Social Sciences Review

(Bi-annual Research Journal)

DEPARTMENT OF SOCIOLOGY
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD-PAKISTAN

Social Sciences Review
(Bi-annual Research Journal)

Volume 03 | Number 01 | January - June, 2015

Department of Sociology
International Islamic University
Islamabad-Pakistan

IIUI

Editor's Note

Social Sciences Review is being published bi-annualy by the department of Sociology, International Islamic University, Islamabad. It seeks to inform the readers about the core issues and social problems of Pakistani society in particular, ranging from social pathologies, cultural matters, gender, economy and politics to security and conflict matters. The panel for peer reviewers keeps on changing according to the subject of the articles submitted. Scholars are invited to contribute on any topic related to social sciences. Experimental as well as theoretical articles are sought. Potential contributors are encouraged to submit reviews of research, historical and philosophical studies, case studies and content analyses in addition to experimental correlation studies, surveys and reports of the effectiveness of innovative programs. Social Sciences Review can be visited online at the website of International Islamic University http://www.iiu.edu.pk/index.php?page_id=7188

The individuals work published in this journal is the responsibilities of the Author(s). The options expressed and arguments employed herein do not necessarily reflect the views of the Editorial Board. Any feedback and suggestions for improvement of the journal will be highly appreciated

Dr. Saif-ur-Rehman Saif Abbasi

CONTENTS

Dealing with 'Visual Impairment': Experiences of Youth in Tertiary Education

Dr. Rabia Ali*
Assistant Professor/Acting Chairperson
Hina Hameed*
*Department of Sociology International Islamic University, Islamabad

ABSTRACT

The major aim of this study was to offer an in-depth analysis of the experiences of visually impaired students in tertiary education from an emic perspective. Data was collected from visually impaired students from three universities in the capital city Islamabad. The findings of the study depict the major problems faced by visually impaired students in tertiary education and the coping strategies they use to overcome such issues. Despite feelings of marginalization as a result of unfriendly educational environment the narratives of the visually impaired students highlight feelings of acceptance by their peer group which seemed to be meaningful to them. To facilitate the visually impaired students in tertiary education and to increase their participation the study recommends the need to go beyond inclusion and equality models and to ensure equity and parity in universities. To translate this in practice educational institutes need to play a significant role.

Keywords: Visual impairment, tertiary education, inclusion, experiences, Islamabad

INTRODUCTION

Disability is a global phenomenon. It is estimated that 15% of the world's population lives with some kind of disability, of whom 2-4% practice considerable problems in functioning (World Report on Disability, 2011). Almost 80% disabled live in low-income countries with little or no access to services (World Bank, 2009) and less than 10% of these have access to education (Peters, 2008). According to the traditional definition of disability an individual is incapable of performing certain activities due to one or more functional impairment. This indicates that an individuals' status as disabled person depends on his/her clinical status. Impairment is the inability to participate on equal terms and it is believed to be the attribute of the individual who lacks the capacities necessary to attain autonomy. Impairment is believed to be treated in order to cure or alleviate the condition (Michailakis, 2003, p. 210).

Research on disability suggests the shift from medical model of disability to social model which largely highlights the exclusion of the disabled in the society (O'Connor & Robinson, 1999). In accordance with the social model of disability, how the term is understood varies across cultures and often depends on how the social systems describe it (Hughes & Peterson, 1997). The social model acknowledges the 'power of environmental, structural and cultural definitions of disabilities' (Jones, 1996). This model represents a sociological phenomenon where disability is rooted firmly in the 'social and environmental situations that segregate or restrict behavior' (Burgstahler, 1994, p. 90).

Visual impairment is one of the major types of disabilities around the globe. According to World Health Organization, 285 million people among the total of 15% of total the disabled population are visually impaired. 90% of these visually impaired are living in developing countries (World Health Organization Media Centre, 2012) and these lack food and medication. In Pakistan the situation is more or less the same. According to 1998 census out of the 2.94% disabled population a total of 1.5 million people are facing vision problems and very little portion of children are studying in special education institutions (Census Bulletin-1, 1998).

Education is significant in integrating the students with disability in the mainstream and to enable them to gain access to opportunities (Doyle, 1996). Education institutes can play an important role in encouraging policy making and action and for promoting the integration of disabled students (Disability Act 1995; in O'Connor & Robinson, 1999, p. 91). Education institutions are thus expected to impart lessons of inclusion and toelrance (e.g. Thomas, 2001; Bowl, 2012). Nevertheless, universities are the very institutions which exclude young disabled people especially in places where the education systems do not follow the Disability Discrimination Act, 1995 (Byrne, 2014). The students with impairment are often segregated from the mainstream and they are encouraged to get admission in special need institution. Research shows that the access of visually imapired to normal

universities often marginalizes the students instead of empowering them. Disabled students find it hard to integrate in the so called inclusive education systems since the multiple challenges and unfriendly environment often makes them reluctant to continue their studies (Bradley, 2004).

Education of disabled people has been widely debated and the early 1980s witnessed positive shift from special education to inclusive education around the globe. This was especially the case in western countries where disabled students previously segregated in special schools were integrated along witht their peers in mainstreem schools (Mitller, 2000; Opretti & Belalcazar, 2008; Polat, 2011). Though more than two decades have passed inclusion-'involving change in values, attitude, policies, and practices' (Polat, 2011, pp.50-51) - is yet to be achieved. This is specially the case in the developing countries where dealing with disability remains a challenge.

In Pakistan measures have been taken at policy level to make education inclusive for disabled students. In this regards, the National Policy Education 1998 and National Policy for Persons with Disabilities 2000 have set out policies for provision for disabled persons (National Report on the Development of Education, 2008). Also, the the Higher Education Commission has consistently emphasised and devised policies for inclusive education at higher level (Rahman, 2013.p. 2). The aim of all these policies is to ensure that disabled students are provided healthy and friendly environement especially at higher levels. Quota system is in place in universities to ensure participation of disabled students in higher education. However, even the 2% fixed seats for disabled students is not a straight forward process and involves struggles on part of the students both at the time of admission and during later stages increasing the dropout rates (Rahman, 2013 p. 2). Also the quota system largely under represents the large number of disabled students. In addition, the procedure of enrolment is not clear and fair (Hameed, 2008). Consequently, despite such efforts at policy level the problems of disabled remain un-addressed since such policies remain on papers.

For understanding the educational needs of visually impaired students they can be categorized into three groups. The first category includes those who can fully integrate and participate in class and who are able to modify their blindness by using adaptive tools. These students either do not have any other impairment or have minor level of impairment that cannot affect their educational service. The second category consists of those students who have some additional disability. They need modifications in existing curriculum and require special services along with the existing and adopted services and materials. Third category of visually impaired students includes the children who have severe additional impairment and they cannot adopt the existing curriculum constructed for the sighted students. These students need completely different curriculum (Castellano, 2005). The majority of participants of this research belonged to the second category of visually impaired students.

While the challenges encountered by visually impaired students in schools is well documented especially in the context of developing countries, information on inclusion of students with visual impairment in tertiary education remains under researched especially in the context of developing countries. This study investigates the provision of higher education to students with visual impairment by documenting their experiences at the top public sector universities of the country from emic perspective. While the experiences of the students remain central the research also pays close attention to the policies and practice of universities regarding disabled students and if these are committed to student's learning. The physical environment of the universities and attitude of staff towards the disabled students will also be examined (O'Connor & Robinson, 1999).

The study raises important questions about representation of disabled students in educational institutes from sociological perspective (Allan, 2010). The paper emphasizes to move beyond the inclusion model and on the need to ensure equity and parity for the larger benefit of individuals with disability and to increase their participation. Equity and parity are different

than equality and inclusion and these mean more than having equal chances of being included. Inclusion means to maximize the participation of all in society and education by minimizing exclusionary and discriminatory practices (Booth, 2005; Polat, 2011). Equity to visually impaired students at tertiary education would mean to ensure fairness at all levels. Similarly parity would mean use of inclusive pedagogies that may allow students to develop to their full potential (Thurston, 2014, p. 105). Since this area has been hardly researched especially in the context of Pakistan it will add to the existing body of knowledge on disability and particularly studies on visual impairment in the developing countries and worldwide.

METHODS

Data for this study was collected through in-depth interviews from male and female visually impaired students from three universities in Islamabad including the International Islamic International University, Quaid-e-Azam University, and National University of Modern Languages. The selected respondents were enrolled in various faculties and in different programs. The respondents were from different economic and resident backgrounds to capture the diversity of problems faced by students with visual impairment in inclusive education.

The number of students enrolled in tertiary education was very low and the universities consulted and selected for this research did not have a proper record of the students with disability. This was a major problem faced by the researchers in drawing out sample size. The approximate available population in the selected universities was thirty visually impaired students. Out of these ten students were selected for this study keeping in view various factors including the method of inquiry i.e. Interpretative Phenomenological Analysis (IPA) and the availability of the participants to participate in the research. Among the selected students six were day scholars and four lived in hostels.

Due to the nature of the study non-probability sampling approach was chosen in this research and purposive sampling method was used for data collection. Purposive sampling is time and cost effective. It is useful in selecting information case for research on certain issue. Within the paradigm of purposive sampling, snow ball sampling technique was employed to identify more respondents in universities. Semi-structured interviews were used to collect data which is the most flexible data collection tool (Smith, Flowers & Larkin, 2009). The interviews were conducted in the departments and hostels. Pseudonyms have been used throughout the paper to maintain the confidentiality of the respondents. The study employed Interpretative Phenomenological Analysis (IPA) (Smith *et al*., 2009) as a means to interpret the lived experiences of the visually impaired students.

Since the sample size was small and the nature of the study required in-depth and detailed interpretive account of the cases the IPA was the most appropriate method of inquiry. It enabled a detailed examination of the participants lives and their personal experiences in relation to the social world (Smith *et al.* 2009) and in consistent with phenomenological origin IPA allowed to understand the view points of the participants as they understand and interpret it. This method generated a wide range of responses and allowed unexpected themes due to its flexibility (Atkinson & Hutchinson, 2013). It also enabled exploring the experiences of the participants as perceived and experienced by them (Langdridge, 2007). During the analysis process efforts were made to understand the participants' experiences in consideration to the context where they lived.

FINDINGS: EXPERIENCES OF THE VISUALLY IMPAIRED STUDENTS

The major issues encountered by the respondents were related to admission process, course material, examinations, accommodation, mobility and the challenge of dealing with the attitude of others during the studies which made them feel marginalized. The interviews highlight aspects of their lives which

the students referred to as their strength. For example they cherished the social groups around them and they took pride in being able to have strong bonds especially when the general perception about disabled people was not very positive around them. The major themes which emerged from the data will be discussed below.

ADMISSION PROCESS AND POLICY

Some of the most obvious problems faced by visually impaired students in tertiary education are believed to be access to information regarding admission procedures, selection of university and courses among others (Goode, 2007). It has also been reported that students with disabilities are not guided at time of admission and the admission policy is not affective and supportive for such students (Fuller *et al*., 2004).

All ten respondents of this study reported that they had encountered problems during admission process. The students were of the view that the admission procedure was ambiguous, time consuming and it was not transparent. Hence it marginalized them and discouraged them from the very beginning (Hameed, 2008). They explained that due to the lengthy process of assessment their admission was delayed. This was believed to adversely affect the performance of students during the entire semester.

A common problem faced by the majority (9/10) visually impaired students in all three universities was lack of guidance and counseling at the initial level. These respondents explained that the university staff was not trained to deal with disabled students. These students reported that they found it hard to fill the application forms and no assistance was provided from the university to facilitate them during this process. This is clear from the following excerpts.

> "*No one helped me in filling the forms, if my cousin had not been with me I could not have been able to do it on my own" (Interview with Ali).*
> *"At the time of admission I did not have any idea what to do. I had expected that the administrative staff will provide assistance but it was not so*" (Interview with Arooba).

The admission policy of the majority of universities in Pakistan allows disabled students to get admission against quota system or reserved seats. Since it is often difficult for the disabled students to compete with normal candidates on open merit such students benefit from the quota system. However, one out of the three universities selected for this study (i.e. IIU) did not have quota system for disabled students. In this case, since the administration department did not have a separate record for disabled students which made it difficult to gain information about the exact number of disabled students enrolled in the university. When the administration was approached by the researchers to comment on the unavailability of quota it was explained that this approach was to encourage the disabled students to compete on open merit and thus giving them a sense of worth as normal individuals. Though this may be true and the potential students may gain high self esteem by competing with normal students but this may not allow participation of a large number of students since it is not possible for all disabled students to fulfill the admission criteria while competing with normal students.

FEELINGS OF MARGINALIZATION AND EXCLUSION

Students with visual impairment in education institutes are often believed to be at the risk of social exclusion (Hess, 2010). However, the environment in the institution including the attitude and behavior of the people around them can affect the performance and integration of disabled students in higher education and can contribute to include them in the mainstream education system (Thurston, 2014).

The feeling of being excluded and marginalized as a result of their impairment was very common among all the respondents. The data highlights that this was primarily due to the fact that the people around them including fellow students, teachers and administration undermined the capabilities and talent of these students (Castellano, 2005). The respondents explained that where some people often showed sympathies with the

students others totally discouraged them. This negative perception and behavior was reported to discourage the visually impaired students (Janco, 2002). They were very clear that they disliked gaining sympathetic feelings from others. What they also disliked was the series of interrogation from their class mates and teachers about the nature and history of their impairment. For example, questions like how did they manage studies with the impairment? How they got visually impaired? Was it by birth? Were problematic for the respondents and made them restless at times. As one respondent with a low level of visual impairment explained:

> "*I am not comfortable in disclosing my disability because then people start to show sympathies*" (Interview with Huzafa).

Such interrogations were reported to create feelings of difference among the visually impaired students since they are not 'robots or puppets on a string' but 'are young adults with developing identities' (Byrne, 2014, p. 121). Hence their personal lives and privacy should be protected.

Feelings of marginalization were also reported to as a result of how the students were dealt with in classrooms. Some (6/10) of the students explained that during class discussions the instructors often did not include the visually impaired in class activities with ordinary students. Moreover these students were not assigned presentations and assignments and they were not given the opportunity to perform other tasks even when they offered voluntarily. This left the students with feelings of marginalization as is clear from the following excerpts.

> "*I have been excluded from class activities because of my disability. The Class Representative (CR) was not performing his duties, I was about to become the new CR but the authorities of the department refused*" (Interview with Usama).
> *I felt excluded from class discussions; I felt that the teachers thought we did not know much so we requested the teachers to treat us like normal students*" (Interview with Faryal).

These excerpts show the students felt marginalized because of being treated as 'different human beings'. They wanted to act and function like normal students by participating in class discussions and by being assigned duties and responsibilities. The narratives of Usama clearly depict that he felt confident in being able to work as class representative but it was the authorities who were reluctant to assign him the duty because of his impairment. Similarly Faryal's perception of how she was treated in class shows it was the teachers who excluded her from class discussions with the assumption that she may not know much. These excerpts also indicate that it was not the impairment that was a problem for the students but actually how others thought of their impairment and undermined their capabilities which was problematic for them. What is also evident from the above excerpts is how the respondents dealt with the situation. For example, Faryal requested the teacher to deal with the disabled students like she dealt with ordinary students.

Close analysis of the second quote illustrates feelings of collectiveness that existed among the students which was largely due to their common condition. The same experience was shared by other respondents. Whenever they were asked to comment on anything they often generalized the conversation for all disabled students. In a way this was also a means to cope with the unfair treatment they got from those around them.

The discussion also highlights that inclusive education should mean more than mere access to education for the disabled students. It should be the idea of being fair with the students in all means and to ensure that they are getting all the opportunities which they deserve as individuals so that they can perform their best.

ACCESS TO SERVICES ON CAMPUS

The majority of the respondents (9/10) reported that the universities did not provide adequate services to the visually impaired. One of the core problems of visually impaired students was reported to be access to and understanding

of the course material. The respondents were of the view that the course material was usually in printed form which was difficult for the visually impaired to understand (Fuller, Bradley & Healey, 2004; Madriaga, 2007). Some of the students (6/10) reported that the reading materials were not provided in soft copies or Braille. The students seemed very discouraged that the universities were playing no attention to this acute problem. Following are the experiences of two students which depict how their feelings about these issues.

> "*No one is ready to help disabled people like me. Teachers do not facilitate us and often I get access to lectures only two days prior to an examination which is stressful" (Interview with Iqra).*
> *"The department does not provide any course material in soft form. I have to get the books and scan them myself. Non availability of course material is a big flaw and also time consuming. We spend all our efforts in collecting course material and in the end we are left with minimum energy to study*" (Interview with Fazan).

The excerpts highlight that the students had to make personal efforts to overcome issues related to their studies. The students reported to use computer, scanner and other software which helped them to gain access the course material. The above quotes also illustrates that the problem was not only unavailability of course material but also unwillingness of the concerned people to help the students and to facilitate them. Clearly such a situation leaves the students with frustration and discouragement and naturally results in low grades among the students since they do not get sufficient time to study and are disappointed of the prevailing situation.

The partially visually impaired students (6/10) reported to manage the notes in large print which they could easily read. Some of them got help from friends to record the lectures and to write the notes in large print. For example a respondent named Ali stated that he got help from his friends.

The study of Kugler and Andrews (1996) also supports these findings who have argued that the position of student with visual impairment excluded

them from having access to course material. Hamilton and Dan (2000) too have argued that the visually impaired students should be provided with the same information as sighted students in the form of printed papers.

Nevertheless, the respondents acknowleged that use of technology (including computer, laptops and assistive software) had allowed independent access to information (Thurston, 2014) and had made it easier to acces the course material. This also indicates that in a way technology was used as a coping strategy by students with visual impairment for getting access to class notes and for appearing in examination. These findings are in line with the work of Hasselbring and Glaser (2000) who found that computer technology facilitates students with visual impairment in inclusive education system.

Additionally, a major concern for the students was the fact that there was lack of training on use of technology for students with disabilities at the universities. They acknowledged that though assistive packages of software to use computer and internet facility were available. However, the staff in computer laboratory was not aware of how to use these software packages. One of the respondents explained this dilemma in the following words.

> "*At university we are not trained to use technology. Notes are not available in soft form. Teachers often refuse to help since they do not know how to use these….*" (Interview with Usama).

The excerpt indicates the crucial need to train university personnel on the use of technology in order to be able to assist the visually impaired students. Similarly, the students were also of the view that no efforts were made by the universities to fulfill the needs of the disabled students while delivering class lectures. This is evident from the fact that the teachers were reported to use multimedia excessively ignoring the need of the visually impaired students. A student named Huzafa stated "Teachers always use multimedia I cannot see figures and diagrams."

This also indicates that while use of technology was considered a positive aspect by many for others it was a source of concern. Hence, where technology can act as an important resource for facilitating the students with disability in tertiary education; the same can actually limit their understanding and cause problems for them.

Further, the respondents explained that the teachers often did not know how to deal with students with disabilities and as indicated above these students were often ignored during class discussions. The respondents reported that whether it was class activities and assignments the teachers were often confused as how to deal with such students and how to take them along the normal students. This behavior of teachers towards the students was reported to be a hurdle in the learning process of the students (Sharma, Forlin, Loreman, & Chris, 2006; Fuller, *et al*., 2004; Carroll, Forlin, & Jobling, 2003).

As a coping strategy for this issue, students also reported that they found it useful to interact with disabled students from the previous session who had taken courses with those teachers. In this way they tried to develop their own strategy and got prepared for the class and the attitude of the teachers. This is extremely unfortunate since it should be the responsibility of the teacher to come up with strategies to make the classroom discussion inclusive for such students. However, the majority of the respondents (8/10) were of the view that they did not blame the teachers. They explained that teachers were much supportive in studies but due to lack of awareness and training they were unable to do much.

This illustrates that due to lack of training the teacher were unable to attend to the special needs of disable students in order to integrate them in the inclusive education system which remains a challenge for them (Kugler & Andrews, 1996). To address this there is dire need to focus on increasing awareness about requirements about the types of disabilities and about strategies of working with the students with disability (Burgstahler, 1994).

