Analysing the Impact of Good Governance on Socio-Economic Development: A Case Study of Pakistan

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Abstract

The concept of "good governance" has emerged as vital driving force in the past few decades to positively shape economic growth and sustainable socio-economic development across the globe in general and developing countries in particular. However, Pakistan's turbulent political landscape and deeply entrenched systemic corruption in the recent decades have utterly harmed the good governance at large, resulting in socio-economic developmental woes and increased sufferings of the people. This paper focuses on analysing the influences of good governance on the socio-economic development in Pakistan in the light of World Bank good governance indicator and also probe the impact of prevalent perceived corruption in the country in accordance with observation taken by Transparency International, UNDP, and other renowned State Institutions. The paper has emphasized on the last two decades to ascertain the contributory factors by using the appropriate qualitative / quantitative and statistical techniques that debilitated good governance in Pakistan and caused continual political instability, pessimism, and recurring political crises and undermined socio-economic development in the country. Based on the ascertained findings, the paper has identified impediments to existing governance situation and prevalence of corrupt practices and has proposed workable suggestions/ recommendations to assist policy makers, development planners, intellectuals, politicians, and succeeding governments in Pakistan to take corresponding structural or policy reforms to address the said hurdles.

1. INTRODUCTION

A consistent and progressive economic development is the key to achieve inclusive societal growth with objective-oriented well-being of the people, tackling socio-economic inequalities, and poverty alleviation in developing countries. Rodrik (2007:2) observed that "historically nothing has

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worked better than economic growth in enabling societies to improve the life chances of its members, including those at the very bottom".

In case of Pakistan, enduring political instability, lack of institutional coherence, and inconsistency in fiscal policies, further augmented by widespread corruption and poor governance, have deeply affected its economy. Pakistan's socio-economic developmental woes, and a fragile democratic culture are interwoven with poor governance and widespread corruption. The major reasons for Pakistan's economic despairs are declining foreign exchange reserves, low exports, expanding trade deficit, inflation, and current account deficit. The Country already trapped in microeconomic crises, now facing the brunt of the FATF, grey list challenges which have significantly contracted space for economic freedom. The country has witnessed immense financial difficulties since its independence.[1] It has so far negotiated 22 loans arrangements with IMF to resolve its financial difficulties. Unfortunately, all bailout packages failed to end Pakistan's financial sufferings. Lack of good governance could be singled out as the major reason for the continual financial instability and slothful social development despite IMF monetary tightening, fiscal streamlining, and repeated structural reforms by successive governments.

Good governance energizes democracy, strengthens the rule of law and public accountability, and reinforces state institutions with feasible economic environments to help socio-economic development thrive. Generally, it is considered that governance and socio-economic development are blended. Hope (2006:80) argues, that "Good governance capacity is necessary for sustaining economic transformation in particularly developing countries". Whereas Rodrik, *et al.* (2007:17) believes that "good governance is development itself".

However, the notion of good governance remains highly contested despite its emergence almost half a century ago. In case of Pakistan, the long years of military regime and weak political Governments further amplified the governance issues resulting into a stagnant economic growth and pushing bulk of the marginalized population to poverty and illiteracy. This was further complicated with the absence of transparent democratic process and unwarranted role of establishment.

This paper aims to analyse the influence of good governance on the socio-economic sectors in Pakistan using World Bank good governance indicator and investigate the impact of corruption in the country using observation taken by Transparency International, United Nations Development

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[1] https://www.imf.org/external/np/fin/tad/extarr2.aspx?memberKey1=760&date1key=2018-04-30.

Programme (UNDP) and other renowned institutions. Finally, based on the research findings, conclusions are drawn and certain policy recommendations for a well-developed, progressive, and socio-economically moderate Pakistan are made. For this, the paper sought answers to questions: what are the key components of good governance? What is the evolving concept of Socio-economic development and measurements techniques? What is the status of good governance and Socio-economic development in Pakistan as per the existing metrics? And, how governance and corruption has influenced Socio-economic development in Pakistan in the past two decades.

The data were collected from resource personnel such as government departments and public officials handling governance affairs. However, Public official from National Accountability Bureau, Pakistan Planning commission, Punjab Police, District and Tehsil Level Civil administration, Revenue Department were approached to gather and evaluate first-hand information for concrete evidence based analysis, but the request was repudiated with affability and required related information was shared on the conditionality of anonymity. The secondary data are collected from reference materials such as books, journals and official publications.

The paper is divided into sections after introduction, the second section looks into the idea of Good Governance and its key component followed by a discussion on the linkage between good governance and socio-economic development. The next section would critically analyse good governance and socio-economic development in Pakistan through available data from renowned and well reputed institutions like the World Bank, Transparency International and UNDP. The concluding section draws major conclusions taking into consideration the substantial evidence and arguments raised in the preceding sections and suggest viable/ workable recommendations for improving socio-economic conditions in Pakistan.

2. Good Governance: A Theoretical and Conceptual Overview

Governance is commonly defined as "the exercise of power or authority by political leaders for the well-being of their country's citizens or subjects." According to Chibba (2009), "the term governance does not carry a universally accepted definition". Rather, in a broader concept "governance is portrayed with respect to the state and society". Governance incorporates two key elements, the first is that how a country including its institutions are governed and policies, laws, regulations, processes and oversight mechanisms are implemented. Secondly "its cultural and ideological setting as the

governance is perceived and shaped by values, culture, traditions and ideology".

According to the World Bank (2020), "Governance is the process through which institutional decisions are made and exercised in a country", moreover, the governance is grounded on principles of inclusiveness and accountability.[2]

The concept of "good governance" has emerged as a vital driving force in the past few decades to positively shape economic growth and sustainable socio-economic development across the globe in general and developing countries in particular. Numerous studies on the subjects have concluded that good governance practice has significantly contributed in achieving economic growth and social development in different countries. Rindermann, *et al*. (2015) argued that "good governance shapes political and economic institutions and affect overall economic performance". Likewise, Sahacter (2000) has emphasized that Governance is related to power and accountability, therefore, who holds power and can exercise it, how citizens raise their concerns, and powers holders are made accountable. As per North (1990), good governance strengthens accountability, political efficiency, transparency and reinforces "rule of law" at all tiers of public and private institutions.

According to Sen (1999), "the twentieth century with a remarkable change beyond the economic sphere has established democratic and participatory governance as the dominant model of political institution". Concepts of political liberty and human rights has emerged widely with positive effects on the lives on average, people live much longer than ever before. Sen, explains that democratic governance, includes multiparty elections and free media with institutionalization of provision of basic protective security. Furthermore, Sen emphasizes that those dictatorial regimes who suppress political and civil rights of the people in the state, adversely affect economic development. Smith (2007) argues "good governance association with the political power and appropriate supervision of socio-economic resources, as to enhance the ability of governments to furnish wide-ranging economic policies and execute them in an effective, and efficient manner". To the contrary, Kwon, *et al*. (2014) argue that good governance does not address poverty in general, but only for least developed countries. They disproved that good governance would result in development. Olken, *et al.* (2012) observed that corruption is a disease that exists in almost entire world with varying levels. Though, it is a global phenomenon and affects countries across the globe, this issue has

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[2] For details, see: http://documents1.worldbank.org/curated/en/711471468765285964/ pdf/multi0page. pdf.

adverse implications on the poor countries. Chene (2008) has argued that "Corruption manifests itself in various forms in Pakistan, including widespread financial and political corruption, nepotism, and misuse of power. Both petty and grand corruptions are prevalent in the country". Collier (2007) in his book "Bottom Billion" describes "Governance and economic policies assist in shaping economic performance, but always have an asymmetrical consequence of getting them right to wrong or vice versa". Collier (2007) underlines that "Excellent governance and economic policies can accelerate the growth process, but limiting to an upper ceiling of around 10 percent of feasible growth (As economies just cannot grow much faster than this), whereas on the other hand poor governance and economic policies can hamper an economy with staggering speed". Rothstein and Teorell (2008) have critically analysed the relationship between governance and quality of government (QoG) for ineffectively addressing the governance related issues. They identify three basic drawbacks in the existing definitions and asserts that it fails to differentiate between the access to power by the powers holders and the application of power. Moreover, it also does not differentiate between the contents of policies viz-a-viz governing procedures. These definitions are either too generalized, or affected by the functionalist slant as 'good governance' is "good for economic development", or to tackle corruption. A broader meaning of good governance or 'Quality of Governance is everything, than maybe it is nothing.

Various studies through empirical evidence have proved that Good governance is highly important in warranting economic development in any country. Many of the studies conducted on the relationship between Growth, governance and development have validated a positive association. Furthermore, Grindle (2004) underlined that practice of good governance is not simply associated with development rather it necessitates to take steps for poverty alleviation, combatting corruption and major irritants causing hurdle in achieving economic development.

Hussain (1999) asserts that Pakistan since its inception has witnessed an "elitist growth model", which he describes as a combination of successive influential political leaders operating without accountability, a bureaucracy that without hesitation obeys the desires of the political elites and a flaccid and submissive population. He asserts that "failure of governance and the consistent domination of political power and state apparatus by narrowly based elite seeking to advance private and family interests to the exclusion of the majority of the population lie at the root of the problem". Hussain describes that Pakistan

has demonstrated these practices since its creation and highlights that "this combination of strong autocratic leaders, a pliant bureaucracy, and a subservient population made it possible for the benefits of growth to be unequally distributed and concentrated." He concludes that "the ruling elites found it convenient to perpetuate low literacy rates. The lower the proportion of literate people, the lower the probability that the ruling elite could be replaced".

2.1   Relevance of Good Governance with Socio-Economic Development

Huther and Shah (2005) describe good governance as "a multidimensional concept encompassing all aspects of the authority exercised through formal and informal institutions in managing the resource endowment of a state. Therefore, quality of governance is measured by the influence on the quality of life enjoyed by its citizens and powers exercised by them". Fukuyama (2013) acknowledging the correlation between different facets of governance and development, argued that economic growth may not be supported by a merely a strong state with "just enough governance" which may form the foundation for socio-political development further accelerating enhancements. For Ndulu and O'Connell (1999), "a key political condition for economic development is good governance".

Hope (2009) asserts "good economic outcomes are derived from good economic governance" and that "good economic governance as the capacity and existence of governmental institutions to manage resources efficiently and formulate, implement, and enforce sound policies and regulations". He further underlines that there should be no intervention in accountability and monitoring process. Hope (2009) identifies the key elements which contribute towards creating enabling favourable grounds for good economic governance, accountability and transparent conducive atmosphere for private-sector development and institutional development. Hope stresses that "good economic governance is necessarily required to improve the state capacity to deliver on its economic-development mandate".

Contrary to the conventional wisdom that corruption adversely effects growth, a number of economists argue that corruption greases the wheels of economy. For instance, Leff (1964) who analysed the relationship between economic development and administrative corruption claims that corruption may be favourable to the economic growth or it may serve as the lubricant to grease the wheels of economic growth. Though this supposition was an embryonic concept in visualizing the positive role of corruption and further provided leads to the many researchers like, Leys (1965); Lui (1985); Lien

(1986); Beck and Maher (1986); Bardhan (1997); Huntington (2006); Aidt and Dutta (2008). These researchers have a contradictory opinion what is commonly perceived by others that corruption has a negative consequence. Bardhan (1997) elucidates in his research that there are cases where corruption shows positive signs in promoting economic development in Europe and America. Similarly, above mentioned research scholars advocate that corruption encourages efficiency in delivery of public goods and reduces the administrative barriers in bureaucratic channels and judicial procedures. Thus, corruption outcomes enhance the economic efficiency of the country by reducing the undue obstructions in investment, economic growth and development.

2.2 Concept of Good Governance and its Key Component

The concept of good governance emerged mainly as reaction to the practices of poor governance in the African continent during 1980s. World Bank structural adjustment programme failed to deliver in Africa's least developing countries mostly due to bad governance characterized by wide spread corruption, lack of transparency/ accountability and respect for human rights. World Bank considered that "it is difficult to tackle the issue of bad governance without tackling its political roots, which often lie in unaccountable and authoritarian domestic political systems" (World Bank, 1992). In the 1990s, a paradigm policy shift was implemented i.e. from "getting the prices right" to **"**getting the institutions right"[3]. The concept of the 'minimalist state' was replaced with the 'effective state[4,] Addink (2019) elucidates that "Governance deals with state's capacity to serve its citizens and it is defined as a basic parameter of a society's stability and performance. Governance comprises the set of rules, processes, and behaviours where interests are articulated. Governance deals with management of resources, and exercise of power in a society.

Kaufmann, *et al.* (2010) opined that governance as set of "traditions, institutional values through which power is exercised, including the electoral process, accountability and change of government, and the government's

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[3] For details see http://documents.worldbank.org/curated/en/604951468739447676/pd f/multi-page.pdf.
[4] See https://www.ucl.ac.uk/dpuprojects/drivers_urb_change/urb_economy/pdf_glob_ SAP/BWP_Governance_World%20Bank.pdf.

capability to enforce its policies. There is no universal model for good governance that can be applied in all circumstances".

2.3   Major Components/Indicators of Good Governance

Since 1996, Worldwide Governance Indicators (WGI) have become instrumental to enable the researcher across the globe, in assessing multi-dimensional indicators of governance in more than 200 countries to foster debate/ discussion, and promote awareness on governance related matter and its implication. Furthermore, the six broad dimensions to measure the governance for over 200 countries and territories   includes, "Voice and Accountability, Political Stability and absence of Violence, Government Effectiveness, Regulatory Quality, Rule of Law and Control of Corruption" [World Bank (2019)]. Over time, considerable evidence has substantiated that good governance has emerged as leading factor to positively influence on the sustainable developments in social and economic sectors. Conversely, absence of good governance impedes well-being of the people, retards social development, exacerbates poverty and deepens societal inequalities. Therefore, most of the developing countries are characterised by political instability, weak growth, dysfunctional institutions, rampant corruption, poverty with social/economics inequality and neglected human development sector.

Figure 1. Eight Characteristics of Governance[5]

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[5] https://www.unescap.org/resources/what-good-governance.
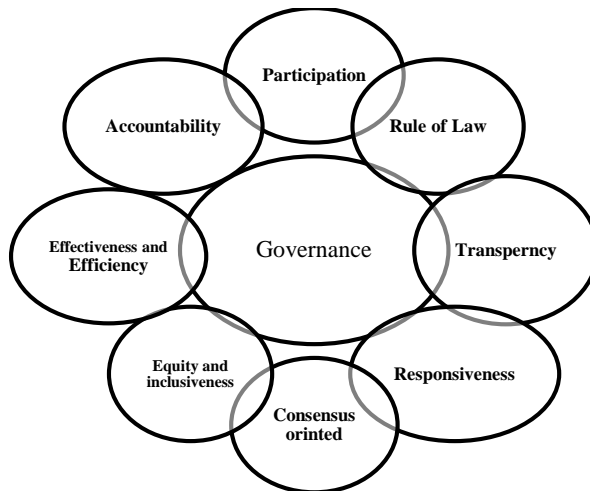
3. Corruption Hurts Socio-Economic Development-An Inconvenient Truth

The malaise of corruption regarded as "mother of ills" has existed as part of human societies since ages with varying degrees. UN Secretary-General Ban Ki-Moon at the sixth session of the Untied Nation Convention against Corruption (UNCAC), in St. Petersburg, Russia said that "when bribes are paid, everyone counts the cost. [6] Transparency International report (2020)[7] refers that "corruption is the abuse of entrusted power for private gain" and it has become one of the most tenacious issues of the modern day world. Transparency International classifies "corruption as grand, petty and political depends on the amount of money used or lost in that particular sector". Olken, *et al.* (2012) considers that corruption is a global concern that is hampering the countries growth and development across the globe, with more adverse implications on the poorest countries in particular. Consequently, prevalence of corruption complemented by poor economic growth fuels the social inequalities and discontent that eventually leads to fragility of state with increase in violence and conflict. As per the World Bank (2020) corruption is a serious challenge to its Sustainable development goals including reduction in extreme poverty and shared prosperity by 2030 for the poorest people in developing countries[8].

Corruption, is a multi-layered process that has an inverse relationship with good governance, hence they complement each other in a vicious cycle. Good governance principles if adhered strictly shrink the space, which breeds corruption. Weak enforcement of transparency, accountability and rule of law are closely associated with corruption. Hence, the nexus of corruption and poor governance pose challenges not only to democracy but also undermines the rule of law and weakens a country's economic development. Therefore, corruption leads to poor governance, resulting in economic stagnation, misallocation of resources, socio-economic inequalities and subsequently political unrest and conflict.

How corruption hurts governance and economic growth is not an unanimously accepted notion by large number of economists and socio-political scientists. As scholars have conflicting opinions whether corruption

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[6] https://www.un.org/sg/en/content/sg/statement/2015-11-02/secretary-generals-message-sixth-session-conference-states-parties.

[7] https://www.transparency.org/what-is-corruption#define.

[8] https://www.worldbank.org/en/topic/governance/brief/anti-corruption.

greases the wheels of Economy or sands them. Haq (2020)[9] refutes that corruption in case of Pakistan greases the wheels of economy and elaborates that there are three critical differences between corruption in Pakistan and any other country. First, it distorts our decision and priorities as it is not a downstream phenomenon. Second, the money earned through corrupt practices often goes abroad and it is not recycled within the country to grease the wheels of economy through investment and increased production. Third, the defaulters of corrupt practices do not get punished. Hence, anti-corruption measures are more of rhetoric and lesser in reality.[10]

A number of economists and social scientists have analysed the influence of governance on the socio-economic development in different countries and regions from different perspectives. Mauro, *et al.* (2019) using a data set of 58 countries observed the influence of corruption including other institutional factors such as red-tapism, judicial system and political stability and their impact on economic development and argued that corruption negatively affects economic growth. As per Gani (2011) the indicators of political stability and government effectiveness (GE) positively influence the growth whereas control of corruption (CC) and voice and accountability negatively affect economic growth. Observation showed that impact of regulatory quality (RQ) and rule of law (RL) was insignificant for economic progress.

4. Corruption and Good Governance in Pakistan

Pakistan's turbulent political landscape and deeply entrenched systemic corruption, over a period of a time has harmed the good governance at large. Persistently, prevalent political instability, further intensified by flagging economic situation and increasing rate of youth unemployment, has caused pessimism about the country's future. Growing political patronage and clientelism, marked by poor governance have not only paved the way for a widespread political corruption, but have also affected the social and economic development. Moreover, economic mismanagement and high levels of nepotism have led the economy into a downward spiral. Pervasive political fragility, has contracted space for civil society and their confidence to make a progressive change. Conversely, the widely perceived corruption and reduced trust of the people in their institutions, further deepened the socio-political and

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[9] https://mhrc.lums.edu.pk/sites/default/files/user376/corruption_and_development 1. pdf.
[10] See Haq (2020) at mhrc.lums.edu.pk).

economic crisis and poses considerable challenges for administrative and governing bodies in the country.

The quality of good governance is also measured by the WGI, formerly developed by Kaufmann, *et al.* (1999). WGI comprehensively encompasses the governments functioning under six broad clusters. First indicator termed "Voice and accountability" (VA), mirrors the perception that how effectively citizens contribute in electing the government through free and fair means, and perceived freedom of media expression, and association in the country. Second indicator "Political stability & lack of violence/terrorism (PV) exhibits the levels of perception of government stability or its possibilities of being ousted by undemocratic or other unlawful means, like politically-motivated violence. Third component to measure the good governance quality is government effectiveness (GE) exhibiting the existing perceived the state of public services and the influences being exerted by political elites, on civil service from the policy formulation to its implementation on ground. Fourth, Regulatory Quality (RQ) measures the existing public perception of the government abilities on formulation of sound policies/ regulations and their implementation. Fifth component measures the Rule of law (RL) represents prevalent perception about independence of the judiciary, confidence in judicial system, assess the role of police, probability of crime/violence and implementation of contract enforcement.

Figure 2. Word Governance Indicators (1996 to 2018)
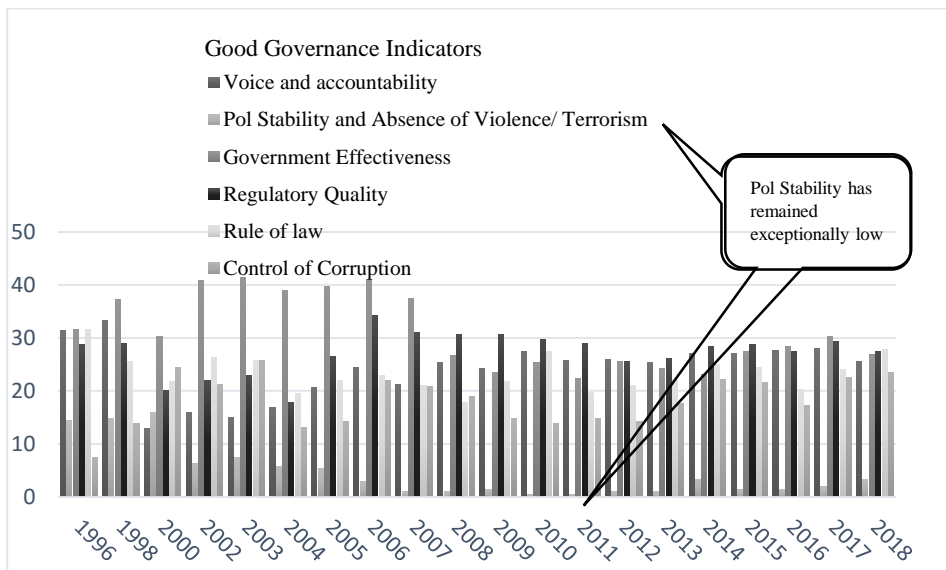
Source: World Bank Group (2020).

Figure 2, graphically represents the good governance indicators of Pakistan of last two decades. Ironically, Pakistan's score in these indicators has remained in the bottom quintile consistently, with insignificant progress.

World governance indicators for the same period in linear graph reflects bleaker picture and gives a fair idea that how Pakistan remained in lower quintile persistently. Government effectiveness shown with better score represents a political setup established under Gen Pervez Musharraf regime. Subsequently political setups established as a result of 2013 and 2018 general election and also termed as first ever smooth political transition, exhibit a different picture. Rule of law, has correspondingly influenced on corruption in past five years. Likewise, the Government effectiveness has been affected by the level of prevalent corruption particularly in last five years with conforming graph. Wide spread corruption and weak Rue of law along with government effectiveness has consistently remained in bottom quintile for the period under observation which has overall lowered the WGI score of Pakistan.

Figure 3. Pakistan Word Governance Indicators (1996 to 2018)
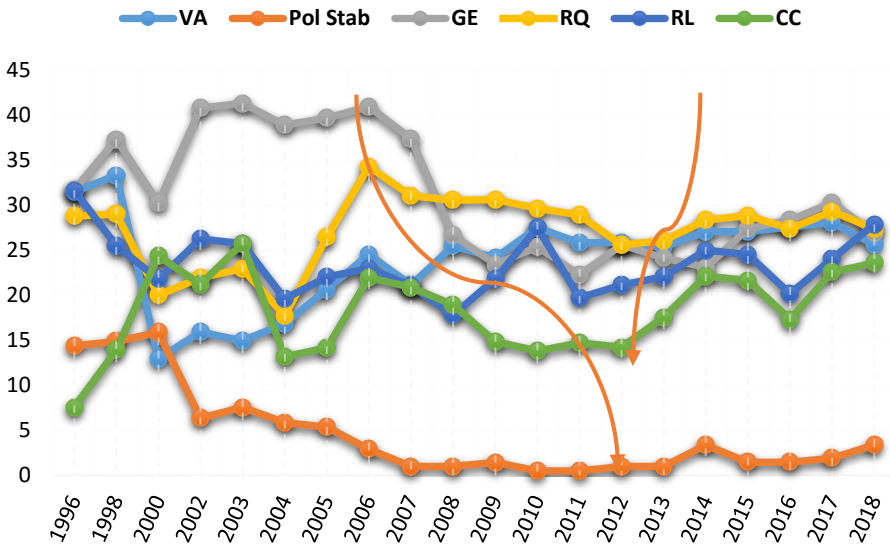
Source: World Bank Group (2020).

Transparency International (TI), CPI**,** measure the perceived corruption, in different countries on a scale from 0 depicting as highly corrupt, to 100 signifying, clean countries. CPI**,** is considered as "poll of polls", representing the countries' perceived public sector corruption, as identified by expert assessments and opinion survey and by international businessmen and financial journalists. Pakistan's ranking in the last two decades have been

analysed based on the total number of countries measured and Pakistan's ranks each year. Appallingly, Pakistan was termed as the 2nd most corrupt country in 1996 CPI. Cohen (2011) termed this Pakistan's lost decade. However, in the following years, Pakistan made significant improvement in combating corruption and better growth with improvement in GDP.

Figure 4. Corruption Perception Index (1996 to 2018)
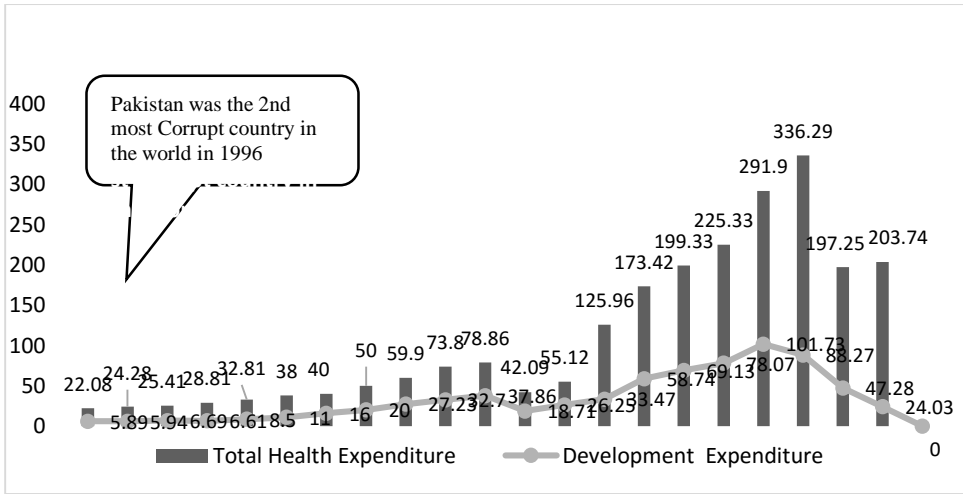
Sources: Transparency International (2020).

Pakistan's ranking in Transparency international, CPI and World Bank, Control of corruption indicators for the last two decades has remained in the bottom quintile. Although, one should not ignore that during this period, political instability and war against terrorism negatively affected the economic growth and government functioning. Transparency International, changed CPI scoring from 10 to 100 in 2011. Pakistan scored 2.5 out of 10 in 2011 and remained in lower bracket at merely 25%, whereas in 2012, Pakistan's score was 27 out of 100, again in bottom quintile with merely 2% improvement in inhibiting corruption. Figure 5 represents the CPI and CC ranking from 1996 to 2018. Corruption perception analysis of Pakistan in last two decades by two well reputed globally acknowledged institutions' i.e. World Bank and transparency International present an almost corresponding score with diminutive variation. Worrisome aspects remain that despite the passage of 20 years, change of successive political setups, fancier anti-corruption slogans/drive and dilation of National Anti-graft body unbridled powers, why

corruption grew.[11] However, after critically analysing the data on corruption and good governance complied by World Bank and TI and other reputable report like Global Competitive index elucidates that Pakistan ranking has not improved markedly, hence concreate efforts have not been undertaken by the political elite in powers corridors and left the Pakistan strangled in the poor governance and corrupt mechanism. Details of corruption perception index and Control of Corruption are shown in Figure 5.

Figure 5. Comparison between CPI and CC (1996 to 2018)
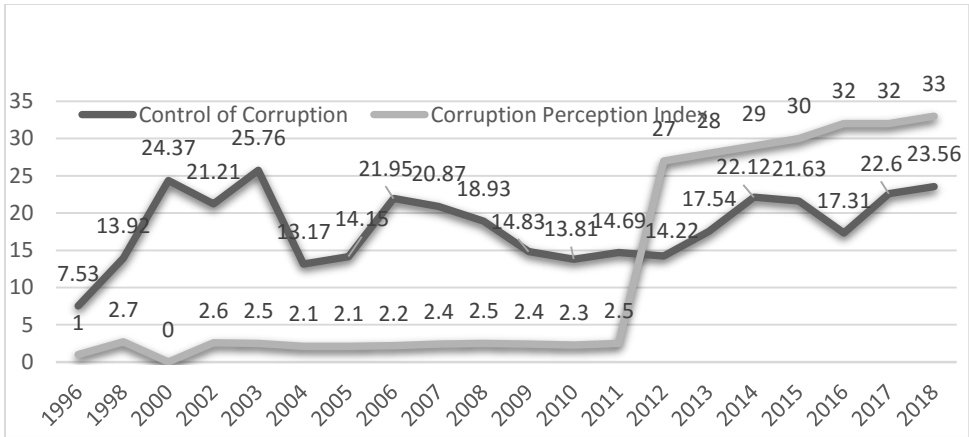
Source: Word Bank (2020) and Transparency International (2020).

Ironically, Global Corruption barometer-2016, reports refer that 40% Pakistani paid bribes out of which 64% were poor and remaining 26% rich. One out of every 4 people paid bribes to get basic public services. More disturbing reality remains the findings of National Corruption Perception Survey (NCPS) from 2002 to 2011. Police Force which forms the fundamental pillar of the state to ensure enforcement of law has remained the most corrupt public institution from 2002 to 2010 and 2nd most corrupt institution in 2011 NCPS Survey. Table 1, shows the 10 most corrupt public institutions in Pakistan, in five different survey. According to TI, Pakistan suffered the losses of more than Rs. 8.5 Trillion during the PPP-led coalition government from 2008 to 2013 on account of corruption, poor governance and tax evasion.[12]

4.1   Socio-Economic Development in Pakistan- An Overview

Pakistan, still confronts multifarious challenges with varying intensity on the management and financial fronts. Some of the challenges

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[11] https://www.transparency.org/research/cpi.
[12] Transparency International, (2012).

are multi-dimensional, multi-layered and complex in nature which certainly will take years to be resolved. However, some of these challenges are self-inflicted by the political elites or the power hubs that holds the politico and socio-economic reins of the country's, one after another. Therefore, the poor economy of Pakistan with fragile governance remains the chieftain among the challenges since the country's birth. The fragile political structure and bleak picture of economy of Pakistan are inevitably inter-linked with bad governance and rampant corruption. Acemoglu and Robinson (2012) in *"Why Nations Fail, The Origins of Power, Prosperity and Poverty,"* elucidate that "the contrast between inclusive and extractive political elites and economic institutions" and explain that "Extractive because such institutions are designed to extract incomes and wealth from one subset of society to benefit a different subset. Further asserting that extractive economic institutions, in turn, enrich the same elites, and their economic wealth and power help consolidate their political dominance." For them, "Inclusive political and economic institutions are required to drive nations out of poverty and put them on the long-term growth trajectory".

Table 1. Corruption in Pakistan (2002-2011)

Public Department Corruption Ranking	National Corruption Perception Survey				
	2002	2006	2009	2010	2011
1	Police	Police	Police	Police	Land
2	Power	Power	Power	Power	Police
3	Taxation	Judiciary /courts	Health	Land	Taxation
4	Judiciary	Land	Land	Education	Judiciary
5	Customs	Taxation	Education	Local Govt	power
6	Health	Custom	Taxation	Judiciary	Tendering /contracting
7	Land	Health	Judiciary	health	Customs
8	Education	Education	Local Govt	Taxation	Health
9	Railway	Railway	custom	Custom	Military
10	Bank	Bank	Tendering /contracting	Tendering /contracting	Education

Source: Transparency International Pakistan/ National Corruption Perception Survey (2020).

Though, Acemoglu and Robinson (2012) strongly emphasized on well-defined property rights and their enforcement, sanctity of contracts and provision of a level-playing field for all stakeholders. They highlight the distinctive gap between inclusive and extractive institutions, and power rested with a little elite with unchecked freedom and fewer constraints. Utilizing historical data and cases studies, they recommend the establishment of inclusive socio-politico and economic institutions, where the tiny political elite does not hold un-fettered power.

Table 2 shows a comprehensive picture of Pakistan Social development in the past 2 decades. Human development index seemingly has remained a least priority on our national agenda. Therefore, mean years of schooling shows clarity of our focus on educational sectors and their long term outcome.

Table 2. Status of Various Indicators-Pakistan

Year	Life Expectancy at Birth	Expected Years of Schooling	Mean years of Schooling	GNI per Capita (2011 PPP$)	HDI Value
1990	60.1	4.6	2.3	3.195	0.404
1995	61.5	5	2.8	3.361	0.428
2000	62.8	5.4	3.3	3,358	0.449
2005	64	6.5	4.5	3,938	0.499
2010	65.3	7.5	4.7	4,227	0.524
2015	66.6	8.2	5.1	4,727	0.55
2016	66.8	8.6	5.1	4,891	0.556
2017	66.9	8.5	5.2	5,033	0.558
2018	67.1	8.5	5.2	5,190	0.56

Source: Pakistan Economic Survey (2020).

Development of Human capital is closely related with Socio-economic factors including healthcare, education and environment, etc., but most of the developing countries lack the policy initiatives and priorities in allocation of resources for a sustainable and robust healthcare system. Pakistan has also under prioritized its health & nutrition sector and as a resultant as per economic survey of Pakistan 2018-2019[13] and Pakistan Bureau of Statistics, we have one hospital bed for 1608 people and one doctor to look after 963 people. Health

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[13] See, finance.gov.pk/survey.

and Nutrition expenditure of past two decades gives a clear understanding our focus on health of people as part of human capital development.

Figure 6 shows the percentage of GDP allocated for health sector by the successive governments from 1999 to 2019. Health budget was accorded priority in 2017-2018 by allocation of Rs.336.29 billion, as 0.97% of the GDP share which in the following year has declined to 0.53% of GDP share by incumbent Government. Ironically, Pakistan along with neighbouring Afghanistan are the only two countries in the world, where poliovirus cases transmission still exists. Though, the number of poliovirus cases sharply dropped from 306 cases in 2014 to only 12 in 2018 but unfortunately the number of poliovirus with a significant rise jumped to 144 in 2019. Such a large number of poliovirus cases in single year can be conveniently attributed the flawed priorities of the health sector management and poor governance.

Figure 6. Health & Nutrition Expenditure of Pakistan (1999-2019)
(Rs. in Billion)
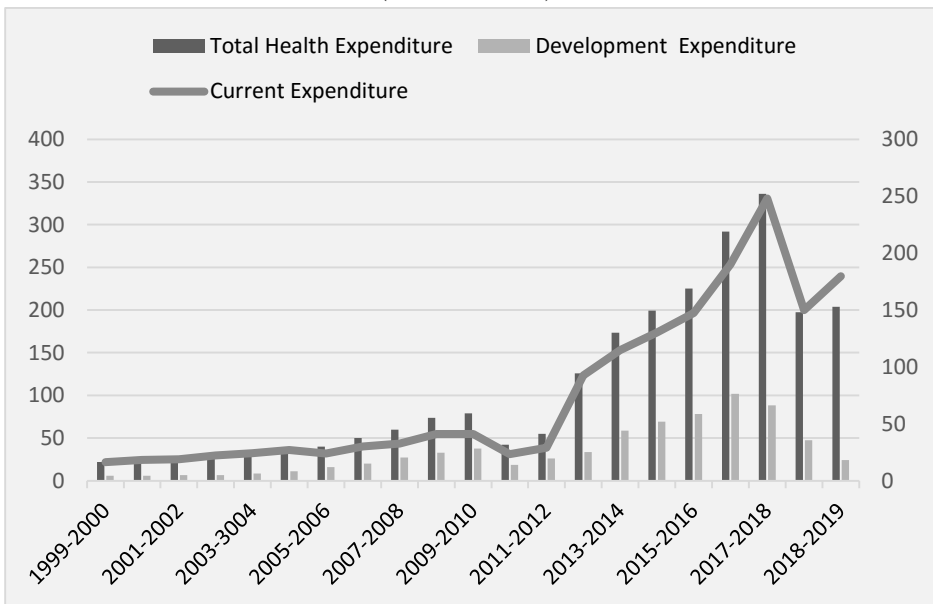
Source: Pakistan Economic Survey (various Issues).

