humans' Progress, Zoom Out." *The New York Times*
- Plucker, J. A., (2003). "Human Intelligence: Historical influences, current controversies, teaching resources." Retrieved June 24, 2012, from <http://www.indiana.edu/~intell>
- Rushton, P. J., (1999). "Secular gains in IQ not related to the g factor and inbreeding depression - unlike Black-White differences: A reply to Flynn." *Personality and Individual Differences*. PII: S0191 - 8869(98)00148-2

Sternberg, R. J. (1998). "Principles of Teaching for Successful Intelligence." *Educational Psychologist*. 55(2/3), pp. 65-72

Sternberg, R. J. (1996, March). "Myths, Counter-myths, and Truth About Intelligence." *Educational Researcher*

Sternberg, R. J. (1999). "The Theory of Successful Intelligence." *Review of General Psychology*. Vol. 3, Issue 4



## **An Evaluation of Communication Patterns between Parents and Children Regarding Puberty: A Case Study of Skardu, Gilgit-Baltistan**

**Kaneez Fatima Mamdani and Ashraf Hussain**

*Adolescence is one of the most fascinating and complex transitions in the life span. Biological processes drive many aspects of this growth and development, with the onset of puberty marking the passage from childhood to adolescence. Adolescence is a time of big social and emotional development for a child. Research shows that teenagers are at increased risk of poor mental health, antisocial behaviour and risk-taking behaviour which might be because of stronger emotional responses of pubertal changes in adolescence which can affect child's health later in life and can have long-term effects. This study was about the communication and interaction patterns between parents and children regarding pubertal changes. The objectives of the study were to know how children communicate and interact with their parents and to investigate the effects of cultural values and norms on their lives. The target population of this study was boys and girls high schools' students of Skardu. The age ranges of the research units were 13-19 years. Interview schedule was used for data collection from calculated sample of 170.*

**Keywords:** *Adolescence, communication pattern, emotional responses, pubertal changes, parent-child interaction*

### **Introduction**

Adolescence is one of the most fascinating and complex transitions in the life span. Its breath-taking pace of growth and change is second only to that of infancy. Biological processes drive many aspects of this growth and development, with the onset of puberty marking the passage from childhood to adolescence. Puberty is a transitional period between childhood and adulthood, during which a growth spurt occurs, secondary sexual characteristics appear, fertility is achieved, and profound psychological changes take place. Adolescence is a time of big social and emotional development for a child. The internet, mobile phones and social media can significantly influence communication with peers and learning about the world. Research shows that

teenagers are at increased risk of poor mental health, antisocial behaviour and risk-taking behaviour which might be because of stronger emotional responses in adolescence, changes in motivation, or difficulties balancing emotions and behaviour. These activities and behaviour can affect child's health later in life and can have long-term effects.

Today, almost 1 in 5 persons in the world is an adolescent, that's 1.2 billion people between the ages 10–19 globally. In any given year, about 20% of adolescents will experience a mental health problems, most commonly depression or anxiety. The risk is increased by experiences of violence, humiliation, devaluation and poverty, and suicide is one of the leading causes of death in young people (WHO, 2011). The health of adolescents has attracted increased attention of the world therefore WHO is working specifically for the health of adolescents. This growing recognition regarding the health problems and health-related behaviours that arise during adolescence have important implications for adult health and for public health in general (WHO, 2012-13).

In Pakistan youth population is 55% and out of which two thirds (2/3) of the said population lives in urban areas while remaining lives in rural areas. Adolescence in Pakistan is 22% (Economic survey of Pakistan, 2013) which is higher than the estimated population of adolescence in the world i.e. 20% (WHO, 2014).

The adolescence is a very important period in young person's life. The concept of adolescence and their issues is still relatively new in majority of the developing countries. The adolescent youth is usually unaware about the transitional period of their lives. At this stage changes such as menstruation in girls and nocturnal emission in boys create disturbance in their lives; even cause fear and isolation. Sometimes these changes are more dramatic in its effects in females than males. Therefore, it is likely that females have more difficult time and is more challenging in re-adjustment to this new phase of life.

Adolescence is distinguished by transformation of social roles, expectation and responsibilities in society. Adolescence has been defined biological, as the period of encompassing the onset of puberty and giving on until individuals are capable of sexual reproduction. It has been defined sociologically as the period when individual begin training for adult work and family roles, according to this, adolescence end, when individual, attain adult status and privileges. When individuals reach this stage of adolescence and maturity, their socio economic statuses is defined. Boys reach this stage of maturity lately as compared to girls. In order to deal with this transition strongly, adolescences require information

and clear picture of their bodily changes to prevent from physical problem, guilt, ambiguity and confusion because it affects their social roles. In today's life, therefore, the reproductive health of adolescence is a growing concern and it has been considered a corner stone of health and a major determinant of human social development. Mostly, girls at the age of puberty protected from outside world with restrictions on their mobility and independent actions as compare to boys. In this stage girls take part indoor games where as boys participate outdoor games.

Adolescence in Pakistan is poorly informed about puberty, sexual issues, reproductive health and the information that is received about the issue is often incomplete and confusing. Girls as compare to boys are controlled tightly by male elders due to social norms and values. As girls, reach at the age of puberty there is often enforcement of purdah or hijab (segregation). Norms, like covering head and restriction of their mobility independently is also enforced. These norms are placed to prevent their family honours. The social values and norms contribute to increase in the prevalence of depression in adolescences particularly in girls. In our society open discussion about puberty, sexual development or anything related to sex and physical health are considered social taboos. Parents, teachers, elders and others individual around adolescents avoid meaningful discussion and systematic information shearing related to pubertal changes. They sometimes fail to convey messages about puberty correctly. Many parents, during their children's adolescence period, complain that they have no way of conveying information to them. Boys get information from their friends, peer group and school fellows whereas girls get information from their mothers, aunts, friends, and sometimes their female teachers. Girls are shy as compare to boys to talk about their bodily changes.

In Pakistan, beside some private schools, our government schools have not introduced physical health classes, books, yet. In many schools even teachers are unaware about actually physical health is. In developed countries, the students have classes regarding puberty, sexual issues and reproductive health. They are taught physical health subjects as well as child development subjects as compulsory subjects in their schools. In Pakistan, the illiteracy rate is high therefore majority of parents do not know about pubertal problems and physical health issues of adolescence themselves. In urban areas, due to easily available resources of books, internet etc, as compared to rural areas; children get information on everything very easily. Even though the information is available in urban areas, due to the constraints of social norms in urban areas, people consider this as also a taboo as in rural areas to openly discuss about sexual

issues or puberty or reproductive health. Girls in urban areas have easy access to resources of protective themselves during menstruation as compared to rural areas where such things are not available. Rural girls face problem to get protective things and rely on traditional methods which are unhygienic. Thus, the adolescences have little support and they usually struggle to overcome the situation themselves as compare to developed areas of Pakistan.

### **Adolescence and the Problems of Puberty**

Puberty is the phase of life when the secondary sexual characteristics appear and mature, and the capability of reproduction is attained. It is the process by which an individual becomes capable of reproduction as well as the physical, psychological and cultural changes that occur as the growing child transition into adulthood. Early adolescence is from 11 to 13 years old; middle adolescence is 14 to 17 years old and late adolescent is 18 to 20 years old. (NDTV, 2008: 51-53)

Adolescence and puberty are not the same. Adolescence is that ten to twelve year period of social and psychological growth that transforms the dependent child (beginning in late elementary or early middle school) into a functionally independent young adult in his or her early to mid-twenties.

Puberty is the one to three-year process of hormonal and physical change that causes the young person to reach sexual maturity, girls usually entering it about a year earlier than boys. Among other changes wrought by puberty, there are growth spurts that create bigger bodies to manage. For girls hips broaden, breasts swell, menstruation begins, and they can produce eggs. For boys muscles enlarge, voice drops, ejaculation begins, and they can produce sperm. For both male and female there is more hair, more body odor, and more active skin glands that can create acne.

Now young people, as young as ten to fourteen are capable of participating in sexual reproduction, which does not mean that they immediately want to fulfil that potentiality. What it does mean, however, is that parents do need to start educating their son or daughter about socially managing sexual maturity and delaying sexual activity in a popular culture that glamorizes looking and acting sexual in every way.

This is not the time for a young person to be uninformed about what is going on with their bodies because in ignorance they will believe they are unique and wonder what is wrong with them, when nothing is. This is a time for parents to explain the process of puberty that unfolds for everyone and what changes to expect.

Adolescence does not depend on puberty to start. In fact, in most cases adolescence begins first. Parents notice the negative attitude (more criticism and complaining), the passive and active resistance (more delay and arguments), and the testing of limits (more seeing what can be gotten away with) that are the hallmarks of early adolescent change. But when puberty does begin, the adolescent transformation becomes emotionally intensified and more complex.

Puberty now creates two problems; first, it creates a process problem: how to manage the physical changes that are besetting their bodies. This is the problem of self-consciousness and second, it creates an outcome problem: how to act young manly or young womanly. This is the problem of sex role definition.

Developmental insecurity and early adolescence go hand in hand. For most young people, puberty is the enemy of self-esteem. It changes how they look at a time when physical appearance becomes more important for social acceptance and social standing.

### **Socio-Economic Variation in Family**

The family's adolescents have socioeconomic characteristics. The Socio-Economic condition makes classes the upper class and the lower class.

In upper class the parents of adolescent have a great deal of money, work in prestige occupation. These adolescent live in attractive houses and neighbourhoods, attend school, where the mix of students is primarily from upper socioeconomic background. In this class parents are more likely to explain something, use verbal praise, accompany their discipline with reasoning and ask their children and adolescents question related to their every aspect of life. Adolescents also talk freely with their parents. They have access to good guidance and, books related to their pubertal issues. They take health classes at their school.

In the lower class the parents don't have very much money and work in less prestigious occupation. The adolescent, of this class don't live in very attractive houses. They attend schools where the mix of student is mainly from the lower socio-economic background. In this class, parents mostly engage to fulfil their needs. In the lower class, parents are more likely to discipline their adolescents with physical punishment and criticize them. In this class parents are mostly uneducated. Here the adolescents get information about pubertal age issues from their friend, peer groups, and close relatives. The adolescent of lower class experience psychological problem, such as depression, low-self-esteem, peer conflict and juvenile delinquency than economically advantaged adolescent.

Many parents of both classes show strong interest in religion and the religious institutions created by parents to introduced religious teaching. Some parents consider that it is their religious obligation to guide their adolescent about their pubertal issues. Now, the religious societies have invented Sunday school, madrasas, for their religious knowledge where they also get pubertal health information.

### **Parent - Child Interaction and Communication Patterns**

In Pakistani families, parent-child interaction shows the continuity of cultural traditional. The authority and power of parents is correlated with the social pattern that emphasizes the maintenance of this tradition (Eienstadf, 1971). These families are also characterized by a strong central authority (Hutter, 1981). However, world is rapidly changing where modern communications have made information easily available to people living in modern as well as economically developing societies. The powerful forces of social change result in a certain ambivalence among parents as well as children about how to cope continuously modifying value system and life style.

Parent-child relationships vary and are domain specific; in general, they occur around a distinctive set of perceptual tendencies both the parent and children have for situation and their prepared responses for different domains. This means that while situation may vary, families establish pattern of parenting and interpretation of parenting that they employ with relative consistency. Parent employs these techniques to socialize their children to their personal norms in addition to the norms in the world around them (Maccoby, 1999).

There are families where both conversation and need for conformity is low and parents encourage their children's individuality in advertently, without conversation. There is little parent-child interaction therefore peer groups are relatively more influential than parents. There are some families where ideas are openly communicated and difference to parent's values is not emphasized. The child is most likely to want to be like his/her parents as an adult. These factors may make a child retreat, but also may lead the child to adopt the parent's values (Jerralyn & Ramthun, 2008: 21-23).

### **Literature Review**

Researchers did not find any research study related to Pakistani adolescents about communication pattern between parents and children and pubertal changes however there were many international studies were found and the results indicate some similarities in Pakistan's context. Steinberg and Laurence (1987) conducted study on Impact of puberty on family relations and its effects

of pubertal status and pubertal timing. Findings indicated that (a) pubertal maturation is associated with increased emotional distance between youngsters and their parents; (b) pubertal maturation (among girls) and early pubertal maturation (among boys) increased conflict between adolescents and their mothers, but not necessarily fathers; and (c) pubertal maturation, and especially late maturation, may be accompanied by increased behavioural autonomy for the adolescent. Steinberg and Laurence (1988) conducted research on reciprocal relation between parent-child distance and pubertal maturation. The results indicated that puberty increases adolescent autonomy and parent-child conflict and diminishes parent-child closeness. Analyses also indicated that parent-child distance may, in turn, accelerate pubertal maturation among girls. Paikoff, Roberta, Brooks-Gunn and Jeanne (1991) conducted research on parent-child relationships change during puberty emphasizing the developmental processes that might be implicated in these changes. Evidence suggested increase in conflict and less warm interactions in relationships between parents and children during puberty. Other developmental changes occurring for the adolescent, the parent, or both (such as social cognitive or self-definitional change), as well as other relationship changes, personality characteristics, and the sheer number of life events or transitions have all been posited as potential contributors to changes in the parent-child relationship for young adolescents. Dubas, Semon, Gerris and Jan (2002) conducted research on longitudinal changes in the time parents spend in activities with their adolescent children as a function of child age, pubertal status and gender. The findings showed that age changes is depended on the activity and that pubertal status mediated age differences in TV viewing among mixed-gender parent-child pairs. Shared time during pre-early and mid-adolescence was linked to decrease in family conflict 5 years later. Shaikh & Rahim (2006) assessed knowledge, explored needs in a reproductive health survey of adolescents and young adults in Pakistan. Adolescents and young adults do have some knowledge of Sexual and Reproductive Health issues. Males are relatively more knowledgeable than females about puberty, pregnancy, family planning and sexually transmitted infections. The results also highlighted that a large majority of these adolescents need clarification on their concepts and perceptions. They believe that having sound SRH including pubertal knowledge will promote mother & child health and family health. Parpio, Farooq, Gulzar, Tharani, Javed & Ali (2012) studied factors associated with stress among adolescents in the city of Nawabshah, Pakistan. The findings indicated that the level of stress was positively associated with the number of siblings, parental conflicts, information about pubertal body changes, the age of the mother and .the number of rooms in the

household. There was decreased level of stress among female adolescents who had prior information about pubertal body changes than the boys.

### **Focus of Study**

The focus of the present study was the communication pattern between parent and children regarding puberty. The researchers' focus was only school going children aged 13-19 of girl's high school Kushmarah and boy's high school Kushmarah. In this present research, the researchers explored social norms and other factors, which hinder and create hurdles to gain information regarding puberty and pubertal changes among adolescence. In this research the researchers also focused on social factors and physical health concerning pubertal information and interaction with parents.

### **Objectives of the Study**

- To examine communication pattern of children with their parents.
- To investigate cultural values and norms effecting such communication.
- To inquire parents transference of information to their children about their pubertal changes.

### **Research Methodology**

The nature of present study was based on quantitative methodology. The present study was exploratory due to the nature of the problem. Two different probability-sampling methods were used for data collection. The simple random sampling was used to select schools. There were 6 boys and 4 girls' government high schools in Kushmarah Skardu. Two boys and two girls high schools were selected through lottery method. Researcher took information from girls and boys of aged 13-19 years. There were total of 500 students aged 13-19 in these schools. Calculated sample size was 176 which was distributed and allocated through stratified proportionate sampling. Systematic Sampling method was used by the researchers to collect the data from the adolescences. The sample size remained 170, as six questionnaires were not included because of non-response by the respondents. Interview schedule was used as a tool to collect the data. Coded data was transferred in SPSS 18.0 version and was also used to construct univariate tables. Chi-square tests and p-values had been used in the study to analyse the data and hypotheses with the help of SPSS (Statistical package for social science).

### **Major Findings of Univariate Tables**

Table 1 (appendix) shows the characteristics of respondents, major findings are:

- There were 45.88% boy, and 54.11% of girls.



- 67% of respondents' parents are not educated.
- Majority of respondents spends 4-5 hours with parents that is 48.13%
- 95.88% of respondents' parents do not play games with their children.
- Majority of respondents' parents do not participate in school activities that is 45.88%
- Majority of respondents do not use social network that is 72.94%.
- 84.70% of respondents discuss only educational topics with parents.
- 57.64% of respondents' parents share experiences with them.
- Majority of respondents do not argue with their parents that is 41.76%.
- 61.76% of respondents know puberty.
- Majority of respondents talk with their mother regarding pubertal changes that is 48.23%.
- 65.29% of respondents do not have physical health's classes in their schools.
- Almost all respondents (96.47%) want to learn about reproductive health.
- 50.58% of respondents discuss pubertal changes with their friends.
- Majority of respondents (54.11%) feel shyness to talk about menstruation or wet dream.
- Majority of respondents think that teacher should teach them about pubertal changes.
- 94.11% of respondents want a subject or a class regarding pubertal changes.
- 54.11% of respondents said people ignore if pubertal changes are being discussed.
- Majority of respondents need proper guideline during pubertal age that is 91.17%.
- 65.88% of respondents said that they would teach their children regarding puberty.

## **Discussion and Conclusion**

Table 2 (appendix) indicates the relationship between spending time with parents and knowledge about puberty. The null hypothesis was rejected with

Pearson's chi-square of 11.255 and the alternate hypothesis was accepted proving the relationship between spending time with parents and knowledge about puberty. P-value=0.004 points out a very significant relationship between them. It was observed that parents did not spend time with their children either by playing games or participate in their daily activities hence, very little knowledge about their reproductive health issues including pubertal changes.

Table 3 illustrates the relationship between education of parents and sharing of experiences with their children. Chi-Square value (2.684) was greater than the critical value therefore null hypothesis was accepted showing no relationship between education of parents and sharing of experiences with their children. P-value (0.071) also indicated towards non-significance of relationship. If we consider the bivariate values of the contingency table, there are indications that majority of parents whether they are educated or not they both share experiences with their children. Although the observed frequencies also illuminated that quite a few of parents regardless of their education didn't have conversations with their children about the experiences in their lives which are the part of the basic socialization process of the children.

Pearson's Chi-Square=4.353 in Table 4 (appendix) shows that there is relationship between parents education and hesitation to talk about menstruation or wet dreams. 0.027 p-value also indicates that there a significant relationship between parent's education and hesitation to talk about wet dreams or menstruation. The adolescences feel shy and embarrassed and it is really uncomfortable for them to discuss pubertal changes with their parents especially when they are not educated. It was seen that boys had more difficulty in talking with their parents whereas girls feel less awkward to have conversations about menstruation with their mothers.

Chi-square value (11.063) in Table 5 demonstrate that relationship between behaviour of people and discussion about pubertal changes exist therefore null hypothesis was rejected.  $P > 0.026$  also shows that the relationship between behaviour of people and discussion about pubertal was quite significant. The social norms related to discussion about menstruation, wet dreams and other pubertal changes are quite strong. It is considered as a social taboo to discuss such changes therefore the behaviour of people is mostly to ignore or get angry to avoid such conversations.

The calculated value of chi-square (12.450) is greater than the critical value rejecting null hypothesis in Table 6. It confirms that the relationship between freely talking with parents and fear to discuss about menstruation or wet dreams

exist. P-value (0.002) also highlights extremely significant relationship between talking freely with parents and fear to talk about menstruation or wet dream. It was observed that those children who were not friendly with their parents had more fears to talk about pubertal changes with their parents as compared to those adolescences who freely interacted with their parents.

Table 7 shows the relationship between discussion of pubertal changes with children and knowledge about reproductive health of children. The calculated value of chi-square (6.264) was greater than critical value hence the null hypothesis was rejected and alternate hypothesis was accepted. P-value (0.040) also indicates that there is significant relationship between discussion of pubertal changes with children and knowledge of reproductive health. Parents whom had prior knowledge about the reproductive health they discussed the issues related to pubertal changes with their children as compared to those parents who didn't have any awareness about reproductive health.

On the basis of the forgoing analysis the researchers conclude that though, reproductive health is very important for everyone but it is the most important aspect of life for adolescents. It is the age when they see changes in their bodies and realise their social roles. In the result of present study the researchers have found that neither these schools have any kind of reproductive health classes nor parents convey the messages regarding the pubertal changes to adolescent properly. Adolescents mostly talk to their friends regarding pubertal changes and their friends also have little knowledge about those changes therefore most of them remain unaware of menstruation and wet dreams. People especially parents do not focus their children during pubertal age when they most need proper guidance. Majority of respondents wanted to learn and study about their reproductive health and they thought that there should be proper counselling and awareness programs for parents as well as teachers.

## **Recommendations**

- It is very necessary to guide every adolescents during their pubertal age give them correct information. The schools should be the platform to provide counselling to all girls and boys.
- It is the need of time that people must not consider the discussion of pubertal changes as social taboo.
- Parents must create a friendly environment where an adolescent can easily and freely talk about their physical changes with them, and they should also play games with them.

- In school both girls and boys must be taught about reproductive health and pubertal changes separately.
- Parents should provide books regarding pubertal changes and guideline to their teenaged children.
- This research took sample from boys and girls High school Khushmarah Skardu. Such researches should also be conducted in all rural areas as well as urban areas in order to discover the needs of adolescents.
- An easy way to do this is for parents to search online for sites explaining puberty, if the facility is available in the area. Parents should find sites that they like, and then read the information with their sons or daughters, inviting any questions their children may have. Normalize the process so the teenagers don't 'abnormalize' themselves.

## References

- Agarwal, M. (2001). *Professional Communication*. New Delhi. Satyendra Rastogi Mitra Publication.
- Ali, S. A., Azam, P. A., Waheed, H. and Memon, A. A. (2006). "Understanding of Puberty and Related Health Problems among Female Adolescents in Karachi." *Journal of Pakistan Medical Association*. Vol. 56(2), pp. 68-72.
- Annette, M.C. Roest, Dubas, J.S. and Jan, R.M. (2010). "Value Transmissions Between Parents and Children: Gender and Developmental Phase as Transmission Belts." *Journal of Adolescence*. Vol. 33, Issue 1, Pages 21-31 accessed in 2014 from <http://www.sciencedirect.com/science/article/pii/S0140197109000736>.
- Arain, I. (2003). *Knowledge, Attitude, and Practices Regarding Reproductive Health*. Karachi. Marie Stopes Society (MSS).
- Babbie, E. (2004). *The Practice of Social Research* (10th ed.). Belmont. Wadsworth & Thomson.
- Bearman P. S., Jones J. and Udry J. R. (1998). "The National Longitudinal Study of Adolescent Health: Research Design." Retrieved in 2014 from <http://www.cpc.unc.edu/projects/addhealth>.
- Ellis, B. J., McFadyen-Ketchum, S., Dodge, K. A., Pettit, G. S. and Bates, J. E. (1999). "Quality of Early Family Relationships and Individual Differences in the Timing of Pubertal Maturation in Girls: A Longitudinal Test of an Evolutionary Model." *Journal of Personality and Social Psychology*. Vol. 77(2), Aug 1999, pp. 387-401. Retrieved in 2014 from <http://psycnet.apa.org/journals/psp/77/2/387/>.
- Frey, L.R. and Cissna K.N. (2010). *Routledge Handbook of Applied Communication Research*. London. Taylor & Francis Group.
- Hamidreza B, Naser B, Farhad S. and Mirpour S. "Association Between Puberty and Weight, Height and Body Mass Index in a Developing Community." *Journal of Pakistan Medical Association*. May 2012; 62(5), pp. 454-7 Retrieved in 2014 from <http://www.pakmedinet.com/19199>.
- Heath, R. L., and Bryant, J. (2000). *Human communication theory and research: Concepts, Contexts, and Challenges*. 2nd ed. Mahwah. Erlbaum.
- Julia A.G., Peter M.L., John R. S. and Jeanne B.G., (1997). "Is Psychopathology

- Associated With the Timing of Pubertal Development?" *Journal of American Academy of Child And Adolescent Psychiatry*. Volume 36, Issue 12, December 1997. Retrieved in 2014 from <http://www.journals.elsevierhealth.com/periodicals/jaac/article>
- Katherine H. S., Marianne B. M. and Van Den Bree (2010). "The Moderating Effects of Pubertal Timing on the Longitudinal Associations Between Parent-Child Relationship Quality and Adolescent Substance Use." *Journal of Research on Adolescence*. Vol. 20 (4). Accessed in 2014 from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3002225>.
- Khan, A. (2000). "Adolescents and Reproductive Health in Pakistan: A literature Review." *Research Report No. 11*. Islamabad. Population Council and United Nations Population Fund (UNFPA)
- NDTV. (New Delhi Television Limited), (2008). *Adolescence- The Wonder Year*. New Delhi. Byword Books Private Limited.
- Newman, W. L. (2006). *Social Science Research. Quantitative and Qualitative Approaches*, 6<sup>th</sup> edition. New York. Pearson Allyn and Bacon Publisher.
- Paikoff, R. L. and Jeanne, B.G. (1991). "Do Parent-Child Relationships Change During Puberty?" *Psychological Bulletin* Vol. 110 (1) Retrieved in 2014 from <http://psycnet.apa.org/journals/bul/110/1/47>.
- Pickhardt, C.E. (2010). "Psychology Today." Retrieved 2014 from <http://www.psychologytoday.com/blog/surviving-your-child-adolescence/201004/adolescence-and-the-problems-puberty>, accessed in 2013.
- Rae, J. and Mandry R. (2008). *Perceived Values Congruence and Family Communication Pattern of Practical Television Mediation*. New York. New Public Books Private Limited.
- Simmons, R.G and Blyth, D. A. (1987). *Moving into Adolescence: The Impact of Pubertal Change and School Context*. New York. Aldine De Gruyter.
- Steinberg, L.D. (1981). "Transformations in Family Relations at Puberty." *Developmental Psychology*. Vol. 17(6). Accessed in 2014 from <http://psycnet.apa.org/journals/dev/17/6/833>.
- World Health Organization. (2012-13). *World Health Statistics: 2012-13*. France. WHO Press.
- World Health Organization. (2014). *World Health Statistics: 2014*. Italy. WHO Press.