EXAMINATIONS

Generally there are four modes of examination for the visually impaired students. These include use of computer, braille, audio recording and use of writer. Each has its advantages and disadvantages. The data shows that majority of the students had no formal training or computer literacy as indicated above, so use of computer could not be helpful. For example, a respondent named Fazan explained that since he was not a good user of computer he used writer during examinations.

The respondents were of the view that the option of using Braille machine was not available at the universities. The majority of them (7/10) acknowledged that they had no idea how to use Braille machine and the teachers had no training too. The third option i.e. audio recording - which requires special attention of the concerned teacher - was also reported to be rare mode of examination. The study shows that in case of all three universities the teachers were reported to avoid this option due to the time it entails.

The data depicts that the majority of students with visual impairment appeared in examination with the help of writer. However numerous problems were related with this mode of examination. The data shows that time shortage and barrier in communication seemed to be the major problems. The respondents explained that it was difficult and time consuming for them to describe the answers to the writer. They also reported that at times it was hard to make the writer understand the answers. They complained that there was no provision of extra time for the visually impaired students during the examination and often they had to leave with incomplete papers. The following quotes from the respondents support this fact.

> "*Giving exams through a writer was too difficult. I felt one cannot communicate the whole answer to the writer properly as compared to when one writes the answer himself. So that becomes a little frustrating for me sometimes*" (Interview with Halima).

> "*I appear for exams through a writer but I find it difficult because a lot of time is wasted when the writer reads out the paper to you and you dictate the answer. I wish I could give oral exams*" (Interview with Nadia).

Moreover, the availability of writer is also a problem for visual impaired students. They often have to borrow writers from friends or they have to purchase. It is not provided by university or examination cell.

> "*It is really problematic to find writer. The University does not provide writers and if students are willing to buy their own writers that too needs to be approved by the university*" (Interview with Fiza).

Hence, appearing in examination and managing time was one of the main issues for the students and no efforts made on part of the universities to help the students with the examination process.

MOBILITY ISSUES

Research indicates that mobility issues are often faced by visually impaired students as a result of inappropriate infrastructure including access to buildings, accommodation and classrooms (e.g. Bishop & Rhind, 2011; Pivik, Mccomas, & Marc, 2002). Almost all the respondents (10/10) explained that as newly enrolled students with visual impairment they found it extremely difficult to gain access to places like the library and computer laboratory on their own. This was true for both the day scholars and students who lived in hostels. One of the respondents expressed his feelings in the following way:

> "*I love to move around the campus but due to visual impairment it is not possible for me to go to main library or other departments because there is no facility for students with disability to move freely*" (Interview with Faryal).

All the three universities provide transport facilities to students. However, the respondents reported that the university buses were often full and it was difficult for them to get seats. Also, there are no special considerations in practice for students with disability like wheel chair access. Though the front

seats are reserved for students with disability but they are often occupied by other students. Under such circumstances it is problematic for students with visual impairment to get on the buses. One of respondent reported as following:

> "*Since the buses were always full I had no choice but to get a taxi. It was disappointing that normal students occupied seats for disabled people too*" (Interview with Halima).

To overcome this, those students who were day scholars had arranged their own pick and drop facilities. The students also explained that mobility was an issue especially in the beginning of the semester. They were of the view that since there was lack of support from the university administration the students had to rely on requesting fellow students to accompany them for the initial few days until they got familiar with the routes. For example Iqra explained that she had defined the routes from hostel to University and within the departments and she felt comfortable in walking on the routes alone (Interview with Iqra, 8th May, 2014). Hence the students had developed their own coping strategies with time. The respondents became more hopeful as time passed and discovered more coping strategies. This affirms the findings of study by (Jackson *et al*., 1998) which demonstrated that there is relationship between hope and coping ability among visually impaired persons. The findings also illustrate that the fully blind students were more resilient and they seemed to have more coping strategies compared to the partially blind students. For example, they could easily get adjusted in hostel and campus.

ACCOMMODATION AND FINANCE ISSUES

Accommodation and financial issues have remained severe problems for the visually impaired students (Fuller *et al*., 2004) and the same were also reported by the respondents of this study. All the three universities were reported to provide the facility of accommodation but students with visual impairment explained that they faced problems in getting seats in hostels.

Besides the difficulty of getting seats the staff was reported to be insensitive

towards the needs of the students. The students explained that the behavior of staff at time of hostel allocation was very unkind. The administration was not cooperative and they discouraged the students to seek admission in hostel. Fiza explains this in the following excerpt.

> "*I faced difficulty in allocation of a hostel room. The hostel administrative staff was really disappointing and not at all helpful. I think that the procedure of hostel allocation wastes a lot of time because it is really lengthy. I also faced problems in adjusting to hostel life because the room had two doors*" (Interview with Fiza).

The quote shows that the process was lengthy and time consuming and the behavior of the administration was discouraging for the students. It also indicates towards the problems while living in the hostel. Fiza was uncomfortable with the room since it had two doors and she felt insecure to share it with other students. Others problems while living in hostel were reported to be mobility in the hostel for use of toilets, and getting access to food which was difficult and they often had to seek assistance from friends. It was acknowledged by majority of the respondents (8/10) that at times the problems related to accommodation forced the visually handicapped students to give up their studies.

The data shows that the majority of students with visual impairment was from middle class families and had to also think about financial matters besides other problems they were facing due to their impairment. Unfortunately, scholarships are not always available and often they have to compete with ordinary students for financial assistance. It was reported by the respondents that even when scholarship was granted it was insufficient to cover their expenses. Hence students had to depend on family support which was usually insufficient. One of the respondents expressed his feelings as follow:

> "*I am financially dependent on my brothers, but they have their own families so it's difficult for them to manage. The finances provided by university are not enough*" (Interview with Fazan).

Though finance is an issue for all students belonging to poor families but it is more so for disabled students (Fuller *et al.,* 2004). This is because these students need to be able to afford special devices. They also need printer for large prints which partially visually impaired can read. Some of respondents (3/10) looked forward to be able to get part time employment to overcome their expenses. For example Nadia explained that she would very much like to be able to get a part time job to be able to support her expenses.

GAINING STRENGTH FROM SOCIAL GROUP

Social interaction of visually impaired people is often believed to be weak because of the inability to have eye contact, and inability to use body gestures and facial expressions (Kekelis, 1992). Moreover, due to their inability to see they do not follow the visual clues and indicators which may be used during normal conversations. This situation may create unwanted and also unintended interruption and embarrassing long pauses in conversation (Michailakis, 1997) and is believed to lead to social isolation of the visually impaired students.

While the coping strategies of the respondents for each problem has been discussed above, something which was clear from the narratives of almost all the students was the strength they gained from their peers. They acknowledged that it was the support from the strong social circle that gave them the confidence to keep going despite all the obstacles and problems they faced in their routine lives. They explained that it was due to their supporting friends that they were able to gain access to course material and understanding of the courses. This shows that the behavior of friends is significant arbitrator for class participation and assimilation in inclusive class (McDougall *et al*, 2004) .

These findings contradict the general perception that students with disability have limited circle of friends, they feel isolated in class and have modest acceptance in peers in their class (see e.g. (Langher *et al*., 2010). This has especially been reported for students in school setting where visually

impaired students are believed to experience feeling of exclusion as a result of their inability to interact with friends in playground and inability to get a sense of how others are feelings about them (Thurston, 2014; Roe, 2008). The main reason for the contrast in this study may be sense of responsibility which comes up with individuals as they grow up. They become more willing to perceive the visually impaired as individuals with different needs. In the context of Pakistan this could also be due to the close religious and cultural bonding among people. Some of the students shared their experience of integrating with normal students in the following words.

> "*In school times majority of my friends were from blind community. Now I also have friends without disability*" (Interview with Iqra).
> *I always had normal friends since school times…..* (Interview with Halima).

The data shows that the students with visual impairment had peer group from both normal and special communities. Very few students had limited circle of friends in class. In addition, the social circle of students with visual impairment expanded with the passage of time. This indicates that social group is matter of frequent interaction. Nevertheless, no matter how well integrated these students may seem with their peer groups their narratives echoed feelings of difference as well, which they seem to have internalized (Thurston, 2014). They were very clear about the fact that they stood out from others due to their visual impairment and were easily pointed out. Whether it was class rooms, canteens, library they reported feelings of being watched by people around them. Though this sense of awareness about who they are and how they are perceived remains their right as individuals but it was also reported to lead to strong resistance to accept their impairment. In such cases the respondents reported to develop feelings of resentment towards themselves which also led to inferiority complex among the respondents. In contrast, those students were found to integrate well who reported to internally accept their disability and talked about it openly and confidently.

CONCLUSIONS AND RECOMMENDATIONS

The paper offered an in-depth analysis of the issues of visually impaired students in tertiary education in Pakistan. The findings show that besides physical access the invisible barriers of attitude and stereotyping were reported to be the major problems for the visually impaired students (Litsheim, 1995). The voices of the students clearly depict that they perceived themselves as 'students first' (O'Connor & Robinson, 1999), impairment was an issue since it affected their inclusion in university life due to social and physical factors (Ash *et al*., 1997). In addition, the findings illustrate the shortcomings of institutional policy and subsequent practice. The policies of the universities regarding disabled students were ambiguous and lacked uniformity. Importantly, the policies were not committed to the learning of disabled students. The universities did not seem to be pro-active towards the needs of the students with disability which is evident from lack of training of staff, inappropriate physical environment and related issues reported by the students (O'Connor & Robinson, 1999). This was a major reason for low participation of visually impaired students in tertiary education.

The data shows that the initial time at the university was challenging for the students. As these students integrated in institutions and got familiarized with the place, environment, policies, people and system they could easily cope with the problems like mobility issues, interaction and communication problems, behavior of teachers and class mates and so on. Nevertheless these findings pose serious concerns for us as educators. If it's the visually impaired students are to struggle to integrate in the education system and to function with minimum assistance, what role are the education institutions playing in preparing these students to survive in the society.

The study illustrated that students with disability have access to tertiary education in Pakistan through quota system and open merit. This indicates that measures are being made to make tertiary education inclusive. However,

the voices of the visually impaired students presented here eco that besides discourses of inclusion there is need to ensure equity and parity in tertiary education and to be able to do this much needs to be done. Since the sample size of this study was limited so generalization cannot be made for a wide range of students. Still, the findings of the study can be used as a starting point to device important policies regarding disabled students. For example, it is imperative that universities should have written policies for students with disabilities that should be considerate to the special needs of the students. The staff should be trained to deal with the needs of students with disability and at the time of admission special services should be provided to such students to ease the admission process and to make it transparent. The existing quotas need to be reviewed to increase the opportunity for students with disability in higher education.

Since technology was reported to be used to cope with some of the issues the respondents faced in tertiary education it is recommended that such facilities should be made available to students. In addition, awareness sessions should be given to administrative staff and academic where they should be trained as how to deal with students with disabilities. This is very important to integrate these students in inclusive education system and to increase their participation. Staff and teachers should also be encouraged to maintain pleasant attitude towards students with disabilities. Training modules could also be prepared for students with impairment to increase their abilities so that they can work independently.

References

Allan, J. (2010). The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education, 31*(5), 603-619.

Atkinson, K. & Hutchins, J. O. (2013). Transition from higher education to National Health Service for Visually impaired physiotherapist: An interpretative phenomenological exploration, *British Journal of Visual Impairment, 31*, 32 - 46.

Burgstahler, S. (1994). Improving Campus Attitudes about Students with Disabilities. Paper presented at the Annhual Conference of the Association for Higher Educationand Disability, Columbus, OH. July 27-30. University of Washington.

Bishop, D., & Rhind, D. J. (2011). Barriers and enablers for visually impaired students at a UK Higher Education Institution. *British Journal of Visual Impairment, 29*(3), 177-195.

Booth, T. (2005). Keeping the future a live: putting inclusive values into action.*Forum*, 47(2), 151-158.

Bowl, M. (2012). Post-complusory higher education and training. In J. Arthur & A. Peterson (Eds.), *The Routledge Companion to Education* (pp. 199 - 208). London:Routledge.

Byrne, B. (2014). Getting In and Getting On? The Experiences of Young People with Visual Impairments and Hearing Impairments in Third-Level education, *International Journal of Disability, Development and Education*, 61(2), 119 - 133.

Census Bulletin-1, Population and Housing Census of Pakistan 1998. (1999). Population Census Organization Statistics Division, Federal Bureau of Statistics, Government of Pakistan, July 1998.

Disability Discrimination Act (1995). Students with Disabilities in Higher Education (London, SKILL).

Doyle, B.J. (1996). *Disability Discrimination: the New Law*. Bristol: Jordon Publishing Ltd.

Fuller, M., Bradley, A., & Healey, M. (2004). Incorporating disabled students within an inclusive higher education environment. *Disability & Society, 19*(5), 455-468.

Goode, J. (2007). 'Managing' disability: Early experiences of university students with disabilities. *Disability & Society, 22*(1), 35-48.

Hameed, A. (2008). UN Convention on the Rights and Dignity of Persons with Disability: a call for action on poverty, discrimination and lack of access. *Creating Access for People with Disabilities to Higher Education in Pakistan.* Lahore. Retrieved June 13, 2013, from www.lcint.org/download.php?id=498.

Hess, I. (2010). Visually impaired pupils in mainstream schools in Israel. *British Journal of Visual Impairment, 28*, 19-33.

Hughes, B., & Peterson, K. (1997). The Social Model of Disability and the Disappearing Body: Towards a sociology of impairment. *Disability & Society, 3*, 325-340.

Jackson, W. T., Taylor, R. E., Palmatier, A. D., Eliott, J., & Eliott, T. (1998). Negotiating the reality of visual impairment: Hope, coping, and functional ability. *Journal of Clinical Psychology in Medical Settings*, 5(2), 173-185.

Janco, R. (2002). Assessing an online training program's ability to change towards people with disabilities.

Jones, S. (1996). Towards Inclusive Theory:Disability as Social Construction. *NASPA Journal*, 33(4)347 - 354.

Kekelis, L. S. (1992). Peer interactions in childhood: The impact of visual impairment. In S. Z. Sacks, L. S. Kekelis, & R. J. Gaylord-Ross (Eds.), *The development of social skills by blind and visually impaired students: exploratory studies and strategies*. American Foundation for Blind.

Kugler, P., & Andrews, K. (1996). Graphical Analysis and the Visually Impaired in Undergraduate Economics Courses. *The Journal of Economic Education*, 224-228.

Langdridge,D. (2007). Phenomenonological psycology: Theory research and emthod. Harlow, UK: Pearson Education Ltd.

Langher, V., Ricci, M. E., Reversi, S., & Citarelli, G. (2010). Disabled students and the quality of relationships within the class. *Procedia Social and Behavioral Sciences*, 5, 2295–2299.

McDougall, J., DeWit, D. J., & King, G. (2004). High School-Aged Youths' Attitudes Toward their Peers with Disabilities: the role of school and student interpersonal Factors. *International Journal of Disability Development and Education*, *51*(3) 287-313.

Michailakis, D. (1997). *Government Action on Disability Policy: A Global Survey*. Cornell University.

Michailakis, D. (2003). The Systems Theory Concept of Disability: one is not born a disabled person, one is observed to be one, *Disability and Society*, *18*(2), 209-229.

Mittler, M. (2000). *Working Towards Inclusive Education. Social Contexts*. David Fulton., London.

National Report on the Development of Education.(2008). Islamabad: Ministry of Education.

O'Connor, U. & Robinson, A.(1999). Accession or Exclusion? University and the Disabled Student: A Case Study of Policy and Practice, *Higher Education Quarterly. Volume 53*(1), 88-103.

Opretti, R. & Belalcazar, C. (2008). Trends in Inclusive Education at regional and inter regional levels: issues and challenges. *Prospects 38*, 113-135.

Pivik, J., Mccomas, J., & Marc, L. (2002). Barriers and Facilitators to Inclusive Education. *Council for Exceptional Children, 69*(1), 97-107.

Polat, F. (2011). Inclusion in education: A step towards social justice, *International Journal of Educational Development, 31*, 50-58.

Sharma, U., Forlin, C., Loreman, T., & Chris, E. (2006). Pre-Service Teachers' Attitudes, Concerns and Sentiments About Inclusive Education: An International Comparison Of The Novice Pre-Service Teachers. *International Journal Of Special Education*, *21*(2), 80 - 93.

Smith, J. A., Flowers, P. & Larkin, M. (2010). *Interpretive Phenomenological Analysis – Theory, method and research*. London: Sage.

Thomas, L. (2001). *Widening participation in post-compulsory education.* London: Continuum.

Thurston, A. (2014). Disability, Power and Equality in in the School, *International Journal of Disability, Development and Education*, *61*(2), 105-107.

Thurston, M. (2014). "They Think They Know What's Best For Me": An Interpretative Phenomenological Ananlysis of the Experiences of Inclusion and Support in High Scool for Vision-Impaired students with Albinism, *International Journal of Disability, Development and Education*, *61*(2), 108-118.

World Health Organization Media Centre. (2012). Retrieved June 13, 2013, from World Health Organization: http://www.who.int/mediacentre/factsheets/fs282/en/.

World Report on Disability (2011). World Health Organization. Geneva. Retrieved January 2013, from World Health Organization: http://www.who.int/disabilities/world_report/2011/report/en/index.html.

China's Rise in the Perspective of Power Transition Theory

Kalimullah
Ph.D (Scholar)
International Relations International Islamic University, Islamabad

ABSTRACT

The constant rise of China, and the gradual erosion of the US unipolar status, has put the Power Transition Theory (PTT) into limelight. Many analysts, interestingly, concentrated towards the possible overtaking of the United States by China, but they unheeded the significance of the China's 'satisfaction', a challenger in the PTT. This paper attempts to fill this gap by analysing the challenger's satisfaction with the contemporary East Asian 'status quo'. Whereas the recent picture illustrating China as a 'status quo' actor. The PTT is based on its two main concepts 'parity' and 'overtaking', where theory provides its explanation of major wars, it is the intensity of dissatisfaction of the rising challenger that determines the war inclination of a transition. Assessing China's satisfaction with the existing status quo is, in this sense, as important as tracking the evolution of the power ratio between China and the United States. This paper hypotheses that the three main indicators developed by the PTT suggests that China is a strongly dissatisfied power.

Keywords: Power, status quo, China

INTRODUCTION

Chinese leaders and foreign policy analysts often refer to Deng Xiaoping's observation that peace and development are the most significant global issues in the present era. At this stage, globalization makes rapid progress; wars among major powers are less and less likely. In December 1977, Deng suggested that the world can secure the delay of the outbreak of a world war'. Since 1979, Chinese leaders have tended to focus on modernization and development, and they believe that China needs a peaceful international environment. But China has increasingly behaved as a typical muscle-flexing rising power looking to challenge the US primacy in the Asia–Pacific and seek expanded interests by advancing its territorial claims in the East and South China Seas. Criticizing China's 'unilateral', 'provocative', 'coercive' and 'escalatory' behaviour as an attempt to change the regional status quo, the

US has taken measured counter-actions to check China's territorial advances, including sending a pair of American B52 bombers flying across China's newly declared Air Defence Identification Zone (ADIZ) in the East China Sea.

While the unipolar moment has yet to come to an end, the last decade, with the protracted interventions in Iraq and Afghanistan, and the outburst of the most violent economic crisis since the end of the Second World War, has witnessed a significant erosion of the US dominance over the international system (Layne, 2011). Over the same period, China has continued her unabated rise. Between 2003 and 2012, China's GDP was multiplied by a factor of 2.46 in real terms, her military expenditures by a factor of 2.75 (World bank, 2013) (SIPRI, 2013). In some areas, comparisons between the United States and China have provoked some degree of wariness: Washington was able to keep its rank as the largest trading nation in 2012 by a margin of less than 0.4% (World Trade Organization, 2013), and a 2012 OECD report suggested that China could replace the United States as the largest economy, in purchasing power parity terms, as early as 2016 (OECD, 2012).