A comparison with regional countries gives a better understanding of our socio-economic development standing in the South Asian region. Figure 7, shows that Pakistan ranks 2nd last on UNDP HDI ranking out of 9 regional countries and 2nd last country with literacy rate and public expenditure on education.

Figure 7. Health & Nutrition Expenditure of Pakistan (1999-2019)
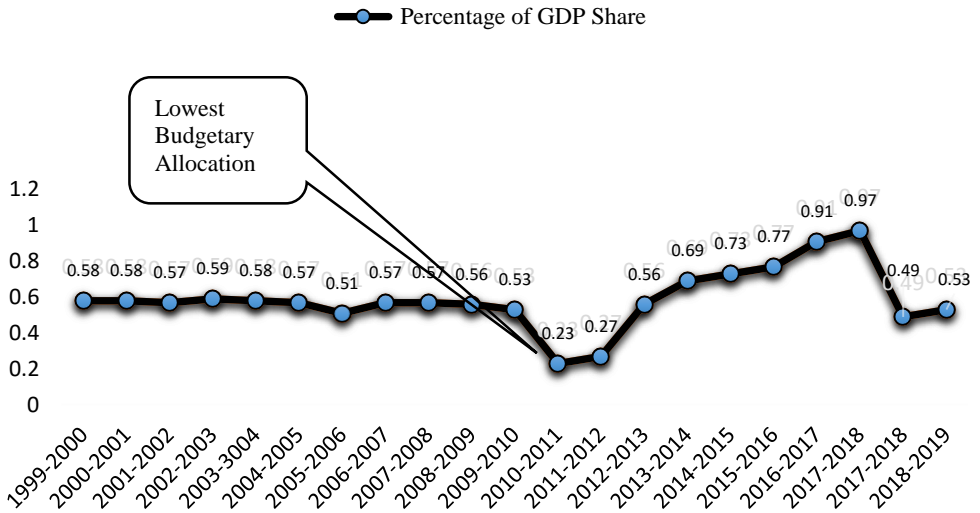

Source: Pakistan Economic Survey (2020).

Table 3. Comparison with regional countries

Country	Literacy rate adult % age 15 years and older (2006-2016)	Youth % age 15-24 years old (2006-2016)		Public Expenditure on education (% age of GDP) (2012-2017)	Human Development Index (HDI) Rank
		Female	Male		
Pakistan	57	65.5	79.8	2.8	150
Iran	84.7	97.7	98.2	3.4	60
Sri Lanka	91.2	98.6	97.7	3.5	76
Maldives	98.6	99.4	99.1	4.3	101
India	69.3	81.8	90	3.8	130
Bhutan	57	84.5	90.4	7.4	134
Bangladesh	72.8	93.5	90.9	2.5	136
Nepal	59.6	80.2	89.9	3.7	149
Afghanistan	31.7	32.1	61.9	3.2	168

Sources: Pakistan Economic Survey (2018- 2019).

Figure 8 exhibits a comparison that how corruption has exercised its influences on human capital development in Pakistan in the last 20 years. Control of Corruption Index (World Bank, WGI), correspondingly align with human development index measured by UNDP.

Figure 8. Comparison between Human Developments Index and Control of Corruption
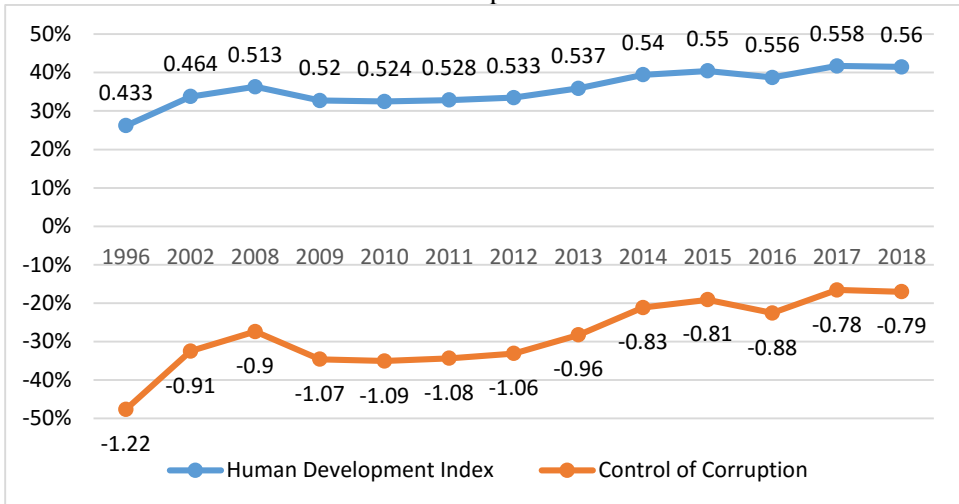
Source: World Bank and UNDP HDR Reports (2020).

Sherani (2017) explored the governance performance of Pakistan to ascertain "The missing piece of the development puzzle" in his paper on "Institutional reforms in Pakistan". His research analysis encompasses review of Pakistan scores in World Governance Indicators of World Bank covering the period from 1996 to 2015. He observes that Pakistan performance has remained in the lower quintile in all six indicators of WGI. Pakistan scores varied between 18 to 32 percentile with least recorded performance in political stability and Corruption. However, better score was recorded in the remaining component of WGI and improvement in economic growth under President Musharraf regime. Though, Pakistan ranks dropped as compared to the neighbouring countries, India and Bangladesh in HDI and CPI.

Political turbulence and enhanced societal insecurity have subjugated Pakistan political landscape over the last 20 years. Democratically-elected governments from 2008 to 2018 completed political tenure under intense political pressure and with disqualification of two of their premiers. Political instability had far reaching effects and already existing systemic corruption strengthen its root much firmly. Wide spread Petty corruption in the shape of bribery prevails in the society and public sector particularly, police and land department. Judiciary is allegedly infested with corrupt practice; particularly lower judiciary is perceived to have more corruption. Most often corruption, in terms of bribes is found while citizen access the public sector department for

the obligatory public services. The public procurement processes are the most affected by corruption as despite the existing law on open and competitive bidding, the nepotism, favouritism and kickbacks dominate the awards of government contracts. Over the period of time various efforts have been undertaken to form a comprehensive mechanisms and institutional framework to tackle the deeply embedded corruption. Therefore, formulation of National Anti-Corruption Strategy was a concrete step to handle the menace of corruption stringently. The establishment of NAB, with ample authority to arrest, investigate and prosecute was aggressive step to eliminate corruption, however lack of political will, marked by hidden agenda to use NAB for exploitative political means undermines its role drastically. The NRO of October, 2007 gave a, massive setback to the national drive against corruption by providing blanket immunity to the corrupt elite and public officials by shielding them from prosecution.

4.2   Who is Hurting More, Corruption or Poor Governance?

The Corruption, generally perceived as "the abuse of public office for private gain" exists all over the world, with varying degrees and forms. Corruption is often considered as a problem of least developing countries with weak institutions, fragility and affected by conflict, but horrendously, it never restricts itself within the national boundaries. Haque and Kneller (2004) analysis validate that corruption widely prevails in developing countries particularly in public sectors. According to World Economic Forum (2019)[14] "Corruption in form of, bribery, theft and tax evasion, and other illicit financial flows cost, developing countries worth 1.26 trillion US dollar per year. It is approximately the size of the economies of Switzerland, South Africa and Belgium, and sufficient enough money to lift 1.4 billion people out of extreme poverty at less than $1.25 a day for at least six years". Presumably, the cost of perceived corruption is considered larger than the money lost as a result of economic distortions, altering the national spending's priorities to undermine the state's ability to promote inclusive growth and socio-economic development. Such corrupt behaviour drains public resources and stresses to alter the priorities for allocation of funds required for the well-being of people and socio-economic development. Hence, Pakistan is not an exception and corruption remains a substantial obstacle to thwart socio-economic develop-ment priorities at varying levels and distortions in the spending behaviours.

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[14] See https://www.weforum.org/agenda/2019/12/corruption-global-problem statistics cost/.

Therefore, deeply ingrained systematic corruption manifests itself in numerous forms in Pakistan, from petty to grand in financial institutions, political systems and civil society.

World Bank Governance indicators from 2008 to 2018 in Figure 9 represents that an inverse correlation between control of corruption (CC) and government effectives (GE) exists from 1996 to 2018 in Pakistan. Lower percentile of control of corruption, influences the Government effectiveness correspondingly, signifying if corruption is curtailed effectively it enriches the government functioning and proficiency. President General Pervez Musharraf decade long regime was followed by establishment of Pakistan People's Party, (PPP), Government under President Asif Ali Zardari in 2008, and witnessed highly hostile internal environment. The country suffered from the intense wave of Talibanization and military operation with larger number of population as internally displaced persons (IDPs).[15]

Figure 9. Impact of corruption on Government Effectiveness in Pakistan (1996-2018)
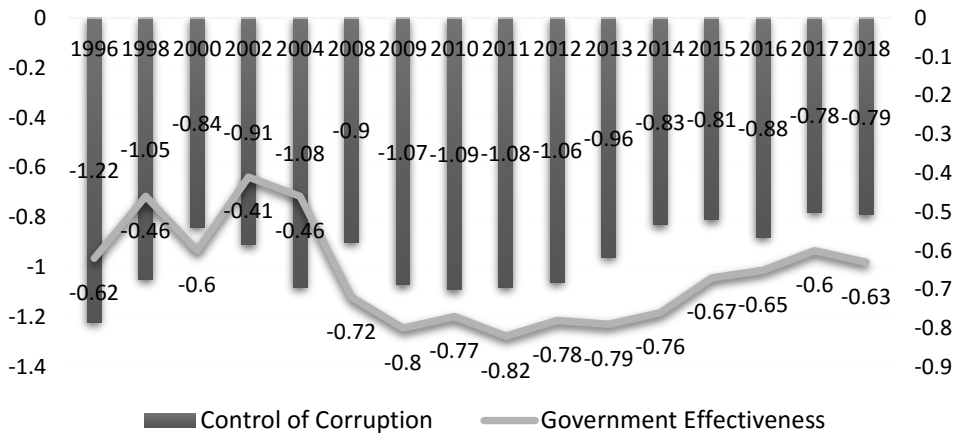
Source: World Bank (2020).

However, deep political turmoil, continual poor governance, persistent wrangling with the judiciary, strained civil-military relations and further worsened by lack of a coherent economic and progressive fiscal policy, kept the country under PPP government in a state of crisis. Successor Government established in 2013, hardly muddled through owing to multitude of

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[15] See, https://reliefweb.int/sites/reliefweb.int/files/resources/1256E15963B623E3492 574C20008A192-Full_Report.pdf.

political instability caused by the righteous rage articulated on the pretext of electoral irregularities, corruption in political circles though prolonged sit-ins and social media drive. However, Pakistan first ever smooth political transition was endowed with progressive economic growth and improvement in the corruption ranking was colossal achievement.

Table 4. Corruption Versus Good Governance CPI vs CC (1996-2018)

| Year	Transparency International				World Bank WGI				
	Total Countries	CPI Rank	CPI Score	VA	Pol Stab	GE	RQ	RL	CC
1996	54	53	1	31.5	14.36	31.69	28.8	31.66	7.53
1997	52	48	2.53	-	-	-	-	-	-
1998	85	71	2.7	33.33	14.89	37.31	29.02	25.5	13.92
1999	99	87	2.2						
2000	90	NA	NA	12.94	15.87	30.26	20	21.78	24.37
2001	91	79	2.3						
2002	102	77	2.6	16.83	6.35	40.82	21.94	26.24	21.21
2003	133	92	2.5	14.93	7.54	41.33	22.96	25.74	25.76
2004	145	129	2.1	16.83	5.83	38.92	17.73	19.62	13.17
2005	158	144	2.1	20.67	5.34	39.71	26.47	22.01	14.15
2006	163	142	2.2	24.52	2.9	40.98	34.31	22.97	21.95
2007	179	138	2.4	21.15	0.97	37.38	31.07	21.05	20.87
2008	180	134	2.5	25.48	0.96	26.7	30.58	17.79	18.93
2009	180	139	2.4	24.17	1.42	23.44	30.62	21.8	14.83
2010	178	143	2.3	27.49	0.47	25.36	29.67	27.49	13.81
2011	182	134	2.5	25.82	0.47	22.27	28.91	19.72	14.69
2012	174	139	27	24.88	0.95	25.59	25.59	21.13	14.22
2013	174	127	28	25.35	0.95	24.17	26.07	22.07	17.54
2014	174	126	29	27.09	3.33	23.08	28.37	25	22.12
2015	180	117	30	27.09	1.43	27.4	28.85	24.52	21.63
2016	180	116	32	27.59	1.43	28.37	27.4	20.19	17.31
2017	180	117	32	28.08	1.9	30.29	29.33	24.04	22.6
2018	180	117	33	25.62	3.33	24.92	27.4	27.88	23.56

Source: Word Band and Transparency International (2020).

World Bank Policy note 13 on Pakistan[16] refers that a large-scale survey carried out in Pakistan, inquired that "What is the most important obstacle to economic progress?" The most prevalent answer was corruption. Incompetent leadership and poor governance were placed as the second and third factors. The Survey ascertained that young entrepreneurs in Pakistan

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[16] See World Bank, Pakistan Policy note 13 (2013) http://documents.worldbank.org/c urated/en/231321468325466162/pdf/795800BRI0SASE0ox0377381B00PUBLIC00. pdf.

consider corruption a major constraint to industrial and economic development." Table 4, gives a summarize view of the prevalent perceived corruption as measures by TI and good governance by World Bank in Pakistan in last 20 years. Pakistan ranking as measured by World leading and well reputed institutions is inauspicious and discouraging. Data represent that Corruption and good governance indicators are complementary to each other.

The Inverse, impact of corruption has already been analysed and observed in Figure 9, above, World Bank data on corruption and GE substantiates that more corruption negatively influences the government effectiveness in the country. However, the Figure 10 highlights that any variation in the Government effectiveness as measured by the World Bank, positively influences on economic growth and GDP growth percentage. As in 2005, Pakistan Government effectiveness percentile was measured as 39.71, which resulted in the highest GDP growth i.e. 7.7 %, whereas on the contrary, GE declined to 25 and 22 in 2010 and 2011 which adversely reduced the GDP growth to 1.6% and 2.6 %, respectively. The corresponding inverse relationship between corruption and GE and positive influences of GE on GDP Growth in past two decades can be evidently observed. Hence, it validates that corruption as sub segment hurts Good governance and poor governing apparatus, hurts economic growth which undermines the state's ability to focus on socio-economic development.

Figure 10. Impact of Government Effectiveness on GDP Growth (%)
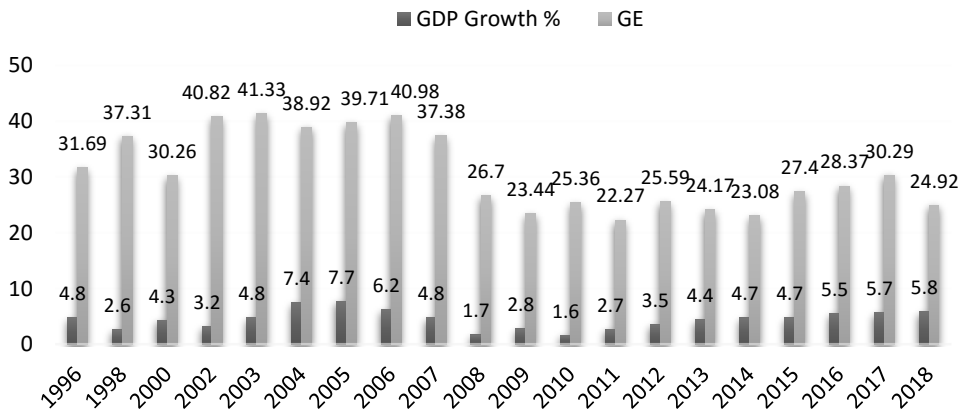
Source: World Bank Group / State Bank of Pakistan (2020).

5. CONCLUSION

The global North of the world has achieved a significant development which have elevated millions of people out of absolute poverty, but despite

these colossal improvements in living standards, other parts of the globe present substantial evidence of increasing inequalities, social exclusions and widening gulf between the worlds' richest and poorest. The world has become more complex with larger socio-economic inequalities and growing differences among the richer and poorer communities globally.

The developing world has yet to realize their potential and the advantages of good governance, vibrant economic policies and frameworks. An immensely available literature explicitly associates bad governance as the sole contributes towards the poor growth in economic sectors and flagging socio-economic development, particularly in developing countries. Its need of the time, that developing country like Pakistan endowed with enormous natural resources and massive potential should address the lacunas in governance systems and combat corruption for a better tomorrow.

The critical analysis of existing literature signifies the correlation between governance, perceived Corruption, economic growth, and development of social sector of Pakistan in the preceding sections and gives an insight of certain leading deductions/ conclusions. Analysis of available data with particular focus on the identification of grey areas which consistently jeopardizes good governance and socio-economic development will help us suggest a viable and workable strategy to address hurting anomalies. The values considered for analysis from World Bank, TI, UNDP and the State Bank of Pakistan are highly significant and indicate moderate to strong influences of all the independent variables on the dependent variable. However, there are certain influences observed in the preceding chapters, which have played a considerable impact on the dependent variable with change of successive political regimes in past two decades. For instance, GDP Growth Sharply fell after departure of Governments in 1996/97, 2007/08 and recently 5.8 percent growth rate declined to 3.3 in 2018/19. Such variable which causes substantial impact on consistency of economic and GDP growth after departure of each political regime necessitates further probe and a suggested ground for future research to align a country direction and shape Pakistan future. Major conclusions and grey areas deduced out of the discussion are as under.

Political stability and legitimacy of the electoral process is earnestly a genuine concern of the day. Despite passage of seven long decades, yet, country have not been able to acquire that level of political maturity and sanity that can absorb smooth transition of political regimes from one to another. Abysmally, election results have always been termed as flawed and engineered and accepted with pervasive discontent and dissatisfaction on the pretext of rigging, interventions and void of free, and fair conduct. Hence, elections results have lacked credibility and have been disputed or repudiated by the opposition

parties with allegations of rigging and manipulation. The legitimacy of every successive government turned questionable and resulted in countrywide agitations on the perception of the manipulated election. Opposition parties' denunciation on the legitimacy of electoral process and demands for fresh elections through wide spread protests results in a political turmoil and situation of confrontation thus paralyzing democratic functioning and destabilizing the country. More so, if at all the results were accepted, the political setups failed to complete their due terms, making them more harmful for democratic process. Political setup under General Pervez Musharraf was the first one to complete five-year term but strongly excluded by the political belligerents calling it a less democratic setup. Political Government formed in 2008 and 2013 were fortuitously able to complete their tenure in history of Pakistan but under highly turbulent political environment and at the cost of disqualification of their prime minister.

Bureaucratic system of Pakistan is antiquated and exploitative in nature. Despite, the massive efforts undertaken by successive political leadership and military regimes in power to streamline and address its system embedded deficiencies, it resulted in adding to more ineptitude. Repetitive disregard of merit-based promotions and appointment, endorsing nepotism, favouritism enabling space for servility and enlarging servitude behaviours by discouraging dissenting opinion/inputs added in more ineffectuality's. Political elite have discouraged the flourishing of a professionally healthy and a moderately progressive culture in bureaucracy, rather they have impelled subservient approaches, apathy, fear through purging without due legal processes and failing to enforce transparency and accountability. Hence, as consequences it emerged as highly politicised civil service and utterly eroded the quality of good governance through inconsistent public services delivery and hollowed people's trust in their institutions.

Transparency contributes significantly in the developing economic efficiency and socio-economic sectors. Transparency through Governmental oversight policies ensures judicious allocation of public resources and curtails space for corruption. Transparency in public decision making processes enables investors' confidence and encourages investment and growth. Moreover, Political and fiscal/financial transparency forms an imperative basis for good governance and it cannot be divorced from economic governance. The institutions of economic governance are strongly nested with socio-politico environment in the country grounded on the transparency in fiscal and political decision making. Incongruously, we lack on all such transparent mechanisms,

including electoral processes, formulation of fiscal and monetary policies and decision making processes, resulting in far-reaching socio-politico imperfections, dissenting environment, and proliferating poor governance and more corruption.

The deteriorating situation of rule of law, directly influences on the Government efficiency and state of political stability. It is generally perceived that countries having stronger 'rule of law' are considered politically stable and have better chances of economic growth. Pakistan, as part of the international coalition force on war against terrorism, after 9/11, faced the major brunt of terrorism. However, the far-reaching tragedy of 9/11 altered the geo-strategic significance of Pakistan in the region. The alliance of Pakistan with the US and its coalition forces resulted in restoration of financial aid and acceleration in their size and inflows. But on the other hand Pakistan paid a very heavy price in terms of volatile internal security environment. Apart from huge financial losses and loss of human lives, space for good governance condensed sharply and radicalization spread largely which deeply impacted the socio-economic development in the country.

Hausmann (2014) [17] suggests that **"If you want to predict the prosperity** of a country, just look at its institutions. When they fail, trust is eroded and economies are damaged[18]."** Accordingly, North (1980) has underlined that "Institutions matter, as they influence norms, beliefs, and actions and therefore, they shape outcomes. 'Institutions are endogenous' as their forms and functioning depends on the conditions under which they emerge and endure". Pakistan's public institutions need a massive overhauling and immense capacity building. Like other institutions, Pakistan judicial system is highly cumbersome, pricey and protracted, therefore, justice dispensations result in indefinite delays, with no accountability. Moreover, judiciary has yet not been emancipated from the ill influence of the executive. It has also failed to comprehend that after independence that sovereignty had passed onto the people and was no longer vested with the King or Viceroy. Before, independence all the government functionaries, including judiciary, remained institutionally loyal to the "Colonial Raj" phenomenon which continues till today, whereas, people now want to give vent to their voice through their chosen representatives, i.e. Parliamentarians The role of higher Judiciary in the politics has remained controversial. It had given some glaring democracy-retarding judgments especially in the cases relating to Tamizuddin, Dosso and

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[17] https://www.project-syndicate.org/commentary/government-private-sector cooperation-by-ricardo-hausmann-2014-12?barrier=accesspaylog

[18] See Ricardo Huasmann, 2014. Available at projectsyndicate.org.

Nusrat Bhutto.[19] The justice Munir judgment in the Tamizuddin case has been cited by almost all the historians as one single judgment which legitimized the action of the Head of the Country or State. It has been stated that the history of Pakistan would have been different if Justice Munir had taken a judicial decision instead of pragmatic view of the case[20]. Till the time, the Superior Courts continue to legitimize dissolution of Assemblies and imposition of Martial Law under the "Doctrine of Necessity", the course of country's predicted future will not change. It is generally believed that the judiciary in Pakistan has always gone along with the establishment.[21] It is indeed the failure of political system which has been burdening the judiciary with political issues and leaving question marks on its impartiality.

Investment on human capital is one of the most neglected priority of Pakistan political elites. It is a disturbing reality of the day that Pakistan ranked 152 out of 189 countries/territories in the world in the UNDP's Human development index 2018.[22] What's more alarming is that Pakistan value in HDI has increased from 0.404 to 0.560 from 1990 to 2018, merely 38.6% in 38 Years.

6. RECOMMENDATIONS

Pursuance, to the major conclusions and deductions derived inconsideration with the analysis of the substantial evidence complied by renowned international and state institutions, various economists and political scientists gives an insight and lucidities to our understanding of a country's deep rooted issues. Hence, based on these systems embedded errs and appalling fault lines, following recommendation are proffered:

a. **Fostering Political Legitimacy:** Carl Von. Clausewitz (1780-1831)[23] under-lines the significance of political legitimacy and refers that "building legitimacy is the "Schwerpunkt", the centre of gravity of the strategy".

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[19] See Dr Inayatullah, State and Democracy in Pakistan, (Lahore: Vanguard Books). 1997), p.107.

[20] See N.H. Jaffry, Federalism, Political Parties and Democracy, (Rawalpindi: Friends Publications, 1995), p.26.

[21] See Hamid Khan, Constitutional and Political History of Pakistan, (Karachi: Oxford University Press, 2001), p.875.

[22] See (UNDP, HDR report 2018) http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/PAK.pdf.

[23] See Clausewitz, C.., Howard, M., Paret, P., & Brodie, B. (1984). *On war*. Princeton, N.J: Princeton University Press.

Legitimacy of political regimes can be achieved through free, fair and highly transparent electoral process. Political setup established through transparency will not have chances of early removal as such premature removal of elected Governments causes deep rooted political instability and lasting effects on political legitimacy. Regimes devoid of legitimacy and infested with political instability inevitably create vacuum for military interventions. Similarly, Pakistan has suffered from recurring military interventions and dictatorial regimes while facing ironic challenges of government's legitimacy and instability. Hussain (2018) asserts in "governing the ungovernable", that "Empirical evidence suggests that economic accomplishments devoid of political legitimacy, however impressive, may prove to be elusive and transient, and do not leave any lasting footprint". During the early years of Pakistan, the replacement and dismissal of governments was a usual phenomenon. Hence, Pakistan needs to break the vicious circle of political instability through building the legitimacy of democratically elected setup and restoring the trust of people in the state. Eradicating, the hurdle in exercise of good governance and strong institutions to safeguard the people rights. The significance of political legitimacy and its subsequent influences on the socio-economic sectors can be observed in the cycle explained in Figure 11.

Figure 11. How Political Legitimacy Influences Chains of Socio-Economic Development
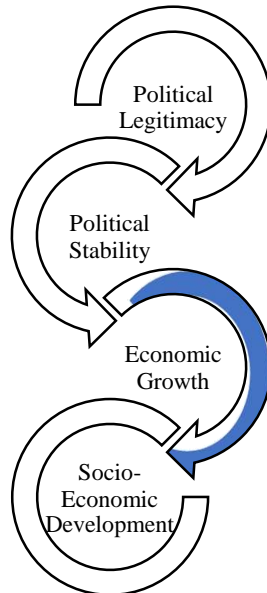
Source: Authors' own view.

b.   **Nurturing Sustainable Political Stability:** The continual political instability and overwhelming pessimism about country's future has emerged as a perpetually recurring crisis of Pakistan's turbulent political history since its creation. Smooth transition of power among the political gainers and those lost the public confidence turns nightmare and fuels deep political crisis. Widening gulf of political differences and deepening mistrust amid political parties can never flourish a socio-political harmony. Hence, the gateway to a resilient and congruent democratic culture associated with sustainable political stability and socio-politico harmony is passes through indubitable political legitimacy. Political stability serves as the key driving force in creating healthy political atmosphere and enabling environment for socio-economic development.

c.   **Enduring Economic Growth and Stability:** Sustainable economic growth is a driving force for inclusive "socio-economic development and material well-being of the people". However, Pakistan's tempestuous political landscape has caused considerable distortions in acquiring sustainability in economic growth and social development. The leading cause ascertained is the persistently poor performance in good governance coupled with large scale rent seekers influences and bureaucratic manipulation of management policies. Economy was further hurt by the financial indiscipline, adhocism and imprudent fiscal/monetary policies associated with deep rooted corruption. Moreover, successive political regimes and military rulers did not take the initiative to correct the fundamental errs, rather preferred a smooth sale through policy of appeasements and reconciliations. The audacious steps and formulation of bold policies like expanding the tax base, registration of informal /shadow economy, imposition of agricultural tax and striking a fine balance between developmental/ non-developmental expenditure was evaded. Ineffectual economic mangers, further trapped the country into a vicious circle through consist budgetary deficit, growing burden of foreign and domestic debts and slack management of financial expenditure over the past few decades. Hence, continuity of such policies will aggravate the problem and worsen the Pakistan economic situation further, unless reversed wisely. As already identified the governance contributes significantly in improving the economic growth, therefore concrete steps be initiated through institutional policy frameworks to practice good governance rigorously, before it's too late.

d.   **Strengthening Electronic. Governance through Digitalization of Services / Institution:** State's most effective tool to execute state functions and undertake public service delivery at grassroots levels is through the civil services or bureaucracy. Pakistan at the time of partition in 1947 inherited the British civil

services as its administrative apparatus. Bureaucracy, was generally considered as the engine of prosperity/growth, in Pakistan in the early decades, now turned to repressive role and failed to deliver public services efficiently. Hence, the need to enhance the public service delivery efficiently and implement good governance practices through digitization of government services was felt direly. Digitalization of government services can address the multi-faceted governance related challenges and bring efficacy in public service delivery and strengthen bureaucratic structures. The digitalization will build synergies among the governmental institutions and will create a paperless culture, enhance the efficiency of institutions and public services delivery and increase transparency of the government actions manifold. The concept of 'Electronic-Governance' is the most significant tool for achieving good governance, especially in building accountability/transparency, improving system efficiency and curtailing corrupt practices. Hence, strengthening Electronic governance through digitalization of government services will bring revolutionary improvements in good governance, reduce corruption, strengthen state institutions and create a more efficient bureaucratic structure. E. Governance will create a quality investment friendly environment, further leading to improvements in economic growth and socio-economic development. A gradually phased transformation of digitization of service structures will not only help us to get freedom from bureaucratic hurdles and rent seekers but will also help to build knowledge based economy to embrace 4th Industrial revolution in offing.

e. **Turning Anti-Graft Drive from Rhetoric to Reality**: Transparency International ranked Pakistan 120 out of 180 measured countries on public sector corruption in 2019. Ironically, Pakistan slipped 3 steps down towards more corrupt countries as compared to the preceding year ranking. Pakistan, has recurrently remained near the bottom quintile on international indices of Transparency International and World Bank WGI for corruption. Notwithstanding, the aggressive anti-corruption drive coupled with lot of rhetoric, raises eye brows, when Pakistan is perceived to be more corrupt as compared to the past year. Hence, anti-graft drive is largely perceived as more of rhetoric based and slighter in reality based, as in the recent past steps taken by national anti-graft body is largely perceived as "naming and shaming[24], the people with insignificant number of mega corruption cases leading to a conclusive end. Undeniably, corruption remains a major cause seemingly fettering economic growth, socio-economic development and retarding good

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[24] See https://www.weforum.org/agenda/2016/05/five-steps-to-curtail-corruption-in-pakistan/.

governance, therefore needs to be tackled aggressively, above the political interferences, influences of political elite holding the reins of power. Anti-Corruption drive should establish its legitimacy and not a grimmer perception associated with political influences, settling personals vendetta, penalizing opponent politicians and changing their political loyalties through coercion/fear. As when "justice is not served" perception will prevail, the anti-graft body will lose its legitimacy, thus making it more redundant with far reaching consequence on the essence of "corruption free Pakistan".

f. **Building Rule of Law and Legal Order:** The most effective and instrumental prerequisite for economic growth and social development is an effective "rule of law" and efficient judicial system. As, it is generally believed that the viably functioning societies bears the effective write of the state and justice which is easily accessible and available to all. In case of Pakistan the 'rule of law' percentile in World Bank good governance indicator ranking has never remained encouraging. Though, the fallout of Afghan war and protracted war against terrorism are the leading causes but still enough can be done to restore the writ of the law in the state. Price attached with fragility of rule of law, is cost heavy and that what Pakistan has paid in terms of loss of precious human lives, low growth, poor socio-economic development and least focus on well-being of the people. Formidable justice system based on vibrant legislation with ruthless law enforcement systems without exception, and uninhibited from exploitative interventions and politically motivated inferences augmented by institutional capacity building is utterly needed. Establishment of speedy trial courts, tribunals with enhancement of size and capacity of Judges and police force for timely justice enactment will create a conducive environment for economic growth through attracting foreign investment and societal well-being at large. As prevalence of criminalization and wide spread corruption adds to fragility of state and undermines its legitimacy/stability with reduced confidence of the citizen and turning it to become a fragile state.

To conclude, although, the advent of Pakistan was a grand manifestation of the triumph of ideology over antagonistic forces, the task of formation of welfare oriented civil society, consequent to independence, posed a number of challenges. The diverse strands in the country's socio-political, economic and psycho-cultural existence, had to be woven into the fine mosaic worthy of a dynamic polity. Unfortunately, divisive forces and centrifugal tendencies soon started emerging. These gave a negative turn to the course of events and hindered smooth transition of the country out of its colonial legacy into a well fabricated society. The prospects of an enduring political stability,

legitimacy and socio-economic development remained far from being firmly rooted in Pakistan. The main attributes and values of ethnic, linguistic, cultural and religious nature that normally binds the nations together also contributed to the mutual distrust, perennial tension and perpetual hostilities.

The issues of national identity, religious-cultural accommodation and political pluralism are not yet fully settled. These issues further complicated the political landscape of the country by increased political pluralism and societal heterogeneity. Absence of political insight and undemocratic behaviour of political elites failed to prove democracy as the preferable form of government in Pakistan which resulted in loss of public confidence in the system. Moreover, lack of political vision by the leadership in or out of power created undesired political vacuum for repetitive military intervention into politics. Furthermore, the absence of effective state institutions and fragile capacity, created governance related issue, resulting in widespread corruption and socio-economic challenges. However, Pakistan has ample potential to rise as socio-economically well build, moderate and progressive state. The gateway to the establishment of a well governed, corruption free and people centric welfare state, passes through the pursuance of good governance, well cohesive socio-politico society and formidably build inclusive political institution.

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Interlinkages among Terrorism, Macroeconomic Instability, Political Instability, and Economic Growth in Pakistan

Ayesha Naz*, Hafsa Jabeen† and Azra Nasir‡

Abstract

This study attempts to establish the relationship between three types of instabilities and economic growth. Political instability, macroeconomic instability, terrorism, and economic growth are analyzed for the period of 1970 to 2019 in Pakistan. The study constructs the indices of the above-mentioned variables by adding some new variables. Results show that terrorism, political instability, macroeconomic instability, and GDP per capita have long-run associations. GDP per capita and political instability is positively related to terrorism. It indicates that political instable environment paves the way for terrorists to achieve their targets in Pakistan. However, the positive association of GDP per capita to terrorism is due to uneven income distribution pattern. It stimulates deprived groups to become a part of violent activities. Furthermore, results show that macroeconomic performance of a country has no significant effect on terrorist activities but persistent poor performance increases the probability of terrorism. Therefore, in the long-run, macroeconomic instability has positive influence on terrorism. Causality relationships indicate no link between political instability and macroeconomic instability. However, terrorism causes both political and macroeconomic instability in Pakistan.