**APPENDIX**

**TABLE 1**

**Characteristics of Subjects (N = 170)**

<b>INDICATORS</b>	<b>FREQUENCY</b>	<b>PERCENT</b>	<b>CUMULATIVE PERCENT</b>
<b>GENDER</b>			
Boys	78	45.88	45.88
Girls	92	54.11	99.99
<b>FAMILY SIZE</b>			
6 – 8	54	31.76	31.76
9 – 11	61	35.88	67.64
12 – 14	18	10.58	78.22
15 – 17	11	6.47	84.69
18+	26	15.30	99.99
<b>FAMILY INCOME</b>			
10000-15000	104	61.17	61.17
15001-20000	28	16.47	77.64
20001-25000	19	11.17	88.81
25001-30000	5	2.94	91.75
30001+	14	8.24	99.99
<b>PARENTS EDUCATION</b>			
Yes	56	32.94	32.94
No	114	67.05	99.99
<b>FREELY TALK WITH THEIR PARENTS</b>			
Yes	70	41.17	41.17
No	22	12.94	54.11
To some extent	78	45.88	99.99
<b>PARENT'S BEHAVIOUR TOWARDS CHILDREN</b>			
Friendly	99	58.23	58.23
Rigid	56	32.94	91.17
Aggressive	15	8.82	99.99
<b>PHYSICAL PUNISHMENT AT HOME</b>			
Yes	20	11.76	11.76
No	72	42.35	54.11
To some extent	78	45.88	99.99

<b>SPENDING TIME (IN HOURS) WITH PARENTS</b>			
0 – 1	11	6.47	6.47
2 – 3	54	31.76	38.23
4 – 5	82	48.23	86.46
6+	23	13.53	99.99
<b>KINDS OF GAMES PLAYED WITH PARENTS</b>			
Indoor/Outdoor	7	4.11	4.11
None	163	95.88	99.99
<b>PARENTS EXPERIENCE SHARED WITH CHILDREN</b>			
Yes	98	57.64	57.64
No	22	12.94	70.58
Sometimes	50	29.41	99.99
<b>INTERACTION OCCURRENCES WITH PARENTS</b>			
During walk to School	76	44.70	44.70
During meals	12	7.05	51.75
During recreational Activities	69	40.59	92.34
Others	13	7.65	99.99
<b>ARGUMENT WITH PARENTS</b>			
Yes	45	26.47	26.47
No	71	41.76	68.23
Sometimes	54	31.76	99.99
<b>KNOWLEDGE ABOUT PUBERTY</b>			
Yes	105	61.76	61.76
No	33	19.41	81.17
To some extent	32	18.82	99.99
<b>DISCUSS PUBERTAL CHANGES WITH</b>			
Parents	46	27.05	27.05
Teachers	33	19.41	46.46
Friends	86	50.58	97.04
Others	5	2.95	99.99
<b>AWARENESS ABOUT MENSTRUATION/WET DREAMS</b>			
Yes	140	82.35	82.35
No	6	3.52	85.87
To some extent	24	14.12	99.99



<b>FEELINGS WHILE HAVING MENSTRUATION/WET DREAMS</b>			
Loneliness	22	12.94	12.94
Fear	35	20.58	33.52
Nervousness	22	12.94	46.46
Shyness	43	25.29	71.75
Embarrassment	39	22.94	94.69
Others	9	5.30	99.99
<b>FEELINGS OF FEAR TO TALK ABOUT MENSTRUATION WITH PARENTS</b>			
Yes	107	62.94	62.94
No	41	24.11	87.05
Sometimes	22	12.94	99.99
<b>DISCUSSION ABOUT MENSTRUATION/WET DREAMS WITH</b>			
Friends	123	72.35	72.35
Parents	29	17.05	89.40
Teachers	10	5.88	95.28
Others	8	4.71	99.99
<b>NEED OF GUIDELINE DURING PUBERTAL CHANGES</b>			
Yes	155	91.17	91.17
Don't know	15	8.82	99.99

**TABLE 2**  
**SPENDING HOURS WITH PARENTS AND KNOWLEDGE ABOUT PUBERTY**

<b>KNOWLEDGE ABOUT PUBERTY</b>	<b>SPENDING HOURS WITH PARENTS</b>		<b>TOTAL</b>
	<b>LESS TIME (0-3 hours)</b>	<b>MORE TIME (4 hours &amp; above)</b>	
<b>YES</b>	30 (40.1)	75 (64.9)	105
<b>NO</b>	19 (12.6)	14 (20.4)	33
<b>TO SOME EXTENT</b>	16 (12.2)	16 (19.8)	32
<b>TOTAL</b>	65	105	170

*Pearson's Chi-Square= 11.255, p > 0.004*

**TABLE 3**  
**EDUCATION OF PARENTS AND SHARING OF EXPERIENCES WITH CHILDREN**

SHARING OF EXPERIENCES WITH CHILDREN	EDUCATION OF PARENTS		TOTAL
	YES	NO	
YES	28 (32.9)	72 (76.1)	100
NO	28 (23.1)	42 (46.9)	70
<b>TOTAL</b>	56	114	170

*Pearson's Chi-Square=2.684, p > 0.071*

**TABLE 4**  
**PARENTS EDUCATION AND HESITATION TO TALK ABOUT MENSTRUATION/ WET DREAMS**

HESITATION TO TALK ABOUT MENSTRUATION/ WET DREAMS	PARENTS EDUCATION		TOTAL
	YES	NO	
YES	37 (30.6)	56 (62.4)	93
NO	19 (25.4)	58 (51.6)	77
<b>TOTAL</b>	56	114	170

*Pearson's Chi-Square=4.353, p > 0.027*

**TABLE 5**  
**BEHAVIOUR OF PEOPLE DURING DISCUSSION ABOUT PUBERTAL CHANGES AND DISCUSSION OF PUBERTAL CHANGES**

DISCUSSION OF PUBERTAL CHANGES	BEHAVIOUR OF PEOPLE DURING DISCUSSION ABOUT PUBERTAL CHANGES			TOTAL
	ANGRY	IGNORE	SHY/ EMBARRASS	
YES	9 (11.5)	41 (48.2)	39 (29.3)	89
NO	7 (5.6)	29 (23.3)	7 (14.2)	43
SOMETIMES	6 (4.9)	22 (20.6)	10 (12.5)	38
<b>TOTAL</b>	22	92	56	170

*Pearson's Chi-Square=11.063, p > 0.026*

**TABLE 6**

**TALKING FREELY WITH PARENTS AND FEAR TO TALK ABOUT MENSTRUATION OR WET DREAMS**

FEAR TO TALK ABOUT MENSTRUATION/ WET DREAMS	TALKING FREELY WITH PARENTS		TOTAL
	YES	NO	
YES	39 (44.1)	68 (62.9)	107
NO	26 (16.9)	15 (24.1)	41
SOMETIMES	5 (9.1)	17 (12.9)	22
<b>TOTAL</b>	70	100	170

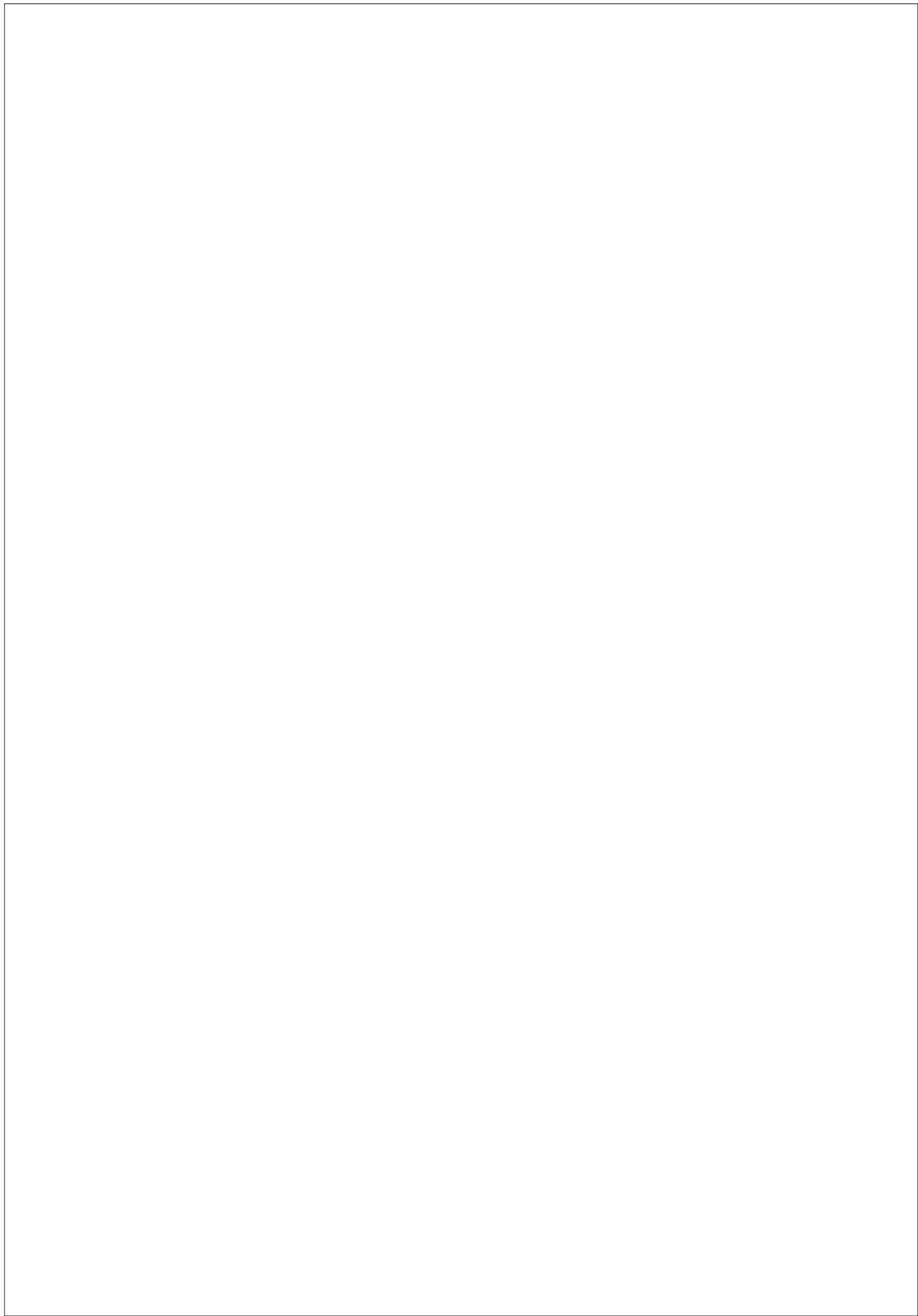
*Pearson's Chi-Square= 12.450, p > 0.002*

**TABLE 7**

**DISCUSSION OF PUBERTAL CHANGES WITH CHILDREN AND KNOWLEDGE OF REPRODUCTIVE HEALTH**

KNOWLEDGE OF REPRODUCTIVE HEALTH	DISCUSSION OF PUBERTAL CHANGES WITH CHILDREN			TOTAL
	YES	NO	TO SOME EXTENT	
YES	78 (71.7)	6 (10.0)	22 (24.3)	106
NO	37 (43.3)	10 (6.0)	17 (14.7)	64
<b>TOTAL</b>	115	16	39	170

*Pearson's Chi-Square= 6.264, p > 0.040*



## **Identifying and Examining the Types of Intimate Partner Violence through Control Mechanisms**

**Bela Nawaz  
and  
Naila Usman Siddiqui**

*This report identifies and examines the problem of intimate partner (husband) violence towards their wives, its (IPV's) different types through control mechanisms. A non-probability sample survey with two sub-sample was conducted in Karachi. Information was collected through the interview schedule from 80 ever married, between 20 to 45+ years of age and victims/survivors of husband violence Pakistani women. Cluster analysis on 28 controlling behavior items revealed that women experienced three different types of IPV in Pakistan. One type is called "intimate terrorism", which is similar to intimate terrorism that was found and studied in the U.S. The second type has no analogue in the U.S studies and it is the major contribution of this study and an addition to Michael. Johnson's control typology of IPV and the cross cultural theories of IPV, this type is labeled as "Family based-intimate terrorism", by the researchers. The third type "situational couple violence", is similar to the type also found in U.S studies. The differences of means taken on 27 of the 28 controlling behavior items from IT and FIT suggest that Situational couple violence is low in control, whereas both FIT and IT are high in control and not significantly different from each other when tested on 15 of the 25 remaining items. The findings from family structure and violence of other family members also strongly confirmed our decision to label the FIT cluster as "family based intimate terrorism".*

**Keywords:** *IVP, intimate terrorism, family based intimate terrorism, situational couple violence.*

### **Introduction**

Intimate partner violence (IPV) is considered a phenomenon of men's violence against women. It is a social problem that is affecting women all over the globe, regardless of class, color and creed (Anderson, et al., 2007; McCloskey, et al., 2005; Kishor and Johnson, 2004; Jewkes, 2002; Kimmel, 2002).

Numerous research studies show that IPV is more likely to be committed by men against women (Krug, Dahlberg, Mercy, Zwi, & Lozano, 2002). A multi country study conducted by WHO has shown that 15% to 71% of women experience physical and/or sexual assault in their lifetimes from a male intimate partner (Garcia-Moreno, Jansen, Ellsberg, Heise, & Watts, 2006).

The present study differentiates domestic violence from intimate partner violence because the former conveys the idea that violence occurs between other members of the domestic household and is limited to private sphere of home and it also does not take account of the severity or forms of violence, the latter is defined as “any behavior within an intimate relationship that causes physical, psychological or sexual harm to those in the relationships; such behavior includes acts of physical aggression, psychological abuse, forced intercourse, other forms of sexual coercion and various controlling behaviors”(WHO, 2010, Heise & Garcia-Moreno, 2002) even if the partners do not live together, and often when they do live together.

In Pakistan IPV is the most endemic form of violence faced by women in the closed walls of home, but as an invisible crime it is under reported and considered a private affair.

### **Problem Statement**

Research on intimate partner violence in Pakistan is less in numbers. All studies (Qudsia and Zeenat 2013; Sehar and Anila 2012; Tazeen et al. 2011; F. Rabbani et al. 2008; Fikree et al. 2006) have so far investigated and examined IPV only to the extent and frequency of male violence, mostly in the context of reproductive and mental health but failed to appreciate the scale, determination and lack of scruples involved in covering up violence (Romito, 2008). While at the state level, it is rarely and unwillingly investigated by the different governments of Pakistan. In a Pakistani society patriarchy manifest against women through the rule of the father and the rule of the husbands and women are slaves to male domination for decades. The roots of this patriarchal structure of Pakistani society are deep down linked with religion that gives men additional justification to consider women as personal properties of men. They think that a strict watch and complete control over women’s lives is necessary so that women have to follow every decision of men. Women are trapped in a web of dependency and subordination and for her physical, social and economic survival she has to look upon men’s help. The institution of marriage gives power and authority to the husbands over wives and turns this intimate relationship into violent relationship. It becomes a prison where women ushers

a domestic slavery and a life of misery. Husbands consider that they are the kings of their kingdom (home) and the other being (wife) considered not as a person, but a thing which are bound to serve them service. Husbands become thirsty of controlling and subjugating their wives and when needed to vent their rage and frustration through a continuous series of actions such as shut up in the house, forced to leave work and not see their friends and relatives, forced into sexual acts they do not want, with threats, blackmail and physical force, pushed, slapped, beaten repeatedly, wounded, burned, strangled (Romito, 2008) often in silence at the hands of their husbands behind closed doors. These actions are diverse but characterized by a common purpose: control through psychological, economic, physical and sexual violence (Romito, 2008).

The entrapment of women through coercive control cripples their spirit and results in women's disempowerment. Therefore, for men, marriage becomes a license to hit women. (Gelles & Straus, 1988). The major paradigm shift in research about family violence in 1995 claimed that there are multiple types of family violence, some are rooted in patriarchal structures the others (Johnson, 1995). These types of violence can be differentiated on the basis of the control contexts in which violence is embedded.

### **Aim of the Study**

In order to understand the different types of IPV across contexts, this study has a basic assumption that patriarchy plays an important role in coercive control and violence. Therefore, this study aims to identify and examine the different types of intimate partner violence that women's experiences in Pakistan. To reach this end, Johnson's control typology of IPV is used as a conceptual framework. Johnson's typology provides multi theoretical framework and useful classification system for research on intimate partner violence and helps the researcher to understand and better evaluate vulnerability to abuse, how batterers apply control and abuse, and barriers for seeking and receiving help (Lindhorst & Tajima, 2008), as these types includes reciprocal and recursive interactional dynamics of conflicted relationships and involves underlying social construct of gender and power and control.

### **Hypotheses of the Study**

The present study has two major hypotheses.

- 1) The cases of intimate partner violence can be differentiated in terms of women's experiences of high-control violence and low-control violence.
- 2) Family structure and violence from other family members are likely to influence the different types of IPV in Pakistan.

## **Literature Review**

The 30 years of ongoing debate regarding gender symmetric and asymmetric nature of intimate partner violence between the family violence researchers and feminist researchers has led Johnson to propose that family violence and feminist researchers are indeed studying two distinct forms of intimate partner violence (Johnson, 2006, 1999, 1995) and he introduced a control-based typology of intimate partner violence by making distinctions among two major type of intimate partner violence: intimate terrorism and situational couple violence (Johnson & Leone., 2012, 2006 ;Johnson & Ferraro, 2000; Johnson, 2006, 1999).

This typology includes interactional component of relationships and based on the feminist conceptualization of intimate partner violence as a pattern of ongoing power and control by one partner (spouse) against the other and that may incorporate a range of maltreatment, including verbal, emotional, physical and sexual abuse and play an integral part in creating and maintaining the cycle of violence that can lead to battered women syndrome (Dutton D. G., 1995) and makes differentiation possible between the types of intimate partner violence rather than on physical violence alone. According to Johnson (2012, 2006, 1999), a pattern of power and control can only be recognized from use of multiple control tactics by a perpetrator in an attempt to exercise general control.

## **Methodology**

The present study is a part of PhD dissertation that involves mixed method research design. Mixed methods research is used as both methodology and method. As a methodology, it is based on philosophical assumptions that set the path to collect and analyze the data with the blend of quantitative and qualitative approaches in the process of research (Tashakkori & Teddlie, 1998). While, as a method, it's involves techniques or methods of collecting and analyzing data and blending of quantitative and quantitative approaches in a single study or series of studies. This paper focuses quantitative part of the mixed method research design.

## **Participants**

The primary quantitative survey was conducted in the city of Karachi, Sindh province. A non- probability sample of 80 ever married Pakistani women recruited from agency sub-sample (36.2%) through purposive sampling in the first stage. At the second stage, 63.8% of 80 women were recruited from community sub-sample through snowball sampling.



The request letters to recruit abused women with a fix selection criteria that 1) participant should be ever married, 2) participant should be age of 20 to 40+ years, 3) participant should be a victim of husband violence once in a lifetime were sent to the major non-governmental organizations (NGOs) working in Karachi, that are providing assistance in the form of legal aid, counseling, and shelter to the victims/survivors of intimate partner violence includes premises.

At the time of face-to-face structured interview, these women were told that the study is about marital conflict in which they might have suffered some kind of violence. They were clearly told that their participation was totally voluntary and unpaid, and they were also ensured by keeping their identity confidential. In fact, their personal identities were not asked and recorded.

At the later stage of the data collection process from the agency sub-sample, I also included Women Karachi Jail who experienced intimate partner violence before coming to the jail. One of the respondents was recruited from the acid burns ward in Civil Hospital, Karachi. In the second stage of data collection of community sub-sample, a prominent NGO working in the communities of Karachi was contacted using my informal networks.

The same recruitment criterion applied with a snowball sampling technique that involved first identifying the subjects with required characteristics and then asking these subjects to refer to additional subjects. The abused women knew other abused women in the community, so the sample was approached in a 'snowball' manner, i.e. from a few to many subjects (Dabney & Berg, 1994). Upon reaching Rehri Goth, the community worker introduced me to the victims of IPV. Each was then told the purpose of study. After the end of structured interview each was asked to refer another such victim to be interviewed. The same procedure was repeated at Ibrahim Hyderi. Women from both communities were interviewed after getting their free consent. I have also used my informal contacts to identify IPV victim women to include them in a community sample, that, too, in a snowball manner.

### **Measurement Scales**

The seven measures, namely emotional abuse, using male privilege, economic abuse, intimidation and physical threats, sexual control, isolation and jealousy and familial control comprise 28 control tactics were created to examine marital control. Many of these items adopted from Controlling Behavior Scale (CBS) by Graham-Kevan & Archer (2003), Psychological

Maltreatment of Women Survey (Tolman, 1989) and some of the items constructed by the researcher herself. The response options for the control items were never, rarely, sometimes, often, and always. These options were coded on a 5 point scale ranging from 0 to 4.

In the present study, family structure is categorized into nuclear and joint family structure with two response options. Nuclear family is coded as 0, while joint family was coded as 1.

Violence from other family members was measured through options “yes” and “no”, from fathers-in-law, mothers-in-law and brothers/sisters-in-law with two response options. No was coded as = 0, and yes was coded as = 1.

## **Results**

### **Cluster analysis to determine the types of IPV**

A cluster analysis was conducted using SPSS version to test the hypothesis that cases of intimate partner violence can be differentiated in terms of women’s experiences of high-control violence and low-control violence on 28 control items. The clustering algorithm was Ward’s method and each of the control tactic items was standardized and Euclidean distance was the measure of dissimilarity. The cluster membership for each solution obtained was saved as a variable. Distance scores from the Ward’s method cluster analysis indicated that a three-cluster solution was best, with a significant reduction in average distance within clusters for the two-cluster and three-cluster solutions and changes in the distance scores leveling off dramatically from there on (final distance coefficients = 2212, 1588, 1412, 1337, 1264, 1216, 1169, 1122, 1079, 1037, etc). The three-cluster solution identified a high control cluster (n= 15) and a low control cluster (n=29) and another cluster (n = 36) showing relatively high control, but quite different in some ways from the high control cluster. A k-means cluster analysis was also conducted, where the value of k is 3 because three clusters were already determined on the basis of Ward’s method.

The results of k-means cluster analysis were for the most part in agreement with the results of Ward’s method (see Table 1). 65 of the 80 cases (81%) are classified similarly in the two methods. The 15 that are classified differently are all in the Ward’s FIT and the k-means IT, which validates my decision (below) to call both groups intimate terrorism. All further analysis will be conducted on the Ward’s method clusters.

**Table 1: Cross-tabulation of Ward’s and k-means three-cluster Solutions**

			Ward Method			Total
			SCV	FIT	IT	
<b>k-means Cluster</b>	<b>FIT</b>	Count	0	21	0	21
		% within Cluster Number of Case	.0%	100.0%	.0%	100.0%
		% within Ward Method	.0%	58.3%	.0%	26.2%
		% of Total	.0%	26.2%	.0%	26.2%
	<b>SCV</b>	Count	29	0	0	29
		% within Cluster Number of Case	100.0%	.0%	.0%	100.0%
		% within Ward Method	100.0%	.0%	.0%	36.2%
		% of Total	36.2%	.0%	.0%	36.2%
	<b>IT</b>	Count	0	15	15	30
		% within Cluster Number of Case	.0%	50.0%	50.0%	100.0%
		% within Ward Method	.0%	41.7%	100.0%	37.5%
		% of Total	.0%	18.8%	18.8%	37.5%
<b>Total</b>	Count	29	36	15	80	
	% within Cluster Number of Case	36.2%	45.0%	18.8%	100.0%	
	% within Ward Method	100.0%	100.0%	100.0%	100.0%	
	% of Total	36.2%	45.0%	18.8%	100.0%	

**Three Types of IPV**

The pattern of item responses for the three clusters analyzed on one-way ANOVAs (see Table 2) suggests that the first cluster is Situational Couple Violence (SCV), with low levels of control for almost all items. The third cluster is clearly Intimate Terrorism (IT), with high levels of control on most items. The second cluster appears to be highly controlling men, but not quite as controlling as IT, not particularly jealous or sexually cruel, and more likely than IT to use control tactics that were based in the family system (threatening to send her home to her parents, threatening to marry another woman, threatening to take the children away from her). In Pakistan there is evidently a cluster of controlling men who stay to a large extent within the bounds of a family system that legitimates some control over women, using the family system as a control tactic and taking that control to an extreme. Therefore, cluster one was termed as situational couple violence (SCV), cluster three labeled as intimate terrorism (IT) and cluster two adds another type to Johnson’s control typology of IPV, I have labeled it as a family-based intimate terrorism (FIT) in the present study.

After seeing the pattern of item responses for the three clusters, it was important to understand the specific differences among the three clusters. Therefore, again one-way ANOVAs were conducted, along with the follow-up post hoc tests to evaluate the differences among means on each of the control items. The response options for the control items were coded as follows: 0 = never, 1 = rarely, 2 = sometimes, 3 = very often, 4 = always.

**Table 2. One-way Anova Table: The Means & Standard Deviation (SD) B/W Three Clusters With Controlling Behavior**

Variables	SCV (n=29) Mean (SD)	FIT (n=36) Mean (SD)	IT (n=15) Mean (SD)
<b>EMOTIONAL ABUSE</b>			
Yell at you without a reason (F = 33.927, df = 2, p<.001)	1.86 (1.02)	3.22 (0.63)	3.67 (0.61)
Humiliate you in front of other people (F = 52.653, df = 2, p<.001)	0.41 (0.68)	2.25 (0.96)	2.73 (0.79)
Use abusive language (F = 20.890, df = 2, p<.001)	1.07 (1.41)	2.67 (1.35)	3.53 (0.91)
Tell you that you are worthless (F = 77.071, df = 2, p<.001)	1.10 (1.17)	3.53 (0.56)	3.60(0.63)
<b>USING MALE PRIVILEGE</b>			
Expect you to ask his permission before doing anything (F = 14.514, df = 2, p<.001)	1.48 (1.57)	2.97 (1.32)	3.47 (0.74)
Make all the big decisions (F = 4.703, df = 2, p=.012)	1.59 (1.40)	2.14 (1.39)	2.93 (1.33)
Define men's and women's roles to you (F = 61.343, df = 2, p<.001)	0.45 (1.02)	2.97 (1.25)	3.60 (0.50)
Treat you like his servant (F = 58.580, df = 2, p<.001)	0.55 (0.98)	2.89 (1.03)	3.53 (1.06)
<b>ECONOMIC ABUSE</b>			
Give you any money for personal expenditure (F = 8.811, df = 2, p<.001)	1.66 (1.75)	0.42 (0.90)	0.40 (0.82)
Disapprove of you working (F = 13.930, df = 2, p<.001)	0.31 (1.03)	1.92 (1.76)	2.60 (1.72)
Keep money matters secret from you (F = 9.386, df = 2, p<.001)	0.24 (0.91)	1.94 (1.91)	1.73 (1.98)
Take your savings against your will (F = 8.481, df = 2, p<.001)	0.38 (0.90)	0.47 (0.97)	1.67 (1.44)
Force you to borrow money (F = 2.134, df = 2, p=.125)	0.59 (1.24)	1.11 (1.45)	1.47 (1.68)
<b>INTIMIDATION AND PHYSICAL THREATS</b>			
Look angrily/does something that makes you think he is angry at you (F = 100.763, df = 2, p<.001)	0.62 (1.01)	3.11 (.70)	3.60 (0.50)
Destroy something belongs to you (F = 33.981, df = 2, p<.001)	0.07 (0.25)	1.08 (0.90)	2.00 (1.00)
Threaten to hurt self if you don't do what he wanted you to do (F = 3.578, df = 2, p=.032)	0.00 (0.00)	0.19 (0.52)	0.47 (0.99)
Threaten to hurt you or someone you care about (F = 58.367, df = 2, p<.001)	0.79 (1.26)	2.67 (0.58)	3.53 (0.51)
Threaten you with a knife/gun/ acid (F = 17.890, df = 2, p<.001)	0.07 (0.37)	0.33 (0.58)	1.33 (1.17)
<b>SEXUAL CONTROL</b>			
Insist on sexual intercourse when you don't want to have (F = 12.861, df = 2, p<.001)	1.14 (1.74)	2.42 (1.76)	3.67 (0.61)
Use threats to have sex with you (F = 19.376, df = 2, p<.001)	0.38 (0.97)	1.58 (1.61)	2.93 (1.03)
Force you to do something sexual that you found degrading/humiliating (F = 6.612, df = 2, p=.002)	0.31 (0.96)	1.14 (1.77)	2.13 (2.06)
<b>ISOLATION AND JEALOUSY</b>			
Try to limit your contact with friends and family (F = 3.310, df = 2, p= .042)	0.90 (1.54)	1.75 (1.42)	1.87 (1.55)
Express suspicion regarding your whereabouts (F = 66.237, df = 2, p<.001)	0.21 (0.62)	0.64 (1.04)	3.20 (0.67)
Get angry if you speak with another man (F = 35.302, df = 2, p<.001)	0.17 (0.53)	0.83 (0.94)	2.33 (0.90)
Lock you in the room or closet (F = 25.528, df = 2, p<.001)	0.00 (0.00)	0.22 (0.48)	1.13 (0.91)
<b>FAMILIAL CONTROL</b>			
Threaten you to send home to your parents (F = 36.427, df = 2, p<.001)	0.28 (0.75)	2.42 (1.15)	1.00 (1.13)
Threaten you to get married with other woman (F = 19.188, df = 2, p<.001)	0.24 (0.73)	2.00 (1.51)	0.53 (1.06)
Threaten to take away children from you (F = 12.094, df = 2, p<.001)	0.07 (0.37)	1.64 (1.69)	1.00 (1.25)

The means for the cases that fall into the situational couple violence (SCV) cluster are the lowest of the three clusters for 27 of the 28 items, while the IT cluster means are all significantly higher than the means for situational couple violence (SCV) for 27 of 28 items, and family-based intimate terrorism (FIT) for 23 of 28 items. On the other hand, the pattern of means for FIT cluster is a bit complicated. The means are higher than SCV cluster for 27 of the 28 items and lower than the IT cluster for 23 of the 28 items. However, for the three familial control items, the FIT means are higher than both SCV and IT, thus the label “family-based intimate terrorism”.

In addition to being statistically significant, these mean differences are far from trivial. For example, the SCV mean of .41 for “humiliate you in front of other people” represents a response between “never” and “rarely.” The mean of 2.73 for IT represents a response between “sometimes” and “very often.” Moving on to economic abuse, the SCV mean of 1.66 for “give you any money for personal expenditure”, as compared to IT and FIT means of .40 and .42 respectively, shows that that SCV is more likely to allow some economic freedom, although no cluster is likely to give wives money often for personal expenditures. The one item on which there are no significant differences is the rare behavior of forcing one’s wife to borrow money, although even in this case the SCV mean is lowest, followed by FIT, then IT.