In this context, renewed interest in the Power Transition Theory (PTT) does not exactly come as a surprise (Tammen, et al., 2000). Scholars and analysts who have made use of the PTT have often focused on the 'power' dimension of the theory and on the possible 'overtaking' of the United States by China. The PTT walks, however, on two legs: while 'parity' and 'overtaking' are pivotal concepts in the theory's explanation of major wars, it is the degree of dissatisfaction of the rising challenger that determines the war inclination of a transition. Assessing China's satisfaction with the existing status quo is, in this sense, as important as tracking the evolution of the power ratio between China and the United States.

This article proposes to assess China's satisfaction with the existing East Asian order, or 'status quo', through the use of the three main indicators

developed, or borrowed, by power transition theorists. This approach calls for two preliminary caveats. First, following works by Douglas Lemke on 'multiple hierarchies' (Lemke, 2002), the argument focuses on a regional application of the PTT. China remains an East Asian power in the double sense that its primary security interests remain located in this region, while its military power has a limited, regional footprint, and that the challenge it poses to the United States is, in a power transition perspective, primarily of a regional nature, though it might evolve into a global scale rivalry in a more distant future (White, 2013, p. 66). Second, this article exclusively focuses on the main set of indicators elaborated by the power transition research program. Over the last decade, multiple, and sometimes diverging, methods have been used to measure satisfaction. Outside the power transition research program, China's satisfaction has been recently assessed by examining China's traditional strategic culture, China's soft power, or travel patterns for Chinese Presidents and Premiers (Ding, 2010).

It is, however, far from clear that such indicators can be made consistent with PTT's definition of satisfaction. Strategic culture is, for instance, largely foreign to PTT and it is difficult to see how both approaches could be reconciled. In consequence, it makes more sense to focus here exclusively on a set of indicators developed, or used by, the PTT.

The article is divided into four sections. The first section broadly retraces the argument of the theory and replaces the concept of satisfaction in its overarching framework. The second section assesses China's 'commitment to change (Lemke & Werner, 1996, pp.231-241) by looking at the evolution of her military expenditures in their regional context. The third section exposes the obvious incongruence between the domestic regimes of China and the United States and expands the argument to look at the rise of a 'China model'. Taking into account the ambiguity created by the inertia of alliances and China's preference for looser forms of 'strategic partnership', the fourth and last section examines China's participation in the regional institutional game.

THE POWER TRANSITION THEORY: AN OVERVIEW

While the PTT has been used to shed light on a growing number of issues, from alliance patterns to deterrence to the rebirth of defeated great powers (Midlarsky, 2000), the problem lying at the heart of the theory remains the explanation of major war, or the absence of it. One of the most prominent qualities of the PTT lies in its elegance. Its explanation of the war inclination of different configurations of international systems relies on two pillars: on the one hand, a power transition between the dominant state and one of the challengers, i.e. The overtaking of the former by the latter, constitutes a necessary but not sufficient condition for the occurrence of major war; on the other hand, provided that a transition occurs, the likelihood of war is directly determined by the challenger's degree of dissatisfaction with the status quo (Organski & Kugler, 1981, pp. 19-22).

Power transition theorists see international systems as inherently hierarchical. At the top of the pyramid, 'by virtue of the common recognition of its preeminent position in world politics' (Tammen, 2008, p. 319), sits a unique dominant power that sets the rules and organizes the 'status quo' to its own benefit, which self-evidently implies that the dominant power is satisfied with its creation (Organski, 1968, p. 326). While the dominant power is described more significantly more powerful than the other players of the system, power transition theorists usually add that it cannot be considered as a hegemon in the sense that 'it cannot single-handedly control the actions of other powerful nations' (Tammen *et al*., 2000, p. 6). The dominant power nonetheless 'controls the existing dominant international order' which allows it to 'receive the greatest share of the benefits that flow from the existence of the international order' (Organski, 1968, p. 326). The status quo is often depicted in extensive terms, as a set of rules imposed by the dominant power that solidify established 'patterns' of interactions in the economic, political and military domains which are all of benefit to the dominant power (Tammen, *et al*., 2000).

In building up the status quo, the dominant power has an interest in 'spread in satisfaction as broadly as possible in the international system' because 'the less turmoil in the international system, the easier it is for the dominant nation to reap economic and political benefits' (Tammen, 2008, p. 321). Unluckily, in a world where resources are limited and security and status are inherently relative, choices made by the dominant power are bound to provoke some degree of dissatisfaction among the members of the system (Lemke & Werner, 1996, p. 240). A more or less clear line surfaces that separates satisfied states, who, thanks to the rules of the system are 'richer, more prestigious, more secure than they otherwise would be' (Tammen, Kugler, & Lemke, 2000, p. 131), from dissatisfied actors, who tend to 'view the international system as not conferring benefits equal to their expectations and long-term interests' and to 'consider the international system to be unfair, corrupt, biased, skewed, and dominated by hostile forces' (Lemke, 2002, p. 24). Deprived of their 'fair share' of the benefits, dissatisfied states are likely to be committed to changing the way international affairs are conducted as they 'would likely expect to benefit greatly if the status quo could be altered to reflect its established resource allocation patterns' (Lemke, 2002, p. 24).

Fortunately for the dominant power, challenges to its authority do not arise as soon as the status quo is established. Power transition theorists claim that at the time the status quo is created, greater powers are more likely to be satisfied with the rules of the international system while the proportion of dissatisfied rises as one moves toward the bottom of the pyramid (Organski, 1968, p. 331). The problem is, however, that international systems are not static entities, and power dynamics are likely to favour the emergence of new great powers, and among them some dissatisfied states (Tammen *et al*., 2000, p. 132)[1]. Troubles begin when one challenger is ultimately able to acquire the equivalent of 80% of the dominant nation's power, i.e. When one

---

[1]Power transition theorists argue that challengers can arise in spite of the adverse conditions created by the status quo because *'the* source of national power' is 'domestic growth', i.e. if the international status quo does not help a country develop, it can still develop in isolation'.

challenger reaches 'parity' (Organski & Kugler, 1981, p. 7). As the challenger further closes in on the dominant power, risks of war rise dramatically, though there have been disagreements about if war occurs prior to or after the challenger overtakes the dominant state (Tammen, Kugler, & Lemke, 2000, pp. 145-162).

Power transition theorists argue, however, that parity and overtaking are only necessary but not sufficient conditions for a major war to occur (Organski & Kugler, 1981, p. 51). Depending on the degree of satisfaction of the challenger with the existing status quo, transition might result in war or in a peaceful transition. To put it simply, whereas a dissatisfied power 'will have hopes of overthrow, the dominant international order, or taking its leadership through combat' (Organski, 1968, p. 329),power transition theorists argue that 'should a satisfied state experience a power transition and catch up with the dominant power, there is little or no expectation of war' (Tammen, Kugler, & Lemke, 2000, p. 133).

Oddly, though the dichotomy between satisfied and dissatisfied states lies at the heart of the theory's assessment of a system's war-inclination, the concepts of 'satisfaction' and 'status quo evaluation' have been left virtually unexplored during the first half of their existence (Tammen *et al.*, 2000, pp. 152-53). The last two decades have been more fruitful and while the PTT still lacks a universally-accepted method to assess satisfaction, post-Cold War research has produced a significant amount of literature on the concept. The first pivotal refinement has been the confirmation that power cannot be equated with satisfaction (Organski, 1968, p. 330). Power transition theorists have most notably argued that a state might become more powerful and be, at the same time, dissatisfied with the existing status quo because its rise occurs 'after' and 'in spite of' the status quo (Lemke & Reed, 1998).

Considering the concept of satisfaction itself, indicators used by the PTT have remained few in numbers, including military expenditures, congruence of domestic institutions, alliance portfolios and, more recently, participation

in international institutions. While each of these indicators can be used independently, an overall assessment of a state's satisfaction arguably requires using them in combination, because each of them tends to only reflect a particular dimension of satisfaction.

While the PTT has long considered that its relevant level of application was the global system, the pyramidal model has recently been applied at the regional level. The 'multiple hierarchy model', formalized by Douglas Lemke, (Lemke, 2002) 'asserts that the international system is composed of regional hierarchies with parallel functions' (Tammen, Kugler, & Lemke, 2000, p. 64). The existence of localized hierarchies, i.e. Regional systems, stems from the idea that international systems are defined primarily by the ability of their members to interact militarily (Lemke, 2002, p. 141). As power is eroded by distance, (Lemke, 2002, p. 77) most states can only interact with a limited number of 'relevant neighbours', which are located in its immediate vicinity. Douglas Lemke adds, however, that the local status quo can only be set up by local powers. As local pyramids are encompassed under the global hierarchy, the model requires that 'the dominant power of a local hierarchy is necessarily weaker than the overall dominant power that sits at the very top of the global cone' (Kugler & Lemke, 1996, p. 80) and that great powers do not intervene in the definition and management of local status quos (Lemke, 2002). Both of the propositions are, however, problematic. First, the use of the loss-of-strength gradient implies that the most powerful nation at the global level might not be the most powerful one over all the regions. Second, aside from the particular situation in which the global dominant can 'delegate' the construction of the local status quo to an entrusted follower, it is unlikely that local dominant powers will build regional rules in a way that furthers the global dominant's interests. In this sense, it appears more likely that one of the key battles in the construction and domination of local hierarchies is played between global and regional powers for the seat at the top of the local pyramid, each of them being able to play the role of the dominant or the challenger (Kugler &

Lemke, 1996, p. 163). In the contemporary China case, it therefore makes sense to assess Beijing's satisfaction with the regional status quo as organized and led, or at least validated, by the United States.

THE 'EXTRAORDINARY GROWTH' OF CHINESE MILITARY EXPENDITURES

The first indicator built by the PTT to measure dissatisfaction lies in what Douglas Lemke and Suzanne Werner term 'the extraordinary growth of military expenditures' (Lemke & Werner, 1996, p. 240). Because the dominant state is likely to staunchly resist any significant change of the status quo, which would adversely impact its interests, the dissatisfied challenger is typically left with no other option than to use military force to bring about change. In order to be able to successfully put up a challenge against the dominant state, which is by definition the most powerful state of the system, the challenger is likely to engage into an accelerated military build-up. The PTT therefore posits that 'an extraordinary military build-up by the challenger reveals a disparate evaluation of the status quo'(Lemke & Werner, 1996, p. 240), in the sense that the 'extraordinary growth' of a challenger's military expenditures is the sign of a 'commitment to change' the existing status quo (Werner & Kugler, 1996, pp. 191-193). To assess their 'extraordinary' character, Douglas Lemke and Suzanne Werner suggest that the challenger's military expenditures should be compared with those of the dominant state, who is the ultimate defender and beneficiary of the status quo (Lemke & Werner, 1996, p. 240). It might nonetheless also make sense to replace the challenger's military expenditures in a more systemic context. In a system where many actors invest heavily in their military, the high growth of the challenger's military expenditures might be explained by its desire to preserve its level of security and/or its position in the system (Schweller, 1999). On the contrary, in a system where the average growth of military expenditures is low, a challenger's effort to build up its military is more likely to reflect its strong 'commitment to change'. Dissatisfaction might furthermore be seized more accurately by looking not only at the

overall rise in military expenditures but also at the use the challenger makes of its expanded financial means.

A cursory look at the evolution of Chinese military expenditures over the last two decades leaves little doubt about Beijing's qualification as a dissatisfied power. Official figures show that Chinese military expenditures have been multiplied by almost 12 in nominal terms between 1994 and 2012, a double-digit average annual growth (Information Office of the State Council, China Arms Control and Disarmament, Nov 1995; Information Office of the State Council, China's National Defense, 1998 to 2010). China's official defines budget was barely less than RMB55 billion in 1994, but it reached RMB651 billion in 2012. Put it real terms, the surge in Beijing's military expenditures is barely less impressive as data provided by the SIPRI suggest a spectacular seven-and-a-half-fold increase between 1991 and 2012 (SIPRI, 2013).

The scale of Beijing's efforts is still stunning when put in perspective with the evolution of US military expenditures. In spite of major increases in the US defines budget after 2001, the gap between the military expenditures of the two powers has been rapidly shrinking. According to figures provided by the SIPRI, Beijing was spending less than one nickel on the People's Liberation Army (PLA) for each dollar Washington invested in its military in1991; in 2012 China was spending a full quarter (SIPRI, 2013).Comparing gross figures is, however, misleading because, in military terms, the challenge China is likely to pose to the United States is primarily regional. While assessing what share of the American defense budget is relevant for the East Asian region is beyond the scope of this article, it is worth noticing that when the costs related to operations in Iraq and Afghanistan and to the Global War Against Terror are taken out of the equation, Chinese military expenditures represented close to one third of the US defence budget in 2012, against less than 14% in 2003 (Belasco, 2014).

A comparison of Chinese military expenditures with those of the other East Asian nations also leaves little doubt about Beijing's dissatisfaction with the

regional status quo. The ratio between Chinese and Japanese military expenditures has grown from 0.4 in 1991, to rough parity in 2004, to 2.7 in 2012 (SIPRI, 2013). From a region-wide perspective, the defence budgets of East Asian nations (SIPRI, 2013)[2] have been growing slowly over the last two decades (SIPRI, 2013)[3]. China's share in the overall regional military expenditures has consequently tripled from 18% in 1991 to 54% in 2012, arguably putting China in the position of a potential regional hegemon (Mearsheimer, 2003; 2010). To put it another way, China alone has been responsible for more than 76.5% of the increase of East Asian military expenditures over the last two decades, singling her out as an obviously dissatisfied nation.

China's dissatisfaction with the existing East Asian order is equally confirmed by the broad orientations of her military modernization. While Beijing's newfound wealth has allowed the PLA to conduct an across-the-board modernization of its armed forces, (Fisher, 2010). Beijing has been primarily concerned with the acquisition of the means of contesting US primacy over East Asia. This might nowhere be as visible as in naval affairs. China has devoted considerable efforts to the enhancement of her sea denial capabilities which increasingly allow her to efficiently oppose possible US attempts to project power in the region. This includes doctrinal shift towards offensive and pre-emptive postures (Yuliang, Shusheng, Xiaopeng, & Zhanliiexue, 2006, pp. 97-98) as well as the development and acquisition of a wide array of platforms dedicated to sea denial, including the deployment of an average of 2.5 diesel submarines per year (Rourke, 2012) and the development of Anti-Ship Ballistic Missiles (ASBM) and long-range Anti-Ship Cruise Missiles (ASCM) (Collins, 2010). China appears today already in a position to make any deployment of US forces along the East Asian littoral extremely risky, and the maturation of 'trump cards' i.e.

[2]East Asia is defined by the SIPRI as the ten current members of the ASEAN, China, Japan, South Korea, North Korea and Taiwan (data for North Korea and Myanmar are unavailable but are unlikely to modify the above assessment).
[3]East Asian military expenditures (excluding China) have grown at an average annual pace inferior to 1.5% between 1992 and 2012.

ASCM, ASBM and a new nuclear attack submarine under development-might soon turn part of the Western Pacific into dangerous waters for the US carriers. Replaced in this perspective, while the modernization of Chinese naval forces has an impact on the local equations in the Taiwan Strait, and around the Senkaku/Diaoyu or the Spratlys, it appears primarily designed to give Beijing the means of contesting the US position at the top of the East Asian system. Chinese efforts go, in this sense, much farther than what a balancing strategy would require: with the means of interdicting access to the East Asian region, China is placing itself in a position not to build a multipolar East Asia but to impose itself as the dominant power of the region. In other words, both Chinese military expenditures and the main orientation of Chinese military modernization efforts suggest a strongly dissatisfied China.

FROM THE INCONGRUENCE OF DOMESTIC REGIMES TO THE CHINA 'HETEROGENIZATION' CHALLENGE

While the use of domestic institutions as an indicator of satisfaction was only made explicit in the middle of the 1990s (Lemke & Reed, 1996; Werner & Lemke, 1997), the idea that similarities in domestic political structures play a role in 'peaceful transfer of power' is already implicit in A. F. K. Organski's original statement of the PTT (Organski, 1968, p. 323). In his explanation of the archetypical peaceful transition between the US and the UK, Organski points that the United States had not only accepted the international rules of the game established in the 'Anglo-French international order', but had also 'not substituted new economic or political institutions or even a new ideology' and 'not required internal revolutions in any of the old major powers' (Organski, 1968). In its contemporary form, the interest of the PTT for congruence in domestic institutional arrangements is, to a large extent, an extension of democratic peace hypotheses (Chan, 2004). Suzanne Werner and Douglas Lemke argue, for instance:

> "*While the democratic peace literature can be read to suggest that democratic states particularly will have a proclivity to align with each other, there are also several reasons to expect that similar domestic institutions more generally will lead all states to favour those with more rather than less similar domestic institutions*" (Werner & Lemke, 1997, p. 532).

In a slightly different way, Douglas Lemke and William Reed argue that states with institutions resembling those of the dominant nation, including similar arrangements in the economic sphere, will usually be able to derive larger side-payments from the status quo. This, in turn, tends to make them relatively more satisfied than other actors (Lemke & Reed, 1996, p. 146). For both material and ideational reasons, the power transition therefore suggests that similarities in domestic institutional arrangements with the dominant power are likely to generate satisfactions.

Blatant divergences between the United States and China in terms of domestic institutions suggest that Beijing is, again, probably strongly dissatisfied with the existing status quo. China has undertaken political reforms which might not be today entirely stalemated. Since the late 1980s, village elections have been regularly carried out 'in almost 850,000 villages throughout China affecting over 70% of the population', (Taylor & Calvillo, 2010) and the Chinese Communist Party has not been entirely hostile to some limited experiments that could improve local governance through increased accountability to the people (He & Thogersen, 2010). Though far from insignificant, these initiatives remain strictly monitored and controlled by the Communist Party. Baoguang He and Stig Thogersen argue that they are best conceived as 'the toolbox of consultative authoritarianism', (He & Thogersen, 2010, p. 687) while other scholars have pointed out that these reforms simply allow the CCP to 'pre-empt demands for wider political reforms' (Dickson, 2011, p. 50) and should certainly not be conceived as stepping stones towards the advent of liberal democracy (Taylor & Calvillo, 2010).

Prospects for Chinese democratization remain less than dim. Minxin Pei argued in 2008 that one of the puzzles in the rise of China was that 'despite more than two decades of rapid socioeconomic changes, the core features of a Leninist party-state remain essentially unchanged' (Pei, 2008, p. 4). Following Minxin Pei, it is difficult not to emphasize that, in less than one decade, China has covered the whole US$1,000-3,000 per capita GDP bracket, defined by Samuel Huntington as the 'transition zone' in which democratization is most likely to occur (Huntington, 1991, p. 63) without making any progress towards democracy. At current exchange rates, China's GDP per capita has grown from US$945 in 2000 to US$3,403 in 2008 and US$6,075 in 2012, respectively US$2,378, US$6,185 and US$9,161 when adjusted to purchasing power parity(International Monetary Fund, Apr 2013), which would suggest that China simply missed the window of opportunity for democratization entirely. In fact, Stephan Halper suggests that if the last three decades of extraordinary economic growth and reforms have proved anything, it is that 'the market will not, inexorably, lead to democracy' (Halper, 2010, p. Xi) in China. Usual indicators assessing the degree of democratization confirm the absence of any significant evolution. Over the last three decades, China has consistently scored 27 on the Polity IV scale, qualifying the CCP's rule as one of the strongest forms of autocracy (Integrated Network for Social Conflict Research). Chinese performances on both of the indexes built by Freedom House have also been stable between 1998 and 2012, as Beijing consistently scored six on civil liberties and seven on political rights,(Freedom House)and, at a more theoretical level, China continues to perform extremely poorly on both sets of criteria defined by Robert Dahl as the basic characteristics of and institutional requirements for democracy (Dahl, 2000, pp. 38, 85). In other words, if institutional similarities with the dominant state are a reliable indicator of satisfaction, China could hardly appear more dissatisfied.