Keywords: Political Instability, Economic Growth, Macroeconomic Instability, Terrorism

1. INTRODUCTION

Since independence Pakistan is facing an unfavourable environment regarding economic, political, and social stability. Several factors are responsible for the country's weak economic and political condition. Pakistan is sharing the largest part of the border with India and Afghanistan. Throughout the history, Pakistan has been in clash with India. Similarly, Afghanistan is also considered a war-ravaged country. As a result, cross-border terrorism is the main concern for the governments of both countries.

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Various factors, such as, religious, geographical, demographic, psychological, political and socio-economic explain terrorist activities in Pakistan [Ismail and Amjad (2014)]. Specifically, GDP, inflation, poverty, inequality and unemployment are the main contributing factors [Bukhari and Masih (2016)]. These internal factors have a more pronounced effect in creating macroeconomic instability. However, some external factors, such as, terms of trade and financial shocks can also destabilize the economy. This instability can be connected to terrorism. Political instability is another important source of terrorism that slows down the development process of a country. Political instability arises due to rapid change of government, absence of rule of laws, military coups, frequent structural changes, revolutionary activities and political assassinations. It hinders the investment and production decisions that directly affect the economic growth. It is necessary to integrate society and maintain peace and harmony within the state. This will be possible only under a politically stable environment. Economic development and social well-being can be achieved through political stability that is helpful in building a state. It is impossible to achieve the goal of development without political stability (Naqvi, *et al*. (2017).

It becomes difficult for any country to grow with poor law and order, political unrest, and weak financial sector. Furthermore, the incapability of successive governments to initiate long-run and wide-ranging policies, reforms, and weak institutional base can increase the non-routine collective behaviour that is a form of terrorism. In Pakistan, there are multiple factors behind political instability. It includes state instability, border conflict with India, internal macroeconomic mismanagement, economic reforms of the 1990s, nuclear tests, and regime change. Domestic and foreign debt has increased due to targeting of internal macroeconomic variables. Furthermore, the economic reforms of 1990s were not successful for economic growth because of high corruption, lack of political consensus, and implementation of policies. However, the decision regarding nuclear tests of 1998 lead to severe economic sanctions by the world. This increases the level of debt with foreign exchange reserve and in these circumstances the military took over in 1999, resulting in regime change.

There are various direct and indirect channels that can affect terrorist activities in a country. The study of Ezcurra and Palacios (2016) showed that inequality leads to terrorism in the panel of 48 countries. Okafor (2015) showed negative relationship between macroeconomic indicators and economic growth in ECOWAS. In case of Pakistan, the studies of Shahzad, *et al.* (2013) and Estrada, *et al.* (2015) showed adverse effects of terrorism on economic growth. Political instability and inflation are also negatively related to growth in Pakistan [Najaf and Najaf (2016); Ahmed and Pulok (2013)]. There is a wide array of literature on the terrorism and economic growth (Khan, *et al.,* 2016)

political instability and economic growth (Ahmed and Pulok, 2013) macroeconomic instability and economic growth (Ali and Rehman, 2015). However, the existing literature seems to be silent in examining the combined relationship among political instability, macroeconomic instability, terrorism, and economic growth. Therefore, the goal of the current study is to investigate the association among economic growth, political instability, macroeconomic instability, and terrorism.

This study is significantly helpful in tracing the sources of instability likely arising due to political factors, macroeconomic factors, and terrorist activities that can hinder the economic growth. The uncertain economic, political, and social environments increase the level of unemployment, poverty, inflation, political unrest, and terrorist activities in a country. Therefore, it adversely affects the economic growth. Pakistan is suffering from internal and external problems such as trade deficit, budget deficit, exchange rate volatility, lack of political power, and cross-border clashes; the reasons of instability in Pakistan. Hence, there is a need to fill this gap by investigating the combined linkages between political instability, macroeconomic instability, terrorism, and economic growth in case of Pakistan.

The present study explores the causal linkages among political instability, macroeconomic instability, GDP per capita, and terrorism in Pakistan. It determines the direction and signs of linkages among these variables. This study is helpful in determining whether the political setup and macroeconomic performance are interconnected. Furthermore, it also investigates how these instabilities are linked with terrorist activities and economic growth. The study also highlights the internal structural economic and political problems that can contribute to terrorist activities.

Three aspects of this study constitute important differences to previous studies. First, macroeconomic instability is explicitly considered as a reason of terrorism along with political instability. Furthermore, the indices of terrorism, political instability, and macroeconomic instability are constructed by incorporating new variables. Secondly, we have developed a theoretical framework that links the three types of instabilities and economic growth. This framework provides interlinkages among political instability, macroeconomic instability, terrorism, and economic growth. The third difference is in context of policy suggestions that deviate from current policies prescription.

The study proceeds by discussing literature review on terrorism, macroeconomic stability, political instability, and economic growth in Section 2. Theoretical and analytical framework is presented in Section 3. Data and construction of variables are discussed in Section 4. Results are provided in Section 5. The last section summarizes the study with some policy suggestions.

2. LITERATURE REVIEW

Literature has highlighted various potential sources of terrorism. Broadly, we can classify the sources of terrorism into two categories i.e. macroeconomic factors and political factors.

The studies of Ali and Li (2016); Bukhari and Masih (2016); Ismail and Amjad (2014); Saeed, *et al.* (2014); Malik and Zaman (2013); Khayyam, *et al.* (2018 & 2019) and Shahbaz (2013) examined the role of macroeconomic variables such as inflation, population, poverty, income inequality, unemployment, and GDP per capita on terrorism in Pakistan. Results indicate positive association between socio-economic variables and terrorism. However, contradictory results are found in the relationship between GDP per capita and terrorism. In this context, Bukhari and Masih (2016); Ali and Li (2016); Shahbaz (2013) and Caruso and Schneider (2011) reported a positive relationship between terrorism and GDP per capita. Whereas, Khan, *et al.* (2016); Shahzad, *et al.* (2016); Hyder, *et al.* (2015) and Blomberg, *et al.* (2004), showed an inverse relationship between these two variables.

Several studies have been conducted on the association between macroeconomic factors and terrorism, yet literature seems to be silent on providing the studies that establish the link between macroeconomic instability and terrorism. However, few studies examined the relationship between inflation and terrorism but single variable of inflation is not enough for the explanation of macroeconomic situation of an economy [Behera and Mishra (2016); Rasul, *et al.* (2016); Azam (2001); Bruno and Easterly (1998)]. Hence, for the very first time, Ismihan (2003) constructed macroeconomic instability index by incorporating inflation, external debt, public deficit, and exchange rate. The present study extends the macroeconomic instability index by adding new variables and attempts to establish its link to terrorism.

Political instability has different aspects that include instability within the political government, accumulation of civil protest, politically motivated violent behaviour and instability of the political regime. Limited literature is reported on the relationship of political instability and terrorism. Fahey (2010); Krueger and Laitin (2008) and Useem (1998) showed that political instability increases terrorism. Li (2005) examined the relationship of regime durability to international terrorism. Results show that less durable regimes tend to attract terrorism.

The studies of Abadie (2006), and Tavares and Wacziarg (2001) used democracy as a proxy to define political situation. These studies highlighted democracy as the cause of terrorism. Similarly, Lai (2007) used civil wars as an indication for state failure that increases terrorism. Existing studies have

used different indictors for political instability. In this study we have constructed the index of political instability. Furthermore, lack of systematic and empirical analysis in connection with terrorism and political instability motivated us to establish a link between the stated variables.

Some studies have examined the causality relation among political instability, macroeconomic instability, terrorism, and economic growth. The studies of Bahera and Mishra (2016); Shahzad, *et al.* (2016); Shahbaz (2013); Shahbaz, *et al.* (2013); Malik and Zaman (2013); Ahmad (2013) and Nawaz, *et al.* (2012) showed one-way causality from political instability to economic growth, from macroeconomic instability to economic growth, and from terrorism to economic growth. While, other found bidirectional causality [Afolabi and Bakar (2016); Ismail and Amjad (2014); Nurudeen, *et al.* (2014)].

The study of Ismail and Amjad (2014) showed unidirectional causality from unemployment to terrorism while, the causality between inflation and terrorism is bidirectional. Nurudeen, *et al.* (2015) examined the casual association among political instability, economic growth, and corruption in the West African States. The study found unidirectional causality from political instability to economic growth in short run. Afolabi and Bakar (2016) examined causal links among economic growth, political volatility, foreign direct investment (FDI), and trade in Nigeria. The results show two-way causality between FDI and economic growth. However, causality between political volatility, trade balances, FDI, and economic growth is unidirectional. The study of Campos and Nugent (2002) showed no causality between economic growth and socio-political instability.

Shahzad, *et al.* (2013) analyzed the casual link of terrorism and economic growth in Pakistan. The results show the causality among trade openness, terrorism, and capital is bidirectional. However, causality between terrorism and GDP per capita is unidirectional. Contradictory results are found on the direction of causality among macroeconomic variables, political variables, economic growth, and terrorism. Therefore, in this study we construct the composite index of macroeconomic instability, political instability, and terrorism. These comprehensive indices are used to examine their interlinkages.

3. THEORETICAL FRAMEWORK

Theoretically, factors such as terrorism, political instability, macroeconomic instability, and economic growth may cause each other [Bahera and Mishra (2016); Shahzad, *et al.* (2016)]. The present study deviates

from previous literature in providing the link between these types of instabilities and economic growth. Terrorism, political instability, macroeconomic instability, and economic growth are examined to trace their linkages in Pakistan. These linkages are presented in Figure 1. It shows that there are three types of instabilities i.e. political instability, macroeconomic instability, and terrorism that can affect economic growth [Ismail and Amjad, (2014); Abadie (2006)]. Conversely, economic growth can also affect these instabilities directly or indirectly [Shahbaz (2013)]. These three types of instabilities can be measured by using any one of the indicators mentioned in the Figure 1 or by using a composite index based on two or more variables. Hence, political instability can be measured with the help of political assassination, cabinet changes, constitutional or legislative changes, regime changes, government changes, and strikes. Likewise, macroeconomic instability can be defined through inflation, unemployment, external/foreign debt, budget deficit, trade deficit, and real effective exchange rate. Terrorist attacks, injuries, and fatalities can be used as a proxy of terrorism. It directly affects economic growth through destruction of human and physical capital. These three categories of terrorism directly affect economic growth and there also exists one-way or two-way causality between these instabilities that may or may not have significant effect on economic growth.

Hence, political instability, macroeconomic instability, terrorism, and economic growth appear to cause each other. For instance, variations in macroeconomic variables not only have direct effects on economic growth but they also create political and social instabilities that further affects growth adversely. This channel can be explained by considering one of the macroeconomic variables i.e. higher unemployment. It is an indication that economy is operating below its capacity, resulting in low level of output and income. Therefore, it directly affects the economic growth. Moreover, higher unemployment also generates social and political problems. Deprived section of the society has higher tendencies to indulge in criminal and terrorist activities, and hence it destabilizes the economy by creating social and political unrest. Likewise, inflation among other variables also has direct and indirect adverse effects on economic growth. Given the problems discussed above, we hypothesize the following:

a. Terrorism, political instability, and macroeconomic instability do not cause economic growth.
b. Terrorism, political instability, and economic growth do not cause macroeconomic instability.
c. Terrorism, macroeconomic instability, and economic growth do not cause political instability.

d.   Political instability, macroeconomic instability, and economic growth do not cause terrorism.

Figure 1. Linkages among Three Types of the Instability and Economic Growth
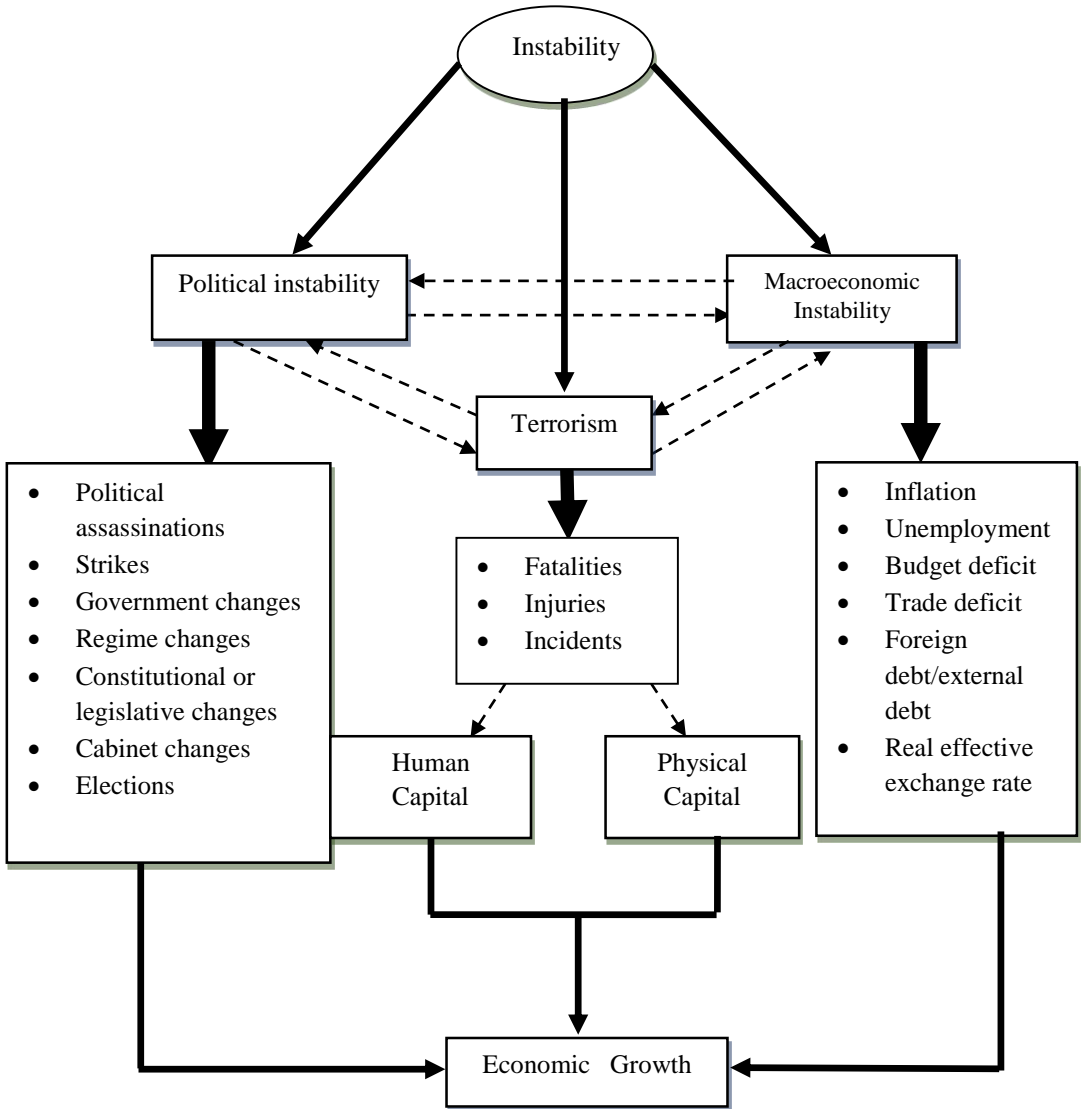
Source: Developed by Authors.

3.1.   Model

Following and extending the framework proposed by Shahbaz (2013), three models are formulated to establish the link among political instability, macroeconomic instability, terrorism, and economic growth in Pakistan.

$Model\ 1:\ lnTI_t = \varphi_1 + \varphi_2 lnPII_t + \varphi_3 lnMII_t + \varphi_4 lnGDP_t + \mu_t$ ... (1)

$Model\ 2:\ lnTI_t = \varphi_1 + \varphi_2 lnMII_t + \varphi_3 lnGDP_t + \mu_t$ ... (2)

$Model\ 3:\ lnTI_t = \varphi_1 + \varphi_2 lnPII_t + \varphi_3 lnGDP_t + \mu_t$ ... (3)

where, GDP_t, PII_t, MII_t and TI_t indicate GDP per capita, political instability index, the macroeconomic instability index and terrorism index respectively. Model 1 shows the link among three types of instabilities and GDP per capita. It highlights whether instability causes each other and GDP per capita. Model 2 and model 3 are constructed to check the robustness of results. Moreover, these two models show how sensitive are the results with alternative specifications. Therefore, model 2 is developed in connection with terrorism, macroeconomic instability, and GDP per capita. This is the restricted model and the specification excludes political instability. Finally, model 3 shows the association among terrorism, political instability, and GDP per capita. The specification of model 3 has not taken into account the macroeconomic instability. All models are taken in log form.

ARDL technique is applied to inspect the linkages among macroeconomic instability, political instability, terrorism, and economic growth. Pesaran, *et al.* (2001) developed the ARDL test for co-integration. The ARDL bound test is preferred over conventional co-integration approaches due to some advantages. It can easily be applied without knowing the order of intergration of variables. According to Zhang and Yue (2002) the conventional approaches such as the Engle and Granger (1987) and Johansen and Juselius (1990) methods do not give better results in small data set. However, ADRL bound test provides better results when applied to a small data sample. Moreover, this method offers unbiased estimates and valid t-statistics regardless of the endogeneity of some regressors [Harris and Sollis (2003); Jalil and Ma (2008)]. This is because of the suitable and appropriate lag selection, hence, residual correlation is eliminated and the endogeneity problem is also alleviated [Ali, *et al.* (2016)]. The ARDL bound test is applied to check the presence of co-integration for model 1, presented given below:

$$\Delta\ \ell n\ TER_t = \gamma_0 + \gamma_{PII}\ \ell n\ PII_{t-1} + \gamma_{MII}\ \ell nMII_{t-1} + \gamma_{TER}\ \ell nTER_{t-1} + \gamma_{GDP}$$
$$\ell nGDP_{t-1} +$$

$$\sum_{i=1}^{p}\gamma_i\ \Delta\ell nPII_{t-i}+\sum_{j=1}^{q}\gamma_j\ \Delta\ell nMII_{t-j}+\ \sum_{k=1}^{r}\gamma_k\ \Delta\ell nTER_{t-k}+\ \sum_{\ell=1}^{s}\gamma_l$$

$$\Delta\ell nGDP_{t-l}+\ \mu_t \qquad\qquad\qquad \dots (4)$$

$$\Delta\ell n\ PII_t=\alpha_0+\ \alpha_{PII}\ \ell nPII_{t-1}+\alpha_{MII}\ \ell nMII_{t-1}+\ \alpha_{TER}\ \ell nTER_{t-1}+\ \alpha_{GDP}$$

$$\ell nGDP_{t-1}+$$

$$\sum_{i=1}^{p}\alpha_i\ \Delta\ell nPII_{t-i}+\sum_{j=1}^{q}\alpha_j\ \Delta\ell nMII_{t-j}+\ \sum_{k=1}^{r}\alpha_k\ \Delta\ell nTER_{t-k}+\ \sum_{l=1}^{s}\alpha_l$$

$$\Delta\ell nGDP_{t-l}+\ \mu_t \qquad\qquad\qquad \dots (5)$$

$$\Delta\ell n\ MII_t=\beta_0+\ \beta_{PII}\ \ell n\ PII_{t-1}+\beta_{MII}\ \ell nMII_{t-1}+\ \beta_{TER}\ \ell nTER_{t-1}+\ \beta_{GDP}$$

$$\ell nGDP_{t-1}+$$

$$\sum_{i=1}^{p}\beta_i\ \Delta\ell nPII_{t-i}+\sum_{j=1}^{q}\beta_j\ \Delta\ell nMII_{t-j}+\ \sum_{k=1}^{r}\beta_k\ \Delta\ell nTER_{t-k}+\ \sum_{l=1}^{s}\beta_l$$

$$\Delta\ell nGDP_{t-l}+\ \mu_t \qquad\qquad\qquad \dots (6)$$

$$\Delta\ell n\ GDP_t=\delta_0+\ \delta_{PII}\ \ell n\ PII_{t-1}+\delta_{MII}\ \ell nMII_{t-1}+\ \delta_{TER}\ \ell nTER_{t-1}+\ \delta_{GDP}$$

$$\ell nGDP_{t-1}+$$

$$\sum_{i=1}^{p}\delta_i\ \Delta\ell nPII_{t-i}+\sum_{j=1}^{q}\delta_j\ \Delta\ell nMII_{t-j}+\ \sum_{k=1}^{r}\delta_k\ \Delta\ell nTER_{t-k}+\ \sum_{\ell=1}^{s}\delta_l$$

$$\Delta\ell nGDP_{t-l}+\ \mu_t \qquad\qquad\qquad \dots (7)$$

In order to examine the presence of co-integration, Pesaran, *et al.* (2001) suggested the upper and lower critical bounds in which calculated F-value is compared to the tabulated critical bounds. The null hypothesis of no co-integration in equation 4, 5, 6 and 7 is $H_0: \gamma_{TI}=\ \gamma_{PII}=\ \gamma_{MII}=\ \gamma_{GDP}=0$, $H_0: \alpha_{TI}=\ \alpha_{PII}=\ \alpha_{MII}=\ \alpha_{GDP}=0$, $H_0: \beta_{TI}=\ \beta_{PII}=\ \beta_{MII}=\ \beta_{GDP}=0$, and $H_0: \delta_{TI}=\ \delta_{PII}=\ \delta_{MII}=\ \delta_{GDP}=0$. The alternative hypothesis of co-integration H_1: at least one γ, α, β and δ is not equal to zero. We reject the null hypothesis if F-value is greater than the upper critical bound (UCB). We do not reject the null hypothesis if lower critical bound (LCB) higher than the calculated F-value. When F-value is lies within lower and upper critical bounds, the results will be indecisive regarding co-integration.

## 4.   DATA SOURCES AND CONSTRUCTION OF VARIABLES

4.1.   Terrorism Index (TI)

In this study terrorism index is constructed through three variables namely as number of incidents, number of injuries, and number of fatalities. Data on terrorist attack and fatalities are collected from global terrorism database (GTD) and number of incidents are taken from RAND database. Each variable is normalized to eliminate scale biasness and then weights are derived by applying statistical technique of principal component analysis (PCA). This multivariate statistical technique assigns different weights to variables through calculating factor scores. It reduces multidimensional data to lower dimensions and at the same time it keeps most of the information. In constructing index, it is more appropriate to use different weights to each variable of the index rather than assigning equal weight [Greco, *et al.* (2018)]. Therefore, the terrorism index is constructed as follows by applying PCA,

$$
\begin{aligned}
TI = \; & W_1 \left(\frac{Incident_t - Incident_{Min}}{Incident_{Max} - Incident_{Min}} \right) \\
& + W_2 \left(\frac{Injuries_t - Injuries_{Min}}{Injuries_{Max} - Injuries_{Min}} \right) \\
& + W_3 \left(\frac{Fatalities_t - Fatalities_{Min}}{Fatalities_{Max} - Fatalities_{Min}} \right) \quad \dots (8)
\end{aligned}
$$

where, W_1, W_2 and W_3 are the weights assigned to each variable through principal component analysis. Historical trend of terrorism index in Pakistan is presented in Figure 2. It shows that the incidence of terrorism is increasing since 1985 and in 2013 terrorism index reaches its highest value. Pakistan Army started Zarb-e-Azb operation in 2014 against Tehrik-e-Taliban, Lashkar-e-Jhangvi, Al-Qaeda, and Haqqani network. These are some of the organized militant groups involved in terrorist activities in Pakistan. The operation broke the momentum of terrorist activities, as many terrorists and their leaders were killed in this successful operation. It has resulted in decline of terrorist activities since 2014. The State Bank of Pakistan reported a total cost of $118.3 billion in combating terrorism.

Figure 2. Trend of Terrorism Index
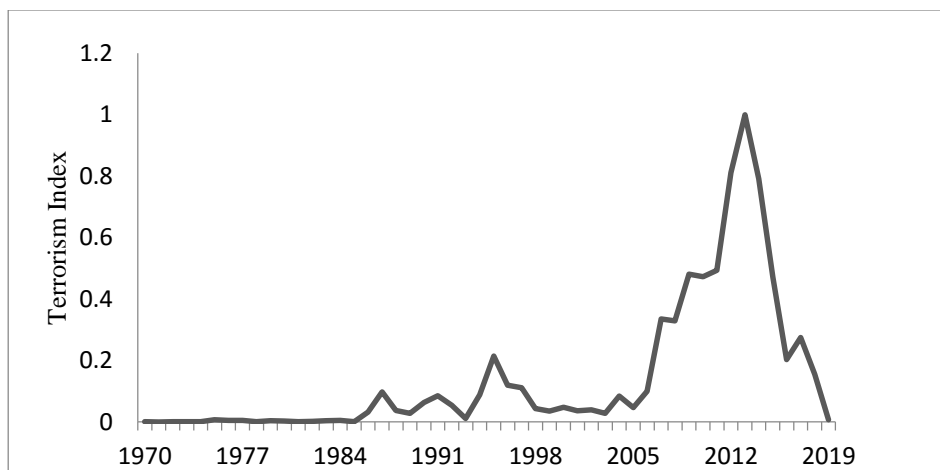
Source: Author's Calculation Based on Constructed Index.

4.2. Macroeconomic Instability Index (MII)

Following Ali and Bibi (2016); Ali and Rehman (2015) and Sameti, *et al.* (2012), macroeconomic instability index is extended by incorporating six variables. These variables include inflation, unemployment rate, budget deficit, trade balance, foreign/external debt, and real effective exchange rate. To measure the macroeconomic instability these six variables are used for Pakistan for the period 1970 to 2019. Construction of macroeconomic instability index is proposed below:

$$
\begin{aligned}
MII = {} & V_1 \left(\frac{Inflation_t - Inflation_{Min}}{Inflation_{Max} - Inflation_{Min}} \right) \\
& + V_2 \left(\frac{Uuemployment_t - Unemployment_{Min}}{Unemployment_{Max} - Unemployment_{Min}} \right) \\
& + V_3 \left(\frac{TB_t - TB_{Min}}{TB_{Max} - TB_{Min}} \right) + V_4 \left(\frac{BD_t - BD_{Min}}{BD_{Max} - BD_{Min}} \right) \\
& + V_5 \left(\frac{ED_t - ED_{Min}}{ED_{Max} - ED_{Min}} \right) + V_6 \left(\frac{REER_t - REER_{Min}}{REER_{Max} - REER_{Min}} \right) \quad \dots (9)
\end{aligned}
$$

Each variable is normalized by following the traditional method and weights are derived through PCA. V_1, V_2, V_3, V_4, V_5 and V_6 are the weights of each variable. TB_t, BD_t, ED_t and $REER_t$ shows trade balance, budget deficit, external debt, and real effective exchange rate respectively.

Data on inflation (% of CPI), unemployment (% of Labour force), external debt (% of GNI), and trade balance (% of GDP) are collected from

World Bank database. Budget deficit (% of GDP) is calculated by taking a difference of total revenue to total expenditure and data are taken from different issues of Economic Survey of Pakistan. Data of REER are extracted from Bruegel database.

Economic history reveals government's inability for establishing sustainable resources for public finance. Moreover, resource mobilization is not effective, highlighting the weakness of fiscal policy. Consequently, the result of fiscal imbalance reflects in budget deficit. Low rate of domestic saving and non-availability of concessional loans in1990s restricted the policy makers for restructuring the economy [Mahmood, *et al.* (2008)]. Pakistan relied on foreign aid and loans for the financing of current account, instead of focusing on exports. The economic mangers failed to implement the policies of equitable distribution that resulted in weak performance of other macroeconomic indicators such as unemployment and inflation among others. Figure 3 shows poor macroeconomic performance from 1970 to 2019, except for a few years. Macroeconomic instability arises due to the improper implication of fiscal and monetary policies. Co-ordination failure is also the leading factor towards macroeconomic instability. Performance of Pakistan's economy on macroeconomic stability remained questionable throughout the history of 70 years. The indicators such as budget deficit, trade deficit, unemployment, and inflation have shown poor performance.

Figure 3. Trend of macroeconomic Instability
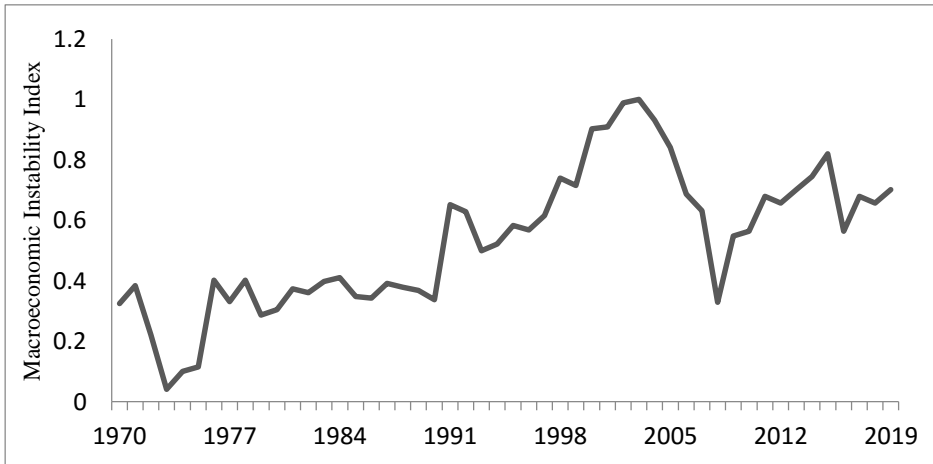
Source: Author's Calculation Based on Constructed Index.

4.3. Political Instability Index (PII)

Political instability index is constructed with the help of two variables. It includes polity 2 and political assassinations that measure the political instability. Polity 2 is used to measure the regime changes and institutional

changes. However, political assassination is defined as the number of death (assassination) of political leaders. Data are collected from Polity IV dataset and history of Pakistan.

$$PII = \alpha_1 \left(\frac{Assassination_t - Assassination_{Min}}{Assassination_{Max} - Assassination_{Min}} \right)$$
$$+ \alpha_2 \left(\frac{Polity2_t - Polity2_{Min}}{Polity2_{Max} - Polity2_{Min}} \right) \qquad \ldots (10)$$

where, α_1 and α_2 are the equal weights assigned to assassination and polity 2. Figure 4 shows that political instability remained high in three periods. First period starts from 1970 to 1976, in this period Zulfikar Ali Bhutto and General Muhammad Zia-ul-Haq were in government. Second period is from 1987 to 1998 in which President General Zia dissolved the National Assembly and Junejo cabinet. General Zia was killed in a plane crash and Mir Murtaza Bhutto was assassinated in 1996. Political instability index appears to be the highest over the period of 2007 to 2019. In this period, president Musharraf dismissed Iftikhar Muhammad Chaudhry, the Chief Justice of Pakistan, and the assassination of Benazir Bhutto in 2007. In 2009, terrorists attack on the Sri Lankan cricket team raised several questions on the security and law and order situation of Pakistan. Mr. Salman Taseer, the governor of Punjab, was assassinated by his own body guard in 2011. Long March of 2014 by Pakistan Tehrih-e-Insaf (PTI) and Pakistan Awami Tehrik (PAT) contributed towards political instability in the country.

Figure 4. Trend of Political Instability
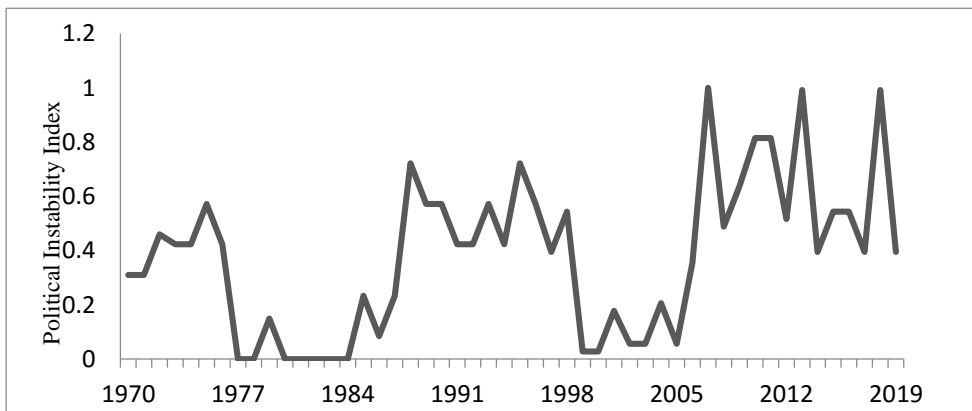
4.4.   GDP per Capita

GDP per capita is the gross domestic product divided by population in the midyear. World Bank defines GDP as the summation of gross value by all the resident producer of the economy in which taxes are included on the product but not subsidy. Moreover, depreciation of natural resources is not included in the calculation of GDP. Data on GDP per capita are collected from World Bank database. *(www.data.worldbank.org).*

5.   RESULTS AND DISCUSSIONS

In this section results are discussed regarding the connection among macroeconomic instability, economic growth, political instability, and terrorism by using ARDL bound test approach to co-integration.

5.1.   Empirical Results of Model 1

As a preliminary, the stationarity of data is check by applying Augmented Dickey Fuller (ADF) unit root. Results are given in Table 1.

Table 1. Results of ADF Test

Variables	t-statistics	
	At Level	At First Difference
GDP per Capita	-0.423	-5.802***
MII	-2.287	-7.602***
PII	-2.867	-4.047*
TI	-1.891	-8.148*

Note: The symbol *** and * indicates the level of significance at 1% and 10% respectively.

The results show that economic growth, macroeconomic instability, political instability, and terrorism are stationary at first difference as we are unable to accept the null hypothesis of unit root test. It is essential to establish the optimal lag of the model before applying the test of co-integration. Therefore, lag selection criteria provide a guideline as to how many lag to be included in the model.

Table 2. Results of Lag Selection

Lag	LogL	LR	FPE	AIC	SC	HQ
0	18.495	NA	6.18e-06	-0.742	-0.497	-0.681
1	171.895	260.081*	1.18e-08*	-6.934*	-6.197*	-6.611*
2	179.115	19.987	1.46e-08	-6.815	-5.445	-6.209
3	196.184	25.924	1.45e-08	-6.884	-4.603	-6.096
4	216.229	14.839	1.95e-08	-6.696	-3.803	-6.165

Table 2 presents the results of lag order selection criteria. It shows that lag one is selected by all the criteria. Therefore, the optimal lag length of model 1 is one in Pakistan. To find out the association among the variables, ARDL bound test to co-integration is applied and the results are reported in Table 3.

Table 3 shows the result of ARDL bound testing to co-integration in Panel I while, Panel II shows the diagnostic test. In Panel-I, the calculated value of F-statistics is greater than upper critical bound when terrorism and macroeconomic instability are used as dependent variables. Therefore, the value of F-statistic is significant at 1% and 10% level of significance. This implies a long-run link among the political instability, macroeconomic instability, economic growth, and terrorism in Pakistan during the period of 1970 to 2019. This study uses critical bound generated by Pesaran *et al*. (2001). Diagnostic tests are presented in Panel-II. LM serial test shows no evidence of correlation. ARCH and White test of heteroskedasticity show no problem of heteroskedasticity.