**Table 3. Tukey HSD Post-hoc Multi Comparison Between Three Clusters With Controlling Behavior Items**

Dependent Variables	SCV Mean (n = 29)	FIT Mean (n = 36)	IT Mean (n = 15)	F- ratio	Tukey HSD P < 0.05
<b>EMOTIONAL ABUSE</b>					
Yell at you without a reason	1.86a	3.22b	3.67b	33.92	<.001
Humiliate you in front of other people	0.41a	2.25b	2.73b	52.65	<.001
Use abusive language	1.07a	2.67b	3.53b	20.89	<.001
Tell you that you are worthless	1.10a	3.53b	3.60b	77.07	<.001
<b>USING MALE PRIVILEGE</b>					
Expect you to ask his permission before doing anything	1.48a	2.97b	3.47b	14.51	<.001
Make all the big decisions	1.59a	2.14ab	2.93b	4.70	0.012
Define men's and women's roles to you	0.45a	2.97b	3.60b	61.34	<.001
Treat you like his servant	0.55a	2.89b	3.53b	58.58	<.001
<b>ECONOMIC ABUSE</b>					
Give you any money for personal expenditure	1.66a	.42b	.40b	8.81	<.001
Disapprove of you working	0.31a	1.92b	2.60b	13.93	<.001
Keep money matters secret from you	0.24a	1.94b	1.73b	9.38	<.001
Take your savings against your will	0.38a	0.47a	1.67b	8.48	<.001
Force you to borrow money	0.59a	1.11a	1.47a	2.13	0.125
<b>INTIMIDATION AND PHYSICAL THREATS</b>					
Look angrily/does something that makes you think he is angry at you	0.62a	3.11b	3.60b	100.76	<.001
Destroy something belongs to you	0.07a	1.08b	2.00c	33.98	<.001
Threaten to hurt self if you don't do what he wanted you to do	0.00a	0.19ab	0.47b	3.578	0.032
Threaten to hurt you or someone you care about	0.79a	2.67b	3.53c	58.36	<.001
Threaten you with a knife/gun/ acid/kerosene oil	0.07a	0.33a	1.33b	17.89	<.001

<b>SEXUAL CONTROL</b>					
Insist on sexual intercourse when you don't want to have	1.14a	2.42b	3.67c	12.86	<.001
Use threats to have sex with you	0.38a	1.58b	2.93c	19.37	<.001
Force you to do something sexual that you found degrading/humiliating	0.31a	1.14ab	2.13b	6.61	0.002
<b>ISOLATION AND JEALOUSY</b>					
Try to limit your contact with friends and family	0.90a	1.75a	1.87a	3.31	0.042
Express suspicion regarding your whereabouts	0.21a	0.64a	3.20b	66.23	<.001
Get angry if you speak with another man	0.17a	0.83b	2.33c	35.30	<.001
Lock you in the room	0.00a	0.22a	1.13b	25.52	<.001
<b>FAMILIAL CONTROL</b>					
Threaten you to send home to your parents	0.28a	2.42b	1.00c	36.43	<.001
Threaten you to get married with other woman	0.24a	2.00b	0.53a	19.18	<.001
Threaten to take away children from you	0.07a	1.64b	1.00b	12.09	<.001

"Means sharing the same superscript are not significantly different from each other (Tukey's HSD,  $P < 0.05$ )" or "Means that have no superscript in common are significantly different from each other (Tukey's HSD,  $P < 0.05$ )."

As focusing male privilege, the IT mean of 3.47 for "expect you to ask his permission before doing anything" represents a response between "very often" and "always," while the mean of 1.48 for SCV represents a response between "rarely" and "sometimes". Similarly, the IT mean of 3.53 for "treat you like his servant" is halfway between "very often" and "always", whereas the mean of .55 for SCV shows a response between "never" and "rarely".

In the case of intimidation and physical threats items, the IT mean of 2.00 for "destroy something belongs to you" shows a response mean of "sometimes", whereas the mean of .07 for SCV represents a response just above "never".

As for sexual control, the IT means represent the highest control for all three items. for example, the IT mean of 2.13 for "force you to do something sexual that you found degrading", represents a response just above "sometimes", while the mean of .31 for SCV shows a response is just above "never".

Moving on to the IT cluster means of the four isolation and jealousy items, the IT mean of 3.20 for "express suspicion regarding your whereabouts" indicates represents a response just above "very often". The mean of .21 for SCV shows a response is just above "never".

In the case of the three familial control items, the FIT mean of 2.42 for "threaten to send you home to your parents" represents a response halfway between "sometimes" and "very often." The mean of 1.00 for IT shows a response mean of "rarely" Similarly, the FIT mean of 2.00 for "threaten to get married to other woman" represent response mean of "sometimes", while, the mean of .53 for IT demonstrate a response is halfway between "never" and "rarely." In the case of "threaten to take away children from you" the FIT mean of 1.64, shows a

response is halfway between “rarely” and “sometimes”. On the contrary, the mean of 1.00 for IT represents a response mean of “rarely.” and the mean of .28 for SCV is close to “never”. As for family structure, SCV is more likely to occur in nuclear than joint families, IT is about equally likely in nuclear and joint families, and FIT is most likely to occur in joint family. With respect to violence perpetrated by fathers-in-law, 22.2% of the FIT women have experienced violence from their fathers-in-law as compared with none of the IT and SCV women. As for violence carried out by mothers-in-law, 3.4% and 6.7% of the SCV and IT women has been attacked by their mothers-in-law, as compared with 75% of the women experiencing FIT. Finally, moving on to the violence done by brothers/sisters-in-laws, the results show that 44.4% of the sample responded “yes” for FIT followed by IT (26.7%), then SCV (3.4%). These results strongly confirm our decision to label the FIT cluster as “family based intimate terrorism”.

### Family Structure

**Table 4. Cross Tabulation of Family Structure With Types of IPV**

Variables	SCV (n = 26)	FIT (n = 36)	IT (n = 15)	Total (n = 80)
<b>Family Type</b> ( $\chi^2 = 9.657$ , $df = 2$ , $p = .008$ )				
Nuclear (n = 35)	62.1	25.0	53.3	43.8
Joint (n = 45)	37.9	75.0	46.7	56.2

The family structure of the Pakistani family gives importance to men and maintains the woman’s subordinate position in the family. The family structure was assessed with two response options. Nuclear family is coded as 0, while joint family was coded as 1. Table 4 shows that SCV is more likely to occur in nuclear than joint families, IT is about equally likely in nuclear and joint families, and FIT is most likely to occur in joint family.

### Violence from other Family Members

**Table 5. Cross Tabulation of Violence From Other Family Members With Types of IPV**

Variables	SCV (n = 26)	FIT (n = 36)	IT (n = 15)	Total (n = 80)
<b>Father-in-Law</b> ( $\chi^2 = 10.864$ , $df = 2$ , $p = .004$ )				
No (n = 72)	100.0	77.8	100.0	90.0
Yes (n = 8)	0.0	22.2	0.0	10.0
<b>Mother-in-Law</b> ( $\chi^2 = 42.574$ , $df = 2$ , $p < .001$ )				
No (n = 51)	96.6	25.0	93.3	63.8
Yes (n = 29)	3.4	75.0	6.7	36.2
<b>Brother/Sister-in-Law</b> ( $\chi^2 = 13.945$ , $df = 2$ , $p < .001$ )				
No (n = 59)	96.6	55.6	73.3	73.8
Yes (n = 21)	3.4	44.4	26.7	26.2

Table 5 outlines the results of family violence perpetrated by relatives other than husbands. With respect to violence perpetrated by fathers-in-law, 22.2% of the FIT women have experienced violence from their fathers-in-law as compared with none of the IT and SCV women. As for violence carried out by mothers-in-law, 3.4% and 6.7% of the SCV and IT women has been attacked by their mothers-in-law, as compared with 75% of the women experiencing FIT. Finally, moving on to the violence done by brothers/sisters-in-laws, the results show that 44.4% of the sample responded “yes” for FIT followed by IT (26.7%), then SCV (3.4%). These results strongly confirm our decision to label the FIT cluster as “family based intimate terrorism”.

## **Discussion and Conclusion**

It is concluded on the basis of research findings that there are three types of intimate partner (husband) violence in Pakistan. The one is called intimate terrorism because its look very much similar to the intimate terrorism that has been found in studies in the U.S. The second type of intimate partner violence that is labeled as family-based intimate terrorism has no parallel in the U.S studies, while the third type of intimate partner (husband) violence in Pakistan, the present study call situational couple violence because it is very much like to the situational couple violence that has been found in studies in the U.S. one of the major contribution of the present research is the addition of another type to Johnson’s control typology of IPV and the cross-cultural theories of intimate partner violence. This added type is labeled as family-based intimate terrorism (FIT) in the present study.

Overall, it was found that Situational couple violence is low in control across the board. Both FIT and IT are quite high in control for all items. Setting aside familial control for the moment, FIT and IT are high in control and not significantly different from each other for 15 of the 25 remaining items. IT perpetrators are significantly more controlling than FIT perpetrators in the areas of intimidation and physical threats, sexual control, and isolation and jealousy (especially the jealousy items). As for FIT, although FIT perpetrators are somewhat less controlling than IT perpetrators in these three areas, they are *more controlling* when it comes to the use of the familial system for control. The addition of FIT to Johnson’s control typology is further validated with the data analyzed for family structure and violence from other family members that 75% of the respondents were living in a joint family set up and violence was perpetrated by in-laws against women in the family.



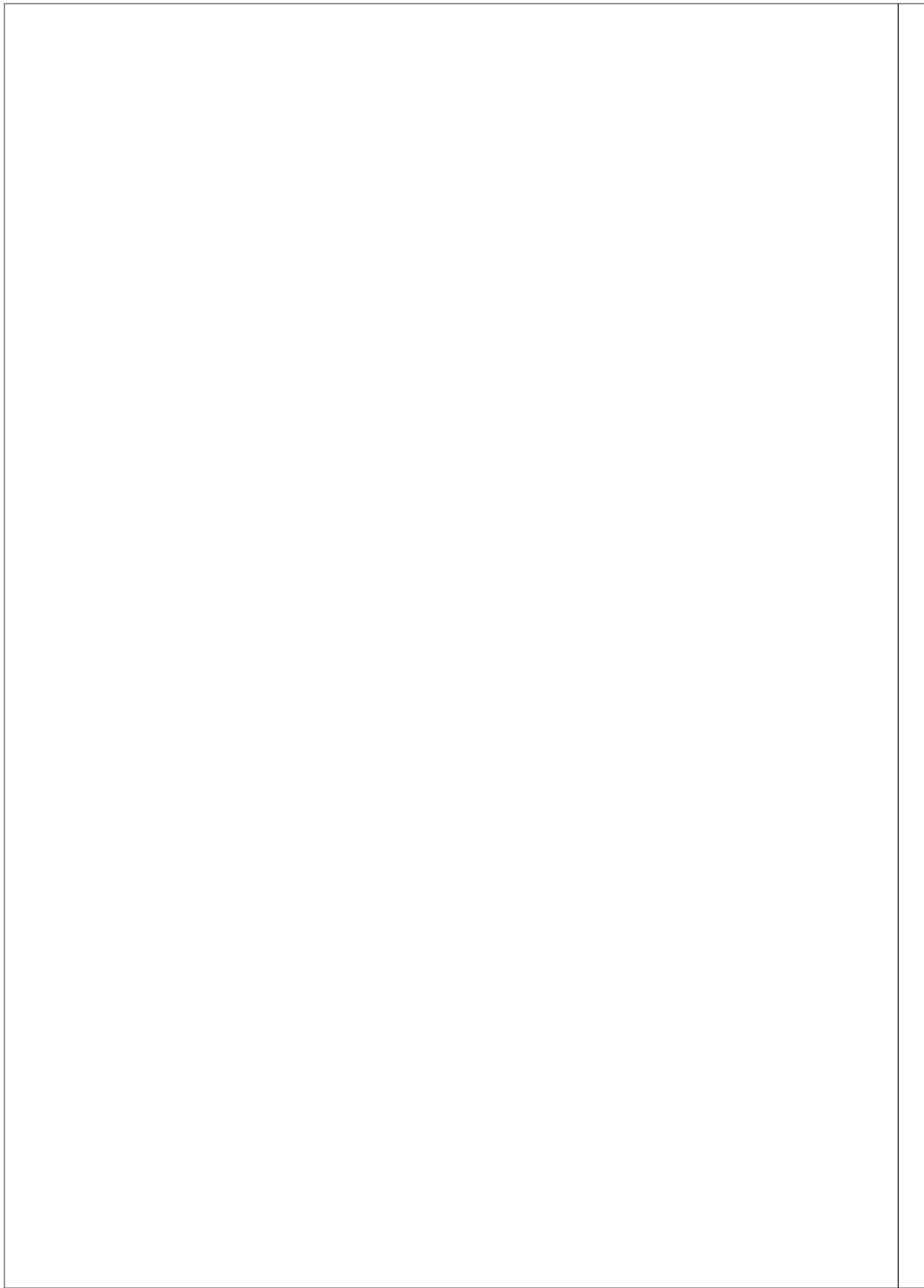
## References

- Ali, T.S., Asad, N., Mogren, I. and Krantz, G. (2011). "Intimate Partner Violence in Urban Pakistan: Prevalence, Frequency, and Risk Factors." *International Journal of Women's Health*.
- Andersson, N., Ho-Foster, A., Mitchell, S., Scheepers, E., and Goldstein, S. (2007). "Risk Factors for Domestic Physical Violence: National Cross-Sectional Household Surveys in Eight Southern African Countries." *BMC Women's Health*, 7(1). pp.1-13.
- Dutton, D.G. (1995). "The Domestic Assault of Women." *Psychological and Criminal Justice Perspectives*. Vancouver. University of British Columbia Press.
- Fariyal, F. Fikree., Sadiqua, N. Jafarey., Razia, Korejo., Anjum Afshan and Jill M.Durocher. (2006). "Intimate Partner Violence before and during Pregnancy: Experiences of Postpartum Women in Karachi." *Pakistan Journals of Pakistan Medical Association*. Vol. 56, No. 6.
- Garcia-Moreno, C., Jansen, H. A., Ellsberg, M., Heise, L., and Watts, C. H. (2006). "Prevalence of Intimate Partner Violence: Findings from the Who Multi-Country Study on Women's Health and Domestic Violence." *The Lancet*. 368(9543). pp. 1260-1269.
- Gelles, R., and Straus, M. (1988). *Intimate Violence: The Causes and Consequences of Abuse in The American Family*. New York. Simon & Schuster.
- Graham-Kevan, N., and Archer, J. (2003). "Patriarchal Terrorism and Common Couple Violence: A Test of Johnson's Predictions in Four British Samples." *Journal of Interpersonal Violence*. 18. pp. 1247-1270.
- Hassan, S. and Malik, A.A. (2012). "Psycho-Social Correlates Of Intimate Partner Violence in Pakistan." *Journal of Psychological Research*. Vol. 27, No.2. pp. 279-295.
- Heise, L., and Garcia-Moreno, C (2002). "Violence by Intimate Partners." In E.O. Krug et al. (eds.) *World Report on Violence and Health*. Geneva. World Health Organization. pp. 87-121.
- Jewkes, R., Levin, J., and Penn-Kekana, L. (2002). "Risk Factors for Domestic Violence: Findings from a South African Cross-Sectional Study." *Social Science & Medicine* (1982). 55(9). pp. 1603-1617.

- Johnson, M. P. (1995). "Patriarchal Terrorism And Common Couple Violence: Two Forms of Violence Against Women." *Journal of Marriage and Family*. 57 (2). pp. 283-294.
- Johnson, M. P. (1999). "Two Types of Violence against Women in the American Family: Identifying Patriarchal Terrorism and Common Couple Violence." Unpublished paper presented at the National Council on Family Relations Annual Meetings. Irvine, CA.
- Johnson, M. P., and Ferraro, K. J. (2000). "Research on Domestic Violence in the 1990s: Making Distinctions." *Journal of Marriage and Family*. 62. pp.948-963.
- Johnson, M. P., and Leone., J. M. (2005). "The Differential Effects of Intimate Terrorism and Situational Couple Violence: Findings from the National Violence Against Women Survey." *Journal of Family Issues*. 26. pp. 322-349.
- Johnson, M. P. (2006). "Conflict and Control: Gender Symmetry and Asymmetry in Domestic Violence." *Violence Against Women*. 12 (11). pp.1003-1018.
- Johnson, M. P., and Leone., J. M. (2012). "Intimate Terrorism and Situational Couple Violence in General Surveys: Ex-Spouses Required." *Violence Against Women*. In press.
- Kimmel, M. S. (2002). "Gender Symmetry in Domestic Violence: A Substantive and Methodological Research Review." *Violence Against Women*. 8(11). pp. 1332-1363.
- Kishor, S. and Johnson, K. (2004). *Profiling Domestic Violence: A Multi Country Study*. New York. McMillan.
- Krug, E. G., Dahlberg, L. L., Mercy, J. A., Zwi, A. B., and Lozaro, R. (eds.) (2002). *World report on Violence and Health*. Geneva. World Health Organization.
- Lindhorst, T., and E. Tajima. 2008. "Reconceptualizing and Operationalizing Context in Survey Research on Intimate Partner Violence." *Journal of Interpersonal Violence*. 23(3). pp. 362-388.
- McCloskey, L. A., Williams, C., and Larsen, U. (2005). "Gender Inequality and Intimate Partner Violence Among Women in Moshi, Tanzania." *International Family Planning Perspectives*. 31(3). pp. 124-130.
- Patrizia, R. (2008). *A Deafening Silence: Hidden Violence Against Women and*

*Children. London. The Policy Press.*

- Rabbani, F., Qureshi, F. and Rizvi, N. (2008). "Perspectives on Domestic Violence: Case Study from Karachi, Pakistan." *Eastern Mediterranean Health Journal*. Vol. 14, No. 2. pp. 415-426.
- Tariq, Q. and Ismail, Z. (2013). "Impact of Intimate Partner Violence on Mental Wellbeing of Women in Pakistan." *Journal of Humanities and Social Science (IOSR-JHSS)*. Volume 12, Issue 3.
- Tolman, R. M. (1989). "The Development of a Measure of Psychological Maltreatment of Women by Their Male Partners." *Violence and Victims*. 4. pp. 159-177.
- World Health Organization/London School of Hygiene and Tropical Medicine (2010). "Preventing Intimate Partner and Sexual Violence Against Women: Taking Action and Generating Evidence." *World Health Organization Report*. Geneva.
- World Health Organization (2013). "Global And Regional Estimates of Violence Against Women: Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence." *World Health Organization Report*. Geneva.
- Zakar. R., Zakar, M.Z., Mikolajczyk, R. and Krämer, A. (2012). "Intimate Partner Violence and its Association with Women's Reproductivehealth in Pakistan." *International Journal of Gynecology and Obstetrics*. 117. pp. 10-14.
- Zakar, R., Zakar, M.Z., Mikolajczyk, R. and Kraemer, A. (2013). "Spousal Violence Against Women and its Association with Women's Mental Health in Pakistan." *Health Care for Women International*. DOI:10.1080/07399332.2013.794462.



## **A Study on Patient Satisfaction at Out Patient Department in a Private Hospital, Karachi**

**Sakina Riaz**

*Patient Satisfaction has emerged as an increasingly important health outcome and it measures all aspects of care provided in a hospital. The real benefit of Patient satisfaction survey is that it provides information about hospital performance. It serves as an indicator, and if the indicator is below the average level, it is signal as well as an opportunity to review practices and determine whether there is a need to make adjustments in current health care practices. A cross-sectional descriptive study was conducted in a hospital setting for the primary purpose of identifying patient satisfaction at various outpatient departments in a private Hospital, Karachi. Data were analyzed on Excel 2007 and interpreted by using frequency distribution (percentage method). The results of this study revealed that majority of the respondents were satisfied with the existing services provided by the outpatient department. Although only a small proportion of patients expressed dissatisfaction with services and care they received. Though, it also reported that there are certain areas which need to be improved like waiting time, the procedure for obtaining or recovering medical records, and shortage of medicines in the pharmacy and cleanliness of washrooms. Further studies are being recommended to support this study.*

**Keywords:** *Patient Satisfaction, Hospital, Out -Patient Department*

### **Background**

Hospitals are made to accommodate the necessities of patients in any society. Patients are the customers of the services provided by the hospital in any particular setup. Therefore, it is a basic need of Patients that healthcare facility has to continue available and accessible at any time or place when needed.

The patient's knowledge, experiences and their satisfaction with services has become an important parameter in health services quality management, reflecting a new approach to focus towards patient-oriented health care services. A hospital acts as a bridge between patients and health care services provider.

Hospitals are responsible for providing care on time when needed. The surveys about performance are valuable data sources in measuring hospital's quality of care with reference to the fees and services. Initially, the perception of quality services in the health care system has been familiarized first in the developed nations. Hence, this concept speedily becomes the focus of concern in health care organization around the world. Today, many countries are now concentrating their attention on health care quality. With the passage of time, due to advancement in technology and availability of resources, the requirement of the society has changed. As a resultant, health care system has also changed the way of delivering care and a patient has become the center of the process. During the last three decades medical researchers had focused on "patient Satisfaction". Today, managers who are working in any health care set-up, they have to improve their attentiveness and responsiveness from the patient perspective. Similarly, from management perspective, patient satisfaction in health care is very significant because satisfied patients are more likely to sustain a reliable relationship with a specific health care institution and they become the loyal and satisfied customer of the hospital. On the other hand, by recognizing the causes of dissatisfaction, an organization may handle the system weakness promptly.

Accordingly, the hospital has always running with two main departments in its operations: in- patient and out-patient departments. Out Patient Department are the main point of dealings and a prime source of interaction with a patient and serve as a mirror or a window to any health care services provided to its community. The care provided in OPD indicates the quality of services of a hospital and is reflected through patient's satisfaction.

According to Kunders (1998):

'Out Patient Department in any hospital is considered to be a shop window of the hospital'<sup>1</sup>

### **Defying Patient Satisfaction: A Complex Concept**

Patient satisfaction is a difficult concept to operationally defines, as it is perceived differently in many socio-cultural background. It is very diverse from patient's age, education, knowledge, urban and rural background, personality traits and employment status. Due to the diversified nature of this concept, we can say it is varies from person to person and their exposure, Person's education and socio –economic factors are also play an important role in this matter. For example, when patients have inadequate knowledge and have low expectations of service quality, there could be a possibility to record a high satisfaction scores.

In any hospital, the main goal of achieving maximum patient satisfaction is the main concern of management and physician as well. Generally, the objective of determining the patient satisfaction is to assist the patients and to address their needs. This is very demanding and is often emotional in nature. In the era of globalization, health issues are very complex and multidimensional. Understanding the patient satisfaction is concerned with the interface between services delivery system and patient; increased patient satisfaction requiring innovative responses across professions at all levels in health care organization. Today, around the globe, patients' opinion are being given more valued in policy-making.

(WHO, 2000) pointed out that "The mission of health systems expanded to meet the population's health needs and expectations regarding how patient should be treated by providers"

The concept of satisfaction is very challenging in its nature especially when it defines to others. The role of patient satisfaction is extremely important in accelerating or destroying the image\repute of the doctor and the health care organization.

Shikiar and Rentz (2004) have suggested a three-level hierarchy of satisfaction, which are given bellow:

1. Satisfaction with health-care delivery (i.e., the clinic or service, including issues of accessibility, clinician-patient communication, quality of facilities).
2. Satisfaction with treatment (i.e., with medication and other aspects of the treatment, e.g., dietary and exercise recommendations).
3. Satisfaction with medication (i.e., focusing on the medication).

As a matter of fact, evaluating patient understanding and feed -back is extremely important in healthcare organization as compare to business sector because of satisfaction's influence on health outcomes. It is one of the indices to examine the accomplishment of its services from patients' perspectives. Besides, this it helps to patient to trust on doctors, respect the norms and value and procedures of the hospital and become a part of some kind of network of loyal relationships and also reflects on how quickly and systematically healthcare services are distributed among patients. Increased patient satisfaction has become a serious financial concern in hospitals as poor patient satisfaction ratings may affect a hospital's standing in health care industry' especially in private set up. It is a genuine fact and nobody can be ignored that patients are

the key person who needs care with respect. Furthermore, the efficiency and quality of care should to be examined through a patient's opinion and experiences. As a Matter of fact, a satisfied patient will always share his experiences only to the people of his concerns (friends and family). Whereas, a dissatisfied patient always will criticize about the hospital services to the people publically and it is noticed that the spread of bad experiences always have in a greater in number.

In the literature, there are enormous studies concerned with the determinants of patient satisfaction in terms of expectations, health status, socioeconomic and demographic characteristics and also of service characteristics.

Abramovitz et al., (1987) stated that :

“it was observed that expectations do not totally explain satisfaction with service but influence positively patient's satisfaction”

### **Influencing Factors for Patient Satisfaction**

In Pakistan, like other developing countries, Patient satisfaction in private hospital has enumerated with many contributing factors which play an important role which includes;

- Geographical accessibility of hospital.
- Quality of services
- Quick Response on Patient Call.
- Proper Patients Appointment system.
- Limited Waiting time to see doctor.
- Doctors Handling (maintain patients confidentiality & dignity)
- Responsible attitude of Receptionist and cashiers.
- Availability of Famous experienced and specialize Consultants.
- Availability of skilled Human Resource.
- Cordially attitude of nurses.
- Proper Hospital Medical Record System
- Economical Cost of Treatment.
- A purpose built building with Proper Out Patient Department.
- Availability of Lab & Diagnostics facilities.
- Up-dated/latest equipments and facility of procedures for walk in patients.
- Safe ,Calm and Clean Environment
- Clean Toilets and good quality of other basic amenities.
- Availability of proper Pharmacy.
- Comfortable Waiting room with comfortable chairs.



The above-mentioned are the list of patient's expectation in any private hospital set-up. In private set-up the concept "pay for services" has the main focus of patients and their relatives and therefore, the demands are very high.

### **Health Ccare System in Pakistan**

Pakistan is a developing country in South Asia. Over the past years, the Pakistan health care system has developed. At present the Pakistani health care system is a mixture of public, non-governmental and private (for profit and not-for-profit) service delivery, with a developing governmental health insurance system. At present the Pakistani health care system is a combination of public, non-governmental and private (for profit and not-for-profit) health care institutions. Currently there are two types of hospitals functioning in Pakistan— Private Sector and under Government control. The former, equipped with modern facilities, charges fees which are beyond the means of a majority of people in the country, and the latter lacks of expertise and modern equipment to tackle with serious diseases.

In short, the condition of government hospitals is very bad. Lack of availability of funds, creates many difficulties for patients. There is lack of accountability is very common among the staff working in government health care institutions.

### **Study Objective**

The current study aims;

- (1) To evaluate patients' level of satisfaction at outpatient department regarding services provided by hospital
- (2) To identify the perceived strengths and weaknesses in out –patient department
- (3) To find out the factors affecting patient's satisfaction in a private hospital in Karachi city.

### **Indicies**

Following are the study indices:

- Access – Availability – convenience
- Consultant/ Staff Communication with patients
- Staff Attitude with patients
- General satisfaction
- Technical quality
- Time spent with doctors
- Interpersonal aspects

### **Process Flow Patient Arrival at OPD**

The researcher observed the following four- step process for patients who seek consultation at Out Patient Department in Liaquat National Hospital, Karachi.

Step 1: Patient Arrives at the Registration Counter

Step 2: Payment Slip Given to Patient and Asked to Wait in the Waiting Area

Step 3: Patient -Called for Initial Assessment

Step4: Patient Assessed by Doctor or Consultant

Step 5: Patient advised for medication \ Lab investigation or further follow-up for the next visit.

### **The Significance of the Study**

Present study was carried out to investigate patients 'satisfaction in outpatient department in one of the largest hospitals in town. By using questionnaire aimed to identify the problems faced by patients at OPD and solve them timely and strategically. Outcome of the present patient satisfaction research as a result have a wide implications for up-grading in patient care services in hospitals especially in out patient department.

### **Study Limitations**

The present study was conducted in outpatient department of a private hospital in Karachi. The time for completion of the study was limited and the researcher was personally collected the data without any other personal or financial support. .

### **Study Design and Method**

The nature of current study is based on quantitative methodology. This study is descriptive because of the nature .In the present research the researcher has chosen the Liaquat National Hospital as sample and the out-patient departments of Hospital were selected as study population. The hospital was selected as study population because this hospital is the largest hospital in the private sector and provides a range of services to of a large majority of patients coming from all over Karachi as well as from other parts of Pakistan. This study data was carried out at Liaquat National Hospital, from June 28, 2014 to July 28, 2014, excluding public holidays. During this duration, patient from Medicine, surgical ,ENT OPD were chosen because in these OPDs patients are comparatively in better condition to express their feelings .the study participants belongs to almost all socioeconomic classes. The research instrument for data collection was a structured interview questionnaire, and observations were used as measurement tool for this study. A questionnaire was designed to assess the patient satisfaction regarding the availability, accessibility, and also examine

their perception about the behavior of staff and time spent with doctor, communication skills in study questionnaire. A 5-point Lickert scale was used for scoring, depending on patient's agreement or disagreement with a statement.

The study target population was OPD patients aged 18 years and above who returned to OPD after previous visits were the eligible respondents of the study.

