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University of Wah Journal of Social Sciences

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Dear Readers,

Yet another Volume of UW Journal of Social Sciences in your hands, an emblem of diverse pool of quantitative as well as qualitative research in the field of Social Sciences. It mainly focuses on investigating into the social sciences determining the link between authors’ views and diversity of thought with that of subject gurus in the particular field. It is committed to finding ways to investigate into the behaviors of human portfolios to the optimal level.

Our editorial policy is governed by independent quality control, blind peer-review, strict adherence to HEC policy requirements, zero tolerance to plagiarism and adherence to academic ethics in publishing. These guiding principles are guaranteed by our Advisory Board that contains world renowned national and international scholars who have great contribution in the field of social sciences. This issue contains the research related to the areas of social sciences and humanities.

We are grateful to the contributors of this issue. Our team led by imminent scholars and administrators aspire to lead this journal to reach the height of perfection, and authenticity in the field of social sciences. We are pleased to share that we aspire to make this journal a world-class publishing platform by producing original research and getting membership in renowned abstracting agencies. Our goal is to make it recognized journal by all regulating agencies including HEC very soon. It is only possible when the contributors of this journal share their valuable wisdom in the shape of up-to-date knowledge in the form of research papers whether qualitative or quantitative to this journal.

I would like to thank our Vice Chancellor (University of Wah) and all members of our Editorial Board/Advisory Board (National as well as International) and the Contributors for joining us in this fascinating and promising academic project.

Editor-in-Chief

University of Wah Journal of Social Sciences
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The Subaltern Un-silenced: A Postcolonial Explication of Sidhwa's
Ice-Candy Man
Abeera Bukhari

ABSTRACT
This research presents the voice of the unvoiced subaltern by giving a postcolonial explication of Sidhwa’s novel Ice-Candy Man. The primary aim is to present not the narrative of Muslim, Hindu or Sikh but that of a Parsi girl who showcases the brutal experiences of hers and the people around her, from a neutral position, during unrest caused as a result of two-nation theory. The secondary aim is to showcase the history of blood and violence caused by outsiders and to highlight how Sidhwa un-silences the sub-altern from a feminist perspective as well. The objectives of this research include examination of how identities are shattered and reconstructed; how ties are broken and formed, and deconstruction of the replication of reality. This study fills the gap in research on the partition literature of India and Pakistan utilizing postcolonial theory. This research uses Postcolonial theory and the arguments of Edward Said, Althusser, Homi K. Bhabha and others. Future researchers can build their research on the partition of 1947 through the lens of postcolonial theory by becoming acquainted with this research which deciphers Sidhwa’s depiction of partition.

Key Words: Ice-Candy Man, Bapsi Sidhwa, Postcolonial Theory, Partition, Subaltern

Introduction

The crack in India, from a female perspective, by a Parsi of eight years of age, living as a minority in India with diversity of all sorts around her; with blood baths and devastation of all kinds, in Bapsi Sidhwa’s Ice-Candy Man, in 1988, for the very first time presented a wholly new narrative for all intents and purposes. In this text, Sidhwa chooses not to showcase the narrative of Muslims, Hindus or Sikhs but that of Parsees who were as invisible in India as is the sugar in milk when mixed – present invisibly. India is under British rule, when this novel opens. However, the British, were, at that point in history, thinking about the approaching probability of India's freedom. They would not have liked to isolate India, however, needed India to turn into a league of three large provinces, each of which would self-govern except for the issues of security and

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international strategy. Muslims would be in the larger part in the northwest and Bengal, and Hindus would rule the remainder of the nation—an immense bit. Muhammed Ali Jinnah, the leader of Muslims, demanded that the Muslim League fill in as the sole delegate of the Muslims, not the Congress Party, as was arranged.

In 1947, British Lord Mountbatten moved towards becoming Viceroy and landed in India to "design" its freedom. Mountbatten presumed that partition was desirable over continued viciousness and plausible common war. At this point, even the pioneers of the Congress Party who some time ago had contradicted parting, supported this as an answer for the issue of Muslim resoluteness. On June 3, 1947, the British government officially declared its arrangement to crack India into two countries. Gandhi eagerly contradicted partition, however, the pioneers of the Congress Party overlooked him and endorsed the arrangement. Partition had shocking results. The Punjab, country of turban-wearing Sikhs, was part down the middle, making a huge number of Sikhs move east to India to rejoin their brethren. Jute ranchers in eastern Bengal were cut off from the factories and docks of Calcutta, and poor ranchers presently needed to pay taxes just to get harvests to showcase. On August 14, 1947, Jinnah became the Governor-General of Pakistan. Muslims were to live in Pakistan, Hindus in India. At the point when the boundaries were declared after three days, equipped Sikhs and Hindus in eastern Punjab killed a large number of Muslims with the point of driving all Muslims west over the fringe into Pakistan. As the evacuees spilled into Lahore, Muslim groups rendered retribution by butchering Sikhs and Hindus. This partition was not just a partition of land, but also, that of senses and sensibilities.

Everything was done ideologically. Colonialization had already given deep wounds and the crack in India was more like reinjuring people. Outsiders had set insiders on fire and looted them, physically and mentally. William Shakespeare mentions, “As flies to wanton boys are we to gods / They kill us for their sport.” (King Lear 4.1.40). The people of the Indian subcontinent were like flies to the gods of colonization. Partition was no less than a strategy-based exploitation of the helpless and the minority. The British had “interpellated” people in thinking that it was for their good that they were doing everything. Just because Hindus, Sikhs and Muslims could not rule themselves or take care of their matters, the British – the so-called sane people, the people with ‘fully developed’ minds, had to take charge of everything, as they were the “experts” and the intelligent ones. Just like everything else, even the division was unjust. One cannot deny the fact that those in power define one’s identity. Lenny undergoes identity-crisis. She mentions, “I am a Pakistani. In a snap. Just like that.” (Ice Candy Man, 140). The British knew how to set the insiders against one another and watch the show like they had always watched in all the colonies they had designed for people of ‘lesser’ minds and ‘undeveloped’ minds, as they called them. This stance can only be understood, in all
times, by the colonized who continue to fail in washing themselves of the color of the colonizers.

Generally, Ideology renders people against one another, then comes violence on all levels: regional, national, domestic and even personal, to disrupt one, out and out. The “Repressive Ideological State Apparatuses”, that Louis Althusser in his work Ideology and ISAs has written about, help normalizing the abnormal activities of those in power - those that use and abuse power to the extent they can. He writes that “Repressive suggests that the State Apparatus in question ‘functions by violence’” (14). These RSAs, he deciphers, work primarily by repression and secondarily by ideology (16). Even the identities are always in flux and are injected. Hegemonic practices of the British brought about devastation by making use of ideology which Althusser defines as “a representation of the imaginary relationship of individuals to their real conditions of existence” (30). The British were the “Logos”, self-originated and self-sufficient, and could serve as the transcendental signified – the Center having all others as peripheries. People are made to feel that they are free agents which, in reality, they are not. Manipulation is done and, cherry on top, that manipulation is justified. There is individualism and the moment a second entity steps in, binary opposition is born: The Self and the Other.

Deconstruction of the socially-constructed representations had to be done. The misrepresentations had to be “abrogated” and “appropriated” (“Replacing language” 38). One begins retaliating only when one knows one is being exploited or misused. The British had made people into believing that everything was done for their well-being, and people lived in ignorance till they acquired knowledge which brought power to them, helping them to write back. Some people stood up, held their pens to appropriate the misrepresentations and show the power of words. The main aim of these individuals was to demonstrate that the vindictive impacts of colonialism did not end with the withdrawal of British rule in their local zones. The idea of art for its own sake had to be rejected. Literature had to be used for a greater purpose: for the production of a postcolonial perspective. Nagarajan states that:

Post-colonialism examines and analyses the aftermath of colonization, and the effects of colonial oppression. In other words, it analyses the literature that was affected by the imperial process, the literature that grew in response to colonial domination (185).

Bapsi Sidhwa, who defines herself as Pakistani, Punjabi, Parsee woman writer (Monsoon, 2000), having experienced everything as a child, has demonstrated these effects of imperialism in her powerful work called Ice-Candy Man (1988) which was strategically changed to Cracking India by the U.S Market. The novel exhibits horde events that explicate murdering, dispersion of individuals, grievous assaults of ladies and conflicts between people of different religions. Everything is delineated through a child, Lenny’s neutral eyes.
The tale of blood starts with the upbeat existences of companions including Shanta, Dilnawaz (Ice-Candy man), Sher Singh, Hassan (Masseur), Faletti’s Cook, Ramzana the butcher and the Government House Gardener, who are the representatives of different religions. In addition to these the novel has Imam Din, Hari, Mucho, Pappoo, People from Pir Pindo, Hamida, and Lenny's family which has strong women like Rodabai, Mother and Electric-Aunt. In the beginning, one finds little or no discrepancy between people belonging to different race, color and sets of belief. With time, specially, after the partition, with the crack in land, one finds a crack beginning to appear in the unbreakable ties of companions who had promised to stand by others through thick and thin. Masseur says in the beginning before riots, “there are no differences among friends. .. We will stand by each other” (130).

Sidhwa presents that communalism and the governmental issues had honed the religious personalities of the Muslims and the Hindus and had made divisions and splits among them (93). This novel became a “brand” because it un-silenced the voice of a Parsee girl through whom Sidhwa gave a descriptive account of partition and its aftermath in times when the male narrative regarding history was considered to be of weightage. Edward Said writes that one needs to study different ways and forms of nations from an unbiased perspective (24). Sidhwa exactly follows this. The themes of the novel incorporate the experience of being impaired; the impacts of religious and racial clashes; the enslavement of ladies (e.g., orchestrated relationships, prostitution); sexuality; class and position bias; and political viciousness.

Gerda Lerner, in her article “The Challenge of Women’s History,” states that the main query raised by the history of females is what exactly would history have been like if it had been explicated by womenfolk (67). In Cracking India, the author gives a detailed reply to this. The Britishers turned people against one another. She writes that there appears a day when everybody is individually themselves and then all of a sudden, they are all divided. She goes on to explain that each one of them becomes a sign or a symbolic representation (93). Britishers abused the quality (solidarity among masses) of India and in the wake of proclaiming autonomy, as well, planted such seeds of doubt and scorn which turned into an infection for both the nations. Sidhwa treats the topic of partition from a feminine and female point of view. The trials of women were not explained well by writers. Sidhwa in those times formed a role: Ayah, and presented hardships of all sorts she passed through: kidnapping, assault, transformation, marriage and prostitution.

In her work, dismantling the male narrative of partition, composing from Pakistani point of view, Sidhwa displays episodes credible to the very center. She picks Ayah, a Hindu woman, and deciphers her exploitation and objectification during and after partition. She turns into the subaltern, the slave, the dark, the worker and at last a minority among the significant Muslims. Sidhwa has endeavored to deconstruct the
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colonial discourse and has presented a women-oriented text. Hers is an endeavor to give voice and life to the subalterns denied of intensity, right and regard in the public arena. Though being a novel, which apparently prioritizes a man at least in its title, Ice-Candy Man subtly but effectively subverts the discourse of patriarchy and privileges female-will, choice and strength along with the feminine qualities of compassion and motherhood.

The canvas of the novel brims with tough female characters: Shanta, the Ayah is certainly the one around whom the storyline revolves. She exploits with love and is exploited. This is an example of outsiders intruding personal spheres. Lenny observes, “Imam Din must have attempted with some part of his anatomy the seduction Ice-candy-man conducts with his toes” (58); Lenny: a polio-ridden young girl of eight is the storyteller, she describes Ayah this way, “everything about her is eighteen years old and round and plump” (3); Rodabai (Godmother) is a solid character who helps the women during allotment and succeeds in sending Ayah to her family in Amritsar; Muchoo and Papoo are from the lower strata of society. Muchoo is a barbarous mother, reckless about her young child's future and Papoo is the casualty of the deep-rooted custom and the dictator approach of her mother. Abuse is normal among all classes in a male-dominant society. The first line of the novel summarizes the disposition of ladies which is created by the androcentric society. Lenny says, "My reality is compacted" (1). Dr. Col. Bharucha foresees ladies to be made for marriage, propagation and reproduction and halts mother from sending Lenny to school, saying, "She’ll marry, have children—lead a carefree, happy life. No need to strain her with studies and exams…” (15).

Sidhwa presents a narrative and then forwards the counter-narrative. Just as Elizabeth E. Heilman and Trevor Donaldson theorize in “From Sexist to Feminist” that one needs to “consider who is served and who is harmed through gender ideologies” (159), similarly, Sidhwa unleashes how layers of ideologies exist on all levels by positioning the colonized in relation to the colonizers and, as well as, women in relation to men. Sidhwa reasonably paints the revulsions, the embarrassment and the shameful acts from a Pakistani and Parsee perspective. She deciphers the ignored angle of partition. Not only does she present the White/Black dichotomy game but also, showcases Men/Women, Knowledge/Power, Morality/Revenge, Colonizer/Colonized and above all, the Self/Other dichotomy. All the victims of violence become the subaltern when the hegemonic powers exercise their power.

The Anglo-phone Pakistani novel has consistently been on a journey to find identity, having a place and migration, as “a valid and active sense of self may have been eroded by dislocation” (Ashcroft 9). Pakistani writers, back in time, needed to arrange a twilight zone between legend and history. It was inescapable that the writing that rose out of a blood-bathed history would be centered around identity. The Anglophone novel in South Asia developed out of the frontier experience. Postcolonial analysis, in this way,
has devoted a great deal of time and ink to the topic of whether Anglophone-Postcolonial work is really postcolonial, and in the language of the colonizers. Anglophone authors do go about as mediators of the authority. They are not the vehicles for passing on information to the extraordinary mass of the populace, as Thomas Macaulay had envisioned, yet they are surely vehicles for imparting South Asia towards the West and the remainder of the English-talking world. This is the reason it is not unexpected to see words and expressions from indigenous Indian dialects in Anglophone South Asian writing, constantly joined by their interpretations. For example, Sidhwa uses the term "Jan" for life. Implicit in her interpretation of "Jan" is the way that the author is not composing for a crowd of people of Urdu-Hindi speakers alone. Postcolonial writers keep on going about as translators for untouchables and, therefore, take an interest in the Macaulay venture, however, in an altogether different route from what he had initially expected: to break and destruct.

When this novel came out, it outperformed different books on the topic of partition for its different methodologies of studies - feministic perspective, Marxist methodology, anti-colonial approach and psychoanalytical approach. Sidhwa has been extremely careful in the depiction of spatial subtleties and the names of the spots. She is a pragmatist in the projection of time. The time, she has depicted, was truly out of joint, individuals once companions were currently careful of the public contrasts, and were prepared to kill their companions as well. Just as local structures impact bigger occasions, so do full scale occasions at the national or global level have an effect on nearby networks. What Sidhwa's novel Ice-Candy-Man tries to build up is the link between the two. Repercussions of bigger occasions, the dangerous bits of gossip, dramatizations and discourses of the riot, are felt at the miniaturized scale level – the social, the domestic, the individual – and the two: Macro and Micro levels, operate together so as to give a specific crossroads in history its unmistakable character. The subject of the novel is the Partition of India yet the attention is on a little gathering of people in Lahore – how they respond to the national disaster, how it influences their connections, and the manners by which their lives and personalities are changed.