Table 3. Results of Bound Test

Panel I: Bound test				
Dependent Variables	Terrorism	Macroeconomic Instability	Political Instability	Economic Growth
Optimal lag	(1,1,1,1)	(1,1,1,1)	(1,1,1,1)	(1,1,1,1)
Calculated F	10.108***	4.27*	2.996	1.55
Conclusion	Co-integration	Co-integration	No Co-integration	No Co-integration
Significance level	Lower bounds I(0)	Upper bounds I(1)		
1%	4.385	5.615		
5%	3.219	4.378		
10%	2.711	3.800		
Panel II: Diagnostic tests				
R^2	0.657	0.401	0.405	0.315
$AdjR^2$	0.510	0.311	0.217	0.114
χ^2 LM test	0.083(0.811)	3.985(0.154)	0.703(0.401)	4.719(0.129)
χ^2 ARCH test	0.395(0.550)	0.296(0.582)	2.414(0.124)	0.702(0.423)
χ^2 White test	3.719(0.880)	9.451(0.318)	4.523(0.810)	8.132(0.431)

Note: The symbol ***, and * indicates level of significance at 1% and 10% respectively. Probability value is given in brackets.

Johansen test is also applied to check the robustness of long-run association among political instability, macroeconomic instability, economic growth, and terrorism. All the variables are integrated of order one, therefore; there is no harm in applying Johansen test.

Table 4. Results of Johansen Test

Hypothesis	Eigenvalue	Trace Statistics	C.V	Prob.	Max-Statistic	C.V	Prob.
None	0.555	73.916	47.856	0.000	35.657	27.584	0.003
At most 1	0.450	38.259	29.797	0.004	26.332	21.131	0.008
At most 2	0.223	11.926	15.494	0.160	11.146	14.264	0.147
At most 3	0.017	0.780	3.841	0.377	0.780	3.841	0.377

Trace test indicate 2 co integrating equations at the 0.05 levels.

Results of Johansen test are presented in Table 4. Trace test and λ max test indicate two co-integrating vectors, validating the long-run link among political instability, macroeconomic instability, terrorism, and economic growth at 5% level of significance.

The estimates of long run are given in Table 5. The coefficient of GDP per capita is positive and significant, implying that terrorism is positively linked with GDP per capita. If GDP per capita increases by 1%, it will increase terrorism by 6.56%. This finding of present study is consistent with Bukhari and Masih (2016) and Shahbaz (2013). Uneven income distribution in the society is the main reason for the positive association between GDP per capita and terrorism in Pakistan. Unjust pattern of income distribution is considered as one of the potential sources of terrorism. Generally, poor segment of the society is considered as easy target for external forces to indulge them in terrorist activities.

Table 5. Estimates of Long Run

Panel I: Dependent Variable:$\Delta lnTI_t$			
Variable	Coefficient	Std. Error	t-Statistic
C	-21.011***	2.601	-8.078
$\Delta lnMII_t$	0.213	0.412	0.516
$\Delta lnGDP_t$	6.561***	0.910	7.209
$\Delta lnPII_t$	0.511*	0.191	2.675
Panel II: short run diagnostic tests			
R^2	0.807		
$AdjR^2$	0.824		
χ^2 LM test	0.003 (0.941)		
χ^2 ARCH test	0.203 (0.657)		
χ^2 White test	0.914 (0.819)		

Note: The symbol *** and * represent level of significance at 1% and 10% respectively. Probability values are given in brakets.

It is a general belief that this segment can be used to destabilize domestic economy through terrorism by providing monetary benefits. Coefficient of political instability is also positive and significant. If political instability increases by 1%, it increases terrorism by 0.51%. Political instability

is another source of terrorism in Pakistan according to findings of this study. Political instability, in terms of assassination and change in regime, is linked to terrorist activities in the long run. Hence, unstable political environment helps violent factors to plan terrorist activities in the long run.

Long run estimate highlights the internal structure problem of Pakistan that fuels terrorist activities. Higher economic growth along with higher income inequality and political instability increases terrorism in Pakistan over the period of 1970 to 2019. Effect of macroeconomic instability on terrorism is positive but statistically insignificant. In panel-II, long run diagnostic test are applied. Breusch-Gogfrey LM test is applied to check serial correlation, which implies no evidence of serial correlation. Moreover, White and ARCH test is also applied to diagnose the heteroskedasticity in the model. Findings of the tests show that model is free from the problem of heteroskedasticity.

Table 6. Estimates of Short Run

Panel I: Dependent Variable:$\Delta lnTI_t$

Variable	Coefficient	Std. Error	t-Statistic
C	0.041	0.101	0.410
$\Delta lnMII_t$	0.191	0.419	0.455
$\Delta lnGDP_t$	2.417	8.511	0.283
$\Delta lnPII_t$	0.234*	0.115	2.034
ECT_{t-1}	-0.909***	0.202	-4.509
Panel II: short run diagnostic tests			
R^2	0.361		
$AdjR^2$	0.312		
χ^2 LM test	0.650 (0.430)		
χ^2 ARCH test	0.310 (0.512)		
χ^2 White test	6.923 (0.941)		

Note: The symbol *** and * represent level of significance at 1%and 10% respectively. Probalbilities values are given in brakets.

The short run results are provided in Table 6. Coefficient of macroeconomic instability and GDP per capita is positive but statistically insignificant, while political instability is significant at 10% level of significance. The variable of political instability is positively linked with terrorism; it means that if political instability increases by 1%, it will increase terrorism by 0.23%. ECT tells the long run speed of adjustment. Generally, ECT lies between 0 to -1 and results indicate that ECT is -0.90 which is statistically significant at 1% level of significance. Speed of adjustment is 90.90%, suggesting that the error correction term converges more rapidly towards the equilibrium. The diagnostic tests for short run are given in panel-

II. It shows that the problem of heteroskedasticity and serial correlation does not exist in the model.

The results of CUSUM and CUSUM sq stability test for ARDL model are presented in Appendix 1. These tests are used to examine the stability of long run and short run estimate. These stability tests are suggested by Pesaran and Shin (1998). Results indicate that model is stable at 5% level of significance as the plot of CUSUM and CUSUM sq lies within the critical boundaries.

5.2. Robust Check

Table 7 shows robust results of ARDL bound testing to co-integration of model 2 and model 3. Results of diagnostic test are presented in panel-II. It shows that both the models are free from the heteroskedasticity problem and residual are not serial correlated.

Table 7. Results of Bound Testing

Panel I: Bounds Tests		
	Model 2	Model 3
Dependent variable	Terrorism	Terrorism
Optimal lag	(1,1,1)	(1,1,1)
Calculated F	11.51***	11.13***
Coclusion	Co-integration	Co-integration
Significance Level	Lower bounds I(0)	Upper bounds I(1)
1%	5.288	6.309
5%	3.793	4.855
10%	3.182	4.126
Panel II: Diagnostic tests		
R^2	0.531	0.514
$AdjR^2$	0.451	0.421
χ^2 LM test	0.191 (0.650)	0.988(0.332)
χ^2 ARCH test	1.229 (0.2657)	0.314(0.604)
χ^2 White test	12.515 (0.982)	11.617(0.985)

Note: The symbol *** presents significance level at 1%. Probability values are given in brackets.

Estimates of long run are presented in Table 8. It indicates robust results expected for the variable of macroeconomic instability. Coefficient of macroeconomic instability is positive and statistically significant, implying a positive relationship between macroeconomic instability and terrorism. If macroeconomic instability increases by 1%, it will increase terrorism by 0.39%. Positive association between macroeconomic instability and terrorism in Pakistan is due to instability of its components i.e. increase in inflation and unemployment.

Table 8. Estimates of Long Run

Panel I: Dependent Variable: $\Delta lnTI_t$

Variable	Model 2		Model 3	
	Coefficient	t-Statistic	Coefficient	t-Statistic
C	-23.876***	-9.834	-21.374***	-13.659
$\Delta lnMII_t$	0.388*	1.912	----	----
$\Delta lnPII_t$	-----	----	0.499**	3.094
$\Delta lnGDP_t$	7.680***	9.516	6.763***	12.969
Panel II: short run diagnostic tests				
R^2	0.794		0.831	
$AdjR^2$	0.784		0.819	
χ^2 LM test	3.255 (0.171)		0.025 (0.873)	
χ^2 ARCH test	0.046 (0.829)		0.129(0.718)	
χ^2 White test	0.854 (0.652)		4.193(0.521)	

Note: The symbol ***, ** and * represent level of significance at 1%, 5% and 10% respectively. Probability values are given in brackets.

Higher price level decreases the purchasing power of individuals' particularly poor segment of society. In these circumstances, the opportunity cost of life decreases and it fuels terrorist activities. Unemployment is also a contributing factor in increasing terrorism. The magnitude of the coefficients has slightly increased in Table 8 in comparison to Table 5. It is due to the restricted specifications; however, the difference is not significant and is interpreted as almost similar in the direction except for the variable of macroeconomic instability. Results of the diagnostic test are in panel-II and reveal no issue of serial correlation and heteroskedasticity in model 2 and 3.

Estimates of short run analysis are stated in Table 9. They show robust results for both models. Short run diagnostic test is provided in panel-II and indicate that the model is free from the issues of serial correlation and heteroskedasticity.

Table 10 presents the result of pair-wise Granger causality test. It shows unidirectional causality from economic growth to macroeconomic instability and terrorism. Higher economic growth causes terrorism due to uneven income distribution pattern, which in turn creates macroeconomic instability in Pakistan. Also, unidirectional causality exists from terrorism to political and macroeconomic instability. This shows that terrorism not only destabilizes the economic performance of the economy but it also causes political unrest. Hence, it can be concluded that terrorism creates instability in different sectors. The unidirectional causality exists from political instability to economic growth at 5% significance level. However, no causality exists between political instability and macroeconomic instability.

Table 9. Estimates of Short Run

Panel I: Dependent Variable:$\Delta lnTI_t$

	Model 2		Model 3	
Variable	Coefficient	t-Statistic	Coefficient	t-Statistic
C	0.033	0.308	0.041	0.412
$\Delta lnMII_t$	0.185	0.479	----	----
$\Delta lnPII_t$	----	----	0.223*	1.974
$\Delta lnGDP_t$	3.351	0.382	2.259	0.267
ECT_{t-1}	-0.884***	-4.371	-0.904***	-4.536
Panel II: short run diagnostic tests				
R^2	0.334		0.351	
$AdjR^2$	0.290		0.313	
χ^2 LM test	0.491 (0.483)		1.379 (0.243)	
χ^2 ARCH test	0.898 (0.341)		0.253 (0.621)	
χ^2 White test	3.406 (0.954)		4.484 (0.887)	
CUSUM	Stable		Stable	
CUSUMsq.	Stable		Stable	

Note: The symbol ***, and * represent level of significance at 1% and 10% respectively. Probability values are given in brackets.

Table 10. Results of Pair-wise Granger Causality Test

Null hypothesis	F-Stat	Conclusion
Macroeconomic instability does not cause economic growth	0.625	Unidirectional causality from economic growth to Macroeconomic instability
Economic growth does not cause macroeconomic instability	7.218***	
Political instability does not cause economic growth	5.510**	Unidirectional causality from political instability to economic growth
Economic growth does not cause political instability	1.168	
Terrorism does not cause economic growth	0.031	Unidirectional causality from economic growth to terrorism
Economic growth does not cause terrorism	19.381***	
Political instability does not cause macroeconomic instability	0.084	No causality between political instability and macroeconomic instability
Macroeconomic instability does not cause political instability	0.181	
Terrorism does not cause macroeconomic instability	6.361***	Unidirectional causality from terrorism to macroeconomic instability
Macroeconomic instability does not cause terrorism	0.481	
Terrorism does not cause political instability	2.722*	Unidirectional causality from terrorism to political instability
Political instability does not cause terrorism	0.632	

Note: The symbol ***, **, and * indicate the level of significance at 1%, 5% and 10% respectively.

6. CONCLUSION

This study investigates the empirical association among political instability, economic growth, macroeconomic instability, and terrorism in Pakistan by using annual data for the period 1970 to 2019. This study determines the directions among three types of instabilities and economic growth. ARDL bound testing approach to co-integration and other econometric methods such as Johansen test of co-integration and pair-wise Granger causality test are applied. Pakistan is facing several internal structure problems including political unrest, poor law and order condition, terrorist attacks, and inconsistent economic policies that directly affect economic growth.

The results show the existence of co-integration among political instability, macroeconomic instability, terrorism, and economic growth in Pakistan. GDP per capita, political instability, and macroeconomic instability have positive influence on terrorism. The main reason of the positive relationship between economic growth and terrorism is the unequal distribution of income. Few are benefited at the expense of majority of the population. It leads towards economic deprivation and poverty; as a result, terrorism has increased in Pakistan. Terrorism and macroeconomic instability also indicate positive relationship. The rationale behind this phenomenon is the high level of unemployment and inflation rate. These factors push the individuals towards terrorist activities. The positive association between political instability and terrorism indicate that political instability increases terrorist attacks. Another reason behind the positive association between political instability and terrorism is that political instability reduces the volume of investment, raises unemployment, and inflation which increases the terrorist activities through the reduction in purchasing power of individuals. Some individuals of the society indulge into terrorist activities to obtain monetary benefits for their families because they cannot fulfill their basics needs.

Pair-wise Granger Causality test results reveal unidirectional causality from economic growth to macroeconomic instability and terrorism, from terrorism to political instability and macroeconomic instability, and from political instability to economic growth.

The results show that all the three types of instability are interconnected. Instability on political side or instability in macroeconomic indicators, both increase terrorism in Pakistan. Likewise, terrorism also contributes in generating instability on political and macroeconomic sides. Therefore, well-targeted policies are required to lessen the impact of instabilities on growth.

It is therefore concluded from the study that government needs to mitigate all the three types of instability in order to have favourable effects on

economic growth. In this regard, long- term planning is required to control the harmful effects on GDP due to terrorism, and macroeconomic and political instabilities.

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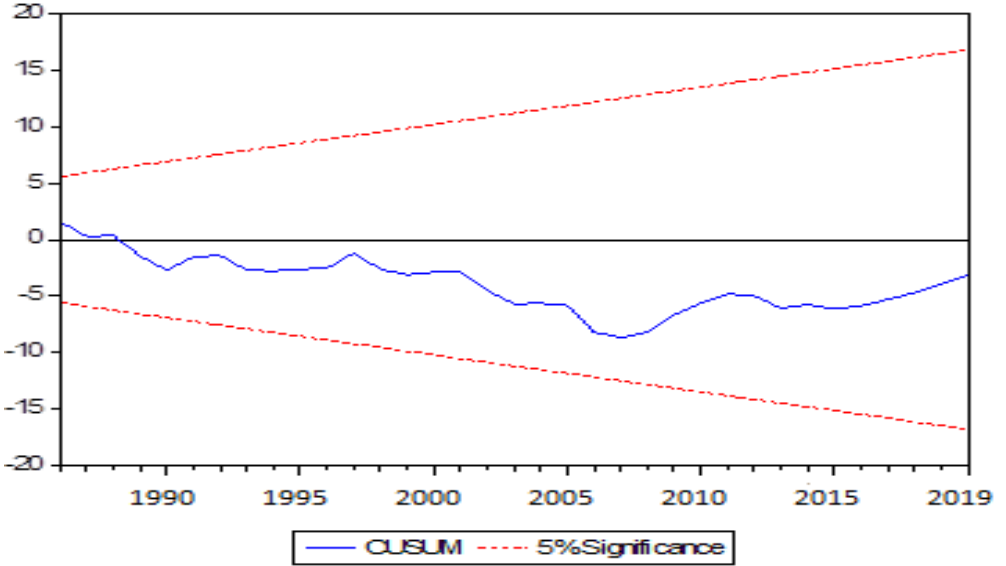
Appendix1

Figure I. CUSUM Stability Test
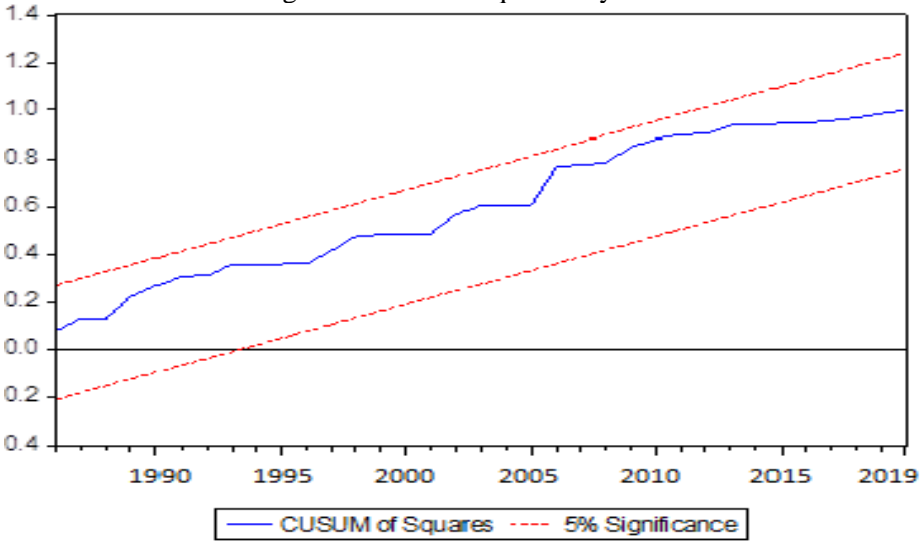

Figure II. CUSUMsq Stability Test

Unriddling Academic Dishonesty through the Lens of Teacher and Student Perceptions

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Abstract

This study sought to explore contributory factors of academic dishonesty. Academic dishonesty is being practiced yet little research has been conducted on the subject. Subsequently, this study employed the qualitative approach for in-depth exploration of the factors of academic dishonesty. In this study, focus group discussions were conducted with two groups of participants; university students (N=12) and university teachers (N=08) of The Islamia University of Bahawalpur, Pakistan. Participants for this study were recruited through purposive sampling. Three research questions were asked to the participants: Q1) How is academic dishonesty described by students and teachers? Q2) What would be the possible types of academic dishonesty? and Q3) What are the pros and cons of academic dishonesty in the long run? Their responses were audio taped and the collected data were transcribed by following transcription steps provided by Humble (2015). For data analysis, NVivo (12) was utilized and factors were extracted. The prudent findings found that cheating, plagiarism, falsification and failure of system are identified as the most prominent factors. The findings of this study concluded that these factors significantly shape-up academic dishonesty in higher learning institutions. Findings of this study would help educationists to bring about reforms in the educational sector.

Keywords: Academic Dishonesty, Factors, Qualitative Exploration, University Students, Teacher Perspective

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1. INTRODUCTION

Academic dishonesty is debated as a predominant phenomenon of the day that grabs the attention of every educated and concerned person. It is considered to be a complex and prevalent problem spreading globally [Alleyne and Phillips (2011); Imran and Nordin (2013); Iberahim, Hussein, Samat, Noordin, and Daud (2013); McCabe and Trevino (1997); Nazir and Aslam (2010); Thomas (2017); Tadesse and Getachew (2010); Saidin and Isa (2013); Whitley (1998); Yang Huang and Chen (2013)]. It is thought that outcomes of academic dishonesty lead to corruption of nations. In the same vein, graduate and undergraduate students display a severe problem of misconduct in their workplaces. Dishonest students are more likely to repeat their misconduct in practical phases of life [Grimes (2004); Hardling, *et. al.* (2004); Lawson (2004); Rakovski and Levy (2007)]. Using helping material for cheating in exams, manipulation of the assignments, presenting fraudulent data, proxy attendances, false excuses to attain extension for projects are common methods of academic dishonesty adopted by majority of the students. The most conventional and common way of cheating during exams is by using helping material [Pullen, Ortloff, Casey, and Payne (2002); Danielsen, Simon and Pavlick (2006); Choi (2009)]. In order to devise ways to deal with academic dishonesty, educational organizations have opted various ways as a universal explanation of this phenomenon is absent (Eaton, 2017). The expected norms of academic institutes are interrupted by devious acts of corruption, scams, and wrongdoings in academic fields.

1.1   Causes of Academic Dishonesty

There could be several reasons for the academic dishonesty among students such as a pathological urge to cheat (Danielsen *et al*., 2006). Moreover, Tjoanda, and Diptyana (2012) found that plagiarism is identical to psychological disorder of Kleptomania in which stealing is done in order to satisfy the urge of stealing rather than being benefitted by stealing. The moral value of students also plays a vital role in their attempts to cheat and subsequently the earned advantage strengthens the behaviour of cheating (Sattler, Graeff & Willen, 2013). Furthermore, teachers' biasness could be another reason for academic dishonesty. Teachers play an important role In influencing the students; hence, their if they are honest, they will nurture honest students (Debbie, 2009).

Moreover, demographic and personal factors also play important roles in academic dishonesty of students (McCabe, Trevin and Butterfield 1999). Carroll (2002) states that less cheating is seen to be done by adult students, women, and students with higher educational accomplishment. Students who participate in extracurricular activities are left with little time to

concentrate on studies. Therefore, they are more prone to cheating. Freshmen year students cheat more as compared to mature ones because of lack of experience (Smith, Davy, Rosenberg and Haight, 2009). Cheating behaviour is also encouraged by contextual factors rather than the background of the students. The research indicates that declaring a punishment for cheating before the test or creating distance between the students does not contribute in lessening the incidence of cheating (Kerkvliet and Sigmund, 1999; Yang. 2012). There is a correlation between academic cheating and goal orientation. More cheating attempts were found among students who preferred grades over mastery goals (Anderman and Midgley, 2004). Time management issues and to be surround by peers who are more prone to cheating make the individuals more dishonest academically (Power, Higgins and Kohlberg, 1989). No cheating behaviour is observed in students who are surrounded by peers with high moral values (McCabe and Trevino, 1993). Hence, peer pressure can work both ways, i.e., it may increase or decrease the likelihood of dishonest behaviours (McCabe, Trevino and Butterfield, 2002). There are certain ethical causes as well; students have become so much sensitized with cheating and dishonest behaviour that they do not regret cheating and feel no guilt. However, if little guilt is present then it is escaped by making false excuses and justifications. Students might declare academic dishonesty as a wrongdoing in social settings but do not object to commit it (Barnaby, 2004).

1.2   Outcomes of Academic Dishonesty

All educational systems are affected by academic dishonesty including students, teachers, and higher authorities. Smith *et al.* (2009) declared that if a student is prone to cheating in young age then he might do it in later years of life too [Nonis and Swift (2001); Wilmshurst and Peter (2013)]. Although the ethical standards and principles are very important to follow, but research reported that low level effort and work lead towards low level of learning skills and ethical misconduct (Colnerud and Rosander, 2009). The hardworking students may become discouraged and demotivated by academic dishonesty practiced by less competent students. The standard of knowledge and learning is also compromised when one steals the ideas of others (Tjoanda, and Diptyana, 2012). Through meta-analysis, Whitley and Keith-Spiegel (2002) stated that the leading causes of academic dishonesty were performance issues, academic and non-academic external pressures, biased professors, and lack of effort. A study conducted by Musau and Boibanda (2018) revealed that medical students who observed cheating and dishonest acts were more likely to depict dishonest acts in their student and practical life. Therefore, the leading factor of academic dishonesty was witnessing or seeing academic dishonesty in action.

A research conducted by Aaron and Simmons (2011) states that there was absence of major variances between teachers and student's dishonest acts or academic dishonesty according to their self-reports. While, major differences were observed in self-reported occurrences of unprincipled behaviour. According to Rujoiu and Rujoiu (2014), students who practice dishonest behaviours in their academic lives are likely to continue the same behaviour later in their workplace environments. Thus, such behaviour is deeply rooted in the attitudes of students, they tend to devalue the academic qualifications through their dishonest behaviour towards academic tasks in terms of falsifying information and cheating throughout their exams (Akakandelwa, Jain and Wamundila, 2013). Students who have low grades are usually observed to be cheating in exams and showing dishonest behaviour while submitting assignments or preparing for quizzes. They seek help from their colleagues for serving passing grades (Griebeler, 2017). In higher learning institutes such as universities, academic dishonesty is the most problematic and disturbing issue where several moral and ethical values are usually ignored [Akakandelwa, *et al.* (2013); Musau and Boibanda (2018)]. Students and teachers both adapt dishonest ways for getting academic better grades and passing the students for the requirement of degree (Tadesse and Getachew, 2010). Society encourages misleading means to resolve their evaluation through the high intensity ranks of students with good scores paving the way for an unqualified candidate with an incorrect grade quality (Lisle and Bowrin, 2011). According to a report by Kanat-Maymon, *et. al. (*2015) students who are in state of any need, tend to cheat more and most of them do not event consider that academic dishonesty is related to unethical and unjustifiable behaviour (Nick and Llaguno, 2015).

In the past few decades, academic dishonesty is considered as a matter of great concern in higher education institutes of Pakistan (Nazir and Aslam, 2010). Several acts related to academic dishonesty have created a sense of threat for the workplace and business fields as well. A study conducted in 2017 by Quraishi and Aziz reported that in Pakistan, the reason of academic dishonesty could be the stress present in students to meet the expectation of parents by maintaining good grades and percentages, although there is scarcity of literature in Pakistan to identify the underlying factors that lead towards academic dishonesty among the students. Through the current study, the authors have designed to explore this phenomenon through the perception of students and teachers in higher learning institutes of Pakistan.

1.3   Overarching Objective of the Study

1. To explore the wholistic picture of academic dishonesty in the light of professional and academic learners of Pakistan.

1.4   Research Questions

1. How do you describe academic dishonesty?
2. What are the possible types/forms of academic dishonesty prevailing in Pakistan?
3. What are the pros and cons of academic dishonesty in the long run?

1.5   Rationale of the Study

It was aimed to assess the factors contributing towards academic dishonesty in students acquiring higher education in Pakistan. It has been assumed that academic dishonesty is becoming a wide ranging and global dilemma which should be discussed and fixed [Thomas (2017); Saidin and Isa (2013)]. Although the pre-existing literature enlightens us regarding different elements of academic dishonesty, however, the factors of academic dishonesty are yet to be explored. In Pakistan, a study addressed the academic dishonesty among students as the consequence of stress caused by parental expectation of acquiring good grades (Quraishi and Aziz, 2017). Still, the growing body of knowledge lacks the adequate literature related to academic dishonesty and its factors. In the light of significance and need of study, we sought to discover all the dynamics of academic dishonesty according to the viewpoint of both teachers and students of Pakistan.

2.   MATERIAL AND METHOD

2.1   Research Design

The current study used a qualitative approach to find out the factors behind academic dishonesty. Focus Group Discussions (FGDs) were conducted with two groups; students and teachers, for the collection of data. This method provides the collective idea and insights into how a given person, in a given context, makes sense of a given phenomenon.

2.2   Study Participant and Recruitment

In total, 12 students (currently enrolled) and 8 teachers (permanent faculty) were recruited through purposive sampling from The Islamia University of Bahawalpur. The participants were selected on the criteria of their self-claim that they have experienced academic dishonesty. Participants agreed to be a contributor towards the act of academic dishonesty. These participants willingly participated in FGDs. In order to facilitate the participants to feel unthreatened and unbiased, a warm and proficient relationship was established

between the participants and the researchers so that they share their viewpoint without any hesitation. They were provided with complete information regarding the selection and purpose of conducting the research. Two sessions of FGD were conducted to obtain data from students and teachers respectively. The information regarding the venue and timings of FGD was provided formally at the time of invitation. Both sessions of FGD were conducted in the Department of Applied Psychology at The Islamia University of Bahawalpur.

2.3   Ethical Considerations

All participants gave their written consent for participating in this research. The consent form provided to them comprised of the information regarding purpose, nature, risk, and benefits associated with the study. They were given the right to withdraw from research at any time. Participants were also ensured about the confidentiality and privacy of their identities and information they provided. Formal permissions were taken from the participants to record the FGDs and they were allowed to express their opinions without any intrusion. They were also acknowledged about the importance and significance of their worthy views and ideas for this study.

2.4   Data Transcription

After the collection of data, the responses of participants were transcribed by following the guidelines of Humble (2012). The audio recordings and field notes were compared for the clarity of responses and verbatim of participants were read carefully by an expert to avoid any biasness and ambiguity. The responses were translated and back-translated to acquire the accuracy and meaning for validity of data. The truthfulness and trustworthiness of data were ensured by following the guidelines of Trochim and Donnelly (2007).

2.5   Data Analysis

For data analysis, steps of thematic analysis presented by Braun and Clarke (2006) were followed. After reading and re-reading the data to get familiarity, the early impressions were considered and rough notes were extracted. From these impressions, initial codes were obtained. The initial codes were overlapping with each other; therefore, by identifying overlapping codes, broader and predominant preliminary themes were organized. The themes were descriptive and described the pattern in the data relevant to the research questions. The codes associated with more than one theme were reviewed and modified to get clarity of their relationship with research questions and were included in the most appropriate theme. After generating

the preliminary themes, they were reviewed and modified again to make better sense in support of data. At this stage, out of six preliminary themes, two were eliminated as they had a pattern similar to the rest of themes and four major themes were extracted which provided clear categories relating to the research questions. The final step was to refine and define each theme appropriately, making those relatable to the data provided by respondents.

3. FINDINGS AND DISCUSSION

NVivo (12) was used to do thematic analysis of FGD data. Themes exploration analysis was conducted that yielded following themes. Figure 3.1, themes exploration diagram reflects all four emergent themes.

Figure 3.1. Theme Exploration Diagram
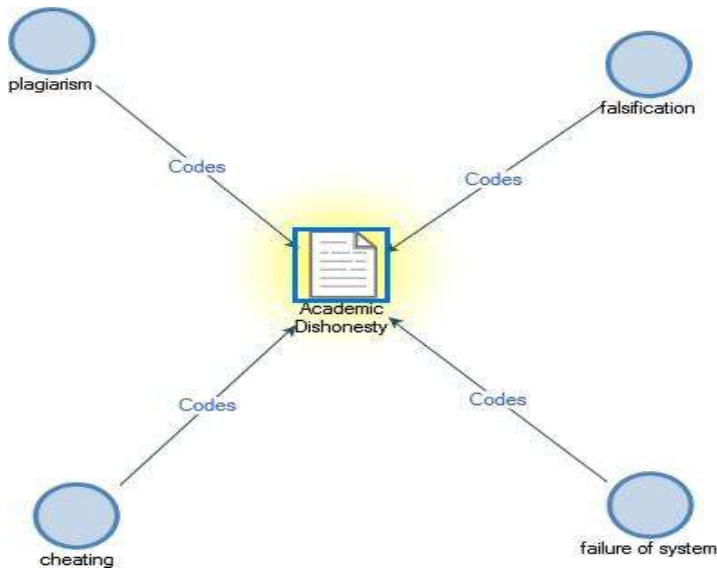
3.1 Themes

Cheating. Cheating is the one of the important factors of academic dishonesty that was found after the breakdown of data. The previous literature indicated that about two-thirds of the college pupils were involved in cheating at the turn of the 20th century (Stephens and Nicholson, 2008). Another study, conducted in the U.S. also supports the finding according to which at least 20 per cent students start to cheat in class as early as first grade (Bushway and Nash, 1977). Similarly, about 70% of high school students are involved in acts of cheating while, 56% of middle school students take part in cheating (Decoo,

2002). It was stated by one of the respondents from the student group that, "*Here, student remains free all the way, and one week before, they start studying. In this scenario cheating element is up, and students approach the teachers for guesses, this is the reason for academic dishonesty.*" (R1:S[1])

The figures of cheating around the globe are significantly high as cheating is or is considerd as one of the chief factors in academic dishonesty. About 75% students studying in large public universities are involved in cheating, while the prevalence of cheating in those studying in small elite colleges is as low as 15–20 per cent (LaBeff, Clark, Haines, and Diekhoff, 1990). The data of higher education reflected that 56% of MBA students admitted cheating, along with 54% of graduate students in engineering, 48% and 45% in law (Pope, 2007).

In teacher group, one of the respondents stated; "*In semester system, students try to copy assignments, presentations. They also try to bribe on duty staff during exams, so they can cheat easily. I also came to know that there are some students who divide syllabus and then during exams or class test they help each other.*" (R1:T [2])

While, a respondent from the student group mentioned cheating as; "*There are many other types, at small level, the cheating, if student do the cheating, as a result a student who not study and student who study gets equal grades. As a result, who studies loses, and who has not read the topic, has not study become equal. But we can say, who have studied the topic, has more benefit. Practical life is different from our ideas or if you only get the greats, then the people which are original, a man which is original in practice he will be very good at practical life*" (R1: S).

It was added by another participant from teacher group that; "*Students do not prepare for exams properly; they either ask their fellows to help them during exams via cheating. Students either copy assignments from their fellow students or get a cooked assignment from internet. Same thing goes for presentations. Most of the PPT files are downloaded from various websites. There is another trend among the students that they get their work done by a third person. Unfortunately, this "Third Person" is working like a third-party resource for the students who do not want to put their efforts in their thesis work. They give the asked amount of money and buy already prepared theses and submit these theses with their name and easily get away with it. You can name it contract cheating, paid work or whatever term comes to your mind but this phenomenon exists in our institutes*" (R1: T). It was further added by a respondent from teacher group; "*Pupil does cheat enormously in exams.*

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[1] S= Students Group.
[2] T=Teachers Group.

Showing your content and looking (cheating) other's content, both are wrong, and it can be called academic dishonesty" (R8: T).

It was found that there are relatively less occurrences of cheating acts committed by girls, higher achievers, and by comparatively older students. Apart from this, more cheating acts are shown by students involved in extracurricular activities due to shortage of time to spend on studies (Macdonald and Carroll, 2002). The freshmen year students are more likely to cheat according to a study, may be due to lack of maturity and experience (Smith *et al*., 2009).

Plagiarism. It is also found to be one of the leading factors of academic dishonesty. According to the new educational norms it is considered to be a major violation and is categorized as academic dishonesty. In journalism sectors, plagiarism is currently considered to be a type of academic dishonesty and an abuse of journalistic principles, subject to sanctions such as termination and other career damaging penalties (Penelope, 2000). *Plagiarism is now considered the most serious offense in academics and a crime. As one of the respondents from the teacher group emphasized this fact as; "Now in society, as we have been getting away from hard working and use short-cut, in the same way, there are students who try their best to avoid from hard work. They just want to pass in exams and get the degree. That's why, now you see the assignment that would be copy-paste. If you see a class of twenty students, all have changed their names and roll numbers on title page and rest of the content is same in assignments."* (R4: T)

There have been severe consequences of plagiarism for the initiates, therefore, it is emphasized that teachers may deal with this matter by helping students in learning in order to escape plagiarism. Rakovski and Levy (2007) summarized in their study that serious dishonest acts are to be involved in examination-related and plagiarism-related dishonest acts while, less serious dishonest acts include collaborating on homework and not contributing to group tasks. According to general prospects, they term such acts of pupils to be less severe [Kidwell, Wozniak and Laurel (2003); Nuss (1984)]. It was suggested by a respondent from the student group that*: "Plagiarism is a type of dishonesty, in which someone's idea is stolen. We can say, we pick the paragraph of an original other, as it is, and after change the words, we use that in our work. Means, credit does not go to original author, these results in plagiarism."* (R1: S).