### **Study Sample**

This study required a sample size of 140 to fulfill our objectives at 95% confidence interval, and 5% sample error. This sample size was calculated assuming a 50% variance due to paucity of prior studies on the subject. It was further adjusted for a 10% non-response rate; bringing the total sample size to 140 respondents. Convenience sampling method was used to collect the data.

The interview questionnaire method was used as a data instrument for assessing the patient satisfaction towards the services in Liaquat National Hospital. A total of 140 patients were consecutively selected and interviewed using a comprehensive questionnaire. Verbal consent was taken from every patient before interview. The data was collected by direct face to face interview. Inclusion criteria were patients above 18 years, who visited hospital clinics as out -patient. Twenty –five patients and 25 patients' attendants were selected for pre- testing of the questionnaire.

The questionnaire containing questions on socio-demographic characteristics, patients care, waiting time, adequacy of facilities in the hospital. Keeping in view the possible problem that patients may experience in filling in the questionnaires it was decided by the researcher to use interviewed method for this study. People who could not understand the questions asked by the researcher, either due to a language barrier or poor health condition or who refused to participate in the study, were excluded from the survey. Data was entered in Microsoft Excel 2007 and data were analyzed using Frequency distributions (Percentage method).

### **Data Analysis**

Data collection was done by a structured questionnaire comprising of twenty two questions (or items) relating to different aspects of hospital services. The study questions aims to cover the following aspect like consultation services,waiting time before being attended by doctors; respect during personal examination; clarity of explanation about treatment; possibility of obtaining information on other type of treatment; Nursing care ,staff attitude, cleanliness. In each scale, patient responses on items have been recorded through five relative scores.

**Table 1: Likert Scales of Patient Responses for Assessing Patient Satisfaction in Out Patient Department**

Patient Responses Statement	Value	Explanation
Strongly Agree	5	Indicates highest level of satisfaction with hospital services
Agree	4	Indicates high level of satisfaction with hospital services
Neither Agree Nor Disagree	3	Indicates medium level of satisfaction with hospital services
Disagree	2	Indicates low level of satisfaction with hospital services
Strongly Disagree	1	Indicates lowest level of satisfaction with hospital services

Section A - Table 1 Respondents distribution by Socio-Demographic

Soci-Demographic Characteristics	N =140 (Study Population)	Percentage %
<b>Age in Years</b>		
18-30	35	25%
31-40	27	19.2%
41-50	13	9.2%
51-60 and above	65	46.4%
<b>Gender</b>		
Male	75	53.5%
Female	65	46.5%
<b>Marital Status of the patients</b>		
Married	89	63.57%
Unmarried	20	14.28%
Separated/ widow	31	22.14%
<b>Education</b>		
Primary	28	20.12%
Secondary	20	14.28%
Intermediate.	20	14.28%
Graduate and above	72	51.42%

**Section B Table -2**

Patient Satisfaction At OPD <b><u>Consultation Services</u></b>	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Good follow-up by the doctor. Asked about your illness in detail	59 (42.14%)	56 (40%)	13 (9.28%)	11 (7.8%)	1 (0.71%)
Consultants spent enough Time for examination	98 (70%)	34 (24.2%)	4 (2.8%)	4 (2.8%)	-
Consultants listen carefully and understand your concern.	119 (85%)	12 (8.5%)	9 (6.42%)	-	-
How well physician kept your privacy and confidentiality	108 (77.14%)	18 (12.85%)	6 (4.28%)	4 (2.8%)	4 (2.8%)

**Table -3**

Patient Satisfaction At OPD <b><u>Nursing Services</u></b>	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Cordiality of nurses	44 (31.42%)	52 (37.14%)	12 (8.57%)	32 (22.85%)	-
Nurses' explanation to queries of patient	<b>75</b> <b>(53.5%)</b>	35 (25%)	6 (4.28%)	<b>20</b> <b>(14.28%)</b>	4 (2.8%)
Patience of nurses	<b>87</b> <b>(62.14%)</b>	<b>38</b> <b>(27.14%)</b>	2 (1.42%)	10 (7.14%)	3 (2.14%)

**Table -4**

Patient Satisfaction At OPD <b><u>Pharmacy Services</u></b>	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Quality of medicines	<b>89</b> <b>(63.57%)</b>	<b>38</b> <b>(27.14%)</b>	1 (0.71%)	2 (1.42%)	9 (6.42%)
Affordability of medicines	12 (8.57%)	98 (70%)	-	18 (12.85%)	12 (8.57%)

**Table -5**

Patient Satisfaction At OPD Accessibility towards OPD Services & Waiting time	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Too much Waiting time for getting treatment from doctor	102 (72.85%)	27 (19.28%)	-	11 (7.8%)	-
Too much waiting time for getting out patient appointment	<b>89</b> <b>(63.57%)</b>	12 (8.57%)	5 (3.57%)	28 (20%)	6 (4.28%)6
Services Process	34 (24.2%)	66 (47.14%)	13 (9.2%)	11 (7.85%)	29 (20.71%)
Schedule Working Hours of OPD is adequate?	13 (9.2%)	98 (70%)	5 (3.57%)	20 (14.28%)	4 (2.8%)

**Table -6**

Patient Satisfaction At OPD <b>Over all hospital OPD Services</b> (Why you choose this Hospital)	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Quality of consultation (good follow up)	102 (72.85%)	11 (7.8%)	-	18 (12.85%)	9 (6.42%)
Efficiency	<b>38</b> <b>(27.14%)</b>	58 (41.42%)	13 (9.2%)	22 (15.71%)	9 (6.42%)
Diagnostic facilities	88 (62.85%)	52 (37.14%)	-	-	-
Would you like to recommend LNH to your Family and friends if they need	115 (82.14%)	18 (12.85%)	-	6 (4.28%)	1 (0.71%)

**Table -7**

Patient Satisfaction At OPD <b>Registration Services</b>	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Time to make an OPD Card (speed of Process)	35 (25%)	52 (37.14%)	13 (9.2%)	40 (28.57%)	-
The attitude of admission staff (Courtesy of the person)	<b>38</b> <b>(27.14%)</b>	46 (32.85%)	6 (4.28%)	44 (31.42%)	<b>6</b> <b>(4.28%)</b>
The attitude of OPD staff showed good communication skills.	<b>6</b> <b>(4.28%)</b>	<b>89</b> <b>(63.57%)</b>	-	45(32.14 %)	-
Numbering System to see doctors	52 (37.14%)	<b>16</b> <b>(11.42%)</b>	5 (3.57%)	66 (47.14%)	1 (0.71%)

The above-mentioned data shows that a large majority of patients were not satisfied (47.14%) with patient numbering system to attend the clinic. A marginal number of respondents (i.e 11.4%) showed satisfaction in this regard.

### **Findings & Discussion**

The present study tries to highlight that doctors have a strong role in patient understanding with the facilities offered by the hospital and that the teamwork especially between nurses and doctors is play a vital role to confirm the best conceivable care. Overall, the patient experience as characterized by the survey responses is a positive one. About 90.2% of respondents graded their overall satisfaction with hospital existing services as good to very good. However, 77.14%are satisfied with the respect for their privacy, 72.85% are contented with the care they received and 85% are satisfied with the physician’s explanation of their health condition. The majority of the patients 72.85% patient had an overall good experience regarding doctor services, while only 53.5% had a good experience with nursing explanation to queries of patient. Approximately, 70 % respondents had a good approachability in term of Out-Patients working timing although more than half (63.57%) had good availability in terms of waiting times to see the doctors. Finally, 82.14% would like to recommend the out-patients department to their friends and family respectively. Interestingly, the present study showed that older patients were more satisfied than the younger ones; females were found more satisfied than males. Nevertheless, patients who were

waiting long time (more than one hour) in the waiting area, to see doctors in the respective OPD, were had a smaller amount satisfied.

The area showing the principal sources of dissatisfaction are the time spent in the waiting room (72.85%very dissatisfied) and consultant late arrival at OPD. During the course of data collection, the researcher had received huge complaints related to consultant late arrival at OPD. 47.14% Patients stressed that Numbering Systems has to be followed and strict action be taken for violation except for medical emergency. During the survey, a number of complaints were received regarding the presence of Pharmaceutical Representatives in OPD timings. There was a high level of dissatisfaction (73%) among patients regarding the presences of them and most of the Patients suggested that these representatives should not be allowed to visit during OPD timings. It was noticed that most of the patients (63.57%) and their attendants were satisfied with the attitude of reception / cash collection staff. It was also observed that for patients there is a lack of awareness about Consultant Clinic days and its timings as well. Most of the patients observed that the cleaning staff like Sweepers usually wears dirty uniform and washrooms at OPD need attention. They also reported about Lack of availability of Cold drinking water facility for patients.

## **Conclusions & Recommendations**

Although this hospital have an the efficient and effective supervision system but there was a level of dissatisfaction among the respondents about the late starts of the OPD services, especially in the morning when the number of patients is huge (72.85%).More than half of the Patients were satisfied with doctors attitude (70%). This study showed that the main reason for patient dissatisfaction in out-patient departments were long waiting timing (72.85%); Staff attitude (31.42%) non-availability of prescribed medicine (37.14%) ,dirty wash rooms (72.85%) and hospital cost (68%) respectively.

Patients also pointed out that junior doctor have lack of confidence, experience and medical expertise. It is also reported that Patients are facing a lot of difficulties due to hospital pharmacy affairs and they have to wait for a long time for the medicine from the pharmacy and mostly drugs are not available in the hospital pharmacy. That adds to their misery. Patients also complained about inadequate information about hospital services.

The results of this study revealed that most of the study respondents were satisfied with the present facilities provided by the out- patient departments especially the quality consultation and diagnostic facilities. Waiting is an important



issue for out- patient service department because Patients travel long distances to reach there and their whole day programme is up-set because of delays in OPD operation. This study showed that many of the consultants come late in OPD and due to this cause there is a delay in whole affairs of OPD. Most of the patient demands that if Consultant starts OPD work on time by consultant their time will be saved. It is suggested that out patient's clinic should start on time. Leave of Consultant information should be highlighted in respective OPD's at least one week earlier.

However, it also showed that there are selected areas that require to be upgraded like provisions of toilet facility, handling in retrieving records, and accessibility of medicines in the pharmacy.

This study also recommended, among other the following: there is a need for Patient's instruction regarding self-health care, facility utilization must be upgraded. Attitude of the Junior Doctor is required to be improved. A training of reception / admission, OPD Staff be conducted for dealing with patients particularly.

It is recommended that Strategic marketing for OPD is needed (inside hospital and outside) in various ways. (Banners, Posters, Flayers, Personnel Approach). Information should be provided regarding Consultation OPD timings and Brochure may be displayed in various places like information counter and OPD areas so that information can spread easily.

Quality control in all areas of cleaning procedure requires serious attention immediately. Further studies are being recommended to support this study / observation.

In this study, the researcher has reported the expectations of the patients in a selected time of data collection. This is a significant footstep in the improvement of future patient-doctor interactions. Doctors and Management may keep the expectations as opportunities for future growth and may overcome these barriers which ultimately increase their performance. It is also proposed that further research on this topic should be conducted in the future in order to improve the level of care provided to the patients. For this study, it is recommended that improvement is needed in a few items of accessibility and courtesy. Extensive analytical studies should be performed to substantiate these particular findings. Finally, keeping up to date with best health care practices, staff continues training, and professional ethics makes the thing much better.

In conclusion, there is a need to train hospital staff by providing them local ideology and culture, philosophy and eastern values of sick patients which will be helpful in dealing patients nicely and quickly.

## References

- Abramowitz, S., Cote A., Berry E. (1987). "Analyzing Patient Satisfaction: A Multi Analytic Approach." *Quality Review Bulletin, Joint Commission on Accreditation of Hospitals. Quality Review Center*, Vol. 13:122-30.
- Kunders, G.D. (1998). *Hospitals – Planning, Design and Management*. New Delhi. McGraw-Hill Publishing Company Ltd. pp. 328-342.
- Nuti, S., Bonini A., Murante, A.M. and Vainieri, M. (2009). "Performance Assessment in the Maternity Pathway in Tuscany Region." *Health Service Management Research*. Vol.22. pp. 115-121.
- Sarantakos, S. (1998). *Social Research*. Victoria, Australia. Charles Stuart University.
- Shikiar, R. and Rentz, AM. (2004). "Satisfaction with Medication. An overview of Conceptual, Methodological, and Regulatory Issues in Health." *Value Health*. Vol.7. pp.204–15
- World Health Organization (2000). *The World Health Report. Health Systems: Improving Performance*. Geneva. Switzerland.

## **Social Work Teaching in Pakistan Problems and Remedies**

**Nasreen Aslam Shah**

*Social work is a new subject which is fighting for its place in the Pakistani society. Centuries ago the idea of welfare state began to influence the state policy. Social work is a practice-based career and an educational self-discipline that encourages change and development, social communication, power and the freedom of people. It is amply explicit that the concept of social work concerns the social development of society. Concepts of public rights, human rights, combined liability and regard for diversities are central to social work. The profession of social work is designed from three motions, these are: the charity organization society (COS) movement, the settlement homes activity, and the growth of organizations to deal with the whole range of public problems. For social work in Pakistan, the prime functions, principles, and mandates have to be exhaustive. In social work teaching the lack of facilitative attitudes towards teachers and students, inadequate research in social work, and lack of co-operation with the community are the main problems. The remedies include: an overview of social work teaching in universities, research and scope of social work, and improvement in social work and SW department-community relationship. The paper aims at providing insight on (1) the problems of teaching social work. (2) The remedies to improve social work teaching.*

**Keywords:** *Social Work, Social Policy, Social Welfare, Social Development, Research.*

### **Introduction**

In a study, social work has been defined as: “a term used to describe a variety of organized methods of helping people in some need which they cannot meet unaided” (Mitchell, 1979:204). However, “Social work is a regulation or career amongst many others that is involved with the wellness and well-being of the population or at least certain categories within the populace” (Neil Thompson, 2000:8-9). According to International Federation of Social Workers, (IFSW,

2014), social work is a practice-based career and an educational self-discipline that encourages social change and development, social consistency, empowerment and the liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work.

The definitions above, generally consider social work to be an aspect related to social development of society. Social work has its origins in the social and financial difficulty wrought by the Commercial Revolution. It concentrates on charitable work but the area must now be recognized in much wider terms. In particular, it is the societal struggle to deal with poverty and its resultant issues such as racial discrimination, sexism, and elegance based on age and or on actual physical or psychological impairment (Payne, 2011). Currently, public work is known for its crucial and natural strategy to knowing and all the surrounding in public issues (Poppo, et. al., 2011).

Even before the American Trend, solutions to the inadequate, to children, and to the psychologically ill had been recognized in North America, many using the inadequate rules recognized in Britain to determine who should receive solutions and the content of those solutions. By the early Nineteenth century, states had started offering relief through cities and regions (Glicken, 2010).

Centuries ago the idea of welfare state began to influence the state policy and action. In most cases the state directly participates in the economic sphere. It controls and regulates wages, cost of living and prices, finances, credit, currency, foreign exchange, banking insurance, and several other matters are regulated and controlled for the benefit of common people (Khalid, 1982:1-13). Briggs provides beginning and popular meaning of the well being condition, which is a condition in which energy is purposely used in an attempt to alter the perform of industry causes in at least three directions: ensuring a lowest earnings, reducing the level of insecurity; and by providing all people a variety of public solutions. Briggs factors out that the first two circumstances are involved with lowest requirements, and can be met by a 'social support state', but the third goes beyond this to be involved with the best possible (Alcock and Powell, n.d.)

The career of social work is usually regarded to have designed from three movements: the charity organization society (COS) movement, the agreement house activity, and a third, less clearly described activity, the development of organizations to deal with the whole variety of social problems. All had their most fast development during the 19th century, and all increased out of the church (Agnew, 2004). The teachings of Islam and the core of social work have

similarities in their helping nature such as maintaining human pride, social rights, helping the desperate and poor, and reliability (Barise, 2005).

The western model of social work has been followed in developing and most Islamic countries regarding the approach of universal professional practice. This model is largely failed in most of the countries after fifty years of western social work practice; the reason is exclusion of their religious values and spiritual aspects. During the last decade, western professionals realized the inefficiency of social work due to avoidance of religious aspects in its theory and methodology (Dabbagh, n.d.).

In summary, it is amply explicit that the concept of social work concerns the social development of society. The concept of development was first appeared as a place of interest in the twentieth century. After the Second World War, intellectuals and practitioners desired to research causes of poverty and under growth in a more methodical and continual way than it had been before. For several decades after the Second World War, both Liberal and the Marxist specialists saw states as enjoying main part in the procedure of growth through their instructing place in the domination of society (Ellis and ter Haar, 2005:11-12).

The basic purpose of social growth is to create an allowing environment for people to live healthy life, healthier and creative lives'. Overall, individual growth is a process of increasing the size of people's options. The most critical ones are: to lead a lengthy and healthier life, to be knowledgeable, and to enjoy a reasonable quality of life. Additional options include political independence, assured individual rights and self respect. The key aspects of human development are: Earnings are resources not an end, people are ends not a resources, people are important sources, and major concentration is on basic needs of society, and independence to choose is given concern. Thus public growth issues increasing human options and is nicely related to social work.

Social Development in Pakistan deals with issues related to poverty alleviation, job opportunities', equity, and social justice. Practically, these aspects are related to the opportunities of education, health, social welfare, and housing. In Pakistan, the education sector suffers low efficacy for implementation of programs and insufficient funds and budget allocation with poor management, supervision and teaching. So Pakistan has one of the lowest rates of literacy in the world, among the comparative socioeconomic countries. This less budget allocation cause terrible performance of education sector. Efforts have been made to outline such a curriculum in accordance to our moral, cultural, modern values and national requirements in different fields and

disciplines. These steps can increase the literacy rate in Pakistan (Memon, 2007:48). The discipline of social work and its teaching, therefore, needs to have a broad theoretical and practical approach (Turner, F.J. ed., 2000).

The paper covers: (1) the problems of teaching social work. (2) The remedies to improve the social work teaching.

### **The Problems of Teaching Social Work**

A number of authors have lamented the state of social sciences including social work, in Pakistan (Inayat, 2005; Nadeem, 2007). The poor state of social work teaching has also been reported in some studies (Khalid, 1982). The HEC has also taken a notice of the social sciences education, including social work, in Pakistan, Some remedial measures have been suggested in this context. This section covers: (1) Lack of facilitative attitudes towards teachers and students. (2) Inadequate research in social work. (3) Lack of co-operation with the community.

#### **Lack of Facilitative Attitudes Towards Teachers and Students**

Social Work education begins in a structured manner at higher educational institutions. It is followed by practical internships (Khalid, 1982). The teaching is an ongoing process that occurs through researches and training on the workplace. (IFSW, 2014) sees social work is being depending on a technique and a methodical human body of evidence-based knowledge (Hak, 1991). It is derived from research and practice evaluation. It includes local and indigenous knowledge specific to its context. It also recognizes the complexity of interactions between human beings and their environment. The capacity of people is affected by many bio-psychosocial factors. The teaching has to work at constant broadening of the scope of social work (Ahmadullah, 1964).

According to Asad Zaman (2006:125-134), before rushing to solutions there is a need for an accurate diagnosis. The decline of social sciences in Pakistan has not been analysed properly. There are reasons for the decline. Usually the answer is lack of money. It is a common bondage that higher numbers of students do not like to join social sciences (GOP, 2001). Because of MBA and MBBS are better paid as compared to social scientists. Other professions are offered best salaries. When social scientist will start earning well, the enrolment will increase. Low wages for social scientists means that the social sciences are not very valuable or productive for society. The poor attention to social sciences is an extremely serious problem (Barker, 2009).

The attitude towards students and teachers by university administrators and beaurucrates are not very helpfull. Students and teachers work in tendon towards their academic-professional goals, but they alone cannot make or

break the impetus for quality in teaching. It is, therefore, very important that university pays close attention to their needs, their working conditions, and their conveniences. In order to facilitate their push towards quality education, provision of facilitative attitude is essential (Babcock, 2000; Thomas, 2000; Khalid, 2001).

Also students-teachers friendly attitudes need to get together in a positive way. At present, the majority of students and teachers in public universities do not experience a facilitative teaching learning environment. Students miss precious minutes of early classes everyday because the buses do not arrive on time. Study chores are chosen without the benefit of counselling. The learning environments are poor. The mental endeavours are unholy wasted (Turner, 1996; Kiayni, 2000).

Assessing the quality of academic environment, both learning and teaching, demands that student- teacher friendly environment should be created. Teaching demands an environment of love and accepting of the best. It is necessary that this relationship is given conducive environment. The single theme underlying all the above, is to have, a facilitative attitude towards teaching. Thus, in any planning for quality in teaching the facilitative attitude, of all stake-holders of administrative and academic staff, towards students as well as towards teachers is of prime importance (Mukhopadhyay, 2005).

### **Inadequate Research in Social Work**

In social work education there is a marked paucity of research. It includes lack of work in curriculum development, and poor teaching methodology. There is an importance of curriculum development at the classroom level is compared to strategic level. A three-phase model for curriculum development, which is applicable and useful for teachers, was suggested (David, 2006: 22-42).

The analysis-action approach concerned the improvement of the curriculum, and focused on the development of teacher as a change agent. The merger of situational analysis and action research has its implications on curriculum development and quality teaching in classrooms. The analysis-action process brought about positive changes in the daily functioning of curriculum in educational setting (Brady, 1999; Parkay, 2006).

The social work teaching emphasizes on teachers to grow professionally. The growth and learning are now seen to be at the heart of teaching learning process. If the teacher's professional learning process does not take place regularly, the efficient functioning of the teaching process is affected (Lovat, 2003). Presently, universities in Pakistan do not lay stress on syllabus and

curriculum development and its implementation. Research work does not cater for the needs of the country.

Apart from the problem of curricula development, the teaching methodologies in the social sciences are on a dismal state (David, 2006:43-48).

In Pakistan, scholars blame the problem to five factors: These are: culture of the state and society, the culture of the university and institutes of higher education, the goal to which education is oriented, the lack of financial resources, and the teaching and learning practices of the faculty. According to the 1998-2010 education policy, education has been seen as a agent of change in all societies, but dilemma in Pakistan is that it is used to perpetuate tradition. With an orientation aimed at reproduction, it is no wonder that teaching has become to resemble what Freire (1970) calls them “banking concept of education.” Teachers transfer text books facts through lectures to students, who are expected to memorize and reproduce them on tests and examinations.

With the view to change the teaching/learning process, there is a need to change the educational paradigm and adopt the transformation paradigm. The transformation paradigm requires critical understanding of society. The envisioning of new society, and working for its creation are needed. It is only possible when the needs are clearly visualized. A more just, free, tolerant and plural society can be envisioned and achieved with good methodology. The task cannot be achieved without changing the style and teaching methodology. Presently, the whole emphasis is on lecture methods (Boyer, 1990). The students’ learning remains passive. Good methodology needs to be student’s centred, where teacher works as facilitator and student becomes an active learner. In brief, methodology of teaching should have to be developing creativity among young people for learning, and search of knowledge instead of just by hearing lectures.

Developing young people with the knowledge, skills and disposition to willingly act to promote the common good requires that teacher use a variety of instructional strategies. It would facilitate the development of creative attributes. The learning paradigm shows that students retain up to 75 %, when they learn by doing or engaging in enquiry based learning.

The use of a variety of educational technologies available today can greatly facilitate inquiry-based learning to replace lecturing, which only retains 5% learning. Relying heavily only on traditional lecture focused learning, cannot produce creativity among students.



The enquiry based learning for social work students is a vital need. This is because it facilitates social understanding, problem solving and transformation, to which education in social work must now be directed. More importantly, to promote inquiry based learning helps to link teaching with research. In the past, there has been a traditional division of teaching and research in universities. Teaching has been seeing as secondary. The teaching and research are complex activities and should go hand in hand (Barnet, 2003).

### **Lack of Cooperation with the Community**

In order to improve social work, there is need for integrated efforts, the social work departments must work closely with the communities. The civil society plays a vital role, through building a bridge between departments and the community. The main stakeholders to improve relationships are NGOs, local government agencies, and political parties. The social work needs to build relationship and co-operation with these stakeholders. Elaboration of relationship with some of the above is warranted.

The social work department and the main stakeholders, mentioned above, are required to cater for some of the following inter-related functions. These are: (1) An effective group committee, with a monitoring unit. (2) A reorganized and strengthened local government setup. (3) Establishment of a local Poverty Alleviation Trust Fund and (4) Establishment of a Participatory Development Training facility at the local level. In addition, the issues of further capacity building for poverty alleviation need to be researched further (5) A media contact and implementation plan to support the process as it progress (Husain, 1994:46-7).

The effective Social work and community relationship has to meet four critical pre-requisites. It will help civil society to play a role favourably to excellent government, these are: (1) Including local top level with authenticity. (2) Related reflection of all sections of people from all parts of community. (3) Respect for the poor and taken over and a clear reward-punishment procedure and (4) Good government, however, is a means and not an end in itself. It should result in the minimisation of difference, treatment of elegance and removal of combined isolation (Hafeez, 1991).

Of all the four pre-requisites of good governance the vital one is providing representation to all segments of people from all walks of life. For this to happen, people from every section of society should have access to education and training.

### **The Remedies to Improve Social Work Teaching**

This section covers: (1) an overview of social work teaching in universities.

(2) Research and scope of social work and (3) Improvement in social work department and Community Relationship.

### **An Overview of Social Work Teaching in Universities**

The need of social sciences was noticed in the Islamic Republic of Pakistan right from its freedom. At the time of freedom, the country experienced many issues. These included: deficiency of sources, deficiency of qualified human sources, poverty, uneducated, illness, and lack of employment, criminal activity, child labor, beggary, and farming issues. The foreign experts from United Nations were, therefore, welcomed in early 1950s; they exercised the technique and recommended the Govt to present the subject of Social Work at the Universities. It needed concerted social work teaching at graduate and postgraduate levels. In the curriculum, the students learnt the basic methods to help the people and organize them to help themselves in solving their problems at individual, group and community level.

In 1961, the subject of Social Work was started in the University of Punjab. In 1956, the University of Karachi started classes. The social work programmes were introduced at the University of Baluchistan in 1974. The University of Peshawar also started Postgraduate degree programme in 1976 (Hafeez, 1991:75-87). While considering the importance and need of social work, Kohat University of Science & Technology (KUST) also decided to introduce the program in September 2007.

The current social work program aims to promote knowledge in identifying problems, and to solve them with the help of community and individual level. Social work education focuses on field work along with theoretical training. The courses are designed to prepare students to serve the community. The students are trained to take administrative positions, serve in NGOs, welfare organizations, and research organizations.

The social work education is growing in momentum in universities. During its past over 50 years, social work education has earned a reputation. The curricula and teaching methodology is receiving serious attention. The scope of teaching is varied. The curricula at BS, Masters, M.Phil and Ph.D. have been improved.

The future needs of society have been kept in view in framing the curricula. The highlights of the programs are noteworthy. At BS level the students are taught: fundamentals of social work, social problems of Pakistan, communication skills, human resource management, community development

and social mobilization, and research work. At MS and Ph.D. levels the focus on research and field work. The program culminates with the research thesis concerning to social work.

### **Research and Scope of Social Work**

The research work needs to be strengthened. It will help to broaden the scope of social work teaching in the universities as well. In research work, the emphasis needs to be laid on training in the scientific method, and training in use of statistics.

The scientific method is a logical system of thinking for discovering the truth. There are five steps in the scientific method. One, identifying a problem, includes an important question in the research in hand. Two, collecting information covers, gathering reliable possible sources, these include, reading material, written by the past and present experts, and use of the data in new or creative ways. Three, forming a hypothesis, based on “educated guess” about the solution of the problem. The hypothesis is made before the solution is known. Four, testing the hypothesis, concerns the information that has been gathered must be examined carefully. Five, creating a theory or law, if the hypothesis proves to be true, it can be called a theory, when many experiments get the same result it may be called a law (Babbie, 2008).

Researcher use these five steps of the scientific method to learn more about the ways human perceive, think, and act. The Scientific method is a very important tool in discovering the truth, about human beings and their world. The choice of research method has its strengths and weaknesses. The field research, however, enables a researcher to understand how people interact with one another and how they change their minds. An ideal study uses more than one research methods.

The analysis of quantitative data typically involves the use of statistics. A research is the conclusion information of a variable in a sample, used to calculate a inhabitants parameter. The increasing importance of statistical method in social work is duly recognized. Even though social problem never appear at all until the data have been subjected to statistical manipulation (Leon, 1997).

In some, statistics are involved in the analysis of quantitative data. The statistical procedures include: the assembling, classifying, tabulating, and summarizing numerical data so that some meaning or information is obtained once the data are coded and in a computer file, the researcher analyses the data with the help of statistics. There are five major considerations in choosing statistics. These are: level of extent, objectives of the data analysis, number of factors, chattels of the data, and testing (Monette, 2002).