**Discussion and Analysis**

Before Sidhwa, what was not recorded in the compass of excellent account was the effect of the occasion on the entity or on individual level. What stayed disregarded was the load of thousands of little stories that make up the story - the individual encounters of people who survived the ghastliness, endured, died or endure. Sidhwa's book managed each of the three perspectives – the splitting of India, the brutality that resulted, and the endeavored mending activities. The text provides the readers with a realistic record of Lahore during the years going before the Partition and a sketch of the
Parsi people group during the occasions – its history and foundation, its capacity to converge with the earth, and its impartial situation in the political unrest. Parsis were not against any network, in actuality, they were happy to help whatever gathering came into power. Even in the text, Parsis are against no one. Mr. Bankwala says, “Don’t forget, we are to run with the hounds and hunt with the hare.” (46). No one has problem with them and they have problem with no one since they too have been outsiders in India as they came from Persia.

In Sidhwa's account each character has a story and different stories converge to shape the bigger account. The tale follows a progressive, however unavoidable development from external spaces to the inward: from the Queen's Garden, where characters from various networks gather under the statue of Queen Victoria (that, as well, is representative) to the Wrestler's café which turns into the following scene for their gatherings, then to the yards of Lenny's home, firstly, to the internal boundaries of the house where the Ayah looks for asylum from the homicidal crowd. There is, along these lines, a centripetal development, a zooming in of energies which just prompted a last blast in the calamity, an irreversible tide of occasions that could not be contained, clarified or supported. Sidhwa prevailed with regards to making what might be designated, as Veena Das states, “the ecology of fear, mistrust and anxiety in which life is lived in the zones of emergency” (6). Sidhwa’s characters are symbolic and stand for certain ideologies. Ayah is a Hindu, she is loved and wooed by men and later on when the tide rises for people, she is abducted, dragged and taken off to Hira Mandi by Dilnawaz and his fellow-men. She becomes “the opposite of Virgin Mary… a dancing-girl!” (228), as Cousin tells Lenny.

Through Sidhwa’s narrative, the readers get to feel that she considered Partition like destroying a living person with remorselessness, barbarity and the cruelty, notwithstanding the torment and anguish chaperon upon it. Lenny, in the wake of seeing the upheavals and fire in Shalmi, returns home and parts her doll into two. Lenny says, “Adi and I pull the doll’s legs, stretching it in a fierce tug-of-war, until making a wrenching sound it suddenly splits” (136). The internal stuff of the divided doll, Sidhwa recommends, represents regular social, recorded, political texture of unified India. She passes on the message of the cold-bloodedness, barbarism and the vanity related with Partition and terms it as futile mercilessness, in the midst of the calls of Mother India (139). Sidhwa's accuses humans for violence, regardless of their religion. She transcends Pakistani belief system and point of view on Partition, and proposes that the festivals and merriments denoting the introduction of the new country are extremely relaxed and brief just like the case of the birthday of Lenny, which concurs with the independence of Pakistan (141). The birthday gathering of Lenny is commended with used and obtained things, without genuine energy, the card-board cake box is "imprinted" and the cake itself is "squashed" (141). Sidhwa has her own free point of view, and she sticks to it. Because
of Sidhwa's unprejudiced nature and objectivity in the depiction of Jinnah, she is blamed for exhibiting a Pakistani point of view on the Partition of India and depiction of Jinnah.

Sidhwa brings her Pakistani character into play as she attempts to address the misguided judgments about Jinnah's character and job in the Partition. She appropriates his image. Lord Wavell, as emissary of India, was seen by numerous individuals as a prudent and reasonable player in the years prompting Partition. Lord Mountbatten's outrageous association with the Nehrus and his preference against Jinnah and Muslims in general is now being well-documented in the revisionist histories of Partition. With unique harshness, Hassan, the Masseur says: “So they sack Wavell sahib, a fair man! And send for a new Lot sahib who will favor the Hindus” (90). Sidhwa stays upon the flimsy lead of the British during Partition and denounces them for their disregard and wrongdoings as she deems partition was the after-effect of British strategies of separation, Gandhi's blending of religion and governmental issues and Nehru's Primel-clerical desire. As per her, Muslim League and Jinnah have been introduced in the books of Indian and British researchers in a one-sided way. Her introduction of Gandhi, Nehru, Patel and Master Tara Singh as the modelers of Partition, and pardoning Jinnah clears way for a substitute perspective on the real world. Her appraisal of Jinnah's job in the opportunity development is likewise significant. She is of the view that the British have been not exactly reasonable for him just as to Pakistan.

Postcolonial Sidhwa writes back to the empire. She demonstrates that the Radcliffe Commission individuals were managing out Indian urban areas between the two nations like a pack of cards. She seems entirely aware of the criminal carelessness and absence of earnestness with respect to the British Raj, while undertaking and explicating the Partition. The subjective demonstration of division by which a few urban communities are wrongly given to India, has expansive results both for India and Pakistan and their kin (140). She alludes to the exceptionally disputable limit grant given by Radcliffe. This includes infringement of acknowledged dominant part populace equation.

In Ice Candy Man, Sidhwa proposes that the British are not nonpartisan between the two noteworthy networks which they ought to have been; they make a special effort to help and support the Hindus (140). Postcolonial Sidhwa censures the British for planting the seeds of contempt and slaughter that go before, and go with the division of India. She refers to the case of Kashmir. Their choice to concede Kashmir to India is portrayed as against rationale and reason. The British try not to focus on the outcomes of handing down a Muslim state to the Hindus, which later on prompted numerous wars among India and Pakistan. To include accentuation, Sidhwa rehashes that they award Gurdaspur, Pathankot, without which they could not have accomplished the Muslim Kashmir (159). Here Radcliffe has chosen to take "other factors" into record, leaving the city and the Muslim towns around it inside India (159). Sidhwa, time and
The Subaltern Un-silenced: A Postcolonial Explication of Sidhwa's Ice-Candy Man

again, extends the cost of Partition, to demonstrate its nuisance. This is significant and emblematic. She wants her readers to have a crisp appraisal of Partition. She demonstrates that the great many casualties of Partition pay a price for freedom, and presents the readers with picture after picture of human affliction and wretchedness. “The sack slowly topples over and Masseur spills out – half on the dusty side walk, half on the gritty tarmac” (169) and “A train from Gurdaspur has just come in… Everyone in it is dead. Butchered… There are no young women among the dead! Only two gunny-bags full of women’s breasts!” (145), serve as examples. Sidhwa wants the readers to have their take on partition and lets them choose for themselves by introducing an all-encompassing perspective.

Sidhwa centers upon another part of Partition, the fire brought forth by it. She utilizes the fire as image. The flames touched off by the Partition save nothing: the structures, the individuals, the history, the legacy, the connections, the mankind and human qualities, all are eaten up and devoured by the fire of the Partition. She depicts the Partition as a human disaster on an exceptional level (139). Sidhwa is aware of the collective misfortune endured by people in the form of their lives, homes, dreams and expectations for future, as a cost of the Partition. Sidhwa extends one more cost of Partition as train slaughters. She displays the train slaughters as the most frightful relationship of the Partition of India for occupants in Punjab. Dilnawaz is expecting relatives from Gurdaspur but finds disfigured bodies and the packs loaded with bosoms cut off from Muslim ladies (149). This incident changes him and he becomes an animal, in every way. He rapes Sikh women and he says elaborating the rape:

I lose my senses when I think of the mutilated bodies on that train from Gurdaspur . . . that night I went mad, I tell you! I lobbed grenades through the windows of Hindus and Sikhs I’d known all my life! I hated their guts . . . I want to kill someone for each of the breasts they cut off the Muslim women . . . The penises! (152)

This line aptly presents the poison-filled hearts and minds of people during partition. There is fluidity in the identity of characters. They change themselves according to the situation so as to save themselves, and to survive. Dilnawaz becomes a popsicle-seller in summers; a birdman in winters; a holy man at times to earn; Ayah’s lover, and after partition and the outrage: a rapist; a murderer; a spitless poet; a pimp. Hari, the gardener, becomes a Muslim; Moti and Papoo, the caretakers, become Christians. Morality diminishes and the urge to avenge the murder of one’s family becomes the driving force. From a personal level, Sidhwa takes us to an impersonal level. Dilnawaz is no less than a colonizer and Ayah is the colonized entity – her body being a mere piece of land. Sidhwa successfully presents colonization on all levels. It is true by all means that discourse not only wields power but also stimulates resistance and opposition. Ashcroft writes in The Empire Writes Back “All postcolonial literatures are
cross-cultural because they negotiate a gap between worlds” (39). Sidhwa, in one way or the other, questions the notions of centrality, challenges them and adds to the abrogation, dismantling myths.

Sidhwa did make use of strategies to make her work acknowledged. In fiction, one constructs a world, as Penguin Random House copy editor Kathleen Go explains. He believes fiction readers look up to authors for that balance of fact and imagination. The more the author knows—of an era, a place, the intimate workings of a character—the easier it becomes to build this world, because one can write with a sense of knowing rather than an impulse to teach (qtd. in “Creating Reality in Fiction Writing”). He goes on to state that the publishers look for new ideas from third world countries. They want their side of stories. Publishers identify authors who would stand out in the market place, once identification is done, the authors are provided with expert editorial advice. Once they know whom to aim and how, and the manuscript is ready, books are to be distributed to the right place at the right time, in print and in digital. Howard S. Becker’s Art Worlds delineates that there is a whole chain involved in making a mere manuscript a “brand”. For Becker, art is the result of collective activity, decentralizing the “gifted” individual and reorienting study toward the “radiating network” that surrounds them (14-15). Alone, Sidhwa was not responsible for making this novel a hit. Lisa Fletcher in “Genre Worlds and Popular Fiction” states:

Close engagement with the processes of professionalization and industrialization can reveal to the writer that she is not an entirely autonomous agent but part of a network of cooperating individuals in which national boundaries are relevant. Books are not straightforwardly global products. Instead, the publishing industry is organized into territories, with ownership of intellectual property rights, marketing, and distribution processes arranged separately for key markets (10)

Culler states, “literary works have structure and meaning because they are read in a particular way” (qtd. in “Genre Worlds and Popular Fiction: The Case of Twenty-First-Century Australian Romance.”). To this one would add that literary works are also written, published, and distributed in a particular way. This means that a whole network makes the success of a work possible. Author gives solicited or unsolicited manuscript. Within the publishing house, different sections deal with different aspects of the publishing process. Editorial is concerned with content: ensuring the story/information is communicated in a clear and engaging way. In Sidhwa’s case the title was altered from “Ice-Candy Man” to “Cracking India”.

The title “Ice-Candy Man” was retained for only Indian editions so that people may not have issues with the female-centric approach adopted in this and also, to keep the narrow-minded people away from this strongly-built narrative. Sidhwa says in an interview regarding such people, “When these people get agitated, nobody can control
them, not even the government. They just burn the books, the newspapers…” (524). Both, book-burning and book-banning have long traditions of their own. Even the cover was different when the novel came out in 1988. Following an ethical code, American publishers feared that people might mistake the title “Ice-Candy Man” for a drug pusher. So, the Milkweed Editions, in 1991, changed the title to “Cracking India” which aptly presented an idea of the content present inside and also, attracted people, strategically, towards the “crack” caused by people of their lot. Sidhwa used a narrator who is an eight-year-old girl, a Parsi and handicapped. Her purpose was to avoid an air of propaganda as Parsis were deemed to be in good terms with the British. Regarding this she says in an interview to David Montenegro, “It was very useful to use the voice of a Parsee child narrator… you are freer to record events, not being an actor immediately involved” (519).

Publishing world caters to the needs of reader while author keeps in mind the reader and publisher. Elizabeth and Trevor write in “From Sexist to Feminist” that popularity comes through familiarity (159). They believe “literary portrayals potentially reproduce and legitimize inequality, and even help create identity.” (159) Sidhwa goes on to say that:

I think a lot of readers in Pakistan, especially with Ice-Candy Man, feel that I’ve given them a voice, which they did not have before. They’ve always been portrayed in an unfavorable light. It’s been fashionable to kick Pakistan, and it’s been done again and again, by various writers living in the West (533)

So, basically what she set out to accomplish was an appropriation of misrepresentations and construction of identities. In the same interview she tells of a writer’s role and that she wrote to make people regain the confidence they had lost in themselves. She says, “a writer can at least place facts so that people recognize themselves and stop taking themselves too seriously or start seeing themselves in a more realistic light” (532). Regarding the publication and the entire process, Sidhwa writes in her blog that:

Although writing came to me easily, finding a publisher was quite another matter. An American friend gave me the name of a creative writing professor, Herbert Schumann, at Washington University who directed me to an agent at Curtis Brown. An unsolicited manuscript only lands on a publisher’s slush pile, so I was lucky to get an agent right away. After this, the agent sent me a spate of rejection letters from publishers saying that “We love her writing but we don’t think that American readers would be interested in Pakistan,” and added that they would be interested in any further writing by this author (Bapsi Sidhwa)
Sidhwa had a social standing even when she wrote this text which helped her words have a value of their own. She made her place even after rejection and developed people’s interest in her narrative, strategically. This text earned Sidhwa Germany’s prestigious literary award, the Literature prize. The endeavor to comprehend the explanations for the occasions depicted, in a text, is frequently experienced related to a level of thinking about the writer’s very own job or reason in the given composed undertaking. These contemplations are encircled in their relationship with the reader, driving the reader to turn into a functioning member in something which adds up to a cooperation with the book. This procedure depicts the basic connection of writer to-content to-reader, and prompts one thought: at base, the reason for contemplating a scholarly work is not just to think about the content itself but to think of the content in connection to whoever is considering it. My position in this research is that of an advanced genre-competent reader who has read such works before; whose ancestors have been colonized and who has heard stories of the times of partition. My great grandmother would narrate incidents of people running for their lives and seeking refuge in their darbaar.

The obvious pictures of ladies being strutted through the boulevards, of ravaged assemblages of people, of train loaded with bodies, the religious cries presently transformed into rallying calls or calls for retaliation strew the writing that rises following freedom. Sidhwa has dealt with this issue, of partition and its aftermath, with lucidity and disinterestedness. It is the inventive author who gives a point of view to an occasion and makes it agreeable and fathomable to basic man. The imaginative writer increases a bit of leeway over others as he furnishes the neighborhood occasions with a worldwide point of view, thinks about the repercussions, the influenced exploited people and its impact on the life of people just as the fate of a country. He paints the subtleties and wraps the authentic subtleties of the recorded occasions with a covering of fiction and makes the occasions fascinating and appealing to the readers around the world. He answers the past, present and future parts of an authentic occasion. The driving force to compose originates from inside.

Sidhwa writes in “Why do I write?” that the writer is “guided more by intuition and an itch to write, than by an exercise of intellect” (29). The depiction of blood-bathed history in fiction, with a demeanor of reality gives sufficient degree to Sidhwa to remark upon the occasions and their result. Authors build up a general perspective and become the delegates of humankind. The topic of partition with different angles and points of view has been depicted with the awful outrages and dread in writing of different dialects in an intriguing and fluctuated style.
Conclusion

Through the primary individual record of an eight-year-old, Lenny, readers feel the unease and uncertainty experienced by this ethnic and religious minority gathering – the Parsis. Such quintessential diasporic talks can be clarified in Homi Bhabha's terms as, “the social articulation of difference, from the minority perspective” (2), as he puts it in his book The location of Culture. Explicitly with regards to chronicled socio-political talks, the genuine centrality of historical fiction lies in its tasteful translation of notable authentic and socio-political subjects. In the text, Sidhwa has foregrounded various socio-political issues. Through her different underestimated storytellers and through the encounters of the many minimized characters in her initial three books, she offers voice to up to this point hushed gatherings of Pakistan and India, and in this manner tells different forms of her nation's history.