Falsification. The idea refers to modifying facts by making untrue statements by the students to hide true data. Falsification was found to be a major factor of academic dishonesty. This type of wrongdoing is often ignored and termed as less severe and majority of the students commit it without any

regret or sense of guilt. Even honest students are also guilty of committing falsification (Guerrero, Anderson and Afifi, 2007). The question regarding falsification and academic dishonesty was answered by the respondent from the teacher group as; "*This is academic dishonesty that you are not taking lecture and you have marked the attendance.in addition to that, like we have science subject, there are practical's linked with it, students are present in lab and they are physically available, and they have to work in form of group, one or two students work and rest do not work. I have not observed any benefits of that as such, that you are present and not working. Lack of interest is a reason that students do not get involve, they do not have much interest.*" (R5: T)

According to Trivers (2011) it is easy to mislead others and make them believe in one's capabilities if the doer has bullishness, or more commonly self-deception because it eliminates the necessity for cautious deception (Von Hippel and Trivers, 2011). A respondent from the teacher group gave the viewpoint regarding falsification as; "*Yes, when students start their school and have good environment at home, they are not tempted for dishonesty, but in school and a class, there must be 30-40 students who would have training of dishonesty from their home. Because it is practiced at home and they acquire form parents or adopt from them. When kids interact, they do dishonesty and cheating; they take money from home and tell parents wrong fees. They are usually absent from school. After failing once or twice they keep parents under deceit that result is still awaited. They go somewhere else than school and tell at home that they went to school.*" (R4: T).

Failure of System. It is a comprehensive term that includes exploitation, wrongdoing, favouritism, etc. Failure of system was also a leading factor in academic dishonesty. It is found that if there is presence of more academic procrastination then it may lead to increased academic dishonesties that include making lame excuse, committing plagiarism, possesing forbidden means in examinations, having helping materials in exams, replicating someone else's work and fabricating data (Kerkvliet and Sigmund, 1999). One of the respondents from the student group responded that academic dishonesty is due to failure of a system as; "*Overall system is responsible, when we talk about system, the system includes students, teachers, administrations, and its mixture of all such things, when we talk about system, it's not a specific one thing*" (R1: S). About 21% of instructors overlooked a major occurrence of fraud. Cheating is never reported by about 40% of the teachers. Fifty-four percent complain about cheating occasionally while just mere six percent act on all academic dishonesty cases that may affect them in any manner. If teachers report the misconduct then very few among them actually penalize the students (McCabe, *et al*., 2002). A respondent from teacher group responded this as; "*Hence, we get recommendation of 10 or many people even if we snatch someone's paper. And the result is that we have-to return the paper, and when we already know*

that we have- to return the paper after one hour, we avoid snatching the paper. If I snatch the paper, student goes to head or dean, and they ask to give students one chance. I think, all system should adopt a zero-tolerance policy. Exams invigilation should be by teachers and whenever invigilation will be done through support staff, students do not afraid off, students take them easy" (R4: T).

Another respondent from same group stated that; *"I would also like to raise a point regarding nepotism, those students whose relatives are working in the same institute where they come to get a degree. Such students don't even bother to study. If a teacher tri es to be honest with his job, their relatives ask the teacher that do not make their child to follow the rules. Hard working and brilliant students get discouraged when they witness that dishonest students are get everything"* (R1: T).

Similar findings were also observed in the verbatims of students who reported that "*the students who have some relatives working in their institutions gets the leniency from the teachers and other administrative staff. I witnessed favouritism and nepotism many times as well" (R4: S)* Teacher may think that it is not their job to guard students from academic dishonesty. In institutes, the disagreement that "they are teachers, not police officers" is usually heard. Most professors have economical approach according to which they think that if a pupil deceives in his educational career by fraud then he actually cheats himself out of the money he earned as they are responsible for paying for the learning. Due to fear of severe punishments or consequences, many professors are hesitant to report violations to the relevant authorities (Schneider, 1999).

4. CONCLUSION

This study concluded that in Pakistani context, academic dishonesty is practiced over and over in higher learning institutions. Students have concern to achieve their degree with good grades but they are usually less interested in hard work due to which they adopt alternative ways that may lead towards academic dishonesty. Our study indicated that cheating and plagiarism are the most practiced factors of academic dishonesty from the perspectives of students and teachers, whereas, they also perceive that failure of system and falsification are also other most common factors of academic dishonesty.

5. LIMITATIONS AND SUGGESTIONS

The study has limited scope in perspective of teacher's dishonesty towards academic and student's evaluation. Therefore, future studies must

address terms of cultural element and differences for more insight and in-depth knowledge of academic dishonesty.

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Academic Conversation: A Case to Exemplify the Influence of Non-Verbal Communication on Human Interaction

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Abstract

The present study tried to highlight the influence non-verbal communication has on human interaction; academic conversation is specified to exemplify this construct for other spheres of life. It addresses whether teachers' non-verbal communication has an influence on students' performance, the students' perception regarding the non-verbal communication in academics and their respective impact were explored. Literature reflects that non-verbal communication has a significant role in human interactions; it not only elaborates but certainly clarifies the verbal message. The present study was devised to get subjective perceptions of students on board for presenting behavioural upshots serving academics. The sample of 37 Pakistani students of Quaid-i-Azam University within an age range of 19 to 24 years (M= 22.8, SD=1.77) responded to semi-structured interviews and their opinions were recorded in the form of interview transcriptions. Conventional content analysis was used for the analysis of data and categories were adjusted under two broader themes; perceived strong predictors of performance and perceived hurdles for students learning. Almost all individuals responded that non-verbal communication of teacher can be more influential than words. Findings of the study have great implications for behavioural management of people; teacher-student and other human interactions.

*Keywords***:** Behavioural Management, Human Interaction, Non-Verbal Communication, Students, Teachers.

"A strong confident person can rule the room with knowledge, personal style, attitude and great posture."

― Cindy Ann Peterson

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1. INTRODUCTION

Human interaction is genuinely driven through the communication skills of living beings and interaction is an integral component of their lives. Researches are repeatedly focusing on the fact that the power of utterance could never be denied as it is not what an individual said but how it is said, matters greatly. Accordingly, communication is not what is only stated in words; the conscious or unconscious acts people perform while speaking are equally essential elements of it. Everything people do and the way they do encompasses communication. It influences the holistic well-being of an individual incorporating spiritual context, workplace environment, and interpersonal interactions. People communicate their feelings, thoughts, skills and opinions in a distinct manner. Communication is generally regarded as both verbal and non-verbal transmission of knowledge; not just the exchange of speech and sounds (Bunglowala and Bunglowala, 2015).

Communication, thus, is defined as happening during the interaction when one individual's behaviour is influencing another individual's reaction, being recognized in the form of sender and receiver respectively (Mandal, 2014). Further, a group of researchers presented that the communication process is generally broken down into two essential components as verbal or word-based interaction comprising of only seven per cent of the whole activity whereas, 55% of it is destined to non-verbal messages asserting the vocal stance (Gabor, Baritz and Repanovici, 2015). Specifically stated, this kind of assertion comprises 100% of the message sometimes, such as touching the hand of a sad friend or family member et cetera. Additionally, the non-verbal input is the most alluring and pertinent component of everyday life conversation; gestures, facial expressions, voice quality and verbal characteristics along with space usage et cetera exhibits that non-verbal component of an active interaction. Also, the other non-verbal features include body posture, tone, pitch of speaker, and personal space (Wacewicz and Żywiczyński, 2012).

All conversations are comprised of verbal language for transmitting the desired information and non-verbal language that actually presents the true intentions of the speaker. The effectual elements of non-verbal aspect work in two different ways; it may enhance the meaningfulness of the message, add influential impact to it or reduce the clarity, hide the actual connotation or cause ambiguity. It contributes to the verbal message by the impact of smile, cheering tone, such as deeper than normal tone or frown on the face reflects negative mental state or aggression. Eye-contact reflects an interest in the conversation, the level of involvement, sincerity among speakers or boredom in the other ways around. Similarly, the use of touch indicates the extent of being closer to

friends or family, co-workers etc. are treated in a way to depict closer connection and least distant conversations as compared to strangers or outsiders (Bunglowala and Bunglowala, 2015).

Theoretical Framework: Visual Model of Non-verbal Communication

Non-verbal behaviours such as facial expressions, gestures, eye and body movements etc. are generally recognized as tells because these elements have a power to talk about the speakers' state of mind (Navarro, 2011). However, it can be ambiguous and people must not assume that they are able to read others' minds just because of a few non-verbal signals. The probability of being right and wrong is equal in such a scenario. To increase this probability of being right needs to address an entire group of non-verbal behaviours than focusing on a single gesture for understanding others' mental states. Furthermore, the assumption that verbal communication is more important than the non-verbal is again a misconception. As per commonplace consideration, it is vividly endorsed that non-verbal cues make 70 to 90% of our conversation, whereas, verbal communication has a comparatively smaller role in the totality of communication (Eunson, 2012).

Figure 1. Visual Model of Nonverbal Communication, Source: Adapted from Eunson, 1987 (as Cited in Eunson, 2012)
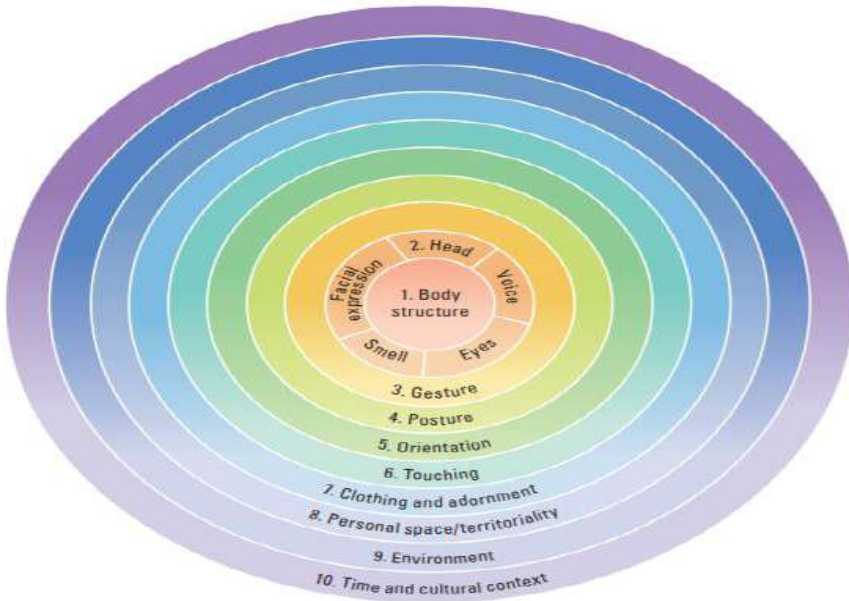
The visual model of non-verbal communication (Figure 1) is adapted to elaborate the concept of non-verbal communication. The process presents the theoretical understanding of the phenomenon in terms of the roles of sender and receiver during a conversation as interchangeable. Secondly, the situation, surrounding or context is identified as an important factor and the feedback serves the sound function of developing a transactional communication pattern to give the shared construction of meaning (Eunson, 2012).

The visual model of non-verbal communication presents that the shared construction of meaning requires all the physical features of a persons' body including the structure (body language), head and facial expressions (including voice, smell, eye movements), gestures, posture, orientation or placement, use of touch, attire, personal space or territorial consideration, the environment, and time along with cultural preferences have a distinctive impact in defining mental state of a person in addition to spoken words; thus, featuring non-verbal signals for the elaboration of verbal information (Eunson, 2012). Researchers presented that during effective listening, people prefer using back channelling; they reflect non-verbal and para-verbal feedback by using their heads, arms, body parts etc. These features commonly include smiling, nodding, and even the emission of friendly grunts as mmm…hmmm…Uh huh… (Kjellmer, 2009).

Likewise, para-linguistic features include the adjustment of voice by using all of its properties for conveying the meanings other than words. Not only this, the scientific exploration reveals that a culture has its own role in such aspects. Some cultures are found to be louder and physically expressive, whereas, others are passive and subdued (Hostetter and Alibali, 2007). Moreover, it is also found that during conversation people not only rephrase their words when mentioning someone's opinion but also rephrase or perform the gestures of the original speaker (Tabensky, 2008). For admiring others, postural echo or mirroring the posture of the speaker is found to be a sound manifestation. Furthermore, orientation along with the attitude of the person, the body angle or inclination towards others, all are considered to have a powerful non-verbal meaning during the conversation. Interestingly, the contextual elements such as architecture, shape and length of room, type of furniture, interior designing and climate of the place etc. are all recognized as being involved in the communicating of rich details of the person using or visiting them (Eunson, 2012).

The same theoretical model is available in multiple studies on non-verbal communication in diversified fields such as non-verbal interaction in law (Iyer, 2011), family members' and personal assistants' non-verbal perception, (Ashok, 2019) and feedback practices in academics (Nash et al., 2015). All of these scientific explorations presented that this model provides most of the

elements involved in non-verbal communication and the way these elements are involved is also highlighted to demonstrate the procedural requirements.

Teacher-Student Interaction and Non-Verbal Communication

Communication is everywhere but to have a focused consideration of its non-verbal impact, a specific context of conversation would enhance the understanding of the phenomenon. Therefore, specifically a case of teacher-student interaction will shed a light or present a picture advocating the need to be careful and conscious about non-verbal speech in every type of conversation, as one of the complete and comprehensive examples. The way a teacher communicates with students and the meaning, assertion, and interpretation of those messages by students enables the researchers to determine the effective mode of conversation and enhancing the interaction patterns of this academic association. The way students perceive the knowledge provided by the teachers in terms of the delivery and elaboration affects the cognitive and effective learning as it bears significant influence on the feelings of the learners. Also, it is identified that both verbal and non-verbal behaviours of teachers have a potential to enhance the conduciveness of the environment, to create positive impact, to enrich the effectiveness of instructions and all these factors affect the overall attitude of the students towards teachers as well as the course directly and particularly resulting in their willingness to learn (Sutiyatno, 2018).

Hong-li (2011) elaborated that the classroom activity actually presents the communication between the teacher and students via transmission of information or knowledge. Therefore, it is suggested that the teacher needs to be aware of those non-verbal signals endorsing or negating the truth of the words employed in the classroom-based communication. In this environment verbal component of conversation is the word-based relationship that requires teacher to be careful while speaking for an effective and successful teaching experience. The need to be careful addresses the fact that each word has a tendency to provoke a different kind of feelings, particular emotions, and a distinctive function along with individual sensitivities. The proper placement and usage of words grabs the immediate attention of soul and body of the listener. Therefore, the negative words, harsh tones, and critical comments are to be avoided by the teachers while dealing or conversing with students (Rasyid, 2016).

The successful steps for effective teaching and learning highlights the influence of non-verbal communication more than words, during the conversation, which requires teachers to understand the meaning of non-verbal

cues they use to send or receive during classroom activities. Non-verbal messages unfold through facial expressions, head usage, maintaining or avoiding eye contact, placement of the body, space usage, gestures and body language of both teachers and students (Barmaki, 2014). Most of the time teachers use their body parts or gestures unconsciously while speaking or providing lecture during the class. They also responded that after serving in this profession for long it becomes impossible to control the typical style they have or the body movements they automatically display during the class (Haneef, Faisal, Alvi, and Zulfiqar, 2014). Moreover, it is found in one of the studies that non-verbal messages are the part of unspoken conversation that never stops and continues during human interaction. It augments conversation by showing the feelings of the listeners and also ensures the speaker about how well the spoken words are being received or processed facilitating the interaction (Chaudhry and Arif, 2012).

Synergizing verbal and non-verbal signals not only enhance the delivery of the knowledge but is also a condition for successful communication of teachers and students. By understanding both the aspects, particularly the hidden meaning; unspoken impact and embroiled sensations of the words would strengthen the skills of teachers and the process of learning for growth. The emotional behaviour of teachers, empathy, the ability to understand the feelings and actions of their students, and the clarity of their messages impact the learners play a very effectual role to make the process comfortable and fathomable. The problem is that not all teachers are aware of these aspects and are also unable to synergize their words and non-verbal signals during their communication in the class. This clarifies that non-verbal communication is neglected to a large extent (Bunglowala and Bunglowala, 2015).

Researches on Non-Verbal Communication and Learning

Communication requires both verbal and non-verbal aspects of conversation for completion and clarity but the need is to address the subliminal impact of the second component - non-verbal communication - being recognized as a bit more automatic and least concerned area of effectual conversation. Following are the researches available in this context across the globe.

One of the studies conducted on the influence of non-verbal communication during teaching by Chaudhry and Arif (2012) stated the impact of non-verbal message is much louder than the mere usage of words while speaking with students. The same message could have a different interpretation just because of the way it is presented, the mode of non-verbal signals and the

style of delivery. Also, the study on the power of words suggested that a successful teacher must be aware of the impact of words, selection of tone, and properly designed framework of message to express and address expectations candidly (Gholipour, 2007).

Wahyuni (2018) highlighted the effectiveness of both verbal as well as non-verbal communication in students' academic performance. It was maintained that teachers need to be skillful in appropriate usage of both the communication patterns for creating quality learning. Additionally, Bambaeeroo and Shokrpour (2017) presented a detailed review of the work has been done on the study variables and incorporated all the articles available till date by searching for the key words of success in teaching, verbal communication, and non-verbal communication. The study concluded that a strong connection exists between quality, time or amount of usage, and ways of using non-verbal cues during the process of teaching. Also, more efficacious teaching and progress of student was depicted with the utility of both verbal and non-verbal patterns of communication while conversing in the classroom.

Zeki (2009) has also worked on the importance on a few specified elements of non-verbal communication including eye-contact, mimics, and gestures. The content analysis of a written responses of participants reflected that these elements are effective in motivating and encouraging students to concentrate and to pay due attention to the lecture. Also, Irungu et al. (2019) presented the impact of non-verbal communication for learner-teacher interaction on academic achievements of chemistry learners. Descriptive survey design was employed and the study was based on Vygotsky social development theory. Findings of the study presented the substantial influence of non-verbal interaction of students' performance enhancements and it was suggested to train teachers in this specific form of communication to be used as an effective teaching methodology.

Haneef, *et al*. (2014) conducted a study on non-verbal communication and presented that it is an unconsciously driven process and people are not generally aware of the essential impact of the signals they deliver other than words. The use of body language, the way they place themselves with respect to personal space, physical appearance, their tone, and the type of eye contact provides additional and meaningful details to the listeners. Thus, non-verbal communication is recognized as the most authentic and genuinely effective piece of information not only supporting but also strengthening the verbal communication and the process of conversation.

Pakistani Researches on Non-verbal Communication and Teaching

There are only a few researches available in Pakistan in the above-mentioned contexts and have a very limited or specific stance.

Butt (2011) has conducted a study on the impact of non-verbal communication on the learning outcomes with the sample of students from 9th and 10th grades studying at Peshawar, Khyber Pakhtunkhwa. The observation schedule was developed and two teachers and 40 students participated in the initial session for the compulsory subject of English. The findings of the study revealed that the non-verbal cues would have quite a significant impact on the better learning of the students if utilized rightly. Another study was conducted with the students of district Buner, Pakistan, at the secondary level of education. The descriptive study used non-verbal cues checklist for data collection and concluded that teachers should incorporate the essence of non-verbal signals in their conversation during the class for making learning environment conducive for students (Shams, *et al.* 2016).

Haneef, *et al.* (2014) also attempted to investigate the role of non-verbal communication in teaching incorporating focus-group discussions conducted with faculty and students of BS-social sciences in Lahore, Pakistan. This qualitative study also endorsed that teachers need to work over their non-verbal communication skills for using them effectively during the class, hence, making the learning process easy for students.

The impact of non-verbal communication is somehow clarified in all these studies but the elaborated picture of non-verbal cues, the way these cues are interpreted by students the potential outcomes of those interpretations in terms of being effectual or hurdle in the process of learning are the identified gaps as cleared above, the reason to plan the present work.

Rationale of the Study

The present study was conducted to highlight the role of non-verbal communication in all types of interaction by particularly exemplifying the dual patterns of communication in teacher-student interaction. The clear need of the time is to address this construct for understanding the hidden details of verbal messages, reflecting on the sensitivities of people conversing with each other and adorning the sensation of information with desired attributes in all conversations. Therefore, the study was planned but no instrument or scale was found to address this phenomenon of non-verbal communication in human interaction. Thus, this was an attempt to come up with the essential aspects of it for constructing a comprehensive scale.

A theory driven approach was also needed for properly establishing the construct and then moving forward to the practical utility of the emerged features. The existing researches on non-verbal communication and successful teaching practices are a few in number, and lack theoretical clarity and comprehensive analysis (Bambaeeroo and Shokrpour, 2017). In addition, the effectual role of non-verbal cues and its negative impact as a result of inappropriate usage of these signals would present the detailed understanding of how to work on these features of communication. Lastly, this is an attempt to picturize the phenomenon in a way that the present case of academia would easily be implemented in any other area of two-way communication such as boss and employees, speaker and audience, and even intimate conversations.

Research Method

The lack of theory-driven empirical evidence and absence of an instrument to measure the impact of non-verbal communication suggested to initiate the discussion of this phenomenon with a qualitative method. It is maintained with scientific evidence that the experience of individuals in the world and their relationship with it could be explored with the best way of asking them to describe the phenomenon the way they have perceived, taken, or lived it (Cropley, 2015).

Research Questions

1) Does teachers' non-verbal communication really make a difference?
2) What are the perceptions of university students about the impact of non-verbal communication of teachers on their academic performance?
3) What are the determinants of effectual performance?
4) Which kind of non-verbal cues are the hurdles for learning?

Objectives

The objectives of the study were:
1) To identify the impact of teachers' non-verbal communication on students' learning.
2) To explore the positive (encouraging) and negative (discouraging) attributes of teachers' non-verbal interaction.
3) To identify the role of teachers' gender in terms of having non-verbal influence on students' performance.

Procedure

This research employed a qualitative approach with semi-structured interviews through purposive convenient sampling; the participants were approached with a specific purpose and all those who were available were requested to take part in the study if they perceive that non-verbal communication plays some role in human interaction. The data was collected from the students of Quaid-i-Azam University. It includes 37 Pakistani undergraduate students aged 19 to 24 years (M= 22.8, SD=1.77). They were approached in their classes with prior notice and consent regarding the interviews. The data was collected until the saturation point was attained; the repetition of responses or similar level and type of upcoming information indicated against more interviews. All ethical requirements were considered, confidentiality was ensured, and written consents were taken.

2.   DATA ANALYSIS

The process of conventional content analysis as presented by Harris (2001) was used for data analysis of the transcribed interviews. The complete interviews were written down and recorded with participants' consent. Then line by line reading of the text was done for generating coding scheme, categorization of codes as per the instructions and formally after properly revising coding schemes and categories the two types of themes were generated. The reliability of the data was computed for taking truthfulness of the data into account through inter-rate agreement. The data was provided to the two different qualitative research expert raters and their consensus was taken for the finalization of categories and themes.

3.   RESULTS

Two types of themes as perceived, determinants of effectual performance and perceived hurdles for students learning, were generated after careful analysis of the data. Frequencies and percentages of all categories were formulated accordingly and reported graphically.

The first theme of the study is perceived determinants of effectual performance that reflects the essential non-verbal features being perceived by the students as a source of encouragement from the teacher if rightly used and properly displayed during the communication. Whereas, the second theme of the study emerged in the form of a few elements being perceived as a hurdle while conversing in the class with the teacher by the students and labelled here as perceived hurdles for the students learning.

Figure 2. Themes of the Study
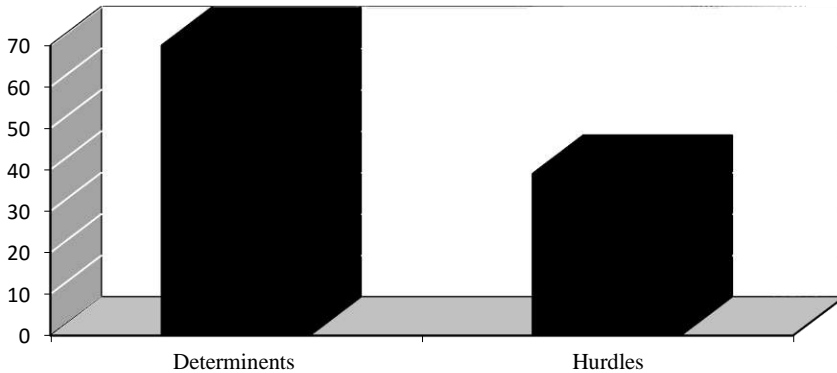
Perceived Determinants of Effectual Performance

The four categories of the factors being perceived as the determinants of good performance by the students are as follows:

1.   Eye Contact

Eye contact is a reflection of teachers' connection with students providing them a great sense of interest and energy to contribute in the classroom.

For instance, one of the participants responded, "I can only concentrate and understand better when teacher is looking towards me while speaking or when I ask question".

2.   Body Language

The usual placement and movements of teachers, use of space, and bodily responses over students' behaviour not only guide but also shape up the process of learning.

For instance, another said, "I just got a wave of activeness when the teacher is actively participating in the tasks, has created an atmosphere of excitement with interactive sessions and conducts role plays type activities".

3.   Gestures

Posture, facial expressions, and gestures such as thumbs up while responding to a certain behaviour or answer of a student encourages the attempt.

For instance, one student added, "My teacher uses to nod, give appreciatory responses by thumbs up gesture which is very encouraging for me. I just like that moment".

4.   Voice Quality of the Teacher

Loud and clear voice of a teacher is reflected as an alarming and motivating sign for the students during the class that results in more participation than usual.

For instance, a participant stated, "the loud voice of teacher really matters during the lecture. One of my teachers has a very loud voice and the listeners cannot distract themselves from her for long time and even cannot make lame excuses like was not able to hear etc".

Figure 3. Perceived Determinants of Successful Learning
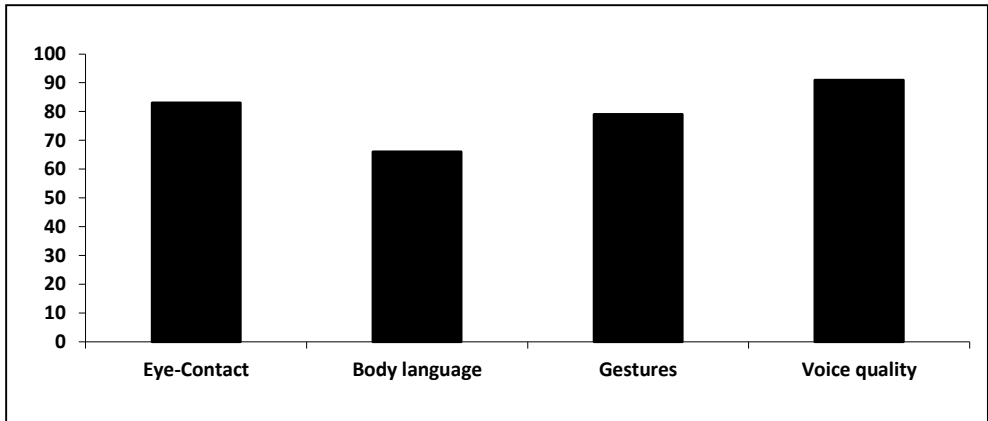
Perceived Hurdles for Students Learning

The second theme is comprised of hurdles found in the process of student learning. The following are the categories:

1.   Extra Movements

A substantial number of respondents perceived that the constant walk of the teacher in the room or excessive use of hands et cetera causes a distraction rather than assistance while learning.

For instance, one of the students said, "if the speaker is moving a lot, I mean a constant shift from here and there while speaking, it annoys or somehow distract us. I guess you are getting me those extra movements of teachers also causes distraction, cannot concentrate".

2.   Greater Distance

This category works for the concern of proximity, revealing the students' perception that teachers only consider the students sitting in front rows or ignores the back benchers and the interaction is very minimal or less comparative to closer ones.

For instance, it was reported as "the distance between teachers and students must be very less. It is difficult to connect from a larger distance than from less gap like if you are sitting in front benches then the learning is good because chances of distraction are minimum and the topic is clearer".

3.   Staring at an Individual

If the teacher does not maintain desirable eye, contact with all students or stare at a few of them it would be confusing for the students and result in poor coordination and understanding.

For instance, a child responded as "I think if teacher is continuously staring at a single individual, it confuses that student and others also feel like they are being ignored"

Figure 4. Perceived Hurdles in the Successful Learning
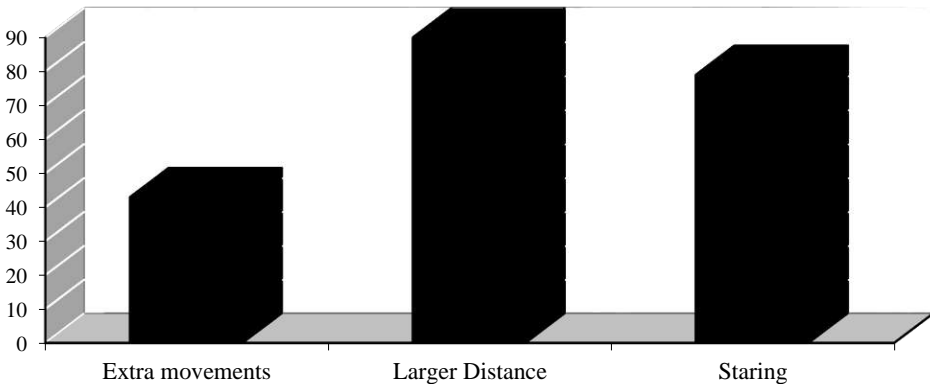
4.   DISCUSSION

Everything has a power to speak in the process of communication, even objects and physical space, but only vocal and overt aspects are generally observed whereas the non-verbal features are somehow ignored while

discussing communication as a domain. The composite of facial expressions, voice quality including pitch and tone, gestures, touch, shout along with speech and writings, all is recognized as language (Haneef, *et al.* 2014). Whereas, non-verbal communication further includes bodily movements, gestures, eye contact, sounds, personal spacing, posture, and even attire of the speaker. It works for enhancing the elaboration and understanding of verbal messages, interest and curiosity of the listeners would also be raised by incorporating these non-verbal features of communication. The present study was designed to consider the influence of such non-verbal features of communication to add clarity to the conversation. To exemplify one domain of functioning for understanding the applicability of findings in different contexts, academia was considered as a domain to be focused in this study.

Non-verbal communication is found to be noticed by children from a young age; they learn these expressions through observing and imitating the family members or people around them. Also, it is linked that teaching is a process that involves interpersonal transfer of knowledge or communication; successively resulting in information processing, learning things out and decision-making attempts involving cognitive, affective, and psychomotor functioning. As communication has a central role in academic practices, ample evidence suggested the need to train teachers and students a sound communication skill with essential patterns of verbal and non-verbal aspects being involved in effective conversation to enrich the learning experience (Bambaeeroo and Shokrpour, 2017)**.**

Moreover, communication is described as a process of social development associated with cultural and spiritual growth; whereas, its absence results in static functioning of life preventing social development (Salimi, 2014). Likewise, the professional teachers possess the ability to develop meaningful, purposeful, and effective bonding with students. Then, the satisfaction in teaching requires effective communication skills for smooth functioning of the process - which would always be incomplete and disturbed otherwise - even if the teacher is competent. Additionally, as established above, the non-verbal input is the most alluring and pertinent component of everyday life communication including educational set-up; gestures, facial expressions, voice quality and verbal characteristics along with space usage etc. are exhibiting that non-verbal component of an active interaction. Therefore, the present study to consider why and how non-verbal communication influences the process of learning to exemplify the role of non-verbal communication in human interaction. Furthermore, the determinant of effective performance of students and the hurdles in the process of learning were also explored as per the indicators of non-verbal communication.

The findings of the study present the substantial influence of non-verbal communication in students' learning, and two prominent themes of the study were formulated as Perceived Determinants of Effectual Performance and Perceived Hurdles for Students Learning. The former includes eye contact, gestures, body language, and voice quality of the teacher as determinants of good performance among students. The latter, on the other hand was the composite of perceived hurdles by the students such as extra movements of the speaker, greater distance between teacher and students, and staring at one student make it difficult for one to concentrate. In addition, the perception of students about the role of teachers' gender were consistent among all; to be equally influencing irrespective of male or female in terms of the influence of one's non-verbal communication.

Students reported that proper eye-contact with a teacher encourages them to be attentive, to concentrate, and to respond effectively whereas, a staring on a single student might offend him/her or even confuse them. Similarly, the body language of teacher was regarded as an energetic factor; while the static and still posture of teacher was highlighted as a factor that creates the least interactive environment. The extra movements of a teacher and constant shift of space is also reported as a distracting factor whereas composed and organized movements of a teacher are considered as charming features of an active classroom environment. Also, appropriate gestures motivate the students to participate and get appreciated than the classes where no such feedback is provided.

Likewise, the vocal quality of a teacher was appreciated to be audible and clear and perceived as a source of attention and compulsion to register the incoming information whereas, the low voice and monotonous speaking practices discourage and even boredom is reported in such situations. Another contributing factor was presented as a distance between a teacher and a student during the class. It is stated that greater the distance between the two key stakeholders the easier will be the distraction. Also, those who sit in front-benches, are supposed to be more involved than the back-benchers. It was also added that teachers often intentionally reduce that difference by changing their position from one place to another to manage the problem considerably.

Research evidence supports the findings of the study as the use of non-verbal skills help the speaker guide others in the desired direction for the achievement of their goals. The power of body language to change others' feelings and attitudes could never be denied as sometimes being more effective than verbal message (Farhangi, 1995). Further, Oskouhi, Movahed

Mohammadi, and Rezvanfar (2013) presented that there exists a significant correlation between performance of faculty members and non-verbal communication skills in their attempt of investigating the phenomenon among professionals in academic set-up of Agricultural Sciences and Natural Resources University.

Similarly, it is stated that a successful teacher needs to be aware of the influence of words, the way it can impact the audience, and also, the proper way of expression with appropriate tone-words combination (Gholipour, 2007). The clear and eloquent expression of teacher encourages the students to listen willingly, to summarize the shared content easily, to work over the problem successfully and to respond the teacher's call effectively (Najafi and Rahmanzade, 2013). One of the studies on similar exploration in Tehran presented that the usage of non-verbal communication by the teacher played a substantially effective role in increasing the self-esteem of students and also in reducing their shyness (Heydarpour, Dokaneifard and Bahari, 2008).

Morgan and King (2012) found that unconscious messages in terms of non-verbal cues as a source of encouragement or dislike are often practiced. Likewise, evidence is available for the same tendencies such as use of eye-contact to establish or point student's pairing, silence for encouraging reluctant ones to participate in class, smiling, or nodding to support or appreciate students for the smooth functioning of the process. Better comprehension, flow of discussion, facilitative learning, and constructive interaction are the outcomes ensuring best performance and extensive learning of students (Akinola, 2014).

The barriers to effective communication often arise in all type of interactions. Sometimes in the classroom a few hurdles might be experienced by the students and teachers. Now, for proper communication particularly for the use of non-verbal language it is required for the teachers to consider the detrimental factors along with beneficial ones to resolve the problems ever aroused. Due to the greater distance between teacher and student the level of interaction reduces, the student might not get attracted or easily get influenced by the disruption/distraction (around the student) than the teacher's lecture. Also, if the teacher uses too many bodily gestures, it might confuse the students. Thirdly, the constant staring has a potential to disturb the student and one might not concentrate effectively. Additionally, the strong bonding and effective interaction between teacher and students are other outcomes of proper utilization of non-verbal language (Bambaeeroo and Shokrpour, 2017) which may not exist in the presence of these hurdles.

Lastly, effective process of learning and teaching depends on both the teachers and students. If either of them is not cooperative then all the attempts would be in vain. Sometimes, students do not concentrate or focus in the class

and often the teacher might not be involved enough in the process of teaching, hence it is the need of the hour to help both understand and utilize the power of non-verbal cues for reducing boredom and understanding the situation of one another. Also, non-verbal cues often create friendly environment, students focus more on bodily cues than on words and such non-verbal signals convey the message clearly and politely (Haneef, *et al.* 2014). This presents the need to study the utility of learning these features not only in the educational set-up but also in all human interactions.