The improvement and training in research method is likely to go a long way in the improvement of social work education in the universities.

### **Improvement in Social Work Department-Community Relationship**

The improvement in social work department–community relationship is dependent upon sound knowledge of social problems. This knowledge is gained through continued research and the production of research literature. The solution of social problems would thus be possible through relationship between the department and the community.

An obvious sociological meaning seizes that: “A public problem prevails when there is a significant distinction between the values of a community and its real success.” But, most people define social problems are something that harms or seems to have their own interests (Coleman, and Cressy, 1992). In Pakistan the social problems occur in economy, governments, education, health, family, environment, population, crime and urbanization.

The dimensions of Social problems vary. Individual faces mental, educational, mental and physical health problems. In the neighbourhood, the individual is confronted with the problems of withdrawal of local services, decaying housing, and environmental degradation. The Social problems include being homeless, criminal activity, and disaffected youngsters. In the governmental domain, the individual has disempowerment, deficiency of governmental privileges and low levels of group action. The economic state is equally dismal. The employment and poverty present a sad picture (Khalid, 1982).

The improvement of department–community relationship needs support from an integrated social policy. The policy has to centre upon: increasing economic growth, increasing employment, increasing the levels of skills and qualifications of the work force, improving the physical infrastructure in rural and urban areas, enhancing the living conditions, health and wellbeing of the poorer communities, empowering under represented groups to participate more fully in decision making structures and reducing levels of crime and fear of crime (Karger, James and Brown, 2003).

The above aspects of social policy, however, have not been seriously attended to by the government. The dependent–community relationship has to refer to local government for the solution of problems. The local government are mechanism for arbitrating social and political tensions among the various groups and factions in the community. Local governments are expected to provide an adequate level of public services and at the same time to help to preserve the health of the local economy. The local governments initiate

different social development programs for the community. The infrastructure employment program, family support program and health programs are the hall-marks of local government support for department–community relationship (Inayatullah, Rubina, and Pervez, 2005).

The local government encourages the sound department-community relationship. The community involvement has specific characteristic. They are listed below:

1. People are more liable to participate around the local issues than national issues.
2. The local government encourages relationship as a means of enhancing democratic legitimacy, creating a more active and involved citizen's body and contributing to more effective local services.
3. At the local level at least, there is now wide spread acceptance of the view that joint efforts of local government and various forms of community involvement are necessary.
4. Teams on 'community self-help' with an objective to draw upon strategy with objectives to increase the numbers involved in helping out and group action in inadequate neighbourhood, increase the stability of group categories and services they deliver; and motivate the growth of casual common support.
5. It is now well-recognized that for regional regrowth to be efficient, areas need to be engaged. But too often group participation is compensated no more than lip service (Rehman, 2006; Sabiha, 1991; Zaidi, 2006).

## **Conclusions**

Social work has been defined, "a term used to describe a variety of organized methods of helping people in some need with they cannot meet unaided." It is comparatively new subject which is struggling for its place in the Pakistani society.

The definitions suggested that social work is an aspect related to the social development of society. Social work teaching in Pakistan has grown steadily in various universities of the country. The syllabi of social work education are being improved.

The paper explicated the problems of social work teaching. These are: the lack of facilitative attitude towards teachers and students, inadequate research in social work, and lack of department-community co operation, the teachers

and students of social work are not extended suitable facilities to continue social work education. The research work is limited and literature production is inadequate. The department-community cooperation is lacking because of poor field work. The remedies to improve social work teaching covered: (1) the overview and problems of teaching social work, (2) research and the scope of social work and (3) The improvement in social work department - community relationship. In the overview social work teaching, a brief mention was made to the social work programs of universities. In the research and scope of social work, it was suggested that training in research methods and use of statistics must be emphasized. It was highlighted that department-community relationship should be promoted through joint efforts of local government and the community.

## References

- Agnew, E. N. (2004). *From Charity to Social Work: Mary E. Richmond and the Creation of an American Profession*. Urbana. University of Illinois Press.
- Ahmadullah M. (ed.) (1964). *Problems and Perspective of Social Work in Pakistan Education in Pakistan*. Dacca. Government of Pakistan.
- Alcock, Peter and Powell Martin (n.d) *Welfare Theory: Concepts and Issues, Theoretical Perspectives, Social Problems, Social Divisions* [http://www.sagepub.com/upm-data/36570\\_Alcock\\_&\\_Powell~Vol\\_1\\_Ch\\_01.pdf](http://www.sagepub.com/upm-data/36570_Alcock_&_Powell~Vol_1_Ch_01.pdf) retrieved on June 26th, 2014.
- Al-Dabbagh, Afaf (n.d.) *Islamic Perspectives on Social Work Practice*, Imam Muhammad ibn Saud University, Riyadh, Women's Faculty of Social Work Isalm perspective <http://i-epistemology.net/communication-a-human-development/485-islamic-perspectives-on-social-work-practice.pdf> Retrieved on June 29<sup>th</sup>, 2014 .
- Babbie, E. (2008). *Introduction to Social Research*. Belmont, Wadsworth.
- Barise, Abdullahi (2005). *Social Work with Muslims: Insights from the Teachings of Islam*. Journal of critical Social Work, Volume 6, No. 2 <http://www1.uwindsor.ca/criticalsocialwork/social-work-with-muslims-insights-from-the-teachings-of-islam> Retrieved on June 26th, 2014.
- Barker, R. (2009). *Making Sense of Every Child Matters - Multi Professional Practice Guidance*. Bristol. Policy Press.
- Barnet, R. (2003). *Beyond all Reason: Living with Ideologies in the University*. Buckingham. Open University Press.
- Babcock, J, and Watson (eds.) (2000). *Managing the Universities Curriculum: Making Common Cause*. Buckingham. Open University Press.
- Boyer, E. (1990). *Scholarship Reconsidered: The Priorities of the Professoriate*. Princeton. Carnegie Foundation for the Advancement of Teaching.
- Brady, F. and Kennedy, K. (1999). *Curriculum Construction*. Sydney. Palgrave.
- Coleman, J.W. and Cressey, D.R. (1992). *Social Problems*. New York. Harper Collins.
- David, B. (2006). *Curriculum Development: Challenges and Confronted*. Karachi. University of Karachi.

- Ellis, S. and Ter Haar, G. (2005). *Religion and Development in Africa*. Background paper prepared for the Commission for Africa, New York, UNO.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York. The Scabury Press.
- Glicken, Morley D. (2010). *Social Work in the 21st Century: An Introduction to Social Welfare, Social Issues, and the Profession*. San Francisco. Sage Publications.
- Government of Pakistan (1971). *Reports and Recommendations of Social Welfare Evaluation Committee*. Islamabad.
- Hak, S. K. (1971). *Towards Welfare State Pakistan*. Lahore. Vanguard.
- Higher Education Commission of Pakistan (2013). *Higher Education in Pakistani Universities*. Islamabad.
- Husain, K. (1994). *Poverty Alleviation in Pakistan*. Islamabad. Vanguard.
- IFSW. (2013). *Definition of Social Work: A Report of the General Meeting*. Monterial. IFSW.
- Inayatullah et.al. (eds.) (2005). *Social Sciences in Pakistan: A Profile*. Islamabad. Council of Social Science.
- Inayatullah, Rubina, S. and Pervez, T. (eds.) (2005). *Social Sciences in Pakistan: A Profile*. Islamabad. Council of Social Science.
- Karger, H.J., James, M. and Brown, C.B. (2003). *Controversial Issues in Social Policy*. Boston. Allyn & Bacons.
- Kazi, A.M (2006). *The Importance of facilitative Attitude towards Teachers and Students for Improving Quality in Pakistan Public Universities*. Karachi. University of Karachi.
- Khalid, M. (1982). *The Study of Social Work in Pakistan*. Karachi. Kifayat Academy.
- Khalid, M. (2001). *Social Work Theory and Practice with Special Reference to Pakista*. Karachi. Kifayat Academy.
- Kiyani, A. (1970). *Private Investment in Social Welfare*. Karachi. University of Karachi.
- Leon, J. Fox, J.A. (1997). *Elementary Statistics in Social Research*. New York. Longman.



- Lovatt, T.J. and Smith, L.D. (2003). *Curriculum Action on Reflection Tagarah*. New South Wales. Social Science Press.
- Memon, G.R. (2007). "Education in Pakistan: The Key Issues, Problems and The New Challenges." *Journal of Management and Social Sciences*. Vol. 3, No. 1, pp 47-55 <http://heglobal.international.gbtesting.net/media/5179/education%20in%20pakistan%20%20the%20key%20issues,%20problems%20and%20the%20new%20challenges.pdf#page=4&zoom=auto,-130,841> Retrieved on June 29<sup>th</sup>, 2014.
- Mitchell, G. D. (1979). *A New Dictionary of Social Sciences*. New York. Aldine Publishing Co.
- Monette, D.R. (2002). *Applied Social Research: Tool in the Human Services*. Melbourn. Wadsworth.
- Mukhopadhyay, M. (2005). *Total Quality Management in Education*. New Delhi. Sage Publications.
- Nadeem-ul-Haque (2007). *The Sad Plight of Pakistani Scientist*. Islamabad. Pakistan Institute of Development Economics.
- Parkay, W. Anetil, J. E. and Hass, G. (2006). *Curriculum Planning a Contemporary Approach*. Boston. Pearson.
- Payne, M. (2011). *Humanistic Social Work: Core Principles in Practice*. Chicago. Palgrave Macmillan.
- Poppo, et.al. (2011). *Social Work, Social Welfare, American Society*. Boston. Allyn & Bacon.
- Rehman, T. (2006). *Denizens of Alien Worlds: A Study of Education, Inequality and Polarization in Pakistan*. Karachi. Oxford University Press.
- Sabiha, H. (1991). *The Changing Pakistan Society*. Karachi. Royal Book Co.
- Smith, G. (1979). *Social Work and the Sociology of Organization*. London. Rutledge & Kegan Press.
- Thomas D.W., and Doreen, E. (2000). *International Hand book on Social Work Theory and Practice*. London. Sage Publishers.
- Thompson, N. (2000). *Understanding Social Work Preparing for Practice*. London. Palgrave.
- Turner, F.J. (eds.) (1996). *Social Work Treatment: Interlocking theoretical*

*Approache*, New York. The Free Press.

Ziadi, A. (2002). *The Social Science in Pakistan in the 1990s*. Islamabad. Council of Social Sciences.

Zaidi, A. (2006). *The Dismal State of the Social Sciences in Pakistan*. Islamabad. Council of Social Sciences.

Zaman, A. (2006). "On Improving Social Science." *Journal of Policy Studies*. Vol.2 (1), pp. 125-134

## **Impact of Private Tuition Centers on Government Educational Institutions in District Hyderabad**

**Naima Tabassum, Tabassum Afzal  
and Abida Taherani**

*The paper explores prevailing perceptions regarding impact of private tuition centers on government educational institutions in district Hyderabad. A survey was conducted to collect data with the help of a questionnaire from 180 respondents including students, teachers, parents and common people. Majority of the people are found believing that private tuition centers do not give better knowledge than government educational institutions. Thus, it is not a necessity for a student to join a private tuition center in order to acquire good quality education. They also believe that teachers of the government institutions are engaged in providing private tuitions and consequently do not properly teach to students in government institutions. People believe that tuition centers are a source to promote copy in academic examinations. The emerging dominant pattern of perception shows an overall negative impact of private tuition centers on government educational institutions in district Hyderabad.*

**Keywords:** *Private tuition, Tuition center, Education, Pakistan.*

### **Introduction**

The culture of students' joining private tuition in addition to the learning from regular academic institutions has grown in Pakistani society. All the students, mostly in their higher schools or higher secondary classes, prefer to join private tuition. The sources providing private tuition are also taking different forms. On the one hand, there is a traditional way of providing private tuition to either single student or a small group of young students in a house for few hours in an informal environment. On the other hand, it has taken a modern form and has developed as a private tuition industry. It has taken shape of large scale business in which small and large scale professional institution or centers are established for providing private tuition to large number of students in a more formal and structured academic environment. The fast growing modern

private tuition industry is not without its demand in broader society. It has mushroomed out of the large scale demand of students for private tuition apart from their regular lessons in regular academic institutions.

This growing craze or fashion for private tuition has also affected the functioning, utility and the quality of education in state owned educational institutions. There is a growing dissatisfaction in society regarding the performance and quality of education in majority of government educational institutions- ranging from school to the college or university level. The phenomenon of private tuition centers and their functioning is effecting government educational institutions in many ways. Accordingly, this paper focuses on prevailing popular perceptions regarding impact of private tuition centers on the quality of knowledge, education, and teachers' performance in government educational institutions.

## **Literature Review**

The term "Private tutoring" is defined as "fee-based instruction in academic school subjects that is supplementary to instruction mainstream schools provide free of charge" (Educational Support Program, 2006: 13 hereafter referred as ESP). It has frequently been referred as "shadow education" in existing literature (e.g. Baker and LeTendre, 2005; Bray, 1999; Bray, Mazawi and Sultana, 2013; Bray and Silova, 2006; Stevenson and Baker, 1992). Private tuition takes several forms. It may include lessons given by an instructor to one or more than one students in small groups or it may also take form of lessons given in classes with a large number of students by an instructor or a company (ESP, 2006: 13).

With the passage of time and its growing demand, the private tuition has emerged as a large scale business industry in several regions comprising a variety of socio-culturally diverse countries (Aslam, 2011; ESP, 2006; Bray, Mazawi and Sultana, 2013; Silova, 2009). Aslam (2011: 23) highlights the growth of the private tuition as 'shadow' education system in the context of South Asia, in general, and in Pakistan, in particular. She considers it as a provision of "paid supplementary tutoring outside normal school hours" (Aslam, 2011). There are evidences that this industry exists on large scale and continuously grows fast in South Asian countries like India and Pakistan (Aslam, 2011).

Some of the studies highlight the reasons for rapid mushrooming of private tuition and private tuition academies in Pakistan. Several research studies have identified the reasons of rapidly growing culture of private tuition in Pakistan.

A broader assumption is that the “degraded learning environment in government educational institutions in Pakistan have provided space for private tuition academies” (Chuadhry and Javed, 2012: 101). One of the main reasons highlighted by Urooj (2012) is also sounding the same that an ineffective performance of schools is responsible for rapid emergence and growth of private tuition centers as a main source of examination preparation for students. Besides that the provision of ready-made notes, handouts and guess papers by the private tutors or tuition centers make it easy for students to meet their academic challenges (Urooj, 2012).

Sajid (1984) identifies that students join private tuitions in order to solve their learning difficulties. Private tuitions compensate students’ absence from the school by complementing what they missed in formal schools and make them better ready to face the examinations (Urooj, 2012). Monazza Aslam (2011: 23) noted that the studies on shadow education system in various countries have observed that “private tutoring caters to the needs of students trapped in poor quality state schooling system”. But this phenomenon does not get same worth in Pakistan. Urooj (2012) observed that student from both public and private educational institutions are found ready to join and joining private tuition centers. Even the pupils from the “elite schools” prefer to attend private tuition as an important tool for achieving excellent grades in academic examinations (Urooj, 2012).

One of the reasons for growing preference on private tuitions can be the large number of students in formal classes in schools making teachers unable to pay individual attention to each student (Zafar, 1992). This situation may lead students to look for private tuitions either on one to one basis or in small classes with few students in private tuition centers for comfortable and effective learning. Self-motivation, social status, trend or fashion are also considered as some of the factors responsible for bringing students to the private tuition academies (Chuadhry and Javed, 2012: 101). Consequently, teachers and professionals has established tuition centers to entertain the interest of students and making sufficient money for themselves (Urooj, 2012).

Sujatha points out that although many students do not need private tuition but their parents opt to spend on private tuition for their children “hoping they will perform better and have an edge over others” (2006a: 1). The assumption is that the knowledge and education given in private tuition centers are better in quality than the one given in regular schools. Thus, this complementary knowledge and education given in private tuitions give opportunities for students to have a better hand on other students in academic

examination and overall future professions and careers. Private tuition also plays an important role in declining the quality of education provided in government institutions. It is observed that the private tuition has a negative effect on regular schools; including negatively effecting teacher's performance, their way with students and families (Bray, Mazawi and Sultana, 2013). Private tuition/coaching centers are run by "former teachers, unemployed educated youth and entrepreneurs" (Sujatha, 2006b: 8). The private tutors teaching in these schools include "teachers working in government schools, private schools and colleges, university teachers, university students, unemployed educated, retired teachers, educated housewives etc" (Sujatha, 2006b: 9).

Despite being government teachers' engagement in private tuition prohibited, it is common in several countries (Sujatha, 2006b). While respective governments found themselves unable to control this problem (Bray, 2006). Teachers from formal schools get engaged in private tuition industry, especially in several countries of Asia and Africa (Sujatha, 2006a). It is common that mainstream teachers are the ones who provide paid private tuitions to the children for whom they are already responsible in the mainstream education system (Bray, 2006). This engagement of mainstream teacher in private tuition creates several problems, including the partial coverage of course in the mainstream schools making it compulsory for their pupil to attend private tuition for completing the remaining course (Bray, 2006). The involvement of public school teachers and professors as private tutors is problematic as it may have influence on student's university and school grades along with teacher's abandonment of their basic duties of teaching in public sector schools (Heung-ju, 2006).

The trend of private tuition is growing every day in Pakistan. Joining private tuition centers is emerging as a fashion in urban areas of Pakistan (Urooj, 2012). Despite this prevalence of private tuition culture, it is difficult to measure the phenomenon of shadow education in Pakistan due to lack of available data (Aslam, 2011: 23). It is also one of the reasons that little policy attention has also been paid to the growing private tuition industry (Aslam, 2011: 23). Despite all the lack on scholastic and policy attention to the phenomenon of private tuitions, it has pointed to the weaknesses in formal education system. The rapid growth of educational learning in private tuition centers outside formal school has certainly raised questions on the quality, function and purpose of formal education system, in general, and on state owned government educational institutions, in particular (Aslam, 2011: 23).

## **Method**

The research aims to explore dominant perceptions regarding impact of growing private tuition centers on government educational institutions in district Hyderabad. The research is based on a primary data collected through survey conducted with the help of a questionnaire developed by researcher. The number of respondents was 180 persons including randomly selected students (including either who have joined tuition center or who are studying by themselves), teachers, and common people (including common people without any relatives studying in tuition centers and also parents of those who are students of tuition centers). The gender composition of respondents includes 60% male respondents and 40% female respondents. The data was collected, coded, entered in computer and statistically analyzed to be presented in the forms of graphs for understanding of the reader.

## **Results: Data Presentation and Analysis**

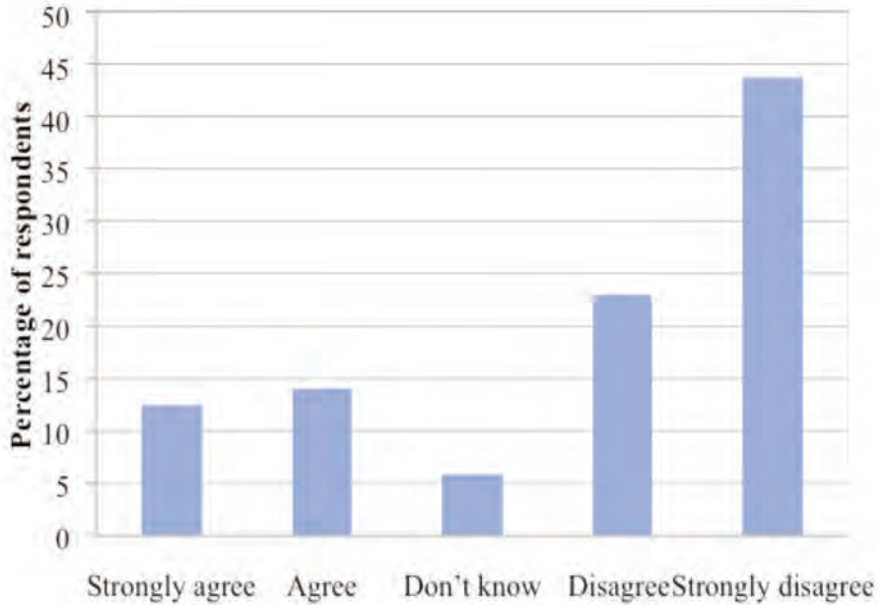
The focus of this paper is to analyze the dominant perceptions regarding impact of private tuition centers on the quality of education and the government educational institutions in Pakistan, in general, and in district Hyderabad, in particular. To serve this purpose, the collected data was analyzed for finding the following patterns of dominant perceptions among students, teachers and common people. The patterns explored include: 1) the quality of knowledge given in tuition centers, 2) the necessity for students to join tuition center for good quality education, 3) engagement of regular teachers of government educational institutions in providing private tuitions, 4) the impact of their engagement in private tuition on regular teaching performance in government educational institutions, 5) the effect of private tuition centers on promotion of copy culture in overall education sector, and 6) finally, the overall effect of tuition centers on government educational institutions. The data is presented and interpreted in the following sections.

### ***Quality of Knowledge Provided in Private Tuition Centers***

It is usually assumed that students need private tuitions to compensate the low quality education provided in the government educational institutions. It also leads to the idea that the tuition providers/centers are providing better knowledge to students than the government educational institution.

The data analysis shows that majority of the respondents (i.e. 44%) strongly disagree with the idea that tuition centers give better knowledge than government institutions (see Graph 1). Another large number of respondents (i.e. 23.14%) disagree with the same idea. Overall, more than 67% of the

respondents do not consider the knowledge given in private tuition centers as better than that given in government educational institutions.

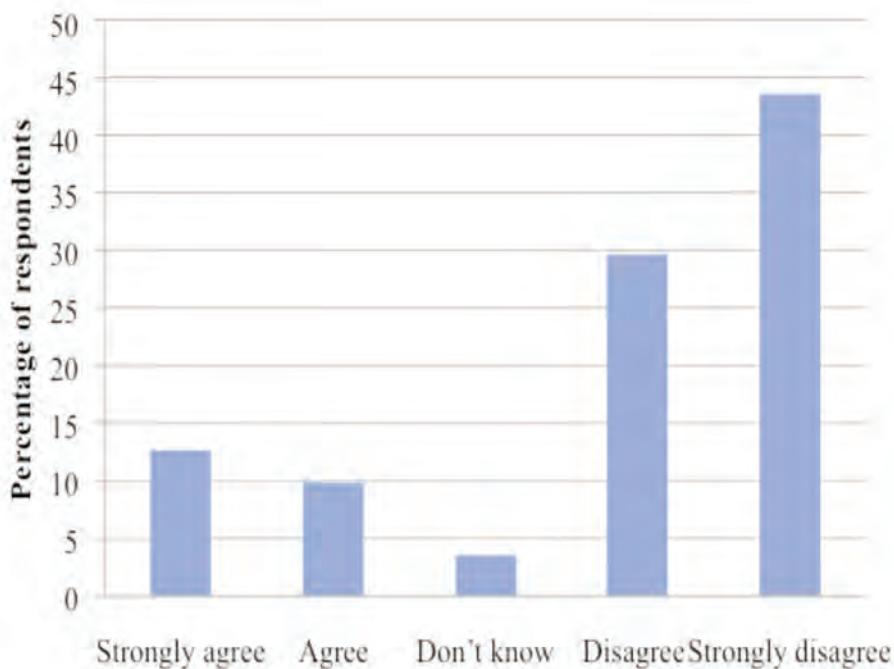


**Graph 1.** Private Tuition Center Gives Better Knowledge Than Government Educational Institutions

On the other hand, 12.57% of the respondents strongly agree and another 14.28% agree with the idea that private tuition centers provide better knowledge than the government educational institutions. It means overall 26.85% still agree that tuition center provides better knowledge to students. Only six percent of the respondents said that they do not know anything in this regard. In short, a majority of respondents believe that the knowledge given in private tuition centers does not in any way better than that is given in government educational institutions of district Hyderabad.

The data analysis also helped to understand the level of necessity for students to join any private tuition centers for acquiring good education. The Graph 2 shows that 43.71% respondents strongly disagree with the notion that it is must to join private tuition center if a student wants to acquire good quality education. Similarly, another 29.51% also agree that it is not essential to join a private tuition center to gain good quality education. In this way, overall 72% of the respondents do not feel a necessity for students to join private tuition centers for acquiring good quality education.



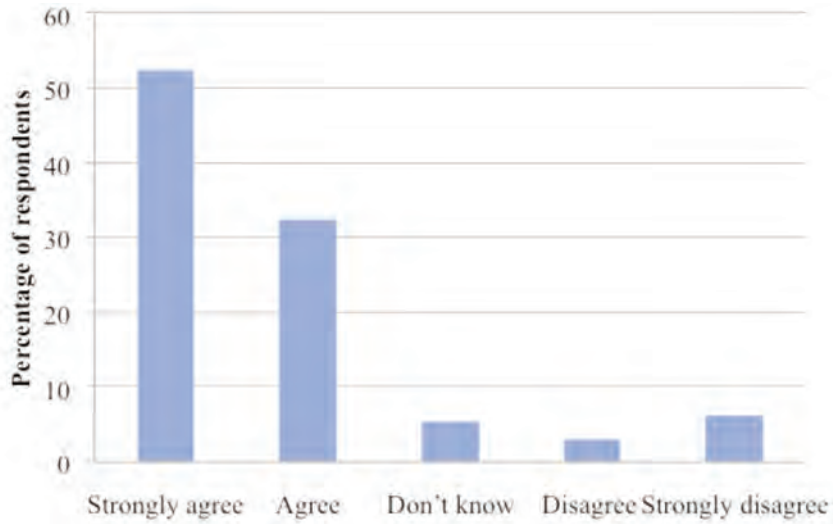


**Graph 2.** Joining Private Tuition Center is Must for Acquiring Good Quality Education

On the other hand, more than 22 % of the respondents (12.8% strongly agreed and 10% agreed) found believing in a necessity for students to join private tuition center if they want to acquire good quality education. A marginal number of respondents (i.e. 3.8%) were showing their lack of knowledge in this regard. In short, a large majority of students found negating a necessity of joining private tuition center for gaining good quality education.

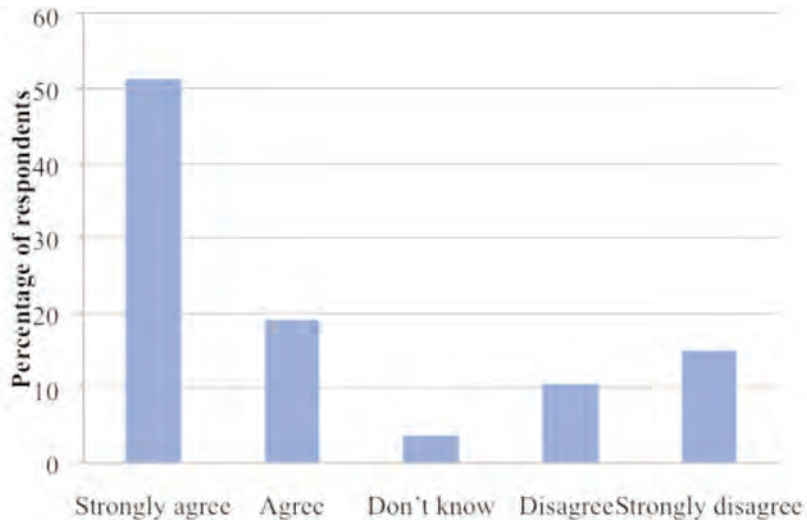
### ***Government Teachers Engagement in Private Tuition Centers***

It is a common phenomenon that teachers engaged in regular government service for teaching in government educational institutions are also engaged in giving private tuitions to students as a part time work for earning additional money. The data analysis presented in Graph 3 show that a large majority of respondents (i.e. 52.57% strongly agree and 32% agree, overall 84%) found believing in the idea that teachers of government educational institutions are also engaged in the business of providing private tuitions to students outside government educational institutions.