Problems and oppositions stemming from the incongruence between the domestic institutional arrangements chosen by the challenger and the

dominant state might be apprehended in strictly bilateral terms. They might also be considered from a broader, systemic perspective. Institutional solutions engineered by a challenger might, more often than not, prove competitive, if only because they have allowed the challenger to grow at a higher pace than average, and nations that first opted for the dominant's choice might be attracted by this alternative model. Such changes are of tremendous importance for the dominant power because they are likely to increase dissatisfaction with the status quo throughout the system. This rise of what Raymond Aron termed the 'heterogeneity' of the system weakens the status quo because the power transition posits that alliances and alignments depend primarily upon similarities of views regarding the status quo (Tammen *et al*., 2000, p. 13). The development by the challenger of an alternative political model can be considered as a major sign of dissatisfaction, because it contributes to the erosion of the status quo and to the weakening of the dominant's grip over the system. It is important to note that in this perspective, perhaps counter intuitively, it is the degree of attractiveness of the dissatisfied power's model that determines its degree of satisfaction, and not its efforts to actively promote its own model. This simply stems from the fact that heterogeneity is measured not by the zealotry of the dissatisfied power, but by the number of countries that are converted to the new model or consider it as an acceptable alternative.

To a certain extent, the challenge that China poses to the United States can be conceived in terms of 'heterogenization'. While China has long ceased trying to export revolution, a growing debate has emerged around the development of a 'China model'. The usual point of origin of contemporary debates is the identification by Joshua Cooper Ramo of the 'three theorems' i.e. 'the value of innovation', 'a development model where sustainability and equality become first considerations, not luxuries', and 'a theory of self-determination' that define the 'Beijing Consensus' (Ramo, 2004, pp. 11-12). While undoubtedly elegant, Ramo's construction came under heavy criticism from both inside and outside China. Scott Kennedy has, with some reason, argued that the

three theorems were outright myths, (Kennedy, 2010) and Chinese observers have often been less than convinced by the very idea of a consensus that focused exclusively on economic development and, at least before 2008, uncomfortable about a concept that explicitly fuelled the idea of a direct confrontation between Beijing and Washington on the ideational, if not ideological, battlefield (Kennedy, 2010, pp. 55-58).

Chinese analysts seem to have been conversely much more interested by the idea of a 'China model' which emphasizes the combination of major economic successes and the enduring and undisputed predominance of the Communist Party over political and economic decisions (Zhao, 2010). China is still debating whether the 'China model' can be exported, but the 2008 financial crisis and the subsequent economic downturn in major Western economies have obviously endowed Chinese observers with increased confidence regarding Beijing's political choices. An article published in the CASS Journal of Political Science emphasizes that 'when discussing the "China model", a large number of Chinese and international scholars considers that China can be placed on a par with the democratic Western model'. In the same way, an article in Contemporary World, a journal published under the aegis of the CCP Central Committee, argues that 'what the financial crisis brought about is not only a sea change in the economic strength, political influence and development potential between different states and regions, it also triggered a deep struggle between ideas and models of Western and non-Western nations' (Zhao, 2010, p. 56). Needless to say, the China model is considered as the spearhead of the campaign for the promotion of 'non-Western' paths of development.

Questions regarding the attractiveness of the 'China model' and the rise of heterogeneity overlap with the much-debated question of China's rising soft power (Nye, 2004). At the turn of the decade, Suisheng Zhao highlighted that the attractiveness of the 'China model' remained impaired by its lack of 'moral appeal', it's questionable record in 'human development', its relatively short lifespan, (Zhao, 2010, pp. 434-435) but simultaneously pointed out

that the Beijing's 'Third Road' defined as 'a non-ideological, pragmatic, and experimental approach to spur both social stability and economic growth while not compromising the party's authority to rule' (Zhao, 2010, pp. 431-433) had gained currency among a large number of developing countries. In Southeast Asia, the attractiveness of the 'China model' has benefited from the region's original wariness about the premises of the 'Washington Consensus' which turned into outright disbelief with the Asian Financial Crisis (Stiglitz, 2002). Ignatius Wibowo emphasizes that while 'there are, of course, no official statements from Southeast Asian countries about their decision to follow the Beijing Consensus or not', 'some countries of the ASEAN are following, to varying degrees, the "Beijing Consensus" by which they practice a semi-market economy combined with an illiberal polity' (Wibowo, 2012, p. 219). Put in this perspective, the attractiveness of the 'China model' contributes to the weakening of the set of values promoted by the United States and to the 'heterogenization' of the East Asian system, hence signaling China's dissatisfaction with the regional status quo.

CHINA'S INVOLVEMENT IN THE EAST ASIAN SECURITY ARCHITECTURE

Satisfaction and dissatisfaction might finally be expressed in the type of relations a state nurtures with the other members of the system. A first attempt to determine satisfaction in 'relational' terms was provided by Woosang Kim in a series of works measuring congruence between alliance portfolios (Kim, 1992). The logic of the argument is straightforward: states that choose to engage in a military alliance with the dominant power, whose core interest is the defence of the status quo, and have an alliance portfolio similar to the dominant's are likely to be satisfied, while states that opt for other alliance portfolios will usually oppose the status quo. The stability of the East Asian alliance network in the post-Cold War makes the comparison between US and Chinese alliance portfolios simultaneously unequivocal, congruence is nil, and ambiguous, because alliances are inherited from the

preceding period and might reflect only imperfectly the degree of satisfaction with the current status quo[4]. The problem is furthermore compounded by the fact that Beijing has shown a clear preference for a looser form of 'partnership', which has allowed Beijing to build 'strategic' relations with most US allies in the East Asian region[5]. This overlap would suggest a much higher degree of Chinese satisfaction with the status quo, but discrepancies between the logics of alliances and partnerships, a point adamantly emphasized by Beijing, makes the alliance/partnership portfolio indicator particularly difficult to use and interpret in post-Cold War East Asia.

Two of the most important attempts to assess satisfaction with the post-Cold War status quo have focused on another relational indicator: the rate of participation in international institutions (Chan, 2004). The equation between a state's involvement in international institutions and its degree of satisfaction is clearly exposed by Steve Chan who argues:

> "*The number of IGO memberships held by a state should be indicative of its general satisfaction or dissatisfaction with the international status quo because participation in IGOs implies a minimum willingness to subscribe to the relevant institutions' agendas and procedures and a decision to sacrifice some national autonomy and discretion in favour of collective action*" (Chan, 2004, pp. 218-219).

Equating satisfaction with simple membership might, however, be misleading and/or insufficient, if only because a state might adopt a wide range of behaviours towards existing rules and norms, going from thorough compliance to outright opposition. A finer-grained picture therefore requires consideration not only of institution memberships, but also of whether the state 'breaks the rules and norms once it becomes a member of these institutions', and, 'if given a chance, it … Tries to change these rules and norms in ways that defeat the original purposes of the institution'

---

[4]The upgrade of the Philippines and Thailand to major non-NATO ally status in 2003 (after South Korea and Japan in 1989) suggests that inertia is less important in the case of US allies than for China's alliance with North Korea.
[5]In East Asia, China has signed strategic partnerships with South Korea, Indonesia, Laos, Cambodia, Myanmar, the Philippines, Vietnam, Malaysia and Thailand.

(Johnston, 2003, p. 11). China's spectacular change of heart regarding regional institutions and more specifically ASEAN-led forums, which remain at the heart of East Asian regionalism, has attracted considerable attention in the last decade and a half (Chung, 2008). China entered the post-Cold War era with deep suspicions towards regional multilateral forums, which she mainly considered as dangerous tools in the hands of the United States designed to isolate China. First signs of change could be detected with China's decision to participate in the ARF in 1994, but the main turn intervened with the 1997-1998 Asian Financial Crisis, after which Beijing rapidly transformed into a vocal supporter of East Asian regionalism (Zhao, 2011). China's willingness to 'engage Asia' (Shambaugh, 2004) materialized in a series of initiatives at the turn of the millennium. In 2002, China and ASEAN signed a framework agreement paving the way for the constitution of a Free Trade Area (ACFTA) and a Declaration on the Conduct of the Parties in the South China Sea. Beijing acceded the ASEAN Treaty of Amity and Cooperation (TAC) in October 2003 and, after having responded positively to Malaysia's proposal to establish an East Asia Summit, became one of the 16 states that attended the first summit that was held in Kuala Lumpur in 2005. The ACFTA came into effect on 1 January 2010, and China and ASEAN took the opportunity of the October 2010 ASEAN -China Summit to deepen their strategic partnership, signed in 2003, with a Plan of Action for the 2011-2015 period. Looking at China's participation in, and enthusiasm for, regional institutions, Beijing could hardly appear more satisfied. There is, however, a more ambiguous story lying behind this idyllic picture. First, China's participation in regional institutions can be explained by the fact that such participation has incurred virtually no cost in terms of 'national autonomy and discretion' for Beijing, while still providing her with significant benefits. This golden deal stems from the particular 'set of rules' embodied in the 'ASEAN Way'. Ralph Emmers emphasizes:

> "*Beyond the rhetoric about its cultural origins, the 'ASEAN Way' may be analysed as a traditional inter-governmental approach to cooperation dependent on the narrowly defined interests of the participating states . . . The 'ASEAN Way' seems primarily dominated by national interests that take complete precedence in case of disagreement*" (Ralph Emmers, 2003, p. 23).

In other words, joining ASEAN-led institutions did not require China to forfeit her freedom of movement on any of the issues considered important to Chinese interests, while, as a full-fledged member of these forums, China was nonetheless granted a de facto veto right on decisions and developments that Beijing might consider unwelcome and adverse to its interests (Leifer, 2005, p. 185). China's power as an insider has been moreover compounded by the fact that the ASEAN does not constitute a cohesive block and is 'not sufficiently strong to produce a unified, coherent foreign policy', (Li, 2004, p. 103) a situation that has left Beijing with the possibility of playing on each country's eagerness to benefit from China's economic growth (Jing-Dong Yuan, 2006, p. 19). Without having to make any significant concessions, Beijing has thus been able to partly assuage regional fears and prevent the rise of an anti-China front, while it continued its ascent, which included an unabated modernization of her military.

Second, Beijing's acceptance of the rare agreed-upon 'rules of the game' is far from entirely clear. Chinese initiatives in the South China Sea at the turn of the decade suggest that the commitment to relinquish the threat or use of force included in the 2002 Declaration and the TAC (ASEAN, 1976) is not considered incompatible with some form of intimidation or gunboat diplomacy. In the spring of 2010, Beijing dispatched two groups of warships to deter Vietnamese interference with Chinese fishing boats and, in the midst of rising tensions in the South China Sea, held, in the autumn, a series of high-profile amphibious exercises involving the deployment of more than 100 ships and 1,800 troops in the area (Blasko, 2010). The PLA Navy's acquisition, in the second part of the 2000s, of a number of major platforms

that appear tailor-made for South China Sea contingencies, (Cole, 2011, p. 15) and China's persistent unwillingness to provide a definition of her maritime claims conforming to UNCLOS rules, (Fravel, 2011) also cast a problematic shadow on the rationales behind Beijing's acceptance of the rules as well as on the durability of Beijing's 'delaying strategy' (Taylor Fravel, 2011, p. 299), which appears mainly designed to freeze the local situation until Beijing can impose its own solution to the issue.

Thirdly, there are signs that China has been trying to bend or reorient the rules in a direction at odds with the original orientations of regional platforms. In spite of her vocal adhesion to ASEAN's 'open' form of regionalism, China has tried to push for the closing of the doors of regional forums whenever it was able to do so. Beijing tried to exclude not only the United States, but also India, Australia and New Zealand from the East Asia Summit (Sutter, 2006). The inclusion of the three latter countries in the first version of the summit and the United States in 2011 has led China to promote the ASEAN Plus Three as 'the main vehicle towards the long-term goal of building an East Asian community with ASEAN as the driving force' (Joint statement of China-ASEAN commemorative summit, Nov 20, 2011). There are, moreover, signs that China has today only limited and arguably diminishing tolerance for the ASEAN sitting in the 'driver's seat', and that Beijing intends to make increasingly clear that its status as the sole great power in the region should be acknowledged by the 'small countries' of the ASEAN (Shambaugh, 2013, p. 127). Beijing's preference for de facto China-centered institutions in fact simply reflects Evelyn Goh's conclusion that 'for Beijing, the regionalist enterprise is geared towards creating an exclusive East Asian economic and security order that would institutionalize its growing power and leadership without US interference' (Goh, 2011, p. 900), a vision of East Asian regionalism obviously at odds with the one carried by the ASEAN.

CONCLUSION

While recent assessments of China's satisfaction with the existing status quo have come to relatively sanguine conclusions, (Johnston, 2003) the

application, at the regional level, of the indicators developed by the PTT offers a much grimmer picture. The 'extraordinary growth' of Chinese military expenditures, the consolidation of the 'China model' and China's behaviour towards the rules of regional institutions all suggest that Beijing is, or perhaps simply remains, strongly dissatisfied with the existing regional status quo.

With China staunchly committed to changing the East Asian status quo, the prospect for a peaceful transition between China and the United States appears, at the very best, dim. Power transition theorists have argued that, under certain circumstances, the dominant state might be willing to accommodate the ascending challenger by acceding to at least some of its demands rather than run the risk of a highly war-prone transition (Tammen, Kugler, & Lemke, 2000, pp. 25-27). The acceptability of accommodation depends, however, on the scope of the concessions required to turn the challenger into a satisfied actor. While one might hope that Beijing is simply aiming at accessing a peer power status with the United States in East Asia, (White, 2013) there are reasons to believe that Chinese ambitions go, in fact, much further and that no measure taken by Washington could significantly enhance Beijing's satisfaction. Beijing proved notably unwilling to reciprocate goodwill gestures engineered by the Obama Administration under the aegis of 'strategic reassurance', and preferred to exploit US weakness in the aftermath of the 2008 financial crisis (Zhao, 2012, pp. 374-76). There is an obvious 'Cold War', zero-sum logic at work in China's approach to its relations with the United States in East Asia and Beijing has been keen to interpret virtually all US initiatives in the region over the last two decades including most prominently the preservation of the US alliance network, counterterrorism operations in Southeast Asia, or the US decision to participate in the East Asia Summit as hostile moves against China (Roy & Partner, 2006, p. 7). It is, in this sense, Washington's very presence in the East Asian region, and not particular sets of US policies, that appears to be the ultimate source of China's discontent with the existing organization of the

system, and it appears unlikely that concessions short of a US withdrawal from the region or at least a US acknowledgement of China's dominance over the East Asian region would prove satisfying for Beijing. As such a dramatic retreat remains, so far, unlikely; PTT tends to strongly suggest that Beijing and Washington are, indeed, on a collision track.

References

Information Office of the State Council, China's National Defense. (1998 to 2010). Retrieved Mar 5, 2014, from China.org.cn: http://www.china.org.cn/china/NPC_CPPCC_2014/2014-03/05/content_28130104.htm

ASEAN. (1976). Treaty of Amity and Cooperation in Southeast Asia. Retrieved Aug 31, 2014, from http://www.asean.org/news/item/ treaty-of-amity-and-cooperation-in-southeast-asia-indonesia-24-february-1976-3

Belasco, A. (2014, May 18). *The Cost of Iraq, Afghanistan, and Other Global Waron Terror Operations since 9/11.* Retrieved from http://www.fas.org/sgp/crs/natsec/RL33110.pdf

Blasko, D. J. (2010, dec 8). 'China's marines: less is more. Asia Times. Retrieved Apr 24, 2014, from http://www. atimes.com/atimes/China/LL08Ad02.html

Chan, S. (2004). Can't get no satisfaction? The recognition of revisionist states. *International Relations of the Asia-Pacific, 4*(2), 207-238.

Chung, C.-P. (2008). China's approaches to the institutionalization of regional multilateralism. *Journal of Contemporary China, 17*(57), 747–764.

Cole, J. M. (2011). China "officially launches" second LPD. *Jane's Defence Weekly, 48*(30).

Collins, A. S. (2010, Dec 26). *China deploys world's first long-range, land-based "carrier killer".* Retrieved May 18, 2014, from China Sign Post: http://www.chinasignpost.com/wp-content/uploads/2010/12/China_SignPost_14_ASBM_IOC_2010-12-26.pdf

Dahl, R. A. (2000). *On Democracy.* New Haven, CT: Yale University Press.

David Shambaugh. (2013). *China Goes Global: The Partial Power .* Oxford:: Oxford University Press.

Dickson, B. J. (2011). Updating the China model. *The Washington Quarterly, 34*(4), 50.

Ding, S. (2010). Analyzing rising power from the perspective of soft power: a new look at China's rise to the status quo power. *Journal of Contemporary China, 19*(64), 255-272.

Fisher, R. D. (2010). *China's Military Modernization: Building for Regional and Global Reach.* Stanford, CA: Stanford University Press.

Fravel, T. (2011). China's strategy in the South China Sea. *Contemporary Southeast Asia, 33*(3), pp. 292-319.

Freedom House. (n.d.). Freedom in the World: China. Retrieved May 30, 2014, from http://www.freedomhouse.org/country/china

Goh, E. (2011). How Japan matters in the evolving East Asian security order. *International Affairs, 87*(4).

Halper, S. (2010). *The Beijing Consensus: How China's Authoritarian Model will Dominate the Twenty-First Century.* New York: Basic Books.

He, B., & Thogersen, S. (2010). 'Giving people a voice? Experiments with consultative authoritarian institutions in China. *Journal of Contemporary China, 19*(66), 675-692.

Huntington, S. P. (1991). *The Third Wave: Democratization in the Late Twentieth Century.* Norman, OK: The University of Oklahoma Press.

Integrated Network for Social Conflict Research. (n.d.). Polity IV Annual Time-Series 1800-2012. Retrieved May 30, 2014, from http://www.systemicpeace.org/inscr/inscr.htm

International Monetary Fund. (Apr 2013). *World Economic Outlook Database.* Retrieved Jun 30, 2014, from http://www. imf.org/external/data.htm

Johnston, A. I. (2003). Is China a Status Quo Power? *International Security, 27*(4), 5-56.

Kennedy, S. (2010). The myth of the Beijing Consensus',. *Journal of Contemporary China, 19*(65), 461-477.

Kim, W. (1992). Power transition and great power war from Westphalia to Waterloo. *World Politics, 45*(1), 153–172.

Kugler, J., & Lemke, D. (Eds.). (1996). *Parity and War: Evaluations and Extensions of The War Ledger.* Ann Arbor: University of Michigan Press.

Layne, C. (2011). The unipolar exit: beyond the Pax Americana. *Cambridge Review of International Affairs, 24*(2), pp. 149-164.

Leifer, M. (2005). The limits to ASEAN's expanding role. In C. K. Wah, & L. Suryadinata (Eds.), *Michael Leifer: Selected Works on Southeast Asia.* Singapore: ISEAS.

Lemke, D. (2002). *Regions of War and Peace.* Cambridge: Cambridge University Press.

Lemke, D., & Reed, W. (1996). Regime types and status quo evaluations: PTT and the democratic peace. *International Interactions, 22*(2), 143–164.

Lemke, D., & Reed, W. (1998). Power Is Not Satisfaction. *The Journal of Conflict Resolution, 42*(4), 511-516.

Lemke, D., & Werner, S. (1996). Power parity, commitment to change, and war. *International Studies Quarterly, 40*(2), 239-241.

Li, N. (2004). The evolving Chinese conception of security and security approaches. In S. S. Tan, & A. Acharya (Eds.), *Asia–Pacific Security Cooperation* (pp. 53–70). New York: M.E. Sharpe.

Mearsheimer, J. J. (2003). *The Tragedy of Great Power Politics.* New York: W.W. Norton & Company.

Mearsheimer, J. J. (2010). The gathering storm: China's challenge to US power in Asia. *The Chinese Journal of International Politics, 3*(4), 381-396.

Midlarsky, M. I. (Ed.). (2000). *Handbook of War Studies II.* Ann Arbor, Michigan: The University of Michigan Press.