Limitations of the Study

Subjective self-reporting nature of data and lack of standardized instruments are the biggest limitations of the study. Further, the duration of perceiving the difference produced by non-verbal interaction was not explored but these components along with personal involvement and expectations could influence the findings of the study that need to be cautiously explored.

Implications

The present study was conducted to gather empirical data and to initiate the process of scale development for the assessment of non-verbal communication and its impact on human interaction. Therefore, it possesses the desired potential for scale construction and quantitative work in the domain. Also, sometimes people might not understand the reasons of failure in terms of conversations; thus, to understand the unsaid idea, hidden meanings and inherent purposes; one needs to be good in non-verbal communication. Teacher's (people) interest, confidence, and enthusiasm require to be communicated in their tones, stress pattern and intonation, and bodily expression for effective conversation. The organization of seminars and conferences for training and retraining teachers, students, and employees of all other fields and professions would result in better human interaction, understanding, and development.

5. CONCLUSION

Non-verbal communication is a pertinent aspect of human interaction. It defines who they are, what they want, and the understating of this essentially effectual yet oblivious feature of language would make it easier for people to know its impact (on functioning) and effect on the lives of living beings in all spheres of life. Furthermore, the potential usage of space and appropriate

incorporation of bodily elaborations, feedback through gestures, and effective articulation of voice would serve in getting best possible outcomes in such interactions.

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Experiences and Practices of Contemporary Sufis in Pakistan

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Abstract

In the contemporary world, we cannot underestimate the importance of spirituality in the field of Psychology. Spirituality contributes in psychotherapeutic practice and healing process. Sufism is a subjective science of spirituality that is based on the reparation of the soul and the heart and connects the Sufi to the absolute reality, i.e., God Almighty. The purpose of this study was to explore spiritual and social experiences and practices of contemporary Sufis in Pakistan. For this investigation, a qualitative approach was employed. Based on previous research and theoretical models of Sufism, a semi-structured interview schedule was developed. A purposive sampling strategy was used to collect data from ten Sufis. The information obtained from the Sufis was in the form of audio recordings that were later transcribed. Sufis' views and experiences were interpreted by using Interpretative Phenomenological Analysis (IPA). Five super-ordinate themes that emerged from the data were: inclination towards Sufism, spiritual journey, practicing Sufism, social experiences, and self-actualization. These themes were interpreted in the context of given sub-ordinate themes and verbatim of the participants.

Keywords: Contemporary Sufis, Spirituality, Spiritual Experiences, Social Experiences, Self-actualization, Interpretative Phenomenological Analysis

1. INTRODUCTION

Sufism has been an important spiritual tradition in Islam, considerably contributing towards spiritual well-being of a large number of people within and outside the Muslim world. Sufism has a large following in the Muslim world. Spirituality is at the heart of Sufism and emerges from the value system of many religions that influences well-being of individuals. Recognizing this, the spiritual well-being, in line with the social and cultural patterns, was accepted as one of the significant determining factors of health by the World Health Organization during the 37th World Health Assembly in 1984 (Basu,

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1995). Moreover, spiritual teaching has found its place in the curriculum of many medical schools in the Western world (Puchaski et al., 2001). Spirituality is a broad concept; it involves the feeling of connecting to something immortal and superior to ourselves, and usually involves the pursuit of a life purpose. It is human experience of the universe - something that affects us all. Man and spirituality have a strong bond with each other. In the contemporary era, where rationalism has occupied the whole world, man has an inherent desire and need to experience and absorb the metaphysical world. More specifically, s/he wishes to diminish the distance between his "existing being" and the "actual being". It is simply because of this fact that the outcome product will be the Nafs-e-Mutmaena i.e., the contented self (Tacey, 2004). Since the inception of this universe, man has been in the pursuit of something that goes beyond his self (Heelas et al., 2005).

Sufism is the process in which one tries hard to actualize the existence of divine ethics. Sufism encapsulates a being who is more or less enlightened with something metaphysical or spiritual in nature. It can be said that Sufism offers a pathway, an enlightened road to the real world of knowledge and existence. S*ufis* are of the view that to transcend one's self towards knowing the existence of God, they need to be aware of the route that will lead them to divine knowledge (Stoddart, 2012). It should be noted here that humans have been practicing Sufism since a long time to transcend themselves towards the journey to know the existence of divine power.

Sufism is a path to transcend the materialistic world and it also helps to develop a strong connection with the spiritual world (Arasteh, 2013). If we assume that Sufism is a candle that shows us a path to know the reality of our existence and connects us with the divine force, we can elaborate it through citing the story of *Rumi* (a theologian) about a group of men who were moving through the regions of the subcontinent. The common element among all of them was that they had never seen an elephant before. One day, all of them spotted an elephant. They approached it in a complete darkness and tried to explore it on the basis of their sense of touch. Afterwards, they started describing it according to their own perceptions. As expected, the descriptions offered by every one of them were different. The person, who had touched the leg, imagined that the elephant was more like a big pillar. For the other one, who touched the ear, thought that elephant resembled a fan. So, each of them had offered an explanation of the physical characteristics of the elephant based solely on their senses of touch. Even if we consider the explanations offered by each of them to be true, still they fall short of describing the animal in totality. If they would have taken a candle with them, this difference of opinion had never existed (Chittick, 1983).

Who is a Sufi?

A *Sufi* happens to be a person who has a rich and greater understanding of the religion. He is the one who sets aside worldly desires and wishes and submits himself totally to the will of Allah (Arberry, 1977). The main purpose of his life is to understand the existence of God and experience Almighty through all possible means. A *Sufi* is a person who cuts himself from the world in order to understand the world from a spiritual dimension (Ahmed, 2010).

Spiritual Practices

The practices of *Sufis*, more often referred to as devotional practices, vary amongst different *Sufis* and their orders. The authorized leader and master of the path are termed as a healer of hearts. The intention of the master of the order along with all of his followers is to serve Allah. Most of the *Sufis* are of the view that the seeker of *Sufi* knowledge does not have the ability to self-diagnose. For these seekers, the process of engaging in different practices can be really harmful and misleading without a guide or spiritual master. It is in the presence of a teacher that a student will realize what to pay attention to (Gülen & Gülen, 2004).

Zikar

A major Spiritual practice in Sufism is Zikar (remembrance of Allah). The remembrance of Allah Almighty has been ordered in the Holy Quran. For this reason, all Muslims adhere to the teachings of the Holy Quran as it is free of any errors or changes. The repetition of the divine names of Allah and other forms of supplications are some examples of Zikhr (Zamhari & Howell, 2012).

Muraqaba

Muraqaba (meditation) is a practice that has been observed in many religions and *Sufi* orders. It has been linked to different forms of meditation. It should be considered that this word has been derived from one of the names of Allah, Al Raqib, which stands for "The Vigilant". It is through this practice that a person is able to watch over himself and tries to purify his heart, mind, and soul. He should focus his senses and all energies on divine entity while cutting him away from the preoccupations of this world. In all of these practices, the focus should always be on the remembrance of Allah (Isgandarova, 2019).

Chilla Practice

Some modern schools of thought emphasize to allocate some days or the forty days called *chilla* to revive the knowledge of Sufism and to be in touch with their spiritual mentors. During this period, they have to be cut off from the formal worldly affairs to renew the learning or to upgrade themselves in religious knowledge and practices. In this way, they learn to control their *Nafs* i.e., self, being mentally and psychologically stabilized in their choice of such style of living (Gülen & Gülen, 2004).

Qawwali

Though *Qawwali* (*Sufi* music) is a modern institution of Sufism, originally introduced by a classical *Sufi* Ameer Kusru in the subcontinent, it has been specifically adopted by a specific class of modern *Sufis* who entertain the pilgrims of different shrines on the eve of *Urs* (*Sufi* festival) and other religious festivals.

Amalgamation of Sufism and Psychology is not a new phenomenon. Researches on the role of Sufism have been conducted especially, in Clinical Psychology and Counseling Psychology. A study conducted to show the commonality in the goals of Sufism and psychology, concluded that Sufism and psychology give significance to Self and both aim to create harmony in the existing being to make it conflict free. Like psychology, Sufism is also considered as the science of soul (Wilcox, 2014).

In the contemporary Psychology, we cannot refute the significance of spiritual dimension of human health and well-being. Currently, spirituality is an extended field of research especially, in mental health science. A study conducted by Nizamie et al. (2013) highlight the need of Sufism in the contemporary times in therapeutic practices for improving mental health and well-being. Another study was conducted on spirituality and social health among cancer patients. Results showed that the dimensions of spirituality are moderately associated with the capacity of patients that they tried to maintain the social role with satisfaction and the relationship in the context of cancer (Jim et al., 2015). Studies have also established that spirituality and spiritual coping strategies are significant predictors of human well-being. A study was conducted to see how spiritual coping styles, hope, and social support influence in reducing the psychological distress of 309 cardiac patients. Results showed a negative association between spiritual coping strategies and distress among cardiac patients (Ai *et al.*, 2007).

Researchers are also empirically testing the efficacy of rituals practiced by *Sufis* in mental health and how modern therapeutic techniques have been influenced by *Sufi* practices. Mirdal (2012) conducted a study on the

commonality of *Rumi's* philosophical concept of mindfulness and psychological concept of mindfulness in therapies and it was found that both have certain similarities.

We cannot make assumptions on the effectiveness of *Sufi's* rituals and practices in enhancing the mental health and well-being of individuals, unless we empirically explore the perception of contemporary *Sufis* regarding their practices. To the best of our knowledge, no study had yet explored the in-depth multifaceted experiences of *Sufis* of the modern times, so that we can develop therapeutic plans by incorporating the experiences and insights of *Sufis* regarding certain *Sufi* practices.

Rationale of Study

The Muslims and the Sufis of the modern era have faced invasion of western modernity with all its components of modern democratic features, economic ideologies, modern discourse of education with the advancements in science, and a need to progress in all the fields of knowledge with scientific methods and techniques. The modern western institutions, whether political or economic, challenged the old structures of Sufism and the configuration of the Muslim states and called for a need to revive all the foundations of Sufi order and the composition of typical Muslim states (Sirriyeh, 2014).

There are very few empirical studies on the experiences and practices of modern world/ contemporary *Sufis*. The current study was designed to explore the experiences and practices of contemporary *Sufis* in Pakistan. Most of the previous work on Sufism is either theoretical in nature or the studies have been conducted mostly in South Asian cultural contexts, which do not represent the practices and experiences of contemporary *Sufis* in Pakistan (Werbner, 2013).

Research Questions

1. What are the spiritual practices of contemporary *Sufis* in Pakistan?
2. How do contemporary *Sufis* in Pakistan perceive their spiritual and social experiences?

2. METHODOLOGY

Sample

An exploratory qualitative research design was used in this study, in which a researcher shapes a holistic picture based upon the reports of information (Goodwin & Goodwin, 2016). A purposive sampling technique

was used and participants were selected on the basis of their availability and willingness to participate in research (Goodwin & Goodwin, 2016). Twelve *Sufis* who belonged to different *silsala* (orders) of Sufism were approached. Two *Sufis* refused to participate, and data were collected from ten *Sufis*.

Inclusion Criteria

Practicing *Sufis*, as mentioned by people who were in contact with them and who themselves claimed that they were *Sufis*, were included in the study. They claimed to have more than thousand followers**.** *Sufis*, who were Muslim by religion and were performing religious rituals and had been involved in *Sufi* practice for at least ten years were included in the study.

Table 1: Demographics of the Participants (N=10)

Partici pants	Age	Residential area	Social class	Followers' social class	Source of income	*Silsalla-e-tassawuf	Spiritual background
1	53	Cha- Miran	Middle	All	Translation & book writing	Warsiya	Yes
2	30	Narowaal	Upper middle	Lower middle – middle	Business	Naqshbandi Mujajdi Qadriya	No
3	29	Muzafarghar	Middle	All	Agriculture	Chishti	Yes
4	86	Okarah	Middle	All	Education	Chishtie Qadri Naqshbandiya	Yes
5	67	Lahore	Middle	All	Proof reading	Naqsbandiya Mujajdiya Masomiya	Yes
6	37	Dipalpur	Middle	All	Agriculture	Chistie Qadire	Yes
7	45	Jalalpurjatan	Middle	Middle	*Dum*: sacred breath	Chishtie Qadrie	No
8	45	Lahore	Middle	All	*Imam	Chishtie Qadrie	No
9	48	Lahore	Middle	All	*Imam	Naqsbandiya	No
10	50	Jalalpurjatan	Middle	Middle	Agriculture	Chishtie Qadrie	No

Note: * Silsalla-e-tassawuf is a typical term that is used in *Sufi* tradition which shows the meaning of *Sufi* orders. *Imam is a leader of a mosque who leads prayers.

All participants were Muslim, had spiritual background, indicating that they had other *Sufis* in their family.

Instrument and Procedure

Data were collected from ten *Sufis* via semi-structured interviews. Interview questions covered different dimensions of practices and experiences

of the *Sufis* participating in the current study. Initially questions were prepared related to the life experiences and spiritual practices of these *Sufis*. The purpose of the questions was to generate information from the *Sufis* in relevance to their spiritual practices and experiences. The questions were designed keeping in view the research questions. This list of questions was given to six experts from the domain of Sufism and psychology. They were asked for their opinion on the interview schedule and the questions to be asked in semi-structured interviews. After having analyzed the suitability and appropriateness of the questions, the experts gave their comments which were incorporated to prepare final interview schedule. Some of the redundant questions were excluded, some questions were rephrased and some suggested questions were added to collect in-depth information. Initial questions were reduced to a small number of questions by adding prompts and probes. Two *Sufis* were also engaged to finalize the interview schedule, so that the maximum dimensions of the phenomenon of Sufism could be covered in the semi-structured interview schedule.

Finally, for the semi-structured interviews, a set of 15 questions was prepared in Urdu language keeping in view the convenience of the participants. For data collection, all the participants were personally approached by the first author at the time and places suggested by the participants. Most of the interviews were conducted at the residential places of the participants. It took between 30-55 minutes to complete every interview. Initially, the *Sufis* were resistant to share their experience in depth, but once rapport was developed, interviews went smoothly and in a comfortable environment. After the interviews had been conducted, the authors transcribed the data.

3. ANALYSIS AND RESULTS

The transcribed information gathered through the interviews was subjected to interpretative phenomenological analysis (IPA), because IPA worked through the transcripts generated from the semi-structured interviews. It encompasses the method of strategic reduction, analysis of comments, specific and general statements and through the search of common and differential meanings inside the data. It includes and describes the accounts of the specific experiences shared by the participants (Smith & Shinebourne, 2012). The reason for which IPA was used in this study was due to its suitability for the analysis of lived experience. Since this study is based on exploring the accounts of spirituality and Sufism, experienced by practicing *Sufis,* IPA was the most appropriate tool, as it allows for the analysis of experiences in an effective and structured manner. It was also due to its systematic nature that IPA was the most preferred approach for this study. Another main aim of using IPA was that it helped in grasping the quality as well as texture of the

experiences of the *Sufis*. During the coding process, the first and second author had regular meetings and these codes and themes were verified by the third party (A researcher expert in IPA).

IPA was used primarily for an in depth analysis of the verbatims. As a result of this analysis, a number of emergent themes were generated from each of the interview. Similar as well as different emergent themes were subjected to clustering together for the purpose of forming major themes. In addition, tables for each of the major themes were developed in a strategic manner keeping in view the IPA standards for formulating tables. One of the main purposes behind the development of these tables was to gain a better understanding of the *Sufis'* experiences. In addition, the tables are also helpful for those who wish to take an overview of the themes. It should be noted here that the clustering was done keeping in view the common elements and facets among the emergent themes.

The next step was to develop tables for master themes. The major themes were combined together in the same manner keeping in view the similarities for each. The tables also help in offering complete information in relevance to each of the emergent themes. The analysis was done in a meticulous manner in order to complete coverage of the themes.

Table 2. Master Table (N=10)

Super-ordinate themes	Sub-ordinate themes	Keywords	Translation
Inclination towards Sufism			
	Chosen by God	اللہ تعالیٰ نے چن لیا ہے اب اسی کے نام کا حقہ جلانا ہے (لائن 12-2) اللہ تعالیٰ نے عطا کیا، یہ اس کا انعام ہے (لائن 112-7) "بزرگوں نے بشارت دی، مبارک ہو اللہ کا ولی پیدا ہوا ہے (لائن 111-8)	Allah Almighty has chosen me.I distribute the blessings of His name among people. 12-2 Allah Almighty has bestowed me with it; this is His reward (Line 112-7). When, I born, the elders gave the glad tidings, "congratulations, you are Blessed by Allah with the saint" (Line 111-8).
Spiritual Journey	Spirituality is transmitted	خلافتیں لی ہیں میں نے اور اپنے بزرگوں سے اکتساب فیض کیا ہے (لائن 18-3)	I have taken caliphates and I have benefited from my elders (Line 18-3).
	Childhood Spiritual Experience	بچپن میں اپنے بزرگ صاحب کے حکم پر بسم اللہ پڑھ کے بیمار بچے کو دم کیا وہ ٹھیک ہو گیا (لائن 118-6)	As a child, I recited Bismillah at the behest of my elder brother and threw whiff on the sick child and he recovered (Line 118-6).

	Spirituality and books reading	کتابوں کے مطالعے سے جو دین اور روحانیت کے موضوع پر ہوں یعنی سوانح عمری ہوں پڑھوں تا کہ سیکھ سکوں۔ (لائن 26-5)	I can read books that are on the subject of religion and spirituality, that is, biographies, so that I can learn (Line 26-5).
	Journey of spirituality is infinite	تصوف میں جہاں ہم آ کر رکے ہیں وہاں صرف احساسات ہیں ہمیں بھی پتہ نہیں چل رہا کہ ہم کہاں آکر رکے ہیں (لائن 86-8) یہ لامتناہی منزل ہے جس کا کوئی کنارہ نہیں اسی میں چلتے جانا ہے۔ (لائن 30-8)	There are only feelings where we have stopped in the journey of spirituality, we don't even know where we have stopped (Line 86-8). Or there is an infinite destination that has no end (Line 30-8).
	Religious rituals	اللہ کے آگے جھکنا اور اس کی سب مان لینا، اور اسی کو سجدہ کرنا ہے۔ عبادت ہماری ریاضت کی روح ہے۔ (لائن 8-15)	To bow before Allah and to obey Him is to prostrate to Him. Worship is the spirit of our discipline (Line 8-15).
	Spiritual power	اللہ کی تجلیات دیکھتے ہیں (لائن 29-8) اللہ کے نام کی تجلیات (لائن 137-4)	See the manifestations of Allah (lines 29-8) Manifestations of God's Name (Line 137-4).
Practicing Sufism	Suppressing pleasure seeking	نفس کنٹرول کرتے ہیں اس کو مارتا ہوں سدھارتا ہوں۔ (لائن 27-5)	I control myself, I exterminate it, I correct it (Lines 27-5).
	Zikar and prayers	دعا اور ذکر کی تجلیات دیکھتے ہیں اور دکھاتے ہیں۔ لائن 97-4	Observe and demonstrate the manifestations of prayer and remembrance (Line 97-4).
	Fanafe Sheikh (submission to mystic leader)	فنا فی الشیخ (لائن7-1) شیخ کی کرامت سے مجھ کو اکتساب فیض ملا (لائن119-3)	submission to mystic leader (Line 7-1). By the grace of Sheikh (mystic leader), I am successful in the acquisition of my purpose (Line 119-3).
	Taqwa (God-fearing piety)	ہر وقت اللہ سے ڈرتے رہتے ہیں کہ ہم سے چھن نہ جائے کہیں، ہم بھٹک نہ جائیں (لائن83-8)	We are occupied with the fear of Allah all the times, lest he snatch away, lest we astray (Line 83-8).
Social experiences	Follower's expectation	پیروکار بہت سی توقعات لے کر آتے ہیں ان کو پورا کرنے	Followers come with a lot of expectations and we try to meet them (Line 28-5)

		کی ہماری کوشش ہوتی ہے۔ (لائن28-5)	98% people come who have worldly problems (Line 29-5).
	Spiritual treatment of diseases	98٪ لوگ دنیا کے ستائے ہوئے آتے ہیں۔ (لائن29-5) کچھ بیچارے غریب لوگ بیماری یا ان کا علاج کروانے آتے ہیں۔ کچھ وہ بھی آتے ہیں جن کو ڈاکٹرز کے علاج سے آرام نہیں آتا۔ (لائن 30-5)	Some poor people come for the treatment of their disease. Also there are people who are not healed with the treatment of doctors (Line 30-5).
	Superstitions	کچھ کالے جادو کے توڑ اور جنات اور پریوں کے سائے میں ہوتے ہیں، کوئی جعلساز ان کو یہ کہہ دیتا ہے پھر وہ اس توست سے آتے ہیں۔ (لائن31-5)	Some believe that they are in the shadow of black magic and are supposed to be possessed by giants and fairies. Many fakers tell them this and then they come to us (Line 31-5).
	Running multi business	میرے ڈیری فارم ہیں، کھاد کا بزنس ہے، امرود کے باغات ہیں، فش فارم ہیں۔ (لائن 16،17-3)	I have dairy farms, I have a fertilizer business, guava orchards, and fish farms (Lines 16, 17-3).
	Satisfied with social status	شکر ہے سوہنے کا ذکر کرتے ہیں رج رج کھاتے ہیں (لائن 15،20-3)	I am thankful to Allah, who blessed us with sustenance (Lines 15, 20-3).
	Training of *Zikar* to followers	روحانی ذمہ داری بھی پوری کرتے ہیں پیروکاروں کو ذکر سکھاتے ہیں اللہ کے ذکر سے ہی سب کچھ ملتا ہے۔ (لائن 84-8)	We also fulfill our spiritual responsibilities and teach zikr (remembrance of Allah) to our followers. Everything comes from the remembrance of Allah (Line 84-8).
	Spiritual trainer	جو روحانی سفر میں چلنا چاہے اسے چلاتے بھی ہیں روحانیت میں منزل مرشد کے سر ہی ملتی ہے۔ (لائن 91-8)	We guide all those who want to adopt a spiritual journey. In spirituality, the destination is reached with help of Murshid (Line 91-8)
	Stage of Sufism	کامل مومن، فنا فی الشیخ، فنا فی الرسول، فنا فی اللہ (لائن 77-7)	Perfect Believer, annihilation in the spiritual leader, annihilation in the prophet, annihilation in Allah (Line 77-7).
Self-actualization	Belief vs. Self-actualization	انسان کا کامل مومن ہونا ہے۔ (لائن 120-5) رب سے کئے گئے وعدے کی پاسداری کرنا ضروری ہے۔ (لائن 121-8) اگر روحانیت کے درجے پورے کر لے کوئی، تقاضے	Man has to be a perfect believer (Line 120-5). It is necessary to keep the promise made to the Lord (Allah) (Line 121-8). If one completes the levels of spirituality, fulfills the

	پورے کر لے تو روحانیت کی تکمیل ہو گئی۔ (لائن 124-7)	requirements, then spirituality is achieved (Line 124-7).
Taqwa vs. self-actualization	ذات کی تکمیل تقوی سے ہی ہے۔ (لائن 131-8)	Actualization of Self comes from God-fearing piety (Line 131-8).
	ذات کی تکمیل سب کے لئے ممکن ہے مگر جو کوشش کرے۔ (لائن 132-3)	Actualization of Self is possible for everyone, but condition is to make efforts (Line 132-3).
Accepting self-vs. self-actualization	ذات کی خصوصیت کو پہچاننا تکمیل کے لئے بہت لازمی ہے۔ (لائن 126-2)	Recognizing the attributes of Self is essential for self-actualization (Line 126-2).

4. DISCUSSION

The aim of the present study was to analyze the experiences as well as practices of contemporary *Sufis*. The experiences and practices were interpreted through the use of IPA. It should be noted that the findings of the study are consistent with the data available on traditional *Sufis*. However, there are also a number of findings that are unique to this study. The findings of the study are helpful to develop insight regarding the phenomenon of Sufism. Five super-ordinate themes emerged from the data were: inclination towards Sufism, spiritual journey, practicing Sufism, social experiences, and self-actualization.

Inclination towards Sufism

The first super-ordinate theme emerged from the study was 'inclination towards Sufism'. The main subordinate themes that falls under this master theme is 'Chosen by God'. The *Sufis* reported that the decision to adopt the path of *Sufis* was destined and they believed that they were chosen by God for this great mission.

"Allah Almighty has chosen me. I distribute the blessings of His name among people. Allah Almighty has bestowed me with it; this is His reward. When, I born, the elders gave the glad tidings, "congratulations, you are Blessed with the guardian of Allah"

It can be assumed that being a *Sufi* is not something that one opts for by himself or by choice. The verbatim reflects that for being a *Sufi*, a kind of divine selection is required. The literature also supports the notion of contemporary *Sufis* that *Sufis* are selected by God and they follow this path in the light, shown to them by Allah. Maria Dakake who was considered as *Sufi* women of seventh to the thirteenth century has expressed her views on divine love and connection. She expressed the divine connection as "Guest of the

Inmost Heart," in her writings and considered it as God gifted connection (Silvers, 2010). The verbatim also shows that *Sufis* are born *Sufis*, and it is their divine fate that they will start practice at some point in life. The verbatim that *Sufis* are born *Sufis* or are selected by the divine power is in line with the assertion in the literature that *Sufis* are informed directly by Allah Almighty of their being as a *Sufi* and a *Wali,* i.e., high ranked spiritual person considered by the Allah (Shah, 2004).

Spirituality is Transmitted

The second super-ordinate theme emerged from the data was termed as Spirituality was transmitted. The *Sufis* were of the view that they had inherited qualities of *Sufis* and they were trained by their *murshid* (mystic leader/master). This sub-ordinate theme reflects the importance of being under the supervision of another *Sufi* to reach the status of *kamil* (perfect) *Sufi*.

"I have taken caliphates and I have benefited from my elders (Line 18-3)".

The *Sufis's* belief that they had learnt from their elders and masters is consistent with Mayer (1967) that a *Sufi* clearly says that he has learnt everything about spirituality from his teachers and elders. The verbatim also points out to the importance of the order of *Sufis* who endorse a person as a *Sufi*. It has been suggested that importance should be given to the order to which a *Sufi* belongs. In other words, there are a number of chains of transmission to which each *Sufi* belongs. For this reason, the role of belongingness to an order or to a specific group of *Sufis* or to a specific school of thought is indeed mandatory for *Sufis*. The verbatim also shows that the *Sufis* in our sample had given a great deal of significance to their teachers or to the specific order to which they belong. Literature also supports this phenomenon that spirituality is transferred from *Murshid* (mystic leader/master). *Murshid* has an important role in the training of spirituality to teach the *Shariah*(Islamic religious law), *Tariqat* (Islamic path) and *Haqiqat* that is to actualize the absolute reality (Bashir & Batool, 2018). One of the participants asserted that he was informed by his master that he had some miracle when he was a child.

"I recited Bismillah at the behest of my elder brother and threw whiff on the sick child and he recovered" (Line 118-6).

The claim that they were informed about their status, somehow endorses their belief that their masters had infused the feelings in them that they were different from others.

The *Sufis* in the study believed that they had polished themselves and learned mysticism and piety through reading books, which is in addition to something that is built-in as well as incorporated by virtue of primogeniture.
"I can read books that are on the subject of religion and spirituality, that is, biographies, so that I can learn" (Line 26-5).

It can also be said through literature that experiences of Sufism are enhanced and improved through following the religious practices and other sources (Arasteh, 2013). In other words, a *Sufi* should always comply with the religious principles and practices. Hence, it suggests that *Sufis* are staunch followers of Islam as suggested by the sub-ordinate themes. In addition, a constant connection and submission to Allah Almighty is also imperative for being selected as a *Sufi* and for the spiritual experience. The verbatim reflects that a person who is not consistent or not religious cannot be a *Sufi*.

"To bow before Allah and to obey Him is to prostrate to Him. Worship is the spirit of our discipline" (Line 8-15).

Being a *Sufi* is all about freeing oneself from the pleasures of this world. There are a number of deviations that exist to distract humans from connecting to the divine entity. It was reported that there is no end to the stages through which *Sufis* go through in order to become a *Sufi*.

"There is an infinite destination that has no end".

This notion is also supported from literature that the spiritual experience is something that is marked for its infinity. Having fear of God and complete acceptance of His Power is an obligation for the *Sufis* (Shah, 2004).

Sub-ordinate themes also illustrate that the journey of Sufism is indefinite; there is no boundary. The connection with Allah can be established through engaging in consistent, never ending and deep spiritual practices. Without acknowledging the power and control of Almighty, no one can transcend through the stages of Sufism. It is also supported through literature that in the journey of spirituality, the ultimate goal of *Sufi* is to reach the level of *Marifat* i.e. knowing Allah through *Mujahada* (ultimate struggle to acquire the spirituality) and spiritual practices (Loutfy and Berguno, 2005). The emergent themes have also helped in removing most of the misconceptions that have been linked to *Sufis* such as they do not offer prayers, and consider them free or acquitted from the boundaries of religion. However, the data gathered from the sample have been helpful to dispel most of these controversies. In simple words, the theme suggests that to become a *Sufi*, primarily, one needs to become a practicing Muslim. It is a pre-requisite for moving towards the first stage of Sufism.

Sufis in the study also believed that they had some spiritual powers. They experience some extra sensory reflections of the creator that other people cannot imagine. It seems, these contemporary *Sufis* are fully aware of their powers and uniqueness of their experiences.

"See the manifestations of Allah. Manifestations of God's Name".

Literature also supports that *Mujizat* (miracles) are associated with Prophet and *karamat* (supernatural wonders) is associated with *imam*/saints. *Mujizat* are distinguished miraculous deeds of Prophet that are considered as

the distinctiveness of Prophets, while *karamat* are spiritual wonders of saints, for which a saint is known (Flueckiger, 2005).

Practicing Sufism

The *Sufis* proclaim that suppressing pleasure-seeking desires; *Zikar* (meditation) and prayers, *Fana Fe Shaikh (*submission to the mystic leader), and *Takawa (*God-fearing piety) are the hallmark of their practices.

"I control myself, I exterminate it, I correct it…   Observe and demonstrate the manifestations of prayer and remembrance… submission to mystic leader. By the grace of Sheikh (mystic leader), I am successful in the acquisition of my purpose".

"I cannot explain in words, what I feel during meditation".

"When I am in Zikr, it is between me and Him, no one can feel the beauty of this relationship".

It reveals that *Sufis* have to control their *Nafs* (self-control) during the journey of Sufism; once a *Sufi* purifies himself, there comes the stage of *Zikr*. It seems that praise of Allah's blessings and meditation demand purification of soul. Then comes a stage, when a *Sufi* feels himself the part of that divine power. The narration of *Sufis* also reflects that stopping oneself from doing what Allah has prohibited to do is the last stage. *Sufis* never feel pride over their connection with Allah but remain modest and humble and remain fearful of Allah. Engaging themselves in various practices to purify their souls and connect themselves with Allah is in line with the claim by Dehlvi (2009) that *Sufis* believe that the ascendance is possible only through the process of *tareeqat* that is purification of the soul. All forms of mysticism seek a union with the divine and believe that it is only possible through the purification of soul to receive direct knowledge and revelation from the divine (Smith, 1995). However, prayer, fasting, and repentance are the means to receive esoteric knowledge and the ways to access God through purification of self that form the foundations of Sufism (Smith, 1995). Literature supports the notion that *Sufis* go through multiple spiritual practices in their spiritual journey under the supervision of their *Murshid* (mystic leader/master) to acquire the level of spirituality (Kugle, 2011). Although all the *Sufis* in the study talked about their practices, but none of them shared how they felt during these practices and said that they were not allowed to talk about it. In the same lines, previous studies on psychological experience of *Sufi* practices also highlighted this fact. The psychic experiences, partly based on individual accounts of *Sufis*, are immediate, usually momentary, indescribable, inexpressible, unanalyzable, involving close association with a unique other self, beyond time, space and

person, and are felt as a deep sense of ecstasy [Fenwick, 1996; Iqbal, 1934; Smith, 1995].

Social Experiences

This super-ordinate theme covers diversified social experiences of the contemporary *Sufis* for example; followers' expectation, spiritual treatment of diseases, superstitions, running multi business, satisfaction with social status, and spiritual trainer. The first sub-ordinate theme in this regard is based on the follower's expectations. The *Sufis* are of the view that their followers expect a lot from them. They visit them with firm belief and expectations.

"Followers come with a lot of expectations and we try to meet them. 98% people who come, have worldly problems. Some poor people come for the treatment of their disease. There are also those who are not recovered from their illness with the treatment of doctors".

In simple words, *Sufis* seem to believe in them and expect that their *dua* or prayers will put an end to the problems. As per *Sufis*' verbatims, most of the problems of the people are related to what others have done to them. It should also be mentioned that most of their visitors are people who belong to poor economic backgrounds. As they cannot afford treatment of their physiological diseases, they prefer to seek help from *Sufis*. Some of the visitors are of the view that their doctors cannot cure their diseases. *Sufis* are of the view that some segments of population set unusual and wrong expectations from them that they have to address, just to satisfy them. A study supported that the relationship of *Murshid* (mystic leader/master) with his disciple is based on the reciprocated recognition of passion and devotion regardless of disciple's cultural and social background. This relationship is based on the mystical customs as mentioned in *Sufi* tradition (Pinto, 2010).

"Some are in the shadow of black magic and are supposed to be possessed by giants and fairies. Many fakers tell them so, that's why, they come to us."

The theme in this regards also shows that the role of the beliefs and expectations of the followers plays an important role in the fame of *Sufis*. The theme on superstitions suggests that there is a considerable number of those *mureeds* (disciples) who expect them to break down black magic spells. One of the *Sufis* reported that he ran multiple businesses.

I have dairy farms, a fertilizer business, guava orchards, and fish farms. I am thankful to Allah, who blessed us with sustenance".

This claim indeed raises a number of questions on the existing prevalent trends among *Sufis*. This theme has raised a controversy, as literature suggests that a *Sufi* is a person, who is free from worldly desires and pleasures

(Ahmadi, 2000), but modern contemporary *Sufis* in our study hold luxurious status in the society.

Apart from this, social experiences and activities of *Sufis* also include training sessions. *Sufis* do offer some training to their disciples or followers on how to become more spiritual and develop direct connection with Allah.

"We also fulfill our spiritual responsibilities and teach zikr (remembrance of Allah) to our followers. Everything comes from the remembrance of Allah. Those who want to adopt a spiritual journey, we guide them. In spirituality, the destination is reached with help of Murshhid. Perfect believer comes from the annihilation in the spiritual leader, annihilation in the prophet, annihilation in Allah".

The aim of these practices is to ensure that they become stronger and more connected with Allah Almighty. The ultimate aim of the *Sufi* is communion (spiritual union) with Allah through spiritual realization, which is achieved through the knowledge revealed by Quran (*ilm*) and the practice of Islam (*amal*) (Chittick, 1989). In *Sufi*'s view, as suggested in the literature, a connection with the Almighty is the ultimate solution for all problems. The *Sufis* also assert that the people who wish to join them in their journey are always invited and completely supported. So, it can be said that the social activities of *Sufis* extend to spiritual training as well. It suggests that they are of the view that every person in the world, whether a *Sufi* or not, can seek spiritual guidance and training.