This study prescribes that in this time of trans-fringes and trans-social dissolving zones, and across the board constrained or by assent relocation semantic varieties and social decent varieties must be praised as an invaluable site of distinction and opposition. It likewise advocates that the English writers like Sidhwa, and her talks might be dispersed widely so as to demystify and expose the Anglo-American's discourses of misrepresentation and also, to address the metonymic holes by appropriating, and un-silencing the silenced and hushed.
References


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Life Skills as Determining Factors for Academic Benefits among Adolescents

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ABSTRACT
This study was objectified to investigate the impact of life skills on academic benefits; academic self-efficacy, academic resilience and academic achievement of adolescents. For this purpose, a sample of 360 school students were randomly selected from six schools provided data on Life Skills Scale (Vranda, 2009), Academic Self-Efficacy Scale (Gafoor & Ashraf, 2007), and Academic Resilience Scale (Martin & Marsh, 2006) along with demographic information and percentages of class test scores (Academic Achievement). The collected data were analyzed through SPSS (24.0) and findings from multivariate analysis showed the significant impact of life skills on academic outcomes. The results demonstrated the significant effects of following seven life skills; decision making, problem solving, self-awareness, interpersonal skills, communication skills, creative thinking and critical thinking had significant impact on academic self-efficacy, academic resilience and academic achievement of adolescents. The findings of current study have the implications for teachers and psychologists who can increase the academic benefits among adolescents by exerting these generic life skills.

Key Words: Life Skills, Academic Benefits, Academic Self-Efficacy, Academic Resilience and Academic Achievement

Introduction

Development of youth in positive manner generally addressed in researches is primarily focused on promoting required life competencies and gaining desired outcomes in youth. These competencies are vast in their scope, they may include becoming a caring and ethical person, developing sense of worth, having positive orientation about the future and having good adaptive life skills in educational environment or later at workplace (Gould & Carson, 2008). There are many methods to improve the psychosocial competencies and resilience in the adolescences by such activities which promote the academic outcomes of students and then therefore must be added in the curriculum of schools (Srikala & Kishore, 2010). Life skills are combinations of skills
possessed by a person, knowledge and attitudes within the individuals. They collectively create and enable any one to adapt skills, start functioning and thriving within the society. They also enable individual to convert their knowledge, skills and attitudes into specific kind of behaviors in order to cope up and navigate with the challenges in their life (Kwauk & Braga, 2017).

Powell (1995) explains the nature of life skills in terms of life coping skills that are accordant to the human development. WHO (1993) presented a core set of life skills for healthy and productive life and according to that life skills refers to the abilities that are positive and adaptive in nature and makes people to cope successfully with the expectations and pressures of everyday life. Life skills are numerous; most of them are generic while some are very specific to certain situations in nature. Derived from many theoretical perspectives, training modules, and interventions, there is a final composite list of ten generic life skills. These skills are common in every culture and are considered for enhancement of psychosocial competencies in children and adolescents. The ten life skills are decision making, problem solving, creative thinking, critical thinking, communication, interpersonal relationship skills, self-awareness, empathy, coping with emotions and coping with stress (Sulfikar, 2016; Vranda, 2009). Life skills education encourage the learning of skills that help to promote positive healthy behavior and benefits in the academic outcomes of individuals (Kaur, 2011). These ten life skills explained above are essential for adolescents to learn. These life skills can be taught to children and adolescents during class learning in a supportive environment. Students acquire abilities through learning and practice in and out the class room and show promising success in their academics.

Academic benefits are related to several academic components, among which academic self-efficacy, academic resilience and academic achievement are considered as quite important and related to the psychosocial competencies of individuals. Academic self-efficacy is defined as the belief within the students to develop their academic capabilities with the help to determine what they do with the knowledge and skills they have (Pajares & Valiante, 1997). Hymel, Comfort, Schonert-Reichl, and McDougall (1996) also suggested the students’ life skills and adaptive abilities also increase their participation and involvement in the schools. They also contribute to the perception of autonomy and relatedness which influence the academic self-efficacy and provides more academic benefits to the students (Schunk & Pajares, 2002). Whereas, academic resilience is defined as the ability of students to deal effectively with academic pressures, setbacks and stressors (Perez, Espinoza, Ramos, Coronado & Cortes, 2009). Apart from the individual characteristic of resilient children, more attention is given to the fact that how schools or educational institutes affect the academic resilience of students. Many resilience researches have also pointed that school environments may provide additional stressors and could place students for having greater risk of academic failure.
Adolescents who lack academic resilience have risk factors for academic outcomes (Fuller, 2001; Martin, 2002). Henderson and Milstein (1996) and Benard (1991) have also focused that general life skills taught in schools increase the likelihood of academic resilience in students. Academic achievement can be defined as the outcome of the student in various domains of learning. It can also be considered in terms of learning and obtaining information. The achievement can be judged and decided on the basis of achievement test and their achieved progress (Abdi & Davoudi, 2015). There are many studies done regarding the relationship between life skills and academic achievement. Sahaghi, Joharinia, Mohammadi, & Nia (2016) proposed that students’ academic achievement and motivating progress is significantly influenced by teaching life skills. The findings of Khayyer and Seif (2004) also indicated that unable to use appropriate life skills can cause the emotional exhaustion and fatigues which results in academic failure. Prajina and Premsingh (2015) found that the children who have possessed less life skills have less percentages in academic scores.

In past few years, various fields of psychology such as counseling, positive and developmental have been concerned for promoting and enhancing the competence and skills within the individuals. The interest of veterans in strength-based approaches have focused on Life Development Interventions (LDI) and Basic Needs Theory (BNT), which advocates that adolescent have psychological needs for autonomy, relatedness and competence. All these three components are strongly linked with the life skills development. Adolescents needs to experience positive psychological development and optimal psychological well-being which is considered as the main outcome of life skills programs (Hodge, Danish & Martin, 2013). The integration of BNT and LDL are possible through developing and promoting life skills in adolescents which would emphasis on self-directed change, goal directing behavior and focusing on future (Danish, D’Augelli, & Ginsberg, 1984). Theses theoretical approaches leads towards an intervention based on psychoeducation approach, which is skills-based teaching format to promote positive development in adolescents. With respect of these approaches, the theoretical foundation of this study signifies the integration of life skills within the adolescents for their social, developmental, psychological and academic well-being.

The rapid rate of social change has witnessed many changes in the lifestyles of young people. There is need to work with adolescents to enhance their certain life skills so that they could prosper in their academics and later life successfully. The present study emphasized not only life skills but also promoted the effects of each life skill component on the academic related outcomes such as academic self-efficacy, academic achievement and academic resilience. With reference to the Pakistani culture, this significant area of research into life skills and academic benefits are yet to be explored and quantified, therefore building on and extending previous research, the present study aimed to assess the effect of life skills on the academic benefits of adolescents in Pakistan.
Method

Participants

In total, 360 students with age range between 13-17 years (Mean = 15.54, SD = 1.015) from class 8th, 9th and 10th were selected through multistage random sampling technique from six schools of three cities; Multan, Bahawalpur and Bahawalnagar. Students from both genders participated equally (180= male, 180= female).

Instruments

For data collected, following measurement tools were used:

Life Skills Scale (Vranda, 2009). It is a 115-items scale responding on a 5-point Likert scale that measures the adolescents' degree of life skills in ten different domains including decision making (10 items), problem solving (13 items), empathy (12 items), self-awareness (10 items), interpersonal relationship skills (18 items), communication skills (10 items), coping with stress (9 items), coping with emotions (9 items), creative thinking (14 items) and critical thinking (10 items). The reliability coefficient of the original scale was reported as 0.96 and Cronbach alpha for the present study data was found 0.71.

The Academic Self-Efficacy Scale (Gafoor & Ashraf, 2007). It is a 40-items questionnaire with 5-point Likert scale to measure the academic self-efficacy of students. The original scale has the internal consistency reliability coefficient of 0.85 and for present study Cronbach alpha reliability was 0.71.

Academic Resilience Scale (Martin & Marsh, 2006). This scale was used to measure academic resilience which assesses adaptive cognitive-affective and behavioral responses based on student responses to academic adversity. It consisted of 6-items rated on a 7-point Likert type scale. The original scale has internal consistency reliability of 0.89 whereas for this study it was 0.72.

Academic Achievement. For measuring academic achievement of students, percentages obtained in last exams were used.

Procedure

Using cross sectional research design, the sample was selected in two stages through multistage sampling technique. Initially, male and female schools were selected with help of randomization. Six schools, three for each gender were selected. The students were approached during their class time after obtaining permission from
in institutional heads. The students were provided with the booklet containing all the measurement tools, demographic information sheet and informed consent. The class teacher facilitated the students in responding the questionnaires.

**Results**

After the successful collection of data, analysis was performed through multivariate analysis for assessing the effect of life skills on academic benefits (academic self-efficacy, academic resilience and academic achievement) of students. In Table 1, descriptive statistics are presented in terms of mean and SD for all dimensions of life skills and academic benefits. Table 2 shows the fitness of model analyzed through multivariate test. Further, the partial eta squared (effect sizes) demonstrated the main analysis in Table 3.

**Table I: Descriptive Statistics for Life Skills and Academic Benefits (N = 360)**

<table>
<thead>
<tr>
<th>Subscales</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making</td>
<td>35.77</td>
<td>5.16</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>46.48</td>
<td>6.76</td>
</tr>
<tr>
<td>Empathy</td>
<td>44.19</td>
<td>7.07</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>36.17</td>
<td>4.43</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>37.70</td>
<td>4.88</td>
</tr>
<tr>
<td>Interpersonal Relationship Skills</td>
<td>70.90</td>
<td>7.53</td>
</tr>
<tr>
<td>Coping with Emotions</td>
<td>32.76</td>
<td>2.57</td>
</tr>
<tr>
<td>Coping with Stress</td>
<td>34.59</td>
<td>3.09</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td>55.55</td>
<td>4.79</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>35.61</td>
<td>4.88</td>
</tr>
<tr>
<td>Academic Self-Efficacy</td>
<td>141.40</td>
<td>11.77</td>
</tr>
<tr>
<td>Academic Resilience</td>
<td>26.28</td>
<td>5.07</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>62.05</td>
<td>4.83</td>
</tr>
</tbody>
</table>
Table 1 shows the mean and SD for the scores on ten life skills and three academic benefits (academic self-efficacy, academic resilience and academic achievement). Findings reveal the higher mean scores on life skills on problem solving, self-awareness, communication skills, interpersonal relations, coping with emotions and stress, and creative thinking, academic self-efficacy and academic achievement.

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Wilks’ Λ</th>
<th>F</th>
<th>Sig</th>
<th>Partial eta Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>.712</td>
<td>46.84</td>
<td>.000</td>
<td>.288</td>
</tr>
<tr>
<td>Decision Making</td>
<td>.925</td>
<td>9.35</td>
<td>.000</td>
<td>.075</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>.873</td>
<td>16.87</td>
<td>.000</td>
<td>.127</td>
</tr>
<tr>
<td>Empathy</td>
<td>.994</td>
<td>.665</td>
<td>.574</td>
<td>.006</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>.856</td>
<td>19.40</td>
<td>.000</td>
<td>.144</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>.898</td>
<td>13.11</td>
<td>.000</td>
<td>.102</td>
</tr>
<tr>
<td>Interpersonal Relationship Skills</td>
<td>.859</td>
<td>18.92</td>
<td>.000</td>
<td>.141</td>
</tr>
<tr>
<td>Coping with Emotions</td>
<td>.994</td>
<td>.699</td>
<td>.553</td>
<td>.006</td>
</tr>
<tr>
<td>Coping with Stress</td>
<td>.990</td>
<td>1.15</td>
<td>.327</td>
<td>.010</td>
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<tr>
<td>Creative Thinking</td>
<td>.946</td>
<td>6.64</td>
<td>.000</td>
<td>.054</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>.963</td>
<td>4.49</td>
<td>.004</td>
<td>.037</td>
</tr>
</tbody>
</table>

df =4, p < 0.05,

Multivariate analyses (Table 2) present the significant Wilks’ Λfor life skills of decision making (.925), problem solving (.873), self-awareness (.856), communication skills (.898), interpersonal relationship skills (.859), creative thinking (.946) and critical thinking (0.963). Values of partial eta depict the significant effect sizes of these seven skills. However, values of wilks’ lambda and partials eta for life skills of empathy and coping with emotion and coping with stress are not found significant.
<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Academic Benefits</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
<th>Partial eta</th>
</tr>
</thead>
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<td>.030</td>
</tr>
<tr>
<td></td>
<td>AR</td>
<td>183.49</td>
<td>15.79</td>
<td>.000</td>
<td>.043</td>
</tr>
<tr>
<td></td>
<td>AA</td>
<td>64.13</td>
<td>4.16</td>
<td>.042</td>
<td>.012</td>
</tr>
<tr>
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<td>AS</td>
<td>1363.28</td>
<td>11.97</td>
<td>.001</td>
<td>.033</td>
</tr>
<tr>
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<td>30.59</td>
<td>.000</td>
<td>.081</td>
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<td>AA</td>
<td>87.47</td>
<td>5.68</td>
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<td>.016</td>
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<td>Empathy</td>
<td>AS</td>
<td>93.26</td>
<td>.819</td>
<td>.366</td>
<td>.002</td>
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<tr>
<td></td>
<td>AR</td>
<td>.451</td>
<td>.039</td>
<td>.844</td>
<td>.000</td>
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<td>AA</td>
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<td>1.20</td>
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</tr>
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<td>.053</td>
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<tr>
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<td>31.00</td>
<td>.000</td>
<td>.082</td>
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<td>5.27</td>
<td>.022</td>
<td>.015</td>
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<tr>
<td></td>
<td>AR</td>
<td>405.15</td>
<td>34.86</td>
<td>.000</td>
<td>.091</td>
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<tr>
<td></td>
<td>AA</td>
<td>7.87</td>
<td>.511</td>
<td>.475</td>
<td>.001</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>AS</td>
<td>515.21</td>
<td>4.52</td>
<td>.034</td>
<td>.013</td>
</tr>
<tr>
<td></td>
<td>AR</td>
<td>571.98</td>
<td>49.22</td>
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<td>AA</td>
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<td>1.45</td>
<td>.228</td>
<td>.004</td>
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<tr>
<td>Coping with Emotions</td>
<td>AS</td>
<td>107.04</td>
<td>.940</td>
<td>.333</td>
<td>.003</td>
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<tr>
<td></td>
<td>AR</td>
<td>1.30</td>
<td>.112</td>
<td>.738</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>AA</td>
<td>14.41</td>
<td>.936</td>
<td>.334</td>
<td>.003</td>
</tr>
<tr>
<td>Coping with Stress</td>
<td>AS</td>
<td>22.00</td>
<td>.193</td>
<td>.660</td>
<td>.001</td>
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<tr>
<td></td>
<td>AR</td>
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<td>1.53</td>
<td>.216</td>
<td>.004</td>
</tr>
<tr>
<td></td>
<td>AA</td>
<td>30.14</td>
<td>1.95</td>
<td>.163</td>
<td>.006</td>
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Creative Thinking

<table>
<thead>
<tr>
<th></th>
<th>AS</th>
<th>AR</th>
<th>AA</th>
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<tbody>
<tr>
<td>AS</td>
<td>87.64</td>
<td>45.48</td>
<td>227.85</td>
</tr>
<tr>
<td>AR</td>
<td>.770</td>
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<tr>
<td>AA</td>
<td>.381</td>
<td>.049</td>
<td>.000</td>
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</table>

Critical Thinking

<table>
<thead>
<tr>
<th></th>
<th>AS</th>
<th>AR</th>
<th>AA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS</td>
<td>30.80</td>
<td>2.50</td>
<td>204.99</td>
</tr>
<tr>
<td>AR</td>
<td>.271</td>
<td>.216</td>
<td>13.31</td>
</tr>
<tr>
<td>AA</td>
<td>.603</td>
<td>.643</td>
<td>.000</td>
</tr>
</tbody>
</table>

Note: AS=Academic Self-Efficacy, AR = Academic Resilience, AA = Academic Achievement df=1, p < 0.05, R-squared: (a) .202 (b).561 (c) .360

Table 3 presents the statistics for the partial eta to demonstrate the effect sizes of each life skill on every component of academic benefits individually. Findings show that life skills of decision making, problem solving, self-awareness, interpersonal skills, communication skills, critical thinking and creative thinking have significant partial eta squares which indicate the significant impacts on academic self-efficacy, academic resilience and academic achievement.