Information Office of the State Council, China Arms Control and Disarmament. (Nov 1995). Retrieved Mar 5, 2014, from China.org.cn: http://www.china.org.cn/e-white/

Joint statement of China-ASEAN commemorative summit. (Nov 20, 2011). Xinhua. Retrieved Aug 20, 2014, from http://news.xinhuanet.com/english2010/china/2011-11/20/c_131257696.htm

Nye, J. S. (2004). *Soft Power: The Means to Success in World Politics .* New York: Public Affairs.

OECD. (2012). *Looking to 2060: Long-term Global Growth Prospects.* Retrieved Sep 3, 2014, from http://www.oecd.org/eco/outlook/lookingto2060.htm

Organski, A. F. (1968). *World Politics* (2nd ed.). New York : Knopf.

Organski, A. F., & Kugler, J. (1981). *The War Ledger.* Chicago: University Of Chicago Press; .

Pei, M. (2008). *China's Trapped Transition: The Limits ofDevelopmental Autocracy.* Cambridge, MA: Harvard University Press, 2008.

Ralph Emmers. (2003). *Cooperative Security and the Balance of Power in ASEAN and the ARF.* London: Routledge.

Ramo, J. C. (2004). *The Beijing Consensus.* London: The Foreign Policy Center.

Rourke, R. O. (2012). *China Naval Modernization: Implications for US Navy Capabilities.* Retrieved June 23, 2014, from http://www.opencrs.com/document/RL33153/2014-06-23/download/1005/

Roy, D., & Partner, L. (2006). *Lukewarm Partner: Chinese Support for US Counterterrorism in Southeast Asia.* Asia-Pacific Center for Security Studies. Retrieved Sep 16, 2014, from http://www.apcss.org/Publications/APSSS/LukewarmPartnerChinaandCTinSEA.pdf

Schweller, R. L. (1999). Realism and the present great powers system: growth and positional conflict over scarce resources. In E. B. Kapstein, & M. Mastanduno (Eds.), *Unipolar Politics: Realism and State Strategies after the Cold War* (pp. 28-68). New york: Columbia University Press.

Shambaugh, D. (2004). China Engages Asia: Reshaping the Regional Order. *International Security, 29*(3), 64-99.

SIPRI. (2013). *Military Expenditure Database.* Retrieved May 17, 2014, from http://www.sipri.org/ research/armaments/milex/milex_database

Stiglitz, J. E. (2002). *Globalization and Its Discontents 2002.* New York, W.W.: Norton and Company.

Summit, J. s.-A. (Nov 20, 2011). Joint statement of China-ASEAN commemorative summit. Xinhua. Retrieved Aug 22, 2014, from http://news.xinhuanet.com/english2010/china/2011-11/20/c_131257696.htm

Sutter, R. G. (2006). Emphasizing the positive, continued wariness. *Comparative Connections, 7*(4), pp. 67-78.

Tammen, R. L. (2008). The Organski legacy: a fifty-year research program. *International Interactions, 34*(4), 319.

Tammen, R. L., Kugler, J., Lemke, D., Alsharabati, C., Efird, B., & Organski, A. (2000). *Power Transitions: Strategies for the 21st Century.* New York: Chatham House Publishers.

Tammen, R., Kugler, J., & Lemke, D. (2000). *Power Transitions: Strategies for the 21st Century.* New York: Chatham House.

Taylor, J. R., & Calvillo, C. E. (2010). 'Crossing the river by feeling the stones: grassroots democracy with Chinese characteristics. *Journal of Chinese Political Science, 15*(2), 138-139.

Werner, S., & Kugler, J. (1996). Power transitions and military buildups: resolving the relationship between arms buildups and war. In J. Kugler, & D. Lemke (Eds.), *Parity and War: Evaluations and Extensions of the War Ledger.* Ann Arbor: University of Michigan Press.

Werner, S., & Lemke, D. (1997). Opposites do not attract: the impact of domestic institutions, power and prior commitments on alignment choices. *International Studies Quarterly, 41*(3), 529–546.

White, H. (2013). *The China Choice: Why America Should Share Power.* Oxford: Oxford University Press.

Wibowo, I. (2012). China's soft power and neoliberal agenda in Southeast Asia. In H. Lai, & Y. Lu (Eds.), *China's Soft Power and International Relations.* Routledge.

World Bank. (2013). *World Development Indicators (China).* Retrieved May 17, 2014, from http://databank.worldbank.org/data/ views/reports/tableview.aspx

World Trade Organization. (2013). *World Trade Report.* Retrieved Sep 3, 2014, from http://www.wto.org/english/res_e/publications_e/wtr13_e.htm

Yuan, J.D. (2006). *China–ASEAN Relations: Perspectives, Prospects and Implications for US Interests.* Carlisle: Strategic Studies Institute.

Yuliang, Z., Shusheng, Y., Xiaopeng, Z., & Zhanliiexue. (2006). *Military Campaign Studies.* Beijing: National Defense University Press.

Zhao, S. (2010). The China model: can it replace the Western model of modernization?', . *Journal of Contemporary China, 19*(65), 419-436.

Zhao, S. (2011). China's approaches toward regional cooperation in East Asia: motivations and calculations. *Journal of Contemporary China , 20*(68), 53–67.

Zhao, S. (2012). Shaping the regional context of China's rise: how the Obama administration brought back hedge in its engagement with China. *Journal ofContemporary China, 21*(75), 369-389.

Teaching Social Values in Pakistan: An Analysis of Textbooks of English for Grade I-V

Dr. Zafar Iqbal*
Assistant Professor
Azadar Hussain*
*International Islamic University, Islamabad

ABSTRACT

The paper is a comparative qualitative analysis of textbooks of 'English' being taught to pupils of Grade I-V in Pakistan. The study is conducted to evaluate whether social values such as tolerance, humanism, patience, equity, justice, honesty and empathy have been incorporated across the syllabus or not. Ministry of Education, Government of Pakistan has published guidelines for the textbooks. The Federal Board of Directorate (Islamabad) has picked Oxford University Press for its 'English' from Grade I to V. The study aims at analyzing whether the policy has been followed in the textbooks. For the purpose, a comparative study of the contents of textbook of 'English' by Punjab Textbook Board and Federal Directorate of Education has been conducted. The data from textbooks have been collected and measured carefully and then analyzed. The trouble with textbooks written and used by private authors and institutions is that they do not fulfill the needs of the society with regard to social values. The situation becomes more alarming when the government prepared textbooks too lack such features. Government should formulate a comprehensive policy for textbooks written by government as well as private authors and institutions to promote social values among students.

Keywords: Textbooks, social values, Islamabad

INTRODUCTION

Unlike general books, textbooks are used for educational purposes with well-defined and crafted objectives. Though modern technology has considerably reduced the use of books, yet significance of textbooks can hardly be over-emphasized.

The evaluation of textbooks has remained the core activity of educational research, which divides text books into two main categories. Firstly,

academic excellence that includes introduction of particular concepts with a particular sequence and level. It also deals with communication, graphics, objectives vs composed messages, implicit and explicit messages and their effects. Nicholls (2003) states that methods of textbook research could not emerge with remarkable depth and clarity although various instruments were developed to analyze the text, language, and theme. Evaluation of textbooks has been carrying out by the educationists, sociologists and researcher from multiple angles yet in mass communication, this area remains unexplored.

Values have a unique placement among social sciences subjects because of their power to explain the personal preferences and societal change. This concept is equally significant among sociology, psychology and anthropology as well (Schwartz, 2009). As print media affects the public perception on every days issues, it is quite important to analyze its implications on children through textbooks. With the help of this study one can predict the behavioral change over the period.

Rokeach says that values are beliefs. It is particular way of doing things in particular circumstances in a society. Values determine the way of conduct and mode of dealing with one another in a society and where people are morally bound to respect such principles and standards (Rokeach, 1973). Schwartz states slightly different that values are beliefs related to specific situations and which are parameters to evaluate quality of behavior, members of society and social events. Different values form a system that ensures application of standards and principles in every situation (Schwartz, 1994).

The problem with the construct of value is quite different interpretations within the sociology and other disciplines. There is lack of consensus over structure and complexity of this concept. It also reflected in lack of agreed-upon methods of measurement (Schwartz, 2009). Universally accepted values and attitudes might be learned at young age but groundwork is done in the earlier age of a child. It means that child can be well trained and motivated

and can be morally strong if the work is done in his or her earlier age. In a country like Pakistan Maktab and Maddrashs are considered the most important institutions for working on ethical grounds for a child. This division doesn't make any sense. The core responsibility of developing moral and ethical traits in child lay on every type of educational institution (Faizi, 2010).

Schwartz highlighted some features of values in his value theory. These are beliefs which whom people are emotionally attached and they follow it without having any objection. Values refer to powerful stimuli which make people to attain whatever they want. These are definite action and state of affairs with imaginary goals. Values help in identifying the appropriate actions, decency, politeness and decorum. Values set the criteria and come as per their order of preference. People evaluate a system from its values, ethical and moral standards (Schwartz, 2006).

Here question arises whether the human beings are motivated by their values or by their personal interests. As this study concerns with finding evaluation of textbooks in the context of value-basestudy, it is necessary to get the answer of this question. Lin Tao proves this that values have significant role in developing particular attitude and behavior in a human being and therefore values hold significant place in our lives (Tao, 2009). Islam, the religion, has also stressed on significance of values and asked its followers to adopt those values.

> *"And seek help through patience and prayer, and indeed, it is difficult except for the humbly submissive [to Allah]"* [SoraBakara, Verse 40]
> *"O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient"* [SoraBakara, Verse 153]
> *"[Solomon] said, "We will see whether you were truthful or were of the liars."* [SoraNuml, Verse 27]
> *"Allah – there is no deity except Him. He will surely assembly you for [account on] the Day of Resurrection, about which there is no doubt. And who is more truthful than Allah in statement."* [SoraNisa, Verse 87]
> *"Indeed, we offered the Trust to the heavens and the earth and*

the mountains, and they declined to bear it and feared it; but man [undertook to] bear it. Indeed, he was unjust and ignorant." [SoraAhzab, Verse 72]

The language of Quran is full of motivation and arguments. It links the help of Allah with its values. It convinces its followers at one side and bound on the other to make sure presence of values in Islamic society. Honoring values considered right conduct. According to Quran, this is the right way to live. Adaptation of these values is worth mentioning and result oriented in the eye of Islam.

In fact, a society having strong social values would definitely have good results. People will engage themselves in healthy activities that would maintain the super structure of the society. This will also help in establishing harmonious society. People will identify their area of interests and will work for the community. Today people tend to store their wealth and hardly care about others. The right conduct has become an act of crime. The whole phenomenon has been reversed. This is because the value system is damaged. Things can only be better when people are conscience about social and human values (Sapna, Santosh, & Upinder, 2004)

Now the question arises about what are the values and what do not serve as values. Hechter says that there are various challenges when it comes to study values. Values cannot be seen physically and thus first challenge is to draw indicators that must have clear relationship with that particular value. There is lack of theoretical work on values and the work done is also unable to depict the relationship between value and behavior. The emergence of values is also an area left from research. The measurement of values is also a problem which needs further research (Hechter, 1993).

There are significant links between an individual and the social structure whereas individual is a unit, affects the overall structure of the society. Individual's behavior is formed by his/her values, priorities and preferences. Values of an individual determine the myth of his or her pattern of thinking, way of action and end results. Thus the social structure is ultimately defined

by values held by its individual members (Hitlin & Piliavin, 2004).

The remarkable work is done by social psychology researchers on developing social identity theory and identity theory. These theories have few differences but there are similarities which can help us in extracting a comprehensive theory to further the research done on single unit of society. Researchers can explore well the relationship between the values and their unique effects on personal identity. This will tell us how individuals' priorities and preferences are defined by his or her values (Stets & Burke, 2000).

There are chances that textbooks undermine the efforts of teachers and it hampers the smooth learning process, yet it does not mean that textbooks are ineffective tool of learning process. Textbooks can be designed according to the teacher and ability of the learner for smooth understanding. This doesn't only apply to language books, it can work on other social study books. Moreover, the effectiveness and significance of textbooks do not totally reject the notes and other material but to show that this is unfavorable if notes replace textbooks (O'Neill, 1981).

In developing countries, more money and time is wasted on format than actual material of textbooks. Moreover, concepts are not introduced, little text used and students are only expected to learn it by heart. This has little ability to learn and practice certain concepts. Here, to improve, textbooks in local languages be encouraged and book reading culture may be promoted. Researches may be carried out to review and redesign textbook material, improve learning process and reduce cost (Praphamontripong & Prachayani, 2011). Preparation of textbooks and their design must be according to the concepts and values that are to be introduced in the lesson; only then learning process can be affected.

LITERATURE REVIEW

Media affects the values and beliefs of the people and reshapes it. Attitudes of the people are set by the media by portraying particular issues with certain

angle. Selective topics are carefully worked out which directly shapes the opinion of the public ultimately changing the beliefs and values (DeFleur & Ball-Rokeach, 1982). People are directly affected by the type of information they are exposed. The content of media affects the level of confidence and trust over certain issues and about various groups (Orrin, 1972). As media's prime functions include education besides information and entertainment (Ali, 2011). It will surly affect the value system of new generations.

Generally education cannot be free from values and beliefs. It is the reflection of a man on which society believes, the beliefs and cultural values that are transferred to new generation, goals and objectives, priorities and preferences defined by the society. It will lead to huge destruction if moral and social values are compromised in education (Al-Afendi & Baloch, 1980).

The holy book of Islam, Al-Quran has also stressed its followers to do good deeds. It has been advised again and again that one should be socially and morally good and never commit wrong doings. "And spend in the way of Allah and do not throw [yourselves] with your [own] hands into destruction [by refraining]. And do good' indeed, Allah loves the doers of good." [Chapter 2, verse 195]. On another occasion, "Those [believers] who respond to Allah and the Messenger after injury had struck them. For those who did good among them and feared Allah is a great reward" [Chapter 3, verse 172].

With the dawn of this century, we have witnessed a huge damage occurred in the primary structure of the society in terms of priorities and preferences of public. People are no more believers of values and their need for society. There is urgent need to restore the value based system and this can only be happen when all stakeholders of educational system put their effort in this way. Teachers and Parents have their specific role in development and growth of a child. Here teachers and parents cannot do anything alone until textbooks are not used properly. There is need to set the objectives according

to values and put them in textbooks accordingly. Textbooks must be equipped with all such material that could develop horizontal as well as vertical development of a child i.e. knowledge, skills development and social attributes (Mani, 2010).

Appropriate ethical and social development is primary responsibility of curriculum. This development should took place across all the syllabus and after passing through this syllabus, students should be able to recognize and practice social values such as tolerance, humanism, patience, equity, justice, honesty, empathy etc for peaceful social life (Education, 2006).

Religious tolerance is allowing others to live with difference of faith (Nyiri, 2008) while political tolerance is referred to allowing others to live with difference of opinion on certain political and philosophical views (Hutchison, 2010). We can infer from these definitions that tolerance is simply allowing others to live.

Media has a due role in enhancing political tolerance among society. The broadcasting of diverse opinions and different political stances help in reducing rigidity and intolerance towards others with different opinions. It has been observed in the study of McCabe that as news media is primary source of information, it broadcast different point of views. Survey reveals that this exposure increases tolerance among people (McCabe). Media framing enhance or it can reduce the level of tolerance. It depends how media portrays certain news stories and broadcast. People can tolerate or show intolerance towards any political or non-political issue on the basis of media framing (Nelson, Clawson, & Oxley, 1997).

The rise of intolerance and discrimination in society affects the whole society. Training conducted by media franchises may handle such issues of intolerance. Journalists should be made aware of their prime responsibility of news reporting with promotion of tolerance in the society (Journalists, 1997). Educators and Media both institutions can contribute a lot in promoting tolerance among people. Schools can promote tolerance among

students and build a generation of tolerant values. School administration, teachers and textbooks must work in harmony to develop such behaviors and attitudes (Gopala, 2008). UNESCO roundtable conference held in Turkey also stressed on promoting tolerance, respect and value. Online media has provided opportunities for the consumer to interact and give feedback. It has been observed that online discussion leads to intolerant, hate and violent behavior. This is against of ethics of journalism. Participant of the conference concluded that intolerant and violent behavior cannot be avoided with criminal punishment, rather education and awareness is the only key to promote tolerance and respect (UNESCO, 2013). Education has powerful role in developing and promoting tolerant behavior among people. Although there are other factors who affect tolerance level of people yet education has its own place and it can switch public perception about different ideas, ideologies and can create more powerful impact on people's perception (Bobo & Licari, 1988).

Human being is the centre of the universe. His significance is above all. He deserves respect, love and care. Philosophy says that everything revolves around the resolving his problems and fulfilling his needs. All human beings are connected through morals and ethics that hold them tightly to achieve their common goals like pleasure, liberty and development. The ethical and moral grounds bind human beings beyond caste and creed. Humanism urges man to work for other mates and maintain this feature as core value (Lamont, 1997).

In the words of Edwords, humanism refers to fulfilling the personal needs in light with ethical and moral guidance. These ethical and moral set of values provide ground for dealing with other members of the society, facing challenges of life and living a peaceful life (Edwords). It refers to a state of mind which motivates an individual to work for betterment of the society (England, 1985). Our curriculum as well as television has the potential to increase love for humanity among us. The content broadcasted on television must not be harming to our basic human and social values rather it should

enhance such traits. Alike, curriculum can add self-esteem and urges individuals to act favorable to their society (England, 1985). All educational institutions must have identified and worked out on promotion of human values among students. There is need to work out on developing love for humanity and generosity beyond boundaries of colour, sect and cast (Small, 1968).

American journal of academic medicine states that teaching humanism is the integral part of medical studies because it develops responsibility, love and care for the patient. It is defined in the medical terms as doctors' attitudes towards patient with interest, love and respect which is completely for the patients' concern (Gracey & Haidet, 2005). Sometimes photographs are more powerful than text. There are ethical standards for such visual communication which is used to foster the learning process. The nature of images must not desensitize the very love for human being. There is need to develop better understanding of morals and ethics if we are interested in breeding journalism that serves humanity. Visual communication the significant part of mass media and curriculum and it can change the very perception of individual about certain issues (Dahmen, 2008).

Patience refers to a state of waiting for the right moment without complaining about the situation. It helps in building critical thinking and the right approach towards issues. Patience is the name of fighting within self which is not easy yet it can be done through proper education (Lorinda, 2012). Patience in human life plays an active role in taking big decisions. Study carried out by Fowler and Kam show that in a free democratic society, people with more patience elect reasonable candidates. This is because they expect a reasonable development at policy level and therefore they can wait for the right moment. Voters do not waste their vote for temporary and immediate benefits if they are patient and tolerant (Fowler & Kam, 2006).

The conceptual framework of teaching social justice has various problems for educators in practical phase. Curriculum is significant in developing a

discourse for educators on issues related to inequities and injustices in society. It will also maintain a link between socio-cultural contexts of the students. Teachers are therefore empowered to demonstrate their wisdom to link curriculum with the real life and motivate students for such social action (Dover, 2012).

Study carried out by Eun-Ju Lee revolves around teaching environmental justice through syllabus. It has been observed that curriculum is can serve its best on this edge despite various challenges to educators. Children's literature can help new generations to understand and address issues in future (Lee, 2005).

Honesty helps in developing moral, ethical and emotional strength in children. It adds self-esteem and confidence of being trusted (Freedson, 2009). Stern in his article published in the American Journal of Medicine states that syllabus should include values like honesty to create a sense of standard behavior in their profession. The responsibility also lies on teachers to give due stress on such values (Stern, 1998). A case study that was carried out in Singapore states that moral education can bring peaceful coexistence with cultural complexities (Gopinathan, 1980).