**Graph 3.** Government Teachers Have Their Own Private Tuition Centers

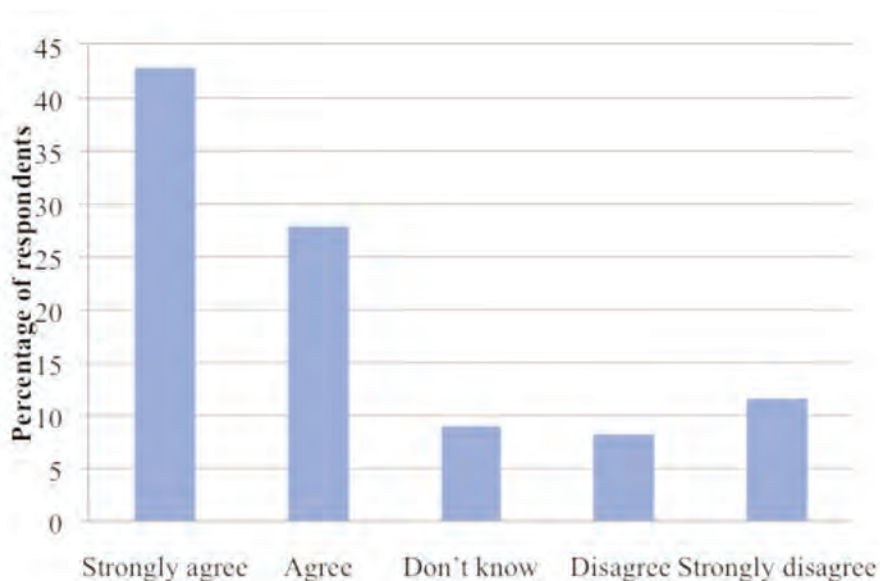
It is also observed that majority of respondents (i.e. 70%) agree that the teachers of government institutions do not properly teach in these institutions due to having their own private tuition centers (see Graph 4). On the other hand, 25% of the respondents disagree with this idea. A minority of the respondents (i.e. 4%) showed their lack of information in this regard. It is evident that people believe that the teacher of government institutions own private tuition centers. The engagement of these teachers in private tuition industry negatively affects their performance as teachers in the government educational institutions.



**Graph 4.** Teachers Engaged in Private Tuitions do not Teach Properly in Govt. Educational Institutions

### ***Tuition Center and Copy in Examinations***

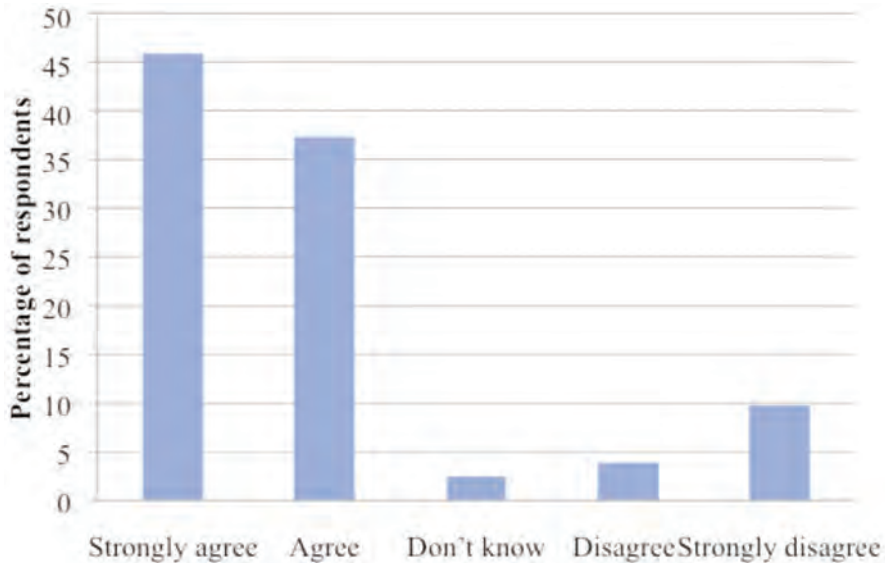
Increasing pattern of “copy” in examinations is a matter of great concern in Pakistani educational system. It is important to find the effect of private tuitions centers on this increasing pattern. The data analysis shown in Graph 5 reveals that more than 70% (i.e. 42.8% are strongly agree and 28% are agree) of the respondents are found believing that tuition centers promote copy culture in exams. Only 20% respondents do not agree with the same idea. There are 9.4% respondents showing their lack of knowledge in this regard.



**Graph 5.** Private Tuition Centers Promote Copy in Academic Examination

### ***Impact of Private Tuition Centers on Government Educational Institutions***

The data shows that a large majority of people consider that private tuition centers have an overall negative effect on the government educational institutions (see Graph 6). It is observed that a large majority of respondents (i.e. 83%) agree with the idea that private tuition centers have a negative effect on government educational institutions. Only 14% of the respondents do not consider the impact of private tuition centers on government educational institutions as negative or harmful. A marginal number of respondents (i.e. 4%) also showed their lack of information in this regard.



**Graph 6.** Private Tuition Centers Have an Overall Negative Effect On Govt. Educational Institutions

### Findings and Recommendations

The paper aimed to focus on popular perceptions regarding the impact of private tuition centers on government educational institutions. The basic arguments extended on the basis of data analysis were as following:

- Majority of people believe that the knowledge given in private tuition centers is not better than the one given in government educational institutions.
- Majority of the people do not consider joining of private tuition center by students as a necessity for acquiring good quality education.
- There is ample evidence that people believe in engagement of teacher of government educational institutions in private tuition business. It is also strong belief among people that these teachers do not properly perform their duty of teaching in government educational institution due to their engagement in private tuition centers.
- It is also observed that people strongly believed that private tuition centers promote a culture of copy in academic examinations.
- In accordance with the above mentioned findings, the majority of the people perceive private tuition centers having an overall negative impact on government educational institutions.

In the light of above data analysis and findings, the aim is also to extend some suggestions and policy recommendations for future improvement in the situation by educating all the stakeholders, practitioners and policy makers. The recommendations are as following:

- Government should formulate policy for vigilance and control over the growing number of private tuitions centers and the quality of education provided in these centers.
- Education department should take measures to ensure that teacher of government educational institutions may not get engaged in such private tuition business for earning extra money.
- Measures should be taken to ensure that teachers of government educational institutions properly teach and guide students in their regular classes held in government institutions so that they may not need to consult any private tutor for additional help to understand the content of curriculum and the guidance for preparation of final examination.
- The culture of “Copy” in academic examination should be condemned at institutional and societal level. Students, parents, teachers, and all the social institutions should work to raise awareness in this regard. An ethics of condemning and controlling the copy in examinations should be promoted.

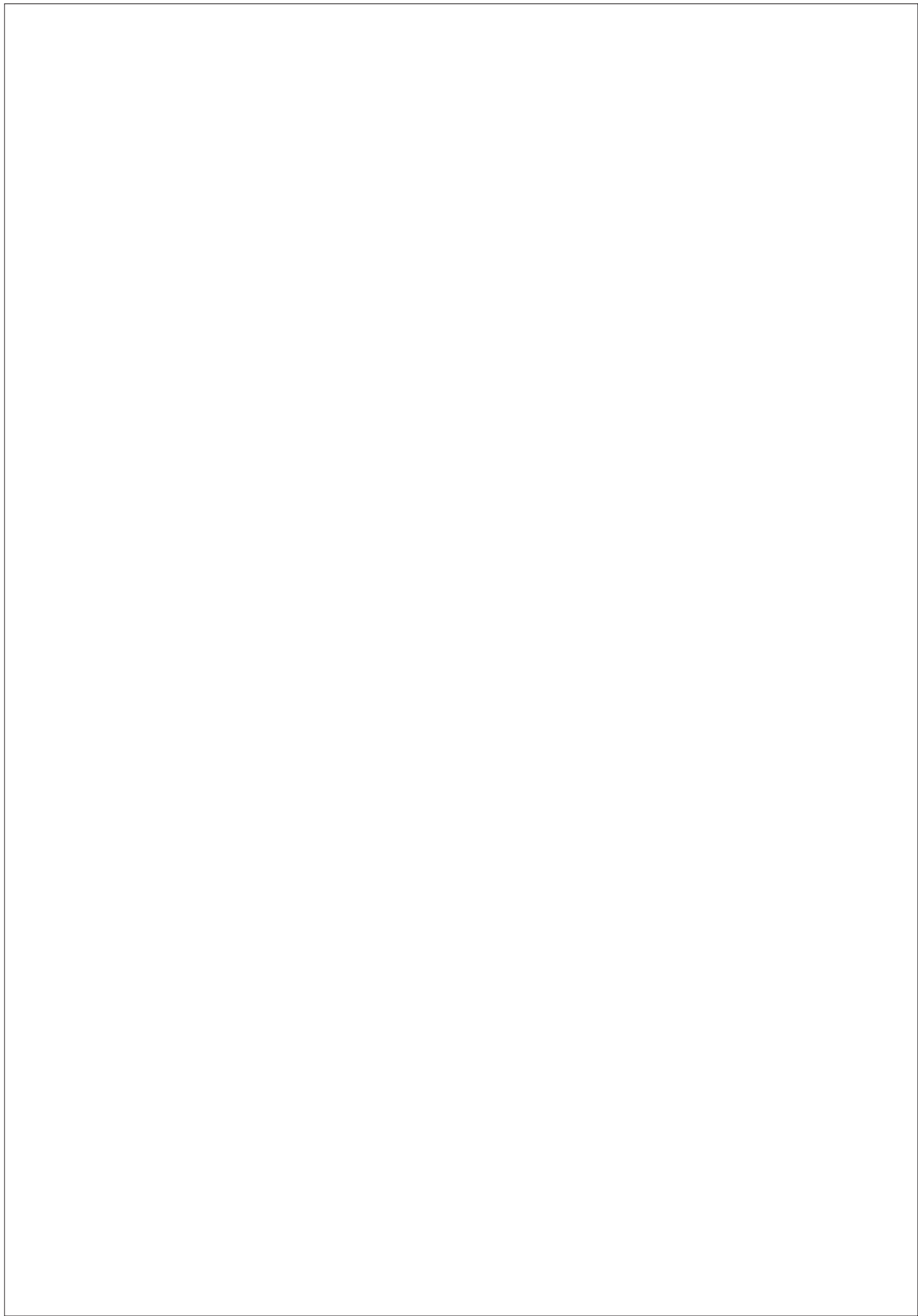
## **Conclusion**

The paper was focusing on dominant public perception regarding impact of private tuition centers on government educational institutions in district Hyderabad. A small scale survey was conducted to collect the data from students, teachers, parents and common people. The data was analyzed statistically to find the broader patterns of dominant perceptions on the subject being studied. It was found that majority of people do not believe in superiority of the knowledge provided by private tuition centers on that provided in government educational institutions. Therefore, people do not perceive joining of tuition centers by students as essential for gaining high quality education. People also believe that the teachers of government academic institutions are engaged in providing private tuitions to students. Therefore, they do not focus on properly teaching to students in the government institutions. It is also a dominant perception that private tuition centers are responsible for promoting copy in academic examinations. On the basis of all these findings, it was concluded that private tuition centers are having an overall negative impact on quality of education in government educational institutions in district Hyderabad.

## References

- Aslam, M. (2011). "The Private Tuition Industry in Pakistan: An Alarming Trend." *ASER*, pp. 23-25.
- Baker, D. P. and LeTendre, G. K. (2005). *National Differences, Global Similarities: World Culture and the Future of Schooling*. Stanford. Stanford University Press.
- Bray, M. (1999). *The Shadow Education System: Private Tutoring and its Implications for Planners*. Paris. UNESCO-International Institute for Educational Planning.
- Bray, M. (June 2006). "Investigating the Shadows: Comparative Perspectives on Private Tuition." *Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) Newsletter*. 11(1), pp. 3-5.
- Bray, M., Mazawi, A. E. and Sultana, R. G. (2013). *Private Tutoring Across the Mediterranean: Power Dynamics and Implications for Learning and Equity*. Rotterdam. Sense Publishers.
- Bray, M. and Silova, I. (2006). "The Private Tutoring Phenomenon: International Patterns and Perspectives in M.Bray (eds.) *Education in a Hidden Marketplace: Monitoring of Private Tutoring*. Budapest: Education Support Program (ESP) of the Open Society Institute.
- Chuahdhy, W. and Javed, F. (2012). "History and Culture of Tuition Academies: Voicing Native's Perspective." *Asian Journal of Management Sciences and Education*. 1(3). pp. 101-110.
- Heung-ju, K. (2006). "Korea's Obsession with Private Tutoring." *Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) Newsletter*. 11(1). pp. 11-17.
- Sajid, H. (1984). *Education and Method of Teaching*. Karachi. Rehbar Publishers.
- Silova, I. (2009). *Private Supplementary Tutoring in Central Asia: New Opportunities and Burdens*. Paris. UNESCO-International Institute for Educational Planning.
- Stevenson, D. L. and Baker, D. P. (1992). "Shadow Education and Allocation in Formal Schooling: Transition to University in Japan." *American Journal of Sociology*. 97(6). pp. 1639-1657.

- Sujatha, K. (June 2006a). "Private Tuition: Issues and Concerns." *Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) Newsletter*. 11(1). pp. 1-2.
- Sujatha, K. (June 2006b). "Private Tuition in India." *Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) Newsletter*. 11(1). pp. 6-10.
- Urooj, S. (2012). "The Growing Culture of Tuition Centers at Secondary Level of Education in Pakistan: An Exploratory Study." *Interdisciplinary Journal of Contemporary Research in Business*. 4(6). pp. 1119-1125.
- Zafar, K. (1992). *Elements of Teaching*. Karachi. Rehbar Publishers.





## **The Islamabad Sit-in**

**Ishtiaq Ahmed**

A deviation from the series on Turkey is being made this Tuesday. Some friends want me to express my views on the ongoing dharna (sit-in) in Islamabad. I would have preferred to wait and see where all this will end, find out which way the camel finally settles. However, during dinner last evening at friend Ahmed Faqih's place in a suburban house in northern Stockholm, I heard that Pakistan has entered the Guinness Book of Records for the longest, continuous dharna (sit-in) in history. With us entering that coveted book of records for all the wrong reasons, I suppose it is high time to express an opinion before the camel finally decides. Since this is the season of the festival of sacrifice and, of late, camels have been added to the list of sacrificial animals, I fear the camel in Islamabad may be slaughtered before it sits. The metaphorical camel I have in mind is neither the sitting government of Nawaz Sharif nor the messiahs Imran Khan and Allama Tahirul Qadri; it is Pakistan's fragile, fledgling, impaired democracy.

Let me say that I have always liked Nawaz Sharif's positive approach to relations with India. I am also convinced that Pakistan's economy is badly in need of a business-friendly government in power. Last but not least, we should give Pakistan a chance to extricate itself from the groove of cyclical military takeovers. Path dependency theory tells us that each time the military takes over, civilian democracy weakens, because when power is handed back to the elected representatives of the people after years of military rule, civilian institutions lack authority and prestige, and the elected government has to pick up the pieces once again and start laying the basis of civilian rule. I do not subscribe to the view that the Pakistan military and the Inter-Services Intelligence Agency (ISI) are the villains in this piece. I find Pakistani politicians to be a singular breed of opportunists who are democrats or even ultra-democrats when in opposition but, when in power, they behave like autocrats.

It is therefore important that the government in power adheres to the rules of the game and, by that token, the legitimate opposition does the same as well. According to democratic and constitutional theories pertaining to the parliamentary system of government, a legitimate government is one that comes to power in a free and fair election, exercises power in accordance with the constitution of the country (the UK has no written constitution so exceptions to the rule do exist), upholds the rule of law and ensures that citizens enjoy their

rights. The legitimate opposition has the right to critique the government and be ready to form the government in case the prime minister does not enjoy the support of parliament. I need not labour the point that we only partially adhere to such rules.

The dharna originated when Mr Khan's complaints that the 2013 elections had been rigged and his demand that a recount in four constituencies as a test case should be carried out was subject to delays. It was a perfectly legitimate complaint and there was absolutely no reason for not letting the recount take place. The police action against the followers of Allama Tahirul Qadri in Model Town resulted in several deaths. It was a shocking reminder that the Sharif brothers had no idea that highhanded tactics could boomerang.

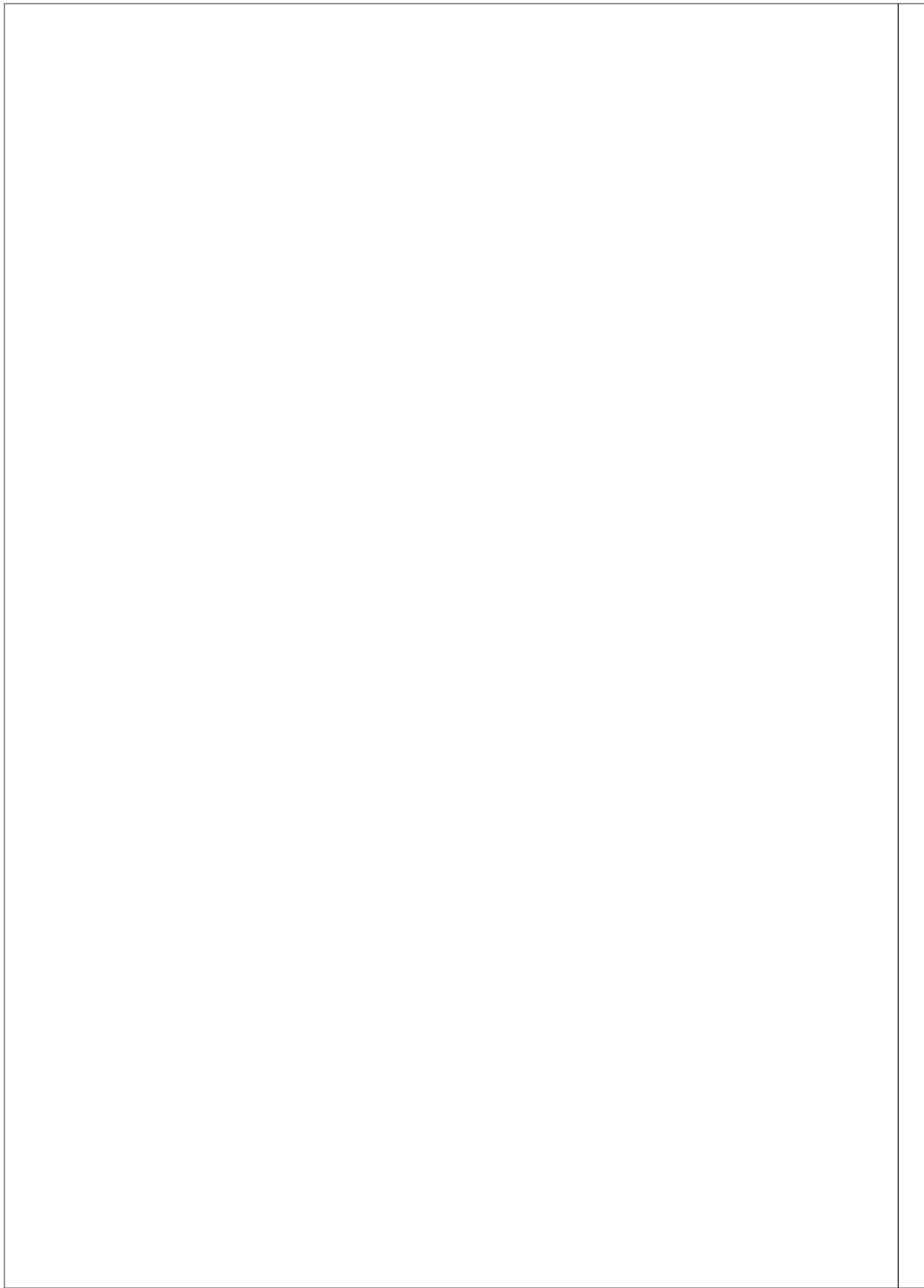
Then came August 14 and both Mr Khan and Mr Qadri came to Islamabad with their followers, pledging to bring down the government. The excessive demagoguery and other antics that have since unfolded exposed the hollow nature of the opposition. However, instead of the millions Mr Khan and Mr Qadri threatened would converge on the capital, much smaller numbers of devotees took part. A steady number have remained. The military has decided not to take sides. This also means that one can freely speculate about the intentions of the khakis, especially the ISI. If you are pro-Sharif then the opposition is being aided and abetted by the khakis but if you are pro-Imran Khan and Qadri, the khakis are teamed up in the other direction: The new ISI boss, Lieutenant General Rizwan Akhtar, once wrote an article in which he argued that confrontation with India was not in the interests of Pakistan. So, to that extent he is in agreement with Nawaz Sharif. Of course, we should not forget the US bets on all horses. I find such conspiracy theories both amusing and frustrating.

I support Imran Khan's demand that we need a clean and transparent government. A government that has come to power by rigging elections enjoys no legitimacy. Senator Mushahid Hussain Syed, invoking Justice Riaz Kayani, has recently come out in support of the allegation that Justice Iftikhar Chaudhry played a role in the rigging of the 2013 elections. Justice Chaudhry's lawyers are preparing to take Mr Khan to court. Imran Khan is right when he says that corruption is rampant in Pakistan and this must end. He has lately been speaking of the rights of workers and peasants and of trade unions as well. I read recently in Daily Times that foreign investors are greatly discouraged from investing in planned projects. If everyone has a fair chance to market his product and talent it would result in most people benefiting. That type of capitalism is nowhere in sight anywhere in the world and, in Pakistan, we find the rich becoming richer,

the middle class is bigger than before, but the poor, the sick and the old are at the mercy of charity.

It is good that the government has accepted most of the demands made by Mr Khan but his stand that the prime minister should resign is too drastic. Let all the complaints be investigated by impeccable men and women and their findings be translated into action. If it is found that the elections were rigged in a serious manner then new elections have to be called.

*Courtesy: The Daily Times, Lahore, 2014.*



## **Pakistani Media and its Impact on Policy Decisions A Case Study of the Lawyers Movement**

**Amrat Haq**

Today it is primarily through the mass media that people gain information on government policies, their possible outcomes and effects; while on the other hand governments themselves get feedback on how these policies and programs are being viewed. The media today acts as the primary connection between the publics, interest groups and the government. Those who make and those who wish to influence the direction of policy making are tied strongly with the media systems. It can be argued that groups who either control or have the ability to direct political debate are in a better position to influence policy decisions. There has been substantial debate over the ability of the media to affect policy decisions; whether it is insignificant/indirect affect or a significant/direct effect. This paper takes a look at the newly liberalized media in Pakistan and the Lawyers Movement to showcase the effectiveness of media in influencing policy decisions.

A number of socio-economic factors play a role in the policy making process, turning it into primarily a political one (Hofferbert, 1974; Mazamanian & Sabatier, 1989). Media, be it print and/or electronic, are the main source of information for the general public with reference to government policies and their consequences. The media also play a pivotal role in connecting those who make policy (government) and those who wish to influence policy (interest groups, lobbies, etc.) – by controlling the flow and content of public discourse. In a perfect system, policy formulation would be based on identification of problems, formulation of solutions and then the making and implementing of policies. However this can rarely be seen in real life. Policies are generally formulated based on exposure rather than need, with issues that are more central in the media getting greater attention from policy makers (Sabatier, 1991) in what Kingdon (1995) calls a ‘policy primeval soup’. Consequently, issues which generate higher media attention are usually the ones that become the focus of policymakers (Soroka, 2002; Hilgartner & Bosk, 1988; Linsky, 1986).

In a democratic system of government, the media is assigned the role of the “Fourth Estate”, i.e. to be a ‘watchdog’ over the government, scrutinising its actions and decisions in order to create a balance of power between the state and its people. The reality, however, is quite different. With worldwide deregulation and privatization of the media enterprises, the general public’s role and/or influence in influencing policy decisions has become greatly reduced

(McChesney, 2003). The reason can primarily be traced to the on-going consolidation in the media, with control and ownership of multiple media outlets being consolidated under a single or few umbrellas. The resulting ‘conglomeration’ greatly reduces diversity in program content as well as opinion (Bagdikian, 2004; McChesney, 1999). The consequences of this can be easily related to the same ‘colonisation’ that Habermas (1989) identified. In his case, it was the public sphere which was being taken over by the conglomerates and limiting peoples’ ability to express divergent opinions – here the colonization is taking place in the media, whereby the organizations become closely tied to their corporate sponsors and owners consequently becoming less able to fulfil its watchdog role (Meyer, 2002).

Consequently, the media’s ability to frame an issue in a particular light and from a specific point of view gives them an active role in the policy making process – enabling them to influence outcomes. Both active and passive forms of news have the ability to influence policy makers; however one of the more notable ways in which news influences policy is based not on what is included but actually kept out of public debate. Borquez (1993) argues that media is the arbitrator of what constitutes debate in the public sphere, consequently that which is not part of the public debate (i.e. media) is inconsequential. Such viewpoints are predisposed to the idea of an all-powerful, which has the ability to greatly influence public policy; however there exist other researchers who argue that the ground reality is far different. Hawthorne (1993) argues that this influence is in flux and varies greatly from issue to issue.

Here it also needs to be mentioned that while the media might have the ability to influence agenda, this influence does not automatically translate into actual change in policy. While politicians and policy makers might pander to the theatrics of 24-hour news and media, actual policy making takes place within the offices of the government and outside of the media’s purview. According to Mortensen and Serritzlew (2004) the media has limited influence on policy outcomes. They argue that:

“...the media are important for understanding the political agenda and the framing of decisions about special [or sensational] issues, but ‘normal’ politics and the broader policy priorities (or governmental issues) are largely unaffected” (p. 17).

Both points of view can be argued for and against, creating a paradox for researchers. The present case actually addresses some of the elements of this paradox – where the media’s role highlighting the issue and keeping it on the

public's agenda is indisputable, it is still questionable whether without the massive social mobilization and political pressure any actual change would have been manageable.

## **Media in Pakistan**

Today Pakistan is spoiled for choice in its domestic media sources; however this has not always been the case. Till 2002 the media landscape in Pakistan was limited to public television while the print media enjoyed little political freedom. Political and economic pressures were the norm to control the media content, especially news.

This all changed (to some extent) in 2002, when the then President, Pervaiz Musharraf, instituted a media liberalization policy. The television industry benefited greatly from this liberalization – seeing the number of channels jump from two state-controlled channels to over 60 channels airing soaps, dramas, music, political commentary and of course, news. It is notable that of all the channels on air today, 15 are 24-hour news channels. This is not to say that liberalized is equal to free - these channels still face direct and indirect political pressure and sometimes are taken off-air by the state.

There exists an extremely competitive market in the media sector. This has led to extensive diversification and competition amongst the channels. Instead of focusing on just the national language, channels are now targeting niche markets based on language, ethnicity, interests and socio-economic strata. The downside of this being, the sacrifice of professionalism and competence in favor of sensational news and programs.

Pakistan's media sector is highly influenced by the ownership structure. There are three dominating conglomerates (or rather large media groups) which to great extent also have political affiliations (a brief outline is provided below). Due to their dominance in both print and broadcast industries these media groups are very influential in politics and society.

While the above table in no way covers the extensive print and electronic media landscape in Pakistan, it does give a very clear idea of the distance that exists between the English and Urdu language media in the country. If one looks at the circulation and viewer numbers, the English language channels and newspapers are primarily read in urban setting and are thus geared towards these audiences. They are more liberal and serious in comparison to the Urdu newspapers, which target a primarily semi-urban and rural audience. Thus their content is more sensational and melodramatic. However, while the Urdu papers

have numbers on their side, the English papers are targeted more at the movers and shakers and tend to have a greater impact in terms of policy.

### **Case Study: The Lawyer Movement**

While the long-term effects of the lawyers' movement have yet to manifest themselves, ripple effects can be seen in the current political environment of the country – especially in the younger generations' active participation in the political debates leading up to the next general elections. This impact notwithstanding, the movement can be marked as a turning point in the political system in Pakistan. Before the stand taken by Chief Justice Iftikhar Chaudhry, and other Supreme Court Justices in his support, it was expected that the courts would toe the line laid down by military dictators. This was the first time that a Supreme Court chief took a stand against the army.

The movement started on 9 March 2007 with the sacking of the Chief Justice (here on referred to as CJ) by the then President, General Pervaiz Musharraf. This was primarily due to certain *suo motto* notices taken by the CJ, which challenged government actions, particularly in the cases of the missing person's case and the sale of the Pakistan Steel Mills at lower than market price. This assertion of independence did little to endear the CJ with the administration, but it led to positive coverage in the national media and did to a great extent establish the Judiciary's reputation with the general populace. Consequently, despite sacking by a military dictator, the Supreme Court in a surprise move declared the action illegal and restored Iftikhar Chaudhry as CJ on 20 July 2007<sup>1</sup>. This led to the final break between the Judiciary and the government and marked the actual start of the lawyers' movement for the restoration of independent judiciary.

One of the major factors which made this movement possible was the exposure and coverage it received in the local media (both print and electronic). This would not have been possible even 5 years earlier. The liberalization of the media in Pakistan in 2002 had led to a boom in the private sector. Till 2002 there were only two television channels, and both were state controlled. However, by 2007, there were multiple private news channels in the country, more importantly these channels included five 24-hour news channels which were eager to highlight the issue. While some channels like GEO News were openly supportive of the movement, others took a more circumspect role and only reported the events. However, as the movement progressed a clear bias towards the Judges'

<sup>1</sup>A complete timeline of the events can be found at: <http://www.movementforruleoflaw.com/lawyersmovementpakistan.php> Retrieved on: 04/07/2012



efforts could be seen in the media content. This led to repercussions for the media outlets themselves, with bans and assaults. This was also the first time that the role of new media technologies was recognized in Pakistan. Social network sites like Facebook, YouTube and Twitter were used to pass information and cellphones were used for organizing demonstrations and protests.