Discussion

Young people significantly contribute towards the population of any country and according to UNICEF (2014), young people of age 10-18 years cover almost 23% of the population in a country. These adolescents are highly vulnerable towards several risks such as social, psychological and educational problems. Life skills helps the individuals to adapt healthy behaviors. Keeping the scope and need of life skills under consideration, the current study was conducted to quantify the effect of ten life skills on the various components of academic benefits among the adolescents.

A core set of ten life skills introduced by WHO (1993) were studied in the present research among adolescents who were approached in schools. Life skills were found at different levels among adolescents. Findings of mean scores in Table 1 revealed that decision making, problem solving, self-awareness, communication skills, interpersonal relationship skills, creative thinking and critical thinking were higher in adolescents. However, adolescents did not report the skills of empathy, coping with emotions and coping with stress. Values of partial eta depict the significant effect sizes of these seven skills. However, values of wilks’ lambda and partials eta for life skills of empathy, coping with emotion and coping with stress were not found significant.
Multivariate analysis of variance (Table 3) was performed on three dependent variables: academic self-efficacy, academic resilience and academic achievement. Independent variables were the ten dimensions of skills such as decision making, problem solving, empathy, self-awareness, and communication skills, interpersonal skills, and coping with emotions, coping with stress, critical thinking, and creative thinking. Results of evaluation of assumptions of normality, homogeneity of variance–covariance matrices, linearity, and multicollinearity were satisfactory. With the use of Wilks’s criterion, the three DVs were found significantly affected by decision making, problem solving, self-awareness, interpersonal skills, communication skills, creative thinking and critical thinking impacted the academic self-efficacy, academic resilience and academic achievement. Findings of the present study also reported that empathy coping with emotions and coping with stress didn’t have significant impact on academic benefits (academic self-efficacy, academic resilience and academic achievement) of the adolescents.

The findings of this research indicated that presence of life skills and psychosocial competencies within the adolescence leads the better academic outcomes of the students. The results of this study are supported by the previous literature, for example as proposed by Schunk and Pajares (2002) that learning the life skills and enhancing psychosocial competencies and promotes the academic self-efficacy of the adolescents. Similarly, the findings are also in line with the previous findings of Perez et al. (2009) who reported that enhanced life skills lead towards the better academic resilience of individuals. Further, researchers have admitted that the education of life skills and coping mechanisms helps in the academic related tasks of students (Longaretti, 2001; Martin, 2002). Moreover, supportive findings have been provided by Sahaghi et al. (2016) that teaching life skills in schools helps in improving the academic achievement of the students. The findings of study conducted by Prajina and Premsingh (2015) provided adequate evidence for the impact of life skills on academic achievement of students and reported that the lack of life skill in adolescents will effect on the academic resilience and academic scores of the adolescents.

Conclusion

Conclusively, the finding of this study showed significant effects of adolescent’s life skills on their academic benefits. This study has been an addition to literature investigating the importance of life skills in improving academic self-efficacy, academic resilience and academic achievement because previous researches were addressing the academic outcomes in terms of academic scores only but not for the academic self-efficacy and academic resilience. Thus, the findings have proposed that life skills are very crucial for an adolescent during school life for academic related benefits.
Teaching of life skills would improve the psychosocial competencies of adolescents and would also help to improve their academic outcomes. The utilization of life skills intervention modules will help the educationist to enhance the various psychological, social and educational aspects of adolescents in schools.

**Limitations and Suggestions**

The current study contributed in presenting major findings but in spite of that, there are few limitations which should be considered as the future avenue. To generalize the presenting findings, larger sample size is required. Further, the sample was taken from the public-sector schools only, but private schools also cover major area of adolescents and they might have different tendencies of life skills and psychosocial competencies. There might be difference in impact of life skills on the academic benefits of adolescents from private school. So, there is need to conduct a comparative study on the life skills among the adolescents from government and private schools. Self-reported measures have been used to collect the data on life skills and academic benefits while ignoring the qualitative aspects of these variables. A mix-method utilizing both quantitative and qualitative tools would help more in exploring the impact of life skills on academic benefits of adolescents. Moreover, the present study suggested that a comprehensive life skills education should be introduced by teachers that will also facilitate better teaching executing core life skills because the life skills will then further support children’s positive educational outcomes. It will be helping in providing a safety net to our youth through life skills learning that will protect them from hazards, which affect their education, developmental and psychosocial well-being.
References


The Evaluation of Cynicism Levels of Drone Operators

Dr. Hanifi SEVER

ABSTRACT

Cynicism can be defined as the negative attitudes and behaviors that a person grows against the organization he works for. Employees with a cynical attitude can negatively affect the satisfaction of the individuals or the gains of the organization, causing serious damage to the organization. In this study, 325 drone operators licensed by general directorate of civil aviation were included. It has been investigated whether variables, especially gender, marital status, age and professional seniority of operators affect the level of organizational cynicism, or not. According to the research results, drone operators have average levels of cynicism. It has been determined that there is no difference between the cynicism levels of female and male drone operators. It has been found that singles, new employees, and young employees are more prone to cynicism. Reducing the level of cynicism of drone operators, who are the new flight personnel of the aviation industry, whose rules are written in blood, will increase the adherence to discipline and rules in the sector. In this way, it is considered that drones that share the same airspace with commercial airline companies can strictly comply with the management and pilotage rules.

Key Words: Cynicism, Drone Operator, Unmanned Aerial Vehicle

Introduction

The organizational cynicism is a concept that researchers working on behavioral sciences have been particularly interested in recent years. The “cynic” has been described as cynical or pessimistic, expressing the desire of “Kinik” to derive from the word cynic (cynic) in ancient Greek time. Cynic people simply reject the rules of social orders (Andersson and Bateman, 1997).

Previous studies surveyed what organizational cynicism is and how it affects the organization (Andersson and Bateman, 1997, Reichers et al., 1997, Dean et al., 1988). The cornerstone of these studies on cynicism has been the definitions of employees such as keeping their interests above everything and everyone, and negative attitudes towards the organization. According to Dean et al. (1998), there are three main reasons creating the cynicism in the person. Employees complain that the business is unfair. Negative experienced, irritation, tension, and constant criticism affect employees negatively. As a
result, the employees have the feeling of disrespect, disdain for others, and disillusionment with the workplace.

**Organizational Cynicism**

Cynicism can arise from the personal or organizational situation of individuals. According to Dean et al. (1998), cognitive, affective and behavioral trends emphasize that the organization does not have an integrative situation without honesty. Cognitive dimension is directly related to honesty. It can be said that cynical individuals of this dimension display behavior that ignores principles and rules, adopts false and deceptive discourses, and prioritizes personal interests (Brandes, 1997). The affective dimension is negative emotions to the organization. This cynical individual can display behaviors such as disrespect, anger, hate and harm (Abraham, 2000). Behavioral dimension can be expressed as individuals' disdain behavior. The mocking and harmful behavior against organization can be monitored (Özgener ve Kaplan, 2008).

There are many factors that cause cynicism in the organization. Mismanaged, ignoring personal expectations, unfair promotions, excessive stress and workload, confusion within the organization, lack of communication (Wanous et al., 1994), low leadership, skepticism is some of the reasons of cynicism. Nepotism is one of the most important reasons why employees do not feel happy. According to research, nepotism is an important element that triggers the cynical behavior within the organization (Abraham, 2000).

Cynical workers in the workplace do not believe in the rhetoric of rulers on justice, equality and honesty. Hidden motives and negative feelings, attitudes and behaviors among employees grow from inside to outside. Results such as indifference of the employees, not owning the job, unhappiness, burnout, quitting the job can be observed as output (Ribbers, 2009). The outputs for organizations can be inability to achieve targets, weakness in production, loss of profitability, disruption of working climate, and meaningless increases in expense items.

Organizational cynicism is directly related to expectancy theory, attribution theory, attitude theory, social exchange theory. Expectancy theory implies that the individual is motivated to choose a specific behavior because they hope for the outcome of the selected behavior. Attribution theory focuses on people attributing this to some reasons while explaining the reasons for their events and behaviors. Attitude theory explains how people evaluate an attitude and behavior. There is a tendency for the individual in attitude to evaluate positively or negatively. The Social Exchange theory examines the interaction of the two parties that apply cost and benefit analysis to identify risks and benefits.
There are many empirical studies on organizational cynicism. According to Brandes (1997), there is a negative relationship between organizational cynicism and organizational commitment. In other words, as cynical behavior increases within the organization, employees’ commitment to the organization decreases. According to the study of Delken (2004); demographic variables do not affect the level of organizational cynicism, but only the cynicism levels of single workers are found to be higher than others. In Elfiti et al. (2008), no significant correlation was found between demographic characteristics and cynicism levels of employees. However, a significant difference was found between the education levels of the employees and the cynicism levels. According to Akdemir et al. (2016), it is stated that there is a negative correlation between cynicism and job performance. If cynicism increases, job performance decreases dramatically. In Altınöz et al. (2011) study, an inverse relationship was found between organizational commitment and cynicism. Therefore, the tendency of individuals with high commitment to the organization to exhibit cynical behavior has decreased. The results of Yıldız (2013) are similar to those of other studies. Accordingly, a negative relationship was found between organizational commitment and organizational cynicism. According to the results of Kuang-Man's (2013) study of Taiwan Airline employees to analyze cynical situations, it has been determined that cynicism and organizational citizenship have a negative relationship but a positive relationship with intention to leave.

Methodology

The study included 325 drone operators licensed by the general directorate of civil aviation and contracted with private companies. According to 2019 data, there were 20,000 drone operators registered in civil aviation. \[ n = \frac{N.t^2.p.q}{d^2 (N-1) + t^2.p.q} \] formula is used to calculate sample volume if main mass is known.

- \( n \): sample volume
- \( N \): Number of units in the target sample
- \( p \): frequency of occurrence of the event
- \( q \): frequency of the event
- \( t \): the theoretical value in the ”t” table at a certain level of significance
- \( d \): ± sampling error, accepted according to the frequency of occurrence of the event

The main mass of this study is 20,000 drone operators. Frequency of occurrence (p) and absence (q) of the event was taken as 0.50. Sampling error was determined as 0.05 and confidence level was 95%. At the significance level of 0.05, the t value was
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found as 1.96. The sample volume was calculated below when the relevant data were processed into the formula.

\[ n = \frac{20000 \times (1.96)^2 \times (0.50) \times (0.50)}{(0.05)^2 \times (20000-1) + (1.96)^2 \times (0.50) \times (0.50)} \]

= 302.9

Necessary information was provided by sending a questionnaire and scale to a total of 1248 people who registered civil aviation department, and wrote their email address to the registration forms in 2018. It has been determined that the number of people returning to the mail is 378, of which 325 are statistically usable. Therefore, it has been evaluated that it is sufficient to create the sample volume.

The original scale of cynicism is developed by Vance et al. (1997) and consists of 9 items, 6 positive and 3 negatives. It is one-dimensional in terms of its sub-dimensions. Cronbach’s Alpha value has been calculated as .84.

Hypotheses of the study are determined as

"H1: Male employees have higher cynicism levels than women."

"H2: Cynicism levels of single workers are higher than married people."

“H3: The cynicism levels of the senior personnel are higher than the new ones.”

"H4: The level of cynicism decreases when the level of education increases."

![Figure 1: The hypothesis pattern of the research](image)
Findings

The validity level of the cynicism scale created by Vance et al. (1997) is .84. Cronbach’s Alpha value of this study was measured as .77. In this way, a statistically close output was obtained.

Table 1: Demographic elements

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>%</th>
<th>Marital Status</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>210</td>
<td>65,6</td>
<td>Married</td>
<td>178</td>
<td>54,7</td>
</tr>
<tr>
<td>Female</td>
<td>115</td>
<td>34,4</td>
<td>Single</td>
<td>147</td>
<td>45,3</td>
</tr>
<tr>
<td>Total</td>
<td>325</td>
<td>100</td>
<td>Total</td>
<td>325</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
<th>n</th>
<th>%</th>
<th>Age</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>78</td>
<td>24</td>
<td>18-30</td>
<td>210</td>
<td>64,6</td>
</tr>
<tr>
<td>University</td>
<td>97</td>
<td>29,8</td>
<td>31-40</td>
<td>105</td>
<td>32,3</td>
</tr>
<tr>
<td>Master degree</td>
<td>150</td>
<td>46,2</td>
<td>41-50</td>
<td>10</td>
<td>3,1</td>
</tr>
<tr>
<td>Total</td>
<td>325</td>
<td>100</td>
<td>Total</td>
<td>325</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for choosing this job</th>
<th>Professional seniority</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Idea</td>
<td>1-5 years</td>
</tr>
<tr>
<td>I couldn't find another job</td>
<td>6-10 years</td>
</tr>
<tr>
<td>I think it has a future.</td>
<td>+10 years</td>
</tr>
<tr>
<td>I will work until I find a new job.</td>
<td>Total</td>
</tr>
<tr>
<td>Total 40</td>
<td>12,4</td>
</tr>
<tr>
<td>Total 325</td>
<td>100</td>
</tr>
</tbody>
</table>

Half (54.7%) of the participants are married and more than half (65.6%) are men. The vast majority (64.6%) are between the ages of 18-30 and nearly half (46.2%) have master degree. While 44.3% of those who chose this job stated that it was ideal, 31.6% stated that they operated a drone because they could not find another job. Half of the sample (53.2%) has 1-5 years of professional experience.
When the scale average is examined, $\bar{X} = 3.04$, StD. = 0.31, it is seen that the cynic level of the sample is at the average value.

<table>
<thead>
<tr>
<th>Table 2: t test results according to gender and marital status</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Marital Status</td>
</tr>
<tr>
<td>Single</td>
</tr>
<tr>
<td>Married</td>
</tr>
</tbody>
</table>

When the table 2, containing the t test performed according to the gender and marital status of the sample, was examined, no significant difference was found between the gender of the drone operators and the level of organizational cynicism [$t(323) = 0.282$, $P > 0.05$]. It can be stated that the hypothesis that “H1: Male employees have higher cynicism levels than women.” is not confirmed.

In comparison of marital status of the sample, it is seen that there is a statistically significant relationship [$t(325) = 2.012$, $p < 0.05$]. In this context, cynic point of view of single workers is higher than married ones. In this context, it can be stated that the hypothesis of “H2: cynic levels of single employees are higher than married people” is confirmed.

When the organizational cynicism levels and age variance of the participants were examined by one-way analysis of variance, [$F(6-325) = 1.39$; $p = 0.17$], it is understood that there is a statistically significant relationship between them. When organizational cynicism levels and seniority variable are examined, [$F(5-325) = 1.77$; $p = 0.03$], it is understood that there is a statistically significant relationship between them. In order to determine the direction of the difference between the groups, according to the results of LSD test, cynicism levels are higher among young people with low age and seniority. Therefore, it can be stated that the hypothesis “H3: The cynicism levels of the senior personnel in their profession are higher than the new ones.” is not confirmed.