Empathy urges an individual to feel the pain of other, realize it and motivates him or her to find a solution for it. The others feelings can only be reflected when we are closer to him or her and understand the problem exactly by standing exactly in his or her position. There is need to identify how empathetic feelings can be created and stimulated to maintain caring relationships (Jurin & Kimball, 2008). Empathy refers to an individual's capability to look things, issues with different angles. It allows a person to maintain a healthy relationship with others and to understand their problems. This trait must be developed at school level among students. Educators must care about the significance of this attribute and should incorporate this in the basic goals of schooling. Developing this feature among students is not an easy task. The development of empathetic relationship among students must

be planned according to the nature of the class (Admin). The purpose of schooling is not just to incorporate few skills among students and to make them capable of dealing with few technical issues, rather it should create empathy and make them better human who can look, feel and take the pain of others and find the solutions. One should be able to put aside the differences on the basis of caste, creed and belief and build a rational society that is connected with understanding, compassion and empathy (Mashal, 2010).

Empathy is not simply having these traits will work for some occasional circumstances rather it is very popular among health sciences. It is believed that mental health care can be done with the help of acute knowledge of victim and showing more sympathetic attitude. The social support situation demands such attitudes. It helps in fighting against extreme depression and makes a victim to pull him or her out of it. The study carried out in this field also shows that people with high empathetic feelings mostly engage themselves in constructive and practical social work (Daniel & Egbert, 2005).

RESEARCH QUESTION

- Did Punjab Textbook Board incorporate social values such as tolerance, humanism, patience, equity, justice, honesty and empathy in 'English' Class I-V?

- Did Federal Board incorporate social values such as tolerance, humanism, patience, equity, justice, honesty and empathy in 'English' Class I-V?

- Did Punjab Textbook Board and Federal Board incorporate anti-social values such as Intolerance, anti-humanism, impatience, inequity, injustice, dishonesty and anti-empathy in 'English' Class I-V?

THEORETICAL FRAMEWORK

Books being part of print media have long been neglected in the study of

media which resulted in lack of rational theoretical framework. Major researches carried out on books (textbooks) remained under the educational, sociological and psychological umbrella. Therefore, communication studies left this part of print media (textbooks) which has long term and influential effects on society (literature reviewed). Yet three basic functions of mass communication are universally accepted i.e. to inform, to educate and to entertain. There is no specific theory available for this study yet following two theories have been selected and rationalized for this research: -

THE MEDIATIZATION OF SOCIETY: A THEORY OF THE MEDIA AS AGENTS OF SOCIAL AND CULTURAL CHANGE

Hjarvard (2008) presented the above theory in which he explores the relationship of media, society and its institutions. It states that previously media emerged as an independent institution which did not have multifaceted linkages with other institutions of society but with the dawn of twenty-first century, it has become more powerful and central in existing societal culture. Every institution of the society is affected with its presence everywhere. There is no concept of politics, business and education today without media (Hjarvard, 2008). McQuil also had given such views that media has strong cultural and educational effects on society which promotes national identity and integrity (McQuail, 2005). The present study is also having the same argument that print media, particularly textbooks have very significant job in the society. It has long term and influential effects which can be visible in the next generation. The textbooks have power to establish cultural patterns and tendencies of the new generation. Narrowing this, we can infer that social values as part of culture are also affected by the presence of media especially textbooks. Textbooks can create, modify or change the very basics of social values of next generation.

THEORY OF MEDIATED VALUEFLECTION

Richards (2010) gave a theory of mediated valueflection. According to this theory media is a key player which affects value system of young. Richards

(2010) argued that cultivation theory states about the typical television effects and which can be generalized as media has cultivation effects on its users. Media is stated to have key role in defining various attitudes and behaviors and setting mind set of the user as television. He also mentioned that cultural hegemony wherein media becomes cultural industry and it deals with cultural products. He says that as media has the power to define the cultural dimensions, create and modify the intellectual art of the society, therefore, it has dominant role in defining value system of the adult (Richards, 2010). Richard also reached at the same conclusion drawn from Hjarvard that media has strong relationship on society and culture. Albert Bandura (1977) in his social learning theory says that we cannot learn on our own and we have to rely on other sources including mass media. He gave a model in which four basic steps have been mentioned in social learning process i.e. attention, retention, production and motivation. We are attracted by media content and we retain what is relevant to our lives and context. The third is that we apply our learning and that learning is fostered by the reward (Bandura, 1977). Emile Durkheim works on education and sociology states that education is a process in which adult engage their juniors, who have not learned the principles of social life, in developing their physical, logical and moral dimensions. Moral education enlightens hidden potentialities and help in creating cohesive social order (Durkheim, 1956).

Although the theory of Valueflection is naturally about the adolescent's behavior yet it is still in formation phase. Moreover, social learning theory extends its implication on every member of the society which ultimately support and provide an umbrella for the present study.

METHODOLOGICAL DESIGN

The methodology for this study will be content analysis of textbooks. It is a qualitative analysis of textbooks to investigate whether the social values are incorporated across the literature. Ministry of Education has given various competencies that are supposed to be the part of curriculum. A whole competency has been donated to promotion of social attributes and values for

inclusion in curriculum. This study is basically a comparative content analysis of textbooks regarding presence of social values. Present study is a qualitative analysis of textbooks at primary level. It is to find whether textbooks have been designed according to the needs of the society with regard to social values particularly according to the prescribed standards. The study is about comparative content analysis of textbooks of 'English' Class I-V opted by Punjab Textbook Board and Federal Board. Punjab Textbook Board has designed this book themselves by their authors while Federal Board opted for Oxford Press 'New Active English' for its Islamabad Model Schools. The whole lesson will be unit of analysis. The text, theme and conclusion of the lesson have been collected across the data.

OPERATIONALIZATION OF VARIABLES

Table 3.1: *Variables, Categories and Coding Scheme*

Value	Category	Sub-Category	Indicator
Tolerance	Willingness to allow	To live with different opinion	Text, theme and conclusion of the story, lesson, poem
		To live with different beliefs	Same as above
		To live with different colour	Same as above
		To live with different race	Same as above
	Team Spirit	Socialization	Same as above
	Other	Promotion of Self-Control	Same as above
		Promotion of open-mindedness	Same as above
		Advice for Tolerance	Same as above
		Motivation for Tolerance	Same as above
		Reward for Tolerance	Same as above
Anti-Tolerance	Anti-team spirit,	Promotion of individualism	Same as above
	Other	Annoyance and anger	Same as above
		Absence of tolerance	Same as above
Humanism	Helping	Thinking for good sake of others, Saving life	Same as above

		Helpingin house job, office, providing medical aid, recovery from accident, buying and selling, Intention to help, Worrying for other people	Same as above
	Love for Human	Love for parents, teachers and others, caring attitude, sweetness, kindness, sharing happiness, celebration together, Friendly Attitude	Same as above
	Other	Advice for Humanism	Same as above
		Motivation for Humanism,	Same as above
		Reward for Humanism, appreciation for helping	Same as above
Anti-Humanism	Hate and violence	Promotion of violence	Same as above
		Unfriendly attitude	Same as above
		Cruel, Unkindness	Same as above
		Unsupportive	Same as above
Patience	Accept delay,	In having medical aid	Same as above
		In having personal help at home	Same as above
		In having help at office	Same as above
		In Having something	Same as above
		Consistency	Same as above
		Hope	Same as above
	Suffering	Losing some opportunity	Same as above
		Losing some profit	Same as above
		Losing some money, asset accidently	Same as above
		Accidents, incidents	Same as above

		Sacrifice in the Way of Allah	Same as above
		Forgetting misunderstandings	Same as above
	Annoyance without complaining	No annoyance over misbehave from kin relatives	Same as above
		No annoyance over not helping	Same as above
	Other	Advice for Patience	Same as above
		Motivation for Patience	Same as above
		Reward for Patience	Same as above
Anti-Patience		Promotion of revengeful attitude	Same as above
		Promotion of quarreling	Same as above
		Absence of patience	Same as above
Equity	Just, impartial and fair	Thanking Attitude	Same as above
		Respect for Teachers, elders, parents	Same as above
		Manners	Same as above
		Equity (Text)	Same as above
		Fairness	Same as above
Anti-equity		Biasness, unfairness	Same as above
		Favoritism	Same as above
		Non-objectivity	Same as above
		One-sidedness	Same as above
		Prejudice	Same as above
		Disrespect to Parents	Same as above
		Absence of Equity	Same as above
Justice	Morally correct or fair	Morally correct	Same as above
		Admitting Mistakes	Same as above

		Time Conscious	Same as above
		Appreciation on doing good things, Justified reward	Same as above
		Equality	Same as above
		Advice for Justice	Same as above
		Motivation for Justice	Same as above
		Reward for Justice	Same as above
Injustice		Discrimination	Same as above
		Unjustified Punishment	Same as above
		Unjustified Reward	Same as above
		Absence of justice	Same as above
Honesty	Promotion of honesty	Promotion of dutifulness, appreciation for honesty	Same as above
		Promotion of truthfulness	Same as above
	Promotion of trustworthiness	Trust	Same as above
		Promise fulfilling	Same as above
		Reward for honesty	Same as above
		Motivation for honesty	Same as above
		Advice for honesty	Same as above
Dishonesty		Promotion of lying	Same as above
		Promotion of theft	Same as above
		Promotion of 'breaking promises' attitude	Same as above
		Appreciation for cleverness (where appreciation is deception)	Same as above
		Absence of honesty	Same as above

		Justification of misconduct	Same as above
Empathy	Feeling others pain	Worrying while others are in trouble	Same as above
		Thinking good for others	Same as above
		Sacrifice in the way of Allah	Same as above
		Helping Poor by giving them money or material	Same as above
		Advice for Empathy	Same as above
		Motivation for Empathy	Same as above
		Reward for Empathy	Same as above
Anti-empathy		Making fun of people in trouble	Same as above
		Absence of empathy	Same as above

DATA ANALYSIS

The study is focused on finding social values i.e. tolerance, humanism, patience, equity, justice, honesty and empathy incorporated in 'English' subject from class I to V opted by Punjab Textbook Board and Federal Board. Punjab Textbook Board prepared and chose its own designed book while Federal Board went for 'New Active English' designed by Oxford University Press (Pakistan Edition). The sample unit was lesson while text, theme and conclusion of lessons/stories were taken as indicator. Punjab Textbook Board included 69 lessons while Oxford University Press incorporated 63 lessons from class I to class V.

RQ1: Did Punjab Textbook Board incorporate social values such as tolerance, humanism, patience, equity, justice, honesty and empathy in 'English' Class I-V?

The data from textbook 'English' from class I-V of Punjab Textbook Board have been collected and found that social values such as tolerance,

humanism, patience, equity, justice, honesty and empathy exist in the course. To start with tolerance as one of the social values, it has been found that there is no lesson exists for promotion of tolerance directly.   Out of ten operationalized indicators (Table 3.1), only one indicator i.e. team spirit, has been found twice throughout five levels[1] out of sixty-nine (69) lessons which is 2.9% of the content.   The content does not provide any material on promotion of tolerance towards other religions, beliefs, opinion, colour and race.

As far as 'Humanism' is concerned, the course content provides twenty-one instances out of 69 lessons which is 30.44% of the content. The focus remains around creating friendly attitude[2], 'caring other' attitude[3], love for parents[4], kindness[5] and helpfulness[6].

In order to find out existence of patience in syllabus, seventeen categories were used to operationalize it (Table 3.1).   Only three instances were detected out of 69 lessons which is 4.4% of the content.   These instances included promotion of 'consistency'[7], 'sacrifice in the way of Allah'[8]   and

[1]'Our Flag' at page 1 class V, lesson is a narration of composition of Pakistani flag. The lesson promotes a spirit of 'Our' instead of 'my'. The 'Sports and Games' at Page-8 is a lesson in Class V which is about playing in team. The lesson clearly focuses on explaining that there are more games where number of players cooperates with their team-mates. It promotes team spirit.

[2]'Good manners' at page 68, 'in the market' at page 86 class 2, 'Revision V' at page 9 and 'my family' page 35 class 3, 'Sound, A lovely day' at page 18, 'Choosing A friend' at page 21 and 'The Quarrel' at page 24 class 4.   These lessons show revolve around characters and narrations which promote friendly attitude.

[3]'Good manners' at page 68 and 'Let us talk' at page 93 class 2, 'Revision V' at page 9 class 3, 'What different people do?' at page 4, class 4 and 'EidUlAzha' at page 4 and 'Going shopping' at page 18 class 5.   These lessons provide instructions, motivations and dialogue among various people engaged in caring each other.

[4]'My family' at page 109 class 1, 'Family and Friends' at page 15 and 'Verbal Exercise' at page 36 class 5. These lessons show that mother take cares of us and her good things to her children. It creates love for parents in general and mother in particular among children.

[5]'My family' at page 1 class 2, 'What different people do?' at page 4 class 4. These lessons use word 'kind' as an introducing good character which makes good sense as human being.

[6]'The little Red Hen' at page 122 class 1, 'My family' at page 1, 'My school' at page 14, 'Good manners' at page 68, 'Food' at page 103 class 2 while 'Different People Do?' at page 4 class 4 and 'A Dialogue b/w two friends' at page 26 class 5.   These lessons show various instances where help is being done by friends, children to parents etc.

[7]'The Hare and the Tortoise' at page 116 class 1. This lesson promotes a consistent attitude despite trouble and limited resources.

[8]'Eid ulAzha' at page 4 class 5. This lesson describe the celebration of Eid ulAzha and its reveals historical event. It is told in this lesson that this Eid teaches us lesson to help poor and needy.

forgetting misunderstandings among friends and brothers[9]. Remaining categories are absent from syllabus.

Among other social values, 'Equity' was also measured and divided into five major categories (Table 3.1). Ten instances were found out of 69 lessons which is 14.5% of the content. The focus remained around increasing thanking attitude[10] in students. Respect for elders[11] was also endorsed.

In order to operationalize 'Justice', it was divided into eight categories (Table 3.1). Indicators such as being morally correct, admitting mistakes, time conscious and appreciation for justice were taken. Only four instances were found out of 69 lessons which is5.8% of the content. The categories which were found in the syllabus were encouraging 'admitting mistakes'[12] and time consciousness[13] attitudes.

Honesty was also operationalized and it was divided into seven categories (Table 3.1). Only two instances were found out of 69 lessons which is 2.9% of the content. Promotion of truthfulness[14] and appreciation for conducting an act of honesty[15] were among indicators which were found.

Empathy was divided into seven categories to operationalize (Table 3.1) this for present study. Only three instances were detected out of 69 lessons which come around 4.4% of total syllabus. The focus remained around praising the giving money to poor[16] at Eids celebrations.

---

[9]'The Quarrel' at page 24 class 5. This poem shows that two brother fight sometime but usually they forget their misunderstandings, give space to each other and resume their talk. This attitude also promotes patience.

[10]'Read and Practice' at page 84-85, 'thank you God' at page 89, 'Dialogues' at page 121 class 1, 'Let us Talk' at page 93 class 2, 'Revision V' at page 9, 'My family' at page 35, 'The doctor Visits' at page 37 class 3, 'Greeting and Courtesy' at page 29 class 5

[11]'Good manners' at page 68 class 2, 'My family' at page 35 class 3

[12]'Don't be late for school' at page 18, My family' at page 37 class 3, 'The Quarrel' at page 24 class 5

[13]'My family' at page 37 class 3, 'What different people do?' at page 4 class 4

[14]'My family' at page 35 class 3

[15]'Different people Do?' at page 4 class 4

[16]'EidulFitr' at page 1, 'EidulAzha' at page 4 class 4 and 'EidUlAzha' at page 4 class 5
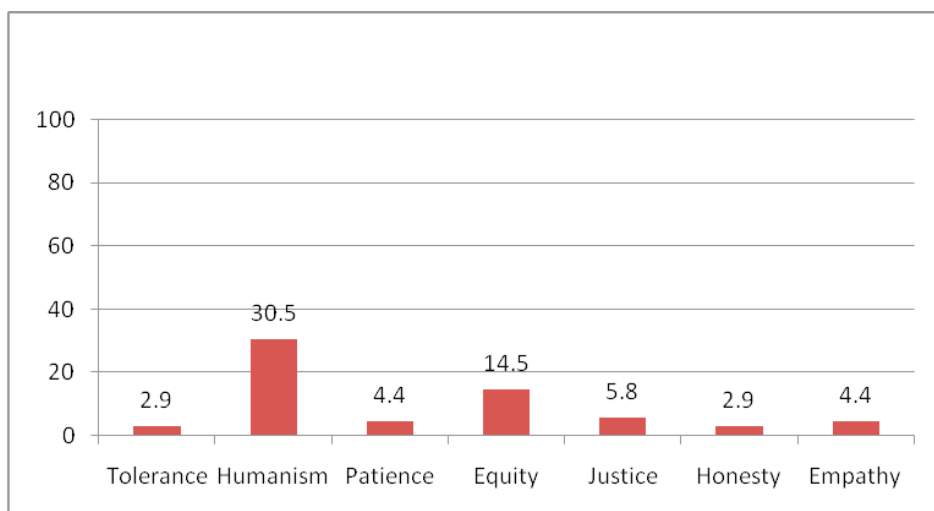
Figure PUNJAB TEXTBOOK BOARD (%AGE VIEW)

Rq2: Did Federal Board incorporate social values such as tolerance, humanism, patience, equity, justice, honesty and empathy in 'English' Class I-V?

The data from textbook 'New Active English' from class I-V of Oxford University Press has been collected and inquiry has been conducted whether social values such as tolerance, humanism, patience, equity, justice, honesty and empathy have been included in the syllabus or not. Starting from tolerance as one of social values, it has been found that no instance available in the content according to operationalized tolerance (Table 3.1) for this study.

As far as 'Humanism' is concerned, eighteen instances were recorded out of 63 lessons which is 28.6% of the content. The focus remained around promotion of helping attitude[17], love for human[18], advice[19] and showing reward[20] for act of humanism.

[17]'Requests' at page 64 class 3, 'The Accident' at page 8, 'The lion and the Mouse' at page 15, 'A busy family' at page 21, 'The Fire 1' at page 30, 'The Fire 2' at page 33, 'The Fire 3' at page 36, 'Tom Thumb 3' at page 45, 'Possibility' at page 79 class 4, 'Gulliver and the little people 1' at page 25, 'Swimming in safety' at page 80 and 'A great Mughal Emperor' at page 92 class 5
[18]'The Football Match' at page 79, 'The Clever Servant' at page 89 Class 3, 'The Present Shop' at page 77 class 4, 'King Arthur and the Round Table' at page 64, 'A great Mughal Emperor at page 92, 'Elephants' at page 104 class 5
[19]'King Arthur and the Round Table' at page 64, class 5
[20]'The Fire 2' at page 33 class 4

Two instances were found as an indicator for patience out of 63 lessons which cover 3.2% of the content. The focus remained at promotion of consistency[21] and hope[22].

There were four instances out of 63 lessons recorded for promoting equity as fairness and impartial relationship. This makes around 6.4% of the content. The focus remained around promoting thanking attitude[23], manners[24] and fairness[25] and equity[26].

Coming to promotion of ' Justice in the course, four instances were found out of 63 lessons which make around 6.4% of the content. The focus of syllabus remained around promotion of justice through showing reward for work[27]. 'Equality'[28] has also been used once as praiseworthy attribute of a character.

As for as promotion of 'honesty' is concerned in the course content, it has been found that two instances exist in 63 lessons which make around 3.2% of the content. The focus was discouraging promise breaking[29] and advice for speaking truth[30].

And finally course content was analyzed to check the promotion of empathy and found one instance out of 63 lessons which make around 1.6% of the content. The focus was praising an attitude of helping poor[31] and needy.