But it should also be kept in mind that the media's role was not entirely altruistic, this coverage was also the demand of the public. The CJ's actions had caught the attention and empathy of the populace, which started to equate his struggle against the political system their own. Therefore, to a certain extent the media had to cover the movement if it wanted to retain its viewers<sup>2</sup>. This became somewhat evident when, after the collapse of the Musharraf government, the lawyers started to back off from active agitation while they waited for the new PPP government to restore the judiciary. However, the media was unwilling to let this go and continued to push the issue to the forefront in its coverage. This led to a break between the two most active pursuers of the movement: the lawyers and the news media.

The movement once again gained momentum in early 2009 when it became apparent that the new democratic President Asif Ali Zardari was not willing to restore the CJ. This was clearly in fear of the CJ's expected action against the National Reconciliation Ordinance<sup>3</sup> (NRO). It took a massive long march on 16 March 2009, with the backing of the Sharif brothers to force the government to reinstate the CJ and the other judges.

The combined efforts of the lawyers on the streets and those of media in keeping the issue at the forefront led to a historic turn of events in Pakistan. Instead of the populace and the media toeing the line, for once the government had to follow the rule of law. This has two-fold implications: one, the politicization of the general people – the realization that as a singular cohesive force they have the power to challenge standing governments; and two, it gave the media confidence in its abilities and role as the watchdog of the state when its commercial and political goals are aligned.

<sup>2</sup> *A Note on the Media's Role: While the role played by the media in highlighting the issue and keeping it at the forefront is obvious, another major role it played was that of an educator. It not only informed the populace of what was going on, the current affairs and political discussion shows also started to talk about issues like the constitution and law making processes in the country – breaking it down to a layman's terms.*

<sup>3</sup> *This was the ordinance enacted by Musharraf in 2007, to offer protection to politicians, public servants and other office holders against accusations of corruption. Complete Text of the ordinance can be found here: <http://www.pakistani.org/pakistan/legislation/2007/NationalReconciliationOrdinance.html> Retrieved on: 15/06/2012*

### **Conclusions:**

The above mentioned case indicates that while most of the Pakistani media's failings stem from stunted cultures of censorship and media manipulation, it still has the capacity to influence policy outcomes due to its out-reach and access. At a glance this might indicate a changing status in the media's role as a policy instrument, however in practice; the control of the media is still in the same hands, with the elite dominating policy even now. Only in domestic politics, where issues have considerable impact on people's daily life and have rating potential does the media become actively involved. Here too the focus remains on more sensational events rather than recurring policy issues, highlighting the fact that while the media has the ability to shape the public's agenda, this does not necessarily translate into affecting the government's agenda or policy making. The long-term consequences of the Lawyers' movement might still emerge in the near future, especially with national elections coming up, but it will depend greatly on the role the media assigns itself – that of a participant, like in the movement, or that of an observer, as it has done in the past.

## References

- Borquez, J. (1993). "Newsmaking and Policymaking: Steps Towards a Dialogue." In R. J. Spitzer (eds.), *Media and public policy*. Westport. Praeger.
- Hawthorne, M. R. (1993). "The Media, Economic Development, and Agenda-Setting." In R. J. Spitzer (Ed.), *Media and public policy*. Westport. Praeger.
- Hilgartner, S. and Bosk, C.L. (1988). "The Rise and Fall of Social Problems: A Public Arenas Model." *American Journal of Sociology*. 94. pp. 53-78.
- Hofferbert, R. I. (1974). *The Study of Public Policy*. Indianapolis. Bobbs-Merrill.
- Kingdon, J. W. (1995). *Agendas, Alternatives, and Public Policies*. New York. HarperCollins College Publishers.
- Linsky, M. (1986). *Impact: How The Press Affects Federal Policymaking*. New York. Norton.
- Mazmanian, D. A. and Sabatier, P.A. (1989). *Implementation and Public Policy: with a New Postscript*. Lanham. University Press of America.
- McChesney, R.W. (1999). *Rich Media, Poor Democracy: Communication Politics in Dubious Times*. Urbana, University of Illinois Press.
- McChesney, R.W. (2003). "Theses on Media Deregulation." *Media Culture & Society*. 25. pp. 125-133.
- McChesney, R.W. (2004). *The Problem of The Media: U.S. Communication Politics in The Twenty-First Century*. New York. Monthly Review Press.
- Meyer, T. (2002). *Media Democracy: How The Media Colonize Politics*. Cambridge. Polity Press.
- Mortensen, P. B. and Serritzlew, S. (2004). "Newspapers, Agenda-Setting, And Local Budgeting." Draft paper presented to The European Consortium for Political Research, Joint Sessions of Workshops - Uppsala 2004 - Workshop number 15 Political Agenda-setting and the Media.
- Note, "The Pakistani Lawyers' Movement and the Popular Currency of Judicial Power, 123." *Harvard Law Review* (2010).
- Pritchard, D. (1992). "The News Media and Public Policy Agendas." In J. D.

Kenamer (eds.), *Public Opinion, the Press, and Public Policy*. Westport. Praeger.

Protess, D., Cook, F. L., Doppelt, J., Ettema, J. S., Gordon, M. T., Leff, D. R. and Miller, P. (1991). *The Journalism of Outrage: Investigative Reporting and Agenda Building in America*. New York. Guilford Press.

Protess, D., Cook, F. L., Curtin, T. R., Gordon, M. T., Leff, D. R., McCombs, M.E. and Miller, P. (1987). "The Impact Of Investigative Reporting on Public Opinion and Policymaking: Targeting Toxic Waste." *Public Opinion Quarterly*. 51. pp. 166-185.

Sabatier, P. A. (1991). "Toward Better Theories Of The Policy Process." *Political Science and Politics*. 24. pp. 147-156.

Soroka, S. (2002). *Agenda-Setting Dynamics in Canada*. Vancouver. University of British Columbia Press.

### **Online Sources:**

"Between Radicalisation and Democratisation in an Unfolding Conflict: Media in Pakistan (2009)." *International Media Support*. Source: <http://www.i-m-s.dk/publication/media-pakistan-between-radicalisation-and-democratisation-unfolding-conflict-2009> Retrieved on: 15/06/2012

Siraj, S. A. (2008). "Critical Analysis of Press Freedom in Pakistan." *Global Media Journal*. Vol. 1(2). Source: [http://www.aiou.edu.pk/gmj/artical1\(b\).asp](http://www.aiou.edu.pk/gmj/artical1(b).asp) Retrieved on: 15/06/2012

## **Parliamentarian Democracy: An Analysis of Pakistan Constitutionalism**

**Syed Humayun**

Pakistan has rightly been called ‘a political laboratory’. In its short political history, it has experimented innumerable systems and still has not found a suitable one. One political crisis after another has engulfed the country wrecking the very foundation of the nation as today it is on the verge of collapse. Is it the fate of a nation whose people are having so many inherent qualities which could place it among the most developed nations of the world? Pakistanis should ponder over issues very coolly, calmly and thoughtfully. At present there is a great need to exercise restraint and inculcate the spirit of sacrifice especially by those who matter to avert the crisis. For present as well as for future, it appears, acceptance of the principle of parliamentary sovereignty by all is the most practical approach to Pakistan’s political system. The English people recognized the utility of this principle long time ago when they did not hesitate to kill their King in 1649 (Perhaps the only example in English history when a king was publicly executed) when the later dared to challenge the authority of the Parliament. Since then the system has been running very smoothly and it is the great merit of the English parliamentary sovereignty that it averts crisis among the organs of the government. On the other hand, the American system, where theoretical supremacy of the constitution prevails, is often found to be entangled in deadlock due to power struggle among the three organs of government. For the sake of political stability and to avoid political uncertainties, we must acknowledge and appreciate that the principle of parliamentary sovereignty is the most practical way to rationalise our system. There are other suggestions too which should be adhered to.

\* In future, after each election, Parliament, instead of President nominating the Prime Minister, should elect any member of the Parliament as Prime Minister. The different parties in parliament should propose their names for candidature.

\* It should be the privilege of Parliament to make and unmake the government. In the process if there are chaos, confusion or even fighting does not matter. Let them sort out their differences themselves. After trials and errors the same elements will prevail paving the way for better alternatives. No other state institution should intervene or come to their rescue. This would end the

practice of troika and the practice of holding frequent elections causing huge losses to national exchequer.

\* A distinction should be made between ordinary law and constitutional laws – laws relating to amendment of the constitution. Constitutional laws, passed by 3/4 majority in both houses of Parliament, should be regarded as supreme and should not be challenged by the court. If the constitution could be prepared by the people's representative, so the people's representatives reserve the right to amend the constitution, However, ordinary laws may be rejected by the court, if found unconstitutional.

\* We should also stop the habit of inviting every time army chief to arbitrate or associate in political matters. We should discourage once and for all the slogan "Join the army and become the President of Pakistan". There is no role for army in politics. They should be professionals in their own fields.

\* We should also discard the culture that there can be no criticism of judges or people in uniforms. Promotion of these cultures have foreboded much of crisis that we face today. Is the President who is supposed to command supreme respect and honour immune from criticisms? Are the judges or men in uniforms always right? Had not the Supreme Court's decision nullifying the Sindh Chief Court's decision (1954) declaring the Governor-General action as unconstitutional, foreboded disaster for our democracy? Was not 1958 *coup de ta* a criminal plot to subvert democracy in our country? Was not the 25th March, 1971 army action responsible for the disintegration of our country? Was the judgement projecting the concept of law of necessity or hanging of Bhutto a purely judicious decision?

It is time that we think over all these issues and opt for some rational solution. Definitely we are in dire need to have stable government for our survival and development. The hidden forces, both internal and external would not like to see us flourish or prosper. (Keep in mind how the BCCI was forced to collapse or how the western forces alert their eyes and ears when Malaysia, a Muslim Country, is also emerging as an Asian tiger). Our leaders should not allow themselves to be used as pawns. We should stop taking dictates from others to judge what is good or bad for us. Self-reliance, self-esteem and self-respect should be our guiding principles. Pakistanis are very hardworking, industrious and intelligent, individually. Let that reflects in our national life also. Undoubtedly with dedication and determination we would be able to chalk out a place in the distinct nations of the world within a short period of time.

## **Presenting a Fictional Approach for Studying Critical Theory: Fictional Manifestation or Story**

**Nasir Islam**

This fragments of this story have appeared from time to time in various critiques of Jacques Emile Lacan's Psychoanalysis. A child's emergence from the mother's womb, infancy, maturation, old age and finally death is often described as the outline of Lacan's Psychoanalysis theory. The author of this paper has woven an interesting story but to understand Lacan and his approach to psychoanalysis it is essential to comprehend the terminology – *symbolic order, imaginary order, mirror stage (stade du miroir), desire for mother (M/other), Jouissance* and 'in the name of the father' (*au nom du père*), an *objet petit a* – and the hidden meaning behind these.

Lacan uses these terms or phrases as 'signifiers' extending the meaning of the terms much beyond literal or dictionary meaning. He uses them as abstract signifiers of symbolic identity. Unless these Lacanian terms are fully explained, the story or "fictional manifestation" is not useful for learners or students. Simple "manifestation" or story telling is not sufficient to comprehend the message. The author in this article has said precious little to explain Lacan's Psychoanalysis. The narrative appears to be structured by Lacanian concepts and it is rather well done. But an undergraduate student, with little background in Lacanian psychoanalysis will understand little or nothing about his theories by reading this fictional account. As to the understanding of Lacan, it remains a tall order and a tremendous challenge. Overtime the meaning of the building blocks of the Lacanian theory evolved because he continued to change their meanings in his on-going *Seminars*. His interpreters often disagree on what Lacan meant by the terminology he used in his writings.

Pakistani readers, particularly undergraduate students, will also suffer from the loss of meaning in translating Lacan into English. For example, the phrase in the *name of the father* in French (*le nom du père*) is a pun on *le non du père*. The French word 'nom' (name) sounds like 'non' (no), thus the NO of the father represents the prohibitive and legislative role of the father. Similarly *Jouissance* a central concept in Lacan's theory could not be translated into English. The phrase *objet petit a* (small object a) was not translated because Lacan insisted that it was like formula that could not be rendered into another language. Even an eminent anthropologist, Claude Levi's Strauss admitted that even though he attended Lacan's *Seminars* he did not understand anything. Ironically when

Lacan himself appeared in a two-part television special in France in 1974, he began the programme by announcing, “most of his audience were surely idiots, and that he was surely in error in trying to make them understand.” Therefore his critics maintain that for all his brilliance Lacan’s text remains stubbornly resistant to comprehension.

Lacan makes a play with the similar sound of *le nom du père* (the name of the father), and *le non du père* (the no of the father), thus emphasizing the legislative and prohibitive function of the father who is the link between the child and the outside world. He is the one to say NO to many demands of the child including his incestuous desire for the mother. I wonder how this could be applied to societies where gender differentiation is on the decline.

LACANIAN PSYCHOANALYSIS: a few comments from the critics.

The mirror stage refers to the belief that the infants recognize themselves in a mirror and thus view their image from outside as an object from the age of 6 months. According to Lacan, Mirror Image is a vital element in helping each new member of the human race to move from an exclusive, primary relation to the mother to a wider engagement with the outside, cultural world – *the symbolic order*.

Lacan’s concept of the mirror stage kept evolving. In his later Seminars he no longer considered it as a specific point in time but as a permanent structure of subjectivity. Lacan borrowed the original idea from the French psychologist Henry Wallon. Later empirical research proved that toddlers may be fascinated by their image in the mirror, they do not actually recognize themselves until the age 15 months or more. Norman Holland asserts there is no evidence whatsoever of the mirror stage theory of Lacan. Raymond Tallis points out that if the mirror theory was right then how does one explain the congenitally blind people attaining selfhood, learning languages and be useful members of the society.

*Objet petit a* stands for the unattainable desire where the letter ‘a’, stands for *autre* (other). Lacan insisted that it should not be translated and thus should be treated as an equation. *Désire d’autre* ( desire for the other) is like a precious object hidden in a worthless box, which can take many forms but it is what is inside is precious and important – desire. He further explains that desire is the remnant of the subtracted need from demand. Sometimes he calls it surplus like the surplus value in economics. Need is satisfied but demand is never satisfied. Desire is the desire to be the object of other’s desire.



Jouissance, a central concept in Lacanian analysis, is defined by Lacan as the surplus or remnant that results when symbolic is fused in to real – objet petit a. Translators of Lacan’s works have failed to find an appropriate word to render it in English. It means both enjoyment and orgasm and the latter is not just physical. And yet It is essentially Phallic. But then there is a female Jouissance interpreted by feminist theorists like Helen Cixous and Sandra Gilbert as rapture that combines physical, sexual, mental and spiritual. It is supposed to be the fountain of the feminine creativity.

Critics have accused Jaques Emile Lacan of disregard for empirical evidence and confusion of science with cultic religion. They say if you take away the convoluted vocabulary and the impenetrable syntax then you are left with little or nothing. He is criticized for inventing an explanatory system that does not explain and a version of psychoanalysis that renders human nature infinitely obscure. His work has been described as “overburdened with meaning” or meaningless”. There is a very fine line between the two.

Lacan had always been accused of using an obscurantist and mystifying writing style, often reducing complex subjects to intellectually indefensible pseudo algebraic equations. He often used Freudian terminology to authenticate his own idiosyncratic psychology. Incoherence is the hallmark of Lacanian language and a great deal of Lacan’s writing is devoid of any clear meaning. In any ordinary sense of the word it is meaningless. Another problem is the translation: Lacan learned Freud from German, not his strong suit, and the English speakers learn Lacan from English translations of his French “writings and seminars”. A lot was lost in Translation and understanding of foreign languages

The paper under review proposes to attain the following 6 objectives:

1. To establish a relationship between Fiction and Critical Theory.
2. To introduce an innovative idea in the realm of Literature.
3. To provide learners a stimulus for learning.
4. To apprise learners of a new model for interpreting the nature of Critical Theory.
5. To make pedagogy an interesting exercise for the learners.
6. To extend the frontiers of knowledge.

Three of these (3, 4, and 5) relate to pedagogy and teaching. The story, fictional manifestation or model is inadequate to fulfill these objects. I doubt it if students / learners would understand anything about Lacan’s

Psychoanalytic approach from this story. Not only the terminology is overburdened with meaning but also the author has not provided the necessary definitions and explanations. As to the objective 1, the author does not provide any clue about the linkage between fiction and critical theory. This should have been elaborated in a paragraph or two immediately after the story or at least in the conclusions. The objectives 2 and 6 are rather lofty aims. It is not the first time that fiction has been utilized to analyze literary works. Not only literature and critical theory fiction has been used in the teaching of organization theory and management. Thus it is not really an innovative idea. Lacan's concepts have been used to understand and analyze the characters in many classic novels. Charlotte Gilman's *Yellow Wallpaper*, Kate Chopin's *The Awakening*, Scot Fitzgerald's *The Great Gatsby*, and of course Proust's *Remembrance of Things Past*. The description and analysis of the characters in the novel through the prism of Lacanian framework not only enhances the understanding of the Characters but also helps us understand the concept of Psychoanalysis. However, if reversing the relationship between fiction and critical theory – applying fiction to study critical theory instead of using critical theory to analyze fiction, then perhaps the author has some claim for innovation. But the innovation fails to achieve its objective as I have described above.

As for extending the “the frontiers of knowledge”, it is a tall order. If the story succeeds in enhancing the understanding or even giving the reader a clue about Lacan's work, one can consider this claim. In my opinion, the story fails to do this. The author could have woven the explanations and explications in the narration. I doubt it if the readers would understand what is the significance of the phrases ‘in the name of the father’, objet petit a, symbolic order or imaginary order just by reading the story. Perhaps, the author could have included at least a few paragraphs on Lacan in his/her review of literature to provide the background.

## **Methodology**

According to the author, “Considering Critical theories as the population of the research, Lacanian Psychoanalytic theory has been chosen by the researcher as sample to develop the fictional approach.” Use of population and sample is confusing in this context.

A population is a complete set of elements (people or objects) with a specialized set of attributes or characteristics defined by the sampling criteria established by the researcher. A sample is a subset of this population. Various

random and non-random procedures are used to select a sample. The object in this exercise is to learn and generalize about the population from the analysis of the sample. The sample has to be a representative of the entire population for the purposes of generalization. Most effective way to have a representative sample is to randomize. I do not think the use of population (various critical theories) and sample (Lacanian psychoanalysis) is appropriate in this case. The application of the fictional model to Lacan (sample) does not enable us to generalize or make inferences about other Critical theories (population).

Kothari's definition of conceptual research as "related to some abstract idea or theory" does not go very far in describing what is being done in this paper. The author should have provided a clear description of conceptual approach in operational terms. The author chose *Qualitative mode of inquiry* using Denzin and Lincoln. It is not, however, clear where in one finds "the studied use of the collection of empirical materials".

### **Content Analysis**

The author said that content analysis shall be used to have "a detailed analysis of data with reference to the area of investigation" and "the researcher will go through the process of an extensive study related to critical theories" (p 11). What data is being referred to here and where are the content analysis and its findings in the paper under review? Let us note that content analysis involves codification of the data, determining levels and units and then categorization that would enable the researcher to make inferences or generalizations. It is not always qualitative.

### **Style and Minor Issues**

There are many minor orthographic problems. The author has a tendency to use the definite article 'the' inappropriately or it is missing when it is required. The author tends to be verbose and wordy particularly in the introductory part of the paper. There are also problems with punctuation, probably typographical errors. The full stop (period) and commas appear at the beginning of a sentence just before the first word. Often a comma appears where it is unnecessary. The author has a tendency to use very long sentences and confusing words. It makes the subject matter more difficult to comprehend.

### **Some Suggestions**

It would have been useful, if the author had consulted Malcolm Bowie's *Freud, Proust and Lacan: Theory as Fiction* and Lois Tyson's *Critical Theory*

*Today.* A Review of the critiques by Roustang, Chomsky, Evans, and particularly the long essay by Richard Webster available online would also be fruitful. Despite all the criticisms Lanca's *Ecrits* was declared one of the 100 most influential books of the 20<sup>th</sup> century and he seems to have a cult like following. I guess sometimes what cannot be understood becomes profound because people are afraid to show their "ignorance".

## **The Politics of Minority Votes in Bihar and 2014 Elections in India**

**Yuvaraj D. Prasad**

Bihar is one of the major political centers of Indian politics and was one of the most intensely watched States in the 2014 Elections in India. The 40 Lok Sabha constituencies of Bihar were a deciding factor for who holds power in the 16th Lok Sabha. The major political players in the state are the Rashtriya Janata Party (RJD), the Janata Dal (United), the Lok Janshakti Party, besides the prominent presence of the two national parties, the Indian National Congress and the Bharatiya Janata Party (BJP). Bihar as a state of India holds pivotal importance so far as the vote-bank is concerned, as the bulk of the population basically comprises lower-caste, lower-class and Muslims, who form the minority of the country. The RJD, headed by Lalu Prasad Yadav, claims to be a secular front representing the minority. However, it was clearly seen this time that Yadav does not command the same popularity, after he was found guilty and jailed in the fodder scam. The RJD had also made it clear that it would support the Congress. Ram Vilas Paswan of the LJP had, on the other hand, made alliance with the BJP ahead of the polls. Nitish Kumar of the JD(U), which also claims to be the face of a non-communal state of Bihar, was indicating preferences towards a Third Front, along with other secular forces.

After the fall of Rajiv Gandhi's government in the late 1980s, the Indian politics entered the era of coalition where none were in the position to call the shots. Governance and administration became second-best to blackmailing tactics by regional parties who could neither emerge as national alternatives nor could remain regional in their aspiration. They, particularly those in key states like UP and Bihar, began cashing in on the ruins of the Congress system to make their electoral gains. They found their socio-economic diversity of the state suitable to create their respective vote-banks which served as their big weapons during elections. They made a strategic utilization of the Congress's massive failure to maintain its umbrella character and turned the natural anomalies of the Indian society into their pillars of support. The politics of minority votes also came to play an active role and assumed a new dimension.

This went on for years. The Congress, much weaker than what it was in the past, found it convenient to back these regional players, one or the other, to keep an indirect hold over the political resources that it had lost over the years, thanks to the declining authority at the grassroots level. Take the four regional parties

of UP and Bihar who have played significant roles in the politics of alliance in the coalition era. These parties have flourished all these years because there was no viable alternative to their model of social empowerment but little development. They mobilized socially backward groups, snatched the others' vote-banks, further dividing the already divided society and this vicious cycle went on for decades with little substantial benefit for any of the groups.

The rise of the right- wing BJP, also facilitated by the Congress's politics of appeasement, encouraged the regional "satraps" (chief ) to exploit the religious diversity of Indian society while the Congress found a nice opportunity to project itself as the custodian of the minority in a more aggressive manner. Thus, the contest in Indian politics revolved around two camps, namely, the Congress and its like-minded allies which formed a so-called secular front and the right- wing BJP. However, Modi's advent has eclipsed the post-Congress era politicians in India. Since the early 2010, this equation began to undergo a change and the ultimate consequence rocked India's political geography. In the past few years, a number of governments which were led by the "secular forces", namely, the Congress led UPA at the center, the Samajwadi party government in Uttar Pradesh and the Nitish Kumar government in Bihar began to witness a drastic fall in the quality of governance, causing a big depression in the public space. High price rise, law and order issues, poor treatment of women, riots and terror threats and the like began to raise doubts in the minds of the common man: do we vote for the politicians or for our own well-being?

According to some of the opinion polls, namely India Today-Voter opinion poll and India TV survey held in the first months of this year, a close fight between the BJP and the RJD was expected in Bihar. While the BJP was expected to bag 14 to 22 seats, the RJD was expected to win 6-14 seats. According to the opinion polls, the JD (U) was not expected to perform well, bagging 4-9 seats. Although the CNN-IBN survey indicated that the JD (U) would bag between 7-13 seats. The Congress was expected to perform poorly, compared with the last general election in 2009, due to increasing instances of corruption. The one party that was being looked out was the LJP. After its alliance with the BJP, the LJP was expected to turn out to be the dark horse in the state.

BJP produced an electoral homogenization and that speaks volumes about its credibility. Narendra Modi's arrival on the scene was a fresh change. Like the fresh leadership, the BJP also presented through him a new approach speaking for the universal development. This was something for which his opponents were never ready. They kept on polarizing voters thinking the BJP was the same

product of the 1980s and as they went on polarizing, the BJP kept on reaping the benefits for it was always stressing the positives. In an India where 24X7 media channels are always on the prowl, the loose speeches made by the leaders of the “secular” camp against Modi played in his favor. The recipe for the whitewash was prepared without much trouble though the assertive regional satraps and their imagined fronts raised fears that there would be another vulnerable government at the Center. But with the BJP getting 282 seats of its own, that fear stands quashed. The Center will be a stable one and little time will be wasted in managing ill-willed allies. The Mamatas and Jayalalitas will have their own plans of action but 350+ NDA government at the Center can't be toyed at will. The insignificant presence of Congress also adds a new dimension to the Indian politics post-May 16. We are set to witness a new model of politics unfolding in the coming months.

Apart from the Modi wave, another factor that accounted for the much-improved performance of the NDA in Bihar was the failure of the politics of minority votes or counter polarization due to the bid for consolidation of the Muslim-Yadav (MY) vote in favour of the RJD. In the process, both the RJD-led alliance and the ruling JD(U) took a severe beating. RJD chief Lalu Prasad, who was expected to offer stiff resistance to the BJP, took a big hit. The script in fact went horribly wrong for Nitish Kumar who broke from the BJP calculating this would earn him the goodwill of the Muslim community. As for Nitish Kumar, he was expected to face a rout because this election was all about Modi—either you were seen opposing him or supporting him—and Nitish somehow could not find a space for himself in this election. His much-touted development card failed to catch the imagination of the electorate in an election that was meant to elect a government at the Centre. Kumar was made to look like a bystander in the whole election.

In 2014 Elections in Bihar, Bharatiya Janta Party won 22 seats and only two seats went to Indian National Congress. Rashtriya Janta Dal (RJD) managed to bag four seats and Lok Jan Shakti Party (LJSP) has won six seats. A BJP-JD(U) alliance would have swept all before it in Bihar this year and could have garnered 35+ of Bihar's 40 Lok Sabha seats. A year ago, it was not unreasonable to believe that the 2014 general election would follow form — Congress and BJP would be the nucleus of two alternative coalitions with a large number of regional parties; any regional ally that controlled a bank of 30-40 votes would be in a strong position to assume the mantle of kingmaker, perhaps even king or queen. Seduced perhaps by the dazzling allure of being India's PM, Nitish broke from BJP in the hope that this would maximize his room for maneuvers with either a

UPA or an NDA coalition in the wheeling and dealing after the general election.

Nitish's calculations came unstuck. He was branded a backstabber by BJP, responsible for breaking the alliance for which people had given a popular mandate. The upper castes of course did not show any inclination to align with him as they were largely driven by the NaMo factor. The fact that the BJP stitched a caste coalition with allies such as Ram Vilas Paswan and Upendra Kushwaha helped in augmenting the party's traditional base among the upper classes and Vaishyas. Things would have been very different for Nitish if the minorities had backed him but that not being the case a large chunk of his EBC and "Mahadalit" vote-bank opted for the BJP, in reaction to MY consolidation. The net gainer was the BJP.

The rise of Nitish Kumar nine years ago was attributable to the revulsion of Biharis against Lalu Prasad's jungle raj. The Lalu-Rabri Devi combine which largely ruled Bihar from 1990-2005 had formed a Yadav-Muslim winning coalition, preying on Muslim fears over BJP's chauvinistic Hindu agenda and flattering Yadavs with grandiose rhetoric only to deceive them in concrete results. His 2010 re-election resulted from a combination of good governance practices, a development renaissance, an astute alliance with BJP, and the strategic error by Lalu of breaking with Congress. Returned with an 80% majority, Nitish fell victim to hubris as he became convinced of his own political genius, helped by a coterie of sycophants (the bane of Indian politics).

His fall this year springs from three grave mistakes: caste politics miscalculation, communal politics miscalculation, and a fatal misreading of the political tea leaves. The end result is the proverbial Mr Choubey setting out to become Mr Chhabbey and returning a much shrunken Mr Dubey (one who knows all four Vedas set out to show the world he knew six, and returned diminished as master of only two). In some ways Election 2014 was replay of the political churning of the early 1990s. Back then the Mandal commission had broken up the electorate into caste identities, leading to the rise of political parties that tried to corner each caste group. In response, BJP implemented the Ramjanmabhoomi movement to consolidate the Hinduvtava.