Kruskal Wallis test was carried out to determine the relationship between the reason for choosing this job and cynicism levels. According to the result , [$X^2(8) = 10.82$, $p = 0.013$], a statistically significant difference was found between the cynic levels and the reason of choosing this profession. In order to determine the direction of the difference, the cynicism levels of the employees who stated that “they could not find any other job” are higher according to the results of Mann Whitney U test.
According to the results of one-way analysis of variance, there was a statistically significant difference between the educational status of the sample and cynicism levels \[F(2-325)=2.51; \ p=0.04\]. Organizational cynicism levels differ according to their educational status. According to the results of LSD test conducted in order to determine the direction of this difference, cynic levels of having master degree are higher than others. In this context, it can be stated that the hypothesis “H4: The level of cynicism decreases when the level of education increases” is not confirmed.

**Discussion**

In line with the findings of this study, it can be stated that the organizational cynicism levels of drone operators are at average value. Although this rate is expressed as an average, we can say that it can negatively affect the success of the institutions.

According to the research findings, gender of drone operators do not affect cynicism levels. The results of this study are similar to the results of other studies (Andersson and Bateman, 1997, Reichers et al., 1997, Yavuz and Bedük, 2016, Yılmaz et al., 2016, Polatcan and Titrek, 2014).

Cynicism level of single employees are higher than those of married people. Similarly, those with low age or work experience have a high cynic level. Can this be explained by the inability of young people to realize their ideals or to believe that they can work in another sector even if they lose their current job? As a matter of fact, when the reasons for choosing this job are investigated, the high level of cynicism of those who say “I couldn't find another job” supports this idea. In addition, as the education level increases, the level of cynicism increases. In this context, the study of risk-taking behaviors and organizational cynicism levels of young, and educated singles may be the subject of another study.

![Figure 2: Hypothesis results of the research](image)
Acceptance (+) and rejection (-) status of cynicism levels of employees within the scope of hypotheses created are shown in Figure 2.

They can achieve their goals with the attitudes and behaviors of the employees working within the enterprises and institutions. Cynicism seriously injures the commitment and belonging of the employees to the workplace they work in. For this reason, the preliminary and aftershoot results that employees with such negative attitudes in organizations need to be evaluated well. Therefore, it is not possible to talk about success in the production and service sector in workplaces where cynical personnel are concentrated. In order to overcome this situation, seeking the opinions of the employees in the decisions taken, healthy communication channels are the biggest solution of cynicism.

**Conclusion**

Cynicism can be defined as showing negative attitudes towards people or organizations. It is undeniable that companies established with main capital to reach their targets will suffer from cynical personnel. Because cynical personnel will also oppose the positive decisions taken for the future of the organization.

It can be both personal and organizational gain for cynical staff to quit the job and resign. But the fact that this type of staff seems to be embracing their job instead of quitting can lead to greater harm.

Aviation is an area that requires attention, patience and orientation. It is important that every individual working in this sector is open to communication and directable. The fact that the staff with low cynic levels will take part in flight missions increases the extent of the danger. The cynical individuals who will behave against the rules and rules are harmful to themselves and their environment.

Aviation is a sector in which error cannot be accepted. Therefore, the presence of cynical personnel in the aviation industry can bring serious accidents. For this reason, it is important to integrate the personnel in the aviation sector to the decisions taken and to establish systems that will take care of the employees' interests.

It is considered that the personnel participating in the decisions and feeling themselves in the management will contribute to the aviation industry. It is considered that drone operators who understand the importance and seriousness of the work will also reduce the risk of accidents. Thus, Increasing the quality of education in order to reduce the level of cynicism of drone operators may be another solution proposal.
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English Language Education and Globalization: A Comparative Study of Nepal and Sri Lanka

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ABSTRACT
English language education has evolved in Nepal and Sri Lanka over the course of time. Sri Lanka was colonized by the British Empire in the history. Nepal was never colonized; however, colonial influence can be observed in terms of English language education and planning issues. The progression of English in Sri Lanka and Nepal has been a gradual process, but it has been dissolved in everyday life of ordinary people as a necessity. Concerned to comprehend English language education in Sri Lanka and Nepal, this paper briefly investigates historical development of English education system in both countries. It tries to compare the English language education system in Sri Lanka and Nepal in terms of history, policy, textbooks and teaching methodologies. Likewise, the paper tries to find out the problems in English language education in both countries. The analysis of documents demonstrates that there are several things in common in Sri Lanka and Nepal in English language educational practices.

Key Words: English Language Education, Sri Lanka, Nepal, globalization, problems

Introduction

The English language is used among the people who belong to different linguistic backgrounds across the globe. It has now gained a global status. "A language achieves a genuinely global status when it develops a special role that is recognized in every country" (Crystal, 2003, p.3). In fact, the role of English has been accepted in the world by different countries for international communication. Initially, English was thought to be the language of Britain, but over the period of time it has become the principal language in the former British colonies such as India, Canada, Australia, etc. English is now not limited to those countries influenced by British colonialism, but it is the main language used in the trade around the world (Parupalli, 2019). Each and every country in the world is obliged to learn English not only for international trade but also for international communication, education and diplomacy at present. In fact, English is
rapidly spreading around the world. The spread of English has been described in terms of three circles: the Inner circle, the Outer circle and the Expanding circle (Karchu, 1985). Based on this classification, Sri Lanka lies in the Outer circle and Nepal lies in the Expanding circle. "Sri Lankan English education started in British era and was subjected to change from time to time" (Kariyawasam, 2014, p. 199). Although, Nepal was never colonized in the history, however, colonial influence can be observed in the development of English education system (Poudel, 2016; Kerr, 1999). In fact, English has already entered into different domains of Nepalese lives and the craze for it has been growing (Khati, 2013). Therefore, most of the parents want to send their children to English medium schools rather than sending them to government funded schools. Almost Similar situation is seen in Sri Lanka for the growing interest of parents to send their children to English medium schools. Despite the differences in the historical contexts of Nepal and Sri Lanka, the use of English is becoming similar in both countries due to the influence of globalization. In fact, the influence of globalization is seen everywhere and English language has got great influence on it (Abdalgane, 2020). Now, both the countries have realized the importance of learning English for international trade and diplomacy.

Sri Lanka and Nepal were selected for the purpose of comparison primarily because these countries belong to two different concentric circles, but both of them are South Asian countries. A comparative study of English language education in these two countries will provide an insight into how English language has evolved in the course of historical development. Likewise, this comparison will help to understand English language education system in Nepal and Sri Lanka in the globalized world in terms of policy, textbooks, teaching methodologies and problems. This is entirely literature-based paper. To prepare this paper, the researcher went for library studies, consulted various journals and articles. This is totally based on secondary sources of data.

Globalization and spread of English

Globalization is the word used to describe the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people and information. It is a process of international integration arising from the interchange of world views, ideas and other aspects of culture. American sociologist Steger defines globalization as "multidimensional set of social process that create, multiply, stretch, and intensify worldwide social interdependencies and exchanges while at the same time fostering in people a growing awareness of deepening connections between the local and the distant" (Steger, 2003, p.13). Robertson identifies three "waves" of globalization which can be associated with three phases of modern colonialism/imperialism. The first wave of globalization started with regional trade led by Spain and Portugal; the second wave was
led by Britain from industrialization, and the third wave started from the post-war world order led by the United States (Robertson, 2003). According to a United Nations Report on Human Development 1999), the current phase of globalization is changing the world landscape in three distinct ways by shrinking space, shrinking time, and disappearing borders. Appadurai has described globalization as 'a complex overlapping and disjunctive order’ made up of five types of forces and flows, which he calls "Scapes" (Appadurai, 1990). These five Scapes include: Ethnoscapes or flows of people, Technoscapes or flows of technology, Financescapes or flows of money, Mediascapes or flows of information and Ideoscapes or flows of ideas. English education and English teaching thus seem to be an Ideoscape, that is, a global flow of ideas about language teaching and learning. Now, English appears the foremost world language due to its function as lingua franca. English is now becoming a global language for global education, international trade, and diplomacy, etc. A language becomes a global language not because of the number of people who speak it but because of the powerful people who speak it (Crystal, 2003). In fact, English is global language because of its power. English is seen less as the language of native speakers but more as a language for learning the world and community with world people who use English as a lingua franca. English as a global language has resulted in the concept of World Englishes which belongs to everyone who speaks it. Specifically, World Englishes refers to "localized forms of English" which are used across the world (Bolton, 2005 as cited in Xiao, 2009, p. 421). English is now regarded as the international lingua franca. To conceptualize the global spread of English, Kachru introduced three circles: inner, outer and expanding (Kachru, 1985). The notion of World Englishes is rooted in the fact that, over several centuries, a number of L1 standard varieties have emerged such as British English, American English, Canadian English, Australian English, etc. Therefore, the ownership of English is not limited to the core English speaking countries, but to the all who speak it. English has equal ownership for Sri Lankan and Nepalese people at present day world. However, globalization has created a kind of conflicting condition among the countries in the post-colonial world where they seem to be trapped between decolonization that emphasizes the autonomous nation state and globalization which emphasizes the importance and importation of English (Canagarajah, 2005). Now, it can be said that it is the English language that is helping both the countries to connect with the rest of the world for globalization process and it is the globalization process that is helping English to spread in these countries. Moreover, globalization has motivated Sri Lankan and Nepalese people for learning English even at the cost of their vernacular languages.
English education in Nepal

Nepal is a landlocked country that lies in the Southern region of Asia. To the northern boundary of Nepal lies China and to the southern, eastern and western boundaries lies India. It covers 147,181 sq. km. of land. Nepal is a multiethnic, multilingual, multicultural, and multireligious country (Bista, 2011). The last census 2011 revealed that there are 123 languages and 125 casts and ethnic groups (CBS, 2014). However, the latest annual report of the language commission of Nepal has added six new languages to the list (Annual Report of Language Commission of Nepal, 2020). Likewise, there are four language families: Tibeto-Burman, Indo-Aryan, Austro-Asiatic/Munda, Dravidian (kansakar, 1996). According to census 2011 (CBS 2014) top ten mother tongue speakers are as follow: Nepali (46.6%), Maithili (11.67%), Bhojpuri (5.98%), Tharu (5.77%), Tamang (5.11%), Newar (3.20%), Bajjika (2.99%), Magar (2.98%), Doteli (2.97%), Urdu (2.61%). English holds 76th position having 2,032(0.01%) speakers in Nepal. Similarly, 81,447(0.30%) Nepalese speak English as a second language (Shrestha, 2017). Nepali is the national language which is spoken by nearly half of the total population. It is the language of legal affairs, business transaction, mass media and administration. It is also used as a medium of instruction in public schools, private schools and universities.

Historical record shows that English was in use in Nepal in early 17th century (Giri, 2015). The Malla kings used English language as a lingua franca to trade with Tibet and North India (Hodgson, 1864; Morris, 1963 as cited in Giri, 2015). In 1767 When King Prithvi Narayan Shah attacked over Kathmandu valley, the then King Jay Prakash Malla of Kathmandu requested the East India Company to provide military support to fight against Shah king. Captain Kinloch came to support Jay Prakash Malla with British military (Levi, 1952, as cited in Poudel, 2016). It was the first contact of English people with Nepalese. In 1816, there was Sugauli treaty between Nepal and the East India Company that provided legal provision to British people to settle in Nepal. This provision had a significant effect in Nepalese linguistic scenario as Elite Nepalese started learning English language due to the influence of British people (Shrestha, 2017).

There was a significant turning point in the history of English education in Nepal when Jung Bahadur Rana became the prime minister of Nepal. His visit to Europe in 1850-51 brought a kind craze for learning English as he was much influenced by the British education system. After his visit, he realized the importance of English language for communication with the outside world and felt that his sons should be given western education (Sharma, 1990). Therefore, Jung Bahadur Rana established Durbar school in 1853. It was the first government- run English medium school in Nepal. Likewise, Tri-Chandra college was established in 1918 as the first institution of higher education which
started teaching English courses under the supervision of Patna university, India (Bista, 2011). Gradually English language education began to develop in Nepal, thereafter.

Rana rule ended in 1950, and then Nepal government became interested in cultural unification. According to Rai, V.S., Rai, M., Phyak, P. and Rai, N. (2011) the Panchayat government imposed political ideology through the slogan of one language, one way of dress, one religion, one nation for national identity. During Panchayat regime, the role of English was changed from medium of instruction to subject of study (ibid).

The report of NNEPC (1956) advocated Nepali as the sole medium of instruction for national integration purpose. It strongly supported monolingual policy of promoting Nepali language not only in class but also in all spheres of life. In 1959, the first university of Nepal, Tribhuvan University was established for higher education which gave high priority to English curriculum, but National Education System plan (NESP, 1971) brought several changes in the system of education from primary to university level. It advocated the use of only Nepali in administration, education and media. It also reduced in the weight age system of English from 200 to 100 marks (Bista, 2011). After 90s Nepal became open to the outer societies after the re-introduction of democracy in 1990. For the first time in constitution recognized Nepal as a multicultural and multilingual country. The constitution of 1990 states that all the languages spoken in Nepal are national languages. The constitution guarantees for the development of all languages spoken in Nepal including English.

The ministry of education in 2005 via National Curriculum Framework for School education (NCFSE) states that Nepali, English or both can be the medium of instruction for school level. It also states that mother tongue can also be used for medium of instruction in elementary level. Later in 2009, School Sector Reform Plan, the ministry of education presses on the mother tongue as the medium of instruction for grade 1-3 (Ministry of Education, 2009). The ministry of education also mentions that English will be taught as a subject from grade one.

Despite these policy provisions of government to establish Nepali as the sole medium of instruction in school levels have failed as prestigious schools continued to impart education in English and elites were always influenced by the English medium of instruction to maintain their social and economic dominance (Baral, 2015). To support this emerging and increasing scenario of English, government has implemented English as a compulsory subject from grade one (MOE). Nepal constitution (2015) states that the medium of instruction can be Nepali or English. It is also seen that most of the public schools in Nepal are shifting their medium of instruction from local, most probably from Nepali to English. Likewise, Private schools and universities have begun offering several courses in English. The urgent need of English learning has added a further dimension with growing number of English medium schools across nations (Bhattrai & Gautam,
2005, as cited in Bista, 2011). Now the government has adopted a liberal language policy to allow the establishment of private schools (Thapa, 2001). The establishment of these schools has created a kind of craze for learning English among the Nepalese people as it has entered into different domains of Nepalese lives. The status of English has also changed in Nepal in the course of gradual development. Adopted first as foreign language, English now has become an important part of Nepalese people. It is now used as an additional language, second language, and even primary language in many socio-economic and educational domains (Giri, 2015). That means, now English has deeply rooted in the hearts and mind of Nepalese people and the need of it cannot be avoided.

Problems of English Education

There are several problems in English language education in Nepal in terms of curriculum, textbooks, methodologies and use of teaching resources both at school and college levels (Bista, 2011). The school level curriculum in Nepal is designed and implemented by Curriculum Development Centre whereas college level textbooks are selected from international publications by the universities. The selected books may not be appropriate for the context of Nepal. The curricular goals of English language teaching cannot be met due to lack of sufficient practice in speaking as more focus is given in the classroom to reading and writing. There is heavy emphasis on English reading texts to illustrate specific grammatical points (Davies, et al. 1985, as cited in Bista 2011).