---

[21]'The Hare and the Tortoise' at page 95 class 3
[22]'The fire 2' at page 33 class 4
[23]Requests' at page 64 class 3
[24]'Revision' at page 21 class 3, 'On Manora Island' at page 51 class 4
[25]'A great Mughal Emperor' at page 92 class 5
[26]'A great Mughal Emperor' at page 92 class 5
[27]'The Painting Competition 1' at page 60, 'The Painting Competition 2' at page 63, 'The Painting Competition at page 66' class 4
[28]'A great Mughal Emperor' at page 92 class 5
[29]'The Piper 1' at page 69 class 4
[30]'King Arthur and the Round Table' at page 64 class 3
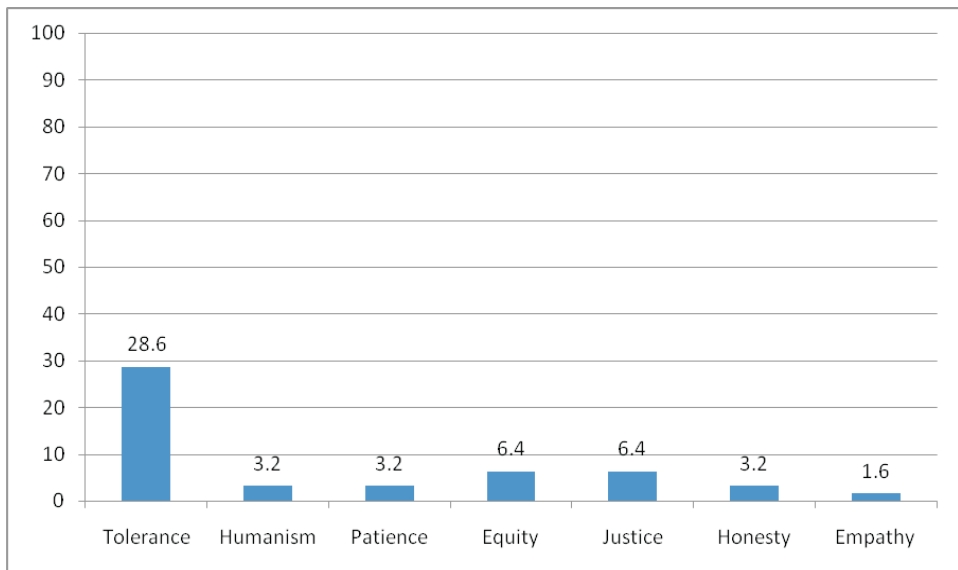[31]'A great Mughal' at page 92 class 5

Figure OXFORD UNIVERSITY PRESS, %Age View

RQ3: Did Punjab Textbook Board and Federal Board incorporate anti-social values such as Intolerance, anti-humanism, impatience, inequity, injustice, dishonesty and anti-empathy in 'English' Class I-V?

Starting from Punjab Textbook Board, it has been found that only one instance in 63 lessons promote anti-equity attribute in the course which is 1.5% of the content. The element of disrespect for parents was found in the lesson 'The little lamb'[32].

Oxford University Press includes one instance that is comes under operationalized (Table 3.1) concept of anti-humanism[33]. It is 1.5% of the content.

---

[32]'The little Lamb' at page 113 class 2. The summary of the lesson is that a lamb does not obey his mother and go out where he plays with little animals and enjoy a lot. After some time, a tiger comes there which tried to hunt little lamb but little lamb ran and hid in his house.' The author of the lesson avoided unfavorable situation but he also missed the other side of the story. It is 'if you don't obey your parents, you will enjoy. There will be some risk but nothing will happen if you have sharp sense of danger'. It seems that it will create element of disrespect and dishonor of parents.

[33]'The Piper 3' at page 75 class 4. The summary of the lesson is 'a piper ripped the city from rates for which King promised him to give him one thousand gold pieces. But when he did his job, King broke his promise and did not give him his reward. He used his pipe again and took all the children of the city with him, disappeared. King and people of the city was punished on not fulfilling their promise.' In this lesson, Piper did the job for the sake of gold pieces only. He did not care of people of city as being human and victim of over number of rates. His act was purely on the basis of profit. Public welfare was totally ignored in this story.

An element of impatience[34] was also included in the course content one time out of 63 lessons. It is 1.5% of the content.

Four instances were found under operationalized definition (Table 3.1) of anti-equity where focus was promoting disrespect for parents[35] and unfairness[36].

Six instances were found which promoted anti-justice attributes which is

[34]'The Piper 3' at page 75 class 4. Discussed above.

[35]'Read' at page 23 class 3. This lesson is about learning use of pronouns. In this lesson teachers are introduced as clever men and women. According to dictionary sources, cleverness can be used as approved as well as disapproved meaning. The use of cleverness in other instances shows that cleverness when you are able to deceive other, lye and gain benefit with such cleverness. 'The clever Servant' at page 89 shows that a servant takes benefit from his master and his takes benefit without acknowledging the Master's kindness with cleverness. This act is disapproved and is considered as dishonesty. These appreciation for such cleverness will be employed to teachers portray negative image of teachers. 'Tom Thumb 2' at page 42 class 4. The summary of the lesson, 'a man and his wife were poor with no kids. They have garden with roses. One day Tom Thumb was born/found in one of roses. They picked it up and started treating him as their son. One day Tom Thumb met with strangers (they were thieves). Strangers ask him to help them in finding gold and get some share. Tom Thumb agreed. He did the job, theft the gold from the King's palace and gave them. Thieves left him at palace and ran away with whole money. Tom came home after much trouble but could manage to bring one gold coin. He gave it to his parents who accepted and kept it. (The lesson does not explain whether his parents question about the finding of gold). Soon after, King was aware of the steeling incident. He sent his soldiers to the town. Soldier caught parents of Tom on finding one piece of gold. Tom went to the King and told him that his parents are not culprits. Thieves were caught soon after and King did not punish Tom and his parents while thieves were punished strictly.' The negative image of parents is visible when parent of Tom Thumb is show to accept the theft piece of gold as they did not question Tom Thumb for doing such act.' 'A bad Master' page 28 class 5, the summary of the lesson is, 'A lesson about fire which can destroy house, property and even takes life. It tells that in case of fire, call fire fighters. They will rescue people and deal with fire. Hurt people are given first medical aid. It also tells that if you want to become fire fighter, you must be brave, healthy, flexible and active. It also tells that foolish parents, foolish people make mistakes and even blunder which causes eruption of fire and hinders the rescue works.' The word 'foolish parents' has also been used in this lesson which creates disrespect for parent. Children are told that parent can be foolish, stupid etc.

[36]'Cinderella 1' at page 51 class 4, the summary of the lesson is 'A story of girl Cinderella who was victim of her aunt and his daughters. Story tells that she had been doing work all the day. Sometime after, King called girls to dance in which Prince will choose his wife. Aunt and her daughters went but Cinderella was not taken. Magically, a lady appeared and managed her participation in function with fine dresses and shoes. Prince liked her and soon after she was married to Prince.' This lesson is against fairness and impartiality.

9.5% of the content. Unjustified reward[37] and unjustified punishment[38] were present in course content.

Seven instances were found which were against promotion of honesty. Lying[39], appreciation of cleverness[40] which has been used as negative attribute in other places in the course, theft[41] and justifying misconduct[42] were among attributes which were promoted in the course.

[37]'Tom Thumb' at page 45 class 4, summary is already given above. In this lesson, Tom Thumb helped culprits and also took one of theft gold pieces with him. At the end of story, he was forgiven. The reward was unjustified. 'Cinderella' at page 57 class 4, the summary is already given above. The story ends with a happy ending. The happy ending is not justified because Cinderella committed wrong act by fleeing from home. 'Ali Baba and the Forty Thieves 2' at page 87 class 4, the summary of the lesson is 'Ali Baba, an imaginary character showed that he stolen the money from thieves. Thieves later on killed his greedy brother and then came to village to kill Ali Babs. Ali Baba's servant is a girl who kills all the thieves except their captain. Captain saw his dead men, ran away. Servant was given one gold bag as reward.' The reward for Ali Baba is not justified because he also theft the all the money from thieves. The story ends with happy ending and Ali Baba is given all the money without any caution that he also stole money which is unethical as well as criminal act. 'The last joke 2' at page 52 class 5, summary of the lesson is Mat, a jester became old and king retired him from his service. He was given small money for which he and his wife Wanda couldn't manage it for too long. Soon they spent the whole money. Mat thought of a plan to arrange money and sent his wife to Queen. His wife, Wanda told Queen that her husband has died and now she is left with nothing. She was given some gold. She came back and now Mat went to King said that his wife has dead and now he has nothing. He was also given gold. Later on King and Queen met and confused aroused about who was died. King and Queen visited their home where both Mat and Wanda were lying on floor pretending to be dead. King and Queen reached and quarrelled about the sequence of the incidence. Suddenly Mat got up and said that he was not died nor his wife. It was all done to tell the King that they had nothing to food. King forgave them and gave them gold.' The mat and his wife had not done any remarkable job on which they would be given all gold rather they lied and deceived and later on named it as joke. The lesson can be concluded that joke can bring reward.

[38]'The Piper 2, 3' at page 72&75, the summary is already given above. King and people of the city was punished on not fulfilling their promise. In this lesson, king broke but people of the city were also punished by the Piper. This punishment is unjustified. Moreover, Piper was not given one thousand gold pieces. He disappeared with all the children of the city which does not justify the amount of punishment or revenge that is being taken by the Piper.

[39]'Gul the Watchman' at page 32 class 5, the summary of the lesson is 'Gul is a clever guard who guards a building. People think that he is foolish yet he is very clever. No one can play tricks with him. Three instances are mentioned in which he saves himself from trouble.' In this lesson, one man comes to him and asked him to help him writing a letter to his sister living in other city. Gul says that his writing is not good and actually he was not willing to help. The lesson supports his act and do not disapprove his act. In other instance, he plays trick with a person, says him that wait for him, he will be back but he does not come back. He plays trick with the help of lying. The lesson has not explicit moral or conclusion rather an entertaining story which does not disapprove these acts of lying or playing tricks with other people. 'The last joke 1 and 2' at page 48, the summary is already given above. The mat and his wife told lies to the King and Queen. They named it as joke while lesson does not explicitly or implicitly disapprove their act rather that lying becomes rewarding. The possible conclusion can be drawn that tell a lie, deceive other and take benefit and later on tell the truth and there will be no trouble.

CONCLUSION

Media and values have been discussed very little previously. Richards (2010) explored the early word done on self and identities. The available literature supports that media helps in establishing various values, carving a line between good and bad(Richards, 2010). Kellner (1995) says that media helps in socializing teenagers and it provides basis for setting up their beliefs (Kellner, 1995). Gerbner (1976) has also stressed on enhanced television messages and their effects on the moods and mindset of the viewers (Gerbner & Gross, 1976). Thus we can conclude it as media helps in shaping values.

McQuail (2005) also says that priority should be given to the educational role of mass communication. Media has strong cultural and educational effects on society.The available literature on print media researches have included newspapers and magazines, ignoring textbooks (literature reviewed). Bandura ((1977) in his social learning theory also states that we cannot learn our own and we have to rely on our environment including mass media which tells us how to see the world. Hjarvard (2008) also accepted that media has become an integral part of every institution of society and no institution can survive without the due participation of mass media. Richards (2010) further explored that media has strong effects on defining adolescent values.

---

[40]'The Clever Servant' at page 89 class 3, the summary of the lesson is that 'A businessman went on a business journey with servants to pick the load and food etc. He was very kind. He asked his weak servant to take the load which has less weight. Servant picked the biggest load which was of bread to eat on the journey. Journey started and businessman and his servants ate breed gradually and the load on weakest servant began to reduce and finally vanished. Story concluded with an appreciation to servant that had nothing to carry soon after the journey.' In this lesson, Master was kind and he was trying to give advantage to the servant by asking him to carry the light weight. The servant did not acknowledge the Master's kindness. He carried the biggest weight and did not tell his intentions. The biggest weight was of food items which gradually consumed and he enjoyed decreasing weight. As he did not tell the Master about the reason of taking biggest weight, his cleverness was appreciated in this lesson while his act is based on dishonesty.

[41]'Tom thumb 1' at page 39 class 4 where Tom Thumb helped thieves in stealing gold. He was later forgiven. The ending of this story approve such stealing acts. 'Ali Baba and the Forty Thieves 2' at page 87 class 5 is a lesson wherein Ali Baba stole gold from thieves. The happy ending of this story also approve such stealing acts.

[42]'Ali Baba and the Forty Thieves1' page 82 class 5, in this lesson Ali Baba steal gold of thieves by saying that these are dishonest men. By giving this statement, he steal all the gold. The lesson does not disapprove his act. This comes under justification of misconduct which is dishonesty.

Durkheim (1956) stated that education is a process in which new generations of the society are engaged in learning the values and beliefs. The present study also extends the implication of the theory of mediated valueflection. We draw following theoretical assumptions from above discussion: -

- Media (Print & Electronic) has the power to create, modify and change the value system of people.

- Social values affect people attitude and behavior.

- Print media is performing educational function of media through specialized job of textbooks.

- Concluding the study, it can be stated that Punjab Textbook Board incorporated more social values than Oxford University Press did. Moreover, anti-social values have also been found in Oxford University Press designed books. The study concludes that textbooks prepared and designed by government institutions are more compatible with the needs of students with regard to social values. The privately prepared and designed textbooks are not very well equipped with social values and therefore chances are there that they promote various negative attributes among students.

References

England, A.D. (1985). Electronic Media: Television and Our Humanity. *The English Journal* , 61-64.

Admin. (n.d.). *Empathy*. Retrieved 2013, from Empathy in Education: http://empathyed.org/index.php?option=com_content&view=section&id=5&Itemid=54

Al-Afendi, M., & Baloch, N. (1980). *Curriculum and Teacher Education.* Jeddah: Hodder and Stoughton Publishers.

Ali, D. M. (2011). *Introduction to Mass Communication.* Malappuram, Kerala: University of Calicut.

Austin, Z., Collins, D., Remillard, A., Kelcher, S., & Chui, S. (2006). Influence of Attitudes Towards Curriculum on Dishonest Academic Behavior. *American Journal of Pharmaceutical Education* .

Bandura, A. (1977). *Social Learning Theory.* Prentice Hall.

Bobo, L., & Licari, F. C. (1988). Education and Poltical Tolerance. *Public Opinion Quarterly Volume* , pp.285-308.

Bulach, C. R. (2002). Implementing a Character Education Curriculum and Assessing Its Impact on Student. *The Clearing House* , 79-83.

Carlsson, U. (2007). Media and Mass Communication Research Past, Present and Future. *Nordicom Review* , 223-229.

CEP. (2008). *Performance Values*. Retrieved from Character Education Partnership: http://www.character.org/key-topics/what-is-character-education/performance-values/

Dahmen, N. S. (2008). "Moving" the Pyramids of Giza: Teaching Ethics within a visual communication curriculum. *Annual Meeting of the Association for Education in Journlism and Mass Communication.* Marriott Downtown.

Daniel, L., & Egbert, N. (2005). The effects of knowledge and empathy in a theoretically-based intervention campaing targeting depression. *Annual Meeting of the International Communication Association.* New York.

DeFleur, M. L., & Ball-Rokeach, S. (1982). *Theories of Mass Communication.* New York: Longman.

Dobbernack, J. (2013). *Applying Tolerance Indicators: Assessing Tolerance in the Curriculum.* Bristol: European University Institute.

Dover, A. (2012). Teaching for Social Justice: From Conceptual Framework to Classroom Practice. *Annual Meeting of the Association of Teacher Educators.* San Antonio, Texas.

Durkheim, E. (1956). *Education and Sociology.* New York: The Free Press.

Education, M. (2006). *National Curriculum for English Language Grades I-XII.* Islamabad.

Edwords, F. (n.d.). *What is Humanism*. Retrieved 2013, from www.americanhumanist.org: http://www.americanhumanist.org/Humanism/What_is_Humanism

F.Gracey, C., & Haidet, P. (2005). Precepting Humanism: Strategies for Fostering the Human Dimensions of Care in Ambulatory Settings. *Academic Medicine* , 21-28.

Faizi, W. U. (2010). The Refelection of Islamic Values in the compulsory subjects of social sciences at secondary level in Karachi. Karachi: Jinnah Women University.

Fowler, J. H., & Kam, C. D. (2006). Patience as a Political Virtue. Delayed Gratification and Turnout. *Political Behavior* , 113-128.

Freedson, B. (2009). *Teaching Kids Honesty*. Retrieved from Education.com: http://www.education.com/reference/article/teaching-kids-honesty/

Gerbner, G., & Gross, L. (1976). Living with Television: The Violence profile. *Journal of Communication* , 76.

Gopala. (2008). *Tolerance, Violence & Media*. Retrieved from creative-sulekha.com: http://creative.sulekha.com/tolerance-violence-media-let-us-debate_352573_blog

Gopinathan, S. (1980). Moral Education in a Plural Society: A Singapore Case Study. *International Review of Education* , 171-185.

Hechter, M. (1993). Values research in the social and behavioral Sciences. . *See Hechter et al* , 1-28.

Hitlin, & Piliavin. (2004). Values: Reviving a Dormant Concept. *Annual Reivews (Carolina Population Centre, University of North Carolina)* , 359-393.

Hitlin, S. (2003). Values as the Core of Personal Identity: Drawing links between two theories of Self. *Social Psychology Quarterly* , pp. 118-137.

Hjarvard, S. (2008). The Mediatization of Society. *Nordicom Review*, 105-134.

Journalists, I. F. (1997). Media and Tolerance. *UN/UNESCO European Seminar on Promoting Independent and Pluralistic Media.* Sofia, Bulgaria.

Jurin, R. R., & Kimball, M. (2008). Building Empathy to resolve environmental justice issues - but what is empathy. *NAAEE Conference proceedings.* Colorado.

Kellner, D. (1995). *Media Culture: Cultural Studies, Identity and Politics betwen the Modern and the   Postmodern.* New York: Routledge.

Hutchison, L.M. (2010). TOLERATING THREAT?THE NEGATIVE EFFECT OF CIVIL CONFLICT ON Domestic Political Tolerance. *annual meeting of the International Studies Association.* New York.

Lamont, C. (1997). *The Philosphy of Humanism.* New York: Humanist Press.

Lebrun, J., Lenoir, Y., & Laforest, M. (2002). Past and Current Trends in the Analysis of Textbooks in a Quebec Context. *The Ontario Institute for Studies in Education* .

Lee, E.-J. (2005). Teaching Environmental Justice Through Children's Literature. *Annual Meeting of the North American Association for Environmental Education.* Ohio, USA.

Lorinda. (2012). *Character Education*. Retrieved 2013, from lorinda-character education:http://www.lorinda-charactereducation.com/p/patience-tolerance-respect-fairness.html

Macnamara, J. (2005). Media content analysis: Its uses, benefits and best practice methodology. *Asia Pacific Public Relations* , 1-34.

Mani, M. (2010). *Let Textbooks Inspire Students*. Retrieved from ncte-india.org: http://www.ncte-india.org/pub/rimse/spk13.htm

Mashal, T. Y. (2010). Civic Education in Societies in Conflictf: From individual identity to civic empathy. *54th Annual Conference of the Comparative and International Education Society.* Chicago.

McCabe, J. (n.d.). The Democratic Impact of News Media Use: How Frequency and Type of News Media Use Influences Political Tolerance.

McQuail, D. (2005). *Mass Communication Theory.* New Dehli: Vistaar Publications.

Nelson, T. E., Clawson, R. A., & Oxley, Z. M. (1997). Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance. *American Political Science Review* , 567.

Newsome. (1963). *Newsome Report.*

Nonaka, D., Jimba, M., & Mizoue, T. (2012). Content Analysis of Primary and Secondary School Textbooks Regarding Malaria Control. *Plos One* .

Nyiri, Z. (2008). The Clash Of Perceptions:Views On National Loyalty, Respect For Women, Religious Tolerance, And Preference To Coexist Among Muslims In Paris, London, And Berlin In Comparison With The General Public. *Annual Meeting of the American Political Science Association.*

Oliver, A. (1965). *Curriculum Improvement: A Guide to Problems, Principles and Procedures.* New York: Mead & Company.

Olsen, T. V. (2013). *Applying Tolerance Indicators: Assessing Tolerance in Everyday School Life.* Roskilde: European University Institute.

O'Neill, R. (1981). Why use Textbooks? *ELT Journal* , 104-111.