Some of these themes returned, albeit in a lower key, during the election campaign. While 'Secular' parties aggressively wooed the Muslim constituency as well as caste groups like Yadav's, BJP resorted to a counter-polarization to consolidate the Hindu vote. Moreover, by highlighting the OBC background, Narendra Modi appealed to a sizeable constituency even as he professed the hope of better days for all. It must be admitted, though, that the latter theme has



predominated in the Modi-led BJP campaign-which went against the grain of conventional political wisdom by emphasizing development so strongly.

As per the 2011 census, Muslims are nearly 15% of India's 1.2 billion people. In 35 seats, they number around one in three voters or more. In 38 other seats, Muslims are 21-30 per cent of the electorate. If the 142 seats where they are 11-20 per cent are added to this, Muslim voters have the ability to influence the outcome in 218 seats. UP and Bihar which have 120 seats between them, have 18 per cent and 16 per cent share of Muslims respectively. So the 'Secular' gamble was not unreasonable. In Bihar where, out of 17 seats where Muslims have more than 15 per cent of votes, BJP has won 12. The remaining five have been shared by the RJD-Congress-NCP combine and JD(U) which has got one seat. Pollsters, going by the trends of past elections, say the Muslim vote is most effective where it is around 10 percent of the electorate, big enough to sway the result in a multi-cornered contest, by consolidating for a single candidate. Ironically, where Muslim presence is over 20 per cent, their votes have been mostly ineffective. This is because of multiplicity of Muslim candidates that divide their votes.

Of the 87 Lok Sabha seats in the country identified by the Centre for the Study of Developing Societies (CSDS) as having a high percentage of Muslim voters, the BJP won 45. These seats included 27 in Uttar Pradesh, 19 in West Bengal, 8 each in Assam and Kerala, 6 each in Bihar and Jammu and Kashmir, 4 in Maharashtra, 2 in Andhra Pradesh and Delhi, and one each in Haryana, Tripura, Lakshwadeep, Jharkhand and Uttarakhand. The BJP also won 47 seats in the 102 constituencies where at least one in five voters is a Muslim, higher than the 24 such seats they had won in the 2009 election.

The BJP had no success among the 19 Muslim-dominated constituencies in West Bengal. Most of these seats were won by the Congress and the Trinamool Congress. The BJP was also unable to win any seats in the 10 such constituencies in the southern states of Kerala and Andhra Pradesh.

India Today reported that data released by the office of the Delhi chief electoral officer indicated "a reversal in the Muslim community's support for the Aam Aadmi Party" in the capital. India Today noted that BJP had won all 7 seats in Delhi, with their candidates receiving a larger vote share. A large section of the Muslim population in the union territory celebrated the BJP's victory on 16 May, and stated that they felt no fear in voting for the party.

The NDA won 39 of 74 seats where Muslim voters make up between 21 to

95% of the total electorate. The BJP won all 16 seats, where the Muslim electorate is between 21 and 50%, in Uttar Pradesh. It also secured 5 out of 9 such seats in Bihar. The BJP won all 26 seats in Gujarat, marking the first time a single party won all seats in the state. The previous record was held by the Congress which won 25 of the 26 seats in the 1984 general election.

No doubt, a big concern raised by the 2014 election is regarding the representation of minorities, especially of Muslims, which is the lowest since the first general election of 1952. Only 22 Muslims have been elected and the treasury benches have none. This amounts to an imbalance where 11 per cent minority population will have only 4.4 per cent representation. But certainly,

Voter's decisive thumbs-up to this campaign is a signal that the caste-religion binary is past its sell-by date. It is time to inaugurate a post-Mandal, post-Hindutva phase in India's polity. Rather than appealing to caste or religious collectives debate need to focus more on what aspirational Indians want, making it a more 'normal' nation in the democratic world. In his speech after being elected leader of the BJP parliamentary party, Modi repeated his campaign motto of taking all segments of society along and promised development for all. He must live up to those words, which means that ideas, which polarize society and bait minorities must be dropped.

The Lok Sabha election of 2014 is significant from many aspects. The emphatic mandate in favor of the BJP-led National Democratic Alliance, the near- elimination of the Samajwadi Party and the Congress and the Bahujan Samaj Party in Uttar Pradesh and the annihilation of the JDU in Bihar and the subsequent resignation of Nitish Kumar perhaps point at the biggest significance of them all: the politics of minority votes didn't at least succeed, if not buried forever in 2014 Elections.

## **Public Policy Patterns in Pakistan**

**Sajjad Naseer**

Public Policy as a field of academic enquiry struggling to emerge in Pakistan in the last decade or so, though its journey in the West is also very recent. Most universities in Pakistan do not have a graduate program in Public Policy and as a subject is not taught at the under-graduate level of study. Therefore, the literature produced in the area is patchy, semi-baked and rarely operates within the theories and concepts developed in Public Policy.

Despite this poverty, Public Policy occupies center stage in the functioning of any political system. The decisions in the public domain are of real essence and provide the necessary connectivity of people with the system to ensure its stability, legitimacy and longevity.

Political scientists have come up with competing models to explain the process of Public Policy. A model is a simplified representation of some aspects of the real world. This helps to enhance our thinking about politics and Public Policy; it also offers explanations for policy and predicts its consequences. The significant competing models include Institutional, Rational, Incremental, Elite, and Group Theory etc. which are useful in making sense of policy within the operating dynamics of politics in a given polity.

David Easton, among others, made a profound assertion that policy is an authoritative allocation of values (public decisions) which are binding and hence legitimate. This across the board definition when interrupted and negotiated in the context of democratic theory in fact legitimizes the democratic political system in which force and coercion are considered lawful towards the enforcement of public decisions.

Easton's model is predicated on the assumption of democratic theory to be supplemented by Almond and Coleman's formulation about the functioning of the political system. Most developing countries which were former colonies have since their independence been struggling to institutionalize democratic governance and Pakistan is no exception.

The Western Public Policy models shy away from addressing the real situations in developing countries and offer only partial explanation to the political reality. The inherited authoritarian structures of governance have tended to persist in the post-independence period and the contest between

democratic and authoritarian practices continues with an accent on authoritarianism even during the interludes of civilian elected governance.

It is pertinent to note that four environmental factors play a particularly critical role in the functioning of a political system: the level and process of modernization of the society (development policies) the political culture, the structures of decision-making and Public Policy. These systemic factors help explain patterns of policy and governmental action.

As regards the process of modernization after the birth of Pakistan, the ruling elite usurped the nation-building functions and the focus was on state-building and even the exogenous factors (foreign aid) also favored this enterprise. This was an easy undertaking as the inherited colonial structures were in place and functional. The political culture according to Almond and Verba's formulation was a 'subject one', where the political orientation of the populous was tuned towards the output functions of the political system. Emanating from the vice regal system, the decision-making process was highly centralized and personalized. These three factors worked in harmony and Public Policy was formulated in this context and all major important public interest decisions were made authoritatively.

Treading on this authoritarian track the government of Pakistan developed a wide variety of policies designed primarily to control and regulate all forms of group activity. All potential mechanisms for structuring participation in Pakistan, therefore, came to be controlled, regulated, or governmentalized. The government has used three basic strategies in dealing with politicians and political groups: control, exile, eliminate or coerce political leaders. Section 144 of the Criminal Procedure Code and Ordinances are routinely used to suppress and control political activities. Only activities under the government patronage enjoy legitimacy and others are considered opponents to be dealt with a heavy hand.

This environment provided the context in which key Public Policy decisions were made. Under Ayubian regime, land reforms, family laws, nationalization of shrines etc. were imposed from the top without any debate or public participation; in fact the 1962 Constitution was designed around the person of Ayub Khan. The decade of development under Ayub resulted in serious consequences leading to the birth of Bangladesh.

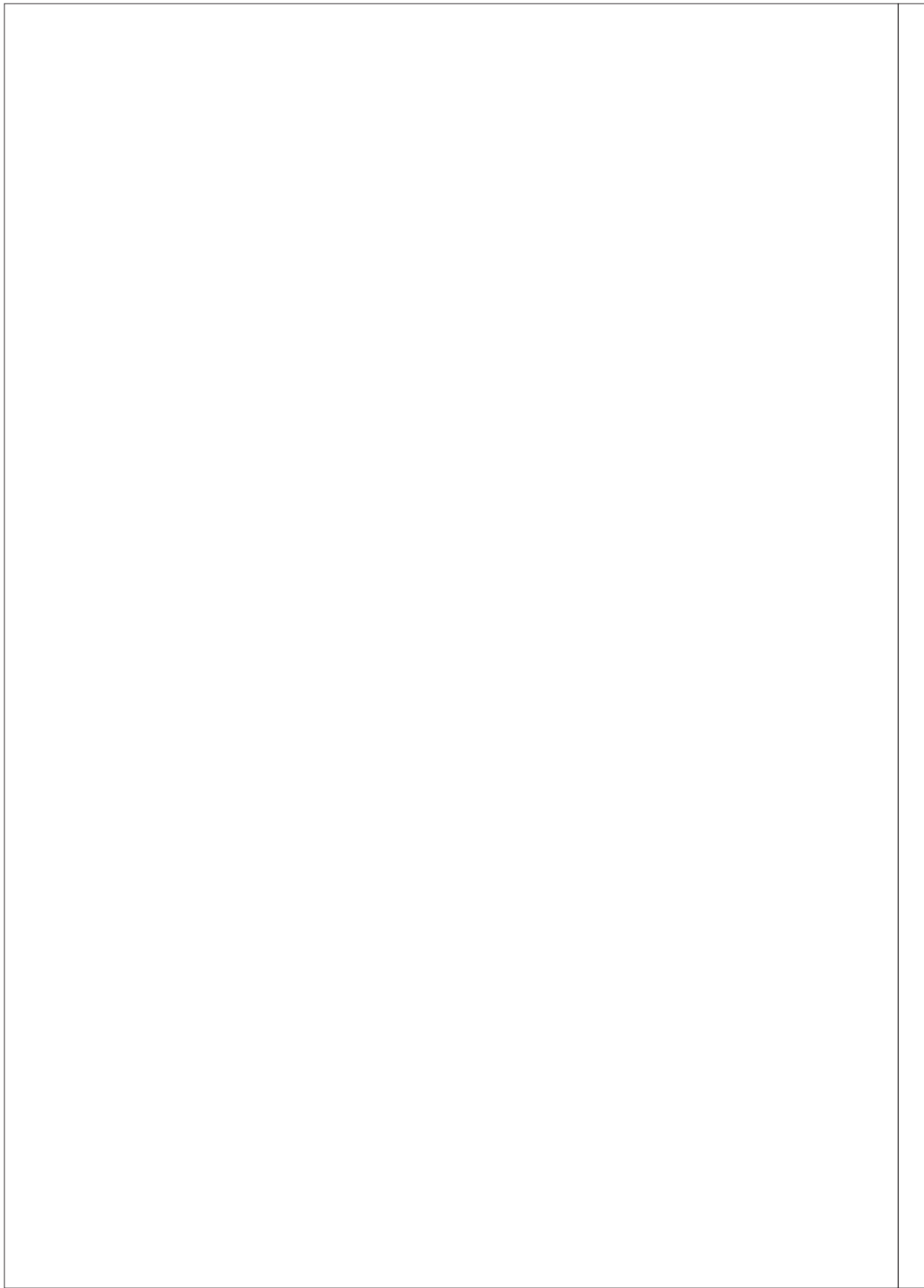
Ideologically driven Bhutto introduced a flurry of reforms in the name of socialism. Land reforms, nationalization of banks and thirty one key Industries, Education, Labor, and Civil Services reforms etc. were imposed and departed

after the overthrow of his government. His style of governance was authoritarian and he introduced these reforms without having a majority in Balochistan and Frontier Provinces.

Imbued with religious fervor and riding on the wave of Islamization Zia tried to introduce and implement Shariah Laws using coercive means and terrorized people in to submission. Public participation and debate were not part of the political process and, therefore, many of his political items faded away while others were not touched being religious in nature.

The entry of Pakistan in to the new millennium coincided with globalization forces and General Musharraf's 'enlightened modernization' was an attempt to adjust to the emerging realities. The media policy resulted in the free movement of information and the competing media channels started exposing the hollowness of the post-colonial state structures and processes.

A new Pakistan is pulsating to emerge in the name of change either reformist or revolutionary. The status-quo forces are struggling to resist. In case the change comes about, it will be of interest to find out the features and patterns of Public Policy formulation.



## **Book Review**

Hugh T. Miller and Charles J. Fox, (2007) *Postmodern Public Administration*. New York. Sharpe, Inc.

The book is a unique study on the subject of public administration as it explains the postmodernism of administrative setup in democratic, neo liberal, constructive and ideological societies. The author uses many new terminologies and novel words to discuss the subject. In this way the book becomes a difficult reading particularly for the general people specially the students of public administration.

The title of the book is drawn from the concept of modern public administration theory which emerged in 1980's with the outbreak of postmodernism. The book therefore is mainly divided into two forms one the construction of reality and the other the construction presented by the authors. The book begins with the discussion on the traditional Public Administration debating politics and administrative dichotomy. The discussion continuous on the role of civil service and its reforms in emerging democratic society which are suitable to public administration.

The second part of discussion in the book is on postmodernism. Here the authors give a comprehensive explanation of postmodernism. This has been explained with three aspects: "Problematic, Modern, and Postmodern". Problematic indicates mode of production and also the socio philosophical, physiological and ethical study. Modern indicates functional, hierarical, logical, assembling of the people, Postmodern relates to postindustrial, methodical, interpretative situation, the emphasis on postmodern experience with reference to communication and manipulation of information. To the authors postmodernism is a "set up of adjective conditions to be counted" they arrange that "Postmodernity may also defeat discourse and render quixotic our own effects at a discourse theory of Governance. But we have crafted immune system to some of the virus in effecting other nascent, pragmatic alternative to orthodoxy". (p.70).

In the discussion on discourse theory the authors develop a position what they call constructism which they define as a view of "Phenomenology together with structuration theory". They explain that structuralism is simply organizational reality which is found in daily life of public administration constructed by society.

The book is a difficult reading although it is an old publication of 1975. It was republished as revised edition in 2007. It presents a comprehensive but philosophical discussion of postmodernism experience of public administration. In this sense it is a philosophical study of the subject presented in a highly academic manner.

**Arshad Syed Karim, Ph.D.**



## **Book Review**

Prasad, Y.D. (2013). *Essays in British Imperialism: The Persian Gulf, Turkey, and the Raj (1890-1920)*. New Delhi. Anamika Publishers & Distributors Ltd.

The subject book contains essays on the strategic position of British India in the arena of the powers playing during the World War I. It was a global war centered in Europe that began on 28 July 1914 and lasted until 11 November 1918. But the book deals with how the British raj of India was fighting the war with the Central power of Germany and its allies. It was one of the deadliest conflicts in history paving the way for major political changes, including revolutions in many of the nations involved. The war drew in all the world's economic great powers then, which were assembled in two opposing alliances: the Allies of the United Kingdom, France and the [Russian Empire](#) and the Central Powers of [Germany](#) and Austria-Hungary. These alliances were re-organized and expanded as more nations entered the war: Italy, Japan and the United States joined the Allies, and the Ottoman Empire and Bulgaria joined the Central Powers.

Long before the WW-1 broke India and the Middle East had been a theatre of power politics by Portuguese, French and British. How Britain got dominance over the Middle East and India, the first three chapters of the book details the story. Britain had taken over the Muslim India by overthrowing the last Moghal Emperor of India. Estrangement of Indian Muslims with British Rule was one of the stumbling blocks on the eve of WW-1. The Muslim press all over India was extremely indignant for the participation in this War. Actions were taken by the government against some Urdu papers of repute then. Even mosques were converted into anti-British platform. Funds were raised to strengthen the hands of anti-British agitators. Trifling incidents like demolishing of washing and urinating portion of Kanpur mosque became a national issue for Muslim India. A Muslim delegation had to leave for London to represent its case to the Secretary of State for India in 1913, a year before the great war broke.

Indian Muslim sentiments against British empire was in fact a go-on process of British politics in the affairs of Arab sheikhdoms in the Middle East including Arabian Peninsula which were then the part of Ottoman empire, an ally of Central Powers. Most Arabs were also Muslims. Anything that affected the faith in Arab world would have subsequent effect on Indian Muslims. These anomalies and attitudes were apparent in the pre-war days and were becoming explosive when the war broke.

At the time of the outbreak of the World War I in 1914, India was in such a state of turmoil that was sliding toward close to revolt. The eruption of this Indian volcano was only restrained by the incessant vigilance of British officials and the presence of a powerful British army at their back. There was popular resentment against partition of Bengal in 1905. Muslim rule was dismantled and Moghal princes were imprisoned and massacred by the British Empire. Countrywide sepoy revolt erupted in 1857. The British countered it by repression and in retaliation British officials were murdered. British goods were boycotted and hostility developed into sedition. Even an unsuccessful attempt was made upon the life of the viceroy. Up to the very outbreak of WW-I, Britain watched India with a restrained sense of insecurity and apprehension. But all this completely disappeared like water bubbles when the Great War broke out in Aug. 1914. Instead of India being sullen with discontent, it acclaimed with one voice Britain's declaration of war upon Germany. It was a pleasant surprise for the British Empire and a painful disappointment for the Germans.

Indian literature on WW-I of 1914, I think, is not as much as we have on WW-II of 1939. One of the characteristics of the book in review is its subtle study of India amongst the most complex players in their most complex roles played in making the stage for the war and consequently raising their British rulers victorious in the war. It is one of the most valuable studies for all those who want to know the currents of India's relations with Britain and vice versa in future course of history.

**ISRAR HASAN**

## **Book Review**

Ishtiaq Ahmed, (2013). *Pakistan A Garrison State: Origin, Evolution, Consequences. 1947-2011*. Karachi. Oxford University Press

Pakistan: A garrison state is a chronology of political, military and administrative relationships which tells the story of rise and fall of democracy in Pakistan. The book consists of eighteen chapters beginning with an explanation of the metaphor of “fortress of Islam” and ending up at analyzing the Historical Legacy of breakup of India on the basis of religious diversity. Main focus of the book is on political administrative relationship between civil and military ruling elites and violent clash of interest among the superpowers, the present (USA) of former (USSR) and the emerging People’s Republic of China who have engaged Pakistan as a friend or enemy to take advantage of strategic geographical location of the country. Historical record shows that Pakistan from its inception in 1947 inherited a weak political system and comparatively strong civil and military bureaucracy. Under the shadow of non-political focus the dictatorial style of government functioning flourished by leaps and bounds leading to the development of a garrison state. The author has candidly discussed the burning politico-administrative issues faced by the political and military rulers of Pakistan in the past and the present perspectives. In the past scenario there are initial attitudinal reservations on the part of British, American and Soviet towards Pakistan, animosity with India on Kashmir dispute and supporting the cause of civil war in East Pakistan which led to India Pakistan war of 1971 and ultimately produced Bangladesh as an independent country, It was solid evidence to prove that a garrison state cannot triumph against a democratically governed state.

The present picture of statecraft in Pakistan after the separation of East Pakistan does not show a significant change in terms of strengthening of democratic powers of governance against the authoritative administrative system. During this period the salient episodes include, the rise and fall of Zulfikar Ali Bhutto, military regime of General Zia ul Haq pretending to introduce the code of Islamic law, and participation of Pakistan in Afghan Jihad with help of U.S financial assistance and high profile weapons of destruction to defeat the Soviet invasion of Afghanistan. There was also wavering relationship, between Pakistan and U.S along with internal political strife on Taliban issue under the military regime of General Pervez Musharraf. Last four chapters of the book deal with the consequences of transition to democracy, large scale spreading of terrorism, U.S. declaration of exit from Afghanistan and brutal killing of Osama Bin Laden by the U.S marines. The chapter on analysis and conclusion presents a summary

of political history of Pakistan and winds up the entire discourse by giving thought provoking views on future perceptions of internal and external forces which will determine the kind of path to be adopted for survival and institutional development for building Pakistan as a democratically governed state instead of following the footsteps of garrison rulers.

On the whole the book is a highly interesting treatise of political history of Pakistan portraying the bright and dark shades of civil and military relationships in governing the country and responding to the challenges of rapidly changing global environment. It could be deservedly recommended as a compulsory reading for the post-graduate students of political science and public administration in Pakistan. The author must be commended for compiling a mass of relevant research data, interviewing top most political and military personalities in Pakistan and abroad duly supported by a large number of references from past and recent publications of international repute. The only missing factor in the look is lack of focus on the element of diversity which is spreading in Pakistan in all walks of life. Oxford University Press may also be given due credit for publishing a book on current critical issues which are threatening the viability of Pakistan as an independent country.

**Arshad Syed Karim, Ph.D.**

**Abu Rashid Jafri, Ph.D.**

*Note: This review was published in the last issue of New Horizons. the name of author was printed with wrong spelling, so it is printed again in this issue. The editor regrets the printing mistake.*

## Comments from World Scholars to the Editor

The new journal looks excellent. I am glad that you included me in this project.

**Charles Kennedy, Ph.D.**

Department of Political Science  
Wake Forest University  
Winston-Salem, NC 27109 USA

————— x ————— x —————

My heartiest congratulations for launching New Horizons. The first number is very impressive and I am sure it has laid the foundations for a sustained commitment to innovative, bold and constructive scholarship. In Third World societies academics have a very special responsibility to present fair and balanced analyses of societal phenomena and I am sure New Horizons will perform this historic task with flying colors.

**Ishtiaq Ahmed, Ph.D.**

Visiting Professor, LUMS, Pakistan  
Professor Emeritus of Political Science, Stockholm University, Sweden  
Honorary Senior Fellow, Institute of South Asian Studies  
National University of Singapore

————— x ————— x —————

I should have said that I enjoyed reviewing v. 1 n. 1. This is Big. Major Congratulations are in order. This is a matter of deserved pride. Tell your Mother (even if she has departed this world.)

**Christopher Candland, Ph.D.**

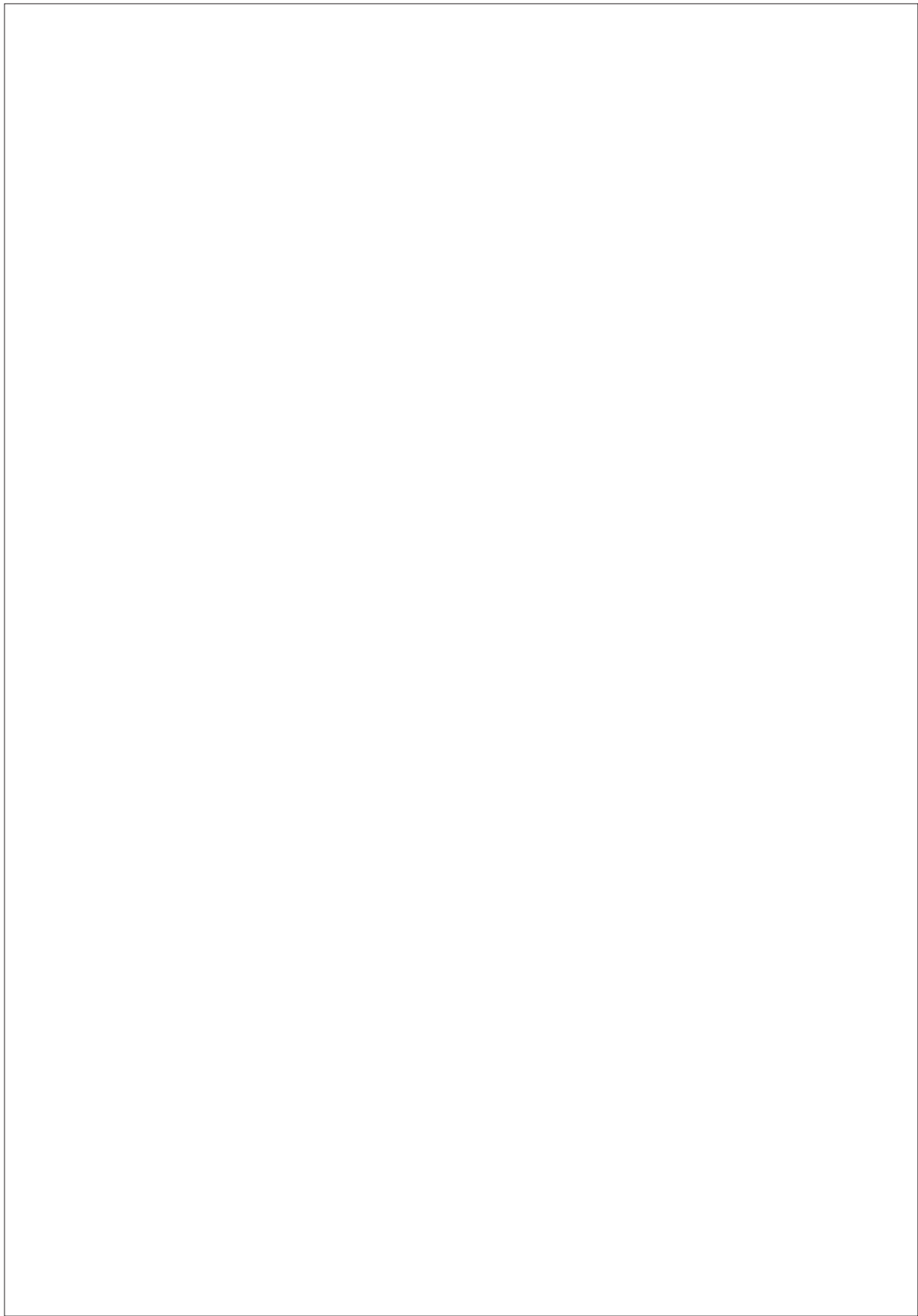
Associate Professor  
Department of Political Science  
Wellesley College  
Wellesley, MA 02481 USA

————— x ————— x —————

I just took a look at your July (2014) issue. Much better than I thought as initial issue might be. Very, very good as a matter of fact! Of course, the real problem is sustaining decent quality over a period of time and making it even better. I'm certain you're up to the task, but still it can be a hard slog. I'm happy to have an association with such a quality enterprise.

**Miles L. Bradbury, Ph.D.**

Professor  
Department of History  
University of Maryland  
College Park, MD 20742, USA



## Space for Advertisement

“New Horizons” Research Journal Faculty of Social Sciences offers a range of services to non-profit public and private organizations and research-based institutions/firms and NGOs to promote their products for the academic and research activities. Flourish your products by reaching the targeted market through our bi-annual research journal.

**Advertisement Policy:** All advertising for Inside Back Cover, Full Page (end of Journal), Half Page (end of Journal) etc, is subject to acceptance by the Editor as being consistent with the aims and directions of the Journal.

### R A T E S

Type	Cost Per Issue- Pak Rupee
Inside Back Cover (8",5")	Rs. 100,000.00
Full Page (8"x 5")	Rs. 100,000.00
Half Page (4"x 5")	Rs. 50,000.00
Quarter Page (2"x 5")	Rs. 25,000.00
By Line	Rs. 6000.00 for heading plus up to six lines of text (40 characters per line) Rs. 3000.00 for each additional three lines, or part thereof

All prices in Pak Rupees, should be paid through Demand Draft in the name of “Greenwich University, Karachi”, addressed to the Editor of the Journal. Inside Back Cover, Full, Half and Quarter pages adverts need to be supplied in camera-ready format. By line, advertising will be typeset in two-column format with one or two line heading.

### *Advertising enquiries and copy should be addressed to:*

Editor, “New Horizons”  
Research Journal, Faculty of Social Sciences  
Greenwich University  
DK-10, 38<sup>th</sup> Street, Darakshan  
Phase-VI, D.H.A.,  
Karachi

Electronic submission of text is acceptable for by-line advertising as the text is reformatted. Details should be e-mailed to the Editor only.

**Publication Dates:** July & January. **Advertising closes:** July 5 & January 5

## FOR INFORMATION

- \* The Faculty of Social Sciences, Greenwich University in the month of January and July, publishes New Horizons the bi-annual journal.
- \* The subscriber must give change of address notice to the editor, at least one month before the issue of journal, on email: [journal\\_nh@greenwich.edu.pk](mailto:journal_nh@greenwich.edu.pk). Please furnish old address label along with new address to ensure proper identification.

Area	Annual Subscription	Per copy of Journal
Inland:	Rs 500/-	Rs. 300/-
Overseas:	US \$ 25.0 Postage included	US \$ 13.0 Postage included



*Greenwich University*

DK-10, 38th Street, Darakshan, Phase VI, D.H.A., Karachi-75500.  
Tel.# +9221-3584-0397/98, 3584-7664, UAN: 111-202-303,  
Fax.# +9221-3585-1910, E-mail: [gu@greenwichuniversity.edu.pk](mailto:gu@greenwichuniversity.edu.pk)