Nepal is lacking proficient teachers to effectively teach English language (Shrestha, 2008). There are no proper teacher training programs and they are just over formal.

There is overuse of Nepali in English language classes and the students hardly get exposed to English. The majority of teachers in the high school are still found to be using grammar translation method. Similarly, college teachers are mostly seen using translation or lecture methods. (Malla, 1977; Awasthi, 200; Shrestha, 2008, as cited in Bista, 2011). Similarly, in private schools there is high emphasis in English but students' participation is very low. Likewise, poor physical facilities, improper teaching methodologies and overcrowd of students in the class are some other problems (Bista, 2011). Besides these, one of the pressing problems faced by the public school is that they are obliged to shift their medium of instruction from Nepali to English in the name of providing quality education. There is real fear that public schools may either close or be left for the children of lowest socio-economic groups (Hayes, 2012). Majority of parents do not want to send their children to public school rather they want to send them to private English medium school. In fact, it has created a big problem on the part of the public school. Therefore, public schools have big challenge in front of them to continue their existence due to growing craze for English among Nepalese people.
English Education in Sri Lanka

Sri Lanka is an island country in South Asia, located in the Indian Ocean to the southwest of the Bay of Bengal and to the southeast of the Arabian Sea. The island is geographically separated from the Indian subcontinent by the Gulf of Myanmar and the Palk Strait. It is an ethnically, linguistically, and religiously diverse country. English was the official language of the country from 1815 to 1956, and it is widely used in government, administration, and higher education. As a colonial language it continued to be the official language even after Sri Lanka got independence in 1948. At present Sri Lanka has two official languages, namely Sinhala and Tamil. The system of education in Sri Lanka evolved over through Buddhist temples (Coperahawa, 2009).

Sri Lanka was much influenced by British education system until it got independence in 1948. They changed the temple centered education system into English based education system in order to produce English speaking locals to assist them in daily duties and law enforcement. They imposed English language in Sri Lanka (Kariyawasam, 2014). In fact, the whole education system was controlled by the Christian clergy in Sri Lanka (Dharmadasa, 1991 as cited in Kariyawasam, 2014)). The aim was  to spread English and Christianity.

Several amendments took place in the constitution to establish British education system. The 1833 Colebrook and Cameron reformation remain significant to the history of Sri Lankan education system. The Colebrook and Cameron Commission (1833) remains a turning point in Sri Lankan education system since it is the moment when the church rooted education was reduced by introducing the strategic educational reform planning (Kariyawasam, 2014). As a result of educational changes, the first British model Colombo Academy was established in 1835 as the main public school. They discriminated the government vernacular schools and the acquisition of English was encouraged (Dharmadasa, 1992, as cited in Kariyawasam, 2014).

C.W.W. Kanangra played a significant role when he became the first education minister in 1943. He brought changes in the British education system. He introduced central colleges in the country to provide English medium education for all Sri Lankan students free of charge. Besides this, he established 54 other central colleges to provide free education to the students. He also started mother tongue as a medium of instruction in the primary level in 1945. These changes brought about by him helped reduce the gap between elite and non-elite (Kariyawasam, 2014).

After Sri Lanka got independence in 1948, several changes took place in colonial language policy. In 1956, Sinhala only act was passed to replace the official language of Ceylon with Sinhala. The Sinhala only act was opposed in Tamil community in Sri Lanka in 1958. As a result, Tamil language was introduced as a medium of
instruction for Tamil and as a medium of examination for the admission of public service. This is how, Sri Lankan people fought against the British language policies after independence and English started losing its dominance (Kariyawasam, 2014).

After independence Sri Lankan education policy focused on prioritizing the national languages (Sinhala and Tamil), but due to the effect of globalization, Sri Lankan felt the need of English language education to communicate with international community. Therefore, English language recurred as a compulsory component of the education system. In 2001 bilingual education system was put into practice. The main purpose of the programme was to use English as a tool for thinking with the global mind while protecting and caring local languages and cultural identity. (Algama, 2009, as cited in Kariyawasam, 2014).

According to the accepted national policy, primary students are promoted to acquire activity based oral English through conversational/situational approaches by the class teacher. Junior secondary students begin to learn English as a second or foreign language from grade six for the General Certificate Examination of Ordinary level in grade 11, and they have to sit for General English paper in General Certificate Examination of Advanced level in grade 13 (National Report, 2004).

English is considered as the second and link language of the country in the curriculum by the 13th amendment of the constitution (Kariyawasam, 2014). Currently, bilingual system is practiced in few schools in Sri Lanka. Most of the schools follow the monolingual systems of teaching either in Sinhala or Tamil and English is taught as a subject (Algama, 2009, as cited in Kariyawasam, 2014)). At present, English medium classes are offered to the students by government as well as private schools as part of local curriculum (Coperahawa, 2009).

English enjoys the prestigious status in Sri Lanka not only because of its global significance but also because of English being used as a link language. Besides these, English seems to demarcate the elite from non-elite. It can also assist the less privileged to reach high society (Kariyawasam, 2014). That is what has made many Sri Lankans, even those who formerly belonged to middle or lower middle social classes, to send their children today to schools where the medium of instruction is strictly English with the hope of climbing the social ladder. The same reason makes certain others oblige their children to learn and use English as their 1st language even at home, even at the cost of not learning their own native language for the symbolic value attached to English and its value as a cultural capital (Bourdieu, 1986). Thus, English is a symbol of prestige in Sri Lanka, which many Sri Lankans use to show that they belong to a special class who are different from the lower or middle class.
Problems of English education

There are several problems in English education in Sri Lanka and most of them are overlapping like the problems in Nepal. There is lack of competent teachers to teach English particularly in rural schools. Teachers are seen unwilling to go to rural parts of Sri Lanka that causes shortage of teachers in remote area (Balasooriya, 2013). Likewise, there is a problem with bilingual teachers for bilingual education. The level of English competency that teachers should possess to implement English has not been prescribed by the Department of Education. There is lack of qualified bilingual teachers (Neranjani, 2013).

Textbooks in Sri Lanka are said to have been designed on a communicative principles of language teaching and these textbooks have completely replaced the structurally-based language course, but the teachers do not follow communicative principles of teaching language in the class. Therefore, there is little interaction between students and teachers. The teaching approaches are mostly teacher dominated and traditional in classrooms (Karunaratne, 2008, as cited in Aloysius, 2015). The state monopoly on single textbook production discourages the textbook writers to develop quality textbooks (Karunaratne, 2003 as cited in Aloysius, 2015). The students do not have the choice for enjoying different varieties of text book. The students become demotivated when they have difficulty in understanding the learning materials (Canagaraja, 1993). The availability of the same learning materials for heterogeneous group of students might result failure in English. The limited teaching facilities have been a constant problem for learning in developing countries like Nepal and Sri Lanka. Likewise, heterogeneous and overcrowded classes are common problem between these two countries. Besides these problems, low socio-economic status of Sri Lankan parents affects their children's learning of English especially in rural areas. Likewise, the students lack the opportunities to practice English in their social context (Karunaratne, 2008 as cited in Aloysius, 2015). Therefore, they have limited opportunity to practice language except from schools and colleges that result in lack of exposure to English language input.
Discussions and Conclusion

English education system formally started in Nepal after the visit of Jung Bahadur Rana to England, especially with the establishment of Durbar High School in Kathmandu. He adopted different approach to language to segregate people as he learned the power of language due to his association with the British (Stiller, 1993, as cited in Giri, 2010). This clearly shows the influence of British education system from the beginning of English education system in Nepal. After that, several provisions were made in the past by the elitists to establish Nepali as the sole medium of instruction in school levels, however, due to growing craze for English Language the provisions failed. Therefore, government of Nepal has implemented English as a compulsory subject from grade one (MOE). Nepal's constitution (2015) has clearly stated that the medium of instruction can be Nepali or English. As a result of this liberal language policy, several public and private schools are shifting towards English as a medium of instruction. Although, the craze of learning English is growing rapidly, Nepal faces several problems in English education in terms of curriculum, textbooks, teaching methods and teaching resources (Bista, 2011). Based on the literature reviewed, there are some pressing problems found in English language education in Nepal, such as- heavy emphasis on English reading texts rather than oral practice, lack of proficient English teachers, still focus on Grammar Translation method, following English-only principles, parental craze for English as a medium of instruction, and so on (Shrestha, 2008; Bista, 2008, 2011; Hayes, 2012). The problems mentioned here are similar to the Sri Lankan English education system as well. In fact, both the countries share many things in common although they belong to different contexts on the basis of concentric circles (Kachru, 1985). However, Sri Lankan English education started in British era and was amended several times in the historical developments. The whole system of education was affected by the colonial domination as it was colonized by the Britishers (Kariyawasam, 2014). The British education policy discouraged the spread of vernacular languages (Coperahawa, 2011). One can find English dominance before it got independence. Later, Sinhala only act, 1956 reduced the dominance of English in Sri Lankan history. But later when Tamil community fought against Sinhala only act, Sri Lankan Constitution accepted either national language as the medium of instruction and English was treated as second language in the school curriculum. However, due to the impact of globalization, English again got its position back in Sri Lanka. Therefore, bilingual education was started in order to cope up with global challenges.

From the literature reviewed throughout the paper, it can be inferred that Sri Lankan and Nepalese language policy is generally shaped by political motive rather than educational motive and there is some kind of political ideology hidden behind, for example, Sinhala only act (1956) in Sri Lanka and Nepali- only as a sole medium of
instruction (NNEPC, 1956). According to Sri Lankan context the policy made after post-colonial situation seem to be nationalistic that is similar to the monolingual policy made in Nepal in 1956 especially during Panchayat regime.

In fact, ELT policy should be grounded on second language research and focused on what is appropriate for all since Nepal and Sri Lanka even after having different contexts cannot avoid the global forces to learn English language especially for international communication, trade and diplomacy. Both the countries should continue challenging the hegemony of the English-speaking countries as the concept of world Englishes has emerged (Bolton, 2005 as cited in Xiao, 2009). Now English is no more the language of core English- speaking countries but also the language of all who speak it. Therefore, these two countries should try to develop textbooks and teaching methodologies appropriate for their own contexts for the overall development of English language education system.
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Dynamics of Religious Extremism in Pakistan: Analyzing role of government, media and Seminaries

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ABSTRACT

Although extremism and terrorism has long been a global threat, many countries have only just started developing systemic policies to tackle the root causes of religious extremism. Studying front-line countries like Pakistan is critical to understanding how to tackle the challenge effectively. Despite Pakistan's war with anti-government rebels like the Pakistani Taliban (TTP), Pakistan has been struggling for more than a decade to resolve the theoretical aspects of those problems. This study focused on understanding the role of government, media and religious seminaries (Madrasa System) in increasing or decreasing the religious extremism in Pakistan. The study adopted qualitative research method and analyzed the findings of previous research studies on the topic. The study revealed that though successive governments in Pakistan tried to overcome the menace of extremism, but due to certain policies of state, its lethargic approach and mistrust between government and madrasa leaders regarding reforms are major contributors of extremism in the country, while effective monitoring of media for extremist content and strict action can reduce religious extremism in the country.

Key Words: Extremism, Madrassa, Mass Media, Minorities, National Security

Introduction

In the material world human life is known as the most important tangible asset. The loss of innocent life is seen in Islamic society as the destruction of all mankind, or it will save one's life. For the past two decades, the world has occupied by extremism, fundamentalist, and terrorist ideologies that threaten society (Ghumro, Qureshi, & Mahesar, 2017). Even though a deviation from a standard or specification is an "extreme" collective term, the element is not a sufficient basis for explaining the threat to security.
Extremism, in this definition, means being done in a way that is done in the event of a particular political and religious agenda or under such two-pronged acts.

When these ideas and beliefs take shape and implement many plans and patterns, they lead to a state of fear and terrorism, influencing and not ready to accept the differences in acceptance. State radicals are individuals or groups that promote violence to further other people's beliefs, philosophies, or moral convictions. Pakistan's madrasas are seen by foreign actors as a source of extremism; such as the United States and its European allies (Khalid, 2014). Madrasa is an Arabic word, meaning "school;" however, there is no clear definition of the term madrasa (Bashir & Haq, 2019).

Although domestic terrorism was a global threat for a long time, many countries are now implementing systemic policies to address the causes of religious extremism. Studying front-line countries like Pakistan is crucial to understanding how to respond effectively to this challenge. Pakistan has begun a war against anti-Taliban militants while the ideological aspect of such threats has been struggling for more than 10 years (Malik, Zhilong, & Ashraf, 2019). Given that religious groups are responsible for all the extremism in Pakistan, the country needs to address the drivers of extremism in a transparent way.

Recently, the extremism affected country has changed its approach to the fight against terrorism and violent religious extremism which is evident in the NAP of 2015 (National Action Plan). This establishes the weaves key political priorities and contributes to a systematic strategy of force with a strategy of soft power (Yaseen & Naveed, 2018). Although the initiative has achieved political legitimacy to some extent, the government has failed to promote its peace keeping agendas and other counter terrorism measures. However, steps have been taken by Pakistani civil society to fill the gap in this area. Furthermore, Pakistan achieved modest success among numerous civil society organizations to resolve the religious aspect of violence around him.

The aim of this study is to analyze the existing literature on the subject matter, and make references, so as to understand the dynamics of religious extremism in Pakistan and the role of government, religious seminaries and leaders and media in increasing or decreasing religious extremism.
2. Methodology

This study follows interpretative philosophical approach, with qualitative research method. There are different qualitative methods to study social phenomenon. The current study adopted literature research method. Literature research methodology is a method where, unlike other qualitative methods of research, the researcher relies on previous studies and their conclusions to understand a phenomenon, due to which it is also called as “non-contact method” (Lin, 2009). This study adopted narrative approach to reach at the conclusion from analyzing the currently available literature.

For a systematic analysis of literature, the researcher reviewed different studies relevant to the subject matter and reported them under different headings. Religious extremism has different aspects, and the researchers have categorized literature according to those aspects with separate headings. The rest of the article is comprised of those analyses of literature, followed by key findings from those studies. At the end the researchers provided conclusion and discussion of the findings.

3. Literature Analysis

The literature analyzed in this study is presented here. Studies are categorized under various headings to present them in more systematic manner.

3.1 Reform of Madrasa

The government's efforts to reform religious schools (madrasas) are related to the history of the spread of violent religious extremism. In the 1950s and 1960s, General Ayub Khan suggested some reforms for Islamic schools (madrasas), which were generally overruled by all political entities. These reforms were designed to improve the resource and economic situation proposed by General Zia al-Haq, whose Deni Mandars national committee.

Although thousands of new Islamic schools are being promoted across the country, scholars have rejected these suggestions. The madrassa sector's neutral growth has caused concern by Benazir Bhutto's government. The PPP government closed the registration of new madrassas in 1994 as a consequence. At that time, registration of madrassas by the government was legally necessary for registration with the government under the Act 1860. Hundreds of unregistered Islamic schools have appeared in the years that followed. At the time of the 1999 re-registration, many Islamic schools were against the intervention of the government.
President Musharraf implemented many reform proposals at the beginning of the twenty-first century, including the 2002 Voluntary Registration and Control Regulations, and a five-year, $113 million program to incorporate secular subjects into the Islamic school curriculum. Such activities earned a bit of a rash and lost funding and support. While madrassas remained largely lysed by the sphere of control or power of government (Pakistan: Madrasas, Extremism and the Military, 2002). In 2005, the government introduced changes to the Act on Registration of the Association, which mandates all Islamic schools to register annually with the government, subject to financial audits and ending militancy and sectarianism. In 2005, the government introduced changes to the Act on Registration of the Association, which mandates all Islamic schools to register annually with the government, subject to financial audits and ending militancy and sectarianism.