Orrin, K. (1972). *Currents of Unrest: An Introduction to Collective Behavior.* New York: Holt, Rinehart and Winston.

Pingel, F. (2009). *UNESCO Guidebook on Textbook Research and Textbook Revision.* Peris.

Praphamontripong, & Prachayani. (2011). Evaluating effecient textbooks for lower-income countries. *55th Annual Conference of the Comparative and Internatinal Education Society.* Canada.

Small, R.G. (1968). Humanism in Education. *The Clearing House* .

Richards, M. B. (2010, 7 1). Mass Media's Relationship with Adolescents' Values and Behavior: A Theory of Mediated Valueflection. Georgia, USA.

Rokeach, M. (1973). *The Nature of Human Values.* New York: Free Press.

Sapna, Santosh, & Upinder. (2004). Perception of Values: A case study of future professionals. *Journal of   Human Values* .

Schwartz. (2006). *Basic Human Values: An overview.* Retrieved 2013, from Yourmorals.org: http://www.yourmorals.org/schwartz.2006.basic%20human%20values.pdf

Schwartz, S. H. (1994). Are there universal aspects in the structure and contents of human values. *Journal of Social Issues* , 19-45.

Schwartz, S. H. (2009). Basic Human Values. *Cross-National Comparision Seminar on the Quality and   Comparability of Measures for Constructs in Comparative Research: Methods and Application.*   Bolzano: Italy.

Stets, J. E., & Burke, P. J. (2000). Idenity Theory and Social Identity Theory. *Social Psychology Quarterly* , 224-237.

Stradling, D. R. (2003). *Multiperspectivity in history teaching: A guide for teachers.* Germany.

Stern, T.D. (1998). Practicing What we Preach? An Analysis of the Curriculum of Values in Medican Education. *The American Journal of Medicine* , 569-575.

Tao, L. (2009). Do Values Matter? Values and Altruistic Behavior in Games. Hong Kong.

Tyler, R. W. (1949). *Basic Priciples of Curriculum and Instruction.* Chicago: University of Chicago Press.

UNESCO. (2013). *UNESCO roundtable in Turkey focuses on Promoting Tolerance and Respect Online.*   Retrieved from UNESCO: http://www.unesco.org/new/en/media-services/single-view/news/unesco_roundtable_in_turkey_focuses_on_promoting_tolerance_and _respect_onli   ne/back/9597/

Prevalence of Domestic Physical Violence in Muzaffarabad Azad Kashmir

Nazneen Habib
Assistant Professor
The University of Azad Jammu and Kashmir University
Dr. Saif ur Rehman Saif Abbasi
Associate Professor
International Islamic University, Islamabad

ABSTRACT

The domestic violence on women is an endemic problem in Pakistan involving violent, abusive and threatening behavior carried out by intimate partner and other family members. The present study was carried out to find the prevalence of physical domestic violence on women in the district Muzaffarabad, Azad Jammu & Kashmir. For that purpose, a cross-sectional descriptive study was conducted on a sample size of 600 respondents selected using non-probability convenient sampling technique. Close ended questionnaire was designed to collect data from the respondents. The respondents were asked questions about various types of physical violence committed by their husbands. The frequency distribution and their percentages were computed. The findings indicated that prevalence of various types of physical violence is low in the district Muzaffarabad Azad Kashmir. The main reason of lower spousal abuse may be attributed to the highest literacy rate in Azad Kashmir as compared to Pakistan. The findings also indicated that quarrel on financial matters was significantly associated with various types of spousal abuse in the study population.

Keywords: Domestic violence, rural and urban areas, Muzaffarabad

INTRODUCTION

The domestic violence against women has been predominant in the world and it is converging. In the patriarchal society, the domestic violence accumulated while the conditions of women have been same as of their counterparts (Vogelman & Eagle 1991, Kapoor, 2000, Watts & Zimmerman, 2002). In Pakistan, domestic violence occurs in every third household (HRCP, 2000). Up to 80 percent of women are subjected to one or other form of domestic violence in their lives. Reports by human rights groups suggest that every second Pakistani woman is a victim of direct or indirect violence, and a report from Karachi states that at least every third married woman in

the city has faced violence of one kind or another (HRCP, 2000). In a study from Pakistan approximately 70 to 90% of Pakistani women are subjected to domestic violence (Human Rights Watch, 1999). Domestic violence has varying manifestations in the society along with the causes which give rise to the domestic violence. Domestic violence in any form, is detrimental for the family and hence society (Schuler, 1992). It has hostile bearings upon the lives of people, children, women and adolescents which result stirring space by disturbing social relationships (Mintz *et al*., 1997). Domestic violence has had been faced by women from all walks of life, ethnic groups, social classes, races, religious groups and also in developed and developing countries (WHO, 2005).

Domestic violence includes threats, restricted freedom, sexual, physical and psychological abuses. It is evident that psychological and physical violence can have developmental and behavioural impacts. It is important to cure the impacts of domestic violence psychologically (Family Violence Prevention Fund, 1999). Young women are often taken from several countries to serve as servants in the homes of high social status people which are battered physically (Collective, 1990). Women from all social classes, races, ethnicities, religious groups, developed and developing countries and of any age have had been victim of violence ranging from 15-17 per cent (WHO, 2005). Libal and Parekh (2009) claimed that UN committee on elimination of racial discrimination endorse that the domestic violence is human rights violation and states are obliged to protect and provide access to justice. In developed and developing countries, domestic violence has been a public health issue and has considerable importance (Watts & Zimmerman, 2002; WHO, 1997; Kapoor, 2000).

In Pakistan, battered wife with typical personality is restraint, nervous with low self-confidence. The women mostly come from restricted and conventional environment where men and women are traditional and victimized (Niaz, 1995). Domestic violence reveals at all levels of society in varying forms. It ranges from covert to overt acts (Hassan, 1995). Mumtaz

and Shaheed (1987) listed the Majlis-e-Khawateen, a fundamentalist women group established by government to oblige the women and women rights. Iqbal (1990) specified the behaviour of sons and in-laws is indispensible that women are beaten by their sons, parents and in-laws. Women are snubbed, disregarded and even found intolerable by a large section of society. Khan and Sajid (2011) analysed that women due to traditions and cultural norms are limited to their families. The traditional ways are still followed to oppress the rights and beat wives. In-laws and mother in-laws still oppress with authority and it consequently creates a space to live in nuclear family rather than joint family. Asif *et al.* (2010) specified that violence has worst impressions upon the women's life like autonomy, productivity, life standard and care, which has had alarming results like loss of life. Nawaz *et al.* (2008) indicated that domestic violence is an economic, educational, developmental and human rights issue. The present social structure is considered to be a source of domestic violence, women are physically violated by men and men do justify violence where the women ultimately give in (Gelles & Cornell, 1985). Lower level of education results violence and men justify physical violence to their spouses (Haj, 1998). In Karachi, 150 women were asked about health care facilities, 34% of women claimed physical abuse whereas, 43% of male respondents justified the violence when a wife used contraceptive without her husband's consent (Bawah *et al.*, 1999).

The community studies from various populations in Pakistan showed a very high prevalence of domestic violence on women in various forms by their intimate partners, in-laws and family members (Hassan, 1995; Niaz, 1995; Asif *et al.*, 2010; Khan & Sajid, 2011). The present study was conducted to examine the prevalence of domestic violence on women in the district Muzaffarabad Azad Kashmir. According to our knowledge, no study so far has been made to find the prevalence of domestic violence in Azad Kashmir. The main objective of the study was to estimate the prevalence of physical domestic violence in the study cohort and to determine which of types of physical violence are more prevalent.

MATERIALS AND METHODS

A cross-sectional descriptive study was conducted on a sample size of 600 respondents. The non-probability convenient sampling technique was used for collecting data. A well-structured close ended questionnaire was designed to collect data from the respondents. Prior to the data collection consent of the respondent was taken and all necessary legalities were completed. SPSS version 13.00 was used for the analysis of data. Frequency distributions and their percentages were calculated. Chi-square test was used to find the association of quarrel on financial matters with various types of physical abuses on the women.

RESULTS AND DISCUSSION

In table 1, demographic characteristics of the respondents are presented. There were 21.0% respondents belong to the age group of 15-25 years, while 38 % respondents were of age group of 26-36 years, 24.0 % were of age group 37-47 years and 17.0 % belong to the age group greater than (>) 47years. One third (33.33%) of the respondents reported as illiterate and 66.7 % were educated, 9.5% were primary, 8.83% were middle, 21.5% were matric, 11.33% intermediate and 15.34% have their qualification bachelors or above respectively. The literacy rate of husbands of the respondent was higher than the respondent themselves. There were 21.83% respondent's husbands were illiterate and 79.83% were educated respectively, while 3.67% were primary, 10.5% were middle, 31.67% were matric, 14.67 intermediate and 18.66 bachelors and above. There were 30.83% respondents have 1-2 children, 34.67 have 3-4 children, 17% respondents have 5-6 children and 17.5% have greater or 7 children. The economic status of most of the respondents and their family was poor. There were 46.83% respondents have family monthly income less than Rs. 10000, 29.83% have family monthly income greater than 10000 and less than 20000, 12.84% have family monthly in between 20000 and 30000, and 10.5% have family monthly income greater 30000. In response to the question about the in-laws

education, 31.83% respondents reported that no family member in the in-laws is educated, 29.5% reported that some of the family members in in-laws are educated, 25.67% reported most of the family member are educated and of 13.50 reported that all the in-laws are educated.

Table 1: *Basic Demographic Characteristics of Respondents according to Residence in district Muzaffarabad Azad Kashmir*

Parameters	Frequency	Percentage (%)
Age Groups (Years)		
15-25	126	21.00
26-36	228	38.00
37-47	144	24.00
> 47	102	17.00
Qualification of Respondent		
Illiterate	200	33.33
Primary	57	9.50
Middle	53	8.83
Matric	129	21.50
Intermediate	69	11.50
Bachelors & above	92	15.34
Qualification of Husband		
Illiterate	127	21.16
Primary	22	3.67
Middle	63	10.50
Matric	190	31.67
Intermediate	86	14.33
Bachelor & Masters	112	18.67
No of Children		
1-2	185	30.83
3-4	208	34.67
5-6	102	17.00
7 & Above	105	17.50
Family Monthly Income		
Less than 10000	281	46.83
10001-20000	179	29.83
21001-30000	77	12.84
>30000	63	10.5
In-laws Education		
No	191	31.83
Some	177	29.50
Mostly	154	25.67
All	78	13.50

Table 2 depicts the feedback of the respondents regarding different types of violence in district Muzaffarabad Azad Kashmir. Out of 600 sampled respondents, 73 (12.17%) reported that their intimate partners were violent towards them. There were sixty three (10.30%) respondents admitted that they were physically tortured by their partners while eighty two (13.67%) respondents had been slapped and twenty one (3.5%) having been kicked by their partners. There were forty (6.83%) respondents reported that their partners throw objects on them while eleven (1.83%) reported hair grabbing by their intimate partners and nineteen (3.17%) respondents experienced of physical torture from in-laws. There were sixty eight (11.33%) reported about insulting behavior by their partner in front of others and one hundred and ten (18.33%) admitted that husbands quarrel with them on financial matters.

Table 2: *Feedback of the respondents regarding different types of violence in district muzaffarabad azad kashmir*

Violence	Number	Percentage (%)	95% CI
Does your partner violent toward you?			
Yes	73	12.2	9.58-14.82
No	527	87.8	85.18-90.42
Does your partner torture you physically?			
Yes	63	10.5	8.05-12.95
No	537	89.5	87.05-91.95
Does your partner slap you?			
Yes	82	13.67	10.95-16.45
No	518	86.33	83.55-89.05
Does your partner kick you?			
Yes	21	3.5	2.03-4.97
No	579	96.5	95.03-97.97
Does your partner throw objects at you?			
Yes	41	6.8	4.79-8.81
No	559	93.2	91.19-95.21
Does your partner grab your hairs?			
Yes	11	1.8	0.74-2.86
No	598	98.2	97.14-99.26
Do your in-laws torture you physically?			
Yes	19	3.2	1.79-4.61
No	581	96.8	95.39-98.21
Does your partner insult you in front of others?			
Yes	68	11.3	8.77-13.83
No	532	88.7	86.17-91.23
Does your partner quarrel with you on financial matters?			
Yes	110	18.3	15.21-21.39
No	490	81.7	78.61-84.79

Table 3 illustrates the association between quarrel on financial matters and different type of physical abuses experienced by women is detailed. The Chi-Square showed that all types of violence were strongly associated with quarrel on financial matters because each type of violence has p-value less than the level of significance 0.05. The findings clearly illustrate all types of violence are caused by the financial matters.

Table 3: *Association between quarrel on financial matters and different type of physical abuses experienced by women*

Violence		Financial Matters					Chi-Square	Df	P-Value
		Never	Once	Twice	Often	Total			
Slap the	Never	448	10	9	23	490			
Partner	Once	6	1	0	0	7			
	Twice	8	0	2	0	10	89.420	12	0.000
	Often	57	3	8	25	93			
Total		519	14	19	48	600			
	Never	482	3	1	4	490			
Kick the	Once	6	1	0	0	7			
Partner	Twice	10	0	0	0	10	38.982	9	0.000
	Often	81	7	0	5	93			
Total		579	11	1	9	600			
	Never	468	9	1	12	490			
Throw	Once	6	1	0	0	7			
Object at	Twice	9	0	1	0	10	42.826	9	0.000
Partner	Often	76	5	2	10	93			
Total		559	15	4	22	600			
	Never	486	2	0	2	490			
Grab	Once	6	1	0	0	7			
Hairs of	Twice	10	0	0	0	10	28.275	9	0.000
Partner	Often	87	3	1	2	93			
Total		589	6	1	4	600			
	Never	481	1	1	7	490			
Physical	Once	6	1	0	0	7			
Torture	Twice	9	0	1	0	10	74.405	9	0.000
	Often	85	0	1	7	93			
Total		581	2	3	14	600			

The findings of present study clearly illustrate that prevalence of different types of physical domestic violence is low in the district Muzaffarabad as compared to the various populations in Pakistan (Hassan, 1995; Niaz, 1995; Asif *et al*., 2010; Khan and Sajid, 2011). The reasons behind low prevalence of domestic violence may be attributed to involvement of females in decision making, high literacy rate and strong family bonds. Beside other factors, the main reason of low physical domestic violence in Azad Kashmir is the education. The Azad Kashmir has achieved one of the highest literacy rates in the country. According to the Azad Government official figures, the literacy rate in Azad Kashmiris is 72% compared to 58% across the Pakistan (The Express Tribune, 2013). Primary School enrollment is 95% for boys and 88% for girls, which is the highest than any other region in Pakistan. The gap between enrollment rates of boys and girls is lower compared to the rest of Pakistan where gender disparities exist (The Express Tribune, 2013).

CONCLUSION

Domestic violence on women is an endemic problem in Pakistan. This study is an attempt to explore the existence of physical domestic violence in the context of wife abuse in the district Muzaffarabad Azad Kashmir. The findings clearly illustrate that prevalence of different types of physical domestic violence is low in the Muzaffarabad as compared to various regions of Pakistan. The reasons behind low prevalence of domestic violence may be attributed to the involvement of female in decision making, high literacy rate and strong family bonds. Beside other factors, the main reason of low physical domestic violence in Azad Kashmir is the highest literacy rate in Pakistan and lower gap between boys and girls enrollment. The findings also illustrate that quarrel on financial matters is the main initiator of the spousal physical abuse on women.

References

Asif, F., Zafar, M. I., Maann, A. A. and Ahmad, M. (2010). Domestic Violence – Rural-Urban Current Age and Age at Marriage Differential Impact on Women Physical Health in Punjab, Pakistan: *Pak. J. Agri. Sci., Vol.* 47(2), 178-182; 2010.

Bawah, A., Akweongo, P., Simmons, R. et al. (1999). Women's fears and men's anxieties: the impact of family planning on gender relations in northern Ghana. *Stud FAM Plan* 1999; 30(1):54–66.

Collective, S. & Hussein, S. (1990). Rape in Pakistan, *Simorgh Women Resource and Publications Centre*, Lahore.

Family Violence Prevention Fund (1999). Preventing Domestic Violence: Clinical Guidelines on Routine Screening. *San Francisco, CA*: Family Violence Prevention Fund.

Gelles, R. J. & Cornell, C.P. (1985). Intimate Violence in Families. *Beverly Hills: Sage Publications.*

Haj, M. M. Y. (1998). A patriarchal perspective of beliefs about wife beating among Palestinian men from the West Bank and the Gaza Strip. *J FAM Issues* 1998; 19(5):595–621.

Hassan, Y. (1995). The Heaven Becomes Hell: A Study of Domestic Violence in Pakistan, Shirkatgah, and Lahore. *Report of the Commission of Inquiry for Women: Pakistan*, 1997, p. 78.

Human Rights Commission of Pakistan (HRCP), (2000). State of Human Rights in Pakistan:

Human Rights Watch, 'Crime or Custom? Violence against Women in Pakistan, Report of Human Rights Watch 1999. [online][cited 2006 March]. Available from: URL: http://www.hrw.org/reports/1999/pakistan /index.htm

Iqbal, J. (1990). Crimes against Women in Pakistan. *Journal of South Asian.*

Kapoor, S. (2000). *Domestic violence against women and girls*. *Innocenti Digest 6, Unicef.Innocenti Research Center*, Florence, Italy, Available from: http://www.unicef.org/vaw.

Khan, S. & Sajid, M. R. (2011). Violence against Women in Pakistan: A Case Study of Wife Bettering in Rural Gujarat. Department of Statistics and Sociology, University of Gujarat, Pakistan: *World Applied Science Journal* 12(11):2168-2174, 2011.

Libal, K. & Parekh, S. (2009). Reframing Violence against Women as a Human Rights Violation*: Evan Stark's Coercive Control. Violence against Women, *Laura L. Finley Global Non-killing Working Papers* #2 43.

Mumtaz, K. and Shaheed, F. (1987). Women of Pakistan: Two Steps Forward: One Step Back*? Zed*, London.

Nawaz, N., Nawaz, Z. & Irum, M. (2008). Mental and Physical Victimization of Rural Women. Department of Rural Sociology and Agri. Economics*, University of Agriculture, Faisalabad 38040*, Pakistan J. Agri. Soc. Sci.,* 4: 74–6.

Niaz, A. (1995). Violence against Women. "Psychological Aspects of Domestic Violence" Rawalpindi: *Color Line*, pp. 16-18.

Report of the Commission of Inquiry for Women: Pakistan, 1997, p. 78.

Schuler, M., (Ed), 1992, Freedom from Violence: Strategies from Around the World, UNIFEM

Express Tribune (2013). Education emergency: Azad Jammu and Kashmir leading in enrollment, lagging in quality.

UN Commission on the Status of Women Report on the Forty-Fourth Session, (2000). New York: United Nations.

Vogelman L, Eagle G (1991) Overcoming endemic violence against women in South Africa. Social Justice 18 (1-2): 209-229.

Watts, C. & Zimmerman, C. (2002). Violence against women: global scope and magnitude. *Lancet;* 359:1232–7.

WHO, (1997). Violence against women: a priority health issue. Geneva: WHO.

WHO, (2005). WHO multi-country study on women's health and domestic violence.

Articles

Dealing with 'Visual Impairment: Experiences of Youth in Tertiary Education

Dr. Rabia Ali*
Hina Hameed*
*International Islamic University, Islamabad

China's Rise in the Perspective of Power Transition Theory

Kalimullah
International Islamic University, Islamabad

Teaching Social Values in Pakistan: An Analysis of Textbooks of English for Grade I-V

Dr. Zafar Iqbal*
Azadar Hussain*
*International Islamic University, Islamabad

Prevalence of Domestic Physical Violence in Muzaffarabad Azad Kashmir

Nazneen Habib
The University of Azad Jammu and Kashmir University
Dr. Saif ur Rehman Saif Abbasi
International Islamic University, Islamabad