Self-actualization

This super-ordinate theme points to the journey of *Sufis* towards self-actualization. One of the pre-requisites in this regard is to become a complete Muslim or *kamil-momin*. The ultimate goal of a *Sufi* is always to be regarded as a person who is firm in his beliefs in Allah Almighty. Self-actualization for them is something that comes by passing through a number of stages. The first stage in this regard is to fulfill the parameters of spirituality.

"Man has to be a perfect believer. It is necessary to keep the promise made to the Lord (Allah). If one completes the levels of spirituality, fulfills the requirements, then spirituality is achieved. Actualization of Self comes from God-fearing piety"

Literature supports that a *Sufi* is a person who should be compliant with these parameters and requirements in order to ensure that he moves successfully towards self-actualization (Boni, 2010). This theme also points out that the goal of every human being should always be focused at achieving a totality in his/her personality. Without achieving this totality, one can never claim to be a self-actualized person. Another core facet to ponder on is to realize and identify one's most attractive and appealing personality facets. At the same

time, it is also imperative that one should be aware of his/her weaknesses. From these themes, it can be assumed that *Sufis* are indeed aware of their strengths and weaknesses and are also aware of how these facets can be channelized towards spirituality. In other words, they are able to make an efficient use of their abilities and competencies in order to become closer to Allah.

"Actualization of Self comes from God-fearing piety. Actualization of Self is possible for everyone, those who try. Recognizing the attributes of self is essential for self-actualization".

Struggle to find the truth does not mean that you cut yourself off from the worldly affairs".

Contrary to what most people believe about the *Sufis*, they are of the view that the sense of self-actualization cannot be achieved by completely cutting oneself off from this world. One needs to function socially in this mundane world and at the same time focus on establishing a connection with the Almighty. In other words, the world and the spiritual experience both go together. In this regard, a *Sufi* cited an example of the life of Prophet Muhammad (PBUH). He said that the life of Muhammad (PBUH) is the best example for those who say that Sufism is about detaching oneself from this world and moving towards a different world. It is clear that *Sufis* do regard the life of Prophet Muhammad PBUH as an example to be followed by everyone as there was no other Prophet who was ever able to be so close to Allah (Chittick, 1979).

Reflexivity and Limitations

i.   During the process of data collection and interpretation, the authors became familiar with the actual meanings of many terminologies (e.g., Fanafe Sheikh) being used in literature on Sufism and learned some of the guidelines for the purification of soul.

ii.   Travelling to the *aastana* (headquarters) of the *Sufis* was a hard-hitting practice.

iii.   During the process of obtaining informed consent, many *Sufis* refused to take part in the study, and the author could not convince them because *Sufis* thought that spiritual experiences were secret commutation between *Sufis* and *Murshad* (spiritual leader) and it should not be exposed/discussed.

iv.   During the phase of data recording and transcription, two of the *Sufis* were hesitant and we could not do voice recording of the data, so written notes were taken for the two *Sufis*.

v.   Two *Sufis* were not willing to reveal detailed information on their accounts, and shared information in a small time span due to which the information shared by them might not be wide-ranging.

vi.   Some of the limitations might have influenced the results of the study: Data were collected from the *Sufis* living in cities; the *Sufis* living away from population should also be included in future studies. *Sufis* in the study appeared to hide some experiences that the authors could not probe in and did not force them to share. *Sufis* from Punjab districts were included in the study, so they do not truly represent all the contemporary *Sufis* in Pakistan. During the interpretation stage, some verbatims were found ambiguous, but we could not verify the interpretation from *Sufis*, as they were not accessible to be reinterviewed.

Implications

The analysis of the study asserts that all *Sufis* were following more or less similar route to Sufism and spirituality. Sufism has remained an integral part of Islam. However, few attempts have been made to explore Sufism in an in-depth manner. This study will be of great help for those who wish to explore Sufism and who want to practice some of its rituals to purify their souls. The study will also be useful in understanding the stages involved in Sufism, its origins, how it is practiced, what are the stages through which Sufis have to go through and a lot more. We can integrate the spiritual practices of *Sufis* in therapeutic intervention plans to test its effectiveness in mental health and well-being.

5.   CONCLUSION

The study focused on a number of aspects that include: spiritual and social experiences of *Sufis*, their attitudes towards Sufism, and their views towards self-actualization. The study concludes that for spirituality, there needs to be an inclination, patronage of master *(Murshid)* and will to achieve the destination. It appeared from the study that even if spirituality is inherent, a great deal of effort is required to cover the stages of spirituality, and purification of soul to connect to the ultimate divine power. The main concern of spirituality is focusing your energies towards understanding the divine entity. In other words, *Sufis* are of the view that one should be focused towards divine reality. It appeared that Sufism is a divine selection and one does not have control over it. It is the selection of God, not the choice of a person. It is imperative for all *Sufis* to do *Baith* (spiritual oath) of some *Sufi*. They also differ somewhat in terms of their social circles: some preferring solitude while others interact with

their visitors and followers more often. *Sufis* are also found to be as spiritual healers who were treating psychological and physical problems of those who had strong belief in the effectiveness of their prayers and spiritual practices directed by these *Sufis*. Most of their visitors come to them for advice and treatment on health issues, interpersonal problems, and related issues. These visitors have a firm belief in their abilities and knowledge, that compel them to visit them for the solution of their problems and the followers continue to be on the rise. Each *Sufi* associates himself with some order and renowned *Sufi* from the past. Account of *Sufis* in our study contradicts with Maslow's theory of self-actualization. *Sufis* are of the view that it was their commitment towards the ultimate goal that made them focused towards the ultimate goal while putting aside the basic needs. However, Maslow is of the view that one's actualization is achieved only through the process of fulfilling each section of the hierarchy of need that starts with the basic needs. We may conclude that most of the experiences and practices of contemporary *Sufis* are similar to the traditional *Sufis*. Sufism forms an integral part of Islam, however, there is a need for understanding this domain in more detail in order to gain a true insight into the phenomenon of Sufism.

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Exploring the Impact of Father's Demise among Female Adolescents

Rabia Farooqi[*] and Ayesha Khan[†]

Abstract

The present study is intended to explore the impact brought about by parental demise among female adolescents. Moreover, examining the societal role, particularly the part played by the family system, after the death of a father and its effect on an adolescent's life perception. Data was collected through in-depth interviews from 4 adolescents aged between 17-19 years, accumulated by a purposive sampling method and analyzed through interpretative phenomenological analysis. Findings demonstrated that adolescents who encountered the loss of their fathers face numerous problems impacting their emotional, cognitive, and behavioural well-being. The absence of parents brings a drastic change in an entire life affecting their mental health leading to low self-esteem, depression, anxiety as well as emotional sufferings. The major issues highlighted during the study were life disruption, financial crisis, lack of support in terms of both financial and emotional aspects from extended family. Moreover, the family system played a detrimental role in the adversities encountered. Furthermore, participants stressed that children having both parents attained support, attention, emotional bonding, and encountered fewer social, psychological, and emotional issues. They constantly grieved the parental loss and faced a lack of care, that significantly affected their well-being. These findings help in understanding the problems associated with lack of parental bonding in connection with father's loss, whereas its long-lasting impact spread throughout one's life.

*Keywords***:** Father Demise, Life Adversities, Financial Crisis, Well-being,
        Family System

1. INTRODUCTION

Individuals have numerous significant relationships throughout their lifespan, however, the most important relationship one may have in a lifetime is a relationship of a child with parents. The child and father relationship leads towards a unique bond that plays an influentially crucial role in a child's life.

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This relationship configures childhood development and influences values; moreover, it also serves as a predictor of positive or negative psychological well-being (Rohner and Veneziano, 2001). This relationship provides a male role model along with discipline and supervision contributing to financial and physical well-being [Ackerman, *et al.* (2002); Flouri and Buchanan (2003); Mackey (2001)]. Although, the literature focused more on the role played by the mother yet, existing researches demonstrate that the father also participates in child caring and plays a univocal role, while positively influencing psychological well-being [Phares (1992); Rohner and Veneziano (2001)]. Fathers are significant figures and influence the lives of both men and women through their multifaceted caregiving role as families' breadwinners, moral guides, protectors, companions, caregivers, etc. (Lamb, 1997a). The role played by the father is preeminent in a child's life.

The death of a parental figure is a major life-changing experience; irrespective of age resulting in mental, physical, financial, and emotional trauma (Tyson, 2012). To deal with the inevitable loss and underlying life transition, individuals try to give meaning to their experience to make it more comprehendible.

In this transition, culture, and society plays a significant role. Cimete and Kuguoglu (2006) focused on the significant role played by spiritual and cultural beliefs, and how people deal with a loved one's death. Every religion and culture has a unique approach in dealing with loss and influences how people think, act, and deal with a loved one's death. Hence, it is important to understand the role played by the patriarchal society pertaining to the loss of parental figures.

According to the existing literature, collectivist cultures with close-knit families, predict family support after any significant or traumatic event. This perceived support, as well as support received from friends and family significantly correlates with self-esteem and life satisfaction (Goodwin and Hernandez Plaza, 2000). The traditional Asian joint family system follows the principles of collectivism, that has proved to be an excellent resource of care (Chadda and Deb, 2013). In patriarchal cultures, families residing in a joint family structure are considered closely connected which in turn increases emotional support provided in the occurrence of traumatic events. To explore the role played by the family system, both family structures; joint and nuclear; were studied in the context of the underlying phenomenon. This will help understand the phenomenon comprehensively and add to the existing literature.

Theoretical perspectives have focused on the significance of parental figures in the life of a child that continues for a wider period and its traces are visible in later adulthood. Life-course perspective and attachment theory have

particularly focused on losing the parental figure and its long-lasting impact. The life-course perspective has focused on how chronological age, significant relationships, life transitions, and social changes shape life throughout the course (Hutchison, 2011). A loved one's death is a major life transition leading to foremost life changes in a patriarchal culture, where a father is the bread earner and considered as a protector. The majority of American adults have significant contact and exchange in terms of monetary aspects, with their parents, throughout their life. However, daughters were found to provide more care as compared to sons; one of the associated reasons was their emotional investment in their parents (Rossi and Rossi, 1990). The relationship with parents impacts the well-being of an adult child [Amato and Afifi (2006); Barnett, *et al.* (1991); Barnett, *et al.* (1992); Umberson (2003)]. Due to the loss of a father, they are unable to sustain an important relationship that is salient for the well-being of a child in the long-run which is the subject matter of the current study.

The attachment theory of lifespan attachment has focused on the intrinsic biosocial inclination towards seeking security from loved ones through the connection, created in an earlier childhood period in wake of challenging outside world environment (Bowlby, 1980). Empirical researches based on attachment theory have focused on the significance of the primary attachment figure; the mother. However, researches have also demonstrated significant attachment with the father, and loss of that figure brings a devastating impact on an individual's life (Lamb, 1997b). Psychodynamic perspective focused on the broader impact on childhood loss of a love object and postulated that it is an important risk factor for later development of psychopathology [(Abraham, (1924); Brown, (1966); Freud, (1917)]. Studying the impact of the loss of parental figures is highly significant in the diverse patriarchal culture to understand its long-standing impact, the primary focus of this study.

Bereavement literature extensively focuses on parental responses to the death of a child or adult and the loss of a spouse (Fleming and Balmer, 1996). Balk (2001) stated that the bereavement of parental loss is a serious life crisis. The parent's death means growing up and understanding that life is not just fun and games (Corr and Balk, 1996). Single parent children encounter several problems such as; family disruption, separation anxiety, insecure attachment leading to psychological problems in later life [Bylund-Grenklo, *et al.* (2016); Cipriano and Cipriano (2019); Ellis, *et al.* (2013)]. Considering the literature, the current study intended to explore the impact brought about by parental

bereavement on the perception of female adolescents raised in a patriarchal culture.

The absence of a father from a child's life could be due to multiple reasons and each reason differently impacts a child. An absence due to family breakdown or discord leads towards negative parental views, hence, negatively impacting child and results in changed family values (Barber and Eccles, 1992). However, if the loss of father is due to death it results in positive emotions increasing the attachment (Spruijt, *et al.* 2001). This further leads to emotional turmoil due to the unavailability of care and emotional attachment required by the child, causing a drastic impact on the overall well-being of the child.

The empirical literature has demonstrated that children being raised in single-parent families, particularly headed by women, exhibit behavioural problems with less psychological well-being, poor academic achievement, and experience greater life adversity [Ellis, *et al.* (2003); Farrell and White (1998); Hetherington, *et al.* (1998); Lang and Zagorsky (2001); Spurijt, *et al.,* (2001)]. All the above-discussed literature demonstrates the significance of a father in the life of a growing child and how adversely this absence has a detrimental everlasting impact on all aspects of a child's life are the subject matter of the current study.

Existing researches have focused more on the impact brought on a male child due to gender similarity. However, gender differences were found. Moss et al. (1997) have examined gender differences in response to the death of a last surviving parent. Findings demonstrated that overall daughters become more upset and reported somatic responses as compared to sons. A current study focused on exploring how female adolescents perceived the loss of father, and how this phenomenon impacted them.

Umberson's (2003) study demonstrated that anyone who has not experienced the loss of a caregiver would never be able to understand such a major life change. They pointed out that the expression of filial grief has no place in contemporary society. A similar theme emerged regarding the restricted expression of familial grief in the study conducted by Klapper, *et al.* (1994).

The existing literature has focused more on the caregiving impact of mother and how the loss of mother impacts the child. Existing studies have not paid attention to its impact on the life of a female adolescent. Particularly the impact varies across cultural and socioeconomic groups [Paquette (2004); Williams and Kelly (2005)]. Thus, the current study has focused on exploring how the loss of a father impacts female adolescents and changes their perception towards life. Moreover, the role played by our patriarchal society in

a major life transition as well as the impact brought by the family system in case of father's demise also constitutes the present study.

1.1   Research Objectives

The objectives of the current study were:

- To explore the repercussion of a father's loss on different aspects of family life along with the impact that occurred on their perception.
- To understand the role played by society in the particular role of family systems.

1.2   Research Questions

The research questions addressed in the study:

- What were the major changes encountered by the family after the loss of a father figure?
- What was the role played by society in terms of the family system in particular?
- How does a female adolescent's perception change due to the life changes that occur after the death of a father?

2.   METHODOLOGY

2.1   Research Design

Qualitative research design is suited for exploring novel areas, specifically when inductive and deductive data analysis is intended to gather shared patterns within a group of people's experiences (Creswell, 1998). A qualitative research method with an inductive approach was used for this study. As per the nature of the study, the richness of data and distinctiveness of details is essential for the exploration of the lived experiences of participants in the context of the loss of a father (Smith, 2015). To be able to understand the phenomenology of parental loss impacting different aspects of adolescent females, while altering their perception towards life, the qualitative research method is the most suitable approach for the current study.

2.2   Sample

A homogenous sample was taken through purposive sampling keeping in mind the following characteristics: (a) age range, (b) gender, (c)

socioeconomic status, (d) loss of father in middle childhood, and (e) living with mother. The sample comprised 4 female adolescents, with the age range of 17-19 years. Existing literature demonstrates that loss of father in middle childhood plays a more significant and detrimental impact on the life of a child (Susan, n.d). The participants experienced a loss of father five to eight years ago, at the age of 11 to 12 years in middle childhood (Del Giudice, 2014). Interpretative Phenomenological Analysis (IPA) emphasizes purposive sampling with homogeneity of sample characteristics that are pertinent to the research question. Furthermore, IPA focuses on the richness of individual cases while sacrificing breadth for depth of data (Smith, 2004). To ensure homogeneous characteristics regarding the experience of underlying subject matter, specific criteria were established considering the existing literature. The sample was kept homogenous based on the five criteria stated above, establishing uniformity among participants according to social and theoretical factors pertinent to the study phenomenon while examining psychological variability within the study group, whereas analyzing divergence and convergence among underlying experience. Considering the IPA guidelines and sensitivity of the research questions under study, the sample size of 4 homogenous participants was considered sufficient and the richness of experiences endured by participants was the primal focus of the study (Smith, 2015). Two participants were living in nuclear family system and two belonged to joint family system. Demographic characteristics can be seen in Table 1.

Table 1: Demographic Characteristics of Sample

Participant	Age	Birth Order	Siblings	Birth Order, Gender, Age	Family System	Duration Since Father's Death
P 1	17	2nd Born	2	1st brother 21	Nuclear	5 years ago
P 2	19	4th Born	5	1st brother 28 2nd brother 24 3rd sister 21 5th sister 17	Joint	8 years ago
P 3	18	2nd Born	3	1st brother 24 3rd brother 16	Nuclear	7 years ago
P 4	19	1st Born	2	2nd brother 15	Joint	7 years ago

2.3   Procedure

As per the nature of the study, a semi-structured interview guide was developed based on existing literature comprised of open-ended questions.

Moreover, to ensure that questions are not direct and will not provoke any traumatic experience regarding the loss of father it was evaluated by two experts. Afterwards, an interview guide was further refined by conducting a tryout study on one participant.

Interviews steered in a comfortable setting, without interference. Respondents were briefed and verbal consent was obtained, along with permission to audio record interviews. Interviews lasted for approximately 40 - 50 minutes.

2.4   Data Analysis

Data were analyzed through Interpretative Phenomenological Analysis (IPA), an idiographic inductive approach that focuses on the exploration of individual experiences (Smith, 2011). IPA holds that respondents are experiential experts of the phenomenon under investigation. The case is central; the researcher attempts to understand one case before moving onto the next. Findings from the first case are set aside through dynamic bracketing to maintain sensitivity to each person's unique story (Smith, *et al.* 2013). By employing the idiographic inductive approach with bracketing helped gain first-hand data and allowed greater accuracy and clarity. The codes were generated from the data rather than using a pre-existing theoretical model, by employing the idiographic approach that begins with particular examples while slowly moving towards general categories (Smith, 1996).

During the first phase, transcripts were read and re-read to get familiarized with the data while documenting emergent themes. Afterward, initial emergent themes were clustered while ensuring their connection with the data set. These clusters lead to the development of superordinate themes after a thorough analysis of the data set and the refining of existing clusters. As the sample size was small so the analysis of the next cases was done from scratch; it was focused to find convergence and divergence among themes generated separately. After analyzing each transcript through the interpretative process, superordinate themes table was constructed (Smith, 2015). These themes were focused based on richness while illuminating important aspects regarding the studied phenomenon.

3.   FINDINGS

Through in-depth case by case analysis, seven superordinate themes emerged, as seen in Figure 1. Findings revolved around life disruption, constant

bereavement experienced by adolescent females in absence of a father, along with the role played by society in terms of lack of care as well as a dearth of financial and emotional support. The family system also played a determinantal role and added to their sufferings while affecting their well-being. Moreover, this turmoil influenced their perception towards society in general and family in particular.

Figure 1: Impact of Parental Demise among Female Adolescents
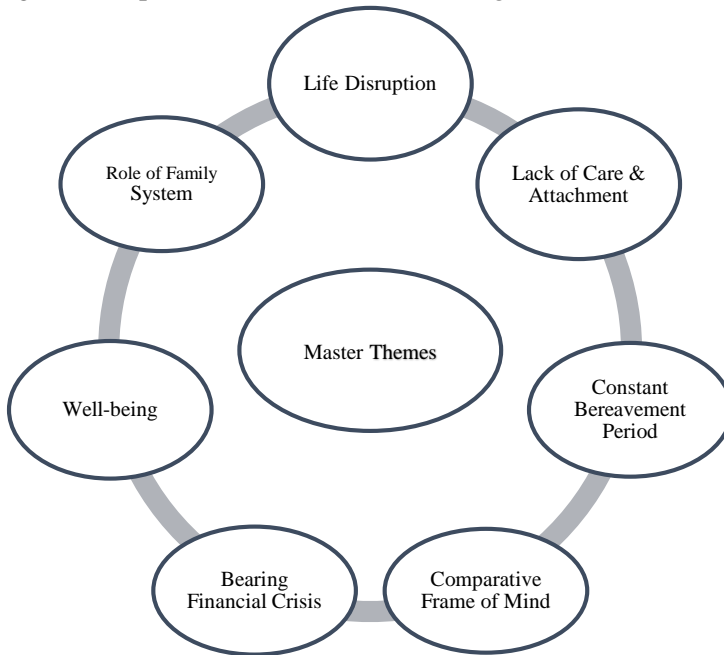
Life Disruption

The first superordinate theme that emerged from the data set was termed as life disruption. Drastic changes occurred in the lives of female adolescents. They have witnessed many crises after the loss of father spread throughout the life course. Three participants reported that for a brief duration some relatives supported them emotionally but as the time lapsed, the support started to diminish. However, one participant's family never received support in any aspect as they were being blamed for the death. Besides, their family was accused of poisoning the father.

> *"My father died due to malignant lung cancer. However, our relatives blamed us and accused that we poisoned him. My mother even shared reports and chemotherapy reports as well but still, they blame us for his death". (P 2)*

This demonstrates the emotional turmoil encountered due to the father's death which significantly disrupted their life. They belonged to a combined family system; however, rather than providing the support, they added to the existing turmoil of the bereaved family members.

All of the participants' lives were disturbed due to the father's death. Participant 1 went through another life transition after her father's death as her family was previously living in a joint family system. However, after the father's death, her family shifted to a nuclear home due to conflicts among the participant's mother and grandmother. The maternal uncle supported her family as they lacked resources that demonstrate positive support received from the maternal family. In this case, living in a joint family system; instead of bringing support, added to their sufferings and trials and even from the maternal side they initially received some financial support but did not receive any emotional support.

Families went through emotional and physical adversities. Participants' mothers were affected drastically and struggled to accept the loss. Two participants reported that their mothers were diagnosed with depression and were treated for it. Due to this occurrence, their life was further paralyzed as no one supported them financially or emotionally.

> *"My mother stopped talking to us. She was diagnosed having depression and treated for more than a year. She even had fits. She had spent nights weeping and couldn't sleep. This was the beginning of our difficulties." (P 2)*

Their perception towards life changed with adversities as stated above, was only the beginning of a more difficult life. This demonstrates pessimism and a lack of hope in the participants' verbatim. Moreover, two participants reported that their mothers suffered from physical disorders as well.

> *"My mother got sick and suffered from spinal issues. One of her discs dislocated making it hard to do home chores. I have to help her now as we can't afford a maid. It's difficult to manage studies with house chores". (P 4)*

Supporting the mothers in childhood added to emotional turmoil and challenges experienced by the respondents, as managing academics and responsibilities simultaneously was difficult. They were living in the joint family system but never received the care and support usually associated with the collectivist culture of a joint family system.

Life disruption encountered after father's death was substantial and impacted all aspects of their lives and the family system in itself has not provided any ease.

Lack of Care and Attachment

Participants did not receive the needed care and attachment. Rather than providing emotional support, the relatives blamed them for their father's death. Living with the extended family does not ensure support rather it added to emotional turmoil. Participants and their siblings supported each other at a young age. The eldest sibling reported among participants was 20 years old at the time of father's death. Hence, it was difficult for even the eldest siblings to provide the support required by the family, rather they themselves needed support, which they did not receive. It was a difficult phase for the whole family particularly for the mother to accept this loss that impacted the sole caregiver's physical and mental health.

> *"It was hard for her to accept... She pretended that he will come home at any moment or this is just a dream, they will wake up one day and father will be sitting on the sofa reading newspaper. My parents were very close". (P 4)*

Denial on part of only available attachment figure negatively impacted the existing bond with the mother. Participants reported that this incident brought significant disruption in familial life and impacted their attachment bond with their mother.

> *"My mother became very strict after my father's death. She now rarely talks to us. Mostly busy in trying to manage everything on her own". (P 1)*

They lost care and attachment previously provided along with protection that shielded from life adversities and living in a joint family system further enhanced those adversities encountered.

> *"My father loved us... On every weekend our whole family used to go for an outing; though we were not very well off financially. He believed in creating happy memories as they matter more than monetary things". (P 3)*

> *"He loved and cared for us. My father's younger brother always criticized my mother. My grandmother supported my uncle but my father always protected my mother. They even*

accused my mother of doing magic on my father to ensure that
he always blindly follow her". (P 2)

Participants faced constant familial conflicts due to which family of participant 1 left their paternal home. This resulted in a more distant relationship with the extended family as they now rarely visit them. The drift created by father's demise enlarged further. Lack of emotional support and attachment impacted their perception making them pessimistic towards relationships.

"We use to frequently visit relatives and enjoyed spending
time. Subsequently, they started ignoring us… Such
materialistic relationships are just a burden".

Constant Bereavement Period

Participants went through constant grief that still exists. Respondents also reported that they along with their siblings sometimes compare themselves with peers. During the interview, participants shared past happy memories in a grieved tone. This demonstrates that parental bereavement lasts throughout the life course. They even regret that they lost everything cherishable.

"My grandmother always scolded my mother…due to
constant conflicts, we left our father's home where we had
memories of our father and childhood." (P 1)

She shared memories in a grieved tone. Her voice exhibited emotional pain. This finding demonstrates that living in a joint family system with close relatives was more challenging than living in a nuclear family system.

Comparative Frame of Mind

Participants and their siblings compared their life without the father's loss.

"My younger brother became hypersensitive. Whenever
mother scolds him he reacts... pointing if my father was alive
this wouldn't be happening." (P 3)

She further elaborated that he sometimes shares about his peers having both parents. Participants compared their life with their peers who receive emotional support, care, and have not faced challenges that they encountered

while stating that the people who have their parents alive will never be able to understand what they have experienced.

Bearing Financial Crisis

During the analysis, the superordinate theme of financial crisis and its impact on participants' lives constantly emerged. Participants encountered a significant financial crisis after the father's death. It was hard for them to make ends meet. They received no financial support from paternal relatives rather encountered more difficulties due to them. Participants belonged to the upper-middle socio-economic class at the time of father's death and subsequently faced difficulty in managing expenses. Though their father financially supported his many relatives but, they did not receive support from them.

> *"He helped my uncle… he was doing a job and had property.*
> *After his death the uncle, rather supporting us, blamed us for*
> *his death and severed ties." (P 2)*

They encountered difficulty even in meeting the expenditure of their studies. They have to study hard to continue their studies as the only possibility was to earn a merit scholarship. However, one participant was living in a joint family system and relatives were well aware of their financial condition but they still did not receive any support.

> *"I have always been good in academics but now I have*
> *pressure to maintain CGPA. The only possibility to continue*
> *studies is through scholarships otherwise, we can't afford the*
> *dues. Even it's tough for us to manage other financial*
> *matters… My grandparents and uncles are aware of our*
> *financial condition but never supported us. Though they are*
> *well off." (P 4)*

Even on some occasions it was hard for them to manage and they have requested help from relatives but financial help was never provided.

> *"At the time of the sister's marriage, we couldn't afford the*
> *expense. My mother tried to seek help from grandparents and*
> *uncles but they rejected. We took a bank loan to manage*
> *expenditures. Now trying to pay off which has increased our*
> *financial crisis". (P 2)*

The participants' elder brothers started part-time jobs to support their families and bare degree expenses barely completing graduation. In some cases,

degree duration increased as managing a part-time job with studies was difficult. The mother of participant 4 started a job considering the financial crisis but due to physical and emotional turmoil, her spine discs were affected, further increasing the financial crisis. They were living in the joint family system and did not receive any support in monetary or emotional terms. This financial crisis and lack of support affected their perception as well; now they consider that the monetary aspect is more important than relationships. Hence, participants exhibited regret that their father did not realize the veracity of these relationships and continuously supported the relatives.

Well-being

Participants' families' well-being was drastically affected. They suffered from emotional as well as physical issues. Their mother got physically and mentally sick further impacting their well-being. Furthermore, the crisis impacted the well-being of the overall family and in some cases lead to an identity crisis. Participant 3 reported that her elder brother started smoking due to bad company. He was in a transition phase from adolescence to adulthood that made him vulnerable. The mother was unable to provide support to the children due to her depression. She further stated that she had to look after her mother and younger brother that impacted her well-being. She became distant from her elder brother. In patriarchal cultures, elder brothers fill the gap of a father in his absence. However, due to father's demise, he got astray and influenced the family's overall well-being. All these emotional crises made them pessimistic and their perception became more hopeless in deference to life.

> *"I sometimes feel life will always remain the same full of problems". (P 2)*

Participants' studies have been affected negatively and grades have suffered dramatically. They now encounter low self-esteem. All these have further negatively impacted their well-being. Behavioural and emotional changes were also reported.

> *"How hard I try grades are never the same… My younger brother became highly hypersensitive. He often stays at his room and doesn't interact". (P 3)*

> *"I cry often even on childish things. I think I became more sensitive". (P 4)*

This demonstrates that the overall well-being of the family was drastically affected and brought a long-lasting impact on personality, behavioural, and emotional well-being.

Role of Family System

Participants living in a joint family system encountered more challenges as compared to participants living in a nuclear family system. Though the themes that emerged in both cases were similar, however, living with extended family members added to their existing problems. Participant 1 was previously living within a joint family system, however, due to constant familial conflicts with a grandmother, they opted to live in a nuclear family system as a solution to adversities. Participant 2 and Participant 4 we're living in a joint family system which added to their challenges.

Participants expressed that their relatives never supported them in any manner; instead played a negative role. Even the grandparents and paternal uncles from whom they expected care scolded and blamed them. Living in a nuclear or joint family system has not ensured any support rather both participants living in a joint family system encountered more life adversities.

> *"My mother was in immense pain when her spinal disc was dislocated. We faced a lot of challenges, but my grandmother rather showing sympathy accused her of malingering". (P 4)*

As stated above they encountered financial adversities and emotional crises and have not received care and support associated with the collectivist culture of a joint family system.

Living in a joint family system was more turbulent as compared to living in a nuclear family system in a time of crisis. Thus, the participants living in a nuclear family system encountered fewer problems created by extended families. However, in both family systems, participants did not receive any kind of support from relatives.

4. DISCUSSION

The findings observed in the current study demonstrated that after the loss of father, female adolescents encountered drastic changes in the life course. This dramatically impacted their well-being at all levels including psychological, emotional, and mental. They have gone through episodes of grief, remorse, anger, resentment, and also faced self-esteem issues. Existing literature also demonstrates that the father's loss impacts the child and they

experience seclusion, envy, and sorrow (Lerner and Harriet, 2011) accompanied by low self-control (Kruk, 2012), leading towards risk-taking behaviours (Williams, 2011). Participants experienced similar impacts such as low self-esteem and hypersensitivity. Their behaviour was also impacted as one participant's sibling started smoking due to peers' bad influence.

The literature has focused that parental involvement in a child's life varies among cultures [Paquette (2004); Williams and Kelly (2005)]. In Pakistani patriarchal culture, the father is not only considered as the bread earner; rather he plays a significant role as his family's protector.

Findings resonate with the existing literature, stating that fathers are significant figures and influence the life of a child playing simultaneously multifaceted roles; e.g., a breadwinner, a moral guide, protector, companion, caregiver, etc. (Lamb, 1997a). Furthermore, participants experienced a feeling of loss, resentment, and despair. This affected their psychological and emotional well-being, lowered their self-esteem, and made them more susceptible to negative emotions and psychological disorders. They have demonstrated hopelessness, deficient self-esteem, and hypersensitivity associated with low mental well-being. Flouri and Buchanan's (2003) study has also demonstrated that father's involvement in children's earlier years contributed to less emotional and behavioural problems and protects them from later-life psychological difficulties.

As the participants have experienced father's demise in middle childhood, that is significant in terms of development, hence, the impact was comparatively more negative and spread across all life aspects even leading to an identity crisis. In a patriarchal culture, a father's identity is taken as a source of pride by the family and its absence can lead to an identity crisis. The existing literature also states that early parental death impacts other domains associated with the specific evolutionary tasks allied with the developmental phase. Even this factor further impacts the child's consolidation of identity as he/she is going through a transitional phase (Blos, 1977).

Based on previously existing literature, Silverstein and Auerbach (1999) argued that behavioural problems and pathology associated with an absence of a father are not the primal factors. However, factors associated with this absence play a more significant role such as poverty and social pressure on women-headed families. In the study, it was observed that participants have encountered significant societal pressures after the loss of a father. Moreover, they have also faced major financial issues, which was apparent throughout the analysis.

The participants have focused that they expected support from blood relations of both paternal and maternal sides, however, they received a negative attitude. Living in the joint family system added to their adversities as compared to living in a nuclear family system. Previous literature has focused on the traditional joint family system stating that it provides comparatively more care than a nuclear family system, which is associated with mental and physical well-being (Chadda and Deb, 2013). The findings of the current study contradict as participants faced more adversity rather than receiving support. This further lead towards the development of a comparative attitude among participants. Furthermore, participants focused that children having both parents attained support, attention, emotional bonding, and encountered fewer issues. This attitude further negatively impacted their psychological, emotional, and mental well-being. Similar findings were observed in the existing literature as well. Umberson's (2003) study demonstrated that respondents focused on how dramatic life change was and those who have not experienced a similar loss would never understand their turmoil. Analogous findings were observed in the current study. Participants have focused that others can never understand the loss and challenges they have encountered.

The findings have also demonstrated that loss of care and attachment of a father negatively impacts the overall well-being of a child. The participants constantly experience a void in their life due to the absence of essential bonds associated with the care allied with a father. Moreover, they felt more distant from their mother and in some cases from siblings as well. They encountered conflicting relationships with their mother rather than receiving emotional support. The existing literature also supported that traumatic events not only involved the loss of a parent but the consequent change in relationship with the surviving parent (Tafà *et al.,* 2018).

The participants have witnessed psychological and physical illnesses in their primary caregivers due to which they have not received the care and support required following the father's demise. Surviving parents who are emotionally or mentally struggling in the grief period are less sensitive and supportive of grief-related emotions in their children (Werner-Lin and Biank, 2013). The traumatic event leads them in a denial phase and they have started to dissociate its existence in their life while considering the current circumstances as a dream. Dissociation and denial in terms of grief can save a person from emotional turmoil; however, making them more susceptible to maladaptive development [Frewen, *et al.* (2008); Schimmenti (2017); Schimmenti and Caretti (2016)]. This denial was not helpful in the scenario of Participant 4 as the mother went into depression and was unable to cope with the grief.

The above-stated findings demonstrate a drastic change in the life course and negative perception among female adolescents after the father's death. Moreover, this sudden life transition had a detrimental impact on their overall life. Furthermore, society and relatives played a significantly negative role and affected their well-being. Living in a joint family system added up to adversities encountered after father's passing away.

5. CONCLUSION AND IMPLICATIONS

Based on findings it can be concluded that:

(a) The impact of parental bereavement among adolescents was long-lasting as a child remains deficient in several aspects of psychosocial, emotional, and cognitive functioning throughout the life span which is analogous with the theoretical frame discussed in life-course and attachment theories.

(b) Moreover, the loss of a father-figure leads to a constant bereavement adding to adversities and plays a detrimental role in well-being. The parent's absence brings a drastic change in a child's life and affects mental health leading towards low self-esteem and making them susceptible to psychological illness as postulated by a psychodynamic perspective.

(c) Additionally, they encountered issues regarding lack of care and attachment due to the relatives' negative role and having a distant relationship with their mother.

(d) The financial gap was significantly reported along with a lack of support from extended family members belonging to paternal and maternal sides.

(e) Living in a joint family system added to existing challenges as compared to living in a nuclear family system.

(f) While comparing themselves with their peers the participants considered that their peers had better opportunities. Moreover, due to life adversatives and the negative role of society, their perception turned pessimistic which contributed to emotional turmoil.