The government has tried to engage constructively in the implementation of the measure with the National Madrasa Oversight Board (ITMD), but the contradictions already existed hindered the talks and many madrassas opposed the new rules and regulations. A few years later, ITMD and the Interior Ministry signed an agreement to collaborate jointly on crucial issues, including curriculum reform and registration.

After the agreement, the government reported a total of 8,656 schools, bringing the number of registered Islamic schools to 14,656, which is still below the more than 35,000 currently believed to exist (Dawn, 2011).

3.2 Religious Extremism

There are several reasons why conservatives resist violent religious extremism as opposed to physical security, loss of religious legitimacy and traditional and customary adherence (Malik, Zhilong, & Rafay, 2019). As a result, a more active role is required to use a larger deal of social capital to turn religious conservatives into a role that can only be achieved through building trust and stable mutual relationships through a long and detailed process. Not only at the mutual level, but also at the government level, this strategy is essential.

Most madrassa leaders fear the government will use the national action plan to justify the decision and, for historical reasons, their madrassas will be attacked. Instead of listening to and recognizing the interests of these stakeholders in Islamic schools, government officials have often tried to push for rigorous reforms, including a total ban on Islamic schools in some areas. This is counterproductive and will impede long-term solutions and strain tensions already (Mahsood, 2017).
3.3 Combating hate speech and extremist content

A new education policy was adopted by Pakistan in 2009 which includes a provision excluding from teaching materials controversial materials targeting any religion or minority (Nicole, 2014). The government ordered the concerned departments to take tough action against individuals who spread sectarianism on social media or mobile phones in November 2013 (Tribune, 2013). Social media will be monitored to recognize controversial statements capable of helping in a sectarian conflict and taking action against those who share those messages. Through October, the National Plan of Action's effective monitoring of progress reported that some 9,400 musketeers had been arrested for spreading sectarian hatred. About 6,504 cases were reported against religious leaders in Punjab, 1,647 in Sindh, 1,286 in Khyber Pakhtunkhwa and 47 in Baluchistan (Zahid, 2015).

According to a recent survey by the Ministry of the Interior and Narcotics, 2,337 hate speech cases have been reported, 2,195 arrests have been made, and 73 shops have been closed. Similarly, 9,164 cases have been registered, 9,340 people have been arrested and 2,452 items of equipment have been seized for misuse of loudspeakers. In addition, these laws led to the arrest of JUI-F leader Mufti Kifayat Ullah, with "inflammatory rhetoric" (Zain, 2015) and the launch of international hate speech campaigns in 45 districts of Punjab and KPK (Dawn, 2015).

3.4 Penal justice system in Pakistan

Before the National Plan of Action was implemented, Pakistan's criminal justice system was facing grave challenges in resolving the problems of dealing with violence incidents. Around 5,000 alleged terrorists and suspects have been arrested by Operation Karachi, most of whom will trial for counter-terrorism trials (Imtiaz, 2014). While struggling with a large number of cases, witnesses and prosecutors are often threatened, making it impossible for those cases to be prosecuted. The 2014 Pakistan Protection Act seeks to address this issue by strengthening witness protection, judges, and other related judicial personnel (Asad, 2014). While those pressing issues persisted after the National Action Plan was initiated, no significant change had occurred (Zeeshan, 2015). There was a close connection between the religious extremism and the status of Pakistan as an Islamic state (Ahmad, 2007).

3.5 Modern Extremist

Now that most modern extremist and terrorist groups receive micro and macro-level support from deprived, isolated, vulnerable and angry minorities within the State, as well as from those with good relations on weapons, the speed of communication and
global influence, which makes them even more dangerous, these small groups are gaining increasing strength and prominence (Botticher, 2017).

3.6 Political Extremism

Political extremism is pushing the people of Pakistan to take a divisive path due to a lack of confidence between the people and politicians (Montero, 2007). Social interaction between the public and the political leaders is changing conduct in society. The Pakistani public lacks confidence in politicians because the elected leaders have broken their promises repeatedly. Even the fundamental problems of ordinary citizens have not been resolved by the Pakistani Government, all of which promote a radical approach. The general public feels robbed of their fundamental rights, and they are trying to find new ways of meeting life's needs. Public leaders and people communicate with a social system, and that's why, within a system, they affect one another.

The reality that we have recognized from our social environment is political extremism. Our political leaders' ideals and personalities are strengthening political extremism within Pakistan. Politicians have not addressed citizens' fundamental problem and the general public has lost faith in them. The public at large thinks they don't have any government advantages like food. Sometimes that sense of institutional incompetence and marginalization causes powerful efforts to move away from the sense of disenfranchisement. Thus, our domestic environment and the character of our politicians influence Pakistan's policy, and that sense of deprivation in Pakistan is causing extremism.

3.7 National Security of Pakistan

Terrorism and extremism are the most complex issues of national security in Pakistan and need to be tackled by effective policy formulation and implementation. Such concerns affect not only international affairs but also domestic stability leading to social instability and terrorism. Legislation requires exchange of information and exchanging best methods to manage them properly, since these problems represent a varied and complex national security threat. Pakistan is at a crossroads as a result of the suffering of this violent extremism which poses a serious threat to its socio-political peace. Only peace can bring about social harmony, and violence, fear, and devastation can lead to insecurity, pressure, and weakening of different institutions (Hafeez, 2008).

3.8 Afghan Taliban Support

During the 1990s, when Pakistani strategic planners in hopes of keeping India out of Afghanistan supported the Afghan Taliban, radicalism intensified because Pakistan allowed them to use their tribal territory as haven (Malik, & Zhilong, 2019). The side effect is that tribal people have become radicalized, where the militants have gained
considerable influence and formed their own, Tehrik-e-Taliban Pakistan (TTP) in 2007, which started opposing U.S. operations in Afghanistan and also against the military operations of Pakistan in FATA. They commenced suicide bombing of civilians and troops. We are Islam's Deobandi edition, and have close ties to Jamita Ulema-Islam in Pashtun (Joshi, 2019).

3.9 Various Forms of Extremism

Extremism is a multi-dimensional, various phenomenon that discusses different definitions of extremism. The famous scholar Moonis Ahmar has divided extremism in Pakistan into different types. Extremism in Pakistan can be divided into different types:

- Class extremism.
- Racial extremism
- Sectarian extremism.
- Gender extremism.
- 5. Religious extremism (Hasan, 2005)

3.10 Tough challenges

The Government of Pakistan faces many difficulties in addressing the religion of violent extremist organizations. Perhaps critically, there is no legitimacy at all for the government to properly control those at risk of radicalization. Several Pakistani sources highlighted the question, and were even recognized by the Interior Ministry itself. The ministry claimed that "religious scholars, teachers, educational institutions, and media are key partners in nationwide news creation and dissemination." Constructive collaboration with Pakistan's civil society (Johnston, Mcdonnell, Burbridge, & Patton, 2016).

3.11 Minority Discrimination in Pakistan

Recently Pakistan was ranked 3rd in the Global Terrorism Index of the Institute for Economics and Peace, and the country's terrorist occurrences have also involved religious minorities (Dawn, 2014). Talibanisation in Pakistan has largely posed threat to the ethnic minorities of the region. While the majority of Pakistanis are victims of terrorist attacks, religious minorities, especially Ahmadi, Shia, Christian and Hazaras, are being targeted by militant and religious clusters (Ispahani, 2013). Lashkar-e-Jhangvi (LEJ) is a banned militant group engaged in shia attacks while The Jedullah Hazara is involved in Shia brutal treatment. The TTP is Pakistan's most infamous militant group, not only in violence on Christians but in all major Pakistani cities as well.

Many minority communities, especially the Hindus, leave for safe land. Between January 2013 and June 2014, 3,753 Pakistanis, especially Hindus, yielded their passports, and long-term visas were granted for travel to India (Mansoor, 2014 ). Gregory
(2012) referred to several well-known anti-Christian attacks including the 2002 assault on a Christian church in Murree, the September 2002 murder of seven Christian employees at a welfare agency in Karachi and the 2004 execution of two underage girls. Massie was murdered in Lahore, Samuel Masih was killed in 2004 for blasphemy, a Christian social worker was killed along with his driver in 2005 in city of Peshawar, and a Christian stonemason was attacked in 2006 by a mob.

A Christian youth gang-raped by 30 people for declining to adapt to Islam, one mob, among other incidents, burned down more than 40 houses in Gojra in 2009. Such events lead to the belief that ferocity against Christians is not restricted to an area or a community (Gregory, 2012). Violence towards minorities always goes hand in hand with their settlement. In Sindh, where the Hindu minority is founded, the oppression incidence is much lower than in Punjab, against Christians. Therefore, Punjab is more conservative than Sindh (Fuchs & Fuchs, 2019).

### 3.12 Forced Exchanges and Marriages

A prominent example of such cases was the kidnapping of Anjali Kamari at the age of 12 and consequently she was forced into exchanges and marriages. Parents of Kumari in Sukkur's hometown of Kumari claim Kumari is a 12-year-old minor who is unable to marry and convert to another faith (Memon, 2014). It is also believed that economic and social fronts have chosen to deliberately change the religion of the majority in Islam, and gain more opportunities (Forced Marriages & Forced Conversions in the Christian Community of Pakistan, 2014).

### 4. Major Findings of the Study

From the above analysis, the researchers extracted the following major findings which are important to the phenomenon under study.

- Successive governments in Pakistan have tried to introduce reforms in Madras system, which mate with resistance from the religious sectors. However, in the course of history Pakistan has introduced certain reforms in Madrasas to keep check on extremist ideologies and sectarianism.
- Government and madrasa leaders mistrust each other which hamper the process of regulating Madrasas.
- By taking rigorous action against hate speech particularly on media and online social networks, government affectively acted against extremist elements promoting hate against minorities in the country.
Due to incomplete implementation of National Action Plan, particularly by not introducing judicial reforms, the current justice system did not help in overcoming violent extremism in Pakistan.

The extreme and hardline narratives and behavior in politics are also responsible for religious extremism in Pakistan.

Extremism is also a bigger challenge to the national security of Pakistan, and Pakistan cannot afford to live with violent religious extremism for long.

The history of state’s support to different violent extremist groups like Afghan Taliban, also gave rise to extremism in the country.

The policies of discrimination at state level against religious minorities lend support to heightened religious extremism in the country.

5. Conclusion

Although terrorist violence in Pakistan may have diminished in recent years, violent extremist religious groups have become a cornerstone of Pakistani society (Johnston, Mcdonnell, Burbridge & Patton, 2016). In order to combat this threat more security measures are needed. This needs profound changes in society, religion and politics.

This study found that though government attempted to overcome the problem of religious extremism, but its efforts were not much successful due to mistrust between government and Seminary’s leaders, problems and weaknesses in legal system of Pakistan, attitude of state and religious leaders towards religious minorities and not implementing National Action Plan with letter and spirit. (Ispahani, 2017; FazII, 2012) identified that state promoted certain religious ideologies, which give rise to religious intolerance against non-Muslims as well as against minority sects within Islam. The legal system of Pakistan is also biased against certain religious ideologies, and when state failed to implement those laws, extremist elements took law in their hand which started a trend of violence in religious extremism (Khan, 2019). Wibisono (2019) suggested that mass media play vital role in increasing or decreasing extremist ideologies. When media stop propagating religious based hate, it can have effects on the society as well (Wibisono, 2019).
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Writing Errors of Engineering Students: Reflections on Teaching and Assessment

Mehvish Riaz

ABSTRACT
The study emphasizes the importance of accuracy in students’ writings and the responsibilities of teachers in this regard. It aims at inspiring the teachers and learners of science and engineering to concentrate more on learning English and hone their writing skills. An error analysis of the paragraphs written by the engineering students at UET, Lahore has been done. Frequencies of the errors of tenses, capitalization, word choice, spellings, articles, and prepositions have been checked. A sample of 25 students has been selected randomly from different departments and data have been analyzed qualitatively. Results suggest that engineering students make errors of tenses and word choice the most. Issues regarding capitalization, spelling, punctuation, translation, organization, coherence, and editing have also been found. Students make errors of omission, transfer, addition, mis-ordering, and misinformation as suggested by Ellis (1994). Suggestions have been made for teachers to adopt task-based methods for teaching writing skills, use varied materials, check the assignments, give feedback and make the writing process interesting for learners so that the 21st century challenges can fairly be met.

Key Words: Error analysis, Task-based writing, accuracy, learner autonomy, engineering education, English Language Teaching, UET

Introduction

In the 21st century, it is required essentially to make the students independent, creative, and autonomous by employing task-based or project-based teaching methods, giving them individual attention, time, and choice, and making them reflect on their learning and skills. The importance of learning English for the students of science and engineering is generally neglected, especially in the developing countries, even though they appear “for competitive exams such as PMS or CSS, appear for IELTS, TOEFL” (Akhtar & Riaz, 2019, p. 4; Riaz, 2021), or GRE tests, write research papers and theses and write emails, technical reports and proposals while doing jobs in engineering fields. Santos (2019) notes, “During the past decade, the immigrant population has become the largest minority population in the United States, representing almost one-third of the total
population”. In this situation, although more than half of the coursework in engineering concerns science subjects, “advanced English skills are still essential to understand and master the textbook knowledge necessary” because engineering students “with weak English skills are more likely to experience stress and burnout during their engineering education” (Santos, 2019, p. 37).

The study, therefore, sensitizes the audience to the causes, effects, and solutions for errors in engineering students’ writing. It aims at reinforcing the need for adopting task-based methods to teach how to write, using varied materials, evaluating the assignments, giving proper feedback, and making the writing process interesting and meaningful for the students. As Corder (1967) suggests “we cannot really teach language, we can only create conditions in which it will develop spontaneously in the mind in its own way” (Corder, 1967, in Riyaz, 2014, p. 80). The study emphasizes the need for revision in the methods of teaching and assessment for teaching writing skills in the 21st century.

English as an international language and “the language of science and technology” (Riaz, 2015, p. 23) is significantly valuable for the students of science and engineering because they go to other countries for jobs and further studies. They frequently make presentations and write reports, emails, memorandums, and proposals at their workplaces. Therefore, it is immensely important to improve their writing skills so that they may get their message effectively across while communicating with any kind of audience. Sattayatham and Ratanapinyowong (2008), claim that for scientists, writing is essential. Scientists must not only “do” science but must “write” science…writing is of course, not easy and in some way, more difficult than speaking” (p. 22). Buriero and Soomro (2013) found that out of four language skills, the engineering students deem writing as the most important skill for their academic and professional success. They also consider learning technical vocabulary more important than general vocabulary and grammar (p. 88-89). According to Ngaada (2014), writing skills are “essential for professional success after graduation. It is an assertion that the importance of writing is not unique to liberal arts or social sciences alone but is also germane in science and technology courses” (p. 10).

In the present study, an error analysis of the texts created by the undergraduate engineering students belonging to the University of Engineering and Technology, Lahore has been done. The purpose of the study is to find out whether engineering students make errors of tenses, capitalization, word choice, spellings, articles, and prepositions. The number of errors in the engineering students’ writing have also been counted and shared in this study.

Riyaz (2014) noted, “Error analysis is a technique to identify, classify the unacceptable forms produced by a learner which also can be systematically interpreted
using the principles and procedures based on linguistics advises” (p. 71). According to Selinker (1992), errors are of immense value because these are devices used by the learners to learn a language (p. 150, cited in Riyaz, 2014, p. 71). It is imperative to distinguish between errors and mistakes here. Mistakes are slips of tongue or pen and are non-systematic, whereas, errors are systematic lapses of knowledge and are repeatedly made (Crystal 1980).

Riyaz (2014) found that engineering students commit the errors related to SVA, verbs, word order and fragmented clauses the most. They make lesser errors of plurals, wrong words, articles, and punctuation, etc. Ngaada (2014) observed that the descending order of frequency of errors in students written English at ATBU, Bauchi is: “Grammar, Expression, Punctuation, Spelling, Vocabulary and Connectives” (p. 11). These errors are caused by mother- tongue interference, intralingua difficulties, faulty teaching and learning, and lack of much exposure to the target language. Judith et al., (2014) found the most common errors in the essays written by the Chinese learners of English as L2 are “verb-tense, word choice, spelling, punctuation, preposition, and omission” (p. 144). He also found transfer errors which were manifested through the fragments and spellings. Moreover, the limited knowledge of grammar and lack of vocabulary also caused errors.

Jayasundara and Premarathna (2011) analyzed the errors made by the undergraduate students and they ranked the grammatical errors as the most frequently made errors. Learners also made errors related to vocabulary and spellings. They suggest that training the teachers, exposing the learners to an academic environment, and making them read newspapers can help eliminate the number of errors. Bodunde and Sotiloye (2013) did an error analysis of the students of agriculture management and animal sciences at (FUNAAB) and concluded that in “500 level students’ writing, tense is most problematic while the spelling is the most difficult area for 100 level students” (p. 18). Abeywickrama (2010) noted that “only 20% of the errors occur due to the influence of the L1 interference while majority of them (45%) can be identified as developmental errors” There is paucity of research on the error analysis of the texts created by engineering students in Pakistan, therefore, the present study explores the following research question:

- What is the frequency of tenses, capitalization, spellings, word choice, articles and prepositions in the texts created by engineering students?

Firstly, the study explores and analyzes the errors made by the students of engineering in Pakistan and suggests ways to overcome the problems to make the writing process task-based and focus on learner autonomy. It not only identifies and describes the errors which may consequently benefit the teachers, learners, and curriculum developers but also suggests ways to make the writing process less boring and more meaningful.
This study also encourages the book publishers to take advantage of different materials and include activities in their books.

Secondly, engineering students ignore the importance of learning English because they give more importance to their engineering related subjects, and eventually face challenges while applying for jobs and scholarships or working as professional engineers. In addition, the lack of richer language input given both by English and engineering teachers is also an issue because teachers’ proficiency in English and beliefs about it may be a hurdle. The study inspires the science teachers, specifically, teachers teaching at engineering universities to understand the importance of learning accurate English in getting the message across effectively, as well as take strides to bring variety, diversity, and practicality to teaching the writing skill. Pathan (2012) in asserting the value of English states that the slogan should be “the confident and motivated English speakers make successful engineers. He suggests that to increase the motivation of students, they must be given an English learning environment so that they may learn English well and communicate effectively.

Thirdly, the study sensitizes the teachers, learners, curriculum developers, and book publishers regarding accuracy in the writing of science and engineering students. “The effectiveness of any writing is determined by grammatical correctness as syntactic ambivalence leads to semantic ambiguity” (Jenkins et al., 1993, in Ngaada, 2014, p. 10). It is natural to make mistakes because English is learnt as a second or foreign language; however, incorrect use of English creates misunderstandings, and wastes time. Besides, in order for a professional to rise the ladder of success, English is genuinely a vital skill (Santos, 2019). Teachers, due to various reasons, such as “imbalanced teacher-student ratio… excessive workload on teachers, inattention to the use of diverse learning materials, etc.” (Akhtar & Riaz, 2019, p. 16), cannot always provide effective individual feedback which consequently results in a large number of errors in the texts created by students. This study may help motivate the audience to check the classwork, homework, or assignments of the students and give them proper feedback.

The suggestions made in the form of activities and solutions will not only help motivate the audience to adopt task-based methods of teaching how to write, make the learner autonomous, use various materials, check the assignments of the students and give them proper feedback but also inspire the students of science and engineering to concentrate on editing and revising independently.

1. Methods

UET, Lahore is the oldest public-sector engineering university in Pakistan. Students from all over Pakistan, as well as countries, such as Somalia, Yemen, Jordan,
Saudi Arabia, Bangladesh, Sri Lanka, and Nepal, join it for their undergraduate, graduate, and postgraduate programs related to engineering and basic sciences. The students at UET have very strong academic backgrounds and many of them are highly proficient in speaking and writing English. However, due to diverse regional backgrounds, Urdu-medium schools and colleges, financial challenges, academic background of parents, insufficient language input, scant opportunities to speak English in day-to-day conversation, they essentially need improvement in written and spoken English. All the undergraduate students are taught ‘English Communication Skills’ and ‘Technical Writing and Presentation Skills’ which are taught in the first and third year of the BS Engineering program. The sample of the study comprises of 25 Pakistani undergraduate engineering students from five departments at UET, Lahore. They were doing Technical Writing and Presentation Skills in the third year of their four-year BS programs.

Data have been collected by giving writing prompts to the third-year students. They were asked to either share their experiences of doing ‘Communication skills’ along with suggestions for teaching ‘Technical Writing and Presentation Skills’ or describe how they spend their vacation. The topics were easy, understandable, and descriptive so that the participants could relate and express their ideas easily. They created paragraphs of varied lengths ranging from 100-170 words. Most of the paragraphs consisted of 120-140 words. Twenty-five paragraphs were collected and analyzed.

The hand-written descriptive paragraphs were analyzed based on six major problems related to tenses, word choice, spellings, capitalization, prepositions, and articles. The paragraphs were repeatedly read, and errors were identified, classified, described, and explained (Corder, 1967; Ellis, 1994). Errors were counted manually. Descriptive analysis of the errors was made.

2. Results and Discussion

The analysis shows that the learners made the following number of errors:

Table 1: Frequency distribution of error types in term paper

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Number of Participants</th>
<th>Frequency of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenses</td>
<td>25</td>
<td>82</td>
</tr>
<tr>
<td>Word Choice</td>
<td>25</td>
<td>109</td>
</tr>
<tr>
<td>Spellings</td>
<td>25</td>
<td>78</td>
</tr>
<tr>
<td>Capitalization</td>
<td>25</td>
<td>61</td>
</tr>
<tr>
<td>Prepositions</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>--------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Articles</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>372</td>
<td></td>
</tr>
</tbody>
</table>

**Table 2: Examples of different types of errors**

<table>
<thead>
<tr>
<th>Error type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenses</td>
<td>…They <em>have not</em> still knowledge…</td>
</tr>
<tr>
<td></td>
<td>…the main thing <em>I learn</em> is <em>to go to</em> the students mental level…</td>
</tr>
<tr>
<td></td>
<td>…which should be <em>spend</em> by visiting…</td>
</tr>
<tr>
<td></td>
<td>…Overall, I have <em>learn</em> communication <em>skill</em> and <em>learn</em> how to…</td>
</tr>
<tr>
<td></td>
<td>…there <em>was presentations 1 or 2 and a last viva</em> and I think <em>those a few…</em></td>
</tr>
<tr>
<td></td>
<td>…I got A grade and <em>stand</em> second in the class…</td>
</tr>
<tr>
<td></td>
<td>… <em>This subject open</em> the ways to…</td>
</tr>
<tr>
<td></td>
<td>… <em>These assignments is like a technical</em> writing…</td>
</tr>
<tr>
<td>Word Choice</td>
<td>…At the end of the course, I want myself to be <em>fully furnished</em>…</td>
</tr>
<tr>
<td></td>
<td>…<em>meet many people which</em> is <em>in sense</em> are good and bad…</td>
</tr>
<tr>
<td></td>
<td>…‘presenting abilities’…</td>
</tr>
<tr>
<td></td>
<td>…Life is not limited till our course…</td>
</tr>
<tr>
<td></td>
<td>…little bit of benefits I got from…</td>
</tr>
<tr>
<td></td>
<td>…<em>shineful… as for</em> as…</td>
</tr>
<tr>
<td></td>
<td>…<em>there relative</em>…</td>
</tr>
<tr>
<td></td>
<td>…<em>everyone has its own site of</em> enjoyment</td>
</tr>
<tr>
<td>Spellings</td>
<td><em>Consectively, summar, comunication skils, isue, vaccations, grammer, erged, mendatry, proffesional, picknic, admistrator, intrest,writting,</em></td>
</tr>
<tr>
<td>Capitalization</td>
<td>…Recently <em>i spend</em> longish period…</td>
</tr>
<tr>
<td></td>
<td>…*english…</td>
</tr>
<tr>
<td>Preposition</td>
<td>…<em>we went near to</em> the nearby lake…</td>
</tr>
</tbody>
</table>

Mehvish Riaz
Examples of errors from the data have been given in Table 2. Table 1 suggests that the selected undergraduate engineering students have made 82, 109, 78, 61, 23, and 19 errors of tenses, word choice, spellings, capitalization, prepositions, and articles, respectively.

The analysis also reveals that the students:

- Translate from their first language. For instance, “...skills come after practising and practising again” and ‘doing respect’ etc. ‘Come’ and ‘doing’ here have been used as substitutes for ‘AAna’ and ‘Krna’ which in Urdu, which is spoken by all these learners, are used as helping verbs. The influence of L1 on writing skills of L2 learners is, in line with the conclusions drawn by Titchenelle (2011) and Crompton (2011). Such errors are termed as transfer errors by Ellis (1994).
- Spell words as they have listened or perceived through their ears such as “hazitation”, “shoud”, “frendly” and ‘acsent’, etc.
- Employ colloquial expressions.
- Use slang.
- Use the SMS language or the language of social media such as +ve, -ve, urself, b/w, u, plz, etc.
- Omit the article “the” frequently. It is an error of omission as suggested by Ellis (1994). Aziz et al., (2020) have also found errors of omission the most in their study. Aziz et al., (2020), similarly noted, the “most obvious error manifests in the incorrect choice of article, scoring at 20 cases alone”.
- Omit the conjunction “and” where needed.
- Omit verbs, especially helping verbs.
- Switch from one tense to another in the same clause or paragraph when it is not needed.
- Use subject-verb agreement incorrectly.
- Begin sentences with connecting words or conjunctions, such as ‘And’, ‘But’, and ‘Because’ frequently.
• Make gross errors of punctuation on a large scale. These include errors of misinformation, omission, and addition as identified by Ellis (1994).
• Use singular forms of nouns for plural forms.
• Form new expressions such as ‘shineful’.
• Use topic-comment structures which make the sentence structure lax, text fragmented, and tone or style colloquial.
• Sometimes, they create very long sentences without paying attention to coherence and cohesion.
• Do not organize the sentences well.

On the one hand, the results of this study vary from those carried out by Sattayatham & Ratanapinyowong (2008), Riyaz (2014), Ngaada (2014), Buriro & Soomro (2013), Abeywickrama (2010), Jayasundara & Premarathna (2011), Pathan (2012), Bodunde & Sotiloye (2013) and Judith et al., (2014)) in that the findings of the present study suggest the word choice, in contrast to tenses, as a major error. On the other hand, the results are similar to these studies in the sense that tenses, vocabulary, and spellings are among the frequently noted errors. Errors of tenses and word choice are errors of misinformation (Ellis, 1994) which involve the “inaccurate use of vocabulary” (Aziz et al., 2020, p. 734) and tenses and these have frequently occurred in the data. Salehi et al., (2018) have also noted the highest frequency of the errors of word usage in scientific articles. Inaccurate use of words may be caused by opting for colloquial expressions than academic or formal ones, and first language interference which involves translating expressions for native languages (Salehi, 2018). For instance, students can use ‘show’ for ‘illustrate’, or ‘done’ for ‘conducted’. The interlingual transfer caused by attempts to find lexical equivalences in the native language or translate expressions literally can also cause errors of word choice (Aziz et al., 2020). Issues concerning word-usage also exhibit a lack of rich linguistic input specific to technical or academic writing. Corder (1967) differentiates between language input and intake. The former implies what is available to the learner, while the second refers to what is grasped. Both input and intake should be ensured by the teachers and curriculum developers.

3. Conclusion

The order of the frequency of errors in the writing of engineering students at UET is word choice, tenses, spellings, capitalization, prepositions, and articles. They make errors related to tenses and word choices the most, while they make fewer errors in using articles and prepositions. Lack of reading, linguistic input, and interlingual transfer can be the main causes of inaccurate word choice. Though the frequencies of errors are not alarmingly high, yet accuracy must be one of the biggest concerns of the engineering students, as well as their teachers. For this purpose, a complete English learning
environment should be created through mutual and collaborative efforts of the English teachers, teachers of engineering subjects, and the students. As the data source of this study is small, so for more generalizable results, a large-scale study should be conducted. It may also be a good idea to include teachers’ perspectives, problems, and experiences regarding writing skills, accuracy, and feedback.

3.1. Suggestions and Recommendations

To make the writing process interesting for the engineering students and make them autonomous in taking care of accuracy, the following can be done:

• It is important to motivate the learners because when they feel motivated and accept English as a useful language, and not a burden or imposition, they will actively work on accuracy.
• Give the engineering students ample choice of writing tasks so that they develop an interest in writing.
• Combine other skills such as listening, reading, and speaking with writing. Employ listening and reading as pre-writing and speaking (in the form of presentations) as post-writing strategies.
• Use a variety of authentic materials, such as cut-outs from newspapers, reader digests, journals, reports, social media, movie clips, videos, posters, good and poor samples of academic and technical writing, literary extracts, and emails, etc.
• Use the headlines, pictures, captions, dialogues, quotations, incidents, financial reports, letters to the editor, and columns from the newspapers to assign writing tasks to the students.
• Develop the habits and skills of proof-reading, editing, and self-correction among students.
• Give tasks that involve group work, pair work, and individual work.
• Spend more time in getting activities done than delivering lectures. Fatima (2012) noted that grammatical errors or erroneous writing styles are caused by having no exposure to writing reports. Therefore, it is vitally valuable to adopt new activity-based methods of teaching English to engineers.
• Assign them tasks on free and derby writing.
• Encourage the students to volunteer for suggesting writing prompts to their fellows.
• As it has been noted that erroneous word usage is the major issue, engineering students must be familiarized with academic, formal, and technical vocabulary and style.
• Give feedback on the assignments, homework, or classwork.
• Encourage the students to give feedback to their peers.
• Develop the culture of negotiated assessment and portfolio-based assessment.
• Use rubrics for assessment because it brings clarity and makes the evaluation process fair.
• Always return the marked assignments because it is a completely futile exercise if the students do not get to know the errors and flaws in their writing.
• Encourage the students to improve on their assignments and then re-mark them.
• Teach the students various skills such as brainstorming, organization, strategies to bring coherence, avoid repetition, and bring clarity beforehand.

3.2. Activities

The following activities (Riaz, 2013) can be employed to improve the writing skills of engineering students:

• Ask them to make a scrapbook because it can be an effective activity to make them autonomous.
• Make the students write book or movie reviews and short reports on the problems they face or observe around. It develops the habit of writing.
• Give students a list of 6-7 words, share the appropriate contexts for using those words, and ask them to incorporate those words in the same paragraph on any topic. Doing this activity regularly may help improve their vocabulary. Students can do this activity on their own.
• Ask them to read a newspaper article and substitute every 7th word with a different but appropriate word.
• Ask them to give feedback on emails/reports/proposals in the classroom in pairs or groups.
• Ask the students to write a report after collecting scraps from newspapers, reports, and video clips, etc. on topics related to science and engineering, for example, global warming or earthquakes, etc.
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