These findings help to understand problems associated with lack of parental bonding and interaction due to loss, bereavement process, and its long-lasting impact spread throughout life. Additionally, the role played by society along with the family system after the father's demise. The current study's

findings are helpful for the counselors and other practitioners who deal with adolescents as well as for researchers.

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A Study of Stylistic Features of Cricket Commentary:
A Discourse Analysis

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Abstract

This study is based on the analysis of language practices and features that different cricket commentators use in international cricket matches. This study explores that cricket commentary forms a complete register on its own with its field, tenor, and mode components. Data for this research have been taken from the 1992 World Cup, the 2015 World Cup, and the Ashes Series 2005 matches available on YouTube. Textual analysis technique has been employed for data analysis. After analyzing the data in the light of Halliday's notion of register comprising field, tenor, and mode, it is found that cricket commentary is characterized by special syntactic features such as ellipsis, extensive use of exclamatory sentences, the abundant use of the simple present tense and simple sentences, passive construction notably in elliptical form, first and third conditionals, and inversion. Use of idioms, certain action verbs, certain positive and negative adjectives, and certain adverbs are some of the salient features of cricket commentary. Cricket commentary also has a special jargon with words like 'knock', 'mid-on', 'mid-off', 'innings' and 'bouncer' etc. Cricket commentators also use certain aspects of connected speech such as weak forms of words, elision, and assimilation.

Keywords: Commentary, Cricket, Discourse Analysis, Register

1. INTRODUCTION

Cricket is the world's second most popular spectator sport after football with 2.5 billion estimated fans. Cricket originated in England and is now played across five continents (Alston, *et al.* n.d.). Australian economy benefited greatly from the year 2015 because the cricket World Cup "generated $1.1 billion in direct spending and created the equivalent of 8320 full-time jobs" (Ironside, 2015, p. 1). In the subcontinent, (Pakistan, India and Bangladesh) cricket is hugely popular especially amongst youngsters. In Pakistan, it is commonly observed that all age-groups, both male and female, not to mention children, love to watch cricket with great enthusiasm. Most of the viewers in the subcontinent watch cricket matches on televisions, on mobile phones,

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tablets, iPads and on computers through a live-stream or highlights. Cricket viewership is incomplete without commentary because it makes the game more interesting by engaging the audience with the commentators' ball-by-all analysis. Two or more commentators not only give a running commentary on a match but they do it in an interesting and engaging way to make it a pleasant experience for the spectators and viewers. The role of a commentator is to describe and analyse a game and to sound interesting at the same time and make a match interesting to watch.

Speech is a skilled activity; it is neither an automatic reflex like sneezing nor spontaneous like laughing. It is work as it requires effort and its degree of success depends upon the effort that is put into it. Speech also requires subject knowledge along with fluency that comes with practice. Keeping in view the two factors, it can be said that speech may be successful (i.e., received by the audience the way it was intended) at one time and not another and that some communicators will be better at speaking than others (Hudson, 1999). Hudson's view about speaking can safely be applied to cricket commentary. Cricket commentary is a skilled piece of discourse and commentators improve their art by practicing in matches. Generally speaking, commentators are articulate communicators and they use their knowledge of the game and their voice effectively to keep the viewers informed, entertained, and engrossed through their commentary. Cricket commentary is characterized by unique features that are discussed in this research paper. The present research paper draws heavily from Humpolik's (2014) and Balzer-Siber's (2015) theses on sports commentary. The present research paper explores the syntactic features, the lexicon, the formulaic nature, and some of the paralinguistic features of cricket commentary.

1.1.   Statement of the Problem

Cricket is a popular spectator sport and is played and watched in many countries. Television viewership of cricket is in millions and in this regard the role and the importance of the language of cricket commentary is vitally important, yet it has not been paid any significant attention, to the best of our knowledge, in the discourse of education in Pakistan, despite the fact that most youngsters avidly watch cricket matches in the subcontinent. The problem to be investigated in this research paper is the analysis of the language of cricket commentary in the light of Halliday's notion of register comprising field, tenor, and mode.

1.2.   Significance of the Study

The review of literature shows that different researchers have analysed the language of football commentary. For example, Humpolik's (2014) and Balzer-Siber's (2015) have discussed football commentary in terms of its different features. However, little research has been conducted on the language of cricket commentary. This research article is important as the data analysis has shown that the language used in cricket commentary forms a distinctive register. Cricket commentary has potential benefits in English language classes. Keeping in view the popularity of cricket in Pakistan, this register can be helpful in English language classrooms to teach different aspects of language namely syntax, vocabulary, pronunciation, and even intonation. It can, for instance, be used to teach listening skills. It can also be used to teach vocabulary (words like *stunning, magnificent, outsmart, get the upper hand*) and to supplement the teaching of grammar (ellipsis, exclamatory sentences, and tenses etc.). Cricket commentary can even be used to teach pronunciation or even intonation in classes. With cricket as one of the most popular games in Pakistan, it is highly likely that the English language learners will take keen interest in language learning through cricket commentary. Hence, this research is conducted to investigate the linguistic features of cricket commentary.

1.3.   Theoretical Framework

This study is based on Michael Halliday's notion of register that comprises *field, tenor,* and *mode*. People communicating in recurrent communication situations tend to use similar kind of vocabulary, similar kind of intonation patterns, "characteristic bits of syntax and phonology that they use in these situations" (Wardhaugh, 2006, p. 52). Such variety of a language is called register. As a set of language items, register is associated with certain occupations or social groups. Registers are often marked by the use of formulaic language, which often makes it easy for the communicators to speak fast (Wardhaugh, 2006).

Register is "a speech variety used by a particular group of people, usually sharing the same occupation (e.g. doctors, lawyers) or the same interests (e.g. stamp collectors, baseball fans)" (Richards and Schmidt, 2010, p. 493). A doctor, for instance, uses one kind of register in hospital and another at home. One register is distinguished from another by its own distinctive words such as *deuce, love* etc. and its own grammatical structures such as the legal language. The components of register (field, tenor, and mode) are explained below:

1. Field of discourse refers to what is being said. Field determines:
    i. Syntax
    ii. Vocabulary
    iii. Pragmatics
    iv. Paralinguistic features
2. The tenor of discourse refers to the participants in a discourse, their relation to each other.
3. Mode of register refers to the medium being used whether written or spoken (Richards and Schmidt, 2010).

The data collected for this work have been analysed keeping in view the theoretical framework of register by Michael Halliday.

2.   LITERATURE REVIEW

On a daily basis, we engage in different types of communication. We, for instance, read the newspaper in the morning, listen to news/commentary on the radio, watch TED talks, make phone calls, and chat with colleagues. We may write a report assigned by our employer to us. All these instances of communication have their own characteristic features (Biber and Conrad, 2009). In short, it is hard to think of a situation not involving communication. We communicate with family and friends, discuss important matters with our boss, and wave our arms to an acquaintance in the street. In some cases, the source of communication is selected with great care and in some cases, it is spontaneous and almost unconscious (Blakemore, 1992). Crystal and Davy (1969, p. 125) have defined commentary as "a spoken account of events which are actually taking place". Commentary is "a spoken description of an event that is given while it is happening especially on the radio or television" (Commentary, 2018)**.** Commentary on a match is given in real time and in the case of cricket, it is almost always ball-by-ball commentary (Delin, 2000). Delin offers a linguistic analysis of football and racing commentary and discusses different features of football commentary. Delin says that sports commentary, as being a special register, has its specific vocabulary. For instance, special vocabulary that goes with horse-racing is:

Furlong, Make the running, Breast girth, Cap, Soft/fast ground, Divots

Delin (2000) in his discussion of clause constructions and their linking words reports that the most widely used conjunctions in sports commentary (including cricket) are *'and'* '*but* and *'as'*". Crystal and Davy (1969) point out instances of ellipsis in football and racing commentary. The book cites some instances of ellipsis from racing and football commentary such as:

Dazzling lady// in the check sleeves

Rock Falcon// beaten

In the first sentence 'is' and in the second sentence *'are'* have been omitted. Another feature of sports commentary pointed out by Delin is the speed with which sports commentators speak. According to her, a sports commentator produces more words per minute than a person who reads a passage non-stop fluently from a book though the commentator's speech is spontaneous and unplanned. Radio commentary is even faster than that of television as it does not have the facility of visuals that are available to TV commentators (Beard, 1998 as cited in Delin, 2000). Delin further discusses that sports commentators achieve four functions with their commentary. They:

   i. Narrate and describe the happenings in a particular game.
   ii. Evaluate and give their opinions.
  iii. Elaborate and explain proceedings in a detailed way.
  iv. Summarize and give a summary of the game.

In the case of radio commentary, the listeners do not see the match and have to rely entirely on the commentary. In the case of commentary on TV, commentators know that the audience are watching the match and they know that a beautiful shot has been played and or that a catch has been taken (Delin, 2000). Humpolik (2014) has discussed the different features of the register of football commentators such as the use of the simple sentences, the use of formulaic language and having a distinctive vocabulary etc. Balzer-Siber (2014) also identifies some characteristic features of football commentaries. Some of these features are subject dependent inversion, topicalization, result expressions, heavy modifiers, diminutive expressions, deictic adverbs as signposting devices etc. Popov (2019) has conducted a comparative study of cricket, football, horse racing, and tennis commentaries. He has investigated the linguistic features of sports commentary. It was found that the media (radio or television) and the kind of sports do affect the language of sports commentary (Popov, 2019).

The theoretical framework for our research paper is Michael Halliday's notion of register. Register is a speech variety used by a particular group such as lawyers and engineers. We speak differently on different occasions about the same topic. A person writing a formal letter may write:

'We regret to inform you that….'

But the same person on another occasion may write:

'I wanted to let you know that…'

This variation in language is what constitutes register (Hudson, 1999). Register has three dimensions, the first one is field**,** which answers the question: what is the discourse about? The following illustrates our point:

> A superb 123 by Mahela Jayawardene set up a comfortable six-wicket win for Sri Lanka over Pakistan which gave them an unassailable 3-0 lead in the series. The tourists made 288-8 in their 50 overs, including 66 from Umar Akmal, brother of wicket-keeper Kamran. But Jayawardene's belligerent ton-which included 14 fours and a six-coupled with Upal Tharanga's 76, set up a 202-run opening wicket partnership. Despite losing wickets, Sri Lanka eased home with 21 balls to spare. (Jackson and Stockwell, 2011, p.78)

The second one is tenor. The tenor of discourse answers the question: who are the participants and what is their relationship to each other? Participants may have equal status, or they may have asymmetrical power relations. The status between the participants influences the way they address each other. Cricket commentators address or call the players by their first names as it is customary to use first names among friends or even by their nicknames. Level of formality is expressed through vocabulary the commentators use during commentary. Informality in speech is expressed through the use of idioms (including in cricket commentary), phrasal verbs, and colloquialism to show familiarity. In discourses (such as cricket commentary), speakers show their friendly attitudes to a greater extent through their commentary; the audience may be directly or indirectly addressed by the commentators. One commentator may address his co-commentator but in fact their commentary is mostly aimed at the audience watching the match on television, computer, or phone.

The third dimension of register is mode which refers to whether the discourse is written or spoken. In spoken discourse, interlocutors take turns to communicate. This may cause unfinished sentences, interruptions, or overlapping speech (Jackson and Stockwell, 2011). All these features have been discussed in this paper.

The language of sports commentary is a unique register with different stylistic features. Crystal and Davy (1969) explore the style of language used in sports commentary. According to them sports commentators have descriptive immediacy and fluency. They also discuss commentary in cricket matches. They elaborate on different sentence types in addition to many other things used in cricket commentary. Cricket commentary shares many features

with day-to-day spoken English. Spoken English is marked by an abundance of phrasal verbs, idiomatic expressions, and short forms etc. Spoken English often has strong regional features (Thornbury, 1999).

The analysis of the review of literature shows that commentary of different sports such as football and horseracing have been discussed from different dimensions by different researchers, but little research has been conducted on cricket commentary. Hence, the present paper attempts to contribute to the existing body of sports commentary by analyzing the different features of cricket commentary.

3. RESEARCH METHODOLOGY

The current research is qualitative in nature as textual data have been analysed in this paper. The data have been taken from recordings of different matches of the 1992 World Cup, 2015 World Cup final and the Ashes Series (2005), transcribed and analyzed. All the recordings of the matches can be accessed online (see the online links in the list of references). Recordings (spoken discourse) of the matches from the 1992 World Cup have been analysed first, followed by the analysis of 2015 World Cup final match commentary. Finally, the recordings from the Ashes Series are analyzed in this paper. Spoken discourse from these matches is transcribed and their syntax, vocabulary, and other unique features analyzed. Convenience sampling technique is used keeping in view the nature of the study. The data collected for this research are taken from matches played by able-bodied men.

The method of analysis for this paper is discourse analysis carried out in the light of Halliday's notion of register, comprising (i) field, (ii) tenor, and (iii) mode.

1) Field of the discourse refers to what the discourse is about (e.g., politics, sports, education, and medicine). In this case, the discourse is cricket commentary.
2) Tenor refers to who the participants in the discourse are and what relation they have to each other; in this case, two or more commentators, native speakers of English as well as non-native speakers who are former cricketers, give a running commentary on the matches.
3) Mode refers to whether the discourse is written or spoken. In this research paper, the spoken discourse of the commentators has been analyzed.

The discourse (cricket commentary) is analysed under *field, tenor,* and *mode* in the data analysis section of this study.

3.1.1.   Rationale for the Selection of Data

The reason for taking data from the 1992 World Cup is that Pakistan won this cup and cricket-loving Pakistanis cherish the joyful moments of this victory. The reason for taking data from the 2015 World Cup is that world cup matches are generally more exciting and are watched by more people. The data from the Ashes series is taken in order to consolidate the results.

4.   DATA ANALYSIS

Register is "the combination of lexicogramatical choices appropriate to the social setting and context" (Llamas, *et al.* 2007, p. 227). This research article analyses the cricket commentary as a unique and specific register focusing on its lexicogramatical features. The different special features of cricket commentary that make this discourse unique have been explored.

4.1.   Field of Discourse

Field of a register (Halliday, 1976) determines its syntax for instance. Ellipsis is an important register marker used by cricket commentators. Ellipsis refers to the omission of words or phrases from sentences or utterances where they are unnecessary or where they are clearly understood from the context (Trask and Stockwell, 2007). Ellipsis occurs in colloquial speech (Richards & Schmidt, 2002). Ellipsis is a feature of spoken English (Cutting, 2002). *Noun(s), auxiliary verbs, main verb(s), the verb to be*, or a whole clause may be elided if the omitted words are clear from the context. Cricket commentary is characterized by the use of ellipsis. The following are some instances of ellipsis taken from the 1992 Cricket World final match between Pakistan and England. Note that authorial comments are enclosed in parentheses.

> 01   Commentator: Beautiful shot. (The full form is *This is beautiful shot*. The copula *'is'* is omitted.)
> 02   C: Good start by Ramiz Raja. (The full form is *This is a good start by Ramiz Raja*).
> 03   C: Wonderful world cup. (Full form is *He/she is having a wonderful World cup).* This is said about a player who is doing well in the tournament.
> Other instances of ellipsis are:
>
> 04 C*:* Five from the over, no wicket for nine.

05 *Got'im*. (Here *im*, short form of *him*, a person deixis, refers to the batsman being dismissed by the bowler). More instances of ellipsis from the same match are:

06 C: Sohail, very nervous.
07 C: Javed Miandad, wonderful player, great experience.
08 C: A fine shot.
09 C: Beautifully played.
10 C: So strong there (MSZ, 2018).

Some more examples of ellipsis taken from the World Cup final (2015) between Australia and New Zealand are:

11 C: Over the keeper. (Full form is *he is going to bowl over the keeper)*.
12 C: Straight down the ground. (Full form is *the ball has gone straight down the ground).*
13 C: Just a single. (Full form is *He has taken just a single)*.
14 C: Absolutely perfect. (Full form is *that is absolutely perfect*) (Seo (2015).

The obvious reason for the excessive use of ellipsis is the context (provided by the visuals) in which these utterances are produced. Certain words or phrases are omitted because they are unnecessary, or they are understood from the context (Richards and Schmidt, 2002). In other words, many things are clear to viewers in the game and the commentator does not have to use the full forms because all the instances of ellipses will be clearly understood by the spectators/ viewers. Ellipsis is a fluency device that allows commentators to breathlessly give a ball-by-ball account of what is happening in the game. The use of ellipsis may save the commentators some energy and time and allows them to speak faster on the developments in the match that unfold before their eyes. In other words, through ellipsis the viewers are not burdened with information overload as commentators give a running commentary on the game.

Another syntactic feature that characterizes cricket commentary is exclamatory sentences. The extensive use of exclamatory sentences is another salient feature of cricket commentary. Exclamatory sentences show a speaker's emotions and feelings. Exclamatory sentences do not have a main verb and they end with an exclamation mark (Thorne, 2012). Exclamatory sentences begin with 'what' or 'how' and they do not reverse the order of the subject and the

auxiliary verb (Richards and Schmidt, 2010). An exclamatory sentence is a more forceful version of a declarative sentence (Seaton, 2003). Exclamatory sentences show the strong feelings of a speaker(s), in this case the commentators. Commentators, to express their surprise, shock, amazement, praise etc. at the quick happenings in a game, make excessive use of exclamatory sentences. Surprised by a bowler, amazed by a batsman, and may be stunned by a fielder, cricket commentators use exclamations to voice the feelings. The following are some instances of exclamatory sentences from different matches:

    15 C: What a shot!
    16 C: What a cracking delivery!
    17 C: What a catch!
    18 C: What a ball!
    19 C: What a great delivery!
    20 C: What sensational start!
    21 C: What a bowler! (TS, 2015).

Any piece of discourse that is planned and edited has more complex sentences than any discourse which is spontaneous. Cricket commentary is spontaneous and therefore most of the sentences used in cricket commentary are simple sentences. There is one clause, a single subject, and a single predicate in a simple sentence (Downing and Locke, 2006). Simple sentences express a single idea and thus make it easy for the audience to absorb the information. Viewers of cricket matches are, of course, more absorbed in the match and might have difficulty understanding complex or compound sentences. Some instances of simple sentences created by different commentators from the Ashes Series are:

    22 C: It was a scorching evening.
    23 C: Peterson doesn't look happy.
    24 C: He is shaking his head.
    25 C: This now is trouble for England.
    26 C: That was well-played.
    27 C: That really did surprise him.
    28 C: That went from nowhere.
    29 C: That is a brutal ball to get.
    30 C: That will go for four as well (TS, 2015).

The description of the game (both football and cricket) is in present tense while evaluation and elaboration are in the past tense. It can be seen that

the use of present tense outweighs the use of past tense in sports commentary. The occurrence of present tense and specifically simple present tense is an important feature of sports commentary including cricket commentary. The simple present tense makes the job of a commentator easy as he or she has to use fewer words to express an action that is in progress or to talk about a complete action. Some examples from the highlights of match 4 of the 2016 Asia Cup will illustrate the point:

> 31 C: He is gone for four.
> 32 C: It's a good shot.
> 33C: This is a tremendous comeback.
> 34 C: Not out, says the umpire.
> 35 C: And he goes.
> 36 C: Khurram Manzoor is gone for 10.
> 37 C: Captain goes for two. (Khan, (2017).

Sports commentators often use simple present tense in place of present continuous and present perfect tense to describe events in progress where the focus is on the succession of happenings rather than on the duration (Wren and Martin, 2016). Sports commentary shares this usage with news headlines too. The following sentences from different cricket matches will illustrate the researchers' point:

> 38 C: Mecallan gets up behind point *(instead of Mecallan has got up behind point).*
> 39 C: Gaffney calls it a wide *(instead of Gaffney has called it a wide or Gaffney called it a wide)* (Seo, 2015).
> Cricket commentators use a plural verb with the names of teams such as:
> 40 C: Pakistan have won the toss and they have decided to bat first.
> 41 C: England have lost an early wicket.
> In everyday conversation speakers mostly say:
> *Pakistan has* and *England has*.

Here the plural form refers to all members of the team but if commentators use the singular form that would then mean the whole Pakistani or English nation and all its members which would be inaccurate. Another feature of cricket commentary is the inversion in sentences which is used for emphasis. In other words, the normal word order is changed to foreground a point. In fact, commentators use inversion to make a point. For instance:

42 C: Up she goes. *(Full version is *she goes up).*

43 C: Up goes the finger. (Full version is *the finger goes up).*

44: C: Over the top he goes. (Full version is *he goes over the top).*

45 C: Underneath the scoreboard it goes. (Full version is *it goes underneath the scoreboard).*

Here in the context of a cricket game the pronouns *he* and *she* refer to the cricket ball and *he* is used for a (male) player also. Passive voice is another syntactic choice often used by cricket commentators. Passive voice is frequently used in speech (Eastwood, 2005, p. 143). For instance:

46 C: It's been superbly prepared.

The physical context makes it clear what the deictic marker *'it'* refers to. Viewers can infer from the context that *it* refers to the pitch. Other instances of passive voice are:

47 C: This pitch has been rolled nicely.

48 C: Toss has been won by Ricky.

Passive constructions may occur in elliptical forms also, e.g.

49 C: Well-driven by Tendulkar.

50 C: Well-timed by Saeed Anwar.

The register of cricket commentary includes the use of conditionals notably first and second conditionals. For instance:

51 C: If he gets to the last 10 overs, he'll cut loose.

52 C: If it doesn't get there, they'll get 4 runs.

53 C: That would have been a certain four if he had not stopped that.

54 C: Had he been in back to an orthodox position that might have been an easy chance.

The register of cricket commentary is mostly informal and commentators use simple, informal words with contracted forms and idioms. The use of contractions is a fluency device that enables the commentator to speak more efficiently. Cricket commentators often say:

55 C: That's his fifty.

56 C: He's enjoying this tournament.

57 C: That'll go for four

58 C: The ball is gonna get to the boundary.

58 C: That'll run away for another four.

Commentators often use idioms or idiomatic expressions to get their meaning across in a more forceful way. Some of the idioms taken from the data are:

59 C: He has taken to it like duck to water.

60 C: Clean as whistle

61 C: Straight as an arrow

62 C: Fast like bullet

63 C: He ran like a rabbit.

64 C: The ball went to the boundary like a bullet.

65 C: The pitch is as dry as bone.

66 C: He's leading from the front.

It is interesting to note that most of the idioms used in cricket commentary feature a comparison or simile to be exact. The point emphasized in the first idiom given above is the ease with which a particular batsman has begun to score runs freely and comfortably like a duck who swims effortlessly in water. Cricket commentators often make use of formulaic language: language or multi-word expressions, usually having a single meaning, stored, and used lexically as a single word (Wood, 2015). Certain formulaic expressions characterize cricket commentary. For instance, cricket commentators say:

67 C: The quicker they come, they go.

68 C: All the way.

69 C: By and large.

70 C: Day in and day out

71 C: Tough luck. (Often said by a commentator to a losing captain).

72 C: Keeping in mind.

73 C: Here we go.

74 C: Right from the outset.

75 C: In hand.

Certain verbs tend to recur in cricket commentary; most of these are action verbs with occasional use of the copula verb *to be*. The verbs most often used are:

Whack, hit, smash, race, play, strike, sweep, hook, bowl, time, stump, spin, swing etc.

A game like cricket is all about action and running around on the field. The use of the above-mentioned verbs is a testimony to the fast-paced nature of the sport. Certain adjectives and nouns characterize the discourse of cricket. The following adjectives and nouns are often used by cricket commentators:

Adept, big, deft, tremendous, terrific, consistent. Economical, expensive, excited, fast, slow, magnificent, wonderful, fine, massive, superb, excellent, powerful, horrible, hard, terrible, competitive, beauty, huge, blow, happy, sharp, sad, brilliant, delighted, splendid, marvelous, disappointing, unpredictable, unplayable, frustration, pace, jubilation.

All these adjectives express judgment of the commentators about the sportsmen or some aspect of their game. Most of the above-mentioned adjectives are synonyms or stronger versions of the adjectives 'good' and 'bad'. Many of the adjectives used in cricket commentary are extreme adjectives. Certain adverbs also recur in cricket commentary. There is a great deal of variation in the use of adverb, its place and its style (Hoye, 2013). The following adverbs are frequently used:

"Certainly, no doubt, absolutely, perfectly, just, extremely, perhaps, comfortably, fast, slowly, particularly".

The use of apostrophe often occurs in cricket commentary. For instance:

76 C: Pakistan's batting.
77 C: England's stuttering start.
78 C: Today's innings.

The use of apostrophe may be considered a fluency device and it is used to make the commentators more fluent because they have to speak fast as developments unfold on the field. Another register marker is the use of interjections. Interjections are also used by commentators to show strong feelings of surprise, joy etc.

Register of a discourse is often characterized by a specific vocabulary or by the use of common vocabulary in a new sense (Trudgill, 2000). An important feature of register is its use of special jargon which is defined as specific vocabulary that goes with that field (Yule, 1999). Cricket commentary is also characterized by its jargon or common vocabulary with extended meanings expressed in standard British English. Many words have their specific meanings in the context of cricket matches:

79 C: He played a good knock.

    80 C: He was out for a duck.

Knock means innings and *duck* means to get dismissed without making any run or runs. Other common terms used in cricket are: *Bye*: it is a run scored when the batsman does not hit the ball with bat or any part of his body. *Carry one's bat*: it refers to a batsman who starts his innings as an opener and remains not out till the end while all his teammates are out. *Dead ball*: it refers to a ball off which no run is scored, or a wicket taken. *To declare the innings*: it refers to a scenario when the batting side ends their innings before all the bowls have been bowled. It happens mostly in test matches when the batting side feels that they have scored enough runs and that the opposition will not be able to chase the score. *Dolly*: dolly refers to an easy catch taken by a fielder. *Doosra: doosra* is an Urdu word which means another or second. Saqlain Mushtaq of Pakistan invented this version of delivery. It is like a *googly* by an off-spinner bowler. *Duck*: duck in cricket means a score of zero. The full version is *duck's egg* which is like zero. In the 1992 Cricket World Cup, when a batsman was out for a duck, the image of duck was given in front of his name on the scoreboard. Any batsman no matter how accomplished he is can be out for a duck and getting out in this fashion can be a great source of embarrassment and frustration for a batsman. *Extra:* this refers to a run not scored by any batsman with their bat. *Full-toss*: this is a delivery which does not strike the ground. *Lifter*: it refers to a ball that rises in the air unexpectedly. *Lollipop* is an easy ball to strike. *Pair* refers to an unfortunate situation when a particular batsman is dismissed for zero score in two consecutive matches (Williamson, 2018).

    It is interesting to see how some of the common terms of cricket are used in day to day conversation. One can hear people saying:

    I have played my innings.

    By this they mean that they have lived their lives. In other words, the end of their lives or careers is near. *Someone had a good innings* is used about a person who has died and that he led a long and healthy life. Some more terms that are used in day-to-day English from cricket are: *To be hit for six* which means to affect someone greatly like the news of his wife's sudden death hit him for six (To be hit for six, 2018). *Off your own bat* which means that you do something yourself without being asked or told by someone e.g. he made the arrangements off his own bat (Off your own bat, 2018). *Right off the bat* means to do something without any delay, for example, 'I was asked to make a speech right off the bat' (Right off the bat, 2018). *A sticky wicket* means to be in a

difficult situation e.g., the team is on a sticky wicket after losing the match. Sticky wicket in fact refers to a wet wicket which is not dry yet and is thus prone to bounces which causes batsmen problems (A sticky wicket, 2018). *To draw stumps* in cricket means to remove the stumps from the wickets to signal the end of the play. By extension, this metaphorical expression means to bring something to an end (To draw stumps, 2018). For example, he said he would draw stumps on his career soon. *To play a straight bat* is a term used to refer to a batsman who holds his bats vertically in order to deflect a ball. By extension, this expression means to act in an upright way like 'He played with a straight bat in the election' (To play a straight bat, 2018). *To stump someone* in cricket refers to a situation when a wicketkeeper dismisses a batsman out by removing the bails off the wickets when the batsman is out of the crease. In common parlance, stump now means to ask someone a difficult question which they cannot answer. In other words, to put someone in a difficult situation, for example 'The interviewer stumped me'. *To be stumped for words* is a common collocation used in day-to-day conversation (To stump someone, 2018). *Googly* refers to a ball which it looks will turn in one direction but in fact turns in another direction baffling the batsman. *To bowl (someone) a googly* is an idiom which means to say or do something unexpected and is thus difficult for someone to handle, for example, the journalist bowled the prime minister a googly (To bowl somebody a googly, 2018). *To be a lame duck (from out for a duck)* is an unsuccessful person or thing (To be a lame duck, 2018). *The state of play* refers to the score in a sports match, especially in cricket. By extension, the state of play means the current situation or circumstances (The state of play, 2018). *It is just not cricket,* another common expression. Traditionally, cricket has been associated with fair play and sportsmanship. This expression refers to behaviour that violates common norms of decency and fair play (It is not cricket, 2018). *To bowl someone over* is to shock or surprise someone (To bowl somebody over, 2018). For example, 'I was bowled over by his comments'. *To catch someone out* means to put someone in a difficult situation. For example, 'The opposition caught the government out' (To catch someone out, 2018).

The next feature that this paper looks at is paralinguistic features of cricket commentary as one of the features of register. Paralinguistic features include tone of voice that expresses a speaker's attitude to what he is saying. Another feature to be discussed is intonation that makes commentators' commentary interesting.

Cricket commentary features many aspects of connected speech such as weak forms of many words, elision, and assimilation. Weak forms are used when there is no stress on the word. For example, the weak form of *and* is/ən/ or /n/, as in *bread and butter*/bred n bʌtə(r)/. Weak forms of certain words

(almost 40 words in English) is a feature of spoken English (Roach, 1983) and cricket commentators use weak forms of words to sound natural. Some instances from cricket commentary are:

 81 C: England 123 for 3.

The preposition 'for' is pronounced in its weak form by all commentators. *Look at that.* The preposition 'at' was pronounced in its weak form.

In recent years Imran Khan and his party-members have started using cricket terms in politics. The first author once heard Imran Khan say:
Ma eik he ball pa Asif Ali Zaradari aor Mian Sahb ki wicket loon ga.

I will bowl Asif Ali Zardari and Mian Sahb out on one ball.

By that he meant that he would knock them out of politics very easily and very soon. Imran Khan during his sit-in in 2015 against rigging in election is reported to have said:

> *Ab umpire ki ungli otne wali ha.*
> *The finger of umpire is going to go up soon.*
> *PTI clean-sweep karygi.*
> *PTI will make a clean sweep of the election.*
> *PTI ne PMLN ki eik aor wicket gira di.*
> *PTI got another wicket of PMLN.*
> Imran Khan recently said in a gathering:

 Imran dares PML-N: *'I'm a good catcher; hurl a shoe and I'll throw it back* (Butt, 2018).

Thus, cricket terminology is being regularly used by Pakistani politicians as metaphors in the discourse of politics and is a welcome addition to political discourse.

4.2.   Tenor of Register (Cricket Commentators)

Tenor of discourse answers the question: who is producing the discourse and what is their relation to each other? In cricket commentary, two or may be more than two commentators give a running commentary on a game. Both commentators are equally expert in their field and they call each other by their first names. One commentator may be more senior to the other though. Commentators call the players by their first names too, giving the impression

of informality or friendliness. In the case of spoken discourse, something about the speaker(s) is generally known but in the case of written discourse, the writer may be unknown. Commentators are famous players turned commentators now. In spoken discourse, there may be interaction between the speaker and the listener. What is the relation between the speaker(s) and the listener(s)? Do they have equal status or is one superior to the other? Does one know more than the other? How much power the speaker and listener have will determine how they address each other. The social distance between the participants in a discourse determines the level of formality of the language. Calling someone by their first name indicates familiarity whereas calling someone by second name shows greater formality (Jackson and Stockwell, 2011).

4.3.   Mode of Register (Spoken Cricket Commentary)

Mode of discourse refers to whether the discourse is written or spoken. Spoken discourse is characterized by the spontaneity of the participants with language produced instantly with no pre-planning. Participants in a spoken discourse take turns to speak. A speaker may ask an interlocutor to speak or an interlocutor may interrupt the discourse resulting in interruptions and overlapping speech etc. In a written discourse, sentence structure is complex and vocabulary formal (Jackson and Stockwell, 2011). In a particular cricket match, two or more commentators speak but they rarely interrupt each other; thus the turn-taking in cricket commentary is fairly smooth. The reason could be that when a bowler starts running, one of the commentators holds up the microphone which is an indication to the other commentator that only the holder of the microphone is going to speak. When he is finished speaking (giving his opinion, describing, elaborating etc.), the other commentator takes up the microphone and makes a comment which results in plain sailing. There are occasional false starts and repetitions. The commentators employ more repetitions to emphasize a point as repetition is a feature more of spoken English than written. They may say:

> *What a shot!*
> *What a fielder!*

When it comes to producing discourse, spoken, and written forms of language make somewhat different demands on language producers. The speaker has at his disposal paralinguistic features such as his voice in addition to facial expressions and posture etc. which he can use effectively (Brown and Yule, 1988). It is observed that cricket commentators do the same. The discourse of commentary occurs in spoken form and the voice of the

commentators is very important in this regard. Commentators have to use their voice effectively to sound interesting and to grab the attention of the viewers and keep them engaged in the game. Cricket matches are full of excitement and action and commentators often speak with a rising tone to show and portray that enthusiasm.

5.   CONCLUSION

The current study establishes cricket commentary as a distinctive register with its distinct syntax and vocabulary features amongst other things. This research paper has revealed the following findings: Cricket commentary is mostly elliptical, i.e. sentences have certain words left out from them such as 'is gone', 'caught' 'well-driven' etc. Cricket commentary is replete with exclamatory sentences such as 'What a shot!', 'What a catch!'. Cricket commentators use present tense to talk about a complete action in the present, for example 'He takes a second run' instead of 'He has taken a second run'. Passive constructions especially in elliptical forms characterize cricket commentary, for instance, cricket commentators say 'Well-bowled by Wasim Akram', 'Well-played by the batsman'. Inversion is used in cricket commentary to emphasize a point for instance 'Up she goes'. Cricket commentary uses certain idioms, adjectives, and action verbs. It is also characterized by its own jargon which is now used even in day-to-day language also.

The commentator has to be not only expert in his field but also has to be an articulate communicator who engrosses and enthralls the audience in the game through his commentary. Cricket commentary can well be used in English language classes as an authentic material to present new language to students or to strengthen the existing language structure of students. Considering the love for cricket by our youth in Pakistan and considering the richness of discourse of cricket commentary, we would strongly recommend its use in ESL/EFL classes to hone different language skills of students. Cricket commentary can be used to help students improve their pronunciation, listening skills, or even to help them learn tenses. Vocabulary building exercises can also be built around cricket commentary.

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12. Manuscripts (hard copy) of articles, comments, rejoinders, notes and book reviews in English only should be sent in triplicate together with a soft copy on CD to the Managing Editor, NUST Journal of Social Sciences and Humanities, School of Social Sciences and Humanities, National University of Sciences and Technology (NUST), Sector H-12, Islamabad, Pakistan. Submissions via e-mail (as attachment in MS Word only) are acceptable for consideration. Submissions and queries regarding submission may be sent to **njssh@s3h.nust.edu.pk.**

13. **For further detail please, do visit our website: www.njssh.nust.edu.pk**